REYNOLDS SCHOOL DISTRICT

Long Range Facility Planning Report

BRIC

BY BRIC ARCHITECTURE, INC. MARCH 2021

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APPENDIX

Participants

This document was developed through the involvement of a Facilities Master Planning Committee with representation from a wide variety of stakeholder groups, including teachers, administrators, school board members, parents, community partners, and students. The Committee met monthly throughout the process, creating a vision for Reynolds School District's facilities planning and establishing capital improvement priorities. The District would like to thank the following individuals for their participation in this process.

Reynolds Facilities Master Planning Committee

Dr. Danna Diaz
John Dixon
Jelena Doney
Stephanie Field
Steve Gallagher
Jeff Gibbs
Laura Goodrick
Liliana Hammons
Rachel Lopez Hopper
Camie Kusah
John LaDu
John Lund
Dr. Christopher Ortiz
Jesus (Paz) Ramos
Jairo Rios-Campos
Rick Rogers
Mykle Rojas
Ricki Ruiz
Troy Rulmyr
Regina Sampson
Ashton Simpson
Melanie Smith
David Vaverria
Pedro Villagomez
Christina Weinard

School Principals

School principals participated in educational adequacy and school security interviews as well as led school tours for the Facilities Master Planning Committee. The District would like to thank the school principals for their valuable contributions to the facilities planning process.

Lavell Wood, Alder Elementary
Ashley Davis, Davis Elementary
Jonathan Steinhoff, Fairview Elementary
Lisa McDonald, Glenfair Elementary
Julie Evans, Hartley Elementary
Natasha Jackson, Margaret Scott Elementary
Shelley Walker, Salish Ponds Elementary
Marie Marianiello, Sweetbriar Elementary
Dr. Edward Krankowski, Troutdale Elementary
Sarah Shields, Wilkes Elementary
Rob Robinson, Woodland Elementary
Danielle Heikkila, HB Lee Middle School
Shaunice Silas, Reynolds Middle School
Tanya Pruett, Walt Morey Middle School
Aaron Ferguson, Reynolds Learning Academy
Wade Bakley, Reynolds High School


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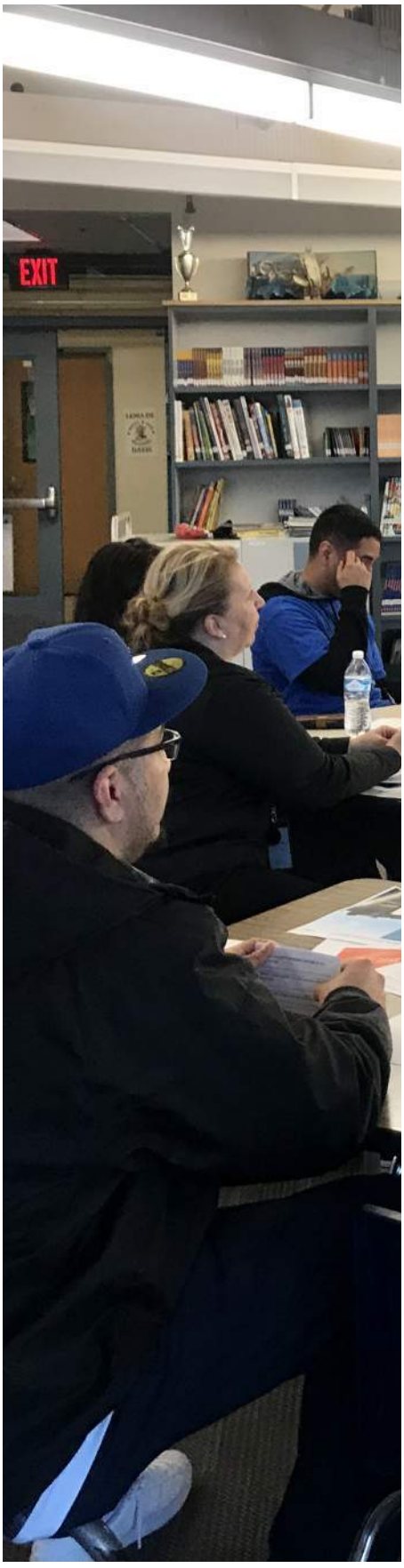


The following report summarizes the Long Range Facilities Plan for Reynolds School District. Reynolds School District's Long Range Facilities Plan aligns the District's capital improvement projects with the District operational needs, educational goals, and enrollment projections, in compliance with ORS 195.110. The report includes a comprehensive analysis of the District's schools, assessing their ability to meet short, mid and long-term educational and operational needs. The Long Range Facilities Plan was developed using a comprehensive, multi-pronged process spanning 18-months. Major activities included:

- Establishment of district-wide facilities goals based on collaborative sessions with the Reynolds Facilities Master Planning Committee.
- Building condition assessments of all schools and administrative/support facilities in the District, documenting site conditions, building envelope, structure, mechanical, plumbing, and electrical systems.
- Educational adequacy assessments of all schools based on-site observations and principal interviews.
- Capacity analysis of all Reynolds schools in order to determine the ability of current District school facilities to meet 10-year enrollment projections.[1]
- Development of a capital improvement plan (CIP) outlining the District's facilities priorities over the next 10 years.

Process

The Long Range Facilities Plan was developed through a series of information-gathering activities that informs the District's capital improvement goals over a 10-year planning horizon. The main components of the long range facilities planning process include:

- Facility Condition Assessments
- Educational Adequacy Assessments
- School Safety and Security Reviews
- Playground Assessments
- Athletic Field Reviews
- School Enrollment Projections
- School Capacity Analyses
- District Visioning / Community Input

FACILITY CONDITION ASSESSMENTS

BRIC Architecture was contracted by Reynolds School District to perform building condition assessments of all the District's facilities. The assessments encompassed building and site features identified in the Oregon Department of Education (ODE) school facilities assessment template, including interior and exterior systems, mechanical, electrical, plumbing, security, ADA requirements, and technological infrastructure. The site assessments included documentation of drainage issues, pavement conditions, and other features of parking lots, drop-off lanes, fields, walkways, and play areas.

[1] Enrollment projections were prepared by FLO Analytics, a third-party interdisciplinary public service, research and training unit for population-related data and research for the State of Oregon. The capacity analysis of all schools was performed by BRIC Architecture.

EDUCATIONAL ADEQUACY ASSESSMENTS

Educational adequacy assessments were conducted on each Reynolds school by based on-site observations and interviews with school principals. Team members used an educational adequacy assessment instrument to rate the extent to which schools met the following criteria:

- Integration of technology
- Support of STEAM and project-based learning
- Spaces to support flexible instruction / varied group sizes
- Environmental conditions for learning (acoustics, thermal conditions, lighting)
- General classroom features
- Special education program resources
- Space to support P.E. curriculum
- Commons / cafeteria and servery
- Availability of specialty classrooms to support electives and/or CTE (at middle and high school levels)
- Library media center
- Safe and security learning environment
- Administrative spaces to support school operations / community programs

OTHER ASSESSMENTS/REVIEWS

A variety of specialized assessments or reviews were conducted during the spring of 2020, including:

- Playground Assessments
- Athletic Field Reviews
- School Safety and Security Reviews

Additionally, under a separate initiative, the District contracted with Educational Collaborators to conduct an education technology program review to identify recommendations related to instructional hardware, operations and technological infrastructure.

SCHOOL CAPACITY ANALYSIS

School capacity calculations were developed based on a count of general classrooms, referencing class size goals and utilization rates identified by the District. Utilization factors reflect the percentage of the day that a classroom is occupied by students. Per the District's direction, maximum capacity (as opposed to functional capacity) was calculated, including all classroom-sized spaces as potential teaching stations. Class size goals and utilization rates included:

Elementary Schools

- 25 students per classroom
- Classroom utilization rate of 100%.

Middle and High Schools

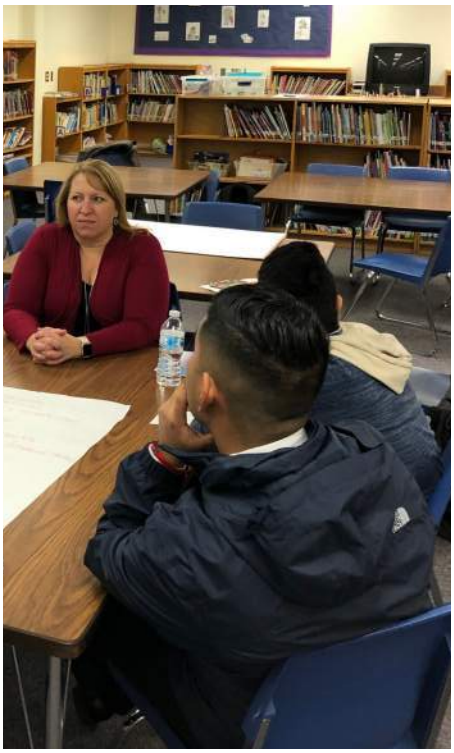
- 32 students per general classrooms, science, and most electives for middle schools / 35 students per general classroom for high schools
- 35 students per classroom for P.E., and music / performing arts classes.
- Classroom utilization rate of 85%.

ENROLLMENT PROJECTIONS

Reynolds School District contracted with FLO Analytics to conduct district-wide enrollment projections through the 2029-30 school year.

DISTRICT VISIONING / STAKEHOLDER INVOLVEMENT

In fall of 2019, Reynolds School District organized a Facilities Master Planning Committee to develop a vision for aligning school facilities with the District's evolving pedagogical goals in support of next-generation learning approaches. The Committee met 17 times from October 2019 through February 2021. Although the first seven (7) meetings were conducted in-person, the COVID-19 pandemic necessitated a shift to virtual meetings from April 2020-February 2021.



Meeting 1: Project Kick-Off / Committee Charter and Process
Tour of Alder Elementary School

October 9, 2019

The kick-off meeting of the Facilities Master Planning Committee included an overview of the long range facilities planning process, along with a discussion of the Committee's purpose, roles and responsibilities. Committee members then collaboratively developed a set of "group norms" to govern discussions. An overview of the District's past facilities work was presented, focusing on work completed under the 2015 bond. The meeting ended with a guided tour of Alder Elementary School, highlighting building condition and educational adequacy deficiencies.

Meeting 2: Visioning Exercise
Tour of Davis Elementary School

November 13, 2019

The second Committee meeting was dedicated to a detailed exploration of the Committee's overarching goals for the facilities planning process and

the development of the final facilities master planning document. Working in groups, Committee members discussed questions such as:

- What is the most important goal or outcome of this process?
- What are the three (3) most important considerations when planning schools?
- If you could change one thing about RSD facilities, what would it be?
- How will we know if we have been successful?

Following these discussions, Committee members were provided a tour of Davis Elementary School.

Meeting 3: Finalization of Guiding Principles / Building Condition Assessments

Tour of Glenfair Elementary School

December 11, 2019

The Committee's visioning work in the preceding session was used to develop a set of Guiding Principles for the District's long range facilities planning efforts. The Committee conducted a thorough analysis of the proposed guiding principles and refined the statements to ensure alignment with the Committee's vision. BRIC representatives then distributed an overview of the results of the building condition assessments conducted on Reynolds School District's facilities in fall of 2019. The meeting concluded with a tour of Glenfair Elementary School.

Meeting 4: Next Generation Learning

Tour of Hartley Elementary School

January 8, 2020

BRIC Architecture delivered a research-based presentation on how school facilities can support the educational and social-emotional needs of next generation learners. Committee members then divided into small groups to discuss the type of educational spaces needed to prepare Reynolds School District's students for a changing future. The meeting concluded with a tour of Hartley Elementary School.

Meeting 5: Educational Adequacy Assessments

Tour of Reynolds Middle School

January 14, 2020

BRIC representatives presented the results of the team's recent educational adequacy assessments, highlighting the degree to which current facilities meet the District's pedagogical needs and teaching/learning goals. The Committee then conducted a tour of Reynolds Middle School.

Meeting 6: Prioritization of Capital Improvement Projects

Tour of Margaret Scott Elementary

February 12, 2020

Referencing the facilities condition and educational adequacy data through the lens of the Committee's guiding principles, the Committee developed a set of recommendations for prioritizing building improvements and capital construction projects over the next 10 years. Following this exercise, the Committee had the opportunity to tour Margaret Scott Elementary School.

Meeting 7: Enrollment Forecasting Methodology

Tour of Salish Ponds Elementary

March 11, 2020

FLO Analytics delivered a presentation on the enrollment projections that were in the process of being conducted for the District. Researchers from FLO Analytics explained that the methodology would encompass student enrollment data as well demographic data and land use analysis. The meeting ended with a guided tour of Salish Ponds Elementary School, highlighting building condition and educational adequacy deficiencies.

Meeting 8: Capacity Analyses of all RSD School Facilities

Virtual Tour of Sweetbriar Elementary

April 8, 2020

BRIC shared a school-by-school overview of maximum capacity vs. current enrollment. BRIC then led the committed through a "virtual" tour of Sweetbriar Elementary using photos taken during the building condition and educational adequacy assessments performed in 2019.

Meeting 9: Technology Audit Findings and Recommendations

Virtual Tour of Woodland Elementary

May 13, 2020

John Krull with Education Collaborators presented the results of the District's recent district-wide School Technology Audit. A series of recommendations was developed covering the following categories: instructional hardware; operations; and infrastructure. Rob Robinson, principal of Woodland Elementary, led the Committee through a virtual tour of the school facility.

Meeting 10: Final Enrollment Projections

Virtual Tour of H.B. Lee Middle School

June 10, 2020

FLO Analytics returned to present the final results their enrollment analysis. BRIC then presented a series of graphics showing available capacity vs. 10-year enrollment projections at each of the District's schools. The meeting concluded with Danelle Heikkila, principal of HB Lee, leading the Committee through a virtual tour of the school facility.

Meeting 11: Playground and Athletic Field Assessments

Virtual Tour of Reynolds High School

July 22, 2020

BRIC Architecture presented the findings from recent assessments of playgrounds and athletic fields across the District. Following these discussions, Principal Wade Bakley delivered a virtual tour of Reynolds High School.

Meeting 12: School Safety and Security Assessments

August 12, 2020

BRIC Architecture presented the results of school safety and security assessments conducted on all District school facilities and sites.

Meeting 13: Remaining Virtual Tours

Tours of RLA, Walt Morey Middle School, and Wilkes Elementary School

September 21, 2020

A series of virtual facility tours were conducted on schools that the Committee had not yet had the chance to visit, including Reynolds Learning Academy (RLA), Walt Morey Middle School, and Wilkes Elementary School. Principals from each of the three (3) schools were present to lead the tours and answer questions. Wilkes Elementary School was presented as one of the District's new elementary projects.

Meeting 14: Revisiting Preliminary Capital Improvement Plan Priorities

October 21, 2020

BRIC Architecture presented a recap of the Committee's activities to date and reintroduced the preliminary Capital Improvement Priorities identified by the Committee at an earlier meeting. Committee members discussed whether to adjust any of the priorities based on recently completed studies, including security assessments, playground assessments, technology audit, enrollment projections, and athletic field assessments.

Meeting 15: Review of Elementary School Capital Improvement Plans

December 2, 2020

BRIC presented proposed Capital Improvement Projects at each elementary school, based on the district-wide parameters established by the Committee. Principals of each elementary school were invited to the meeting to provide feedback to the lists. The lists were also emailed subsequently to each principal along with a link to an online survey, allowing them to make comments for the District's consideration. Principals were also presented the opportunity to meet with BRIC via Zoom to discuss the plan in more detail, if desired.

Meeting 16: Review of Middle and Highs School Capital Improvement Plans / Renovation vs. Replacement Criteria

January 20, 2021

BRIC presented proposed Capital Improvement Projects at each middle and high school, based on the district-wide parameters established by the Committee. BRIC also shared feedback obtained from school select school principals on the preliminary CIPs and master plans for each school.

Meeting 17: Review/Approval of Final Long Range Facilities Plan

April 8, 2021

The Committee reviewed the PowerPoint outlining the process, components, and recommendations of the final Long Range Facilities Plan to be shared with the Reynolds School Board.

Presentation of Recommendations to the Reynolds School Board

April 28, 2021

The final Long Range Facilities Plan will be presented to the Reynolds School Board on April 28, 2021, highlighting capital improvement recommendations for Reynolds' schools over the next 10 years.

Collaboration with Local Government Planning Agencies

Reynolds School District views local municipal and county planning agencies as key stakeholders in the facilities planning process. Per the recently updated Oregon Department of Education's guidelines for Long Range Facilities Plans (May 2019), collaboration with local government agencies is required when a school district's plan includes new construction on undeveloped land. In cases where a district's plan does not include new construction, collaboration with local agencies is highly recommended but not required.

Based on the documented facilities needs, enrollment projections and community priorities, it is unlikely that Reynolds School District will construct a new school on undeveloped land in next 10 years. District-wide enrollment has declined in recent years and is project to decline further through the 2029-30 school year. Also, if the District opts to replace one or more of its older school facilities in the future, the District would likely construct any replacement facilities on the same site(s) as the existing school(s).

The District intends to submit a copy of the Long Range Facilities Plan to the Planning departments at the City of Fairview, the City of Troutdale, City of Fairview, City of Gresham, City of Wood Village, and the City of Portland once the document has been officially approved by the School Board.

Reynolds School District is the eleventh largest school district in the state of Oregon serving a culturally diverse population of nearly 11,000 students in 16 schools with over 100 native languages and dialects represented.

- 10,757 students
- 39 administrators
- 552 teachers
- 115 educational assistants
- Graduation rate of 68%.
- 79% Free / Reduced Lunch Students
- 45% Ever English Learners

Schools include:

- Alder Elementary School
- Davis Elementary School
- Fairview Elementary School
- Glenfair Elementary School
- Hartley Elementary School
- Margaret Scott Elementary School
- Salish Ponds Elementary School
- Sweetbriar Elementary School
- Troutdale Elementary School
- Wilkes Elementary School
- Woodland Elementary School
- HB Lee Middle School
- Reynolds Middle School
- Walt Morey Middle School
- Reynolds High School
- Reynolds Learning Academy (RLA)

A list of District-owned facilities, locations, construction year, and ODE building identification numbers appears on the following page.

ODE Building ID#	Building Name		Address	Construction Year
21820100	Alder Elementary School		17200 SE Alder, Portland, OR 97233	1965
21820600	Davis Elementary School		19501 NE Davis Street, Portland, OR 97230	1959
21820200	Fairview Elementary School		225 Main Street, Fairview, OR 97024	2018
21820300	Glenfair Elementary School		15300 NE Glisan, Portland, OR 97230	1954
21820400	Hartley Elementary School		701 NE 185th Place, Portland, OR 97230	1963
21820500	Margaret Scott Elementary		14700 NE Sacramento, Portland, OR 97230	1961
22821700	Salish Ponds Elementary School		1210 NE 201st Avenue, Fairview, OR 97024	2003
21820700	Sweetbriar Elementary School		501 SE Sweetbriar Lane, Troutdale, OR 97060	1974
21820800	Troutdale Elementary School		648 SE Harlow Avenue, Troutdale, OR, 97060	2018
21820900	Wilkes Elementary School		17020 NE Wilkes Road, Portland, OR 97230	2018
22821400	Woodland Elementary School		21607 NE Glisan, Portland, OR 97024	1997
21821000	Hauton B Lee Middle School		1121 NE 172nd, Portland, OR 97230	1961
21821200	Reynolds Middle School		1200 NE 201st, Fairview, OR 97024	1956
22821500	Walt Morey Middle School		2801 SW Lucas Avenue, Troutdale, OR 97060	1998
21821100	Reynolds High School		1698 Cherry Park Road, Troutdale, OR 97060	1976
22821300	Reynolds Learning Academy		20234 NE Halsey, Fairview, OR 97024	2003
22820000	Reynolds School District - Admin Office		1204 NE 201st, Fairview, OR 97024	1969
22820001	Former Four Corners ES Bldg (currently leased to MESD)		14513 SE Stark, Portland, OR 97233	2005
21821201	Shop Building (next to Reynolds MS)		1200 NE 201st, Fairview, OR 97024	1958
22820002	North Warehouse		1204 NE 201st, Fairview, OR 97024	1997
22820003	Bldg B Staff Room		20311 NE Glisan, Fairview, OR 97024	1978
22820004	Edgefield Bldg F		2408 SW Halsey, Troutdale, OR 97060	2008
22820005	Natural Resource Academ		31520 SE Woodard Road, Troutdale, OR 97060	1972
22820006	Bldg A Transportation		20311 NE Glisan, Fairview, OR 97024	1981
22820013	Bldg F Shed		20311 NE Glisan, Fairview, OR 97024	1978
22820015	Bldg E Grounds/Ops		20311 NE Glisan, Fairview, OR 97024	1978
22820010	Edgefield Bldg A		2408 SW Halsey, Troutdale, OR 97060	2008
22820014	Edgefield C		2408 SW Halsey, Troutdale, OR 97060	2008
22820007	Edgefield Bldg D		2408 SW Halsey, Troutdale, OR 97060	2008
22820016	Edgefield Bldg E Gym		2408 SW Halsey, Troutdale, OR 97060	2008
22820011	Edgefield Bldg G		2408 SW Halsey, Troutdale, OR 97060	2008
22820012	Edgefield Bldg H		2408 SW Halsey, Troutdale, OR 97060	2008
22820008	Edgefield Bldg J		2408 SW Halsey, Troutdale, OR 97060	2008
22820009	Edgefield Bldg I		2408 SW Halsey, Troutdale, OR 97060	2008

Table 1: District-owned Buildings

Bond History

Reynolds School District passed its most recent bond in 2015 for $125 million. The bond funded the following major construction projects.

- Replacement of Troutdale, Fairview and Wilkes elementary schools with new buildings on the same sites.
- Expansion of Reynolds High School by adding general and science classrooms, connecting all buildings to the main school, relocating student support services to the front entrance of the school, and expanding the cafeteria/commons.
- Addition of secure, controlled access entrances, exterior locking doors, and lighting and cameras at all schools.

Specific improvements at each facility are listed below.

Alder Elementary School

- Security improvements.
- Fire alarm upgrades.
- Classroom modernization.
- Seismic improvements to gym/ cafeteria building.

Davis Elementary School

- Security improvements.
- Playground Updates.
- Roof / weather improvements.

Fairview Elementary School

- Replacement of the facility with a new school building on the same site. The new school opened in fall 2018.
- Security improvements.
- Playground replacement.

Glenfair Elementary School

- Security Improvements.
- Modernized classroom.
- Roof / weather improvements.
- Playground improvements.

Hartley Elementary School

- Security improvements.
- Heating / ventilation updates.
- Fire alarm updates.

Margaret Scott Elementary School

- Security improvements.
- Fire alarm upgrades.
- Playground improvements.

Salish Ponds Elementary School

- Security improvements.

Sweetbriar Elementary School

- Security improvements.
- Cafeteria / kitchen updates.
- Driveway improvements.

Troutdale Elementary School

- Replacement of the facility with a new school building on the same site. The new school opened in fall 2018.
- Security improvements.
- Playground replacement.

Wilkes Elementary School

- Replacement of the facility with a new school building on the same site. The new school opened in fall 2018.
- Security improvements.
- Playground replacement.

Woodland Elementary School

- Security improvements.
- Site updates.

H.B. Lee Middle School

- Security improvements.
- Fire alarm updates.

- Heating / ventilation updates.
- Roof / weather improvements.

Reynolds Middle School

- Security improvements.
- Fire alarm updates.
- Seismic upgrades.

Walt Morey Middle School

- Security improvements.

Reynolds Learning Academy (RLA)

- Security updates.
- Remodel of MYC Trades (CTE) space.

Reynolds High School

- A new main entry to serve as a secure entry point to the school and create a sense of welcome and pride for the Reynolds High School community.
- Improved internal connections between buildings.
- Improved student flow, including convenient new connections between Career and Technical Education programs, science programs, and other academic subjects.
- New general classrooms, new science classrooms and new life skill rooms.
- An enlarged commons area, kitchen, and food service area to improve food delivery and better accommodate student dining and social activities.
- A relocated, centralized suite for counseling / student services, including a more visible career center.
- Lighting and technology upgrades.
- CTE upgrades to metal and wood shops.
- CTE upgrades to culinary arts teaching space.
- Expansion of main kitchen to serve as a District catering kitchen.

Historic Registry Status of District-owned Buildings

Reynolds School District does not own any facilities that are National Historic Register.

Guiding Principles for Reynolds School District's Facilities

Developed by the District's Facilities Master Planning Committee, the following Guiding Principles shall serve as a foundation for the Reynolds School District's educational facilities planning endeavors.

Guiding Principles for the Facilities Master Planning Committee Process

The Facilities Master Plan will be developed through a highly inclusive process with a strong focus on stakeholder involvement and community outreach.

- The plan will be representative of all stakeholders with equitability in mind.
- Community members will feel heard.
- The resulting document will be a plan that the community can understand and support.
- The plan will incorporate student, teacher, parent, teacher and staff input.
- The process will include opportunities for community review and input.

The Facilities Master Plan shall provide an intentional and comprehensive plan for decision-making and funding prioritization across all buildings.

- The facilities plan will provide a basis for establishing improvement priorities while working with limited funds.
- The document will serve as a thoughtful, equitable plan for moving our facilities forward.
- The final recommendations will be compatible with the priorities of the school board and support student achievement.

The final Facilities Master Plan will be an actionable document with clear and achievable outcomes.

- The report will be a useful document that will be frequently referenced by staff, and not left to gather dust on a shelf.
- The plan will help the District make best use of limited funds.
- The plan will be "action-oriented" to ensure implementation of stated objectives.

Guiding Principles for the Facilities Master Plan Development

Reynolds School District's facilities shall promote safe and healthy environments that are conducive to learning.

- Promote safe and healthy learning/ working environments for students and staff.
- Address deferred maintenance needs at all schools.
- Replace or upgrade aging systems (e.g. HVAC, plumbing, electrical).
- Remove/mitigate hazardous materials.

Reynolds School District's school facilities shall provide relevant and adaptable environments that meet the District's current and future educational and operational needs.

- Support 21st Century teaching and learning approaches.
- Update older schools to create inspirational learning environments for all students.
- Support the needs of all students.
- Identify features of inviting and productive learning environments.
- Address athletic / play areas to support student needs.

Reynolds School District's school buildings shall serve as community hubs that are warm and welcoming to families and partners.

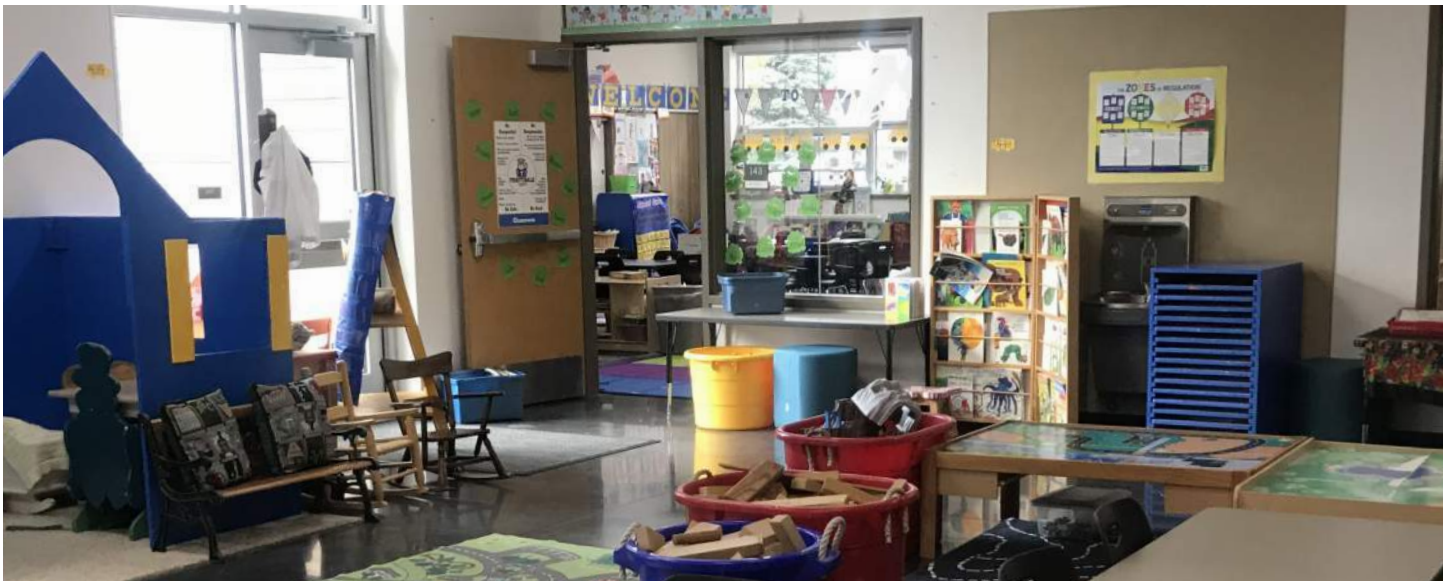
- Recognize schools as community centers that provide vital resources.
- Identify and promote building features that are welcoming to parents and community members.
- Provide sufficient shared spaces to support community use.

The District's school facilities shall provide adequate capacity to support the District's long-term enrollment needs.

- Provide sufficient school capacity to meet long-term population growth.
- Understand the impact of enrollment trends and changing demographics on facilities needs.
- Ensure facilities are appropriately utilized.
- Provide sufficient space for support areas (e.g. administrative spaces, storage, etc.).

Reynolds School District shall aspire to provide facilities that are designed and equipped to support equitable learning experiences.

- Provide necessary supports to meet the needs of students from all socio-economic backgrounds.
- Aspire to provide parity in learning experiences across different buildings.
- Consider the relative severity of needs when allocating funds for building improvement projects.



Enrollment Analysis

In February 2020, Reynolds School District contracted with FLO Analytics to prepare 10-year school enrollment forecasts through 2029. The analysis revealed that Reynolds School District has been declining over the past 10 years and this trend is expected to continue into the near future. District-wide, it appears that there is ample capacity to meet projected student enrollment through the 2029-30 school year. However, It is important to note that this is based on maximum student capacity if every classroom-sized space was used for general instruction.[2] This does not adjust for classrooms currently used for purposes other than general instruction, including:

- Special education classrooms and/or resource rooms
- Classrooms used to provide work or support space for community partners
- Classrooms used for Pre-k / Head Start
- Classrooms used for Title I and/or ELD programs
- Classrooms used as flexible learning space
- Classrooms used as computer labs

Every school in the District has one or more classrooms being used for the above functions, effectively reducing the school's functional capacity (as opposed to maximum capacity). During bond planning, it is recommended that the District determine an approach for determining functional capacity at each school. Evolving approaches to delivering special education services will likely inform these considerations.

ELEMENTARY SCHOOL LEVEL

Based on FLO's enrollment forecasts, elementary enrollment within the District is expected to decline gradually but steadily over the next 10 years. This is mainly due to decreasing birth rates through 2024. However, increased levels of multifamily development will help offset some of the effects of the declining births. At the elementary level, attendance forecasts predict an overall decrease of 286 students by 2029-30. Based on current and projected enrollment levels, there is adequate elementary school capacity through the 2029-30 school year. However, available capacity is not distributed evenly across all schools. Also, schools that must use classroom spaces to support special programs and/or community partners have classrooms that are essentially "off-line," reducing their functional capacity. Glenfair Elementary is the only elementary school expected to exceed the maximum capacity of its main building over the next 10 years.

MIDDLE SCHOOL LEVEL

The District has adequate middle school capacity meet current and future enrollment needs through the 2029-30 school year. Middle school residence enrollment is expected to remain steady through 2021, after which the decreases at the elementary level will begin to hit the middle schools causing a downward enrollment trend. An overall decrease of 313 students is projected at the middle school level by the 2029-30 school year.

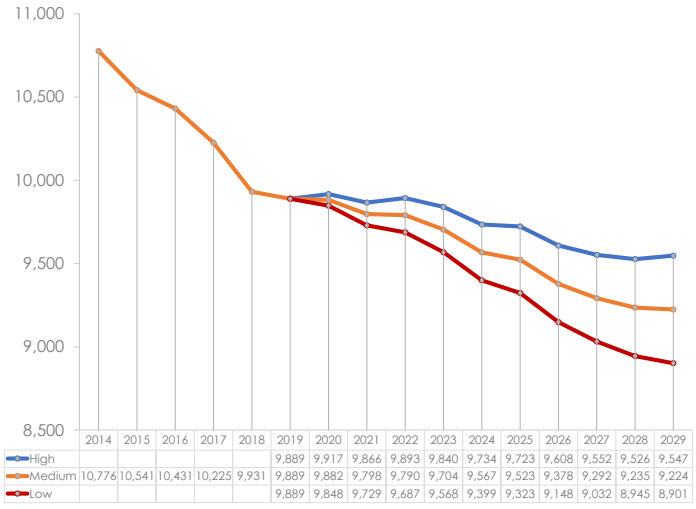
HIGH SCHOOL LEVEL

Based on FLO's projections, high school residential enrollment will gradually increase for a few years before the smaller cohorts move through the system causing a declining trend from 2023 through 2029-30. Overall, attendance-based high school enrollment is projected to decline by 65 students by the end of the forecast period.

A detailed enrollment and capacity analysis for each school appears on the following school profile sheets.

[2] Per the District's direction, a class size goal of 25 students was used for elementary schools. At the secondary level, the class size goal of 32 students for middle schools and 35 students for high schools were used most spaces; however, P.E. and music/performing arts teaching stations had a class size goal of 35 students at all secondary schools. A utilization factor of 85% was applied to all middle and high school teaching stations to reflect the portion of the day that the room would typically be vacant for teacher prep. As noted in the text above, the numbers shown reflect maximum capacity if all classrooms / teaching stations were used for general instruction. The functional capacity (accounting for SPED, Title I, ELD, community programs, and other types of use) will be lower than the numbers shown and should be determined at a later time prior to bond planning.

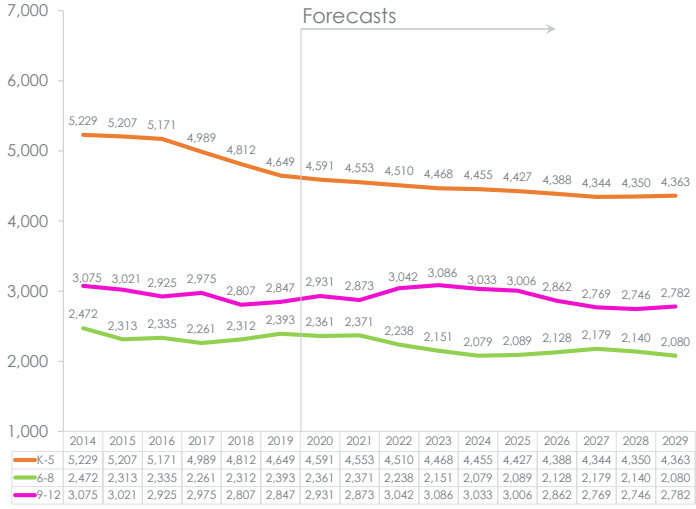
PART 4 - DISTRICT-WIDE ENROLLMENT AND CAPACITY ANALYSIS



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
High						9,889	9,917	9,866	9,893	9,840	9,734	9,723	9,608	9,552	9,526	9,547
Medium	10,776	10,541	10,431	10,225	9,931	9,889	9,882	9,798	9,790	9,704	9,567	9,523	9,378	9,292	9,235	9,224
Low						9,889	9,848	9,729	9,687	9,568	9,399	9,323	9,148	9,032	8,945	8,901

Total District October 1, 2019, building attendance enrollment forecasts (headcount) through 2029 — low-, medium-, and high-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 1: Total District Building Attendance Enrollment Forecasts (Headcount): Low-, Medium- (Preferred) and High-Growth Series (Source: FLO Analytics)



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K-5	5,229	5,207	5,171	4,989	4,812	4,649	4,591	4,553	4,510	4,468	4,455	4,427	4,388	4,344	4,350	4,363
6-8	2,472	2,313	2,335	2,261	2,312	2,393	2,361	2,371	2,238	2,151	2,079	2,089	2,128	2,179	2,140	2,080
9-12	3,075	3,021	2,925	2,975	2,807	2,847	2,931	2,873	3,042	3,086	3,033	3,006	2,862	2,769	2,746	2,782

October 1, 2019, building attendance enrollment forecasts (headcount) through 2029-30 by grade group, medium-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 2: Building Attendance Enrollment Forecasts (Headcount) by Grade Group - Medium Growth Series (Preferred) (Source: FLO Analytics)

Building/Program	Students Attending → 2019	2020	2021	2022	2023	2024	2029
Alder ES	436	427	402	409	399	392	460
Davis ES	415	412	414	408	404	405	390
Fairview ES	326	316	314	297	296	295	304
Glenfair ES	462	465	480	492	488	484	484
Hartley ES	441	450	456	459	448	457	440
Margaret Scott ES	405	403	395	391	380	384	354
Salish Ponds ES	427	417	407	395	393	391	395
Sweetbriar ES	341	339	324	315	313	304	279
Troutdale ES	432	414	387	376	372	372	353
Wilkes ES	506	493	512	501	493	489	457
Woodland ES	456	451	459	463	479	479	445
Reynolds SD 7	2	2	2	2	2	2	2
K-5	***4,649***	***4,591***	***4,553***	***4,510***	***4,468***	***4,455***	***4,363***

Annual elementary school building attendance-based forecasts through 2029. Excludes PS. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the elementary level only include Reynolds SD 7 for forecasting purposes. Only 2 K-5 students were categorized as Reynolds SD 7 in the October 1, 2019, SIS.

Figure 3: Elementary School Residence-Based Forecasts by Attendance Area (Headcount) (Source: FLO Analytics)

Building/Program	Students Attending → 2019	2020	2021	2022	2023	2024	2029
Hauton B Lee MS	813	813	812	741	746	750	718
Reynolds MS	982	947	933	903	853	812	859
Walt Morey MS	593	596	621	589	547	511	498
Reynolds SD 7	5	5	5	5	5	5	5
6-8	***2,393***	***2,361***	***2,371***	***2,238***	***2,151***	***2,079***	***2,080***

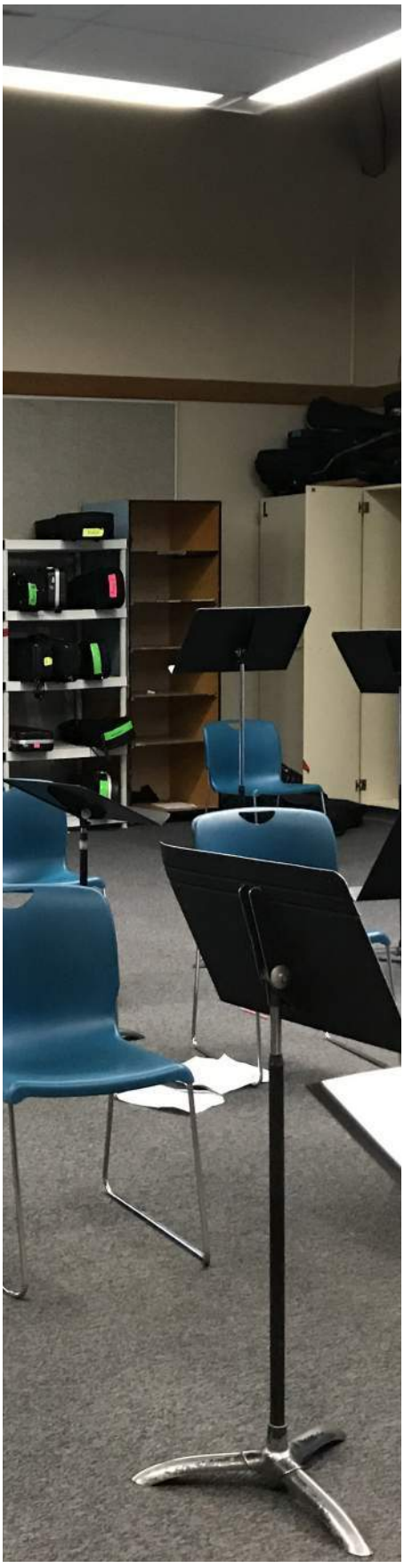
Annual middle school building attendance-based forecasts through 2029. Excludes PS. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the middle school level only include Reynolds SD 7 for forecasting purposes. Only 5 6-8 students were categorized as Reynolds SD 7 in the October 1, 2019, SIS.

Figure 4: Middle School Residence-Based Forecasts by Attendance Area (Headcount) (Source: FLO Analytics)

Attendance Area	Students Attending → 2019	2020	2021	2022	2023	2024	2029
Reynolds HS	2,592	2,661	2,603	2,772	2,816	2,763	2,512
Reynolds Learning Academy	173	189	189	189	189	189	189
Reynolds SD 7	82	81	81	81	81	81	81
9-12	***2,847***	***2,931***	***2,873***	***3,042***	***3,086***	***3,033***	***2,782***

Annual high school building attendance-based forecasts through 2029. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the high school level include Reynolds SD 7 and Reynolds LearningAcademy for forecasting purposes.

Figure 5: High School Residence-Based Forecasts by Attendance Area (Headcount) (Source: FLO Analytics)



In fall of 2019, BRIC Architecture assembled a team of planners, architects, and engineers to conduct thorough building condition assessments of Reynolds School District's educational and administrative/support facilities. The team included multiple state certified school building condition assessors, ensuring that the resulting assessments meet the requirements of OAR 581-027-0040. The assessments encompassed a full array of building and site features, including interior and exterior systems, mechanical, electrical, plumbing, security, ADA compliance, and technology systems. Site features were noted, including documentation of drainage issues, pavement conditions, and other features of parking lots, drop-of lanes, paved walkways, and covered play areas. Assessors used the Oregon Department of Education's (ODE) official school building assessment template as well as a more detailed instrument to document all findings.

Building Condition

Reynolds School District's educational facilities range from 2 to 66 years in age. All facilities have benefited from a high level of care and maintenance. However, many of the facilities exhibit deferred maintenance issues, systems and/or finishes at the end of their useful life, accessibility issues and/or building code deficiencies. Deferred maintenance refers to those maintenance items or building repairs which may not have been performed at an optimum time due to budget or staffing constraints. The older facilities in this District require various upgrades in order to meet educational and operational needs, ensuring the future longevity of each school. Prevailing themes from the assessments included the following:

- In general, the facilities have been well maintained, and it is apparent there is a strong sense of pride and ownership within the District and community. The majority of the facilities are older buildings with aging finishes, systems and amenities.
- Most older facilities need upgrades to architectural finishes, such as new flooring, furnishings, paint, and doors.
- Many of the items observed district-wide are deferred maintenance items common to many districts.

Educational Adequacy

Educational adequacy assessments were conducted for all schools based on interviews with school principals as well as on-site observations. The educational adequacy assessments addressed the following areas:

- Classroom features such as size, access to sink(s), appropriate floor coverings, adequacy display areas, and flexible furnishings.
- Access to flexible/adaptable learning spaces, including extended learning areas.
- Access to spaces that support project-based learning and STEAM instruction.
- Access to adequately sized, equipped, and configured SPED classrooms and support areas.
- Access to adequately sized, equipped, and configured core areas, such as cafeterias, gymnasiums, and library media centers.
- Access to adequate administrative office spaces.
- Spaces to support community partnerships.

A scoring instrument was developed in order to quantify the educational adequacy observations, providing a rubric for comparing school facilities across several variables. A percentage-based score was calculated as a measure of the building's educational adequacy relative to the scoring criteria. Each school's score is listed in the following school profile sheets.

School Safety and Security

Onsite safety and security reviews were conducted in May 2020. Onsite observations were documented using a template covering a variety of safety/security features related to both the school building and grounds. A facilities staff member accompanied the assessor and provided input. Preliminary reports were shared with each school principal for their review. Phone interviews were then conducted with each principal to verify findings and note any additional concerns.

Overview of General Findings

- Most schools have a single main entry with a secure entry vestibule (with exception of Woodland Elementary).
- Vestibule doors are unlocked for brief period during arrival. During the remainder of the day, only outer vestibule doors are unlocked, forcing visitors to pass through main office before entering building (with certain exceptions, e.g. Davis ES).
- In most schools, remote "buzzer" unlocking capabilities are needed at the door leading from vestibule to main office and the door from the main office to school; in many schools, staff have to leave the reception desk to let people in, leading to staff propping doors open.
- In most schools, office staff have a good view of the building approach, but not all can effectively view drop-off lanes, parking lots, or bike racks.
- At multiple schools, there were issues with outer vestibule doors and other exterior doors not latching properly, presenting a security vulnerability. School staff are not alerted if a door is unlatched or propped open until they try to arm the building.

Site and Exterior

- Visible vandalism and graffiti were observed at several school sites.
- Vegetation blocks lines of sight (3'/7' rule) at many schools. At some schools, there are trees or fencing positioned close to the building that provides a way for students or unauthorized persons to access the roof.

Fencing and Wayfinding

- While most schools are equipped with exterior perimeter fencing, several campuses are porous in nature with poor territorial delineation.
- Most schools do not have adequate exterior signage designating school grounds. Signs should be placed at every exterior door notifying visitors to report to main entry.
- Some campuses have wayfinding challenges that could be improved through additional signage or use of architectural cues.

Safe Routes to School

- There is a lack of crossing guards district-wide. Staff are used for this purpose at all schools.
- Some schools do not have adequate separation between bus and parent drop-off lanes, causing congestion and raising possibility of students darting between rows of vehicles if procedures are not followed.

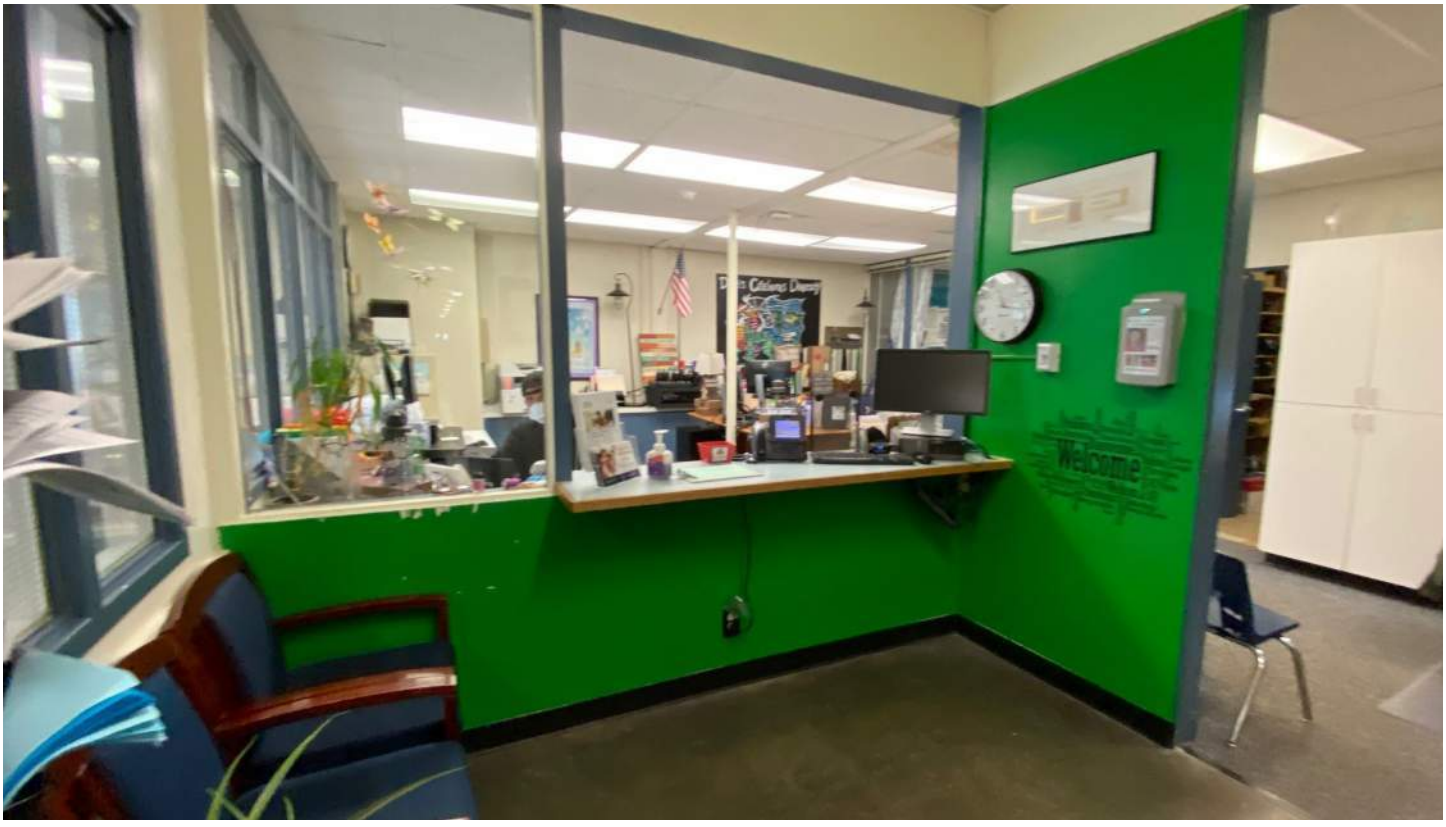
School Safety and Security

Security Systems

- Compared to most districts, Reynolds has very strong surveillance camera coverage at all school levels. However, facilities staff and/or principals identified areas that would benefit from additional coverage.
- There is a mixture of old and new camera equipment at some facilities. Some older equipment is off-line or on a different system making it difficult to locate and access video footage.
- Most campuses have areas where additional exterior lighting would be beneficial, particularly along paved pathways and parking lots.
- Many PA/intercom systems are past their useful lifespan and require replacement. Some schools do not have exterior PA speakers.

