

# USDB Statewide Masterplan Report

Utah Schools for the Deaf and the Blind

Spring 2024

## About This Document

This master plan report is a response to the April 2023 Report#2023-01 to the Utah Legislature, titled [A Performance Audit of Space Utilization by the Utah Schools for the Deaf and the Blind](#) by the Utah Office of the Auditor General.

This report addresses the questions and concerns raised in the Performance Audit. It presents a detailed plan that prioritizes needs across the state, including the space requirements in Salt Lake City and an analysis of southwestern Utah. The plan evaluates projected changes in student enrollment and recommended teacher-to-student ratios for all USDB campuses.

Further, the report documents the current conditions at USDB, records deficiencies, and incorporates input from USDB's leadership, faculty, staff, and students. It adjusts facility sizes based on assessments of current space and peer benchmarking and projects student population growth through 2040.

In summary, this Master Plan identifies both immediate and long-term space requirements. It recommends programs to meet the 2040 population needs for each campus and suggests additional ways to evolve services based on emerging trends.

Note: Questions related to recommended pedagogy are based on information extracted from project activities. It was expected that information on best practices would be available from the Utah State Board of Education, but such materials are not currently available. Opportunities exist to pursue these questions, but would require extensive research and engagement with schools across the nation.

Two main considerations have impacted the content of this report.

First, this report addresses students with one or more disabilities who attend USD or USB. The three main categories of disability in this report are the following.

- Students who are deaf or hard of hearing will, in this report, be referred to as Deaf / Hard of Hearing, or Deaf / HH for short.
- Students who are either blind or visually impaired will be referred to as Blind / VI.
- Students with a substantial degree of both visual and auditory impairment are referred to as deaf-blind, though they might not be either fully deaf or fully blind.

Some students at these schools may have other disabilities in addition to these three main categories, such as cognitive impairment. We do not address these students with a separate category. Furthermore, deaf-blind students are not distinguished in the enrollment information used in this analysis, and they are assumed to be grouped with Blind / VI students.

Second, to ensure that this report is accessible to Blind / VI readers, HOK enlisted an accessibility consultant, who provided guidance on matters such as color contrast, layouts of charts, tables and graphs, and other special measures needed to enable VI readers and assistive technology to access report content.

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# EXECUTIVE SUMMARY



## Vision Statement

USDB is mandated by the State to serve students with sensory impairments throughout Utah. Their goal is to make learning accessible and equitable, so that all students in Utah can reach their highest potential as contributing members of society and as whole people.

This means:

educating, training, mentoring and guiding students so that they can demonstrably and positively impact their families and communities domestically, physically, culturally, socio-economically, politically, spiritually, and artistically

through the support of educators, advisors, medical providers, administrators, equipment, tools and technologies in the least restrictive environment according to their needs.



# KEY FINDINGS

# Key Findings and Recommendations

## General

### Student to Teacher Ratio

The overall student-to-teacher ratio is one of the most important metrics in education. Schools serving students with special needs will generally require a lower ratio than those for mainstream schools, which therefore does not provide a useful basis for comparison. Instead, the analysis for USDB relies on two primary assessments:

- Student-to-teacher ratios at other schools for the deaf and blind, which for this analysis derive from survey responses from USDB's cohort schools, and
- An assessment of the current effectiveness of USDB's current ratio.

As a result, HOK recommends that an overall average student-to-teacher ratio of 5 to 1 as a target. For space and classroom planning, this suggests that a classroom with five students should be considered full on average, i.e., one classroom for every five enrolled students, though this may vary upward or downward depending on individual circumstances.

Relevant supporting data include the following.

- Based on USDB's enrollment during May 2023 (peak enrollment for that academic year), USDB's overall ratio was 4.4 students per teacher.
- If the number of teachers remains constant through the 2025 academic year, an anticipated increase in enrollment will raise this ratio to 5.1.
- Survey recipients who provided data for this question have an average student-to-teacher ratio of 5.3 to 1, and these range from a low of 3.9 (New Mexico School for the Deaf) to a high of 6.7 (Arizona School for the Deaf and Blind).
- NOTE: An overall 5-to-1 ratio does not consider that student counts in some grade levels, demographics and locations may not allow five students for every classroom. Instead, some required classrooms will have fewer than five students due to anticipated enrollment numbers, while some grades may be well served by larger classroom capacities.

# Key Findings and Recommendations

## General

### Mainstream Schools

- The determination of whether a student who is Blind / VI or Deaf / HH should take any specific course at USDB or within their local community school is best answered on an individual basis.
- USB provided students with a sense of community. The user has experienced difficulties in a previous mainstream school where they were not treated well. They received inadequate support for their learning needs, lacked access to appropriate technology, had limited socialization opportunities with other students, and were even accused of lying about their visual impairment.
- Deaf /HH students often encounter challenges in communicating effectively with mainstream students and teachers, many of whom do not use American Sign Language (ASL). The USD curriculum includes instruction in ASL, offering students a sense of belonging, shared experiences, and community support.
- Some argue that ASL may isolate deaf individuals from the general population. They advocate for a stronger emphasis on mastering spoken English to enhance reading skills, access a wider range of job opportunities, and integrate more fully into society. For these and other reasons, USD also offers instruction in Spoken English Language. Students can learn either or both languages, and their ability to integrate more fully into a mainstream school is somewhat reliant on proficiency in English, although assistive technology and supporting tutoring can bolster the learning of Deaf / HH students in mainstream schools.

# Key Findings and Recommendations

## General

### Trends

The most notable emerging trend in space and facility utilization at schools for the blind and schools for the deaf is the move toward collocation on a consolidated campus. It is crucial to consider which programmatic areas can effectively be shared between Blind / VI and Deaf / HH students, based on their sensory and communication needs, population size, and other functional space considerations.

USDB appears to be at the leading edge of this trend with the collocation of the two schools being well established and successful.

A challenge faced by USDB is the low numbers of blind and visually impaired students on campus, resulting in a minimal presence that lacks the critical mass necessary to establish a distinct identity. This situation presents the significant challenge of justifying the creation of unique, dedicated facilities and opportunities similar to those found in many other State-run programs. USD administration leaders acknowledge that historically, its academic reputation has not been particularly strong. However, forces at work in Utah communities are bringing increased attention to the value and strengths of USB, and its enrollments are beginning to see increases that are expected to continue.

If it can be demonstrated that student outcomes, particularly in academic and social performance (as indicated in responses to questions 1, 2, and 3), are satisfactory, there would be no urgent need to challenge the existing paradigm. However, if academic and social outcomes are better achieved through engagement either on campus or in local community schools supported by Outreach services, this could provide stronger justification for additional programs, policies, and facilities aimed at enhancing student outcomes.

*It should be noted that the recommendations and proposed program in this report are based on our engagement with USDB's leadership as well as national trends. Specific information on other schools' space utilization are recorded in the benchmarking survey analysis report. These findings may be found in the appendix.*

*Additional input from the USDB students' perspectives is included in the Student Experience section of this report..*

## Key Findings and Recommendations

### The Campuses at a Glance

#### Salt Lake City – Momentum breeds momentum

Salt Lake City has the largest total student enrollment and feels like the heart of USDB. Its new facilities showcase all that USDB can offer to students – with a broad range of academic, extracurricular, athletic, and social spaces.

Still, the Salt Lake campus is bursting at the seams. Classrooms for Deaf / HH students in a noisy modular building, mobility equipment for Blind / VI students stored in every spare square foot, related service spaces functioning at or near capacity – these make daily operations more challenging than they need to be.

From HOK's perspective, meeting Salt Lake City's long-term needs would make full use of adjacent properties that might be available. The recent expansions of the Salt Lake City campus have given it an enhanced energy and visibility that might suggest a strategy for the future – to build on this new momentum and prioritize the campus expansion.

#### Ogden – A little can go a long way

The Ogden campus of USDB has a lot going on. Though its current student enrollment is a distant second to Salt Lake City, Ogden houses unique programs and functions, including central administrative functions, expansive warehouse and distribution space, operational and production space for USIMAC (a non-USDB entity) and Blind / VI assistive technologies, and student housing.

Over the years, Ogden has reshaped and stretched to accommodate changing needs. In its current state, the Ogden campus could benefit from a number of smaller scale projects aimed at relieving operational stresses, which could provide needed breathing room and enhance almost every on-campus program. Reconsideration of USIMAC's current location would be beneficial, to retain the synergistic relationship between USIMAC and USDB, to fit it in a better facility than its currently noisy and cramped space, and to free up campus space for other USDB needs.

## Key Findings and Recommendations

### The Campuses at a Glance

#### Springville – If you build it, they will come – or grow into it

Springville is USDB's newest facility. Long-term leadership who have driven USDB's growth and evolution feel they got a lot of things right at Springville. However, the construction project did not build out the entire facility design. Four classrooms were cut from the construction plan, and the program focused on education through elementary school grades only.

Springville could support middle and high school programs now. An additional consideration is that today's Springville preschoolers will be high school age in 10 years. One possible strategy for Springville could be to expand the program one grade at a time as current students advance. Because the ends of some academic wings were originally designed to have additional classrooms, this might be feasible as an approach to accommodating additional grades incrementally.

#### St. George – May Day! May Day!

Teachers and staff at St. George are doing more with what they have than should be possible, even though the current modular facility houses only four classrooms for preschool and second grade students. Furthermore, Washington County is fertile soil for USDB to work.

The area population will continue to grow rapidly through 2040. If USDB will be able to serve the area as effectively as other campuses currently do, it will need a strong and permanent presence due to its distance from the other campuses. One benefit in establishing this physical presence is the support the current programs have from nearby mainstream schools. This could translate into tangible space benefits for USDB, several of which have already been discussed.

# Key Findings and Recommendations

## SALT LAKE CITY

### New High School Recommended.

1. Delta in future space needs is estimated at 71,100 SF of classroom and storage space.
2. This number is grossed up to include building core spaces and general support space, and adds supportive amenity spaces and administrative office space only in proportion to anticipated student enrollment growth. (The student-to-teacher ratio is projected to be adequate for 2040 population but does not consider the introduction of any new programs that might require an expanded faculty, or additional administrative staff space.)

### Supportive Findings include:

1. Projections show a 24 percent increase in student enrollment for current grades to 292 students in 2040, plus an estimated 24 of post-high school age.
  - a. Note: The number of high school and post high school age students is expected to grow due to population growth and moderately increased capture rates, but also the number of students currently enrolled who will advance into upper-level grades.
2. The biggest discrepancies between current allocations and future needs will be for middle and high school students.

### Supportive findings continued:

3. The current combined space in JMS and OEC are maxed out and cannot accommodate additional functions or program.
4. The four modular classrooms, while able to serve space needs for the short term, are not a viable long-term solution for Deaf/HH or Blind/VI children.
5. General support space needs projected to increase by 75% (note, though a high percentage of growth in this category, this is not a substantial percentage of overall space).
6. Space that has been repurposed due to crowding of functional needs could be returned to original functions, thus relieving pressure on the existing facilities.
7. There is insufficient parking space for staff and employees. This is not reflected in space program increases.
8. There is limited space for parents' pickup and drop-off. This is not reflected in space program increases.

# Key Findings and Recommendations

## OGDEN

### Expansion or Consolidation is Recommended.

1. Move USIMAC into a new space, either on campus or nearby in Ogden to allow return of the current USIMAC space to USDB function.
2. Investigate whether the Assistive Technology group's space needs can synergize with USIMAC and be accommodated in a space designed for both groups.
3. Focus on management of current warehouse and storage space. Consider infrastructure for increased storage density and options for reducing or redistributing current inventories.
4. Consider spaces for Related Services collectively, to accommodate current and future space needs together. This will allow pockets of space currently repurposed for Related Services to return to their original functions and create better adjacencies for Related Services and administrative functions.
5. Consider the future of the swimming pool, and whether it should be repurposed.

### Supportive Findings include:

1. As one of the older USDB campuses, Ogden has seen the most changes in space use over the years. Piecemeal solutions have hindered optimal use.
2. Population growth in Weber County, while significant, will impact enrollment projections less than expected because the population distribution will age over time. However, enrollment increases will exacerbate the current strains on available space.

Supportive findings continued:

3. The campus is projected to see a 22 percent increase in student enrollment to 100 students in 2040, plus an estimated 15 of post-high school age.
4. The Utah State Instructional Materials Access Center (USIMAC) is a non-USDB entity with space on the Ogden campus.
5. The Assistive Technology group currently occupies a Blind/VI classroom, which is not well suited to their needs.
6. Most Deaf/HH classrooms are too small. Teachers have no space for personal items or to perform administrative tasks.

### Additional Considerations:

1. Additional housing could offer multiple benefits.
  - a. Students who live a great distance from campus may find enrollment in USDB feasible only if they can spend weeknights on campus.
  - b. Staff who assist students in the cottages helps in development important life-independence skills.
  - c. Accommodation may help students' families who need to visit campus by providing affordable overnight lodging.

# Key Findings and Recommendations

## SPRINGVILLE

### Additional Middle School and High School Classrooms Recommended

1. The anticipated growth and evolving educational needs of the institution indicate ~60,000 SF of space is required.
2. Prioritize consideration of the expansion of the academic program to include space for middle and high school students. Current students will grow into these age groups very soon, and classroom expansion will allow a seamless transition for these students into the upper grades.

### Supportive Findings include:

1. Classroom space overall is inadequate, and existing modular classrooms cannot be considered as long-term solutions to meeting classroom space needs.
2. Population growth in Utah County is among the fastest in the state. Resulting enrollment projections will reveal that the Springville campus will see significant enrollment increases.
3. With expanded programs into middle school, high school, and post-high school ages, a 113 percent increase in student enrollment to 201 students is expected for 2040, with an additional 16 post-high school students expected to receive services.

Supportive findings continued:

4. There are currently no classrooms for middle or high school students. Students in these age brackets could currently be served at the Springville campus, so the need for these classrooms is immediate. More importantly, however, is that current elementary school students will soon reach middle school age, and Springville is not prepared to serve them in its current facility.

# Key Findings and Recommendations

## ST. GEORGE

### A USDB Southern Campus Recommended.

1. Permanent structures to serve both Deaf / HH and Blind / VI should include educational offerings and full services from PIP through High School grades at approximately 100,000 GSF.
2. Indoor athletic and extracurricular spaces are included in the program but kept to the basic needs and expectations, if synergies with the nearby elementary and high schools can continue to help lessen space demands. See supportive finding 2 below.

### Supportive Findings include:

1. The existing modular building is sorely inadequate to meet current needs, let alone accommodate any future additional space needs.
2. Caveat: The lack of a formal agreement between USDB and the local school district has meant that any public-school space that has been offered to USDB is never guaranteed and may be taken away at any moment to meet the needs of the host school.
3. With the implementation of full-service programs over the next few years, a total enrollment of 75 students can be expected (56 Deaf / HH and 19 Blind / VI), plus approximately 5 people of post-high school age.

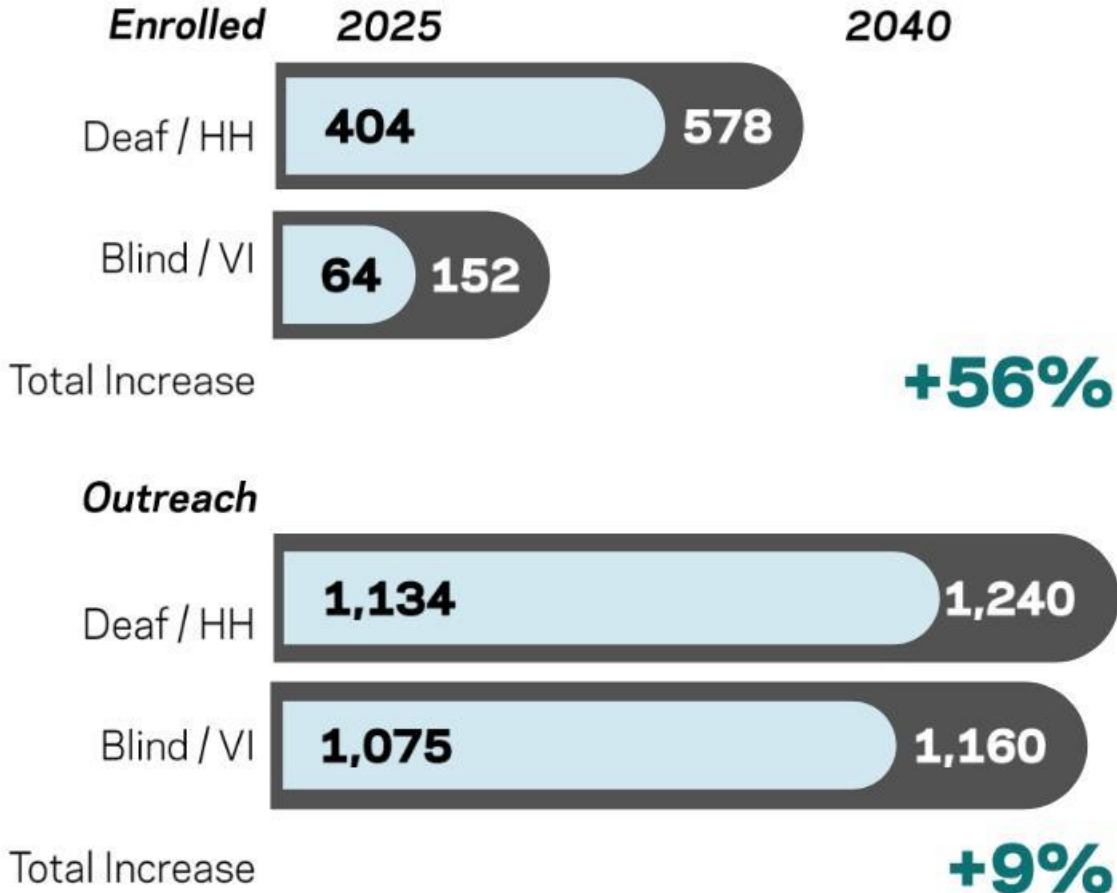
### Additional Considerations:

1. St. George handles a large number of Outreach students.
  - a. For 2040, projections based on population analysis and USDB program expansions will increase student and post-high school counts from 468 to 728 – a 56 percent increase.
  - b. Similarly, 2040 Outreach trends will yield growth more in line with the area population growths by age group, suggesting an increase from 2,209 to 2,400 students – a 9 percent increase.

# **SUMMARY OF RESULTS**

# Summary of Results

## Student Counts



## Current Student-to-Teacher Ratio

USDB **4.4 : 1**      Benchmarked Institutions Average **5.3 : 1**

## Space Requirement Delta 2040



## Average Classroom SF / Student

Current USDB **185**      Average Benchmark **110**      Proposed Future USDB **160**

## Areas of Greatest Impact

- SLC **New High School Classrooms, General Storage**
- Ogden **Overall Space Rebalancing, Student Growth Accommodation**
- Springville **Middle School and High School Classrooms**
- St. George **Permanent Structure PIP through High School**

## Key Findings - Engagement Activities

Between March and April 2024, the HOK team conducted several engagement activities with USDB administrators, teachers, and students. These included:

- **Site tours** of three of the four existing USDB campuses (Salt Lake City, Ogden, and Springville),
- **Service workshops** with USDB directors, aimed at creating a picture of the full range of USDB's service offerings, priorities, and vision for future service enhancements,
- **Interviews** of USDB superintendents, directors, and teachers, to hear their vision, assessments of current service offerings, and facilities, and
- **Group engagement** sessions with Deaf / HH students in Salt Lake City and Ogden, and a virtual group engagement session with Blind / VI students.
- HOK also conducted an online **survey of cohort schools** aimed at collecting information about services and facilities at other programs, to inform assessments of USDB's current state and recommendations for the future.

These activities led to the following high-level observations about USDB as a whole.

1. USDB comprises people in every role who are deeply committed to, and invested in, the school's mission and values.
2. USDB has created a collegial environment where different perspectives are valued, divergent ideas about pedagogy coexist, and employees support each other for the educational benefit of the students.
3. USDB is committed to educating all students under its aegis, regardless of whether they are able to attend school at one of the USDB campuses. The campus and Outreach programs use the same service and educational material resources.
4. All campuses could benefit from additional resources to address space and programmatic deficiencies. Classroom space overall is inadequate, and existing modular classrooms at Salt Lake City, Springville, and St. George cannot be considered as long-term solutions to meeting classroom space needs.
5. All campuses will experience enrollment increases between now and 2040, even without the expansion of existing academic programs into grade levels not currently served. Springville and St. George, neither of which currently offer on-campus education to middle or high school students, should expand their programs into these upper grades to create more complete educational offerings to all ages.

## Summary of Results - Benchmarking Survey

As part of its discovery process, HOK distributed an online survey to schools for the deaf and for the blind around the United States. Invited schools were recommended by USDB superintendents based on their general similarities to USD and USB in size, programmatic offerings, and geographical context. The purpose of the survey was to determine important high-level metrics and the school administrators' assessments of how these metrics correlate to satisfactory performance at their schools. Responses then helped inform recommendations for USDB's future space inclusions.

Ten schools submitted at least partial responses to the survey, and a separate report details the analysis. Informative metrics from the survey include the following:

- **USDB's current student-to-teacher ratio is lower than the average** across responding schools. With no additional teachers hired before EOY 2025, the USDB ratio would increase to 5.1.
- **USDB's average classroom area allocation is 185 SF per student**, though the functions included in this metric may vary. For example, many classrooms at USDB function as the teachers' office and personal storage space. As noted in the Key Findings section, the analysis in this report allocates 160 SF of classroom space per student.
- **USDB allocates a significantly smaller area per student for student study space on average.**
- **General Assembly space at USDB (4.4 SF per student) is higher than the average of other schools**, due in part to the inclusion of the gymnasium in Salt Lake City as an assembly space.

- **USDB falls behind their cohort schools in food service and general storage** area per student. The scope of residential programs varies across schools, though USDB's dorm space is less per student than its cohort schools.
- **Conference room area for employees**, which is a consistently good indicator of the effectiveness of an organization's workplace, is **much lower** for USDB than the other schools.

Important benchmarks from the survey distributed to USDB cohort schools	Overall Average (excludes USDB)	USDB
Student-to-Teacher Ratio	5.3	4.4
Land Use: Acres/Student	0.2	0.1
Average Classroom Area (SQFT)	587.4	785.0
Average Classroom Area per Student (SQFT)	110.8	185.0
Average Study Space Area per Student (SQFT)	155.5	60.5
General Assembly Seats per Student	1.9	4.4
Average Food Services per Student (SQFT)	51.7	36.0
Average General Storage Area per Student (SQFT)	75.5	39.4
Average Dormitory Allocation per Student (SQFT)	763.9	632.3
Employees per Conference Room	21.8	70.9

*Important benchmarks from the survey distributed to USDB cohort schools*

*Note: Some survey questions reveal a wide range of responses, which may indicate that respondents interpreted some questions in different ways. As a result, some metrics likely to not represent "apples-to-apples" comparisons.*

# Summary of Results - Space Needs Projections to 2040

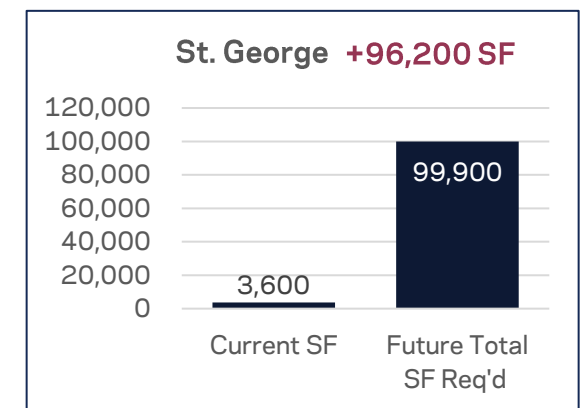
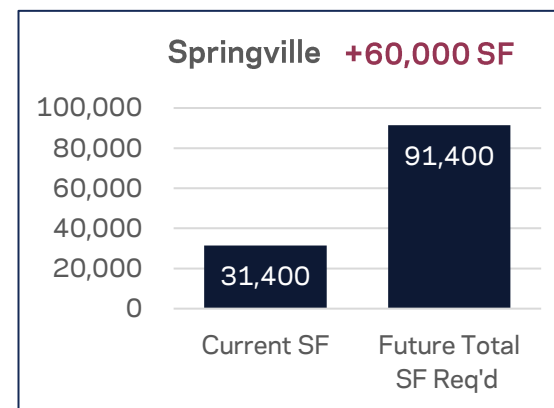
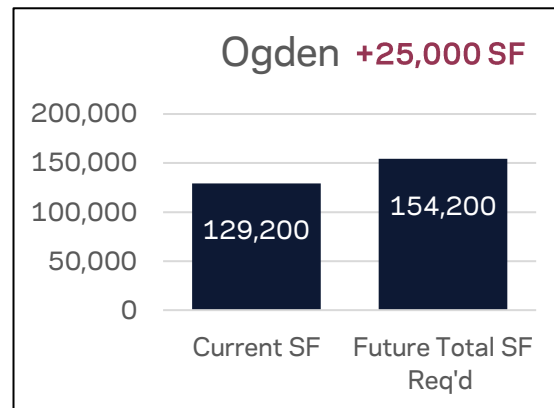
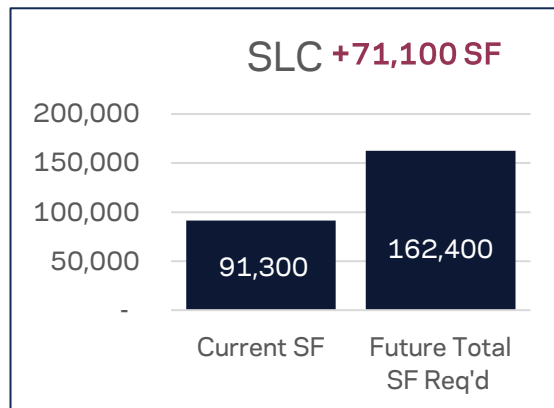
Calculations of USDB’s future space requirements result from the following process steps applied to each campus. To project USDB enrollments:

1. Use data from reputable sources\* to estimate current populations, and project future populations, of students across all ages in the State of Utah who have visual and/or auditory disabilities, and are therefore prospective USDB students.
2. Determine USDB’s current capture rates by grade and location. Adjust these rates if suggested by project discovery findings to create a defensible capture rate for future years.
3. Project enrollments by grade level and campus based on future populations, the prevalences of visual and auditory disabilities, and capture rates.

To determine space requirements:

4. Address existing space shortages and surpluses based on assessments of the current state at each campus. Right-size existing space for 2025 and determine additional capacity that Related Services space can absorb.
5. Project space needs to 2040 based on enrollment projections as impacted by population growth and future USDB programs.
6. Adjust program space needs to gross area estimates by introducing a building efficiency factor.

Total gross areas, existing and required for 2040, are shown below.



Current and future program space totals by campus

Note: Space totals shown here do not incorporate requirements to accommodate new service delivery program recommendations.

\* <https://gardner.utah.edu/demographics/population-projections/long-term/>  
<https://disabilitystatistics.org/acs/1>

## Summary of Results - Campus Summaries

### Salt Lake City

#### Strengths and General Observations:

- The new Openshaw Educational Campus (OEC) facility is a well designed, accessible facility, offering long lines of sight, color-coded surfaces for orientation, and tactile wayfinding markers.
- The gym is a successful and accessible space that effectively accommodates a range of athletic and extracurricular activities.

#### Needs:

- The current combined space in JMS and OEC are maxed out and cannot accommodate any more function.
- A strongly and daily felt need is for more storage space of all types, from materials and equipment storage in the basement to quickly accessible space to keep students' mobility equipment near their classrooms. One USDB administrator expressed, "When we programmed the OEC building, planning for storage was a miss on our part."
- The four modular classrooms, while able to serve space needs for the short term, are not a viable long-term solution for Deaf/HH or Blind/VI children. For example, administrators point out that modular buildings are acoustically inadequate for teaching Deaf/HH children, as sound travels through and under the structure, which makes it hard for students to understand spoken language.

- The campus needs at least one additional classroom equipped as a science lab, and an art classroom.
- Parking is currently inadequate and will become even more of an issue in the future. A student drop-off area is needed, especially for small children and Blind / VI students.

#### Recommendations:

- Middle and high school students would benefit from academic space to serve their needs. This should include fitting out at least one classroom as educational lab space.
- In any space expansion effort, consider how to reconfigure some existing spaces (e.g., classrooms for children with multiple pieces of mobility equipment) so that adequate and easily accessible storage is included. Increase general storage space substantially in any new development.
- Replace modular classrooms with permanent space.
- Redesign the current site layout for parking expansion, better traffic flow, and more accessible points of connection between vehicles and classrooms, especially for younger children.

# Summary of Results - Campus Summaries

## Ogden

### Strengths and General Observations:

- Ogden has the largest campus land area, which presents opportunities for inclusion of needed additional program, including outdoor athletics. It is the only USDB campus with student housing.
- Population growth in Weber County, while significant, will impact enrollment projections less than expected because the population distribution will age over time. However, enrollment increases will exacerbate the current strains on available space.
- The warehouse area offers substantial storage area.
- The existing swimming pool is currently not used due to legal requirements and lifeguard availability.

### Needs:

- As one of the older USDB campuses, Ogden has seen the most changes in space use over the years. Piecemeal solutions have hindered optimal use. For example, needed adjacencies between various functions have been sacrificed to carve out needed space.
- Despite its land area, analysis has shown that there is no contiguous outdoor area large enough to place a full-size soccer or football field.
- The Utah State Instructional Materials Access Center (USIMAC) is a non-USDB entity with space on the Ogden campus. Current space is too small to handle all the staff and required function, and the noise of production equipment is excessive, especially for people with hearing disabilities.
- The Assistive Technology group currently occupies a Blind/VI classroom, which is not well suited to their needs.
- Most Deaf/HH classrooms are too small. Teachers have no space for personal items or to perform administrative tasks.

## Summary of Results - Campus Summaries

### Ogden

#### Recommendations:

- Move USIMAC into a new space, either on campus or nearby in Ogden to provide them adequate and acoustically effective space, and to allow return of the current USIMAC space to USDB function.
- Investigate whether the Assistive Technology group's space needs can synergize with USIMAC and be accommodated in a space designed for both groups.
- Focus on management of current warehouse and storage space. Consider infrastructure for increased storage density and options for reducing or redistributing current inventories.
- Consider spaces for Related Services collectively, to accommodate current and future space needs together. This will allow pockets of space currently repurposed for Related Services to return to their original functions and create better adjacencies for Related Services and administrative functions.
- Consider the future of the swimming pool, and whether it should be repurposed.
- Additional housing could offer multiple benefits. Students who live a great distance from campus may find enrollment in USDB feasible only if they can spend weeknights on campus and return home for the weekends. Also, the availability of staff who assist students in the cottages helps in development important life-independence skills that they otherwise would not have. Finally, one vision of USDB administrators is to be able to help students' families who need to visit campus by providing overnight accommodations they otherwise could not afford.

## Summary of Results - Campus Summaries

### Springville

#### Strengths and General Observations:

- The new building has benefitted from lessons learned in construction and renovation of other USDB campus facilities. This includes right-sized classrooms, and accessibility design ideas such as long lines of sight, strategic use of color coding, and tactile wall art.
- The original academic program for Springville was not fully built out. In particular, classrooms for middle and high school grades were not constructed in the initial construction phase.
- Programming for Springville included the planned accommodation of multiple functions in a single space, with a centrally located cafeteria/gym/multi-purpose area.

#### Needs:

- Population growth in Utah County is among the fastest in the state. Resulting enrollment projections will reveal that the Springville campus will see significant enrollment increases.
- There are currently no classrooms for middle or high school students. Students in these age brackets could currently be served at the Springville campus, so the need for these classrooms is immediate. More importantly, however, is that current elementary school students will soon reach middle school age, and Springville is not prepared to serve them in its current facility.
- Creating a shared space for cafeteria, gymnasium, and multi-purpose functions has proved to be operationally demanding, as reconfiguration of the space is an almost daily task.

#### Recommendations:

- Prioritize consideration of the expansion of the academic program to include space for middle and high school students. Current students will grow into these age groups very soon, and classroom expansion will allow a seamless transition for these students into the upper grades.
- Separate the functions currently housed in the cafeteria/gym/multi-purpose area to lessen the need for continual space reconfiguration and meet future space demand, especially for middle and high school students.

# Summary of Results - Campus Summaries

## St. George

### Strengths and General Observations:

- The current educational program serves only Deaf / HH students in preschool and second grade. This prevents continuity of students' educational experience.
- The current modular building is well positioned to take advantage of synergies and space availabilities of the nearby mainstream preschool, elementary, middle, and high schools. Public school officials have welcomed and supported USDB as much as possible, so the opportunities to create a USDB facility that capitalizes on these advantages are ripe.

### Needs:

- The existing modular building is sorely inadequate to meet current needs, let alone accommodate any future additional space needs.
- The lack of a formal agreement between USDB and the local school district has meant that any public school space that has been offered to USDB is never guaranteed and may be taken away at any moment to meet the needs of the host school.
- USDB Southern is the most isolated USDB campus. This creates several challenges, such as access to educational materials kept at the other campuses.

- USDB Southern is currently challenged to feed its students, some of whom come from families with food insecurity. Students do not qualify for meal supplements from the nearby schools' cafeterias, and the lack of food preparation facilities means that USDB currently transports frozen meals from other campuses.
- Washington County will see some of the fastest population growth in Utah over the next decade and beyond. This creates two distinct needs – a permanent facility to offer comparable education and related services quality to students in this area, and enhanced Outreach services to serve the expanding populations in remote areas of Washington and adjacent counties.

### Recommendations:

- Formalize agreements with the Washington County school officials to provide USDB with land for construction of a permanent school facility.
- Proceed with planning for a permanent USDB Southern campus, which should include educational offerings for all grade levels.
- Consider the special needs of Outreach teachers and staff in planning a new facility, whose heavy caseloads and lack of access to office and storage space currently mean that they spend a lot of time in their cars, which also function as their office and storage space.

# 2

## DISCOVERY

- Site Tours
- Existing USDB Statewide Space Inventory
- Enrollments & Profiles – Students, Teachers, and Staff
- Stakeholder Interviews
- Director Workshops
- Student Experience
- External Peer Benchmarking

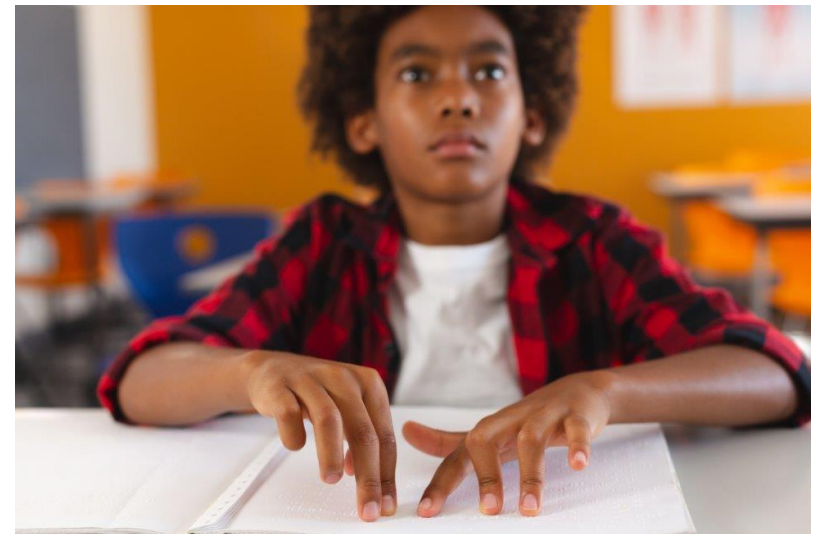
# Introduction

This section describes the activities and stakeholder engagements that established the context and basis for HOK's analysis and recommendations. These include:

- **Site Tours** – Over the course of two visits to USDB (January 29 – February 1 and March 4-6, 2024) the HOK team toured three of USDB's campuses (Salt Lake City, Ogden, and Springville). Guided primarily by USDB's assistant superintendents for USD and USB, HOK gathered information on current facilities and their use, strengths, challenges, inadequacies, and modifications that USDB administrators have made as they adapt to accommodate growth and changing needs over time. These tours did not include the modular building currently serving as the USDB Southern campus in St. George.
- **Existing USDB Statewide Space Inventory** – In addition to site tours, USDB provided HOK with building floor plans and existing space program documents to serve as a basis for quantifying current spaces and their use, and to serve as a basis for future program recommendations. Existing documents for the Salt Lake City and Springville campuses were reasonably up to date, though floor plans for Ogden and the associated program tables do not necessarily reflect current usage.
- **Student Enrollment Profiles** – USDB students comprise a diverse array of profiles, ranging from newborns through post-high school young adults. By studying current enrollments at each campus, HOK was able to assess how each campus' program reaches Deaf / HH and Blind / VI students from the surrounding areas. It also provides a basis for calculating current student capture rates, from which to determine enrollment projections based on population projections for the counties served by each campus.

## Introduction

- **Stakeholder Interviews** – Critical to understanding USDB’s current state and how best to accommodate future space and program requirements were the interviews HOK conducted with a cross section of stakeholders. These included the USDB superintendent and assistant superintendents, several program directors, and teachers and service providers from all USDB campuses. The range of perspectives and experiences recorded from these interviews provides some of the most important input for setting future goals and assessing future space and program needs.
- **Director Workshops** – USDB’s directors provide a wealth of experience and vision for how the schools can best take advantage of untapped opportunities as they strive to strengthen their programs and service offerings. Over the course of HOK’s four visits between January 8 and April 9, HOK conducted 14 workshops focused on service ideation and prioritization. Detailed summaries of these activities also provide important context for understanding student experiences and how USDB can strengthen and expand its service offerings.
- **Student Experience Activities** – USDB students also contributed assessments of their experiences, perceptions of the schools’ strengths and challenges, and ideas for improvements. On January 30, HOK met with Deaf / HH middle and high school students in Salt Lake City to hear their thoughts, and on Jan. 31, 2024, HOK conducted a similar workshop with Deaf / HH students in Ogden. A similar session for Blind / VI students was held virtually on Feb. 20, 2024.
- **External Peer Benchmarking** – Between March 13 and April 30, HOK conducted an online survey of select schools for the deaf and blind in geographical regions of the United States that are similar to Utah. A full Benchmarking Survey Report has been submitted as part of this project, and the most relevant outcomes are included in this report.



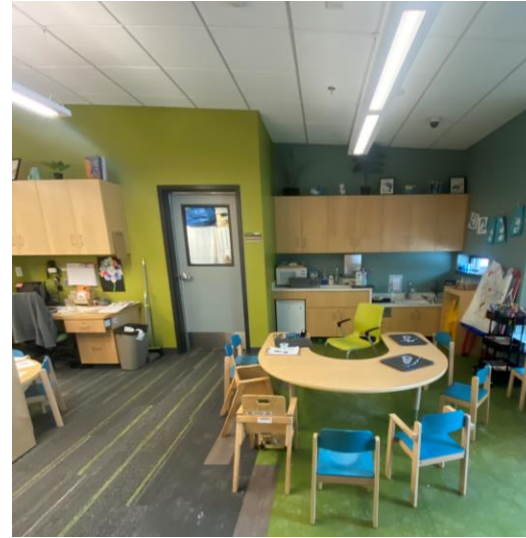


## SITE TOURS

## Site Observations: Salt Lake City - OEC

### GENERAL

- A loop system for hearing aid users has been installed beneath the gym floor and within the administrative offices. The building has been meticulously designed with an array of accessibility features, ensuring inclusivity for all individuals. Long lines of sight have been incorporated throughout the buildings, facilitating ease of navigation and spatial awareness.
- Entry and exit points are demarcated using color-coded indicators, enhancing accessibility and wayfinding efficiency. Additionally, each room is equipped with designated blocks to aid in various activities. Specialized design elements such as carpets and wall features have been implemented to provide tactile wayfinding cues for the visually impaired community.
- An outdoor play station has been thoughtfully designed with color as a visual stimulus, promoting engagement and sensory development. Accessibility features tailored for athletics are seamlessly integrated into the state-of-the-art gymnasium.
- The offices for Related Services have been outfitted with comprehensive toolkits and designed with a home-like ambiance, fostering a comfortable and supportive environment for service provision.



## Site Observations: Salt Lake City - OEC

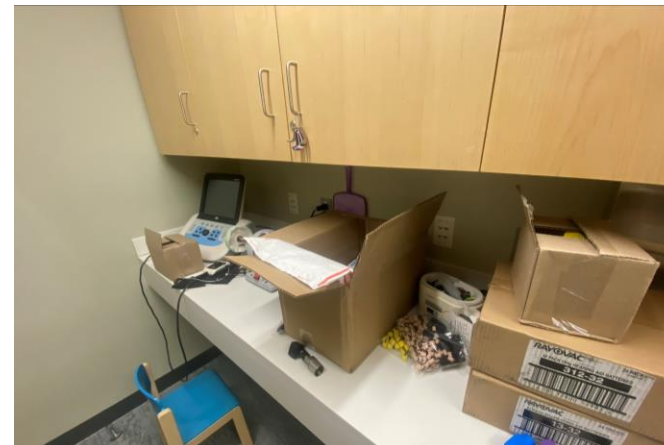
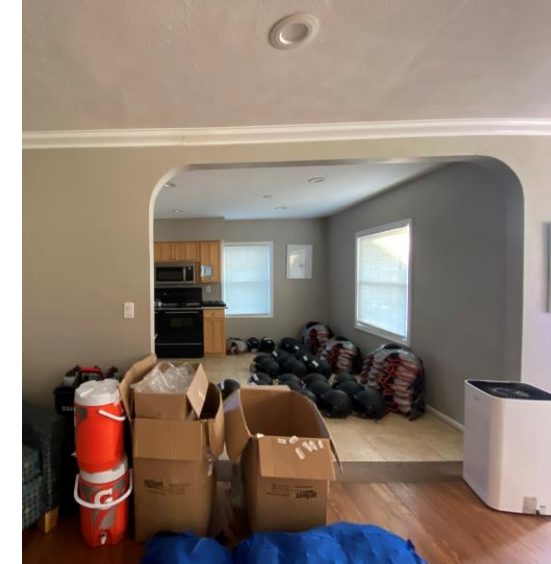
### OPPORTUNITIES

The Salt Lake City campus would benefit from more storage space (robotics, athletic equipment, drones, etc.)

- The see-through window installed in all classroom is unnecessary and teachers cover it up with whiteboard or drapes
- A dedicated space for extracurricular activities (i.e., robotics).

### IMPROVEMENTS

- There is a deficiency in temporary storage space for the school (see pictures on the right), there is insufficient storage for sports, mobility equipment, related services, and academics. This hampers the efficient organization and management of essential resources. Addressing these shortcomings will help to ensure an inclusive and conducive educational setting for all students.



## Site Observations: Salt Lake City - JMS

### GENERAL

- The cafeteria is the largest among all USDB campuses.
- The multi-purpose room is designed to accommodate a wide range of activities, from educational sessions and classroom teaching to recreational sports such as basketball games. Its adaptable layout and versatile features make it an ideal space for hosting various events, meetings, workshops, and community gatherings, ensuring that it meets the diverse needs of students, staff, and visitors.
- The auditorium provides a place for theater production, school events, and large gatherings. It provides a versatile space for extracurricular activities and community engagement.
- The building has been designed with accessibility at the forefront of its architectural considerations. Notable features include tactile carpets and distinctive wall features, which serve as effective wayfinding aids for the visually impaired.



## Site Observations: Salt Lake City - JMS

### OPPORTUNITIES

JMS building needs overall an amenity lift for related services offices.

- The library is utilized more as a book stack room and lacks student study space.
- There is a need for a student breakout room, currently there is one small hideaway inside the library. However, it is quite tidy and without any amenity that help relax student down.
- There is a need for science laboratory and additional fine art classroom.

### IMPROVEMENTS

- The JMS classrooms lack design considerations for students with hearing or vision impairments, posing challenges in capturing students' attention effectively within the learning environment.
- The Teacher's Lounge, while spacious, lacks amenities tailored to the specific needs of educators, potentially detracting from their comfort and productivity.
- There is insufficient parking space for staff and employees.
- There is limited space for parents' pickup and drop-off.

## Site Observations: Ogden

### GENERAL

- The building has been designed with accessibility at the forefront of its architectural considerations. Notable features include tactile carpets and distinctive wall features, which serve as effective wayfinding aids for the visually impaired.
- State-of-the-art interactive learning technologies have been integrated throughout the building.
- The library provides ample resources and study space. A dedicated Storytime corner for small children is surrounded by books, toys and other props, and is visible from the resource desk and the nearby main corridor.
- The building features an in-house Assistive Technology Service office equipped with embossers, facilitating access to printed materials for individuals with visual impairments.
- Though USIMAC is not operated by the school, USDB provides office and production space for its work. This includes in-house Braille production equipment.
- Student Activity Center: a newly renovated space that is well received among students. On-campus resident students may use this space for after-school cooking and activity.



## Site Observations: Ogden

### OPPORTUNITIES/IMPROVEMENTS

- Outdoor Track Field:
  - As Ogden has the biggest land mass among USDB campuses, there is an opportunity for a track field to expand school's sport and extracurricular portfolio.
- Storage Area
  - Ogden campus has an exceptional large storage area, it could benefit from better space management, these space types below should consider better storage system (i.e., shelving system)
    - Orientation & Mobility
    - High-tech/Low-tech Rooms
    - Blind School Classrooms (space for mobility equipment storage)
    - Back-of-house Storage
    - Library
- Administrative Area:
  - USIMAC is running out of workstations
  - Braille printing station requires a sound-proof treatment

### DEFICIENCIES

- Swimming pool is rarely utilized due to legal requirements for lifeguard availability
- Offices for Related Services are not specially designed with the purpose in mind and are stationed in a regular-office setting.
- Cafeteria: the cafeteria hosts students of all ages.

## Site Observations: Springville

### GENERAL

- The buildings have been strategically designed with long lines of sight, enhancing visibility and facilitating navigation within the premises, thereby promoting a sense of openness and security.
- Color-coded indicators have been employed to delineate entrances and exits, providing clear visual cues for individuals navigating through the facility, thereby enhancing wayfinding efficiency and accessibility.
- Wall art near the entrance engages students and encourages tactile interaction.
- Classroom space is designed to the right sizing and assistive learning technology.
- The wall art design near the entrance provides mental stimulation, encourages physical activity, enhances learning environment, and adds visual interest to the school.
- There is plenty of storage space in Springville campus.
- Classroom doors are designed with finger-guards to prevent children from trapping fingers.



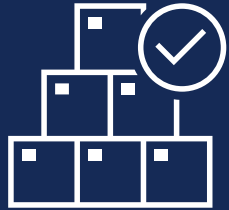
## Site Observations: Springville

### OPPORTUNITIES

- The installation of see-through windows in all classrooms is deemed unnecessary, as teachers often cover them with whiteboards or drapes. This redundant feature detracts from the functionality of the classroom environment and diminishes its utility.
- In the shared space of the Cafeteria/Gymnasium, catering to students of all grade levels presents challenges. Older students express a preference for separate seating arrangements, desiring autonomy from younger peers. Moreover, the transition between gymnasium and cafeteria settings imposes undue strain on back-of-house staff, highlighting the need for logistical improvements.
- A pervasive issue across facilities is the overarching lack of storage space, hindering efficient organization and management of resources. Addressing this deficiency is paramount to optimizing operational workflows and maximizing available resources.
- future expansion plans envision the inclusion of a middle school and high school in Springville. Consequently, additional classrooms will be indispensable to accommodate the anticipated growth and evolving educational needs of the institution. Strategic planning for classroom expansion is imperative to realize the school's long-term vision and sustain its commitment to academic excellence

### IMPROVEMENTS

- Preschool classrooms require a bathroom and two means of exit. Some of these exits go directly to an unprotected outdoor area
- Rollable gate on the 2<sup>nd</sup> level that prevents children from running into the office. The gate is no longer in use as children do not bother the staff.



# CURRENT STATE INVENTORY

## Current Program Descriptions by Campus

Each existing USDB campus has unique features arising from its history, current program offerings, administrative focus, and operational emphases.

- **Salt Lake City:** The combined JMS-OEC campus offers educational programs to both Deaf / HH and Blind / VI students in all grade levels. Just over half (57 percent) of all Deaf / HH students attend USD classes in Salt Lake City, and 40 percent of Blind / VI students attend USB classes here.
- **Ogden:** The Ogden campus currently serves students with visual and hearing disabilities across all grade levels, with 16 percent of USD's enrollment and 38 percent of USB's enrollment attending here. Ogden houses substantial administrative and shipping/receiving function and provides production space to the Utah State Instructional Materials Access Center (USIMAC, a non-USDB entity) and the Assistive Technology group. It is the only USDB campus with student housing.
- **Springville:** The new campus in Springville currently includes classrooms for students through elementary school only. Plans for middle and high school student programs were created during the programming process for the current campus, though classrooms for these older students were not built out during the first phase of construction.
- **St. George:** Currently the St. George program includes education for a small number of Deaf / HH preschool and second grade children only. Current space accommodations in St. George (a single, modular building with two classrooms near Bloomington Hills Elementary and Preschools) are temporary and cannot serve the long-term needs of a USDB Southern program. Anticipated population growth in the area makes St. George a strategic location for a permanent USDB facility.

Graphs on the following pages group spaces into the following service category types used throughout this report. Graph labels will often use abbreviations:

- Academic – classrooms, library, resource and study space, computer labs
- Health and Wellness Services (H&W Svcs) – audiology, vision, therapy, etc.
- Life and Career Support (L&C Support) – occupational therapy, independent living, etc.
- Social and Extracurricular Activities (Soc & X-Curr) – athletics, robotics, social gatherings
- Office and Workplace (Ofc & WP) – administrative offices and support
- General Support (Gen Supp) – building services

Note: Information about existing space at each USDB campus comes from several sources:

- Original program documents created during early design phases, such as Salt Lake City (OEC), Ogden, and Springville. Though OEC and Springville's program documents are recent, Ogden's program has seen shifts in space use over time. To the extent possible, program tables for this report were adjusted to reflect current usage. Though some misalignment remains, this does not impact future space requirement calculations.
- To-scale floor plan PDF documents, from which room areas were measured, such as Salt Lake City (JMS).

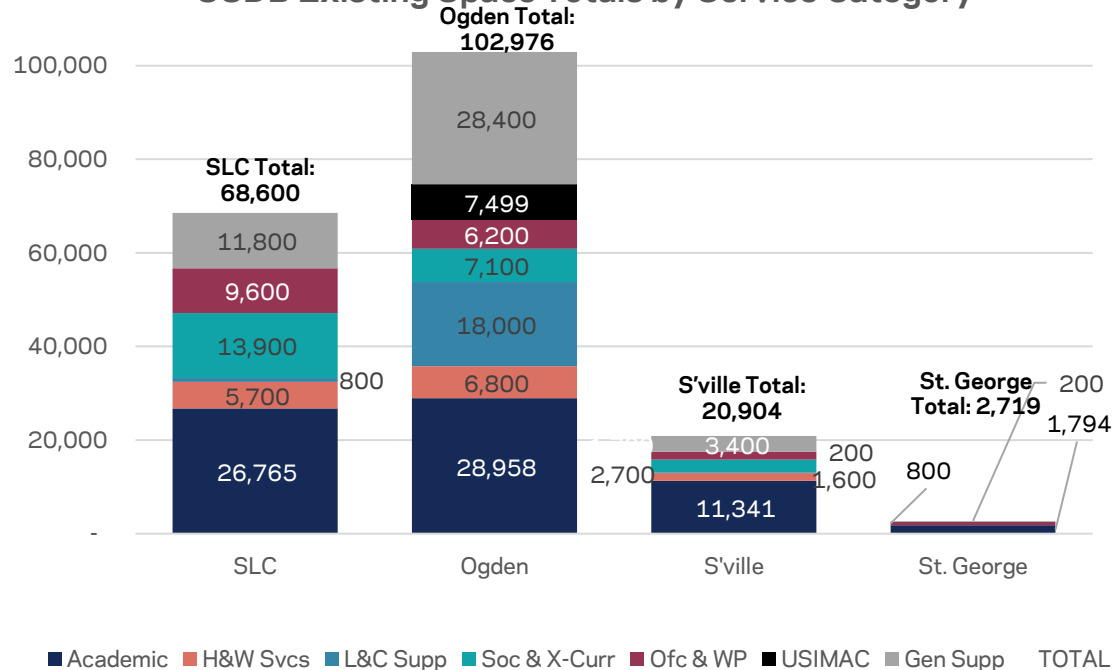
# Current Space Summary

The graphs on this page show the square footages (left) and percentage distributions (right) of existing space by category at each USDB campus. Program tables for each campus may be found on the following pages.

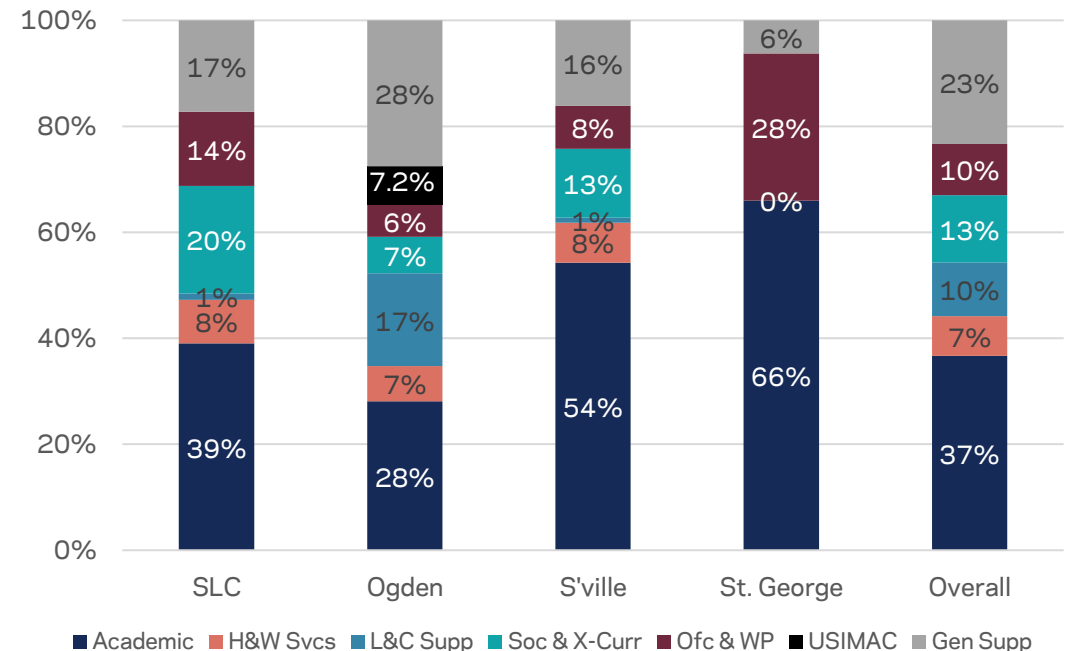
- Salt Lake City, centrally located among the three largest campuses, has the most expansive administrative office program and the most athletic and extracurricular student space.
- Though Ogden's student enrollment is less than Salt Lake City's its total academic area is larger. This is mostly due to Ogden's Media Center / Library.

- Ogden is the only campus with student residential facilities, which are the largest component of its Life and Career Support total area.
- Among USDB's permanent buildings, Springville dedicates the largest percentage of its area to classrooms. Its athletic and extracurricular spaces are second only to Salt Lake City.
- The St. George modular building is almost totally dedicated to classroom and administrative space, and is severely inadequate to meet current needs, let alone accommodate other currently needed functions.

**USDB Existing Space Totals by Service Category**



**Existing Space Distribution by Service Category**



# Current Space Summary - Salt Lake City

Salt Lake City Current Campus	Current Subtotal SF	SF/Student 2025
Academic	26,765	105
Related Services - Health & Wellness	5,650	22
Related Services - Life & Career Support	829	3
Social & Extra-Curricular Activities	13,912	55
General Support	11,835	47
Office & Workplace	9,568	38
<b>Total Assignable</b>	<b>68,559</b>	<b>270</b>
Building Support & Maintenance	22,765	99
Total GSF	91,324	369

Current Student HC	Deaf	Blind
Student Enrollment	223	24
Post-High Count	5	2
Outreach - PIP	126	258
Outreach - All Other	264	167
<b>Total Students Served</b>	<b>618</b>	<b>451</b>

# USDB Existing Space Program

## Salt Lake City Campus

Salt Lake City	# Units	SF / Unit	Total SF
<b>Academic</b>			
CLASSROOMS FOR DEAF			
Toddler and Preschool (current)			
Classroom - Preschool	1	684	684
Classroom - Preschool	1	854	854
Classroom for Deaf - PIP Toddler	1	700	700
Classrooms for Deaf	4	700	2,800
Toddler and Preschool Classrooms for Deaf			7
Elementary (current)			5,038
Classroom - Kindergarten	1	839	839
Classroom - grade 1 & 2	1	781	781
Classroom - grade 2	1	913	913
Classroom - grade 1	1	954	954
Classroom - grade 3	1	969	969
Classroom - Upper Elementary Flex	1	902	902
Classroom - grade 2	1	913	913
Classroom - grade 5	1	960	960
Classroom - Chiodo	1	419	419
Current Elementary Classrooms for Deaf			9
			7,650

Salt Lake City	# Units	SF / Unit	Total SF
<b>Academic</b>			
Middle and High School and unspecified (current)			
Classroom - MS	1	613	613
Classroom - MS	1	757	757
Classroom - MS	1	742	742
Classroom - MS/HS	1	909	909
Classroom - MS/HS	1	437	437
Classroom - MS/HS	1	710	710
Classroom - MS/HS	1	773	773
Classroom - ASL (JMS Trailer)	1	416	416
Classroom - STEM (JMS Trailer)	1	433	433
Classroom - SLP (JMS Trailer)	1	437	437
Classroom	1	751	751
Current Middle and High School Classrooms for Deaf			1
			6,978
CLASSROOMS FOR BLIND			
PIP, Preschool, and Elementary			
Classroom for Blind - PIP Toddler	1	700	700
Classroom - Preschool Blind	3	700	2,100
Classroom for deaf-blind	1	700	700
Current Preschool Classrooms for Blind			3,500
Academic Support			
Ed-Net / Computer Lab	1	740	740
ERC	1	662	662
Sensory Room	1	463	463
ERC Library	1	1,622	1,622
Resource	1	112	112
Total Academic Support			3,599
TOTAL Academic Area			26,765

Salt Lake City	# Units	SF / Unit	Total SF
<b>Related Services - Health &amp; Wellness</b>			
Therapy Room	1	68	68
Therapy Room	1	87	87
Therapy Room	1	53	53
Therapy Room	1	72	72
Gross Motor Area	1	2,600	2,600
Nurse Suite	1	350	350
Psychology Assessment	1	100	100
Physical Therapy	1	130	130
Adaptive Physical Education Space	2	260	520
Vision Clinic	1	160	160
Consultation Room for Vision Clinic & Audiology Booth	1	250	250
Audiology Booth & Observation	1	160	160
Therapy Room	5	80	400
Sensory Room / Light Room	1	300	300
Observation Room	5	80	400
TOTAL Related Services - Health & Wellness Area			5,650
<b>Related Services - Life &amp; Career Support</b>			
Life Skills Room / Vocational Training	1	600	600
Occupational Therapy	1	130	130
Transition	1	99	99
TOTAL Related Services - Life & Career Support Area			829

# USDB Existing Space Program

## Salt Lake City Campus - Continued

	Salt Lake City	# Units	SF/ Unit	Total SF
<b>Social &amp; Extra-Curricular Activities</b>	Auditorium	1	2,435	2,435
	Gymnasium	1	1,577	1,577
	Gymnasium	1	6,000	6,000
	Gymnasium Viewing	1	1,500	1,500
	Locker Rooms	2	600	1,200
	Performance Stage	1	1,200	1,200
	<b>TOTAL Social &amp; Extra-Curricular Activities Area</b>			
<b>General Support</b>	Cafeteria	1	2,330	2,330
	Entry Lobby / Informal Space	1	1,500	1,500
	Food Services Area	1	400	400
	Food Pantry	1	68	68
	General Storage	1	800	800
	IT Hub	1	64	64
	IT Main	1	64	64
	Kitchen	1	875	875
	Maintenance	1	243	243
	Restroom	1	52	52
	Restrooms	2	380	760
	Restrooms	1	99	99
	Restrooms	1	63	63
	Restrooms	1	411	411
	Teacher's Restroom	1	69	69
	Single-stall Restroom	2	51	102
	Shared Children's Bathroom - Blind	3	80	200
	Shared Children's Bathrooms - Deaf	3	100	250
	Sick Room	1	98	98

	Salt Lake City	# Units	SF/ Unit	Total SF
<b>General Support</b>	Storage	1	93	93
	Storage	1	35	35
	Storage	1	66	66
	Storage	1	65	65
	Storage	1	40	40
	Storage	1	91	91
	Storage - Adaptive Physical Education Space	1	200	200
	Storage - Athletic	2	200	400
	Storage - Blind Classrooms	5	60	300
	Storage - Chair	1	175	175
	Storage - Chair	1	80	80
	Storage - Costume	1	300	300
	Storage - Deaf Classrooms	5	30	150
	Storage - Departmental - Blind	1	250	250
	Storage - Mobility Equipment - Blind	3	250	625
	Storage - Stroller	1	100	100
	Storage - Table	1	175	175
	Storage (106, 107, 109)	1	222	222
	Vending Machine	1	20	20
	<b>TOTAL General Support Area</b>			
<b>Office &amp; Workplace</b>	Admin Reception	1	257	257
	Teacher Workroom	1	855	855
	Teacher Workroom	1	143	143
	Conference	1	158	158
	Office - Wert	1	68	68
	Office	1	74	74
	Office	1	110	110
	Office - Director	1	98	98
	Open Office Area	1	877	877
	Work / Storage	1	99	99
Work Room	1	369	369	

	Salt Lake City	# Units	SF/ Unit	Total SF
<b>Office &amp; Workplace</b>	Front Desk	1	150	150
	Office - Superintendent	1	250	250
	Office - Executive	3	200	600
	Office - Admin/Reception	1	100	100
	Board Room	1	500	500
	Conference Room - M	2	340	680
	Conference Room - S	2	130	260
	Break Room - S	1	80	80
	Copy / Mail / Workroom	1	230	230
	Workroom	1	100	100
	Office - Director	1	200	200
	Office - Secretary	1	100	100
	Office - HR	1	120	120
	Office - Compliance Officer	1	120	120
	Office - Registrar	1	120	120
	Office - Group	1	750	750
	Office - Itinerant	1	350	350
	Office - Deaf PIP Director	1	120	120
	Office - Deaf Director	1	120	120
	Office - Deaf Secretary	1	100	100
	Office - Itinerant	1	750	750
	Office - Blind PIP Director	1	120	120
	Office - Blind Director	1	120	120
	Office - Blind Secretary	3	100	300
	Office - Outreach	1	120	120
<b>TOTAL Office &amp; Workplace Area</b>				<b>9,568</b>
<b>GRAND TOTAL ASSIGNABLE AREA</b>				<b>68,559</b>
<b>BUILDING SUPPORT AND MAINT</b>	1	22,765	22,765	
<b>GRAND TOTAL GROSS BUILDING AREA</b>				<b>91,324</b>

## Current Space Summary - Ogden

Ogden Current Campus	Current Subtotal SF	SF/Student 2025
Academic	28,958	308
Related Services - Health & Wellness	6,840	73
Related Services - Life & Career Support	18,000	191
Social & Extra-Curricular Activities	7,112	76
General Support	28,367	302
Office & Workplace	6,200	66
<b>Total Assignable</b>	<b>102,194</b>	<b>1,087</b>
Building Support & Maintenance	27,006	287
USIMAC	6,717	71
<b>Total GSF</b>	<b>129,200</b>	<b>1,374</b>

Current Student HC	Deaf	Blind
Student Enrollment	64	23
Post-High Count	5	2
Outreach - PIP	61	142
Outreach - All Other	175	120
<b>Total Students Served</b>	<b>305</b>	<b>287</b>

# USDB Existing Space Program

## Ogden Campus

	Ogden Campus (Weber Co)	# Units	Total SF
<b>Academic</b>	Media Center - Library	1	15,087
	Classrooms for Deaf (current)	13	407
	Classrooms for Blind (current)	11	780
	<b>TOTAL Academic Area</b>	<b>24</b>	
<b>Related Services- Health &amp; Wellness</b>	Therapy Pool	1	3,480
	Psychology	1	850
	Health	1	1,060
	Audiology Booth & Observation	1	1,450
	<b>TOTAL Related Services- Health &amp; Wellness Area</b>		
<b>Related Services- Life &amp; Career Support</b>	Occupational Therapy / Physical Therapy	1	890
	Housing Pods	1	9,485
	Independent Living Housing	4	1,700
	Blind School kitchen and associated program	1	825
<b>TOTAL Related Services- Life &amp; Career Support Area</b>			

	Ogden Campus (Weber Co)	# Units	SF / Unit	Total SF
<b>Social &amp; Extra-Curricular Activities</b>	Gym / Multi-Purpose	1	5,492	5,492
	Activity Center	1	1,620	1,620
	<b>TOTAL Social &amp; Extra-Curricular Activities Area</b>			<b>7,112</b>
<b>General Support</b>	Cafeteria	1	3,830	3,830
	Food Services Area	1	1,360	1,360
	Maintenance/Shops	1	5,647	5,647
	Car Garage & Utility Storage	1	8,230	8,230
	Distribution/Shipment	1	9,300	9,300
	<b>TOTAL General Support Area</b>			<b>28,367</b>
<b>Office &amp; Workplace</b>	Administration	1	3,050	3,050
	Office - Ed Sup	1	1,020	1,020
	Office - PIP/Outreach	1	2,130	2,130
	<b>TOTAL Office &amp; Workplace Area</b>			<b>6,200</b>
	<b>GRAND TOTAL ASSIGNABLE AREA (USDB only)</b>			<b>95,477</b>
<b>USIMAC</b>	USIMAC Suite	1	2,450	2,450
	Storage area	1	4,267	4,267
	<b>TOTAL USIMAC Suite</b>			<b>6,717</b>
	<b>GRAND TOTAL ASF</b>			<b>102,194</b>
	<b>BUILDING SUPPORT AND MAINT (1.25 mult)</b>	1	27,006	27,006
	<b>GRAND TOTAL GSF</b>			<b>129,200</b>

## Current Space Summary - Springville

Springville Current Campus	Current Subtotal SF	SF/Student 2025
Academic	11,341	111
Related Services - Health & Wellness	1,578	15
Related Services - Life & Career Support	200	2
Social & Extra-Curricular Activities	2,724	27
General Support	3,380	33
Office & Workplace	1,681	16
<b>Total Assignable</b>	<b>20,904</b>	<b>205</b>
Building Support & Maintenance	10,452	102
Total GSF	31,356	307

Current Student HC	Deaf	Blind
Student Enrollment	89	13
Post-High Count	0	0
Outreach - PIP	114	168
Outreach - All Other	226	148
<b>Total Students Served</b>	<b>429</b>	<b>329</b>

# USDB Existing Space Program

## Springville Campus

Springville	# Units	# Units	SF / Unit	Total SF	
<b>Academic</b>	Classroom for Blind - Elementary - Severe	1	850	850	
	Classroom for Blind - Pre-school Academic	1	700	700	
	Classroom for Blind - Pre-school Severe	1	700	700	
	Classrooms for Blind - Elementary - Academic	2	850	1,700	
	Classroom for Deaf - PIP Toddlers	1	800	765	
	Classroom for Deaf/Blind	1	850	850	
	Classrooms for Deaf - ASL LSL Pre-school	3	700	2,100	
	Classrooms for Deaf - Elementary	4	850	3,400	
	Subtotal Preschool through Elementary	14		11,065	
	Distance Interpreting Room	2	30	90	
	Library Storage	1	200	186	
	TOTAL Academic Area			11,341	
	<b>Related Services- Health &amp; Wellness</b>	Audiology Booth & Observation	1	160	188
		Consultation Room	1	120	110
Nurse Suite		1	150	136	
Sensory Room / Light Room		1	150	138	
Shared Large Therapy Room		1	0	200	
Shared Mobility Equipment Storage		3	165	462	
Therapy - Shared		5	100	344	
TOTAL Related Services - Health & Wellness Area				1,578	
<b>Related Services- Life &amp; Career Support</b>	Life Skills Kitchen / Demonstration / Break Room	1	200	200	
	TOTAL Related Services - Life & Career Support Area			200	

Springville	# Units	# Units	SF / Unit	Total SF
<b>Social &amp; Extra-Curricular Activities</b>	Mini Performance Stage w. Storage in Wings	1	400	400
	Small Gymnasium / Cafeteria	1	1,500	2,324
	TOTAL Social & Extra-Curricular Activities Area			2,724
<b>General Support</b>	Children's Toilet Rooms	2	200	352
	Entry Lobby	1	1,200	1,200
	Family Restroom	1	0	136
	Food Services Area	1	400	421
	General USDB Storage	1	500	480
	Shared Children's Toilet Room	2	100	159
	Shared Children's Toilet Room	2	100	182
	Storage (Chair & Table)	1	250	250
	Storage (Gym & Cafeteria)	1	200	200
	TOTAL General Support Area			3,380
<b>Office &amp; Workplace</b>	Conference Room - S	1	150	140
	Copy / Mail / Workroom	1	250	236
	Director Office - Deaf	1	120	109
	Front Desk	1	120	128
	Itinerant Office Area	1	750	589
	Training Room	1	500	479
	TOTAL Office & Workplace Area			1,681
	GRAND TOTAL ASSIGNABLE AREA			20,904
<b>Total</b>	BUILDING SUPPORT AND MAINT (1.50 mult)	1	10,452	10,452
	GRAND TOTAL GROSS BUILDING AREA			31,356

## Current Space Summary – St. George

St. George Current Campus	Current Subtotal SF	SF/Student 2025
Academic	1,794	100
Related Services - Health & Wellness	0	0
Related Services - Life & Career Support	0	0
Social & Extra-Curricular Activities	0	0
General Support	169	9
Office & Workplace	944	52
<b>Total Assignable</b>	<b>2,906</b>	<b>161</b>
Building Support & Maintenance	723	40
<b>Total GSF</b>	<b>3,630</b>	<b>202</b>

Current Student HC	Deaf	Blind
Student Enrollment	18	0
Post-High Count	0	0
Outreach - PIP	28	21
Outreach - All Other	140	51
<b>Total Students Served</b>	<b>186</b>	<b>72</b>

### Unique Considerations for St. George

The city of St. George is the seat of Washington County in the southwest corner of Utah. According to the Kem Gardner Institute, the only county in the State of Utah to experience higher population growth in 2021-22 was Utah County, which includes the city of Springville. As a well-known resort and recreational destination, Washington County's rapid growth is expected to continue over the next decade. Also, because it is 3.5 hours by car to the nearest USDB campus in Springville, it is considered a prime candidate location for a future USDB Southern campus, which can serve not only the increasing needs for special education in the city, but also function as a hub for USDB's Outreach program to remote areas across southern Utah.

