



OREGON SCHOOL FOR THE DEAF
Long-Range Facilities Plan
2024

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Oregon School for the Deaf

is where Oregon Deaf students Belong.

We are an institution steeped in tradition with a renewable dedication to equity.

It is our continuing mission to create a safe and empowering learning environment, rich in language where Deaf students can thrive, entering the world with new connections.

The Oregon School for the Deaf (OSD) Mission statement was developed using American Sign Language (ASL) and translated to written English (2020)



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Summary

In alignment with and informed by Oregon School for the Deaf's strategic goals for enrollment and educational outcomes, this Long-Range Facilities Plan (LRFP) recommends a range of renovation and new construction projects, conceived around two parallel main objectives: to address functional and operational deficiencies in existing buildings and systems, and to prepare the campus for the evolving needs of students, the Deaf community, and the broader educational system in the State of Oregon.

Summary

The Oregon School for the Deaf (OSD) exists primarily to educate Deaf and hard of hearing children in the State of Oregon; they also serve Oregon's statewide educational system as a resource for best practices, professional training, and advocacy on all matters related to deafness, Deaf culture, and all challenges inherent in preparing Deaf students for productive, independent lives.

From the outset of the planning process, thorough analysis allowed the design team to identify and prioritize a wide range of recommended improvements and replacement projects, targeted to address deferred maintenance or end-of-life conditions in buildings or systems that negatively affect human health, efficient operation, or the fidelity of visual communication.

A wider range of more strategic changes to the campus and its buildings is informed by recent developments affecting best practices in Deaf education, and more broadly, the current evolution of 21st Century curricula, standards, and pedagogical standards for teaching and learning. The relevance of these trends toward improving outcomes for OSD's students and graduates was confirmed in programming workshops with students, faculty, and administrators throughout the planning process.

Improvements to OSD's buildings and campus recommended in this report were developed to maximize impact on both objectives – to address legacy deficiencies that are holding OSD back, and to create campus facilities that support improved educational outcomes at all levels. In response to OSD's current role in statewide Deaf and special needs education, along with OSD's desire to increase its impact within the state of Oregon's educational system on behalf of Deaf students and their families throughout the state, the LRFP focuses on creating facilities that support programs that are focused on early childhood and career readiness.

A new **Family Center** for pre-school-age children and family education is conceived as part of the existing Lower School Program to address the critical need to assess and remediate hearing-related developmental delays before children age out of the period of brain development where early intervention can make the greatest difference. Equipping three- to five-year-old children and their families with essential training and support has proven universally to improve educational and independent living outcomes across the lifespan.

A new **Career Pathways Center** for career training and readiness will be developed as part of the existing Upper School Program, consolidating and reimagining existing program offerings with the goal of training and preparing OSD's secondary students with industry knowledge, real-world experience, and practical skills necessary for successful transition directly into the 21st Century workforce. Carefully integrated into improved high school academic facilities, and leveraging existing programs such as the Nightmare Factory, we can ease transitions and leverage connections with a growing STEM curriculum, and simultaneously increase students' daily exposure to a broadening world of employment options.



1 Purpose

Belongin

When (a where) do feel more connected to community

ENJOYFUL recreation games

Need more big and more Swing

Safety and

best
😊

most clean in the track not green!

Boy Dorm wall change color

PURPOSE

Aspirations

This report recommends a variety of improvements to OSD’s campus and buildings in response to a finite set of strategic goals, each one critical to improve student outcomes, to empower graduates to lead meaningful and productive lives, and to bridge community and educational gaps between Oregon’s Deaf community and the general populace to the benefit of both.

Pre-School-Age Deaf Children need specialized space and equipment for assessment and remediation of developmental needs related to language, literacy, and executive functioning

Elementary Students need classrooms better sized and configured for visual language development, integrated with project-based learning spaces for math and science.

Middle School Students need diverse and flexible ensembles of learning spaces to prepare for the increased breadth of curricula and teaching modes in High School

High School Students need a broad base of highly engaging language arts and humanities classrooms designed for visual communication, interspersed with specialized labs, studios, and shop spaces, to bridge readiness gaps toward higher education and/or career training.

OSD remains committed to American Sign Language and English as the languages of instruction. Visual language acquisition, the foundation of all learning on this campus, depends entirely on classrooms designed with measurable attention to visual clarity.

Residential students rely on safe, modern, supportive residence halls that respect the needs of each developing individual and cultivate a nurturing sense of community.

Deaf and hard of hearing students and their families need better access to a wide range of in-school services and systems of integrated supports to address resultant delays in physical, sensory, social and cognitive development.

Oregon’s Deaf Community requires a place of cultural identity and assembly, to cultivate and maintain its historic heritage and language, and to invite positive interactions and partnership with Deaf students.

The proposed renewal of OSD campus provides opportunity to improve disaster readiness and long-term resiliency of critical buildings and infrastructure. Replacement and renovation of OSD’s buildings provides the greatest potential to maximize energy savings, simplify maintenance, and reduce long-term operating costs.

Because children with special needs tend to fail in transition, all of these practical objectives need to be integrated strategically into a cohesive and nurturing campus, to clarify and ease hourly, daily, and yearly transitions that mark and pattern each child’s growth and development.

Process

In alignment with the culture and signature virtues that set Deaf education apart, our process was founded on visual communication and driven by in-person engagement with students, teachers, administrators, and stakeholders.



Blending national expertise in Deaf education with demonstrated mastery of local and regional trends in K-12 education, the design team worked in continual partnership with OSD and ODE during this study. The LRFP work plan was structured to identify and develop a wide range of design ideas and strategic improvements, prioritized according to their relevance with national trends in Deaf education and compatibility with strategic goals and objectives of the State of Oregon and the Oregon School for the Deaf.

Our work at Oregon School for the Deaf has been organized in four main parts:

Facility Assessment

Our team of architects assessed buildings and other campus facilities in December of 2023, reporting on deficiencies and identifying critical needs. Findings were identified as a Safety, Fire Life Safety/Cost, Security, Accessibility, Hazardous Materials, Indoor Air Quality and Ventilation, Energy, General Maintenance, and Deferred Maintenance issues. Cost estimates were developed per line item. See Summary of Recommendations matrix located in the Appendix. Outcomes of the assessment inform the campus analysis and are an important component in our understanding of how building conditions impact the school’s ability to serve Deaf students.

Student Engagement

We met with elementary, middle, and high school students over lunch in January 2024. Additional responses were gathered in class over the following weeks.

Visioning

We met with the Director’s Leadership Team and engaged in high-level conversations focused on understanding aspirations. We captured aspirations in the following categories:

Community

- Creating and reinforcing a sense of welcome, belonging, and community for students.
- Student safety, security, and supervision.
- Understanding the needs of the larger Deaf community.
- Social and recreation opportunities for students.

Program Goals and Opportunities

- Language development using ASL and English.
- Teaching and learning, and engaging and supportive learning environments.
- Career and life pathways.
- Age appropriate play and social opportunities.
- Athletics and wellness.
- Adult transition program needs.

Family, Student, and Staff Experience

- Needs of families.
- Parental support, engagement, and education.
- Age appropriate residential experience.
- Day student experience.
- Transitions and in-between spaces.
- Mental health and other student supports

Long-Range Facilities Planning

Our long-range planning efforts sought to capture aspirations and develop a series of recommendations. The following plan and implementation strategies outline a potential path forward.



Campus Development Timeline

***Gallaudet University** is the first school for the advanced education of the Deaf and hard of hearing in the world.*



OSD Campus 1922

***The Progressive Era** was an early 20th century Political and Social Reform movement in the United States.*

*During this era, the **Oralist Method** gained momentum prioritizing speech and lip-reading over sign language.*

The Oregon School for the Deaf was established in 1870 by William S. Smith. He set his sights on establishing a school for the Deaf when he became aware that students in Oregon were traveling to California to find services. Smith’s work coincides with early influences in Deaf education including the founding of Gallaudet University.

Buildings highlighted in **bold** are still in use today.

Early Days 1910 - 1930

The school occupied a few nearby sites in the Salem area before coming to the current site located at the intersection of Maple Avenue NE and Locust Street NE in Salem, Oregon. Investment into the development of the early campus was supported by the Oregon legislature with the passing of \$75,000 appropriations.

The site was selected by Superintendent Tillinghast due to existing orchards that might provide fruit for students, the presence of buildable area at higher elevations, fertile lowlands for farming, and the presence of a small grove of native fir trees. The stepped grading of the site and areas of mature trees remain today. The adjacent railway provided opportunity for a spur to deliver needed fuel and goods to the school. Evidence of the rail spur remain today.

The property included a three-story structure that was easily converted for use as the industrial arts building. Two small existing cabins on site served as housing for staff and an infirmary. Several new buildings were constructed as the school relocated to its home on Locust Street.

- 1913 Main Administration Building
- 1914 **Tillinghast Hall**
- 1916 Printing Office
- 1922 **Hokanson Gym & Industrial Arts**
- 1925 Old Steam Plant

WWI & II created opportunity for Deaf adults in factory and industrial jobs. After the war, the Work Program Administration, passed in 1939, provided funding for some needed improvements on campus, including the construction of **Kuenzi Hall** in 1940. Construction soon followed of the **Paint Shop** in 1947 and **Central Plant** in 1950.

The Deaf Renaissance period began around 1960 when sign language was rediscovered and integrated as a focus of Deaf education. The Rubella Outbreak in 1962 created a surge in growth of the Deaf population.

Growth 1955-1975

The OSD campus experienced a significant investment into new facilities in response to the increasing number of Deaf students in Oregon. The 37.3 acre campus had become a thriving educational institution with new facilities that supported the needs of the era’s Deaf students.

- 1957 **Lindstrom Hall**
- 1958 **Wallace Hall**
- 1960 **Carpenter House**
- 1961 **Ulmer Hall**
- 1962 **Peterson Hall**
- 1963 **Peck Gym**
- 1971 **Clatterbuck**
- 1975 **Smith Hall**

Repair and Renewal 2010 - 2025

After a period of decline in enrollment and decades of minimal investment, a new building was constructed on the OSD campus by Extreme Makeover: Home Edition. The new building was to support residential needs. Given the small size, limited number of residential accommodations, and staffing requirements, the building is currently being used as a recreation space rather than as a dormitory.

2010 **New Dorm**

Additional repairs and minor improvements have been made to keep the aging campus operational.

- Boiler replacement in Central Plan
- Locker room addition to Peck Gym
- Accessible toilet room upgrades to several buildings on campus

It has been approximately 60 years since the middle of the last period of significant investment in OSD (1957-1975) and nearly 50 years since the last major building was completed on campus (Smith Hall). Buildings are aging and require significant investment simply to stabilize decline and to address critical deficiencies. While well cared for, the campus is aging, does not meet current standards for safety, accessibility, and energy efficiency, and does not meet the educational and social needs of Deaf students. Our findings suggest that it is time to move past stop-gap efforts to repair aging and outdated infrastructure to envision significant renewal efforts that position students for long-term success.

***Deaf Renaissance** is a period of the rediscovery of Sign Language which led to increased research and advocacy for the use of sign language in Deaf education.*



OSD Campus 1958



OSD Campus 2007

Campus Development Timeline

PURPOSE

REPAIR & RENEWAL 2010 2025

Replacement of aging systems and accessibility upgrades to maintain the functioning of the campus, and transformative investment in the campus for Deaf students and community

GROWTH 1960

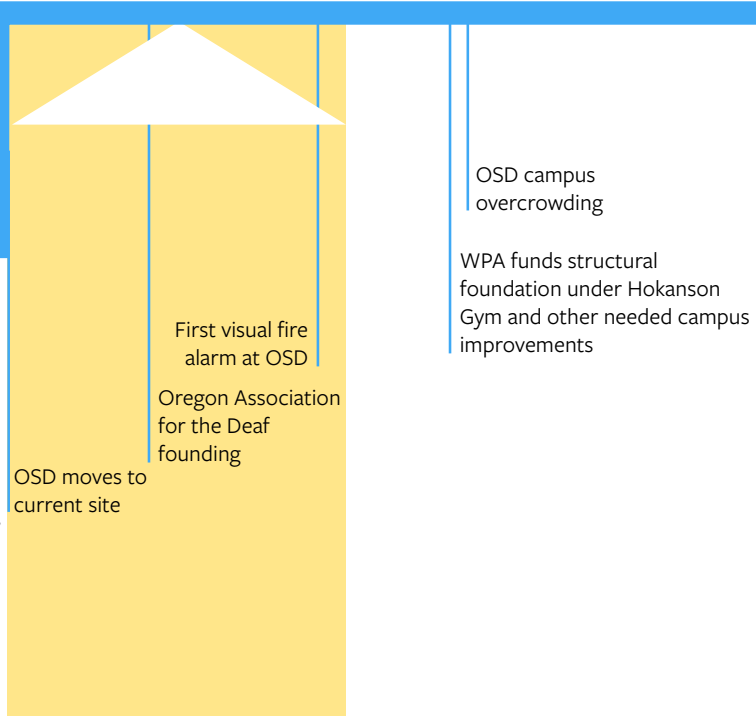
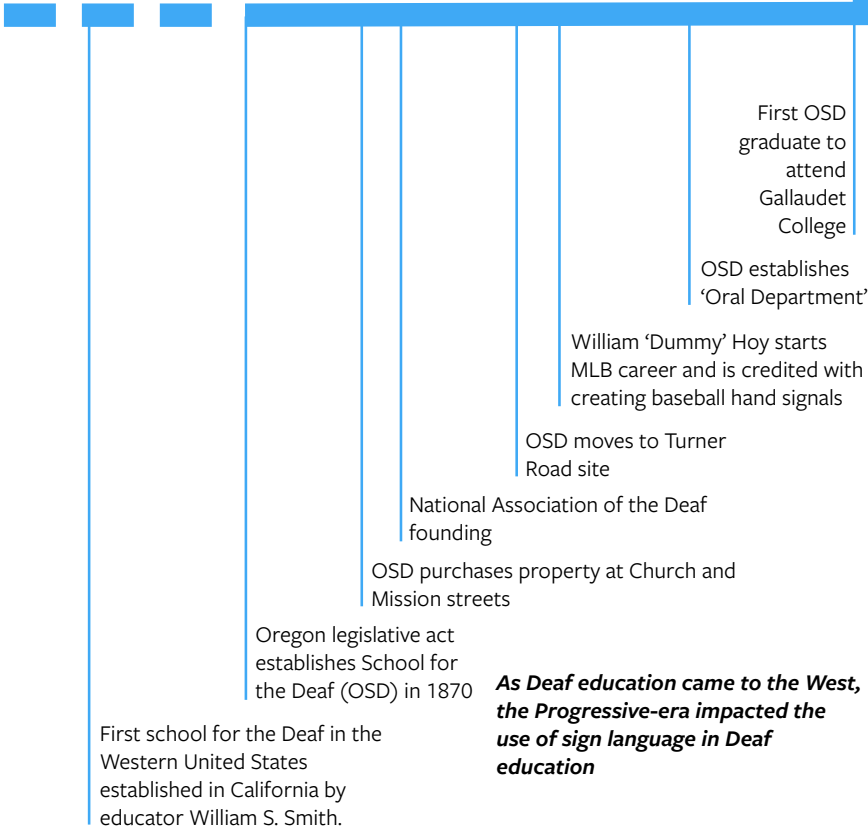
The Oregon legislature responds to the surge of Deaf students and the needs of an emerging Deaf culture and community at OSD

EARLY DAYS 1910

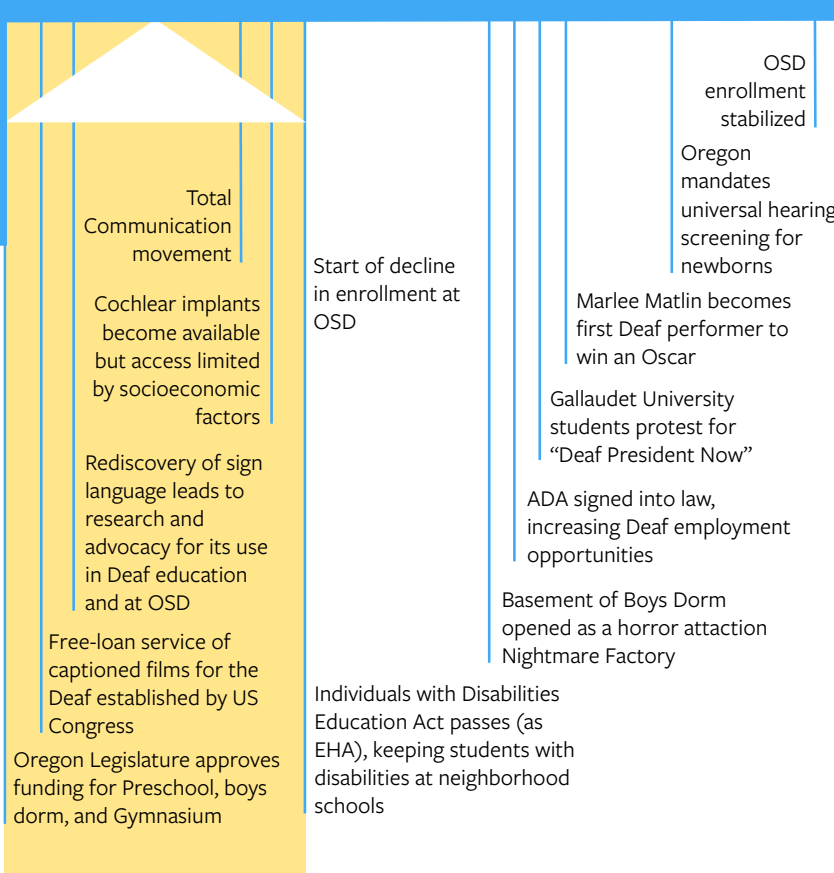
Funding and support for the current campus location including a new gymnasium and career technology facilities

Campus Development in the context of history of Deaf culture

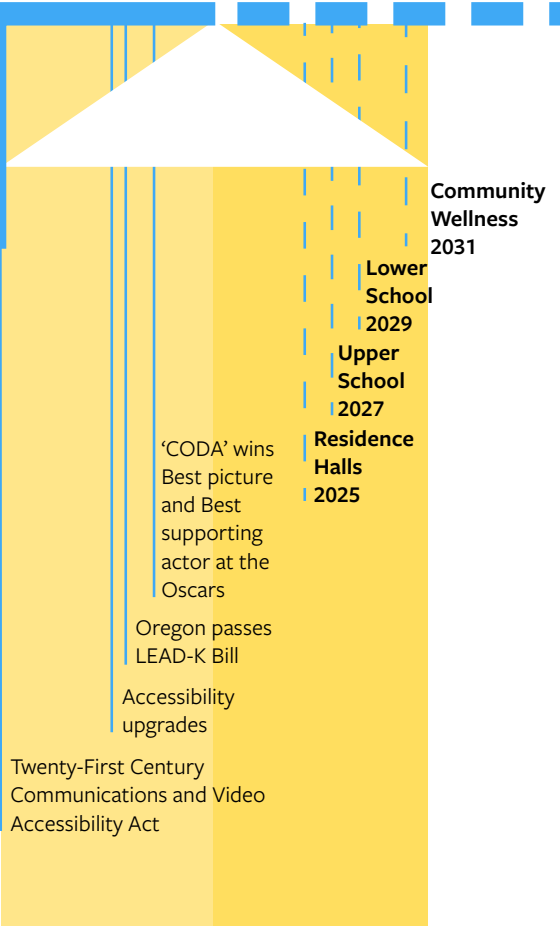
Investments made into development of the OSD campus have positioned OSD staff to best serve the needs of Deaf Students



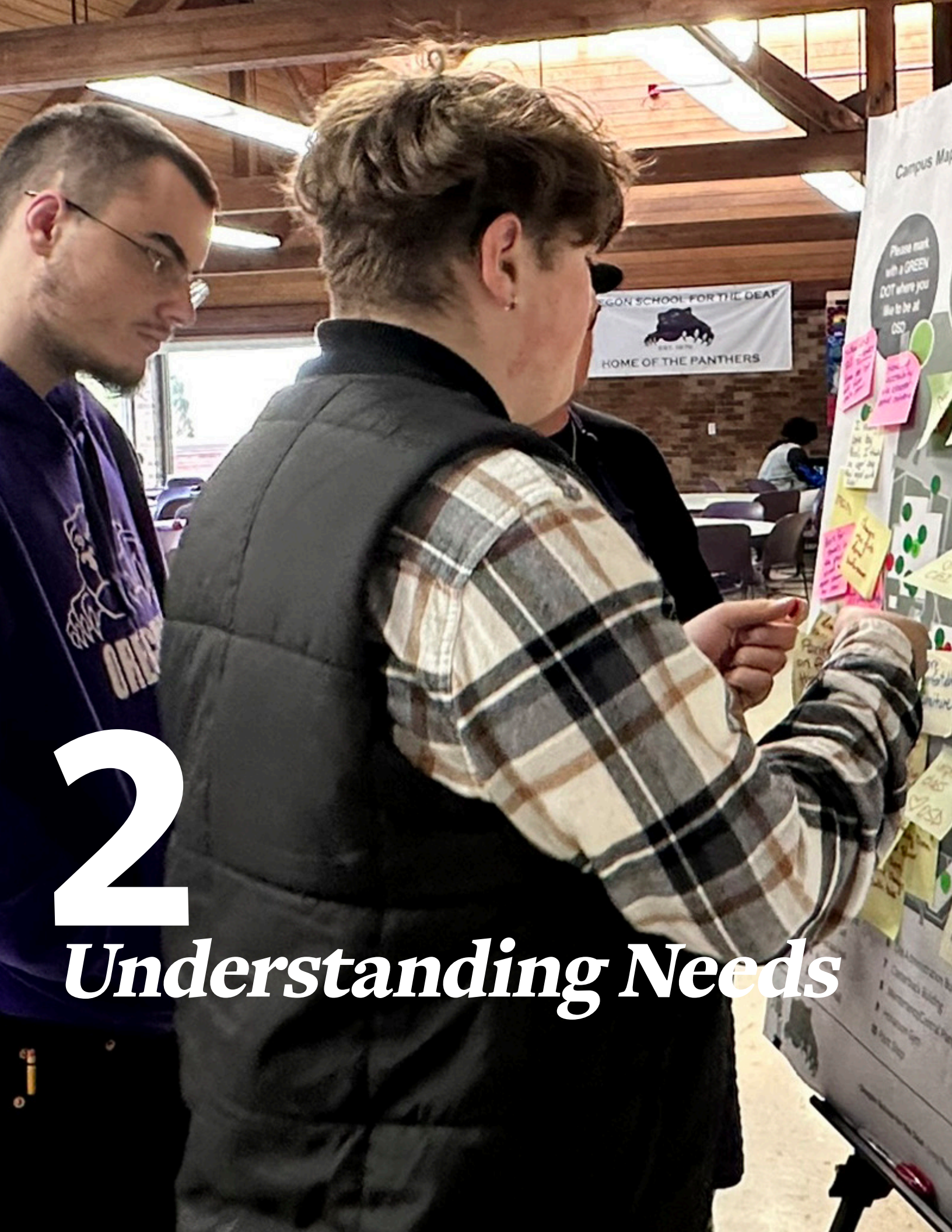
WWI and WWII provided increased employment opportunities for the Deaf community 1914-1945



Deaf Renaissance & Rubella Bulge influenced growth of Deaf schools across the United States



Deaf campuses nationwide are experiencing strategic growth and renewal 2010 - present



2

Understanding Needs

UNDERSTANDING NEEDS

Deaf Education

Schools and classrooms on most Deaf school campuses are now pedagogically outdated, fraught with sensory limitations and environmental hazards, devoid of current technology, and uninformed by decades of brain science and human development best practice.