Building Interiors

- Many buildings are not zoned for interior core area spaces to be used after-hours while securing academic wings.
- Nearly all older schools have classroom doors that are not equipped with intruder locks, requiring teachers to open the door in order to lock it from the other side.
- Some schools lack installed window coverings at exterior and/or interior windows; however, most principals report that students are still able to be kept out of sight during a lockdown. One exception is the high school where there are several classrooms where students are not able to be kept from view.



Athletic Fields

In June 2020, BRIC Architecture conducted onsite reviews of all outdoor athletic fields and courts to document conditions and identify key items to include in Master Plan for each campus. Evaluation criteria included:

- Field Lighting
- Condition of Playing Surfaces
- Goal Posts / Backstops
- Bleachers / Grandstands
- ADA Access
- Title IX Issues

General findings across school types are summarized below.

Elementary Schools

- Most schools have ample grassy field areas.
- Some schools have issues with inconsistent grass surface (ruts, etc.).
- Most schools have simple backstops in fair condition.
- The presence of soccer goals is inconsistent across all schools. Where present, many are in fair to poor condition.
- In general, no field markings exist for specific sports.
- ADA field access is inconsistent.
- Uncovered asphalt play areas have aging asphalt with cracks.
- Most schools have covered play areas that need repair and maintenance.
- Basketball hoops are in fair to good condition in most locations.

Middle Schools

- No field lighting is present at Walt Morey and H.B. Lee.
- Most schools have ample grassy field areas but conditions are inconsistent.
- In general, no field markings are provided for specific sports.
- Baseball / softball backstops are appropriately sized, but in fair to poor condition.
- Football goal posts are usable but in poor condition.
- Sites lack player dugouts; only benches are present and they are in poor condition.
- Tracks need resurfacing.
- Field event structures are in poor and/or unsafe conditions.
- Bleachers are in fair to poor condition at Reynolds Middle School
- Storage buildings are in poor condition.
- There are potential Title IX issues associated with the baseball / softball fields.

Reynolds High School

- Outdoor athletic facilities are not equivalent to what is provided at most large comprehensive high schools.
- Lack of field lighting.
- Condition of grassy field areas are inconsistent.
- In general, no field markings for specific sports.
- Baseball / softball backstops are appropriately sized, but in fair to poor condition.
- Football goal posts are usable but in poor condition.
- No dugouts for players, only benches (poor condition).
- Track needs resurfacing.
- Field event structures are in poor or unsafe conditions.
- Storage buildings are in poor condition.
- Inconsistent baseball / softball fields and facilities raise Title IX concerns.

Playgrounds

Playground assessments were conducted by Wildwood Playgrounds and Iverson Associates. A team of assessors visited each playground in May-June 2020. A standardized audit form was used to record findings, as well as photographic documentation of non-compliant items. Safety hazards were ranked by priority level. Highlights of the assessment findings include:

- Variety of playground conditions throughout district – some very new, some very old.
- Older schools have playground equipment with "priority 1" evaluation.
- There are numerous safety issues that should be addressed ranging from fall hazard mitigation to replacement of dated equipment that poses hazards.
- General update of bark chips and fall protection are needed at most schools.
- Accessibility issues with playgrounds at older school facilities.
- Signage is recommended at all playgrounds stating rules.

At all older elementary schools:

- A portion of the playground equipment requires significant repair or replacement to meet safety standards.
- Engineered wood fiber has not been maintained at the required depth.
- Accessibility does not meet federal guidelines.

Based on the results of the various assessments and enrollment/capacity analysis, the following district-wide priorities were identified by the Reynolds School District Facilities Master Planning Committee. Reynolds School District's Capital Improvement Plan (CIP) addresses the District's facility needs over the next 10 years, including a list of building improvements at each site. Recommendations were prioritized across three categories: Tier I (1-5 years); Tier II (6-10 years); and Tier III (10+ years).

Tier I Projects

- HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.
- Mitigation of hazardous substances, such as lead, radon and/or asbestos.
- Electrical upgrades to support current technological and equipment needs.
- ADA upgrades to improve accessibility.
- Plumbing upgrades.
- Special education (SPED) upgrades, including classroom improvements and/or addition of a sensory or de-escalation room at each school.
- P.E. / athletic improvements, including gymnasiums, fields.
- Improved playgrounds and/or covered play areas.
- Provide sufficient school capacity to meet long-term population growth.
- Drop-off lane and parking lot improvements.
- Addition of extended learning areas and/or creation of flexible instructional spaces.
- Technological upgrades.
- Expansion of specialty elective or CTE program spaces at the middle and/or high school level.

Tier II Projects

- School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.
- Restroom upgrades.
- Flooring replacements.
- Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.
- Lighting upgrades for improved safety and energy efficiency.
- Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).
- Dedicated spaces to support community partnerships.
- Aesthetic improvements to create inspirational learning environments.
- Library media center improvements.
- Performing and visual arts improvements at the middle and high school levels.
- Science lab improvements at the middle school level.

Tier III Projects

- Seismic upgrades to older buildings.
- Removal or replacement of aging portable classrooms.
- Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.
- Facility improvements to increase access to natural daylighting.
- Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.
- Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.
- Expansion of availability of pre-k classrooms at the elementary level.
- Increased storage options.
- Creation of outdoor learning areas.
- Replacement of worn casework and/or furnishings.

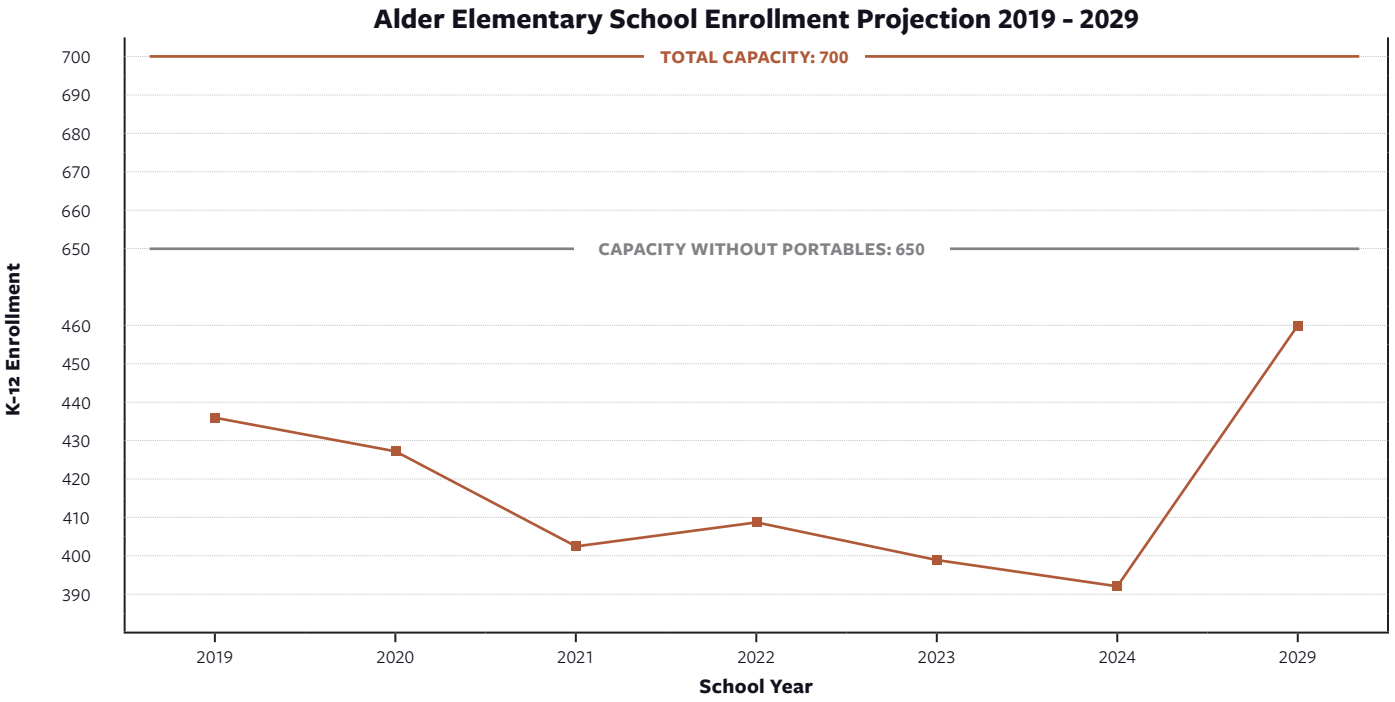
Alder Elementary School

17200 SE Alder, Portland, OR 97233

Year Built 1965 | **Area** 59,341 SF | **Acreage** 10.52 Acres| **2019 Enrollment** 436 Students
Student Capacity with Portables (2) 700 Students
Student Capacity without Portables 650 Students
% of Capacity (includes portables) 62% | **Projected Enrollment Change by 2029** +24 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	26	25	100%	650
Portable Classrooms	2	25	100%	50
Total Capacity	**28**			**700**



ASSESSMENT SCORES

Facility Condition Index Score 31.9%

Educational Adequacy Score 65%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Alder Elementary School's main building was constructed in 1965. A separate gym/cafeteria building was constructed in 1998. The two buildings are connected via an exterior covered walkway. The school has two (2) portable classrooms. Alder Elementary School serves grades K-5. The campus is located in northeast Portland situated amongst residential neighborhoods. The site is accessible from SE 174th Avenue and SE Alder Street.

CAPACITY

Alder Elementary includes 26 classrooms in the main building and two (2) portable classrooms for a total of 28 classrooms. The school's total student capacity is 700 students (including portables). Alder Elementary is currently at 62% capacity. Declining enrollment is projected in the attendance area over the next five (5) years, before stabilizing and beginning to slowly grow again; overall, the school is expected to gain approximately 24 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 31.9%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Flooring replacements are recommended in several areas, including corridors and gymnasium.
- Student restrooms' finishes, fixtures and accessories are in fair condition and due for remodeling.
- Piping and sanitary line replacements are recommended.
- Plumbing fixtures and piping appear original to the facility.
- Mechanical systems are at the end of their useful life.
- Classroom cabinetry is original to the facility and shows sign of wear.
- Electrical systems are at the end of their useful life.
- Interior and exterior lighting upgrades are recommended.
- Select kitchen equipment is at the end of its useful life and due for replacement.
- Sidewalks and parking areas show signs of wear and age.

EDUCATIONAL ADEQUACY

Alder Elementary School has an educational adequacy score of 65%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Classrooms are well-sized and equipped with sinks.
- No extended learning areas, makerspace, art or science areas are present.
- Accordion-style walls separating many classrooms, causing acoustical challenges due to noise transference.
- The gym and cafeteria are in a separate building creating supervision challenges.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- Music is held in a portable classroom.
- Additional space is needed to accommodate community programs.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Multiple disconnected buildings on campus create supervision, access control and wayfinding challenges.
- Signage is needed to identify main entry.
- Lack of signage marking school grounds and directing visitors to report to main office.
- Secure entry vestibule is present. Main office has only very limited view of the parking lot.
- Interior supervision challenges due to limited interior glazing and restrooms that are difficult to monitor.
- Effective zoning for after-hours use as cafeteria/gym are in a separate building.
- No intruder locks – teachers must open classroom doors to lock from other side.
- Intercom/PA is at the end of its useful life. No exterior PA speakers.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Grass playing fields are not striped for athletics. Two aging backstops are provided. Soccer goals are not present.
- Outdoor courts have cracked asphalt. Basketball hoops are rusty but functional with adequate nets.

Capital Improvement Plan - Alder Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace all rooftop mechanical systems and equipment. Upgrade controls for new equipment. Replace exhaust fans.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead, asbestos and radon mitigation.**
Plumbing upgrades.	**Replace existing plumbing fixtures, water piping and sanitary piping. Add fire line, hydrant and backflow preventer assemblies.**
Electrical upgrades to support current technological and equipment needs.	**Replacement of all electrical panels. Generator replacement.**
ADA upgrades to improve accessibility.	**Remodel restrooms to provide accessible stalls. Provide new room signage (with Braille). Provide ADA-compliant stalls in the parking areas. Add elevator at gymnasium/cafeteria building.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Construction of an outdoor covered play area. Add engineered wood fiber to correct depth. Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Repair/replace existing roadways and parking areas. Replace concrete sidewalks.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. No self-contained SPED room is provided at this school, but there is a resource room, sensory room, and office/meeting spaces.**
P.E. / athletic improvements, including gymnasiums, fields.	**Gymnasium improvements (replacement of wall carpeting with padding, acoustical panels in gym). Replacement of rusted outdoor basketball backstops. Replacement of existing wood floor assembly with new. Provide new court striping.**
Provide sufficient school capacity to meet long-term population growth.	**N/A (not forecasted to exceed capacity; however, this may be impacted by other improvements such as repurposing classrooms).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Create extended learning areas by repurposing existing spaces. Note: this will reduce capacity.**
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Alder Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Remodel six (6) student restrooms, including new floor, wall and ceiling finishes.**
Flooring replacements.	**Replace flooring in kitchen and kitchen support areas. Replace all flooring in hallways. Replace all carpeting. Install permanent walk-off mats at exterior door locations.**
Lighting upgrades for improved safety and energy efficiency.	**Replace all existing lighting with LED lighting. Provide occupancy sensors in locations as required. Replace existing site lighting and add new lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Exterior fencing extension at southeast parking lot area. Intruder locks on all classroom doors. Intercom/PA system replacement. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Replacement of partition walls with permanent walls.**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose a classroom into a makerspace. Note: This will reduce capacity.**
Dedicated spaces to support community partnerships.	**Community programs occupy many spaces in this facility. Need to determine whether additional spaces are needed.**
Aesthetic improvements to create inspirational learning environments.	**Repaint all interior walls. Provide new door assemblies at 23 classrooms. Remove and replace wall paneling in hallways.**
Library media center improvements.	**Carpet replacement, furniture replacements, aesthetic upgrades to library media center.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Alder Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**Removal or replacement of portable classrooms (added in 2002).**
Replacement of worn casework and/or furnishings.	**Replace cabinetry in classrooms. Replace tables and chairs in 23 classroom locations.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**N/A - main office was recently remodeled.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Installation of acoustical panels in cafeteria to reduce noise when at or near capacity.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A - Montessori program already onsite and Ready, Set, Go preschool program will soon occupy Room 15.**
Increased storage options.	**Provide additional storage furniture for classrooms, administrative areas, and community partners.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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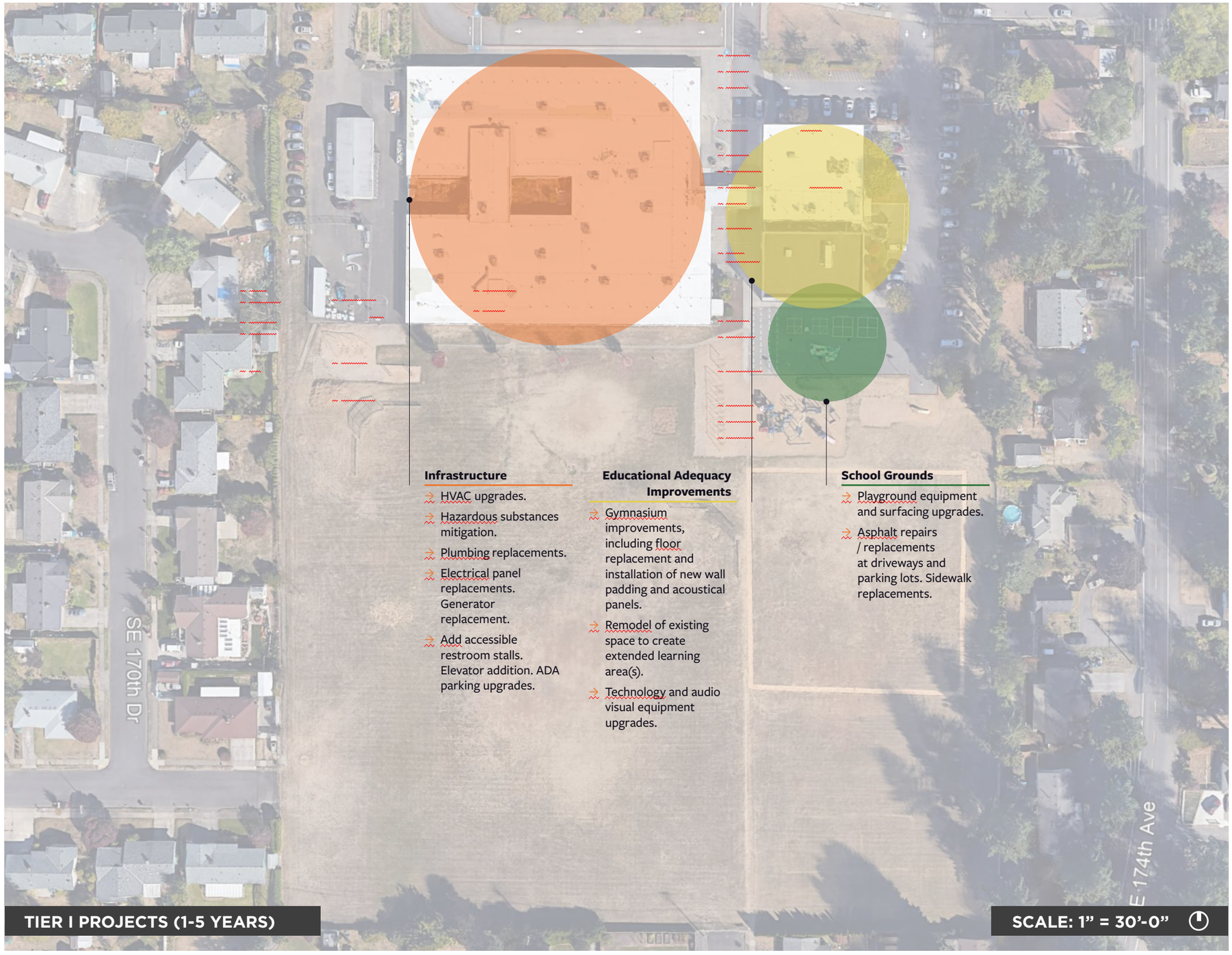
17200 SE ALDER ST, PORTLAND, OR 97233

Alder Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Remodel of student restrooms.
- Flooring replacements in select areas.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Exterior fencing extension. Signage improvements. Intercom / PA system replacement.
- Intruder locks on classroom doors.
- Repurpose existing area into a makerspace.
- Interior repainting, door replacements, wall paneling replacements.
- Aesthetic upgrades to library, including carpet replacement and new furnishings.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Removal or replacement of portables.
- Classroom casework replacements.

SCHOOL GROUNDS

- Construction of new covered play area.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Dedicated music room within the main building.
- Installation of acoustical panels in cafeteria.
- Additional storage furnishings.

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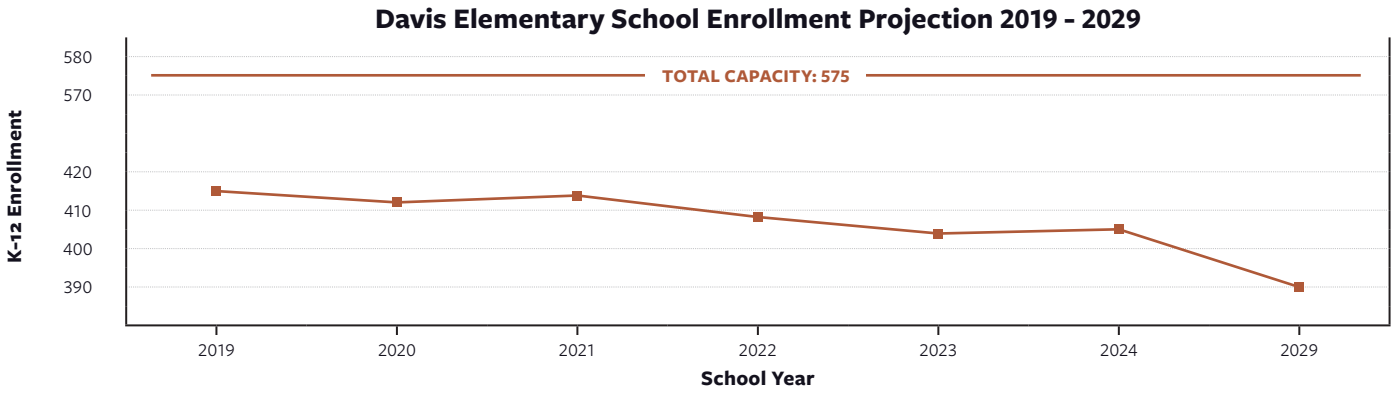
Davis Elementary School

19501 NE Davis Street, Portland, OR 97230

Year Built 1959 | **Area** 53,023 SF | **Acreage** 11.82 Acres| **2019 Enrollment** 415 Students
Student Capacity 575 Students
Percentage of Capacity 72%
Projected Enrollment Change by 2029 -25 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	23	25	100%	575
Portable Classrooms	0	25	100%	0
Total Capacity	**23**			**575**



ASSESSMENT SCORES

Facility Condition Index Score 28.8% Educational Adequacy Score 58%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Davis Elementary School's main building was constructed in 1959. A gymnasium and four (4) classrooms were added to the building in 2001. The school has no portable classrooms. Davis Elementary School serves grades K-5. The campus is located in a residential area of northeast Portland near Gresham.

CAPACITY

Davis Elementary includes 23 classrooms, for a total student capacity of 575 students. Davis Elementary is currently at 72% capacity. Slightly declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 25 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 28.8%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Interior and exterior doors are in fair condition.
- Mechanical systems are at the end of their useful life.
- Plumbing fixtures appear original to the facility and are in fair condition.
- Light fixtures and electrical panels are in fair condition; panels are at the end of their useful life.
- The sprinkler system is not compliant with current code.
- The kitchen's finishes and equipment are in fair condition or at the end of the lifecycle; remodel/upgrades are recommended.
- Classroom cabinetry is in fair condition.
- Sidewalks and parking areas show signs of wear and age.

EDUCATIONAL ADEQUACY

Davis Elementary School has an educational adequacy score of 58%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Classrooms are well-sized, daylit and equipped with sinks.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas, makerspace, art or science areas exist at this school.
- Two SPED classrooms and one resource room are present; however, the school does not have a sensory room or de-escalation room.
- Technological deficiencies including outdated equipment that cannot connect reliably to wireless.
- Inadequate space for number of community agencies and social services.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- A secure entry vestibule is present; however, due to the layout of the main office, visitors cannot be diverted directly to the main office.
- The main office is set back in a manner where it is difficult to directly visually monitor the building approach, parking lot and grounds.
- Good exterior fencing is present (including recently installed fencing separating campus from Davis Park).
- Exterior lighting needed at parking lot, field & near dumpsters.
- No intruder locks – teachers must lock doors from outside the classroom.
- Students have access to potentially hazardous areas. Dumpsters, trash compactor, electrical equipment are not fenced.
- Aging PA system; speakers difficult to hear outdoors.
- Expansive, colorful murals provide a warm, welcoming feeling and aids in interior wayfinding.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Hardscape play area is in poor condition with potential safety concerns. Backstops are in fair condition (rusted but functional).

Capital Improvement Plan - Davis Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace all existing rooftop mechanical equipment with new; provide new controls for mechanical system. Replace exhaust fans.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Mitigation of lead and asbestos.**
Plumbing upgrades.	**Replace restroom plumbing fixtures. Replace piping and existing water heater. Upgrade sprinkler system in corridors (to meet current code).**
Electrical upgrades to support current technological and equipment needs.	**Replace all existing electrical panels. Replace the generator.**
ADA upgrades to improve accessibility.	**Remodel restrooms to provide accessible stalls. Provide new room signage (with Braille). Replace existing ADA ramps and provide ADA stalls that meet current standards.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Construction of an outdoor covered play area (none present). Add engineered wood fiber to correct depth. Repair or replace playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Make repairs to existing parking lots, roadways and sidewalks.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. Two self-contained SPED rooms are provided at this location, along with a resource room. The school does not have a sensory and/or de-escalation area.**
P.E. / athletic improvements, including gymnasiums, fields.	**Replace the existing gymnasium flooring with a new flooring system; restripe court lines on the new floor. Add acoustical panels to gym.**
Provide sufficient school capacity to meet long-term population growth.	**N/A (not forecasted to exceed capacity; however, this may be impacted by other improvements such as repurposing classrooms).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Create extended learning areas by repurposing existing spaces. Note: this will reduce capacity.**
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Davis Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace ceilings in student restrooms.**
Flooring replacements.	**Replace flooring in the kitchen and kitchen support spaces. Replace carpeting in three (3) classrooms. Install permanent walk-off mats at exterior door locations.**
Lighting upgrades for improved safety and energy efficiency.	**Replace lighting with LED lighting and provide occupancy sensors in locations as required. Replace existing site lighting and provide additional lights.**
Other	**Full kitchen remodel.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Replace classroom door hardware with intruder locks. Add exterior lighting at parking lot, field & near dumpsters. Replace aging PA system. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Renovate an existing space into a green room to support the school's weekly student-run newscast. If addition is constructed, include a makerspace.**
Dedicated spaces to support community partnerships.	**Community programs occupy many spaces in this facility. Need to determine whether additional spaces are needed.**
Aesthetic improvements to create inspirational learning environments.	**Repaint interior walls. Remove existing bulletin boards and replace with new. Replace classroom door assemblies. Replace flooring in hallways.**
Library media center improvements.	**Replace library bookshelving.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Davis Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Replace cabinetry and furniture in 20 classrooms. Replace soft seating furnishings in the main reception area.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A (student garden is present).**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure existing office space to accommodate additional workspace for specialists and meeting space.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Add acoustical panels to cafeteria to reduce noise. Provide new storage options for community groups, expanding use of the perimeter of the cafeteria.**
Expansion of availability of Pre-K classrooms at the elementary level.	**Davis has the District's only Head Start classroom. Provide a dedicated classroom for Ready Set Go preschool program (not able to offer this currently due to lack of space).**
Increased storage options.	**Increase storage for community partners with intentionally designed and equipped areas. Currently using perimeter of cafeteria for this, which limits cafeteria capacity.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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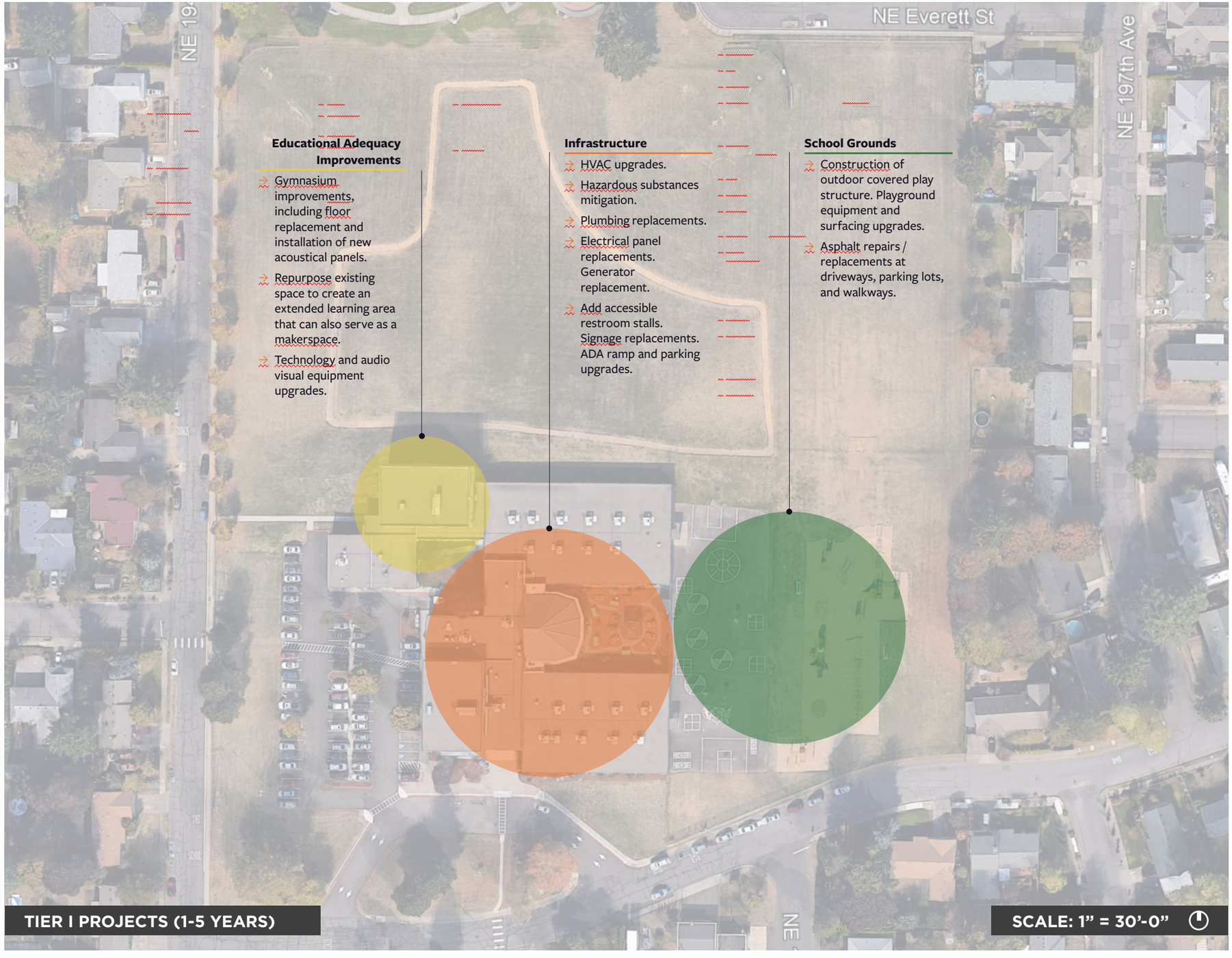
19501 NE DAVIS ST, PORTLAND, OR 97230

Davis Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Restroom ceiling replacements.
- Full kitchen remodel.
- Flooring replacements in select areas.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Intruder locks on classroom doors. Exterior fencing extension. Signage improvements. Intercom / PA system replacement.
- Add exterior lighting.
- Provide a green room to support student-run newscast.
- Interior repainting, door replacements, bulletin board replacements.
- Replace library bookshelving.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Classroom casework and furniture replacements. Replacement of select reception area furnishings.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Installation of acoustical panels in cafeteria.
- Additional storage furnishings.

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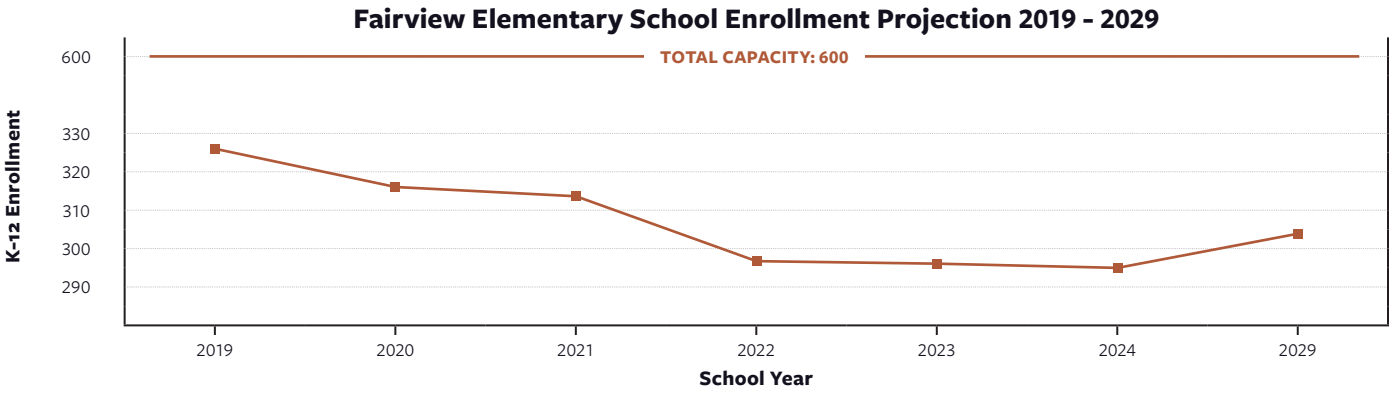
Fairview Elementary School

225 Main Street, Fairview, OR 97024

Year Built 2018 | **Area** 73,902 SF | **Acreage** 4.77 Acres| **2019 Enrollment** 326 Students
Student Capacity 600 Students
Percentage of Capacity 54%
Projected Enrollment Change by 2029 -22 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	24	25	100%	600
Portable Classrooms	0	25	100%	0
Total Capacity	**24**			**600**



ASSESSMENT SCORES

Facility Condition Index Score	N/A	Educational Adequacy Score	98%

FACILITY CONDITION INDEX (FCI)

As Fairview Elementary is a new facility constructed in 2018, the District opted not to conduct a facility assessment of this building.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Fairview Elementary School was constructed in 2018; it is one of the District's newest school facilities. The current building was constructed as a replacement facility for the original Fairview School building, using the same school site. The school has no portable classrooms. Fairview Elementary School serves grades K-5. The campus is located in Fairview in a mostly residential area south of I-84.

CAPACITY

Fairview Elementary includes 24 classrooms, for a total student capacity of 600 students. Fairview Elementary is currently at 54% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 22 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility was not part of the building condition assessments as it is a new facility constructed in 2018.

EDUCATIONAL ADEQUACY

Fairview Elementary School has an educational adequacy score of 98%. This score indicates that most building features support the District's educational program needs. Observed educational adequacy conditions included:

- Large, well-equipped community room.
- Daylit classrooms with sinks, built-in storage.
- Large extended learning areas positioned in each pod.
- Sensory room is present as well as a SPED classroom with dedicated restroom and a resource room.
- Flexible furnishings.
- Spacious, inviting library.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- The school has a prominent and celebrated main entry with highly visible signage.
- A secure entry vestibule is present.
- Ample glazing provides the main office with a clear, direct view of the building approach, main parking lot, playground, but not overflow parking lot.
- Each pod is color-coded and named. Prominent signage marks core spaces.
- All classroom doors are equipped with intruder locks. Pod doors can also be secured during a lockdown, providing another layer of protection.
- The area under the stairs presents a potential hiding spot for students.
- Good separation between bus and parent drop-off areas.
- Zoned for public use.

PLAYGROUNDS / ATHLETIC FIELDS

- Poured playground surfacing near the merry-go-round equipment is experiencing separation and requires repair.

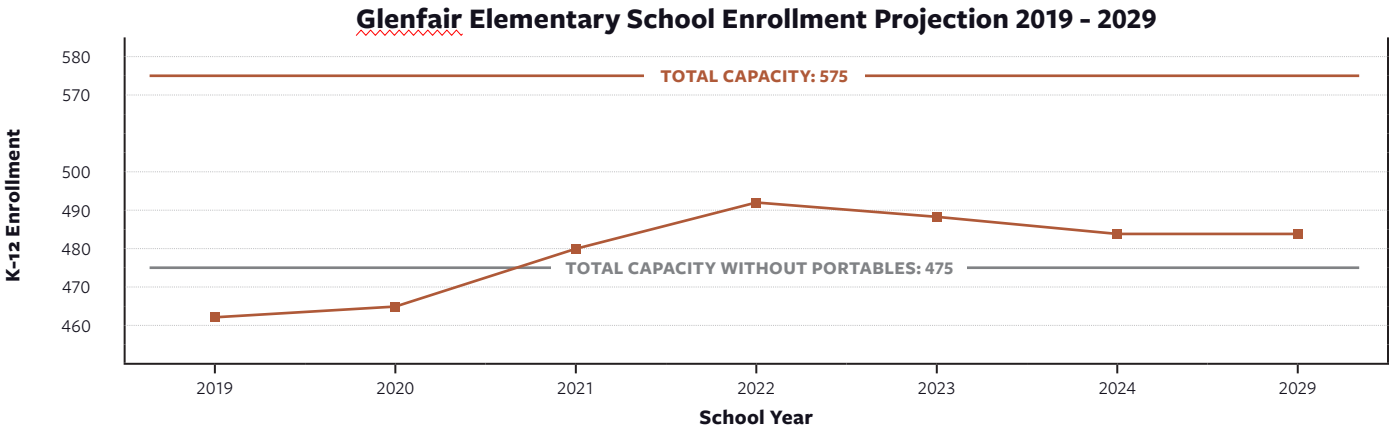
Glenfair Elementary School

15300 NE Glisan, Portland, OR 97230

Year Built 1954 | **Area** 55,350 SF | **Acreage** 10.9 Acres| **2019 Enrollment** 462 Students
Student Capacity with Portables (4) 575 Students
Student Capacity without Portables 475 Students
% of Capacity (includes portables) 80% | **Projected Enrollment Change by 2029** +22 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	19	25	100%	475
Portable Classrooms	4	25	100%	100
Total Capacity	**23**			**575**



ASSESSMENT SCORES

Facility Condition Index Score 41.1%

Educational Adequacy Score 44%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Glenfair Elementary School was constructed in 1954. The school has four (4) portable classrooms. Glenfair Elementary School serves grades K-5. The campus is located in a residential area of northeast Portland.

CAPACITY

Glenfair Elementary includes 19 classrooms in the main building and four (4) portable classrooms for a total of 23 classrooms, with a total capacity of 575 students (including portables). Glenfair Elementary is currently at 80% capacity (including portables). Enrollment is projected to increase then stabilize in the attendance area over the next 10 years; the school is expected to gain 22 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 41.1%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Seismic evaluation of the main building is recommended.
- Interior door replacements are needed throughout most of the building.
- Flooring replacements are needed in classrooms, library, corridors, and main office areas.
- Multiple shared single-stall toilets positioned between classrooms require remodel.
- Mechanical systems are at the end of their useful life.
- Plumbing systems appear original to the facility and are in poor condition.
- Fire sprinkler system is not code compliant.
- Interior and exterior lighting upgrades are needed.
- Casework is in fair condition with some requiring replacement.
- Library shelving and circulation desk is in fair condition and requires replacement.
- The kitchen's ventilation hood requires replacement.
- Roadways, parking areas, and sidewalks are showing sign of wear and age.
- Stormwater treatments are needed at this site.

EDUCATIONAL ADEQUACY

Glenfair Elementary School has an educational adequacy score of 44%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Most classrooms are adequately-sized and equipped with sinks.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas, makerspace, art or science areas.
- De-escalation room is present ("Grizzly Den").
- Inadequate space for number of community agencies and social services.
- Poor and/or inconsistent thermal conditions interfere with learning.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Although a secure entry vestibule is present, staff are not able to effectively talk to people before they gain entry.
- Building approach and main parking lot are easily viewed from main office. However, the side (staff) gravel parking and parent drop-off area near covered area cannot be easily monitored.
- The PA system is at the end of its useful life.
- Most classrooms do not have intruder locks.
- The area where portables are located is not fenced and is difficult to supervise.
- Glisan Street is a major arterial and hazardous to cross for families. A pedestrian overpass bridge is present; however, family members with physical disabilities or a stroller cannot access the stairs, requiring them to "sprint" across multiple lanes of high-speed traffic.
- Additional lighting is needed along the gravel staff parking lot / parent pick-up area.
- The exterior courtyard/patio outside of Room 32 is not easily monitored, nor are portables.
- The covered area is not contained by fencing; its proximity to parking lot creates hazards for students.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.

Capital Improvement Plan - Glenfair Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace all ductwork, piping and mechanical units. Replace unit ventilators in classrooms. Replace the boiler. Provide updated controls for mechanical systems. Add ventilation to corridors as required. Install a hood in the kitchen (with fire protection system).***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Abate insulation from existing boiler. Lead, asbestos and radon mitigation.**
Plumbing upgrades.	**Replace all plumbing fixtures. Upgrade fire sprinkler system. Add new fire line and hydrant assembly.**
Electrical upgrades to support current technological and equipment needs.	**Replace all existing electrical panels.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille). Provide access to existing stage. Upgrade single use restrooms to meet ADA requirements. Install ADA compliant signage in parking areas.**
Restroom upgrades.	**Replace ceiling, wall and floor finishes with new and make repairs to walls as needed. Replace all toilet room accessories. Remodel all single use restrooms in between classrooms.**
Flooring replacements.	**Replace all carpeting and resilient flooring assemblies. Install permanent walk-off mats at exterior door locations.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Asphalt repairs to hardscape play area. Add engineered wood fiber to depth of 12" (or appropriate surfacing). Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Repair roadways and replace any gravel roadways with asphalt paving. Repair existing parking areas and replace any gravel parking areas with asphalt paving. Repair/replace sidewalks, including area in front of the school building (tripping hazard).**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. A SPED resource room is present along with a de-escalation room (Grizzly Den).**
P.E. / athletic improvements, including gymnasiums, fields.	**Door replacements in gym (no lower glazing).**
Provide sufficient school capacity to meet long-term population growth.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**

Capital Improvement Plan - Glenfair Elementary School

Tier I Projects (0-5 Years) Continued	Identified School Project(s)
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add intercom within vestibule. Replace aging PA system. Provide intruder locks on classroom doors. Add exterior lighting at gravel parking lot. Add fencing along covered play area and at portables. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Note: The decision to elevate restroom upgrades, flooring upgrades, and school security improvements to Tier I for Glenfair was based on the feedback of school administrators as well as the severity of conditions.

Capital Improvement Plan - Glenfair Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Lighting upgrades for improved safety and energy efficiency.	**Replace lighting with LED lighting. Provide emergency lighting and occupancy sensors in locations as required. Replace existing site lighting and add new lights as needed.**
Other	**Full kitchen remodel.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Dedicated spaces to support community partnerships.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Aesthetic improvements to create inspirational learning environments.	**Repaint all interior walls. Replace existing bulleting boards in hallways. Remove and replace ceiling assemblies. Install new door assemblies at classrooms.**
Library media center improvements.	**Replace all existing bulletin boards. Replace carpeting. Replace existing bookshelving and circulation desk.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Glenfair Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades. Add supports to the exterior beams at the west end of the building.**
Removal or replacement of aging portable classrooms.	**Removal or replacement of portable classrooms (added in 2002).**
Replacement of worn casework and/or furnishings.	**Replace all cabinets and countertops in classrooms.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A (student garden present)**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Admin areas are extremely undersized. If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Expansion of availability of Pre-K classrooms at the elementary level.	**If District opts to renovate vs. replace this facility, construct an expansion with additional classrooms (including Pre-K), music room, larger cafeteria, library media center, extended learning areas, spaces for community partners, storage, makerspace, and administrative/meeting space.**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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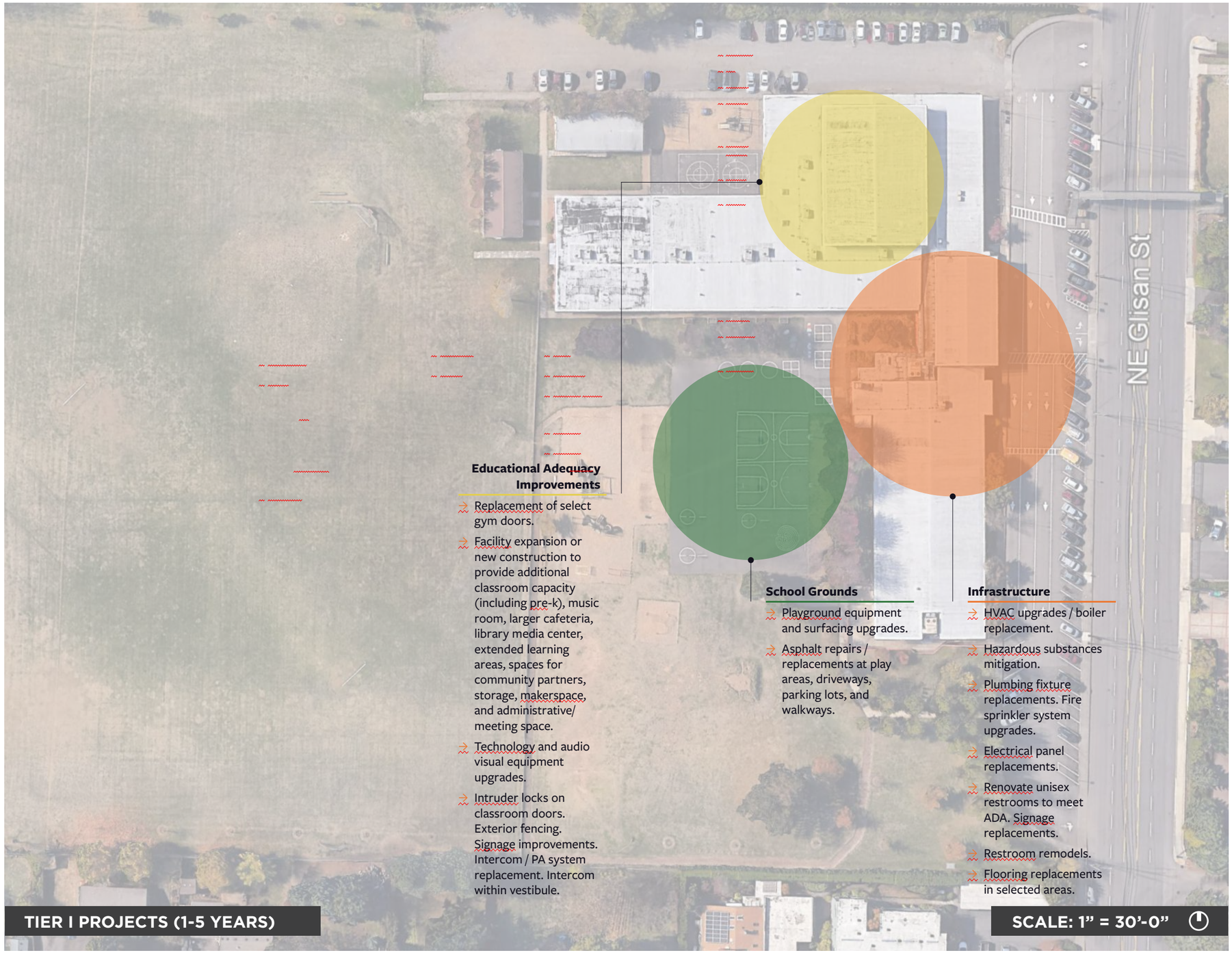
15300 NE GLISAN ST, PORTLAND, OR 97230

Glenfair Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Full kitchen remodel.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Interior repainting, door replacements, ceiling replacements, bulletin board replacements.
- Library media center improvements including carpeting replacement, new bookshelves and circulation desk.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Classroom casework replacements in all classrooms.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Additional storage furnishings.