Currently the St. George facility consists of a single modular building with four classrooms serving Deaf / HH students in preschool and second grade. The modular's 3,630 total gross square footage also houses minimal workplace functions (two offices, reception, conference, break room, some storage), but the current program does not serve as a basis for determining future space requirements and is not sustainably functional even for today's demands. For this reason, the future program for St. George in this report is based, not on an assessment of its current state, but on population projections for Washington County. Enrollment projections assume capture rates comparable to those in counties with other USDB campuses.

# USDB Existing Space Program

## St. George Campus

	St. George Campus (Washington Co)	# Units	SF / Unit	Total SF
<b>Academic</b>	Classroom for Deaf	1	406	406
	Classroom for Deaf	1	402	402
	Classroom for Deaf	1	402	402
	Classroom for Deaf	1	585	585
	Subtotal Deaf School			1,794
	Library, resources, and storytime space			
	TOTAL Academic Area			1,794
<b>Related Services - Health &amp; Wellness</b>	TOTAL Related Services - Health & Wellness Area			0
<b>Related Services - Life &amp; Career Support</b>	TOTAL Related Services - Life & Career Support Area			
<b>Social &amp; Extra-Curricular Activities</b>	TOTAL Social & Extra-Curricular Activities Area			
<b>General Support</b>	Storage	1	75	75
	Restrooms	2	47	94
	TOTAL General Support Area			169

	St. George Campus (Washington Co)	# Units	SF / Unit	Total SF
<b>Office &amp; Workplace</b>	Office	1	129	129
	Office	1	103	103
	Reception	1	72	72
	Conference	1	187	187
	Break Area	1	265	265
	Conference	1	187	187
	TOTAL Office & Workplace Area			944
	GRAND TOTAL ASSIGNABLE AREA			2,906
	BUILDING HALLWAYS AND CIRCULATION	1	723	723
	GRAND TOTAL GROSS BUILDING AREA			3,630

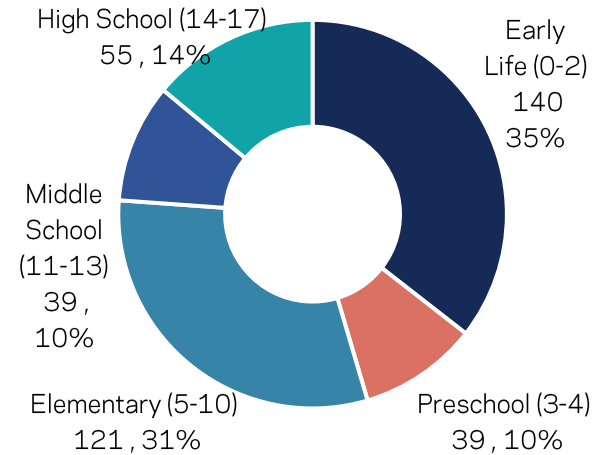


# **ENROLLMENTS & PROFILES - STUDENTS, TEACHERS, AND STAFF**

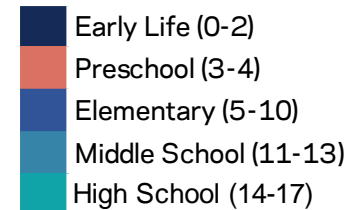
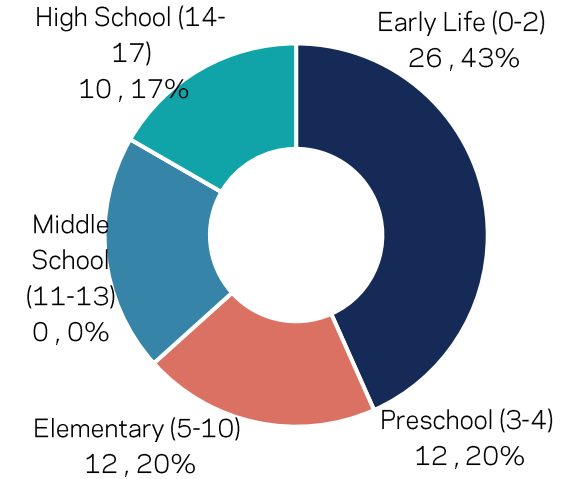
## Student Profiles - On Campus

- The largest enrollment group of on-campus students are Deaf / HH, with 87 percent of USDB's total anticipated 2025 enrollment (394 of 454 students).
- The remaining 13 percent of USDB 2025 students are Blind / VI (60 of 454 students). A small number of these are deaf-blind. deaf-blind students are not placed in a separate enrollment category, though some classrooms are designated as deaf-blind classrooms. For space tracking purposes, deaf-blind students and their classroom needs are addressed with Blind / VI students.
- Academic programs group students into the age and grade categories commonly used by mainstream schools. The charts on this page show anticipated enrollments for 2025.
  - **Infant/Toddler** (ages 0 through 2 years) - These Early Life students comprise the single largest age group of people served by USD and USB, representing 35 and 43 percent, respectively, of their campus-based enrollments (i.e., not including Outreach).
  - **Preschool** (ages 3 through 4 years) - Deaf / HH students represent 10 percent of enrollments in USD (39 students), and Blind / VI students represent 20 percent of USB enrollments (12 students).
  - **Elementary** (ages 5 through 10 years) - The second largest USD enrolled student group are elementary school age (31 percent), and 20 percent of USB students are also in this age group.
  - **Middle School** (ages 11 through 13 years) - Of the anticipated 2025 enrollments for USD, 10 percent will be middle school age, with no anticipated enrollment in USB for this age group. While Blind / VI enrollments across all ages are expected to see the impacts of higher capture rates in the future, it is common for Blind / VI students in this age group to enroll in mainstream schools.

2025 Deaf Student Breakdown  
(On-campus Statewide)



2025 Blind Student Breakdown  
(On-campus Statewide)



- **High School** (ages 14 through 17 years) - 2025 expects to see 14 percent of USD enrollments and 17 percent of USB students in this age group
- **Post High School** - In addition to enrolled students through high school age, USDB serves a number of post-high school age young people, who benefit from programs and services aimed at helping them develop life and career skills after graduation. Currently, 14 students take advantage of these programs and services (10 Deaf / HH and 4 Blind / VI).

## Student Profiles - Outreach

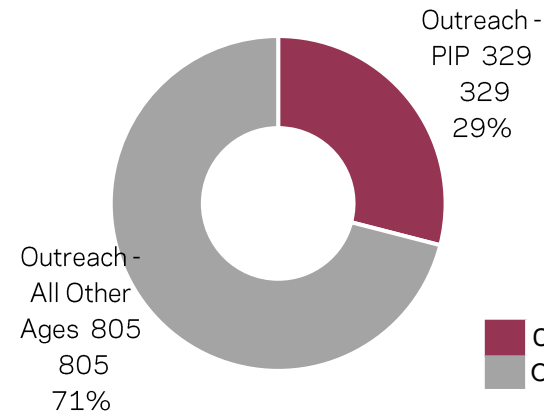
Some children in the state of Utah who are eligible to attend USDB instead attend mainstream schools. This may be a family choice, or it may be the student's best option given their distance from one of the USDB campuses. Other considerations may also play a role and be written into the student's Individualized Education Program (IEP).

Children of all ages 0 - 22 years may receive Related Services from USDB. Some families are able to bring their children to a USDB campus for services, though others are unable to make the trip. The Outreach program serves all these children and their families with a network of teachers and service providers who routinely travel to remote areas to work with students. Outreach provides:

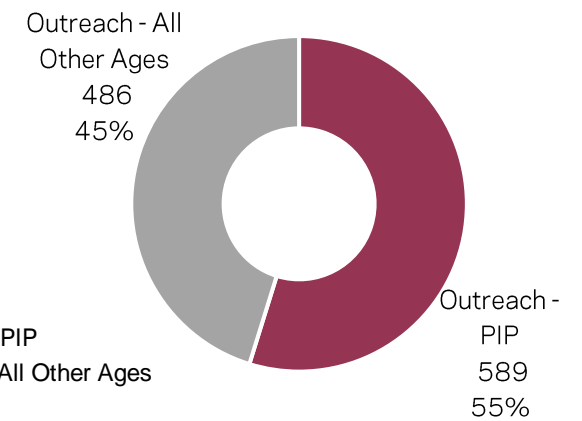
- Distance learning services through remote access technologies for such needs as ASL interpretation and other academic support;
- Related Services, either at on-campus facilities, or via mobile services, such as the audiology van;
- Family support from teachers and service professionals whose caseloads generally require them to travel to the students' homes.

Currently, Outreach serves 2,209 students of all ages across the state, approximately evenly split between Deaf / HH and Blind / VI students.

2025 Deaf Student Breakdown (Outreach Statewide)



2025 Blind Student Breakdown (Outreach Statewide)



Current distribution of Outreach students by disability

## Faculty and Staff Counts - On Campus and Outreach

USDB's Key Data Report for FY 2024 includes counts of administrators, teachers, professional staff, and support staff. The tables on this page show counts of USDB employees in all these categories. Counts are taken directly from the December 2023 information contained in the spreadsheet document "FY24 USDB Key Data Report."

Administrators	Dec 2023 Headcount
Central	3
Salt Lake City	2
Ogden	1
Springville	1
Deaf Outreach & Online	1
USD Curriculum Dir.	2
Deaf PIP	1
Blind Campus	2
Blind Outreach	2
Blind PIP / Preschool	1
deaf-blind	1
USIMAC	1
<b>Total</b>	<b>18</b>

Professional Staff	Dec 2023 Headcount
Audiologists	8
Interpreters	77
Low Vision Specialists	1
deaf-blind	16
Related Services	16
<b>Total</b>	<b>118</b>

USD Educators	Dec 2023 Headcount
Salt Lake City	31
Ogden	13
Springville	9
St. George	3
Deaf Outreach	7
USD Online	4
Deaf PIP	16
<b>Total</b>	<b>83</b>

USB Educators	Dec 2023 Headcount
Blind Campus	9
Blind Outreach	35
Blind PIP	16
Blind Preschool	6
<b>Total</b>	<b>66</b>

Support Staff	Dec 2023 Headcount
Central Administration	5
Communications	2
Facilities	18
HR	3
USIMAC	32
Salt Lake City	19
Springville	8
St. George	3
Blind Campus	13
Blind Outreach	3
Blind PIP	1
Blind Preschool	9
deaf-blind	44
Audiology Support	1
Related Services	8
<b>Total</b>	<b>169</b>

# Faculty and Staff Profiles - Outreach

The Outreach program is the arm of USDB that provides educational assistance and other services to school-age children who attend a mainstream school. Currently there are 2,209 students served by Outreach, significantly more than the number who attend USDB at one of its four campuses. The December 2023 data from USDB's Key Data Report for FY 2024 reports caseload ratios for each group of Outreach teachers, shown in the table below.

Deaf Outreach Student Caseload	Blind Outreach Student Caseload	deaf-blind Outreach Student Caseload
40	19.3	12.3

*Student caseloads for Outreach teachers by disability*

USDB also offers Related Services to Outreach students. Some services can be delivered via mobile means (such as the audiology van), or remotely (such as ASL classroom interpretation delivered in real time over the internet), but others (such as vision services) require the student to travel to a USDB campus to receive service.

The work of Outreach teachers and service providers is essential to fulfilling the overall USDB mission. This is in part because the State mandates that USDB provide certain services to all Utah students regardless of where they live or attend school. But USDB's mission places high value on all students, and it is often those students who cannot attend a USDB campus who need its services the most. This puts the Outreach teachers and service providers in important roles that deserve special awareness.

Providing educational and related services to Outreach students makes the jobs of Outreach teachers and service providers very different from their on-campus colleagues.

Teachers and staff who work directly with Outreach students have unique needs that often go unfulfilled due to lack of space on campus and the relatively small percentage of their time they spend there.

- These providers spend much of their time traveling, and it is not uncommon for them to drive an hour or more from one student's home to the next.
- Outreach teachers are usually the first to forfeit any office space they have been allotted because they are seldom on campus. As a result, many consider their car to be their office and have adapted accordingly.
- Traveling to students' homes often means transporting service equipment and/or teaching materials. A general lack of storage across USDB means that providers' cars also serve as their storage facility.

Though the analysis for this project has not assessed space needs unique to Outreach teachers and staff, aligning overall space allocations with need at each campus should alleviate the pressure these providers currently feel in these areas.



# STAKEHOLDER INTERVIEWS

## Interviewees

HOK met with a range of stakeholders from the Utah Schools for the Deaf and the Blind (USDB) to explore their perspectives on the institution.

We sought to understand the unique views, needs, and challenges the School for the Deaf and the School for the Blind, including aspects of mission, culture, services, aspirations and challenges.

During these conversations, we gained valuable insights into the organization. Participants shared their expertise, offering nuanced analyses of the institution's strategic vision and operational dynamics.

The interviews provided a concise yet comprehensive overview of the USDB, highlighting its role and impact in the education sector.

Interviewees are listed here in alphabetical order by first name.

- Adam Billings - Director of Outreach and Online Programs
- Carl Empey - Director of Finance
- Dave Laycock - Division of Human Resource Management for Utah State
- Deanna Glasser - Director of Educational Program at Elizabeth DeLong School
- Dwight Overgaard - Director of Facility
- Jennifer Salazar - Director of the LSL
- Joel Coleman - Superintendent for USDB
- Jonathan Helgeson - Athletic Director at Jean Massieu School of the Deaf (JMS)
- Martin Price - Director of the Ogden Campus
- Megan Frowick-Morgan - Assistant Director at Jean Massieu School of the Deaf (JMS)
- Michelle Tanner - Superintendent for the Deaf School
- Nathan Harrison - Director of the Elizabeth DeLong School in Springville
- Rachel Benedict - Director at Jean Massieu School of the Deaf (JMS)
- Stephanie Morgan - Director of the Parent-Infant-Program (PIP)
- Wade Hester - Student Living Supervisor

## Key Thoughts From Interview Sessions

### Strengths:

- Embracing a multilingual pedagogy enhances cognitive and cultural competencies.
- Teachers have autonomy to customize classes ensures personalized and effective learning.
- Immersive bilingual language environment (ASL and English) strengthens language skills and maintains familial bonds.
- Multi-campus setting allows close proximity to families creates a supportive and inclusive atmosphere.
- Strong teacher retention rates provide stability and continuity.
- Adaptability to educational technology keeps teaching methods innovative.
- Strong sense of community among students fosters social and emotional development.

### Challenges:

- Lack of classroom and storage space limits capacity for growth and resources.
- Mental health issues among students and faculty necessitate enhanced support systems.
- Strengthening parent-student connections is vital for cohesive educational experiences.
- Maintaining connections with the board of education and other schools is challenging but essential for growth and collaboration.
- Fostering a strong connection between non-academic staff and the school community is crucial for cohesiveness.
- Attracting qualified deaf educators impacts our ability to provide specialized education.
- Continuous effort is required to keep outreach efforts and non-USDB children involved for inclusivity and community engagement.

## Strengths Of USDB

In discussions with USDB superintendents, directors, and other key stakeholders, many common strengths emerged, including institution's strong emphasis on cultivating an immersive bilingual language environment, providing services to students in close proximity to where their families live, and providing a sense of community. The table below points out major themes as they arose in conversation with each interviewee. Fuller details of each interview may be found in the appendix.

	Embracing Multilingual Pedagogy	Autonomy to Customize their Classes & Education	Immersive Bilingual Language Environment	Keep Students Closer to Families	Strong Teacher Retention	Adapt to Educational Technology	Provide a Sense of Community for Student
Director of Finance				Y		Y	
HR Manager					Y		Y
Director of Facility		Y					
Director of Audiology		Y	Y	Y	Y	Y	
USDB Superintendent	Y			Y	Y	Y	Y
Athletic Director		Y			Y	Y	Y
Director of Ogden Campus	Y			Y	Y	Y	Y
Deaf School Superintendent	Y	Y	Y	Y	Y	Y	Y
Director of Springville Campus	Y		Y	Y	Y		
Assistant Directors at Jean Massieu School of the Deaf (joint session)			Y	Y	Y		
Human Resource Management					Y		
Director of Outreach and Online Programs	Y			Y	Y		
Director of Curriculum	Y	Y	Y			Y	
Student Living Supervisor				Y			Y

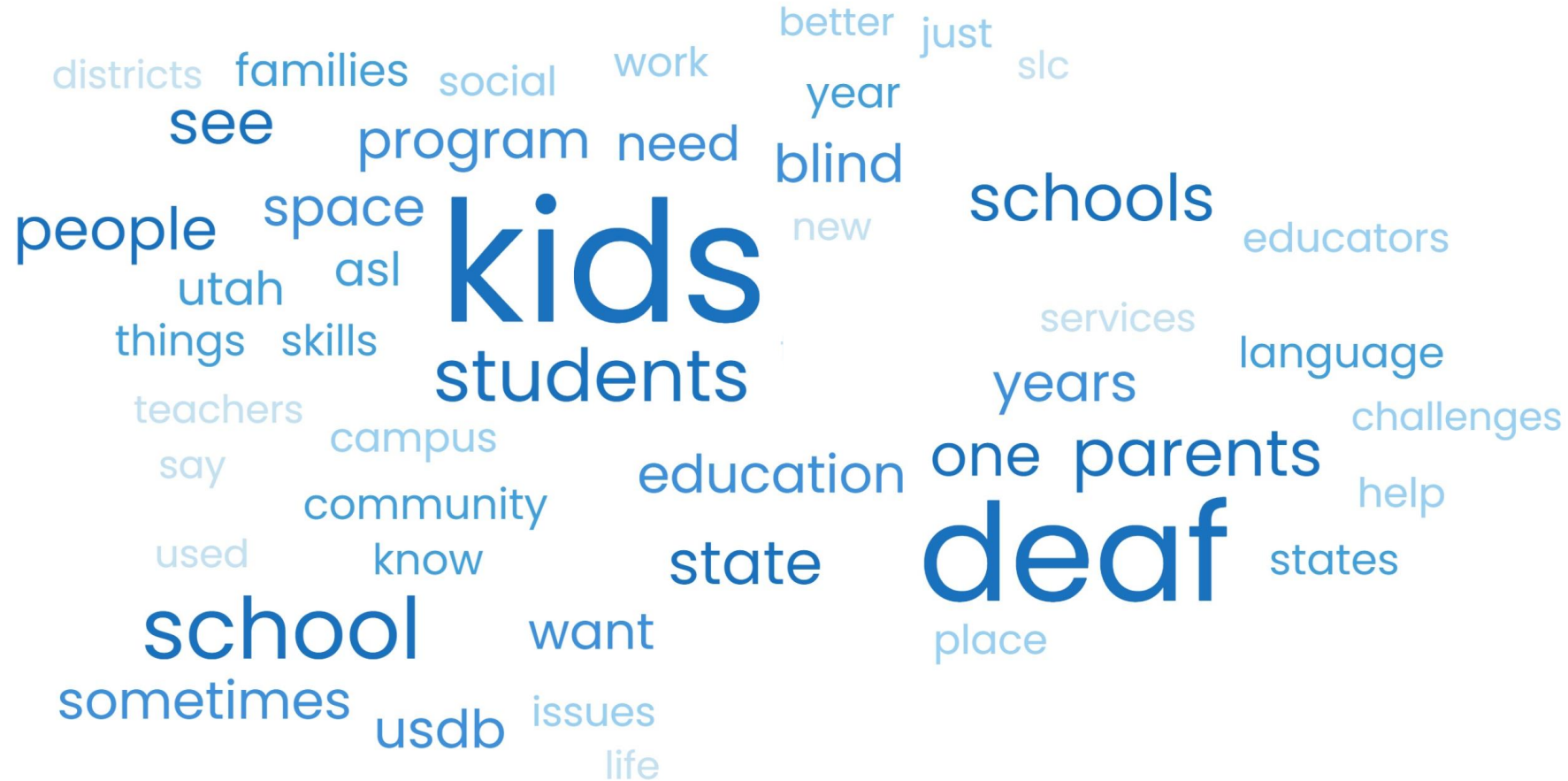
## Challenges At USDB

There are also barriers and challenges present. These obstacles serve as opportunities to guide the development of more effective learning environments in the future.

	Lack of Classroom & Storage Space	Mental Health Issues	Parent-Student Connection	Maintain Connection with the Board of Education and other Schools	Connecting Staff to the School	Deaf Educator Attraction	Keep Outreach and non-USDB children involved
Director of Finance					Y		
HR Manager		Y		Y		Y	
Director of Facility	Y			Y	Y		
Director of Audiology	Y	Y	Y			Y	Y
USDB Superintendent			Y	Y			Y
Athletic Director	Y		Y				
Director of Ogden Campus	Y	Y	Y				
Deaf School Superintendent	Y	Y	Y			Y	
Director of Springville Campus	Y						
Assistant Directors at Jean Massieu School of the Deaf (Joint Session)		Y	Y				Y
Human Resource Management		Y			Y		
Director of Outreach and Online Programs	Y					Y	Y
Director of Curriculum		Y	Y		Y		
Student Living Supervisor		Y	Y				Y

## Key Words From Interview Sessions

This word cloud was generated from interview notes, identifying common themes and recurring terms such as "parents," "children," and "educators." Significantly, 6 out of 11 interviewees underscored the pivotal role parents play in deaf and blind education, with a correlation noted between parental involvement and student success. Key terms like ASL, LSL, community, and social revealed exemplary initiatives by USDB.



## Quotes From Interview Sessions

*Conventional wisdom is that for blind students the least restrictive environment is a mainstream school, whereas deaf school believes the least restrictive environment is the deaf school.*

*People support what they help build.*

*The problem is storage and space. There are a lot of requirements for furniture change.*

*People love to work here. People respect each other. The school hires talented people, gives them opportunities, and asks for their feedback.*

*Deaf kids can be loud. We need a quiet environment, or the LSL kids can't understand. Sound in the portable is a problem because it travels under the floors.*

*I'm addicted to my job.*

## Quotes From Interview Sessions

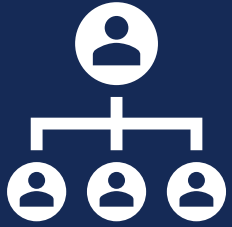
*To me, it's about educating families. If we can help the families, the children will do better.*

*If kids could transition out of USDB Southern to the nearby schools, then we could help be their transition support and take some of the burden off the Outreach teachers.*

*A least restrictive environment means that kids have as much time as possible with their peers.*

*Some of our kids have food insecurity. Our preschoolers don't qualify for lunches at the nearby schools, but would be required to pay a high price for those meals. So we bring frozen meals from Springville [to St. George] every month.*

*Three [mainstream] schools in Washington County offer ASL as a foreign language. If USDB Southern [St. George] could accommodate older students, then the deaf kids could actually help teach ASL.*

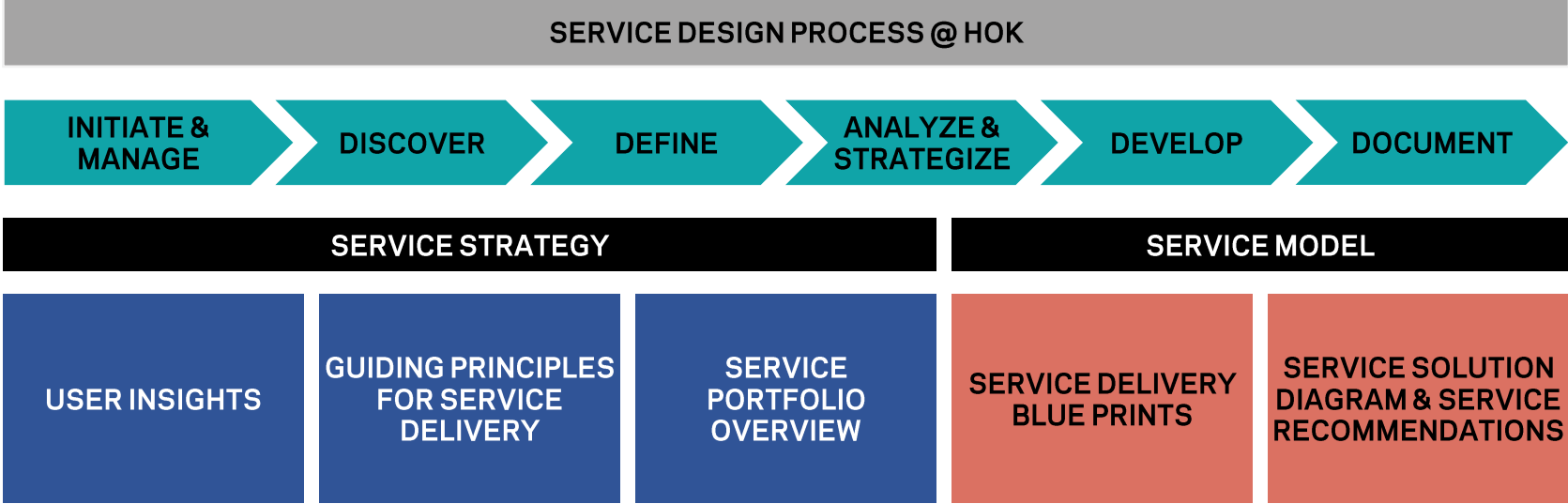


# DIRECTOR WORKSHOPS

# Director Workshops: Overview

HOK collaborated with the directors of both the School of the Deaf and the School of the Blind to develop future service strategies for USDB. Each group of directors was engaged separately to delve into the specific details and unique needs of both schools.

The workshops are listed under "Engagements" in the visual to the right. This graphic illustrates the service design process and outlines the steps taken with the directors to arrive at the service recommendations presented later in this report.



**ENGAGEMENTS**

- External Benchmarking
- User Experience Research Activity
- Service Guiding Principles Workshop
- Service Prioritization Workshop
- Service Ideation Workshop
- Service Operations Workshop
- Service Solution Workshop



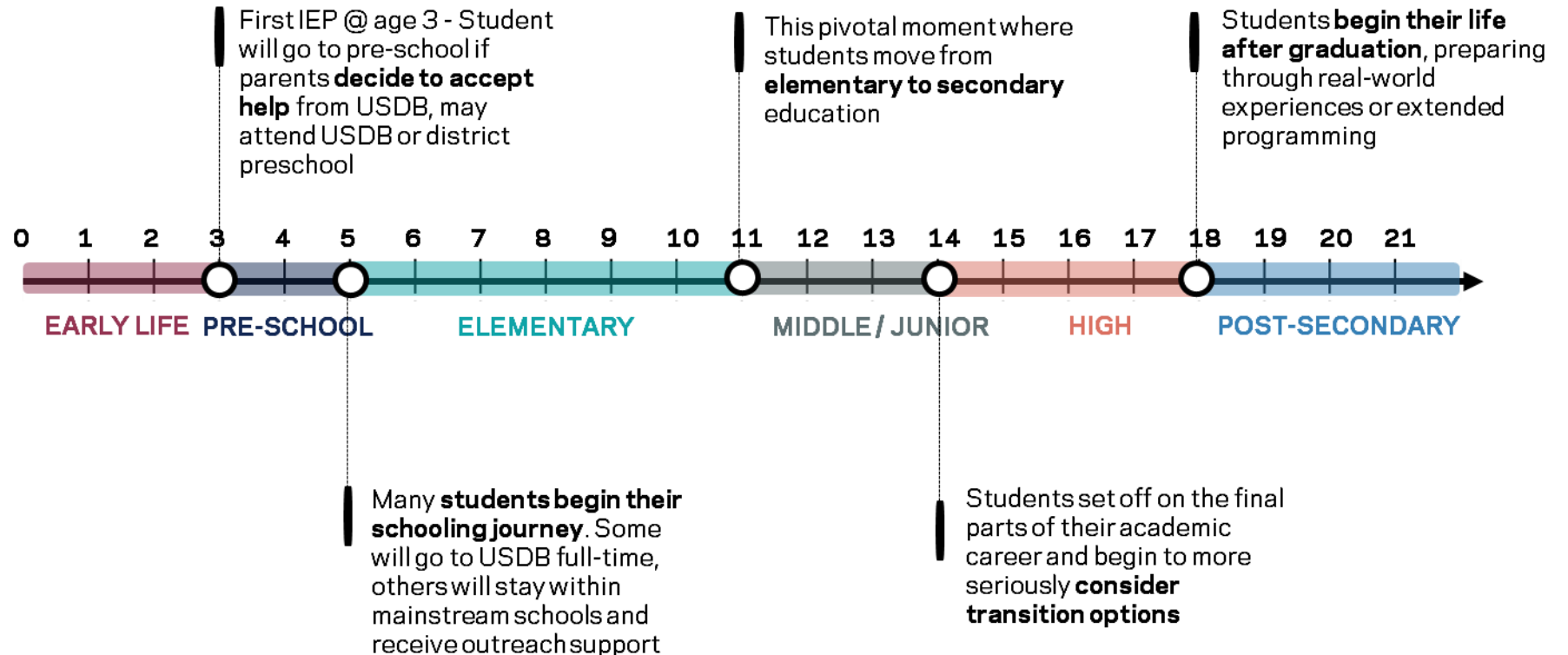
**STUDENT  
EXPERIENCE**

# Student Experience: The Academic Progression of a Child

HOK facilitated a session with directors of both the blind and deaf schools to understand various facets of the student experience. This section dives into the nuances of that experience, and aims to illustrate the key milestones, successes, and challenges in an intuitive manner.

Graphic representations of the session outcomes appear on this and the following pages in this section.

The diagram to the right highlights the core moments that shape a student's journey. They happen at critical moments of transition, particularly when moving between stages of schooling.

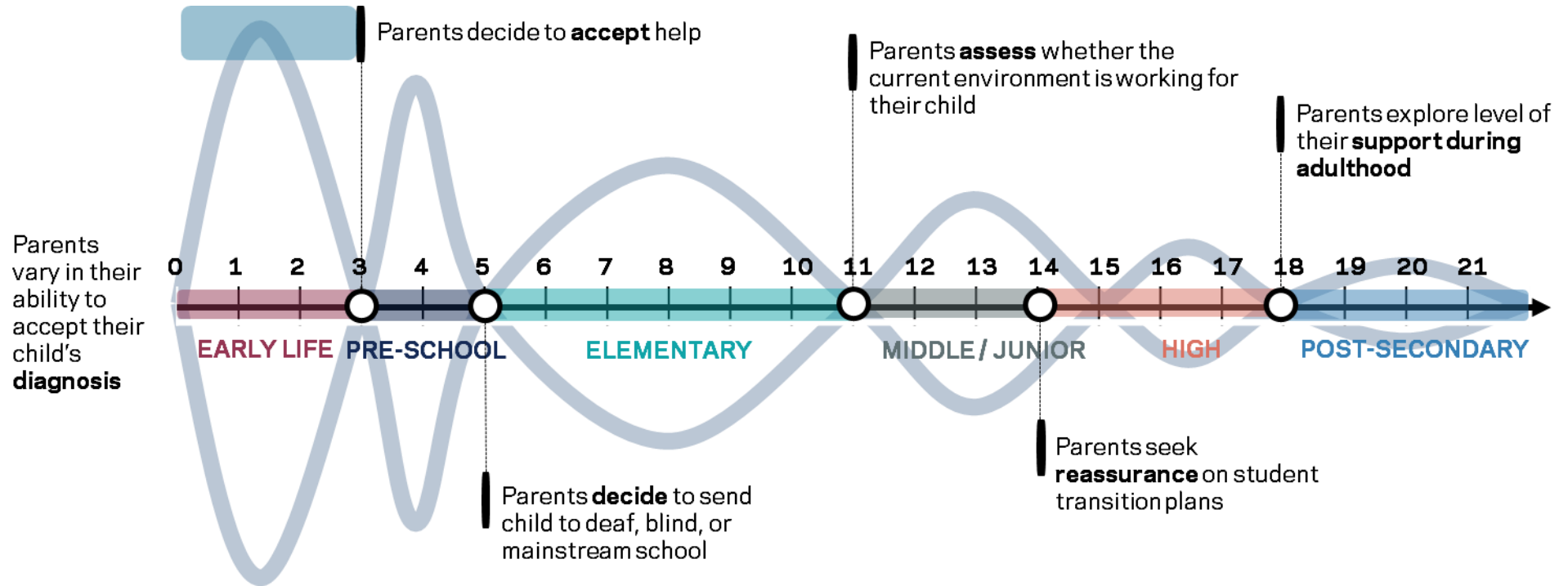


# Student Experience: Key Transitions - The Parent Grief / Discovery Cycle

Parents generally enter a repetitive phase of grief and discovery once they initially learn of their child's diagnosis.

The initial phases are more emotionally intense and come to a head at each of the core transition moments.

The cycle continues as students progress across their journey, but parents often find ways to cope with the emotional stress and find themselves increasingly capable to provide the necessary support for their children.

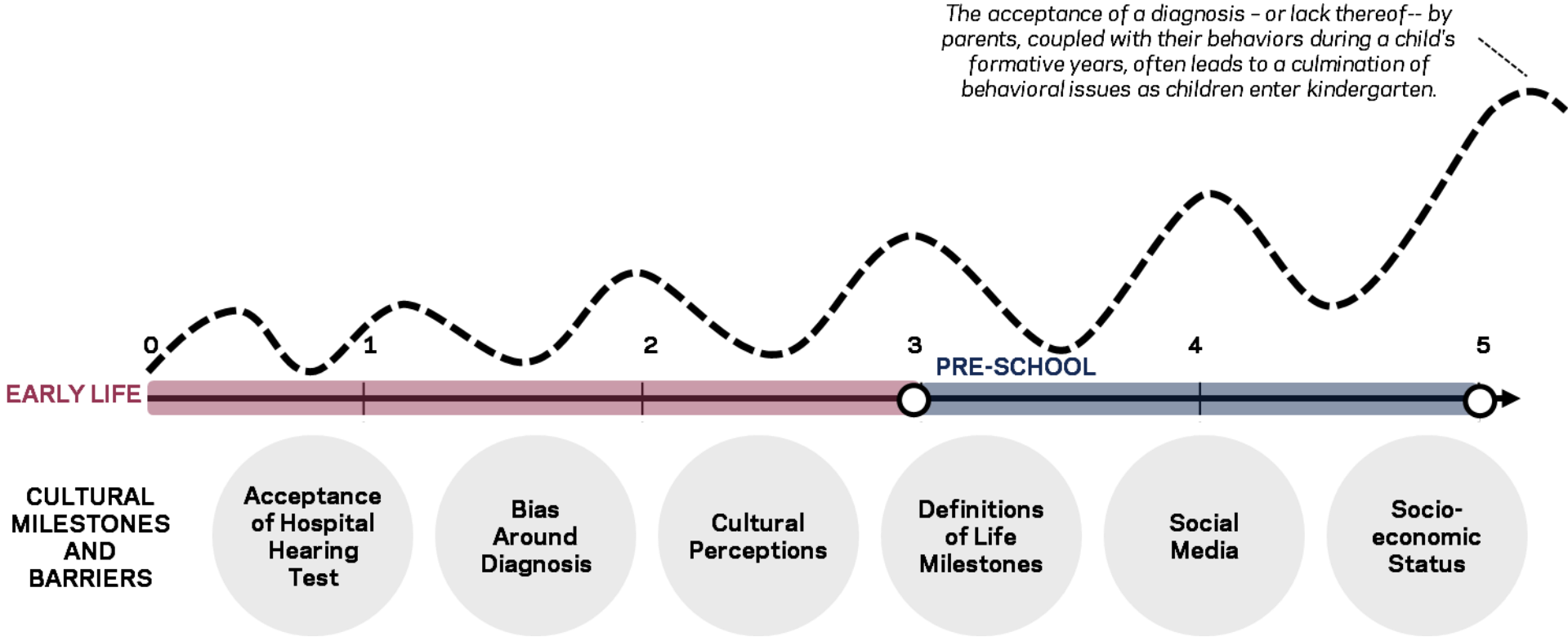


# Student Experience: The First Years

Over the course of the first five years, certain cultural milestones and barriers can make it difficult for families to accept a diagnosis.

This reluctance often leads to an avoidance of acceptance, which can contribute to behavioral issues in children.

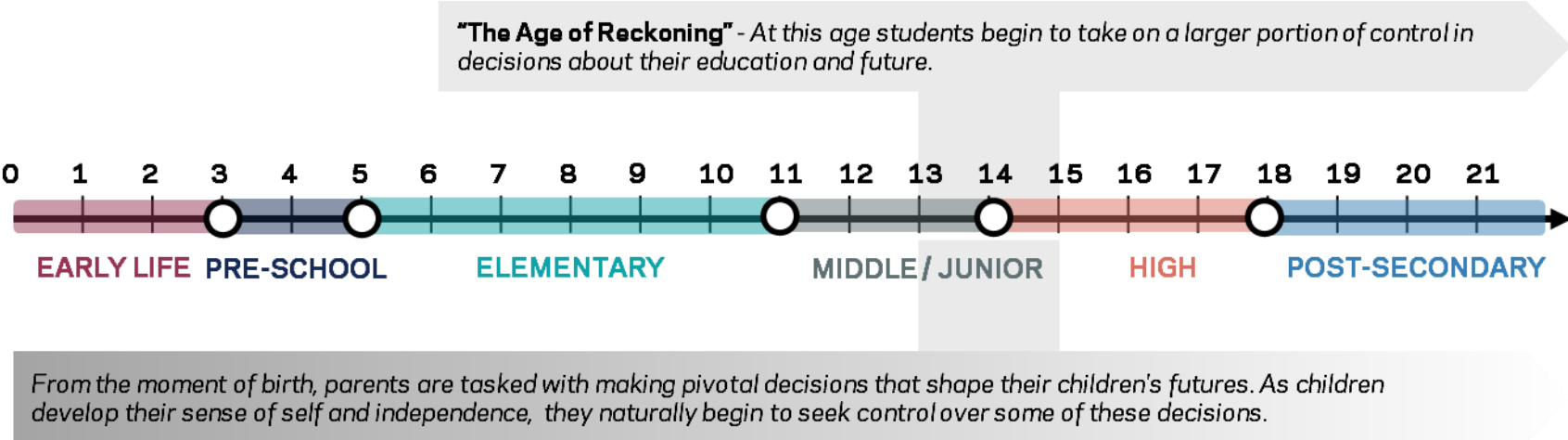
These issues frequently reach a peak as students enter Kindergarten and begin their formal educational journey.



# Student Experience: The Age of Reckoning – The Parent-Child Relationship & Control Dynamics

From the moment of birth, parents are tasked with making pivotal decisions that shape their children's futures.

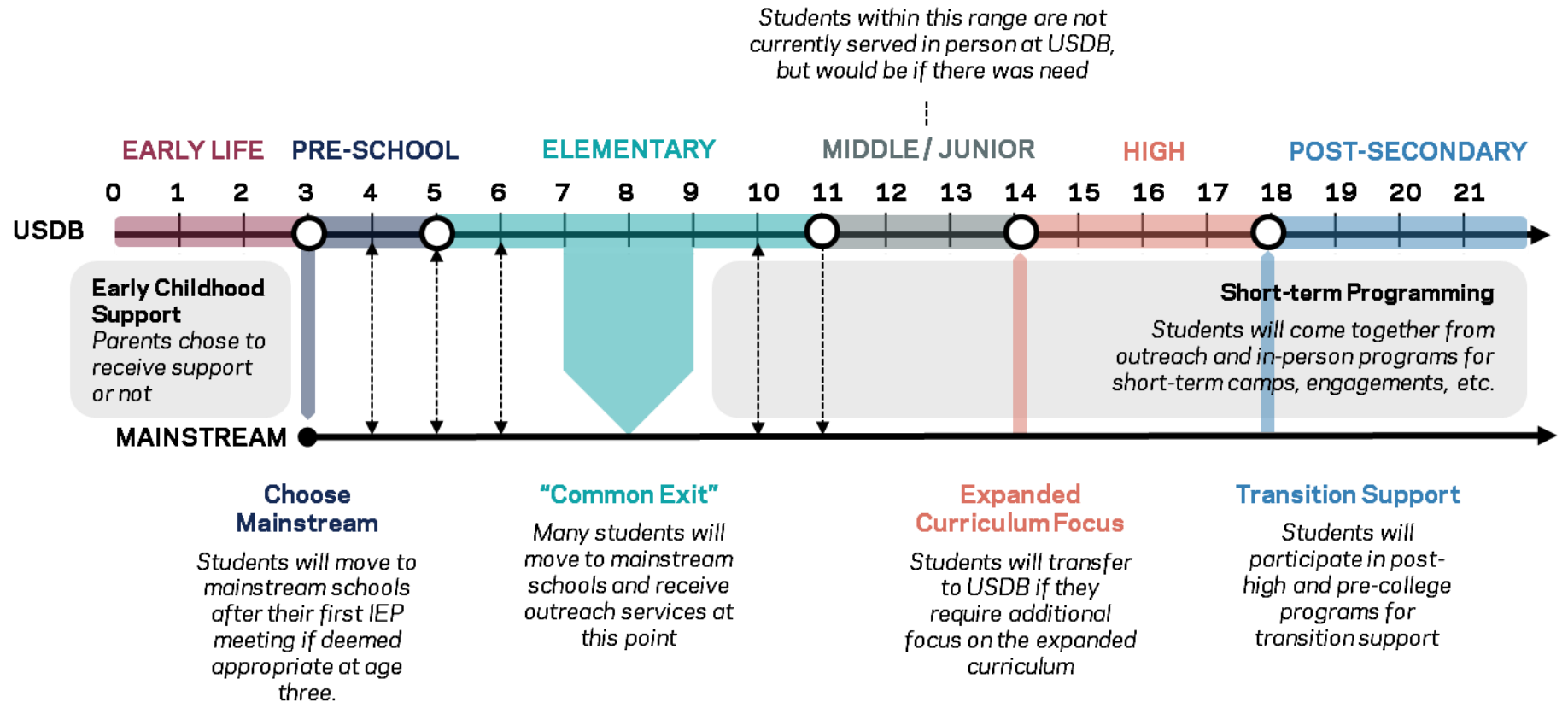
As children develop their sense of self and independence, they naturally begin to seek control over some of these decisions. This leads to an "The Age of Reckoning" - at this age students begin to take on a larger portion of control in decisions about their education and future.



# Student Experience: The Blind Student Experience at USDB

The graphic to the right aims to capture the trends common among blind students at USDB.

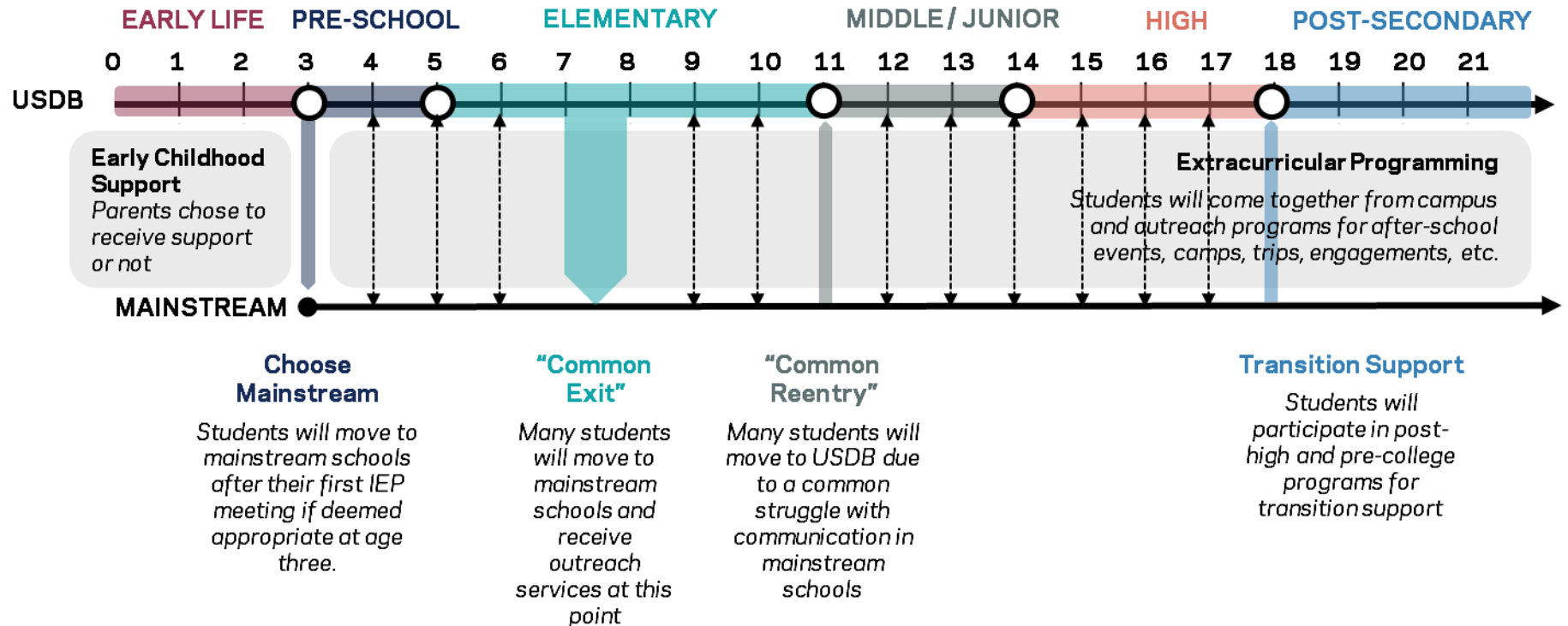
While it does not illustrate each student's unique journey, it outlines the common moments and structures that impact many students.



# Student Experience: The LSL Deaf Student Experience at USDB

Students using ASL typically go mainstream school for a period and then return to USDB.

This graphic represents the LSL journey, highlighting a desire to understand "what the other side looks like."



# Student Experience: The Student Journey and Its Many Decisions

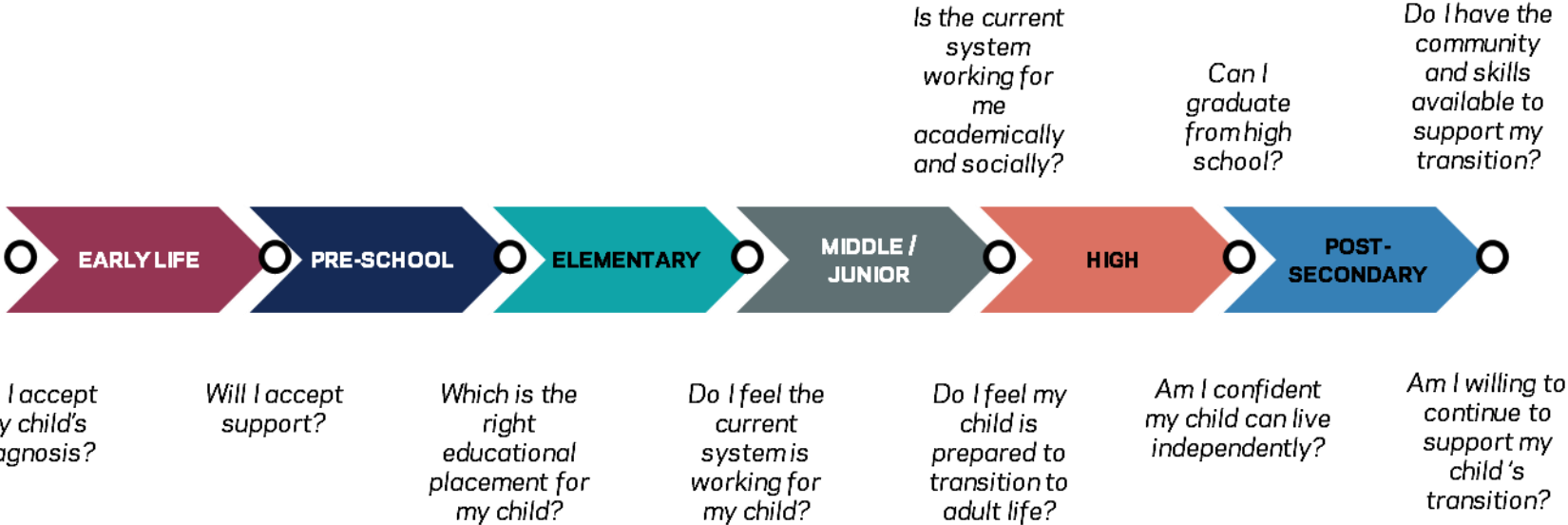
Parents, alongside a comprehensive IEP team, are responsible for making decisions for students from birth.

As students enter high school, the “age of reckoning” shifts the dominant decision-making role toward the student.

This graphic illustrates the decisions that must be addressed at each phase to successfully transition into the next phase.

Failure to address each decision point creates compounded stress and challenges as the student progresses through their educational journey.

## STUDENT DECISIONS

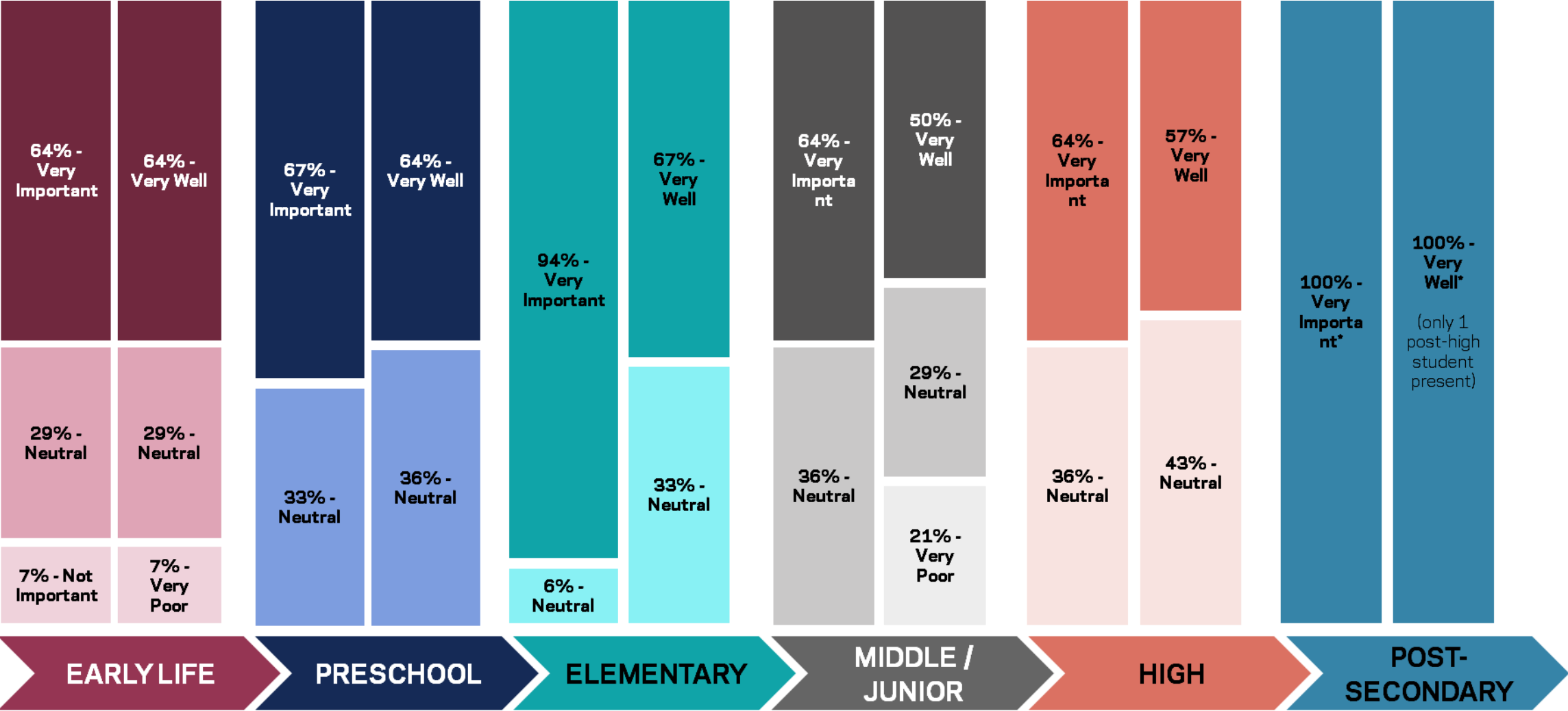


## PARENT & IEP TEAM DECISIONS

Is the current system working for me academically and socially?  
 Can I graduate from high school?  
 Do I have the community and skills available to support my transition?

# The Student Experience Journey Activity Outcome

Students from middle to post-high schools are asked to how well was USDB during specific educational phase went for you as a student on a scale of 0-10. 6-10 is coded as very important, 3-6 is coded as neutral, and 0-3 is coded as not important.



# The Student Experience Journey Activity Outcome

Common themes emerged out of the engagement activities.

## CURRENT STATE

- **Frustration and Stress:** Students experience school as a challenging and overwhelming environment, often feeling boxed in and overwhelmed by the workload and lack of control.
  - *"School feels like a sport game for me, lots of frustrating moments but we all get through it."*
- **Desire for Practical and Hands-On Activities:** There is a significant need for more hands-on, practical learning experiences, such as science labs with fume hoods and cooking classes.
  - *"Everything is online, rarely any hands-on activities. We want a science lab with fume hoods."*
- **Dependence on School Staff:** Students rely heavily on school staff, particularly for transportation, indicating a need for greater independence and self-sufficiency.
- **Monotonous and Unengaging School Environment:** Students find the school experience monotonous and boring, with limited physical activities and sports participation.
- **Social Interaction and Enjoyment:** While students enjoy activities like puzzles that promote calmness, there is a desire for more social interaction and engaging, enjoyable activities.
- **Diversity and Mental Improvement:** Recognizing the importance of diversity, students see it as essential for mental improvement and a richer school experience.
- **Inclusive and Friendly Environment:** Students desire a more inclusive and deaf-friendly space where they can feel a sense of belonging and safety, including self-defense classes.
- **Career Aspirations and Opportunities:** There is a strong emphasis on career aspirations, with students wanting more guidance, hands-on experiences, and opportunities in diverse fields like art, photography, and sports.
  - *"I want to be doctor when I finish high school. I will try my best."*
- **Variety in Classes and Activities:** Students express a wish for a broader range of classes and activities, including fun and creative subjects like dancing, fashion design, and board games.
- **Physical Fitness and Well-being:** Students want more physical activities, including weightlifting and swimming, to maintain their fitness and well-being.
  - *"Weightlifting class to keep ourselves in shape and to be stronger."*
  - *"I wish there is a USDB swimming team."*
- **Enhanced Social and Recreational Opportunities:** There is a desire for more time spent in social and recreational activities, promoting a more enjoyable and balanced school experience.

## Student Experience - Blind

On March 11, 2024, HOK met with 6 blind and visually-impaired high school students (Isaiah, Elisa, Cammie, Dillon, Rebecca, and Shayne) to understand their take on USDB in terms of academic, student living, and recreational spaces. The following common themes emerged. It should be noted that Blind / VI students most often enroll in mainstream schools at some point in their education.

### USB vs MAINSTREAM SCHOOLS

- In the USB the user has had a better experience. They have access to more advanced assistive technology, which has led to significant improvement in their Braille skills and overall learning.
- USB provided students with a sense of community. The user has experienced difficulties in a previous mainstream school where they were not treated well. They received inadequate support for their learning needs, lacked access to appropriate technology, had limited socialization opportunities with other students, and were even accused of lying about their visual impairment.
- In the mainstream school, sports activities were limited, with only participation in go-ball during summer camp. However, the experience of go-ball in the mainstream school was positive and fostered good interactions with classmates.
- In the USB, students feel comfortable engaging in various sports such as judo and go-ball. They express interest in participating in activities like beep-basketball, soccer, and swimming. They also enjoy creative pursuits such as clay classes, 3D printing, and music classes, including recording and music instruction. One student aspires to become a country singer.

### USB CLASSROOM SPACE

#### Pro

- The layout of the tables is praised for its flexibility and accessibility.
- Classrooms are easy to navigate, enhancing the learning environment.
- Appreciation for the desk layout, with braille names on desks for easy identification.
- Organization is commended, with everything having a designated place.

#### Con

- Dislike arrangement changes, which disrupt familiarity and routine.
- Frustration over unlabeled ingredient shops and drawers/cabinets, leading to uncertainty and guesswork when searching for specific items.

### USB STUDENT LIVING SPACE

#### Pro

- Despite sharing restrooms with roommates, it's not an issue for them.
- Appreciation for all cabinets being braille-labeled, creating a sense of familiarity akin to home.
- Preference for carpet flooring in the bedroom and tile in the restroom.
- Enjoyment of the socializing opportunities provided by dorm life, which includes learning independent living skills.
- Appreciation for playing games within the residence halls.

#### Con

- Discontent with uneven floors and bubbles present, but one student mentioned of flooring texture is to prevent glassware from breaking.
- Desire for additional outlets, with some inconveniently located.
- Lack of organizers for hygiene supplies in the restroom.
- Request for a larger showering space.



# EXTERNAL PEER BENCHMARKING

# Benchmarking Survey Summary

The online survey was active March 13 – April 30 (survey questions can be found in the Appendix). USDB superintendents distributed the survey link to their colleagues at the cohort schools. The survey asked respondents to provide:

1. General information about their school and its services,
2. Total campus square footage for a range of space typologies (e.g., classrooms, student activity spaces, Related Services space) and their level of satisfaction with the current areas available,
3. Information about academics and extracurricular activities.

When comparing the overall average with USDB on multiple criteria, USDB is relatively low on general study space, food services space, general storage area, dormitory space, and administrative conference room area. On the other hand, USDB compares favorably in available classroom and general assembly space.

Criteria	Overall Average (excludes USDB)	USDB
Student-to-Teacher Ratio	5.3	4.4
Land Use: Acres/Student	0.2	0.1
Average Classroom Area (SQFT)	587.4	785.0
Average Classroom Area per Student (SQFT)	110.8	185.0
Average Study Space Area per Student (SQFT)	155.5	60.5
General Assembly Seats per Student	1.9	4.4
Average Food Services per Student (SQFT)	51.7	36.0
Average General Storage Area per Student (SQFT)	75.5	39.4
Average Dormitory Allocation per Student (SQFT)	763.9	632.3
Employees per Conference Room	21.8	70.9

Related Services Departments	Student-to-Staff Ratio	Range of Space Allocation (SQFT) per Student	Average Space Allocation per Student
Audiology	112.3	3.0-7.8	6.2
Vision Services	None reported	2.1-23.3	12.6
Nursing Services	52.4	2.4-11.9	6.1
Occ / Physical Therapy	76.8	11.7-133.9	72.8
Orientation & Mobility	141.0	4.7	4.7
Mental Health	42.7	3.0-4.4	3.5
Career Counseling	79.8	2.8-12.1	5.8
Independent Living	22.6	44.6	44.6

*Important benchmarks from the survey distributed to USDB cohort schools*

# 3

## GAP ANALYSIS AND OPTIONS

- Assumptions, Drivers, and Process
- Summary of Enrollment Projections and Space Requirements
- Analysis and Recommendations by Campus

# Introduction

Notes about data, statistics, and benchmarks:

The analysis and recommendations in this report are based in part on data and population projections from several sources. These include:

- The Kem C. Gardner Policy Institute at the University of Utah,\* whose long-term population projections for the state of Utah include distributions by county and age; and
- The Cornell Rehabilitation Research and Training Center for Economic Research on Employment Policy for People with Disabilities (RRTC),\*\* who have collected 10 years of data on the incidence of visual and auditory impairment by age group for the state of Utah and the U.S. as a whole.

Programmatic recommendations are also based on current conditions at USDB and several USDB cohort schools across the United States, as reflected in the benchmark survey distributed as part of this project effort.

The incidence of visual and auditory disabilities is very small as a percentage of the general population. Thus, for any given year, the statistical averages reported by Cornell therefore may have significant margins of error. However, by considering 10 years of data from Cornell's statistical sampling as a basis for estimating future populations of Deaf / HH and Blind / VI young people in Utah, a more robust basis for projecting these populations arises.

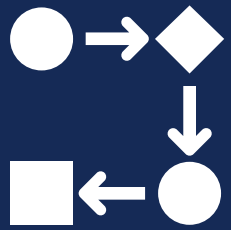
By using current estimates of Blind / VI and Deaf / HH children in Utah, it is possible to estimate USDB's current student "capture rates" (the percentage of all young people in a certain county of residence, age group, and disability category who are enrolled at USDB), which we then use as a basis for estimating future USDB enrollments. We assume that most of these capture rates will adequately anticipate future enrollments. However, in some cases future strategies for enrollment may impact USDB's capture rates for some age groups and disabilities, so that enrollment projections may then vary from those contained in this report. Some of these strategies have been taken into account in this analysis, and future capture rates adjusted to reflect these anticipated impacts on enrollment.

A final note: It is well accepted that statistical analysis is a primary basis for effective and unbiased assessments and comparisons of schools' performance across the state. It is important to note, however, that **all statistical analysis depends on one foundational principle - that the individuals whose data is used in calculating statistics are randomly selected from the general population.**

For USDB, this is anything but true. Students with visual and auditory disabilities are generally outliers in the metrics categories used by the State to assess school performance. So not only are the statistics for USDB not based on random sampling, the population from which USDB's are taken are, in general, outliers.

\* <https://gardner.utah.edu/demographics/population-projections/long-term/>

\*\* <https://disabilitystatistics.org/acs/1>



# ASSUMPTIONS, DRIVERS, AND PROCESS

## Programming Assumptions And Drivers

To create a program of space requirements that will serve USDB campuses through 2040, some drivers and parameters are universally applied based on the following guidelines.

Concerning classroom allocations,

- The overall **student-to-teacher ratio is 5 to 1**. The current USDB overall average is approximately 4.4 students for every teacher. Cohort schools who responded to the benchmark survey report an overall average of 5.3 students per teacher, with a range from 3.9 (New Mexico School for the Deaf) to 6.7 (Arizona SDB). The ideal student-to-teacher ratio will vary by student grade level. For the current analysis, this ratio is applied equally across all ages to calculate space requirements. More refined space planning will benefit from deeper analysis that is tailored to each age group.
- The overall student-to-teacher ratio directly determines class size, so that **5 students per classroom** is an appropriate overall average.
- On average, classroom space allocation should be **180 SF per student**. This metric arises primarily from the experiences that administrators and planners have seen at USDB, where some classrooms have proved to be too small (e.g., deaf classrooms in Ogden), some too large (e.g., elementary classrooms at JMS in Salt Lake City), and some just right (e.g., classrooms in Springville). While classroom size will need to be adjusted for some groups, it suggests that a **typical classroom size of 800 SF** should accommodate 5 students.

\* <https://gardner.utah.edu/demographics/population-projections/long-term/>

\*\* <https://disabilitystatistics.org/acs/1>

For space types other than classrooms, future program creation is tailored to each campus and shaped by several factors that make each USDB campus unique.

- The campus' **current state**, including existing administrative, operational, and educational emphases that have evolved in each location.
- Program and **space additions** needed to **meet existing need** or are anticipated to **serve growing populations** in each county with an existing or planned USDB campus.
- USDB metrics in comparison to cohort schools in the survey response data, provided there is a clear "apples-to-apples" comparison basis.

For some space types (e.g., Related Services spaces for audiology, vision assessment, etc.) future space requirements were calculated based on the current demands placed on existing space in light of their current capacity. If projected enrollments will overload existing spaces, additional space is recommended.

For some other space types (e.g., administrative office space and some support functions), this project did not delve into expected demands for specific functions, but analyzed the overall space currently available in light of its adequacy, and then recommends increases as a direct proportion to enrollment projections.

# Programming Process

Programming for the 2040 space needs for each campus generally applies the following process:

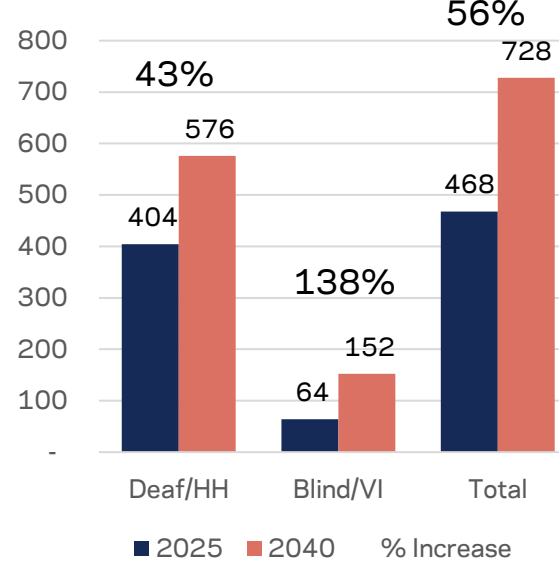
- 1. Assess current classroom space requirements:** Using an area allocation of 160 SF per student, assess the campus' current student capacity by grade level and disability. Note any resulting current deficiencies or surpluses.
- 2. Assess future classroom space requirements:** Apply population projections and assumed capture rates to determine 2040 enrollments, classroom areas, and classroom counts.
- 3. Assess space requirements for Related Services:** Use a combination of current space utilization for student services at each USDB campus, together with benchmarks and other industry standards, to assess the adequacy of current space and the anticipated increases in demand on those spaces for 2040.
- 4. Assess space requirements for student extracurricular, athletic and social activities:** Assess existing campus spaces in light of future enrollment growth. For some circumstances, consider viable options for meeting those needs at nearby facilities (e.g., St. George's current proximity to mainstream preschool and elementary school). Make recommendations for space inclusions to meet current and future needs.
- 5. Assess space requirements for general support and office and workplace:** Consider the adequacy of existing support and workplace spaces and their unique profiles at each campus. For example, Ogden includes relatively expansive programs for shipping and distribution, fleet vehicle maintenance, and student housing. By considering these current functions, possibilities for relocating some functions and repurposing existing space, and anticipated growth, recommend space inclusions to meet 2040 needs.
- 6. Apply an area grossing factor:** Using benchmark assumptions, augment area calculations from previous steps to include building core, circulation, and perimeter wall areas. In general, this will lead to a 1.68 multiplier to convert net square footages (NSF) to gross building square footage (GSF).

## Summary of Calculation and Analysis Basis - Overall Principles

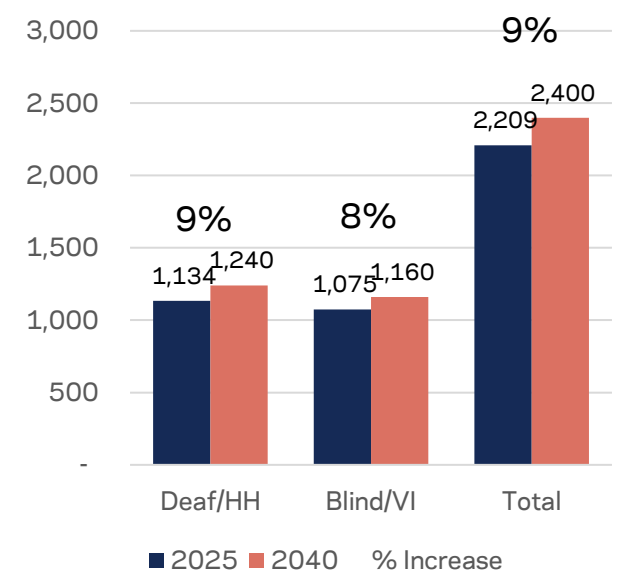
Analysis of 2025 and 2040 space requirements for each of the four USDB campuses is based on the following population assumptions and drivers. Details of data and process may be found in the appendix.

- Anticipated USDB **enrollments for 2025 total 454 students**, with 394 of these in USD and 60 in USB. In addition, there are a total of 10 USD and 4 USB post-high school age people served, for a total of 468 people anticipated for 2025.
- Current Outreach students total 1,134 for USD and 1,075 for USB, for a **total Outreach student count of 2,209**.
- Projections for 2040 enrollments are calculated from the following information.
  - 2040 **population projections** by county and age category
  - Year-by-year estimates of the **prevalence of visual and auditory disabilities** in Utah by age group, expressed as a percentage of children in each age group
  - Percentages of Utah’s populations by age group who reside in each of the four counties where USDB currently has a campus, both current and projected to 2040. These four counties account for **70 percent of the entire state population**.
  - **Current capture rates** at each campus by age group and disability, expressed as a percentage of Deaf / HH and Blind / VI people in each age group in the county who are enrolled at USD or USB.
  - **Future capture rates** for each campus and student group, assigned to each campus in light of its current capture rates and anticipated forces that will impact these rates in the future.

Combined: Student Enrollment Trend



Combined: Outreach Student Trend



- For 2040, projections based on population analysis and USDB program expansions will increase student and post-high school counts from 468 to 728 – a 56 percent increase.
- Similarly, 2040 Outreach trends will yield growth more in line with the area population growths by age group, suggesting an increase from 2,209 to 2,400 students – a 9 percent increase.

## Summary of Calculation and Analysis Basis - Campus Drivers

Each of the four USDB campuses is unique in its current program offerings and space allocations. To bridge the gaps between current and future space needs, the following information and assumptions inform the process for each campus.

- The **Salt Lake City** and **Ogden** campuses currently offer classes to students of all ages.
- Though **Springville** currently counts a small number of middle and high school students on its rosters, it currently has classrooms only for early life through elementary children. It is assumed here that local population growth and other factors will merit extension of the existing programs to include full academic programs for all age groups.
- **St. George** currently enrolls 18 deaf students, all of whom are in either preschool or grade 2. The current facility is a single modular building with four small classrooms that does not meet current space needs and is in critical need of intervention and expansion. Because the St. George area is among the fastest growing in Utah, is 2 to 3 hours from any other USDB campus, and enjoys the support of local mainstream school officials, St. George is well positioned to offer full educational services to all student age groups, while taking advantage of synergies with nearby schools.