Deaf Education in the United States has a long history, marked from the beginning by continual evolution and creative innovation. Mirroring conditions apparent on almost every Deaf school campus in America, the last major period of capital investment and improvement at Oregon School for the Deaf occurred in the 1960's. This pervasive pattern was spurred by two fairly ubiquitous national trends - the emergence of the Baby Boom Generation and the Rubella Outbreak of the mid-1960's, both of which contributed to sharp increases in the Deaf population.

This investment bulge, accompanied by the decades of relative investment malaise that followed, mean that schools and classrooms on most Deaf school campuses are now pedagogically outdated, fraught with sensory limitations and environmental hazards, devoid of current technology, and uninformed by decades of brain science and human development best practice.

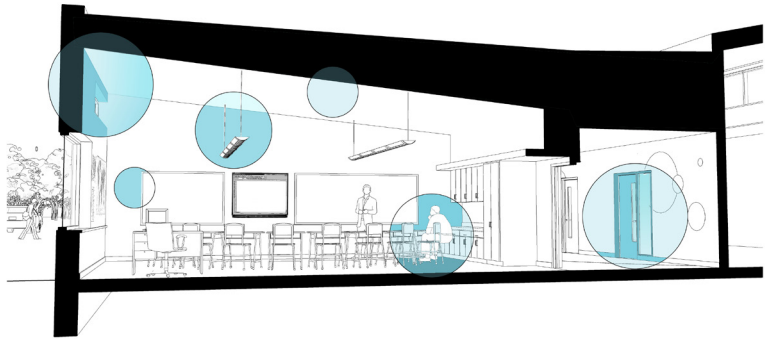
Except for a few limited renovations, Oregon School for the Deaf is a textbook example of this national pattern of non-investment, and its implications on enrollment and the educational outcomes of Deaf students statewide are indisputable.

In response to these generational pressures, Deaf campuses throughout the United States are experiencing a renaissance of strategic growth and improvement, in combination with a groundswell of innovation in early intervention, language acquisition, and wholistic development of children with an ever-widening variety of sensory and cognitive needs.

Deaf Education

HOLISTIC DESIGN FOR DEAF EDUCATION

Designing educational spaces for Deaf students involves a careful balance of visual and acoustic considerations, ensuring clear visual communication, minimizing auditory distractions, and creating spaces that support the unique ways in which Deaf individuals navigate, maximize, and interact with their environment.



Visual Landscape

The primary design focus of learning spaces for Deaf education is on providing visual clarity, evaluated according to a signal-to-noise strategy.

- **Visual Signal:** This refers to anything that carries information required for learning – the teaching displays and surfaces, the teacher’s face and upper torso, as well as the faces and torsos of peers in the same classroom. To amplify visual signal, artificial and day lighting should be indirect or diffuse, ensuring gentle horizontal distribution and illuminating vertical surfaces that convey information. This approach aids in clearly seeing the face and hands of a signing person or lessons written on a teaching wall.
- **Visual Noise:** This refers to things that can block, interfere, or compete with visual signal. Each student requires direct and unobstructed sightlines to the teaching wall, the teacher, and all peers. Classrooms typically host sections of 6-10 students, arranged in a curving arc to maximize visual access. Windows should be positioned away from teaching walls to minimize backlighting and glare.
- The best design strategy considers overall illuminance and lack of glare to reduce eyestrain, contrast ratios in teaching areas to improve legibility, as well as a balanced approach to reducing visual clutter without reducing visual stimulation and interest to zero.

Acoustics

The acoustical design strategy for deaf learning spaces is also driven by a signal to noise approach, keyed on identifying and reducing background noise from four primary sources.

- **Mechanical Noise** – Equipment, distribution, structural-borne vibration.
- **Outside Noise** – Originating from outside the building
- **Building Noise** – From within the building but outside the classroom, including corridor traffic and noise from adjacent rooms or floors.
- **Room Noise** – Noise generated within the classroom, like coughing, which should be controlled through proper absorption materials to ensure minimal disruption.

OSD is committed to providing a bilingual education through American Sign Language and written English. OSD’s mission is based on providing an inclusive environment for all students who can access visual communication, with equity at the forefront.

Catering to these students requires attention to background noise levels both in classrooms and throughout campus, since communication and language development happen outside, as well as within, dedicated teaching and learning spaces.

Deaf Space

Deaf and hard-of-hearing individuals navigate spaces and communicate differently from their hearing peers. Effective design strategies accommodate these differences all tie back to themes of visual connectivity and generosity of space.

- Wider corridors are necessary to ensure smooth transitions and accommodate multiple pedestrians conversing in ASL.
- Narrow intersections and blind corners should be avoided to prevent frustration and mobility hazards.
- In project-based learning spaces, specialized focus areas should be centrally located to facilitate communication and instruction. Equipment placed around the perimeter forces Deaf users to turn their backs to the space, hindering effective communication and instruction.
- Open spaces can support a wide range of activities. Avoid unnecessary partitions and barriers that could obstruct views and movement.

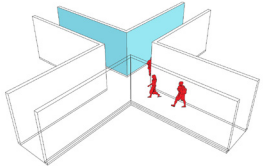
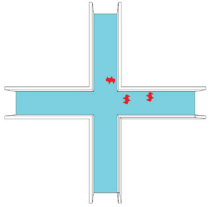
Designing educational spaces for Deaf students involves a careful balance of visual and acoustic considerations, ensuring clear visual communication, minimizing auditory distractions, and creating spaces that support the unique ways in which Deaf individuals navigate and interact with their environment.

Health & Well-Being

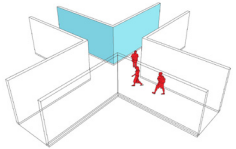
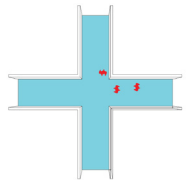
A comprehensive approach to health ensures that students’ physical, mental, and social needs are met and adapted to the specific developmental stages and abilities of Deaf students.

- **Social Interaction:** Facilitating social interaction is crucial for Deaf students. Designing communal spaces where students can easily engage in ASL conversations, collaborate on projects, and socialize helps build a strong sense of community. Open areas, lounges, and circular seating arrangements promote inclusivity and ensure that all students feel connected.
- **Play-Based Learning:** Play is an essential ingredient in offering students of all ages a more varied and balanced sensory diet throughout the school day and week. Though the definition of play tends to shift as students progress through grade levels, the value of encouraging learning opportunities outside a typical classroom setting is unquestionable. Promoting a campus-wide diversity and integration of places for indoor and outdoor interactions bolsters physical and mental wellness for both students and faculty.
- **Student Support Services:** One way to overcome a common deficiency on Deaf school campuses is to co-locate physical health care with behavioral support services, which can have the effect of de-stigmatizing mental health maintenance. Whether from neurological conditions comorbid with deafness or from the social isolation many Deaf students experience in mainstream life, Deaf children often require more counseling and psychological support than hearing peers. Creating a single campus destination for physical and mental health maintenance promotes human dignity by removing unnecessary stigmas around the meaning of wellness, and promotes more of a “whole child” attitude toward care and support.

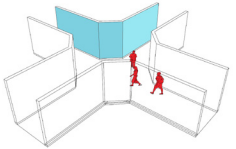
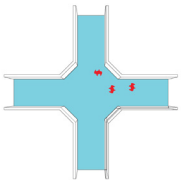
UNDERSTANDING NEEDS



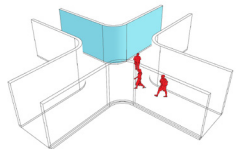
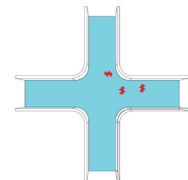
TYPICAL CORRIDOR



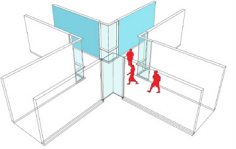
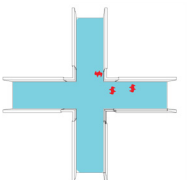
WIDEN



CHAMFER



RADIUS



GLASS

Student Voice

We met with elementary, middle, and high school students over lunch in January 2024. Additional follow up feedback was gathered by teachers in classroom settings over the following weeks.

We asked students to place red and green dots on a campus map, indicating their favorite and least favorite spots at Oregon School for the Deaf. Additionally, we asked students to record responses to a series of prompts.



First Impressions and Experiences

- What did it feel like on your first day at OSD?
- What were your anxiety or fears as you were preparing to come to OSD?
- What would you like to see to help students feel welcome and included?
- What about your family? What kinds of resources should OSD have to help your family?

Dreams and Aspirations

- What do you want to be? How can OSD support you in your dreams and aspirations?
- Is there anything that scares or worries you about your future?

Belonging, Community, Safety, and Engagement

- What is your favorite/least favorite space to be at OSD? What about that space do you love/dislike the most?
- Where do you feel the safest at OSD? And where do you feel the least safe?
- Are there places on campus for you to express yourself?

Places to Learn, Socialize, and Play

- What is your favorite thing about living at OSD? What is your favorite part of your day?
- Are there spaces on campus where you can connect with nature and the natural world?
- What spaces do you learn best in? Why?
- What might you want to change about your classrooms?
- What types of spaces do you need to learn best?
- Do you have access to different types of spaces for learning and socializing? Can your friends access those spaces too?
- Do your play and social areas feel fun and inviting?

Physical and Mental Wellness

- How could the OSD better support your mental health?
- Where and what type of spaces can you go when you are really feeling overwhelmed?
- How does it feel when you access health, counseling, and other support spaces?

Lessons Learned

- What would you want incoming students to know about OSD?
- What do you wish could have been different to better prepare you to transition to high school?
- What’s missing at OSD? What experiences have you seen at other schools that you miss at OSD?

The following themes emerged and in turn helped to shape the aspirations of the Long-Range Facilities Plan.

“We want more Deaf friends”

Students come to OSD in part for the opportunity to find peers that share similar language and experiences. Students are socially driven and want to increase social circles, find like minded peers, and cultivate close friendships. Many expressed that there are just too few students at OSD, limiting their ability to find and build networks of acquaintances and close friendships.

“Offer more vocational work to prepare us for the world”

Students are very concerned about what comes next. For those students that are not college bound, this anxiety can be pronounced. These students want opportunities to find viable pathways to success and to build on meaningful experiences, such as the Nightmare Factory, which helps them to develop a wide range of relevant, real-world skills.

“We want to invite other students to OSD”

Students expressed their desire to support and connect with other Deaf kids in Oregon. They expressed ideas like hosting summer camps as ways to offer Deaf students across Oregon the same benefits and sense of community that they’ve come to enjoy. Students want to hold tournaments and sporting events at OSD such that they can develop school pride and the sense of community that they see at other schools. Additionally, students want spaces to bring their community together through pep rallies and community events.

“We want safe spaces that feel comfortable and are accessible to students with disabilities”

Students report that spaces feel poorly ventilated and often feel uncomfortably hot or cold and are aware of the presence of asbestos and other unsafe materials in their dormitories and classrooms. Further, dormitory bathrooms feel worn, old, and unpleasant. A number of students flagged that there are too many spaces on campus, such as the workout room, that are inaccessible to some of their peers.

OSD Students want the same opportunities and spaces to explore drama, robotics, graphic design, art, culinary pursuits, and to further develop entrepreneurial endeavors that other Oregon students enjoy.



Campus Analysis and Rankings

Existing Campus Rankings

Understanding how the physical condition and environment impact the ways spaces are being used is essential to development of the Long-Range Facilities Plan. Rankings have been developed to provide a framework in which to evaluate the degree to which buildings and site assist or impede the work of staff and students, and the impact of facilities on student experience.

The site/buildings were evaluated through responses to questions that describe the impact the facilities have on students in 3 categories: Conditions, Suitability, and Experience. Survey questions are tailored to capture the specific needs of Deaf students in addition to basic needs more typically evaluated.

The 1-5 rating indicates an Unsatisfactory – Satisfactory in response to each heading. The Long-Range Facilities Plan aspires to increase ratings beyond level 5 Satisfactory, achieving Excellence.

Conditions

Evaluation of the Impact on health and well-being

- Safety
- Security
- Accessibility
- Hazardous Materials
- Indoor Air Quality and Ventilation

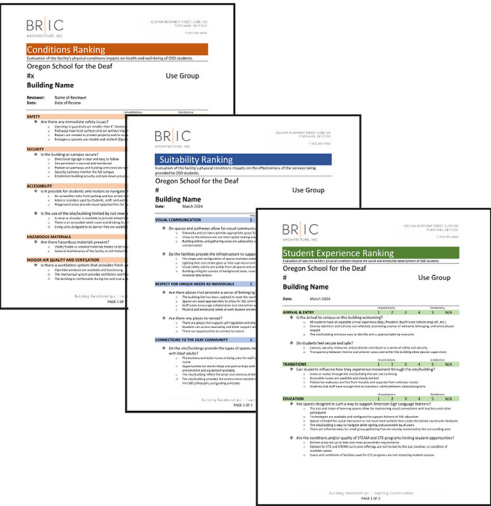
Suitability

- Impact on the effectiveness of services provided
- Visual Communication
- Respect for Unique Needs as Individuals
- Connections to the Deaf Community
- Academic Excellence
- Student Life

Student Experience

- Impact from student perspective
- Arrival & Entry
- Transitions
- Education
- Wellness
- Social Development

See Appendix for completed templates



See Appendix for completed templates

UNDERSTANDING NEEDS

Scores reveal areas of deficiency by category on the existing OSD campus.

The 1-5 rating indicates an Unsatisfactory – Satisfactory in response to each heading. The Long-Range Facilities Plan aspires to increase ratings beyond level 5 Satisfactory, achieving Excellence.

5 **Satisfactory** - Meets some, not all criteria

4

3 **Fair** - Criteria mostly met

2

1 **Poor** - Does not meet any criteria

Conditions

BUILDING NO.	BUILDING NAME	RANKING
1	Carpenter House	1.6
2	Wallace	3.4
3	Peterson	3.0
4	Kuenzi	2.4
5	Lindstrom	1.6
6	Tillinghast	1.4
7	Clatterbuck	3.4
8	Central Plant	4.0
9	Hokanson Gym	2.4
10	Paint Shop	3.0
11	Peck Gym	4.0
12	Ulmer	1.8
13	Smith	3.6
17	New Dorm	4.2
Site		2.6

Suitability

BUILDING NO.	BUILDING NAME	RANKING
1	Carpenter House	1.0
2	Wallace	2.8
3	Peterson	3.2
4	Kuenzi	2.6
5	Lindstrom	2.8
6	Tillinghast	1.5
7	Clatterbuck	3.4
8	Central Plant	4.0
9	Hokanson Gym	2.0
10	Paint Shop	3.0
11	Peck Gym	4.4
12	Ulmer	1.2
13	Smith	3.4
17	New Dorm	4.0
Site		2.2

Experience

BUILDING NO.	BUILDING NAME	RANKING
1	Carpenter House	1.0
2	Wallace	2.6
3	Peterson	2.4
4	Kuenzi	2.6
5	Lindstrom	2.4
6	Tillinghast	1.0
7	Clatterbuck	2.8
8	Central Plant	4.0
9	Hokanson Gym	1.8
10	Paint Shop	1.0
11	Peck Gym	4.0
12	Ulmer	1.5
13	Smith	4.0
17	New Dorm	4.0
Site		2.4



Overall Ranking

The Overall Ranking demonstrates the site/building’s ability to fulfill the needs of the Oregon School for the Deaf.

Results are used as the basis of the Long-Range Facilities Plan and informed strategies for how best to improve the quality of services being provided to OSD students.

- 5

Satisfactory - Meets some, not all criteria
- 4
- 3

Fair - Criteria mostly met
- 2
- 1

Poor - Does not meet any criteria

The 1-5 rating indicates an Unsatisfactory – Satisfactory in response to each heading. The Long-Range Facilities Plan aspires to increase ratings beyond level 5 Satisfactory, achieving Excellence.

BUILDING NO.	BUILDING NAME	RANKING
1	Carpenter House	1.2
2	Wallace	2.9
3	Peterson	2.9
4	Kuenzi	2.5
5	Lindstrom	2.3
6	Tillinghast	1.3
7	Clatterbuck	3.9
8	Central Plant	4.0
9	Hokanson Gym	2.0
10	Paint Shop	2.3
11	Peck Gym	4.1
12	Ulmer	1.3
13	Smith	3.7
17	New Dorm	4.0
Site		2.4

Overall Ranking



Existing Campus Deficiencies

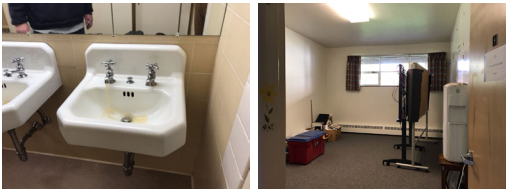
UNDERSTANDING NEEDS



Site
The Oregon School for the Deaf campus shares the campus with charter schools that lease areas in some of the existing buildings. The entrance to the site is *not monitored by security* during the day. The routes on campus are generally *not accessible and accessible routes are not identified*. The *poor condition of the grandstands and track & field equipment does not encourage or promote athletic programs for students*. Campus wide emergency systems need to be verified and updated to ensure proper back up. *The aging utility infrastructure needs attention, including replacement of the pneumatic controls system wide.*



#1 Carpenter House
The building sits *vacant/unused*. The interior of the building has been demolished and is not ready for immediate occupancy. The heating system is demolished. The exterior is in good condition.



#2 Wallace Hall
The building is currently used by the OSD Adult Transition Program. It was originally constructed to serve as a dormitory for elementary students. *Toilet room plumbing fixtures are child-sized and not suitable for use by the adult students and staff*. Spaces used as classrooms are former dorm rooms and *too small to support visual communication*. Program offerings are limited by the spaces made available to the Adult Transitions Program including the *non-ADA compliant shared kitchen area*.



#3 Peterson Hall
This building was designed as and still serves as an all-ages Girls Dormitory for OSD students. *Building is in poor condition. Accessibility needs are unmet including living units and access to recreation areas. Underlying hazardous materials prevent updates to finishes*. The spaces do not meet the needs of Deaf students to encourage communication and social development.



#4 Kuenzi Hall
The OSD Museum shares level 1 of Kuenzi Hall with a Charter school. The building is *in poor condition and does not meet accessibility standards*. There is *not an accessible route* available to the lower-level weight room space used by OSD students. The *weight room equipment and environment are substandard*. The lower-level student lounge area is also used by OSD students without an accessible toilet room. *Building systems, including fire life safety, are outdated. Large crack at bridge to Lindstrom Hall.*



#5 Lindstrom Hall
The W-shape layout of the Boy's Dormitory *limits how students and staff communicate*. Living units are located along a double loaded corridor too narrow for conversation using visual communication. Living units for students and staff are *not accessible*. Underlying *hazardous materials prevent updates* to finishes of the dormitory spaces. The Nightmare Factory event space, storage, and workshop are located on the lower level.