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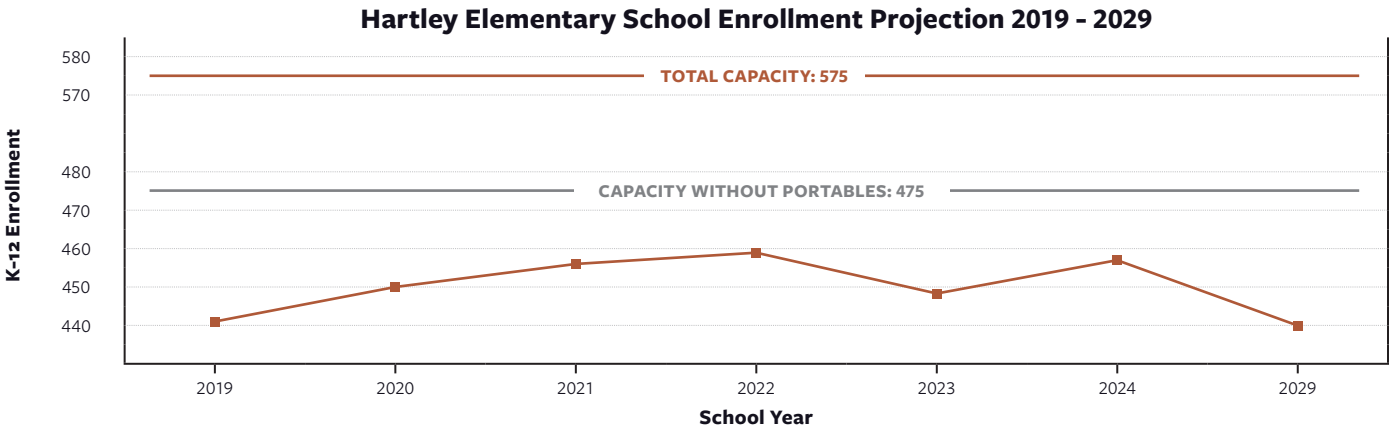
Hartley Elementary School

701 NE 185th Place, Portland, OR 97230

Year Built 1963 | **Area** 47,263 SF | **Acreage** 12.0 Acres| **2019 Enrollment** 441 Students
Student Capacity with Portables (4) 575 Students
Student Capacity without Portables 475 Students
% of Capacity (includes portables) 77% | **Projected Enrollment Change by 2029** -1 Student*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	19	25	100%	475
Portable Classrooms	4	25	100%	100
Total Capacity	**23**			**575**



ASSESSMENT SCORES

Facility Condition Index Score 33.4%

Educational Adequacy Score 56%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Hartley Elementary School's main building was constructed in 1963. The school has four (4) portable classrooms. Hartley Elementary School serves grades K-5. The campus is located in a residential area of northeast Portland.

CAPACITY

Hartley Elementary includes 19 classrooms in the main building and four (4) portable classrooms for a total of 23 classrooms, with a total capacity of 575 students (including portables). Hartley Elementary is currently at 77% capacity. Slightly fluctuating enrollment is projected in the attendance area over the next 10 years; overall, the school is expected to lose approximately 1 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 33.4%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- In much of the facility, carpeting is poor condition and requires replacement.
- The gym flooring is in fair condition with bare spots and requires replacement.
- New classroom doors and frames are required.
- Mechanical systems are at the end of their useful life.
- Plumbing fixtures appear original to the facility and are in poor condition.
- Light fixtures and electrical panels are past their useful life.
- The stair/ramp system to portable classroom is in disrepair.
- The kitchen's finishes and equipment are in fair condition or at the end of the lifecycle; remodel/upgrades are recommended.
- Classroom casework and furnishings are in fair condition and due for replacement.
- Roadways and sidewalks show signs of wear and age.

EDUCATIONAL ADEQUACY

Hartley Elementary School has an educational adequacy score of 56%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Dated flooring, finishes and furniture create an uninspiring learning environment.
- The facility does not have extended learning areas, a makerspace, art or science areas.
- There is a general lack of storage throughout the school.
- Music occurs in a portable classroom.
- The cafeteria is undersized with ineffectively configured servery.
- The school has inadequate SPED spaces, including a greatly undersized resource room and a behavior classroom located in a portable. A sensory room or de-escalation room are not present. Specialists' offices are located in a portable.
- Inadequate space for number of community agencies and social services.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Some security measures are overly visible and obtrusive (e.g. bars on windows of portables, barbed wire).
- Secure vestibule is present at main entry but staff do not have remote ability to control door.
- Additional fencing needed next to main building to enclose lower field and portable classrooms.
- Classroom doors not equipped with intruder locks.
- The expansive grounds are not easily monitored.
- Bus and parent lanes are not separated; students must be closely monitored to ensure they do not walk in front of buses.
- Multiple incidents of graffiti were observed.
- Thick grove of trees could serve as a hiding place for unauthorized visitors or students.
- Paved walkways connect main building to portables; however, fencing is needed to provide a sense of campus connectivity.
- Not zoned for after hours use.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Large grassy field that is undefined. Field grading rises up near the building making those areas of the field unusable for sports. One baseball backstop is in poor condition.
- Covered play area requires siding repairs and repainting.

Capital Improvement Plan - Hartley Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace all rooftop mechanical units with new and provide updated controls. Replace exhaust fans. Replace kitchen hood with new and provide for protection system fire hood.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace plumbing fixtures. Replace domestic water piping and water heater. Add new fire line and hydrant assembly.**
Electrical upgrades to support current technological and equipment needs.	**Replace existing electrical panels. Replace existing generator.**
ADA upgrades to improve accessibility.	**Remodel restrooms to provide accessible stalls. Provide new room signage (with Braille).**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Add engineered wood fiber to correct depth. Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Repair and/or replace roadways and sidewalks. Construct new fire access roadway. Remediate drainage issues.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. Behavior classroom is currently located in a portable; no sensory / de-escalation room is present.**
P.E. / athletic improvements, including gymnasiums, fields.	**Replace wall finishes in gymnasium. Remove existing wood flooring assembly and replace with new. Provide new court striping. Repair/replace aging backstop in poor condition.**
Provide sufficient school capacity to meet long-term population growth.	**Enrollment is not expected to exceed capacity over the next 10 years. However, if classrooms are repurposed for other uses, this will decrease capacity (potentially requiring an addition).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Evaluate feasibility of converting a classroom into a flexible makerspace that may also be used for extended learning.**
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Hartley Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace ceilings in student restrooms.**
Flooring replacements.	**Replace flooring in kitchen and kitchen support areas. Replace all carpeting.**
Lighting upgrades for improved safety and energy efficiency.	**Replace existing lighting with LED lighting. Provide occupancy sensors in locations as required.**
Other	**Window replacements.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add remote access to vestibule doors. Add exterior fencing near portables and along field. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Evaluate feasibility of converting a classroom into a flexible makerspace that may also be used for extended learning.**
Dedicated spaces to support community partnerships.	**Requires discussion. Undersized cafeteria currently used by multiple community partners. Consider reconfiguring existing space to provide a community room.**
Aesthetic improvements to create inspirational learning environments.	**Replace all classroom door assemblies. Repaint all interior walls. Replace bulletin boards in hallways with new. Install wall protection in kitchen areas. Replace acoustic wall treatment in the cafeteria.**
Library media center improvements.	**Replace carpeting in the library media center.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Hartley Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**Consider replacement of older modular building (from 1999).**
Replacement of worn casework and/or furnishings.	**Replace cabinets, countertops in 16 classrooms and furniture in ten (10) classrooms. Replace serving line in kitchen.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A (student garden present).**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure existing office space to accommodate additional workspace for specialists.**
Increased natural daylighting.	**Increase natural daylight in library, cafeteria and gym.**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**Repurpose existing space in main building to create an intentionally-designed music room with proper acoustics.**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Expand cafeteria to accommodate more students over fewer lunch periods.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A. Preschool classroom scheduled to be added at this site.**
Increased storage options.	**Provide additional storage furniture for classrooms, administrative areas, and community partners.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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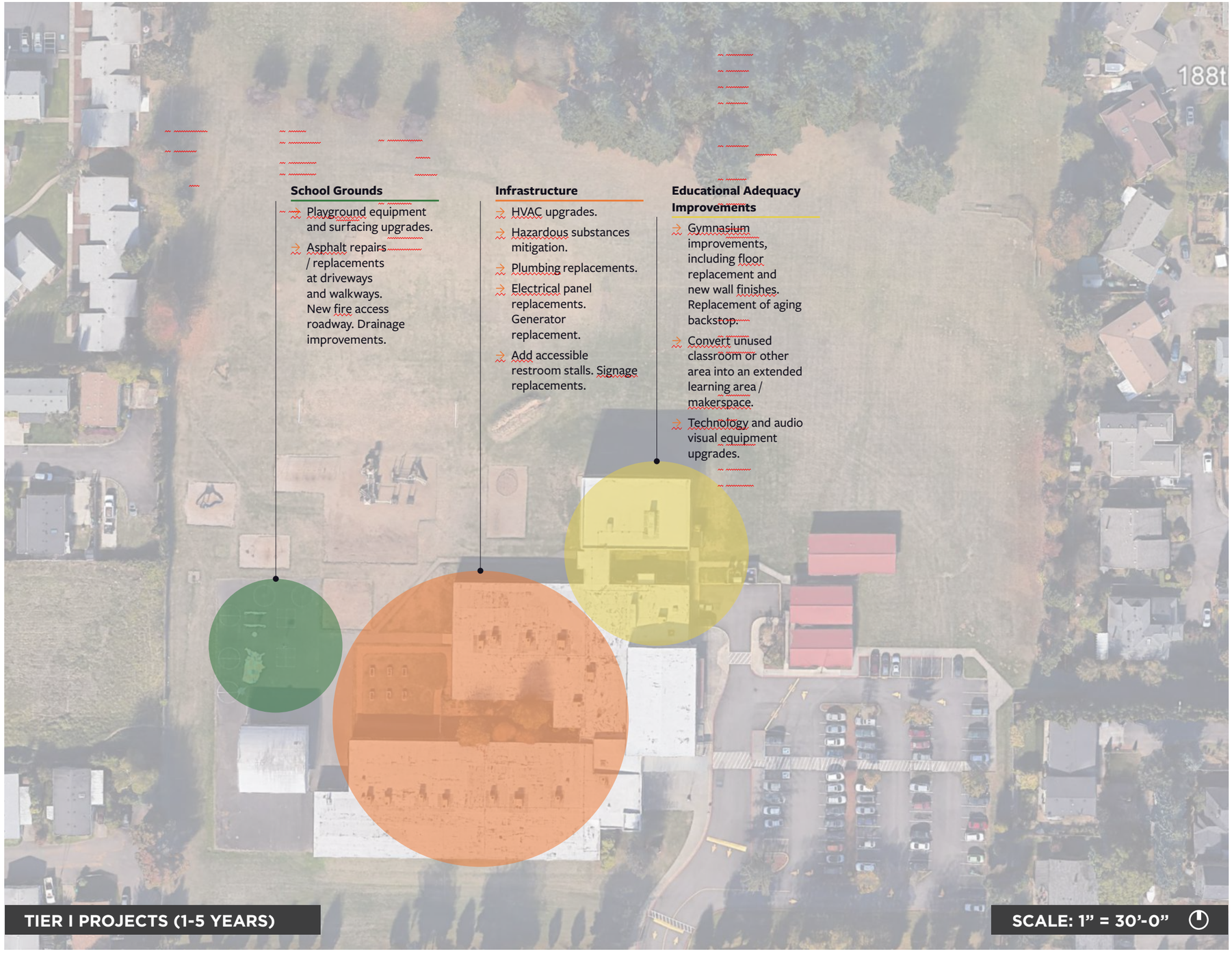
Hartley Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Restroom ceiling replacements.
- Window replacements.
- Flooring replacements in select areas.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Intruder locks on classroom doors. Exterior fencing extension. Signage improvements. Remote access to vestibule doors.
- Interior repainting, door replacements, bulletin board replacements.
- Library media center improvements, including carpeting replacement.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Modular building replacement.
- Classroom casework and furniture replacements. Replacement of kitchen serving line.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Remodel of administrative office to provide additional workspaces.
- Add skylights, solar tubes, and/or windows to increase natural daylight exposure in core areas of the facility.
- Repurpose space in existing building to create a music room.
- Cafeteria expansion.
- Additional storage furnishings.

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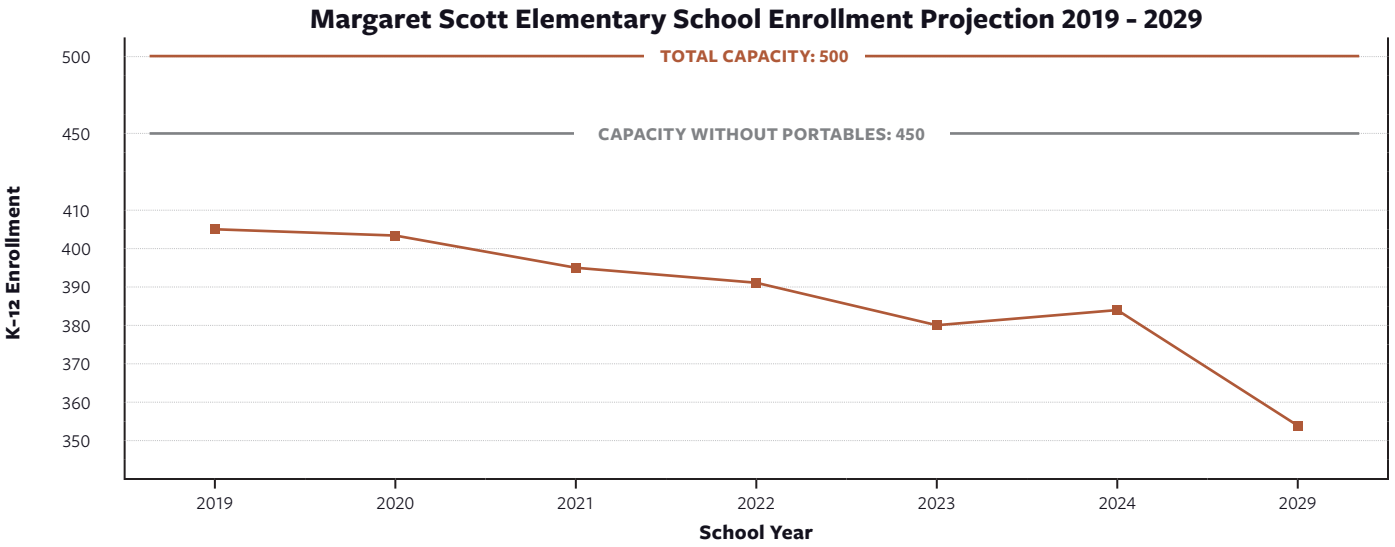
Margaret Scott Elementary School

14700 NE Sacramento, Portland, OR 97230

Year Built 1961 Main Bldg; 2002 Gym | **Area** 43,024 SF Main Bldg; 5,264 SF Gym | **Acreage** 8.54 Acres
2019 Enrollment 405 Students | **Student Capacity with Portables (4)** 500 Students
Student Capacity without Portables 450 Students
% of Capacity (includes portables) 81% | **Projected Enrollment Change by 2029** -51 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	18	25	100%	450
Portable Classrooms	2	25	100%	50
Total Capacity	**20**			**500**



ASSESSMENT SCORES

Facility Condition Index Score (Main Bldg) 28.0%
Facility Condition Index Score (Gym Bldg) 9.4%

Educational Adequacy Score 67%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Margaret Scott Elementary School is a K-5 school located in a residential area in northeast Portland. The school consists of a main building, a separate classroom building, a standalone gym facility, and one (1) modular structure (2 classrooms) situated on 8.54 acres. The facility was constructed in 1961.

CAPACITY

Margaret Scott Elementary includes 18 classrooms in the main building and two (2) portable classrooms for a total of 20 classrooms, with a total capacity of 500 students (including portables). Margaret Scott Elementary is currently at 81% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 51 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

The main facility has a FCI score of 28.0% and the multipurpose building has a score of 9.4%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Seismic evaluation of the main building is recommended.
- Interior and exterior lighting upgrades are needed.
- Electrical service is past its useful life.
- Cabinetry and countertops in classrooms are in fair to poor condition and require replacement.
- Flooring replacements are needed in select classrooms, library and adjacent corridor.
- Roadways, parking areas, and sidewalks are showing sign of wear and age.
- Ceiling replacements are needed in select classrooms and restrooms.
- Plumbing systems appear original to the facility and are in poor condition.
- Mechanical systems are at the end of their useful life.
- Windows in the main building are in poor condition; many are single-pane with failing caulk.
- Replacement of the kitchen exhaust hood system is needed.
- Stormwater treatments are needed at this site.

EDUCATIONAL ADEQUACY

Margaret Scott Elementary School has an educational adequacy score of 67%. This score suggests that some facility features support the District's educational program needs. Observed educational adequacy conditions included:

- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas, makerspace, art or science areas are present.
- Inadequate space for number of community agencies and social services.
- Music is held in a portable classroom.
- Library is spacious and inviting.
- The school has limited dedicated SPED spaces, including a small SPED resource room and a sensory room ("the meadow").

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- A secure entry vestibule is present and functional.
- The main office has a clear view of approach, vestibule and east parking lot (west lot is not visible).
- Perimeter fencing encloses multi-building campus. However, the sprawling layout is difficult to supervise.
- Separate bus and parent drop-off loops are provided.
- Parking lot vegetation impedes visual supervision.
- Restrooms are difficult to monitor.
- Poor exterior lighting along pathway near playground.
- Gym is a separate building that can be independently used after-hours.
- Poor interior transparency (classrooms without any sort of interior windows or door relites).
- Classroom doors are not equipped with intruder locks.
- PA system is at end of useful life.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Baseball backstops and soccer goals are in very poor condition and require replacement.
- Uneven grading with possible ponding in outdoor play areas.
- Basketball backstops are rusted but functional.
- Hardsurfaced play area is in fair condition with cracking and faded striping.

Capital Improvement Plan - Margaret Scott Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace existing rooftop mechanical units, electrical wall heaters and wall mounted mechanical units. Replace existing controls. Replace ductwork and pipe systems, and exhaust systems in the kitchen and restrooms. Replace kitchen hood and replace with new (including a fire protection system).***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace older plumbing fixtures. Install fire line, fire hydrant and backflow preventer assemblies.**
Electrical upgrades to support current technological and equipment needs.	**Replace all existing electrical panels.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille). Provide ADA access to existing stage. Upgrade single use restrooms to meet ADA requirements. Replace ramp at modulars.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Add engineered wood fiber to correct depth. Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Make repairs to roadways and parking lots (including new fire access). Replace portions of damaged sidewalks.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. School does not have a self-contained SPED room, though a small resource room and sensory room ("the meadow") are present.**
P.E. / athletic improvements, including gymnasiums, fields.	**Remove and replace wall carpeting in gym with alternative wall protection and acoustical treatment. Repair asphalt at covered play area. Replace baseball and soccer goals in poor condition.**
Provide sufficient school capacity to meet long-term population growth.	**N/A (not forecasted to exceed capacity; however, this may be impacted by other improvements such as repurposing classrooms).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Create extended learning areas by repurposing existing spaces. Note: this will reduce capacity.**
Technological upgrades.	**Mount remaining classroom data projectors that are on carts. Improve student/device ratio. Replace aging equipment as needed. Add portable voice amplification equipment that used in classrooms as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Margaret Scott Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace all ceiling assemblies.**
Flooring replacements.	**Replace all carpeting. Install permanent walk-off mats at exterior door locations.**
Lighting upgrades for improved safety and energy efficiency.	**Replace all existing lighting with LED Lighting. Provide occupancy sensors and emergency lighting in locations as required. Replace site lighting and add new lighting.**
Other	**Window replacements.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Repair/replace damaged gate. Add exterior lighting along path near playground. Add classroom door relites or sidelights where not provided. Replace aging PA system. Replace classroom door hardware with intruder locks. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose a classroom into a makerspace. Note: this will reduce capacity.**
Dedicated spaces to support community partnerships.	**Add / repurpose space for a community room.**
Aesthetic improvements to create inspirational learning environments.	**Replace all exterior windows in the main building. Repaint all interior walls. Replace all bulletin boards in hallways with new. Replace ceiling assemblies in eight (8) classrooms.**
Library media center improvements.	**Replace carpeting and existing tables and chairs in library media center.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Margaret Scott Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A - portable is 13 years old.**
Replacement of worn casework and/or furnishings.	**Replace cabinets in three (3) classrooms.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A (student garden present).**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**N/A (reportedly adequate)**
Increased natural daylighting.	**Increase natural daylight in library and cafeteria.**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**Creation of dedicated, adequately sized music room with acoustical treatments. Music is currently held in a portable classroom.**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**N/A. Cafeteria is sufficiently sized.**
Expansion of availability of Pre-K classrooms at the elementary level.	**Repurpose a classroom for Pre-K.**
Increased storage options.	**Provide additional storage furniture for classrooms, administrative areas, and community partners.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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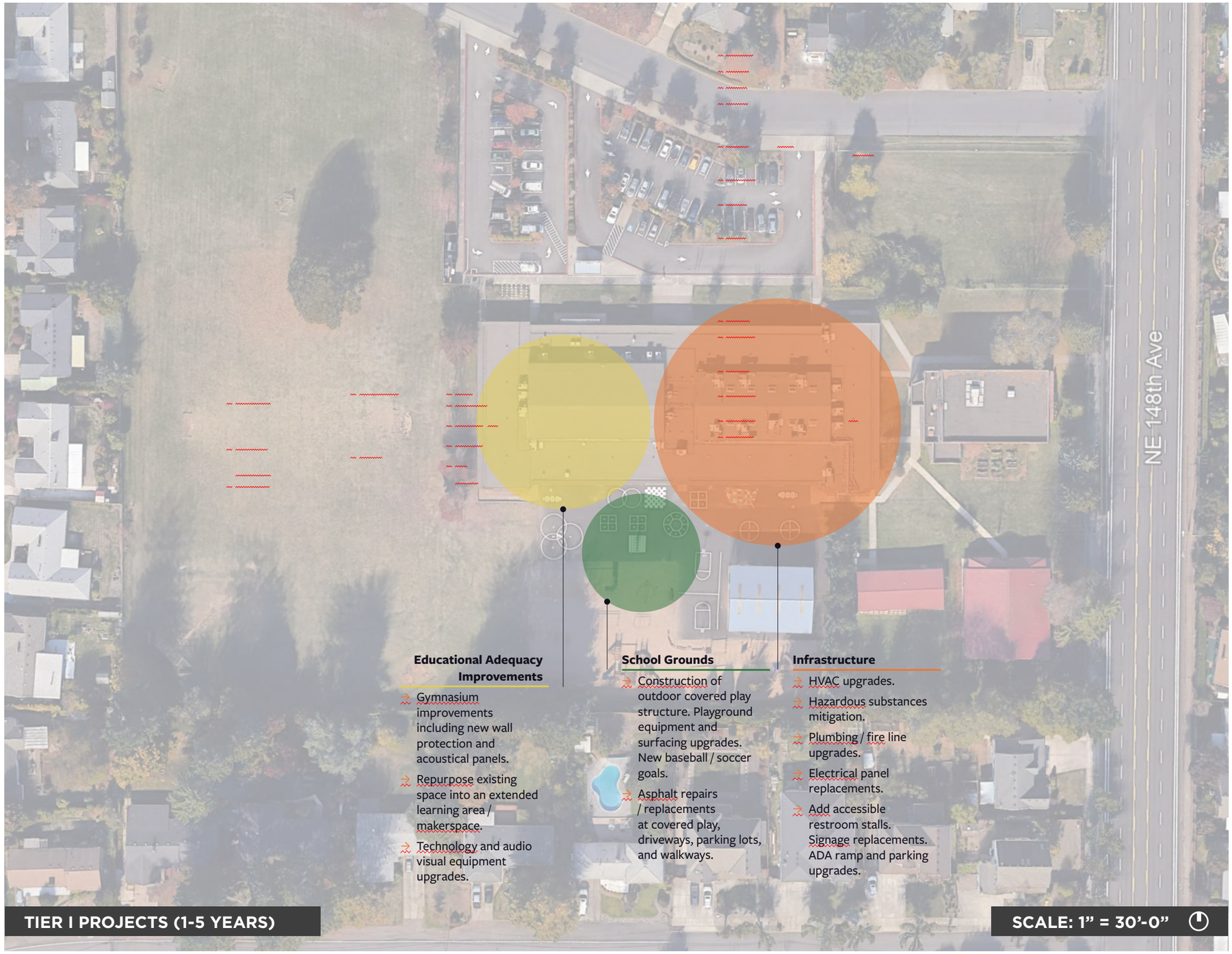
14700 NE SACRAMENTO ST #3860, PORTLAND, OR 97230

Margaret Scott Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Restroom ceiling replacements.
- Window replacements.
- Replace all carpeting within the building.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Intruder locks and relites on classroom doors. Exterior fencing extension. Additional exterior lighting. Signage improvements. Intercom/PA system replacement.
- Repurpose and/or add space(s) to support community partnerships.
- Interior repainting, window replacements, ceiling replacements in select classrooms, bulletin board replacements.
- Library media center upgrades including new carpeting and furnishings.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Classroom casework replacements in select classrooms.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Addition of skylights, solar tubes, and/or windows to increase natural daylight exposure in core areas.
- Repurpose space in existing building to create a music room.
- Repurpose an existing general classroom for pre-k.
- Additional storage furnishings.

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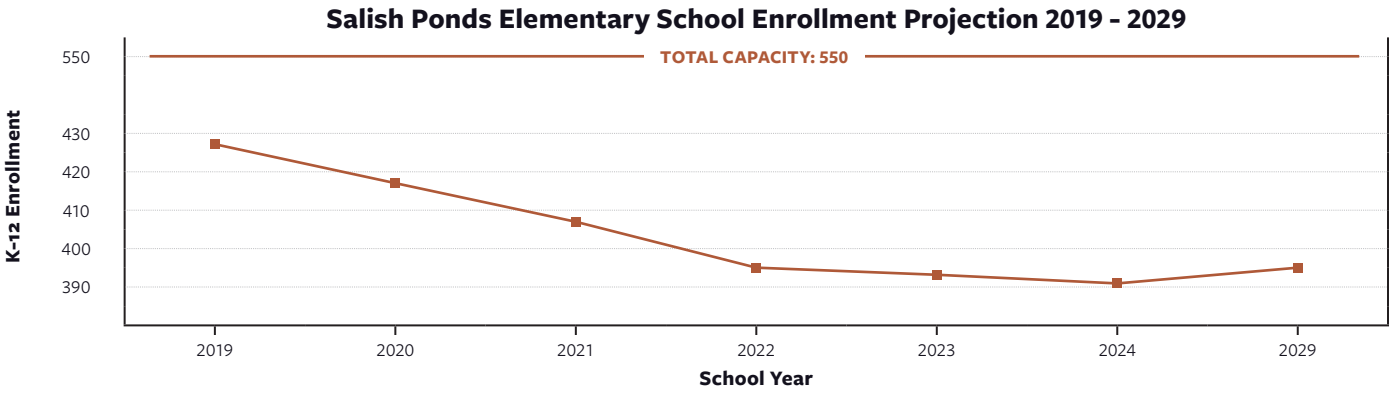
Salish Ponds Elementary School

1210 NE 201st Avenue, Fairview, OR 97024

Year Built 2003 | **Area** 68,928 SF | **Acreage** 5.1 Acres| **2019 Enrollment** 427 Students
Student Capacity 550 Students
Percentage of Capacity 78%
Projected Enrollment Change by 2029 -32 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	22	25	100%	550
Portable Classrooms	0	25	100%	0
Total Capacity	**22**			**550**



ASSESSMENT SCORES

Facility Condition Index Score 20.5%

Educational Adequacy Score 73%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Salish Ponds Elementary School was constructed in 2003. The school has no portable classrooms. Salish Ponds Elementary School serves grades K-5. Salish Ponds Elementary School is located in Fairview, situated amongst residential neighborhoods. The school is part of a multi-facility campus that includes the District's administrative offices, Reynolds Middle School, and Reynolds Learning Academy (RLA). The school is adjacent to Salish Ponds Wetland Park and Salish Ponds City Park.

CAPACITY

Salish Ponds Elementary includes 22 classrooms for a total capacity of 550 students. Salish Ponds Elementary is currently at 78% capacity. Decreasing enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 32 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 20.5%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Exterior brick wall repairs are needed.
- Select window replacements are recommended.
- Select flooring replacements are recommended, Including the kitchen and entry.
- Plumbing fixtures and piping appear original to the facility.
- HVAC upgrades.
- Electrical upgrades.
- Clock and fire alarm system replacements
- Interior and exterior lighting upgrades are recommended.

EDUCATIONAL ADEQUACY

Salish Ponds Elementary School has an educational adequacy score of 73%. This score suggests that many facility features support the District's educational program needs. Observed educational adequacy conditions included:

- "Discovery zone" in front of school with tables set up for art, science and/or project-based learning activities.
- Some kidney-sized tables outside of classrooms for extended learning.
- A SPED behavior classroom, life skills classroom, and small (closet-sized) de-escalation room are present. The principal expressed the need for a dedicated ELD classroom.
- Music is taught on the stage – scheduling challenges with cafeteria (noise).
- The cafeteria is undersized
- Dated flooring, finishes and furniture create an uninspiring learning environment.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- No exterior fencing present along west side.
- There is a lack of territorial differentiation with adjacent buildings / poor campus wayfinding.
- Playground and covered area are difficult to supervise.
- Lack of exterior lighting along west side.
- Graffiti observed on multiple exterior walls.
- Tall shrubs positioned close to building block view of grounds / windows.
- A secure entry vestibule is present.
- There are separate bus and parent drop-off areas, but the parent drop-off lane is very congested. There are safety concerns with potential pedestrian/vehicle conflicts.
- Building is effectively zoned for after-hours use.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Large, grassy undefined field with clumpy, uneven and/or rocky areas. A Frisbee golf course is present. The field appears to have drainage issues.

Capital Improvement Plan - Salish Ponds Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace rusted gas piping (rooftop) and repaint all rooftop piping. Replace insulation on chilled water piping and water pump. Replace boilers, venting an air handlers (excluding gymnasium area). Replace heating water system pumps and insulated all outdoor piping. Replace existing controls with a DDC system.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Mitigation of lead.**
Plumbing upgrades.	**Replace older plumbing fixtures. Replace domestic water piping and water heater.**
Electrical upgrades to support current technological and equipment needs.	**Upgrade original switchboard and branch panels. Upgrade emergency service system.**
ADA upgrades to improve accessibility.	**Update parking areas to provide updated ADA parking signage and access aisles.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Add engineered wood fiber to correct depth. Repair or replace playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Repair paving at bus loading area and drive aisles. Make repairs to parking areas and sidewalks, replacing as required.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. One behavioral SPED classroom and one life skills classroom are present along with a small de-escalation room.**
P.E. / athletic improvements, including gymnasiums, fields.	**Replace wall treatment in gymnasium. Repair/replace damaged backboards at covered play.**
Provide sufficient school capacity to meet long-term population growth.	**Enrollment is not expected to exceed capacity over the next 10 years.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**N/A - extended learning area is present ("discovery zone").**
Technological upgrades.	**Remove old non-functional mounted televisions from classrooms and library. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Salish Ponds Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**N/A**
Flooring replacements.	**Replace all resilient flooring (and mitigate foundations issues at the cafeteria). Install permanent walk-off mats at exterior door locations.**
Lighting upgrades for improved safety and energy efficiency.	**Upgrade light fixtures and controls. Upgrade controls for site lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add fencing along west side of site. Add exterior lighting at west side of building. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**N/A. "Discovery Zone" area used for project-based, STEAM activities.**
Dedicated spaces to support community partnerships.	**Requires discussion. Consider repurposing space for community partners, freeing up space in the commons and admin areas.**
Aesthetic improvements to create inspirational learning environments.	**Repaint all interior walls.**
Library media center improvements.	**Replace carpeting in library media center.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Salish Ponds Elementary School

Tier III Projects (10+Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study of brick (masonry) walls and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**N/A**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Repurpose space to create a conference room for meetings. Increase storage options and administrative work space.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**Music held on the stage adjacent to cafeteria. Add partition to improve noise transference between spaces.**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Not applicable (adequately large when not cluttered with storage from community partners, e.g. Champions, P-3).**
Expansion of availability of Pre-K classrooms at the elementary level.	**P-3 Early Childhood is held in cafeteria; consider repurposing general classroom for Pre-K.**
Increased storage options.	**Provide storage options for Champions, freezing up space in cafeteria.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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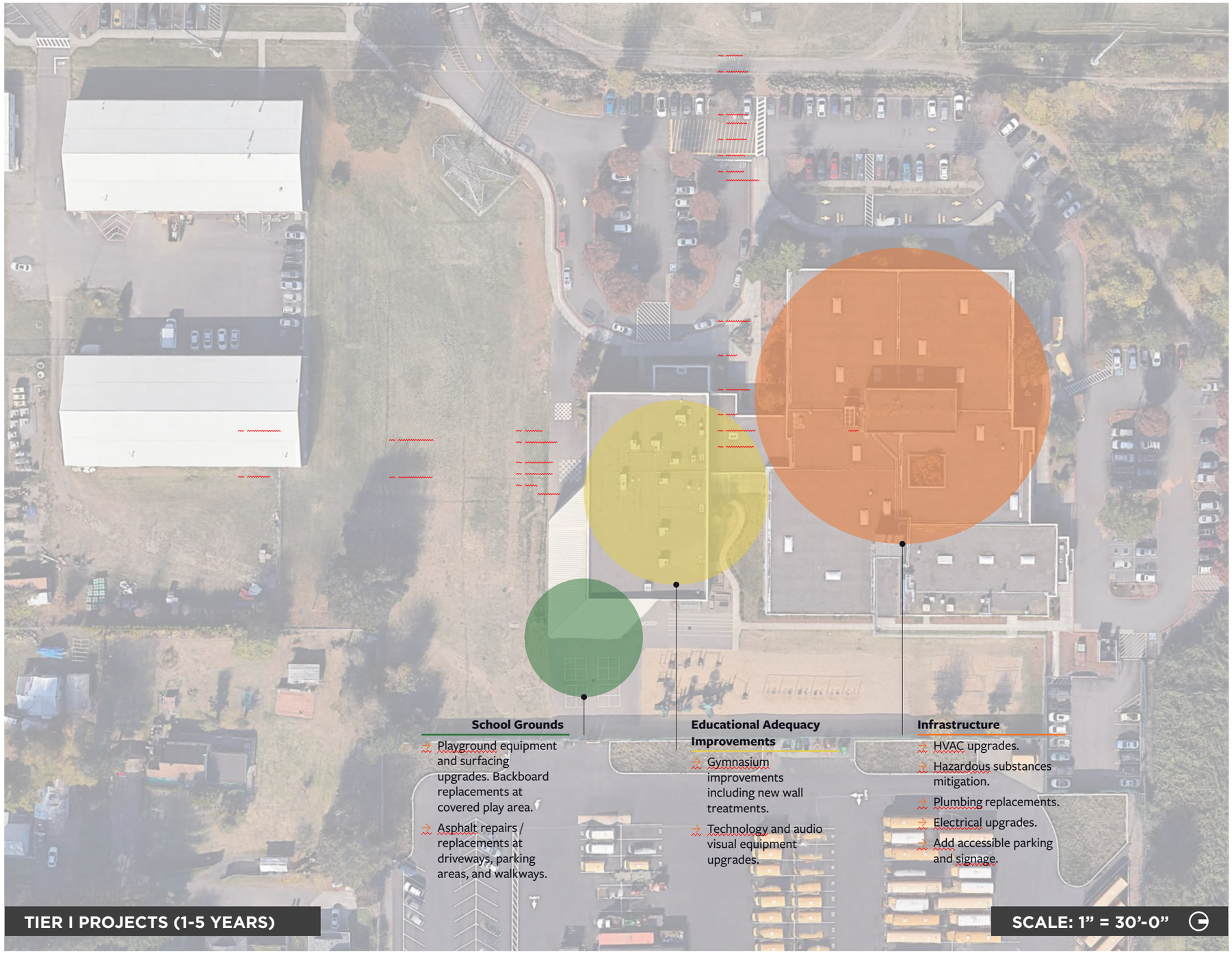
9642, 1210 NE 201ST AVE, FAIRVIEW, OR 97024

Salish Ponds Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Exterior fencing extension. Additional exterior lighting. Signage improvements.
- Interior repainting.
- Library media center upgrades including new carpeting.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.

SCHOOL GROUNDS

- Add outdoor learning area or student garden.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Remodel of administrative office to provide additional meeting and workspaces.
- Add partition between music room (stage) and cafeteria.
- Repurpose an existing general classroom for pre-k.
- Additional storage furnishings.

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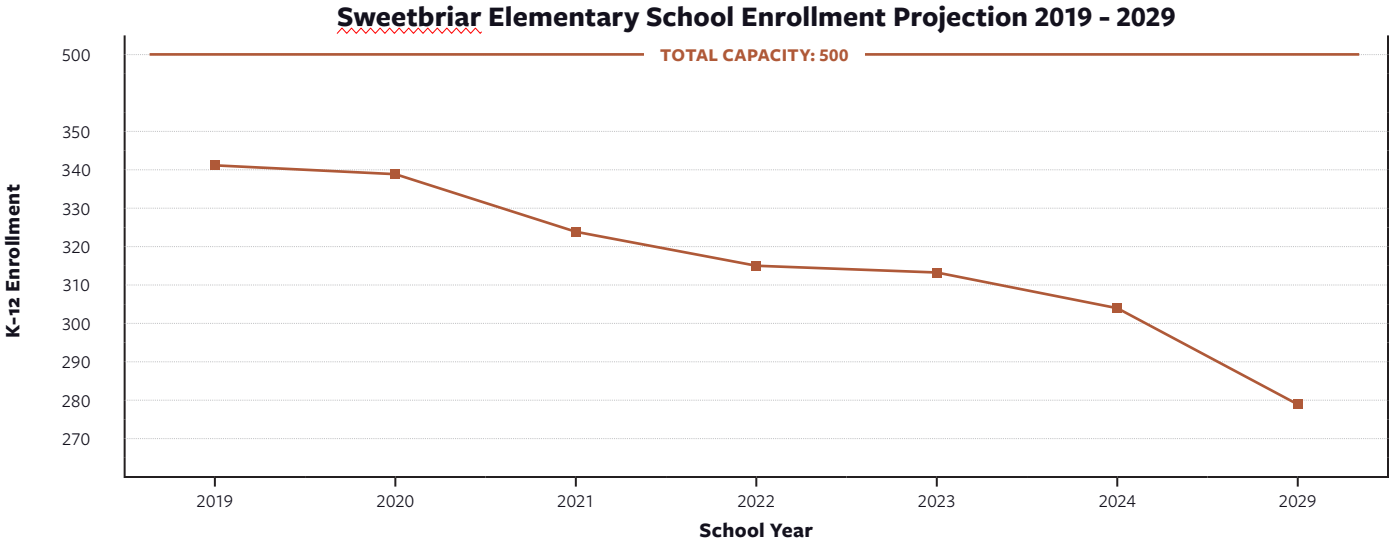
Sweetbriar Elementary School

501 SE Sweetbriar Lane, Troutdale, OR 97060

Year Built 1974 | **Area** 69,253 SF | **Acreage** 8.9 Acres| **2019 Enrollment** 341 Students
Student Capacity 500 Students
Percentage of Capacity 68%
Projected Enrollment Change by 2029 -62 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	20	25	100%	500
Portable Classrooms	0	25	100%	0
Total Capacity	**20**			**500**



ASSESSMENT SCORES

Facility Condition Index Score 40.0% Educational Adequacy Score 53%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Sweetbriar Elementary School was constructed in 1974. The school has no portable classrooms. Sweetbriar Elementary School serves grades K-5. Sweetbriar Elementary is a neighborhood school located along SE Sweetbriar Lane in Troutdale. The 8.9 acre school site is surrounded by single-family residential housing on all sides.

CAPACITY

Sweetbriar Elementary includes 20 classrooms, for a total capacity of 500 students. Sweetbriar Elementary is currently at 68% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 62 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 40%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Select flooring replacements needed in classrooms, gymnasium, and restrooms.
- Wall repairs in restrooms.
- Basketball backstops in gymnasium lack padding.
- Plumbing fixtures and piping appear original to the facility Water heater is at the end of its useful life.
- HVAC upgrades are needed.
- Emergency electrical system upgrades.
- Select kitchen equipment is at the end of its useful life and due for replacement.
- Sidewalks and parking areas show signs of wear and age.
- Interior and exterior lighting upgrades are recommended.

EDUCATIONAL ADEQUACY

Sweetbriar Elementary School has an educational adequacy score of 53%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Dated flooring, finishes and furniture create an uninspiring learning environment.
- Extended learning areas in pods are underutilized due to supervision challenges.
- There are major acoustical challenges at this school due to a lack of continuous permanent walls between classrooms.
- Gymnasium is carpeted – not conducive to P.E. activities.
- Acoustical challenges with noise levels in the cafeteria.
- The school does not have a self-contained SPED classroom, but one resource room is present. The school does not have sensory and/or de-escalation rooms.
- The school features a large, open library.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Site is mostly open and unfenced.
- Main office has good view of approach, vestibule, and parking lot.
- Many classrooms lack doors making them difficult to secure during a lockdown (though pod doors can be locked).
- PA system is difficult to hear in many areas; no exterior speakers.
- The stairway to a secondary staff room presents climbing hazard to students.
- Interior building has poor lines of sight and is difficult to supervise.
- Need signage delineating school grounds from adjacent park.
- Graffiti observed at covered play area (frequent issue).
- Many secondary exterior doors are present (most classrooms have one).
- Inadequate exterior lighting at back of school and in parking lot.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Covered play requires minor wall repairs, repair of torn insulation at ceiling, and repainting.
- The field has low points without grass and rutted areas.

Capital Improvement Plan - Sweetbriar Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Replace all air handling units and condensing units. Insulate all ductwork. Replace all fin tube heaters. Replace existing controls with DDC controls and re-balance new mechanical system. Provide ventilation air to all classrooms.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Analyze pipe insulation and abate as required. Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace all plumbing fixtures. Replace all waste piping and water heaters. Add new fire line and hydrant assembly.**
Electrical upgrades to support current technological and equipment needs.	**Upgrade the original switchboard and branch panels. Update the emergency system. Replace transformer.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille). Consider providing elevator access to second floor staff area.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Add engineered wood fiber to correct depth. Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Repair roadways, parking areas and sidewalks. Install fire access roadway. Replace catch basins located in the parking area.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. No self-contained SPED room is present (resource room only). No sensory room or de-escalation room is present.**
P.E. / athletic improvements, including gymnasiums, fields.	**Install wall padding behind basketball backstops. Provide/ install acoustical treatment. Remove carpeting and install sports floor assembly.**
Provide sufficient school capacity to meet long-term population growth.	**N/A (not forecasted to exceed capacity; however, this may be impacted by other improvements such as repurposing classrooms).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**N/A - multiple extended learning areas are present.**
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Sweetbriar Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Repair damaged walls and finishes.**
Flooring replacements.	**Replace all classroom carpeting.**
Lighting upgrades for improved safety and energy efficiency.	**Upgrade lighting and control systems. Upgrade site lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add exterior fencing around campus perimeter. Add classroom doors (where missing). Add exterior PA speakers. Add exterior lighting in parking lot and behind school building. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Add permanent walls / doors to provide acoustical separation for open classrooms. Replace damaged operable partition wall at stage.**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose area of existing building to include makerspace function (e.g. one of the extended learning areas or the library).**
Dedicated spaces to support community partnerships.	**Requires discussion. Consider reconfiguring existing space to provide a community room.**
Aesthetic improvements to create inspirational learning environments.	**Repaint all interior walls. Replace wallcoverings in six (6) classrooms.**
Library media center improvements.	**Replace carpeting and mobile bookshelving in library media center.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Sweetbriar Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Replace classroom furniture.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfiguration of existing spaces to create additional administrative offices.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**Music is held in dedicated room in back of the stage. Partition wall requires repair or replacement.**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Six (6) lunches are held to reduce noise. Consider adding acoustical treatments.**
Expansion of availability of Pre-K classrooms at the elementary level.	**Repurpose a classroom for Pre-K.**
Increased storage options.	**Provide additional storage furniture for administrative areas.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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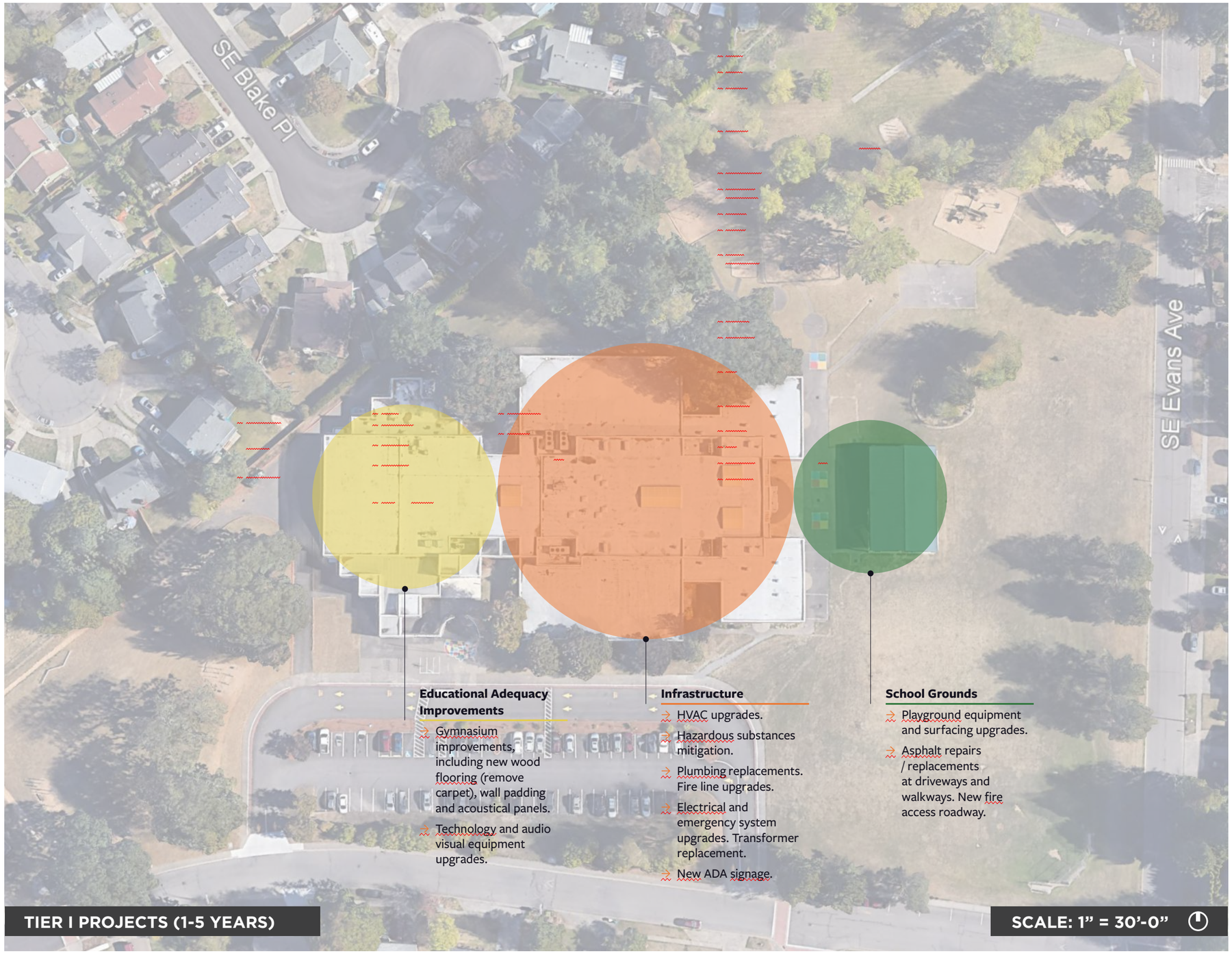
501 SE SWEETBRIAR LN #2544, TROUTDALE, OR 97060

Sweetbriar Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Repair of damaged restroom walls and finishes.
- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Intruder locks on classroom doors. Exterior fencing extension. Exterior PA speakers. Exterior lighting additions. Installation of select classroom doors. Signage improvements. Remote access to vestibule doors.
- Construction of permanent walls in select classrooms.
- Repurpose existing room or area into a shared makerspace.
- Interior repainting, select wall covering replacements.
- Library media center improvements, including carpeting and bookshelf replacements.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Classroom furniture replacements.

SCHOOL GROUNDS

- Add outdoor learning area or student garden.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Remodel of administrative office to provide additional workspaces.
- Replace damaged partition wall at music room.
- Add acoustical panels to cafeteria to reduce noise.
- Repurpose existing classroom for pre-k instruction.
- Additional storage furnishings.