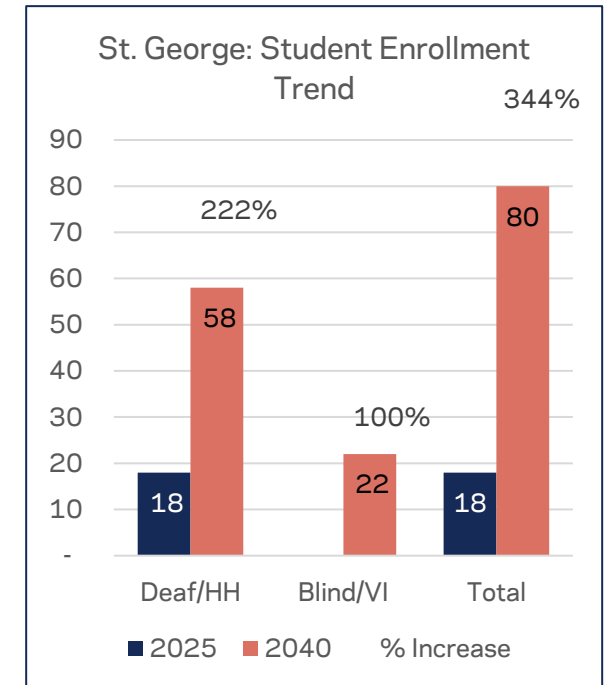
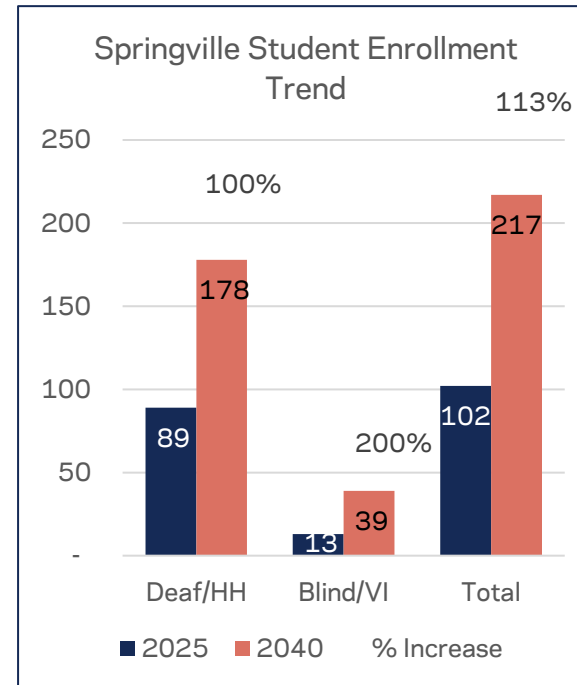
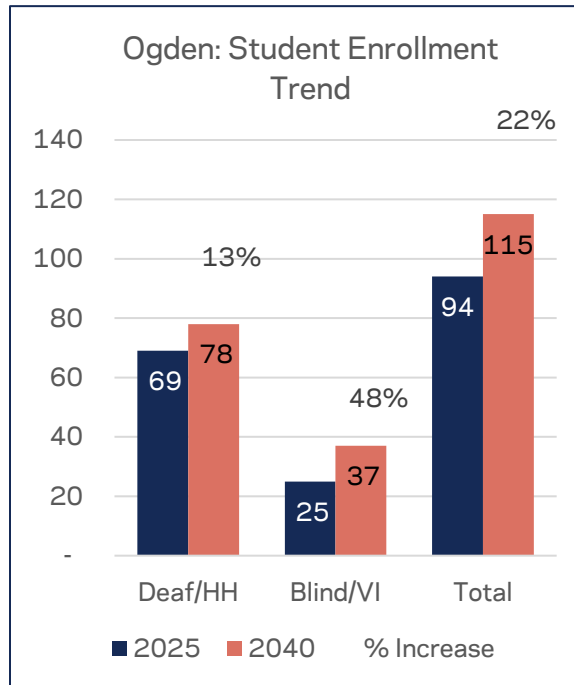
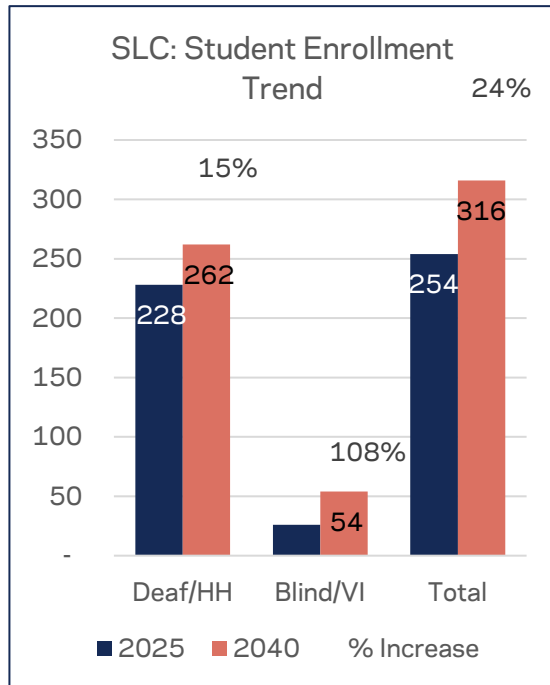
# **SUMMARY OF ENROLLMENT PROJECTIONS AND SPACE REQUIREMENTS**

## Summary of Calculation and Analysis Basis - Enrollment Projections

Analysis of current enrollments at each USDB campus, future program expansions, and projected enrollments yield the following enrollment projections.

- **Salt Lake City** currently enrolls 247 students, with an estimated 7 more of post-high school age. The campuses are projected to see a **24 percent increase in student enrollment** to 292 students in 2040, plus an estimated 24 of post-high school age.
- **Ogden** currently enrolls 87 students, with an estimated 7 more of post-high school age. The campus is projected to see a **22 percent increase in student enrollment** to 100 students in 2040, plus an estimated 15 of post-high school age.

- **Springville** currently enrolls 102 students. With expanded programs into middle school, high school, and post-high school ages, a **113 percent increase in student enrollment** to 201 students is expected for 2040, with an additional 16 post-high school students expected to receive services.
- **St. George** currently enrolls 18 Deaf / HH students in preschool and second grade. With the implementation of full-service programs over the next few years, a **total enrollment of 75 students** can be expected (56 Deaf / HH and 19 Blind / VI), plus approximately 5 people of post-high school age.



Total student enrollments (2025 and 2040) by campus and student disability

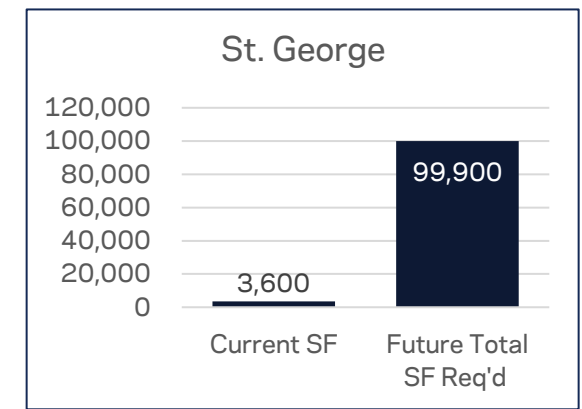
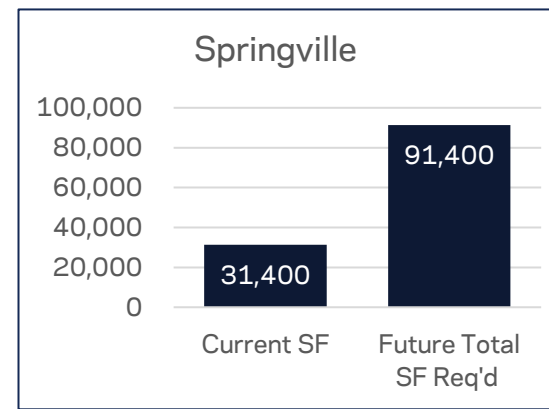
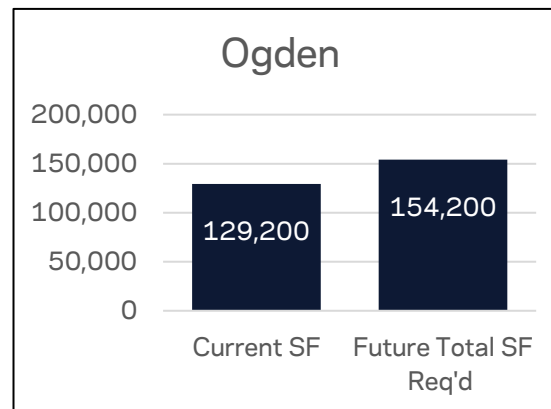
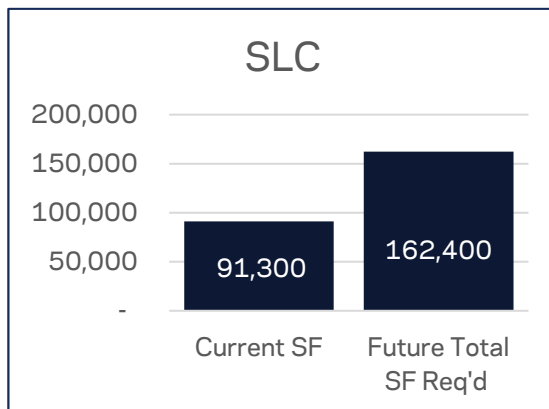
## Summary of Calculation and Analysis Basis - Space Requirements

Analysis of each USDB campus, their current programs, space shortfalls and surpluses, future program expansions, and projected enrollments yield the following projected area requirements for each campus. Details for each campus are included on subsequent pages.

- **Salt Lake City** currently faces shortages of classrooms and general storage. Existing classrooms, four of which are in a modular building, are inadequate for either current or future needs, and a severe storage shortfall needs to be addressed in all future space planning. To meet current needs and future demand, Salt Lake City will require 14 additional classrooms, a substantial increase in general storage, and enhancements to other space types. A Net-to-Gross multiplier of 1.68 implies that Salt Lake City will require just over 162,400 GSF by 2040.
- **Ogden** current space has been adapted and reassigned over the years to function under currently crowded circumstances. Many deaf classrooms are too small to accommodate 5 students. Also, USDB currently offers space to USIMAC and the Assistive Technology group for educational materials

production. Both programs would be better relocated to another building, either onsite or elsewhere in Ogden. Though the number of classrooms appears adequate for the future, the total required classroom area will increase by 6,800 SF. Other space shortages suggest that Ogden's total area requirements will increase by 19 percent, totaling to 259,300 GSF.

- **Springville** is the newest USDB facility, designed for students at all grade levels, but built initially to accommodate children only through elementary school. Program expansion to include all age groups is therefore recommended, and rapid population growth will see increased enrollments in existing programs. Some additions to athletic and other extracurricular spaces is also needed to serve the full range of student ages. Springville will need a total of 43 classrooms for 2040 to serve all ages. With other program needs, Springville will require approximately 91,400 GSF by 2040.
- **St. George** is in a rapidly growing area of the state and is 3.5 hours from the Springville campus. St. George should expand its facilities soon to offer full services to students of all ages. This will include a total of 21 classrooms and just under 100,000 GSF.



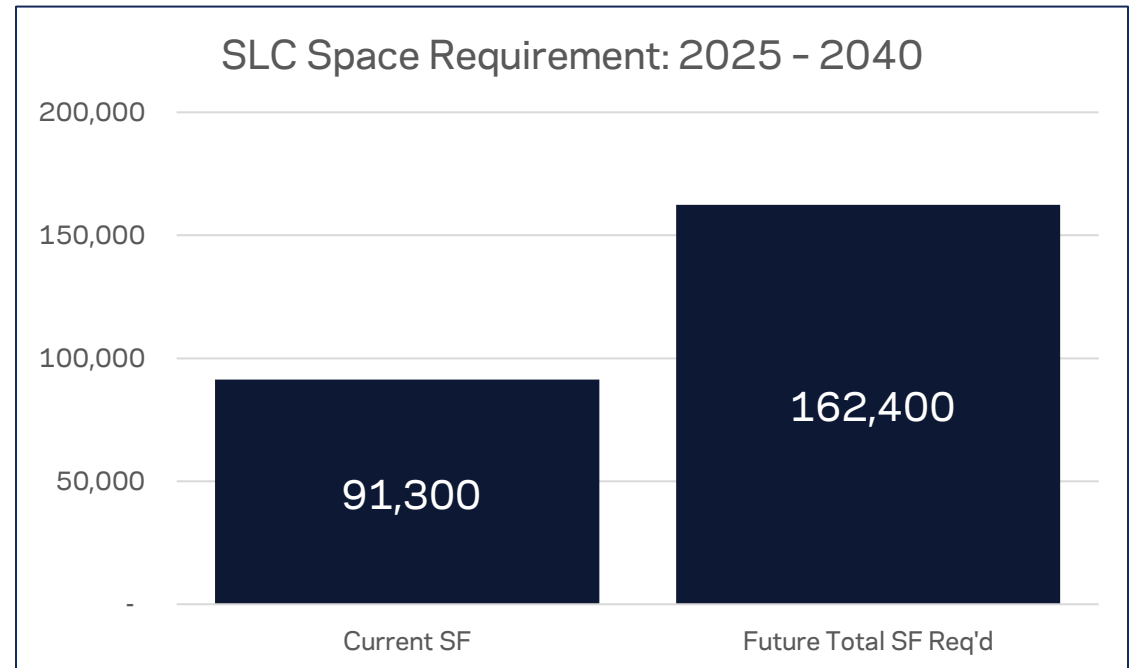
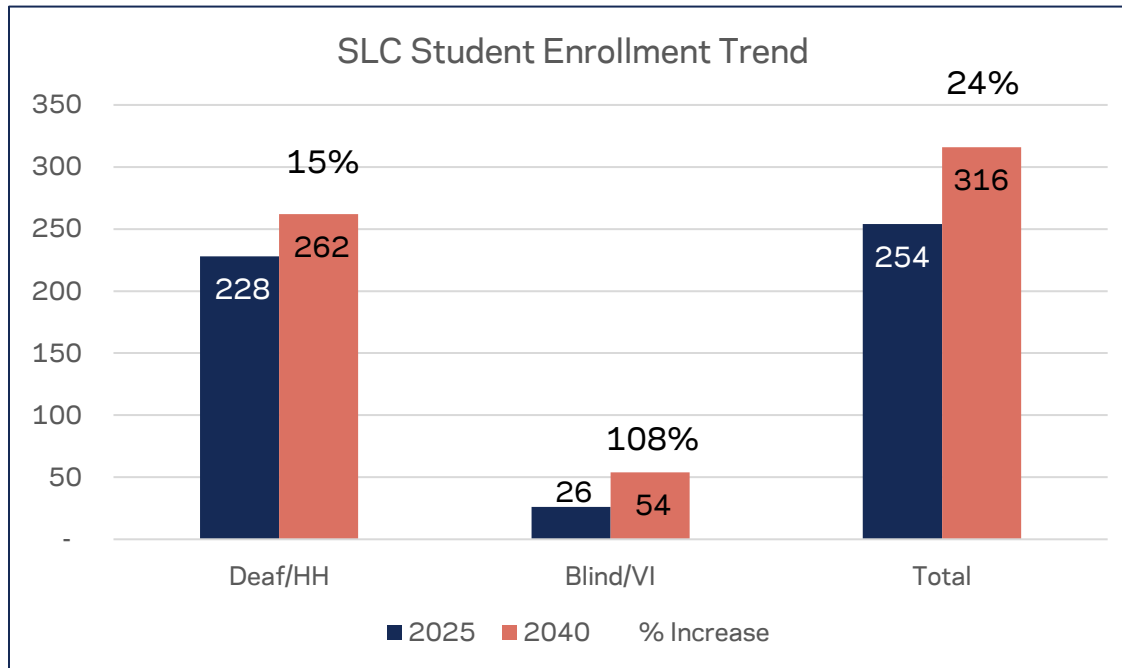
Total campus area (existing and 2040 requirements) by campus



# **ANALYSIS AND RECOMMENDATIONS BY CAMPUS**

## Salt Lake City - Analysis and Recommendations

- Currently the Salt Lake City campuses serve a total of 254 people, 247 of whom are students (ages 0 through high school) and 7 of whom are post high school age.
- School-age enrollments are projected to increase by 18 percent overall by 2040, to a total of 292 students in all age brackets. With the possibility of enhanced service offerings to young people aged 18-21, the number of post high school people served is assumed to increase to 24, bringing the total to 316.
- Space shortages in Salt Lake City are keenly felt in all areas, with storage being the most critical need impacting daily operations. Except for classrooms, this makes for the single largest percentage increase of existing space to meet future needs. Note: General Support space as a percentage of overall areas does not change substantially, but the allocation increase to meet current and future need is approximately 75 percent.



*Salt Lake City student enrollments and total areas (existing and projected requirements)*

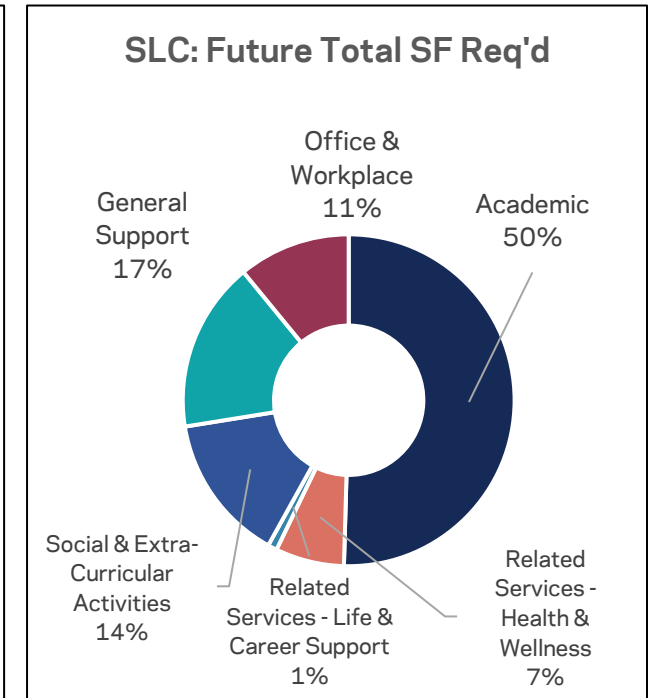
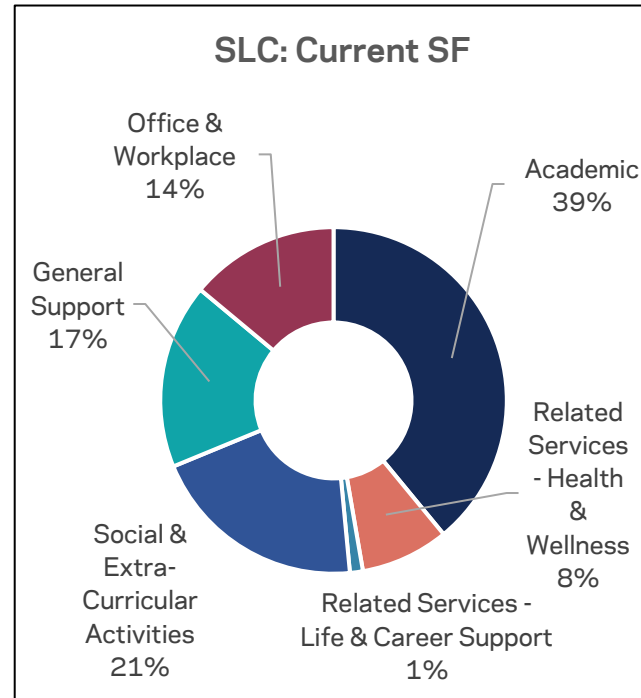
# Proposed Space Summary - Salt Lake City

- Some spaces in Salt Lake City have been repurposed to serve needs that have arisen due to crowding of other functions. In these cases, by meeting the needs of the overcrowded function with additional space, the existing spaces may be returned to their original function.
- Administrative functions in Salt Lake City are currently underserved for two reasons: increased need for some office functions, and loss of existing administrative space due to repurposing to meet other needs. Future space needs are then projected to 2040 in proportion to growth

- in enrollment, and the analysis assumes that some of the needed space will be recouped once administrative space is returned to its original design purpose.
- The Salt Lake City campus should focus on resolving its current space issues, acknowledging that future enrollment growth will be moderate for many age groups. The biggest discrepancies between current allocations and future needs will be for middle and high school students.

Salt Lake City Current Campus	Current Total SF	Future Total SF	SF Increase
Academic	26,765	47,455	20,690
Related Services - Health & Wellness	5,650	7,370	1,720
Related Services - Life & Career Support	829	980	151
Social & Extra-Curricular Activities	13,912	15,832	1,920
General Support	11,835	18,244	6,409
Office & Workplace	9,568	12,020	1,852
<b>Total Assignable</b>	<b>68,559</b>	<b>101,901</b>	<b>37,742</b>
Building Support & Maintenance	22,765	60,536	37,771
<b>Total GSF</b>	<b>93,324</b>	<b>162,437</b>	<b>71,113</b>

Salt Lake City existing and future area requirements by service category



## Recommended Future Program

### Salt Lake City Campus

Academic	Salt Lake City	Total	Total	Future	Future
		Current SF	Current Req'd SF	Total SF Req'd	(Additional) SF Req'd
	Toddler and Preschool (current and future)				
	Classroom - Preschool	684	640		
	Classroom - Preschool	854	800		
	Classroom for Deaf - PIP Toddler	700	2,300		
	Classrooms for Deaf	2,800	2,720		
	Current Toddler and Pre-school Classrooms for Deaf	5,038	6,460	8,000	2,962

### Key Notes:

- The Salt Lake City campuses are seen by both USDB assistant superintendents as having the greatest needs for additional space to meet current needs. Several spaces (storage, therapy rooms) have been repurposed for staff needs, and general storage is full beyond capacity.
- Salt Lake City should see a 24 percent enrollment increase in its current programs by 2040.

*This table and those on following pages outline existing space and future space requirements by service category.*

# Recommended Future Program

## Salt Lake City Campus

	Salt Lake City	Total	Total	Future	Future
		Current SF	Current Req'd SF	Total SF Req'd	(Additional) SF Req'd
<b>Academic</b>	Elementary (current)				
	Classroom - Kindergarten	839	800		
	Classroom - grade 1 & 2	781	640		
	Classroom - grade 2	913	800		
	Classroom - grade 1	954	800		
	Classroom - grade 3	969	960		
	Classroom - Upper Elementary Flex	902	800		
	Classroom - grade 2	913	800		
	Classroom - grade 5	960	960		
	Classroom - Chiodo	419	320		
	Classroom - all grades		4,000		
	Current and Future Elementary Classrooms for Deaf	7,650	10,880	11,200	3,550

### Key Notes:

- The Salt Lake City campuses are seen by both USDB assistant superintendents as having the greatest needs for additional space to meet current needs. Several spaces (storage, therapy rooms) have been repurposed for staff needs, and general storage is full beyond capacity.
- Salt Lake City should see a 24 percent enrollment increase in its current programs by 2040.

*This table and those on following pages outline existing space and future space requirements by service category.*

# Recommended Future Program

## Salt Lake City Campus - Continued

		Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Salt Lake City				
	Middle and High School and unspecified (current)				
	Classroom - MS	613	480		
	Classroom - MS	757	640		
	Classroom - MS	742	640		
	Classroom - MS/HS	909	800		
	Classroom - MS/HS	437	320		
	Classroom - MS/HS	710	640		
	Classroom - MS/HS	773	640		
	Classroom - ASL (JMS Trailer)	416	320		
	Classroom - STEM (JMS Trailer)	433	320		
	Classroom - SLP (JMS Trailer)	437	320		
	Classroom	751	640		
	Classrooms (current add'l need):		4,800		
	Current Middle and High School Classrooms for Deaf	6,978	10,560	0	
Middle and School (future)			14,400	7,422	

### Key Notes:

- The Salt Lake City campuses are seen by both USDB assistant superintendents as having the greatest needs for additional space to meet current needs. Several spaces (storage, therapy rooms) have been repurposed for staff needs, and general storage is full beyond capacity.
- Salt Lake City should see a 24 percent enrollment increase in its current programs by 2040.

# Recommended Future Program

## Salt Lake City Campus - Continued

Academic	Salt Lake City	Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
	CLASSROOMS FOR BLIND PIP, Preschool, and Elementary				
Classroom for Blind - PIP Toddler	700	700	2,400		
Classroom - Preschool Blind	2,100	2,100	1,600		
Classroom - Elementary Blind		1,600	2,400		
Classroom for deaf-blind	700	700	1,600		
Classroom - Middle School Blind			800		
Classroom - High School Blind			800		
Current Preschool Classrooms for Blind	3,500	5,100	9,600	6,100	

### Key Notes:

- The Salt Lake City campuses are seen by both USDB assistant superintendents as having the greatest needs for additional space to meet current needs. Several spaces (storage, therapy rooms) have been repurposed for staff needs, and general storage is full beyond capacity.
- Salt Lake City should see a 24 percent enrollment increase in its current programs by 2040.

## Recommended Future Program

### Salt Lake City Campus - Continued

Salt Lake City		Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
Academic	TOTAL CLASSROOM REQUIREMENTS	23,166	33,000	43,200	20,034
	Academic Support				
	Ed-Net / Computer Lab	740	740		
	ERC	662	662		
	Sensory Room	463	463		
	ERC Library	1,622	1,622		
	Resource	112	112		
	Total Academic Support	3,599	3,599	4,255	656
	TOTAL Academic Area	26,765	36,599	47,455	20,690

### Key Notes:

- **ERC:** Currently, the Educational Resource Center spaces in JMS comprise approximately 3,600 SF. To meet future Salt Lake City enrollments and to serve future Outreach demands, this space should increase by approximately 33 percent (1,200 SF) by 2040.

## Recommended Future Program

### Salt Lake City Campus - Continued

Salt Lake City	Total SF	Total	Future	Future
		Current Req'd SF	Total SF Req'd	(Additional) SF Req'd
Therapy Room	68	68	68	0
Therapy Room	87	87	87	0
Therapy Room	53	53	53	0
Therapy Room	72	72	72	0
Gross Motor Area	2,600	2,600	2,600	0
Nurse Suite	350	700	700	350
Psychology Assessment	100		300	200
Physical Therapy	130		390	260
Adaptive Physical Education Space	520		520	0
Vision Clinic	160		320	160
Consultation Room for Vision Clinic & Audiology Booth	250		500	250
Audiology Booth & Observation	160		360	200
Therapy Room	400		400	0
Sensory Room / Light Room	300		600	300
Observation Room	400		400	0
<b>TOTAL Related Services - Health &amp; Wellness Area</b>	<b>5,650</b>	<b>3,580</b>	<b>7,370</b>	<b>1,720</b>

### Related Services - Health & Wellness

## Key Notes:

- **Therapy rooms:** adjacent to existing classrooms serve current needs, though future classrooms for younger students should take this space need into account
- **Nurse Suite:** The JMS nurse suite is adequate for office space, but not for student bed space (one bed for more than 170 students). Doubling the current space from 350 to 700 SF will serve current and future needs.
- **Psychology Assessment:** Psychology services are currently housed in part in modular buildings. These function poorly for privacy reasons, which are especially important to older students. Future planning should include strategically locating this function to conveniently serve students of all ages.
- **Physical therapy:** Space currently does not function for its intended purpose. Benchmarks suggest that current and future demand could be met with 260 SF, which is twice the current programmed area.
- **Vision Clinic:** The Salt Lake City vision clinic is heavily used and will not be adequate through 2040. While the inclusion of a clinic in Springville and/or St. George will take some load off the Salt Lake City facility, another space of similar size (160 SF) is needed here.
- An additional consultation room to serve both audiology and vision should be included to meet future demand.
- **Audiology booth and observation space:** currently at capacity. This space should be duplicated for future needs.
- **Sensory / Light room:** Expected enrollment increases of 33 percent (likely more for blind students) will require another space for this purpose.

# Recommended Future Program

## Salt Lake City Campus - Continued

Salt Lake City		Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Life &amp; Career Support</b>	Life Skills Room / Vocational Training	600	600	600	0
	Occupational Therapy	130	130	260	130
	Transition	99	99	120	21
	<b>TOTAL Related Services - Life &amp; Career Support Area</b>	<b>829</b>	<b>829</b>	<b>980</b>	<b>151</b>
<b>Social &amp; Extra-Curricular Activities</b>	Auditorium	2,435	2,435	2,435	
	Gymnasium	1,577	1,577	1,577	
	Gynmasium	6,000	6,000	6,000	
	Gymnasium Viewing	1,500	1,500	1,500	
	Locker Rooms	1,200	1,200	1,200	
	Performance Stage	1,200	1,200	1,200	
	Robotics		300	300	300
	Future Activity Center			1,620	1,620
<b>TOTAL Social &amp; Extra-Curricular Activities Area</b>	<b>13,912</b>	<b>14,212</b>	<b>15,832</b>	<b>1,920</b>	

### Key Notes:

- **OT/PT:** Not only have the OT/PT spaces been repurposed to meet other needs, but the space also originally programmed was roughly half of what benchmarks suggest. Assuming the original space is returned to its OT/PT function, an additional space is needed for future demand.
- **Social & Extra-Curricular Activities:** Most spaces for athletics and extracurricular activities are adequate for their primary purposes, but some are currently serving double duty. The robotics area must frequently be taken down and reconstructed when other activities require the space, so this very popular function should be accommodated in its own dedicated space.
- **Future Activity Center:** anticipated enrollment increases suggest that Salt Lake City needs a student activity center comparable to that at the Ogden campus.

## Recommended Future Program

### Salt Lake City Campus - Continued

	Salt Lake City	Total SF	Total	Future	Future
			Current	Total SF	(Additional)
			Req'd SF	Req'd	SF Req'd
General Support	Cafeteria	2,330	2,330	4,672	2,342
	Entry Lobby / Informal Space	1,500	1,500	1,900	400
	Food Services Area	400	400	473	73
	Food Pantry	68	68	80	12
	General Storage	800	1,000	1,182	382
	IT Hub	64	64	76	12
	IT Main	64	64	76	12
	Kitchen	875	875	875	0
	Maintenance	243	243	287	44
	Restroom	52	52	61	9
	Restrooms	760	760	898	138
	Restrooms	99	99	117	18
	Restrooms	63	63	74	11
	Restrooms	411	411	486	75
	Teacher's Restroom	69	69	138	69
	Single-stall Restroom	102	102	153	51
	Shared Children's Bathroom - Blind	200	200	236	36
Shared Children's Bathrooms - Deaf	250	250	296	46	
Sick Room	98	123	145	47	

### Key Notes:

- **Student Dorm Space:** One goal for Salt Lake City is to offer student dorm space. The current site will be unable to house this function, especially in light of needed academic program expansions.

## Recommended Future Program

### Salt Lake City Campus - Continued

		Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>General Support</b>	Salt Lake City				
	Shared Children's Bathroom - Blind	200	200	236	36
	Shared Children's Bathrooms - Deaf	250	250	296	46
	Sick Room	98	123	145	47
	Storage	93	140	165	72
	Storage	35	53	62	27
	Storage	66	99	117	51
	Storage	65	98	115	50
	Storage	40	60	71	31
	Storage	91	137	161	70
	Storage - Adaptive Physical Education Space	200	300	355	155
	Storage - Athletic	400	600	709	309
	Storage - Blind Classrooms	300	450	532	232
	Storage - Chair	175	263	310	135
Storage - Chair	80	120	142	62	

### Key Notes:

- **Student Dorm Space:** One goal for Salt Lake City is to offer student dorm space. The current site will be unable to house this function, especially in light of needed academic program expansions.

## Recommended Future Program

### Salt Lake City Campus - Continued

General Support	Salt Lake City	Total SF	Total	Future	Future
			Current	Total SF	(Additional)
			Req'd SF	Req'd	SF Req'd
	Storage - Costume	300	450	532	232
	Storage - Deaf Classrooms	150	225	266	116
	Storage - Departmental - Blind	250	375	443	193
	Storage - Mobility Equipment - Blind	625	938	1,108	483
	Storage - Stroller	100	150	177	77
	Storage - Table	175	263	310	135
	Storage (106, 107, 109)	222	333	394	172
	Vending Machine	20	20	47	27
	<b>TOTAL General Support Area</b>	<b>11,835</b>	<b>13,743</b>	<b>18,244</b>	<b>6,409</b>

### Key Notes:

- Storage:** – the biggest felt need in Salt Lake City. The current Salt Lake City campus needs significantly more storage of all types than it currently has. This would meet current needs, though future accommodations should be taken into consideration. HOK recommends a 50 percent increase to meet current needs, and then a 33 percent increase that will be associated with enrollment increases by 2040.

## Recommended Future Program

Salt Lake City Campus - Continued

Office & Workplace	Salt Lake City		Total Current	Future Total SF	Future (Additional) SF Req'd
	Total SF	Req'd SF	Req'd SF	Req'd	SF Req'd
Admin Reception	257		257		
Teacher Workroom	855		855		
Teacher Workroom	143		143		
Conference	158		158		
Office - Wert	68		68		
Office	74		74		
Office	110		110		
Office - Director	98		98		
Open Office Area	877		877		
Work / Storage	99		99		
Work Room	369		369		
Front Desk	150		150		
Office - Superintendent	250		250		
Office - Executive	600		600		
Office - Admin/Reception	100		100		
Board Room	500		500		
Conference Room - M	680		680		
Conference Room - S	260		260		
Break Room - S	80		80		

### Key Notes:

- Office & Workplace:** Many office and staff workplace areas currently function as intended, though several special adaptations have been required. Notes in the program table outline basic needs, though the main takeaway is that an increase in administrative space that roughly corresponds to enrollment growth should be adequate, assuming other adapted spaces return their function to that originally intended.

## Recommended Future Program

Salt Lake City Campus - Continued

		Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Office &amp; Workplace</b>	Salt Lake City				
	Copy / Mail / Workroom	230	230		
	Workroom	100	100		
	Office - Director	200	200		
	Office - Secretary	100	100		
	Office - HR	120	120		
	Office - Compliance Officer	120	120		
	Office - Registrar	120	120		
	Office - Group	750	750		
	Office - Itinerant	350	350		
	Office - Deaf PIP Director	120	120		
	Office - Deaf Director	120	120		
	Office - Deaf Secretary	100	100		
	Office - Itinerant	750	750		
	Office - Blind PIP Director	120	120		
	Office - Blind Director	120	120		
	Office - Blind Secretary	300	300		
	Office - Outreach	120	120		
	Office - Total Count		600		
	Future Additional Req's			1,852	1,852
TOTAL Office & Workplace Area	9,568	10,168	12,020	1,852	

### Key Notes:

- Office & Workplace:** Many office and staff workplace areas currently function as intended, though several special adaptations have been required. Notes in the program table outline basic needs, though the main takeaway is that an increase in administrative space that roughly corresponds to enrollment growth should be adequate, assuming other adapted spaces return their function to that originally intended.

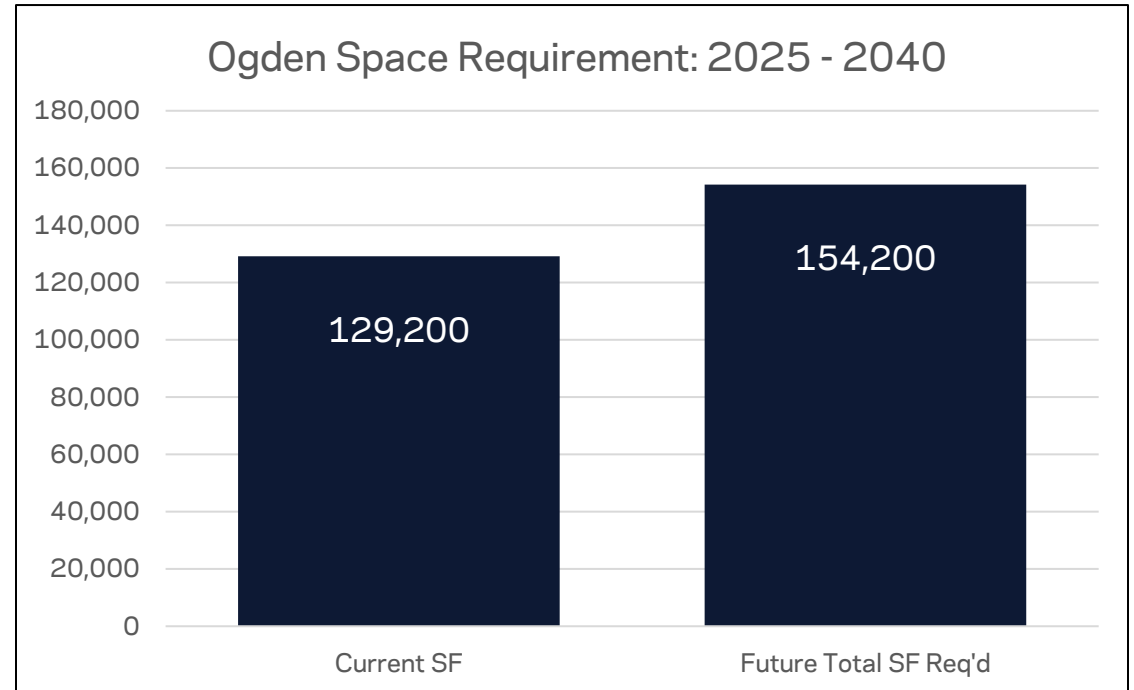
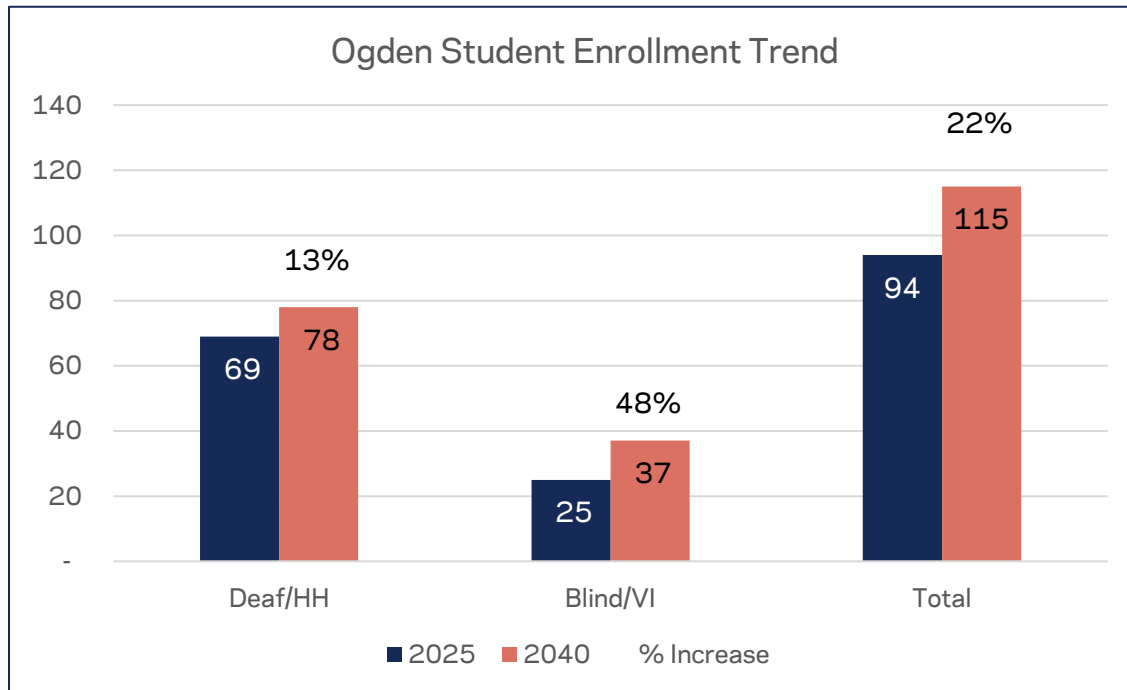
# Recommended Future Program

Salt Lake City Campus - Continued

Salt Lake City	Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
GRAND TOTAL ASF	68,559	112,131	101,901	32,742
BUILDING SUPPORT AND MAINT	22,765		60,536	
GRAND TOTAL GSF	91,324		162,437	<b>71,113</b>

# Ogden Campus - Analysis and Recommendations

- Currently the Ogden campus serves a total of 94 people, 87 of whom are students (ages 0 through high school) and 7 of whom are post high school age.
- School-age enrollments are projected to increase by 15 percent overall by 2040, to a total of 100 students in all age brackets. As with the Salt Lake City people in the 18-21 age bracket, it is assumed that the number of young people served by the post high school programs will double by 2040.
- Though the Ogden population will grow through 2040, it will also age, meaning that enrollment increases will be moderate unless other forces impact USDB’s capture rate in Weber County.
- Three notable functions unique to Ogden are expansive shipping and warehouse functions, USIMAC production, and Assistive Technology production. A key recommendation from this analysis is to relocate USIMAC and Assistive Technology either offsite or in a new building.



*Ogden student enrollments and total areas (existing and projected requirements)*

## Proposed Space Summary - Ogden

- Another feature unique to Ogden is student housing. USDB has consistently expressed a long-range vision for this function, both because of the direct benefits it brings to older students in advancing their life skills and independence, and because it can also bring benefits to students' families, many of whom cannot afford to visit Ogden due to the high cost of nightly accommodations.
- Administrative space in Ogden was originally designed to meet workplace needs effectively. However, increased demand for student services has required USDB to reallocate substantial area to meet student needs for

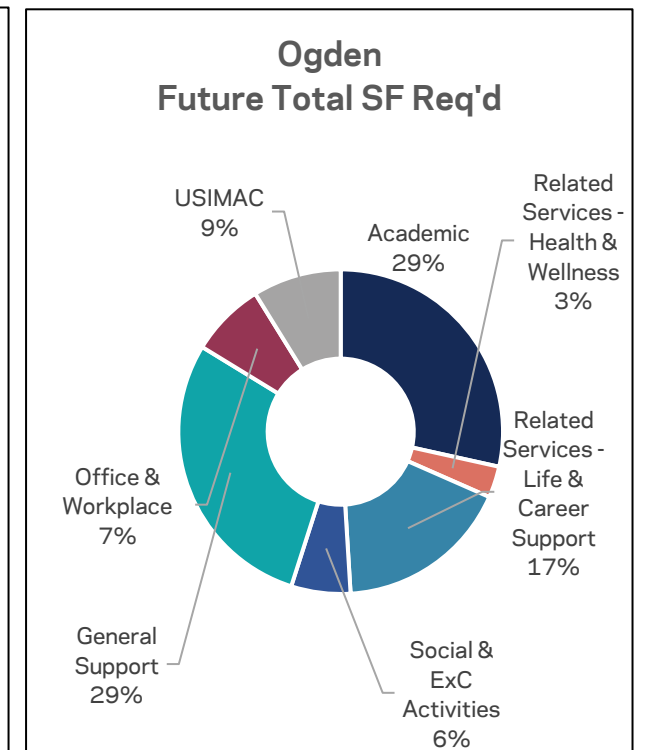
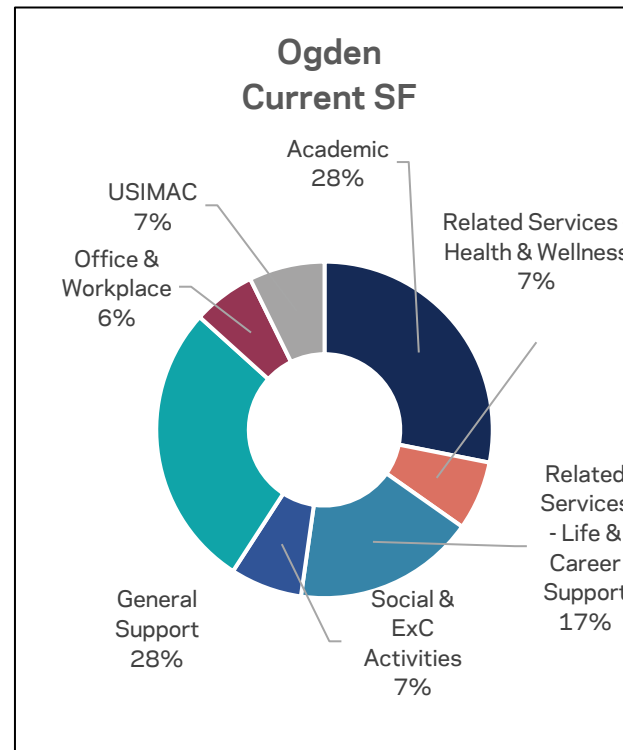
Related Services. Some Related Service functions are currently at or near capacity, so that anticipated increases space needs will require additional staff and facilities.

- Current classroom space appears to approximately match current demand. However, some classrooms are small and cannot accommodate 5 students in a classroom. Future classroom planning should focus on projected enrollments and required SF per student to assess needs at the highest level.

Ogden Current Campus	Current Subtotal SF	Future Subtotal SF	SF Increase
Academic	28,958	35,741	6,783
Related Services - Health & Wellness	6,840	3,923	-2,917
Related Services - Life & Career Support	18,000	21,886	3,886
Social & Extra-Curricular Activities	7,112	7,412	300
General Support	28,367	36,166	7,799
Office & Workplace	6,200	9,343	3,143
<b>Total Assignable</b>	<b>102,194</b>	<b>125,547</b>	<b>18,995</b>

Building Support & Maintenance	27,006	28,658	1,652
USIMAC	6,717	11,076	4,359
<b>Total GSM</b>	<b>129,200</b>	<b>154,206</b>	<b>25,006</b>

*Ogden existing and future area requirements by service category*



# Recommended Future Program

## Ogden Campus

	Ogden Campus (Weber Co)	Total SF	Total	Future	Future
			Current	Total SF	Future
			Req'd SF	Req'd	(Additional) SF Req'd
	Media Center - Library	15,087	15,087	17,341	2,254
Academic	Classrooms for Deaf (current)	5,291	10,240		
	Classrooms for Deaf (future)				
	PIP / Toddler			1,600	
	Preschool			1,600	
	Elementary			4,000	
	Middle			1,600	
	High			3,200	
	Subtotal Deaf School	5,291	10,240	12,000	6,709
	Classrooms for Blind (current)	8,580	3,680		
	Classrooms for Blind (future)				
	PIP / Toddler			1,600	
	Preschool			800	
	Elementary			800	
	Middle			800	
	High			2,400	
	Subtotal Blind School	8,580	3,680	6,400	(2,180)
	TOTAL Academic Area	28,958	29,007	35,741	6,783

## Key Notes:

- Classrooms:** Currently there are 9 deaf classrooms in the main building and 4 in modulars. Deaf classrooms are generally too small, so overall capacity is less than that suggested by the classroom count. USD needs 11,200 SF of classroom space for 2040. If classrooms are sized well and not expected to serve multiple functions (such as the teacher's personal office space), 12-14 classrooms will suffice.

## Recommended Future Program

Ogden Campus - Continued

	Ogden Campus (Weber Co)	Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Health &amp; Wellness</b>	Therapy Pool	3,480	3,480	3,480	
	Psychology	850	850	977	127
	Health	1,060	1,296	1,496	436
	Audiology Booth & Observation	1,450	1,450	1,450	0
	<b>TOTAL Related Services - Health &amp; Wellness Area</b>	<b>6,840</b>	<b>7,076</b>	<b>3,923</b>	<b>563</b>
<b>Related Services - Life &amp; Career Support</b>	Occupational Therapy / Physical Therapy	890	1,090	1,253	363
	Housing Pods	9,485	9,485	9,485	0
	Independent Living Housing	6,800	6,800	10,200	3,400
	Blind School kitchen and associated program	825	825	948	123
	<b>TOTAL Related Services - Life &amp; Career Support Area</b>	<b>18,000</b>	<b>18,200</b>	<b>21,886</b>	<b>3,886</b>

### Key Notes:

- **Psychology Booth & Observation:** Psychology space is currently adequate, but not well located on the site. The two staff in this office need to be collocated onsite. Enrollment growth suggest an increase in SF of around 11 percent.
- **OT/PT** has lots of props and mobility tools. Need a dedicated specialty space for future accommodation.
- **Independent Living Housing (cottages):** Current space is adequate for now; however, resident count will grow from 6 to 9 for Fall 2024. This need will increase, especially in light of USDB hope to serve students' families with short-term accommodations when visiting Ogden.
- **Blind school kitchen and associated program:** Well designed space. Assume will be adequate for anticipated growth, though increases in capture rate might suggest future expansion needed.

## Recommended Future Program

Ogden Campus - Continued

	Ogden Campus (Weber Co)		Total Current	Future Total SF	Future (Additional)
	Ogden Campus (Weber Co)	Total SF	Req'd SF	Req'd	SF Req'd
<b>Social &amp; Extra-Curricular Activities</b>	Gym / Multi-Purpose	5,492	5,492	5,492	0
	Activity Center	1,620	1,620	1,620	0
	Robotics	0	300	300	300
	<b>TOTAL Social &amp; Extra-Curricular Activities Area</b>	<b>7,112</b>	<b>7,412</b>	<b>7,412</b>	
<b>General Support</b>	Cafeteria	3,830	3,328	5,776	1,946
	Food Services Area	1,360	1,152	1,800	440
	General Storage (future add'l)		1,950	1,950	1,950
	Maintenance/Shops	5,647	5,647	6,491	844
	Car Garage & Utility Storage	8,230	8,230	9,460	1,230
	Distribution/Shipment	9,300	9,300	10,690	1,390
<b>TOTAL General Support Area</b>	<b>28,367</b>	<b>29,607</b>	<b>36,166</b>	<b>7,799</b>	

### Key Notes:

- Robotics:** These functions generally have been accommodated in spaces designed primarily for other purposes (e.g., a performance stage), and therefore must move equipment when required. This popular program needs a dedicated space to serve well.

## Recommended Future Program

Ogden Campus - Continued

	Ogden Campus (Weber Co)	Total SF	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Office &amp; Workplace</b>	Administration	3,050	4,850	5,875	2,825
	Office - Ed Sup	1,020	1,020	1,020	0
	Office - PIP/Outreach	2,130	2,130	2,448	318
	TOTAL Office & Workplace Area	6,200	8,000	9,343	3,143
	TOTAL ASSIGNABLE AREA (USDB only)	95,477		114,472	
<b>USIMAC</b>	USIMAC Suite	2,450		3,675	1,225
	Storage area	4,267		6,401	2,134
	Assistive Technology Services	782		1,000	218
	TOTAL USIMAC Suite	7,499		11,076	3,577
	GRAND TOTAL ASF	102,976		125,547	3,577
BUILDING SUPPORT AND MAINT (1.25 mult)	26,224				
GRAND TOTAL GSF	129,200		154,206	<b>25,006</b>	

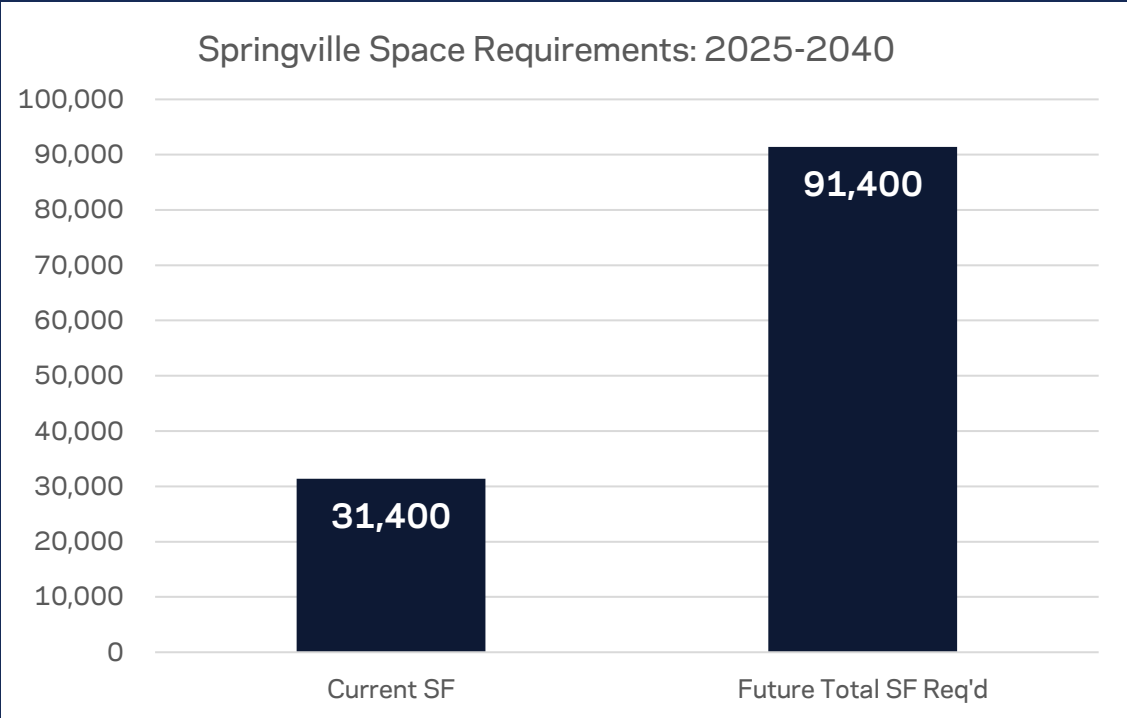
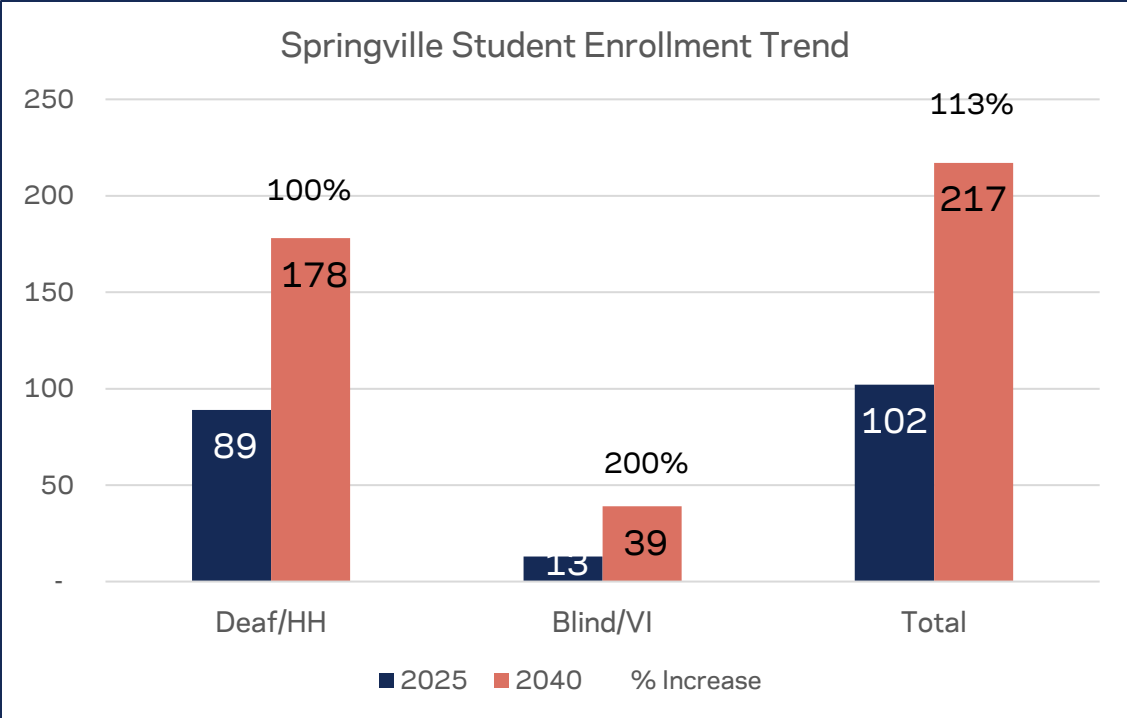
### Key Notes:

- **USIMAC:** This is not a USDB function, though USDB offers space (2,450 SF for the office and production suite, plus 4,267 SF for storage). It should be moved to a new location and collocated with the Assistive Technology function currently occupying a classroom for the blind.

# Springville - Analysis and Recommendations

- Currently the Springville campus serves a total of 102 students, 89 Deaf / HH and 13 Blind / VI. Though a small number of these students are of middle or high school age, the existing facility does not include the originally planned classrooms for these age groups.
- Due to population growth in the area and USDB’s desire to expand its offerings to middle and high school students, enrollments are likely to double (97 percent increase) by 2040. This will require an increase in

- classroom count from 14 to 32 for children through elementary school, and another 15 classrooms for middle and high school students.
- Space for Related Services is currently adequate for most service offerings, though increased case loads for audiology, physical and mental health, and vision services will all need to increase to meet future demand.



Springville student enrollments and total areas (existing and projected requirements)

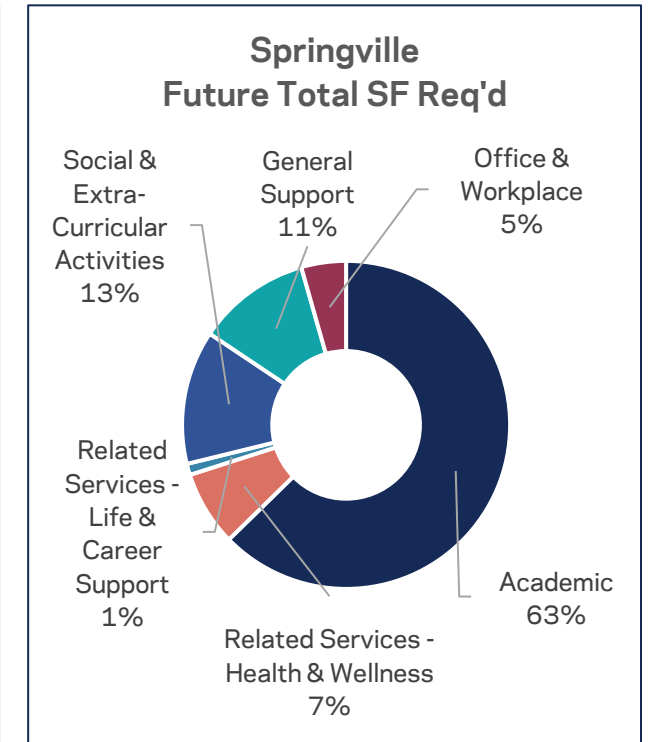
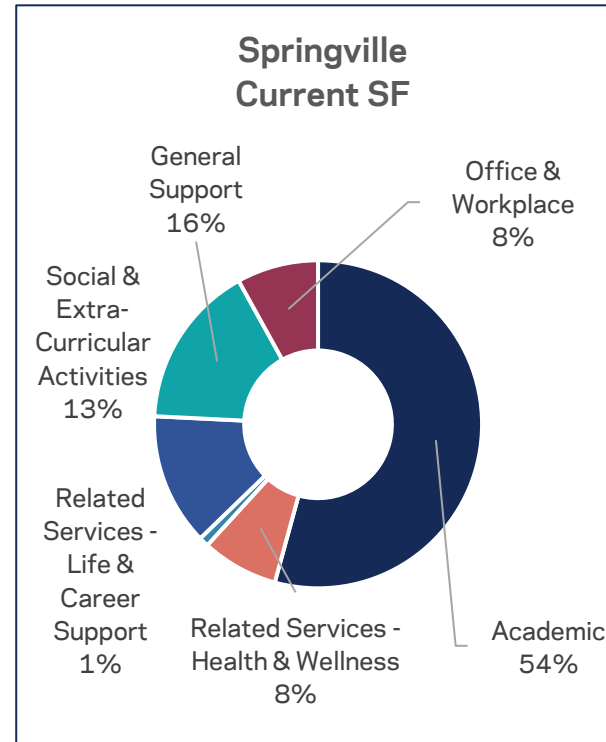
## Proposed Space Summary - Springville

- Central in the Springville facility is a multi-purpose space that serves dining, athletic, and general assembly functions. The multi-functional nature of this space places demands on facilities staff, who must frequently reconfigure the furniture to accommodate the full range of functions. As part of future planning and accommodation of middle and high school students, this analysis recommends that the gym function be moved to a new, full-size basketball court, leaving the

existing space for other extracurricular and social activities.

- Administrative office functions are generally met by current space, but some shortages are already being felt. This analysis recommends that future expansion include an additional conference room, three director offices, and an itinerant office area for Outreach teachers and staff.

	Current Subtotal SF	Future Subtotal SF	SF Increase
<b>Springville Current Campus</b>			
Academic	11,341	34,088	22,747
Related Services - Health & Wellness	1,578	4,024	2,446
Related Services - Life & Career Support	200	600	400
Social & Extra-Curricular Activities	2,724	7,184	4,460
General Support	3,380	6,096	2,716
Office & Workplace	1,681	2,399	718
<b>Total Assignable</b>	<b>20,904</b>	<b>54,390</b>	<b>33,486</b>
<b>Building Support &amp; Maintenance</b>	<b>10,452</b>	<b>37,022</b>	<b>26,570</b>
<b>Total GSM</b>	<b>31,356</b>	<b>91,412</b>	<b>60,056</b>



Springville existing and future area requirements by service category

## Recommended Future Program

### Springville Campus

	Springville Campus (Utah Co)	Total SF (actual)	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Classroom for Blind - Elementary - Severe	850		800	(50)
	Classroom for Blind - Pre-school Academic	700		800	100
	Classroom for Blind - Pre-school Severe	700		800	100
	Classrooms for Blind - Elementary - Academic	1,700		1,600	(100)
	Classroom for Deaf - PIP Toddlers	765		8,000	7,235
	Classroom for Deaf/Blind	850		800	(50)
	Classrooms for Deaf - ASL LSL Pre-school	2,100		2,400	300
	Classrooms for Deaf - Elementary	3,400		8,000	4,600
	Subtotal Preschool through Elementary	11,065	5,255	25,600	14,535
	Distance Interpreting Room	90		180	90
	Library Storage	186	214	788	602
<b>TOTAL Academic Area</b>	<b>11,341</b>	<b>5,469</b>	<b>37,288</b>	<b>25,947</b>	

### Key Notes:

- Student enrollment potentials will be significantly impacted by Springville population growth. Also, as current students age and the need for middle and high school programs in Springville becomes strongly felt, the overall student enrollment in Springville will likely increase by 60 percent or more.
- **Classrooms:** Classrooms in Springville have been well sized for their function; however, planning for student mobility equipment was inadequate and has overcrowded classroom and nearby corridor space to critical levels.
- At their current capture rates, USDB could see Current plans indicate that USB has 5 classrooms for blind students (preschool and elementary), with one dedicated to preschool age kids with severe disabilities. Additionally, there is a classroom for deaf-blind children.

*This table and those on following pages outline existing space and future space requirements by service category.*

## Recommended Future Program

### Springville Campus - Continued

Related Services - Health & Wellness	Springville Campus (Utah Co)		Future	
	Total SF (actual)	Total Current Req'd SF	Total SF Req'd	Future (Additional) SF Req'd
Audiology Booth & Observation	188	0	376	188
Consultation Room	110	0	110	0
Nurse Suite	136	0	272	136
Sensory Room / Light Room	138	0	338	200
Shared Large Therapy Room	200	0	400	200
Shared Mobility Equipment Storage	462	660	1,650	1,188
Therapy - Shared	344	0	678	334
<b>TOTAL Related Services - Health &amp; Wellness Area</b>	<b>1,578</b>	<b>860</b>	<b>4,024</b>	<b>2,446</b>

## Key Notes:

- **Audiology:** Audiology serves children from mainstream school districts in addition to USDB students. Its current space in Springville is at least 75 percent utilized. Growth and program expansion suggests current space allocation should double to accommodate future demand.
- **Nurse's Suite:** The nurse's suite currently serves student demand, but the space is too small to accommodate staff workspace. It is estimated that it could accommodate a 20 percent increase in demand, but anticipated growth suggests that its space should be doubled to meet future needs.
- **Vision Clinic:** Currently Springville does not have a vision clinic. Because the clinic at Salt Lake City's OEC campus currently serves students from this area, Springville should plan for its own vision clinic.
- **Sensory/Light rooms for blind/VI students:** One space can serve 2-3 classrooms, so one room can adequately accommodate current needs. However, the current space is too small, and future demand will require an additional room.
- **Therapy Room:** Shared large therapy room is adequate for today, but growth and additional programs suggest another similar space will eventually be required.
- **Mobility equipment storage:** – one of the most strongly felt needs at Springville. The current three spaces (approximately 460 total SF) should be more than doubled for now, and further increased for future demand. The total 2040 SF need is approximately 1,200 SF.

## Recommended Future Program

### Springville Campus - Continued

	Total SF (actual)	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Life &amp; Career Support</b>				
Springville Campus (Utah Co) Life Skills Kitchen / Demonstration / Break Room	200		200	0
TOTAL Related Services - Life & Career Support Area	200		600	400
<b>Social &amp; Extra-Curricular Activities</b>				
Mini Performance Stage w. Storage in Wings	400		400	
Small Gymnasium / Cafeteria	2,324		2,324	
TOTAL Social & Extra-Curricular Activities Area	2,724		7,184	4,460

### Key Notes:

- **Life skills kitchen:** the current space is heavily used, including as a break room and food prep area for staff. Expansion to middle and high school programs will see heavy student use by both Deaf/HH and Blind/VI students, so a new space for this purpose is needed.
- **Separation of Performance Stage & Gym:** Springville currently has a centrally located multi-purpose space that serves several functions: small-scale performances on a mini-stage, student dining area, and athletics (as a small gym). Operationally these place significant demands on staff, with frequent space reconfigurations required. Growth suggests that these functions be separated, and a new, full-size gym could accommodate future needs for all these functions.

## Recommended Future Program

### Springville Campus - Continued

	Total SF (actual)	Total	Future	Future
		Total Current Req'd SF	Total SF Req'd	Future (Additional) SF Req'd
Springville Campus (Utah Co)				
Children's Toilet Rooms	352		704	352
Entry Lobby	1,200		1,200	0
Family Restroom	136		272	136
Food Services Area	421		830	409
General USDB Storage	480		1,419	939
Shared Children's Toilet Room	159		159	0
Shared Children's Toilet Room	182		182	0
Storage (Chair & Table)	250		739	489
Storage (Gym & Cafeteria)	200		591	391
<b>TOTAL General Support Area</b>	<b>3,380</b>		<b>6,096</b>	<b>2,716</b>

**General Support**

### Key Notes:

- **General Support Space:** Some general support spaces (lobby, toilets) are currently adequate. Some specialized storage areas are adequate for their current purposes but need to increase to accommodate future enrollments. General storage currently needs to be substantially increased by 50 percent or more to meet future needs.

## Recommended Future Program

### Springville Campus - Continued

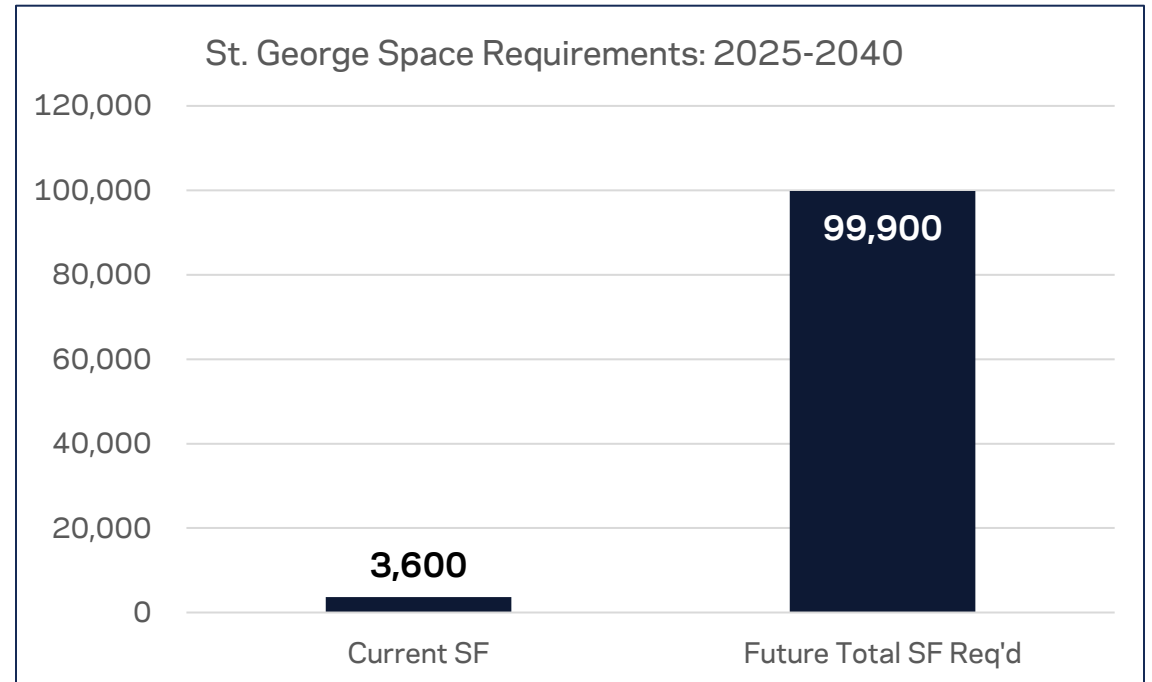
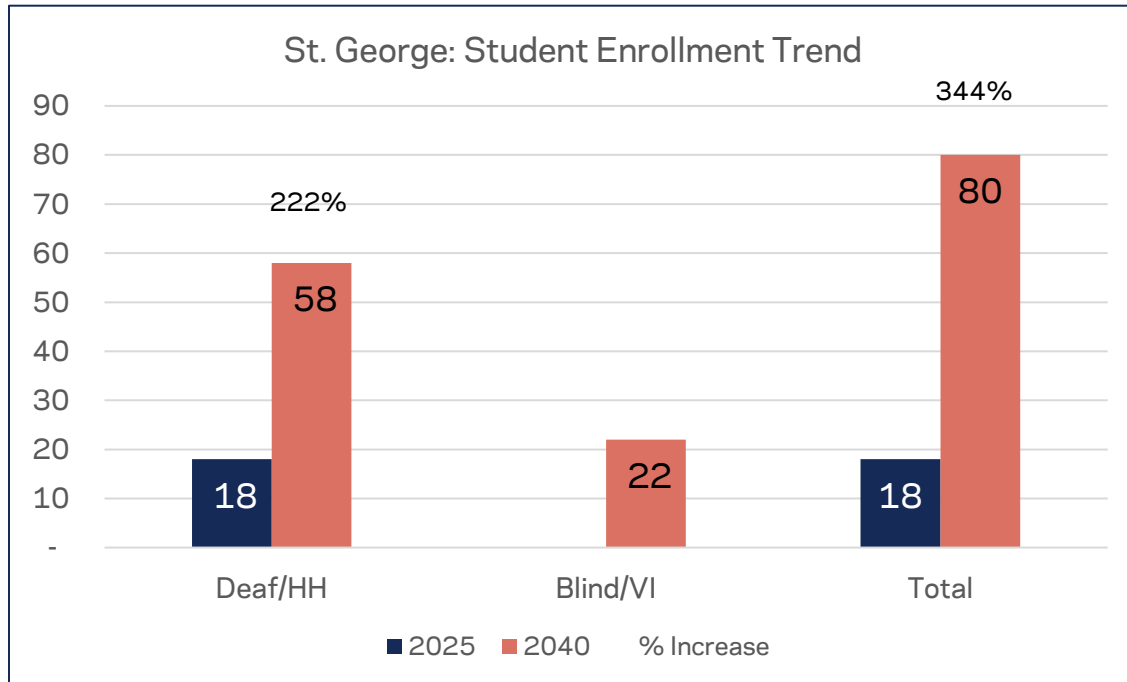
Office & Workplace	Springville Campus (Utah Co)		Total	Future	Future
	Total SF (actual)	Total SF	Current Req'd SF	Total SF Req'd	(Additional) SF Req'd
Conference Room - S	140			380	240
Copy / Mail / Workroom	236			236	0
Director Office - Deaf	109			480	371
Front Desk	128			128	0
Itinerant Office Area	589			696	107
Training Room	479			479	0
<b>TOTAL Office &amp; Workplace Area</b>	<b>1,681</b>			<b>2,399</b>	<b>718</b>
<b>GRAND TOTAL ASF</b>	<b>20,904</b>			<b>54,390</b>	<b>33,486</b>
<b>BUILDING SUPPORT AND MAINT (1.50 mult)</b>	<b>10,452</b>				
<b>GRAND TOTAL GSF</b>	<b>31,356</b>			<b>91,412</b>	<b>60,056</b>

### Key Notes:

- **Office & Workplace:** Staff office spaces are adequate for current needs but will require extra accommodation as school programs expand into middle and high school. This will include offices for future directors, an expanded office area for itinerant teachers, and one additional conference room.