#6 Tillinghast Hall (Old Admin Building)
The building is in the central zone of campus and is vacant/unoccupied due to its *inhabitable physical condition*. This is *one of the oldest structures* on campus. The building is constructed over the top of and provides access to an intersection of the campus tunnel system.

#7 Clatterbuck Building
Dining: The Food and Nutrition Department are in Clatterbuck and provides meals for all OSD residential and day students. *Reverberation* caused by hard surfaces can be uncomfortable and *discourages social development*. The serving area environment is traditional and *limits the selections to meet dietary needs* of students.

Health Services: Student Health Services is accessed by a separate building entrance. The clinic is open to residential and day students and only closed when there are no students on campus. The clinic is *outdated and cramped* which *disrupts visual communication*. Cramped areas with students can create poor behavior and outcomes. *The facility and equipment need upgrades* to provide OSD students with comprehensive/coordinated care.

Facilities and maintenance offices and campus storage facilities are on the lower level. Unused locker rooms with access to outdoor athletic facilities are *not being used* currently due to their physical condition and not meeting accessibility requirements.

#8 Central Plant
The building is centrally located on campus and distributes utilities to campus buildings through a tunnel system. Recent boiler upgrades reflect a commitment to maintaining the tunnel structure and hot water loop approach to providing heat to campus buildings. Relocation of emergency power generator from level 2 will increase the campus resiliency.

#9 Hokanson Gym
The building serves OSD and charter school students as a recreational gymnasium. Access to the gym on level 2 is only available by exterior steps making the space *inaccessible*. Level 1 is raised above grade by one step and therefore *not accessible*. Students use the wood shop space and antiquated *unsafe exhaust system* as part of the CTE curriculum for the OSD high school.

#10 Paint Shop
The small footprint of this structure reflects its use by OSD facilities as a paint shop. The *condition of the structure is poor*.





#11 Peck Gym

The athletic programs at OSD are well served by accommodations at Peck Gym, but improvements are still needed to meet the needs of Deaf students and community. The entrance to the building is *difficult to find* and doesn't reflect the pride of the school. The bleachers in the gym are *unsafe*.

The platform is *not accessible* to all students. The space and configuration of the platform area *limits visual communication* and viewing by the Deaf community. The pool and deck area is limited and aging but apparently meeting the needs of students.

Abandoned locker rooms on the lower level are used as storage due to not being accessible. New accessible locker rooms are available on level 1 and in very good condition.



#12 Ulmer Hall

The building was constructed for educational use and continues to serve as the OSD high school. High school programs have adapted to utilize the space available, including the student café that occupies former classrooms *lacking running water*. The building condition does not reflect the quality of academics being provided with *outdated building systems in need of repair*.



#13 Smith Hall

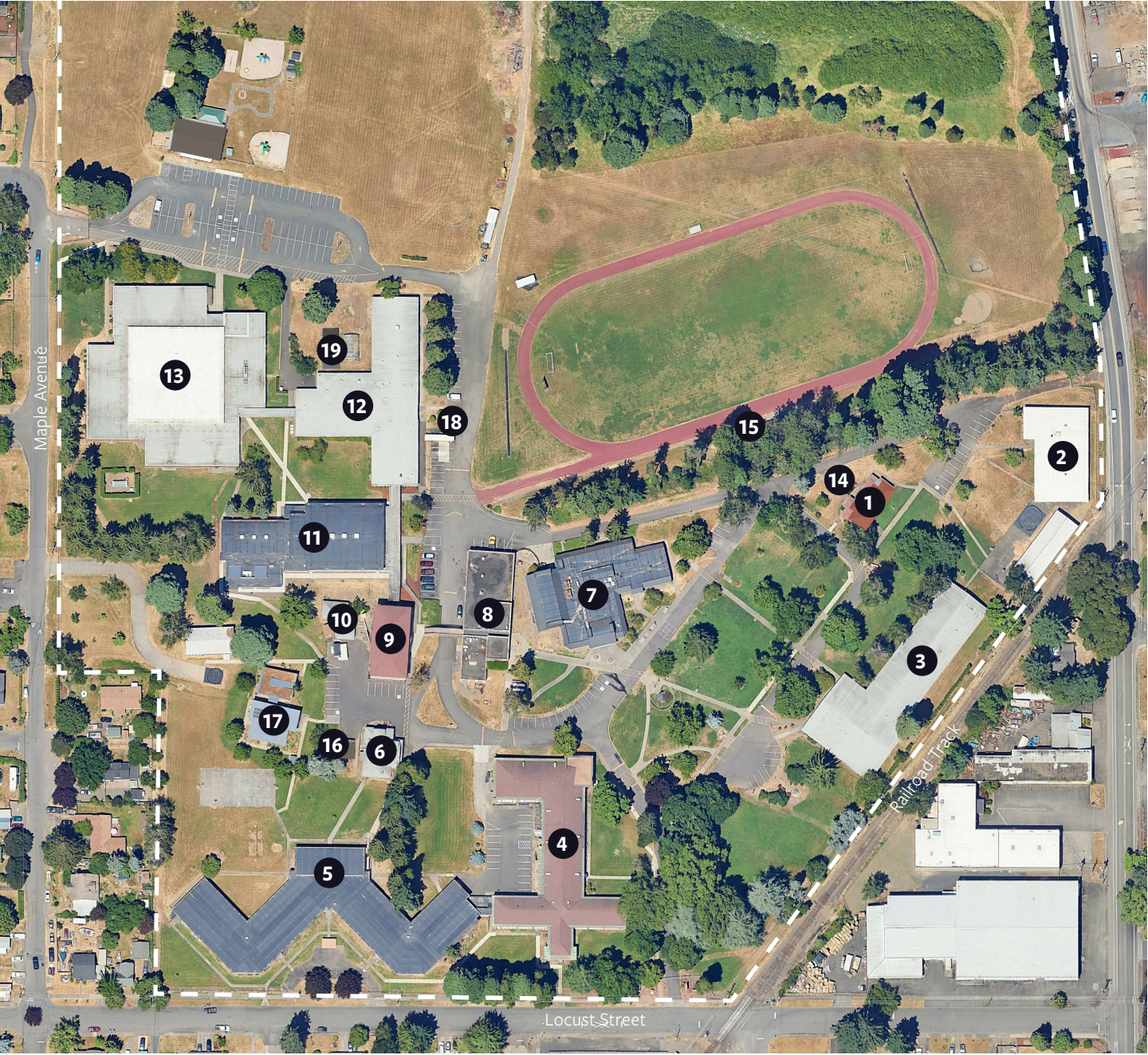
Smith Hall serves as the reception to the OSD campus and as the home to OSD elementary and middle school students that share Smith Hall with charter school students. The building is one of the newer buildings on campus and in fair condition, although finishes are worn. *Upgrades are needed to improve visual communication* and to make spaces used more effectively by OSD including lighting, furnishings, and reconfigured learning areas that better meet the needs of Deaf students.



#17 New Dorm

OSD is unable to utilize this building as residential living units for use by students due to the limited number of sleeping units which makes the staff/student ratio infeasible. OSD students make use of the space as a recreation area and the facility is leased out for overnight stays occasionally. As the newest structure on campus, this building is in good condition and *meets safety and accessibility requirements*.

Existing Campus Map



BUILDING LEGEND

1 Carpenter House	6 Tillinghast Hall	11 Peck Gym	16 Carport
2 Wallace Hall	7 Clatterbuck Building	12 Ulmer Building	17 New Dormitory
3 Peterson Hall	8 Maintenance/Central Plant	13 Smith Hall	18 Pump House
4 Kuenzi Hall	9 Hokanson Gym	14 Garage	19 Green House
5 Lindstrom Hall	10 Paint Shop	15 Grandstand	

Summary of Needs

Based on what we heard from the current students at OSD and an analysis and of current patterns of zoning and circulation on campus, we have identified issues and deficiencies that need to be addressed in the long-term planning of the campus.

The main themes that emerged were student safety, need for community, accessibility, and providing spaces that foster students’ entrepreneurial endeavors.

An analysis of the current zoning plan and programmatic organization of the campus, along with feedback from student engagement sessions, has revealed several deficiencies and areas where improvements can be made to create a better campus for the future.

Programmatic Needs:

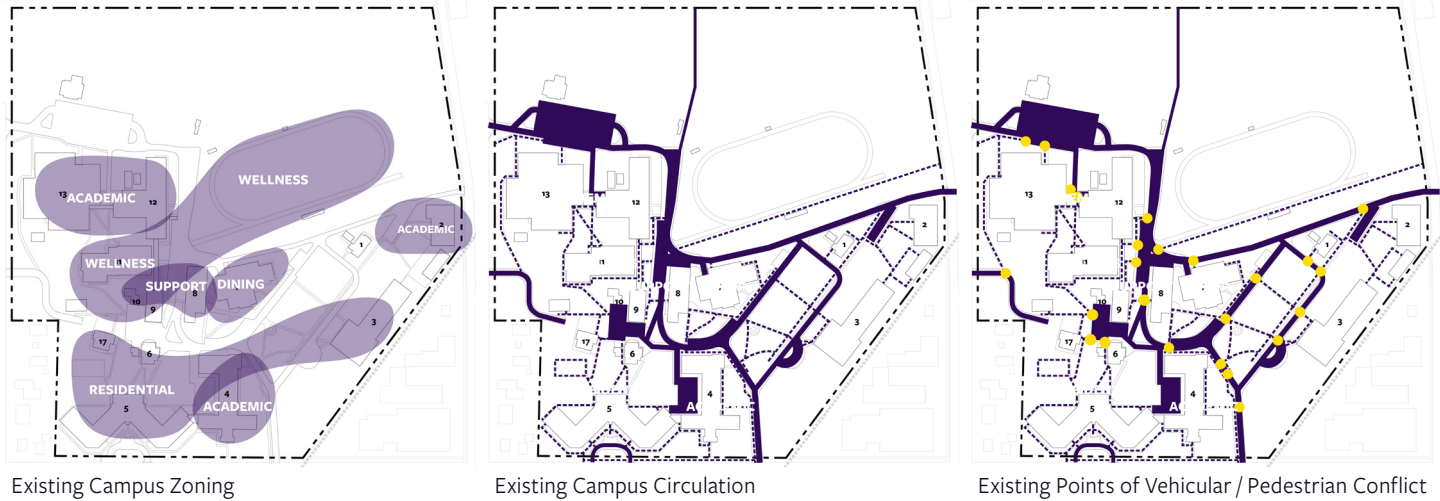
During engagement sessions, students expressed a need for spaces and opportunities to support and develop their entrepreneurial endeavors, similar to those available to other students in Oregon. They also emphasized the importance of building on meaningful experiences at the school, such as the Nightmare Factory, which helps students develop a wide range of real-world skills.

There is a significant need for spaces that can serve as platforms for engagement with students from other Oregon schools. This includes improved sports facilities to host tournaments, sporting events, pep rallies, and community events, fostering school pride and a sense of community. Moreover, there is a noticeable lack of safe, pedestrian-only spaces. Opportunities for students to find quiet areas for activities and decompression are also limited.

Campus Layout:

The existing circulation pattern prioritizes vehicular roads over pedestrian walkways, with vehicular access appearing to be the primary focus. This leads to multiple conflict points where pedestrian and vehicular zones intersect. Additionally, the main road cutting through the campus acts as a thoroughfare, creating a high-traffic area that makes it unsafe for pedestrian circulation.

The current zoning plan also shows a lack of organization and hierarchy in the layout and circulation. This results in overlapping and incongruous zones, particularly with academic buildings separated by significant distances. Consequently, students must walk long distances or frequently traverse between pedestrian and vehicular zones, compromising their safety and making wayfinding challenging.



Critical Needs

The aging campus has been well cared for, but several of the buildings and infrastructure systems are *reaching end of life*. The Facilities Assessment report identifies the critical needs regarding the physical conditions on campus and identified two groups of priorities.

Short-Term Critical Needs are immediate concerns to preserve assets and meet minimum standards including:

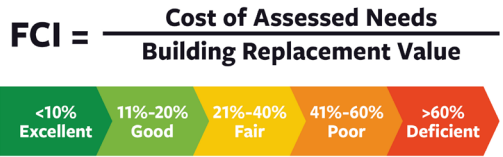
Safety concerns, updates to emergency systems, minimum accessibility needs, securing campus perimeter and buildings, hazardous materials removal, and end of life roofs and pneumatic control system

Long-Term Critical Needs include additional items needed to maintain assets and meet current code that are included in the planning and recommendations made in this Long-Range Facilities Plan including:

Updates to egress hardware and fire sprinkler systems, seismic upgrades, refresh finishes, replace obsolete building systems including domestic water and electrical panels

	REPLACEMENT COST	FCI FACILITIES CONDITION INDEX	TOTAL ASSESSED NEEDS
RESIDENTIAL			
03 Peterson Hall	\$12,727,085	47%	\$5,921,306
05 Lindstrom Hall	\$17,522,450	54%	\$14,964,024
17 New Dorm	\$1,834,853	12%	\$220,782
EDUCATIONAL			
02 Wallace Hall	\$3,350,970	61%	\$2,056,643
	\$16,879,752	50%	\$8,477,072
04 Kuenzi	\$5,773,680	63%	\$3,648,291
11 Peck Gym	\$12,941,208	16%	\$2,062,454
12 Ulmer	\$9,608,625	54%	\$5,157,464
13 Smith Hall	\$12,9	13%	\$2,925,251
STUDENT SUPPORT			
07 Clatterbuck	\$18,520,488	24%	\$4,508,557
FACILITIES SUPPORT			
08 Central Plant	\$8,959,950	29%	\$2,596,014
10 Paint Shop	\$299,700	23%	\$68,034
VACANT			
01 Carpenter House & 14 Garage	\$469,476	128%	\$602,159
06 Tillinghast & 16 Carport	\$1,143,180	98%	\$1,120,355
TOTAL	\$142,570,153		\$54,328,406

Facilities Condition Index (FCI) is a tool to understand the value of investment into existing buildings. The FCI results found in the Facilities Assessment report show that a majority of campus exceeds 40% which puts it into the Poor & Deficient ranges of the scale.



3 Recommendations

Strategies to Address Deficiencies

Critical Needs

Students report distractions related to deteriorating or damaged materials in classrooms, anxieties related to using areas that are perceived as old, worn, or that contain materials known or suspected to contain hazardous materials, and feelings of insecurity related to areas that are poorly lit or poorly supervised. Staff are well aware of issues that effect student safety, impact accessibility, that minimize their supervision of students, or that limit their flexibility to address students' teaching and learning needs.

We recommend short term investment to address critical deficiencies related to:

- Thermal comfort and air quality, namely to update mechanical systems to provide necessary heating and cooling and fresh air ventilation.
- Removal of hazardous materials, especially those that are friable, exposed, or visible to students, or those that limit the ability of maintenance staff to perform routine maintenance or address other known issues.
- Conditions related to previously unfunded maintenance.

Bring living and learning environments into the 21st Century

Student living and learning areas are outdated, are not conducive to meeting the needs of Deaf students, and do not meet the wide-ranging social, academic, career pathway, physical, and social and emotional health needs that students require. Addressing these needs by following best practices relative to both K-12 education and the education of Deaf students is critical. To this end, we recommend the following:

- Development of more homelike and age-appropriate dwelling units and amenities.
- Creation of specialized spaces for STEM, CTE, and Career Pathway learning opportunities.
- Implement needed updates to educational technology.
- Improvement of classroom sightlines to facilitate ASL communication.

Improve the 'Deaf Space' sensory/social landscape

Diverse and age-appropriate play and social opportunities are essential for engaging K-12 learning environments. We recommend:

- Prioritize student safety, accessibility, and ease of supervision in all indoor and outdoor spaces on campus including but not limited to pathways between buildings.
- Develop diverse and barrier-free play environments to accommodate a broad range of abilities.
- Provide age-appropriate spaces for social activities and language development.
- Design corridors and other spaces to both facilitate ASL communication and address anxieties that students often feel during daily transitions.

Conditions-related hazards, outdated living and learning environments, and lack of age-appropriate social and play opportunities have a detrimental and long-lasting impact on student engagement, achievement, as well as students' physical and mental health. This Long-Range Facilities Plan outlines strategic and transformative strategies to address the deficiencies that exist with the present facilities at Oregon School for the Deaf.

Sustainability & Resiliency

Resilience - the capacity to withstand or recover quickly from difficulties - is a hallmark of OSD as an institution.

This is an opportunity to build a campus as resilient and sustainable as its inhabitants.



Sherwood New High School by BRIC Architecture

Context and Vision

Students at Oregon School for the Deaf deserve to live and learn in durable and resilient facilities that serve the wide variety of needs that exist within the OSD community. OSD should be a place where disruptions from extreme weather and power outages are minimized, rising energy costs are mitigated, and students and staff enjoy the well-being that comes with the good indoor air quality, daylight, and comfortable temperatures that resilient and sustainable buildings provide. Achieving this vision means working towards higher levels of passive survivability and increasing building performance.

Building a durable and resilient campus means understanding and preparing for a wide variety of environmental risks. According to FEMA’s risk analysis of Marion County, the OSD Campus faces the highest disruptive potential from earthquakes, winter weather events, heatwaves, wildfire smoke impacts, and flooding. Additionally, substantial areas of campus sit on a 500-year flood plain.

The current buildings on campus average over fifty years old and some are over one hundred years old. While the central plant hot water distribution system, used for heating across campus, was recently replaced, other systems are well beyond reasonable lifespans. The advantages of a campus such as OSD is that facilities can be upgraded over time with the benefit of a clear vision related to sustainability and resilience goals. Every improvement brings the campus incrementally closer to those goals.

Lower Energy Costs

With larger swings in temperature, and greater demand on the electrical grid across Oregon, the cost of energy will continue to rise. Ensuring that new facilities are built to high energy-efficiency standards will help offset these rising costs. Early decision making and federal and state incentives can reduce the first costs of construction, benefiting the school, OSD community, and the larger electrical grid from lower energy use.

Resiliency Targets and Expectations

Resiliency is the measure of how usable a building will be in prolonged or acute environmental disasters. By law, every building should be resilient enough to safely evacuate occupants before a catastrophic failure. Establishing additional resiliency targets is especially important on a residential campus to ensure that students will remain safe in the event of a prolonged event, where parents may be unable to retrieve their children. It will be important to establish expectations and develop infrastructure strategies to achieve those aspirations. Solutions may range from providing physically safe environments without power, to operating indefinitely off the grid.

Resilience, Sustainability, Health, Safety, and Well-Being

Many things that make a building or campus more resilient also make them more sustainable and better spaces for people. For example, the same daylighting and natural ventilation strategies that provide fresh air and light during a loss of power also reduce stress, improve concentration, and reduce electrical loads during normal building operation. Strategies to provide emergency power also helps to ensure that refrigerators used to store medicines and other critical equipment remains operational.

Resilience Strategies and Scope

Working towards campus resilience and sustainability starts with establishing general requirements for new construction and major renovations:

- All electric building for heating, domestic hot water, and kitchen or medical equipment not required for emergency power.
- Meet energy use intensity (EUI) targets 80% lower than the 2003 baseline.
- Select materials and structures with low embodied carbon.
- Design envelope and architecture to be “passively survivable” after a power outage. A well-designed building should reduce peak heating and cooling loads, introduce good natural daylight, and allow for natural ventilation when available.

In addition to addressing the physical facilities, OSD should also engage in:

- Planning and updates to LRFP on regular intervals.
- Ongoing emergency planning, including communications, training, and drills.
- Current emergency procedures:
 - Earthquake drills (twice a year)
 - Campus evacuation plan
 - Fire drills and alarm procedures
 - Medical emergency plans in conjunction with Student Health Services
 - Mental health care and self-harm response plans

Renewable Power

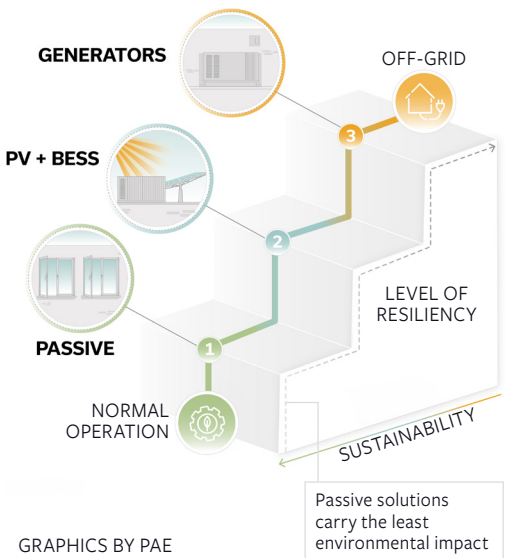
Solar photovoltaics (PV) should be considered on most projects to offset a portion if not all of the facility’s energy use. If PV is not feasible, the facility should be design to be “PV-Ready” for a future PV System. In addition to PV, facilities should incorporate battery storage technologies with microgrid capability or provision to be “battery-ready.”

Microgrid

A microgrid is a small, self-contained electrical network that can generate and store its own electricity for local use. Microgrids can be operated while connected to the utility grid, or in “island” mode when disconnected. Having a microgrid will provide the opportunity to improve the resilient operation of the facility and allow the facility to act as a community shelter when needed. PV and Battery backup systems may use diesel backup generators for backup power.