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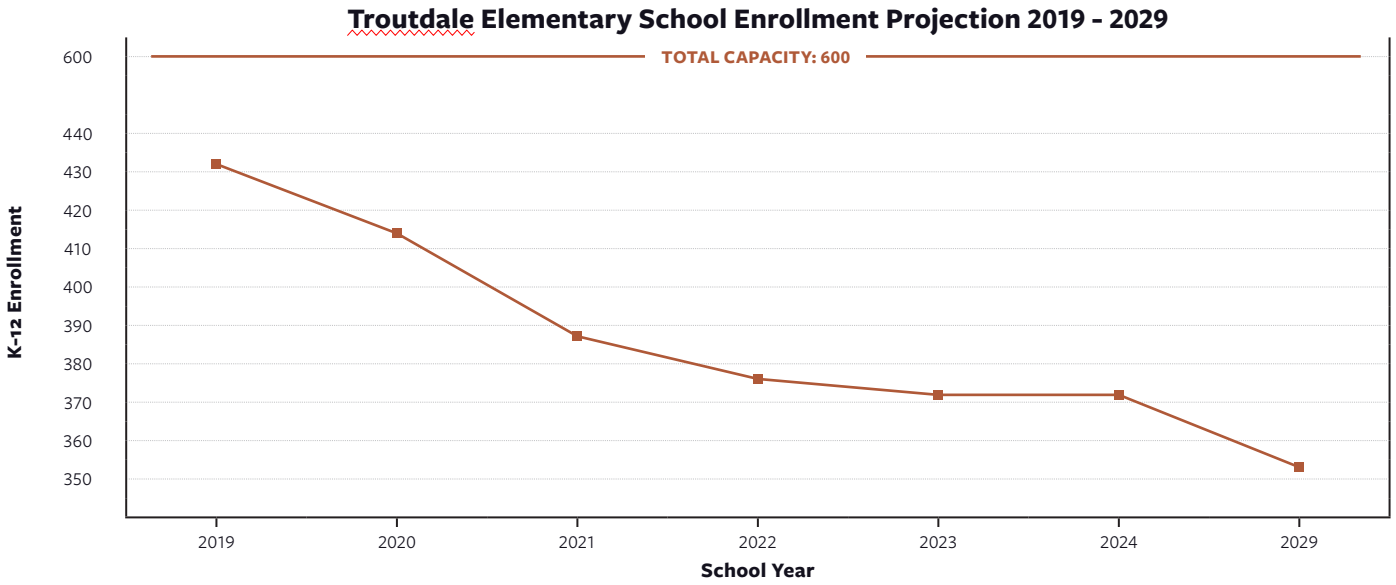
Troutdale Elementary School

648 SE Harlow Ave, Troutdale, OR 97060

Year Built 2018 | **Area** 72,000 SF | **Acreage** 3.98 Acres| **2019 Enrollment** 432 Students
Student Capacity 600 Students
Percentage of Capacity 72%
Projected Enrollment Change by 2029 -79 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	24	25	100%	600
Portable Classrooms	0	25	100%	0
Total Capacity	**24**			**600**



ASSESSMENT SCORES

Facility Condition Index Score	N/A	Educational Adequacy Score	93%

FACILITY CONDITION INDEX (FCI)

As Troutdale Elementary is a new facility constructed in 2018, the District opted not to conduct a facility assessment of this building.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Troutdale Elementary School was constructed in 2018; it is one of the District's newest school facilities. The current building was constructed as a replacement facility for the original Troutdale School building, using the same school site. The school has no portable classrooms. Troutdale Elementary School serves grades K-5. The campus is located in a mostly residential area of Troutdale.

CAPACITY

Troutdale Elementary includes 24 classrooms, for a total student capacity of 600 students. Troutdale Elementary is currently at 72% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 79 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility was not part of the building condition assessments as it is a new facility constructed in 2018.

EDUCATIONAL ADEQUACY

Troutdale Elementary School has an educational adequacy score of 93%. This score indicates that most building features support the District's educational program needs. Observed educational adequacy conditions included:

- Large, well-equipped community room.
- Daylit classrooms with sinks, built-in storage.
- Large extended learning areas positioned in each pod.
- De-escalation/sensory room is present as well as two connected SPED classrooms and a resource room.
- Flexible furnishings.
- Spacious, inviting library.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Prominent and celebrated main entry is present.
- Exterior campus is well-lit and enclosed with 6' chain link fencing.
- Main office has ample glazing with a good view of building approach, main parking lot and part of the playground.
- The principal expressed safety concerns with interior balcony area (students climbing, etc.).
- All classroom doors have intruder locks.
- Layout is highly conducive to community use.
- Interior areas have good lines of sight and color-coded / themed pods that can be secured during a lockdown.
- Additional exterior signage needed alerting visitors that they are entering school grounds and to report to the office.

PLAYGROUNDS / ATHLETIC FIELDS

- ADA swing set harness latching mechanism is defective and requires repair or replacement.

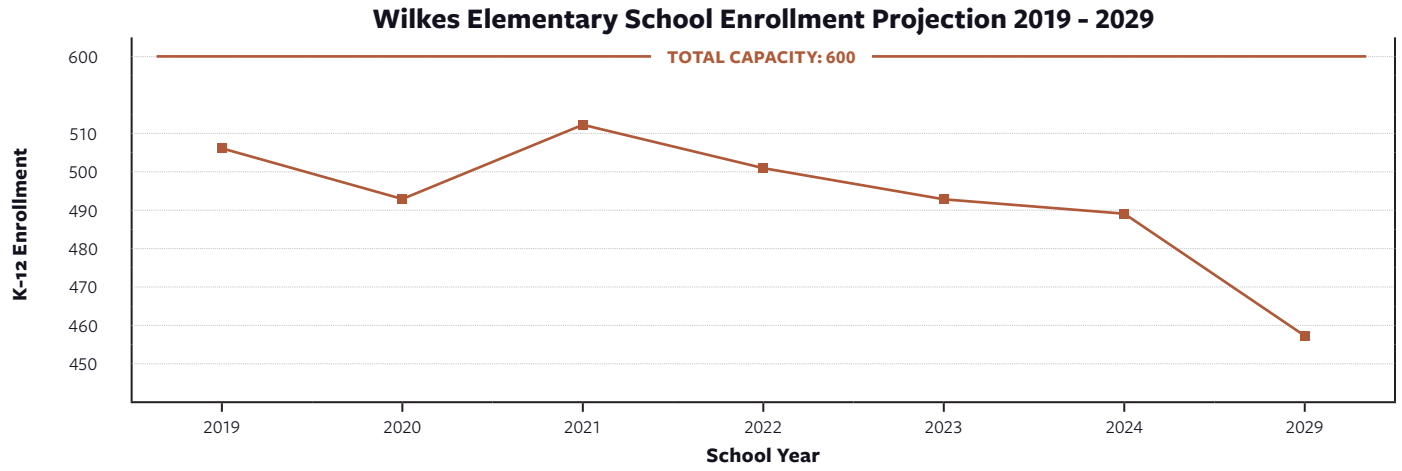
Wilkes Elementary School

17020 NE Wilkes Rd, Portland, OR 97230

Year Built 2018 | **Area** 72,000 SF | **Acreage** 5.16 Acres| **2019 Enrollment** 506 Students
Student Capacity 600 Students
Percentage of Capacity 84%
Projected Enrollment Change by 2029 -49 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	24	25	100%	600
Portable Classrooms	0	25	100%	0
Total Capacity	**24**			**600**



ASSESSMENT SCORES

Facility Condition Index Score	N/A	Educational Adequacy Score	93%

FACILITY CONDITION INDEX (FCI)

As Wilkes Elementary is a new facility constructed in 2018, the District opted not to conduct a facility assessment of this building.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Wilkes Elementary School was constructed in 2018; it is one of the District's newest school facilities. The current building was constructed as a replacement facility for the original Wilkes School building, using the same school site. The school has no portable classrooms. Wilkes Elementary School serves grades K-5. The campus is located south of I-84 in northeast Portland, situated in a mostly industrial area with multifamily housing positioned to the west.

CAPACITY

Wilkes Elementary includes 24 classrooms, for a total student capacity of 600 students. Wilkes Elementary is currently at 84% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 49 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility was not part of the building condition assessments as it is a new facility constructed in 2018.

EDUCATIONAL ADEQUACY

Wilkes Elementary School has an educational adequacy score of 93%. This score indicates that most building features support the District's educational program needs. Observed educational adequacy conditions included:

- Large, well-equipped community room ("Sandy Lodge.")
- Daylit classrooms with sinks, built-in storage.
- Large extended learning areas positioned in each pod.
- De-escalation/sensory room is present as well as two (2) connected SPED classrooms and a resource room.
- Flexible furnishings.
- Spacious, inviting library.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Low fencing (3') at front playground raises security concerns (people driving up and lifting their children over fence without checking into office).
- Prominent and celebrated main entry.
- Office has clear view of building approach and parking lot.
- Separate parent and bus drop-off areas.
- Layout is highly conducive to community use.
- Interior areas have good lines of sight and color-coded pods that can be secured during a lockdown.
- Reports of past vandalism, tagging, and after-hours partying at playground and basketball courts.

PLAYGROUNDS / ATHLETIC FIELDS

- ADA swing set is malfunctioning and does not latch properly.

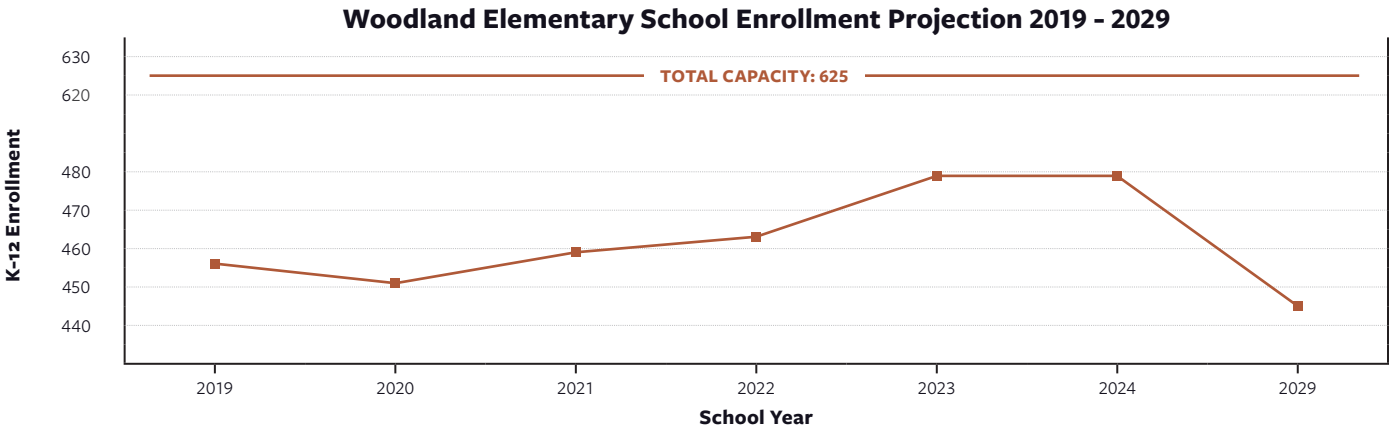
Woodland Elementary School

21607 NE Glisan, Portland, OR 97024

Year Built 1997 | **Area** 60,795 SF | **Acreage** 21.7 Acres| **2019 Enrollment** 456 Students
Student Capacity 625 Students
Percentage of Capacity 73%
Projected Enrollment Change by 2029 -11 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Main Buildings)	25	25	100%	625
Portable Classrooms	0	25	100%	0
Total Capacity	**25**			**625**



ASSESSMENT SCORES

Facility Condition Index Score 21.2%

Educational Adequacy Score 53%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Woodland Elementary School was constructed in 1997. The school has no portable classrooms. Woodland Elementary School serves grades K-5. The school is located at the northeast corner of NE Glisan Street and Fairview Parkway in Portland. The school building itself is buffered by heavily vegetated land to the north and the east before reaching single-family residential neighborhoods. A multi-family housing development is positioned across the street from the playing field to the west. Greenridge City Park and Clear Creek Middle School are located across NE Glisan Street to the south of the school.

CAPACITY

Woodland Elementary includes 25 classrooms for a total capacity of 625 students. Woodland Elementary is currently at 73% capacity. Enrollment is projected to slightly increase and then decline in the attendance area over the next 10 years; overall, the school is expected to lose approximately 11 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 21.2%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Exterior masonry wall repairs are needed.
- Restroom upgrades are needed, including replacement of damaged, hazardous toilet partitions in the boys' restroom.
- Extensive flooring replacements needed throughout most of facility.
- Plumbing fixtures and piping appear original to the facility.
- Interior and exterior lighting upgrades are recommended.
- Sidewalks and parking areas show signs of wear and age.

EDUCATIONAL ADEQUACY

Woodland Elementary School has an educational adequacy score of 53%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas, makerspace, art or science areas are present.
- Larger classrooms with sinks are present.
- Three (3) SPED classrooms are provided, including life skills and classroom for medically fragile students. The speech therapist uses a room is located n the back of the library.
- Inviting library with ample natural light and story steps.
- Undersized cafeteria with five (5) lunches (have had six in the past).

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Lack of fencing on east/north sides (blackberry bushes serve as natural barrier).
- Large wooded park along south side with trail leading up to school grounds (people cutting through). Additional signage, territorial reinforcement needed.
- No separate drop-off loops for parents/buses (traffic backs up).
- Only school without a secure entry vestibule. The main office is set back from entry (cannot intercept visitors). However, entry doors are equipped with intercom, video feed and buzzer.
- No intruder locks on classroom doors.
- PA system cannot be heard outside.

PLAYGROUNDS / FIELDS

- Some playground equipment is no longer compliant with safety standards and requires significant repair or replacement.
- Engineered wood fiber playground surfacing needs to be maintained at 12'.
- Multiple low areas in playing field present tripping hazards. No baseball backstops are present; there are four (4) portable soccer goals.

Capital Improvement Plan - Woodland Elementary School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	*As Necessary:* **Repair boiler and chiller.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead mitigation.**
Plumbing upgrades.	**Replace all plumbing fixtures. Replace all water piping and water heaters. Stormwater abatement.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille). Provide compliant signage in parking areas.**
Restroom upgrades.	**Replace flooring in all restrooms. Replace damaged toilet partitions.**
Flooring replacements.	**Replace all carpeting. Replace flooring in kitchen and kitchen support areas. Replace resilient flooring in hallways and cafeteria. Remove and replace flooring in the elevator.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**Add engineered wood fiber to correct depth. Repair or replace non-compliant playground equipment to meet safety standards.**
Drop-off lane and parking lot improvements.	**Make repairs to existing roadways, parking areas and sidewalks.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. Functioning Life Skills classroom is present, serving medically fragile students.**
P.E. / athletic improvements, including gymnasiums, fields.	**Remove resilient flooring (and mitigate foundation issues) and replace with sports floor assembly. Add wall padding to gym. Field drainage improvements.**
Provide sufficient school capacity to meet long-term population growth.	**Enrollment is not expected to exceed capacity over the next 10 years. However, if classrooms are repurposed for other uses, this will decrease capacity (potentially requiring an addition).**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Evaluate feasibility of converting a classroom into a flexible makerspace that may also be used for extended learning. Note: this will reduce capacity.**
Technological upgrades.	**Mount all classroom data projectors. Improve student/device ratio. Replace aging equipment as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Note: The decision to elevate restroom upgrades and flooring upgrades to Tier I for Woodland was based on the feedback of school administrators as well as the severity of conditions.

Capital Improvement Plan - Woodland Elementary School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Lighting upgrades for improved safety and energy efficiency.	**Replace all existing lighting with LED fixtures. Replace existing site lighting and add new.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Replace classroom door hardware with intruder locks. Add exterior PA speakers. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Consider if replacement of one partition wall is needed (in good condition).**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose area of existing building to include makerspace function (e.g. library).**
Dedicated spaces to support community partnerships.	**Requires discussion. Consider reconfiguring existing space to provide a community room.**
Aesthetic improvements to create inspirational learning environments.	**Add acoustic treatment to cafeteria and replace existing acoustic treatment in music classroom. Add bulletin boards and display surfaces to all hallways. Repaint all interior walls.**
Library media center improvements.	**Replace carpet in library and on story steps. Consider creating makerspace area within the library.**
Performing and visual arts improvements at the middle and high school levels.	**N/A**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Woodland Elementary School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**N/A**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**N/A**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A. School has access to outdoor learning opportunities due to proximity to Salish Ponds Trail and partnership with Columbia Watershed Council.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfiguration of existing spaces to create additional administrative offices.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**Music room improvements (dedicated room is provided within the building, but it is in poor condition).**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Cafeteria is undersized but expansion options may be limited.**
Expansion of availability of Pre-K classrooms at the elementary level.	**Repurpose a classroom for Pre-K.**
Increased storage options.	**Provide additional storage furniture for library and administrative areas.**

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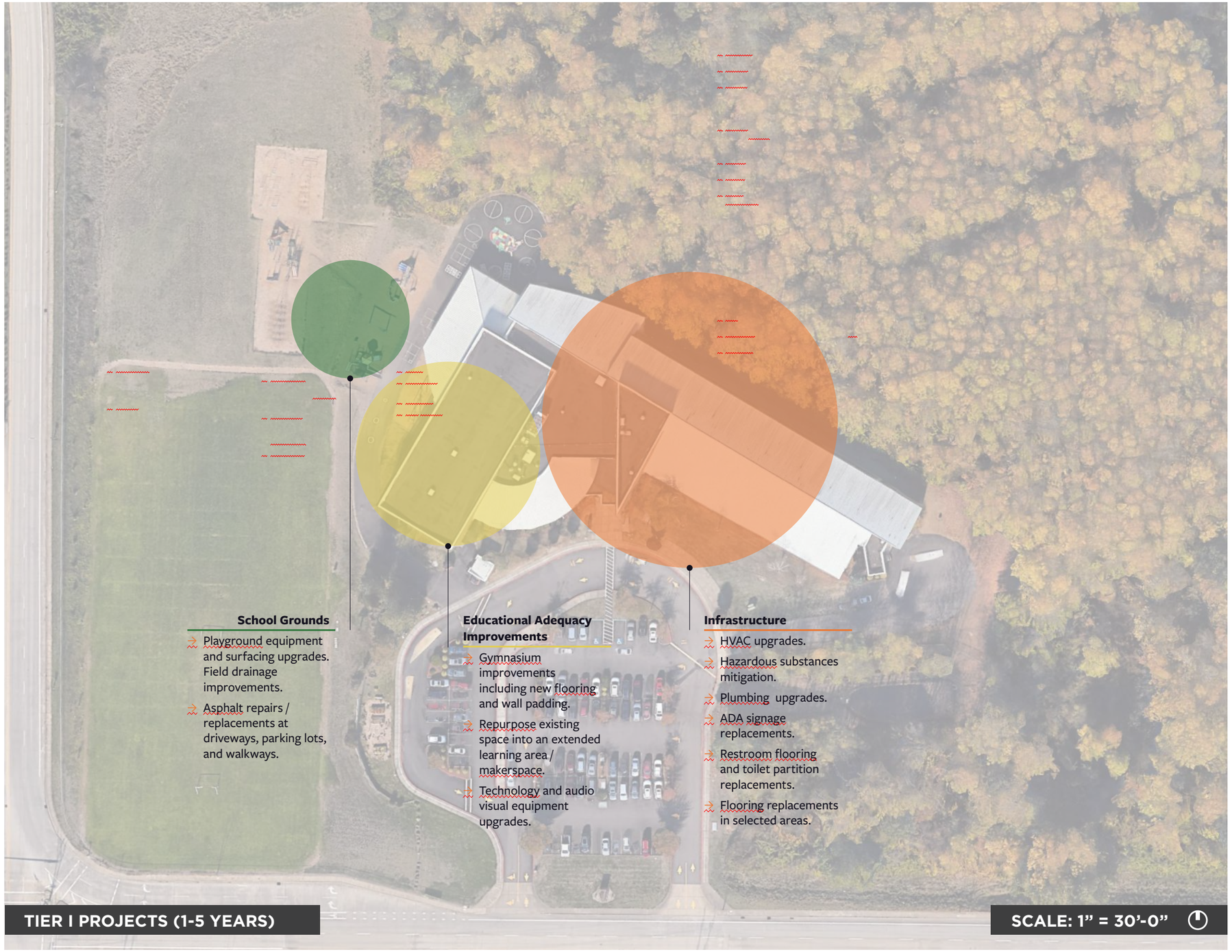
21607 NE GLISAN ST, FAIRVIEW, OR 97024

Woodland Elementary School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Intruder locks on classroom doors. Additional exterior lighting. Signage improvements. Installation of exterior PA speakers.
- Interior repainting and new bulletin boards in hallways.
- Library media center upgrades.
- Create space for community partners through repurposing area of existing building.

Tier III Projects (10+ Years)

EDUCATIONAL ADEQUACY IMPROVEMENTS

- New acoustical panels in existing music room.
- Repurpose an existing general classroom for pre-k.
- Additional storage furnishings.

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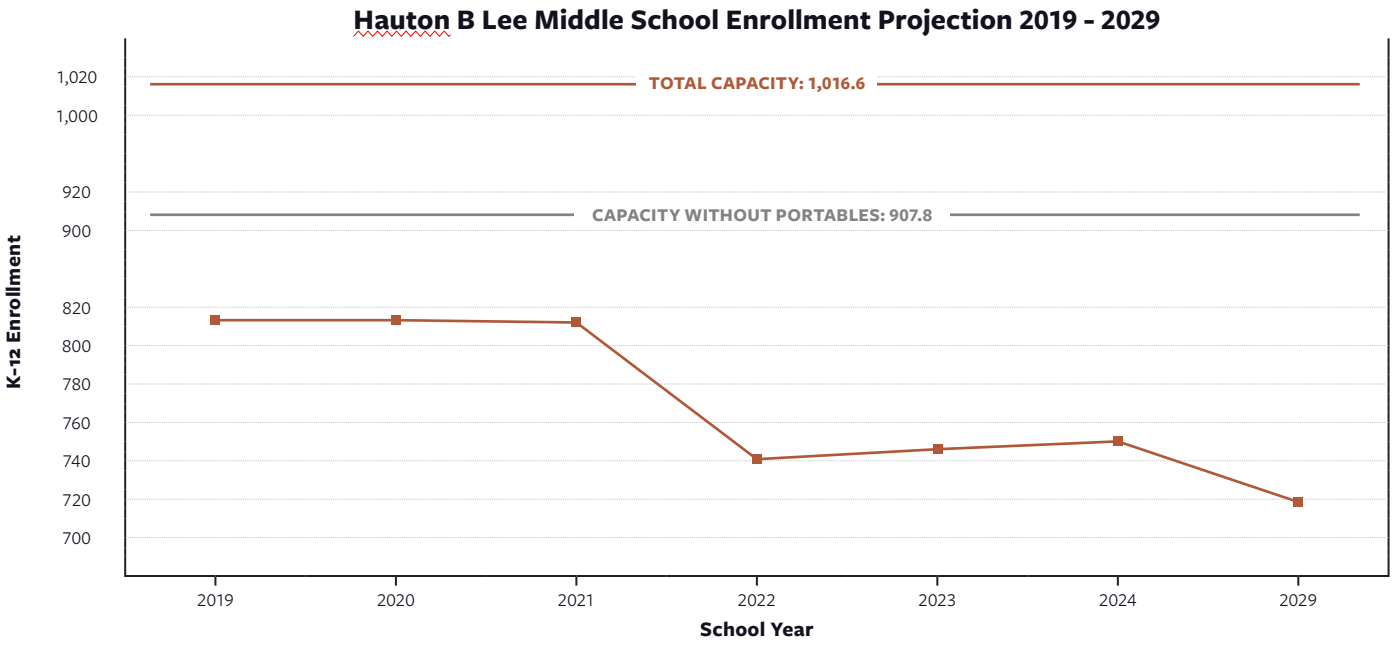
H. B. Lee Middle School

1121 NE 172nd, Portland, OR 97230

Year Built 1966 Main Bldg; 2002 MPR | **Area** 91,966 SF Main Bldg; 5,040 SF MPR | **Acreage** 17.4 Acres
2019 Enrollment 813 Students | **Student Capacity with Portables (4)** 1,016 Students
Student Capacity without Portables 909 Students
% of Capacity (includes portables) 80% | **Projected Enrollment Change by 2029** -95 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
Teaching Stations (Main Buildings)	29	32	85%	788.8
P.E. Teaching Stations	2	35	85%	59.5
Music Teaching Stations	2	35	85%	59.5
Portable Classrooms	4	32	85%	108.8
Total Capacity	**37**			**1,017**



ASSESSMENT SCORES

Facility Condition Index Score (Main Bldg) 28.6%
Facility Condition Index Score (MPR Bldg) 6.0%
Educational Adequacy Score 52%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

H. B. Lee Middle School's main building was constructed in 1965. A separate multipurpose building was constructed in 2002. The school has four (4) portable classrooms. H.B. Lee Middle School serves grades 6-8. The campus is located in northeast Portland surrounded by residential neighborhoods and a park to the south.

CAPACITY

H. B. Lee Middle School includes 37 teaching stations in the main building and four (4) portable classrooms for a total capacity of 1017 students. The school is currently at 80% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 95 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

The main facility has a FCI score of 28.6% and the multipurpose building has a score of 6.0%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Window Replacements
- Replace Operable Partition Walls and Accordion Walls
- Flooring Replacements in Corridors and Cafeteria
- Refinish Gym Flooring
- Kitchen Ceiling Replacement
- Plumbing Fixtures and Piping Replacements
- Sanitary Line Replacements
- HVAC Upgrades
- Fire Sprinkler System Replacement
- Kitchen Cooler and Freezer Replacement
- Replace Cafeteria Serving Line
- Generator Replacement
- Electrical Upgrades
- Interior and Exterior Lighting Upgrades
- Casework Replacement in Select Classrooms
- Repair/Replace Paved Roadways, Parking Lots and Pedestrian Paths.

EDUCATIONAL ADEQUACY

H. B. Lee Middle School has an educational adequacy score of 52%. This score suggests that there are many facility features that do not support the District's educational program needs. Observed educational adequacy conditions included:

- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas.
- Modular walls separating some classrooms.
- Facilities limit ability to teach STEAM curriculum. Inadequate science labs with unusable sinks.
- The school is overcrowded with some teachers sharing classrooms. Older portables onsite are not used for general instruction.
- There are inadequate specialized learning spaces to support electives and/or CTE classes.
- Inadequate space for community partners. No community room is present.
- P.E. facilities and fields are not sufficient to host games/tournaments. No supplemental P.E. spaces, such as a weight room.
- The life skills classroom does not have a dedicated restroom. Three (3) SPED resource rooms and one (1) behavior classroom are present. The school does not have a sensory room and/or deescalation room.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- High proportion of walkers/bikers and insufficient crosswalks and bike lanes.
- Main entry is difficult to locate from parent drop-off.
- Main office cannot view east parking lot, parent drop-off lane, or bike racks.
- Secure entry vestibule is present but staff express frustration with not being able to override locking schedule.
- Fencing/signage needed to separate school grounds from adjacent park.
- Multi-building campus has supervision challenges.
- Additional fencing needed near portables.
- Overgrown landscaping blocks exterior views in areas.
- Circulation challenges (bottlenecks) during passing times.
- Inconsistent labeling of wings impedes interior wayfinding.
- PA system is at end of useful life.

ATHLETIC FIELDS

- The ramp to the track exceeds ADA slope and does not have a handrail. Track surfacing is very worn with no striping and requires replacement.
- Long jump and pole vault facilities are in poor condition and present safety hazards. The shot put area is in poor condition. The track storage building has damaged siding.
- Basketball courts are in fair condition with rusted

backboards and some asphalt cracking.

- The softball field is in poor condition with an aging backstop and benches that require replacement. First base is missing. The field lacks access to power. Infield requires new surfacing. Grass in right field is in poor condition.
- The condition of the track surface and field present potential safety hazards.
- Only one soccer goal is present and is in poor condition.

Capital Improvement Plan - H.B. Lee Middle School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	**Replace all rooftop mechanical units. Replace mechanical controls serving classrooms. Replace exhaust fans. Test and rebalance new mechanical system. Replace kitchen exhaust system with new (including fire protection system).***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace older plumbing fixtures. Replace all galvanized and copper piping. Replace sewer piping. Replace roof drains and piping. Replace sprinkler piping and heads in the main building.**
Electrical upgrades to support current technological and equipment needs.	**Replace electrical panels. Replace existing generator.**
ADA upgrades to improve accessibility.	**Remodel restrooms to provide accessible stalls. Provide new room signage (with Braille). Replace existing ADA parking stalls to meet current standards and provide new ADA ramps.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**N/A**
Drop-off lane and parking lot improvements.	**Make repairs to existing roadways, parking areas and sidewalks. Add onsite stormwater treatment and repair/replace catch basins.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. The school does not have rooms that were purposely designed for SPED. Life Skills is held in a general classroom without access to a dedicated ADA restroom. Three resource rooms and one behavior classroom are also provided. Staff strongly desire a restorative (deescalation) room with a connecting sensory area.**
P.E./athletic improvements, including gymnasiums, fields.	**Replace wall padding in the multi-purpose room. Refinish gymnasium floor. Replace acoustical panels in main gym.**
Provide sufficient school capacity to meet long-term population growth.	**N/A. Enrollment is not expected to exceed capacity over the next 10 years.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Create extended learning areas by repurposing existing spaces. Note: this will reduce capacity.**
Technological upgrades.	**Mount remaining classroom data projectors that are on carts. Replace aging equipment as needed. Add portable voice amplification equipment that used in classrooms as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**Repurpose existing space to provide one flexible (1) CTE teaching station.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - H.B. Lee Middle School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace student restroom ceilings.**
Flooring replacements.	**Replace resilient flooring in hallways and cafeteria. Replace all carpeting. Replace flooring in kitchen and kitchen support areas. Install permanent walk-off mats at exterior door locations.**
Lighting upgrades for improved safety and energy efficiency.	**Replace existing lighting with LED lighting. Replace existing site lighting and provide additional fixtures.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add exterior lighting at west side of building and near portables. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry. Add gate to secure kitchen from commons area. Intruder locks on all classroom doors. Add door chimes at exterior locker room doors. Replace aging PA system. Re-key building as needed.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Replace existing operable walls.**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**N/A assuming Tier I improvements are enacted including repurposing existing space into extended learning area + makerspace as well as one (1) CTE teaching station.**
Dedicated spaces to support community partnerships.	**Add/repurpose space for a community room.**
Aesthetic improvements to create inspirational learning environments.	**Repaint interior walls.**
Library media center improvements.	**Replace carpeting. Replace tables and chairs. Replace circulation desk.**
Performing and visual arts improvements at the middle and high school levels.	**N/A - no issues noted.**
Science lab improvements at the middle school level.	**Provide fume hoods. Replace countertops and cabinets in two (2) classrooms.**

Capital Improvement Plan - H.B. Lee Middle School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**Modulars are 18 years old.**
Replacement of worn casework and/or furnishings.	**Replace serving line at kitchen. Replace cabinetry and countertops in nine (9) classrooms.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure main office to increase supervision and create a conference room for meetings. Increase storage options and administrative work space.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**No issues; cafeteria comfortably accommodates students over three lunches.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

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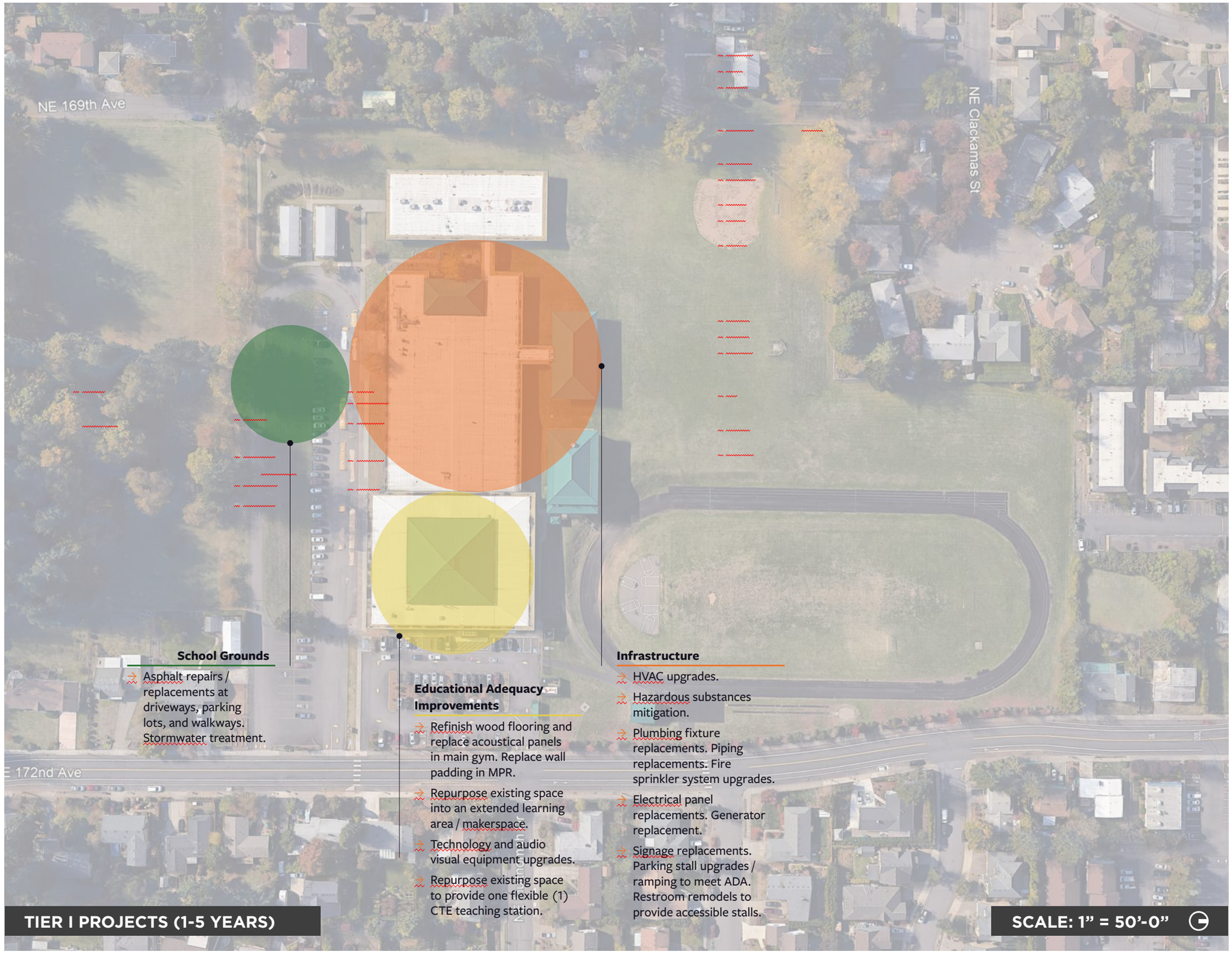
1121 NE 172ND AVE, PORTLAND, OR 97230

H. B. Lee Middle School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Restroom ceiling replacements.
- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Additional exterior lighting. Signage improvements. Intruder locks on classroom doors. Intercom / PA system replacement. Add gate to secure kitchen from commons.
- Operable wall replacements.
- Repurpose and / or add space(s) to support community partnerships.
- Interior painting.
- Library media center upgrades including new carpeting and furnishings.
- Science lab upgrades.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Removal or replacement of portable classrooms.
- Casework replacement in select classrooms. Serving line replacement.

SCHOOL GROUNDS

- Add outdoor learning area or student garden.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Remodel of administrative office to provide additional meeting and workspaces, as well as improve supervision.
- Additional storage furnishings.

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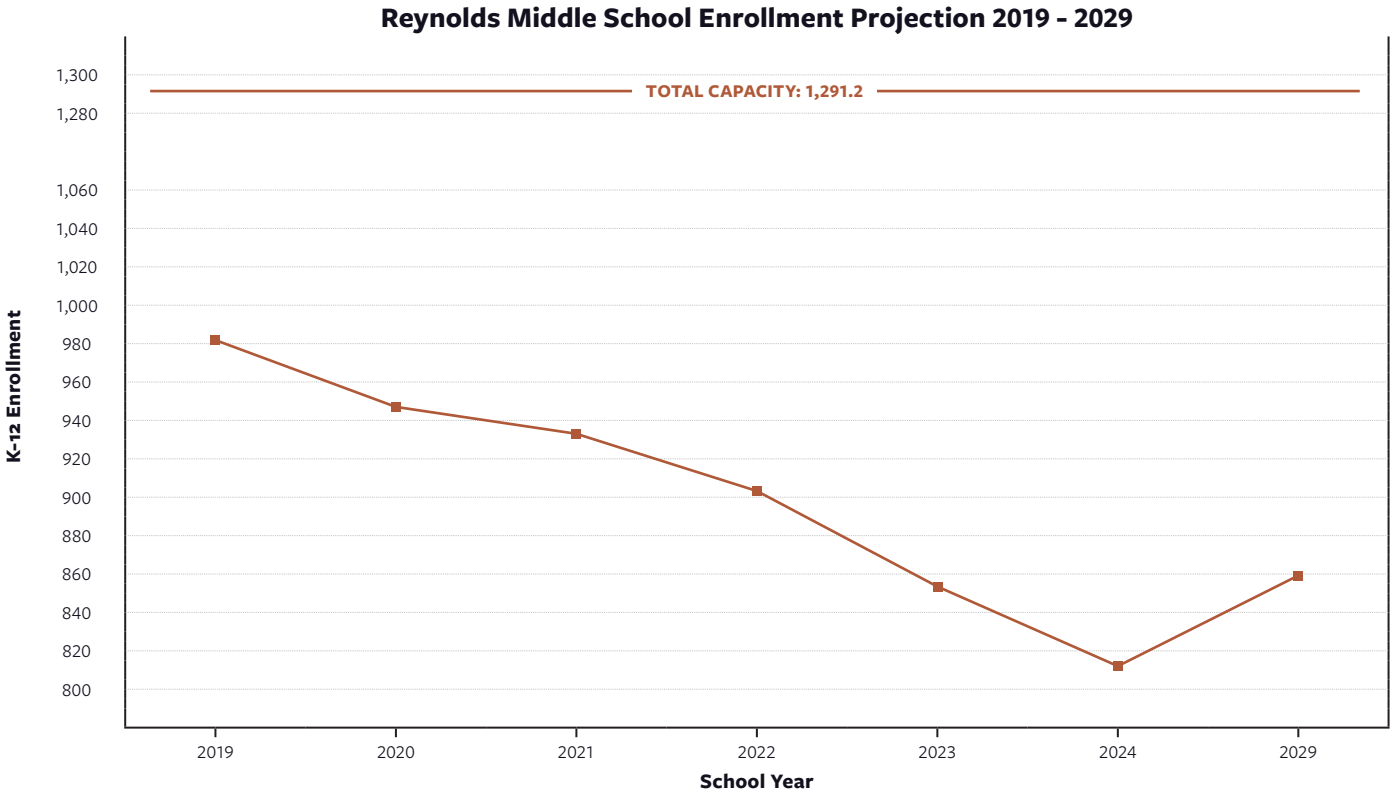
Reynolds Middle School

1200 NE 201st, Fairview, OR 97024

Year Built 1956 | **Area** 146,110 SF | **Acreage** 48.83 Acres| **2019 Enrollment** 982 Students
Student Capacity 1,291 Students
Percentage of Capacity 76%
Projected Enrollment Change by 2029 -123 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
Teaching Stations (Main Buildings)	42	32	85%	1,142.4
P.E. Teaching Stations	2	35	85%	59.5
Music Teaching Stations	3	35	85%	89.3
Portable Classrooms	0	32	85%	0
Total Capacity	**47**			**1,291**



ASSESSMENT SCORES

Facility Condition Index Score 34.3%

Educational Adequacy Score 68%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Reynolds Middle School was constructed in 1956 as a high school facility. The school has no portable classrooms. Reynolds Middle School serves grades 6-8. The school is located in Fairview situated amongst residential neighborhoods. The school is part of a multi-facility campus that includes the District's administrative offices, Salish Ponds Elementary and Reynolds Learning Academy (RLA). The school is within the vicinity of Salish Ponds Wetland Park and Salish Ponds City Park.

CAPACITY

Reynolds Middle School includes 47 teaching stations in the main building and no portable classrooms for a total capacity of 1,291 students. The school is currently at 76% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 123 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 34.3%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Damaged metal wall paneling is present in select classrooms.
- Flooring replacements are needed in corridors, classrooms, library, cafeteria, restrooms and administrative areas.
- A portion of ceiling tiles are stained or damaged, requiring replacement.
- Gym bleachers are in disrepair.
- Mechanical systems are at the end of their useful life.
- Plumbing fixtures appear original to the facility and are in poor condition.
- Light fixtures and electrical panels are past their useful life.
- The kitchen's finishes and equipment are in fair condition or at the end of the life cycle; remodel/upgrades are recommended.
- Classroom casework and furnishings are in fair condition and due for replacement.
- Roadways, parking lots and sidewalks show signs of wear and age.

EDUCATIONAL ADEQUACY

Reynolds Middle School has an educational adequacy score of 68%. This score suggests that some facility features do not support the District's educational program needs. Observed educational adequacy conditions included:

- As a former high school, the building has a range of spaces beyond what would typically be provided at the middle school level, including multiple P.E. activity areas and a small auditorium. However, the facility lacks an outdoor covered play structure.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- No extended learning areas.
- One wing is more modern that the other, creating disparities among classrooms.
- Half of the science labs are older and do not support needs.
- The back of the stage are is used for ELD.
- There are numerous community partners requiring space.
- Life skills, functional life skills, behavior classroom and four resource rooms are present. No dedicated de-escalation room, but courtyard area serves this function.
- Dated but functional library media center.
- Lack of specialized learning spaces for electives or CTE. Former shop serves as textbook room.
- Cafeteria feels undersized (3 lunches) but servery is efficiently configured.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Main office is well-positioned with ample glazing and a clear view of building approach, vestibule and parking lot.
- Secure vestibule is present, but staff are not able to buzz people in remotely.
- Poor delineation of grounds from adjacent buildings. Site is largely unfenced.
- Students cross major driveway to access athletic fields.
- Additional lighting needed near the Annex building.
- Broken window observed at commons near outdoor courts. Broken light cover observed at Annex.
- Sprawling, "maze-like" building is difficult to supervise and has poor wayfinding.
- PA system is at end of useful life.
- Most classroom doors do not have intruder locks.
- School building not well-zoned for after-hours use.

ATHLETIC FIELDS

- No field lights are present at baseball fields.
- JV baseball field backstop fencing is aging and rusty. Dugouts are chain link without cover.
- Track surface and field events are unsafe and not usable. Track surfacing is worn and requires replacement. Running path

for long jump and pole vault are in poor condition and may present a safety hazard. Track striping is faded or missing in many areas. Track storage building is in fair condition with visible roof damage.

- Varsity baseball field is uneven and hard with many gopher holes. Bull pen area requires new surface.
- Spectator seating areas are aging and have some seat boards and/or benches that require replacement.

Capital Improvement Plan - Reynolds Middle School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	**Replace rooftop mechanical equipment. Remove abandoned steam equipment and associated piping. Replace mechanical controls for classrooms. Replace exhaust fans. Test and balance new mechanical systems.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace plumbing fixtures in older sections of the facility. Replace all galvanized and copper piping. Replace older sanitary piping, roof drains and storm drain piping. Provide additional fire line pipe and new hydrant.**
Electrical upgrades to support current technological and equipment needs.	**Replace all electrical panels. Replace existing generator.**
ADA upgrades to improve accessibility.	**Repair ADA actuator (pushbutton) and install additional buttons. Provide new room signage (with Braille). Upgrade existing ADA parking stalls to meet current requirements and replace ADA ramps.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**N/A**
Drop-off lane and parking lot improvements.	**Replace select roadways, parking areas and pedestrian sidewalks. Provide onsite stormwater treatment. Repair any damaged stormwater piping.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. RMS has a SPED wing with LS and FLS classrooms and a supportive behavior classroom. Courtyard serves as a makeshift deescalation area. Four resource rooms are also present.**
P.E./athletic improvements, including gymnasiums, fields.	**Track replacement. Long jump/pole vault path replacement. Running path replacement. Repair wood bleachers in gym. Replace damaged wall padding in gym. Install acoustical treatment to gymnasium walls.**
Provide sufficient school capacity to meet long-term population growth.	**N/A. Enrollment at RMS is projected to decline over the next 10 years.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**Create extended learning areas by repurposing existing spaces. Note: this will reduce capacity.**
Technological upgrades.	**Mount remaining classroom data projectors that are on carts. Replace aging equipment as needed. Add portable voice amplification equipment that used in classrooms as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**Repurpose space to create a multipurpose engineering lab to support the school's robotics program as well as other specialized electives.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Reynolds Middle School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace ceiling tiles in select restrooms. Repair missing or cracked ceramic tile flooring.**
Flooring replacements.	**Replace damaged flooring in hallways, classrooms and cafeteria, and associated base. Replace carpeting in administrative area.**
Lighting upgrades for improved safety and energy efficiency.	**Replace all existing lighting with LED lighting. Provide occupancy sensors in locations as required. Replace site lighting with new LED lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add exterior lighting at east side of building, parking lot, and at athletic fields. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry. Territorial improvements to designate campus perimeter. Add remote buzzing capability to vestibule and office door. Intruder locks for all classroom doors. PA system replacement. Add card lock access to exterior door leading from commons to outdoor play courts.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**N/A assuming Tier I improvements are enacted including repurposing existing space into extended learning area + makerspace as well as one (1) CTE teaching station.**
Dedicated spaces to support community partnerships.	**Add/repurpose space for a community room.**
Aesthetic improvements to create inspirational learning environments.	**Repaint interior door frames. Repaint all interior walls. Replace damaged wall panels. Install acoustic wall treatment at cafeteria. Replace window blinds.**
Library media center improvements.	**Replace carpeting.**
Performing and visual arts improvements at the middle and high school levels.	**Replace flooring (carpeting and resilient flooring) at theater. Replace stage curtain at cafeteria stage.**
Science lab improvements at the middle school level.	**Replace all epoxy countertops, backsplash and sinks.**

Capital Improvement Plan - Reynolds Middle School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Replace kitchen serving line (cabinets and counter). Replace classroom countertops. Repair damaged cabinets and hardware. Plan for replacement of all classroom furnishings.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure main office to create a conference room for meetings. Increase storage options and administrative work space.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**N/A. Cafeteria is small but accommodates students over three lunches (and enrollment decline is projected).**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

PART 7 - SCHOOL FACILITIES OVERVIEW

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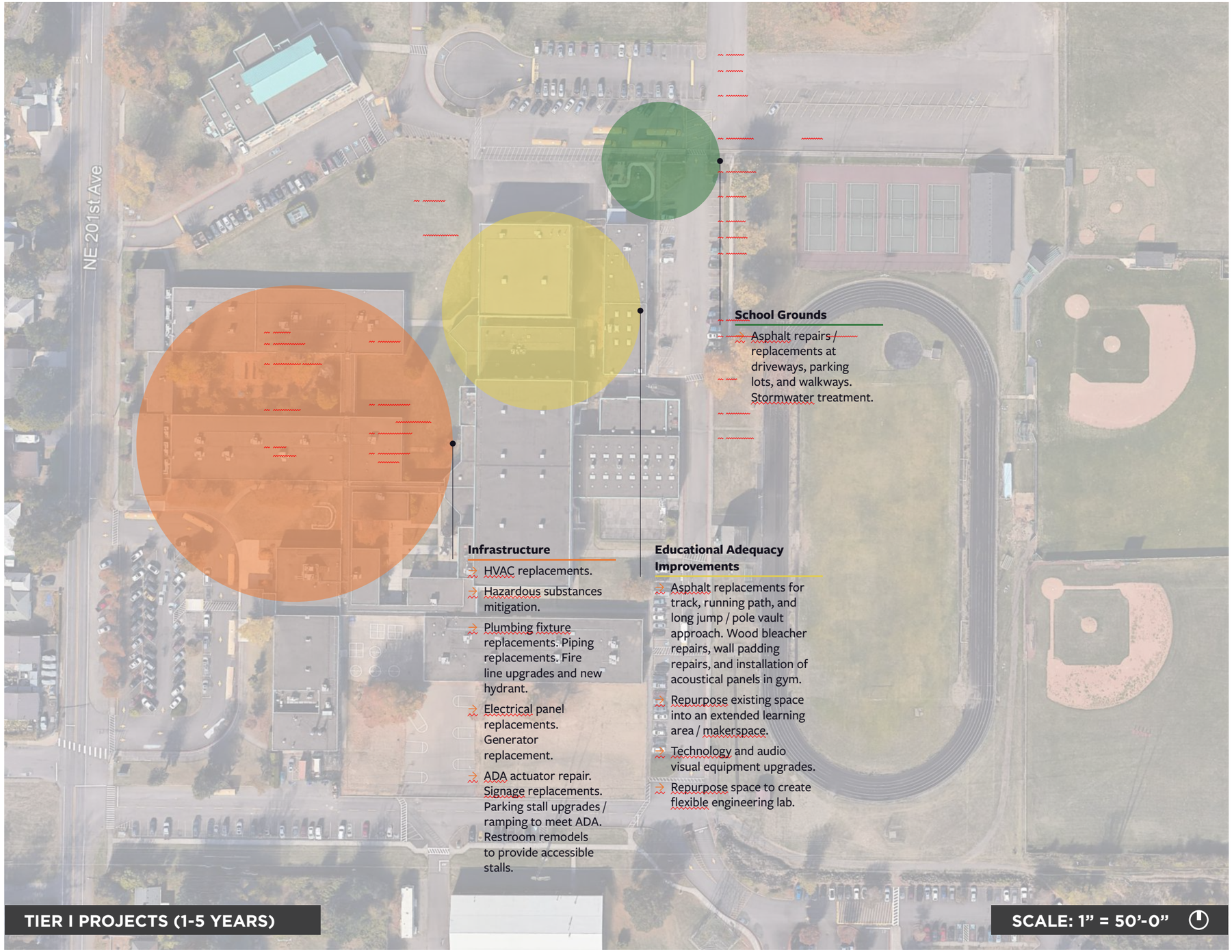
1200 NE 201ST AVE, FAIRVIEW, OR 97024

Reynolds Middle School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Ceiling tile and flooring replacements in select restrooms.
- Select flooring replacements in corridors, classrooms, library, and commons.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Additional exterior lighting. Signage improvements. Intruder locks on classroom doors. Intercom / PA system replacement.
- Repurpose and / or add space(s) to support community partnerships.
- Interior painting and select wall replacements. Window covering replacements.
- Library media center upgrades.
- Theater upgrades.
- Science lab upgrades.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Classroom furnishing, casework and countertop replacements. Kitchen serving line replacement.