## St. George - Analysis and Recommendations

- Currently the St. George campus serves 18 Deaf / HH students in preschool and second grade only. Three of the four classrooms in this building are about half the size needed for holding a full, five-student class. The remainder of the space comprises minimal office function in a total building area of approximately 3,600 SF.
- Because Washington County is expected to see substantial population growth to 2040, and because St. George is more than 250 miles from the nearest USDB campus in Springville, a permanent, full-service facility is needed. By 2040, enrollments would be expected to reach 80 students (58 Deaf / HH and 22 Blind / VI), and require 21 classrooms.



St. George student enrollments and total areas (existing and projected requirements)

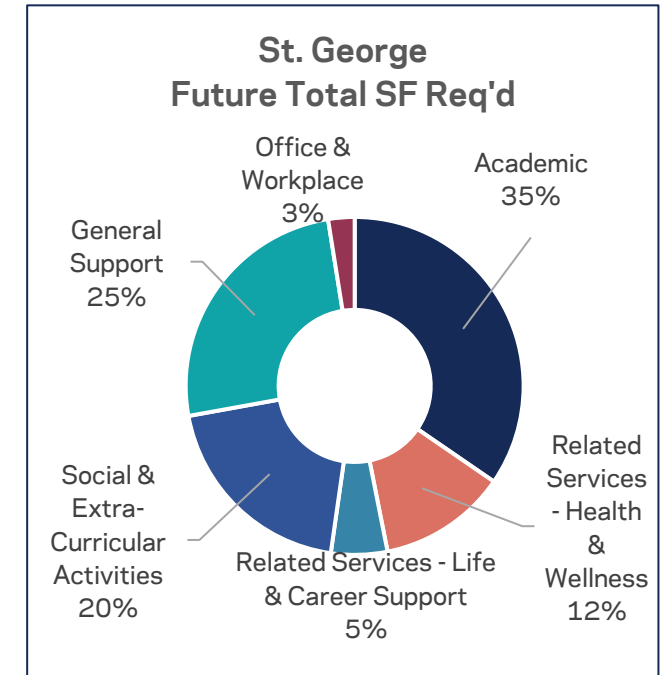
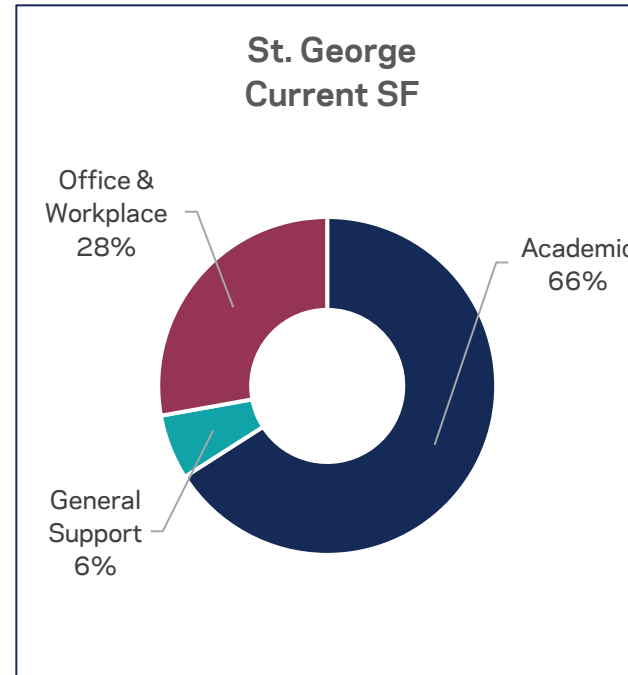
# Proposed Space Summary - St. George

- The existing program at St. George has seen both problems and rare opportunities in its brief history. Before the modular building was available, the nearby elementary school offered classroom space to USD whenever it could. However, USD has not been able to rely on this availability, and no formal arrangements have ever materialized to guarantee that USDB can occupy space from one year to the next. However, teachers and administrators at the adjacent elementary school strongly support USDB's efforts and continue to encourage

interactions between their students and those at USDB.

- This analysis programs future space for the St. George campus to serve both Deaf / HH and Blind / VI students of all grade levels. Indoor athletic and extracurricular spaces are kept to the basic needs and expectations, assuming that synergies with the nearby elementary and high schools can help lessen demands for space in a new USDB facility.

St. George Current Campus	Current Subtotal SF	Future Subtotal SF	SF Increase
Academic	1,794	20,550	18,756
Related Services - Health & Wellness	0	7,307	7,307
Related Services - Life & Career Support	0	3,200	3,200
Social & Extra-Curricular Activities	0	11,820	11,820
General Support	169	15,048	14,878
Office & Workplace	944	1,500	556
<b>Total Assignable</b>	<b>2,906</b>	<b>59,425</b>	<b>56,518</b>
Building Support & Maintenance	723	40,449	39,726
<b>Total GSM</b>	<b>3,630</b>	<b>99,873</b>	<b>96,244</b>



St. George existing and future area requirements by service category

## Recommended Future Program

### St. George Campus

St. George Campus (Washington Co)		Total SF (actual)	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Classroom for Deaf	406			Do not compare
	Classroom for Deaf	402			to existing
	Classroom for Deaf	402			
	Classroom for Deaf	585			
	Subtotal Deaf School	1,794		11,200	11,200
	Library, resources, and storytime space			3,750	3,750
	<b>TOTAL Academic Area</b>	<b>1,794</b>		<b>20,550</b>	<b>20,550</b>

### Key Notes:

The existing USDB facility is located in the Bloomington Hills section of St. George, walking distance to the current Bloomington Hills preschool and elementary school. This has created opportunities for USDB to take advantage of mainstream school facilities and given students opportunities to interact with children from these other schools.

A future USDB campus in St. George is assumed to eventually include programs across the entire range of ages typically served. This suggests that on-campus enrollments in 2040 would be around 90 students (preschool through high school), with another 128 young people served by the PIP and post-high school programs. Furthermore, populations outside St. George could see Outreach programs serving more than 400 children by 2040. To meet these future demands, HOK recommends the following programmatic components.

**Classroom:** A total of 22 classrooms (15 for deaf/HH and 7 for blind/VI students) will be needed to serve students at a 5-to-1 student-to-teacher ratio. This will require approximately 17,600 SF, with an additional 3,750 SF needed for library and storytime space.

*This table and that on the following page outline existing space and future space requirements by service category.*

## Recommended Future Program

St. George Campus - Continued

Related Services - Health & Wellness Area	St. George Campus (Washington Co)	Total SF (actual)	Total Current Req'd SF	Future Total SF Req'd	Future (Additional) SF Req'd
Related Services - Life & Career Support	TOTAL Related Services - Health & Wellness Area	0		7,307	7,307
Social & Extra-Curricular Activities Area	TOTAL Related Services - Life & Career Support Area			3,200	3,200
	TOTAL Social & Extra-Curricular Activities Area			11,820	11,820

### Key Notes:

USDB hopes to be acquire land in its current location for a new facility, which will allow it to take advantage of the mainstream school facilities nearby. This can lessen the need for some special space needs, such as space for extracurricular activities, though some of these program components should be included in the USDB program. HOK recommends inclusion of a gym and viewing area, locker rooms and a performance stage (similar to OEC in Salt Lake City), and a student activity center similar to that in Ogden. Robotics space? Other indoor activity space requirements will evolve over time, and some of these will be sharable with the nearby mainstream schools.

## Recommended Future Program

### St. George Campus - Continued

General Support	St. George Campus (Washington Co)	Total	Future	Future
	Total SF (actual)	Current Req'd SF	Total SF Req'd	(Additional) SF Req'd
Storage	75		5,625	
Restrooms	94		640	640
<b>TOTAL General Support Area</b>	<b>169</b>		<b>15,048</b>	
Office & Workplace	Office	129		Do not compare
	Office	103		to existing
	Reception	72		
	Conference	187		
	Break Area	265		
	Conference	187		
	<b>TOTAL Office &amp; Workplace Area</b>	<b>944</b>		<b>1,500</b>
GRAND TOTAL ASF	2,906		59,425	
BUILDING HALLWAYS AND CIRCULATION	723			
<b>GRAND TOTAL GSF</b>	<b>3,630</b>		<b>99,873</b>	<b>96,244</b>

### Key Notes:

Benchmarks and the adequacy of current USDB spaces in other locations serve as a basis for projecting other space needs for 2040. These include food service and dining, storage, and other general support. They also include shipping and distribution functions, which will help make St. George a more convenient distribution point for supplies and equipment that must currently be shipped from another USDB campus across the state. Concerning workplace function, the administrative presence in St. George is assumed to be comparable to that in Springville, which translates to a requirement of approximately 16 SF per student.

# 4

## **SERVICE STRATEGY**

- Background
- Preliminary Service Solutions
- Service Recommendations



# **GUIDING PRINCIPLES & SERVICE CATEGORIES**

## What is a Service Strategy?

In the context of this project and report, 'services' encompass any activity, interaction, or action through which USDB fulfills its mission. This includes teaching, consultation, and other interactions with students, families, or internally as an institution.

The Service Strategy is a comprehensive plan that outlines USDB's goals, processes, and resources for delivering student-centered services. Its purpose is to provide a consistent and cohesive experience for all students, and their families, throughout their journey with USDB, regardless of their program, point of entry, point in the learning journey, or background.

The Service Strategy aims to optimize communication pathways between service providers and users, reduce barriers to accessing services, provide more consistent access to resources across the different campuses and delivery methods (in-person / online), and offer personalized support that aligns and builds on students' and parents' unique needs and goals.

The benefits of the Service Strategy are numerous. A well-defined service strategy can help USDB provide a consistent and high-quality experience for students and their families, promote student success and retention, and demonstrate a commitment to accessible, efficient, and effective service delivery as students' needs change over time.

The Service Strategy section of this report will present the Service Guiding Principles, and the overall Service Portfolio, which will answer the questions "why do we provide service" and "what are the primary services we offer." While these may seem like simple questions, creating a common answer across the entire institution can often be a challenge. The Service Guiding Principles and Service Portfolio provide a clear and consistent framework for understanding and supporting future service delivery at USDB.

## Service Guiding Principles

The Service Guiding Principles are foundational themes that have emerged from engagement sessions with USDB leadership and service representatives. They represent the vision and objectives of USDB and serve as aspirational guideposts to shape the changes required to enhance the existing service portfolio.

Throughout the strategic design process, the Service Guiding Principles should be used as a reference point to ensure that future decisions support institutional goals for services and the student / family experience.

The Principles support USDB's Master Plan by:

- Painting a picture of USDB's current service model and the direction it is moving towards in the future
- Identifying service practices or qualities in service provision that are important to USDB's success
- Centering key changes in USDB's service model around common values

The Service Guiding Principles were developed through a gap analysis between the current state and the envisioned future state of service provision. Operationalizing these core principles in service design and delivery will enable USDB's model to align with the desired qualities and attributes expressed by institutional leadership and stakeholders.



## Service Guiding Principles

Based on outcomes from an interactive session with directors from the School for the Deaf and School for the Blind, the following principles summarize the key shifts in service provision that will guide the future of USDB.



### Personalized Attention and Care

Deliver personal attention to each student by recognizing their individual needs and preferences.

Customize services and interactions to provide a personalized experience that nurtures a sense of belonging and promotes student engagement and growth.



### Clarity and Consistency in Communication

Maintain clear and consistent communication regarding the services and support available across all channels.

Ensure that both students and their families gain a comprehensive understanding of what is offered and the goals that can be achieved, using accessible communication methods tailored to individual needs.



### Going Above and Beyond

Consistently exceed expectations in service delivery.

Go the extra mile to support students and their families builds the essential trust necessary for a healthy long-term relationship.



### Thorough Guidance and Follow-up

Dedicate the necessary time to thoroughly explain processes, programs, and services to students and their families.

Provide ongoing support with regular follow-ups, making adjustments as needed to accommodate each student's unique path.



### Prompt and Effective Escalation

Address urgent needs promptly, showing a proactive approach to student care and support.

Ensure that immediate concerns are met with swift and efficient solutions.



### Compassionate Support During Critical Moments

Recognize and sensitively respond to the emotionally charged and pivotal life moments experienced by our students and their families.

Provide empathetic support and understanding during these critical times, ensuring a nurturing environment where everyone feels valued and supported.

## Current Service Portfolio

The Service Portfolio is an extensive compilation of USDB's services categorized into distinct groups, each with its corresponding list of services. It serves as a foundation of an ongoing strategic review of student services, guiding future service provisioning and spatial development at the school.

This document provides a baseline for organizing, categorizing, and refining USDB's service offerings over time, ensuring that the institution's service continue to meet the evolving needs of its diverse student body in a way that resonates with them.



Source: USDB Facebook

# Service Categories

This framework ensures services are presented in a way that is accessible and understandable to students and families, rather than using an institutional lens. By using student-centric language and organization, USDB can better meet the needs of its diverse student body, ensuring that all services are presented in a clear and concise manner.

Each school decided to utilize different categorization methods for their service portfolios. These approaches are outlined on this page.

## Deaf Service Categories

Academic	Life & Career Support	General Support	Health & Wellness Services	Social & Extracurricular Activities
Services related to academic curriculum or academic support	Services that enable students to support themselves in independent development activities	Services that support students as a whole, but are not one-off consultative supports	Services focusing on supporting the physical health, or mental wellness of students	Services and activities that support non-academic and extracurricular pursuits of students

## Blind Service Categories

Academic	Access	Social & Extracurricular	General Support
Services related to academic curriculum or academic support	Services that are in line with the Blind School's Expanded Core Curriculum, that fall outside of academic-specific support	Services and activities that support non-academic and extracurricular pursuits of students	Services that support students as a whole, but are not one-off consultative supports

# Current Service Portfolio: School for the Deaf

This page outlines the current services provided within the School for the Deaf, it categorizes them and provides essential information about each.

Category	Parent Involvement	Service Name	Student Age																					
			0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Academic	HIGH	Parent Infant Program (PIP)				3																		
	MED	Classroom Instruction			3																			22
	LOW	Library Services																						22
	MED	Outreach & Mainstream School Support			3																			22
	HIGH	IEP & Academic Counseling			3																			22
	MED	Interpretation Services			3																			22
	LOW	Language			3																			22
	LOW	Advanced Placement															14							22
Life & Career Support	LOW	Occupational Therapy			3																			22
	MED	Social Work Services			3																			22
	MED	Career Counseling															14							22
	MED	Independent Living Support															14							22
	MED	Driver's Ed Services															14							22
General Support	LOW	Facilities																						22
	LOW	IT Services																						22
	LOW	Food Services				3																		22
	LOW	Transportation Services				3																		22
Health & Wellness Services	MED	Speech-Language Services				3																		22
	LOW	Physical Therapy				3																		22
	HIGH	Audiology																						22
	HIGH	Vision Services																						22
	MED	Mental Health Services				3																		22
	MED	School Nursing Services				3																		22
	LOW	Adaptive Physical Education				3																		22
	MED	Competitive Sports															12							22
Social & Extracurricular Activities	MED	Camp				3																		22
	MED	Field Trips				3																		22
	MED	Clubs																				14		22
	MED	Robotics																				14		22
	MED	Theatre & Drama Production															12							22

# Current Service Portfolio: School for the Blind

This page outlines the current services provided within the School for the Blind, it categorizes them and provides essential information about each.

Category	Service Name	Student Age																						
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Academic	Parent Infant Program (PIP)				3																			
	Classroom Instruction			3																				22
	Library Services																							22
	Outreach & Mainstream School Support			3																				22
	IEP & Academic Counseling			3																				22
	Braille Education			3																				22
	Language			3																				22
	Advanced Placement															14								22
Access	USIMAC (not under USDB)																						22	
	Occupational Therapy			3																				22
	Orientation and Mobility Services			3																				22
	Social Work Services			3																				22
	Career Counseling															14								22
	Independent Living Support														14									22
	Speech-Language Services			3																				22
	Physical Therapy			3																				22
	Vision Services																							22
	Mental Health Services			3																				22
	School Nursing Services			3																				22
Adaptive Physical Education			3																				22	
Social & Extracurricular Activities	Competitive Sports														12								22	
	Camp			3																				22
	Field Trips			3																				22
	Clubs															14							22	
	Robotics														14									22
General Support	Facilities																						22	
	IT Services																						22	
	Food Services			3																			22	
	Transportation Services			3																			22	



**SERVICE  
RECOMMENDATIONS**

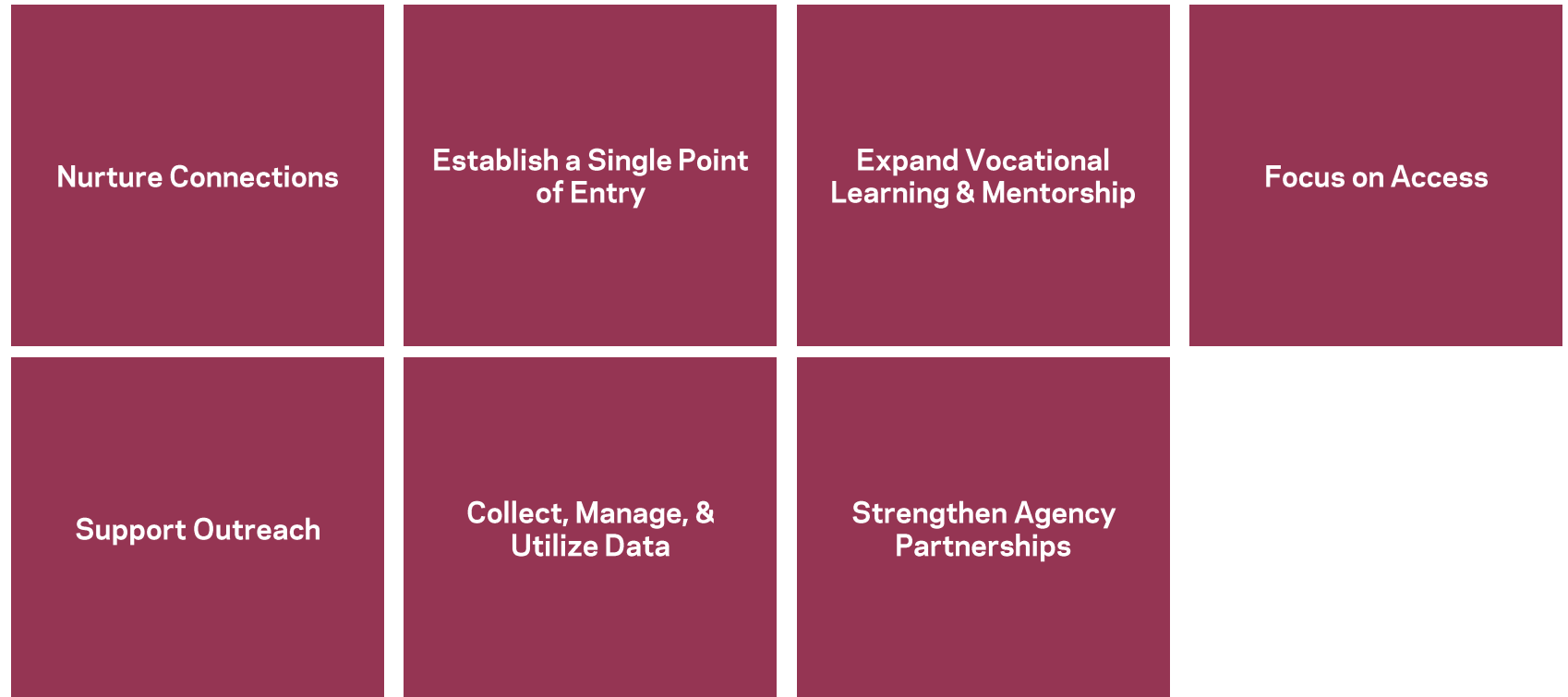
# Service Recommendations

The result of the remaining service-focused engagements are a set of Service Recommendations.

These recommendations are developed from a prioritization of over 25 unique service ideas ideated and built out by the USDB directors.

These service recommendations should be considered in the context of the broader Master Plan, as they would influence spatial design and organization.

*For a detailed service delivery blueprint, diagrams, and personas, please view the proceeding section for an in-depth look at two “blue sky” scenarios for a Work Development Center and Outreach Outpost.*



## Nurture Connections

It is important for USDB to focus on nurturing connections between two key groups: **students and their families**, and **families with other families**. These connections are essential because, during the discovery phase, it was repeatedly found that strong student relationships with their families are vital for a supportive academic experience. Early detection, good communication about options, and for the deaf community a **language-rich environment within the home, particularly in the early years**, is critical for positive outcomes.

To be the best supporters of their children, parents benefit from the advice of those who have already navigated this journey. Therefore, it is important to connect families with other families, **establishing a peer mentorship network**. Through this network, parents can learn from the experiences of others and make the best choices for their own children.

### Key Recommendations:

- **Create Structured Opportunities for Parent Interaction:** Establish formal opportunities for parents to connect and share experiences.
- **Facilitate Family Conversations and Introductions:** Organize events and platforms to encourage dialogue and connections between student families.
- **Enhance Parent Education Programs:** Continue and expand instruction and services for parents to learn communication methods with their children, such as ASL. Increase advertising and create incentives to boost participation. Highlight the opportunity to connect with other parents as a key motivator.

## Nurture Connections: Spatial Implications

To nurture connections between parents, students, and other USDB families, HOK suggests a set of spatial interventions that would support these initiatives:

- **Lounge Seating:** Create lounge-style seating immediately adjacent to any public-interacting spaces in order to facilitate conversations between people coming to USDB. Consider service desks, audiology offices, pickup zones, etc. Estimate the number of seating areas needed adjacent to these public-interacting spaces and assume each lounge seating area requires around 100 square feet. If there are 5 such areas, the total would be  $5 \times 100 \text{ sq ft} = 500 \text{ sq ft}$ .
- **Parent Space:** Establish a parent-specific event space at each campus, this can be a multiuse space. It should have the qualities of a calming space that facilitates dialogue, small group discussion. Consider providing amenities within this space, or keeping it open for parent use throughout the day for parents who may want to come in and

meet with another parent, or teacher. Estimate around 500 to 1,000 square feet for this space, depending on the expected number of participants and the need for flexibility. Assume an average of 750 square feet.

- **Adjacent Resources:** Provide brochures and appropriate educational literature nearby areas where parents and families congregate. Consider community-style communications, such as a bulletin board where parents can post information for all to see. These resources can be integrated into the existing spaces without requiring significant additional space. Allocate around 50 square feet for these resources.

### Spatial Implications:

- Lounge Seating: 500 nsf
- Parent Space: 750 - 1000 nsf
- Adjacent Resources: 50 nsf

## Establish a Single Point of Entry

Establishing a **uniform and reliable point of entry** is central to the successful onboarding of new students and their families. Without this point of entry, individuals may get lost in the process, encountering dead ends after missed referrals or forgotten follow-ups. Centralizing how new families identify with and connect to USDB, and **creating a detailed, navigable process for referrals and follow-ups**, both internally and externally, will ensure timely answers to their questions and help them identify the best solutions for their child's education.

### Key Recommendations:

- **Establish a Digital Point of Entry:** Create a centralized digital entry on the website for seamless access to services.
- **Align Nomenclature:** Standardize terminology across both physical and digital spaces, using consistent labels such as “The Hub” or “Info Desk.”
- **Create Physical Service Points:** Develop walk-in destinations strategically located within populous mainstream schools, USDB campuses, or as mobile service points for key parent destinations. *See USDB Outreach Outpost documentation in the following section for additional information on ideal requirements of a service point.*
- **Consider Seasonality in Communication:** Tailor communication strategies based on seasonal information needs, such as dedicated hotlines or homepage features during peak times.
- **Establish Internal Referral Processes:** Document, distribute, and enforce a standardized internal referral process, ensuring all staff are trained and informed.
- **Implement a CRM System:** Adopt a Customer Relationship Management (CRM) system to support and streamline these efforts. *Please see Collect, Manage and Utilize Data Service Recommendation Page for more detail.*

## Establish a Single Point of Entry: Spatial Implications

To establish a single point of entry at USDB, HOK suggests a set of spatial interventions that would support these initiatives:

- **Create a Physical Service Point:** Establish a prominent and clearly marked service point where visitors can enter and ask questions. This area should be easily identifiable and welcoming, serving as the primary entry for information and assistance.
- **Consider Key Adjacencies:** Ensure the service point is adjacent to essential amenities such as coffee and snack areas, child play areas, restrooms, and sensory rooms. These amenities will make visitors feel comfortable and encourage them to spend time in the space.
- **Open Social Space:** Design an open social space where parents and families can mingle and interact while receiving support or learning about USDB. This area should be inviting and foster a sense of community among families.
- **Open Consultation Zone:** Include an open consultation zone where visitors can easily ask for and receive help. This space should be accessible

and designed to encourage spontaneous interactions and support.

- **Enclosed Consultation Zones:** Provide enclosed consultation zones for confidential and private conversations. These areas should be soundproof and comfortable, ensuring privacy and security for sensitive discussions.
- **Ensure Adjacency to Administrative Office Space:** Position the service point near administrative office spaces to ensure it can be easily and adequately staffed when necessary. This proximity will facilitate efficient communication and support between staff and visitors.
- **Consider Satellite Points:** Evaluate the needs of satellite points and how they might differ from the main service point. Satellite points should be equipped with essential resources and designed to provide similar levels of support and accessibility as the primary location.

### Spatial Implications:

- Physical Service Point: 250 nsf
- Open Social Space: 300-500 nsf
- Open Consultation Zone: 250 nsf
- Enclosed Consultation Zone: 150 nsf per room
- Adjacencies between core amenities and administrative office space

*Please see USDB Outreach Outpost Idea in the following section for a more detailed overview.*

## Expand Vocational Learning & Mentorship

Students in the upper levels of their educational journey, and directors of both the blind and deaf schools, highlighted the need for a more concentrated effort on vocational education at USDB.

Students are eager for mentorship to help them **map out their futures, identify pathways to their goals, and understand their options post-graduation**. They also seek hands-on experiences to complement their education and enhance their attractiveness as job candidates when entering the workforce.

Therefore, it is recommended that USDB provide **more structured and immersive opportunities** for students to engage in vocational learning, starting from middle school.

### Key Recommendations:

- **Consider Implementation of a Work Development Center:** Explore the potential for establishing a dedicated Work Development Center to enhance vocational training. *See appendix for additional information on the Work Development Center.*
- **Facilitate Access to Partner Institutions:** Simplify travel and access to partner institutions with necessary vocational facilities through dedicated transport, on-campus supply storage, and social opportunities for students.
- **Establish a Vocational Mentorship Program:** Create a formal program offering career and life coaching to support students in their vocational development.
- **Develop On-Campus Immersive Career Spaces:** Design and implement spaces on campus that provide immersive experiences for popular careers, enabling students to learn alongside their peers in a supportive environment.

## Expand Vocational Learning & Mentorship: Spatial Implications

To enhance vocational education at USDB, HOK suggests a set of spatial interventions that would support these initiatives:

- **Create a dedicated Work Development Center to enhance vocational training.** This center should house classrooms, workshops, and resource areas for vocational education, equipped with necessary tools and technology.
- **Simplify travel and access to partner institutions** with necessary vocational facilities through dedicated transport and on-campus supply storage. Allocate space for transport logistics and storage of

supplies used for vocational training off-campus.

- **Create a formal program offering career and life coaching** to support students in their vocational development. Provide private spaces for mentors to meet with students individually.
- **Design and implement spaces on campus that provide immersive experiences** for popular careers, enabling students to learn alongside their peers in a supportive environment.

### Spatial Implications:

- Work Development Center: 1,000 – 1,500 nsf
- Vocational Training Storage: 200-400 nsf
- Mentorship Offices: 150 nsf per office @ 3-4 offices
- Career Simulation Rooms: 500-700 nsf per room @ 2-3 rooms

*Please see USDB Work Development Center Idea in the following section for a more detailed overview.*

## Focus on Access

Many aspects of life can hinder students and their families from receiving the support they need, whether these be **financial challenges, lack of time, transportation issues, or other obstacles**.

To address this, USDB should prioritize expanding access to programming and resources, through additional service offerings.

By doing so, overall attendance and utilization of USDB's resources might increase, leading to more positive experiences and successful outcomes for more students and families.

### Key Recommendations:

- **Consider Operational Hours:** Evaluate and adjust operational hours to ensure they accommodate the schedules of students and their families. This includes offering services during evenings and weekends to maximize accessibility.
- **Provide Transportation:** Implement transportation solutions to ensure students and their families can easily travel to and from USDB facilities and events. This could include dedicated shuttles, partnerships with local transit services, or reimbursement for travel expenses.
- **Consider Childcare at Parent Events:** Offer childcare services during parent events to encourage higher attendance and participation. This ensures parents can engage fully without worrying about the supervision of their children.
- **Provide Food and Snacks:** Supply food and snacks at events and during extended operational hours. This not only makes attending more convenient but also helps meet the basic needs of students and families, making them feel more welcome and supported.
- **Create Stipends for Events:** Establish stipends or financial incentives for families with financial insecurity to attend events. This reduces financial barriers and ensures all families have the opportunity to participate fully in USDB activities.

## Focus on Access: Spatial Implications

To expand access to programming and resources at USDB, HOK suggests a set of spatial interventions that would support these initiatives:

- **Evaluate and Adjust Operational Hours:**  
Create flexible service areas to accommodate evening and weekend schedules. Ensure these areas are easily accessible and can function outside standard hours. This should not require additional space
- **Establish a childcare area** near event spaces to encourage higher attendance and participation. This provides a safe and engaging space for children during events.
- **Create a designated food service area** within or near event and extended operational areas. This provides space for serving food and snacks, including storage and preparation areas.

### Spatial Implications:

- Flexible Childcare Services: 300-400 nsf
- Flexible Food Service Area: 200-400 nsf

## Support Outreach

Outreach is one of the fastest-growing and most impactful areas of USDB. It has the potential to reach every corner of the state, but this can be resource-intensive. Therefore, it is recommended that USDB identify a few essential resources that would **amplify outreach services' impact across Utah**. Many students USDB currently cannot reach live in remote rural areas, far from any USDB campus. While outreach does its best and even **leads deaf schools nationwide in online education**, geographic limitations require resource-specific interventions to extend their reach effectively.

### Key Recommendations:

- **Geographical Hubs for Storage, Workspace, and Service Delivery:** These facilities could vary in scale, location, and purpose – serving as a geographical hub for storage and supply and providing a workspace for staff who are frequently on the road. This would reduce reliance on personal vehicles and minimize the need for long drives to serve students in remote areas. Engage with outreach teams to identify specific needs for such an outpost, ensuring it is equipped with relevant resources and storage solutions. Pairing this with a destination for service delivery would streamline service delivery to students in distant locations, ensuring more efficient use of resources and time. *Consider Implementation of the USDB Outreach Outpost, please see following section for additional information.*
- **Expand Support for Online Education:** Continue to enhance and support online education offerings, recognizing its importance as a precedent for many schools nationwide. Assess the current and future needs to expand these offerings, ensuring that facilities and spaces are adequately equipped to provide high-quality online education and services.
- **Invest in Facilities in St. George:** Allocate resources to build out facilities in St. George, addressing the needs of a rapidly growing population with high demand for USDB services. This expansion would provide a new home base for outreach professionals, reducing their travel requirements and enhancing service delivery in the region.

## Support Outreach: Spatial Implications

To enhance outreach services at USDB, HOK suggests a set of spatial interventions that would support these initiatives:

- **Create geographical hubs** that vary in scale, location, and purpose to serve as central points for storage, supply, and workspace for staff frequently on the road. These hubs would reduce reliance on personal vehicles and minimize long drives to remote areas. Each hub should be equipped with relevant resources, storage solutions, and workspace for outreach staff. Assume 2-3 hubs.
- **Enhance and support online education offerings** by ensuring that facilities and spaces are adequately equipped to provide high-quality online

education and services.

- **Build out facilities in St. George** to address the needs of a rapidly growing population with high demand for USDB services. This expansion would provide a new home base for outreach professionals, reducing travel requirements and enhancing service delivery. To properly size this location, there should be follow-up analysis.

### Spatial Implications:

- Geographical Hubs: 500-800 nsf @ 2-3 hubs
- Online Education Facilities: 300-500 nsf

## Collect, Manage, and Utilize Data

As we progress into a more digital society, there is the **ability to collect and analyze more targeted and timely data**. There is the potential to utilize data at USDB for various purposes, such as monitoring student progress, benchmarking activities against other schools nationwide, communicating with mainstream counterparts, and disseminating information more directly and effectively.

The Department of Education / USDB could be more intentional in how they collect, manage, and utilize data to improve their internal processes, enhance the overall experience for students and families.

*Refer to answers to the Seven Questions in Section 2 of this report.*

### Key Recommendations:

- **Implement a CRM System:** Introduce a Customer Relationship Management (CRM) system to centralize and streamline data collection, management, and utilization. This system can monitor student progress, raise alerts before roadblocks are encountered, track and automate communications with families, and identify trends in student performance, space utilization, and communication patterns. By centralizing these processes, USDB can enhance its efficiency and effectiveness in supporting students and families.
- **Establish USDB as a Data Leader:** Position USDB as a national leader in data collection and analysis for deaf and blind schools. Consider developing a dedicated center or initiative focused on collecting, sharing, and assessing benchmark data across institutions. This initiative would benefit USDB by providing a central resource for the deaf and blind community on a nationwide scale, fostering collaboration and continuous improvement.
- **Automate Data Collection Systems:** Implement automated systems for data collection to reduce the administrative burden on staff. This automation will free up staff to engage in more consultative, cross-disciplinary work, enhancing their ability to provide targeted support and innovative solutions for students and their families.

## Collect, Manage, and Utilize Data: Spatial Implications

To enhance outreach services at USDB, HOK suggests a set of spatial interventions that would support these initiatives:

- **CRM Implementation Office:** Establish a dedicated office space of approximately 150-200 square feet for the management and operation of the Customer Relationship Management (CRM) system. This office will serve as the hub for centralizing and streamlining data collection, monitoring student progress, raising alerts, automating communications, and identifying trends in performance and space utilization, thereby enhancing the efficiency and effectiveness of USDB in supporting students and families.
- **Data Center:** Develop a data center of around 300-500 square feet to position USDB as a national leader in data collection and analysis for deaf and

blind schools. This center will be equipped with the necessary technology and resources for collecting, sharing, and assessing benchmark data across institutions, fostering collaboration and continuous improvement, and serving as a central resource for the deaf and blind community on a nationwide scale.

**Automation Infrastructure:** Integrate automated data collection systems within the existing IT infrastructure to reduce the administrative burden on staff. This infrastructure will enable the implementation of automated systems, freeing up staff to engage in more consultative and cross-disciplinary work, thereby enhancing their ability to provide targeted support and innovative solutions for students and their families. Potential expansion may be considered to accommodate additional equipment as needed..

### Spatial Implications:

- CRM Implementation Office: 150-200 nsf
- Data Center: 300-500 nsf

## Strengthen Agency Partnerships

While USDB does much for students between birth and twenty-two, there comes a time when students must transition into adulthood, necessitating coordination and handoffs with many state agencies. These partnerships should be **formed years in advance** so that when a student is ready, they can be fully supported by the state agencies. **State agencies are also crucial for supplementing USDB services** when USDB alone does not have the resources or capability to support. Therefore, it is recommended that USDB focus more intently on **strengthening relationships with state agency partners** to establish concrete processes and pipelines for students requiring additional or ongoing support.

### Key Recommendations:

- **Establish State Agency Drop-In Zones:** Create dedicated drop-in zones for State agencies on USDB campuses. These zones will provide a space for State agency representatives to meet with students and families, offer consultations, and leave resources. This initiative ensures that students have easy access to essential services and support as they transition into adulthood. The drop-in zones will also facilitate stronger partnerships between USDB and State agencies, allowing for better coordination and support for students.
- **Strategically Locate Drop-In Zones:** Position the drop-in zones adjacent to areas where students engage in career-focused activities. This strategic location ensures that upper-level students, who are nearing their transition out of USDB, can conveniently access State agency services. By making these services easily accessible, USDB can better prepare students for their transition to adulthood and ensure they receive the necessary support from State agencies. Ensure zones are easily accessible from public entry points.

## Strengthen Agency Partnerships: Spatial Implications

To strengthen relationships with State agency partners and establish concrete processes for students requiring additional support, HOK suggests the following spatial interventions:

- **State Agency Drop-In Zones:** Establish dedicated spaces of approximately 200-300 square feet each on USDB campuses where State agency representatives can meet with students and families. These zones will facilitate consultations and resource distribution, ensuring easy access to essential services. This setup will also enhance coordination between USDB and State agencies,

fostering stronger partnerships and more efficient support for students.

- **Strategically Located Drop-In Zones:** Position these drop-in zones adjacent to career-focused activity areas. This strategic placement ensures upper-level students can conveniently access State agency services as they prepare to transition into adulthood. Ensuring these zones are near public entry points enhances accessibility and supports seamless integration with students' daily activities.

### Spatial Implications:

- State Agency Drop-in Zones: 200-300 nsf
- Adjacency between State agencies and career-focused spaces

## Service Recommendation Recap: Dedicate the Resources

This page outlines the resources required to support each of the service recommendations.

### **Career Development and Applied Learning Experiences**

Enhance vocational training programs and provide more hands-on learning opportunities for students. Invest in partnerships with local businesses and industries to offer internships, apprenticeships, and real-world job experiences. This will better prepare students for the workforce and help them develop practical skills.

### **Family and Parent Relationships / Involvement**

Strengthen initiatives that promote family and parent involvement in their children's education. Offer workshops, support groups, and resources to help parents engage more effectively. Enhance communication channels between the school and families to ensure parents are well-informed and actively participating in their child's educational journey.

### **Outreach Staffing and Resources**

Allocate additional resources to expand outreach staffing and support. This includes hiring more outreach professionals, providing them with the necessary training, and ensuring they have access to the tools and resources needed to effectively serve students and families in remote areas. By bolstering outreach efforts, USDB can better reach and support all students across the state.

### **Digital Management Tools and Technology**

Invest in advanced digital tools and technology to improve data management, streamline administrative processes, and enhance communication. Implement a comprehensive CRM system to track student progress, automate communications, and manage resources efficiently. Ensure that all staff are trained to use these tools effectively, maximizing their potential to improve service delivery and outcomes.

### **Enhanced Access to Services**

Improve access to USDB services by addressing barriers such as transportation, scheduling, and location. Offer flexible scheduling for services and events, provide transportation solutions, and consider establishing satellite locations in underserved areas. Enhancing access ensures that all students and families can benefit from USDB's offerings, regardless of their circumstances.

### **Strengthening Agency Partnerships**

Focus on building and maintaining strong partnerships with State and local agencies to support student transitions into adulthood and supplement USDB services. Establish formal agreements and regular communication channels with these agencies to ensure seamless coordination and comprehensive support for students. By leveraging these partnerships, USDB can provide a more robust network of resources and services for students and families.

## Spatial Implications Overview

This page provides an overview of the spatial implications of each service recommendation. This includes the overall scale, and relevance of each recommendation per USDB site.

Nice to have (nh)

Moderate need (mn)

High need (hn)

Intervention	Scale	Salt Lake City	Ogden	Springville	St. George	Other
Lounge Seating	500 nsf per area	mn	mn	mn	mn	N/A
Parent Space	750 - 1,000 nsf	mn	nh	nh	nh	N/A
Adjacent Resources	50 nsf	hn	hn	hn	hn	N/A
Physical Service Point	250 nsf	mn	mn	mn	nh	N/A
Open Social Space	300-500 nsf	nh	nh	nh	nh	N/A
Open Consultation Zone	250 nsf	nh	nh	nh	nh	N/A
Enclosed Consultation Zone	150 nsf per room	mn	mn	mn	mn	N/A
Work Development Center	1,000 - 1,500 nsf	mn	hn	nh	nh	N/A
Vocational Training Storage	200 - 400 nsf	hn	hn	nh	nh	N/A
Mentorship Offices	150 nsf per room	mn	mn	mn	mn	N/A
Career Simulation Rooms	500-700 nsf per room	mn	mn	nh	nh	N/A
Flexible Childcare Services	300-400 nsf	nh	nh	nh	nh	N/A
Flexible Food Service Area	200-400 nsf	nh	nh	nh	nh	N/A
Geographical Hubs	500-800 nsf per hub	N/A	N/A	N/A	N/A	mn
Online Education Facilities	300-500 nsf	mn	mn	hn	nh	N/A
CRM Implementation Office	150-200 nsf	nh	nh	nh	nh	N/A
Data Center	300-500 nsf	nh	nh	nh	nh	N/A
State Agency Drop-in Zones	200-300 nsf	hn	hn	nh	nh	N/A



# POTENTIAL SERVICE SOLUTIONS

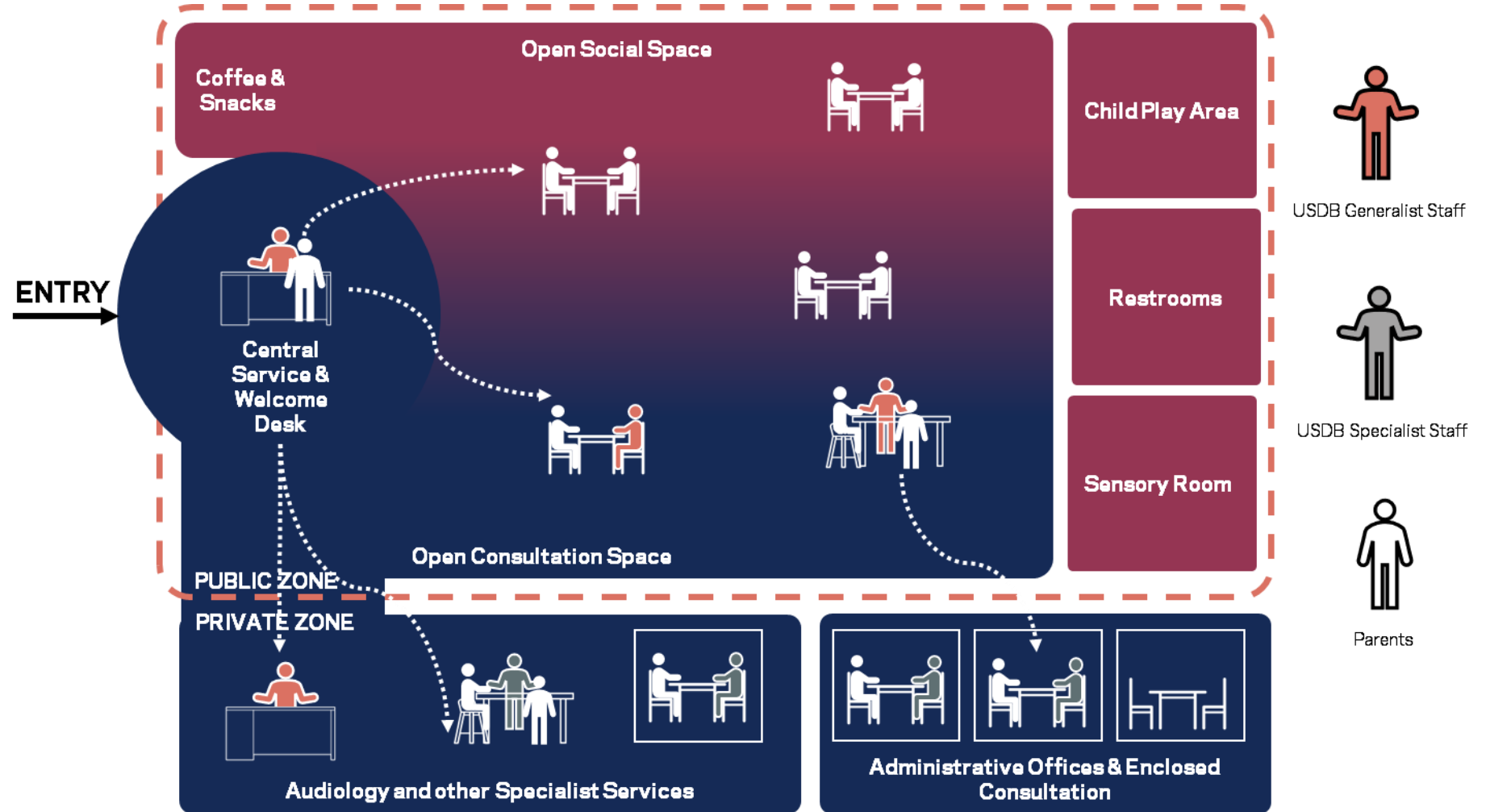
## Service Solution Diagram: USDB Outreach Outpost

The concept of the "USDB Outreach Outpost" envisions a central destination for welcoming people to USDB, accompanied by an operational and technological solution that streamlines the "front door" experience.

This section will detail a service blueprint and a service point diagram, explaining the function and layout of such a space. This space could be deployed at multiple levels and campuses across USDB.

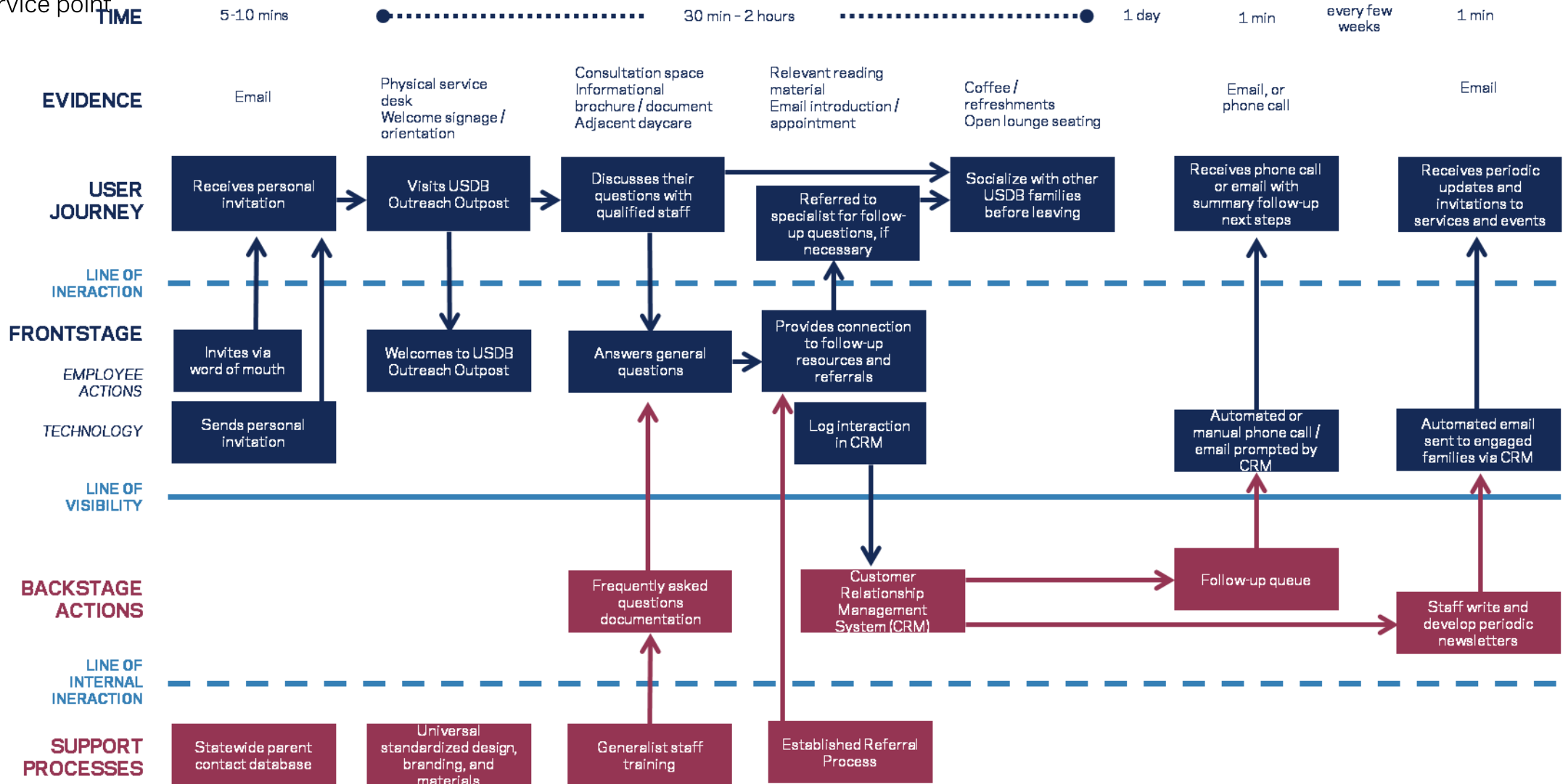
While this example represents the largest recommended intervention, it encapsulates essential functions that would benefit USDB regardless of scale.

The remaining information on this page outlines one portion of the Outreach Outpost - the Central Service and Welcome Desk - highlighting precedents and information to ensure the success of this space.



# Service Delivery Blueprint: USDB Outreach Outpost

This diagram illustrates the operation of a service point focused on supporting USDB Outreach activities and depicts how the end user would experience the service point.



## Service Detail Page: USDB Outreach Outpost

### CENTRAL SERVICE AND WELCOME DESK

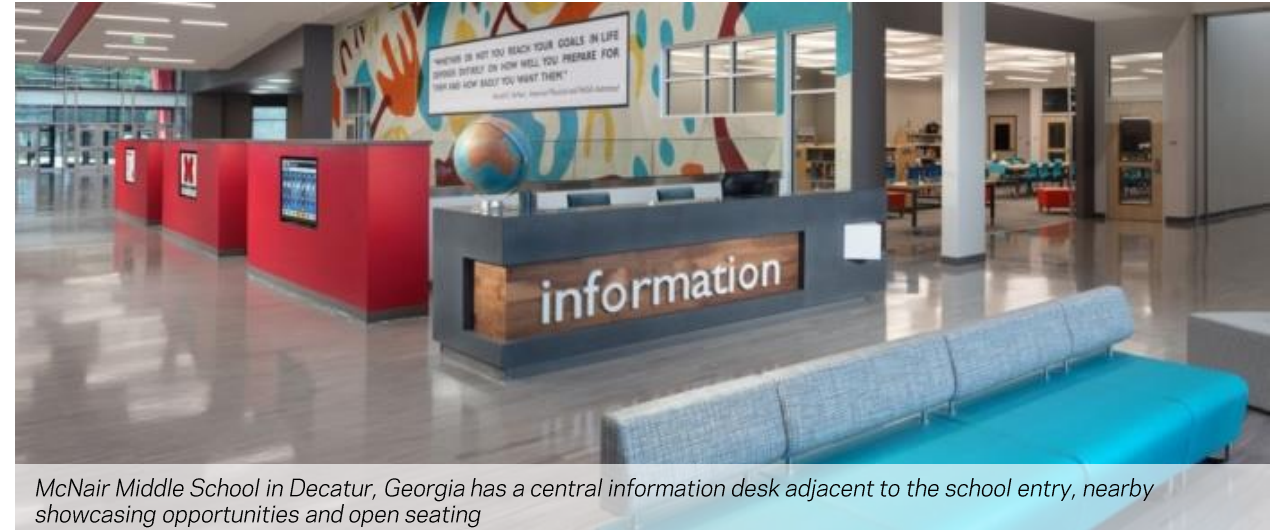
A Central Service and Welcome Desk would help to enhance accessibility and orientation for those unfamiliar with USDB.

**Furniture:** Use a robust and secure kiosk stand or enclosure with user-friendly interfaces and touchscreens and arrange the space for user comfort and convenience.

**Tools & Technology:** Deploy cutting-edge digital devices with intuitive user interfaces, ensure reliable high-speed internet connectivity, and employ tailored software or applications for seamless navigation and optimized service delivery.

**Staffing:** Provide skilled roving concierge support for kiosk setup, maintenance, and ongoing assistance, and allocate dedicated technical support staff to address user inquiries and provide efficient troubleshooting.

**Adjacency:** Position the kiosk near the public entry and high-traffic areas for maximum accessibility, creating a seamless ecosystem where visitors can easily access comprehensive assistance and services.



*McNair Middle School in Decatur, Georgia has a central information desk adjacent to the school entry, nearby showcasing opportunities and open seating*



*Vern Barnett School in Sydney, Australia has a minimalist service entry with adjacent seating for lingering with children*



*Kingsville Early Learning Centre in Kingsville, Australia has a service point off its public-facing entry*

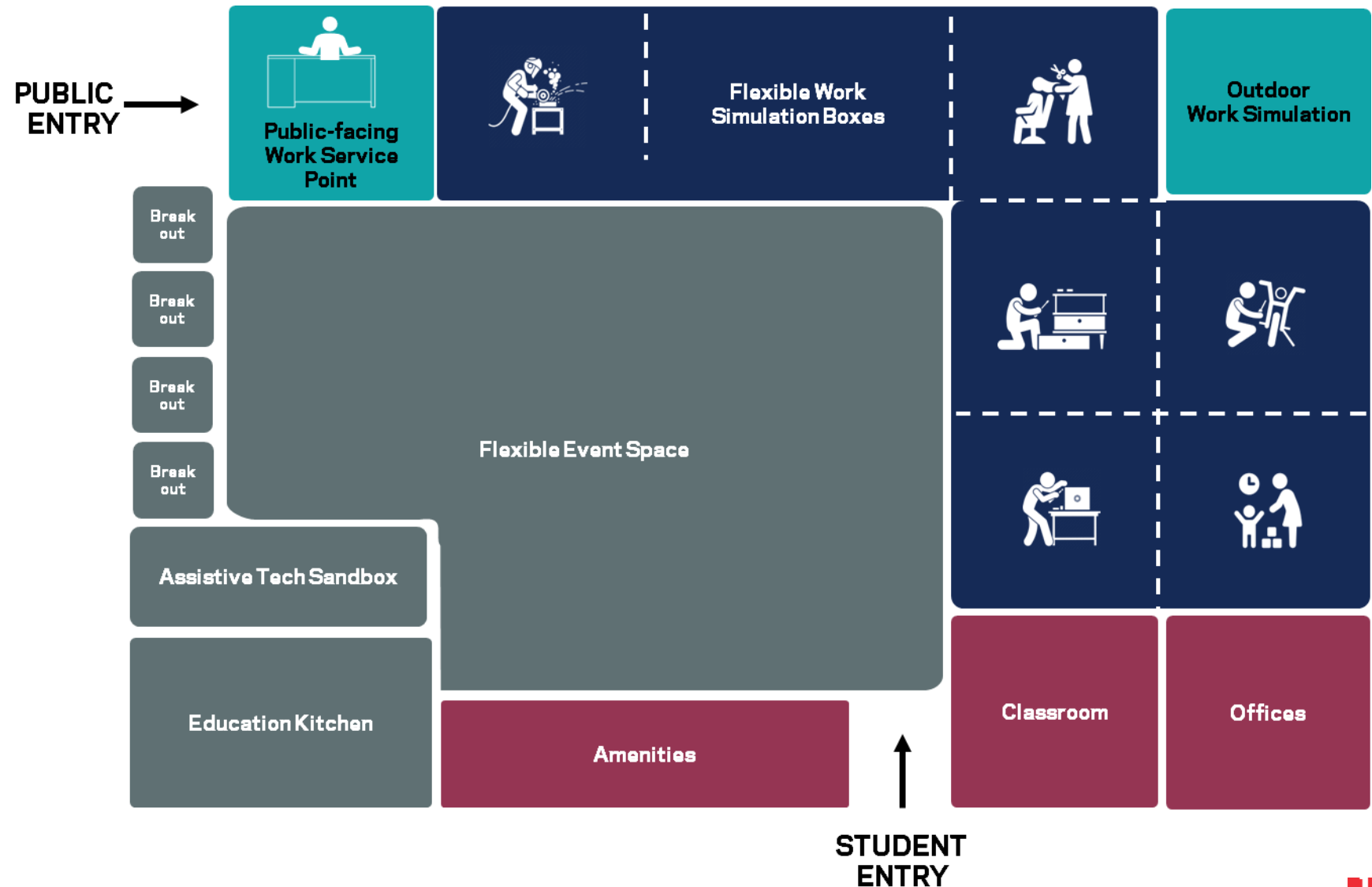
# Service Solution Diagram: Work Development Center

The concept of a "Work Development Center" is to create a destination where students can receive guidance and hands-on experience for future careers.

This center can range from a small-scale setup to a larger intervention, as illustrated to the right.

At the core of this recommendation is providing access to mentors for career guidance and planning, starting from middle school, as well as opportunities for hands-on learning, either at USDB or with partner institutions.

The desire for a central destination to prepare students for their future through various simulated environments was repeatedly requested by both students and staff.



# Service Personas: Work Development Center

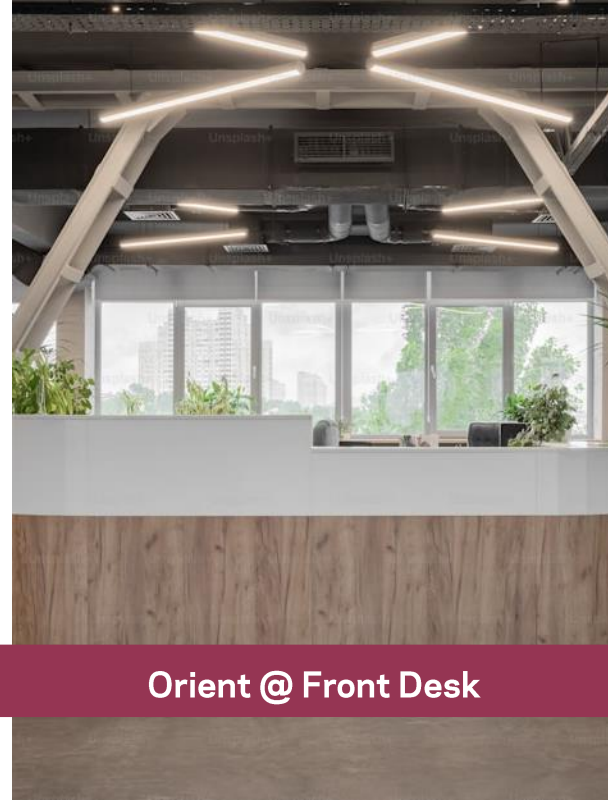
This page provides an overview of the personas who are potential users of the Work Development Center.



## Service Personas: Work Development Center



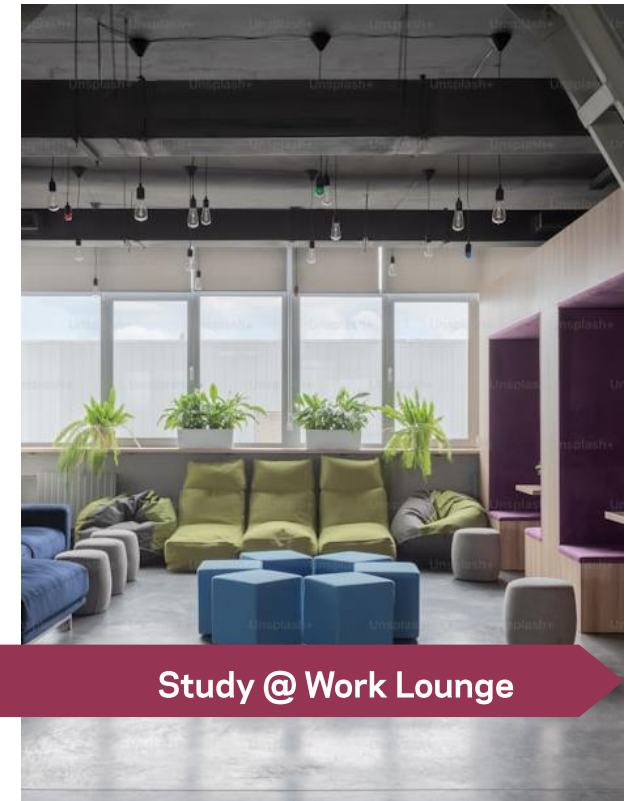
Student



Orient @ Front Desk



Learn @ Metal Shop



Study @ Work Lounge

A Work Development Center could serve as a dynamic learning hub for students from middle school upwards, offering a comprehensive exploration of potential career paths. The center would provide students with access to specialized applied workspaces, including metal shops, woodshops, and cosmetology stations.

Beyond the practical facilities, students benefit from direct interaction with professionals and have access to both career and personal development counseling services. The center would be designed with orientation desks to help students navigate the various resources effectively. Additionally, it would include dedicated spaces that support a diverse range of learning and working environments, fostering both educational pursuits and practical skill development.

## Service Personas: Work Development Center



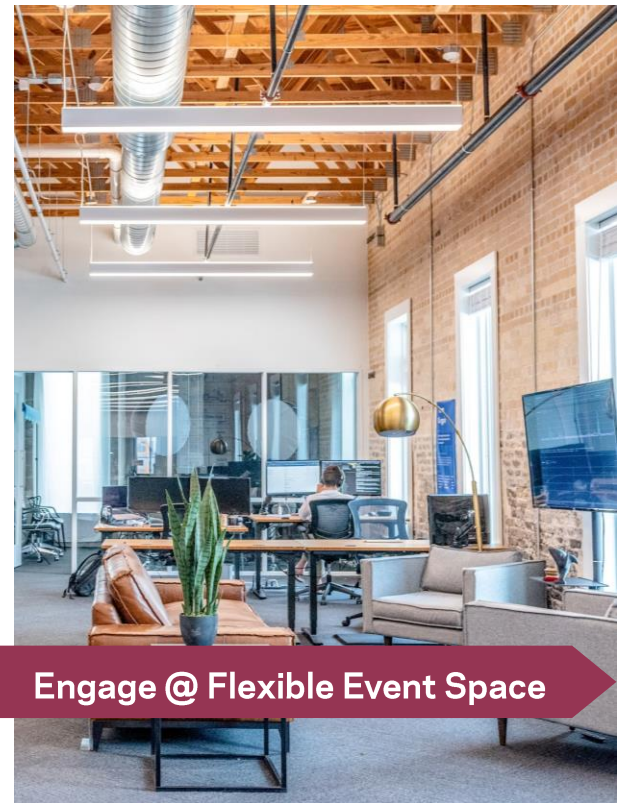
Teacher



Meet @ Office



Teach @ Classroom



Engage @ Flexible Event Space

The Work Development Center would be designed to be a central meeting point for USDB teachers and staff, providing office workspaces and flexible areas tailored for collaboration and interaction. The center would also feature a classroom environment where teachers could conduct classes adjacent to the work experience areas, allowing students to observe real-world applications of their studies in action.

Furthermore, the facility could house a versatile event space available to the entire USDB community for hosting events focused on work development. This strategic setup would encourage a synergistic learning environment, promoting professional growth and community engagement among educators and students alike.

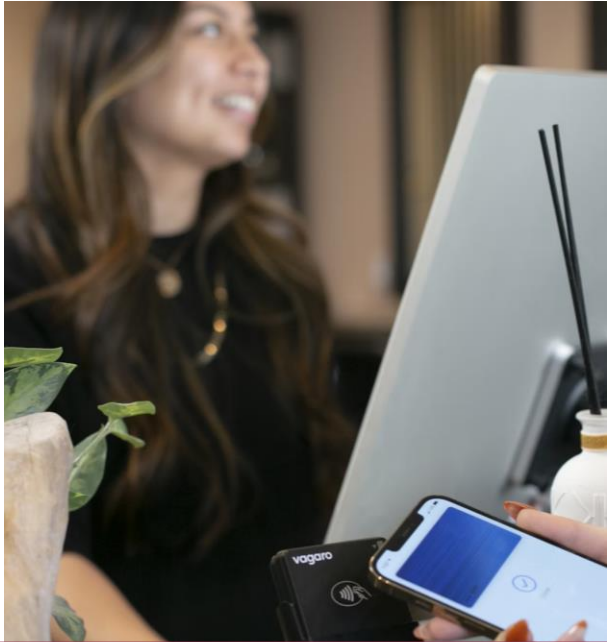
# Service Personas: Work Development Center



Community Member



Enter @ Public Entry



Purchase @ Service Desk



Observe @ Showcase Opps

The Work Development Center is envisioned not only as a place of learning but also as a vibrant community hub where local residents could actively engage with educational activities. The center will offer opportunities for the community to purchase products or services created by students, providing a real-world application of their skills.

Additionally, the public could witness learning in progress through various events and specially curated showcases. A dedicated public-facing desk would facilitate this engagement, ensuring careful monitoring of public access. This approach not only enhances the educational experience for students but also strengthens community ties, making the center a pivotal point of connection within the community.

## Service Personas: Work Development Center



State Agency



Work @ Adjacent Office



Engage @ Flexible Event Space



Teach @ Work Center

State agencies, particularly those focused on post-high school employment opportunities, would maintain a robust partnership with the Work Development Center. These agencies could greatly benefit from being located immediately adjacent to or within the center, with designated spaces that are thoughtfully separated from student areas. This proximity would facilitate agencies to host employment or other work development-related events in the center's flexible event space, providing students with direct exposure to opportunities and options available after graduation.

Additionally, representatives from these agencies could contribute to the educational mission by participating in teaching classes and facilitating skills development workshops. This collaborative approach not only enriches the educational offerings at the center but also strengthens the pathway from education to employment for students.

**6**

# **APPENDICES**

# APPENDIX A

- Enrollment Projections
- Peer Benchmarking
- Service Ideas Documentation
- Service Solutions Documentation
- Site Observations



# A.1 ENROLLMENT PROJECTIONS

# Calculating 2040 Population And Enrollment Projections

The Kem C. Gardner Policy Institute is part of the David Eccles School of Business at the University of Utah. With a vision to be “Utah’s preeminent public policy institute,” its stated mission is to “Develop and share economic, demographic, and public policy research that sheds light and helps people make INFORMED DECISIONS™” (<https://gardner.utah.edu/about/>).

One product of the Gardner Institute is long-term population projections for the state of Utah, broken out by age and gender. The table here shows the population estimates for 2020 and projections for 2060 for all ages from birth through 21 years. Interpolating this data provides population projections for 2040, which are used in this study for USDB programming. The graphic below shows a population pyramid related to the data in the table (<https://d36oiwf74r1rap.cloudfront.net/wp-content/uploads/LongTermProj-Jan2022.pdf?x71849&x71849>).



Source: Kem C. Gardner Policy Institute, 2020–2060 Projections

Utah Population Projections by Age

Age	Populations in 2020 and 2060		Interpolated
	2020	2060	2040
0	46,571	59,301	52,936
1	47,010	58,901	52,955
2	47,968	58,746	53,357
3	50,175	58,672	54,424
4	51,418	58,651	55,035
5	51,800	58,359	55,080
6	51,964	58,636	55,300
7	52,449	59,030	55,740
8	52,010	59,549	55,780
9	53,784	60,178	56,981
10	55,161	60,927	58,044
11	55,735	61,755	58,745
12	56,339	62,706	59,522
13	56,357	63,710	60,034
14	55,790	64,754	60,272
15	55,447	66,301	60,874
16	54,975	67,333	61,154
17	54,362	68,331	61,347
18	47,972	69,414	58,693
19	42,810	66,763	54,786
20	48,712	72,775	60,744
21	50,741	78,482	64,612
<b>TOTAL</b>	<b>1,139,552</b>	<b>1,393,278</b>	<b>1,266,415</b>

## Calculating 2040 Population And Enrollment Projections

The table added here to the right shows statistics collected by Cornell University's "Disability Statistics - Online Resource for U.S. Disability Statistics" (<https://www.disabilitystatistics.org/>). From 2013 to 2022, Cornell has analyzed the prevalence of visual and auditory impairments by age group across every state in the U.S. Using all years of data, this study calculates the averages of these statistics to arrive at the percentages in the table, which serve as the basis for projecting the catchment populations (i.e., the numbers of people in each age group in Utah) who have a visual or auditory impairment.

Using USDB's current enrollments at each campus, it is then possible to estimate USDB's catchment populations, shown in the table below, which then inform future enrollment projections.

2040 USDB Statewide  
Catchment Populations

	2040	2040
School Age Groups	Deaf / HH	Blind / VI
Infant/Toddler (0-2)	549	672
Preschool (3-4)	377	462
Elem (5-10)	2,022	1,947
Mid (11-13)	1,070	1,030
High (14-17)	1,557	1,734
Post High (18-21)	1,619	2,017

Utah Population  
Projections by Age

Prevalence of Visual and  
Auditory Disabilities

Age	Populations in 2020 and 2060		Interpolated 2040	Percent HH	Percent VI
	2020	2060			
0	46,571	59,301	52,936	0.3	0.4
1	47,010	58,901	52,955	0.3	0.4
2	47,968	58,746	53,357	0.3	0.4
3	50,175	58,672	54,424	0.3	0.4
4	51,418	58,651	55,035	0.3	0.4
5	51,800	58,359	55,080	0.6	0.6
6	51,964	58,636	55,300	0.6	0.6
7	52,449	59,030	55,740	0.6	0.6
8	52,010	59,549	55,780	0.6	0.6
9	53,784	60,178	56,981	0.6	0.6
10	55,161	60,927	58,044	0.6	0.6
11	55,735	61,755	58,745	0.6	0.6
12	56,339	62,706	59,522	0.6	0.6
13	56,357	63,710	60,034	0.6	0.6
14	55,790	64,754	60,272	0.6	0.6
15	55,447	66,301	60,874	0.6	0.6
16	54,975	67,333	61,154	0.7	0.8
17	54,362	68,331	61,347	0.7	0.8
18	47,972	69,414	58,693	0.7	0.8
19	42,810	66,763	54,786	0.7	0.8
20	48,712	72,775	60,744	0.7	0.8
21	50,741	78,482	64,612	0.7	0.8
<b>TOTAL</b>	<b>1,139,552</b>	<b>1,393,278</b>	<b>1,266,415</b>		

# Calculating 2040 Population And Enrollment Projections

The 2040 catchment population estimates from the previous page represent statewide totals. To estimate catchment populations for each USDB campus, we distribute those populations to each county with a USDB campus proportionally to the corresponding county. The tables here show the results of these distributions for 2025 and 2040.

Note that the four counties with a USDB campus comprise 70 percent of the total state population. Also, the table reveals that the population distributions will shift slightly between 2025 and 2040, so that Salt Lake and Weber counties will be relatively smaller in 2040, while Utah and Washington counties will gain slightly in percentage.