Community Resilience

New school construction and/or major renovations will often designate space such as a gym or commons area built to Category IV to function as a community gathering place in event of disasters. Risk Category IV buildings are considered “essential” (such as hospitals, fire and police stations, critical utility infrastructure, emergency operations centers, etc.) and must be built to withstand an earthquake such that they can remain in continuous operation and can be occupied immediately after a seismic event. IBC Category IV buildings have a Seismic Importance factor of 1.5. Each project should conduct a resilience charrette to discuss the resilience needs for each project.



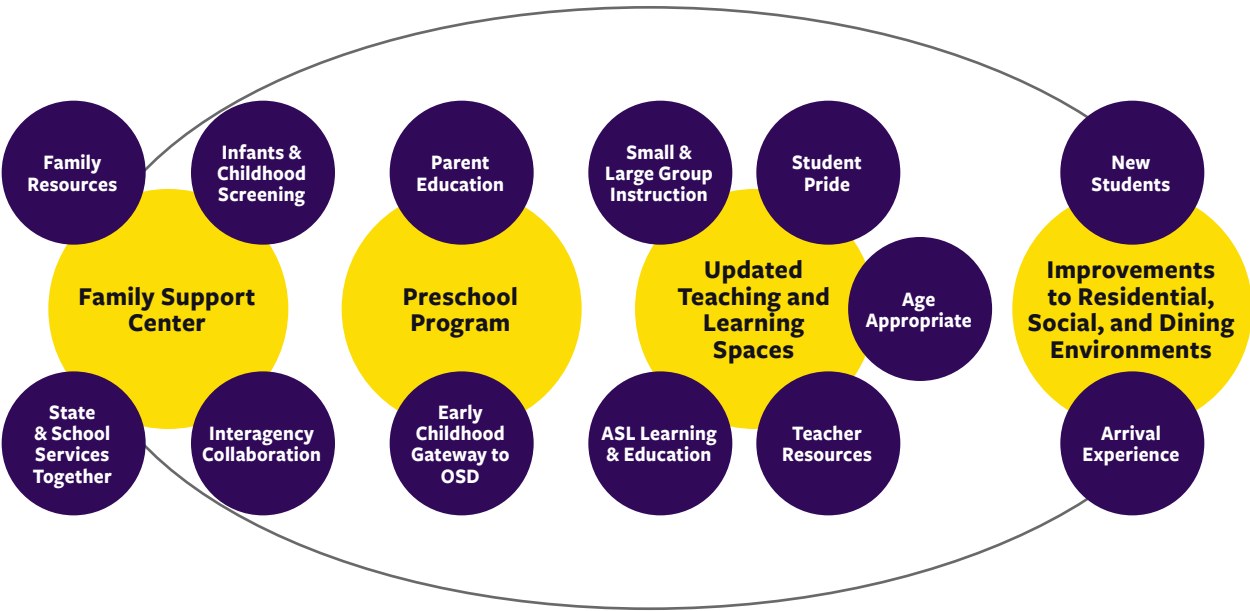
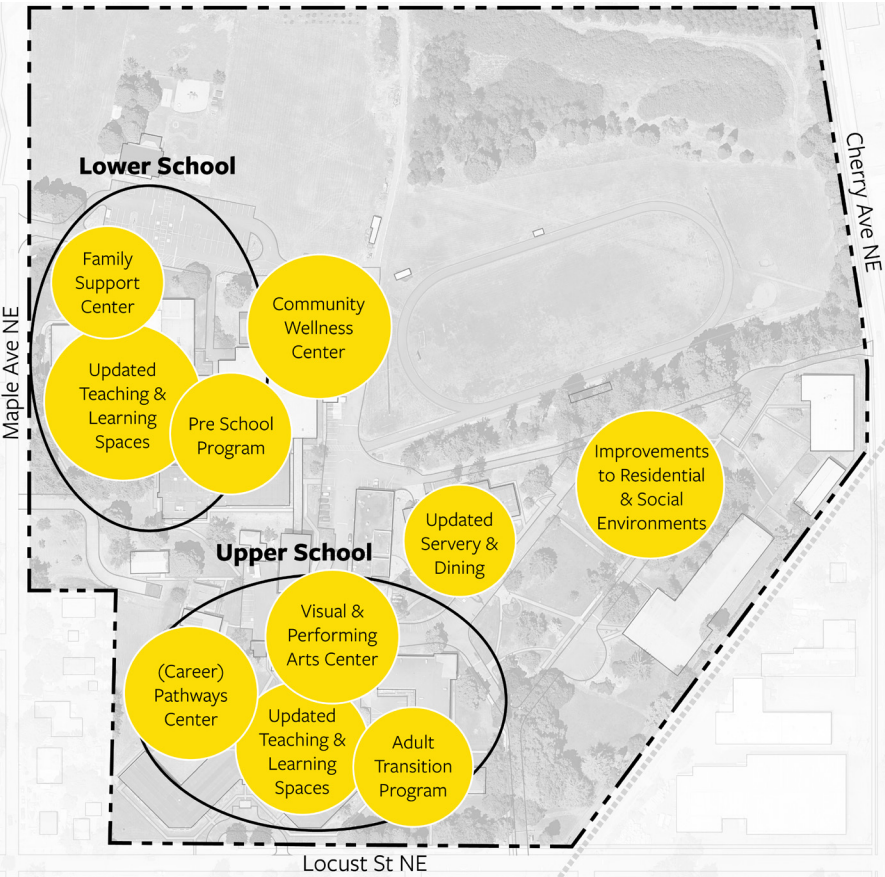
Campus Vision

OSD students want the same opportunities and spaces to explore drama, robotics, graphic design, art, culinary pursuits, and to further develop entrepreneurial endeavors (like “Jungle Java”) that other Oregon students enjoy.

Strategic and transformative new centers will be developed as integral and critical components of reimagined preschool, elementary, middle, high school, and adult transition programs. Along with reimagined and renewed teaching, learning, and residential areas, these centers enhance existing services and opportunities for students and families.

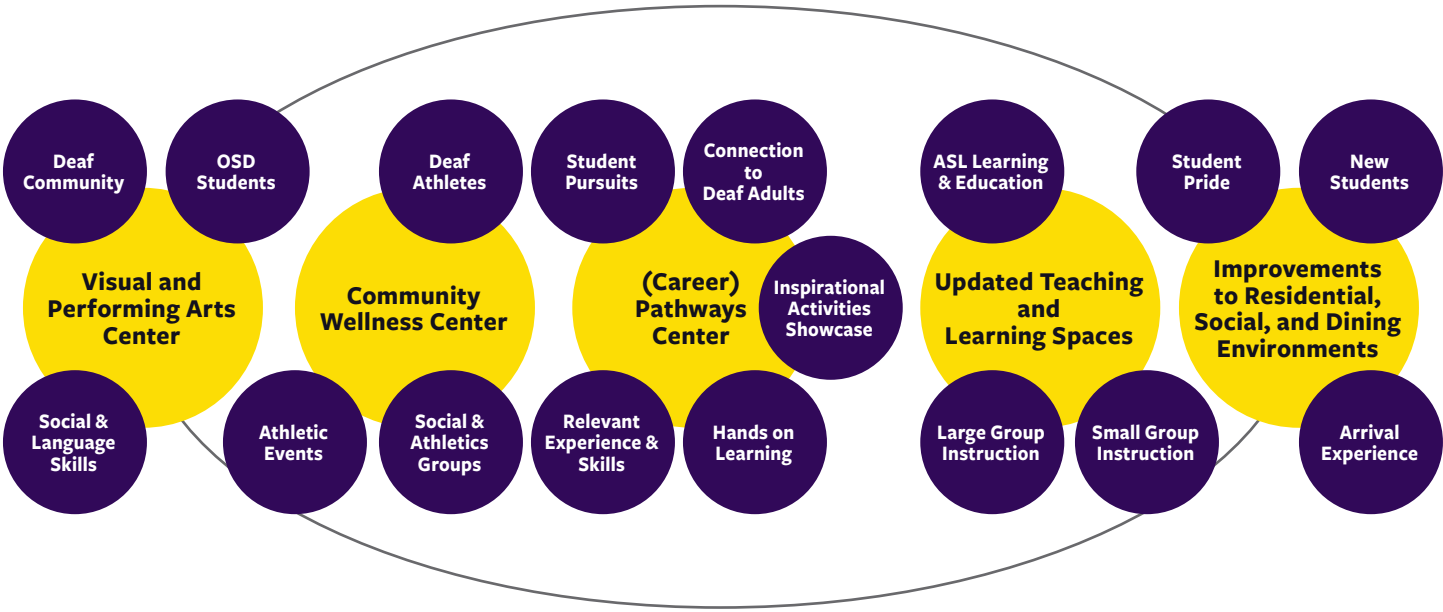
These centers are aligned with Oregon School for the Deaf and Oregon Department of Education goals to:

- Set high standards for student achievement and work to provide the best education possible for each individual.
- Foster a creative, motivating, barrier-free communication environment that recognizes and honors Deaf Culture, American Sign Language, and Deaf role models.
- Cultivate a positive, safe environment for each student for learning, living, and working.
- Create a safe community, in which students feel a sense of belonging.
- Promote and support academic excellence and actualization of potential for staff and students.
- Facilitate learning through communication; students have access to communication throughout campus (ASL, English) and provide opportunities for students to interact with deaf adults and peers.



Lower School

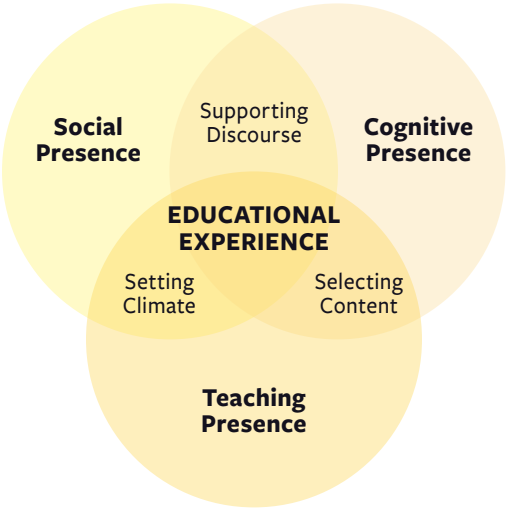
New centers developed within existing programs to support families and younger students through testing and assessment, counseling and parent education, and language acquisition programs.



Upper School

New centers developed within existing programs to strengthen career pathways, support a variety of academic, social, and residential needs, and build community. The centers will leverage successful existing programs, such as the Nightmare Factory and Jungle Java, to build a wide variety of skillsets including marketing, communications, design, fabrication, business management and other entrepreneurial skills.

Program Components



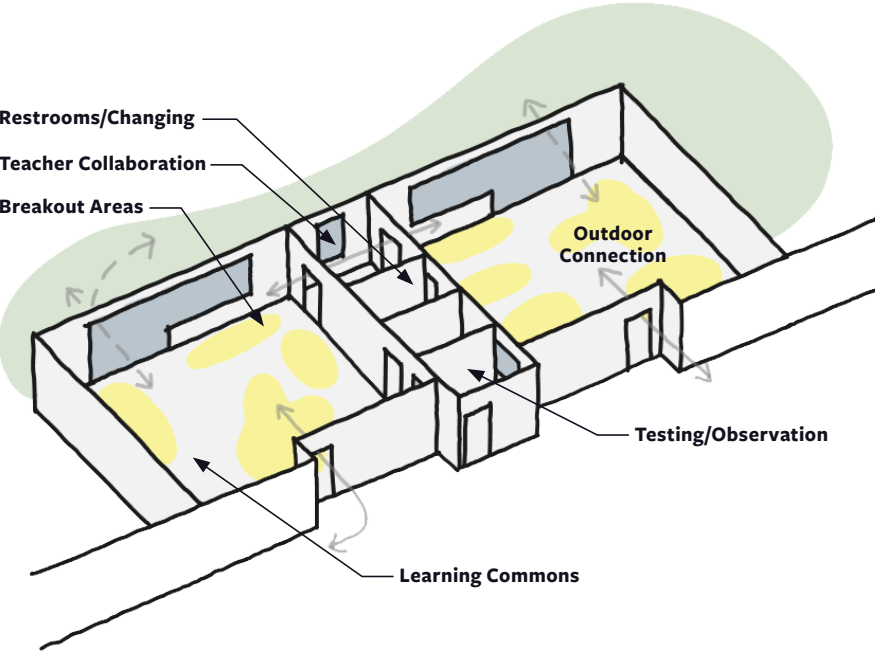
Deaf-specific and age-appropriate learning neighborhoods can enhance an already inclusive and collaborative curriculum and further support the unique academic patterns and social needs of Deaf students. As students age and more regularly engage other remote resources and opportunities, the learning neighborhood transitions from a self-sustaining home to more of a home-base model and promotes an appropriate progression of student independence.

In pre-kindergarten, play is predominantly unstructured and exploratory, emphasizing sensory experiences, social interaction, and foundational skills through activities like imaginative play, building blocks, and simple games, all facilitated with visual cues and sign language.

Focusing from the broader campus view to specific programmatic components, we can explore examples of age-appropriate compositions for Deaf teaching, learning, and living spaces. The diagrams in this section are not tailored to address the full picture of OSD’s needs but serve as relevant examples of concepts and solutions that will inform more detailed future designs.

ACADEMICS

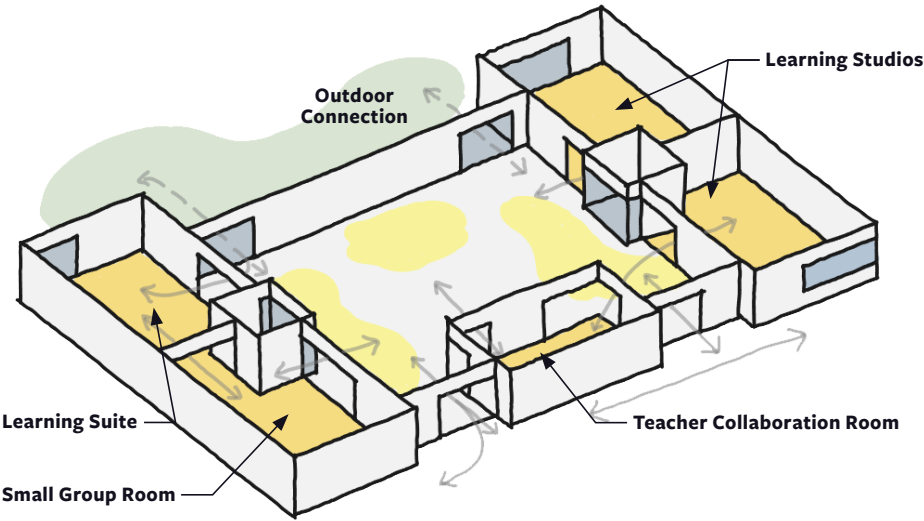
Learning neighborhoods are designed to create cohesive and interconnected educational environments within schools, grouping classrooms, specialized learning spaces, and communal areas into distinct zones. Each neighborhood is tailored to meet the unique needs and developmental stages of students, fostering collaboration, engagement, and a sense of belonging. By organizing educational spaces into smaller, interconnected clusters, learning neighborhoods promote personalized learning experiences and facilitate more seamless transitions between different areas of the school.



Pre-K Learning Neighborhood

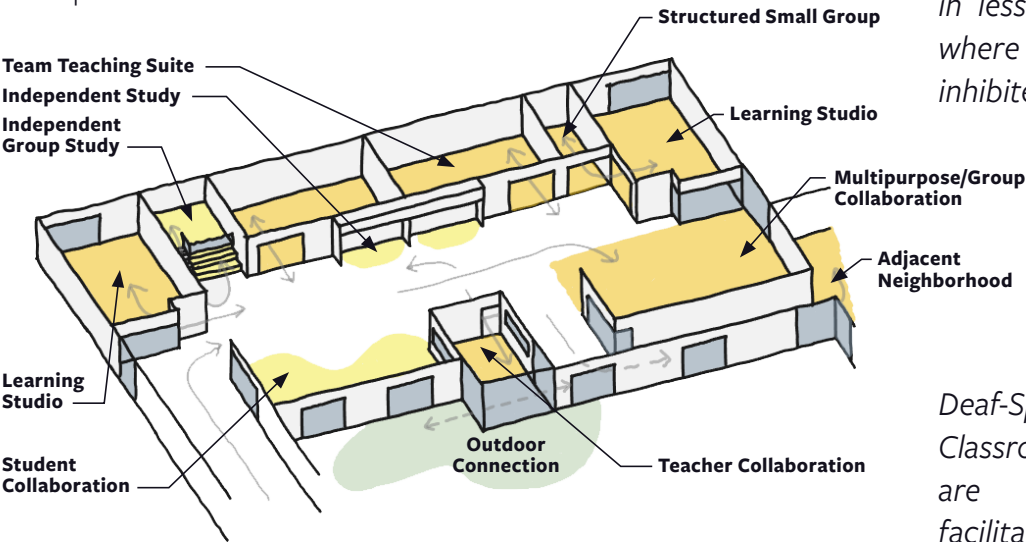
Neighborhood Design: An ideal pre-kindergarten learning neighborhood features an open, flexible layout with safe, accessible play areas that promote sensory exploration and social interaction. Bright, engaging classrooms and connected outdoor spaces are designed with visual aids and tactile elements to support early development and foster a love for learning in a nurturing environment

Deaf-Specific Considerations: Especially for the youngest children on campus, early acquisition of ASL is critical for learning and socialization with peers.



Elementary School Learning Neighborhood

Neighborhood Design: An elementary learning neighborhood should feature bright, adaptable classrooms with flexible seating and ample natural light, promoting an engaging and inclusive environment for all students. Interactive common areas and outdoor learning spaces encourage collaborative projects, hands-on activities, and physical play, fostering both academic and social development.



Middle School Learning Neighborhood

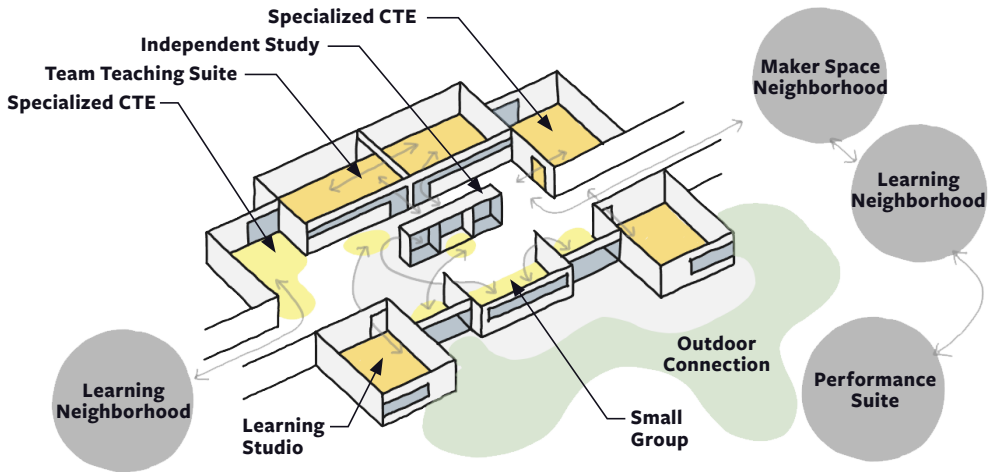
Neighborhood Design: Middle school learning neighborhoods are differentiated by more advanced collaborative spaces and technology integration, supporting project-based learning and critical thinking. They begin to include more specialized areas for science and technology, as well as zones for more independent study and peer interaction, catering to the growing independence and varied interests of middle school students.

As students progress to elementary school, play becomes more structured, incorporating educational games and activities that promote problem-solving, teamwork, and basic academic concepts, with clear visual instructions and ASL communication.

Deaf-Specific Considerations: Years of research and best practice in Deaf education has shown the importance and effectiveness of integrating language arts lessons and informal therapeutic interactions into play-based activities. Skilled educators and clinicians are trained and uniquely skilled at incorporating language enrichment into practically any setting, especially on playgrounds and in less formal indoor play activities, where young children might feel less inhibited socially or cognitively.

Deaf-Specific Considerations: Classrooms and common areas are strategically designed to facilitate ASL communication, with accommodations for semi-circular seating arrangements and designated spaces for group instruction. Special attention to spatial transitions and connections is crucial as students begin to make more independent and intentional moves between spaces.

Program Components



Deaf-Specific Considerations: Social spaces and common areas can be more intentionally designed to facilitate mentorship programs or peer support groups to address the unique challenges and opportunities faced by Deaf students as they navigate their final years of secondary education and prepare for adulthood.

High School Learning Neighborhood

Neighborhood Design: High school learning neighborhoods place an emphasis on specialized facilities and advanced resources such as science labs, technology hubs, and career-focused learning spaces, supporting more rigorous and in-depth study. It also features a larger quantity of flexible areas for independent research, collaborative projects, and dual-enrollment or vocational training opportunities, reflecting the increased autonomy and diverse academic and career interests of high school students. The full picture features a patterning of transitions between specialized neighborhoods, specific to each student.