SCHOOL GROUNDS

- Add outdoor learning area or student garden.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Remodel of administrative office to provide additional meeting and workspaces.
- Additional storage furnishings.

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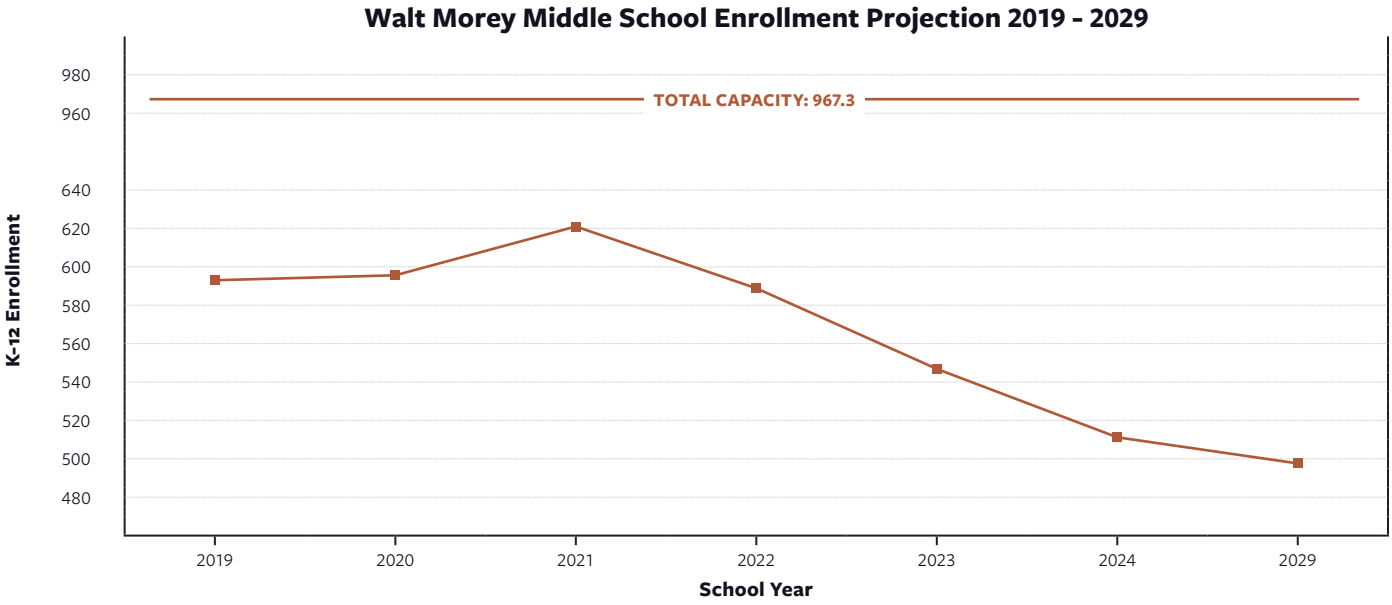
Walt Morey Middle School

2801 SW Lucas Avenue, Troutdale, OR 97060

Year Built 1997 | **Area** 94,552 SF | **Acreage** 15.5 Acres| **2019 Enrollment** 593 Students
Student Capacity 967 Students
Percentage of Capacity 61%
Projected Enrollment Change by 2029 -95 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
Teaching Stations (Main Buildings)	29	32	85%	788.8
P.E. Teaching Stations	2	35	85%	59.5
Music Teaching Stations	4	35	85%	119.0
Portable Classrooms	0	32	85%	0
Total Capacity	**35**			**967**



ASSESSMENT SCORES

Facility Condition Index Score 14.7% Educational Adequacy Score 70%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Walt Morey Middle School's main building was constructed in 1997. The school has no portable classrooms. Walt Morey Middle School serves grades 6-8. The campus is located in Troutdale situated amongst residential neighborhoods.

CAPACITY

Walt Morey Middle School includes 35 teaching stations in the main building and no portable classrooms for a total capacity of 967 students. The school is currently at 61% capacity. Declining enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 95 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 14.7%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Operable partition at stage is in poor condition.
- Flooring replacements are recommended in several areas.
- Kitchen ceiling replacement is needed.
- Select kitchen equipment is at the end of its useful life and due for replacement.
- Plumbing fixtures and piping replacements.
- HVAC upgrades are required.
- Electrical upgrades are needed.
- Interior and exterior lighting upgrades are recommended.
- Sidewalks and parking areas show signs of wear and age.

EDUCATIONAL ADEQUACY

Walt Morey Middle School has an educational adequacy score of 70%. This score suggests that some facility features support the District's educational program needs whereas other areas are in need of improvement. Observed educational adequacy conditions included:

- Pod system with extended learning areas (with sinks) between four classrooms. Good visibility from classrooms but areas are not very inviting and seem underutilized.
- Orchestra room is an old storage area without room for instrument storage. Choir is held in a small classroom.
- The school does not include specialized classrooms for electives or CTE. Lego Robotics is conducted via a cart.
- A life skills classroom, behavior classroom and two resource classrooms are present. The school does not have a sensory or de-escalation room.
- Inadequate number of science labs for student enrollment.
- Library is inviting but poorly configured with aging, "clunky," and inflexible furnishings.
- The auxiliary gym is undersized. No supplemental P.E. rooms are provided (e.g. weight room).

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Reception desk set back in a manner that makes it difficult to view vestibule and building approach.
- Pod layout creates smaller neighborhoods within the larger school facility, promoting connectivity, visual supervision, and accountability.
- Poor supervision of exterior grounds. Overgrown vegetation obstructs visual supervision of areas.
- Building layout produces blind corners at exterior.
- Multiple building campus provides connectivity challenges.
- PA/intercom system nearing end of useful life but functional.

ATHLETIC FIELDS

- The softball field is in poor condition. Softball fencing is damaged and in need of repair. Some base inserts are broken.
- The football/soccer field has uneven grading and potential drainage issues. Football/soccer goals are damaged.
- The long jump pit cover is damaged and undersized.
- The track is in very poor condition and requires replacement.
- Seating around the fields is in fair to poor condition. Wood benches next to the softball field are in poor condition. Bleachers on the east side of the track are in fair condition, with bent seats in areas.

Capital Improvement Plan - Walt Morey Middle School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	**Replace existing central boiler and rooftop mechanical equipment. Replace exterior piping and associated insulation. Replace mechanical controls. Add exhaust to building support spaces and replace the exhaust system in select rooms. Provide exhaust/ventilation for kiln.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead mitigation.**
Plumbing upgrades.	**Replace existing plumbing fixtures. Replace the domestic water heating system.**
Electrical upgrades to support current technological and equipment needs.	**Replace all electrical panels. Replace the existing generator.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille). Upgrade restrooms to meet ADA requirements. Install ADA compliant signage in parking areas and upgrade accessible parking stalls.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**N/A**
Drop-off lane and parking lot improvements.	**Make repairs and/or upgrades to existing roadways, parking areas and sidewalks (both for finishes and to comply with ADA). Provide onsite stormwater treatment.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. Life skills classroom, behavior classroom, and two resource rooms are present, but school does not have a deescalation room.**
P.E./athletic improvements, including gymnasiums, fields.	**Replace flooring in auxiliary gymnasium with a sports floor assembly. Outdoor track replacement. Replacement of long jump cover.**
Provide sufficient school capacity to meet long-term population growth.	**N/A. Enrollment at Walt Morey MS is projected to decline over the next 10 years.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**N/A - extended learning areas are present.**
Technological upgrades.	**Mount remaining classroom data projectors that are on carts. Replace aging equipment as needed. Add portable voice amplification equipment that used in classrooms as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**Repurpose existing space to provide one flexible (1) CTE teaching station.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Walt Morey Middle School

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Replace vandalized toilet partitions.**
Flooring replacements.	**Replace carpet in Band and Choir classrooms and in the administration area. Replace damaged floor tiles in lower level hallways. Replace carpeting in 19 classrooms and adjacent activity areas. Install permanent walk-off mats at exterior door locations. Replace carpet in the elevator cab with resilient flooring.**
Lighting upgrades for improved safety and energy efficiency.	**Replace existing lighting with LED lighting. Provide occupancy sensors in locations as required. Replace all existing site lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Add exterior lighting at service delivery area and parking lot. New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry. Intruder locks on all classroom and pod doors. PA system upgrades.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Replace operable wall at the stage.**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose existing area to provide a makerspace.**
Dedicated spaces to support community partnerships.	**N/A - WMMS Family Resource Center is present along with food/clothing closet.**
Aesthetic improvements to create inspirational learning environments.	**Replace damaged blinds.**
Library media center improvements.	**Replace carpeting in library and in adjacent computer areas. Replace tables and chairs in the library.**
Performing and visual arts improvements at the middle and high school levels.	**Reconfigure/expand instrument storage for orchestra and band rooms. Reconfigure space to provide a practice room.**
Science lab improvements at the middle school level.	**Replace carpet flooring with resilient floor appropriate for science instructions.**

Capital Improvement Plan - Walt Morey Middle School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**N/A**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Replace student chairs in 24 classrooms. Replace soft seating furniture in the main office.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A - rain garden is present.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure existing space to provide an additional meeting room.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Cafeteria comfortably accommodates students over three lunches.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

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2801 SW LUCAS AVE #1287, TROUTDALE, OR 97060

Walt Morey Middle School - Capital Improvement Plan

Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Select toilet partition replacements.
- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Additional exterior lighting. Signage improvements. Intruder locks on classroom and pod doors. Intercom / PA system upgrades.
- Replace operable wall at the stage.
- Repurpose existing area to provide a makerspace.
- Select window covering replacements.
- Library media center upgrades including new carpeting and furnishings.
- Storage upgrades to music rooms. Reconfigure space to provide practice room.
- Flooring replacements in carpeted science labs.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Classroom furniture replacements. Replacement of soft seating furniture in reception area.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Reconfigure existing space to provide an additional meeting room.
- Additional storage furnishings.

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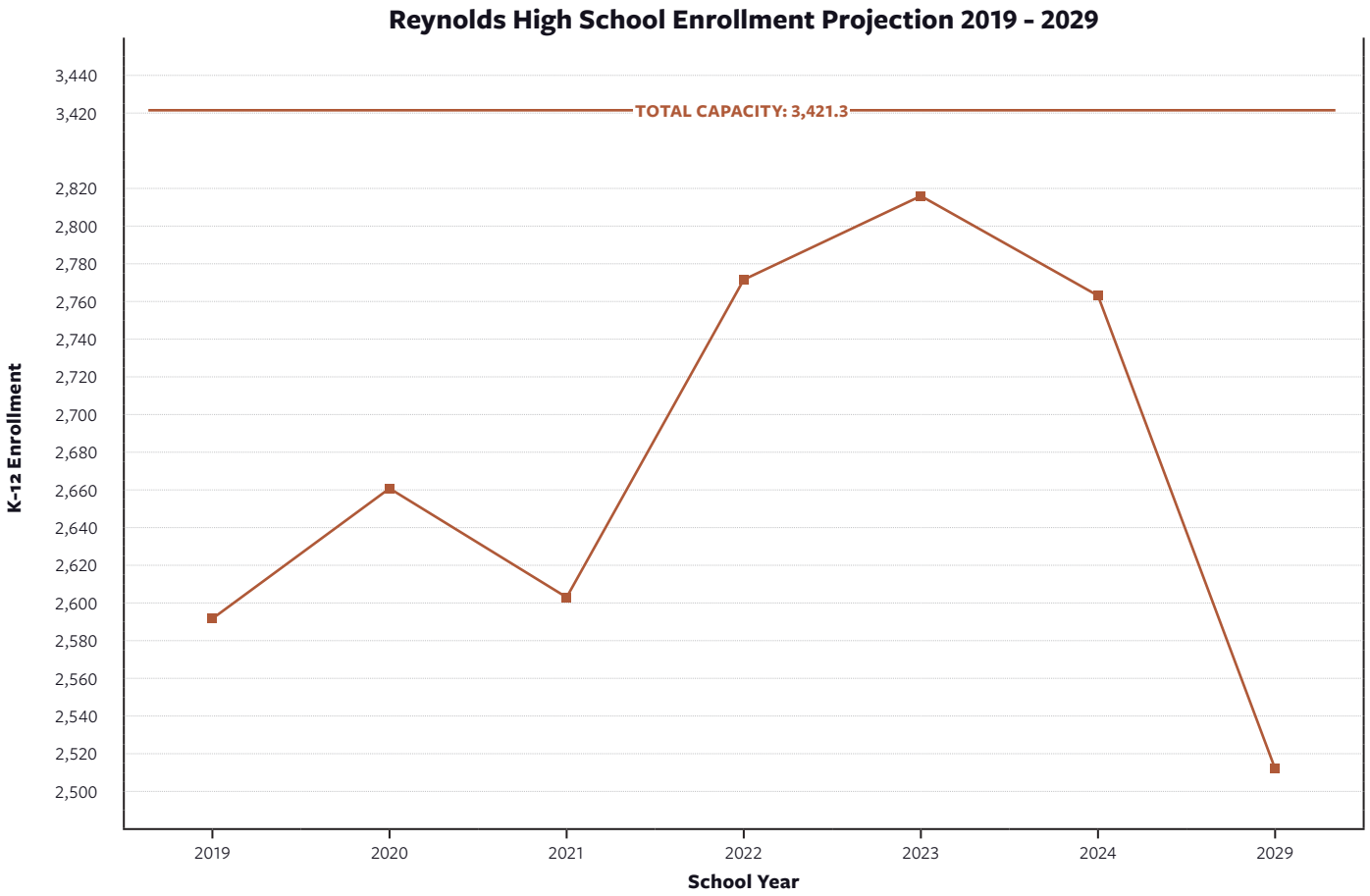
Reynolds High School

1698 Cherry Park Road, Troutdale, OR 97060

Year Built 1976 Main Bldg; 2003 PAC | **Area** 317,410 SF Main Bldg; 46,900 SF PAC
Acreage 41.1 Acres| **2019 Enrollment** 2,592 Students | **Student Capacity** 3,421 Students
Percentage of Capacity 76% |
Projected Enrollment Change by 2029 -80 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
Teaching Stations (Main Buildings)	107	35	85%	3,183.3
P.E. Teaching Stations	4	35	85%	119.0
Music Teaching Stations	4	35	85%	119.0
Portable Classrooms	0	35	85%	0
Total Capacity	**115**			**3,421**



PART 7 - SCHOOL FACILITIES OVERVIEW

ASSESSMENT SCORES

Facility Condition Index Score (Main Bldg) 17.3%
Facility Condition Index Score (MPR Bldg) 11.1%

Educational Adequacy Score 83%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Reynolds High School's main building was constructed in 1976. A performing arts center was added in 2003. An addition to the main building was recently constructed in 2018. The school has no portable classrooms. Reynolds High School serves grades 9-12. The campus is located in Troutdale west of SW 257th Avenue, situated amongst residential neighborhoods.

CAPACITY

Reynolds High School includes 115 teaching stations. There are no portable classrooms. Total capacity of the school is 3,421 students. The school is currently at 76% capacity. Fluctuating enrollment is projected in the attendance area over the next 10 years; steady increases will be followed by a sharp decline. Overall, the school is expected to lose approximately 80 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 17.3% for the main building and 11.1% for the performing arts center. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Replacement of damaged, aging of accordion divider walls needed in older section of main building.
- Interior door replacements are needed in older areas of the building.
- Flooring replacements are needed in certain older sections of main building.
- Classroom casework and furnishings are in fair condition and due for replacement in older section of main building.
- Student restrooms' finishes, fixtures and accessories are in fair condition and due for remodeling in older section of main building.
- Plumbing fixtures and piping replacements serving older section of building.
- Water heater system replacement
- HVAC upgrades for older section of building.
- Electrical upgrades to older section of building.
- Interior and exterior lighting upgrades
- Repair/replace paved roadways, parking lots and pedestrian paths.

EDUCATIONAL ADEQUACY

Reynolds High Elementary School has an educational adequacy score of 83%. This score suggests that many facility features support the District's educational program needs. Observed educational adequacy conditions included:

- There is a large disparity between classrooms in the new and old wings. Older classrooms very dated in appearance. Some classrooms have accordion-style walls.
- Newly remodeled, spacious commons.
- All new science labs.
- Performing Arts building with auditorium and art classrooms is newer and well-equipped.
- Dated P.E. facilities.
- Ample CTE resources and shops.
- New main office is centrally located and effectively configured with good supervision of building approach.
- Wayfinding is problematic due to layout; improved directional signage is needed.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Sprawling campus partially enclosed with perimeter fencing.
- Grounds are challenging to monitor; accomplished via camera feeds.
- Main office has clear view of building approach and vestibule, but receptionist cannot view parking lot.

- Campus and main building area have poor wayfinding.
- PA system difficult to hear in athletic areas.
- Have several teaching stations where students cannot assemble out of view of the corridor during a lockdown.
- Only half of classroom doors have intruder locks.
- Gym, performing arts center, and multipurpose room can be used after-hours while securing the rest of the building.
- New community health clinic has a separate exterior door, but unclear how staff will restrict school entry.
- Graffiti viewed on backstop/dugout of baseball field.

ATHLETIC FIELDS

- The school lacks a true football stadium. Goals are more like what is typical at a middle school. There is only minimal wood bleacher seating that is in poor condition.
- No field lights are present.
- The JV softball and baseball field backstops are in poor condition with damaged chain link fencing, areas of rust, and bent poles. No outfield fencing is provided.
- Tennis courts are inadequate in quantity (only two provided). Court surfacing is in poor condition. Nets are damaged and a post is missing.
- No field restrooms or pressbox are present.
- Softball backstop is in fair condition; wood slats at the bottom are worn. There is no direct ADA access to the field.
- Track storage buildings are in very poor condition. Path to track appears to exceed 5% slope. Runway to long jump and pole vault is recently paved but somewhat uneven. The pole vault box does not have drainage.
- Practice/JV softball field has hard and uneven areas. Minimal dugouts are provided with bend aluminum benches. The field lacks amenities such as a scoreboard, bullpen, pressbox, spectator seating, or restrooms. There is no ADA access to the field.
- JV baseball dugouts are covered but in poor conditions. The field lacks a pitcher's mound. Electrical service to backstop is damaged. The infield is bare dirt and poorly graded. Outfield has uneven and hard areas. The field lacks a scoreboard. There is not ADA access to the field.
- The practice soccer field has no apparent field drainage. The goals are minimal compared to what is typical at a comprehensive high school.
- There is disparity between the varsity and JV baseball and softball fields (Title IX issue).

Capital Improvement Plan - Reynolds High School

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	**Replace the original central boiler. Replace original air handlers/mechanical equipment for the shop areas, performing arts building and original gymnasium. Replace all older ductwork, piping and chillers Replace controls in older portions of the campus and rebalance controls as needed. Add exhaust system to the auto shop and replace exhaust system for wood shop.***
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead and asbestos mitigation.**
Plumbing upgrades.	**Replace plumbing fixtures in shop areas, performing arts building, gymnasium and older portions of the building. Replace the water heating system for the shop areas and for the gymnasium. Upgrade sprinkler system serving the locker rooms. Provide additional fire line, hydrant assembly and backflow prevention.**
Electrical upgrades to support current technological and equipment needs.	**Replace older switchboards, and electrical distribution systems for shops. Replace the existing generator.**
ADA upgrades to improve accessibility.	**Provide new room signage (with Braille).**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**N/A**
Drop-off lane and parking lot improvements.	**Make repairs to existing roadways and parking lots. Replace sidewalks. Provide onsite stormwater treatment. Provide fire access at southwest portion of site.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. RHS received new SPED rooms as part of the addition, but have a need for improved storage options for bulky equipment items.**
P.E./athletic improvements, including gymnasiums, fields.	**Paint ceilings in athletic spaces. Construction of true football stadium and field house. Baseball and softball backstop replacements. Tennis court replacements. Field fencing and lighting.**
Provide sufficient school capacity to meet long-term population growth.	**N/A - projected enrollment at RHS is not projected to exceed capacity within next 10 years.**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**N/A - only small extended learning areas present in new wing. However, MPR and large commons reportedly serve this purpose.**
Technological upgrades.	**Upgrade classroom A/V in older classrooms to match new classrooms.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**Add or repurpose space for an electronics lab.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Reynolds High School

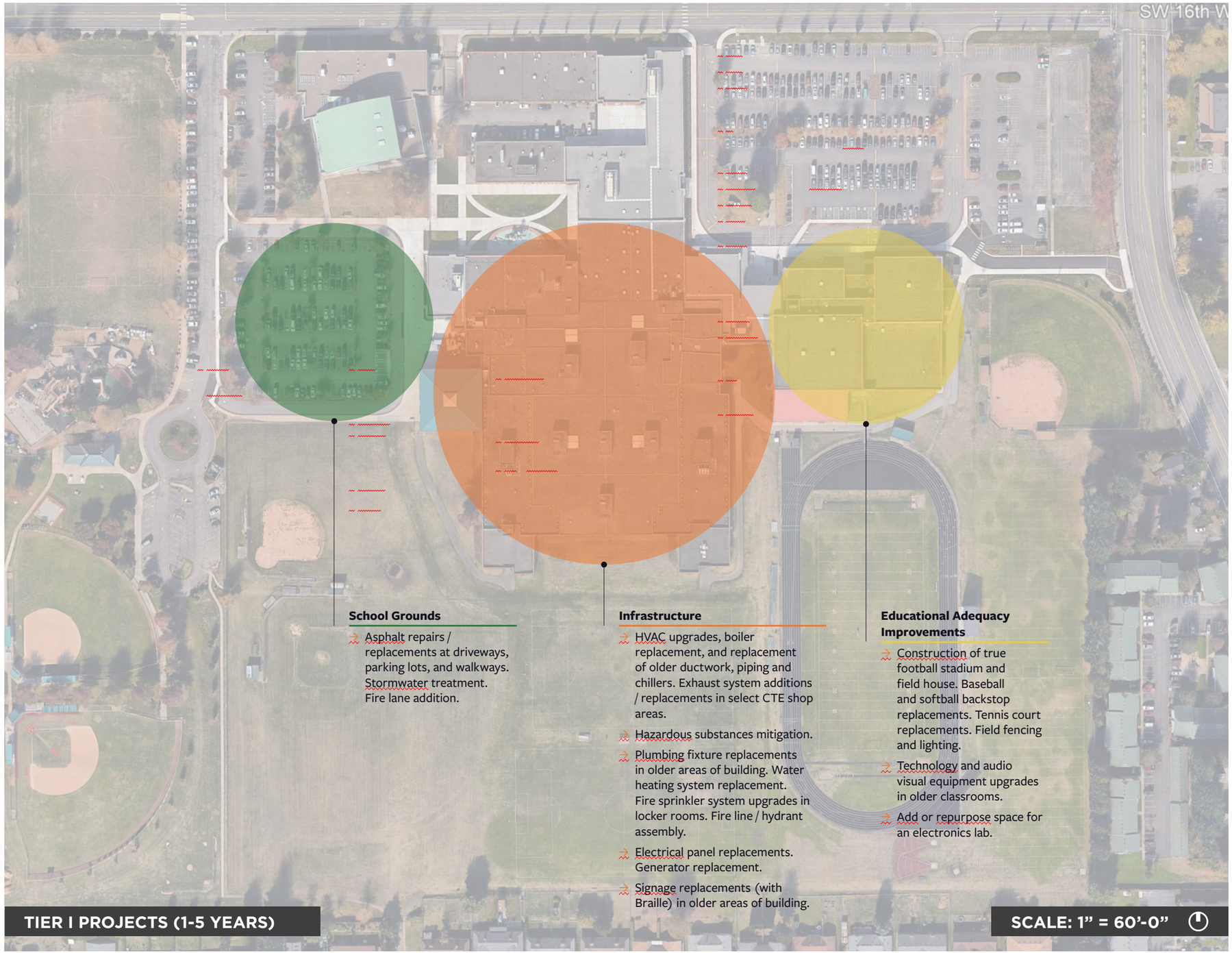
Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Repair ceramic wall tile in 500 wing girls restroom. Replace missing toilet partition on 500 wing boys restroom.**
Flooring replacements.	**Replace all carpeting in the Arts building and in the older sections of the building. Replace resilient flooring in two (2) classrooms and multi-purpose room.**
Lighting upgrades for improved safety and energy efficiency.	**Replace lighting and controls at the gymnasium, shops, performing arts building and in the older portions of the building. Replace older site lighting.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**Replace older and outdated communications and security systems (building and site). New exterior signage to improve access control and wayfinding. Add signage at secondary exterior doors directing visitors to main entry. Exterior fencing extension at athletic fields. Intruder locks on older classroom doors.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**Replace all existing folding/operable walls.**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Repurpose existing area into a makerspace.**
Dedicated spaces to support community partnerships.	**N/A - RHS has a dedicated community partner room. Additionally, a community-based health clinic was recently added.**
Aesthetic improvements to create inspirational learning environments.	**Patch and repair all damaged walls. Repaint select door frames. Replace ten (10) wood doors. Repaint interior walls in the older section of the building and in the shop areas.**
Library media center improvements.	**Library furniture replacements to increase flexible use of space.**
Performing and visual arts improvements at the middle and high school levels.	**Repaint interior walls. Replace lighting control system.**
Science lab improvements at the middle school level.	**N/A**

Capital Improvement Plan - Reynolds High School

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**Conduct seismic study to review condition of building (wall, roof, foundation) and make necessary upgrades.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Replace countertops in the art classrooms. Replace cafeteria-style tables in the multi-purpose room.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**Add outdoor learning area or student garden.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**N/A - main office is newly constructed.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**N/A - large, newly designed commons is present.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

1698 SW CHERRY PARK RD, TROUTDALE, OR 97060

Reynolds High School - Capital Improvement Plan



Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Select restroom wall and partition replacements.
- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- PA / security system upgrades in older areas, including strobe feature in loud areas. Exterior fencings at fields. Intruder locks for older classrooms. Signage improvements.
- Replace all existing folding / operable walls.
- Repurpose existing area into a makerspace.
- Aesthetic improvements to older sections of the building.
- Library furniture replacements to increase flexible use of space.
- Theater upgrades including repainting and replacement of lighting control system.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Conduct seismic study / upgrades.
- Countertop replacements in art classrooms. Table replacements in MPR.

SCHOOL GROUNDS

- Add outdoor learning area or student garden.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Additional storage furnishings.

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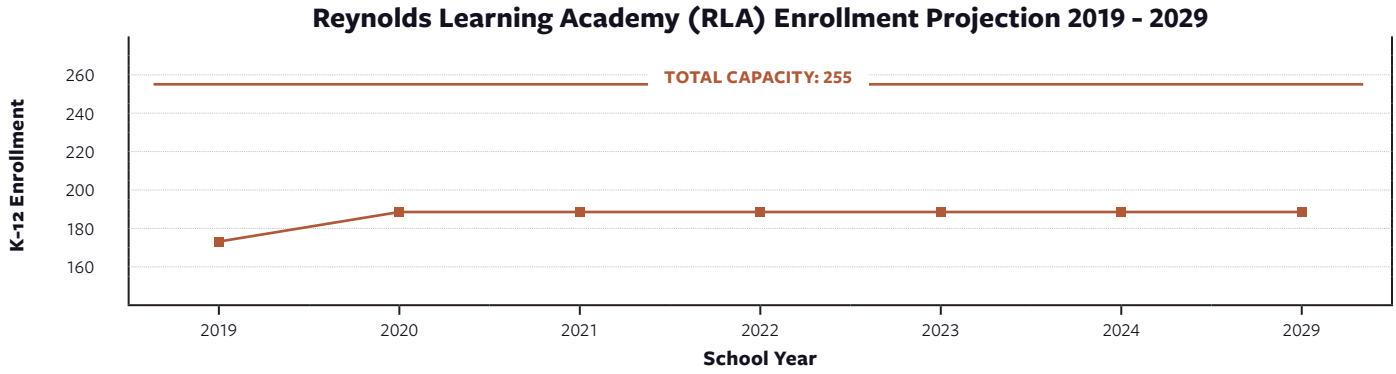
Reynolds Learning Academy (RLA)

20234 NE Halsey, Fairview, OR 97024

Year Built 2003 | **Area** 23,873 SF | **Acreage** 2.1 Acres| **2019 Enrollment** 173 Students
Student Capacity 255 Students
Percentage of Capacity 68%
Projected Enrollment Change by 2029 +11 Students*

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
Teaching Stations (Main Buildings)	15	20	85%	255
P.E. Teaching Stations	0	20	85%	0
Music Teaching Stations	0	20	85%	0
Portable Classrooms	0	20	85%	0
Total Capacity	**15**			**255**



ASSESSMENT SCORES

Facility Condition Index Score 5.6%

Educational Adequacy Score 71%

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace

The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

PART 7 - SCHOOL FACILITIES OVERVIEW

DESCRIPTION

Reynolds Leadership Academy was constructed in 2003. RLA serves grades 9-12 in an alternative education setting. The school is located in Fairview situated amongst residential neighborhoods. The school is part of a multi-facility campus that includes the District's administrative offices, Salish Ponds Elementary and Reynolds Middle School. The school is within the vicinity of Salish Ponds Wetland Park and Salish Ponds City Park.

CAPACITY

Reynolds Leadership Academy includes 15 teaching stations in the main building and no portable classrooms for a total capacity of 255 students. The school is currently at 68% capacity. Stable enrollment is projected in the attendance area over the next 10 years; the school is expected to gain approximately 11 students by 2029.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

This facility has a FCI score of 5.6%. Building components and systems are showing signs of age and wear. Key facilities needs at this site include:

- Refrigerator replacement.
- Casework repairs.
- Windowsill repairs from water damage.
- Interior and exterior lighting upgrades.
- Repair/replace paved roadways, parking lots and pedestrian paths.

EDUCATIONAL ADEQUACY

Reynolds Learning Academy (RLA) has an educational adequacy score of 71%. This score suggests that some facility features that support the District's educational program needs. Observed educational adequacy deficiencies included:

- Smaller classrooms are present; however class sizes are small due to nature of programs.
- Inadequate food service areas.
- No physical education spaces – students use the RMS gym for P.E.
- One extended learning area is provided on the second floor.
- Classroom furniture is newer and functional.
- The art classroom is not properly equipped for activities.
- There are inadequate offices and meeting rooms for the number of staff and community partners. Staff play "musical offices" to accommodate community partner agencies.
- One self-contained SPED classroom is present.
- No library media center is present.
- No large group gathering areas.

See Appendix for a detailed overview of educational adequacy conditions at this school.

SAFETY AND SECURITY

- Small porous campus with no exterior fencing, no delineation from RMS campus.
- Main entry would benefit from more prominent signage to identify location.
- Secure entry vestibule present but lacks intercom and remote control of door from office to school.
- Some restrooms kept closed because they are difficult to supervise.
- Additional signage needed around campus and at secondary doors directing visitors to report to main office.
- Building has an open layout with clear lines of sight.
- Adequate PA/Intercom system but separate from RMS (difficult during lockdowns).
- Classroom doors do not have intruder locks.

PLAYGROUNDS / ATHLETIC FIELDS

- N/A

Capital Improvement Plan - Reynolds Learning Academy

Tier I Projects (0-5 Years)	Identified School Project(s)
INFRASTRUCTURE	
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	**N/A**
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	**Lead mitigation.**
Plumbing upgrades.	**N/A**
Electrical upgrades to support current technological and equipment needs.	**N/A**
ADA upgrades to improve accessibility.	**Repave existing parking lots and pedestrian paving.**
SCHOOL GROUNDS	
Improved playgrounds and/or covered play areas.	**N/A**
Drop-off lane and parking lot improvements.	**Repave existing parking lots and pedestrian paving.**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	**Determining SPED needs at each school requires district-level review. A structured behavioral classroom is present. Lack of private meeting space is a major challenge. The school does not have a de-escalation room or sensory space.**
P.E./athletic improvements, including gymnasiums, fields.	**N/A - no athletic facilities are present at this school. Students use facilities at RMS for P.E. instruction.**
Provide sufficient school capacity to meet long-term population growth.	**N/A**
Addition of extended learning areas and/or creation of flexible instructional spaces.	**N/A - open areas/commons fill this purpose.**
Technological upgrades.	**Mount remaining classroom data projectors that are on carts. Replace aging equipment as needed. Add portable voice amplification equipment that used in classrooms as needed.**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	**N/A - not provided at this facility. Students use shop and early childhood center at RMS Annex.**

* The District is currently implementing HVAC improvements at most schools. The list of pending HVAC projects shown above does not reflect recently performed work.

Capital Improvement Plan - Reynolds Learning Academy

Tier II Projects (6-10 Years)	Identified School Project(s)
INFRASTRUCTURE	
Restroom upgrades.	**Repair damaged walls in boys' restrooms and repaint all repaired walls. Consider replacement of damaged toilet partitions and countertops.**
Flooring replacements.	**Replace VCT flooring in (2) rooms. Install entry mat at all exterior door locations. Replace carpeting in teacher's lounge.**
Lighting upgrades for improved safety and energy efficiency.	**Consider lighting upgrades to LED lighting and lighting technology (however current system is in good condition).**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	**New exterior signage to improve access control, territorial delineation, and wayfinding. Add signage at secondary exterior doors directing visitors to main entry. Intruder locks on all classroom doors. Add remote door opening capabilities at vestibule and at door from reception area to offices. Add door near health room to control student access to admin areas.**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	**N/A**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	**Renovate art room to support curriculum. Add exhaust to kiln.**
Dedicated spaces to support community partnerships.	**Reconfigure existing space to provide private meeting rooms and expanded office space for community partners.**
Aesthetic improvements to create inspirational learning environments.	**N/A**
Library media center improvements.	**N/A - no library is present.**
Performing and visual arts improvements at the middle and high school levels.	**No performing arts areas provided. See above ("STEAM Improvements") for proposed improvements to art classroom.**
Science lab improvements at the middle school level.	**N/A (grades 10-12 at this site)**

Capital Improvement Plan - Reynolds Learning Academy

Tier III Projects (10+ Years)	Identified School Project(s)
INFRASTRUCTURE	
Seismic upgrades to older buildings.	**N/A - Building constructed in 2003.**
Removal or replacement of aging portable classrooms.	**N/A**
Replacement of worn casework and/or furnishings.	**Repair damaged cabinetry in (2) classrooms. Provide appropriate furnishings for art room. Replace furniture in (2) classrooms.**
SCHOOL GROUNDS	
Creation of outdoor learning areas.	**N/A**
EDUCATIONAL ADEQUACY IMPROVEMENTS	
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	**Reconfigure existing space to provide additional offices and meeting rooms for therapeutic supports.**
Increased natural daylighting.	**N/A**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	**N/A**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	**Kitchen upgrades to expand onsite cooking capabilities. Replace damaged cabinets in existing kitchen area.**
Expansion of availability of Pre-K classrooms at the elementary level.	**N/A**
Increased storage options.	**Provide additional storage furniture for classrooms and administrative areas.**

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9738, 20234 NE HALSEY ST, FAIRVIEW, OR 97024

Reynolds Learning Academy - Capital Improvement Plan

Tier II Projects (6-10 Years)

INFRASTRUCTURE

- Restroom wall repairs and replacement of damaged toilet partitions and countertops.
- Select flooring replacements.
- Lighting replacements for greater energy efficiency and reduced operating costs.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Signage improvements. Intruder locks on classroom doors. Access control upgrades to vestibule and admin areas.
- Art room renovation.
- Reconfigure existing space to provide private meeting rooms and expanded office space for community partners.

Tier III Projects (10+ Years)

INFRASTRUCTURE

- Casework and furniture replacements in select classrooms.
- Classroom furnishing, casework and countertop replacements. Kitchen serving line replacement.

EDUCATIONAL ADEQUACY IMPROVEMENTS

- Reconfigure existing space to provide additional offices and meeting rooms for therapeutic supports.
- Kitchen upgrades to expand onsite cooking capabilities.
- Additional storage furnishings.

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Land Acquisition Needs

Historically, Reynolds School District has opted to rebuild schools on-site (keeping existing facilities open during construction). The District plans to continue with this approach for future projects. Additionally, enrollment is projected to continue to decline over the next 10 years. Due to these factors, the District does not foresee the need to acquire additional land for future school construction.

Seismic Upgrades

Reynolds School District is situated within the range of the Cascadia subduction zone – a 600-mile fault that extends from Northern California along the coast of Oregon, Washington and British Columbia. Most Reynolds school facilities were constructed prior to state adoption of seismic codes in Oregon. The District has been awarded multiple Oregon Seismic Rehabilitation Grants in recent years, allowing the District seismically strengthen select buildings. Recent projects include:

Alder ES:

- Seismic upgrade of gymnasium.

Hartley ES:

- Application has been submitted for funds for seismic upgrade of the gymnasium. Funding allotments will be announced in March 2021.

Reynolds Middle School:

- Partial seismic upgrade of classroom building.
- Application has been submitted for grant funds for seismic upgrade of the gymnasium. Funding allotments will be announced in March 2021.

Reynolds High School:

- Seismic grant has been received and design work is underway for the Gym and Athletic Wing of the building. Construction will begin June 2021.

Renovation vs. Replacement Decision

Reynolds has several aging elementary school facilities that require extensive renovations and/or expansions to meet the educational needs of the District. The Facilities Master Planning Committee recognizes that at some schools, replacement may ultimately prove to be a more viable option than renovation. Reynolds School District decided that the decision to renovate vs. replace certain facilities was best left to the (future) Bond Development Committee, as they would be able to apply financial parameters and gauge community support for different scenarios. The following criteria shall help guide the Bond Development Committee in evaluating whether a school should be renovated or replaced.

Quantitative:

- Cost of CIP improvements (including educational adequacy improvements)for Tier I are 2 > 50% of cost of new school.

Qualitative (four or more of the following conditions apply):

- Educational adequacy improvements require renovation or new construction.
- Projected enrollment exceeds capacity and the school site is not large enough to accommodate an expansion.
- Building does not have significant historical context in the community.
- Ability to rebuild on same site while existing school is in session and/or availability of a swing school during construction.
- Major building systems at end of useful life.
- Building presents a seismic and safety risk.
- Building has environmental health issues that have not been fully mitigated.
- Current school site is not desirable due to safety/traffic concerns or population shifts.

Alternatives to New Construction

If sufficient capital funds are not available for the identified projects, the District may consider implementing one or more non-construction alternatives for addressing capacity and/or educational adequacy deficiencies.

- **Increase Class Sizes:** The capacity numbers presented above are based on the District's class size goals. If the District decides to increase class size goals in the future, building capacity would be adjusted accordingly. The consolidation of more students into fewer spaces could potentially free up one or more additional classrooms for other instructional uses.

- **Increase Classroom Utilization Rates at Secondary Level:** When calculating student capacity, a utilization factor is applied to each classroom reflecting that the room will be vacant for one period per day for teacher prep. A utilization factor of 85% was applied to the middle and high school facilities. If teachers were to prep in a centralized teacher planning room rather than their classrooms, it would be possible to increase the utilization rate of classrooms accordingly, resulting in greater student capacity. This model discourages "ownership" of a classroom by a single teacher and is more akin to a college set-up where teachers may teach in multiple rooms throughout the day. While effective from a utilization standpoint, such a practice requires a culture shift within school operations that can be challenging to implement.

- **Reserve Classrooms for Large Group Instruction:** Select schools within the District may have one or more full-sized classrooms that are used for other functions (e.g. Title I, community partners, extended learning areas, administrative offices, etc.). In such cases, the District may wish to assess whether these functions require a full classroom or could be provided in a smaller area.
- **Makerspace / STEM Lab on Wheels:** Some school districts have developed "mobile makerspaces" that can be moved from classroom to classroom. This works best when classrooms have the following features:
  - Hard-surfaced flooring.
  - Sink.
  - Room or space large enough to accommodate student movement and activity.
  - Flexible furnishings that allow easy reconfiguration of spaces.

  Although a mobile makerspace lacks many of the advantages of a dedicated makerspace, such an approach can serve as a non-construction alternative to providing students with opportunities for hands-on, project-based learning.
- **Purchase or Lease of Portable Classrooms:** Although there are drawbacks to portable classrooms, they present an efficient means of adding capacity. Purchase or lease of new portable classrooms can provide the District with the option of redistributing capacity by relocating portables as needs change over time. Site restrictions may complicate placement of portables at certain schools. Special consideration should be paid to exterior circulation paths, secondary entrances and school security.