Deaf / HH	2025 Deaf / HH Population Distribution by County					
	Salt Lake Co	Utah Co	Weber Co	Wash Co	4-County Sum	All Other
	34.8%	21.3%	7.8%	6.3%	70.1%	29.9%
Infant/Toddler (0-2)	175	107	39	32	353	150
Preschool (3-4)	124	76	28	22	250	107
Elem (5-10)	673	411	150	121	1,355	577
Mid (11-13)	357	218	80	64	719	306
High (14-17)	503	308	112	91	1,014	432
Post High (18-21)	478	292	106	86	962	410
	2,310	1,412	515	416	4,654	1,982

Blind / VI	2025 Blind / VI Population Distribution by County					
	Salt Lake Co	Utah Co	Weber Co	Wash Co	4-County Sum	All Other
	34.8%	21.3%	7.8%	6.3%	70.1%	29.9%
Infant/Toddler (0-2)	215	131	48	39	432	184
Preschool (3-4)	152	93	34	27	307	131
Elem (5-10)	648	396	144	117	1,305	556
Mid (11-13)	344	210	77	62	692	295
High (14-17)	560	342	125	101	1,128	480
Post High (18-21)	595	364	133	107	1,198	511
	2,514	1,536	561	453	5,065	2,157

Deaf / HH	2040 Incidence of deafness / HH for select counties					
	Salt Lake Co	Utah Co	Weber Co	Wash Co	4-County Sum	All Other
	32.7%	23.0%	7.5%	7.6%	70.8%	29.2%
Infant/Toddler (0-2)	179	126	41	42	388	160
Preschool (3-4)	123	87	28	29	267	110
Elem (5-10)	661	465	151	154	1,430	591
Mid (11-13)	350	246	80	81	757	313
High (14-17)	509	358	116	118	1,102	455
Post High (18-21)	529	372	121	123	1,145	473
	2,351	1,654	537	547	5,090	2,102

Blind / VI	2040 Incidence of blindness / VI for select counties					
	Salt Lake Co	Utah Co	Weber Co	Wash Co	4-County Sum	All Other
	32.7%	23.0%	7.5%	7.6%	70.8%	29.2%
Infant/Toddler (0-2)	220	155	50	51	476	197
Preschool (3-4)	151	106	35	35	327	135
Elem (5-10)	636	448	145	148	1,377	569
Mid (11-13)	337	237	77	78	729	301
High (14-17)	567	399	130	132	1,227	507
Post High (18-21)	659	464	151	153	1,427	590
	2,570	1,809	588	597	5,565	2,299

## Calculating 2040 Population And Enrollment Projections

Future enrollment projections are based on current enrollments. The table below shows anticipated USDB enrollments for 2025. Additionally, students who are currently served by USDB Outreach programs based at each campus are included.

Note: Outreach students are assumed to have no appreciable impact on classroom demand. However, these students are served by teachers and staff who are based out of a USDB campus, and may periodically use campus facilities and services. Both of these facts impact current space use, which will then be reflected in future space need projections.

2025 USDB Enrollments		Deaf / HH	Blind / VI			Outreach Deaf / HH	Outreach Blind / VI
<b>SLC</b>		<b>223</b>	<b>24</b>				
	Early Life	79	9		PIP	126	258
	Preschool	19	7		All other ages	264	167
	Elementary	61	8				
	Middle	28	-				
	High	36	-				
<b>Ogden</b>		<b>64</b>	<b>23</b>				
	Early Life	11	8		PIP	61	142
	Preschool	8	3		All other ages	175	120
	Elementary	23	2				
	Middle	5	-				
	High	17	10				
<b>Springville</b>		<b>89</b>	<b>13</b>				
	Early Life	39	9		PIP	114	168
	Preschool	8	2		All other ages	226	148
	Elementary	34	2				
	Middle	6	-				
	High	2	-				
<b>St. George</b>		<b>18</b>	<b>-</b>				
	Early Life	11	-		PIP	28	21
	Preschool	4	-		All other ages	140	51
	Elementary	3	-				
	Middle	-	-	GRAND			
	High	-	-	TOTAL			
<b>GRAND TOTAL</b>		<b>394</b>	<b>60</b>	<b>454</b>			
<b>Based on current enrollments and projections shared with USBE.</b>						<b>1,134</b>	<b>1075</b>

# Calculating 2040 Population And Enrollment Projections

The population distribution tables shown previously and the anticipated 2025 enrollments allow us to estimate USDB's current capture rates by campus, disability and age group, which provide a preliminary basis for estimating 2040 enrollments.

Note: While campuses likely enroll students from counties other than the campus location, this will not inherently impact 2040 enrollment projections using the calculated 2025 capture rates, assuming the factors applicable today remain for 2040.

Current, actual capture rates vary widely by age group, disability and location. To provide a more consistent capture rate for future enrollment projections, and to address campuses that do not currently enroll students in some groups, the study adjusts some rates to reflect defensible and more consistent values.

Current and Presumed Capture Rates (Deaf / HH)

Salt Lake City (Salt Lake Co.)	2025 D/HH enrollment	current capture rate	Use capture rate	2040 D/HH enrollment
Early Life	79	45%	45%	81
Preschool	19	15%	15%	18
Elementary	61	9%	10%	66
Middle	28	8%	10%	35
High	36	7%	10%	51
				251

Ogden (Weber Co.)	2025 D/HH enrollment	current capture rate	Use capture rate	2040 D/HH enrollment
Early Life	11	28%	30%	12
Preschool	8	29%	30%	8
Elementary	23	15%	15%	23
Middle	5	6%	10%	8
High	17	15%	15%	17
				68

Springville (Utah Co.)	2025 D/HH enrollment	current capture rate	Use capture rate	2040 D/HH enrollment
Early Life	39	36%	40%	50
Preschool	8	11%	15%	13
Elementary	34	8%	10%	47
Middle	6	3%	10%	25
High	2	1%	10%	36
				171

St. George (Washington Co.)	2025 D/HH enrollment	current capture rate	Use capture rate	2040 D/HH enrollment
Early Life	11	34%	35%	15
Preschool	4	18%	20%	6
Elementary	3	2%	10%	15
Middle	-	0%	10%	8
High	-	0%	10%	12
				56

Current and Presumed Capture Rates (Blind / VI)

Salt Lake City (Salt Lake Co.)	2025 B/VI enrollment	current capture rate	Use capture rate	2040 B/VI enrollment
Early Life	9	4%	5%	11
Preschool	7	5%	5%	8
Elementary	8	1.2%	2%	13
Middle	-	0%	1%	3
High	-	0%	1%	6
	24			41

Ogden (Weber Co.)	2025 B/VI enrollment	current capture rate	Use capture rate	2040 B/VI enrollment
Early Life	8	17%	20%	10
Preschool	3	9%	10%	4
Elementary	2	1%	2%	3
Middle	-	0%	2%	2
High	10	8%	10%	13
	23			32

Springville (Utah Co.)	2025 B/VI enrollment	current capture rate	Use capture rate	2040 B/VI enrollment
Early Life	9	7%	8%	12
Preschool	2	2%	3%	3
Elementary	2	1%	2%	9
Middle	-	0%	1%	2
High	-	0%	1%	4
	13			30

St. George (Washington Co.)	2025 B/VI enrollment	current capture rate	Use capture rate	2040 B/VI enrollment
Early Life	-	0%	20%	10
Preschool	-	0%	10%	4
Elementary	-	0%	2%	3
Middle	-	0%	1%	1
High	-	0%	1%	1
	-			19



## **A.2 PEER BENCHMARKING**

# Benchmarking Survey Result: Land Use

School	Total Land Acreage	Total Students Enrolled	Acres per Student
Arizona State Schools for the Deaf and the Blind	70	429	0.16
Idaho School for the Deaf and the Blind	40	141	0.28
New Mexico School for the Deaf	22	168	0.13
Oregon School for the Deaf	40	112	0.36
Rocky Mountain Deaf School	10	95	0.11
Texas School for the Deaf	67	505	0.13
<b>Utah Schools for the Deaf and the Blind</b>	38	348	0.11
Overall Average excluding USDB			0.20

- Campuses range in total land area from 10 to 70 acres.
- When normalized by total student populations, the acreage per student ranges from 0.07 (Arizona) to 0.36 (Oregon).
- The average across all schools, not including USDB, is 0.20 acres per student, while USDB's campus acreage per student is 0.11.

# Schools and the Students They Serve

Of the schools who participated in the survey,



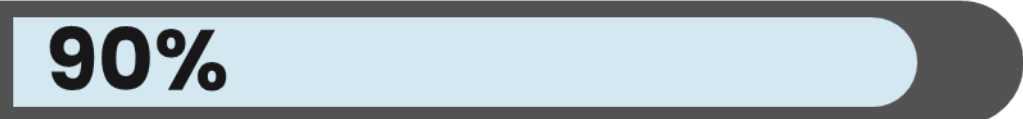
Serve deaf, blind, and deaf-blind students

Serve only Deaf / HH students

Serve only Deaf / HH and deaf-blind students

Serve only Blind / VI students

Of the schools who participated in the survey,



Serve Deaf and Hard of Hearing



Serve deaf-blind



Serve Blind and Visually Impaired



Serve Students with Concomitant Disabilities

## Age Groups Served

The diagram below shows the age brackets served by each school:

- Parent/Infant Program - ages 0 to 3
- Preschool - ages 3 to 5
- Elementary School - ages 5 to 11
- Middle / Junior High School - ages 11 to 15
- High School - ages 15 to 18
- Post High - ages 18 to 22

Among the schools surveyed, 80 percent enroll students ranging from preschool to high school.

Additionally, 60 percent extend their services beyond high school, to equip students with the necessary skills for success in the job market and independent living. These post-high school programs are pivotal in facilitating students' transition into adulthood.

Furthermore, half of the surveyed schools offer a parent-infant program (PIP), which serves as an introductory platform for parents to familiarize themselves with available resources and receive guidance and services as they explore options for their infants and toddlers.

Program	Parent Infant Program	Preschool	Elementary School	Middle School	High School	Post High
Arizona State Schools for the Deaf and the Blind						
California Department of Education (CSD, CSB, and CSDR)						
Idaho School for the Deaf and the Blind						
New Mexico School for the Deaf						
Oregon School for the Deaf						
Rocky Mountain Deaf School						
The Colorado School for the Deaf and the Blind						
Texas School for the Blind and Visually Impaired						
Texas School for the Deaf						
Utah Schools for the Deaf and the Blind						

## State mandates for services to Deaf / HH, Blind / VI, and deaf-blind students

### Close connection with students' home school districts:

Similar to USDB, there is generally a close association between various school districts and the respective schools for the Deaf and the Blind with which they are associated

Arizona, Utah, and Oregon did not report a mandate requiring home school districts to report all students with sensory impairments to the Schools for the Deaf and/or Blind. However, Arizona, Idaho, New Mexico, and Oregon have articulated processes where students are introduced to these specialized schools through their mainstream school districts.

In New Mexico, the School for the Deaf serves as a primary referral point for English Language support, with a mandate requiring all school districts to consider the school for the deaf when considering student placement options.

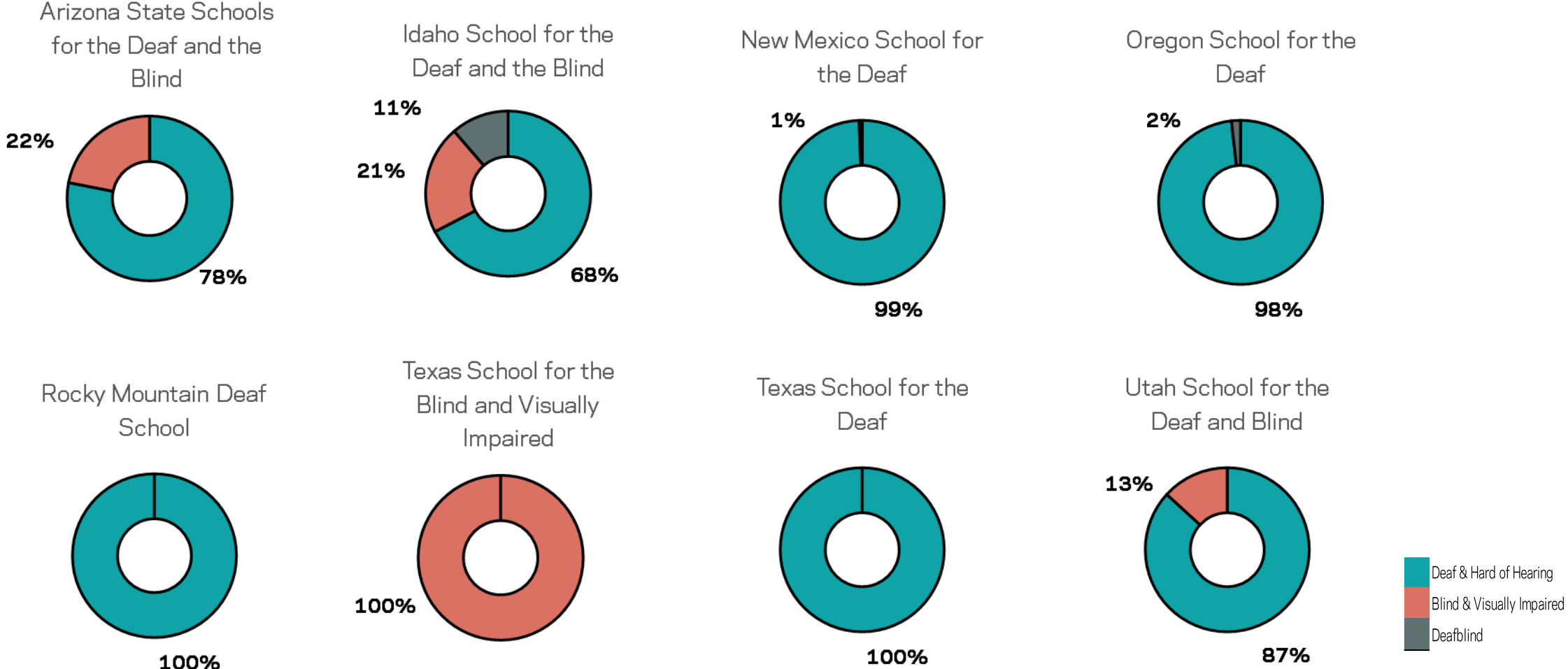
Likewise, Idaho's SDB operates under a similar mandate, requiring school districts to promptly report any students with sensory impairments to the institution.

Participants were asked to briefly describe their State's mandates for the types of students they serve. Their responses are recorded here.

- **Arizona State Schools for the Deaf and the Blind:** ASDB is responsible for providing services per IDEA and FAPE to support students that have a sensory impairment. This is done via a referral process from the home school district.
- **Idaho School for the Deaf and the Blind:** We are to provide a full continuum of educational services to all students who are Deaf/hard of hearing, Blind/low vision statewide and may operate a residential school to provide direct instruction. All school districts MUST report any D/HH/B/LV students to us.
- **New Mexico School for the Deaf:** We are a land grant school that is included in the State's Constitution. NMSD is the primary point of referral for EI support through a MOU with the Department of Health. We also must be considered when discussing placement options in all school districts.
- **Oregon School for the Deaf:** OSD is the alternate placement that all IEP teams can consider if the students is 5-21 years of age and has a Code 20 for hearing loss on their IEP. It's a school district placement and they are responsible for transportation and any additional supports (1:1) if needed.

# Student Body Composition

Charts below show the percentage distributions of student populations by disability for each school.  
[Hyperlink: Table 1](#)



USDB: deaf-blind population is counted together with the Blind / VI student population.

# Student Populations

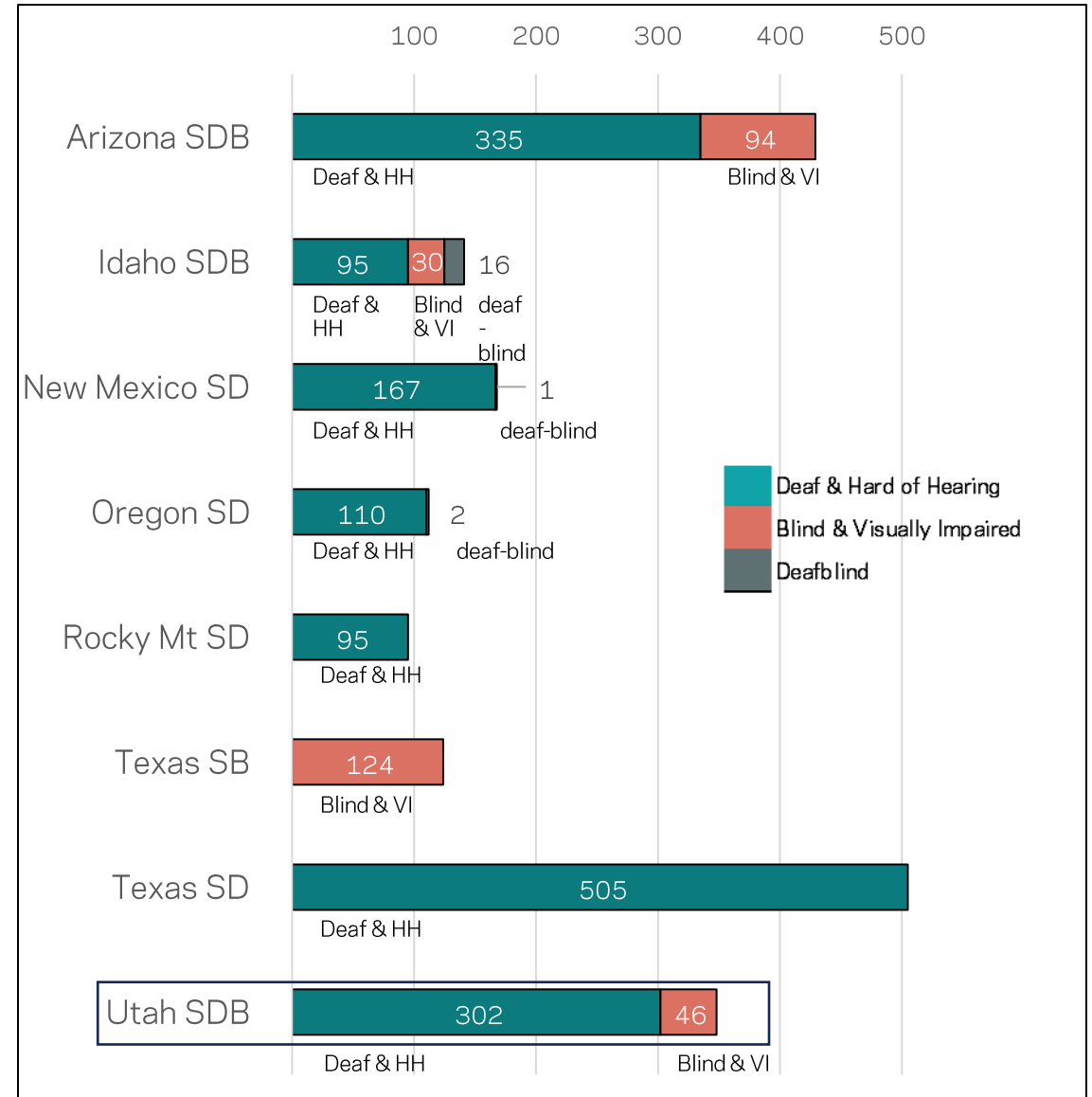
The student disability distributions on the previous page translate into student populations shown in the graphic to the right.

## Unpredictability of Future Student Population:

Arizona's School for the Deaf and the Blind has observed a decline in student enrollment across all sections, while Oregon's School for the Deaf reports fluctuations in student registration from year to year.

## Parents' Choice:

In the states where schools participated in the survey, parents have the autonomy to decide whether to enroll their children in either the School for the Deaf and/or Blind or local schools within their districts. This choice is influenced by factors such as the family's language preference.

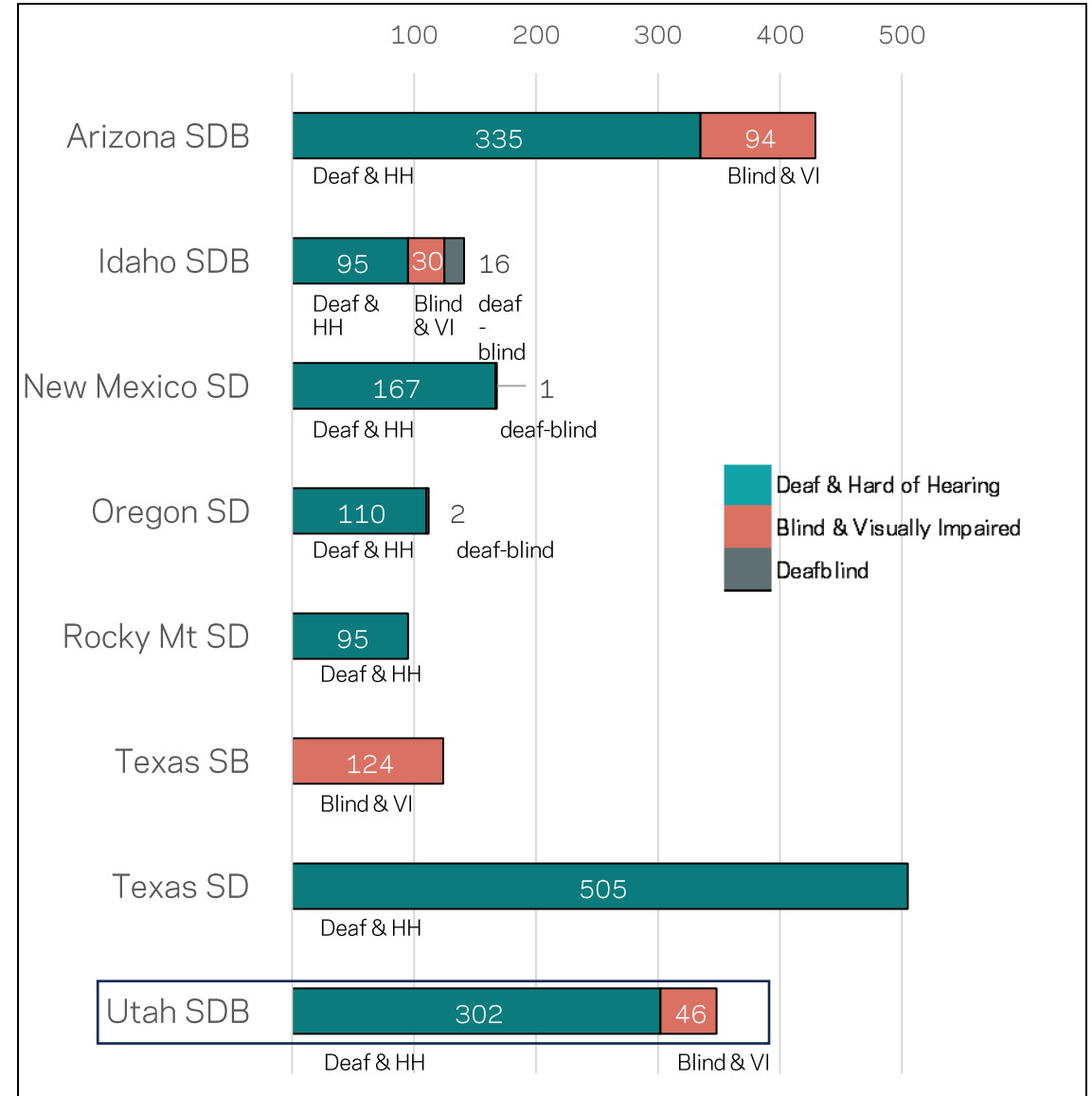


USDB: deaf-blind population is counted together with the blind&VI student population

# Student Populations

## Comments from Respondents

- Arizona State Schools for the Deaf and the Blind:** We are currently seeing a population decline across all sections. Second These numbers do not include our Regional Co-Op services that are provided directly to the home school district.
- Idaho School for the Deaf and the Blind:** We serve a "frontier state" so the number of students on our caseloads and in our residential school are reflective of a state populations under 1.5 million people.
- Oregon School for the Deaf:** Registration of students changes from year to year, just depending on the identification and language preference of the family.



USDB: deaf-blind population is counted together with the blind&VI student population

# Courses Offered

The graph here reports the percentage of respondent schools that offer courses in each of the academic categories shown.

All schools offer courses in ASL, while 29 percent offer LSL.

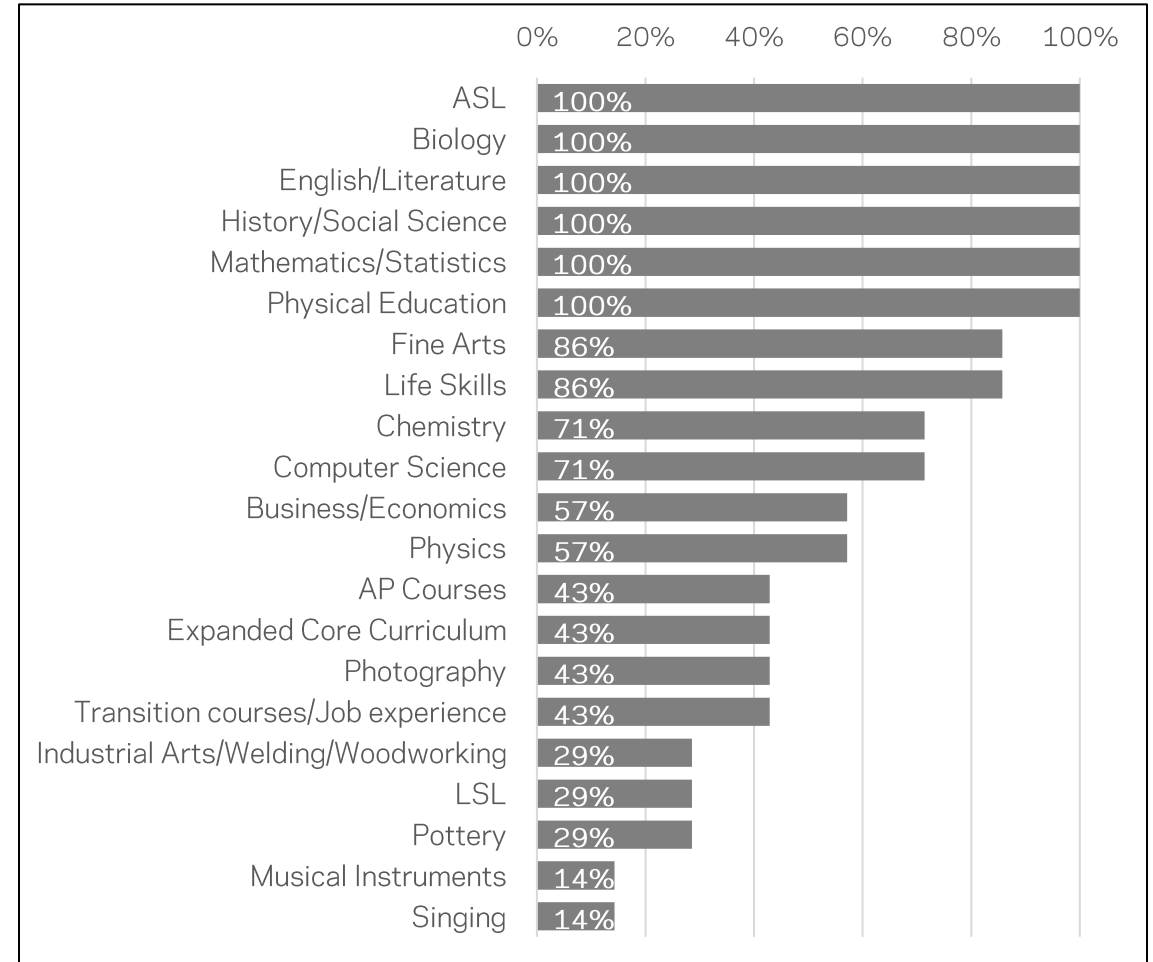
Courses offered at all schools are:

- English and Literature
- Mathematics and/or Statistics
- History and/or Social Sciences
- Biology
- Physical Education

Advanced Placement courses are offered at 43 percent of responding schools.

Among the schools surveyed, a large majority offer

- Fine Arts
- Life Skills, and
- STEM-related subjects such as chemistry, computer science, and physics.



# Athletic & Other Extracurricular Activities

Access to athletics and other extracurricular activities vary across schools. The graph here shows the percentage of respondent schools that offer each of the activities shown.

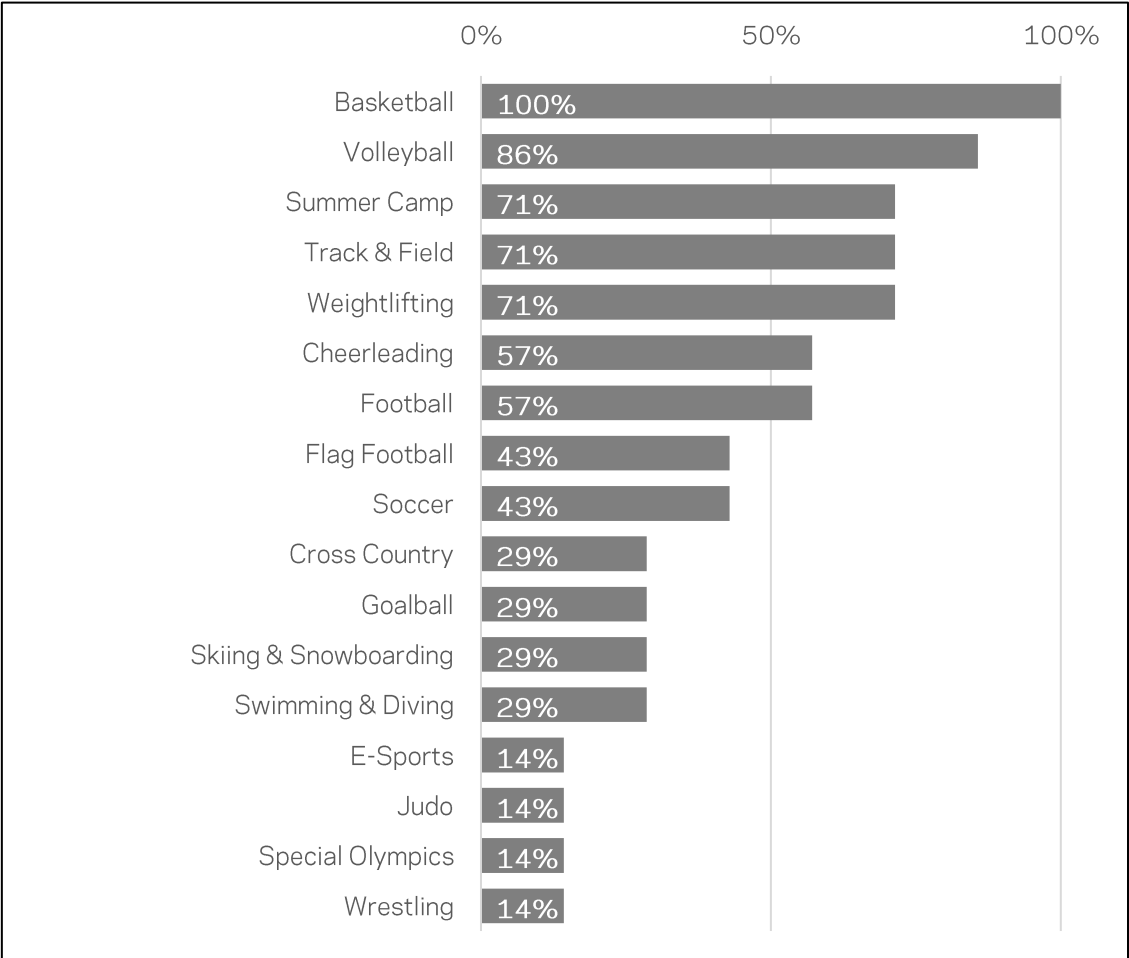
Only basketball is offered by all schools, followed by volleyball at 86 percent.

E-Sports is unique to Idaho.

Special Olympics is unique to Texas School for the Deaf.

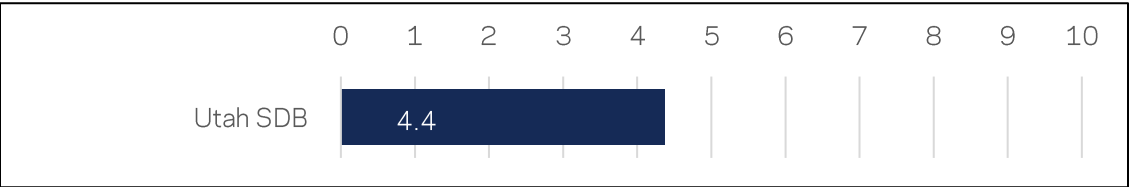
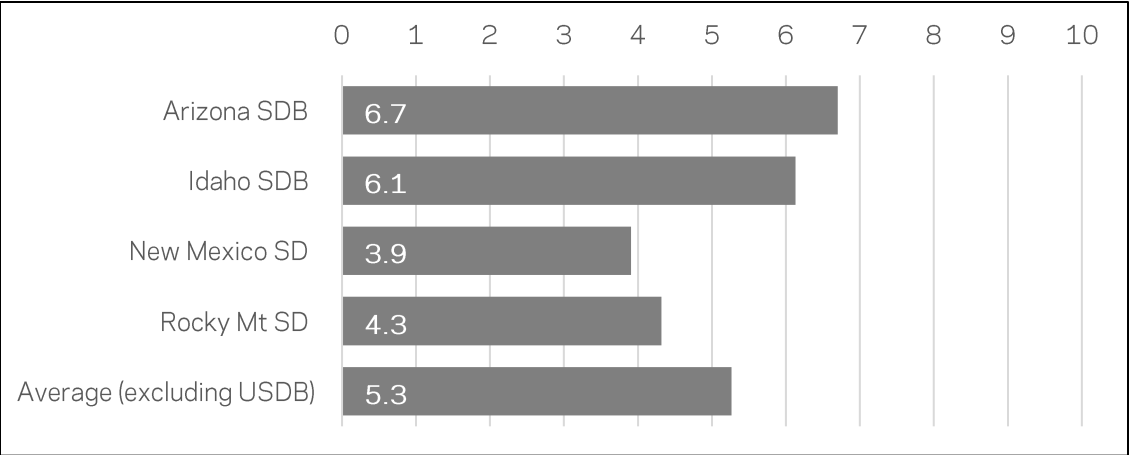
Judo is unique to Utah Schools for the Deaf and the Blind.

Only Arizona and Utah currently offer goalball, though Idaho is considering a goalball program next year.



# Student-to-Teacher Ratios

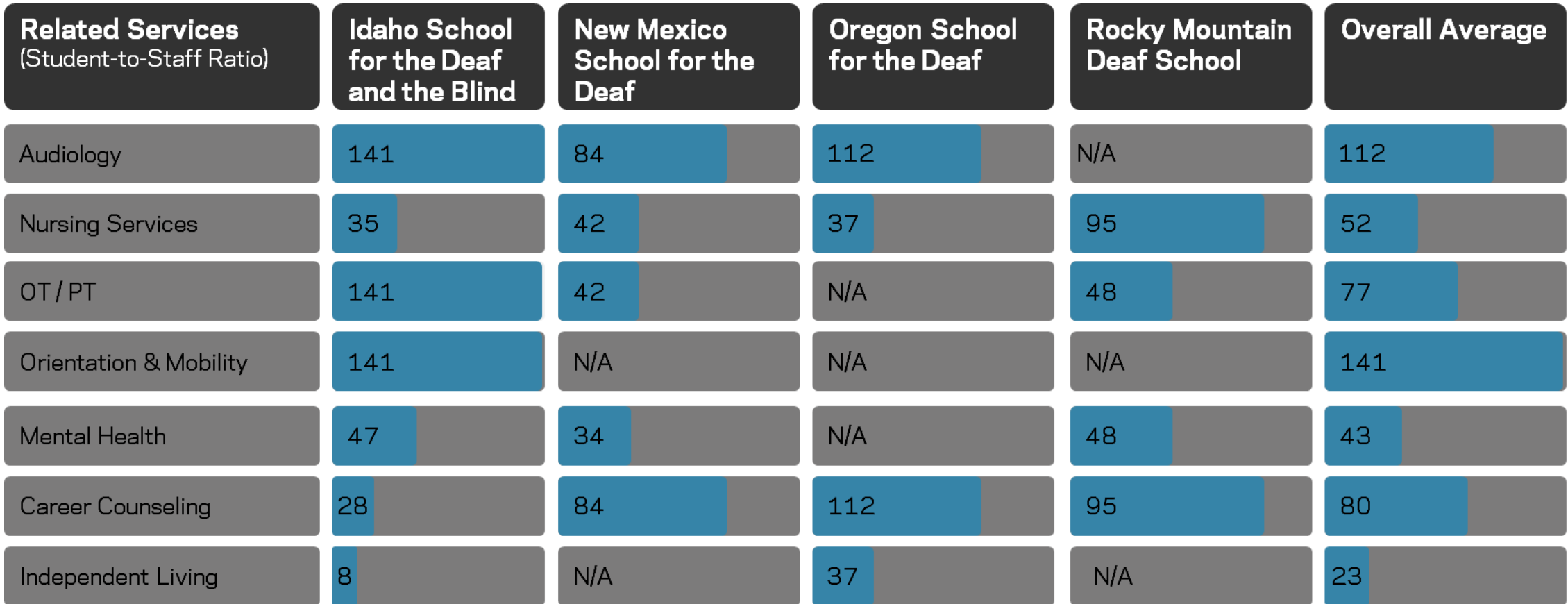
- Student-to-teacher ratios across survey respondent schools range from 2.8 (Oregon SD) to 6.7 (Arizona SDB).
- The average student-to-teacher ratio (not including USDB) is 5.3 students per teacher.
- The USDB average is 4.4 students per teacher.\*



\* Data from USDB FY24 Key Data Report, December 2023

## Related Services

The chart below shows the number of enrolled students served by each staff person in several Related Service areas.



## Related Services

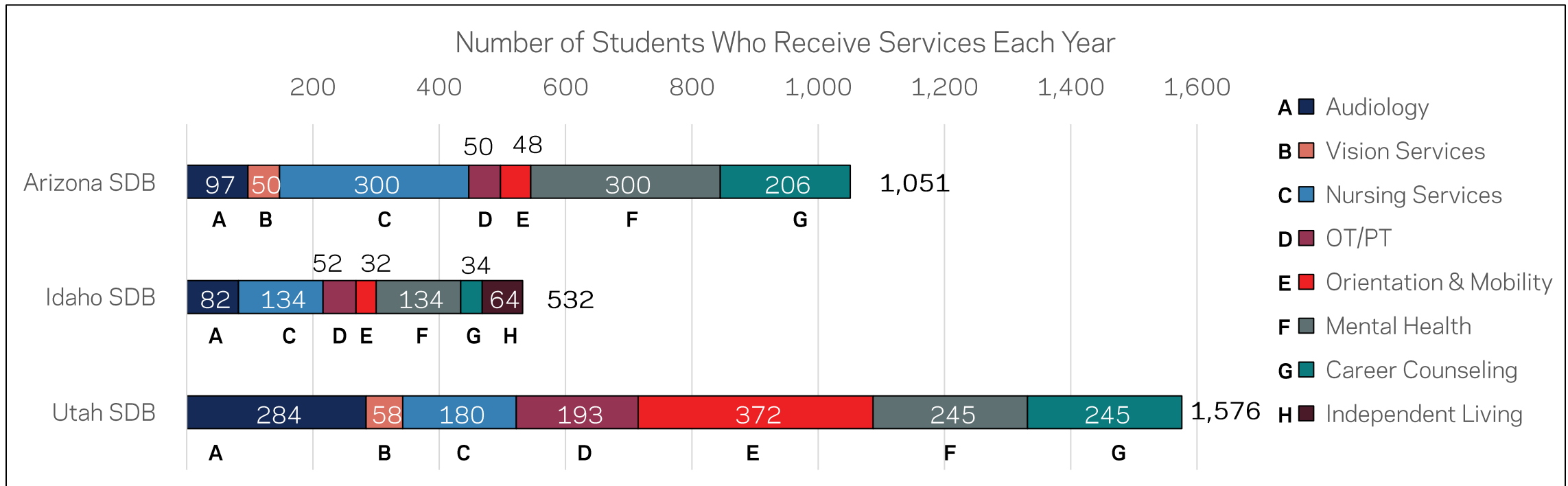
The chart below shows the area allocations in square feet per student for each Related Service area.

School	Related Service Offerings							
	Audiology	Nursing Services	OT/PT	Orientation & Mobility	Vision Services	Mental Health	Career Counseling	Independent Living
<b>Arizona State Schools for the Deaf and the Blind</b>	7.0	23.3	11.9	11.7	4.7	4.4	2.8	N/A
<b>Idaho School for the Deaf and the Blind</b>	7.8	16.3	8.5	N/A	N/A	N/A	12.1	N/A
<b>New Mexico School for the Deaf</b>	3.0	9.5	2.4	-	-	3.0	5.4	N/A
<b>Oregon School for the Deaf</b>	7.1	11.6	4.5	133.9	N/A	N/A	4.5	44.6
<b>Rocky Mountain Deaf School</b>	N/A	2.1	3.2	N/A	N/A	3.2	4.2	N/A
<b>Average Per Student</b>	6.2	12.6	6.1	72.8	4.7	3.5	5.8	44.6

## Services Provided - Annual Caseloads

Two schools other than USDB report total case loads for each of their Related Services.

- USDB provides services to the largest number of students (1,576).
- When adjusted for total student population,
  - USDB provides the greatest number of service events per student (4.5).
  - Idaho has the lowest overall caseload total (532), though its service events per student is 3.8.
  - Arizona's total caseload count is 1,051, which yields an average service events per student of 2.4.



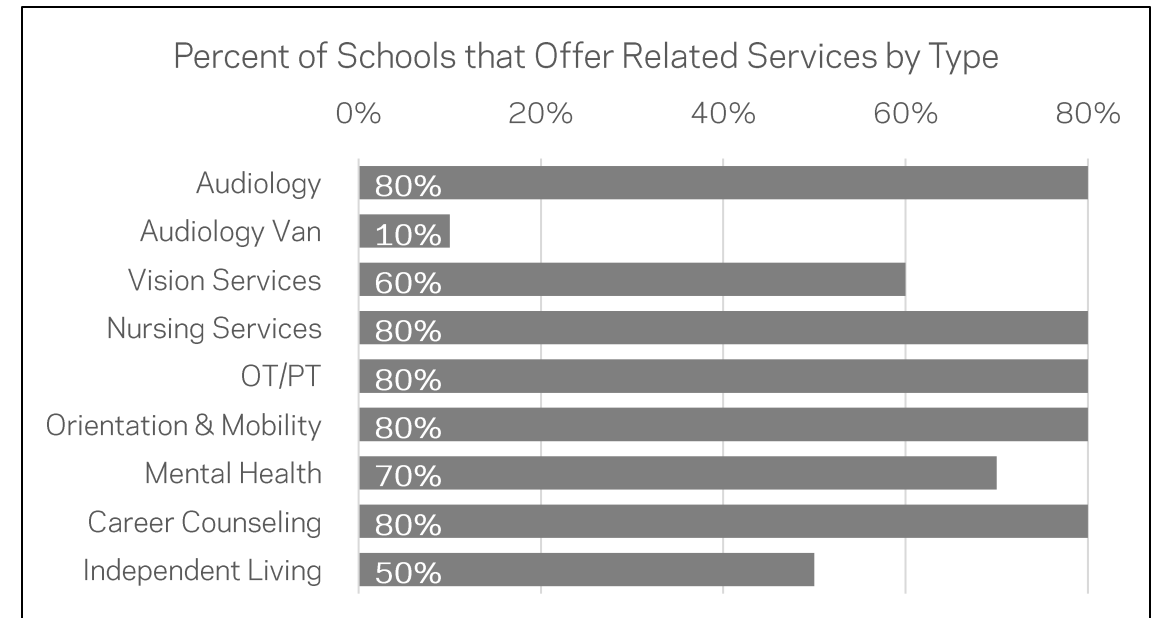
## Related Services

Most schools (80 percent) offer the following services to students:

- Audiology
- Nursing Services
- Occupational Therapy / Physical Therapy
- Orientation and Mobility Services
- Career Counseling

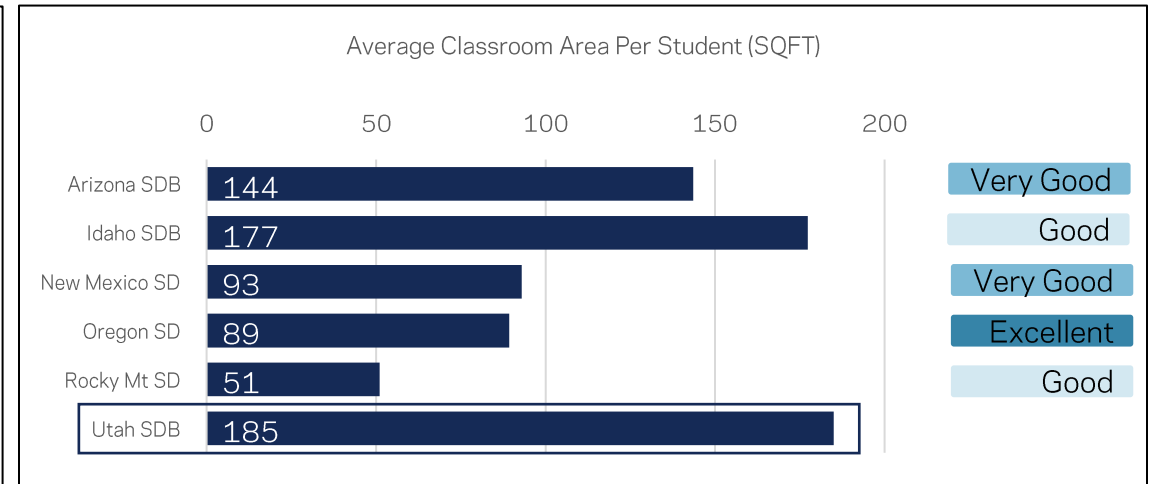
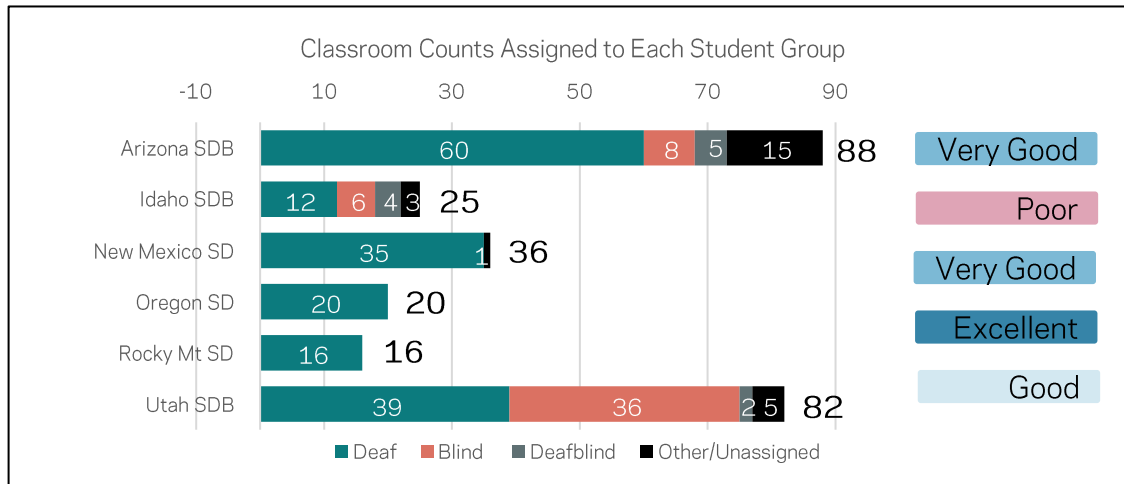
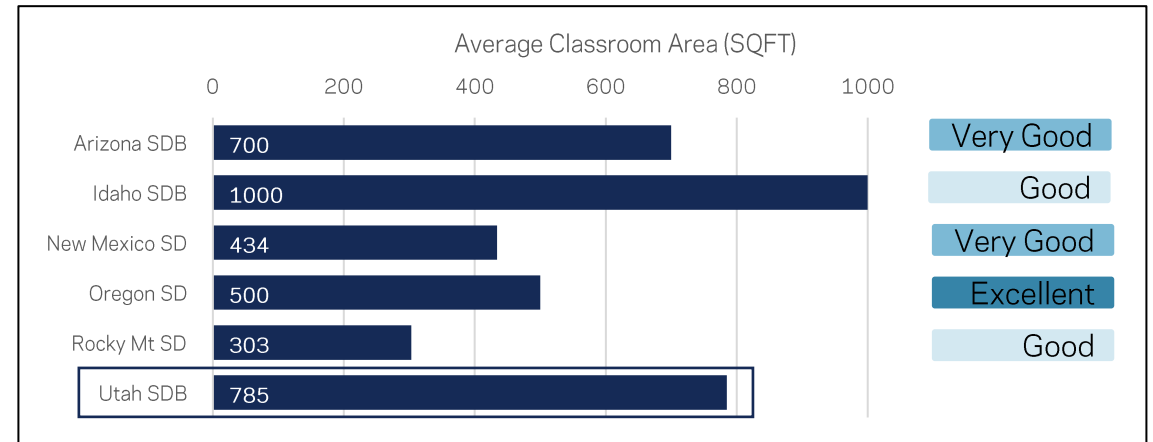
In addition, USDB offers the following:

- Audiology Van
- Vision Services
- Mental Health
- Independent Living



# Classrooms

- The graph to the right shows each school's typical classroom area in square feet, with assessments of excellent, very good, good, fair, or poor.
- The graph below shows the total number of classrooms assigned to each student group and those classrooms that are either assigned in other ways or unassigned, with assessments of total classroom counts.
- The graph below right shows the resulting overall average classroom area per student at each school.



429  
141  
168  
112  
95  
348

# Instructional Laboratories

Schools who reported that their space programs include science labs of various types are shown here, details follow.

- Two schools (Arizona and New Mexico) include three lab types in their program. Arizona SDB offers three STEM classes (biology, chemistry, and computer science) while New Mexico SD offers four courses (biology, chemistry, physics, and computer science).
- Three schools with lab facilities (Idaho, Oregon, and Rocky Mountain) have lab space for general science applications instead of specialized by discipline.
- USDB is unique in that its only lab space is dedicated to use for biology classes.

School	Biology Lab	Chemistry Lab	Physics Lab	General Science Lab	Rating
Arizona State Schools for the Deaf and the Blind	Y	Y		Y	Excellent
Idaho School for the Deaf and the Blind				Y	Fair
New Mexico School for the Deaf	Y	Y	Y		Very Good
Oregon School for the Deaf				Y	Excellent
Rocky Mountain Deaf School				Y	Good
Utah Schools for the Deaf and the Blind	Y				

# Instructional Laboratories

- General Science labs are more commonly offered than specialized labs.
- Idaho School for the Deaf and the Blind, Oregon School for the Deaf, and Rocky Mountain Deaf School offer only General Science labs.
- Arizona State Schools for the Deaf and the Blind have Biology and Chemistry labs in addition to their General Science labs.
- New Mexico Schools for the Deaf do not have labs for General Science, but include labs for Biology, Chemistry, and Physics.

School	Biology Lab	Chemistry Lab	Physics Lab	General Science Lab	Rating
Arizona State Schools for the Deaf and the Blind	Y	Y		Y	Excellent
Idaho School for the Deaf and the Blind				Y	Fair
New Mexico School for the Deaf	Y	Y	Y		Very Good
Oregon School for the Deaf				Y	Excellent
Rocky Mountain Deaf School				Y	Good
Utah Schools for the Deaf and the Blind	Y				

## Space Allocations per Student by Space Type

Space allocations below show the square footage per student for each of several space types – study space, Related Services, food service, and general storage.

Additionally, respondents qualitatively assessed some of their current allocations as Excellent, Very Good, Good, Fair, or Poor.

School	Study Space Allocation per Student (SQFT)	Related Services Allocation per Student (SQFT)	Food Services Allocation per Student (SQFT)	General Storage Allocation per Student (SQFT)
Arizona State Schools for the Deaf and the Blind	117 Very Good	66	49 Excellent	47
Idaho School for the Deaf and the Blind	102 Fair	45	69 Good	101
New Mexico School for the Deaf	107 Good	23	41 Fair	50
Oregon School for the Deaf	135 Excellent	206	90 Excellent	134
Rocky Mountain Deaf School	316 Very Good	13	12 Poor	45
USDB	60	N/A	36	39
Overall Average (excludes USDB)	155	35	52	75

## Dormitory Residents

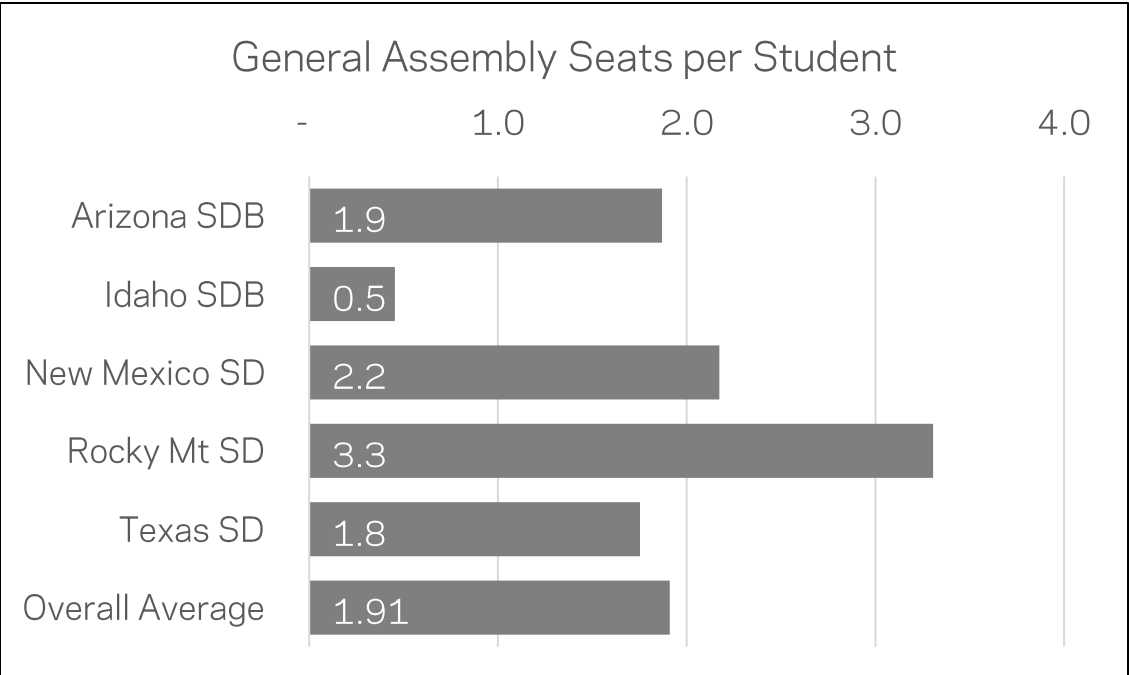
School	Dormitory SQFT	Total Dormitory Residents Served	SQFT/student
Arizona State Schools for the Deaf and the Blind	50,000	27	1,852
Idaho School for the Deaf and the Blind	10,000	65	154
New Mexico School for the Deaf	15,000	60	250
Oregon School for the Deaf	40,000	50	800
Texas School for the Blind and Visually Impaired	N/A	105	N/A
Texas School for the Deaf	N/A	220	N/A
Utah Schools for the Deaf and the Blind	9,485	15	632
Overall Average (excludes USDB)			764

- All schools except Rocky Mountain offer on-campus housing to students.
- Those who reported both numbers of dorm residents and total dorm square footage have a range of area per student resident from 154 to 1,852.
- The average SF per student resident is 632 SF per student.

# General Assembly Space

The survey asked how many general assembly seats are available on campus. These may be seats in a standard auditorium, a multi-purpose space, or a gymnasium, as in the case of USDB. While these seats will typically serve students, these spaces are presumably available for events involving student families and community members.

The graph here shows the total number of general assembly seats per student, across all campuses, if applicable.



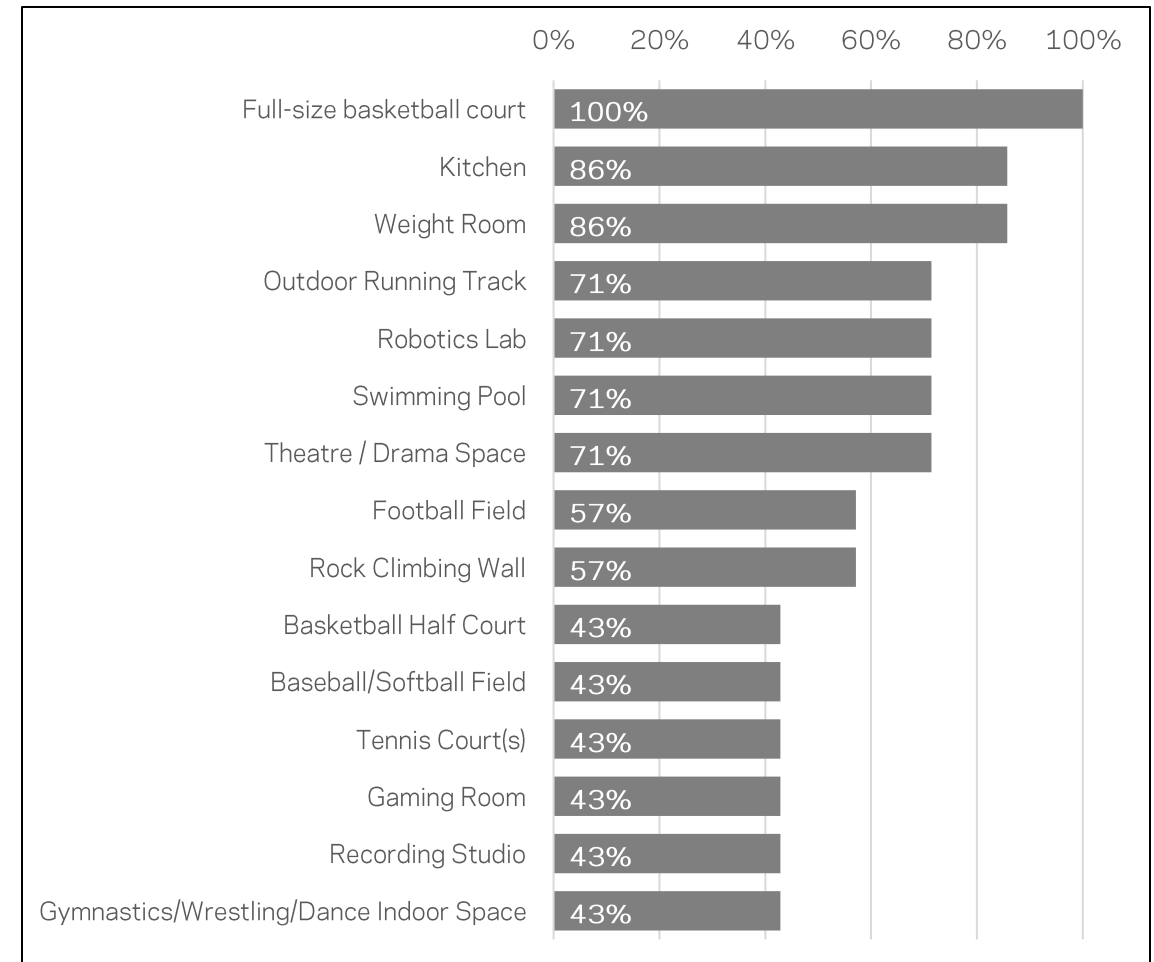
## Athletics and Extracurricular Space

The chart here shows the percentage of schools that report having available campus facilities for a variety of athletic and extracurricular activities.

The only facility available at all respondent schools is a full-size basketball court. Almost all schools have a weight room and teaching kitchen.

**Extracurricular Space to Enhance Students' Expanded Core Skills:** Most schools (86 percent) offer a learning kitchen to help students develop independent living skills, while 71 percent offer Robotics to foster teamwork, social skills, and problem-solving skills.

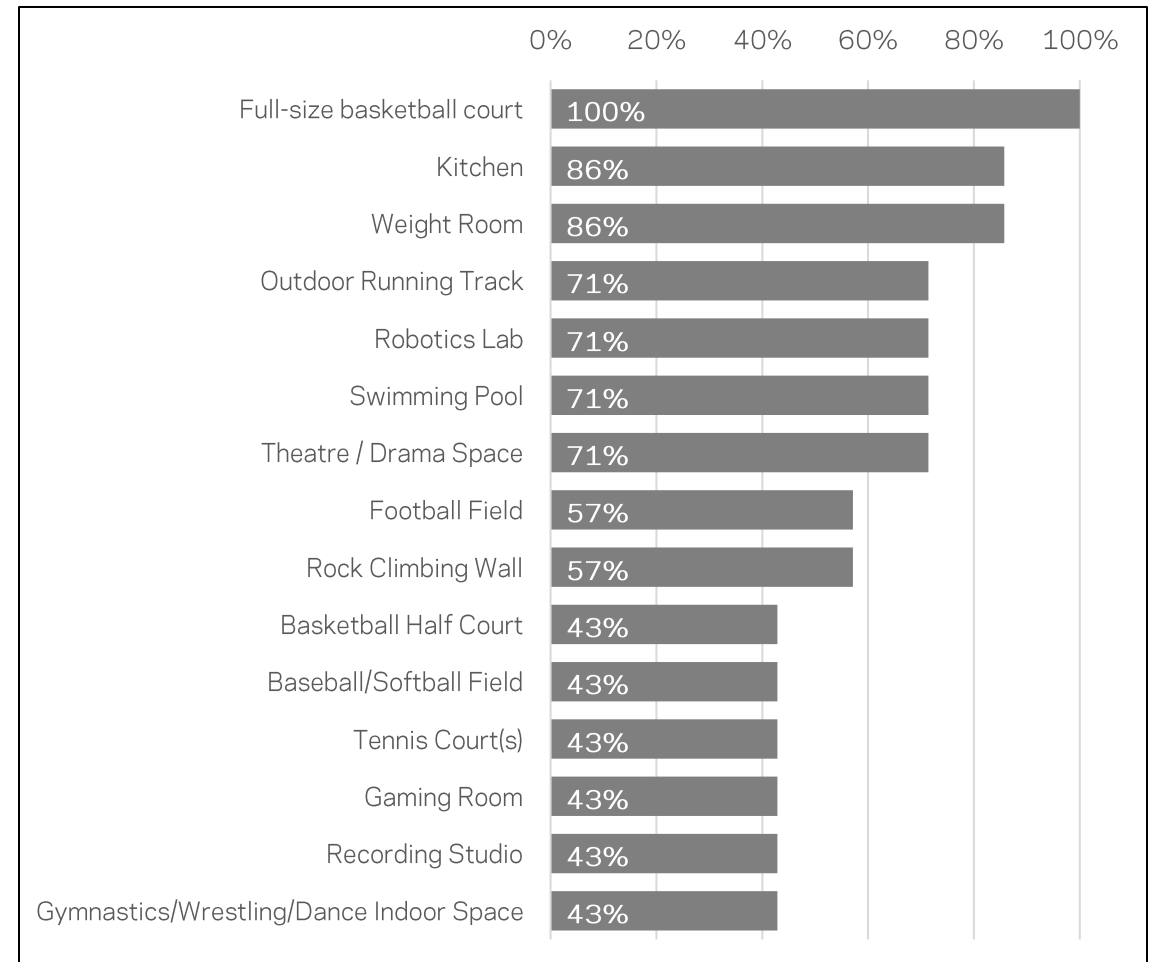
**Expanding Extracurricular Activities Beyond Conventional Boundaries:** Some schools (43 percent) are embracing technology and contemporary trends by integrating facilities such as Gaming Rooms and Recording Studios into their extracurricular offerings.



# Athletics and Extracurricular Space

## Comments from Respondents

- **Idaho School for the Deaf and the Blind:** Looking at offering Goalball next year.
- **Oregon School for the Deaf:** It's important to have flexible spaces so that new and interesting sports/hobbies can be integrated into spaces we already have.



## Conference Room Space

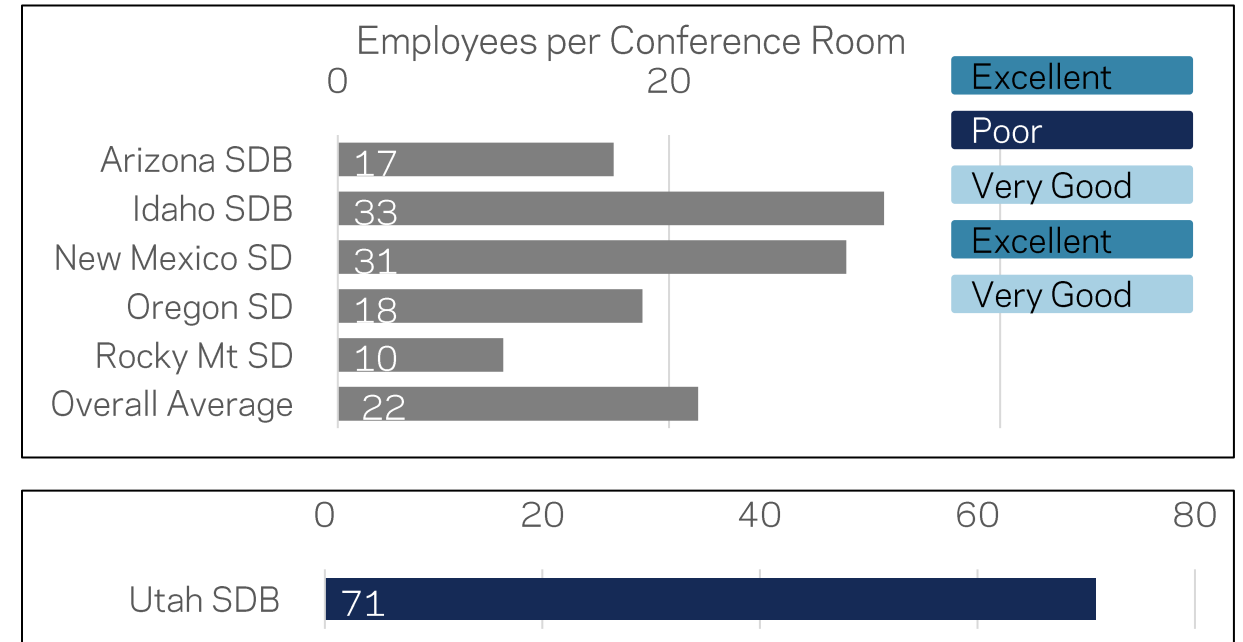
Administrative office space includes conference rooms, which staff often see as lacking. Furthermore, these spaces are often the first to be repurposed when other programmatic space needs suffer, such as staff office requirements.

The chart here shows the average number of school employees in all roles per conference room.

USDB has by far the smallest per-capita allocation of conference rooms, with one space for every 71 employees.

### Comments from Respondents

- **Arizona State Schools for the Deaf and the Blind:** We are currently doing a Master Facility Plan that may change these numbers in the near future. We are seeing a need to reduce our footprint on our Tucson Campus. These number include both Phoenix and Tucson Campus.
- **Idaho School for the Deaf and the Blind:** Items like Mobility, career and independent living support are community based and therefore mostly exist in just an office that the staff works out of.
- **Oregon School for the Deaf:** Overall, we have a very generous campus. We have served over triple the number of students we currently have with the same space.



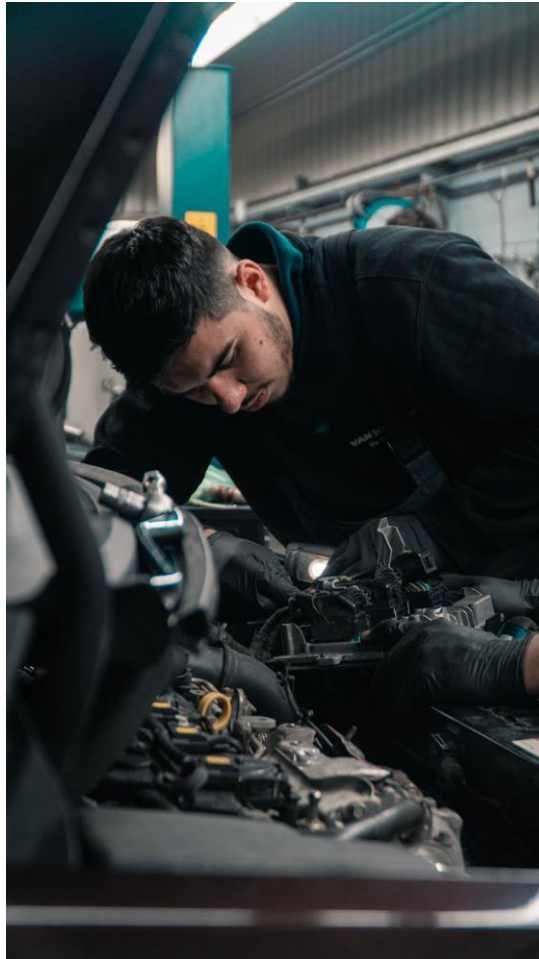


## **A.3 SERVICE IDEAS SYNTHESIZED DOCUMENTATION**

The Service Ideas described in this section of the appendix were developed based on feedback from USDB leadership during various engagements. In some cases, these ideas were enhanced by best practices at other institutions. Some of these ideas require operational changes, while others would impact physical space; however, none of them are included in current campus programs. The Work Development Center is the only idea more thoroughly explored in the Potential Service Solutions section of the main report.

## Work Development Center

Explore potential careers in applied settings right at USDB!



"Work Development Center" is an innovative hub focusing on empowering blind and deaf students by providing niche services to the community, integrating mainstream students into diverse applied-learning environments, fostering skill acquisition through exposure and engagement in large-scale service projects, and emphasizing hands-on job experience alongside blind and deaf professionals.

- **Empowerment Focus:** Dedicated to empowering blind and deaf students by offering specialized community services.
- **Integrative Learning:** Fosters integration of mainstream students into applied-learning environments alongside peers with visual and auditory disabilities.
- **Skill Development:** Provides environments that encourage skill development through practical exposure and hands-on projects.
- **Community Service Projects:** Engages students in significant service projects, promoting community involvement and experiential learning.
- **Professional Job Experience:** Prioritizes real-world job experience, with students working directly with blind and deaf professionals to gain valuable workplace skills.

## Pathways Coach

*Illuminating Your Journey, From Classroom to Career!*



"Pathways Coach" is a dedicated guidance system for students, beginning as early as middle school, to track their academic journey towards higher education or career success, providing personalized consultations and building a bridge to employment through the discovery of individual skills and interests, and meticulous progress tracking.

- **Early Engagement:** Initiates guidance programs starting in middle school to establish a foundation for future academic and career paths.
- **Academic Journey Tracking:** Utilizes a comprehensive system to monitor and guide students throughout their academic journey, ensuring alignment with their goals.
- **Personalized Consultations:** Offers one-on-one consultation sessions tailored to each student's unique life and career aspirations. Focuses on identifying and nurturing individual talents and passions, contributing to informed decision-making for future USDB endeavors.
- **Progress Monitoring:** Implements detailed progress tracking to ensure students stay on course and can adjust their educational or career strategies as needed.
- **Employment Bridging:** Builds connections between educational achievements and employment opportunities, facilitating a smoother transition into the workforce.

## Parent Mentor

### *Shared Journeys, Strengthened Paths: Guiding Families with Heartfelt Experience*



"Parent Mentor" is a support network led by experienced parents who have navigated the complexities of raising a child with blindness and deafness, offering guidance and solidarity to new parents through shared experiences, insights, and direct connections to State agencies and educational resources, fostering a community of support and empowerment.