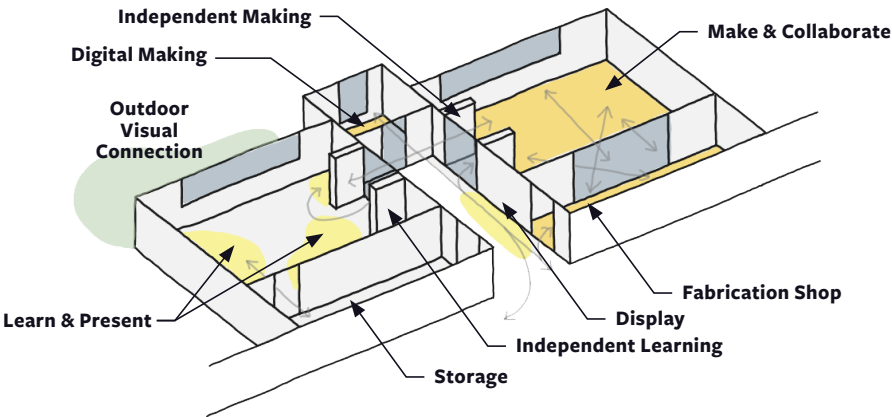
Career Technical Education (CTE): In a successful Deaf high school learning neighborhood, there may be more emphasis on CTE spaces and academic adjacencies to help prepare Deaf students for a wide range of high-demand careers.

ACADEMIC SUPPORT

Library

Visual Communication: A library for Deaf students should facilitate visual communication, with open layouts, low shelving to allow clear sightlines, and designated seating areas for ASL conversations or visual collaboration. Incorporate visual cues and graphics to aid in navigation and information retrieval.

Collaborative Learning Spaces: Designated spaces for collaborative learning, group projects, and interactive discussions need to be flexible and adaptable. Provide modular furniture, writable surfaces, and multimedia displays to accommodate diverse learning styles and communication preferences among Deaf students.

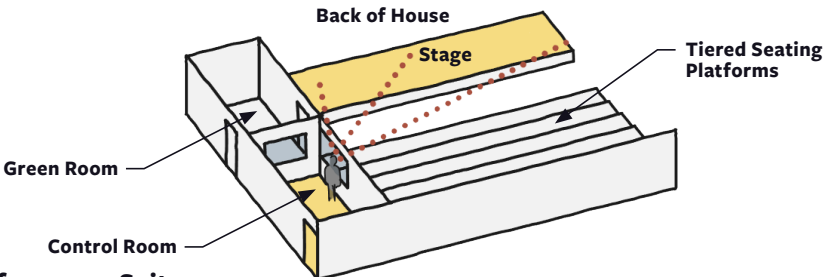
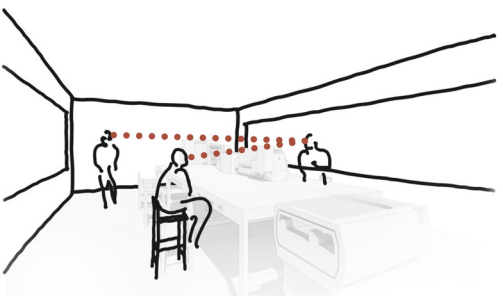


Project-Based Learning and Maker Suites

Spatial Layout: A project-based learning space should feature a flexible design with modular workstations and accessible storage for tools and materials, facilitating a cycle of collaborative and individual project work. In comparison to a very open focus space at the center of maker spaces designed for hearing student populations, intentional separation of loud (building and making) activities and quiet activities (learning and presenting) creates a more effective learning environment for Deaf students.

Transparent Barriers: Utilize transparent barriers where necessary to maintain visual connectivity while ensuring safety around machinery and workstations. Clear sightlines and ample lighting to support both safety and effective visual communication are paramount to a successfully designed space.

Equipment Location: In labs and maker spaces, equipment should be centrally located to facilitate communication and instruction. Equipment placed around the perimeter forces Deaf users to turn their backs to the space, hindering effective communication and instruction. Making and design areas, where students are engrossed in personal work, need to be designed for safe interruptions.

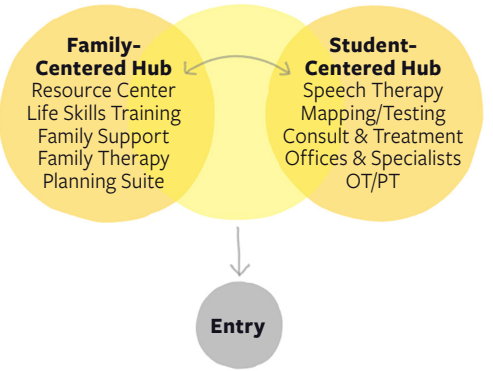


Performance Suite

Visual Accessibility: The performance space should prioritize visual communication, with clear sightlines from all seats to the stage or performance area. Incorporate adequate lighting to ensure performers and interpreters are well-lit and easily visible, and avoid visual obstructions such as tall stage elements or barriers.

Flexible Seating Options: Provide flexible seating options to accommodate different communication preferences and sensory needs. This may include designated seating areas for ASL users, as well as spaces for wheelchair users or individuals with mobility impairments.

Program Components



FAMILY AND STUDENT SUPPORT

Family and student support services provide the necessary resources and guidance to ensure students’ academic and personal success. These services foster a holistic approach to education by addressing not only the academic needs but also the emotional, social, and communication needs of deaf students. By involving families in the educational journey, these services create a supportive and inclusive environment where students feel understood and valued. Additionally, they offer vital support to families, helping them navigate challenges and become active participants in their children’s education.

Family and student support services are organized similarly to learning neighborhoods with the goal that these arrangements will foster a sense of community, collaboration, and accessibility. These are qualities that align perfectly with the needs of deaf students and their families.

Parent Education Resources & Technology Hub: Include a resource center or library specifically designed for parent research and education on topics related to Deaf education, sign language, communication strategies, and advocacy. Provide an adjacent technology hub equipped with computers, assistive devices, and software specifically designed for Deaf individuals and their families.

Testing and Evaluation Rooms: Designate adjacent spaces for testing and evaluation services where parents can bring their children for assessments related to hearing, language development, and educational needs.

Planning Suite: Create a planning suite where parents can meet with educators, therapists, and other professionals to develop individualized education plans (IEPs) and discuss strategies for supporting their child’s learning and development. This suite should provide a comfortable and private space for collaborative planning meetings.

Life Skills Training Area: Include an area for life skills training where parents can learn practical skills related to raising a Deaf child, such as cooking, home management, financial literacy, and advocacy skills. This area can also serve as a space for workshops and support groups focusing on family resilience and empowerment.

Community Engagement Space: Consider a multipurpose space adjacent to the family support area where the school can host community events, parent-teacher meetings, workshops, and support groups.



Audiology Booth at Magnolia Speech School

RESIDENTIAL

By tailoring residential neighborhood layouts to the specific needs of each age group, a deaf residential dormitory can provide a nurturing and effective living environment that encourages socialization and comradery while supporting the personal and academic growth of its students.

Elementary Residential Neighborhoods

Pods: Designing pods for small, intimate groups can create a close-knit, family-like environment that fosters security and belonging.

Units: A Mix of individual and shared bedrooms with attached bathrooms helps accommodate personal space needs and promote social interaction.

Common Areas: Each pod should have a central common area for group activities, storytelling, and play, surrounded by individual or shared bedrooms.

Middle School Residential Neighborhoods

Pods: Designing pods for medium-sized groups can help strike a balance between social interaction and personal space.

Units: Semi-private rooms with shared bathrooms to encourage independence while still providing a sense of community.

Common Areas: Common areas should include study spaces, gaming areas, and lounges that encourage group activities and socialization.

High School Residential Neighborhoods

Pods: Designing pods for larger groups can help foster a sense of community while preparing students for more independent living.

Units: Individual rooms with personal workspaces support academic needs and personal development. En-suite or shared bathrooms designed specifically for older students meet the needs of both privacy and convenience.

Common Areas: Common areas should be multipurpose and accommodate study groups, social events, and relaxation.

Adult Transition Program Apartments

Individual apartments with personal living, cooking, and workspaces support academic needs and personal development. Bathrooms and other areas designed specifically for adult-aged participants meet the needs of both privacy, convenience, and support young adults as they build life skills and prepare for more independent living.

Staffing Considerations

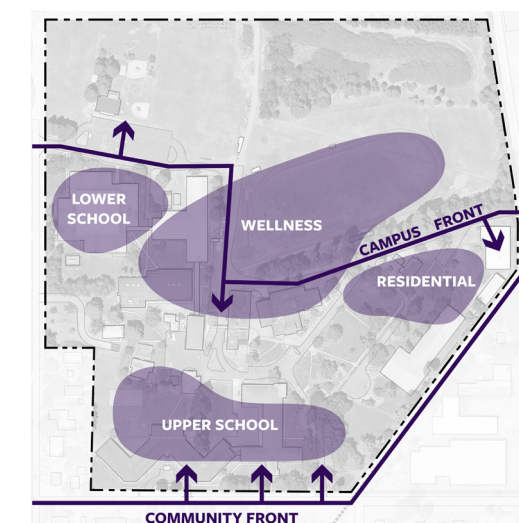
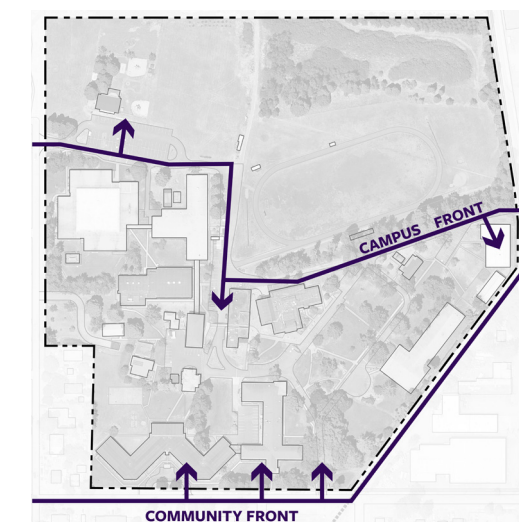
Visual awareness among supervisory staff members is crucial, especially during overnight shifts where placing them within sight of each other enhances safety and communication efficiency without requiring them to leave their posts.



4 Transformation



Transformation of the OSD campus allows for the opportunity to address fundamental site safety and wayfinding concerns of the existing campus in addition to improved services as demonstrated by the Campus Renewal plan.



Campus Renewal

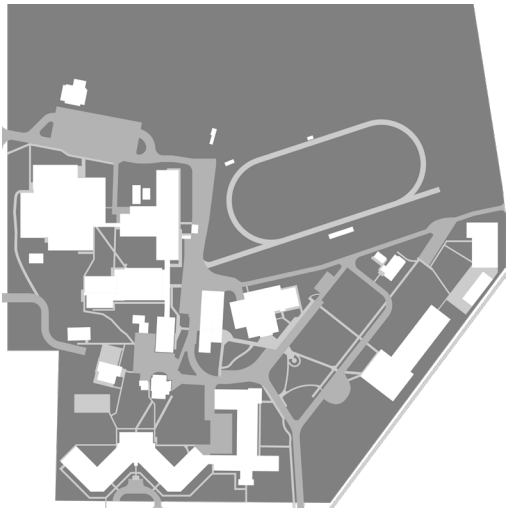
The proposed campus renewal plan envisions a restructured zoning system that prioritizes pedestrian safety and enhances the overall campus experience. Vehicular access is streamlined with the introduction of two designated vehicular fronts, beyond which no cars are allowed. The buildings along these vehicular fronts act as buffers, effectively separating vehicle traffic from the pedestrian core of the campus.

Within the pedestrian core, a series of 'quads' or open spaces are nestled between buildings, creating seamless connections and promoting easy navigation. These interconnected quads foster a sense of community and provide ample space for students to engage in various activities. Each building in this reimagined layout serves as a portal, aligning and connecting campus exploration with future opportunities. These portals are designed to be hubs where students can develop skills, engage in entrepreneurial endeavors, and build a sense of community.

The new design aims to create an environment that supports the students' academic and personal growth, facilitating smoother transitions into the real world. By focusing on safe, accessible, and interconnected spaces, the campus renewal proposal seeks to enhance the student experience and foster a vibrant, cohesive community.



Campus Renewal



Existing Campus Map on Page 19

A renewed campus transformed to meet 21 st century needs.

A Welcoming and Inviting Place
This is where Oregon Deaf students belong -- We envision the reimagined and renewed Oregon School for the Deaf as a place where parents want their child to be and as a safe, inviting place where their students will thrive. OSD will be a place where their children will enjoy the benefits of a strong sense of community as well as a shared culture and language, a place where students will find, connect, and learn from others that have similar shared experiences.

A Place of Support and Opportunity
The Renewed Oregon School for the Deaf will provide students with the same variety and breadth of opportunities that other Oregon students enjoy. Facilities and spaces will position caring staff to support their students’ physical, emotional, and mental health needs.

Age-Appropriate Outdoor Spaces for Students
The Residential Green provides an after-hours place for younger students to play and for older students to socialize and take part in field activities and court-based games such as pickleball and tennis.

Overlooked by the Oregon School for the Deaf Museum, and located at the traditional campus entry, the Campus Center acts as a formal gateway to the school and functions as a place for students of all ages to come together.

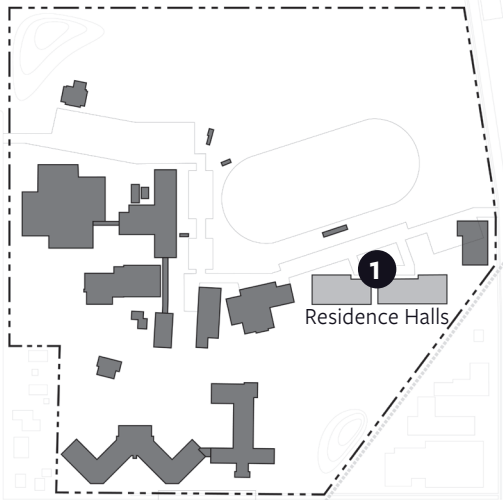
The Upper School Quad is a place for high school aged students to socialize and learn. Activated by an amphitheater-style arrangement of concrete seat walls, the quadrangle supports school gatherings and performance.

The Lower School Quad is less formal, providing easy-to-supervise and barrier-free spaces that encourage younger students to play and discover.

Planning for Resiliency and Sustainability
Additionally, the plan incorporates infrastructure to provide for students’ needs during crisis or in response to environmental risks. The low-operating costs associated with the plan’s sustainable measures ensure that energy use targets are met and that ongoing operating resources are invested in the care and education of Deaf students.



Phasing Scenarios



The complete Campus Renewal plan can be developed over 4 phases. Phasing reflects the State of Oregon biennial budget periods with construction starting in 2027 - 2033. Each phase targets specific program improvements with additional scope as described.

- 1 Phase 1: Student Residence Halls
- 2 Phase 2: Upper School
- 3 Phase 3: Lower School
- 4 Phase 4: Wellness/Athletics

Phase 1 : \$91,884,000: Student Residence Halls
(Project Start 2025, Construction Start 2027)

- Address Critical Campus Needs - \$24,112,000: Address campus-wide critical issues and deficiencies relative to accessibility, health and safety, and issues with building envelopes and systems (except those buildings slated for demolition).
- **New Dormitories - \$42,196,000: New 50,000 GSF separate upper school and lower school residence halls with modern, age-appropriate, home-like living and social opportunities for residential students.**
- Campus Site Development - \$25,326,000: Site development, grading, and landscaping to increase pedestrian safety and accessibility, provide needed age-appropriate social and play areas, and relocate required staff and visitor parking areas away from pedestrian zones.
- Demolition < \$250,000: Demolition of Carpenter House and Garage and Old Administration Building and Carport

Benefits

- OSD’s dormitories are among the most outmoded and least improved buildings on campus, largely devoid of recognizable improvements for at least a generation. Improving or replacing these facilities will:
- Alleviate health and safety risks associated with sub-optimal environmental conditions, from hazardous materials to improper ventilation systems.
 - Improve operating efficiencies by organizing age-appropriate residential pods around social commons that can be managed by fewer 24 hour staff.
 - Promote a clearer balance of privacy and community by maintaining one degree of separation between bedrooms and common spaces with adult supervision.
 - Provide a wider range of spaces for after-school activities, including focused study, sensory relaxation, social recreation, and organized extracurriculars.
 - Position the school as a more appealing first choice for students and families in rural districts not equipped with facilities or staff to meet Deaf students’ needs.
 - Clear space to enable future development of educational buildings and new centers in locations that improve wayfinding, transition, and flow.

The phasing plan was developed to meet critical campus facility deficiencies, to respond to student needs, and to meet long-term operational and programmatic aspirations through renovation, new construction, and site improvements.

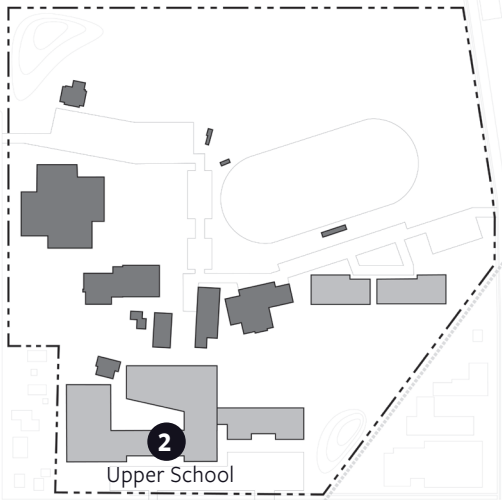
The Overall Ranking of the existing residence Halls is Poor. New construction will provide warm, safe and dry residential environments that support the social development of students and respects their individual needs.

Phase 2: \$105-135M: Upper School Academics
(Project Start 2027, Construction Start 2029)

- **New Upper School Building - \$75-90M: New 100,000 GSF Building to create modern learning environments appropriate for Deaf education with improved sightlines, updated educational technologies, and learning environments that accommodate a broad range of abilities, including a new Career Pathways Center and Visual and Performing Arts Center.**
- Campus Site Development - \$30-40M: Site development, grading, and landscaping to increase pedestrian safety and accessibility, provide needed age-appropriate social and play areas, and relocate required staff and visitor parking areas away from pedestrian zones.
- Demolition - \$2-3M: Demolition of Ulmer Hall, Peterson Hall, Lindstrom Hall, and Kuenzi Hall.

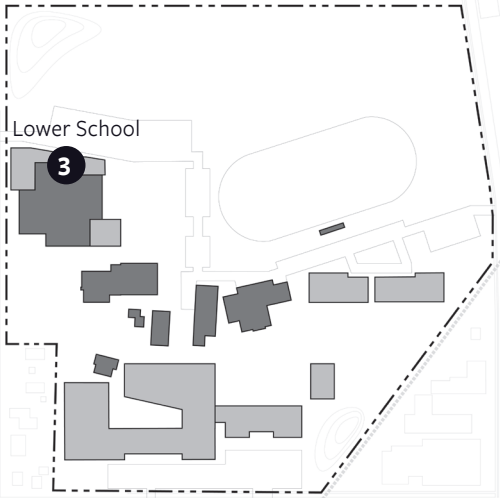
Benefits

- Relocating OSD’s Upper School to a new facility is intended to extend the benefits of active and project-based learning, interdisciplinary curricula, as well as the visual clarity and accessibility of Deaf Space best practices to:
- Foster more meaningful connections between academic disciplines with a greater variety of learning spaces, visually and spatially connected to reinforce connections in the curriculum and stimulate better transitions throughout the academic day.
 - Facilitate the social and developmental transitions between academic years by providing a network of common spaces for work and play, at a variety of scales.
 - Provide well-equipped spaces for co-curricular projects and extra-curricular activities, in visible proximity to classrooms for more connected learning.
 - Shorten the perceived distance between classroom learning and marketable skills by locating career training spaces adjacent to academic neighborhoods.



The existing Upper School (Ulmer Hall and Nightmare Factory) does not meet the needs of 21st century education. New construction will provide warm, safe and dry learning environments that pave a pathway for Deaf student success beyond OSD.

Phasing Scenarios



Smith Hall is in Good condition, but improvements are needed to meet the needs of OSD students. A small addition and extensive remodel to the Lower School will allow this valued facility to better serve families and OSD students.

Phase 3: \$85-110M: Lower School Academics (Project Start 2029, Construction Start 2031)

- **Lower School Renovations - \$50-60M: Whole building renovation and addition to Smith Hall to create age-appropriate learning environments for younger students focused on language development and ASL education with improved sightlines, including space for the preschool program and a new Family Support Center.**
- Campus Site Development - \$25-35M: Site development, grading, and landscaping to increase pedestrian safety and accessibility, provide needed age-appropriate social and play areas, and relocate required staff and visitor parking areas away from pedestrian zones.
- Implement Resiliency and Sustainability Action Plan - \$10-15M: Investment in campus infrastructure, standards, and strategies to ensure that the campus is resilient to the impacts of natural disaster and climate change, focusing on the safety, health, and wellbeing of students and staff as well as reduction of operating costs.
- Demolition <\$0.25M: Demolition of Wallace Hall.

Benefits

With renovated and new facilities explicitly designed for visual communication and co-located with facilities and resources to help families better prepare Deaf children for elementary school, OSD’s Lower School can:

- Better identify the full range of sensory, social, and cognitive needs required to inform each child’s education plan with achievable developmental goals.
- Provide opportunities for families to more closely participate in formal teaching interactions, empowering them with skills to reinforce learning at home.
- Facilitate transitioning into the school-age population and improve young students’ self esteem by welcoming them into the OSD community in classroom neighborhoods designed to celebrate their emerging identity.
- Improve early language acquisition of ASL as a springboard for written English and as a foundation for all future classroom learning and social development.
- Integrate personal and shared technology for delivering educational media proven to increase engagement and enrich interactive learning.