A | Appendix

Educational Adequacy Assessment

School Information

School Name	Alder Elementary School	**Building ID**	21820100
Address	17200 SE Alder Street, Portland, OR 97230	**Date of Assessment**	October 7, 2019
Principal Name	Michael Cutter	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
All classrooms equipped with data projectors on carts. Voice amplification equipment present in most classrooms (grant-funded). Two (2) laptop carts available to classes and an additional laptop cart in the library. One computer lab is present; the lab has the school's only flat panel display screen. The school has iPad carts but they are first-generation and functionally obsolete as they can no longer receive IOS updates. Wireless access is adequate.					
Support of STEAM and Project-based Learning	○	○	●	○	○
No makerspace or wet lab is present. Problem-based learning and STEAM activities generally occur in classrooms. Classrooms are equipped with sinks.					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
No extended learning areas are present. Currently have a vacant classroom that is serving this purpose; however, the school is scheduled to add a section later this year so they will lose this space. Gymnasium is large enough to accommodate entire student body, but it is reportedly a tight fit. Classrooms are static for the most part. Classrooms are primarily furnished with tables vs. desks (more flexible).					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	●	◔	○	○
Natural lighting is somewhat limited. One interior dark classroom (Room 20). Most classrooms share a movable wall, creating acoustical challenges due to noise transference between spaces. Cafeteria and gymnasium tend to be loud; both spaces lack acoustical panels. Music is held in a portable classroom (poor acoustics).					
General Classroom Features	○	○	●		○
Classroom sizes are generally sufficient. Under-utilized partition/accordion walls between classrooms create acoustical challenges. Lack of storage spaces. Dated classroom furnishings. Dated flooring and finishes. Low ceilings in some classrooms. Some natural lighting is present (narrow windows). Sink is present.					
Special Education Program Resources	○	○	○	●	○
No self-contained SPED classrooms are present at this facility. The school has a designated resource room (Room 18). An additional classroom (Room 30) is used as a meeting and work area for students with IEPs. Room 20 is used for pull-out services. Room 11 is used frequently by ELD and Title I staff for meetings. A sensory room is present (available to all students).					
Spaces to Support P. E. Curriculum	○	○	○	●	○
Gym is located in a separate building (along with cafeteria). Gym is sufficiently sized; however, the flooring lacks a baseboard leaving a gap between the edge of the flooring and the walls. The PE teacher has to keep students away from the perimeter areas, creating supervision challenges and limiting use of the space. No stage is present.					
Commons / Cafeteria and Servery	○	○	○	●	○
Located in separate building (along with gym). The school operates three (3) sections of breakfast and five (5) lunch periods (approximately 100 students per lunch). Servery area is reportedly adequate (good flow). The space reportedly is very loud when occupied - no acoustical panels are present. Poor lighting.					
Library Media Center	○	●	○	○	○
Dark and uninviting library media center with worn, dated finishes and mismatched furniture. Includes the school's only flat panel display screen (in computer lab area).					
Safe and Secure Learning Environment	○	○	○	●	○
Secure entry vestibule is present. Main office was recently remodeled. Staff have view of building approach. Disconnected buildings create access control and supervision challenges. Location of main entry is sometimes unclear to visitors; additional signage is needed. Overgrown vegetation along east fence where it is difficult to supervise students at recess. Boys' restroom in cafeteria building is upstairs where staff cannot supervise area. Interior of main building is reportedly easy to supervise with good lines of sight. However, improved wing identification and room numbers would be beneficial to wayfinding. Gaps in exterior fencing on east side; neighbors sometimes cut through campus during the school day. Sufficient parking is present. Separate bus and parent drop-off lanes are present. Drop-off/ pick-up times can reportedly be chaotic, but bus traffic moves smoothly. Staff must direct parent traffic. The principal feels that more crossing guards would be beneficial.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	●	○
Main office is generally adequate but awkwardly configured. A conference room is present. Community agencies occupy a lot of spaces in this building, leaving rooms unavailable for their intended functions. This will become an issue if enrollment increases. Room 15 is used for community agencies. A Montessori program occupies two (2) classrooms. Ready, Set, Go (a new grant-funded preschool) will soon occupy Room 6.					
Overall Ratings	**0**	**6**	**6**	**24**	**0**
Total Score					**36/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Davis Elementary School	**Building ID**	21820600
Address	19501 NE Davis Street, Portland, OR 97230	**Date of Assessment**	September 26, 2019
Principal Name	Ashley Furlong	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	●	○	○	○
All classrooms are equipped with data projectors on carts. Limited outlets lead to cords stretched across floors. Three (3) laptop carts available to classes but equipment is outdated. One computer lab is present in the library but it is undersized making it difficult to use for testing. The school has iPads but they are first-generation and functionally obsolete as they can no longer receive IOS updates. No issues reported with wireless access.					
Support of STEAM and Project-based Learning	○	○	●	○	○
No makerspace or wet lab is present. Problem-based learning and STEAM activities generally occur in classrooms. General classrooms are equipped with sinks and most have hard-surfaced flooring. A student garden is present. The school runs a weekly newscast and strongly desires a small green room to support this program. A dedicated music room is provided.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	●	○	○
No extended learning areas are present other than a small alcove positioned between each pair of classrooms. It is reportedly difficult to find space for small group activities. The school recently added a divider wall to the only computer lab to create a makeshift breakout space. Gymnasium is large enough to accommodate entire student body. Overcrowding has reportedly also limited classroom flexibility, though class sizes are reasonable (23 or so per class). Classrooms are equipped with tables. The principal reports that furnishings are not flexible.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Although most classrooms have windows to provide natural daylight, other areas of the building have poor lighting (e.g. the cafeteria). Acoustical issues are reported in the gym and cafeteria. The music room is located near Head Start and SPED classrooms, creating acoustical challenges due to noise transference.					
General Classroom Features	○	○	●	○	○
Classrooms have low ceilings and worn casework. Most have windows to provide natural daylight. Classrooms are well-sized for younger grades, but reportedly somewhat small for grades 4-5 (rooms are similarly sized, but bodies are bigger as children are older). General classrooms are equipped with sinks and most have hard-surfaced flooring.					
Special Education Program Resources	○	○	●	○	○
The school includes two (2) social communications rooms (self-contained SPED classrooms). It also has one resource room in the annex (which does not feel inclusive). No sensory room / de-escalation room is present. The school previously had a sensory room, but needed the space for other purposes. The loss of this space has had behavioral impacts – staff reportedly feel the difference. When provided, the space was used by all students, not just SPED. The District's SPED model is to include SPED students in general classrooms and make the SPED classrooms more of a "soft landing" place. 12-13 students are in each sped room currently. A third classroom is reportedly needed, but they lack the space.					
Spaces to Support P. E. Curriculum	○	○	●	○	○
Gym is adequately sized (can accommodate student body for assemblies) but lacks acoustical panels. Small, high windows provide some natural light. No covered area is present, making it challenging for P.E. and recess during inclement weather.					
Commons / Cafeteria and Servery	○	○	●	○	○
The cafeteria lacks acoustical panels and has poor lighting. Cafeteria is clustered with stored items around the perimeter. A large portion of the cafeteria is used for community partners' storage, including the clothing closet. It also includes couches for a makeshift "parent center" (as there is not a true parent room or community room). Although the kitchen is sufficiently large, the configuration is such than kitchen staff can't effectively monitor the servery or cafeteria. The school runs three (3) lunches (2 grade levels each session).					
Library Media Center	○	○	○	●	○
The library media center is adequately sized with lots of windows and high ceilings. An adjacent computer lab is present. The space lacks a dedicated data projector, but staff bring one in on a cart as needed.					
Safe and Secure Learning Environment	○	○	●	○	○
There are security challenges associated with building and school site. A secure entry vestibule is present; however, it is reportedly difficult for office manager to monitor/control front entry. The building's "choppy" layout interferes with visual supervision of spaces. Lack of intruder locks on classroom doors – teachers have to open doors and lock from outside. Lack of exterior lighting. Wayfinding is effective. Separate bus and parent drop-of lanes are not provided; only buses can use the lanes, parents must park and walk their children up to the building. At dismissal, teachers supervise parent pick-up via the cafeteria. SPED has a separate pick-up/drop-of area. The principal reports safety concerns with the adjacent crosswalk. Inadequate parking.					
Administrative Spaces to Support School Operations / Community Programs	○	●	○	○	○
There is a general lack of space for specialists and community partners. The school has partnerships with many agencies, including SCC, Trillium Family Services, DHS family coach, SUN, CAIRO, IRCO, Reading Results. Trillium therapists and DHS family coach are full time specialists that need confidential meeting areas. Insufficient storage throughout. The school also has the only Head Start classroom in the district. Ready Set Go pre-school was interested in Davis as a location but the school had to decline due to lack of space.					
Overall Ratings	**0**	**4**	**24**	**4**	**0**
Total Score					**32/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Fairview Elementary School	**Building ID**	21820200
Address	1204 NE 201st Avenue, Fairview, OR 97024	**Date of Assessment**	September 25, 2019
Principal Name	Jonathan Steinhof	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	○	●
Ceiling-mounted short-throw data projectors are provided in each classroom as well as the learning commons and library. No connectivity issues reported. A computer lab is present (room 261).					
Support of STEAM and Project-based Learning	○	○	○	●	○
STEAM and project-based learning activities occur in classrooms and/or extended learning areas. All are well-equipped with sinks, hard surfaced flooring, casework, storage, etc. Art or science generally occurs in the classrooms. There is a dedicated music room off of the main commons that opens up to the stage (accordion wall divides the space). Accordion wall between gym and cafeteria seals completely. No wet lab or makerspace is present.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	○	●
Large extended learning area positioned at each pod providing a "learning commons" for each cluster of classrooms. Good lines of sight. The community room can also be used for various school activities. Each pod also includes an enclosed small office / meeting area with windows looking out onto the learning commons. Adequate professional spaces for teachers. Accordion wall between gym and cafeteria seals completely, yet allows spaces to open up to one another for very large gatherings or activities.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	○	●
South facing windows at main office create overly warm conditions. No other issues noted.					
General Classroom Features	○	○	○	○	●
Classrooms are smaller and L-shaped. The L-shape provides a small alcove for setting up a distinct space within the larger room (e.g. reading nook, etc.). While the smaller classroom sizes offer less space for project-based activities or multiple configurations, the adjacent learning commons is intended to fill this need. New, flexible furnishings are provided in the classrooms and learning commons. Spaces encourage student autonomy.					
Special Education Program Resources	○	○	○	○	●
The school includes a structured behavior classroom and a sensory room ("the nest"). The nest is a flexible space for students to self-regulate during emotional struggles. A SPED resource room ("the learning tree") is also provided for extra pull-out services (not self-contained). The goal is to try to support special education students within general classrooms to the extent possible (more inclusive).					
Spaces to Support P. E. Curriculum	○	○	○	○	●
No issues reported. The gym opens up to the commons via a modular wall.					
Commons / Cafeteria and Servery	○	○	○	○	●
The cafeteria is well-sized and includes a stage with a moveable partition wall. The school runs three lunches (two grades per session). The kitchen is sufficiently large and well-equipped. The servery is efficiently configured (two serving lines).					
Library Media Center	○	○	○	○	●
Very inviting, daylit space. The library serves as a destination for certain lunch activities, such as Battle of the Books. The principal would like the space to be more inviting to students. The space is fairly flexible with newer tables.					
Safe and Secure Learning Environment	○	○	○	○	●
Building and site layout create good lines of sight. Clear open welcoming main entry. Each pod is color-coded, for wayfinding. Pods can be secured during lockdowns. Good separation between bus and parent drop-of lanes and adequate parking.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	○	●
Administrative space is adequate for current enrollment and programs. The main office is effectively configured. There are separate offices for restorative justice and TOSA. A large, well-equipped community room is present.					
Overall Ratings	**0**	**0**	**0**	**4**	**50**
Total Score					**54/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Glenfair Elementary School	**Building ID**	21820300
Address	15300 NE Glisan Street, Portland, OR 97230	**Date of Assessment**	October 4, 2019
Principal Name	Lisa McDonald	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	●	○	○	○
Data projectors on carts in all classrooms; only one is wall-mounted. Wires run along the rugs due to insufficient outlets (some of the older class-rooms only have two plugs). Every teacher has a laptop. Three (3) laptop carts are available for class use. One iPad per student for grades 3-5, but they are old and the IOS software can't be updated. Weak Wi-Fi signal is reported, though they recently added a a WAP in every classroom. Weak radio signals in some areas of the building. No computer lab is present; assessment testing is held in the cafeteria on the laptops.					
Support of STEAM and Project-based Learning	○	●	○	○	○
No makerspace or wet lab is present. The school has a ¼ -time art teacher funded through the Portland Art Tax. STEAM activities are conducted in classrooms. The school has had lead mitigation in the past, but sink water still reportedly cannot be consumed. This limits the use of classrooms for messy STEAM activities. One "dry" portable is used for music – no sink or restroom.					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
While classrooms are fairly spacious, the facility does not include extended learning areas. Outside of the classroom, there are very limited spaces for small groups. A vacant classroom (Room 37) is currently used as a "flex" space for this purpose but may not be available in the future if enrollment continues to grow. Select classrooms share a "Jack and Jill" restroom with an additional space in the middle used for storage.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	●	○	○	○	○
Very wide temperature variations throughout the building; some areas very warm while others are cold. Boiler is 20 years old and takes a long time to heat up and then blows hot air. Inconsistent distribution of temperature. Causes conflict (some are hot/cold depending on where they are located in the building). Main restrooms are high use and are close to boiler and sometimes reportedly reach up to 90 degrees (odor issues). Maintenance staff unable to find replacement parts for aging systems. Music is held in a portable classroom (poor acoustics). Ample windows to provide daylighting, but can be harsh at times (need improved window coverings). Areas of the building have reportedly tested positive for radon and lead (water and paint) in the past.					
General Classroom Features	○	○	●	○	○
Classroom sizes are spacious, supporting flexible arrangements. Much of the furniture is dated and mismatched. Low ceilings give some class-rooms a claustrophobic feel.					
Special Education Program Resources	○	○	●	○	○
A SPED resource room houses a learning specialist, speech pathologist, and two (2) FT instructional assistants in room, in addition to 2.5 FTE that are "one-on-ones" in the field. The resource room is a small (¾-sized) classroom that is connected to another small classroom with its own bathroom. The "Grizzly Den" is provided as a de-escalation room for students that need a space to self-regulate their emotions. The room has had a noticeable positive impact on behavioral trends.					
Spaces to Support P. E. Curriculum	○	○	○	●	○
The gym accommodates all students for an assembly. The gym has several entrances/exits with doors with low-level relites that frequently get kicked in by students. A stage is positioned at one end of the gym. The school recently received a grant to purchase a half wall for stage, new baskets, a new climbing wall, paint. Use of the large covered play area limited by its low ceiling and close proximity to vehicle traffic.					
Commons / Cafeteria and Servery	○	●	○	○	○
The cafeteria is undersized based on enrollment. It is the original cafeteria, designed to support only 10 classrooms. When the addition was later constructed, the cafeteria was not expanded to accommodate the additional students. Some improvements were recently implemented to improve the overall appearance of the space, but it is still small for the size of the student body. The school runs four (4) lunches (five classes per lunch). Half of the students eat breakfast in the cafeteria whereas the other half eat in their classrooms. The servery is not effectively configured - there is one serving line with students frequently backed up to the hallway.					
Library Media Center	○	●	○	○	○
The library media center is essentially a double classroom with an excessive number of doors and multiple restrooms (difficult to monitor students).The long and skinny layout is difficult to supervise and includes some hidden areas. School staff wanted to leave their library open after hours for community use but it was not feasible for security reasons.					
Safe and Secure Learning Environment	○	●	○	○	○
Although a secure entry vestibule is present, staff are not able to talk to people before they gain access to the vestibule (no intercom/buzzer). This is a particular problem for Glenfair staff as there are a high number of families with complicated custody arrangements, restraining orders, etc. The school has long hallways with lots of corners – tough to supervise. Select doors do not close/lock due to expansion/retraction of door frames based on climate conditions. The main entry can be difficult to locate for visitors. Wings have a numbering system to aid wayfinding. DHS office is located far from main entry (Room 21). People visit this office that are not associated with the school and they must walk through the school building unattended. Only one hall has intruder locks. Portables and outdoor play areas are difficult to monitor. Exterior fencing improvements are needed to delineate the Glenfair campus from the adjacent park. Arrival/departure happens from gym rather than the front entry. Buses park in front of the school while parents queue in the gravel lot. There is not sufficient area for a car to turn around. SPED buses pick up students at the west end of the driveway near the covered area. Taxi cabs line up each day to transport homeless youth to temporary housing, etc.					

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Glenfair Elementary School	**Building ID**	21820300
Address	15300 NE Glisan Street, Portland, OR 97230	**Date of Assessment**	October 4, 2019
Principal Name	Lisa McDonald	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Administrative Spaces to Support School Operations / Community Programs	●	○	○	○	○

Administrative areas are severely undersized. Glenfair has more classified and licensed staff than most schools due to its student population (including 30% homeless with high mobility rate). The principal and vice principal share a single office. A welcome center is present, though it is located somewhat apart from the main entry; people have to enter the building to access (not secure). The school's specialists are located far away from instructional areas. Assessments have to be conducted in hallways (lack of privacy). Glenfair maintains active partnerships with multiple community agencies providing social services to students and their families. These agencies occupy a lot of the school's extra spaces, leaving them unavailable for other functions. DHS office is located far from main entry (Room 21). People visit this office that are not associated with the school and they must walk through the school building unattended. A Trillium therapist is also onsite. The school keeps a school bus in parking lot and has four (4) drivers onsite that can pick up kids or parents if needed. Have a clothes closet and washer/dryer. SUN and early morning care program are onsite (carts with curriculum). Many community organizations use the gym; Playworks has a junior coach. The gym and field lack adjacent restrooms for after hours use. One half of one portable used for Oregon Food Bank site. Separate building has ELD and Title I specialists (office area – mostly push in services).

Overall Ratings	**2**	**12**	**6**	**4**	**0**
Total Score					**24/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Hartley Elementary School	**Building ID**	21820400
Address	701 NE 185th Place, Portland, OR 97230	**Date of Assessment**	October 8, 2019
Principal Name	Julie Evans	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	●	○	○
One computer lab is present. School will begin conducting some assessment testing on laptops for the first time this year; however, only one (1) laptop cart is present. The school's iPads are outdated and the IOS software cannot be updated. Classrooms have data projectors on carts. Wireless connectivity is not consistent. The library does not have a dedicated data projector.					
Support of STEAM and Project-based Learning	○	●	○	○	○
No makerspace or wet lab is present. Student garden by the playground with raised beds as well as fenced off greenery space; however, it is not well-maintained. Music room is in a portable and acoustically deficient and can't accommodate a piano (can't go up ramp). Any STEAM activities are conducted in the classrooms – no other options. Classrooms all have working sinks, though some are carpeted (limits messy activities).					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
Double-loaded corridors with no extended learning areas or small group spaces. No area for a grade level to come together as a team. Mostly tables in classrooms. Chairs are very old – original to building. Principal reports that classroom furniture is not comfortable, flexible, or easily moved. Teachers cannot effectively manipulate space.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Inconsistent heating/cooling throughout the building. Poor ventilation in restrooms. CRs have good daylighting. Gym, cafeteria and library do NOT have good daylighting.					
General Classroom Features	○	○	○	●	○
Classroom sizes are smaller than at some of the other schools in the district. Classrooms have a variety of floor coverings, including hard-surfaced and carpet. All classrooms are equipped with working sinks. Classrooms have windows to provide natural daylighting.					
Special Education Program Resources	○	●	○	○	○
A behavior classroom is located in a portable (with restroom). No de-escalation area is present. Staff sometimes use the adjacent music room for de-escalation when it is not in use. A sensory room is highly desired. One (1) small resource room is present, though it is not classroom-sized (more like an office or meeting room).					
Spaces to Support P. E. Curriculum	○	○	●	○	○
Recess storage is severely lacking. Equipment has to be stored in PE storage which is very limited. Gym storage is not within the gym (outside the corridor). Not easily accessed. The gym can accommodate the entire student body for an assembly. The gym is not air conditioned and has no natural light.					
Commons / Cafeteria and Servery	○	○	●	○	○
The cafeteria is undersized for the student enrollment. The school runs six (6) lunches. Servery is not well-organized and have crossing paths and bottlenecks. One serving line. Cold storage is out where students can access it in the cafeteria area (no room in the kitchen).					
Library Media Center	○	○	○	●	○
The library is open to the corridor; this can be disruptive at times, though it does make the library very visible to students. The principal reports that the school received some "hand-me-down" rolling bookshelves from another school, but the environment is not flexible otherwise. The library does not have sufficient access to natural light.					
Safe and Secure Learning Environment	○	○	●	○	○
Secure vestibule is present at main entry but has poor flow and is not working as intended. Staff do not have ability to unlock main entry doors remotely. Door into school from main office propped open because staff do not have remote ability to control door. No door sensors to alert staff when door is propped open. Card access is needed to permit movement between portables and main building. Students must be escorted when going to portables (have restroom out there). No intruder locks on classroom doors, requiring teachers to exit the room to lock the doors. Congested drop-off lanes. Lack of perimeter fencing. Not able to secure academic halls during after hours use. PA system is not heard in all spaces/areas. Wayfinding is straightforward. Transitions are very crowded especially at dismissal. During pick-up, staff have to walk students in front of buses to access an island. Parents then pick up their students at the island. Separate bus and car lanes are present (but in the same area). Parking spaces get boxed in during drop-off/pick-up times. Some areas of the school site were previously fenced to ward off homeless campers.					
Administrative Spaces to Support School Operations / Community Programs	○	●	○	○	○
Administrative space is undersized. One conference room is present. Specialists offices are clustered in a portable classroom. Students lose transition time traveling to and from portable for services. Staff lounge is small and used mostly for storage. Small closet -sized workroom is present and it is not in the main office. The school lacks a vault for secure storage. Community partners include Champions (cafeteria); SUN (cafeteria and part of a CR); SMART Readers (use cafeteria); and Trillium (share office with school psych). The school is scheduled to add a pre-k program though same agency as SUN – they will occupy half of SUN's existing classroom. Aprendemos program is also held onsite. The principal is concerned that lack of space will prevent them from receiving any new services. No community room is present. No food bank is present. Clothing closet is located in an actual closet. ELD is all push in because there is not a dedicated classroom available – staff use the library if they need to a session for newcomers. Lack of storage is a facility-wide concern.					
Overall Ratings	**0**	**8**	**15**	**8**	**0**
Total Score					**31/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Margaret Scott Elementary School	**Building ID**	21820502
Address	14700 NE Sacramento Street, Portland, OR 97230	**Date of Assessment**	October 3, 2019
Principal Name	Holly Wilkes	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
A few laptop carts are available. A true computer lab is not provided, although there are a number of desktop computers in the library that function as a lab of sorts. Data projectors and document cameras are in each classroom. Most projectors are ceiling-mounted. Voice amplification systems not provided but desired. Testing will occur on laptops this year.					
Support of STEAM and Project-based Learning	○	●	○	○	○
No makerspace or art or science room. STEAM and PBL activities are conducted in classrooms; however, teachers reportedly avoid doing such activities as they are difficult to conduct in the spaces provided. Many classrooms are carpeted. A sink is provided in each classroom. Music is held in a portable classroom (poor acoustics).					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
No extended learning areas that are open to flexible or scheduled use.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	●	○
Music is held in a portable classroom (poor acoustics). Most classrooms have access to daylight, but other areas do not (e.g. library). No other issues reported.					
General Classroom Features	○	○	●	○	○
Spacious classrooms with dated furniture. Both desks and tables according to teacher preference. Most classrooms have good access to natural daylighting. Aging carpet makes rooms less inviting and not conducive to messy activities.					
Special Education Program Resources	○	○	●	○	○
No self-contained SPED rooms. Sensory room is called "The Meadow" (open to all students). Resource room is tacked on to library.					
Spaces to Support P. E. Curriculum	○	○	○	●	○
Gymnasium is in a separate building from the main entry. No covered walkway leading to building. Otherwise, no issues noted. The gym is large enough to accommodate the entire student body for an assembly. Large covered play is present.					
Commons / Cafeteria and Servery	○	○	○	●	○
Effectively sized and configured cafeteria and servery. No issues reported. The school holds three lunches. No natural daylight.					
Library Media Center	○	○	●	○	○
The library is the former gym. It is centrally located, open and generally inviting with high ceilings. Built in risers are provided. Furniture is dated in appearance. No natural light is present. The space serves as a corridor of sorts which can be distracting.					
Safe and Secure Learning Environment	○	○	○	●	○
Front entry is prominent and welcoming. Secure entry vestibule is present. Main building is reportedly not easy to supervise (poor lines of sight, lots of blind spots). Poor visibility of classrooms from commons. More staff members are needed to supervise due to configuration. Two separate parking lots and drop-off lanes. Key card needed to gain access to other buildings.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	●	○
Administrative space is generally adequate. The Boys and Girls Club needs dedicated space with a separate entry (currently in a portable classroom). Speech language and resource teacher have their own rooms. Meeting space is generally sufficient. Health room is adequate and is positioned close to the main office for effective supervision. Trillium Family Services shares a very small office. Champions provides before and after school care (they have their own room). The school also lays out cafeteria tables to create a "room" of sorts after hours.					
Overall Ratings	**0**	**4**	**9**	**24**	**0**
Total Score					**37/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Salish Ponds Elementary School	**Building ID**	22821700
Address	1210 NE 201st Avenue, Fairview, OR 97024	**Date of Assessment**	October 4, 2019
Principal Name	Kristen Bradshaw **at time of interview*	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
There is a computer lab in the library. Two laptop carts are available for use. Standardized testing occurs in both the lab and in classrooms on laptops. Each classroom has a set of tablets; however, they are significantly out of date and not really usable. The Discovery room is not equipped with AV, but the school brings in a data projector on a cart and portable speakers as needed. There are old, wall-mounted TVs in classrooms and the library that need to be removed (not flat-screen). Wireless is generally sufficient.					
Support of STEAM and Project-based Learning	○	○	○	●	○
The school has a "Discovery Zone" at the front of the school with hard-surfaced flooring, large tables, sinks, and display racks. This area is used by all classes for art, science and messy problem-based learning activities. There is a small "wet area" in each classroom with a sink and hard-surfaced flooring. Music is held on the stage; it previously had its own dedicated room on the 2nd level, but was displaced when an additional classroom was needed for 4th grade.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	●	○
The "Discovery Zone" described above is a large area that can support 1-2 classes, depending on the activity. Otherwise, the school is not equipped with extended learning areas by design. A few kidney shaped tables are placed in corridors for pull out activities.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Music is held on the stage and must compete with the cafeteria. The principal desires a partition with noise cancellation properties. Some partition walls separate certain classrooms, creating possible acoustical challenges.					
General Classroom Features	○	○	●	○	○
The principal reports that the school lacks a sufficient number of classrooms to accommodate current enrollment. Classrooms are mostly carpeted, but a small "wet area" is provided near the sink with hard-surfaced flooring. Classrooms are reasonably sized. Furniture is somewhat dated and mostly original to the building; however it is functional. Most classrooms are equipped with tables, but a few have desks.					
Special Education Program Resources	○	○	○	●	○
The principal reports that the school has experienced an increase in students with special behavioral needs. Social emotional learning is a priority. The school currently has one behavioral SPED classroom and one life skills classroom, as well as a small (closet-sized) de-escalation room. Most IEP meetings are held in the principal's office or a vacant classroom after hours.					
Spaces to Support P. E. Curriculum	○	○	●	○	○
The gym is sufficiently sized but not inviting. It does not have access to natural daylight. Carpet along the walls is old and bubbling.					
Commons / Cafeteria and Servery	○	○	●	○	○
The cafeteria feels undersized for current student enrollment. This is exacerbated by the fact that a good portion of the cafeteria is used for Champions storage. The school holds four lunches. The servery is fairly efficient. There is not sufficient space to accommodate all students for breakfast; some grades must eat in their classrooms. Use sometimes interferes with music instruction (which is held on the stage).					
Library Media Center	○	○	○	●	○
Generally, the library media center is sufficient. There is access to natural daylight. An integrated computer lab is provided. There are a number of old mounted television sets that require removal.					
Safe and Secure Learning Environment	○	○	○	●	○
A secure entry vestibule is present; however, the principal reports that it does not always function as intended, as the lockdown function is not feasible by design. There are lots of "nooks and crannies" in the school where children can hide. Security cameras are present, but more are needed. Wayfinding to the front of the school is very difficult based on the location with multiple educational and administrative buildings on one campus. Once inside the building, wayfinding is fairly straightforward. Pick-up is very chaotic with major bottlenecks caused by an excessive number of parents lining up and sometimes even leaving their cars. The current configuration narrows to one lane. Also, Salish Ponds and Reynolds Middle School release students at approximately the same time, adding to the congestion in the area. Bus access is helped by the proximity to the bus barn. For walkers, no sidewalks are present until Halsey (one crossing guard is provided). SPED buses and daycare vans drop-off/pick up at the back of the school near the District office. The playground is reportedly difficult to supervise and requires a high number of staff to monitor recess.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	●	○
Administrative spaces are generally adequate; however, the school lacks sufficient meeting spaces. A conference room is not present; private meetings occur in the principal's office or a vacant classroom after hours. Lack of storage space is a major issue throughout the facility. Metro Family Services, Champions occupies a portion of the cafeteria. Columbia Regional uses a space on the 2nd level to provide services to two (2) blind students. Restorative Services occupies an office. The speech pathologist and psychologist share an office. SUN program occupies some of the gym storage. The teacher book room was recently repurposed as an ELD office. A makeshift space (using partitions) in the cafeteria is used for "P-3 Early Childhood" program.					
Overall Ratings	**0**	**0**	**12**	**28**	**0**
Total Score					**40/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Sweetbriar Elementary School	**Building ID**	21820700
Address	501 SE Sweetbriar Lane, Troutdale, OR 97060	**Date of Assessment**	October 1, 2019
Principal Name	Marie Marianiello	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	●	○	○	○
Open makeshift computer lab off of the library. Wireless is adequate but could be improved. Chromebook carts are "pieced together" – about 60 laptops and 100 very old iPads total (but old). Classrooms are equipped with older data projectors on carts.					
Support of STEAM and Project-based Learning	○	○	●	○	○
No makerspace or wet lab is present. Art or science occurs in the general classrooms. Open extended learning areas are equipped for project based learning, but it is reportedly difficult to use them in this manner due to noise transference (too distracting for other classes). Music is held at the back of the stage.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	●	○
Sweetbriar was designed as a 70s-era "open space" school. ELAs are present at each pod. The principal reports that they are underutilized due to noise transference, size (too small), and supervision challenges. The surrounding classrooms lack doors in many cases and/or have walls that do not extend to the ceiling.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	●	○	○	○
Classrooms have limited access to daylighting. Open configuration creates noisy conditions that are especially difficult for students with anxiety. Walls do not go all the way up. Doors to classrooms.					
General Classroom Features	○	●	○	○	○
Classrooms are functional but dated in appearance. Furniture is not flexible. Casework is worn. There is a lack of storage.					
Special Education Program Resources	○	●	○	○	○
There is a growing awareness of the importance of social-emotional learning; however, there is a lack of spaces or features to support this. The school's only SPED resource room is awkwardly configured with columns that limit use of the space (it was formerly the main office). No self-contained SPED classrooms are present. A life skills classroom was previously located in current computer lab but is not longer present. The principal reports that there are many students with ADHD and/or anxiety - the open-style configuration of the classrooms can be very distracting and/or distressing to these students. A sensory room is not provided - this would be an extremely helpful resource.					
Spaces to Support P. E. Curriculum	●	○	○	○	○
Carpeted gym is not conducive to P.E. activities. Inadequate space for indoor recess.					
Commons / Cafeteria and Servery	○	○	●	○	○
Cafeteria is reportedly excessively loud - six (6) lunches are held to cut down on noise. Servery is sufficient.					
Library Media Center	○	○	○	●	○
Library is completely open – inviting and centrally-located. Furnishings are somewhat dated but functional.					
Safe and Secure Learning Environment	○	○	●	○	○
The principal reports that it is difficult to monitor student activities due to poor lines of sight. There are blind corners at the entry to classrooms where students can't be seen. Theft is an issue because backpacks cannot be supervised (stored in the pods) Different pod names – not really consistent. Principal would like to have more spaces for enrichment activities. Staff try to offer enrichment in library or music room each day. Principal would like improved signage that is welcoming to all cultures. Vestibule door is frequently stuck. During school hours, office door is unlocked. Designed as a neighborhood school; parking lot too small. Teenagers hide in the shrubbery and smoke pot during after hours. Separate lanes for bus drop-off/pick-up.					
Administrative Spaces to Support School Operations / Community Programs	○	○	●	○	○
Upstairs staff room that is reportedly not supposed to be used – safety issue with students potentially accessing the space (falling hazard). Tiny room in the back. Like one small table. Very cramped. One small conference room is available, but it is undersized for IEP meetings. There are insufficient meeting places with acoustical privacy. The principal would like to expand community partnerships; Sweetbriar is only one of three elementary schools in the District that does have a SUN program. No instructional coaches are present. 1.5 A before/ after school program (Champions) uses the gym; carts are rolled out after hours.					
Overall Ratings	**1**	**8**	**12**	**8**	**0**
Total Score					**29/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Troutdale Elementary School	**Building ID**	21820800
Address	648 SE Harlow Avenue, Troutdale, OR 97060	**Date of Assessment**	October 15, 2019
Principal Name	Edward Krankowski	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
Classrooms are equipped with ceiling mounted data projectors. Classrooms have voice amplification equipment.					
Support of STEAM and Project-based Learning	○	○	○	●	○
STEAM and project-based learning activities occur in classrooms and/or extended learning areas. All are well-equipped with sinks, hard surfaced flooring, casework, storage, etc. Art or science generally occurs in the classrooms. Music room has effective acoustics given proximity to commons. Sink is present with bubbler. No maker space is present. Sandy Lodge (community room) is also used by teachers for STEAM activities.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	○	●
Large extended learning areas with hard-surfaced flooring, sinks, positioned outside of each pod. Teachers like the extended learning areas but dislike the small classroom sizes. Elementary teachers would generally prefer to have larger classrooms. This is particularly an issue for older grades with class sizes up to 27 students. ELAs – mostly 3-5 used at once for team teaching on occasion. Independent time for study to work with different adults in the building.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	○	●
Temperature levels cannot be adjusted by staff, but are set by facilities; this causes frustration among staff. Classrooms have ample daylighting. No other issues reported.					
General Classroom Features	○	○	○	○	●
Furniture is flexible with casters. L-shaped classrooms support multiple configurations (such as a reading nook). Classrooms are somewhat smaller in size that at certain older schools in the District, but all have access to an adjacent extended learning area. Each classroom has a sink. Hard-surfaced (concrete) flooring with an area rug.					
Special Education Program Resources	○	○	○	○	●
Resource room and two (2) behavior classrooms. The two behavior SPED classrooms are connected. They are well sized and equipped as they were designed as SPED classrooms (K-3 on first floor and 3-5 on second floor). SPED class sizes are 10-11 students each. De-escalation room is present (room within a room).					
Spaces to Support P. E. Curriculum	○	○	○	●	○
The gym opens up to the commons via a modular wall. Gym floor compass lettering is off (letters facing wrong direction), making it difficult to use this feature as a teaching tool. Sound system reportedly has poor sound quality. Gym has no bleachers (though this is not uncommon at the elementary level). Gym used to have fire extinguisher on east wall – moved because kids were running into it.					
Commons / Cafeteria and Servery	○	○	○	●	○
The cafeteria is well-sized and includes a stage with a moveable partition wall. The school had 3 lunches last year; currently have 5 staggered lunches. Layout of servery requires lines to cross and/or kids to wait in hallway. The school used to hold assemblies in the commons but it was too loud. Assemblies are currently held in the gym. Principal feels that more acoustical panels would be beneficial. If music is in session, have to project from the other side (logistical hassle).					
Library Media Center	○	○	○	○	●
The library is a large, inviting, daylit space. While most furnishings are flexible, look-up station locations are fixed and ill-placed. The principal feels that dimmable lighting would be a useful addition.					
Safe and Secure Learning Environment	○	○	○	●	○
Improved signage needed outside the building. The principal reports that additional cameras would be helpful. Exterior doors are not equipped with sensors; staff do not know if a door is propped open. Improved security system reportedly needed. Safety issues around windows and screens opening (kids just slam them, causing damage). A secure entry vestibule is present, but can be challenging to monitor. Drop-off/pick-up procedures are adequate but not ideal. Parents are not permitted to enter the building to pick up; instead, students walk under covered area and wait for their parents. Buses line up along the road. SPED buses park along the north side of building. The playground area is reportedly difficult to supervise. Fire extinguisher cabinet is reportedly overly accessible to students (has been an issue in the past).					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	○	●
Sandy Lodge (community room) is spacious and well-equipped. Girl Scouts, YMCA care (before and after school). Not enough office space for community partners. One conference room is provided but a second one is reportedly needed. Small group rooms positioned in pods are used by some teachers and specialists. Intent was for these areas to be used by Title I specialists, but Title I has its own classroom currently.					
Overall Ratings	**0**	**0**	**0**	**20**	**30**
Total Score					**50/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Wilkes Elementary School	**Building ID**	21820900
Address	17020 NE Wilkes Road, Portland, OR 97230	**Date of Assessment**	September 26, 2019
Principal Name	Sarah Shields	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
No computer lab is present. The school has tree (3) Chromebook carts. Assessments are difficult, due to the inadequate number of computers. Each CR needs their own cart. Wi-Fi good if had newer equipment. Would like a computer lab – nice to have it permanently in place. Only 4 computers associated with library (look up stations). No screens in classrooms, which limits use of the white boards as they are used as a projection surface. No data projectors provided in pods, but are provided in cafeteria and library. Gym has integrated audio system.					
Support of STEAM and Project-based Learning	○	○	○	●	○
STEAM and project-based learning activities occur in classrooms and/or extended learning areas. All are well-equipped with sinks, hard surfaced flooring, casework, storage, etc. Art or science generally occurs in the classrooms. There is a dedicated music room off of the main commons that opens up to the stage (accordion wall divides the space). Accordion wall between gym and cafeteria seals completely. No wet lab or makerspace is present.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	○	●
Large ELA at each pod with hard-surfaced flooring and sink. There is also an enclosed small group meeting area associated with each pod. Principal feels that the extended learning areas are too large and that some of the space would have been better served by making the classrooms larger. Rooms and furniture is the same so everything is easily swapped.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	○	●
No issues reported.					
General Classroom Features	○	○	○	○	●
L-shaped classrooms are slightly smaller than at the older schools. Kinder rooms are a bit larger. Ample windows to provide daylighting. Lots of built-in storage but somewhat limited display space. Teachers sometimes are observed taping display materials onto cubbies, etc. Word walls are sometimes displayed on cupboard doors. Classrooms have concrete floors with an area rug. A sink is present in each classroom. Every CR is being used.					
Special Education Program Resources	○	○	○	○	●
Resource room, two (2) life skills classrooms, sensory room (flex space – moving to downstairs in a pass-through office). Space to store equipment is lacking (e.g. bikes for adaptive PE). Title I and ELD are in a shared room. One of the life skills classrooms was actually designed to be a preschool classroom, so it has a restroom.					
Spaces to Support P. E. Curriculum	○	○	○	○	●
No issues reported. Acoustical panels are present. The gym opens up to the commons via a modular wall. The principal remarked that a curtain would be needed if a second PE teacher is added in the future.					
Commons / Cafeteria and Servery	○	○	○	○	●
No issues reported with cafeteria. Servery has two serving lines, but experiences bottlenecks (could be smoother). The school operates three lunches. Ware washing area is not well-placed, as students have to cross paths to access door for recess. The space has natural daylight. A stage is present (also has option of opening up to gym).					
Library Media Center	○	○	○	○	●
Very inviting, daylit space. It includes a small work room that could be bigger. There is reportedly inadequate storage for small tabletop equipment and supplies, such as die cuts, lamination machine, etc.					
Safe and Secure Learning Environment	○	○	○	●	○
Good visibility for safety and security; high degree of transparency from main office to entry, parking lot, etc. Secure entry vestibule. However, there are hiding areas under the stairs. There is good interior visibility otherwise. The number of exterior doors is difficult to monitor; door sensors would be helpful. End of day dismissal can cause bottlenecks where students exit to catch the buses. The school instituted a release plan to make things more efficient. Parking is reportedly inadequate with too few spaces. Position of the playground in front feels insecure – had a parent simply lift their child over the fence without checking into office. Higher fence is needed.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	●	○
Although the design includes ample administrative areas, overcrowding and the number of agency partners has maxed out the available space. Not enough space for itinerant staff. Speech pathologist now shares a conference room with the school psychologist. SUN community Puentes, P3 (2 hrs per week with parents), Trillium Family Services occupies the former school psych office. Large, well-equipped community room is present, but principal is concerned that they might lose this space in the future if enrollment increases (may have to become a classroom). Principal feels her office undersized and cannot comfortably fit a conference table. Counselor office reportedly feels too small to meet with students and does not have direct hall access.					
Overall Ratings	**0**	**0**	**0**	**16**	**35**
Total Score					**51/55**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Woodland Elementary School	**Building ID**	22821400
Address	21607 NE Glisan Street, Portland, OR 97024	**Date of Assessment**	September 25, 2019
Principal Name	Rob Robinson	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	●	○	○	○
The principal reports that the facility is not equipped for the school's technological needs. A small computer lab is located off of the library. Three laptop carts are provided. Although each classroom has 15 iPads, they are very old and can no longer receive IOS updates. Standardized testing occurs in classrooms on laptops. Wireless access fluctuates based on location within the building. Some of the older laptops have trouble connecting to the network. Each classroom is equipped with a data projector on an AV cart or table. It is common to see cords taped to the ground to prevent tripping.					
Support of STEAM and Project-based Learning	○	●	○	○	○
The music room is in poor condition. A stage is positioned off of the gym. The school does not have a dedicated makerspace, art room or wet lab. The former art room is used as a Life Skills classroom. STEAM and project-based learning occur in the classrooms, limiting teaching options. Many classroom sinks cannot be used due to the presence of lead. The school has used the outdoor environment as an extension of the classroom in the past; they have partnered with Columbia Watershed Council and conducted nature walks along Salish Ponds Trail. Older students have completed legacy projects restoring the far end of playground into a natural learning site and planting trees. Stage is used for storage or Smart Reading program.					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
No extended learning areas are present. Hallways are occasionally used for this purpose, but they are too narrow and difficult to supervise from classrooms. Classrooms are well-sized for flexibility. The gym can support the entire student body for an assembly.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Classrooms have ample natural daylight. HVAC system in reportedly not effective; pockets are too hot or cold, leading to complaints among students and staff.					
General Classroom Features	○	○	●	○	○
Classrooms are sufficiently sized, equipped with sinks and hard-surfaced flooring; however, sinks are unusable due to the presence of lead. Access to natural daylighting is provided.					
Special Education Program Resources	○	○	●	○	○
Life skills classroom with restroom is currently located in former art room. Functioning life skills provides services to medically fragile students. Title I classroom is present.					
Spaces to Support P. E. Curriculum	○	●	○	○	○
Gym has VCT flooring. The principal reports that improved wall padding is needed.					
Commons / Cafeteria and Servery	○	○	●	○	○
The principal reports that the cafeteria is undersized for their needs. There are currently six (6) lunches. The open style servery is reportedly ineffective. Breakfast is more problematic than lunch. Dish return window is adequate. The kitchen serves current needs, but would be undersized if the District moves toward cooking more meals onsite in the future.					
Library Media Center	○	○	○	●	○
Nice inviting place with natural light. Story steps are present.					
Safe and Secure Learning Environment	○	○	●	○	○
Woodland is the only school in the District without an entry vestibule; this was due to certain design challenges that made the addition of a vestibule infeasible. However, the reception desk has good visibility of main entry, building approach and parking lot. The principal reports that there are bottlenecks at the main entry and the cafeteria at times. Inadequate parking, especially during events (e.g. people parking along fire lanes). Cars are frequently backed up onto Glisan during peak drop-off/pick-up times. Reconfiguration of bus/parent drop-off procedures occurred two years ago; this improved conditions. The school has a low percentage of walkers or bikers; most arrive via car or bus. Incomplete exterior fencing presents a security vulnerability. The principal would like the District to revisit the evacuation plan for the building, as he feels they are not effective.					
Administrative Spaces to Support School Operations / Community Programs	○	●	○	○	○
Counselor now pushes services into classrooms – she does not have a space to pull students out of class for services. More offices are needed. There is insufficient storage. There is not a book room; half of textbooks are stored in the music room and the other half is stored on the stage. Speech occupies a room at the back of the library. Office staff is bothered by cafeteria noise (difficult to talk on phone). Acoustical panels are present but do not see to absorb noise adequately. There is a general lack of small meeting spaces. The conference room is dark and not inviting. The principal shares his office with another staff member (Spanish-speaking liaison). The school used to have a SUN program but it is not used for ELD.					
Overall Ratings	**0**	**10**	**15**	**4**	**0**
Total Score					**29/55**

School Information

School Name	H. B. Lee Middle School	**Building ID**	21821000
Address	1121 NE 172nd Avenue, Portland, OR 97230	**Date of Assessment**	October 7, 2019
Principal Name	Danielle Heikkila	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
Two rooms are wired for computer labs. Both computer labs are available for flexible use (i.e. not teaching stations). Standardized testing occurs both in the labs and on laptops in classrooms. The school has four (4) laptop carts. Several desktop computers are available for student use in the library; however, the library does not have a full computer lab. Data projectors are provided in classrooms (some have short-throw DPs that are mounted and others are on carts). The library does not have a dedicated data projector, but staff can bring one in on a cart as needed. The school has new iPads for every student (part of the middle school grant).					
Support of STEAM and Project-based Learning	○	●	○	○	○
Four (4) science classrooms are provided; however, they cannot function as true labs as students cannot use the sinks (non-potable water). Consequently, teachers are not able to conduct true lab-based activities. The school's two (2) music rooms are nicely sized and equipped with good acoustics. The school has one small practice room but it used mostly for storage. A large art room is present; sinks can be used (water is fine), but are frequently inoperable due to plumbing issues.					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
No extended learning areas are present. Certain rooms have moveable walls including one of the SPED rooms. Lack of spaces for collaboration – teachers as well as students.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Adjoining walls in a few classrooms (acoustical issues). Aging portables onsite. High radon – ventilation system to mitigate. One of the portables is used for meetings (HVAC doesn't work well so can't put a class in there).					
General Classroom Features	○	○	●	○	○
Old building with small, traditional classrooms. The principal reports that the school needs to hire additional FTE instructors to meet enrollment demands, but they do not have extra classrooms. One part time person is currently "on a cart" and a few teachers share classrooms.					
Special Education Program Resources	○	●	○	○	○
The school does not have rooms that were purposely designed for SPED. Life skills is held in general classroom without a dedicated restroom; this has been a major challenge for staff/students. No gender neutral restrooms are provided. The school has three (3) resource rooms and one (1) Behavior classroom (not self-contained). The school does not have a de-escalation or sensory room. Staff strongly desire a restorative room with a connecting sensory room to be used by all students (SPED as well as general student population).					
Spaces to Support P. E. Curriculum	○	●	○	○	○
The gym is large enough to accommodate student enrollment in an assembly; however, bleachers need replacement. The gym is reportedly excessively noisy with poor acoustics. Although there are acoustical panels, they have been painted over, reducing their effectiveness. The only P.E. areas are the main gym and aux gym; the school does not have supplemental P.E. rooms such as a mat room, weight room, etc. Locker rooms are generally sufficient, though there is a need for more private changing stalls. The principal reports that the school cannot host home games and/or tournaments because of inadequate P.E. facilities, particularly track and field events.					
Commons / Cafeteria and Servery	○	○	●	○	○
The school holds three (3) lunches. The principal expressed that it would be easier to hold two (2) lunches from a scheduling and staffing perspective, but the cafeteria is not large enough. Two serving lines but they are small.					
Library Media Center	○	○	○	●	○
The library media center is spacious but somewhat dated in appearance. Although it could be more inviting, it does serve as a destination for students. The space would benefit from new window coverings, flexible furnishings, expanded storage and improved technology. The library also lacks a true textbook room – staff created a makeshift storage area to serve this purpose.					
Specialty Classrooms (Electives and CTE)	●	○	○	○	○
No specialty classrooms are provided. Lego robotics was offered in a general classroom previously, but was discontinued (outdated equipment).					
Safe and Secure Learning Environment	○	○	●	○	○
A security vestibule is present; however, staff reportedly cannot customize or override its locking schedule. District has decided that doors will remain locked except at passing times. Wayfinding is complicated by inconsistent labeling of pods. Improved signage is needed. Additionally, the main entry is sometimes difficult to locate by visitors. Circulation issues are reported (crowded hallways with bottlenecks). Have SRO office with a tiny window. Securing the facility during community use is difficult. Have to leave the vestibule doors unlocked. Cannot secure academic wings while gym or cafeteria is use. The facility is not keyed efficiently (lots of different keys and no master key). Supervision is challenging during recess. Cameras are well integrated but intercom system is difficult to hear in noisy areas. There is a lack of separation between buses and parent vehicles. The school reportedly has a high number of walkers and bikers but not enough crosswalks and/or bike lanes. No crossing guards are present. Taxi cabs pick up homeless students. The principal would like improved visibility of the parking lot from her office.					

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	H. B. Lee Middle School	**Building ID**	21821000
Address	1121 NE 172nd Avenue, Portland, OR 97230	**Date of Assessment**	October 7, 2019
Principal Name	Danielle Heikkila	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Administrative Spaces to Support School Operations / Community Programs	○	●	○	○	○

Configuration of main office is reportedly ineffective. The principal's office is positioned in the back of the office, making it difficult to help supervise. Would like to reconfigure main office for improved supervision. Staff struggle to find private meeting areas. Meeting spaces include one conference room, as well as a conference table in the instructional coach's room. One of the portables is also used for meetings. The school has a high number of community partners "shoved into every space." Staff lounge is undersized - a room with a sink and a microwave. The staff bathroom is not adjacent. Staff would like a more inviting space with access to a copier. Overall, there is reportedly an inadequate number of staff restrooms. The school struggled to find adequate space for the large number of community partners. Promising neighborhoods initiatives grant – providing student mentors (after school). SUN is umbrella agency and requires storage onsite. Need a true food pantry area; clothing closet currently in SUN room or cold storage. Not an ideal experience when people are picking up food. No community room is present.