- **Experienced Leadership:** Led by parents who have personal experience with the unique challenges of raising children who are blind or deaf.
- **Guidance and Solidarity:** Provides a platform for new parents to receive support and guidance from those who have traversed similar paths.
- **Shared Wisdom:** Facilitates the exchange of insights and experiences, contributing to a wealth of communal knowledge.
- **Direct Agency Linking:** Mentors act as liaisons, connecting parents to State agencies and resources, streamlining the process of support and advocacy.
- **Empowering Network:** Cultivates a strong support network that promotes empowerment among parents and families.
- **Involvement of EHDI Parents:** Integrates the experiences of Early Hearing Detection and Intervention (EHDI) parents into the mentorship program.
- **Educational Resource Access:** Ensures that parents have access to vital educational resources through direct connections established by mentors.
- **Community Events:** Hosts regular events like State agency nights and mentor meetings to foster relationships and provide informational sessions.

## Expanded Post-High Program

*Beyond Boundaries: Tailored Learning, Living, and Thriving After High School*



"Expanded Post-High Program" is a comprehensive extension of post-secondary education tailored for blind and deaf students, encompassing enhanced residential living, hands-on career training, and life skills, all within a dedicated school environment that transcends traditional classrooms, guided by student preferences and aspirations.

- **Customized Education:** Offers a personalized educational journey tailored to the needs and preferences of blind and deaf students post-high school.
- **Residential Enrichment:** Provides an enhanced residential living experience that complements the academic curriculum.
- **Career-Ready Training:** Delivers hands-on career training and prepares students with the necessary skills for employment.
- **Life Skills Integration:** Incorporates life skills development crucial for independent living and success beyond the classroom.
- **Student-Centered Curriculum:** Focused on creating a unique school experience that is informed by student feedback and tailored to their aspirations.
- **Expanded Living Learning:** Aims to integrate a broader residential experience with learning, emphasizing practical life application.
- **Non-Traditional Learning:** Steps beyond conventional classroom settings, offering diverse learning environments and pedagogical approaches.

## Expanded Dormitories

### *Home Beyond Graduation: Building Community, Enhancing Connections*



"Expanded Dormitories" offers a progressive living community for high school, post-high, and graduates of the post-high program, enhancing quality of life through upgraded residential facilities that nurture continued growth, inclusion, and familial engagement by welcoming parents and visitors to stay and experience the community.

- **Inclusive Living:** Offers a dynamic and inclusive residential community catering to high school students, post-high students, and program graduates.
- **Continual Growth Environment:** Creates an atmosphere that promotes personal growth and lifelong learning.
- **Community Extension:** Provides expanded adult home options for graduates, ensuring they continue to benefit from the community's support.
- **Enhanced Residential Quality:** Prioritizes high standards for living spaces, exceeding current dormitory offerings.
- **Family and Visitor Accommodations:** Welcomes family involvement by allowing parents and other visitors to stay, fostering family connections and community interaction.

## Expanded Outreach Programming

*Bringing Knowledge to You: Empowering Rural Education and Rights Awareness*



"Expanded Outreach Programming" revolutionizes access to education with a mobile literacy van that delivers short-term programs to rural communities, facilitates the integration of urban students into rural settings, educates parents on their rights upon the identification of their child's sensory impairments, and ensures consistent communication and rapid response through district representatives and active involvement in individualized education plans.

- **Mobile Literacy:** A mobile van initiative aimed at delivering literacy and educational programs directly to rural communities.
- **Rural-Urban Student Integration:** Provides opportunities for urban students to engage in rural community settings, fostering broader social and educational experiences.
- **Parental Rights Education:** Offers essential information to parents about their and their child's rights upon the diagnosis of sensory impairments.
- **Monthly District Representative Convenings:** Establishes a system for monthly meetings with Utah District Representatives to maintain effective communication and advocacy.
- **Rapid Response Team:** Develops a swift response unit for immediate educational support and resources.
- **Individualized Education Plan Involvement:** Ensures active participation in the development and execution of all students' IEPs.
- **Parental Communication Network:** Maintains a dedicated email list to keep mainstream parents informed about programs and services.
- **Mainstream School Engagement:** Actively recruits mainstream schools to participate in on-campus events and benefit from USDB services.

## A Focus on Access

### *Connecting Paths, Expanding Horizons: Accessible Opportunities for Every Student*



"A Focus on Access" ensures that every student, regardless of location, can engage fully with after-school activities and events through dedicated transportation services, fostering inclusivity and community by bridging urban and rural divides, and supporting students with essential amenities like nutritious snacks to enhance their educational experience.

- **Comprehensive Transportation:** Provides reliable transportation services for students to participate in after-school activities across campuses, ensuring no student is left behind due to location.
- **Rural Event Access:** Organizes dedicated buses to bring students from rural areas to events, guaranteeing that distance doesn't hinder participation and social interaction.
- **Nutritional Support:** Offers nutritious snacks to students during activities and events, acknowledging the importance of sustenance for optimal learning and engagement.

## Daycare

### *Nurture and Knowledge: Empowering Families, Educating Students*



"Daycare Initiative" offers specialized care for children aged 0-3 with deafness and blindness, while also supporting parents by providing a safe space for their kids during educational events, such as nighttime ASL classes. It doubles as a job and learning platform for older students, who can engage as service providers, fostering a cycle of learning and giving within the community.

- **Specialized Child Care:** Provides specialized daycare services for very young children, ages 0-3, who are deaf or blind, ensuring they receive care tailored to their specific needs.
- **Parental Support Services:** Offers parents the opportunity to engage in educational activities such as nighttime ASL classes while their children are cared for in a safe environment.
- **Student Service Opportunities:** Creates job and learning opportunities for older students, allowing them to work as daycare providers, which enriches their educational experience and provides valuable job training.
- **Community Learning Cycle:** Encourages a community-centric approach to learning and service, with older students contributing to the care and development of younger children, thereby fostering a nurturing, educational community spirit.

## USIMAC Strategic and Master Plan

### *Regional Roots, Statewide Strength: Crafting Tomorrow's Learning Landscape*



"USIMAC Strategic & Master Plan" envisions an expansive reach by establishing regional offices throughout the state, enhancing local support for schools and TVIs with accessible educational materials, while maintaining a central hub for textbook production. The plan includes regional events, local transcriber training to foster employment and expertise, and a comprehensive professional assessment to optimize space, staff, and resources for sustainable growth.

- **Statewide Coverage:** Expansion of USIMAC with strategically located regional offices to serve various state regions more effectively.
- **Targeted Local Support:** Each regional office will provide tailored support to local schools and Teachers of the Visually Impaired (TVIs), with a set allocation of worksheets and materials per week.
- **Centralized Production Hub:** Continuation of centralized textbook production at USDB, Ogden, ensuring quality and consistency in educational resources.
- **Regional Events:** Initiation of regional events to connect communities, promote USIMAC services, and enhance regional presence.
- **Transcriber Training Programs:** Establishment of local transcriber training programs to increase employment opportunities and expand the pool of skilled professionals.
- **Professional Space Assessment:** Thorough assessment of space requirements, personnel needs, and infrastructure to optimize the organization's operations and growth potential.
- **Long-Term Development Plan:** A robust, sustainable long-term plan to address and fulfill the evolving educational needs of the blind and deaf student population.

## USDB Public Affairs Team

*Uniting Voices, Crafting Experiences: Your Bridge to Community Engagement*



"USDB Public Affairs Team" is the dynamic nexus for orchestrating events and fostering essential connections within and beyond the community. They meticulously plan gatherings, from health fairs to conferences, while maintaining vital relationships with medical professionals, educational leaders, and inter-state networks, and they keep the community informed and engaged through multimedia communications and regular updates.

- **Event Coordination:** Skillfully plans and orchestrates a variety of events including conferences, community nights, and health fairs, tailored to the needs and interests of the community.
- **Relationship Management:** Cultivates and sustains relationships with a wide network of medical professionals, including audiologists and pediatricians, as well as educational and district leaders.
- **Inter-State Collaboration:** Fosters connections with counterparts in other states to share resources, knowledge, and best practices.
- **NICU Partnerships:** Works closely with Neonatal Intensive Care Units to support families of infants with sensory impairments.
- **Multimedia Communication:** Produces informative videos and disseminates annual updates to keep the community informed and engaged.
- **Community Updates:** Regularly sends out newsletters and updates to ensure the community stays informed about USDB's activities and opportunities.

## USDB Center for Data

*Insightful Data for Educational Excellence: Nationwide Knowledge, Personalized Progress*



"USDB Center for Data" serves as a pivotal resource for the collation and analysis of educational data, providing states and internal stakeholders with valuable insights into student performance and outcomes. This center specializes in the meticulous tracking and automatic monitoring of educational metrics to inform strategies for national improvement in special education

- **Comprehensive Data Curation:** Acts as a central hub for gathering and curating educational data beneficial for both USDB's internal analysis and for states nationwide.
- **Performance Analysis:** Delivers deep insights into student performance and educational outcomes, aiding in the formulation of targeted interventions and supports.
- **Nationwide Tracking:** Employs advanced tracking systems to monitor student progress and educational results across the country.
- **Automated Monitoring:** Utilizes state-of-the-art technology for the automated oversight of educational metrics, ensuring timely and accurate data analysis.
- **Strategic Informant:** Provides critical data to inform strategic decision-making and policies for national advancement in the field of special education.

## Campaign: Stop "Wait and See"

*Act Now, Embrace All: Early Choices Open Worlds*



The "Stop 'Wait and See' Campaign" is a proactive initiative that empowers parents with information and support to explore all communication options, including cochlear implants and early exposure to American Sign Language, for their deaf or hard-of-hearing children. This campaign dispels hesitation, encouraging immediate action for a multifaceted approach that opens up a world of possibilities for their child's future.

- **Advocacy for Early Intervention:** Promotes the use of cochlear implants and early exposure to American Sign Language (ASL) as vital options for communication for children who are deaf or hard-of-hearing.
- **Informed Decision-Making:** Provides parents with comprehensive information to support open-mindedness towards multiple communication strategies from an early stage.
- **Parental Empowerment:** Equips parents with the necessary resources and support to take decisive action for their child's communication needs without delay.
- **Multifaceted Approach:** Encourages a combination of auditory and visual language options to optimize outcomes for each child.
- **Future-Forward Campaign:** Aims to create a brighter future for children by advocating for early, proactive measures rather than a passive "wait and see" approach.

## Student Relationship Management System

*Stay Informed, Stay Engaged: Every Student's Success, Tracked and Supported*



The "Student CRM" system is an innovative platform designed to monitor and alert educators and parents about significant changes in student metrics. It serves as a unified repository for individual goals, performance data, and interests, which is particularly crucial during the high school years. The CRM integrates data across various educational providers and allows parental access, ensuring a cohesive, transparent approach to each student's educational journey.

- **Proactive Alerts:** Automatically notifies educators and parents when a student's performance metrics indicate a need for attention.
- **Centralized Data Repository:** Maintains a comprehensive database of each student's goals, academic performance, and interests for easy reference and continuous monitoring.
- **High School Focus:** Recognizes the pivotal role of data during the high school years for guiding decisions related to academic support and post-secondary planning.
- **Educational Provider Integration:** Synchronizes information across various educational entities such as USDB, Local Education Agencies (LEAs), and the Utah State Board of Education (USBE).
- **Parental Monitoring Access:** Grants parents access to monitor their child's performance and educational communications, fostering transparency and involvement in their child's progress.

## USDB Conference Center

*Converge, Collaborate, Celebrate: A Global Stage for Special Education Excellence*



"USDB Conference Center" is envisioned as a premier venue that embodies the spirit of collaboration and progress in the field of blind and deaf education. It's a space designed to host programs, global conferences, and showcase the strides made by USDB. This center aims to be a nexus for professionals and the community, providing a tangible experience of USDB's contributions and advancements.

- **Global Conferencing Hub:** Offers a world-class venue for hosting international conferences that attract professionals from across the globe in the field of blind and deaf education.
- **Collaboration Space:** Provides a collaborative environment for professionals to share knowledge, research, and best practices.
- **Community Integration:** Acts as a public-facing destination where the local community can engage with USDB's programs and witness its progress first-hand.
- **Showcase Venue:** A place to highlight USDB's achievements, innovations, and contributions to the field of blind and deaf education.
- **Professional Networking Site:** Serves as a networking nexus for educators, therapists, researchers, and policymakers to forge connections and advance the sector.
- **Educational Program Host:** Hosts a range of educational programs that reflect the latest developments and pedagogical advancements in blind and deaf education.

## USDB Special Initiative Team

*Pioneering Change, Uniting Efforts: Together, We Innovate for Success*



The "USDB Special Initiative Team" is designed as an agile and dynamic force within the organization, dedicated to spearheading change and facilitating seamless communication across various departments. This team ensures that initiatives are effectively executed, promoting innovation and continuous improvement throughout USDB.

- **Agile Change Management:** Operates with flexibility and speed to manage and implement new initiatives, ensuring USDB stays at the forefront of educational innovation.
- **Cross-Departmental Facilitation:** Acts as the communication linchpin across various departments, enabling cohesive strategy execution and operational efficiency.
- **Effective Execution:** Committed to the successful rollout of programs and initiatives, with a clear focus on results and impact.
- **Innovation Advocacy:** Encourages a culture of innovation within USDB by constantly seeking and supporting new ideas for the betterment of education and services.
- **Continuous Improvement Drive:** Emphasizes continual refinement and improvement of processes, programs, and educational methodologies.

## Agency Liaison

### *Bridging Paths to Success: Connecting Today for a Supported Tomorrow*



The "Agency Liaison" role is a strategic connector, bringing together State agencies and the USDB community to highlight the school's vital role in special education. By forging these connections early, the liaison ensures that students and parents have a strong support network post-graduation, facilitating access to critical resources such as life skills training and career placement.

- **Strategic Outreach:** Proactively invites State agencies to visit USDB, showcasing the impactful activities and programs that underscore the school's crucial role in special education.
- **Support Network Establishment:** Establishes and strengthens early connections between State agencies and the USDB community, ensuring robust support for students and parents.
- **Post-Graduation Pathways:** Facilitates students' transitions by linking them with agencies that provide essential post-graduation resources, including life skills training and career placement services.
- **Long-Term Relationship Building:** Initiates and nurtures long-term relationships with key agencies while students are still in school, laying a foundation for sustained support.
- **Resource Accessibility:** Connects students and parents to critical resources and services, ensuring they have the support they need to succeed beyond the school environment.

## Expanded In-Home Services

*Home-Grown Potential: Empowering Lives with Every Visit*



"Expanded In-Home Services" aims to scale up its workforce, integrating more mentors with deaf and blind expertise to offer personalized in-home educational services for students of all ages. This expansion will also empower mentors to collaborate with specialists, enhancing the breadth and mode of instruction in subjects like ASL, Braille, and adaptive technologies through both in-person and online platforms.

- **Enhanced Mentor Network:** Amplifies the workforce with additional mentors who possess expertise in deafness and blindness to deliver specialized in-home education.
- **Personalized Learning:** Offers custom-tailored educational services to students of various age groups, directly in their home environments.
- **Specialist Collaboration:** Empowers mentors to work alongside subject matter specialists to enrich the quality and depth of educational content.
- **Multimodal Instruction:** Extends learning opportunities through both face-to-face and online instructional methods to accommodate diverse learner needs.
- **Specific Subject Education:** Enhances instruction in American Sign Language, Braille, and Adaptive Technology, ensuring comprehensive and accessible education.

# APPENDIX B

- Vision Session
- Stakeholder Interviews
- Student Engagement Sessions
- Service Workshop Documentation
- Full Program Details



# **B.1 VISION SESSION WORKSHOP DOCUMENTATION**

## Vision Session | Semantic Differentials

The vision session was a comprehensive two-hour discussion led by HOK, which engaged leaders from USDB and its key stakeholders. The session was strategically structured to revolve around a series of 'semantic differentials'—deliberately provocative statements designed to prompt participants into a deep conversation. These statements served as a catalyst to garner valuable insights into the collective sentiment regarding the present and envisioned future state of affairs.

The following pages document the key take-aways and salient comments recorded during the session. In the summary section, statements are shown on the left of each page while feedback and comments, sorted by level of agreement, are shown on the right.



## Semantic Differentials

### STATEMENT



*"It is more important to tailor our education to the communication needs of each student, rather than implement a singular standardized sign communication."*

- **American Sign Language (ASL) Recognition:** ASL is a fully recognized and legitimate language.
- **Educational Tailoring:** The key debate for parents involves choosing between ASL and Listening and Spoken Language (LSL) for their children. The focus should be on the child's needs.
- **Role of Doctors in Deaf Education:** Doctors diagnose hearing issues, but may lack deaf education expertise. They often advise parents to consider Cochlear Implants to the exclusion of early (ASL) language exposure.
- **Impact of Social Media:** Parents seeking advice online are confronted with prejudices and biases. This misinformation can delay decision making and affect the educational choices for their children.
- **Language Modality Over Sign Communication:** USDB emphasizes the importance of tailoring education to the individual needs of each child in an effort to foster their emotional and social development.
- **ASL and Modality Necessity:** ASL is a well known and established language modality. It is beneficial to have other communication options available to students, for example, Listening and Spoken Language (LSL).
- **Social Pressure:** There is a societal expectation that pressures parents to assimilate deaf children into the hearing community.

# Semantic Differentials

## STATEMENT



*"It is more important to tailor our education to the communication needs of each student, rather than implement a singular standardized sign communication."*

### 6/9 Agree

- **American Sign Language (ASL) Recognition:** ASL is a fully recognized and legitimate language.
- **Educational Tailoring:** The key debate for parents involves choosing between ASL and Listening and Spoken Language (LSL) for their children. The focus should be on the child's needs, not the convenience of hearing parents.
- **Role of Doctors in Deaf Education:** In Utah, doctors diagnose hearing issues but lack deaf education expertise. They often advise parents to consider Cochlear Implants to the exclusion of early (ASL) language exposure.
- **Impact of Social Media:** Parents seeking advice online are confronted with prejudices and biases. This misinformation can delay decision-making and affect the educational choices for their children.

### 3/9 Disagree

- **Language Modality Over Sign Communication:** USDB emphasizes the importance of tailoring education to the individual needs of each child in an effort to foster their emotional and social development.
- **ASL and Modality Necessity:** While ASL is widespread, it's crucial to have other communication modalities available to students. Standardization of ASL should not be the sole approach.
- **Social Pressure:** There is a societal expectation that pressures parents to assimilate deaf children into the hearing community.

## Semantic Differentials

### STATEMENT



*“We integrate emotional and physical wellbeing within each student’s IEP, going beyond their core academic needs”*

- **Expanded Core Curriculum:** A disability-specific curriculum to target unique needs of blind students includes social interaction, independent living skills, compensatory skills, recreation and leisure, self-determination, sensory efficiency, assistive technology, orientation and mobility, and career education.
- **Portrait of the Graduate:** Education goes beyond academic attainment; it includes vital knowledge, skills and dispositions that keep children well-rounded.
- **Autonomy after Graduating:** The USBE created a “Portrait of a Graduate,” which goes beyond academic achievements and addresses all aspects of human health. USDB participated in these conversations and created portraits that were very aligned with those of USBE. The goal isn’t autonomy per se, though this is an important outcome.
- **Mental Health:** Decades ago, the goals and intents for deaf and blind students were different from today. In 10 years, these will likely have evolved further. Key is the acknowledgment that this involves more than academics, but includes a focus on self-actualization and independent living.
- **Targeted and Specialized Learning:** Reporting success against mainline targets is challenging. We tailor education to the needs of children with disabilities; the standard is based on hearing children without disabilities.
- **Standardized Ability Tests:** Blind parents do not want to get their children involved in the standardized testing; without this participants, it is hard to know how to level assessment.

## Semantic Differentials

### STATEMENT



*"We integrate emotional and physical well-being within each student's IEP, going beyond their core academic needs."*

### 9/9 Agree

- The Blind school offers an **Expanded Core Curriculum (ECC)**, knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs
- **Portrait of the Graduate:** education goes beyond academic; it includes emotional and social education that keep children well-rounded.
- **Autonomy after Graduating:** There is pushback for the portrait of the graduates: the outcome is autonomy, but the goal is based on what the State wants children to achieve.
- **Mental Health:** What is mental health is going to be look like in 10 years. What is the learning process then for deaf/blind children. It is important for deaf students to have vocational skills.
- **Difficult to Report Emotional and Social Educations:** How to comply with State law but also tailor the education towards the children with disability. The standard is not reliable, and it is based on hearing children without disability.
- **Standardized Ability Tests:** Blind parents often do not want to get their children involved in the test.

## Semantic Differentials

### STATEMENT



*“Even for those not involved in the day-to-day activities at USDB, the significance and effects of our mission are clear and widely acknowledged.”*

- **Board of Education and USDB:** Members of the State Board have a lot to manage, and the unique needs of USDB may mean that we are not their highest priority.
- **High Turnover Rate:** There is a need to constantly educate new Board of Education members.
- **Advertising Efforts:** The school develops videos, newsletters, and other mediums to educate the public about the school, but their reach is limited to networks developed directly by USDB.
- **Family Outreach:** The families are integral to the success of students. Therefore, USDB expends a great deal of effort to involve families in the education of their student. It is important to educate people that blind/deaf children have so much more to offer to the society.
- **Value:** A well educated deaf/blind child is a great add to society. The investment will come back through multiple avenues benefitting the people of Utah.
- **Cost vs. Effectiveness:** USDB costs are hard to compare to mainstream schools, as their scopes differ: USDB reaches students enrolled in mainstream schools and who are outside the age range of other schools. There are no benchmarks from other deaf and blind schools.
- **Information Gap:** The lack of comprehensive benchmarks for other deaf and blind schools makes it difficult for USDB to assess its own success. With the exception of the benchmarking analysis included in this report, comparative information is limited to metrics from mainstream schools.

## Semantic Differentials

### STATEMENT



*“Even for those not involved in the day-to-day activities at USDB, the significance and effects of our mission are clear and widely acknowledged.”*

### **8/9 Disagree**

- **High Turnover Rate in Board of Education:** the need to constantly educate new board members
- **Advertising Efforts that Goes Unknown:** the school does video, newsletter, and educate the public to talk about the school and their works, but people do not know about it
- **Reaching out to the Families:** The parents and grandparents are the true stakeholders that USDB tries to reach out. It is important to educate people that blind/deaf children have so much more to offer to the society
- **Hard for Outsider to Understand:** A well-educated deaf/blind child is a great add to society. The value proposition will come back and benefit hearing people.
- **Cost vs. Effectiveness:** USDB operates on a fraction of what other blind and deaf school operate. There is no benchmark from other deaf and blind school.
- **Reason to care for deaf and blind:**
  - Know where the taxpayer’s money goes fund for
  - Gap the lack of understanding that these children needs: policy maker can only make a guess based on regular hearing children’s classroom



## **B.2** STAKEHOLDER INTERVIEWS

# ADAM BILLINGS – Director Of Online And Outreach Program

## BACKGROUND

- Experience: 17 Years (8 Years Teacher + 9 Years Administrator), 18 Years Ship Captain (Onboard administration)
- BA in Elementary Education / Minor in Deaf Education
- MEd in Deaf Education and Communicative Disorders
- Special Education Endorsement (Mild/Mod)
- MS in Educational Leadership

## OUT-CAMPUS SERVICE

- There are significantly more outreach students than on-campus students.
- High school and elementary classes are offered through an online school to students in the outreach settings.
- In St. George and Price, a trailer serves as a spoken English and ASL classroom.
- Teachers are scouted locally to work with students on a 1:1 basis.
- Teachers bring students out of mainstream classes and teach ASL for one session, then the students go back to courses in the mainstream school.
- Students live in some hard-to-reach areas.
- The outreach school connects online teachers to students.
- USDB is mandated by Utah Law to help all deaf children.

## TECHNOLOGY & SPACE NEEDS

- Space in St. George is needed to meet the growing demands of outreach and classroom services.
- In the Southern Utah area, a building would provide localized distribution of online and outreach services, along with increased onsite classroom options for students.
- Transition from the outreach program to on-campus cottages: as children

grow older, they can live in the cottages in Ogden with parents' permission. Here they can work on language and life skills.

- Some children in the districts carry an iPad to connect with interpreters, but they only help with coursework, not student interaction.

## CHALLENGES AT USDB

- Outreach program would benefit from additional technology, equipment and funding that is connected to the student headcount served.
- There is a shortage of outreach teachers – it is difficult to incentivize teachers to move to the remote towns where these deaf children reside.
- Academic rigor of outreach education relies on the availability of local outreach teachers and their ability to access, and provide services to, each child.
- USDB has great sense of culture and community.
- In remote locations there is often no deaf community; USDB needs to adequately equip students with skill sets required to live in a hearing world.

## GOALS & VISION FOR USDB

- Reconceive ways to make curriculum relevant and improve academic rigor.
- USDB to invest more on the outreach program in terms of teacher recruitment, space allocation, technology, and transportation.

# CARL EMPEY – Director Of Finance

## BACKGROUND

- Managing Director of Finance for USDB
- USDB does not expect to generate revenue as a public facility
- External entities can use the space at a very low cost

## FINANCE DEPARTMENT

- Works with a contracted private transportation provider to transfer students from home to school (5 million dollars per year).
- 35 Fleet cars used to deliver services to outreach students.
- Employees total 11, in Ogden (9) and Salt Lake City (2).

## TECHNOLOGY & SPACE NEEDS

- Certain staff are authorized to work from home.
- The department occupies space in Ogden and Salt Lake City.
- There is no barrier between the director and employees; the director does not need to be physically adjacent to his staff.

## CHALLENGES AT USDB

- Keep employees connected to the work being done and the mission of USDB (sharing the school newsletter helps).

## Departmental adjacencies

**Administrative Team  
in SLC Campus**

**Purchasing**

**Finance Department**

## Space Preferred

**Finance Office**

## DAVE LAYCOCK – HR Manager

### BACKGROUND

- Employed by DFCM.
- Assigned to Education, specifically supports USDB.
- Based in Salt Lake City.

### STRENGTHS OF USDB

- The school is very transparent.
- Collaboration between ASL and LSL teachers is good.
- The school gives teachers the autonomy to customize their classes to meet the needs and restrictions of students.

### CHALLENGES AT USDB

- Some employees believe that, when HR personnel enter a classroom, it typically means they are reviewing a policy violation, or someone is in trouble. It would be nice to change the culture to view HR as a resource as well.
- HR has often been asked, “How do you serve two masters?” With the current administration, it has never been an issue, they listen and take advice willingly. There are times when there are conflicts in practicing methods in the workforce. USDB management is quick to resolve the issues based on current policies and procedures.
- The Board of Education: USDB is governed by the State Board of Education (USBE). The Superintendent reports to the board, and the Associate Superintendents report to the Superintendent. Other State agency directors report to one person; the Superintendent reports to a board of 15 people.

- USDB competes with other districts for paraprofessionals. It would benefit USDB to either include a benefits package for the paraprofessionals or increase their salary to promote stability and reduce turnover in positions such as teacher aides, interveners, and interpreters.
- The EAP program provides access to wellness program services. Also, bereavement leave for up to three days is available.
- Educator Recruitment: Educators must be credentialed in their field and in Special Education. This makes recruiting more difficult for USDB than for a normal LEA or school district.

### CURRENT STATE AT USDB

- The school offers opportunities for their professionals to take classes aimed at certification.

*“It is amazing to see students come in with no skills and then transform into a skilled adult. The legislature does not see the outcome, rather they are focused on the numbers.”*

*“People support what they help build.”*

# DEANNA GLASSER: Director Of Curriculum

## BACKGROUND

- Experience: 35+ years experience in Deaf Education (research centers for Deafness, public and special public schools as an educator, communication specialist, consultant, and school/district leader; 4+ years as administrator)
- Education: BS in Deaf K-12 and Elementary K-9 Education; MS in Speech and Hearing Science; Graduate School Leadership K-12 Certificate

## IDEAL CLASSROOM SETTING

- Movable furniture: Smartboard and space for creative activity
- Clear line of sight for teacher and students
- Adjustable lighting (temperature and lumens) and darker background for teachers and technologies help with children's attentional span
- More dry-erase boards or sliding boards for interactive writing space
- Teachers desire bulletin boards to post educational relevant information such as classroom rules, schedules/calendars, key concepts, vocabulary, etc
- Cabinets that fit teacher texts (deeper)
- Teacher's desk that faces the learning area rather than to his/her back to most of the learning space
- Improved conductivity for wireless keyboards
- Space near smartboard for teacher tools (document camera, teaching station) that faces children yet permits visibility to smartboard
- Teaching space to accommodate up to 12 students sitting in a semicircle/horseshoe around the primary teaching space that includes full visual access to the smart board

- Space for centers as well as floor space for activities
- Moveable furniture (i.e. shelves on wheels)
- Sound treatment moveable panels that can double as display interactive teaching material (bulletin board-like, velcro or tack materials) to be used for center activities
- Space for teachers and teaching assistants to store personal items
- Sinks and water fountains in all classrooms

## TECHNOLOGY & SPACE NEEDS

- Storage for PE/play equipment, special activity equipment (i.e. EDS Art Night Panels), OT and PT materials, sensory-motor equipment, extra table and chairs, accessibility equipment (standing stations, wheelchairs, walkers), vocational learning kits, staff and student coats, backpacks/purses/lunch boxes
- Have a separate Cafeteria and Gym/Stage Spaces
- Transition & Job Service Department: No space for collaboration work in job coach's office. Needs larger work surface and storage area
- Space that includes laptops for Job coaches and students they support that includes individual workstations that job coach and student can face each other for communication and a conference table with smart tv projection and dry-erase board
- Space to create CTE classes and life skills programs - professional kitchen, greenhouse, building assembly space, laundry, full bath/shower
- Campuses would benefit from workspaces that staff can reserve in advance for heads-down work.

*"Our teaching is spontaneous; equipment and supplies have to be visible and accessible."*

## DWIGHT OVERGAARD – Director Of Facilities

### BACKGROUND

- Director of Facilities at USDB for 2.5 years.
- Has been in facilities management and commercial construction for 30-plus years, including a senior living business, which has some similarities to the deaf and blind schools.

### DEPARTMENT OF FACILITIES

- Most of the essential staff are on campus.
- Maintenance team works during school hours to take care of any urgent needs.

### TECHNOLOGY & SPACE NEEDS

- There have been issues with storage space. The changing student population requires furniture changes and specialized equipment storage, which is very limited.

### CHALLENGES AT USDB

- The process of getting large projects approved through both the State and the Board can be tedious.
- Utilizing the right space for the right use.
- Limited parking space and facility management space.

### GOALS & VISION FOR USDB

- A safe, healthy, and thoughtfully designed space
- More space for storage and facility management

*“People love to stay working here. People respect each other despite the low pay. The school hires talented people and gives them opportunities. The school asks for people’s feedback.”*

*“The problem is storage and space. There are a lot of requirements for furniture change.”*

# JENNIFER SALAZAR - Listening And Spoken Language Director (Retired)

## BACKGROUND

- Listening and Spoken Language Director (Retired 2024).
- North Outreach Director - covers preschool outreach meetings and serves children in the outreach program.
- Director of LSL for 11 years.
- PIP transition meeting and Initial IEP Coordinator.
- Education: BS Family and Consumer Studies; MEd Masters in Special Education

## STRENGTHS OF USDB

- Many teachers have long careers with USDB.
- The small classrooms allow teachers to deliver services more effectively to each child.
- Teacher retention is not an issue.

## CHALLENGES AT USDB

- Educating Families: the most successful children have the most involved parents; preschool tries to educate parents about the importance of their involvement.
- Teacher attraction is very difficult due to limited number of courses offered at Utah universities (there are only 2-3 students enrolling in universities per year in this field).
- Language progress can be affected by a lack of access to hearing technology or lack of access to ASL. (Often parents need more education to understand how to support their child's hearing needs.)
- Student mental and social anxiety: the children have been very shy since COVID as compared with typical preschoolers.
- Phone: Social media and phone use are an issue and distraction for children.

## Departmental adjacencies

**Audiologist**

**Preschool  
Classrooms**

# JENNIFER SALAZAR – Listening And Spoken Language Director (Retired)

## CURRENT STATE AT USDB

- USDB is specialized in language development.
- Hearing loss is a low-incident population that fluctuates.
- 90 percent of deaf children are born into hearing families.

## DEAF ED EDUCATOR PREPARATION IN UTAH

- At Utah State University, the ASL program has seen major administrative changes. The LSL program is still intact but has changed faculty often.
- Deaf / HH Endorsed Graduates work at USDB or in District programs
- University programs have small faculties

## GOALS & VISION FOR USDB

- The goal is to provide students with opportunities to develop language skills at the same level as peers.
- Many students come with little to no language skills.
- Space is needed to support programs from preschool to adulthood in order to meet the individual needs of the students.

*“To me, it’s about educating families. If we can help the families, the children will do better.”*

# JOEL COLEMAN - USDB Superintendent

## BACKGROUND

- Superintendent of USDB for 10 years, appointed by the State Board of Education.
- Previously came from the Board of Education, with a background in the private school sector writing curriculum and teaching.

## UTAH Board of Education

- The Board of Education formed a taskforce to help USDB.
- The issue is board member turnover. He seen more than 60 board members during his 10 years at USDB.
- Most members of the board are supportive, and there are always board members who are suspicious of USDB when they first join.

## STRENGTHS OF USDB

- Students must go through their local districts to gain approval to attend USDB.
- USDB has funds for non-academic activities, such as summer camp and international travel during summer.
- The teacher turnover rate is low.
- ASL and LSL teachers work together to teach in whatever way works best for the students.

## CHALLENGES AT USDB

- The other school districts conflict with USDB due to financial reasons; some believe they should absorb the money funded to USDB.
- Lack of classroom space.
- Retaining existing board members - it takes at least 1.5 years to understand the operations.
- Loss of talent due to the Utah State University deaf program shutdown.

## Departmental adjacencies

**Superintendent of Deaf School**

**Superintendent of Blind School**

**Utah Board of Education**

# JOEL COLEMAN – USDB Superintendent

## CURRENT STATE AT USDB

- The deaf school enrollment is trending up.

## GOALS & VISION FOR USDB

- Gain access and provide services to the children whom USDB has not served in the past (families who are not familiar with the resources available to them from USDB).
- Collaborate with mainstream high schools so students can take classes not offered at USDB.

# JONATHAN HELGESEN - Extracurricular / Athletic Director

## BACKGROUND

- Extracurricular/Athletic Director at Utah School for the Deaf.
- Was in physical education in Louisiana for 5 years.
- Responsible for transition program 2019-2021 and driver's education 2022-2024.
- Education: BS in Physical Education, MEd in Deaf Education, Endorsement in Drivers Education

## STRENGTHS OF USDB

- Provides transition and career readiness program for 18- to 21-year-old students.
- Supports mental health (counselors are trained in serving deaf and blind students)..
- Behavioral prevention and intervention program provides access to behavior specialists.
- Provides STEM program since 2022.

## CHALLENGES AT USDB

- Needs space for extracurricular activities and equipment storage.
- Interviewee must share an office with colleagues.
- Transportation ability during the summer camp and

sport seasons.

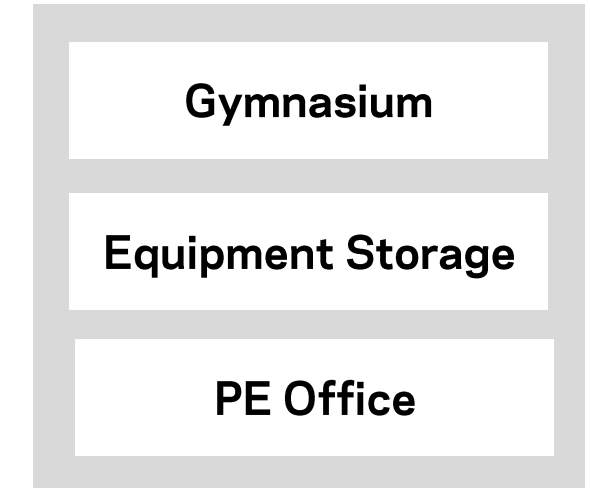
## CURRENT STATE AT USDB

- A growing STEM program with grant funding (USD received 150k).

## GOALS & VISION FOR USDB

- PE program is a great chance for parents to connect with children; these spaces can provide learning experiences that students really cannot have in any other way.
- Want to provide opportunity for standardized spring sports (track and field, baseball, etc.).
- Expand sports generally, attract more players, and find the right coaches.
- Want to start sports at the elementary school and middle school levels, but there are not enough coaches.

## Departmental adjacencies



# MARTIN PRICE – Director Of Ogden Campus

## BACKGROUND

- Director of the Kenneth Burdett School of the Deaf - Ogden Campus
- Worked at Florida School for the Deaf and the Blind for 21 years; is in his sixth year at USDB.
- Is Deaf and was mainstreamed during entirety of his K-12 education. Was fortunate to have variety of interpreters, but some of them limited his ability to communicate fully, which played a factor in the grades he received.
- Education: BA in Political Science and Mathematics, MS in Deaf Education, Ed.S. in Special Education, Current Certification in Deaf Education and School Leadership K-12

## STRENGTHS OF USDB

- KBS teachers and staff are amazing and collaborative.
- The outreach program is unique in that it provides parents and students a chance to access learning opportunities and social life skills.
- USDB provides both LSL and ASL for children, which is rare among other schools.
- USDB provides students a community where they find peers who are just like them.

## CHALLENGES AT USDB

- Some children have cochlear implants, and parents assume they can hear fine once they receive them. It is just a sound implant, not a language implant.
- Hearing parents do not understand that learning a language takes time and that it does not have to be a choice between the two modalities.

- Some parents do not understand that deaf children can work to their fullest potential, therefore they do not always give them the opportunities to help them achieve it.

## CURRENT STATE AT USDB

- Furniture and lighting are set up for deaf learning.
- Activity-based learning classroom, with enough space for signing.

## GOALS & VISION FOR USDB

- Learning is beyond academic learning; it is also about mental wellness and finding a community students can become part of and belong to.
- Building the students up to be fully functional, both academically and socially.

*“The mentality should change from ‘I am going to fix this child’ to ‘I know that this child can achieve the greatest potential as a functional member of the community.’”*

# MICHELLE TANNER – Deaf School Superintendent

## BACKGROUND

- Superintendent for the Deaf school
- 25+ years experience in Deaf Education (15 as an educator and 10+ as an administrator).
- BA in Elementary Education, BA in Special Education (Mild/Moderate), MEd in Deaf Education, MS in Educational Leadership, EdD in Educational Leadership (Several endorsements)

## STRENGTHS OF USDB

- USDB's quality education attracts students from out of state, even internationally.
- Bilingual language curriculum and life skill courses that get students ready both academically and socially.

## CHALLENGES AT USDB

- Increase in behavioral problems with pandemic as a tipping point.
- Students do not have connection with family members, and they seek connection via social media.
- Limited educational space based on increased student population growth.
- Teacher attraction is harder than retention, the school requires a very

specialized master's degree and State licensure, also competes with other deaf schools for deaf educators.

- Getting language to the children as soon as possible, but parents typically debate over different philosophies.

## CURRENT STATE AT USDB

- USDB serves children from birth to age 22. At age 3, children move from home services to preschool services.
- At age 3 children move from home services to preschool services.
- Utah strongly values family - that is the prominent culture. Distributed facilities provide easy access to families all over the state.
- USDB teachers either have a master's degree in deaf education or are working on achieving one.

*"If we can get them here, they like to stay. Difficulty is finding teachers in the first place. We need a very specific educational background."*

# MICHELLE TANNER – Deaf School Superintendent

## DEAF HIGHER EDUCATION IN UTAH

- Utah State University had very divided track (ASL vs LSL); the school eliminated the ASL track altogether.
- There is a deaf education specific license. When employees come from out of state, their license often follows a cultural model. The Utah State test used to focus on a medical approach, so out-of-state applicants were unable to obtain licensure. Now we have a Deaf Education license to address this.
- USDB is working towards developing a unique APPEL program in Deaf Education where the school partners with the State and provides courses, (through the State, universities, or at USDB). When training is complete, a person can be licensed to teach the deaf, but only in Utah.

## EXAMPLAR SCHOOLS IN THE COUNTRY

- California: large deaf schools with great athletic teams.
- East Coast: large deaf schools due to critical mass of the deaf population.
- Texas: Massive football program.

## GOALS & VISION FOR USDB

- Increase curriculum (bilingual language curriculum) and increase students' academic record.
- Getting students trained to be ready for life and independent living.
- Focus on the social and emotional health of children.
- Increase the reading level of children.

# NATHAN HARRISON – Director Of Elizabeth DeLong School

## BACKGROUND

- Director of the Elizabeth DeLong School in Springville, Ed.D. in Educational Leadership
- Adjunct Professor at the University of Utah and Rochester Institute of Technology Education Programs
- Education: BS in Mathematics Education, MEd in Deaf Education
- EdD in Educational Leadership, Utah Teaching License with Endorsements in Mathematics, Chemistry, School Leadership, & Instructional Coaching

## STRENGTHS OF USDB

- They provide both ASL and LSL.
- Multi-campus design, where each separate campus provides all services independently while being linked to the other campuses.
- Bilingual education helps students establish their language skills.
- Parents see the new building and see the value and quality of education and what USDB can provide to their children.
- The new building serves as a gathering place for summer camp and the larger deaf community.

## CURRENT STATE AT USDB

- Multi-campus model
- Nationally, typically there are 5-10 students in a grade.
- The Springville campus assumes 5 children for each grade level.
- Elementary has 25 students, in all six grades. Preschool will have 25

- soon. Long-term, when Springville campus has 12th grade, enrollment is predicted to be at least 75 students.
- Actively working with school districts to provide braille and deaf educational materials/services.

## CHALLENGES AT USDB

- Lack of Educational Space - the school is growing (next year there will be a middle school program).
- Keeping Utah Board of Education aware of the space needs and get funding for building expansion.
- It is hard to maintain multiple campuses.

## GOALS & VISION FOR USDB

- Building a middle school program at Elizabeth DeLong School.

*“If you build the space, student will come.”  
“Deaf and blind is a culturally unique group and needs set.”*

# RACHEL BENEDICT & MEGAN FROWICK-MORGAN Director And Assistant Director Of JMS

## BACKGROUND

- Rachel: Director at Jean Massieu School of the Deaf (JMS)  
Education: BA in Biology and Linguistics, MA in Applied Linguistics, MEd in Deaf Education, MA in Leadership for Educational Organizations  
Endorsements in Deaf Education & Educational Leadership
- Megan: Assistant Director at Jean Massieu School of the Deaf (JMS)  
Education: BA in History, MS in Deaf Education, Currently working towards School Leadership K-12 Graduate Certification

## STRENGTHS OF USDB

- USDB serves students all over the state.
- Students' education at USDB is very personalized and individualized, to tailor to each student's unique needs.
- USDB values the concept of family, and the school has multiple satellite points that enable children to live at home.
- Transition classes start in the sixth grade; students gain work experience and learn necessary life skills.
- USDB is able to purchase online subscriptions, curriculum materials, and supplemental learning materials, which aid student learning.

## CHALLENGES AT USDB

- Hearing parents in particular need to be more involved in the school and learn how to communicate better with their deaf children.
- When hearing parents cannot sign, children feel isolated. After winter break, the children crave human connections and are happy to be back at school.

- Sometimes parents rely on the teacher to communicate a bad family news.
- Some teachers feel it is unfair that related service providers can work from home while the teachers cannot. They are on the same contract.

## CURRENT STATE AT USDB

- JMS has grown 130% since 2021.
- USDB provides a lot of online programs for hearing families to learn about the deaf community (YouTube video, Spanish vocabulary sign instruction, etc.).
- The deaf school is the center of the deaf community among the region it serves.
- Many blind students are mainstreamed, but this creates some social issues.

*"It comes down to philosophy. Conventional wisdom is that for blind students the least restrictive environment is a mainstream school, whereas deaf school believes the least restrictive environment is the deaf school."*

## GOALS & VISION FOR USDB

- The big goal is to teach students the language that is appropriate to them as an individual.
- We want enough space to provide students in middle and high school with life skills.

# STEPHANIE MORGAN – Director Of Parent Infant Program

## BACKGROUND

- Director of the Parent-Infant-Program (PIP children 0-3 years old)
- Director with over 25 staff who serve the needs of 350-plus kids in 300-plus families in Utah with early intervention services.

## PARENT-INFANT-PROGRAM (PIP)

- There are 26 PIP employees working in remote locations.
- They serve children 0-3 years old.
- Provide services in an outreach program teaching parents how to connect with children, and helping children become preschool ready.
- Provide story time and group activities on campus.
- Work with groups like Early Hearing Detection & Identification and audiologists in Utah.

## TECHNOLOGY & SPACE NEEDS

- PIP relies on mobile equipment, including laptops and iPads, with most forms for assessment digitalized.
- Teachers and families adapted to Zoom during the pandemic, and PIP continues to use it with families of medically-fragile children.
- Zoom also allows USDB to connect with more

- families in rural areas and to reach the families at their convenience.
- Storage Space Needs: Office is used as a storage space for decorations, books, and activity materials and prizes.

## CHALLENGES AT USDB

- Lack of space as the school is growing.
- Parents are asking for USDB daycare services.
- There is space shortage for on-campus parents' activities (these are best held in designated PIP space because of the furniture setup).
- Many parents do not get very involved in their child's education.
- PIP student population is growing.

## GOALS & VISION FOR USDB

- To get children preschool ready.
- Build a better connection between students and their parents.

## Departmental adjacencies

**PIP Program**

**Audiologist**

**Preschool Teachers**

## Space Preferred

**Gymnasium**

**Cafeteria**

**Designated Classrooms**

# WADE HESTER - Student Living Supervisor

## BACKGROUND

- Student Living Supervisor
- Previous role as a school counselor, transitioned into the cottage managing role.
- Responsibilities include overseeing cottage staff, student behavior, off-campus activities approval, communication with parents and student health, and well-being.

## STUDENT LIVING GOALS

- Increase engagement of rural students.
- Expand programs for transition and life skills development.
- Wishlist includes acquiring a larger property and creating additional facilities for student and parental accommodation.
- Collaboration with Adam Billings' outreach for brainstorming and community engagement.
- Focus on addressing parental concerns and increasing engagement.

## CHALLENGES AT STUDENT LIVING

- Challenges include student engagement, transition issues, and parental involvement.
- Emphasize teamwork and innovation.
- Address parental concerns and encourage involvement in student development.
- Consideration of social and emotional learning (SEL) curriculum and meeting transition students' needs.
- Addressing homesickness and mental health issues, particularly exacerbated by the pandemic.

## STUDENT ACTIVITY AND COMMUNITY ENGAGEMENT

- Organize various activities to promote student engagement and community integration.
- Emphasize teaching life skills and fostering independence.
- Safety protocols in place for managing student meltdowns and runaways.
- Past initiatives for independent living need revisiting and potential reimplementation.

# NATALIE GRAHAM & LAUREN MUNKONDYA – St. George Kindergarten/Elementary Teachers

## BACKGROUND

- Natalie Graham: Preschool ASL teacher
- Lauren Munkondya: Preschool LSL teacher

## STRENGTHS OF USDB SOUTHERN

- Currently facility is located near Bloomington Hills preschool and elementary school, and Desert Hills middle school and high school.
- Land in the area of the neighboring schools could be made available to USDB Southern for a permanent facility.
- Teachers and administrators at nearby schools are supportive of USDB Southern's work and have consistently tried to make classroom space available in their own school buildings, where possible.
- USDB students can interact socially with peers at nearby mainstream schools, and even share school graduation ceremonies and other school activities. It also allows for early mainstreaming of USDB students.
- The St. George area has three technical colleges, which could provide opportunities for USDB students to take vocational and technical courses.
- Washington County is among the fastest growing counties in Utah, and USDB is focusing on how its presence there can meet the needs of future students.

## CHALLENGES AT USDB SOUTHERN

- There is no formal agreement between USDB and the nearby mainstream schools to ensure classroom space will not be taken away.
- The current modular building contains four classrooms and is currently being used to teach only kindergarten and second grade.

- Lack of space has several important implications on students and teachers:
  - Spaces serve multiple functions and are loaded to capacity. ADA compliance is questionable.
  - Acoustics in the modular are poor, which is especially problematic for deaf students.
  - Though USDB Southern currently serves three deaf-blind children, there is no space to teach blind-only students.
  - Students must currently be mainstreamed after second grade, regardless of their least restrictive environment requirements.
  - Two small toilets serve students and staff.

*“Deaf kids can be loud. We need a quiet environment, or the LSL kids can't understand. Sound in the portable is a problem because it travels under the floors.”*

*“Three schools in Washington County offer ASL as a foreign language course. If USDB Southern could accommodate older students, then the deaf kids could actually help teach ASL.”*

## NATALIE GRAHAM & LAUREN MUNKONDYA – St. George Kindergarten/Elementary Teachers

### CURRENT STATE AT USDB SOUTHERN

- USDB Southern currently serves a total of 20 children, almost all of whom are preschool or second grade.
- Some families receive special permission for their kids to attend nearby Bloomington Hills Elementary so they can be close to USDB Southern and hope to take advantage of its services.
- Deaf children beyond second grade go back to their “home school” and continue to receive USDB support through the Outreach program. However, Outreach is stretched beyond its reasonable capacity, as case loads are high.
- The only available USDB audiologist is about to move to a location farther from USDB Southern, making transportation to her office for student visits more challenging.

### GOALS & VISION FOR USDB SOUTHERN

- To offer education to all ages, with up to 10 or more classrooms to accommodate all age levels in the future, including post high school.
- To reap the benefits of proximity to mainstream schools adjacent to the existing USDB Southern modular building.
- To take full advantage of the openness and support shown by the Washington County mainstream school leadership.
- To offer space in a USDB facility where Outreach service providers can meet centrally with their students of all ages, making their increased caseloads more manageable: “one-stop shopping.”
- To lessen the demands on Outreach teachers by being the transition support students need as they transition to mainstream programs.

*“If kids could transition out of USDB Southern to the nearby schools, then we could help be their transition support and take some of the burden off the Outreach teachers.”*

*“We are open to students ‘peers’ coming to learn with our USDB students, especially brothers and sisters, who otherwise wouldn’t be able to communicate with their deaf siblings.”*

*“Some of our kids have food insecurity. Our preschoolers don’t qualify for lunches at the nearby schools, but would be required to pay a high price for those meals. So we bring frozen meals from Springville every month. We can’t offer fresh foods.”*

# Janet Bartholomew & Rachel Parry – Washington County Outreach Teachers

## BACKGROUND

- Janet Bartholomew – Outreach Teacher for Deaf and Hard of Hearing
- Rachel Parry – Outreach Teacher for Deaf and Hard of Hearing

## STRENGTHS OF WASHINGTON COUNTY OUTREACH

- Outreach teachers have opportunities to interact with mainstream teachers and speech pathologists, being part of a team whose members understand the needs of each child.
- PIP children are on an IFSP (Individual Family Service Plan) instead of an IEP, and are not connected to the local district. At age 3, the district then holds their IEP.
- We have opportunities to attend local district meetings and interact with speech therapists. This keeps them aware of us and can lead to new referrals.
- The Southern Utah Center for the Deaf and Hard of Hearing (a State agency) offers activities to people of all ages, and helps bring awareness of USDB to the community.

## CHALLENGES OF WASHINGTON COUNTY OUTREACH

- Washington County comprises a large geographical area, meaning that Outreach staff spend a large part of their time traveling to students.
- In USDB facilities, teachers see their students every day. Outreach teachers typically see their students weekly on average, sometimes monthly.

- Access to space in mainstream schools is limited to intermittently available rooms – conference rooms, empty offices, even classrooms. When the teacher needs to pull a student from their regular classroom for a session, school secretaries must find an available room.
- Office space in the school district has not been available to all of the Outreach teachers.
- Lack of reliable space access in mainstream schools means we must load and transport equipment when needed.
- With children in mainstream schools, we are not always made aware of new students in a timely way. Sometimes we rely on school secretaries to make us aware.
- Needed supplies, e.g., books and toys, are not readily available and there can be delays in receiving them from a USDB campus.
- Caseloads have grown substantially over the past few years and can reach 40 to 60 students.
- The number of mainstream school buildings in Washington County is growing with the population and adds to teachers' travel times.

*"We're on the road every day – traveling to 4 or 5 locations."*

*"A least restrictive environment means that kids have as much time as possible with their peers."*

## Janet Bartholomew & Rachel Parry – Washington County Outreach Teachers

### CURRENT STATE AT WASHINGTON COUNTY

- PIP children currently have their IEPs held by their local school district. It may be transferred to USDB, but the paperwork remains with the district.
- We both serve preschool through post high school; we do not see PIP children.

### GOALS & VISION FOR USDB SOUTHERN

- To offer “choices and options” to families as they consider remaining in the Outreach program or attending a USDB campus. Some students would have to be bussed long distances for this.
- To have easier access to our materials, such as books and toys, without having to purchase or make them ourselves.
- Consider “cluster classrooms,” where several students may come together in a self-contained classroom for focused teaching and interaction, along with attending mainstream classes.
- Create ways and encourage students who remain in Outreach to use technology to get together socially.

*“Our students’ IEP teams are diverse and can provide input to families from all perspectives. We want to give them options and let the family consider the best choice.”*

*“Every year there are more schools in Washington County, and this impacts our travel.”*



## **B.3 STUDENT ENGAGEMENT SESSIONS**

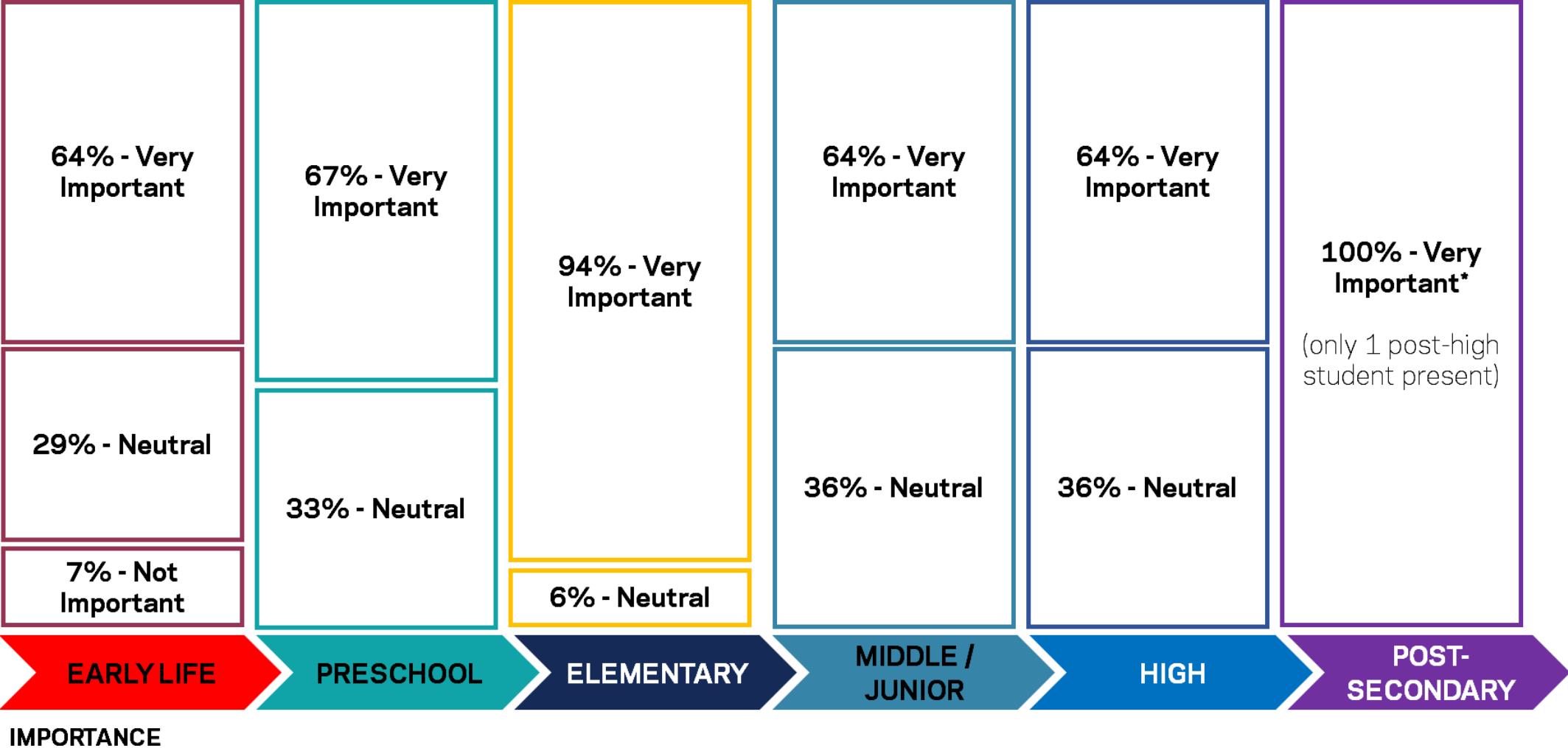
# Current Vs. Future States

Students were asked to talk about what they think of USDB, what how they envision the school could be in the future.

Academic Services	Life & Career Support Services	General Support Services	Health Services	Athletics & Recreational Services	Social & Extracurricular Services
<b>CURRENT</b>					
<ul style="list-style-type: none"> <li>Overwhelmed by the workload</li> <li>School feels the same everyday, it gets boring</li> </ul>		<ul style="list-style-type: none"> <li>A lot of diversities in USDB</li> <li>The school is a stressful place, a lot of measures need to be done</li> </ul>			<ul style="list-style-type: none"> <li>There are few students who join sports team</li> </ul>
<hr/>					
<b>FUTURE</b>					
<ul style="list-style-type: none"> <li>More science classes and designated laboratories</li> <li>Introducing AP classes</li> <li>Add classes like art, photography, dancing, fashion design, and ceramic</li> <li>More outdoor class time</li> </ul>	<ul style="list-style-type: none"> <li>Counseling for stressed-out children</li> <li>More life-skills and internship classes</li> </ul>				<ul style="list-style-type: none"> <li>Daily enrichment like board game and chess</li> <li>More sports and physical, hands-on activities</li> <li>Weightlifting room and class</li> <li>Have more USDB sports equipment so students do not have to go to other schools</li> <li>USDB swimming team</li> </ul>

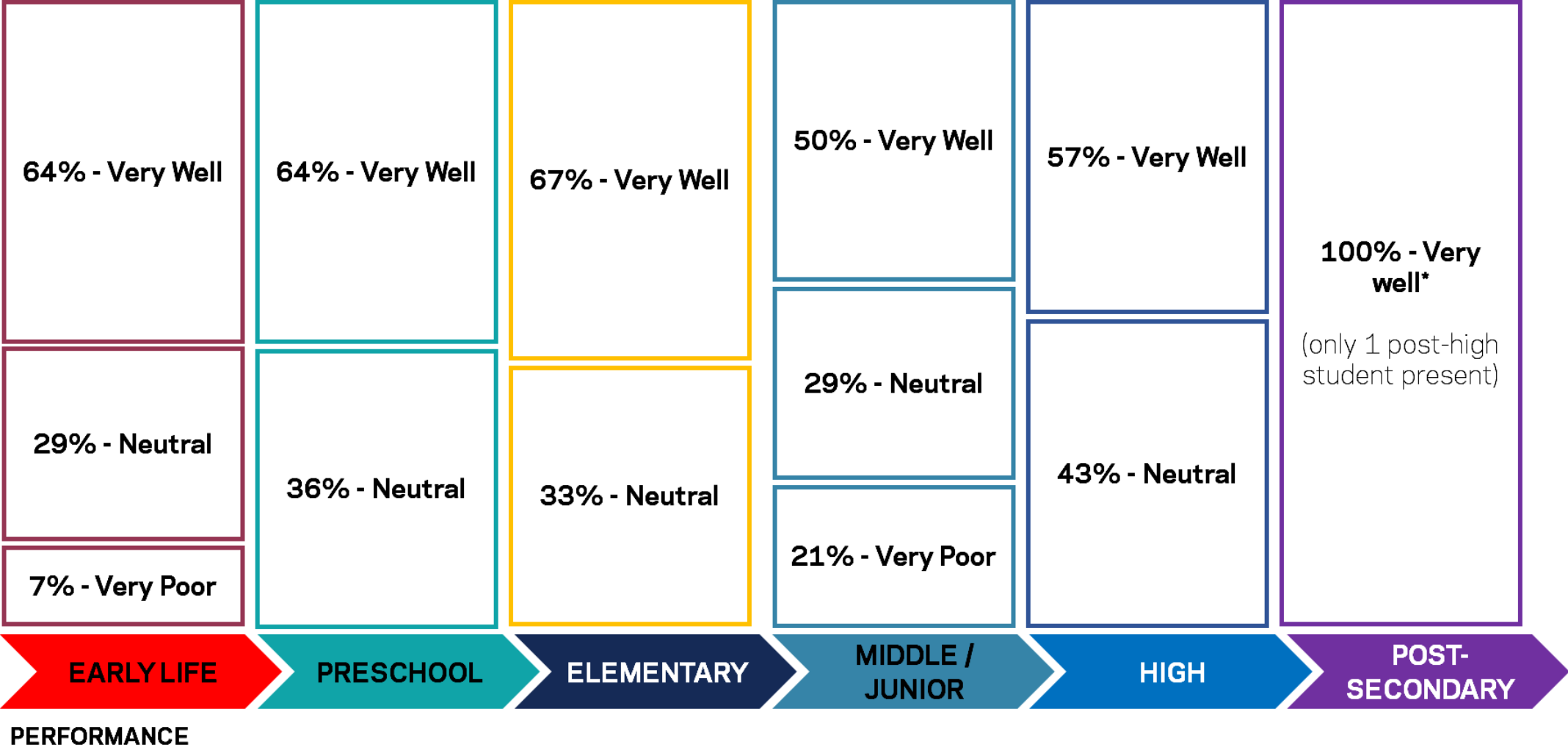
# The Student Journey

Students from middle to post-high schools are asked to how importance was USDB during specific educational phase on a scale of 0-10. 6-10 is coded as very important, 3-6 is coded as neutral, and 0-3 is coded as not important.



# The Student Journey

Students from middle to post-high schools are asked to how well was USDB during specific educational phase went for you as a student on a scale of 0-10. 6-10 is coded as very important, 3-6 is coded as neutral, and 0-3 is coded as not important.