Phase 4: \$70-80M: Athletics and Wellness (Project Start 2031, Construction Start 2033)

- **Community Wellness and Athletics - \$35-45M: New 40,000 GSF Athletic and Wellness Center, including a main gymnasium, to promote overall student wellness, host athletic and other community events, and support student recreational and competitive athletics. Renovation of Peck Gym to address conditions related deficiencies, accessibility issues, increase flexibility, and upgrade finishes.**
- **Nutrition and Health Services Upgrades - \$10-15M: Renovation Clatterbuck Hall to address conditions-related deficiencies, to improve food serving and access, and to upgrade finishes.**
- Campus Site Development - \$15-20M: Site development, grading, and landscaping to increase pedestrian safety and accessibility, provide needed age-appropriate social and play areas, and relocate required staff and visitor parking areas away from pedestrian zones.
- Implement Resiliency and Sustainability Action Plan - \$5-10M: Investment in campus infrastructure, standards, and strategies to ensure that the campus is resilient to the impacts of natural disaster and climate change, focusing on the safety, health, and wellbeing of students and staff as well as reduction of operating costs.
- Demolition - \$0.5-0.75M: Demolition of Hokanson Hall and Paint Shop.

Benefits

Having addressed the most fundamental needs of residential and day students with a variety of new and improved facilities in prior phases, campus-wide improvements to Athletics, Support Services, and Performing Arts facilities will:

- Widen OSD’s range of recreational, fitness, and competitive athletics programs to promote fun, overall wellness, and school spirit, with venues that allow the school to host larger events, camps, and tournaments.
- Diversify the school’s menu to improve wellness, accommodate dietary restrictions, and promote life skills that prepare students for independent living after graduation.
- Improve operating efficiencies by updating equipment and optimizing kitchen and servery work zones for smoother operation.
- Provide students with a wider range of options for sensory and social stimulation in dining areas, decreasing anxiety and easing friend-making.
- Improve connections between the Deaf community and the general populace by providing performance and event spaces that allow Deaf students and adults to engage and perform in their own space, with features designed to celebrate their signature strengths.



Current Athletic facilities on campus range from Deficient (Hokanson Hall) to Good (Peck Gym). New construction will provide safer and improved athletic facilities to meet the needs of the Deaf community and students. Remodeling within Clatterbuck Hall is needed for students to feel better served and their needs met. Further, renovations of Clatterbuck Hall will improve operating efficiencies and better address a wide range of social, emotional, and wellness needs.



Outcomes & Conclusion

21st century educational spaces that are safer, more equitable, more efficient, and visually accessible position OSD staff and students to build skills that translate into success after graduation.

Our goal is to provide Deaf-centric learning spaces for all Deaf and Hard of Hearing students in Oregon. We strive to give these students a solid foundation from which they can build pathways to a lifetime of success. Oregon School for the Deaf, founded in 1870, has proudly provided stellar, life-changing services to our state’s Deaf population for over 154 years. We strive to build on this track record of success, enhancing what we already do so well, while expanding our facility to bring Deaf Education in Oregon into the 21st century.

Deaf schools across the nation are experiencing a revival, spurred by adult members of the Deaf Community who share their wisdom, gained from their own educational experiences, combined with researched best practices. Their successes serve as an tangible and visible example for Deaf children, demonstrating the marked benefits of learning in a bilingual setting, from adults skilled in ASL and English, alongside a critical mass of Deaf peers.

We need to honor this minority group, position OSD as a center for the entire Deaf Community in Oregon, and appropriately serve a community of students that has been repeatedly and historically underserved. Previous generations have paired their belief in Deaf students with substantial and transformative investment, doing their part to cultivate a place where Deaf students can thrive. Still, there is important work yet to be done. It’s time to continue this tradition, investing in OSD as a way to positively impact the futures of Deaf Children across the state of Oregon.



Appendix

Appendix

Existing Space Inventory	A-2
Completed Ranking Questionnaires	
Conditions	A-11
Expereince	A-26
Suitability	A-56
Summary of Recommendations from Facility Assessment	A-86

Oregon School for the Deaf
Existing Space Inventory

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
1	Carpenter House		Unused	Vacant	80%	n/a	1,932	1,932		
							TOTAL	1,932	1,932	
2	Wallace	1	Academics	Mechanical & Custodian		180	1	180		
		2	Academics	Media Room & Classroom		293	1	293		
		3	Academics	Storage		205	1	205		
		4	Academics	Applied ILS Room & Classroom		225	1	225		
		5	Academics	Multi User Toilet		178	1	178		Preschool size
		6	Academics	Quiet & Calm Room		170	1	170		
		7	Academics	Classroom		279	1	279		
		8	Academics	Laundry		325	1	325		
		9	Academics	Classroom		279	1	279		
		10	Academics	Home Ed & Classroom		170	1	170		
		11	Academics	Multi User Toilet		178	1	178		
		12	Academics	IEP Conference Room		224	1	224		
		13	Academics	Office		207	1	207		
		14	Academics	Curriculum Room		292	1	292		
		15	Academics	Office		235	1	235		
		16	Academics	Toilet		35	1	35		Not accessible
		17	Academics	Dining Room & Classroom		488	1	488		
		18	Academics	Kitchen		234	1	234		
		19	Academics	Storage		22	1	22		
		20	Academics	Storage		22	1	22		
		21	Academics	Lobby & Classroom		1,284	1	1,284		
							TOTAL	5,525	7,092	
3	Peterson	1&2	Residential	Student Lounge		3,014	1	3,014		
		3	Residential	Staff Workstation		871	1	871		Includes common area kitchen
		4	Residential	Staff Office	4	235	1	235		Assumed counselors share this office
		5	Residential	Single Use Toilet		142	1	142		Accessible
		6	Residential			196	1	196		
		7	Residential	Storage		83	1	83		
		8	Residential			103	1	103		
		9-11	Residential	Hallway						Not included
		12	Residential	Storage		49	1	49		
		13-17 & 26-30	Residential	2 Sleep Units Shared Bath		350	2	700		
		18-25	Residential	4 Sleep Units & Baths		550	1	550		
		31-48	Residential	2 Sleep/Study Units & Bath		750	6	4,500		
		50	Residential	Custodian		20	1	20		
		49-52 & 56-67	Residential	1 Sleep/Study/Kitchen Unit & Bath		590	5	2,950		

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
3	Peterson	53-55	Residential	1 Sleep/Study/Kitchen Unit & Bath		305	1	305		
		B1	Residential	Mechanical Room		189	1	189		
		B1A	Residential	Mechanical Room		284	1	284		
		B2	Residential	Laundry	Girls Dormitory	603	1	603		
		B3	Residential	Student Recreation		3,000	1	3,000		
		B4	Residential	Mechanical Room		534	1	534		
		B5	Residential	Storage		515	1	515		
							TOTAL	18,843	24,173	
4	Kuenzi	2 Lower Level		Student Lounge & Stage		2,900	1	2,900		
		3 Lower Level		Student Store		131	1	131		
		4 Lower Level		Storage		56	1	56		Not Accessible
		5 Lower Level		Single Use Toilet		54	1	54		
		6 Lower Level		Storage		125	1	125		
		101	Other	Reception		227	1	227		
		101B	Other	Principal Office		83	1	83		
		101A	Other	Storage		56	1	56		
		102	Other	Conference		321	1	321		
		103-107, 110-111	Other	Classroom		600	7	4,200		
		109	Other	Classroom		480	1	480		
		108	Other	Classroom with Platform		862	1	862		Platform not accessible
		112	Other		Charter	72	1	72		
		113	Other			231	1	231		
		113A-113B	Other			40	1	40		
		115	Other			90	1	90		
		116	Other			895	1	895		
		117	Other			592	1	592		
		117A	Other			367	1	367		
		118-119	Other	General Storage		500	2	1,000		Abandoned locker rooms
		120-129	Other	Level 1 - Museum Space	Museum	7,307	1	7,307		
		17-18	Other	Lower Level - Museum Storage		460	1	460		
		1 Lower Level	Other	Weight Room		3,540	1	3,540		
							TOTAL	24,089	32,904	
5	Lindstrom	101A&B-116A&B	Residential	2 Sleep/Study Units and Bath		1,004	16	16,064		113B & 114B apartments
		118	Residential	Phone Charging		168	1	168		
		119	Residential			142	1	142		
		120	Residential	Apartments		300	1	300		
		121	Residential		Boys Dormitory	291	1	291		
		122	Residential			150	1	150		
		123	Residential			89	1	89		
		124	Residential			136	1	136		
		126	Residential			95	1	95		
		127	Residential			93	1	93		

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
5	Lindstrom	128	Residential		96		1	96		
		129	Residential		136		1	136		
		130	Residential	Laundry	559		1	559		
		131-132	Residential	Single Use Toilet	51		2	102		Accessible
		133-134	Residential	Recreation	4,700		1	4,700		
		137	Residential	Kitchen	795		1	795		
		138-139	Residential	Storage	51		2	102		
		141	Residential	Phone Charging	159		1	159		
		142	Residential		141		1	141		
		143-144	Residential	Boys Dormitory	Apartment	290		1	290	
		145	Residential			147		1	147	
		146	Residential			84		1	84	
		147	Residential			143		1	143	
		149	Residential			98		1	98	
		150	Residential			66		1	66	
		151	Residential			91		1	91	
		152	Residential			131		1	131	
		153	Residential		Laundry	453		1	453	
		153A	Residential		Custodian	105		1	105	
		1 Lower Level	Other	Haunted House	Haunted House	10,769		1	10,769	
		2 Lower Level	Other		Haunted House Support	653		1	653	
		2A Lower Level	Other		Haunted House Support	576		1	576	
		2B Lower Level	Other		Haunted House Support	58		1	58	
		5 Lower Level	Other		Haunted House Support	1,148		1	1,148	
		6 Lower Level	Other		Haunted House Support	266		1	266	
		7 Lower Level	Other		Haunted House Support	235		1	235	
		8 Lower Level	Other			500		1	500	
		9 Lower Level	Other		Haunted House Support	235		1	235	
		10 Lower Level	Other		Haunted House Support	266		1	266	
		11 Lower Level	Other		Haunted House Support	1,147		1	1,147	
		13 Lower Level	Other		Haunted House Support	114		1	114	
		14 Lower Level	Other		Haunted House Support	153		1	153	
		15 Lower Level	Other		Haunted House Support	86		1	86	
		16 Lower Level	Other		Haunted House Support	223		1	223	
		18 Lower Level	Other		Haunted House Support	870		1	870	
		18A Lower Level	Other		Haunted House Support	52		1	52	
		19 Lower Level	Other		Haunted House Support	34		1	34	
		20 Lower Level	Other		Haunted House Support	52		1	52	
		21 Lower Level	Other		Haunted House Support	212		1	212	
		22 Lower Level	Other		Haunted House Support	1,166		1	1,166	
		23 Lower Level	Other		Haunted House Support	881		1	881	
		23A Lower Level	Other		Haunted House Support	71		1	71	
		24 Lower Level	Other		Haunted House Support	71		1	71	
		24A Lower Level	Other		Haunted House Support	865		1	865	

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes	
5	Lindstrom	25 Lower Level	Other	Haunted House	Haunted House Concessions	5,690	1	5,690			
		25B Lower Level	Other		Haunted House Support	88	1	88			
							TOTAL		52,397	56,260	
6	Tillinghast	Full	Unused	Vacant	Total	2,920	1	2,920			
							TOTAL		2,920	2,920	
7	Clatterbuck	112-116 & 118-121	Unused	Vacant	Locker Rooms	985	2	1,970			
		117	Unused	Vacant	Laundry	782	1	782			
		104-110	Unused	Vacant	Office Area	666	1	666			
		239	Unused	Vacant	Not Used	163	1	163			
		279	Unused	Vacant	Not Used	1	165	1	165		
		226			Utility	128	1	128			
		227			Storage	81	1	81			
		225, ETC			Storage	25	6	150		Existing bathtubs	
		245				50	1	50			
		246				118	1	118			
		247				160	1	160			
		251				92	1	92			
		252			Exam	90	1	90			
		253			Exam	90	1	90			
		254				60	1	60			
		255-256	Health Services		Storage	22	2	44			
		259			Reception	288	1	288			
		260			Front Desk	30	1	30			
		261				49	1	49			
		262			Nurse	284	1	284			
		264				160	1	160			
		265, ETC			Storage	30	5	150			
		266				251	1	251			
		269				157	1	157			
		274				97	1	97			
		275				252	1	252			
		279				165	1	165			
		201			Dining	3,108	1	3,108			
		202				53	1	53			
		203				56	1	56			
		207				66	1	66			
		212	Nutrition Services		Conference Room	950	1	950			
		208			Scullery	251	1	251			
		209			Walk in	105	1	105			
		210			Storage	108	1	108			
		212				950	1	950			
		213			Lobby	1,450	1	1,450			
		214			Vestibule	80	1	80			

APPENDIX

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
7	Clatterbuck	215 & 219	Nutrition Services	Single Use Toilet		65	2	130		
		217-218		Multi Use Toilet		130	2	260		
		223-224				48	2	96		
		225				77	1	77		
		228				68	1	68		
		229		Food Service Manager	1	248	1	248		
		230		Kitchen (Cook & Servers)	3	1,475	1	1,475		
		232-234		Storage		21	3	63		
		236		Cook	1	160	1	160		
		237		Supervisor	1	161	1	161		
		242		Meeting Room		247	1	247		
		275	Residential	Dean of Student Life	1	252	1	252		
		126 Lower Level	Maintenance	Deliveries		828	1	828		
		123-125 Lower Level		Stores (Supply Specialist)	1	9,080	1	9,080		
		266		Meeting Room	1	251	1	251		
		269		Maintenane Supervisor	1	157	1	157		
		274		Printing Room		97	1	97		
		TOTAL								27,519
8	Central Plant	1 &2A	Maintenance	Boiler		1,470	1	1,470		
		1A		Maintenance Office		584	1	584		
		2		Electrician Office	1	232	1	232		
		3		Vehicle Shop		5,441	1	5,441		
		4 & 4A-4D		Closets		965	1	965		
		6 Mezz		Mezzanine		960	1	960		
		7 Level 2		Changing		253	1	253		
		8 Level 2		Toilet		162	1	162		
		9 Level 2		Generator		774	1	774		
		10 Level 2		Break Room		442	1	442		
		TOTAL								5,842
9	Hokanson	1	Academics	CTE	Wood Shop	825	1	825		
		2	Academics	CTE	Storage	383	1	383		
		3	Academics	CTE	Wood Shop	2,270	1	2,270		
		4	Academics	CTE	Single Use Toilet	100	1	100		
		5	Academics	CTE	Storage	40	1	40		
		6	Academics	CTE	Storage	40	1	40		
		Level 2	Residential	Recreation	Gym	3,700	1	3,700		Used for recreation by OSD & by charter school programs
		B1 Lower Level	Maintenance		Drafting & Storage	2,790	1	2,790		
		B2 Lower Level	Maintenance			507	1	507		
		B3 Lower Level	Maintenance			236	1	236		
		TOTAL								10,891

APPENDIX

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
10	Paint Shop	1	Maintenance	Entry		139	1	139		
		2	Maintenance	Painter Office	1	176	1	176		
		3	Maintenance	Paint Shop Area		482	1	482		
					TOTAL			797	1,480	
11	Peck	101	Academics	Mechanical Room		90	1	90		
		102	Academics	Hall		498	1	498		
		103	Academics	PE Storage		317	1	317		
		104	Academics	Main Gym		7,584	1	7,584		
		105	Academics			155	1	155		
		106	Academics	Single Use Toilet		55	1	55		
		111	Academics	Pool Office		95	1	95		
		112	Academics	Swimming Pool		3,191	1	3,191		
		119-120	Academics	Physical Education	Multi Use Toilet	114	2	228		
		122	Academics		Storage	122	1	122		
		123	Academics		Performance Platform	917	1	917		
		ADD	Academics		Boys Locker Room	602	1	602		
		ADD	Academics		Girls Locker Room	602	1	602		
		ADD	Academics		Mechanical & Custodial Room	460	1	460		
		NA	Academics		Balcony	130	1	130		
		Lower Level 19	Academics		Pool Equipment	482	1	482		
		Lower Level 45,309	Academics		PE Storage	1,700	1	1,700		
					TOTAL			17,146	17,752	
12	Ulmer	1	Academics	HS		530	1	530		
		2	Academics			342	1	342		
		3	Academics			543	1	543		
		4	Academics			504	1	504		
		5	Academics	CTE	Art Lab	1,516	1	1,516		
		5B	Academics			103	1	103		
		5C	Academics			100	1	100		
		6	Academics	CTE	Metals & Welding Shop	956	1	956		
		6A	Academics			76	1	76		
		6B	Academics			455	1	455		
		6C	Academics	CTE	Shop	935	1	935		
		6D	Academics	CTE	Paint Booth	311	1	311		
		6E	Academics			428	1	428		
		7	Academics			373	1	373		
		8	Academics	CTE	Green Screen	229	1	229		
		8A	Academics			63	1	63		
		8B	Academics			67	1	67		
		8C	Academics			92	1	92		
		9	Academics		Science	526	1	526		
		9A	Academics			172	1	172		
		10	Academics			411	1	411		
		11	Academics			412	1	412		

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
12	Ulmer	12	Academics		410		1	410		
		13	Academics		432		1	432		
		14	Academics		408		1	408		
		15	Academics		412		1	412		
		16	Academics		411		1	411		
		17	Academics		253		1	253		
		18	Academics		157		1	157		
		19	Academics	Staff Room	550		1	550		
		20	Academics	Café Seating	495		1	495		
		20A	Academics	Student Café	347		1	347		
		20B	Academics	Culinary	391		1	391		
		20C	Academics		131		1	131		
		21	Academics	Single Use Toilet	60		1	60		Not Accessible
		22	Academics		55		1	55		
		23	Academics		96		1	96		
		25	Academics	Single Use Toilet	56		1	56		Not Accessible
		26	Academics		154		1	154		
		TOTAL				13,953		20,537		
13	Smith	1	Academics	Library	7,045		1	7,045		Includes green screen, art games, soft play & meeting areas
		17	Academics	Vestibule	449		1	449		Shared with Admin
		18	Academics		231		1	231		
		19-20, ETC, 52-53	Academics	Multi Use Toilet	62		10	620		
		21	Academics	ES	230		1	230		
		24	Academics	Custodian	233		1	233		
		25	Academics	ES Classroom	818		1	818		
		26	Academics	Break Out	545		1	545		
		26A	Academics	ES Classroom	691		1	691		
		28	Academics	Office	100		1	100		
		29	Academics	ES Classroom	830		1	830		
		30-31	Academics	Sensory Room	1,535		1	1,535		
		32-33	Academics	Sensory Room	1,540		1	1,540		
		35	Academics	Storage	226		1	226		
		38	Academics	MS Office	224		1	224		
		41	Academics	Storage	221		1	221		
		42	Academics	MS Classroom	825		1	825		
		43	Academics	Play Room	983		1	983		
		51	Academics	Mech & Custodian	212		1	212		
		54	Academics	Office	175		1	175		
		55	Academics	Office	161		1	161		
		56	Academics	Office	161		1	161		
		58	Academics	Prep Room	441		1	441		
		58A	Academics		160		1	160		

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
13	Smith	58B	Academics	Storage	200		1	200		
		58C	Academics	Storage	108		1	108		
		59	Academics		202		1	202		
		60	Academics		433		1	433		
		61	Academics	Lockers	150		1	150		
		60A	Academics	Storage	202		1	202		
		62	Academics	Classroom	782		1	782		
		63-64	Academics	Lab	1,605		1	1,605		
		65	Academics	Lab	1,142		1	1,142		
		66	Academics	Storage	275		1	275		
		17	Administration	Vestibule	450		1	450		Shared with students entering school
		12	Administration	Waiting	300		1	300		
			Administration	Front Desk (Off Spec)	1	163	1	163		
		16	Administration	Director	830		1	830		
		3 & 5	Administration	Multi Use Toilets	95		2	190		
		6	Administration	Single Use Toilet	64		1	64		
		7	Administration	Cashier (Off Spec)	1	168	1	168		
		15	Administration	Break Room	650		1	650		
		12A	Administration	Meeting	723		1	723		
		8	Administration	Work Room	351		1	351		
		10	Administration	General Storage	126		1	126		
		9	Administration	Curriculum Storage	119		1	119		
		11	Administration		1	261	1	261		
		11A	Administration	Record Archives	171		1	171		
		11B	Administration	Meeting	1	350	1	350		
		12	Administration	Student Records (Off Spec)	1	250	1	250		
		12	Administration	Executive Supp Spec	1	250	1	250		
		44	Other	Charter Break Out	750		1	750		
		45	Other	Charter Classroom	834		1	834		
		46	Other	Charter Classroom	790		1	790		
		47	Other	Charter Classroom	759		1	759		
		48	Other	Charter Classroom	723		1	723		
		49	Other	Charter Classroom	801		1	801		
		TOTAL				33,828		49,104		