Overall Ratings	**1**	**10**	**12**	**8**	**0**
Total Score					**31/60**

School Information

School Name	Reynolds Middle School	**Building ID**	21821200
Address	1200 NE 201st Avenue, Fairview, OR 97024	**Date of Assessment**	October 1, 2019
Principal Name	Stacy Talus	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	○	●
Just received iPad grant – bridges the gap. Digital 1:1. Mixture of ceiling mounted data projectors on carts vs. ceiling mounted. Some are short throw. Library has one, gym no. Have flat panel display screen in entry and cafeteria (announcements). Could even show a movie, etc. Integrated sound system in main gym, weight room and commons.					
Support of STEAM and Project-based Learning	○	○	●	○	○
One wing has great sci labs, the other has older ones. Extended the wing – different conditions. More modern. Art CR with a kiln. Sufficient for the most part. No makerspace is present. Good performing arts spaces as a former high school, including a small auditorium.					
Spaces to Support Flexible Instruction / Varied Group Size	○	●	○	○	○
No extended learning areas are present. All students can fit in the gym for an assembly. The facility is not set up for flexible activities.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	●	○
Ample natural daylighting. Cafeteria can be loud during meals. No other issues reported.					
General Classroom Features	○	○	●	○	○
Differences between classrooms in the older vs. newer wings. Ample natural light. Classroom furnishings are dated and not conducive to flexible arrangements.					
Special Education Program Resources	○	○	○	●	○
Self-contained – LS and FLS. Supportive behavior class (pushed out more). 4 resource classrooms. Courtyard next to supportive behavior (exterior) served de-escalation function. Weight room and upper gym do not have elevator access.					
Spaces to Support P. E. Curriculum	○	○	○	○	●
As a former high school, RMS has ample P.E. spaces - more than what would typically be provided at the middle school level. Principal states that there is a strong need for an outdoor covered play area. New mini-pitch soccer court is present.					
Commons / Cafeteria and Servery	○	○	●	○	○
Three lunches currently – more or less one per grade. Cafeteria feels very overcrowded. Servery is effective. Stage becomes an overflow area for the cafeteria.					
Library Media Center	○	○	○	●	○
Library is dated but functional. Improved furnishings are needed to make the space more inviting.					
Specialty Classrooms (Electives and CTE)	○	●	○	○	○
The facility lacks specialized classrooms to support electives and/or CTE. The school uses general classrooms for electives such as Project Lead the Way, robotics, forensics, engineering and design (held in "a broom closet"), computer science, game design, and coding.					
Safe and Secure Learning Environment	○	○	○	●	○
New secure vestibule is reportedly working very well. No bottlenecks in the lobby. The building can be confusing for visitors to navigate (maze-like). Some bottlenecks during passing periods. Lots of people that are lost on the site (multiple buildings - poor wayfinding). Improved interior and exterior signage needed. Camera coverage has improved (more and better cameras).					
Administrative Spaces to Support School Operations / Community Programs	○	●	○	○	○
No community room is present. Lack of meeting rooms; only one conference room. Shop building (adjacent structure) used as the textbook room. Short on office space. No floating staff now but had some in the past. Lost 5.5 FTE last year. No teachers on carts currently. Speech pathologists share an office (not ideal). Numerous community partners that require space, such as Latino Network, NAYA, NW Fam Svc, Resolutions NW, Metro Family Svc, Morrison Child and Family Services, Trillium Family Services, Multnomah County Mental Health, PSU (anxiety group), Impact NW (Slavic students), Center for Family Success (students with incarcerated family members), Jackson Training and Consulting Service (social skills building, SEL, culturally specific leadership activities). Youth mentorship opportunities provided in association with Metro Family Svcs). Greater Than program (social skills), Campfire, Outward Bound, IRCO (immigrant refugee community org), Oregon Food Bank (food panty), POIC (Gresham gang outreach). There is a social worker (FT) that is a district employee but housed at RMS. RMS ELD liaisons (outreach to families in speaking different languages). SEI (self enhancement inc.). Oregon Lyons Sight and Hearing Org (vision vouchers). Piecemeal approach now but making it work. No major drop-off/pick-up issues reported.					
Overall Ratings	**0**	**6**	**9**	**16**	**10**
Total Score					**41/60**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information

School Name	Walt Morey Middle School	**Building ID**	22821500
Address	2801 SW Lucas Avenue, Troutdale, OR 97060	**Date of Assessment**	October 7, 2019
Principal Name	Tanya Pruett	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	○	●
Classrooms are equipped with data projectors on carts or ceiling-mounted. The library media center is also equipped with a data projector. No screen is provided at the stage. Computer lab off of library cannot fit an entire class; not used for testing. A separate testing lab is provided with 37 computers., as well as a classroom lab. The school recently received new iPads for students under a middle school grant. Approximately 11 laptop carts for math/sci, as well as one cart for Lego Robotics and one cart for engineering. Three "checkout carts" are also provided.					
Support of STEAM and Project-based Learning	○	●	○	○	○
Art CR is present but does not meet educational needs. A kiln was previously present but was shut down as it was not vented properly. The facility does not have an adequate number of science labs. Only one science lab is provided per pod (six total). Need an additional lab in the 7th/8th grade area. Condition of science labs is generally adequate, but a portion of the labs is carpeted. Shared prep rooms (one per floor.) Orchestra room is an old storage area without room for instrument storage (instruments stored on racks in general corridor outside of room). Band room is generally adequate but has poorly configured storage. Choir is a small classroom. No practice rooms are present. No music instructor office(s) are provide. No makerspace is present. Drama room with costume storage opens to stage.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	●	○
Pod system with extended learning area between each set of four classrooms (carpeted with lockers and a couple standard tables/chairs, as well as a sink). Good visibility from classrooms to ELAs. Mostly small desks that are movable. Have a art room with hard surfaced flooring. Pods have sinks. Can fit in gym for assembly.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
HVAC issues lead to wide temperature fluctuation between spaces ("roasting hot or freezing cold"). Access to windows / natural daylighting in most classrooms.					
General Classroom Features	○	○	○	●	○
Daylit, well-sized classrooms with sinks and decent casework. Access to adjacent extended learning. Classrooms are mostly carpeted. Furniture is dated and not flexible.					
Special Education Program Resources	○	○	○	●	○
Life skills classroom is present, but needs a de-escalation room or sensory room. Need separate restroom. Behavior CR used to be self-contained, but now integrated. Two (2) resource rooms are present. Have an office for speech path and psych (separate offices).					
Spaces to Support P. E. Curriculum	○	○	●	○	○
40-45 students in each PE class. Main gym is adequate, but aux gym is somewhat small. Need another PE teaching station. No weight, mat, or dance room present. Insufficient P.E. storage. Locker rooms are adequate.					
Commons / Cafeteria and Servery	○	○	○	●	○
Three (3) lunches - one for 6th graders and two for 7/8th. Serve approximately 200 kids per lunch. 40 min total for lunch with recess and passing. Efficient system. Principal would like a separate room for ice maker (for health room), or separate ice machine in main office (and dis washer) in staff room.					
Library Media Center	○	○	○	●	○
The library is an inviting space with high ceilings and acoustical panels. However, library furniture is old and clunky with a fixed, ill-placed island that blocks flexible use.					
Specialty Classrooms (Electives and CTE)	●	○	○	○	○
No specialized classrooms are provided. Engineering and tech classes are held in general classrooms. Elective offerings are limited by staff availability.					
Safe and Secure Learning Environment	○	○	○	●	○
Addition of surveillance cameras; however, back stairwell is difficult to monitor. Modified block schedule is in place; everyone is transitioning at different times (less congestion). Traffic circle gets very backed up. Small lot – not enough event parking. Bus and parent lanes are separate. Need improved signage for wayfinding.					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	●	○
Three offices are present; two secretaries share an office. One conference room – in high demand. Staff meet in classrooms or outside of counseling (small area), or in the principal's office. A WMMS Family Resource Center is present with sofas, tables and a kitchenette. Multnomah Country Mental Health staff member has an office in a converted closet. SUN program (after school) occupies one classroom in the NW wing. Food/clothing closet provided. The school rents the gym to YMCA and Mt Hood Volleyball.					
Overall Ratings	**1**	**2**	**6**	**28**	**5**
Total Score					**42/60**

School Information

School Name	Reynolds High School	**Building ID**	21821100
Address	1698 SW Cherry Park Road, Troutdale, OR 97060	**Date of Assessment**	September 25, 2019
Principal Name	Wade Bakely	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	○	●
Wireless was recently upgraded. Classrooms are equipped with data projectors; however, AV equipment in new areas is better than what is provided in older areas. Several desktop labs are present (two are for testing retakes). Anticipate achieving a 1:1 student/device ratio by spring 2020. Tables in commons and many classrooms have built-in USB charging capabilities. Principal feels that the facility is able to meet changing technological needs.					
Support of STEAM and Project-based Learning	○	○	○	○	●
All new science labs were provided as part of the recent addition. Performing arts building provides ample visual and performing arts spaces. No dedicated makerspace, but ability to do these types of activities in ample CTE areas, etc.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	●	○
Limited extended learning areas in classroom wings; however, large, centrally located and inviting commons supports these activities (flexible, comfortable furnishings). MPR used for meetings and activities that require more space.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	●	○	○
Thermal conditions are reportedly very inconsistent across the building, leading to very hot or very cold spaces. Most classrooms have ample daylighting. Some classrooms in older wings are separated by old accordion-style partition walls (poor acoustics).					
General Classroom Features	○	○	●	○	○
There is a wide discrepancy between the condition of the classrooms in the new areas vs. the older areas. New classrooms are well-designed and equipped with new, flexible and aesthetically-pleasing furnishings. Older classrooms have lots of challenges (e.g. poor carpeting, make-shift AV configurations, aging partition walls, etc.). Window coverings are very inadequate in older classrooms.					
Special Education Program Resources	○	○	○	○	●
The school recently added two (2) SPED rooms, including functional life skills (FLS) and life skills (LS) with two (2) restrooms and a washer/dryer. These rooms are adequately sized, configured and equipped with convenient access to SPED bus lanes. FLS students have higher needs. Some general education classrooms are used for SPED in the older sections of the building. The school has a high number of educational assistants that required office space in close proximity to one another. Lack of SPED storage is a major challenge, particularly for bulky equipment. Sensory room attached to new construction. Timeout room for SBC also.					
Spaces to Support P. E. Curriculum	○	○	●	○	○
Principal reports that gym improvements are greatly needed. The main gym cannot accommodate all students for an assembly. The principal reports that there are not enough indoor P.E. teaching stations to meet current needs. There is a need for a stadium with a field house. A mat room (wrestling only) and weight room are provided; both are generally adequate.					
Commons / Cafeteria and Servery	○	○	○	○	●
A newly designed commons, servery and kitchen are provided. Two (2) lunches are served. The space is large, open and inviting.					
Library Media Center	○	○	○	●	○
The library media center is sufficiently sized, but not centrally located. It has an uninviting feel with mismatched furnishings.					
Specialty Classrooms (Electives and CTE)	○	○	○	○	●
CTE spaces are exceptional. Shop areas are large and well-equipped. Culinary and early childhood areas were recently renovated. Instructional staff would like to add a computer lab adjacent to the metal shop (convert existing classroom). Have HVAC CTE program now, but would like to have space for an electronics lab.					
Safe and Secure Learning Environment	○	○	●	○	○
Large, spread-out facility is difficult to supervise (requires a high number of staff). Corridors easy to supervise with good lines of sight. Card lock system is a "work in progress", but generally functional (Sonitrol system). Additional exterior cameras are reportedly needed, particularly since RHS is a multi-building campus. Exterior doors are unlocked during passing periods. PA system is present, but not working well in gym. Need strobe system gym, shops, band room, commons, and other noisy areas. Wayfinding on campus and within the building is very poor; additional signage is needed (in multiple languages). Visitors are frequently lost; the main building is difficult to navigate. Parking and traffic lanes are generally adequate (no bottlenecks).					
Administrative Spaces to Support School Operations / Community Programs	○	○	○	○	●
The main office is newly constructed and well-suited for administrative needs, but need window coverings. Adequate conference rooms are provided. Good outside access to areas of building for community use. Have used MPR and arts building as well as gym complex. All have own parking, restrooms. Dedicated community partner room is provided. RHS has 15 active community partners including Schools Uniting Neighborhoods, Self-enhancement Inc., Camp Fire Columbia, Northwest Family Services, Latino Network, Greater Than, Immigrant Refugee Community Organization, Metropolitan Family Services, Multnomah County (school-based mental health program), Native American Youth Association, EPHC, College Possible, MESA, and Northwest Outward Bound. Additionally, the school is currently converting three (3) classrooms into a school-based clinic.					
Overall Ratings	**0**	**0**	**12**	**8**	**30**
Total Score					**50/60**

APPENDIX - EDUCATIONAL ADEQUACY ASSESSMENT

School Information - Sample

School Name	Reynolds Learning Academy (RLA)	**Building ID**	22821300
Address	20234 NE Halsey Street, Fairview OR 97024;	**Date of Assessment**	September 30, 2019
Principal Name	Aaron Ferguson	**Assessor Name**	Elisa Warner

Assessment

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology	○	○	○	●	○
No computer lab is provided. The school will operate a new schedule this year for standardized testing; planning to schedule all juniors into one class to take SBAC test. The school also conducts ELPA testing where they need to pull a group of students to an area with microphones / headphones. All classrooms have data projectors on carts. Recently received a grant to purchase four (4) 55 inch monitors to be placed in common areas. One Chromebook cart serves the science labs, another cart is placed in the Turnaround Center, and two (2) others are "floating" carts. iPads are also available – some old, some newer.					
Support of STEAM and Project-based Learning	○	○	●	○	○
A room next to kitchen is used for art, but it was not designed for this purpose. It is somewhat effective for 2D art, but cannot conduct 3D art. The school used to have a kiln but it was removed because it wasn't ventilated. Science labs are sufficient for curriculum. The school does not have a makerspace.					
Spaces to Support Flexible Instruction / Varied Group Size	○	○	○	●	○
Small pull-out area on each floor. The school received some new furnishings for these areas in Spring 2018.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	○	○	○	○	●
No issues reported. The facility has ample natural lighting.					
General Classroom Features	○	○	○	●	○
Classrooms serve students in grades 10-12 for credit recovery. The goal is to graduate on time. Most classes are small (5-24 students). Classrooms are sized well for smaller class sizes. Classrooms have access to natural daylight, hard-surfaced flooring, and functional furnishings.					
Special Education Program Resources	○	○	●	○	○
The school has a structured behavior classroom (SBC) that is self-contained. All students spend at least half of the day in general instruction. Up to 25 students – right now 15 are enrolled. The school is constantly challenged to find private meeting rooms for confidential IEP discussions. IEP meetings can have up to 15 people per meeting. Staff currently bounce around and use vacant classrooms during prep periods. No sensory room or de-escalation room is present.					
Spaces to Support P. E. Curriculum	○	○	○	○	○ N/A
N/A. No gym is present; P. E. is conducted at Reynolds Middle School.					
Commons / Cafeteria and Servery	●	○	○	○	○
Small open commons area on the first floor. Closed campus. The makeshift warming kitchen and dining area are not adequate. RLA is not able to have the same menu as RHS due to their inadequate kitchen and dining facilities. 100% free and reduced lunch school; however, most students choose not to eat the food. Serve breakfast also.					
Library Media Center	○	○	○	○	○ N/A
N/A. No library is present. An open area includes several shelves of books as a "mini-library" of sorts.					
Specialty Classrooms (Electives and CTE)	○	○	○	○	○ N/A
N/A - not meant to be provided at this facility, but to be accessed off-site only. Off-site access to CTE programs include Natural Resources Management and Trades. Participating students are in every other day, as half their time is spent in the field. A large shop space is provided in the annex building of RMS (walking distance). Now have three classrooms in the annex: daycare, turnaround center (night school). The principal is interested in expanding CTE program options.					
Safe and Secure Learning Environment	○	○	○	○	●
Secure entry vestibule is present. Main entry and building approach is easily supervised by staff. No intercom button or remote door access. The building has an open layout with clear lines of sight that is easy to supervise. No bottlenecks, calm passing periods. Have about 5-6 buses. A lot of students on a reduced day with special schedule.					
Administrative Spaces to Support School Operations / Community Programs	○	○	●	○	○
The school has great therapeutic supports that require space. Three trillium counselors share one office; they need their own spaces. Speech therapist and school psychologist are using the nursing office. It is a disruptive environments, as students will stop by to collect meds during meetings. Transition specialist is in a cubicle. No conference rooms are present; need two minimum. Staff play "musical offices" when outside agencies visit. Head start contact meets with students and families (parenting coach, nutrition). Native American Youth and Family Center provides services. There are also providers that offer drug and alcohol counseling, gang intervention services, etc.					
Overall Ratings	**1**	**0**	**9**	**12**	**10**
Total Score					**32/45**

MEMORANDUM

To: Rachel Hopper
Chief Operations Officer
Reynolds School District

Date: June 4, 2020
Project: F1773.01.01

From: Tyler Vick
Managing Director

Jerry Oelerich
Director of Operations / Data Analyst

RE: 2020–21 to 2029–30 Enrollment Forecasts Report—Reynolds School District

At your request, FLO Analytics (FLO) conducted demographic and geographic analyses to assist Reynolds School District (District) in understanding enrollment trends and to prepare forecasts of future student enrollment. The study was completed through three main tasks: (1) Student Enrollment Assessment, (2) Demographic and Land Use Analysis, and (3) Student Enrollment Forecasting. The resulting forecasts are reported at various levels of geography and from different perspectives of enrollment. The residence-based and building/program attendance forecasts provide the number of students by grade group that will be residing within and attending each of the District's elementary, middle, and high school attendance areas and schools/programs through the 2029–30 school year forecast horizon. The attendance area and building/program forecasts are reported annually for the 5-year period between the 2020–21 and 2024–25 school years, and a 10-year forecast is also provided. Additionally, forecasts are conveyed annually for the 10-year horizon at the district-wide level, representing the total number of students per individual grade attending district schools and programs that live within and outside the district boundary.

STUDENT ENROLLMENT ASSESSMENT:

- FLO analyzed historic and current student enrollment for the District (Figure 1), which included mapping individual students to household addresses and reviewing the existing attendance area configurations. Figure 2 illustrates the distribution of the student body across the district and surrounding area. Additionally, we evaluated historic grade progression ratios, participation in special or non-traditional programs, demographic characteristics (e.g., residence in single-family or multifamily housing) of the student body, and differences in enrollment based on residence versus building attendance, as depicted by the transfer rates in the residence-attendance matrices (Figures 3–5).

- The only non-attendance area schools included within the historic student universe were Reynolds Learning Academy and Reynolds SD 7 (the latter represent students not placed at a particular school at the time enrollment data was submitted to the Oregon Department of Education [ODE]). These schools, in conjunction with the attendance area schools, result in total historic enrollments that closely match the numbers reported in the District 2019–2020 proposed budget and ODE Fall Membership Reports. Although included in ODE Fall Membership reports, Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy were omitted from the forecast analysis.

DEMOGRAPHIC AND LAND USE ANALYSIS:

- FLO assessed residential housing units throughout the District and determined that, of students enrolled in district schools in 2019–20, 53.4 percent reside in single-family (SF) housing and 46.6 percent in multifamily (MF) housing. Residential development data compiled by FLO indicate that the MF percentage is likely to increase over the forecast range as a majority of the planned development is MF.
- FLO defines SF and MF housing in accordance with the U.S. Census American Community Survey (ACS) Subject Definitions and other sources of demographic research and population forecasts (e.g., Portland State University Population Research Center). SF housing includes one-unit structures that are fully detached from other housing or attached dwellings (e.g., row houses and townhouses). In the case of attached units, each must be separated from the adjacent unit by a ground-to-roof wall, and units must not share heating/air-conditioning systems or utilities, in order to be classified as a SF structure. MF housing is defined as residential buildings containing two or more housing units that do not have a ground-to-roof wall and/or have common facilities (i.e., attic, basement, heating, plumbing, etc.).
- FLO conducted phone interviews with planners from the municipalities of Fairview, Gresham, and Troutdale to discuss foreseeable residential growth within the district through the 2020–29 forecast horizon. Key development data acquired through these meetings are presented in Figure 6, which depicts the locations of SF, MF, and unspecified developments that are currently in construction or are expected to be built by 2029. Note that residential development information presented in Figure 6 as points reflects specific data provided by local municipalities and third-party data sources. FLO also accounted for unspecified types of development (e.g., in-fill potential, buildable lands inventory estimates, etc.) that are anticipated to occur throughout the district in areas zoned for residential use—these expected units are reported per U.S. Census block group. More detailed information from these meetings, as well as assumptions made by FLO staff, are available upon request.
- Meetings were also requested of City of Portland, Multnomah County, and City of Wood Village. Both Portland and Wood Village did not respond to requests and information gleaned from the County was minimal. In the instance of a lack of communication from municipalities, we rely on third-party data sources (see Data Sources section below).
- The most notable areas of residential development within the district include:

Anticipated residential development in Fairview is mostly MF and is concentrated near I-84 and NE Halsey Street. 377 units are estimated for the 10-year period; however, most are scheduled to be constructed with the first five years of the forecast horizon. Two MF developments are part of mixed-use projects near the intersection of Fairview Avenue and NE Halsey Street.

Troutdale will witness a low amount of SF development scattered across the city throughout the 10-year period. There is one MF project near the western edge of the city, near the intersection of SW Cherry Park Road and NE 242nd Drive, that is expected to yield 216 units in the next 10 years.

The area of the district within Gresham is expected to see a few concentrations of MF development along E Burnside St and SE 181st Ave. These projects are anticipated to yield 324 units in the 10-year period, but most of the will occur in the latter half of the period, or perhaps after the 10-year mark.

Planned development in the portion of the district that is part of Portland is mostly MF, with most units coming from smaller projects (under 50 units). These developments are concentrated in the southwest corner of the district (south of NE Glisan Street and west of NE 148th Avenue).

Generally, low levels of SF residential development will be scattered throughout the district during the 10-year forecast horizon. Few large SF projects or plans were shared by planners; an exception being the 42-unit project that is planned for the northwest corner of NE Fairview Pkwy and NE Halsey St.

ENROLLMENT FORECASTS:

5-year Enrollment Forecasts Summary:

- Between the 2019–20 and 2024–25 school years, overall district enrollment (headcount [HC]) is projected to decrease from 9,889 to 9,567, or by 3.2 percent.
- The district is projected to capture 79.9 percent of the forecasted district population of all school-age children (12,241 children). The grade and attendance-level capture rates used in analysis were informed by known 2019 student data. Note that out-of-district students account for 3.6 percent of forecasted enrollment.
- Although unique for each development, average per-unit student generation rates within the district were estimated to be 0.36 for SF households and 0.43 for MF households (Figure 7).
- The following forecasts show 5-year changes for each grade group:
  - Kindergarten (K)–5 enrollment from 4,649 to 4,455 (4.2% loss); 3.7 percent of enrollment from out-of-district
  - 6–8 enrollment from 2,393 to 2,079 (13.1% loss); 2.9 percent of enrollment from out-of-district

  - 9–12 enrollment from 2,847 to 3,033 (6.5% gain); 3.9 percent of enrollment from out-of-district

- Both these and the 10-year forecasts exclude preschool (PS), Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

10-year Enrollment Forecasts Summary:

- Between the 2024–25 and the 2029–30 school years, overall district enrollment (HC) is projected to decrease from 9,567 to 9,224 or by 3.6 percent.
- The district is projected to capture 79.9 percent of the forecasted district population of school-age children (11,132 children).
- The following forecasts show 10-year changes for each grade group (with the same proportions of out-of-district students as the 2024–25 forecasts):
  - K–5 enrollment from 4,455 to 4,363 (2.1% loss)
  - 6–8 enrollment from 2,079 to 2080 (even)
  - 9–12 enrollment from 3,033 to 2,782 (8.3% loss)
- Over the 10-year range, these 2029–30 forecasts represent a decrease from 2019–20 counts by 6.7 percent for overall district enrollment, 6.2 percent for grades K–5, 13.1 percent for grades 6–8, and 2.3 percent for grades 9–12.

Annual District-Wide Building/Program Attendance Enrollment Forecasts:

- Figure 8 details data on live births and K totals within the district, including both recent historic values and forecasts. Trends in live birth data are generally a strong indicator of future patterns in district-wide K totals (e.g., 2014 births for 2019–20 K).
- Figure 9 shows the total annual district enrollment forecasts through the 2029–30 horizon for low-, medium- (preferred), and high-growth scenarios. Figure 10 shows the medium-growth scenario enrollment forecasts broken down by grade group.
- Figures 11 through 13 provide elementary, middle, and high school building attendance enrollment forecasts through 2029–30, respectively, for low-, medium-, and high-growth scenarios.

Detailed Attendance Area Residence-Based Forecasts:

- Figures 14 through 16 provide annual forecasts by grade group of district students residing within each elementary, middle, and high school attendance areas, respectively.
- Figure 17 provides annual district-wide forecasts per individual grade, including both residence-based and building/program attendance totals by grade group.
- Note that our forecasts are produced at a significantly more granular level—that of U.S. Census block group, of which there are 42 in the district. For future boundary scenario modeling or other geography-based purposes, these more geographically granular forecasts

are available upon request, and can be accurately aggregated to prospective attendance area boundaries.

Detailed Building/Program Attendance Forecasts:

- Building/program attendance forecasts are derived from the residence-based forecasts using an analysis of the rates of intra-district transfer for specific grades, as well as rates of out-of-district student enrollment.
- Figures 18 through 20 provide annual forecasts by grade group of district students attending each elementary, middle, and high school building, respectively.

Enrollment Narrative:

The transition from birth to kindergarten is vitally important for school district enrollment. Increasing births will typically correlate to increases in enrollment while a district is likely to experience the opposite if births are in decline. In the case of the District, we forecast that the ongoing enrollment decline to continue through the end of the forecast period. This is mainly due to the expected languishing number of births through 2024. However, increased levels of multifamily development are planned and will help to offset enrollment declines related to lagging births.

At the grade group level, the District can expect to see gradual but steady declines at the elementary level. K–5 residing enrollment could decrease by 286 students by 2029–30. Middle school residence enrollment will remain steady through 2021, after which the decreases at the elementary level will begin to influence 6–8 enrollment, resulting in a downward trend. At this point in time, a decrease of 281 students is expected by 2029–30. High school residence enrollment fairs better than the former two grade groups as forecast decreases occur later in the period due to the normal progression of students through the system; declines are not calculated to begin in earnest until 2026. Overall, enrollment at the high school grade group will decline by 149 students through the end of the forecast horizon.

How COVID-19 will affect the district is not taken in consideration for this forecast analysis; it is too early to accurately predict the potential effects of coronavirus on the District or any other district for that matter. Much depends on how quickly we can return to pre-COVID conditions and that is very uncertain at this time. For guidance, the District may be able to look to the 2008 financial crises, whose effects are still being felt to this day.

METHODS

Demographic Terms:

While both projections and forecasts represent future enrollment, the methods of prediction differ. Enrollment projections are based on past and current patterns of change and the expectation that these trends will continue into the future. For example, historic enrollment data for an elementary school shows an increase from 250 students in 2017, to 265 students in 2018, and to 275 students in 2019. The average rate of change observed over the past three years could be used to prepare a projection of enrollment in 2020, assuming the trend of growth continues into the future. In other words, a projection is not predicting future trends or what will actually occur, but rather is indicating what would happen if the past and current trends that underpin the projection continue into the future. In this sense, projections are strictly mathematical.

In comparison, forecasts are based on past and current patterns of change, but also incorporate predictions of how trends may change in the future. It is common for multiple sets of projections to be prepared, which capture a range of scenarios, such as decreasing enrollment due to declining fertility rates or rapid enrollment growth due to residential development and in-migration, so that practitioners may evaluate a range of potential outcomes. Sets of projections differ based on the modification of one or more variables, including birth rates, student generation/yield rates per housing type, and rates of residential housing development, among others. Forecasts represent the set of projections that is deemed most likely to materialize based on the analysis and decision-making of practitioners. In this sense, forecasts represent the art of the science of demography. Due to the importance of input of practitioners, FLO almost exclusively prepares enrollment forecasts.

Helpful Notes on Using Forecasts:

The two fundamental types of student enrollment forecasts are building/program attendance (i.e., the number of students expected to attend school at a specific building), and residence-based (i.e., the number of students expected to reside within a certain region, whether it be the district as a whole or individual attendance areas). Residence-based forecasts are generally more accurate than building/program attendance forecasts, since the former are not subject to variability linked to student choices (e.g., intra-district transfers), movement of program locations, constraints on intra-district transfers imposed by building capacities, etc. Residence-based forecasts are rooted in student location, and therefore, with the proper granularity, can be reallocated to boundaries other than the current attendance areas. This, coupled with their increased accuracy over building/program attendance forecasts, makes them more suitable for boundary scenario modeling.

With respect to district-wide totals, building/program attendance forecasts will always be higher than residence-based totals since, by definition, only the building/program attendance forecasts include out-of-district students. When comparing building/program attendance and residence-based forecasts for an individual school, it is important to recognize that the two may vary. At the district-wide level, the building/program attendance forecasts are always higher than the forecast of students residing within the attendance areas. This is due to the segment of students that live outside the district boundary but attend district schools.

Forecasting Methodologies:

Initial Steps:

Our first step in preparing enrollment forecasts is to perform a detailed assessment of historic enrollment trends (i.e., 2014–15 to 2019–20), as well as the geographic distribution of the 2019–20 student body. The results of this enrollment assessment feed into our enrollment forecasts, which use a combination of the demographic cohort-component model to forecast population for the district by age and sex, and the enrollment rate method, which advances each age cohort through successive grade levels. In the former, the components of population change are births, deaths, and migration.

Enrollment Rate Method:

In terms of linking historic enrollment trends to future enrollment forecasts, the enrollment rate method is first used to assess the percentage of five-year-olds living within the district boundary in the 2019–20 school year who were enrolled in K at district schools. This is referred to as the K enrollment (or "capture") rate. Separate enrollment rates are computed in a similar manner for each of the other

age/grade cohorts present in 2019–20 (i.e., 1st through 12th grades). These cohort-specific enrollment rates—modified based on certain assumptions (e.g., dropout rates in high school)—are the primary basis for determining the rate at which each given cohort will be enrolled in the future and can be thought of as a means of calibrating the future enrollment forecasts. For example, the 2019–20 third-grade enrollment rate of eight-year-olds heavily informs the eighth-grade capture rate of the projected district population of 13-year-olds in 2024–25.

This is a widely prescribed forecasting method and is especially useful in one-year forecasts and districts without a large degree of year-to-year cohort variability. With minor refinements, our forecasts apply the average of the K–5 capture rates for the 2019–2020 cohorts to new cohorts matriculating in K in the 2020–2021 school year and later.

Projecting Net Migration:

Another way historic enrollment data are used is by leveraging knowledge of the geographic distribution of the 2019–20 student population in order to calculate enrollment rates at the sub-district level. To do this, FLO divided the district into 15 regions (corresponding to U.S. Census tracts), each with a sufficient number of students at each grade level to permit statistical calculations. These sub-district, cohort-specific enrollment rates were applied as a baseline to new district school-age children projected to be added because of net in-migration over the next five years. Note that the future migration rate and population projections used, which were largely informed by Esri's 2019/2024 U.S. Demographics, were prepared at an even finer geographic resolution (U.S. Census block groups), and at units that are generally socioeconomically distinct from each other.

The Esri 2019/2024 U.S. Demographics dataset is prepared using recent growth trends derived from U.S. Census and state/local sources, and in tracking growth, accounts for regional land use and comprehensive plans, publicly available development data (e.g., permits), housing inventory, and U.S. Postal Service carrier route additions. Prior to use, FLO reviews these data and confirms proper assumptions and incorporation of local data sources, particularly with respect to any publicly available residential development data, making modifications as warranted.

The benefit of this approach is that the geographic analysis performed allows for a granular forecasting of how many of the eligible new children in the district over the next five years will enroll in district schools, which is expected to be more accurate than simply using district-level rates to predict capture. This is key, as migration often plays a larger role in future enrollment levels than any other factor—more than gradual changes in birth rate, for example—but can vary greatly within a region.

At the end of each five-year window, the attendance-area numbers are modified as needed to ensure that they are consistent with district-wide numbers, which are computed using only district-wide population and historic enrollment numbers. In this way, the district-wide numbers "control" the attendance-area-level numbers.

Longer-term Forecasts (10-year):

Our ten-year forecasts assume that U.S. Census-tract-level migration patterns, similar to those of the years between 2019–20 and 2024–25, were applied to the years between 2025–26 and 2029–30 as well as quantities of buildable land within district boundaries and the relative rates at which those spaces are expected to be built out.

2019–24 births, which inform K classes beginning with the 2024–25 school year, were projected based on the average growth rate over the last five years for the cities of Portland, Gresham, Fairview, Wood Village and Troutdale, as well as Unincorporated Multnomah County as reported by the OHA.

In terms of capture rate, the two-year average grade-specific rates computed from the 2019–20 enrollment assessments are used. Also, as with the shorter-term forecasts, a three-year average of grade progression ratios is enforced at the district level.

Data Sources:

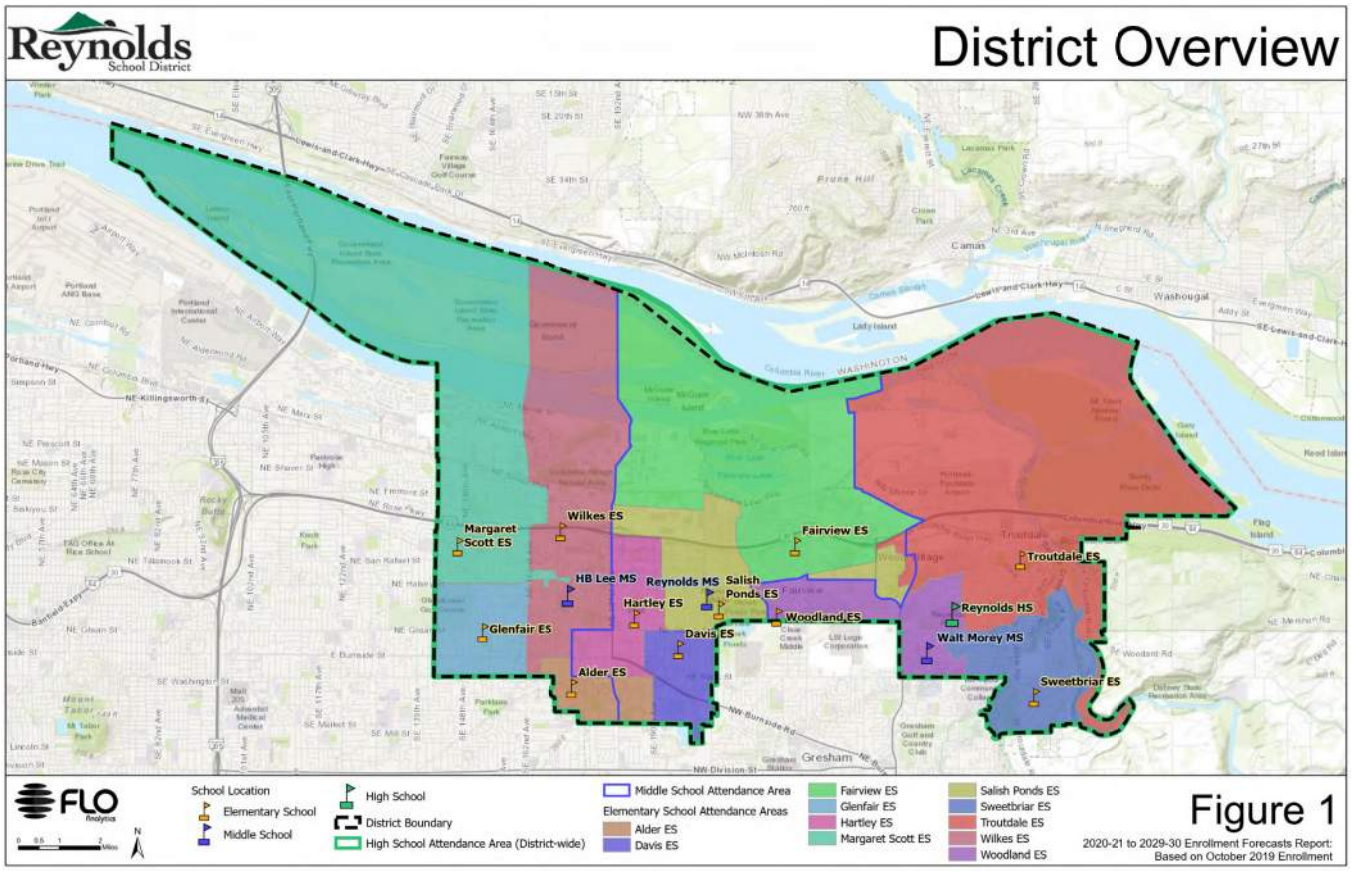
FLO used the following data sources to inform our student enrollment forecasts:

- Reynolds School District Student Information System (October 2019), attendance areas, district boundary, and school locations
- FLO-conducted interviews with planners from the municipalities of Fairview, Gresham, and Troutdale
- County and municipal residential development plans and building permits
- 2018 Statewide Urban Growth Boundaries and 2018 City Limits from Oregon Geospatial Enterprise Office's Oregon Spatial Data Library
- Portland Metro Regional Land Information System (RLIS) taxlots, developed land, vacant land, and multifamily housing inventory datasets
- CoStar Realty Information multifamily development plans
- U.S. Census and American Community Survey
- Esri 2019/2024 U.S. Demographics
- Oregon Department of Education (ODE) October (Fall Membership) enrollment
- Oregon Health Authority (OHA) birth data
- Portland State University Population Research Center (PSU PRC) annual July 1 population estimates

Accuracy:

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered a planning tool, rather than steadfast numbers for the allocation of future resources. Unlike measurable data like the results of a survey, projections and forecasts do not allow for the estimation a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders "monitor and manage" the changing conditions that will affect future populations, and that projections or forecasts are updated either at a regular frequency, or when deviation of actual enrollment from the projections or forecasts is significant and/or develops into a sustained trend.

APPENDIX - RSD'S ENROLLMENT FORECAST (FLO ANALYTICS)



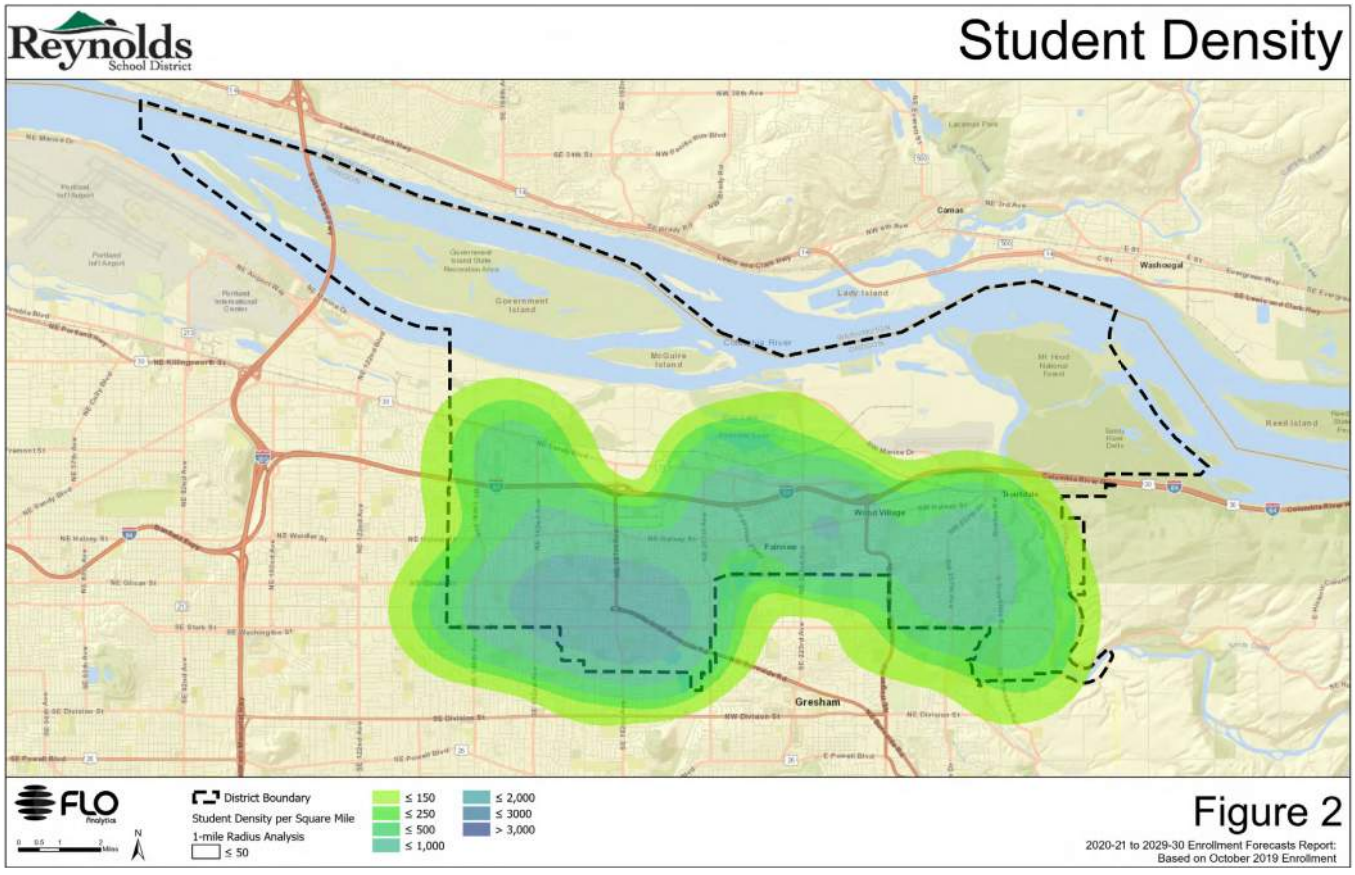


Figure 3: 2019–2020 Elementary School Enrollment Patterns
Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Alder ES	Davis ES	Fairview ES	Glenfair ES	Hartley ES	Margaret Scott ES	Salish Ponds ES	Sweetbriar ES	Troutdale ES	Wilkes ES	Woodland ES	Multisensory Learning Academy	Reynolds Arthur Academy	Reynolds Outside Placement	Rockwood Preparatory Academy	Walt Morey MS	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Alder ES	483	333	4	5	2	8	21	2	0	5	39	3	5	2	0	54	0	68.9%	150	31.1%
Davis ES	466	36	374	2	0	9	0	6	1	3	4	0	4	6	0	21	0	80.3%	92	19.7%
Fairview ES	371	3	3	298	0	1	0	5	2	4	0	2	37	13	0	3	0	80.3%	73	19.7%
Glenfair ES	499	6	5	0	412	7	9	7	1	3	8	1	10	5	0	25	0	82.6%	87	17.4%
Hartley ES	491	15	3	3	3	392	22	1	0	4	1	1	8	7	0	31	0	79.8%	99	20.2%
Margaret Scott ES	387	1	1	4	2	2	334	1	0	0	6	3	12	10	0	11	0	86.3%	53	13.7%
Salish Ponds ES	481	0	6	3	0	5	3	391	0	9	5	10	37	5	0	7	0	81.3%	90	18.7%
Sweetbriar ES	363	1	1	0	0	0	0	0	293	11	0	6	18	31	1	1	0	80.7%	70	19.3%
Troutdale ES	433	0	2	1	0	0	4	0	4	364	1	8	13	33	1	2	0	84.1%	69	15.9%
Wilkes ES	496	13	6	0	9	6	9	3	0	3	420	1	14	1	0	11	0	84.7%	76	15.3%
Woodland ES	500	3	0	2	0	0	1	3	10	11	1	413	33	20	0	2	1	82.6%	87	17.4%
K-5 Subtotals	4,970	411	405	318	428	430	403	419	311	417	485	448	191	133	2	168	1	--	--	--
Out of District	416	25	10	8	34	11	2	8	30	15	21	8	95	30	0	119	0	--	--	--
K-5 Totals	5,386	436	415	326	462	441	405	427	341	432	506	456	286	163	2	287	1	--	--	--
Transfer In Student Total	1,362	103	41	28	50	49	71	36	48	68	86	43	286	163	2	287	1	--	--	--
Transfer In Rate	25.3%	23.6%	9.9%	8.6%	10.8%	11.1%	17.5%	8.4%	14.1%	15.7%	17.0%	9.4%	100%	100%	100%	100%	100%	--	--	--

All values based on the 10/01/2019 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2019–20 school year.

Figure 4: 2019–2020 Middle School Enrollment Patterns
Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Hauton B Lee MS	Reynolds MS	Walt Morey MS	Inter District Transfer	Multisensory Learning Academy	Reynolds Arthur Academy	Reynolds Outside Placement	Rockwood Preparatory Academy	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Hauton B Lee MS	814	753	17	6	1	30	1	0	6	92.5%	61	7.5%
Reynolds MS	1,087	28	937	19	0	87	2	4	10	86.2%	150	13.8%
Walt Morey MS	639	2	11	545	0	74	6	1	0	85.3%	94	14.7%
6-8 Subtotals	2,540	783	965	570	1	191	9	5	16	--	--	--
Out of District	168	30	17	22	0	84	6	0	9	--	--	--
6-8 Totals	2,708	813	982	592	1	275	15	5	25	--	--	--
Transfer In Student Total	473	60	45	47	1	275	15	5	25	--	--	--
Transfer In Rate	17.5%	7.4%	4.6%	7.9%	100%	100%	100%	100%	100%	--	--	--

All values based on the 10/01/2019 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2019–20 school year.

Figure 5: 2019–2020 High School Enrollment Patterns
Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Reynolds HS	Inter District Transfer	Reynolds Learning Academy	Reynolds Outside Placement	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Reynolds HS	2,680	2,495	2	165	18	93.1%	185	6.9%
9-12 Subtotals	2,680	2,495	2	165	18	--	--	--
Out of District	110	99	0	11	0	--	--	--
9-12 Totals	2,790	2,594	2	176	18	--	--	--
Transfer In Student Total	295	99	2	176	18	--	--	--
Transfer In Rate	10.6%	3.8%	100%	100%	100%	--	--	--

All values based on the 10/01/2019 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2019–20 school year.

APPENDIX - RSD'S ENROLLMENT FORECAST (FLO ANALYTICS)

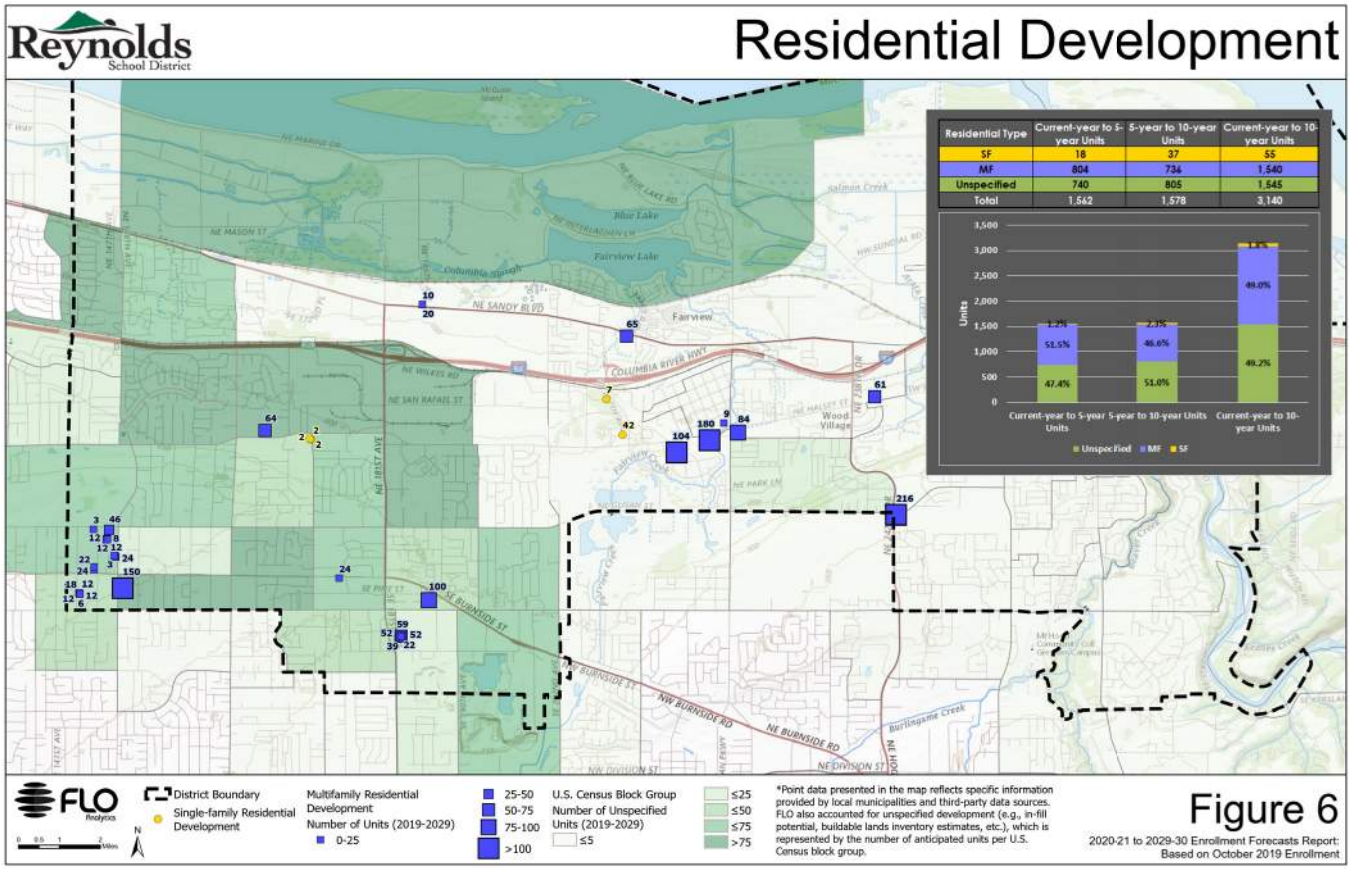


Figure 7: Student Generation Rates Used for New Housing Development

Summary of Generation Rates Used for New Development	K-12 Students per Single-Family (SF) Unit	K-12 Students per Multi-Family (MF) Unit
Overall Average Rates	***0.36***	***0.43***
Highest Rate Used for a Development	0.36	0.69
Lowest Rate Used for a Development	0.36	0.17

While overall average student generation rates used in preparing these forecasts were 0.36 K-12 students/SF unit, and 0.43 K-12 students/MF unit, the specific rates used for each development were carefully determined on an individual basis. Broadly speaking, we merge as much information as possible when choosing rates to apply to each development. Information considered includes 1) student generation data provided by the District 2) existing students/housing unit for SF and MF for individual neighborhoods (Census block groups); 3) development-specific expectations provided by planners (e.g., geared towards families vs. towards retirees); and 3) educated assumptions about trends specific to new housing development.