## **B.4 DETAILED PROGRAMS BY CAMPUS**

# Recommended Future Program

## Salt Lake City Campus

SPACE PROGRAM		EXISTING							FUTURE				
		# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
Academic	Salt Lake City - JMS Building												
	CLASSROOMS FOR DEAF												
	Toddler and Preschool (current and future)												
	Classroom - Preschool	1	684	684	160	4	640	(44)					
	Classroom - Preschool	1	854	854	160	5	800	(54)					
	Classroom for Deaf - PIP Toddler	1	700	700	160	4	2,300	1,600	179	81	6	4,800	
	Classrooms for Deaf	4	700	2,800	160	17	2,720	(80)	123	18	4	3,200	
	Toddler and Preschool Classrooms for Deaf	7		5,038		30	6,460	1,422		99	10	8,000	2,962
	Elementary (current)												
	Classroom - Kindergarten	1	839	839	160	5	800	(39)					
	Classroom - grade 1 & 2	1	781	781	160	4	640	(141)					
	Classroom - grade 2	1	913	913	160	5	800	(113)					
	Classroom - grade 1	1	954	954	160	5	800	(154)					
	Classroom - grade 3	1	969	969	160	6	960	(9)					
	Classroom - Upper Elementary Flex	1	902	902	160	5	800	(102)					
	Classroom - grade 2	1	913	913	160	5	800	(113)					
	Classroom - grade 5	1	960	960	160	6	960	0					
	Classroom - Chiodo	1	419	419	160	2	320	(99)					
	Classroom - all grades						4,000	4,000					
	Current and Future Elementary Classrooms for Deaf	9		7,650		43	10,880	3,230	661	66	14	11,200	3,550

# Recommended Future Program

## Salt Lake City Campus - Continued

Academic	SPACE PROGRAM	EXISTING						FUTURE					
	Salt Lake City	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
	Middle and High School and unspecified (current)												
	Classroom - MS	1	613	613	160	3	480	(133)					
	Classroom - MS	1	757	757	160	4	640	(117)					
	Classroom - MS	1	742	742	160	4	640	(102)					
	Classroom - MS/HS	1	909	909	160	5	800	(109)					
	Classroom - MS/HS	1	437	437	160	2	320	(117)					
	Classroom - MS/HS	1	710	710	160	4	640	(70)					
	Classroom - MS/HS	1	773	773	160	4	640	(133)					
	Classroom - ASL (JMS Trailer)	1	416	416	160	2	320	(96)					
	Classroom - STEM (JMS Trailer)	1	433	433	160	2	320	(113)					
	Classroom - SLP (JMS Trailer)	1	437	437	160	2	320	(117)					
	Classroom	1	751	751	160	4	640	(111)					
	Classrooms (current add'l need)				160		4,800	4,800					
	Current Middle and High School Classrooms for Deaf	11		6,978		36	10,560	3,582			0	0	
	Middle and School (future)								859	86	18	14,400	7,422

# Recommended Future Program

## Salt Lake City Campus - Continued

	SPACE PROGRAM		EXISTING					FUTURE					
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	CLASSROOMS FOR BLIND												
	PIP, Preschool, and Elementary												
	Classroom for Blind - PIP, Toddler	1	700	700	160	4	700	0	220	11	3	2,400	
	Classroom - Preschool Blind	3	700	2,100	160	13	2,100	0	151	8	2	1,600	
	Classroom - Elementary Blind						1,600	1,600	636	13	3	2,400	
	Classroom for deaf-blind	1	700	700	160	4	700	0			2	1,600	
	Classroom - Middle School Blind								337	3	1	800	
	Classroom - High School Blind								567	6	1	800	
	Current Preschool Classrooms for Blind	5		3,500		21	5,100	1,600		40	11	9,600	6,100
	<b>TOTAL CLASSROOM REQUIREMENTS</b>	<b>32</b>		<b>23,166</b>			<b>33,000</b>	<b>9,834</b>		<b>205</b>	<b>46</b>	<b>43,200</b>	<b>20,034</b>
	Academic Support												
	Ed-Net / Computer Lab	1	740	740			740						
	ERC	1	662	662			662						
	Sensory Room	1	463	463			463						
	ERC Library	1	1,622	1,622			1,622						
	Resource	1	112	112			112						
	Total Academic Support			3,599			3,599					4,255	656
	<b>TOTAL Academic Area</b>			<b>26,765</b>			<b>36,599</b>	<b>9,834</b>				<b>47,455</b>	<b>20,690</b>

# Recommended Future Program

## Salt Lake City Campus - Continued

	SPACE PROGRAM		EXISTING					FUTURE				
	Salt Lake City	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd
Therapy Room	1	68	68				68				68	0
Therapy Room	1	87	87				87				87	0
Therapy Room	1	53	53				53				53	0
Therapy Room	1	72	72				72				72	0
Gross Motor Area	1	2,600	2,600				2,600				2,600	0
Nurse Suite	1	350	350				700	350			700	350
Psychology Assessment	1	100	100								300	200
Physical Therapy	1	130	130								390	260
Adaptive Physical Education Space	2	260	520								520	0
Vision Clinic	1	160	160								320	160
Consultation Room for Vision Clinic & Audiology Booth	1	250	250								500	250
Audiology Booth & Observation	1	160	160								360	200
Therapy Room	5	80	400								400	0
Sensory Room/ Light Room	1	300	300								600	300
Observation Room	5	80	400								400	0
<b>TOTAL Related Services - Health &amp; Wellness Area</b>			5,650				3,580	350			7,370	1,720

# Recommended Future Program

## Salt Lake City Campus - Continued

SPACE PROGRAM		EXISTING						FUTURE					
Salt Lake City		# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Life &amp; Career Support</b>	Life Skills Room / Vocational Training	1	600	600			600					600	0
	Occupational Therapy	1	130	130			130					260	130
	Transition	1	99	99			99					120	21
	<b>TOTAL Related Services - Life &amp; Career Support Area</b>				829			829					980
<b>Social &amp; Extra-Curricular Activities</b>	Auditorium	1	2,435	2,435			2,435					2,435	
	Gymnasium	1	1,577	1,577			1,577					1,577	
	Gymnasium	1	6,000	6,000			6,000					6,000	
	Gymnasium Viewing	1	1,500	1,500			1,500					1,500	
	Locker Rooms	2	600	1,200			1,200					1,200	
	Performance Stage	1	1,200	1,200			1,200					1,200	
	Robotics						300	300				300	300
	Future Activity Center											1,620	1,620
<b>TOTAL Social &amp; Extra-Curricular Activities Area</b>				13,912			14,212	300				15,832	1,920

# Recommended Future Program

## Salt Lake City Campus - Continued

	SPACE PROGRAM	EXISTING						FUTURE					
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>General Support</b>	Cafeteria	1	2,330	2,330			2,330					4,672	2,342
	Entry Lobby / Informal Space	1	1,500	1,500			1,500					1,900	400
	Food Services Area	1	400	400			400					473	73
	Food Pantry	1	68	68			68					80	12
	General Storage	1	800	800			1,000	200				1,182	382
	IT Hub	1	64	64			64					76	12
	IT Main	1	64	64			64					76	12
	Kitchen	1	875	875			875					875	0
	Maintenance	1	243	243			243					287	44
	Restroom	1	52	52			52					61	9
	Restrooms	2	380	760			760					898	138
	Restrooms	1	99	99			99					117	18
	Restrooms	1	63	63			63					74	11
	Restrooms	1	411	411			411					486	75
	Teacher's Restroom	1	69	69			69					138	69
	Single-stall Restroom	2	51	102			102					153	51
	Shared Children's Bathroom - Blind	3	80	200			200	0				236	36
	Shared Children's Bathrooms - Deaf	3	100	250			250	0				296	46
Sick Room	1	98	98			123	25				145	47	

# Recommended Future Program

## Salt Lake City Campus - Continued

	SPACE PROGRAM	EXISTING						FUTURE					
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
General Support	Storage	1	93	93			140	47				165	72
	Storage	1	35	35			53	18				62	27
	Storage	1	66	66			99	33				117	51
	Storage	1	65	65			98	33				115	50
	Storage	1	40	40			60	20				71	31
	Storage	1	91	91			137	46				161	70
	Storage - Adaptive Physical Education Space	1	200	200			300	100				355	155
	Storage - Athletic	2	200	400			600	200				709	309
	Storage - Blind Classrooms	5	60	300			450	150				532	232
	Storage - Chair	1	175	175			263	88				310	135
	Storage - Chair	1	80	80			120	40				142	62
	Storage - Costume	1	300	300			450	150				532	232
	Storage - Deaf Classrooms	5	30	150			225	75				266	116
	Storage - Departmental - Blind	1	250	250			375	125				443	193
	Storage - Mobility Equipment - Blind	3	250	625			938	313				1,108	483
	Storage - Stroller	1	100	100			150	50				177	77
	Storage - Table	1	175	175			263	88				310	135
	Storage (106, 107, 109)	1	222	222			333	111				394	172
	Vending Machine	1	20	20			20	0				47	27
	TOTAL General Support Area				11,835			13,743	1,908				18,244

# Recommended Future Program

## Salt Lake City Campus - Continued

	SPACE PROGRAM	EXISTING							FUTURE				
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Office &amp; Workplace</b>	Admin Reception	1	257	257			257						
	Teacher Workroom	1	855	855			855						
	Teacher Workroom	1	143	143			143						
	Conference	1	158	158			158						
	Office - Wert	1	68	68			68						
	Office	1	74	74			74						
	Office	1	110	110			110						
	Office - Director	1	98	98			98						
	Open Office Area	1	877	877			877						
	Work / Storage	1	99	99			99						
	Work Room	1	369	369			369						
	Front Desk	1	150	150			150						
	Office - Superintendent	1	250	250			250						
	Office - Executive	3	200	600			600						
	Office - Admin/Reception	1	100	100			100						
	Board Room	1	500	500			500						
	Conference Room - M	2	340	680			680						
	Conference Room - S	2	130	260			260						
Break Room - S	1	80	80			80							

# Recommended Future Program

## Salt Lake City Campus - Continued

Office & Workplace	SPACE PROGRAM	EXISTING						FUTURE					
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
	Copy / Mail / Workroom	1	230	230			230						
	Workroom	1	100	100			100						
	Office - Director	1	200	200			200						
	Office - Secretary	1	100	100			100						
	Office - HR	1	120	120			120						
	Office - Compliance Officer	1	120	120			120						
	Office - Registrar	1	120	120			120						
	Office - Group	1	750	750			750						
	Office - Itinerant	1	350	350			350						
	Office - Deaf PIP Director	1	120	120			120						
	Office - Deaf Director	1	120	120			120						
	Office - Deaf Secretary	1	100	100			100						
	Office - Itinerant	1	750	750			750						
	Office - Blind PIP Director	1	120	120			120						
	Office - Blind Director	1	120	120			120						
	Office - Blind Secretary	3	100	300			300						
	Office - Outreach	1	120	120			120						
	Office - Total Count						600	600					
	Future Additional Req's											1,852	1,852
	<b>TOTAL Office &amp; Workplace Area</b>			9,568			10,168	600				12,020	1,852
	<b>GRAND TOTAL ASSIGNABLE AREA</b>			68,559			112,131	22,826				101,901	32,742
	<b>BUILDING SUPPORT AND MAINT</b>	1	22,765	22,765							60,536		
	<b>GRAND TOTAL GROSS BUILDING AREA</b>			91,324								162,437	71,113
	<b>GRAND TOTAL GROSS BUILDING AREA (USED FOR PHASE 2 SITE STUDY)</b>											<b>162,400</b>	<b>71,100</b>

# Recommended Future Program

## Ogden Campus

	SPACE PROGRAM		EXISTING					FUTURE					
	Ogden Campus (Weber Co)	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Media Center - Library	1	15,087	15,087			15,087					17,341	2,254
	Classrooms for Deaf (current)	13	407	5,291	160	33	10,240	4,949					
	Classrooms for Deaf (future)												
	PIP / Toddler								41	12	2	1,600	
	Preschool								28	8	2	1,600	
	Elementary								151	23	5	4,000	
	Middle								80	8	2	1,600	
	High								116	17	4	3,200	
	Subtotal Deaf School	13		5,291		33	10,240	4,949	416	69	15	12,000	6,709
	Classrooms for Blind (current)	11	780	8,580	160	53	3,680	(4,900)					
	Classrooms for Blind (future)												
	PIP / Toddler								50	10	2	1,600	
	Preschool								35	4	1	800	
	Elementary								145	3	1	800	
	Middle								77	2	1	800	
	High								130	13	3	2,400	
	Subtotal Blind School	11		8,580			3,680	(4,900)	437	32	8	6,400	(2,180)
	TOTAL Academic Area	24		28,958			29,007	49		101	23	35,741	6,783

# Recommended Future Program

Ogden Campus - Continued

SPACE PROGRAM		EXISTING						FUTURE				
Ogden	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Health &amp; Wellness</b>	Therapy Pool	1	3,480	3,480		3,480	0				3,480	
	Psychology	1	850	850	4	850	0				977	127
	Health	1	1,060	1,060	13	1,296	236				1,496	436
	Audiology Booth & Observation	1	1,450	1,450		1,450	0				1,450	0
	TOTAL Related Services - Health & Wellness Area			6,840			7,076	236				3,923
<b>Related Services - Life &amp; Career Support</b>	Occupational Therapy / Physical Therapy	1	890	890	6	146	1,090	200			1,253	363
	Housing Pods	1	9,485	9,485		0	9,485				9,485	0
	Independent Living Housing	4	1,700	6,800			6,800				10,200	3,400
	Blind School kitchen and associated program	1	825	825		0	825				948	123
	TOTAL Related Services - Life & Career Support Area			18,000			18,200	200				21,886
<b>Social &amp; Extra-Curricular Activities</b>	Gym / Multi-Purpose	1	5,492	5,492			5,492				5,492	0
	Activity Center	1	1,620	1,620			1,620				1,620	0
	Robotics			0			300	300			300	300
	TOTAL Social & Extra-Curricular Activities Area			7,112			7,412					7,412

# Recommended Future Program

## Ogden Campus - Continued

SPACE PROGRAM		EXISTING						FUTURE				
Ogden	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>General Support</b>	Cafeteria	1	3,830	3,830	52	3,328	(502)				5,776	1,946
	Food Services Area	1	1,360	1,360	18	1,152					1,800	440
	General Storage (future add'l)				20	1,950					1,950	1,950
	Maintenance/Shops	1	5,647	5,647		5,647					6,491	844
	Car Garage & Utility Storage	1	8,230	8,230		8,230					9,460	1,230
	Distribution/Shipment	1	9,300	9,300		9,300					10,690	1,390
	<b>TOTAL General Support Area</b>			28,367			29,607					36,166
<b>Office &amp; Workplace</b>	Administration	1	3,050	3,050		4,850	1,800				5,875	2,825
	Office - Ed Sup	1	1,020	1,020		1,020					1,020	0
	Office - PIP/Outreach	1	2,130	2,130		2,130					2,448	318
	<b>TOTAL Office &amp; Workplace Area</b>			6,200			8,000	1,800				9,343
<b>GRAND TOTAL ASSIGNABLE AREA (USDB only)</b>			95,477								114,472	
<b>USIMAC</b>	USIMAC Suite	1	2,450	2,450			2,550				3,675	1,225
	Storage area	1	4,267	4,267							6,401	2,134
	Assistive Technology Services	1	782	782							1,000	218
	<b>TOTAL USIMAC Suite</b>			7,499							11,076	3,577
<b>GRAND TOTAL ASSIGNABLE AREA</b>			102,976								125,547	3,577
BUILDING SUPPORT AND MAINT (1.25 mult)	1	26,224	26,224							28,658		
<b>GRAND TOTAL GROSS BUILDING AREA</b>			129,200								154,206	<b>25,006</b>

# Recommended Future Program

## Springville Campus

	SPACE PROGRAM	EXISTING					FUTURE							
	Ogden	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd	
<b>Academic</b>	Classroom for Blind - Elementary - Severe	1	850	850	160	5			Keep as is		1	800	(50)	
	Classroom for Blind - Pre-school Academic	1	700	700	160	4			106	3	1	800	100	
	Classroom for Blind - Pre-school Severe	1	700	700	160	4			Keep as is		1	800	100	
	Classrooms for Blind - Elementary - Academic	2	850	1,700	160	10			448	9	2	1,600	(100)	
	Classroom for Deaf - PIP Toddlers	1	800	765	160	4			126	50	10	8,000	7,235	
	Classroom for Deaf/Blind	1	850	850	160	5			Keep as is		1	800	(50)	
	Classrooms for Deaf - ASL LSL Pre-school	3	700	2,100	160	13			87	13	3	2,400	300	
	Classrooms for Deaf - Elementary	4	850	3,400	160	21			465	47	10	8,000	4,600	
	Subtotal Preschool through Elementary	14		11,065		66	16,320	5,255			134	32	25,600	14,535
	Distance Interpreting Room	2	30	90							4	180	90	
Library Storage	1	200	186			400	214				788	602		
<b>TOTAL Academic Area</b>			<b>11,341</b>			<b>16,720</b>	<b>5,469</b>					<b>37,288</b>	<b>25,947</b>	
<b>Related Services - Health &amp; Wellness</b>	Audiology Booth & Observation	1	160	188		188	0					376	188	
	Consultation Room	1	120	110		110	0					110	0	
	Nurse Suite	1	150	136		136	0					272	136	
	Sensory Room / Light Room	1	150	138		138	0					338	200	
	Shared Large Therapy Room	1	0	200		200	0					400	200	
	Shared Mobility Equipment Storage	3	165	462		1,122	660					1,650	1,188	
	Therapy - Shared	5	100	344		344	0					678	334	
<b>TOTAL Related Services - Health &amp; Wellness Area</b>			<b>1,578</b>			<b>2,438</b>	<b>860</b>					<b>4,024</b>	<b>2,446</b>	

# Recommended Future Program

## Springville Campus - Continued

Related Services - Life & Career Support	SPACE PROGRAM	EXISTING						FUTURE						
	Springville	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd	
	Life Skills Kitchen / Demonstration / Break Room	1	200	200			200					200	0	
	TOTAL Related Services - Life & Career Support Area			200			200			SF / Stu req'd	23	600	400	
Social & Extra-Curricular Activities	Mini Performance Stage w. Storage in Wings	1	400	400								400		
	Small Gymnasium / Cafeteria	1	1,500	2,324								2,324		
	TOTAL Social & Extra-Curricular Activities Area			2,724								7,184	4,460	
General Support	Children's Toilet Rooms	2	200	352			352					704	352	
	Entry Lobby	1	1,200	1,200			1,200					1,200	0	
	Family Restroom	1	0	136			136					272	136	
	Food Services Area	1	400	421			421					830	409	
	General USDB Storage	1	500	480			720	240				1,419	939	
	Shared Children's Toilet Room	2	100	159			159					159	0	
	Shared Children's Toilet Room	2	100	182			182					182	0	
	Storage (Chair & Table)	1	250	250			375					739	489	
	Storage (Gym & Cafeteria)	1	200	200			300					591	391	
		TOTAL General Support Area			3,380	30		3,845					6,096	2,716
Office & Workplace	Conference Room - S	1	150	140			140					380	240	
	Copy / Mail / Workroom	1	250	236			236					236	0	
	Director Office - Deaf	1	120	109			109					480	371	
	Front Desk	1	120	128			128					128	0	
	Itinerant Office Area	1	750	589			589					696	107	
	Training Room	1	500	479			479					479	0	
		TOTAL Office & Workplace Area			1,681			1,681					2,399	718
		GRAND TOTAL ASSIGNABLE AREA			20,904								54,390	33,486
	BUILDING SUPPORT AND MAINT (1.50 mult)	1	10,452	10,452							37,022			
	GRAND TOTAL GROSS BUILDING AREA			31,356								91,412	60,056	

# Recommended Future Program

## St. George Campus

SPACE PROGRAM		EXISTING						FUTURE					
St. George Campus (Washington Co)		# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Classroom for Deaf	1	406	406	160	2							Do not compare to existing
	Classroom for Deaf	1	402	402	160	2							
	Classroom for Deaf	1	402	402	160	2							
	Classroom for Deaf	1	585	585	160	3							
	Subtotal Deaf School			1,794			2,880	1,086	424	58	14	11,200	11,200
	Library, resources, and storytime space				50		900			75		3,750	3,750
	TOTAL Academic Area			1,794			900					20,550	20,550
<b>Related Services - Health &amp; Wellness</b>	TOTAL Related Services - Health & Wellness Area			0								7,307	7,307
	TOTAL Related Services - Life & Career Support Area											3,200	3,200
<b>Related Services - Life &amp; Career Support</b>	TOTAL Related Services - Life & Career Support Area											11,820	11,820
	TOTAL Social & Extra-Curricular Activities Area											15,048	15,048
<b>Social &amp; Extra-Curricular Activities</b>	TOTAL Social & Extra-Curricular Activities Area											1,500	1,500
	Storage	1	75	75								5,625	5,625
	Restrooms	2	47	94								640	640
<b>General Support</b>	TOTAL General Support Area			169	27							15,048	15,048
	Office	1	129	129									Do not compare to existing
<b>Office &amp; Workplace</b>	Office	1	103	103									Do not compare to existing
	Reception	1	72	72									
	Conference	1	187	187									
	Break Area	1	265	265									
	Conference	1	187	187									
	TOTAL Office & Workplace Area			944	20				75			1,500	1,500
	GRAND TOTAL ASSIGNABLE AREA				2,906								59,425
BUILDING HALLWAYS AND CIRCULATION	1	723	723							40,449			
GRAND TOTAL GROSS BUILDING AREA				3,630								99,873	96,244

# APPENDIX C

- SALT LAKE CITY CAMPUS SITE CAPACITY STUDY



# C.1 SALT LAKE CITY CAMPUS SITE CAPACITY STUDY

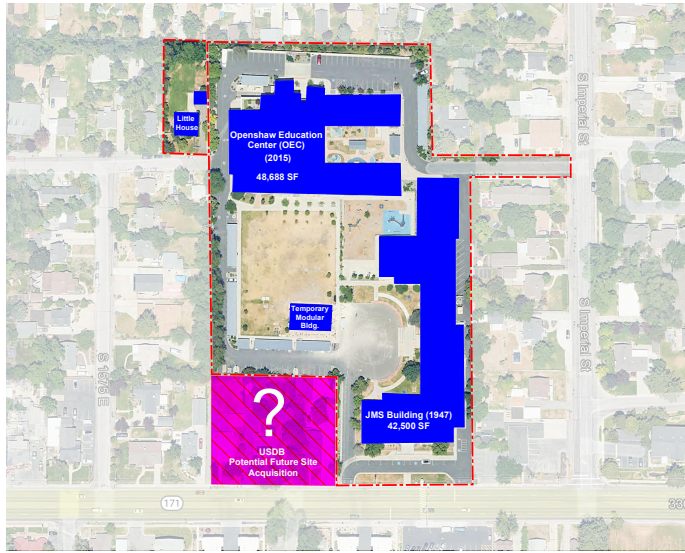
# USDB Salt Lake City Campus Site Capacity Study

2024-12-06



division of  
**Facilities Construction  
and Management**

# USDB EXISTING SITE INFORMATION & 3 POTENTIAL RESIDENTIAL SITES FOR ACQUISITION



## 1655 East 3300 South

Current site of the Utah Schools for the Deaf and the Blind

- 6.29 Acres or 273,992 square feet.
- Building size (Per Salt Lake County records) is 58,287 square feet or 21.3 % of site coverage ratio

## 1595 East Woodland Avenue

Current site of the Utah Schools for the Deaf and the Blind

- .32 Acres or 13,939 square feet.
- Home size/Footprint - 2,500/1,250 square feet or 9% of site coverage ratio

Combined site coverage ratio for 1655 East and 1595 East = 20.7%  $(58,287 + 1,250 = 59,537 / 273,992 + 13,939 = 287,931)$

## Residential sites on 3300 South to be acquired:

### 1625 East 3300 South

- .30 acres or 13,068 square feet
- Home size/Footprint - 2,206/1,406 square feet or 11% site coverage ratio (Note: Does not include garage or other out buildings)
- Broker Opinion of Value: \$825,000

### 1629 East 3300 South

- .35 acres or 15,246 square feet
- Home size/Footprint - 1,709/1,100 square feet or 7.2% site coverage ratio (Note: Does not include garage or other out buildings)
- Broker Opinion of Value: \$700,000

### 1635 East 3300 South

- .29 acres or 12,632 square feet
- Home size/Footprint - 2,508/2,508 square feet or 19.9% site coverage ratio (Note: Does not include garage or other out buildings)
- Broker Opinion of Value: \$940,000

## Summary of three residential sites on 3300 South to be acquired:

- .94 Acres
- 40,946 square feet
- Total Broker Opinion of Value: \$2,465,000

# PROGRAM FRAMEWORK

## PROGRAM

GSF Blocks for site planning*	OEC Existing	JMS Existing	Future Req'd + JMS Trailer	Grand Total
Academic - Classroom - D - I	1,000 GSF	-	6,700 GSF	7,700 GSF
Academic - Classroom - D - K	-	3,300 GSF	6,300 GSF	9,600 GSF
Academic - Classroom - D - E	3,900 GSF	8,800 GSF	6,500 GSF	19,200 GSF
Academic - Classroom - D - MH	-	7,800 GSF	20,700 GSF	28,500 GSF
Academic - Classroom - B - I	1,000 GSF	-	2,000 GSF	3,000 GSF
Academic - Classroom - B - K	2,900 GSF	-	-	2,900 GSF
Academic - Classroom - B - E	1,000 GSF	-	4,200 GSF	5,200 GSF
Academic - Classroom - B - MH	-	-	2,700 GSF	2,700 GSF
Academic - Other - all - all	-	4,900 GSF	1,100 GSF	6,000 GSF
Health & Wellness - D - E	-	400 GSF	-	400 GSF
Health & Wellness - all - all	7,400 GSF	-	2,900 GSF	10,300 GSF
Life & Career Support - all - all	1,000 GSF	-	400 GSF	1,400 GSF
Social & Extra-Curricular Activities - all - all	13,600 GSF	5,500 GSF	3,200 GSF	22,300 GSF
General Support - all - all	8,100 GSF	7,800 GSF	11,100 GSF	27,000 GSF
Office & Workplace - all - all	8,900 GSF	4,000 GSF	3,300 GSF	16,200 GSF
<b>TOTAL AREA</b>	<b>48,800 GSF</b>	<b>42,500 GSF</b>	<b>71,100 GSF</b>	<b>162,400 GSF</b>

\* Abbreviations:

- D Deaf / HH
- B Blind / VI
- I Infant/Toddler
- K Pre-School / Kindergarten
- E Elementary
- MH Middle / High
- P Post-High

**Existing OEC**

48,800 GSF

**Existing JMS**

42,500 GSF

**Net Growth + JMS Trailer**

71,100 GSF

**Projected Total**

162,400 GSF

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus

SPACE PROGRAM		EXISTING						FUTURE						
		# Units	SF/ Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd	
Academic	Salt Lake City - JMS Building													
	CLASSROOMS FOR DEAF													
	Toddler and Preschool (current and future)													
		Classroom - Preschool	1	684	684	160	4	640	(44)					
		Classroom - Preschool	1	854	854	160	5	800	(54)					
		Classroom for Deaf - PIP Toddler	1	700	700	160	4	2,300	1,600	179	81	6	4,800	
		Classrooms for Deaf	4	700	2,800	160	17	2,720	(80)	123	18	4	3,200	
		Toddler and Preschool Classrooms for Deaf	7		5,038		30	6,460	1,422		99	10	8,000	2,962
	Elementary (current)													
		Classroom - Kindergarten	1	839	839	160	5	800	(39)					
		Classroom - grade 1 & 2	1	781	781	160	4	640	(141)					
		Classroom - grade 2	1	913	913	160	5	800	(113)					
		Classroom - grade 1	1	954	954	160	5	800	(154)					
		Classroom - grade 3	1	969	969	160	6	960	(9)					
		Classroom - Upper Elementary Flex	1	902	902	160	5	800	(102)					
		Classroom - grade 2	1	913	913	160	5	800	(113)					
		Classroom - grade 5	1	960	960	160	6	960	0					
		Classroom - Chiodo	1	419	419	160	2	320	(99)					
		Classroom - all grades						4,000	4,000					
		Current and Future Elementary Classrooms for Deaf	9		7,650		43	10,880	3,230	661	66	14	11,200	3,550

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

	SPACE PROGRAM		EXISTING					FUTURE					
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Academic</b>	Middle and High School and unspecified (current)												
	Classroom - MS	1	613	613	160	3	480	(133)					
	Classroom - MS	1	757	757	160	4	640	(117)					
	Classroom - MS	1	742	742	160	4	640	(102)					
	Classroom - MS/HS	1	909	909	160	5	800	(109)					
	Classroom - MS/HS	1	437	437	160	2	320	(117)					
	Classroom - MS/HS	1	710	710	160	4	640	(70)					
	Classroom - MS/HS	1	773	773	160	4	640	(133)					
	Classroom - ASL (JMS Trailer)	1	416	416	160	2	320	(96)					
	Classroom - STEM (JMS Trailer)	1	433	433	160	2	320	(113)					
	Classroom - SLP (JMS Trailer)	1	437	437	160	2	320	(117)					
	Classroom	1	751	751	160	4	640	(111)					
	Classrooms (current add'l need)				160		4,800	4,800					
	Current Middle and High School Classrooms for Deaf	11		6,978		36	10,560	3,582			0	0	
Middle and School (future)								859	86	18	14,400	7,422	

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

SPACE PROGRAM	EXISTING							FUTURE				
	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
Salt Lake City												
CLASSROOMS FOR BLIND												
PIP, Preschool, and Elementary												
Classroom for Blind - PIP Toddler	1	700	700	160	4	700	0	220	11	3	2,400	
Classroom - Preschool Blind	3	700	2,100	160	13	2,100	0	151	8	2	1,600	
Classroom - Elementary Blind						1,600	1,600	636	13	3	2,400	
Classroom for deaf-blind	1	700	700	160	4	700	0			2	1,600	
Classroom - Middle School Blind								337	3	1	800	
Classroom - High School Blind								567	6	1	800	
Current Preschool Classrooms for Blind	5		3,500		21	5,100	1,600		40	11	9,600	6,100
<b>TOTAL CLASSROOM REQUIREMENTS</b>	<b>32</b>		<b>23,166</b>			<b>33,000</b>	<b>9,834</b>		<b>205</b>	<b>46</b>	<b>43,200</b>	<b>20,034</b>
Academic Support												
Ed-Net / Computer Lab	1	740	740			740						
ERC	1	662	662			662						
Sensory Room	1	463	463			463						
ERC Library	1	1,622	1,622			1,622						
Resource	1	112	112			112						
Total Academic Support			3,599			3,599					4,255	656
<b>TOTAL Academic Area</b>			<b>26,765</b>			<b>36,599</b>	<b>9,834</b>				<b>47,455</b>	<b>20,690</b>

Academic



# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

	SPACE PROGRAM		EXISTING					FUTURE				
	Salt Lake City	# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd
<b>Related Services - Health &amp; Wellness</b>	Therapy Room	1	68	68			68				68	0
	Therapy Room	1	87	87			87				87	0
	Therapy Room	1	53	53			53				53	0
	Therapy Room	1	72	72			72				72	0
	Gross Motor Area	1	2,600	2,600			2,600				2,600	0
	Nurse Suite	1	350	350			700	350			700	350
	Psychology Assessment	1	100	100							300	200
	Physical Therapy	1	130	130							390	260
	Adaptive Physical Education Space	2	260	520							520	0
	Vision Clinic	1	160	160							320	160
	Consultation Room for Vision Clinic & Audiology Booth	1	250	250							500	250
	Audiology Booth & Observation	1	160	160							360	200
	Therapy Room	5	80	400							400	0
	Sensory Room / Light Room	1	300	300							600	300
	Observation Room	5	80	400							400	0
<b>TOTAL Related Services - Health &amp; Wellness Area</b>				5,650			3,580	350			7,370	1,720

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

SPACE PROGRAM		EXISTING							FUTURE				
Salt Lake City		# Units	SF / Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>Related Services - Life &amp; Career Support</b>	Life Skills Room / Vocational Training	1	600	600			600					600	0
	Occupational Therapy	1	130	130			130					260	130
	Transition	1	99	99			99					120	21
	TOTAL Related Services - Life & Career Support Area				829			829					980
<b>Social &amp; Extra-Curricular Activities</b>	Auditorium	1	2,435	2,435			2,435					2,435	
	Gymnasium	1	1,577	1,577			1,577					1,577	
	Gymnasium	1	6,000	6,000			6,000					6,000	
	Gymnasium Viewing	1	1,500	1,500			1,500					1,500	
	Locker Rooms	2	600	1,200			1,200					1,200	
	Performance Stage	1	1,200	1,200			1,200					1,200	
	Robotics						300	300				300	300
	Future Activity Center											1,620	1,620
TOTAL Social & Extra-Curricular Activities Area				13,912			14,212	300				15,832	1,920

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

	SPACE PROGRAM	EXISTING					FUTURE						
	Salt Lake City	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
<b>General Support</b>	Cafeteria	1	2,330	2,330			2,330					4,672	2,342
	Entry Lobby / Informal Space	1	1,500	1,500			1,500					1,900	400
	Food Services Area	1	400	400			400					473	73
	Food Pantry	1	68	68			68					80	12
	General Storage	1	800	800			1,000	200				1,182	382
	IT Hub	1	64	64			64					76	12
	IT Main	1	64	64			64					76	12
	Kitchen	1	875	875			875					875	0
	Maintenance	1	243	243			243					287	44
	Restroom	1	52	52			52					61	9
	Restrooms	2	380	760			760					898	138
	Restrooms	1	99	99			99					117	18
	Restrooms	1	63	63			63					74	11
	Restrooms	1	411	411			411					486	75
	Teacher's Restroom	1	69	69			69					138	69
	Single-stall Restroom	2	51	102			102					153	51
	Shared Children's Bathroom - Blind	3	80	200			200	0				236	36
	Shared Children's Bathrooms - Deaf	3	100	250			250	0				296	46
Sick Room	1	98	98			123	25				145	47	

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

SPACE PROGRAM	EXISTING						FUTURE					
	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
Salt Lake City												
Storage	1	93	93			140	47				165	72
Storage	1	35	35			53	18				62	27
Storage	1	66	66			99	33				117	51
Storage	1	65	65			98	33				115	50
Storage	1	40	40			60	20				71	31
Storage	1	91	91			137	46				161	70
Storage - Adaptive Physical Education Space	1	200	200			300	100				355	155
Storage - Athletic	2	200	400			600	200				709	309
Storage - Blind Classrooms	5	60	300			450	150				532	232
Storage - Chair	1	175	175			263	88				310	135
Storage - Chair	1	80	80			120	40				142	62
Storage - Costume	1	300	300			450	150				532	232
Storage - Deaf Classrooms	5	30	150			225	75				266	116
Storage - Departmental - Blind	1	250	250			375	125				443	193
Storage - Mobility Equipment - Blind	3	250	625			938	313				1,108	483
Storage - Stroller	1	100	100			150	50				177	77
Storage - Table	1	175	175			263	88				310	135
Storage (106, 107, 109)	1	222	222			333	111				394	172
Vending Machine	1	20	20			20	0				47	27
<b>TOTAL General Support Area</b>			<b>11,835</b>			<b>13,743</b>	<b>1,908</b>				<b>18,244</b>	<b>6,409</b>

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

Office & Workplace	SPACE PROGRAM	EXISTING						FUTURE					
	Salt Lake City	# Units	SF/Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
	Admin Reception	1	257	257			257						
	Teacher Workroom	1	855	855			855						
	Teacher Workroom	1	143	143			143						
	Conference	1	158	158			158						
	Office - Wert	1	68	68			68						
	Office	1	74	74			74						
	Office	1	110	110			110						
	Office - Director	1	98	98			98						
	Open Office Area	1	877	877			877						
	Work / Storage	1	99	99			99						
	Work Room	1	369	369			369						
	Front Desk	1	150	150			150						
	Office - Superintendent	1	250	250			250						
	Office - Executive	3	200	600			600						
	Office - Admin/Reception	1	100	100			100						
	Board Room	1	500	500			500						
	Conference Room - M	2	340	680			680						
	Conference Room - S	2	130	260			260						
	Break Room - S	1	80	80			80						

# PROGRAM FRAMEWORK

## Recommended Future Program

Salt Lake City Campus - Continued

SPACE PROGRAM	EXISTING							FUTURE					
	Salt Lake City	# Units	SF/ Unit	Total SF	Required SF/Student	Current Student Capacity	Total Current Req'd SF	Current Add'l Req'd SF	2040 Catchment Population	Projected Student Count	Future Room Count Req'd	Future Total SF Req'd	Future (Additional) SF Req'd
Office & Workplace	Copy / Mail / Workroom	1	230	230			230						
	Workroom	1	100	100			100						
	Office - Director	1	200	200			200						
	Office - Secretary	1	100	100			100						
	Office - HR	1	120	120			120						
	Office - Compliance Officer	1	120	120			120						
	Office - Registrar	1	120	120			120						
	Office - Group	1	750	750			750						
	Office - Itinerant	1	350	350			350						
	Office - Deaf PIP Director	1	120	120			120						
	Office - Deaf Director	1	120	120			120						
	Office - Deaf Secretary	1	100	100			100						
	Office - Itinerant	1	750	750			750						
	Office - Blind PIP Director	1	120	120			120						
	Office - Blind Director	1	120	120			120						
	Office - Blind Secretary	3	100	300			300						
	Office - Outreach	1	120	120			120						
	Office - Total Count						600	600					
	Future Additional Req's											1,852	1,852
	<b>TOTAL Office &amp; Workplace Area</b>			9,568			10,168	600				12,020	1,852
	<b>GRAND TOTAL ASSIGNABLE AREA</b>			68,559			112,131	22,826				101,901	32,742
	BUILDING SUPPORT AND MAINT	1	22,765	22,765							60,536		
	<b>GRAND TOTAL GROSS BUILDING AREA</b>			91,324								162,437	71,113
	<b>GRAND TOTAL GROSS BUILDING AREA (USED FOR PHASE 2 SITE STUDY)</b>											<b>162,400</b>	<b>71,100</b>

# SUMMARY OF FINDINGS AND RECOMMENDATIONS

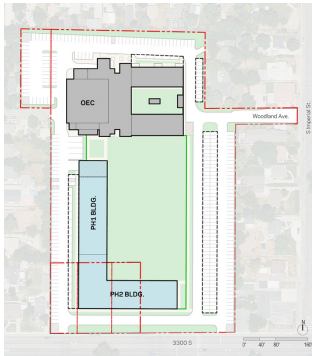
As a follow up to the Phase 1 USDB Statewide Masterplan Report, in Phase 2, HOK conducted the site capacity study for the USDB Salt Lake City Campus to validate (3) different site scenarios related to the existing buildings' retention, the existing site expansion and site development opportunities and constraints. In addition, USDB team is prioritizing maximizing open green/ outdoor space on the site to provide adequate outdoor activity space for students' use.

Below is the ranking summary of the (3) scenarios. Overall, we believe that the campus will benefit from additional site acquisitions as it's currently 'landlocked' which makes the access limited to Woodland Av. primarily. Like the phased construction, the site acquisition can be phased and will add a flexibility to the campus operations and program expansion overall.

Studies pointed to some deficiencies with the existing OEC building, like loading dock operations, safety of students exiting the north classrooms onto the busy parking area and lack of storage. In addition, with the new Phase 1 building, opportunity exists of connecting with the OEC building, to achieve a connected campus. Both deficiencies and opportunities should be studied further in the next design phase.

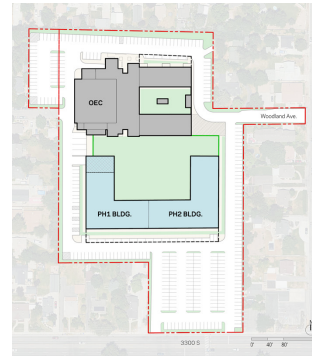
The outcome of these site studies are (3) pre-concept site diagrams. During our workshops with DFCM and USDB teams, further ideas and opportunities were discussed, particularly related to Scenarios B & C. We recommend these be developed further in the next design phase of the project.

## RANKED #1 - SCENARIO C



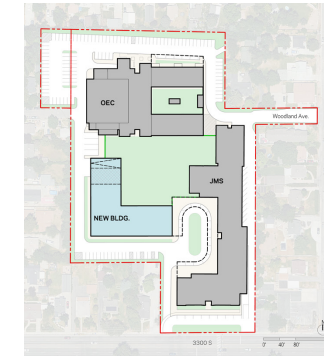
- This scenario assumes that additional properties along 3300 S. will be acquired, therefore increasing the existing site area. Existing OEC building remains while JMS building gets demolished after the new replacement Phase 1 building is constructed.
- At construction completion, this scenario provides USDB with the spacious contemporary campus that meets their programmatic needs and provides ultimate operational flexibility for decades to come. Acquisition of adjoining properties provides significant benefits both in terms of buildings' phased construction as well as the site organization. This is also the only site scenario that provides the larger outdoor/ green space for students, compared to the existing, with sufficient daylight and sunlight. The size of outdoor/ green space was listed as a priority by the USDB team during our meetings. Additional sites along 3300 S. will provide a direct construction vehicle access to the site during Phase 1 and avoid an overlap with the campus and fleet vehicle traffic. Ultimately, this will improve the campus operations and the site vehicular access in the long run.

## RANKED #2 - SCENARIO B



- This scenario assumes that existing OEC building will be retained, and that existing JMS buildings will be demolished after the new Phase 1 building is constructed. Campus site area remains as is.
- Like Scenario A, Phase 1 construction will be challenging in this site scenario, for both the construction vehicles and the campus traffic. Once the JMS building is demolished, the campus interim operations and Phase 2 construction will improve. The open/ green space will increase compared to Scenario A but not significantly. Connectivity to the existing OEC campus is significantly improved to Scenario A. At the end of Phase 2, USDB will operate with the larger new building, built to the latest codes and standards. Like in Scenario A, the existing site is limited in fleet vehicle access points and mainly reliant on Woodland Ave.

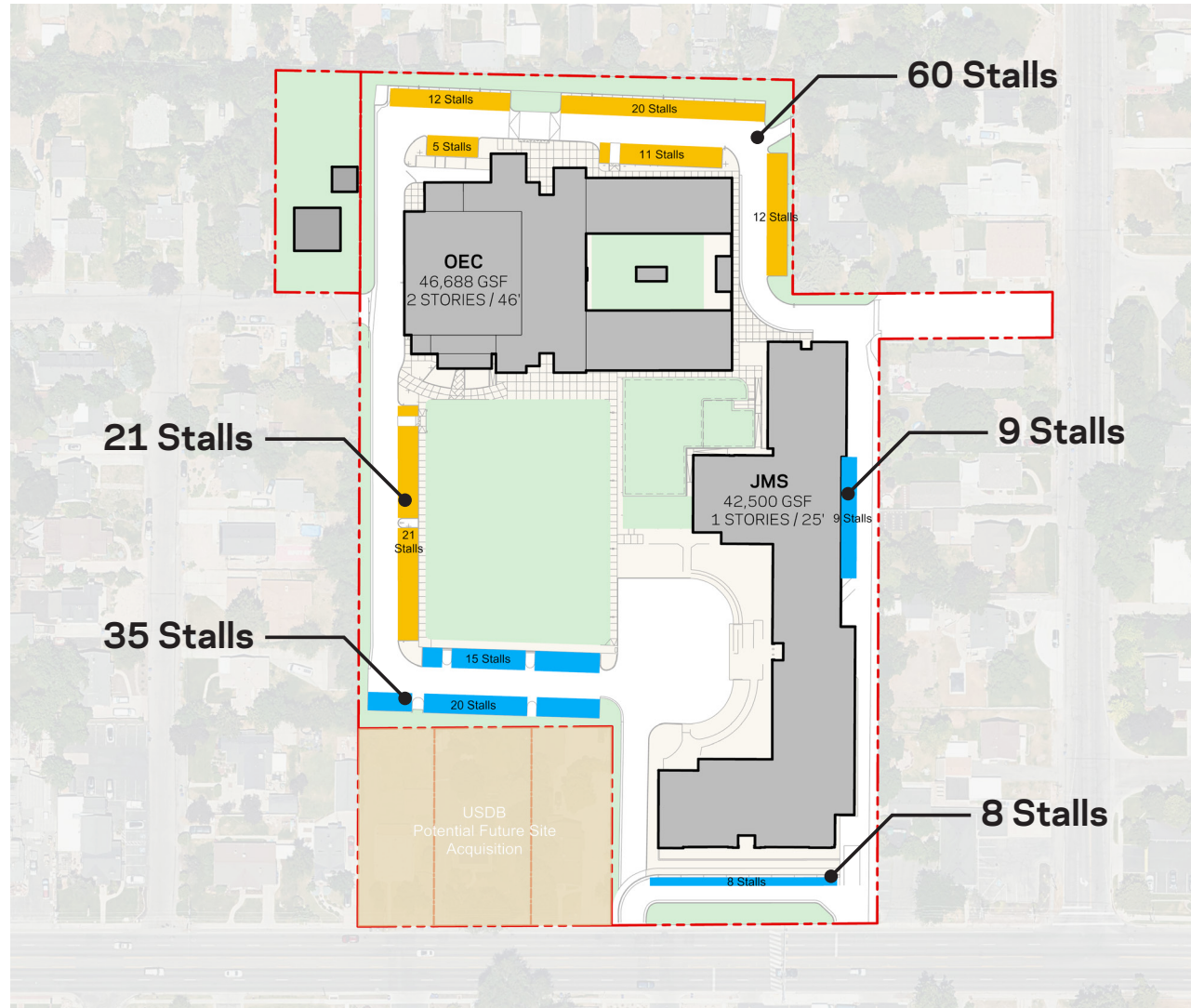
## RANKED #3 - SCENARIO A



- This scenario assumes that both OEC and JMS existing buildings will be retained. The JMS building will be renovated in Phase 2. New building in Phase 1 will be built to accommodate the future growth. Site area remains as is.
- We ranked this site scenario the lowest for number of concerns related to the existing JMS building and its renovation. JMS building is at its end-of-life with serious inadequacies that make it currently not suitable for ongoing operations: USDB team noted programmatic, space and physical building inadequacies impacting current school operations. Dickinson + Partners conducted life safety and programmatic assessment and found further issues that are well documented in their report. Considering that the JMS building was built in 1947, considerable building and structural retrofit will be required to bring it up to the today's codes and structural standards and it is highly likely that these would be cost prohibitive and still would not provide USDB a building to last for decades of future operations. In addition, as a single-story building, JMS building occupies a large footprint of the site and does not make for an efficient use of the existing site. Due to its location, site construction access for the new building in Phase 1 will be extremely restricted, possibly impacting the construction cost. Once campus is completed, the open space will be considerably reduced from its existing size and more expensive to build considering it's over the below grade parking.

# EXISTING AND PROJECTED PARKING NEEDS

## EXISTING



## PARKING ANALYSIS

FTE PARKING CALC PER DFCM STANDARDS		
	FTE COUNT	PARKING(0.8 SPACE PER FTE)
OEC	75	60
JMS	125	100
NET GROWTH	150	120
<b>TOTAL</b>	<b>350</b>	<b>280</b>

PARKING BREAKDOWN PER USDB		
	2025/EXISTING	2040/FUTURE PROJECTED
FTE PARKING	109	280
MAINTENANCE VEHICLES	4	7
AUDIOLOGY VAN	1	2
BUSES PARKING (20-30-SEAT SIZE)	0	2
VISITOR PARKING (5% OF FTE PARKING)	0	14
<b>TYPICAL TOTAL</b>	<b>113</b>	<b>301</b>
<b>OVERSIZED TOTAL</b>	<b>1</b>	<b>4</b>
<b>TOTAL</b>	<b>114</b>	<b>305</b>
<b>FLEET VEHICLES PARKING</b>	<b>19</b>	<b>10</b>
<b>TOTAL INCLUDING FLEET VEHICLES</b>	<b>133</b>	<b>315</b>

Note: 8 of the total should be ADA stalls

### KEY

- Existing Building
- New Building
- Play Area / Landscape

### Existing OEC

81 Parking Stalls (incl. 4 ADA)

### Existing JMS

52 Parking Stalls (incl. 3 ADA)

### Projected Parking Ratio

0.8 per FTE

### Projected Total

315 Stalls (incl. 8 ADA)

# SUMMARY OF USDB DESIGN DIRECTION

## Parking Options

- Requested alternate parking location for fleet vehicles: All scenarios show 10 parking stalls for fleet vehicle parking on site
- Surface parking preferred when possible. SCENARIO A requires below grade parking to gain enough outdoor open space for facility operational needs
- ADA parking stalls are accommodated in all scenarios
- A buffer for safety is accommodated between parking/ drive aisles and classrooms on L1

## Design Controls

- No setback from a zoning perspective
- 3 Levels maximum
- Use OEC as a reference for height

## Service Loading Dock

- Building loading docks are incorporated
- OEC existing service & loading has been modified
- Loading dock and service route designed for 40' delivery trucks and 25' garbage trucks per USDB's direction

## Fleet Vehicle Drop-Off / Pick-Up

- 15 loading spaces for new drop-off is accommodated for all scenarios
- Modify parking outside of the blind classrooms in OEC to 5 additional pick-up / drop-off lay-by spaces

# Dickinson + Partners Report - HOK Summary

## Recommendations Related To The Site Study Scope:

- Collaborative design process with USDB staff and design team
- Study replacement of existing JMS (end-of-life)—The report focuses on facility design and program inadequacies, accessibility and life safety. No building (physical or structural) reports have been commissioned
- Loading and service integral to new buildings
- (OEC) Re-design of the garbage and service management area
- (OEC) Address conflict of rear door classroom opening onto the busy parking area
- (OEC) Exterior equipment storage + canopies at the entry
- Exterior perimeter fencing (security guard or visitor access at the gate) — *USDB confirmed on 11-22-2024:*
  - 1) exterior site perimeter fence is not needed;
  - 2) a smaller secured area, including buildings and play area is needed
- Student dorm — *USDB confirmed on 11-20-2024 this is not part of the study scope*

## Other General Recommendations:

- Collaborative design project for future facility and retrofit
- Early design and adjacencies: Connect existing and new programs (example: OEC preschool to connect with the new building)
- Implement comprehensive fire life safety plan
- Comprehensive visitor management system (at the door or at the campus gate?)
- Building related:
  - Emergency alert systems: Add visual, mobile and audible alert systems
  - Door hardware/ card access system
  - Operational improvements: Campus scale, building interior and program improvements,
  - Classroom design recommendations (Flexible classroom for DeafSpace and BlindSpace requirements)
  - USDB SLC does not have adequate classroom space—Prioritize classroom over specialty space

## OEC Corrective Recommendations:

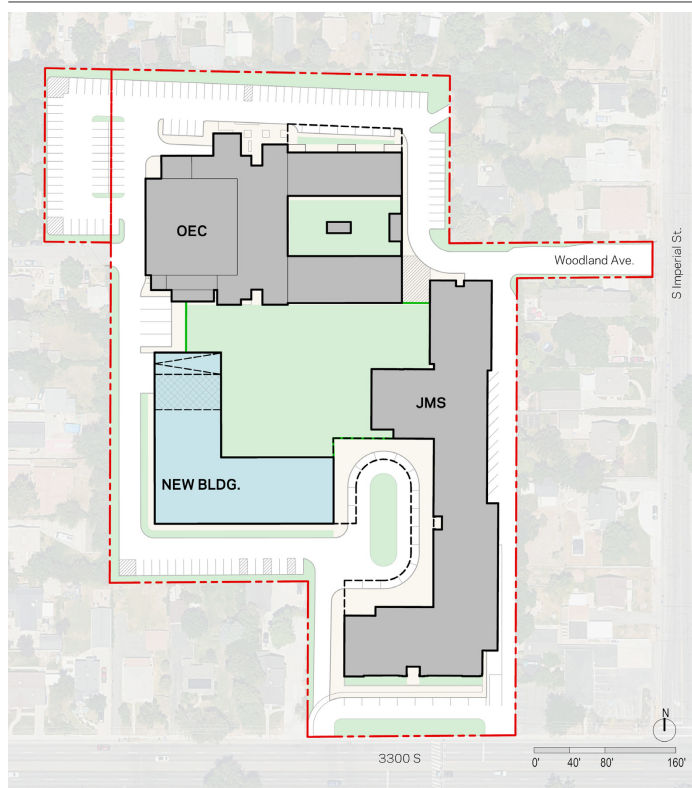
- Corrective design measures North classroom: safety barrier between the existing parking and the classroom entries.
- Additional classroom related storage for equipment currently placed in hallways
- Re-design of the garbage and service management area
- Re-design pre-school cafeteria
- Re-design shared spaces (staff and students)
- HVAC corrective measures
- Continuous accessible sidewalk
- Interior color
- Accessible playground
- Continuous accessible sidewalk

## JMS Corrective recommendations:

- Highlights the need for replacement with the “safe and more efficient” new building—No Structural or physical building assessment—Focus on accessibility and life safety
- Classroom design issues (“wrong size and wrong layout”)
- End-of-life facility; inadequate design for the current needs
- Increase in demand and capacity needs

# 3 SCENARIOS - SUMMARY

SCENARIO A

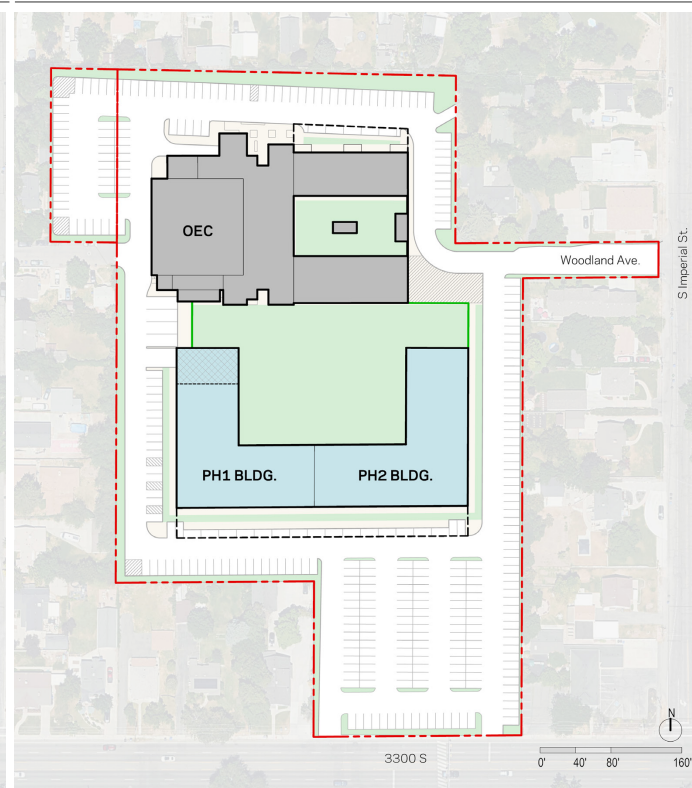


- OEC and JMS buildings to remain operational with minor modifications to solve the loading and drop-off / pick-up issues
- 3-story new building is located at SW corner
- Outdoor play area is located at the center and is surrounded and secured by OEC, JMS and the new building
- 1 level of below grade parking
- Centrally located roundabout drop-off / pick-up location at its original location

**KEY**

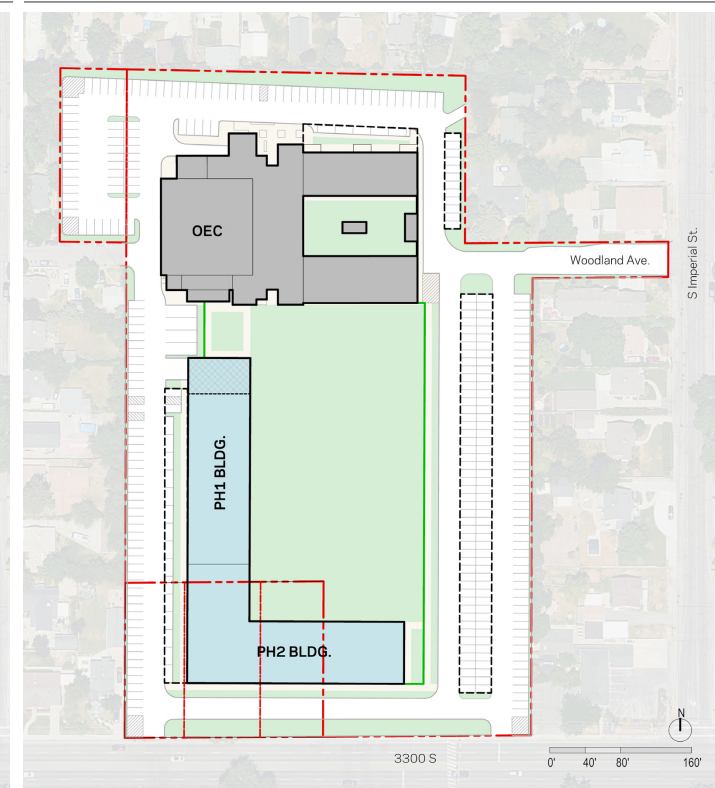
- Existing Building
- New Building
- Play Area / Landscape

SCENARIO B



- OEC to remain operational with minor modifications to solve the loading and drop-off / pick-up issues
- JMS is replaced with a new building in phase 1
- Existing JMS will be demolished after move-out is completed
- 3-story new building is constructed during two phases of construction
- Outdoor play area is located at the center and is surrounded and secured by OEC and the new building
- All parking stalls are surface parking
- Lay-by drop-off / pick-up location at the southern portion of the new building

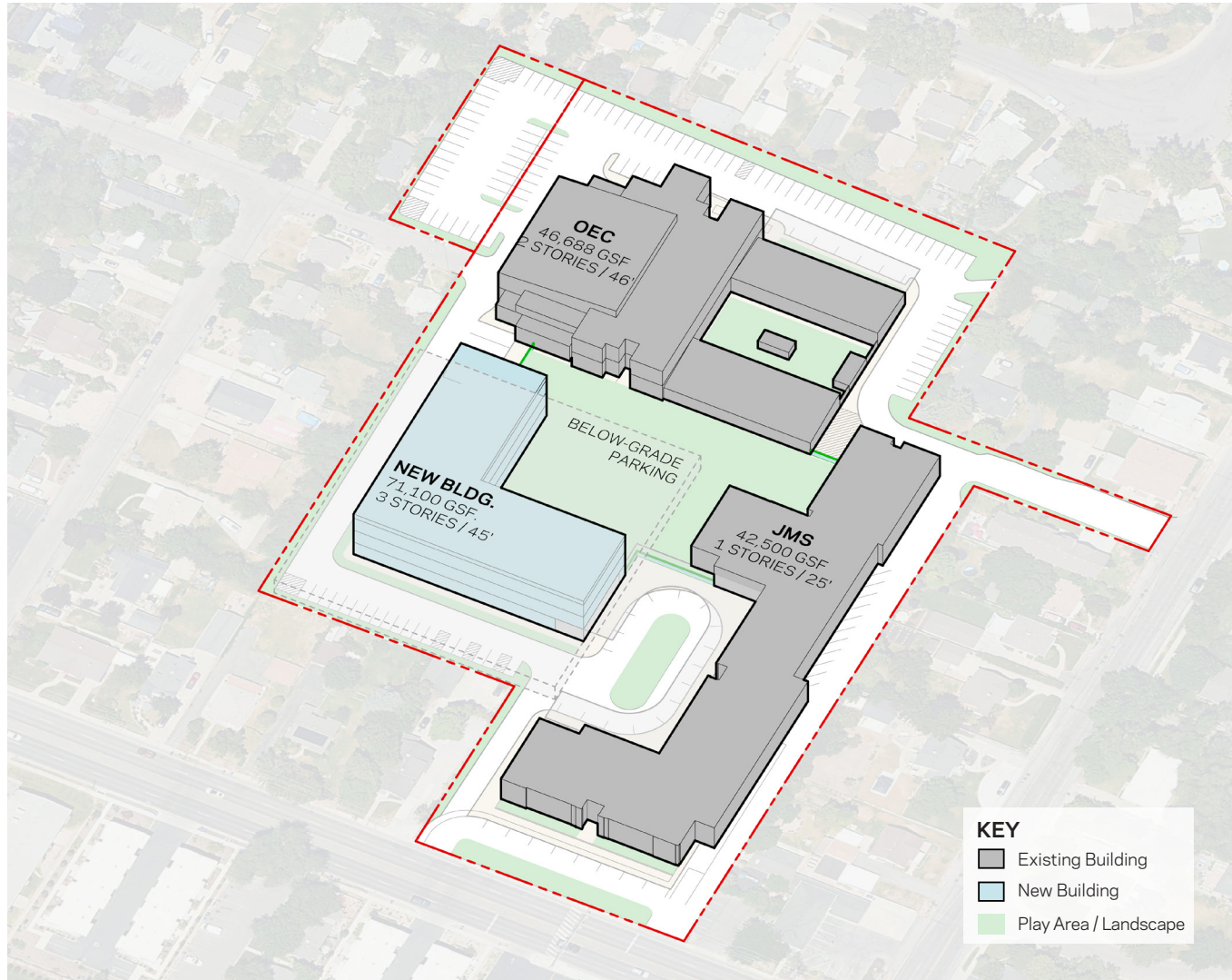
SCENARIO C



- 3 new parcels are acquired at the SW corner
- OEC to remain operational with minor modifications to solve the loading and drop-off / pick-up issues
- JMS is replaced with a new building in phase 1
- Existing JMS will be demolished after move-out is completed
- 3-story new building is constructed during two phases of construction
- Outdoor play area is located at the center and is surrounded and secured by OEC on the north and the new building on the south and west. The remaining east side would be secured by fence
- All parking stalls are surface parking
- Lay-by drop-off / pick-up location at the western portion of the new building

# SCENARIO A

## MASSING AND SUMMARY



### PRO

- Minimizes new construction square footage
- New and existing buildings are closely situated
- Access between buildings does not require crossing drive aisles
- The partially enclosed courtyard between new and existing buildings provides a secure outdoor play area (fencing required at three locations between buildings)

### CON

- JMS (building at end-of life) is retained and has suboptimal functionality for current and future needs
- High cost and longer phase 1 construction duration to build basement parking
- Less outdoor play area than exists today and with more students
- Construction equipment access shares or limits drive lanes for daily access of school operations
- Limited construction staging area
- Construction phasing
- Costs higher
- Significant retrofit cost of construction for the existing JMS building to address program, life safety, and building code deficiencies

### Total New Building Area

71,100 GSF

### Total Outdoor Play Area

43,500 GSF

### Building Height

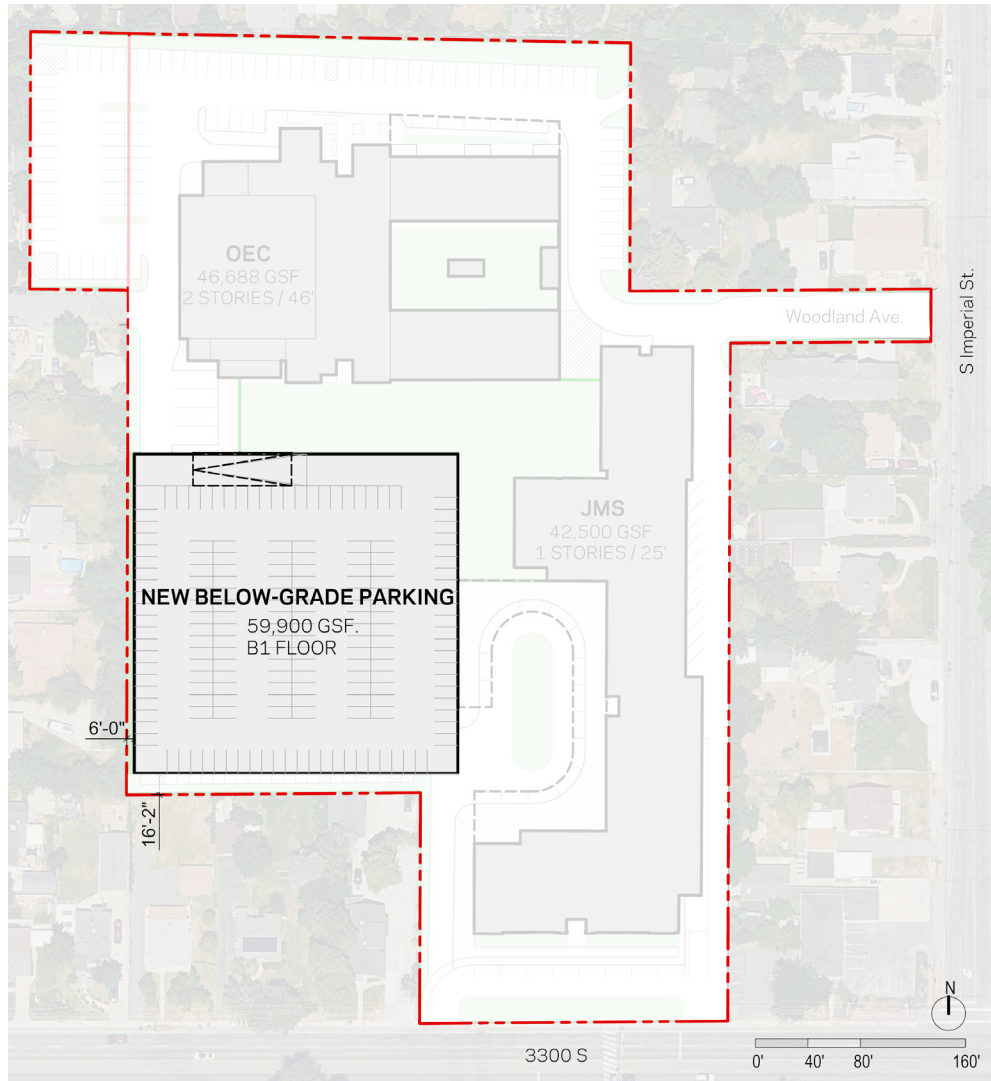
3 Levels / 45'

### Parking Stalls

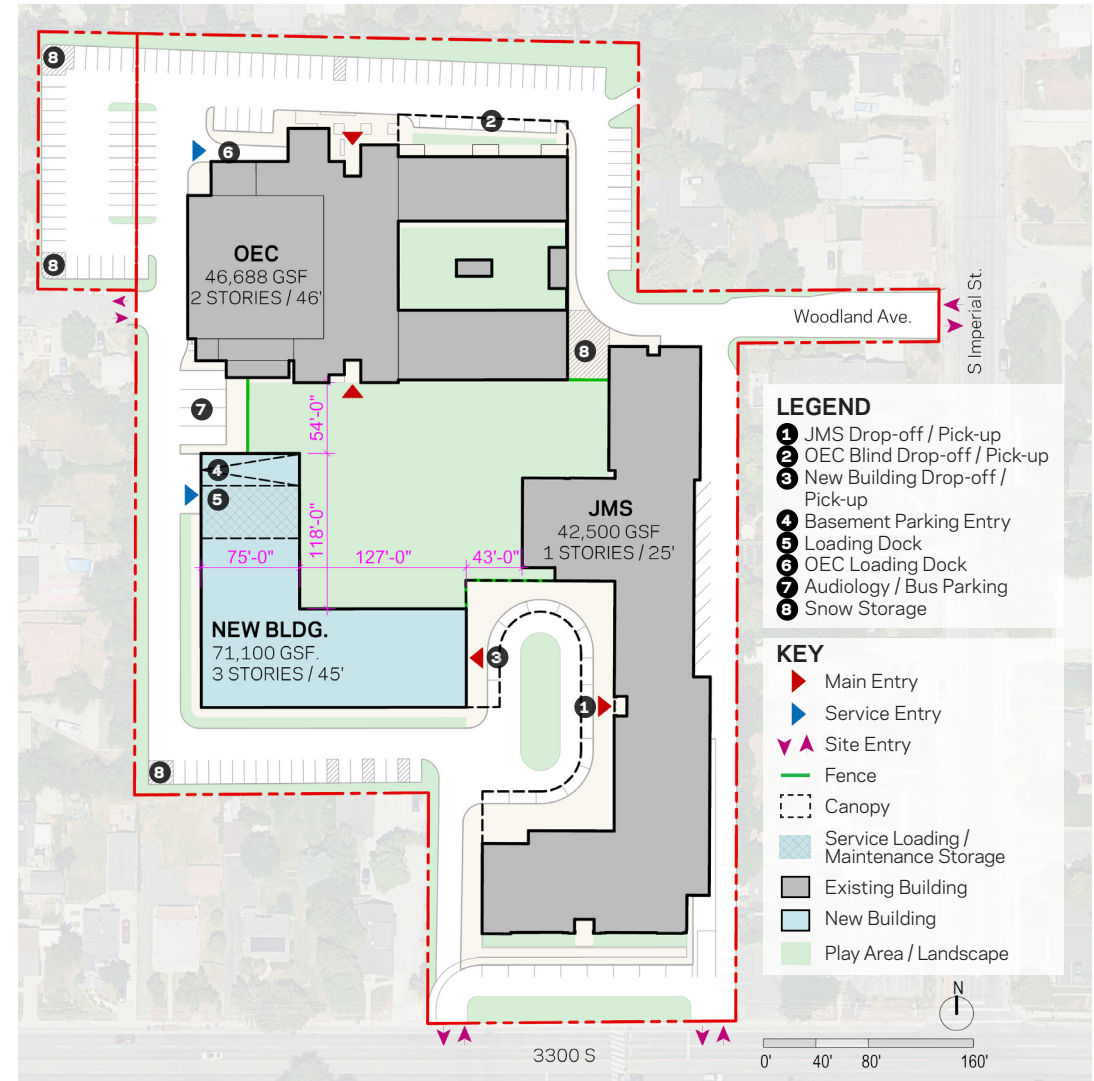
315 Stalls

# SCENARIO A

## BASEMENT PLAN

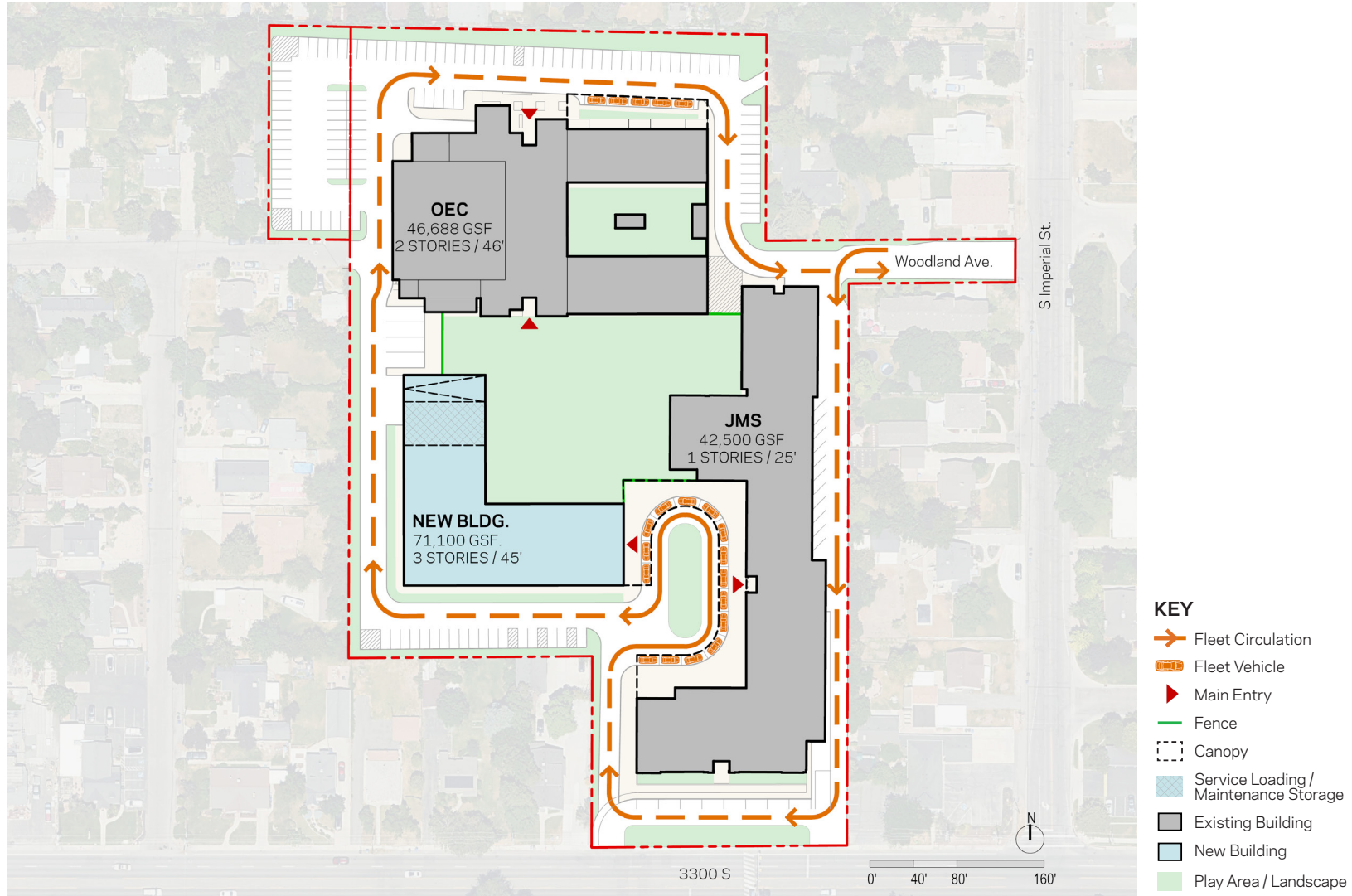


## SITE PLAN



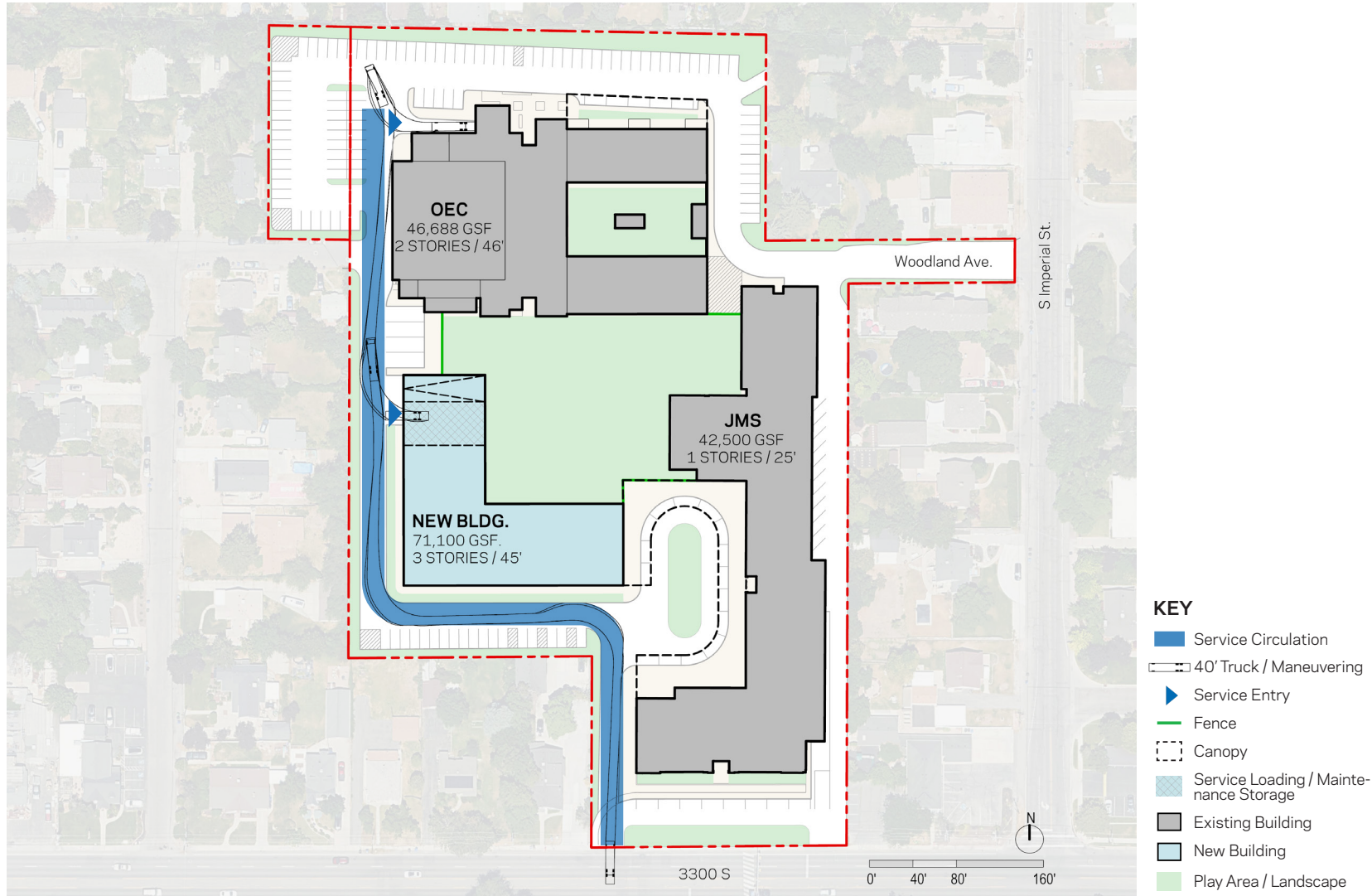
# SCENARIO A

## FLEET VEHICLE DROP-OFF / PICK-UP DIAGRAM



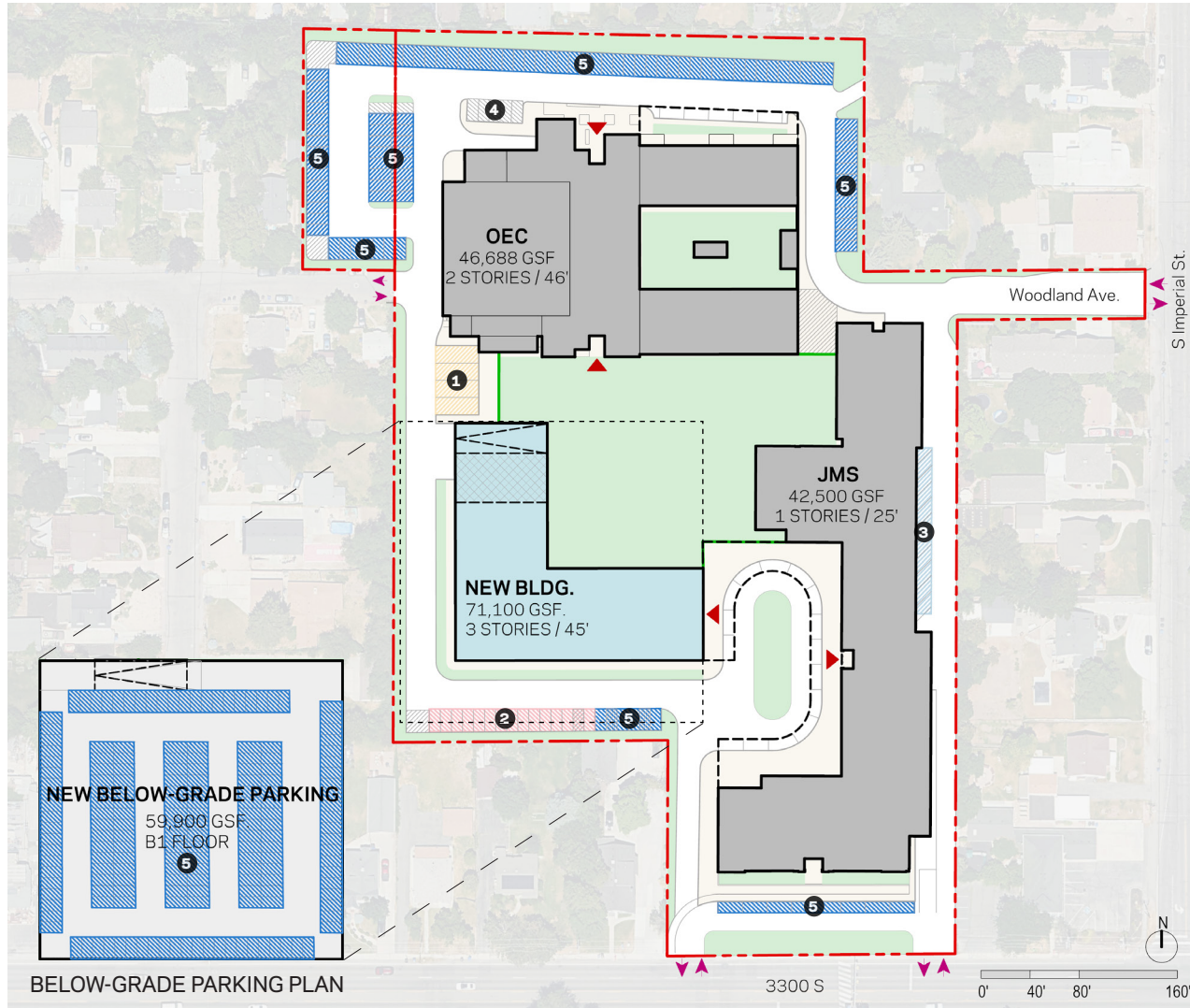
# SCENARIO A

## SERVICE DIAGRAM



# SCENARIO A

## PARKING PLAN



### PARKING ANALYSIS

FTE PARKING CALC PER DFCM STANDARDS		
	FTE COUNT	PARKING(0.8 SPACE PER FTE)
OEC	75	60
JMS	125	100
NET GROWTH	150	120
<b>TOTAL</b>	<b>350</b>	<b>280</b>