APPENDIX

#	Building Name	Room No.	Dept.	Room	Fte	Area	Qty	Net Area	Total Area	Notes
17	New Dorm	100	Other	Special Events	Foyer & Living Room	1,500	1	1,500		
		102	Other		Office	70	1	70		
		104	Other		Bathroom	57	1	57		
		106	Other		Laundry/Utility	119	1	119		
		107	Other		Kitchen	105	1	105		
		110	Other		Bedroom	160	1	160		
		111	Other		Shower/Toilet	120	1	120		
		112	Other		Bedroom	159	1	159		
		113	Other		Bedroom	156	1	156		
		114	Other		Shower/Toilet	100	1	100		
		115	Other		Bedroom	159	1	159		
					TOTAL		2,705	3,485		

Total	218,378	275,457
	Ball Fields	
	Track & Field	
	Grandstand	
	Covered Play	
	Soft Playground	
	Hard Playground	

APPENDIX



1233 NW NORTHRUP STREET, SUITE 100
PORTLAND, OR 97209

T 503 595 4900

Conditions Ranking 2.6

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf Site

Walkways
Parking & Roads
Track & Field
Play Areas

Date: March 2024

	Unsatisfactory				Satisfactory	
SAFETY	1	2	3	4	5	N/A

- ❖ Are there any immediate safety issues?
 - Openings in guardrails are smaller than 4" diameter
 - Pathways have level surfaces and are without tripping hazards
 - Repairs are needed to protect property and/or occupants
 - Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)

SECURITY	1	2	3	4	5	N/A
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- ❖ Is the building or campus secure?
 - Directional signage is clear and easy to follow
 - Site perimeter is secured and monitored
 - Pedestrian pathways and building entrances are well lit
 - Security Cameras monitor the full campus
 - Established building security and lock down procedures are meeting expectations

ACCESSIBILITY	1	2	3	4	5	N/A
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- ❖ Is it possible for students and visitors to navigate the campus independently?
 - An accessible route from parking and bus arrival to a building entrance is clearly identified
 - Interior corridors used by students, staff, and visitors are fully accessible
 - Playground areas provide equal opportunities for participation to all students

- ❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?
 - A ramp or elevator is available to provide wheelchair access to upper or lower levels
 - There is an accessible toilet room and drinking fountain available for use by students and visitors
 - Living units designed to be barrier-free are available for students and staff

HAZARDOUS MATERIALS	1	2	3	4	5	N/A
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- ❖ Are there hazardous materials present?
 - Visibly friable or cracked materials known to be hazardous have been removed
 - General maintenance of the facility is not limited by the presence of materials known to be hazardous

INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
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- ❖ Is there a ventilation system that provides fresh air?
 - Operable windows are available and functioning
 - The mechanical system provides ventilation and fresh air
 - The building is comfortable during hot and cool weather

Conditions Ranking1.6

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#1

Vacant

Carpenter House

Date: March 2024

	Unsatisfactory					Satisfactory	
SAFETY	1	2	3	4	5	N/A	
❖ Are there any immediate safety issues?							
○ Openings in guardrails are smaller than 4" diameter							
○ Pathways have level surfaces and are without tripping hazards							
○ Repairs are needed to protect property and/or occupants							
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)							
SECURITY	1	2	3	4	5	N/A	
❖ Is the building or campus secure?							
○ Directional signage is clear and easy to follow							
○ Site perimeter is secured and monitored							
○ Pedestrian pathways and building entrances are well lit							
○ Security Cameras monitor the full campus							
○ Established building security and lock down procedures are meeting expectations							
ACCESSIBILITY	1	2	3	4	5	N/A	
❖ Is it possible for students and visitors to navigate the campus independently?							
○ An accessible route from parking and bus arrival to a building entrance is clearly identified							
○ Interior corridors used by students, staff, and visitors are fully accessible							
○ Playground areas provide equal opportunities for participation to all students							
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?							
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels							
○ There is an accessible toilet room and drinking fountain available for use by students and visitors							
○ Living units designed to be barrier-free are available for students and staff							
HAZARDOUS MATERIALS	1	2	3	4	5	N/A	
❖ Are there hazardous materials present?							
○ Visibly friable or cracked materials known to be hazardous have been removed							
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous							
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A	
❖ Is there a ventilation system that provides fresh air?							
○ Operable windows are available and functioning							
○ The mechanical system provides ventilation and fresh air							
○ The building is comfortable during hot and cool weather							

Conditions Ranking3.4

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#2

Education

Adult Transitions Program
& Counseling

Wallace Hall

Date: March 2024

	Unsatisfactory					Satisfactory	
SAFETY	1	2	3	4	5	N/A	
❖ Are there any immediate safety issues?							
○ Openings in guardrails are smaller than 4" diameter							
○ Pathways have level surfaces and are without tripping hazards							
○ Repairs are needed to protect property and/or occupants							
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)							
SECURITY	1	2	3	4	5	N/A	
❖ Is the building or campus secure?							
○ Directional signage is clear and easy to follow							
○ Site perimeter is secured and monitored							
○ Pedestrian pathways and building entrances are well lit							
○ Security Cameras monitor the full campus							
○ Established building security and lock down procedures are meeting expectations							
ACCESSIBILITY	1	2	3	4	5	N/A	
❖ Is it possible for students and visitors to navigate the campus independently?							
○ An accessible route from parking and bus arrival to a building entrance is clearly identified							
○ Interior corridors used by students, staff, and visitors are fully accessible							
○ Playground areas provide equal opportunities for participation to all students							
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?							
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels							
○ There is an accessible toilet room and drinking fountain available for use by students and visitors							
○ Living units designed to be barrier-free are available for students and staff							
HAZARDOUS MATERIALS	1	2	3	4	5	N/A	
❖ Are there hazardous materials present?							
○ Visibly friable or cracked materials known to be hazardous have been removed							
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous							
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A	
❖ Is there a ventilation system that provides fresh air?							
○ Operable windows are available and functioning							
○ The mechanical system provides ventilation and fresh air							
○ The building is comfortable during hot and cool weather							

Conditions Ranking3.0

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#3

Peterson Hall

Residential

Girls Dorm

Date: March 2024

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY	1	2	3	4	5	N/A
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY	1	2	3	4	5	N/A
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS	1	2	3	4	5	N/A
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking2.4

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#4

Kuenzi Hall

Education

Charter School Lease
OSD Museum
Weight Room
Student Lounge

Date: March 2024

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY	1	2	3	4	5	N/A
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY	1	2	3	4	5	N/A
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS	1	2	3	4	5	N/A
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking1.6

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#5

Lindstrom Hall

Residential

Boys Dorm
Education (Nightmare fac

Date: March 2024

Unsatisfactory							Satisfactory	
SAFETY	1	2	3	4	5	N/A		
❖ Are there any immediate safety issues?								
○ Openings in guardrails are smaller than 4" diameter								
○ Pathways have level surfaces and are without tripping hazards								
○ Repairs are needed to protect property and/or occupants								
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)								
SECURITY	1	2	3	4	5	N/A		
❖ Is the building or campus secure?								
○ Directional signage is clear and easy to follow								
○ Site perimeter is secured and monitored								
○ Pedestrian pathways and building entrances are well lit								
○ Security Cameras monitor the full campus								
○ Established building security and lock down procedures are meeting expectations								
ACCESSIBILITY	1	2	3	4	5	N/A		
❖ Is it possible for students and visitors to navigate the campus independently?								
○ An accessible route from parking and bus arrival to a building entrance is clearly identified								
○ Interior corridors used by students, staff, and visitors are fully accessible								
○ Playground areas provide equal opportunities for participation to all students								
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?								
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels								
○ There is an accessible toilet room and drinking fountain available for use by students and visitors								
○ Living units designed to be barrier-free are available for students and staff								
HAZARDOUS MATERIALS	1	2	3	4	5	N/A		
❖ Are there hazardous materials present?								
○ Visibly friable or cracked materials known to be hazardous have been removed								
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous								
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A		
❖ Is there a ventilation system that provides fresh air?								
○ Operable windows are available and functioning								
○ The mechanical system provides ventilation and fresh air								
○ The building is comfortable during hot and cool weather								

Conditions Ranking1.4

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#6

Tillinghast Hall

Vacant

Date: March 2024

Unsatisfactory							Satisfactory	
SAFETY	1	2	3	4	5	N/A		
❖ Are there any immediate safety issues?								
○ Openings in guardrails are smaller than 4" diameter								
○ Pathways have level surfaces and are without tripping hazards								
○ Repairs are needed to protect property and/or occupants								
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)								
SECURITY	1	2	3	4	5	N/A		
❖ Is the building or campus secure?								
○ Directional signage is clear and easy to follow								
○ Site perimeter is secured and monitored								
○ Pedestrian pathways and building entrances are well lit								
○ Security Cameras monitor the full campus								
○ Established building security and lock down procedures are meeting expectations								
ACCESSIBILITY	1	2	3	4	5	N/A		
❖ Is it possible for students and visitors to navigate the campus independently?								
○ An accessible route from parking and bus arrival to a building entrance is clearly identified								
○ Interior corridors used by students, staff, and visitors are fully accessible								
○ Playground areas provide equal opportunities for participation to all students								
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?								
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels								
○ There is an accessible toilet room and drinking fountain available for use by students and visitors								
○ Living units designed to be barrier-free are available for students and staff								
HAZARDOUS MATERIALS	1	2	3	4	5	N/A		
❖ Are there hazardous materials present?								
○ Visibly friable or cracked materials known to be hazardous have been removed								
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous								
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A		
❖ Is there a ventilation system that provides fresh air?								
○ Operable windows are available and functioning								
○ The mechanical system provides ventilation and fresh air								
○ The building is comfortable during hot and cool weather								

Conditions Ranking3.4

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#7

Clatterbuck Building

Student Support

Dining
Health Services
Maintenance Offices
Stores

Date: March 2024

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	N/A
SAFETY						
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY						
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY						
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS						
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION						
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking4.0

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#8

Central Plant

Facilities Support

Date: March 2024

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	N/A
SAFETY						
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY						
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY						
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS						
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION						
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking2.4

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#9

Hokanson Gym

Education

Wood Shop
Gymnasium (upper level)

Date: March 2024

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY	1	2	3	4	5	N/A
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY	1	2	3	4	5	N/A
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS	1	2	3	4	5	N/A
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking3.0

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#10

Paint Shop

Facilities Support

Date: March 2024

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY	1	2	3	4	5	N/A
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY	1	2	3	4	5	N/A
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS	1	2	3	4	5	N/A
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking3.8

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#11

Peck Gym

Education

Main Gym/ Platform
Swimming Pool

Date: March 2024

	Unsatisfactory		Satisfactory			
	1	2	3	4	5	N/A
SAFETY						
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY						
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY						
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS						
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION						
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						

Conditions Ranking1.8

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#12

Ulmer Hall

Education

High School
Shops

Date: March 2024

	Unsatisfactory		Satisfactory			
	1	2	3	4	5	N/A
SAFETY						
❖ Are there any immediate safety issues?						
○ Openings in guardrails are smaller than 4" diameter						
○ Pathways have level surfaces and are without tripping hazards						
○ Repairs are needed to protect property and/or occupants						
○ Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)						
SECURITY						
❖ Is the building or campus secure?						
○ Directional signage is clear and easy to follow						
○ Site perimeter is secured and monitored						
○ Pedestrian pathways and building entrances are well lit						
○ Security Cameras monitor the full campus						
○ Established building security and lock down procedures are meeting expectations						
ACCESSIBILITY						
❖ Is it possible for students and visitors to navigate the campus independently?						
○ An accessible route from parking and bus arrival to a building entrance is clearly identified						
○ Interior corridors used by students, staff, and visitors are fully accessible						
○ Playground areas provide equal opportunities for participation to all students						
❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?						
○ A ramp or elevator is available to provide wheelchair access to upper or lower levels						
○ There is an accessible toilet room and drinking fountain available for use by students and visitors						
○ Living units designed to be barrier-free are available for students and staff						
HAZARDOUS MATERIALS						
❖ Are there hazardous materials present?						
○ Visibly friable or cracked materials known to be hazardous have been removed						
○ General maintenance of the facility is not limited by the presence of materials known to be hazardous						
INDOOR AIR QUALITY AND VENTILATION						
❖ Is there a ventilation system that provides fresh air?						
○ Operable windows are available and functioning						
○ The mechanical system provides ventilation and fresh air						
○ The building is comfortable during hot and cool weather						



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Conditions Ranking3.6

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#13

Smith Hall

Date: March 2024

Education

Administration
Elementary School
Library
Charter School (Lease)

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A

- ❖ Are there any immediate safety issues?
- Openings in guardrails are smaller than 4" diameter
 - Pathways have level surfaces and are without tripping hazards
 - Repairs are needed to protect property and/or occupants
 - Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)

SECURITY	1	2	3	4	5	N/A
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- ❖ Is the building or campus secure?
- Directional signage is clear and easy to follow
 - Site perimeter is secured and monitored
 - Pedestrian pathways and building entrances are well lit
 - Security Cameras monitor the full campus
 - Established building security and lock down procedures are meeting expectations

ACCESSIBILITY	1	2	3	4	5	N/A
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- ❖ Is it possible for students and visitors to navigate the campus independently?
- An accessible route from parking and bus arrival to a building entrance is clearly identified
 - Interior corridors used by students, staff, and visitors are fully accessible
 - Playground areas provide equal opportunities for participation to all students
- ❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?
- A ramp or elevator is available to provide wheelchair access to upper or lower levels
 - There is an accessible toilet room and drinking fountain available for use by students and visitors
 - Living units designed to be barrier-free are available for students and staff

HAZARDOUS MATERIALS	1	2	3	4	5	N/A
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- ❖ Are there hazardous materials present?
- Visibly friable or cracked materials known to be hazardous have been removed
 - General maintenance of the facility is not limited by the presence of materials known to be hazardous

INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
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- ❖ Is there a ventilation system that provides fresh air?
- Operable windows are available and functioning
 - The mechanical system provides ventilation and fresh air
 - The building is comfortable during hot and cool weather



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Conditions Ranking4.2

Evaluation of the facility's physical conditions impacts on health and well-being of OSD students.

Oregon School for the Deaf

#17

New Dorm

Residential
Recreation

Date: March 2024

	Unsatisfactory			Satisfactory		
SAFETY	1	2	3	4	5	N/A

- ❖ Are there any immediate safety issues?
- Openings in guardrails are smaller than 4" diameter
 - Pathways have level surfaces and are without tripping hazards
 - Repairs are needed to protect property and/or occupants
 - Emergency systems are reliable and resilient (Egress lighting, Fire Alarms, Emergency Power)

SECURITY	1	2	3	4	5	N/A
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- ❖ Is the building or campus secure?
- Directional signage is clear and easy to follow
 - Site perimeter is secured and monitored
 - Pedestrian pathways and building entrances are well lit
 - Security Cameras monitor the full campus
 - Established building security and lock down procedures are meeting expectations

ACCESSIBILITY	1	2	3	4	5	N/A
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- ❖ Is it possible for students and visitors to navigate the campus independently?
- An accessible route from parking and bus arrival to a building entrance is clearly identified
 - Interior corridors used by students, staff, and visitors are fully accessible
 - Playground areas provide equal opportunities for participation to all students
- ❖ Is the use of the site/building limited by not meeting accessibility needs and requirements?
- A ramp or elevator is available to provide wheelchair access to upper or lower levels
 - There is an accessible toilet room and drinking fountain available for use by students and visitors
 - Living units designed to be barrier-free are available for students and staff

HAZARDOUS MATERIALS	1	2	3	4	5	N/A
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- ❖ Are there hazardous materials present?
- Visibly friable or cracked materials known to be hazardous have been removed
 - General maintenance of the facility is not limited by the presence of materials known to be hazardous

INDOOR AIR QUALITY AND VENTILATION	1	2	3	4	5	N/A
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- ❖ Is there a ventilation system that provides fresh air?
- Operable windows are available and functioning
 - The mechanical system provides ventilation and fresh air
 - The building is comfortable during hot and cool weather

Student Experience Ranking 2.4

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
Site

Walkways
Parking & Roads
Track & Field
Play Areas

Date: March 2024

	Unsatisfactory				Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A	
❖ Is the arrival to campus or this building welcoming?							
○ All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)							
○ Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect							
○ The site/building entrance easy to identify and is approachable by everyone							

- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory				Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A	
❖ Can students influence how they experience movement through the site/building?							
○ Areas or routes through the site/building that are not confining							
○ Accessible routes are available and clearly marked							
○ Pedestrian walkways are free from hazards and separate from vehicular routes							
○ Students and staff have enough time to transition calmly between classes/programs							

	Unsatisfactory				Satisfactory		
EDUCATION	1	2	3	4	5	N/A	
❖ Are spaces designed in such a way to support American Sign Language learners?							
○ The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants							
○ Technologies are available and configured to support delivery of ASL education							
○ Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations							
○ The site/building is easy to navigate while signing and accessible by all users							
○ There are informal areas for small group gathering that are visually connected to the surrounding area							
❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?							
○ Kitchen areas are up to date and meet accessibility requirements							
○ Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces							
○ Space and conditions of facilities used for CTE programs are not impacting student success							

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory				Satisfactory		
WELLNESS	1	2	3	4	5	N/A	

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

		1	2	3	4	5	N/A
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus



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Student Experience Ranking1.0

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

1

Vacant

Carpenter House

Date: March 2024

	Unsatisfactory	1	2	3	4	5	Satisfactory
ARRIVAL & ENTRY		1					N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory	1	2	3	4	5	Satisfactory
TRANSITIONS		1					N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory	1	2	3	4	5	Satisfactory
EDUCATION							N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory	1	2	3	4	5	Satisfactory
WELLNESS							N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	1	2	3	4	5	N/A
SOCIAL DEVELOPMENT						

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Building Relationships | Inspiring Communities

Student Experience Ranking 2.6

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

2

Wallace Hall

Education

Adult Transitions Program
Counseling

Date: March 2024

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

		1	2	3	4	5	N/A
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 2.4

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

3

Peterson Hall

Residential
Girls Dorm

Date: March 2024

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory			Satisfactory		
SOCIAL DEVELOPMENT	1	2	3	4	5	N/A

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 2.6

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

4

Kuenzi Hall

Education

Charter School (Lease)
OSD Museum
Recreation (Lower level)

Date: March 2024

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

		1	2	3	4	5	N/A
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking1.6

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

5

Lindstrom Hall

Residential

Boys Dorm
Nightmare Factory (Lower

Date: March 2024

	Unsatisfactory					Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A		

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory					Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A		

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory					Satisfactory		
EDUCATION	1	2	3	4	5	N/A		

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory					Satisfactory		
WELLNESS	1	2	3	4	5	N/A		

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory					Satisfactory		
SOCIAL DEVELOPMENT	1	2	3	4	5	N/A		

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus



1233 NW NORTHRUP STREET, SUITE 100
PORTLAND, OR 97209
T 503 595 4900

Student Experience Ranking1.0

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

6

Vacant

Tillinghast Hall

Date: March 2024

	Unsatisfactory				Satisfactory		
	1	2	3	4	5	N/A	

- ❖

Is the arrival to campus or this building welcoming?

○

All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)

○

Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect

○

The site/building entrance easy to identify and is approachable by everyone
- ❖

Do students feel secure and safe?

○

Layouts, security measures, and protocols contribute to a sense of safety and security

○

Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory				Satisfactory		
	1	2	3	4	5	N/A	

- ❖

Can students influence how they experience movement through the site/building?

○

Areas or routes through the site/building that are not confining

○

Accessible routes are available and clearly marked

○

Pedestrian walkways are free from hazards and separate from vehicular routes

○

Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory				Satisfactory		
	1	2	3	4	5	N/A	

- ❖

Are spaces designed in such a way to support American Sign Language learners?

○

The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants

○

Technologies are available and configured to support delivery of ASL education

○

Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations

○

The site/building is easy to navigate while signing and accessible by all users

○

There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖

Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?

○

Kitchen areas are up to date and meet accessibility requirements

○

Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces

○

Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory				Satisfactory		
	1	2	3	4	5	N/A	

- ❖

Are the dining and menu options available limited by the facilities being used?

○

Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs

○

There a variety of seating and grouping options available

○

There are areas for student regulation and to take a break (calm areas)

○

Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖

Are the site/building areas made available for recreation meeting the social and academic needs of students?

○

Sport fields and track & field meet recreational sports standards and are safe for use by students

○

Facilities used for recreation athletic activities accessible and barrier free

○

There covered spaces that allow students to get outside in inclement weather
- ❖

Are health and counseling services meeting the needs of students?

○

Health and counseling services be accessed privately as needed

○

The settings where conversations or services are provided are designed to make students feel safe

○

The building allows space for a reasonable staff/student ratio

○

Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory				Satisfactory		
	1	2	3	4	5	N/A	

- ❖

Are the spaces intended for students to engage in social interaction meeting the needs of students?

○

The size and configuration of social spaces allows for visual connections

○

Furnishings flexible and in good condition

○

Lighting does not impact visual communication through glare or shadows
- ❖

Do the existing facilities provide students with connections to the Deaf community?

○

The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults

○

The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 2.8

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

7

Clatterbuck Building

Date: March 2024

Student Support

Dining
Health Services
Maintenance Office
Stores (Lower Level)

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

		1	2	3	4	5	N/A
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 4.0

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
8 Facilities Support
Central Plant

Date: March 2024

	Unsatisfactory				Satisfactory		
	1	2	3	4	5		
ARRIVAL & ENTRY							N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory				Satisfactory		
	1	2	3	4	5		
TRANSITIONS				4			N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory				Satisfactory		
	1	2	3	4	5		
EDUCATION							N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory				Satisfactory		
	1	2	3	4	5		
WELLNESS							N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory				Satisfactory		
	1	2	3	4	5		
SOCIAL DEVELOPMENT							N/A

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 1.8

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

9

Hokanson Gym

Education

Gym
Wood Shops

Date: March 2024

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
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- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

		1	2	3	4	5	N/A
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 1.0

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
10 Facilities Support
Paint Shop

Date: March 2024

	Unsatisfactory				Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A	
❖ Is the arrival to campus or this building welcoming?							
○ All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)							
○ Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect							
○ The site/building entrance easy to identify and is approachable by everyone							
❖ Do students feel secure and safe?							
○ Layouts, security measures, and protocols contribute to a sense of safety and security							
○ Transparency between interior and exterior space and within the building allow passive supervision							

Unsatisfactory						Satisfactory	
TRANSITIONS	1	2	3	4	5	N/A	
❖ Can students influence how they experience movement through the site/building?							
○ Areas or routes through the site/building that are not confining							
○ Accessible routes are available and clearly marked							
○ Pedestrian walkways are free from hazards and separate from vehicular routes							
○ Students and staff have enough time to transition calmly between classes/programs							

	Unsatisfactory				Satisfactory		
EDUCATION	1	2	3	4	5	N/A	
❖ Are spaces designed in such a way to support American Sign Language learners?							
○ The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants							
○ Technologies are available and configured to support delivery of ASL education							
○ Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations							
○ The site/building is easy to navigate while signing and accessible by all users							
○ There are informal areas for small group gathering that are visually connected to the surrounding area							
❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?							
○ Kitchen areas are up to date and meet accessibility requirements							
○ Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces							
○ Space and conditions of facilities used for CTE programs are not impacting student success							

WELLNESS	Unsatisfactory					Satisfactory					N/A
	1	2	3	4	5						
	❖ Are the dining and menu options available limited by the facilities being used?										
	○ Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs										
	○ There a variety of seating and grouping options available										
	○ There are areas for student regulation and to take a break (calm areas)										
	○ Students can easily transition between indoor and safe outdoor areas during mealtimes										
	❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?										
	○ Sport fields and track & field meet recreational sports standards and are safe for use by students										
	○ Facilities used for recreation athletic activities accessible and barrier free										
	○ There covered spaces that allow students to get outside in inclement weather										
	❖ Are health and counseling services meeting the needs of students?										
	○ Health and counseling services be accessed privately as needed										
	○ The settings where conversations or services are provided are designed to make students feel safe										
	○ The building allows space for a reasonable staff/student ratio										
	○ Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff										

SOCIAL DEVELOPMENT	1	2	3	4	5	N/A
❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?						
○ The size and configuration of social spaces allows for visual connections						
○ Furnishings flexible and in good condition						
○ Lighting does not impact visual communication through glare or shadows						
❖ Do the existing facilities provide students with connections to the Deaf community?						
○ The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults						
○ The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus						

Student Experience Ranking 2.8

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf

11

Peck Gym

Education

Gym/Platform
Swimming Pool

Date: March 2024

	Unsatisfactory					Satisfactory	
ARRIVAL & ENTRY	1	2	3	4	5	N/A	

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory					Satisfactory	
TRANSITIONS	1	2	3	4	5	N/A	

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory					Satisfactory	
EDUCATION	1	2	3	4	5	N/A	

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory					Satisfactory	
WELLNESS	1	2	3	4	5	N/A	

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

SOCIAL DEVELOPMENT	1	2	3	4	5	N/A	

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 1.5

Evaluation of how the facility's physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
12
Ulmer Hall

Education
High School
Shops

Date: March 2024

	Unsatisfactory					Satisfactory	
ARRIVAL & ENTRY	1	2	3	4	5	N/A	

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory					Satisfactory	
TRANSITIONS	1	2	3	4	5	N/A	

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory					Satisfactory	
EDUCATION	1	2	3	4	5	N/A	

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory					Satisfactory	
WELLNESS	1	2	3	4	5	N/A	

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory					Satisfactory	
SOCIAL DEVELOPMENT	1	2	3	4	5	N/A	

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 4.0

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
13
Smith Hall

Education
Elementary / Middle School
Charter School (Lease)
Administration
Library

Date: March 2024

	Unsatisfactory			Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory			Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory			Satisfactory		
EDUCATION	1	2	3	4	5	N/A

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory			Satisfactory		
WELLNESS	1	2	3	4	5	N/A

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	Unsatisfactory			Satisfactory		
SOCIAL DEVELOPMENT	1	2	3	4	5	N/A

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Student Experience Ranking 4.0

Evaluation of how the facility’s physical condition impacts the social and emotional development of OSD students.

Oregon School for the Deaf
17
New Dorm

Residential
Recreation

Date: March 2024

	Unsatisfactory				Satisfactory		
ARRIVAL & ENTRY	1	2	3	4	5	N/A	

- ❖ Is the arrival to campus or this building welcoming?
 - All students have an equitable arrival experience (Day /Resident, Bus/Private Vehicle drop off, etc.)
 - Diverse identities and cultures are reflected, promoting a sense of welcome, belonging, and intercultural respect
 - The site/building entrance easy to identify and is approachable by everyone
- ❖ Do students feel secure and safe?
 - Layouts, security measures, and protocols contribute to a sense of safety and security
 - Transparency between interior and exterior space and within the building allow passive supervision

	Unsatisfactory				Satisfactory		
TRANSITIONS	1	2	3	4	5	N/A	

- ❖ Can students influence how they experience movement through the site/building?
 - Areas or routes through the site/building that are not confining
 - Accessible routes are available and clearly marked
 - Pedestrian walkways are free from hazards and separate from vehicular routes
 - Students and staff have enough time to transition calmly between classes/programs

	Unsatisfactory				Satisfactory		
EDUCATION	1	2	3	4	5	N/A	

- ❖ Are spaces designed in such a way to support American Sign Language learners?
 - The size and shape of learning spaces allow for maintaining visual connections with teachers and other participants
 - Technologies are available and configured to support delivery of ASL education
 - Spaces intended for social interaction to not have hard surfaces that create distractive sound and vibrations
 - The site/building is easy to navigate while signing and accessible by all users
 - There are informal areas for small group gathering that are visually connected to the surrounding area
- ❖ Are the conditions and/or quality of STEAM and CTE programs limiting student opportunities?
 - Kitchen areas are up to date and meet accessibility requirements
 - Options for CTE and STEAM curriculum offerings are not limited by the size, location, or condition of available spaces
 - Space and conditions of facilities used for CTE programs are not impacting student success

STUDENT EXPERIENCE RANKING

March 2024

	Unsatisfactory				Satisfactory		
WELLNESS	1	2	3	4	5	N/A	

- ❖ Are the dining and menu options available limited by the facilities being used?
 - Food delivery arrangements enable efficient serving, the display of healthy choices, and accommodate diverse dietary needs
 - There a variety of seating and grouping options available
 - There are areas for student regulation and to take a break (calm areas)
 - Students can easily transition between indoor and safe outdoor areas during mealtimes
- ❖ Are the site/building areas made available for recreation meeting the social and academic needs of students?
 - Sport fields and track & field meet recreational sports standards and are safe for use by students
 - Facilities used for recreation athletic activities accessible and barrier free
 - There covered spaces that allow students to get outside in inclement weather
- ❖ Are health and counseling services meeting the needs of students?
 - Health and counseling services be accessed privately as needed
 - The settings where conversations or services are provided are designed to make students feel safe
 - The building allows space for a reasonable staff/student ratio
 - Centralized building systems and operations provide the resiliency needed to maintain safety for students and staff

	1	2	3	4	5	N/A	
SOCIAL DEVELOPMENT							

- ❖ Are the spaces intended for students to engage in social interaction meeting the needs of students?
 - The size and configuration of social spaces allows for visual connections
 - Furnishings flexible and in good condition
 - Lighting does not impact visual communication through glare or shadows
- ❖ Do the existing facilities provide students with connections to the Deaf community?
 - The condition of CTE spaces and equipment provide the setting and accommodations for partnerships and mentorship with deaf adults
 - The condition and quality of athletic and performance facilities bring opportunities for Deaf adults and families to attend events on campus

Suitability Ranking 2.2

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
Site

Date: March 2024

Walkways
Parking & Roads
Track & field
Play Areas

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 1.0

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

1

Vacant

Carpenter House

Date: March 2024

	Unsatisfactory				Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A	

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A	
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A	
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 2.8

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

2

Wallace Hall

Date: March 2024

Education

Adult Transitions Progra
& Counseling

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 2.2

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
Site

Date: March 2024

Walkways
Parking & Roads
Track & field
Play Areas

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 2.2

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
Site

Date: March 2024

Walkways
Parking & Roads
Track & field
Play Areas

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
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- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
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 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
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 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
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- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 1.8

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

5

Lindstrom Hall

Date: March 2024

Residential

Boys Dorm
Nightmare Factory

	Unsatisfactory				Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A	

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
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 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 1.5

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
6 Vacant
Tillinghast Hall

Date: March 2024

	Unsatisfactory				Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A	

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A	
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A	
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
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 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
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 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 3.4

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

7

Clatterbuck Building

Date: March 2024

Student Support

Dining
Health Services
Maintenance Office
Stores

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
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 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
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 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 4.0

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
8
Central Plant
Facilities Support
Maintenance Shop

Date: March 2024

	Unsatisfactory		Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5 N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
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RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
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 - There are places that support self-regulation and physical and emotional wellness
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CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
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 - The site/building reflect the pride and vibrancy of the Deaf community
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ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
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 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
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 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 2.0

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
9
Hokanson Gym
Education
Gym
Wood Shop

Date: March 2024

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
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 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
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CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
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 - The site/building reflect the pride and vibrancy of the Deaf community
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ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
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 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
 - Alternative learning environments have access to daylighting, views, and controlled acoustics
 - Furnishings flexible and in good condition
- ❖ Do spaces used for student gatherings promote social development and building a sense of community?
 - Areas for gathering and recreation areas support visual communication
 - There are spaces suited for hosting of performances, athletic events, and other gatherings that support the building of community and student pride
 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 2.4

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf
10 Facilities Support
Paint Shop

Date: March 2024

	Unsatisfactory		Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5 N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
 - The shape and configuration of spaces maintain visibility of the speaker
 - Lighting does not create glare or interrupt visual contact with the speaker
 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
 - Physical and emotional needs of each student are being met by the facility
- ❖ Are there any places to retreat?
 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
 - The condition of the track/field and grandstands does not limit student participation in athletic events
 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
- ❖ Are there adequate spaces and infrastructure to support programs and offerings that allow students to discover individualized pathways to success?
 - CTE programs are not limited by size and type of space and/or equipment available
 - Programs are not limited by accessibility issues or inappropriate spatial design
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STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
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- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
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 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 3.0

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

11

Peck Gym

Date: March 2024

Education

Main Gym & Platform
Swimming Pool

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
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 - Visual safety alarms are visible from all spaces and areas
 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
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 - Physical and emotional needs of each student are being met by the facility
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 - There are places that support self-regulation and physical and emotional wellness
 - Students can access counseling and other support without stigma and any other barriers to access
 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
 - Opportunities for mentorships and partnerships with Deaf adults is not limited by the condition of the environment and equipment available
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ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
 - Technology available meets the needs of all students and staff
 - Learning spaces are adequately sized and configured to allow clear visual communications and interactions
 - All learning spaces have access to daylighting, views, and controlled acoustics
 - Furnishings are easy to move and in good condition
- ❖ Do spaces used for special events or presentations support the use of ASL?
 - Technology is available to meet the needs of all students, staff, and audience
 - Spaces for large gatherings support visual communication
- ❖ Do the existing facilities impact the quality of Physical Education?
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 - Spaces and equipment used by students for physical education are safe, healthy, and accessible
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 - Programs are not limited by accessibility issues or inappropriate spatial design
 - Physical space constraints do not limit the STEAM/STEM programs and offerings available to students
 - Spaces used to provide Educational support services meet the needs identified by student IEPs.

STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
 - Technology meets the needs of all students and staff in spaces used as small groups or study areas
 - Spaces used for small groups or study areas are adequately sized and configured to allow clear visual communications and interactions
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 - Areas for gathering and recreation areas support visual communication
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 - There are covered spaces that allow students to get outside in inclement weather
- ❖ Are there spaces that support the development of positive social relationships with peers and trusted adults?
 - The location and/or type of staff offices encourage interactions with students
 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking 1.2

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

12

Ulmer Hall

Date: March 2024

Education

High School
Shops

	Unsatisfactory				Satisfactory	
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
 - Views to the distance are not interrupted making wayfinding easy
 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
- ❖ Do the facilities provide the infrastructure to support visual communication?
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 - Buildings mitigate sources of background noise, reverberation, and other acoustics appropriately to minimize distractions

RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
 - The building/site has been updated to meet the needs of all users
 - Spaces are sized appropriately to allow for ASL communication
 - Staff areas encourage collaboration and interaction with each other and students
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 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
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 - The site/building reflect the pride and vibrancy of the Deaf community
 - The site/building provides the environment needed to deliver services that meet the objectives described in the OSD philosophy and guiding principles

ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
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STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
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Suitability Ranking 3.4

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

13

Smith Hall

Date: March 2024

Education

Administration
Elementary & Middle School
Charter School (Lease)
Library

	Unsatisfactory			Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5	N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
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RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
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 - There are opportunities to connect to nature

CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
 - The kitchens and toilet rooms in living units for staff and shared kitchen areas meet accessibility and safety needs
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ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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- ❖ Do classroom areas support language development, visual communication, and use of ASL?
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STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
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 - Staff are provided with the resources needed to reach out to students
 - The condition of the indoor and outdoor recreational facilities do not limit their use by students

Suitability Ranking

4.0

Evaluation of the facility’s physical conditions impacts on the effectiveness of the services being provided to OSD students.

Oregon School for the Deaf

17

New Dorm

Date: March 2024

Residential

Recreation

	Unsatisfactory		Satisfactory		
VISUAL COMMUNICATION	1	2	3	4	5 N/A

- ❖ Do spaces and pathways allow for visual communication?
 - Sidewalks and corridors provide appropriate space for signing and reading facial expressions
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 - Building entries and gathering areas are adequately sized to allow for conversations to continue uninterrupted
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RESPECT FOR UNIQUE NEEDS AS INDIVIDUALS	1	2	3	4	5	N/A
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- ❖ Are there places that promote a sense of belonging?
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CONNECTIONS TO THE DEAF COMMUNITY	1	2	3	4	5	N/A
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- ❖ Do the site/buildings provide the types of spaces needed for students to develop relationships with Deaf adults?
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ACADEMIC EXCELLENCE	1	2	3	4	5	N/A
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STUDENT LIFE	1	2	3	4	5	N/A
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- ❖ Do learning spaces outside the traditional classroom support language development, visual communication, and use of ASL?
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Summary of Recommendations

See complete Facilities Assessment Report 2024 for additional information regarding OSD Campus needs.

This chart provides an overview of the assessed needs for the Oregon School for the Deaf campus. It reflects an understanding of the relative condition of the site and buildings. ROM costs provide a gauge to understand the needs of the campus.

- Site and buildings are sorted by use
- Assessed needs are grouped by priority
- Shades of color provide a visual representation of relative cost.
- Light Under \$50,000
- Medium Under \$500,000
- Dark Over \$500,000

Site	TOTAL ASSESSED CAMPUS NEEDS																							
	Priority 1A SHORT-TERM CRITICAL NEEDS								Priority 1B LONG-TERM CRITICAL NEEDS								Priority 2 OTHER ASSESSED NEEDS							
	High priority items to preserve assets and meet minimum standards								Additional items needed to maintain assets and meet current code The schedule for these items will be impacted by the outcome of the Long-Range Facility Planning process								For consideration as part of the Capital Improvement projects based on outcome of the Long-Range Facility Planning process							
	TOTAL ASSESSED NEEDS	SAFETY	FIRE LIFE SAFETY/CODE	ACCESSIBILITY	SECURITY	HAZARDOUS MATERIALS	DEFERRED MAINTENANCE	TOTAL Priority 1A SHORT-TERM CRITICAL NEEDS	FIRE LIFE SAFETY/CODE	ACCESSIBILITY	SEISMIC	HAZARDOUS MATERIALS	GENERAL MAINTENANCE	DEFERRED MAINTENANCE	INDOOR AIR QUALITY AND VENTILATION	TOTAL Priority 1B LONG-TERM CRITICAL NEEDS	ACCESSIBILITY	SECURITY	ENERGY	SEISMIC	HAZARDOUS MATERIALS	DEFERRED MAINTENANCE	INDOOR AIR QUALITY AND VENTILATION	TOTAL Priority 2 OTHER ASSESSED NEEDS
Site	\$5,702,415	\$2,510,648	\$28,350	\$1,364,226	\$29,669		\$474,863	\$4,407,756		\$70,000				\$491,414		\$561,414	\$169,080		\$68,040			\$496,125		\$733,245
RESIDENTIAL																								
03 Peterson Hall	\$5,921,306	\$16,044	\$7,252	\$422,612		\$125,633	\$276,608	\$848,149	\$90,802		\$389,420	\$823,208	\$4,761	\$2,105,273	\$651,042	\$4,064,506	\$313,268	\$34,266	\$661,117					\$1,008,651
05 Lindstrom Hall	\$14,964,024		192,870	\$220,219		\$1,175,105	\$558,805	\$2,146,999		\$1,277,877	\$1,925,225	\$1,737,744		\$3,057,361	\$4,448,733	\$12,446,940		\$52,345	\$317,740					\$370,085
17 New Dorm	\$220,782		\$23,802					\$23,802						\$189,568		\$189,568		\$7,412						\$7,412
EDUCATIONAL																								
02 Wallace Hall	\$2,056,643		\$2,128	\$279,342		\$49,762	\$75,398	\$406,630			\$256,344	\$234,239	\$2,231	\$638,931	\$4,962	\$1,136,707		\$14,175	\$499,131					\$513,306
04 Kuenzi	\$8,477,072	\$58,119	\$79,825	\$480,031		\$178,057	\$1,392,049	\$2,188,081	\$406,431		\$700,151	\$733,562	\$58,088	\$1,324,540	\$683,797	\$3,906,569	\$26,946	\$34,982	\$2,303,484			\$17,010		\$2,382,422
09 Hokanson Gym	\$3,648,291	\$186,205	\$3,564	\$94,914			\$176,282	\$460,965	\$130,510		\$1,282,031	\$156,416	\$23,693	\$316,260	\$105,009	\$2,013,919	\$496,125	\$28,630	\$502,403			\$146,249		\$1,173,407
11 Peck Gym	\$2,062,454	\$194,649	\$5,326	\$20,364		\$56,451	\$339,708	\$616,498	\$38,762			\$46,209	\$191,335	\$153,894	\$748,440	\$1,178,640		\$50,238	\$217,078					\$267,316
12 Ulmer	\$5,157,464		\$240,813	\$36,593		\$924,617	\$287,773	\$1,489,796		\$40,000	\$313,949			\$1,202,069	\$1,096,792	\$2,652,810		\$35,700	\$353,535			\$625,623		\$1,014,858
13 Smith Hall	\$2,925,251		\$90,737	\$64,847		\$22,964	\$526,928	\$705,476		\$145,649	\$262,125			\$1,157,519		\$1,565,293		\$59,165	\$464,893			\$130,424		\$654,482
STUDENT SUPPORT																								
07 Clatterbuck	\$4,508,557	\$247,922	\$9,800	\$165,502			\$1,030,727	\$1,453,951	\$12,717		\$133,426	\$657,591	\$38,803	\$36,293	\$12,050	\$890,880	\$45,670	\$34,727	\$2,051,080			\$32,249		\$2,163,726
FACILITIES SUPPORT																								
08 Central Plant	\$2,596,014	\$27,005	\$11,070				\$314,960	\$353,035	\$20,838		\$1,313,424	\$77,383	\$88,012	\$239,903		\$1,739,560	\$36,688	\$21,263	\$445,468					\$503,419
10 Paint Shop	\$68,034						\$32,538	\$32,538								\$0	\$3,080	\$12,064	\$20,352					\$35,496
VACANT																								
01 Carpenter House	\$602,159	\$6,237						\$6,237						\$105,170		\$105,170	\$180,827	\$9,998	\$80,008		\$8,505	\$211,414		\$490,752
06 Tillinghast	\$1,120,355		\$876				\$24,473	\$25,349								\$0	\$438,597	\$7,244	\$83,703	\$111,345	\$5,175	\$363,395	\$85,547	\$1,095,006
SUB - TOTAL	\$60,030,821	\$3,246,829	\$696,413	\$3,148,650	\$29,669	\$2,532,589	\$5,511,112	\$15,165,262	\$700,060	\$1,533,526	\$6,576,095	\$4,466,352	\$406,923	\$11,018,195	\$7,750,825	\$32,451,976	\$1,710,281	\$402,209	\$8,068,032	\$111,345	\$13,680	\$2,022,489	\$85,547	\$12,413,583
Escalation to mid-2027 (17.25%)	\$70,386,138								\$17,781,270							\$38,049,942								\$14,554,926