PARKING BREAKDOWN PER USDB		
	2025/EXISTING	2040/FUTURE PROJECTED
FTE PARKING	109	280
MAINTENANCE VEHICLES	4	7
AUDIOLOGY VAN	1	2
BUSES PARKING (20-30-SEAT SIZE)	0	2
VISITOR PARKING (5% OF FTE PARKING)	0	14
<b>TYPICAL TOTAL</b>	<b>113</b>	<b>301</b>
<b>OVERSIZED TOTAL</b>	<b>1</b>	<b>4</b>
<b>TOTAL</b>	<b>114</b>	<b>305</b>
<b>FLEET VEHICLES PARKING</b>	<b>19</b>	<b>10</b>
<b>TOTAL INCLUDING FLEET VEHICLES</b>	<b>133</b>	<b>315</b>

Note: 8 of the total should be ADA stalls

### LEGEND

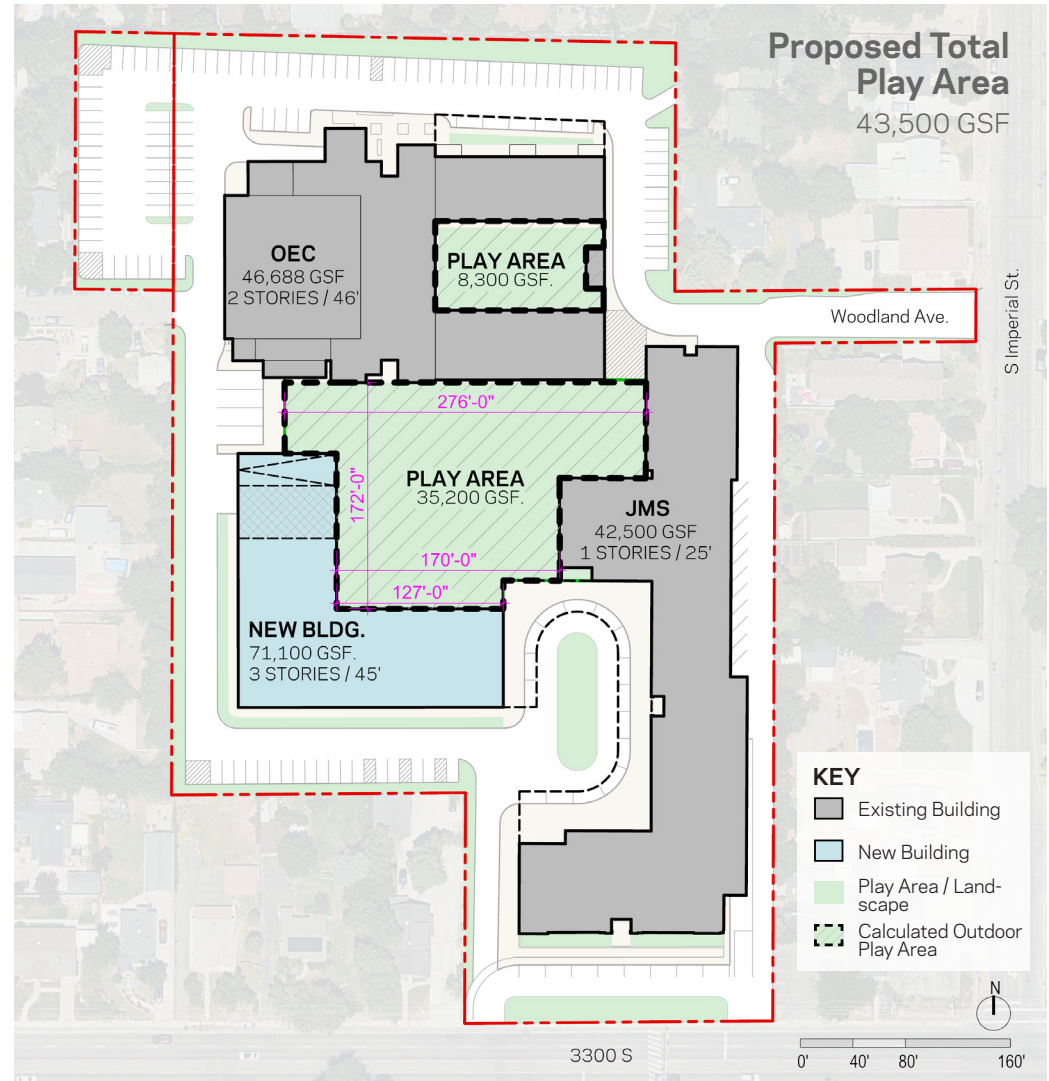
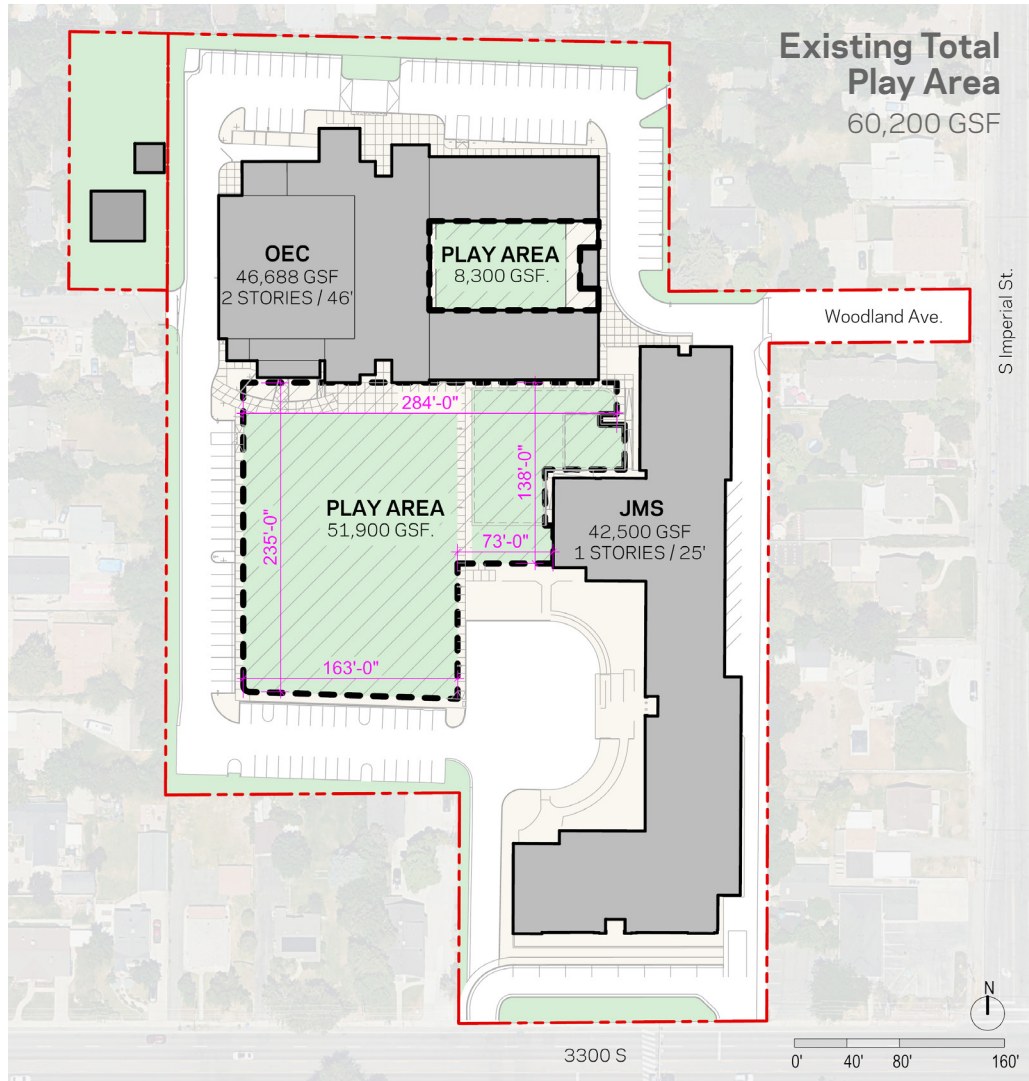
- 1 Buses and Audiology Van Parking
- 2 Visitor Parking
- 3 Fleet Vehicle Parking
- 4 Maintenance Vehicle Parking
- 5 Employee Parking

### KEY

- ▶ Main Entry
- ▼ Site Entry
- Fence
- - - Canopy
- ▨ Service Loading / Maintenance Storage
- Existing Building
- New Building
- Play Area / Landscape

# SCENARIO A

## OUTDOOR PLAY AREA PLAN

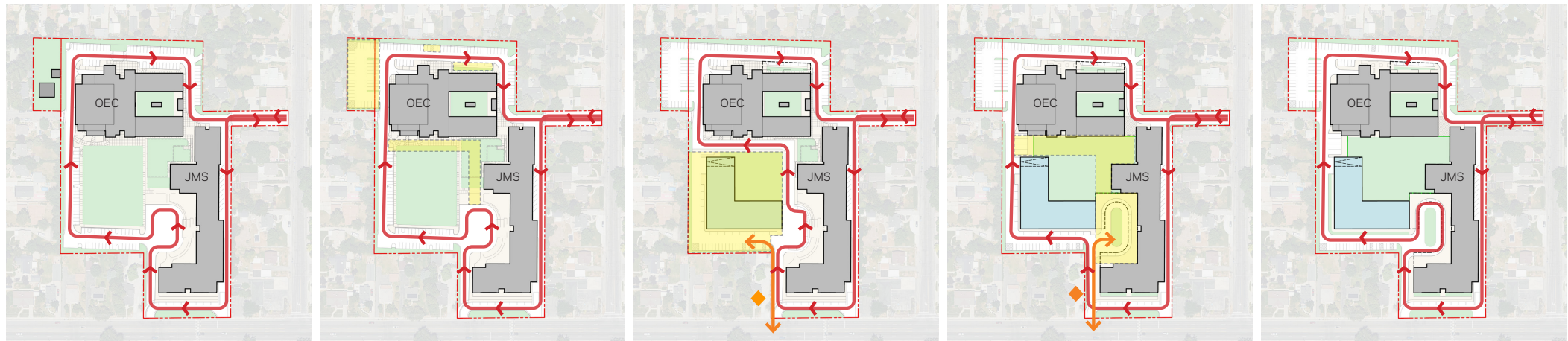


**KEY**

- Existing Building
- New Building
- Play Area / Landscape
- Calculated Outdoor Play Area

# SCENARIO A

## PHASED CONSTRUCTION DIAGRAM



Existing Conditions








Phase 1A  
Construction (Preparations)

Phase 1B  
Construction (Building and Site)

Phase 1C  
Construction (Site Work)

Final Buildout

### KEY

-  Construction Site
-  USDB Fleet Vehicle Route During Construction
-  Construction Accessing Route
-  Construction Traffic Flagger
-  Existing Building
-  New Building
-  Play Area / Landscape

Notes: These architectural diagrams are illustrating potential construction-related phasing. Exact sequencing and phasing to be confirmed with the general contractor.



# SCENARIO B

## MASSING AND SUMMARY



### PRO

- JMS (building at end-of-life) replaced with new building design
- New and existing buildings are closely situated
- Access between buildings does not require crossing drive aisles
- The courtyard between new and existing buildings provides a secure outdoor play area (fencing required at two locations between buildings)

### CON

- Building facades are setback from 3300 S with less visibility and community presence
- Less outdoor play area than exists today and with more students
- Construction equipment access shares or limits drive lanes for daily access of school operations
- Limited construction staging area
- Construction phasing
- Costs higher

### Total New Building Area

113,600 GSF

(55,800 GSF Phase 1)

### Total Outdoor Play Area

45,000 GSF

### Building Height

3 Levels / 45'

### Parking Stalls

315 Stalls

#### KEY

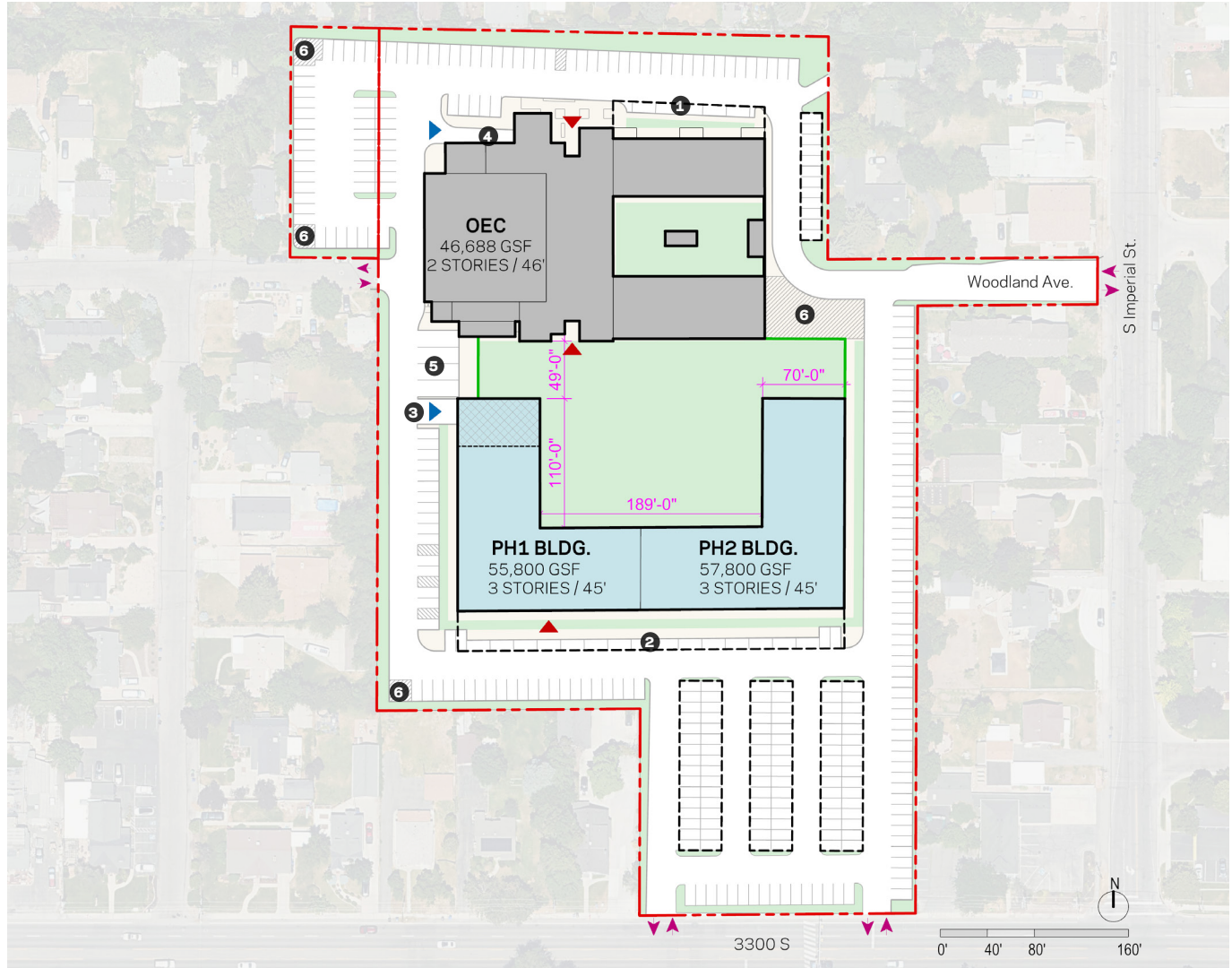
Existing Building

New Building

Play Area / Landscape

# SCENARIO B

## SITE PLAN



### LEGEND

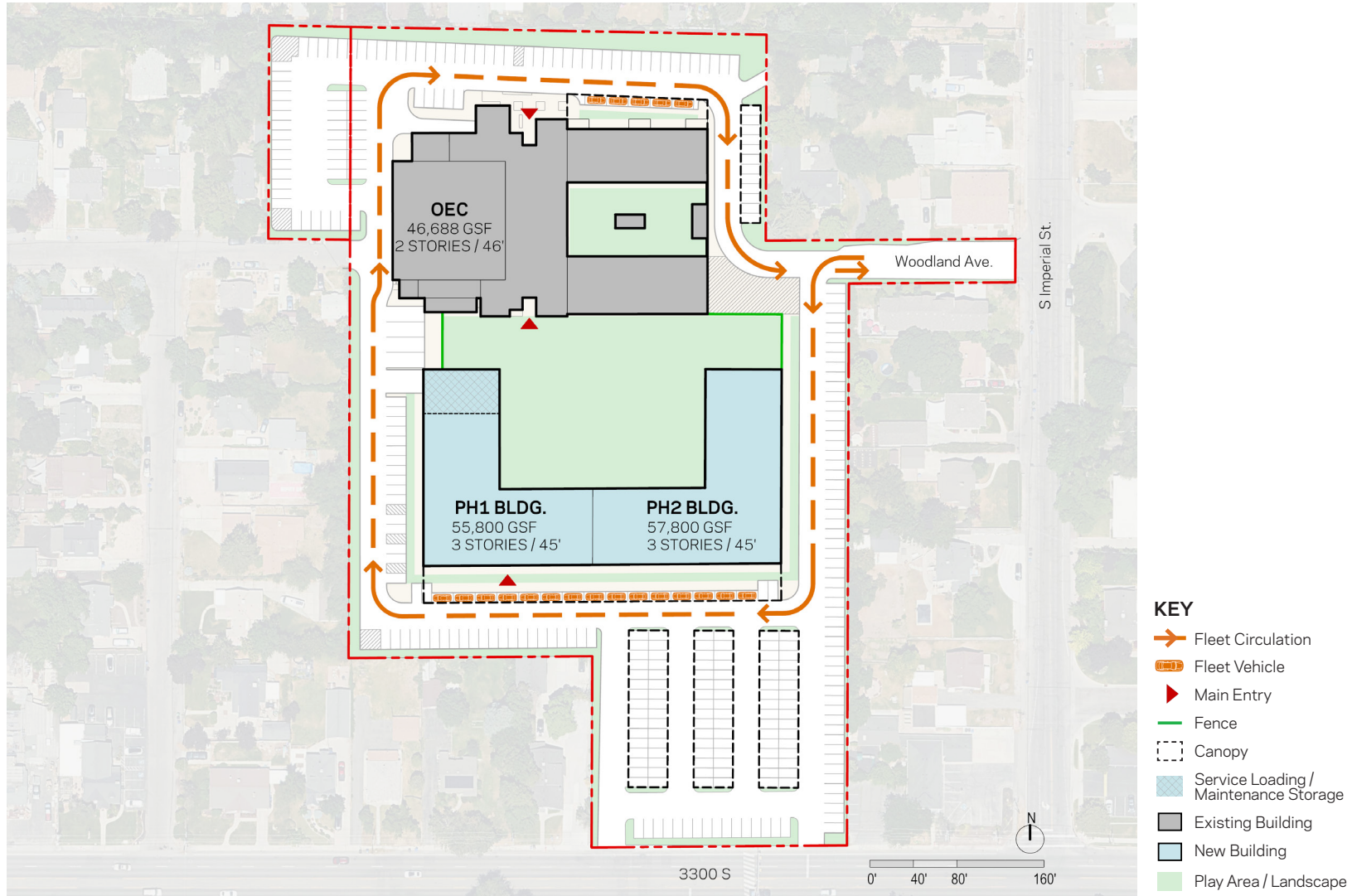
- ① OEC Blind Drop-off / Pick-up
- ② New Building Drop-off / Pick-up
- ③ Loading Dock
- ④ OEC Loading Dock
- ⑤ Audiology / Bus Parking
- ⑥ Snow Storage

### KEY

- ▶ Main Entry
- ▶ Service Entry
- ▶ Site Entry
- Fence
- - - Canopy
- ▒ Service Loading / Maintenance Storage
- Existing Building
- New Building
- Play Area / Landscape

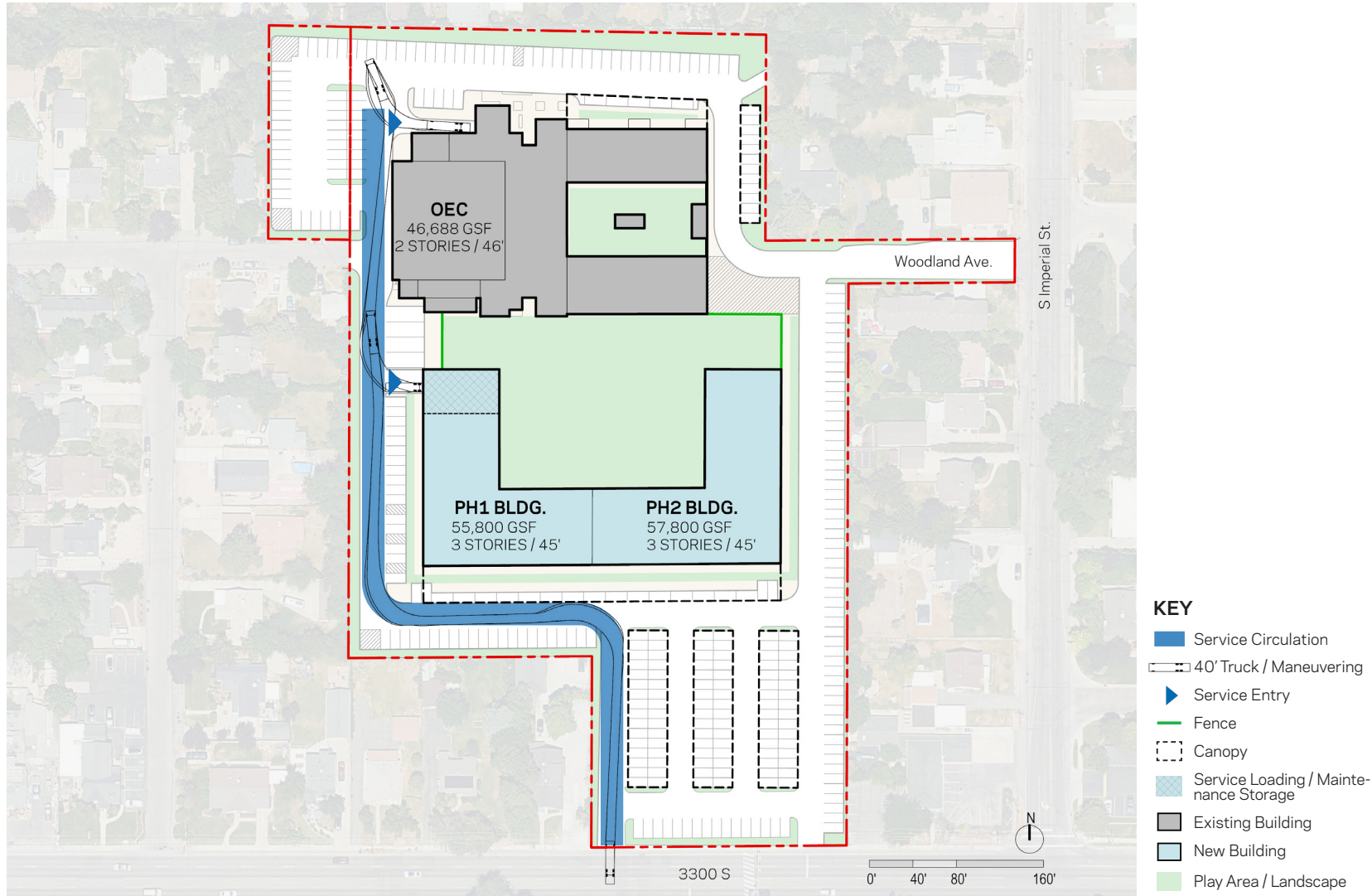
# SCENARIO B

## FLEET VEHICLE DROP-OFF / PICK-UP DIAGRAM



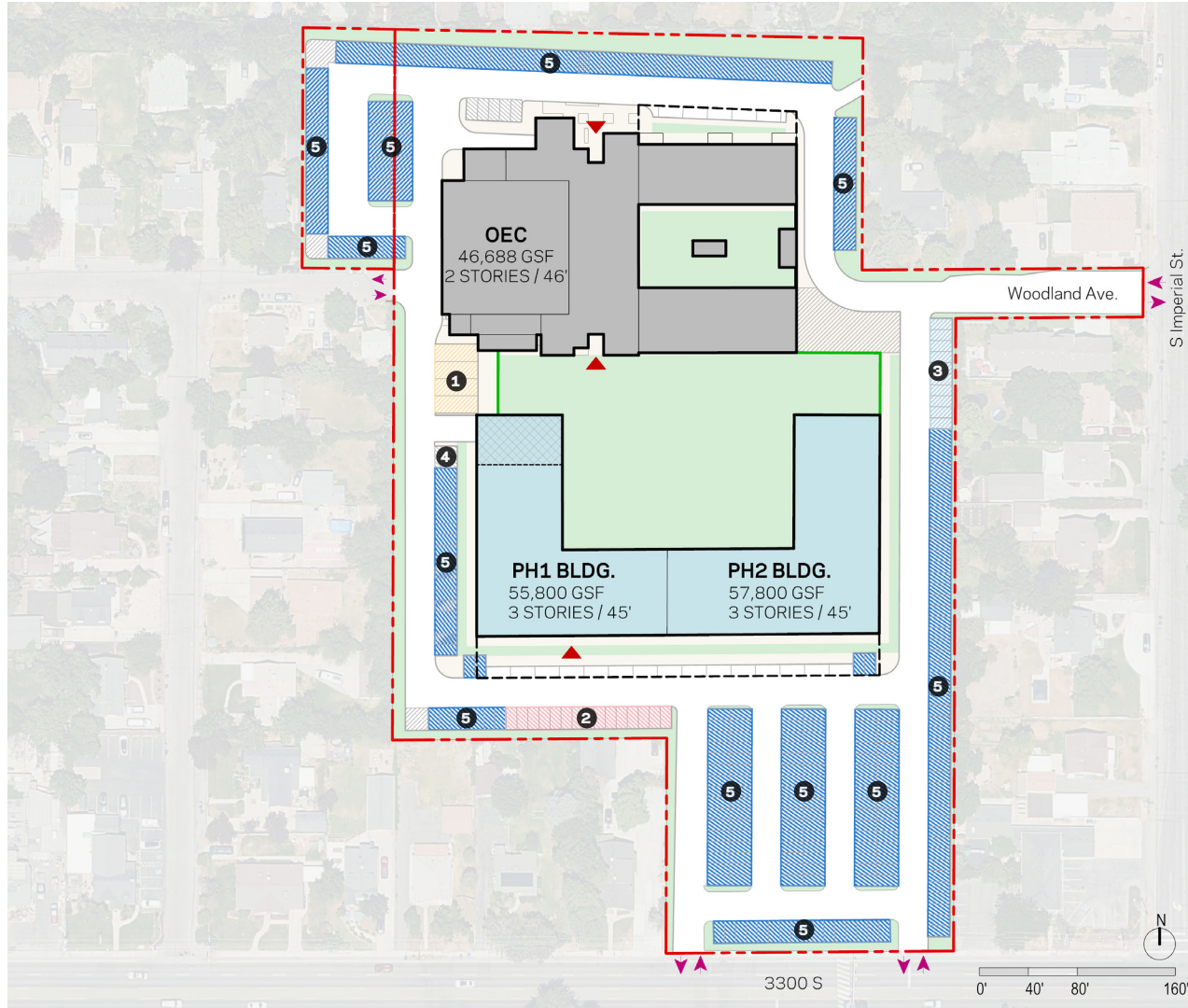
# SCENARIO B

## SERVICE DIAGRAM



# SCENARIO B

## PARKING PLAN



### PARKING ANALYSIS

FTE PARKING CALC PER DFCM STANDARDS		
	FTE COUNT	PARKING(0.8 SPACE PER FTE)
OEC	75	60
JMS	125	100
NET GROWTH	150	120
<b>TOTAL</b>	<b>350</b>	<b>280</b>

PARKING BREAKDOWN PER USDB		
	2025/EXISTING	2040/FUTURE PROJECTED
FTE PARKING	109	280
MAINTENANCE VEHICLES	4	7
AUDIOLOGY VAN	1	2
BUSES PARKING (20-30-SEAT SIZE)	0	2
VISITOR PARKING (5% OF FTE PARKING)	0	14
<b>TYPICAL TOTAL</b>	<b>113</b>	<b>301</b>
<b>OVERSIZED TOTAL</b>	<b>1</b>	<b>4</b>
<b>TOTAL</b>	<b>114</b>	<b>305</b>
<b>FLEET VEHICLES PARKING</b>	<b>19</b>	<b>10</b>
<b>TOTAL INCLUDING FLEET VEHICLES</b>	<b>133</b>	<b>315</b>

Note: 8 of the total should be ADA stalls

### LEGEND

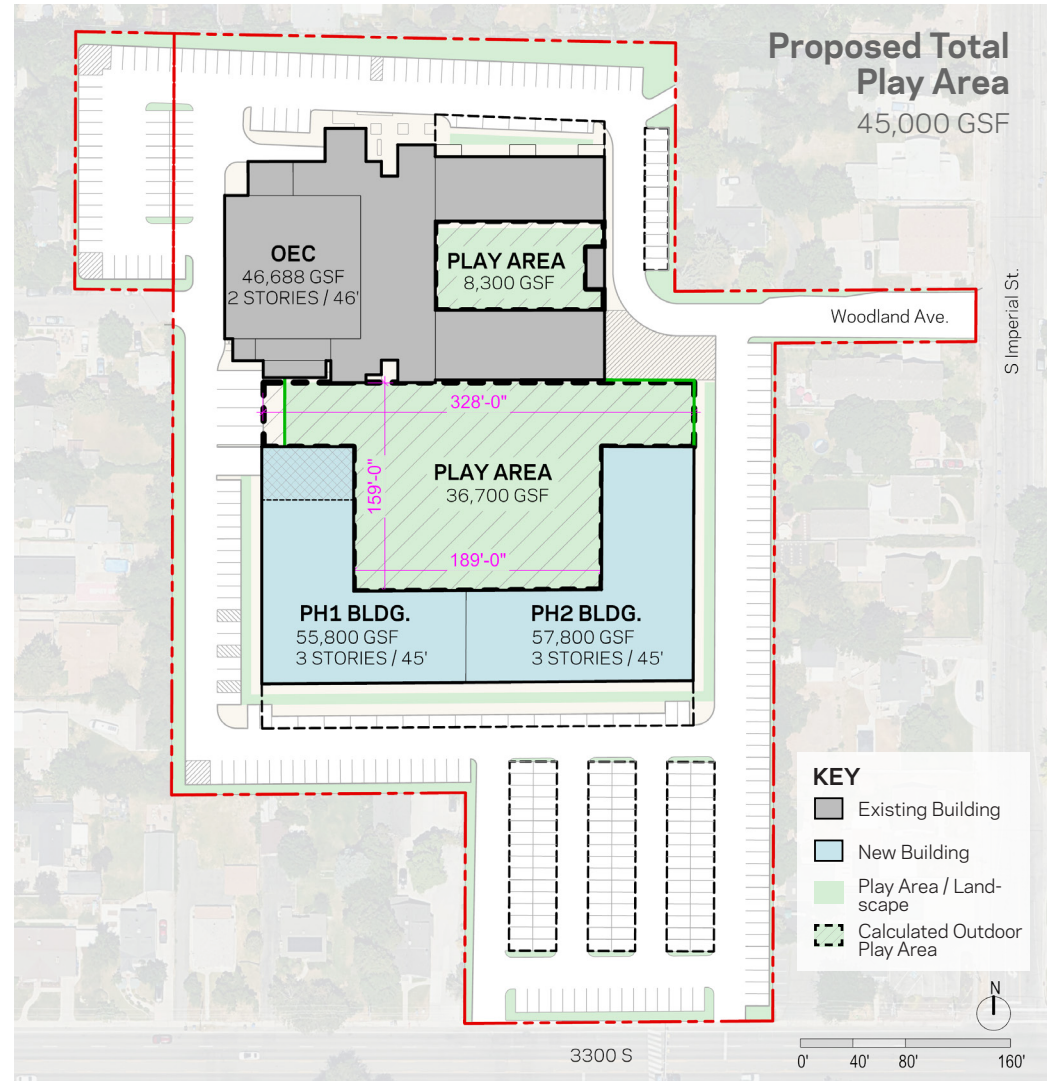
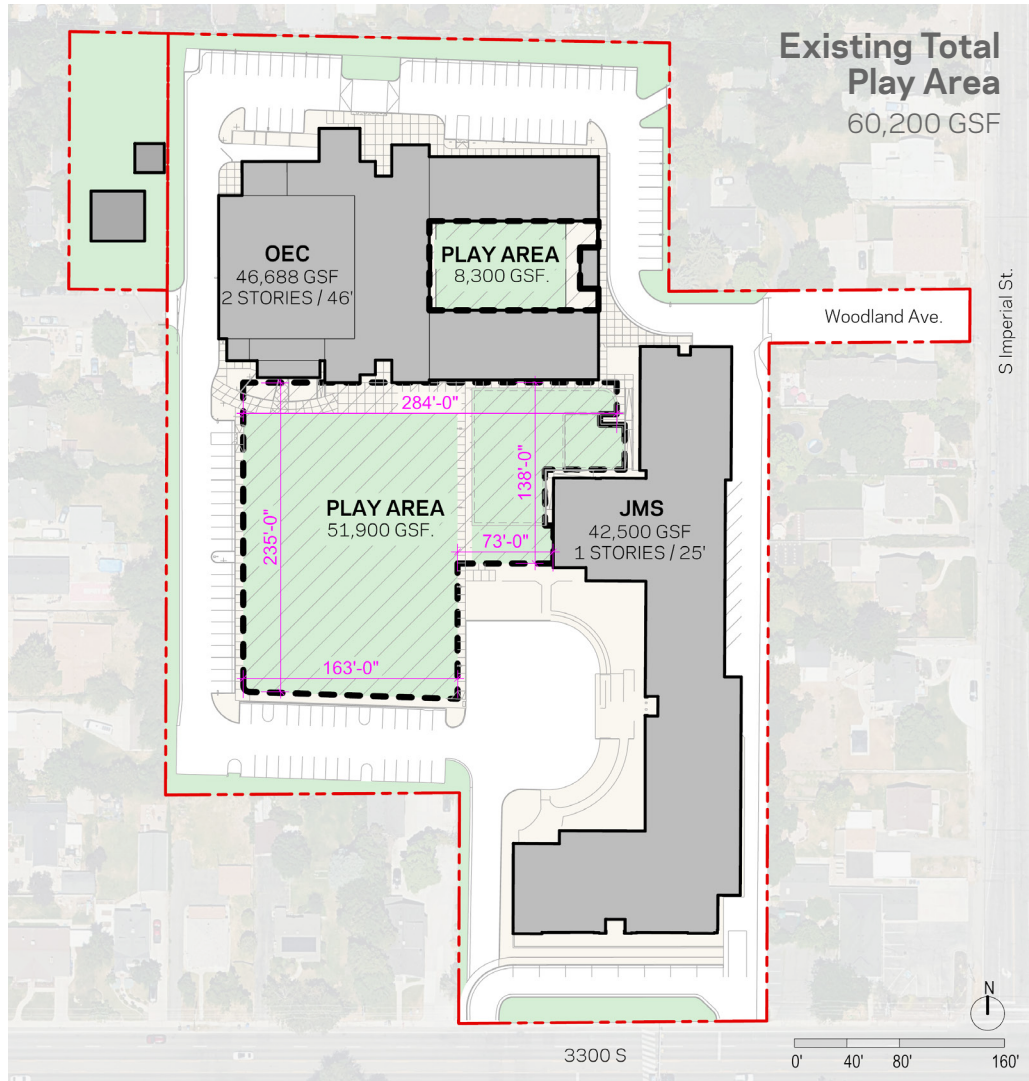
- 1 Buses and Audiology Van Parking
- 2 Visitor Parking
- 3 Fleet Vehicle Parking
- 4 Maintenance Vehicle Parking
- 5 Employee Parking

### KEY

- ▶ Main Entry
- ▼▲ Site Entry
- Fence
- - - Canopy
- ▨ Service Loading / Maintenance Storage
- Existing Building
- New Building
- Play Area / Landscape

# SCENARIO B

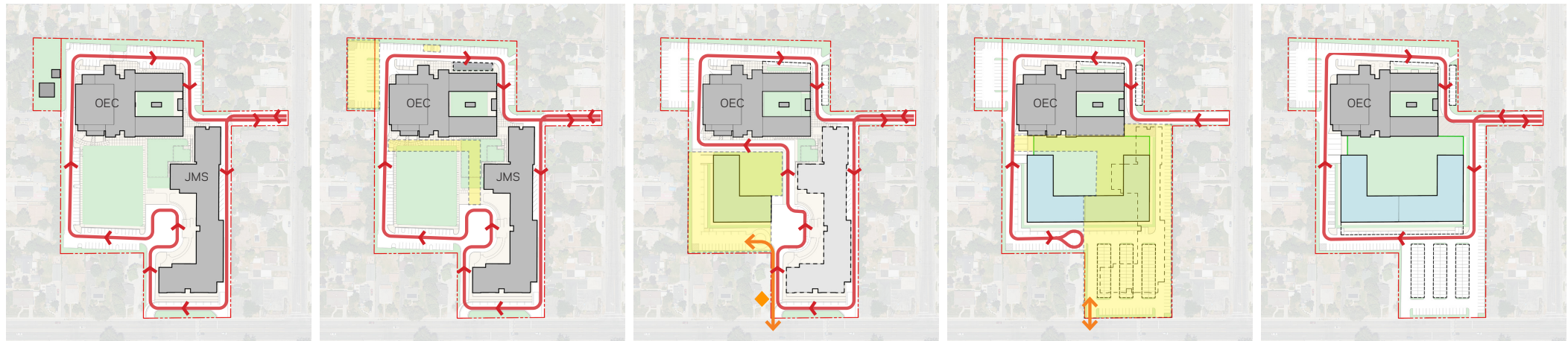
## OUTDOOR PLAY AREA PLAN



- KEY**
- Existing Building
  - New Building
  - Play Area / Landscape
  - Calculated Outdoor Play Area

# SCENARIO B

## PHASED CONSTRUCTION DIAGRAM



Existing Conditions

Phase 1A  
Construction (Preparations)

Phase 1B  
Construction (Building and Site)

Phase 2  
Construction (Building and Site)

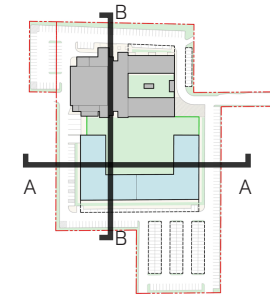
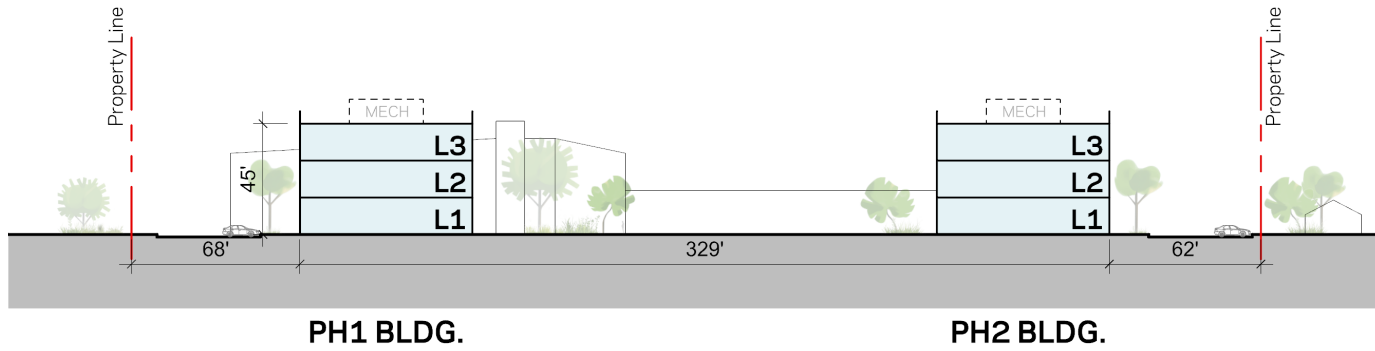
Final Buildout

### KEY

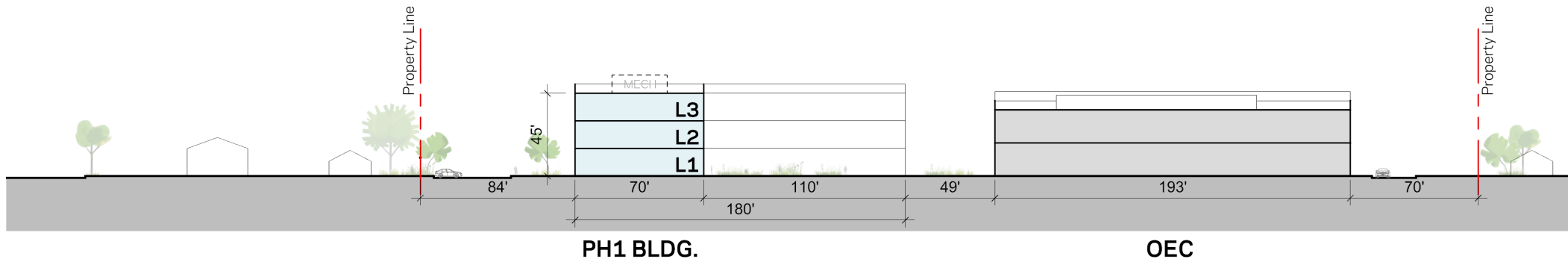
- Construction Site
- USBDB Fleet Vehicle Route During Construction
- Construction Accessing Route
- Construction Traffic Flagger
- Existing Building
- New Building
- End of Phase JMS Demolition
- Play Area / Landscape

Notes: These architectural diagrams are illustrating potential construction-related phasing. Exact sequencing and phasing to be confirmed with the general contractor.

# SCENARIO B



SECTION A-A



SECTION B-B

- KEY**
- Existing Building
  - New Building

# SCENARIO C

## MASSING AND SUMMARY



### PRO

- JMS (building at end-of-life) replaced with new building design
- New and existing buildings are closely situated
- Access between buildings does not require crossing drive aisles
- The partially enclosed courtyard between new and existing buildings provides a secure outdoor play area (fencing required at the northwest and full east side)
- An increase of outdoor play area beyond existing that can provide a ball field in addition to playgrounds
- Building facade at 3300 S with great visibility and community presence
- Better daylight for outdoor play area
- Better daylight for interior classrooms
- Construction phasing provides for continuous campus operations
- Simplified construction phasing resulting in lower construction costs

### CON

- Additional parcels required

### Total New Building Area

113,600 GSF

(48,900 GSF Phase 1)

### Total Outdoor Play Area

82,300 GSF

### Building Height

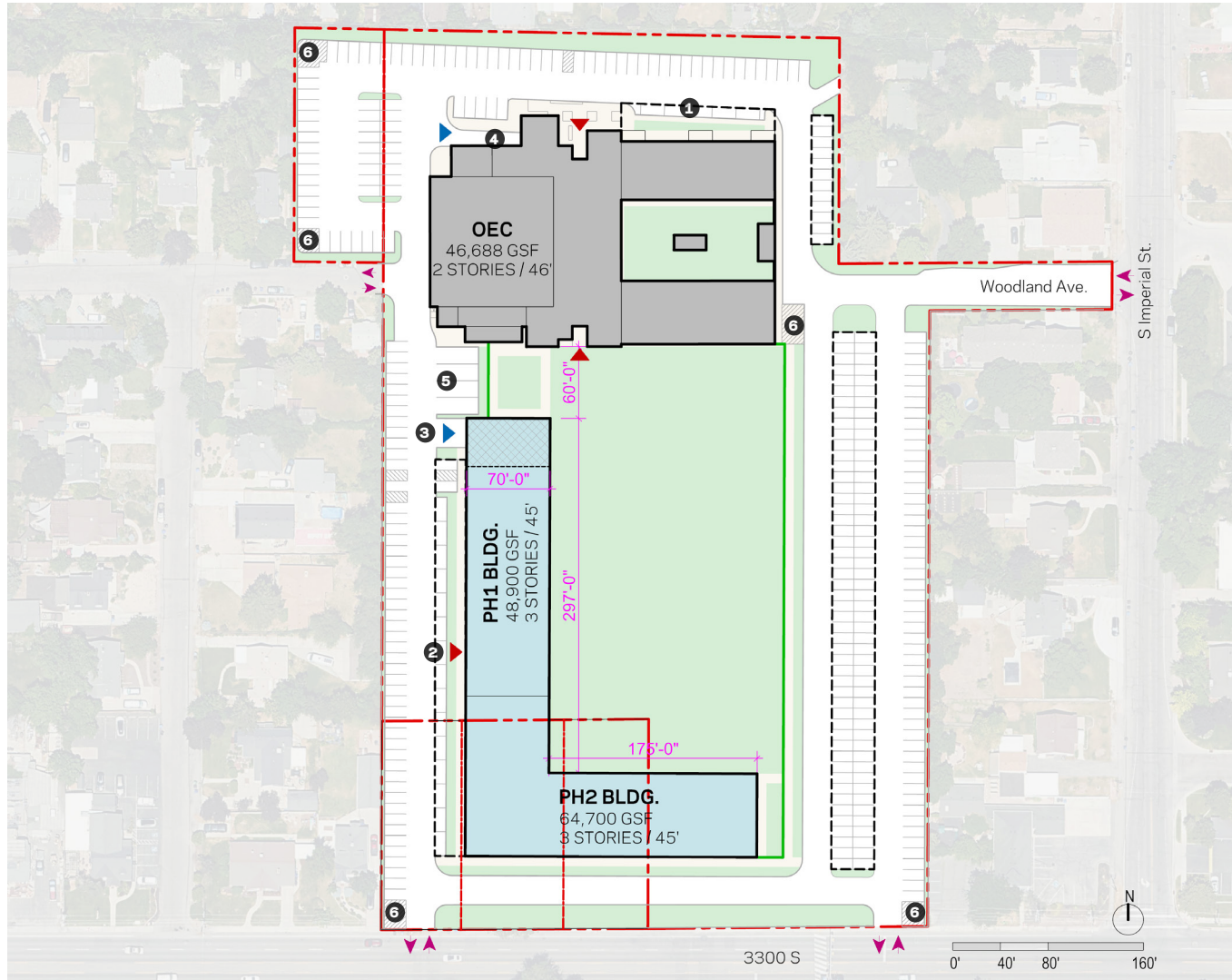
3 Levels / 45'

### Parking Stalls

315 Stalls

# SCENARIO C

## SITE PLAN



### LEGEND

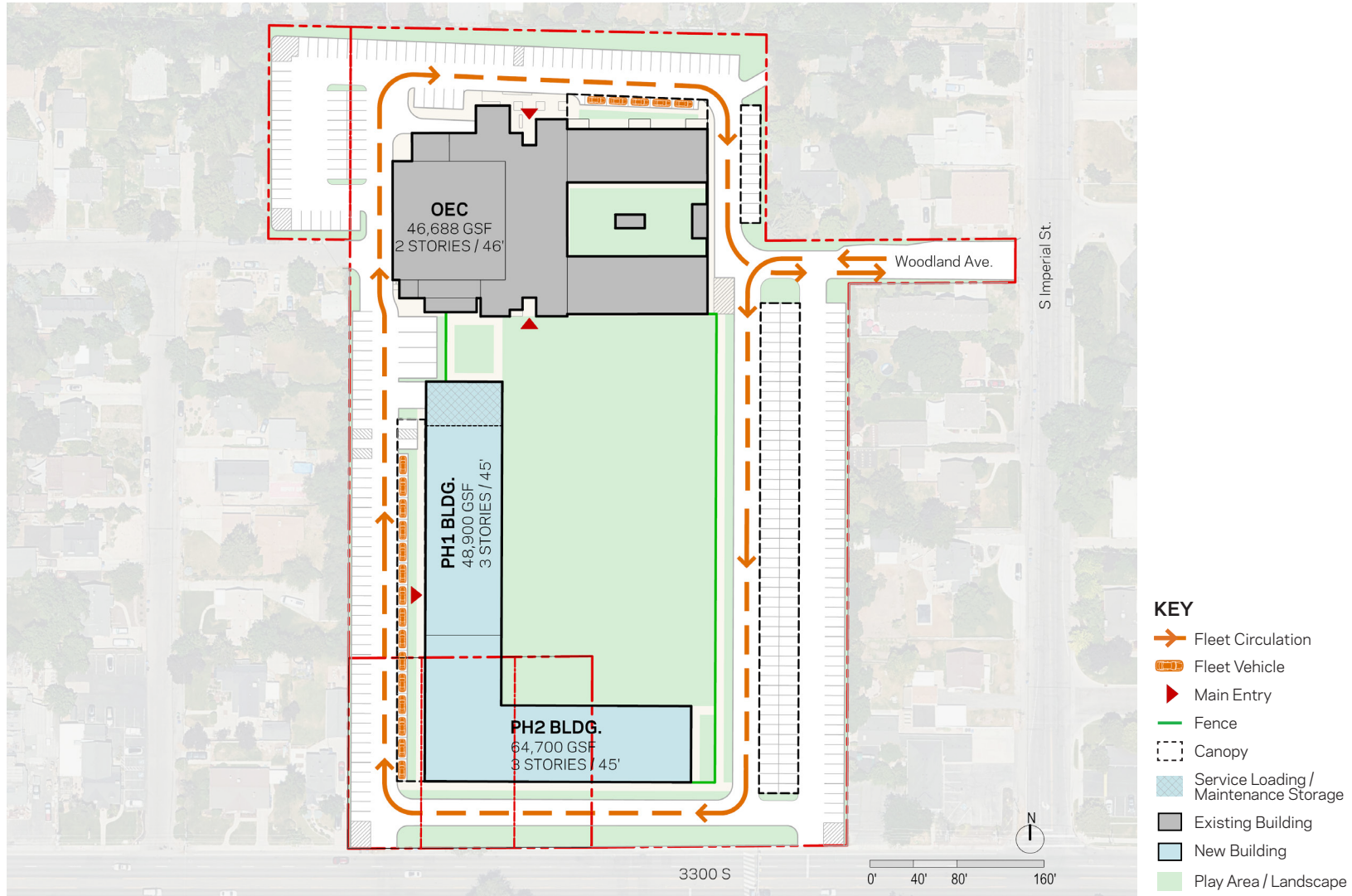
- ① OEC Blind Drop-off / Pick-up
- ② New Building Drop-off / Pick-up
- ③ Loading Dock
- ④ OEC Loading Dock
- ⑤ Audiology / Bus Parking
- ⑥ Snow Storage

### KEY

- ▶ Main Entry
- ▶ Service Entry
- ▶ Site Entry
- Fence
- - - Canopy
- ▒ Service Loading / Maintenance Storage
- Existing Building
- New Building
- Play Area / Landscape

# SCENARIO C

## FLEET VEHICLE DROP-OFF / PICK-UP DIAGRAM



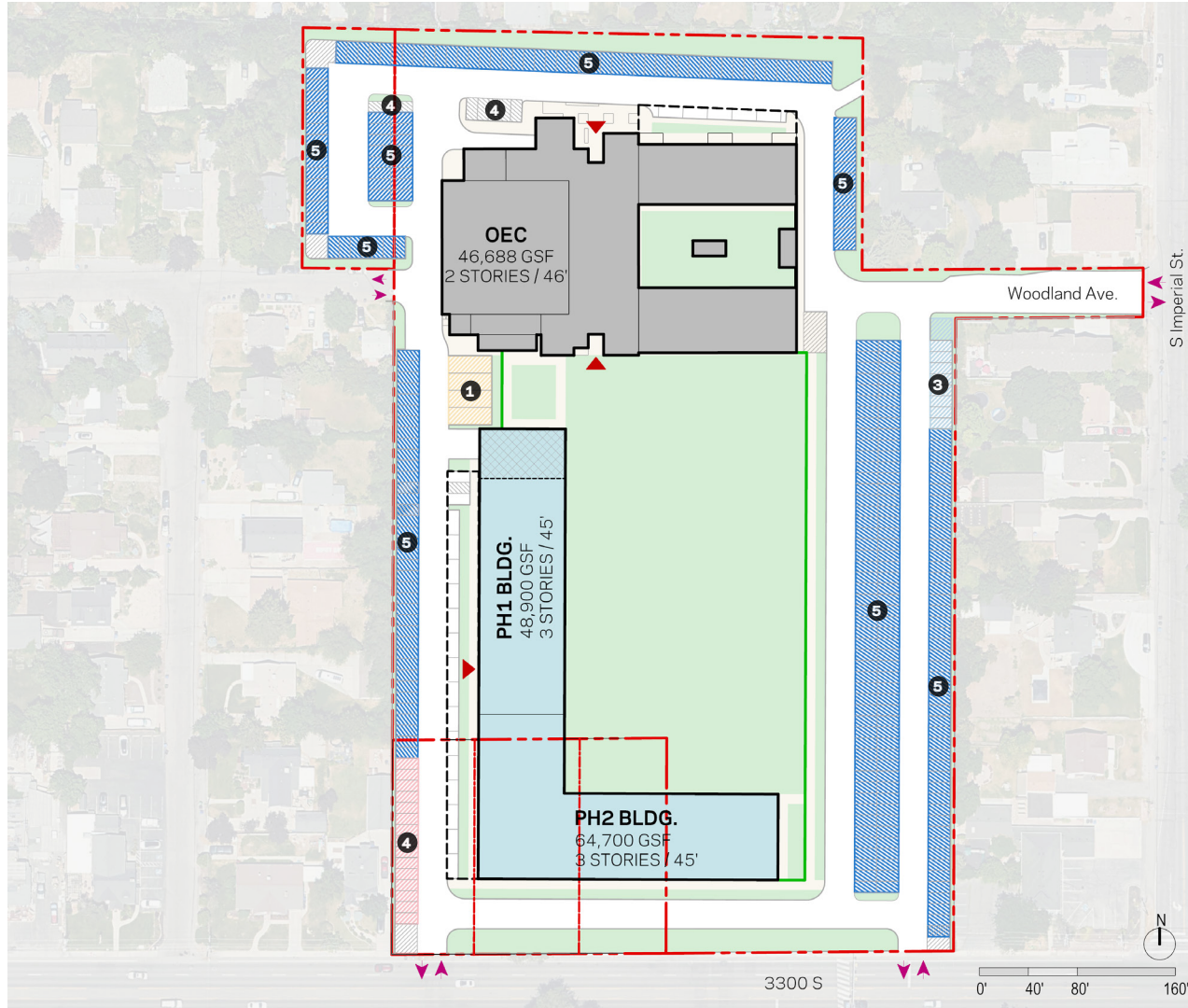
# SCENARIO C

## SERVICE DIAGRAM



# SCENARIO C

## PARKING PLAN



### PARKING ANALYSIS

FTE PARKING CALC PER DFCM STANDARDS		
	FTE COUNT	PARKING(0.8 SPACE PER FTE)
OEC	75	60
JMS	125	100
NET GROWTH	150	120
<b>TOTAL</b>	<b>350</b>	<b>280</b>

PARKING BREAKDOWN PER USDB		
	2025/EXISTING	2040/FUTURE PROJECTED
FTE PARKING	109	280
MAINTENANCE VEHICLES	4	7
AUDIOLOGY VAN	1	2
BUSES PARKING (20-30-SEAT SIZE)	0	2
VISITOR PARKING (5% OF FTE PARKING)	0	14
<b>TYPICAL TOTAL</b>	<b>113</b>	<b>301</b>
<b>OVERSIZED TOTAL</b>	<b>1</b>	<b>4</b>
<b>TOTAL</b>	<b>114</b>	<b>305</b>
<b>FLEET VEHICLES PARKING</b>	<b>19</b>	<b>10</b>
<b>TOTAL INCLUDING FLEET VEHICLES</b>	<b>133</b>	<b>315</b>

Note: 8 of the total should be ADA stalls

### LEGEND

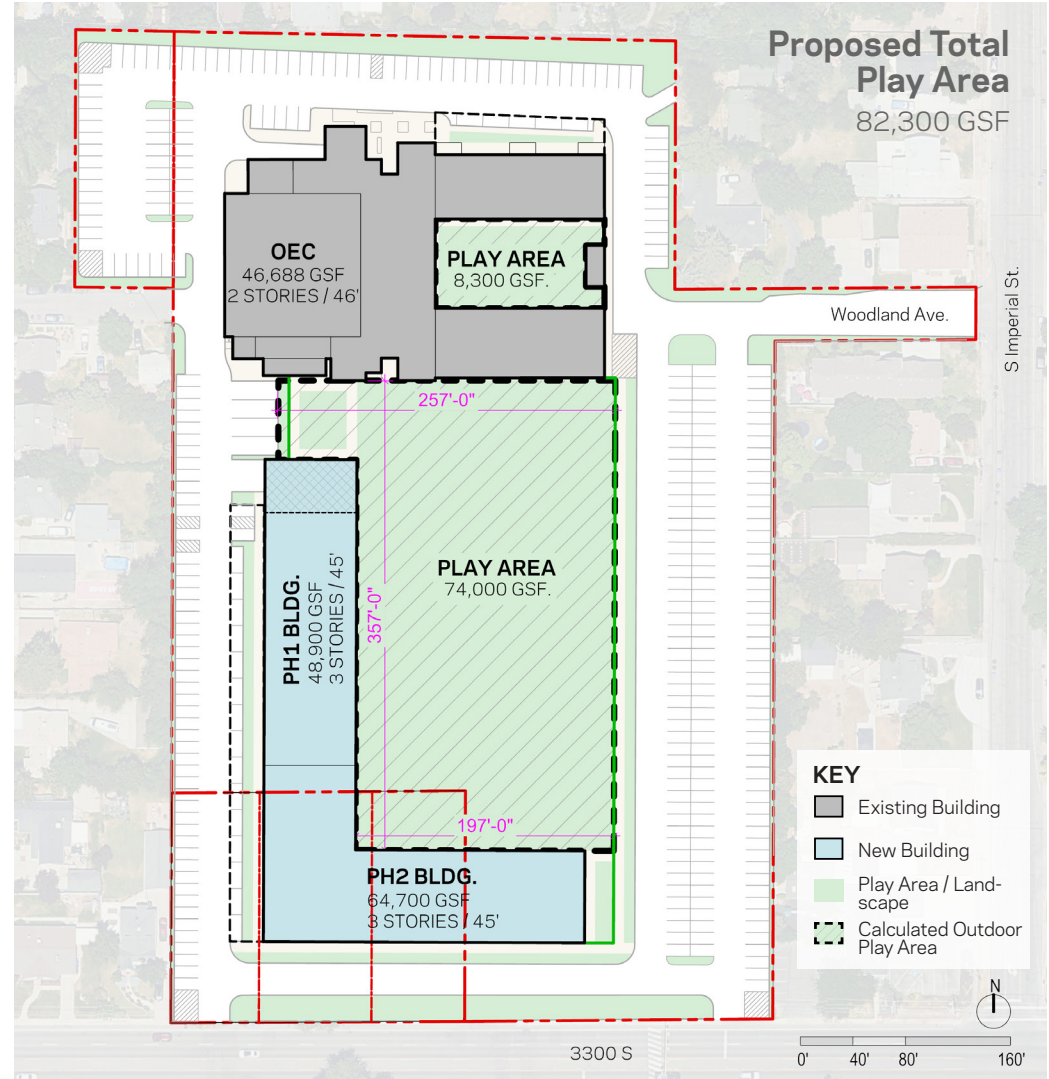
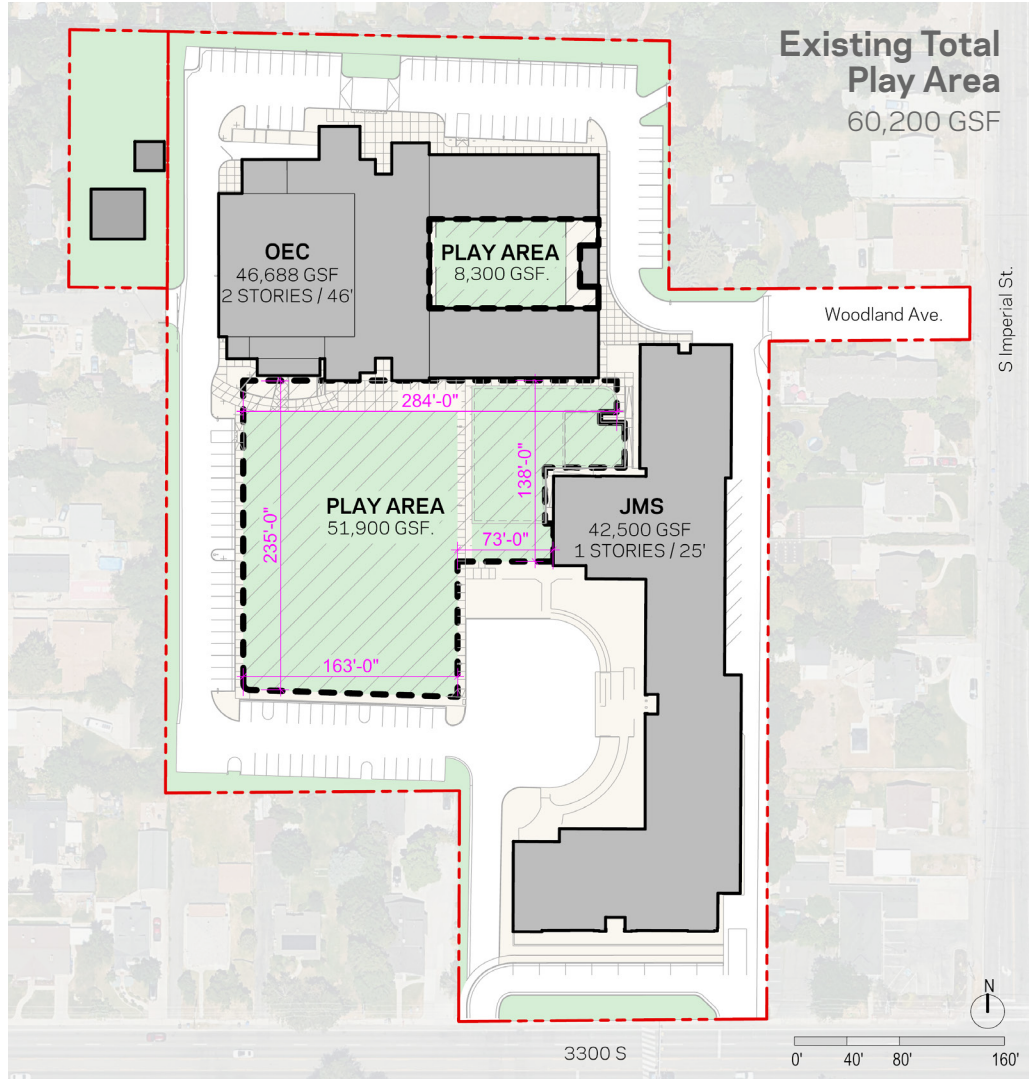
- 1 Buses and Audiology Van Parking
- 2 Visitor Parking
- 3 Fleet Vehicle Parking
- 4 Maintenance Vehicle Parking
- 5 Employee Parking

### KEY

- ▶ Main Entry
- ▼▲ Site Entry
- Fence
- - - Canopy
- ▨ Service Loading / Maintenance Storage
- Existing Building
- New Building
- Play Area / Landscape

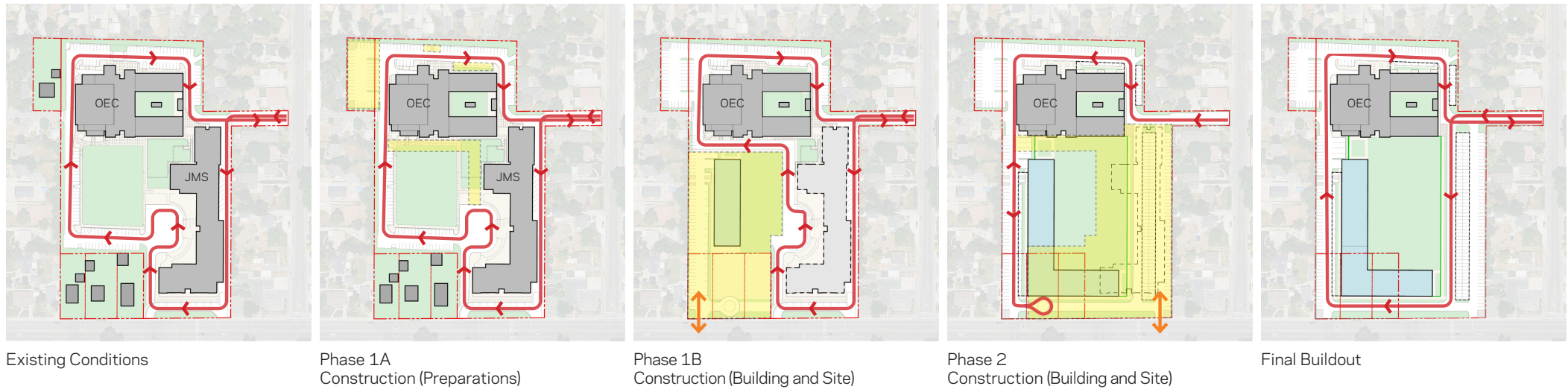
# SCENARIO C

## OUTDOOR PLAY AREA PLAN



# SCENARIO C

## PHASED CONSTRUCTION DIAGRAM

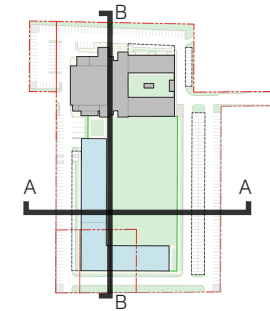
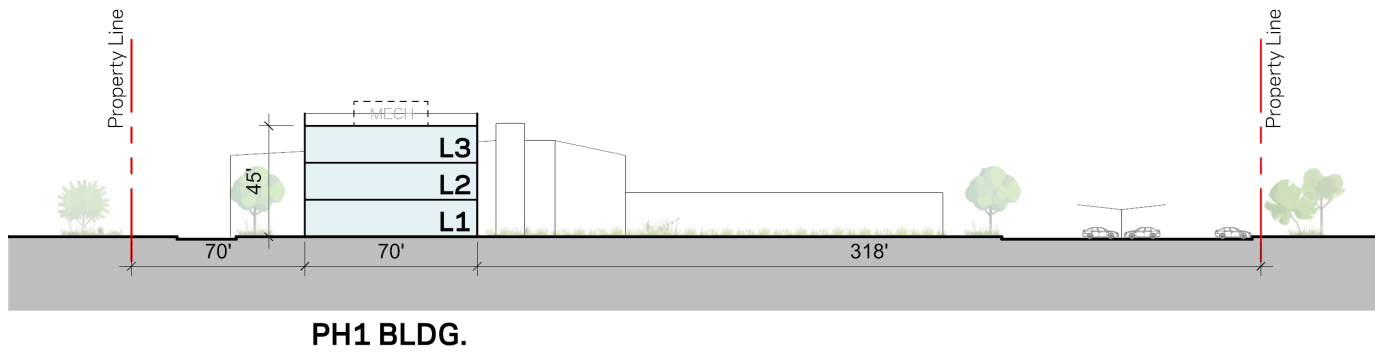


### KEY

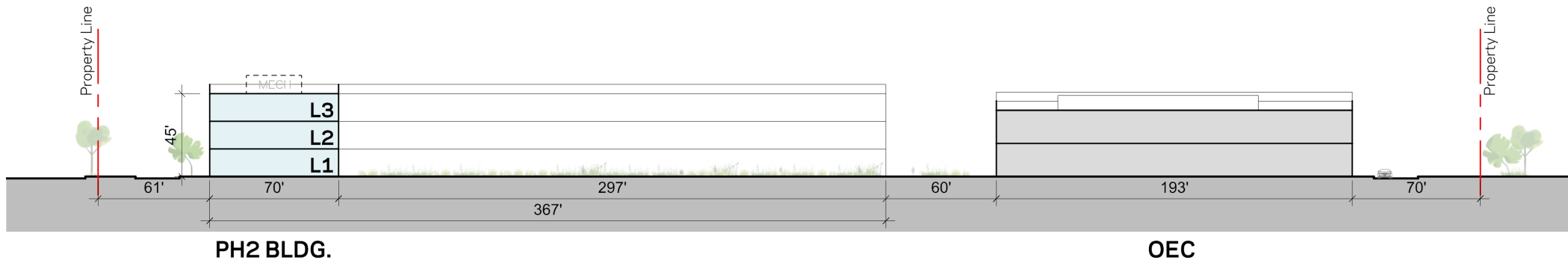
- Construction Site
- USDB Fleet Vehicle Route During Construction
- Construction Accessing Route
- Construction Traffic Flagger
- Existing Building
- New Building
- End of Phase JMS Demolition
- Play Area / Landscape

Notes: These architectural diagrams are illustrating potential construction-related phasing. Exact sequencing and phasing to be confirmed with the general contractor.

# SCENARIO C



## SECTIONS A-A



## SECTIONS B-B

- KEY**
- Existing Building
  - New Building