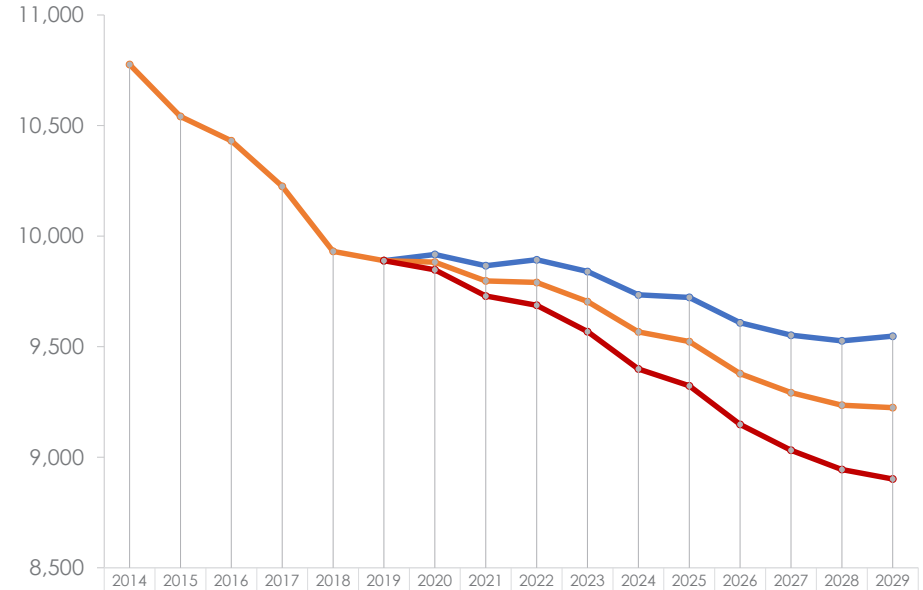
Figure 8: District Birth Rates

								Forecasts →							
Birth Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
District Births	955	981	929	953	944	981	979	910	894	916	925	918	915	911	908

	Forecasts →														
K Year	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
K Total	842	794	785	752	768	812	810	753	740	758	766	760	757	754	752
K % of Births	88.2%	80.9%	84.5%	78.9%	81.4%	82.8%	82.7%	82.7%	82.8%	82.8%	82.8%	82.8%	82.7%	82.8%	82.8%

Shown are 2010–18 historic data from OHA on live births to mothers residing in the zip codes primarily comprising the District, as well as historic district K totals for the 2015–19 school years The metric "K % of Births" is calculated by dividing each K class by the live birth total five years earlier (e.g., 2019 K class divided by 2014 births). 2019–24 births, which inform K classes beginning with the 2024 school year, were projected based on a review of the historic birth data. Forecasts of future K class sizes were then developed by employing forecasts of trends in "K % of Births".

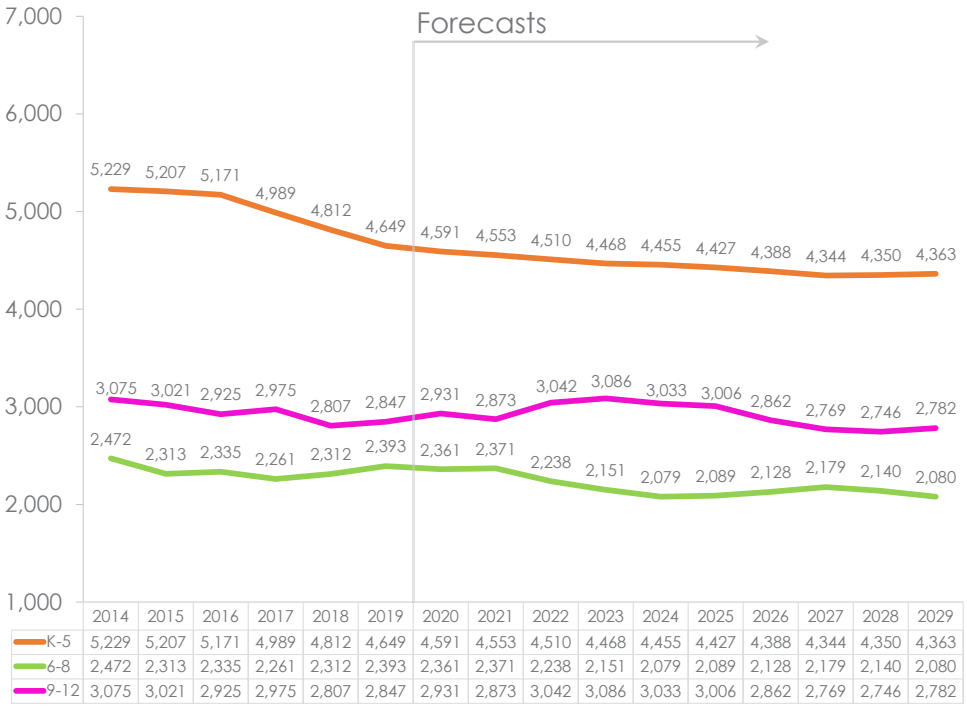
Figure 9: Total District Building Attendance Enrollment Forecasts (Headcount) — Low-, Medium- (Preferred), and High-Growth Series



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
High						9,889	9,917	9,866	9,893	9,840	9,734	9,723	9,608	9,552	9,526	9,547
Medium	10,776	10,541	10,431	10,225	9,931	9,889	9,882	9,798	9,790	9,704	9,567	9,523	9,378	9,292	9,235	9,224
Low						9,889	9,848	9,729	9,687	9,568	9,399	9,323	9,148	9,032	8,945	8,901

Total District October 1, 2019, building attendance enrollment forecasts (headcount) through 2029 — low-, medium-, and high-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 10: Building Attendance Enrollment Forecasts (Headcount) by Grade Group — Medium Growth Series (Preferred)

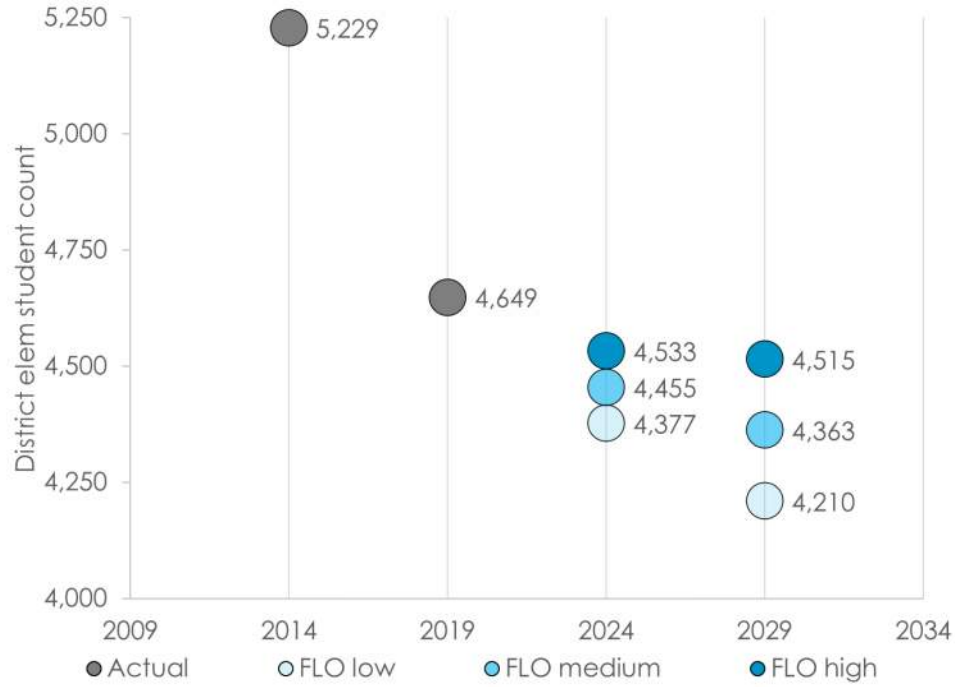


	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K-5	5,229	5,207	5,171	4,989	4,812	4,649	4,591	4,553	4,510	4,468	4,455	4,427	4,388	4,344	4,350	4,363
6-8	2,472	2,313	2,335	2,261	2,312	2,393	2,361	2,371	2,238	2,151	2,079	2,089	2,128	2,179	2,140	2,080
9-12	3,075	3,021	2,925	2,975	2,807	2,847	2,931	2,873	3,042	3,086	3,033	3,006	2,862	2,769	2,746	2,782

October 1, 2019, building attendance enrollment forecasts (headcount) through 2029-30 by grade group, medium-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

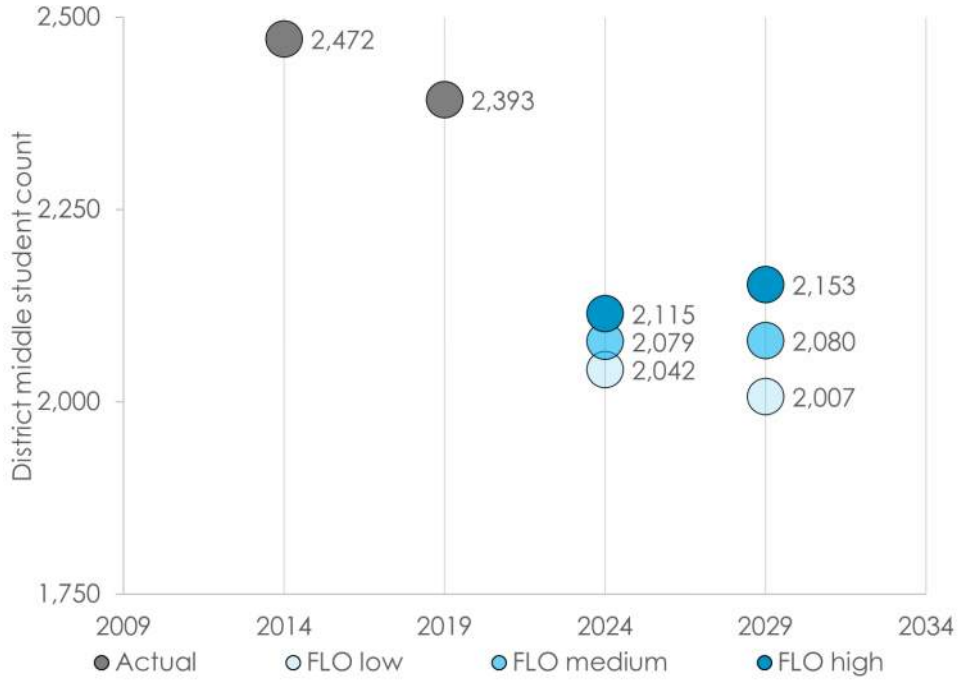
APPENDIX - RSD'S ENROLLMENT FORECAST (FLO ANALYTICS)

Figure 11: Elementary School Building Attendance Enrollment Forecasts (Headcount) — Low-, Medium- (Preferred), and High-Growth Series



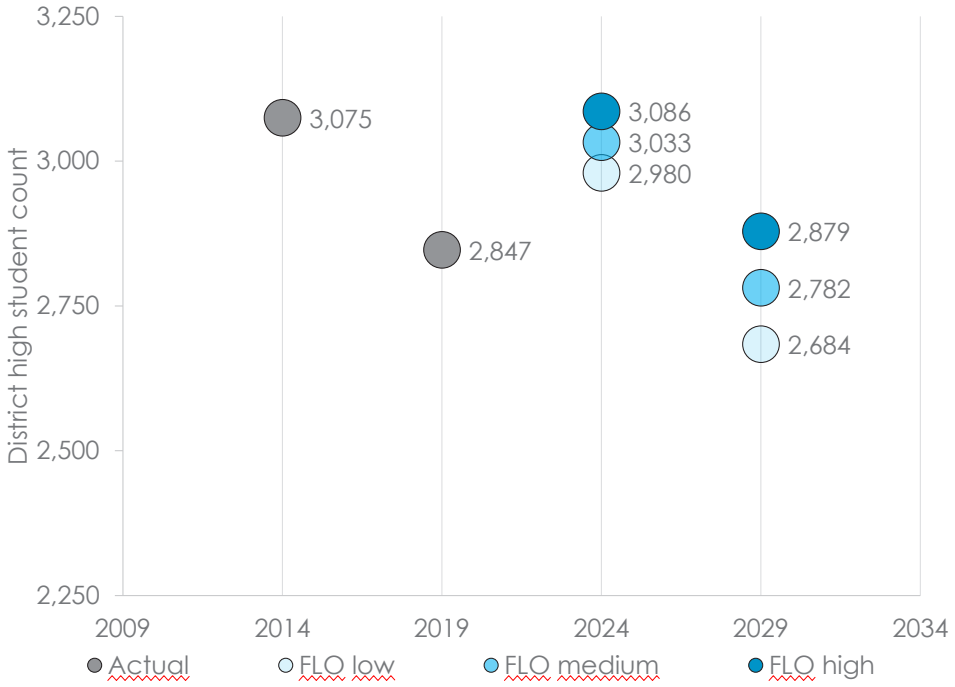
Elementary school October 1, 2019, building attendance enrollment forecasts (headcount) for 2024 and 2029 — low-, medium-, and high-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 12: Middle School Building Attendance Enrollment Forecasts (Headcount) — Low-, Medium- (Preferred), and High-Growth Series



Middle school October 1, 2019, building attendance enrollment forecasts (headcount) for 2024 and 2029 — low-, medium-, and high-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 13: High School Building Attendance Enrollment Forecasts (Headcount) — Low-, Medium- (Preferred), and High-Growth Series



High school October 1, 2019, building attendance enrollment forecasts (headcount) for 2024 and 2029 — low-, medium-, and high-growth series. Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 14: Elementary School Residence-Based Forecasts by Attendance Area (Headcount)

	Building Attend.	Students Residing* →						
Attendance Area	**2019**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Alder ES	436	423	415	390	396	387	380	445
Davis ES	415	423	420	421	415	410	412	396
Fairview ES	326	341	330	328	310	309	308	317
Glenfair ES	462	459	461	477	488	484	480	479
Hartley ES	441	460	469	475	478	466	475	457
Margaret Scott ES	405	344	342	335	332	322	326	300
Salish Ponds ES	427	424	414	403	391	389	387	390
Sweetbriar ES	341	318	316	301	293	291	282	259
Troutdale ES	432	375	359	336	326	323	323	305
Wilkes ES	506	468	457	474	463	456	452	422
Woodland ES	456	443	438	446	450	465	465	431
K-5	***4,647***	***4,477***	***4,421***	***4,385***	***4,343***	***4,302***	***4,291***	***4,201***

**172 elementary school students residing out-of-district were also enrolled on October 1, 2019*

Non-Attendance Area Buildings/Programs

	Building Attend.
Building/Program	**2019**
Reynolds SD 7	2
K-5	***2***

Annual elementary residence-based forecasts by attendance area through 2029. Shown are 2019 actual counts of District students residing in each attendance area (October), as well as October 1 forecasts for each subsequent year. Excludes PS. Also included are October 1, 2019, building attendance numbers for each school, which are independent of the residence numbers by attendance area. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2019 building attendance numbers do. 2019 building attendance and student residence numbers originate from the October 1, 2019, SIS.

Figure 15: Middle School Residence-Based Forecasts by Attendance Area (Headcount)

	Building Attend.	Students Residing* →						
Attendance Area	**2019**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Hauton B Lee MS	813	776	777	776	722	713	717	686
Reynolds MS	982	986	951	938	881	857	816	863
Walt Morey MS	593	562	565	589	570	519	485	472
6-8	***2,388***	***2,324***	***2,293***	***2,302***	***2,173***	***2,089***	***2,019***	***2,020***

**69 middle school students residing out-of-district were also enrolled on October 1, 2019*

Non-Attendance Area Buildings/Programs

	Building Attend.
Building/Program	**2019**
Reynolds SD 7	5
6-8	***5***

Annual middle school residence-based forecasts by attendance area through 2029. Shown are 2019 actual counts of District students residing in each attendance area (October), as well as October 1st forecasts for each subsequent year. Excludes PS. Also included are October 2019 building attendance numbers for each school, which are independent of the residence numbers by attendance area. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2019 building attendance numbers do. 2019 building attendance and student residence numbers originate from the October 1, 2019, SIS.

Figure 16: High School Residence-Based Forecasts by Attendance Area (Headcount)

	Building Attend.	Students Residing* →						
Attendance Area	**2019**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Reynolds HS	2,592	2,737	2,817	2,762	2,925	2,966	2,916	2,674
9-12	***2,592***	***2,737***	***2,817***	***2,762***	***2,925***	***2,966***	***2,916***	***2,674***

**110 high school students residing out-of-district were also enrolled on October 1, 2019*

Non-Attendance Area Buildings/Programs

	Building Attend.
Building/Program	**2019**
Reynolds Learning Academy	173
Reynolds SD 7	82
9-12	***255***

Annual high school residence-based forecasts by attendance area through 2029. Shown are 2019 actual counts of District students residing in each attendance area (October), as well as October 1st forecasts for each subsequent year. Excludes PS. Also included are October 2019 building attendance numbers for each school, which are independent of the residence numbers by attendance area. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2019 building attendance numbers do. 2019 building attendance and student residence numbers originate from the October 1, 2019, SIS.

APPENDIX - RSD'S ENROLLMENT FORECAST (FLO ANALYTICS)

Figure 17: District Grade Totals, Attendance Area Residence-Based Forecasts (Headcount)

	Grade	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	K	751	752	750	693	680	698	706	700	697	694	692
	1	720	770	771	769	711	698	719	727	721	718	715
	2	727	713	759	761	759	701	691	712	720	714	711
	3	728	709	697	740	743	741	687	678	698	706	700
	4	766	714	697	685	727	730	730	678	669	688	696
	5	785	763	711	694	683	723	729	730	678	669	688
	6	826	760	739	691	675	664	703	711	712	661	652
	7	732	829	766	744	697	681	671	709	720	721	670
	8	766	703	797	738	716	673	656	647	685	696	698
	9	725	789	721	818	759	736	693	674	667	705	719
	10	629	700	764	700	794	739	714	672	656	650	688
	11	690	584	649	708	650	738	687	663	624	610	606
	12	693	745	628	699	763	702	796	742	716	674	660
Residing in District *(Residence-Based)*	***K-5***	*4,477*	*4,421*	*4,385*	*4,343*	*4,302*	*4,291*	*4,263*	*4,225*	*4,183*	*4,189*	*4,201*
	6-8	*2,324*	*2,293*	*2,302*	*2,173*	*2,089*	*2,019*	*2,029*	*2,067*	*2,116*	*2,078*	*2,020*
	9-12	*2,737*	*2,817*	*2,762*	*2,925*	*2,966*	*2,916*	*2,890*	*2,751*	*2,662*	*2,639*	*2,674*
	K-12	*9,538*	*9,531*	*9,450*	*9,441*	*9,357*	*9,225*	*9,183*	*9,044*	*8,961*	*8,907*	*8,895*
Out-of-District	***K-5***	*172*	*170*	*168*	*167*	*165*	*165*	*164*	*162*	*161*	*161*	*161*
	6-8	*69*	*68*	*68*	*65*	*62*	*60*	*60*	*61*	*63*	*62*	*60*
	9-12	*110*	*113*	*111*	*118*	*119*	*117*	*116*	*111*	*107*	*106*	*107*
	K-12	*351*	*351*	*348*	*349*	*347*	*342*	*340*	*334*	*331*	*329*	*329*
Total Attendance *(Building Attendance)*	***K-5***	*4,649*	*4,591*	*4,553*	*4,510*	*4,468*	*4,455*	*4,427*	*4,388*	*4,344*	*4,350*	*4,363*
	6-8	*2,393*	*2,361*	*2,371*	*2,238*	*2,151*	*2,079*	*2,089*	*2,128*	*2,179*	*2,140*	*2,080*
	9-12	*2,847*	*2,931*	*2,873*	*3,042*	*3,086*	*3,033*	*3,006*	*2,862*	*2,769*	*2,746*	*2,782*
	K-12	*9,889*	*9,882*	*9,798*	*9,790*	*9,704*	*9,567*	*9,523*	*9,378*	*9,292*	*9,235*	*9,224*

Annual District attendance area residence-based forecasts grade totals through 2029. Shown are 2019 actual counts of District students residing in each attendance area, as well as October 1,2019, forecasts for each subsequent year. Forecasts of out-of-District students by grade group are also included, as well as building attendance forecasts by grade group (the sum of residence-based and out-of-District). Includes all schools and students living both within and outside the District, except for preschool students and students attending Multnomah (formerly Multisensory) Learning Academy, Reynolds Arthur Academy, and Rockwood Preparatory Academy.

Figure 18: Elementary School Building Attendance-Based Forecasts (Headcount)

Elementary School

	Students Attending →						
Building/Program	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Alder ES	436	427	402	409	399	392	460
Davis ES	415	412	414	408	404	405	390
Fairview ES	326	316	314	297	296	295	304
Glenfair ES	462	465	480	492	488	484	484
Hartley ES	441	450	456	459	448	457	440
Margaret Scott ES	405	403	395	391	380	384	354
Salish Ponds ES	427	417	407	395	393	391	395
Sweetbriar ES	341	339	324	315	313	304	279
Troutdale ES	432	414	387	376	372	372	353
Wilkes ES	506	493	512	501	493	489	457
Woodland ES	456	451	459	463	479	479	445
Reynolds SD 7	2	2	2	2	2	2	2
K-5	***4,649***	***4,591***	***4,553***	***4,510***	***4,468***	***4,455***	***4,363***

Annual elementary school building attendance-based forecasts through 2029. Excludes PS. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the elementary level only include Reynolds SD 7 for forecasting purposes. Only 2 K-5 students were categorized as Reynolds SD 7 in the October 1, 2019, SIS.

Figure 19: Middle School Building Attendance-Based Forecasts (Headcount)

Middle School

	Students Attending →						
Building/Program	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Hauton B Lee MS	813	813	812	741	746	750	718
Reynolds MS	982	947	933	903	853	812	859
Walt Morey MS	593	596	621	589	547	511	498
Reynolds SD 7	5	5	5	5	5	5	5
6-8	***2,393***	***2,361***	***2,371***	***2,238***	***2,151***	***2,079***	***2,080***

Annual middle school building attendance-based forecasts through 2029. Excludes PS. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the middle school level only include Reynolds SD 7 for forecasting purposes. Only 5 6-8 students were categorized as Reynolds SD 7 in the October 1, 2019, SIS.

Figure 20: High School Building Attendance-Based Forecasts (Headcount)

High School

	Students Attending →						
Attendance Area	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2029**
Reynolds HS	2,592	2,661	2,603	2,772	2,816	2,763	2,512
Reynolds Learning Academy	173	189	189	189	189	189	189
Reynolds SD 7	82	81	81	81	81	81	81
9-12	***2,847***	***2,931***	***2,873***	***3,042***	***3,086***	***3,033***	***2,782***

Annual high school building attendance-based forecasts through 2029. Included are October 1, 2019, building attendance numbers for each school which are independent of the attendance area residence numbers. 2019 building attendance numbers originate from the ODE. Non-attendance area schools at the high school level include Reynolds SD 7 and Reynolds LearningAcademy for forecasting purposes.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: November 13, 2019

Attendees: Jaire Rios-Campos, Steve Gallagher, Stephanie Field, Ashley Furlong, Mykle Rojas, Laura Goodrick, John Lund, Troy Rulmyr, Jesus Ramos, Jeff Gibbs, Rachel Hopper, John Dixon, Rick Ruiz, Dan Hess, and Elisa Warner

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Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members and facilitated introductions. Dan reviewed the meeting objectives, including:

- Summarize of the observations from the tour of Alder Elementary during the last committee meeting.
- Review the facilities master planning process and timeline.
- Conduct guiding principles exercise.
- Tour Davis Elementary School.

Observations from Tour of Alder Elementary School

Dan summarized key observations from the recent tour of Alder Elementary based on the comment cards submitted by Committee members. Common observations are listed below.

- Interior upgrades are needed to create improved learning environments, including:
  - Flooring replacements
  - Lighting improvements
  - Ceiling tile replacements
  - Replacement of damaged window coverings
  - Dated furnishings and casework
  - Interior paint
- Lack of permanent walls between classrooms create significant acoustical challenges due to noise transference between spaces.
- Uninviting library media center with poor carpeting, low ceilings, dated furnishings and inadequate shelving for books.
- The only boys' restroom in gym building is located upstairs – not ADA accessible (no elevator) and not easily supervised. Other restrooms are dated in appearance.
- Disconnected buildings create security concerns.
- Outdoor improvements are needed, including updated playground equipment (ADA-friendly), a covered play area, and drop-off lane improvements.

- Additional exterior fencing is needed to improve access control and separation of playground from parking lot.

Master Planning Process and Meeting Schedule

- Dan shared the meeting schedule for the Facilities Assessment and Master Planning Committee, including meeting topics through September 2020.
- Dan cautioned that the meeting topics may shift if some areas require more or less attention than anticipated.
- Each meeting will be held at a different school facility to provide committee members with the opportunity to tour each of the District's older school buildings, witnessing facilities conditions first-hand.

Guiding Principles Exercise: Committee Process

Dan Hess led the Committee through an interactive exercise where individuals responded to a series of questions regarding the Committee process as well as the development of the master plan. Questions and responses are listed below:

What is the most important goal or outcome of this Committee?

- The best use of limited funds.
- Results in ACTION.
- Thoughtful, equitable plan for moving our facilities forward.
- Facilities plan for 10 years to guide budget, grants and improvements.
- To develop a plan for our future schools so our students have 21st Century learning facilities.
- To ensure our student needs are met.
- Building a master plan that is relevant in terms of training, achievable outcomes, and supported by the community.
- Surveying and understanding the needs of students in this district.
- Inventory the needs of our buildings.

What is your biggest fear or concern about this process?

- That others won't feel heard.
- It will gather dust on a shelf.
- The amount of work needed will be more than we can get done at one go.
- Bonds, assessments, being heard.
- No all stakeholders will engage in collaborating on the project and a component will be missed.
- The amount of need and how decisions will be made.
- How much, how long, and how much input will the community really have in this project?
- The length of time to complete. Will committee members lose interest or change over the course?
- Wanting to make changes or designing without funding.
- Not enough money to complete.

How will we know if we have been successful?

- If major concerns are addressed in all schools.
- Community and staff are happy.
- A plan the community can understand and support.
- Meeting the needs of students / major issues addressed.
- Well thought-out and vetted plan approved by the Board, supported by the community, and used in decision-making and funding prioritization.
- The plan will be representative of all stakeholders with equality in mind.
- After identifying the plan and after execution of it.
- If we are able to successfully use the plan to guide and win public support in a bond.
- District and community members are able to ensure schools are warm and safe.
- The follow-through is there!

Guiding Principles Exercise: Master Plan Development

What is your greatest concern about Reynolds School District's facilities?

- They are degrading and outdated.
- Keeping up with the needs.
- Issues with many buildings, including health concerns.
- Haves vs. have-nots (the system supports).
- Timeline – what do we do in the meantime when buildings are not up to par?
- Major systems and aesthetics.
- No high school sports complex on campus.
- How different our schools are – equity!
- Not enough space, storage.
- Problems with sanitation.
- Schools are too dated – including art can change it all!
- Amount of need – money required to change.
- Safe and healthy learning/working environments.
- Some are old.
- Note being functional for daily needs of staff and students.
- I don't have enough knowledge yet.

What are the three (3) most important considerations when planning schools?

- Safety, traffic flow, and inviting learning environments.
- Space and reliable systems.
- Safety, community use/resource, and quality instructional environments.
- Safety, upkeep of buildings, and flow of buildings (x2).
- All students have a safe, warm, dry, effective learning spaces.
- Enough shared space to provide a sense of community.
- Play areas and fields to support student needs.
- Safety, learning centered 21st-Century environments, and equity.
- Including student, teacher, parent, teacher and staff input
- Constant communication.
- Thinking of long-term building usage.

- Warm, welcoming environment, 21st Century learning opportunities, and safety.
- Plans to meet programs at schools.
- Facilities are being utilized appropriately.
- Meets the needs of community.
- School size (how many students?), safety and education
- Safety, damage (e.g. leaks that lead to mold), and functionality for productive learning environments.

<u>If you could change one thing about Reynolds School District's facilities, what would it be?</u>

- HVAC improvements.
- Level the field.
- Athletic fields.
- SPACE!
- Remove all hazardous materials and face lift.
- Use buildings as community hubs.
- Create safe, welcoming environments.
- Appropriate maintenance.
- Additional space.
- All up-to-date. New schools are so nice.

<u>What is the biggest issue facing Reynolds School District in the next 5-10 years?</u>

- Increasing enrollment.
- Changing along with the area.
- Money required for the amount of work.
- Transitional nature of work.
- Money / equity.
- Aging systems – water, heating and cooling.
- Enrollment and changing demographics.
- Potential budget shortfalls.
- Enrollment declines.
- Continued aging of facilities.
- Increasing population / overcrowding.
- Population.
- Deteriorating buildings.
- Population growing – not enough room.

Tour of Davis Elementary

Ashley Furlong, principal of David Elementary, led a tour of the facility highlighting key building condition deficiencies and educational challenges. Committee members were asked to document their observations on comment cards following the tour. Comments included:

- Poor lighting
- Challenging entry for office
- Dated in appearance

- Low ceilings with exposed ductwork
- Gym needs acoustical improvements
- Need exterior lighting
- Need more office space, returning storage rooms to their original use
- Lack of space/storage
- Need soundproofing for gym
- Student restroom upgrades needed
- Parking lot lighting improvements needed
- Cafeteria lighting improvements needed
- Windows in classrooms
- Not enough space for growing programs
- "Choppy" layout
- Older building
- At first glance, the school looks good but there is a lot of work to be done, especially to support students' ability to learn.
- Additional rooms needed
- Redesign of parking and pick-up areas
- Need more classroom space
- Noise issues in gym and music room
- Need space for specialists
- No space for community partners
- Low ductwork / ceilings
- Small, cramped spaces
- Small / no windows
- Includes only Head Start classroom in the district
- Dedicated music!
- No window from cafeteria prep to serving area.
- Classrooms are large but too many students
- Cracked tile in restrooms
- No parking lighting
- No covered play
- Space for partners, teachers and kids
- Door / lock upgrades – safety and security
- Exterior lights needed
- Covered area needed
- Storage in classrooms
- Not a lot of space for music
- "I can't imagine 423 kids in here!"

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Elisa Warner, Associate
BRIC Architecture, Inc.

BRIC
ARCHITECTURE, INC.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: December 11, 2019

Attendees: Jaire Rios-Campos, Steve Gallagher, Stephanie Field, Laura Goodrick, John LaDu, John Lund, Troy Rulmyr, Jesus Ramos, Liliana Hammons, Regina Sampson, Jeff Gibbs, Rachel Hopper, John Dixon, Dan Hess, and Elisa Warner

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Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members. Dan reviewed the meeting objectives, including:

- Summary of Davis Tour Observations
- Review of Draft Guiding Principles
- School Building Assessments Overview
- Tour of Glenfair Elementary

Observations from Davis Tour

Dan presented an overview of the Committee's takeaways from the tour of Davis Elementary. Key observations included:

- Interior spaces are dated in appearance.
- Classrooms have low ceilings with exposed ductwork.
- Door replacements needed.
- Original classroom casework is worn.
- Restroom upgrades needed.
- Overcrowding is affecting the use of interior spaces.
- Aging mechanical and plumbing systems.
- Acoustical issues / noise transference between spaces.
- Acoustical panels needed in gymnasium.
- Music room is located near to Head Start and SPED rooms.
- Lack of an outdoor covered play area.
- The school lacks extended learning areas.
- Use of corridors for pull-out activities.
- Lack of space for specialists.
- Strong need for additional space to support community partnerships.
- Partnerships with many agencies, including SCC, Trillium Family Services, DHS family coach, SUN, CAIRO, IRCO, Reading Results.

- Only Head Start classroom in the district.
- Security challenges associated with building and school site.
- Difficult for office manager to monitor/control front entry.
- "Choppy" layout interferes with visual supervision of spaces.
- Lack of intruder locks on classroom doors – teachers have to open doors and lock from outside.
- Lack of exterior lighting.

Review of Draft Guiding Principles

Elisa Warner with BRIC presented a draft set of Guiding Principles for the Committee's consideration. The Guiding Principles are based on the results of the visioning discussions conducted at the last Committee meeting. Committee members were invited to make changes and/or additions to the Guiding Principles as needed. The complete set of Guiding Principles is listed below, including committee comments (noted in bold).

The Facilities Master Plan will be developed through a highly inclusive process with a strong focus on stakeholder involvement and community outreach.

- The plan will be representative of all stakeholders with equitability in mind.
- Community members will feel heard.
- The resulting document will be a plan that the community can understand and support.
- The plan will incorporate student, teacher, parent, teacher and staff input.
- The process will include opportunities for community review and input.

Committee Feedback: No changes.

The Facilities Master Plan shall provide a thoughtful plan for decision-making and funding prioritization across all buildings.

- The facilities plan will provide a basis for establishing improvement priorities while working with limited funds.
- The document will serve as a thoughtful, equitable plan for moving our facilities forward.

Committee Feedback: Replace the word "thoughtful" with "intentional and comprehensive." Indicate that the final recommendations will be compatible with the priorities of the school board and support student achievement.

The final Facilities Master Plan will be a highly usable and relevant document with clear and achievable outcomes.

- The report will be a useful document that will be frequently referenced by staff, and not left to gather dust on a shelf.
- The plan will help the District make best use of limited funds.
- The plan will be "action-oriented" to ensure implementation of stated objectives.

Committee Feedback: Replace the word "usable" with "actionable," or consider deleting "highly usable, relevant document.

Reynolds School District's facilities shall promote healthy and comfortable indoor environments to ensure that all Reynolds students are warm, safe, dry and ready to learn.

- Promote safe and healthy learning/working environments for students and staff.
- Address deferred maintenance needs at all schools.
- Replace or upgrade aging systems (e.g. HVAC, plumbing, electrical).
- Remove/mitigate hazardous materials.

Committee Feedback: Be cognizant of word choices. "Shall" sounds like a guarantee. Need to ensure we are not overpromising when certain things are outside of the Committee's control. Change to "Reynolds School District's facilities shall promote safe and healthy environments conducive to learning."

Reynolds School District's school facilities shall provide 21st Century learning environments that meet the District's current and future educational and operational needs.

- Support 21st Century teaching and learning approaches.
- Update older schools to create inspirational learning environments for all students.
- Ensure all students' needs are met.
- Identify features of inviting and productive learning environments.
- Address athletic / play areas to support student needs.

Committee Feedback: Avoid the use of the word "ensure." There was some concern over the vagueness of the term "21st Century learning environments." This guiding principle may be updated after the presentation on "next generation learning environments" at a future meeting. Use the terms "relevant" and "adaptable."

The District's school buildings shall serve as community hubs that are warm and welcoming to families.

- Recognize schools as community centers that provide vital resources.
- Identify and promote building features that are welcoming to parents and community members.
- Provide sufficient shared spaces to support community use.

Committee Feedback: Change "The District" to "Reynolds School District." Include "partners" at the end.

The District's school facilities shall provide adequate capacity to support the District's long-term enrollment needs and prevent overcrowding.

- Provide sufficient school capacity to meet long-term population growth.
- Understand the impact of enrollment trends and changing demographics on facilities needs.
- Ensure facilities are appropriately utilized.
- Provide sufficient space for support areas (e.g. admin, storage).

Committee Feedback: Delete "and prevent overcrowding."

Reynolds School District shall provide facilities that are designed and equipped to deliver equitable learning experiences, ensuring a level playing field for all students.

- Provide necessary supports to meet the needs of students from all socio-economic backgrounds.
- Aspire to provide parity in learning experiences across different buildings.
- Consider the relative severity of needs when allocating funds for building improvement projects.

Committee Feedback: Delete "level playing field."

Building Condition Assessments

- Discussion of the guiding principles occupied most of the session, leaving little time to present the assessment findings. Each committee member was provided with a handout of the PowerPoint presentation which included key assessment findings at each building.
- Committee members were asked to review the handout and bring any questions to the next meeting.

Tour of Glenfair Elementary

John Dixon, vice principal of Glenfair Elementary, led a tour of the facility highlighting key building condition deficiencies and educational challenges. Observations included:

- Glenfair has 18 general classrooms; two are double-sized. The library was formerly a double-sized classroom. It has an excessive number of doors, making it difficult to supervise students.
- Glenfair has a very high proportion of homeless students. Student turnover is very high (almost 50% over the course of a year).
- Glenfair has active partnerships with a large number of community agencies providing social services to students and their families. These agencies occupy a lot of the school's extra space, leaving it unavailable for other functions.
- Lack of electrical outlets limit use of technology throughout the facility. Staff must often run extension cords across the room.
- Areas of the corridors are "ramp-like" (sloped).
- There are very wide temperature variations throughout the building, with some areas very warm while others are cold. Maintenance staff have trouble finding replacement parts for aging systems.
- Unisex restrooms situated between classrooms have access to intervening areas. Students can leave unnoticed. Also, students using the restroom must remember to lock all doors or someone can enter from multiple connecting rooms.
- Lots of small single restrooms are difficult and time-consuming for custodians to clean.
- DHS office is located far from main entry (Room 21). People visit this office that are not associated with the school and they must walk through the school building unattended.
- Grizzly Room is a de-escalation space available to all students. The room has had a noticeable positive impact on behavioral trends.
- The staff restroom doorway is extremely narrow and not ADA accessible.
- The staff room is only accessible via several stairs; not ADA accessible.

- The SPED resource room is divided into different areas. At times, it is difficult to conduct different activities at once.
- The gym received recent grant-funded upgrades, including a new climbing wall and sound system.
- The gym has tested high for radon in the past.
- A large covered area is provided, but the ceiling is very low. This makes it difficult to use for P.E. and recess (e.g. can't really use basketball hoops effectively). Also, the covered area is positioned next to a gravel drop-off area creating a risk of students running out in front of a car.
- A separate, fenced kindergarten playground is present. The main playground is difficult to supervise with hidden areas.
- Portable classrooms house music class and the food bank. Positioning music in a portable creates challenges with access and transitioning of students. ELO is also in a portable. New ramps were recently added to the portable classrooms. The portables are "dry" – no sinks or restrooms.
- The school lacks extended learning areas. Room 37 is currently used as flex space, but it may not be available in the future as enrollment grows.
- Cafeteria is undersized. The school has operated as many as seven (7) lunches in the past. Some improvements were recently implemented to improve the overall appearance of the space, but it is still small for the size of the student body.
- The entry vestibule does not have an intercom speaker, making it difficult to assess a person's intent and whether they should be granted entry.
- The principal and vice principal must share an office due to lack of administrative space.
- Staff expressed concern about suspected mold in roof area near the covered play structure.
- Low ceilings give the building a dark, claustrophobic feel.
- Exterior fencing improvements are needed to delineate the Glenfair campus from the adjacent park.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Elisa Warner, Associate
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T 503 595 4900

Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: January 8, 2020

Attendees: Jaire Rios-Campos, Stephanie Field, M. Smith, Laura Goodrick, John LaDu, John Lund, Troy Rulmyr, Camie Kusah, Ricki Ruiz, David Vaverria, Jeff Gibbs, Julie Evans, Rachel Hopper, Dan Hess, and Karina Ruiz

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Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members. Dan reviewed the meeting objectives.

Updated Guiding Principles

The guiding principles were updated based on the feedback obtained during the last meeting. A revised guiding principles document was distributed to attendees.

Observations from Glenfair Tour

Dan presented an overview of the Committee's takeaways from the tour of Glenfair Elementary. Key observations included:

- Lack of electrical outlets limit use of technology throughout the facility. Staff must often run extension cords across rooms.
- Very wide temperature variations throughout the building; some areas very warm while others are cold. Maintenance staff unable to find replacement parts for aging systems.
- Gym has tested high for radon in the past.
- Music is conducted in a portable classroom (poor acoustics).
- Some corridors are sloped and "ramp-like."
- Low ceilings give building a dark, claustrophobic feel.
- The facility lacks extended learning areas. A vacant classroom (Room 37) is currently used as a "flex" space for this purpose but may not be available in the future if enrollment continues to grow.
- Grizzly Den is provided as a de-escalation space for students that need a space to self-regulate their emotions. The room has had a noticeable positive impact on behavioral trends.
- Glenfair has a very high population of homeless students. Student turnover is almost 50% over the course of a year.
- Glenfair maintains active partnerships with multiple community agencies providing social services to students and their families. These agencies occupy a lot of the school's extra spaces,

leaving them unavailable for other functions.
- DHS office is located far from main entry (Room 21). People visit this office that are not associated with the school and they must walk through the school building unattended.
- Library has an excessive number of doors making it difficult to monitor who is entering and exiting the area.
- Cafeteria is undersized. The school has operated as many as seven (7) lunches in the past. Some improvements were recently implemented to improve the overall appearance of the space, but it is still small for the size of the student body.
- The gym received recent grant-funded upgrades, including a new climbing wall and sound system.
- Extremely narrow doorways to restrooms.
- Excessive number of single "Jack and Jill" restrooms shared between classrooms.
    - Difficult to supervise (students can escape via intervening doors without detection).
    - Privacy issues.
    - Difficult for custodial staff to clean.
- Use of large covered play area limited by its low ceiling and close proximity to vehicle traffic.
- Exterior fencing improvements are needed to delineate the Glenfair campus from the adjacent park.
- Outdoor play areas are difficult to supervise.

Next Generation Learning

- Karina Ruiz with BRIC Architecture provided an overview of "next generation learners" and the challenges associated with preparing students for jobs that don't yet exist.
- Schools must be prepared to educate Generation Z students. Generation Z encompasses those born between 2001 and 2025. By 2020, Gen Z will be the largest generation in the U.S.
- Generation Z is culturally diverse. Multiracial children constitute the fastest growing youth group in the U.S. Also, there is a greater prevalence of multigenerational households.
- Gen Z are innate users of technology. There is an expectation that all media will be on-demand, interactive, and engaging.
- Gen Z is collaborative by nature – in school, games and social media. Their social circles are global. They demand a certain amount of authenticity.
- Many students are reporting that they feel anxious and overwhelmed.
- Gen Z is distinct from millennials. Gen Z's care more about their place in the world.
- Gen Z students can multitask between five (5) screens. They communicate with great speed; they are agile communicators accustomed to rapid-fire responses. They are not always precise communicators, however. They communicate with images – they tell stories with pictures, music, and art. They live-stream and co-create; they are not just media consumers, they are producers.
- Their attention spans are getting shorter – an average of 8 seconds. Expectation for "snack-size" media.

- Students are more likely to try to figure something out on their own instead of asking for help. Students still value teachers' role in instruction but would prefer to try to research content on their own first.
- Entrepreneurship is in their DNA. The intend to change the world by making a difference.
- They are not just consumers of technology; they are also creators. They can use online tools to create original media content (e.g. YouTube).
- There is an increasing recognition of the value of personalized learning – education is headed in this direction for *all* students. Every child should have an individual education plan (IEP). Personalized learning ensures students can learn at their own pace and interest level. Education is heading in this direction for *all* students.
- Education should still be rigorous and relevant. Traditionally, knowledge acquisition was the focus of education. The shift needs to be from acquisition to application.
- Gen Z has a high level of social conscience and interest in volunteering.
- Education needs to balance interpersonal and intrapersonal competencies.
- Schools need to provide access to social emotional learning resources.
- Career technical education (CTE) prepares students for career, college and life experiences. Such opportunities have the added benefit of engaging students that may not otherwise be engaged by the traditional education process.
- Rigor and relevancy are important, evidenced by renewed focus on CTE. The rigor relevance framework includes assimilation, adaptation, acquisition and application.
- Research shows that the level of student engagement declines dramatically from 5th grade to 12th grade. Our schools are not connecting. Students say that they are playing the game of school. For a lot of kids, the existing model is not working. How can we support the needs of all learners?

Discussion

The Committee divided into small groups for a discussion-based exercise around the following question:

What types educational spaces are needed to prepare Reynolds students for a changing future?

Responses are listed below:

- Flexible spaces – what does this look like?
- Openness, free space, ability to change spaces, modular features
- Interactive spaces
- Storage
- De-escalation spaces – what do kids need when they are in crisis?
- Teaching some younger trade school skills (hands-on), such as building, hammering, cooking, gardening (getting dirty).
- All schools need access to P.E. facilities, librarians, music and arts spaces

- Wi-fi access
- Space for group work and collaboration
- Flexible learning spaces
- Ample natural daylighting
- Larger classrooms / smaller class sizes
- Flexible furniture – moveable, adaptable, multi-functional
- Computers – reliable access that is fast and scalable.
- Space that can be used for multiple activities or functions
- Effective lighting (LED, efficient, flexible)
- Modern play equipment that is ADA accessible
- Standalone music and arts spaces
- Access to outdoor learning areas
- Tech-based casework
- Art that is reflective of cultures in the school
- Languages / signage
- Hub for services – outside agencies

Tour of Hartley Elementary

Julie Evans, principal of Hartely Elementary, led a tour of the facility highlighting key building condition deficiencies and educational challenges. Observations included:

- Double loaded corridors with no extended learning areas.
- Library open to corridor – does not support flexible configurations.
- Music room in portable classroom – poor acoustics and undersized.
- Smaller classrooms.
- Dated finishes, furnishings and casework.
- Lack of storage facility-wide.
- Lack of staff restrooms.
- Lack of space/storage for community programs.
- No community room is present.
- Undersized cafeteria – six lunches
- Poor flow in servery – one serving line with bottlenecks and crossing paths.
- Lack of natural daylight
- Perimeter used to store items for community/after-school programs.
- Must exit classrooms to lock doors.
- Staff do not have ability to unlock main entry doors remotely.
- No door sensors to alert staff when door is propped open.
- Card access needed to permit movement between portables and main building.
- Poor flow at main entry.
- Congested drop-off lanes.
- Lack of perimeter fencing.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

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T 503 595 4900

Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: January 14, 2020

Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members. Dan reviewed the meeting objectives.

Observations from Hartley Tour

Dan presented an overview of the Committee's takeaways from the tour of Hartley Elementary. Key observations included:

- Double loaded corridors with no extended learning areas.
- Library open to corridor – does not support flexible configurations.
- Music room in portable classroom – poor acoustics and undersized.
- Smaller classrooms.
- Dated finishes, furnishings and casework.
- Lack of storage facility-wide.
- Lack of staff restrooms.
- Lack of space/storage for community programs.
- No community room is present.
- Undersized cafeteria – six lunches
- Poor flow in servery – one serving line with bottlenecks and crossing paths.
- Lack of natural daylight
- Perimeter used to store items for community/after-school programs.
- Must exit classrooms to lock doors.
- Staff do not have ability to unlock main entry doors remotely.
- No door sensors to alert staff when door is propped open.
- Card access needed to permit movement between portables and main building.
- Poor flow at main entry.
- Congested drop-off lanes.
- Lack of perimeter fencing.

Review of Educational Adequacy Assessment

BRIC Architecture conducted educational adequacy assessments of all schools based on onsite observations and interviews with school principals. The educational adequacy assessments addressed the following areas:

- Classroom features, such as size, access to sink(s), appropriate floor coverings, adequate display areas, and flexible furnishings.

- Access to flexible/adaptable learning spaces, including extended learning areas.
- Access to spaces that support project-based learning and STEAM instruction.
- Access to adequately sized, equipped and configured SPED classrooms.
- Access to adequately sized, equipped and configured core areas, such as cafeterias, gymnasiums and library media centers.
- Access to adequate administrative office spaces.
- Features that support community programs.
- Safe and effective school drop-off lanes and parking areas.

Common findings among older schools included the following:

- Wide range of building ages and conditions across the district introduces challenges with maintaining equitable learning opportunities.
- Older facilities lack access to extended learning areas.
- Many facilities have unused modular or accordion-style walls separating classrooms.
- Elementary and middle schools lack access to spaces that support STEAM instruction.
- Many schools struggle to find sufficient administrative space to support community agency partnerships.
- Electrical and technology upgrades needed to support current and future teaching/learning needs.

Elisa Warner with BRIC Architecture led the Committee through the educational adequacy findings at each school in the District.

Tour of Reynolds Middle School

The associate principal of Reynolds Middle School led a tour of the facility highlighting key building condition deficiencies and educational challenges. Observations included:

- As a former high school, the school has ample P.E. spaces and a small, dated auditorium.
- Dated but functional library media center.
- Undersized cafeteria (3 lunches).
- Lack of covered play area.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- Lack of extended learning areas.
- Numerous community partners requiring space.
- Lack of specialized learning spaces for electives or CTE.
- Most science labs are older and do not support needs.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: February 12, 2020

Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members. Dan reviewed the meeting objectives.

Observations from Reynolds Middle School Tour

Dan presented an overview of the Committee's takeaways from the tour of Reynolds Middle School. Key observations included:

- Double loaded corridors with no extended learning areas.
- As a former high school, has ample P.E. spaces and a small, dated auditorium.
- Dated but functional library media center.
- Undersized cafeteria (3 lunches).
- Lack of covered play area.
- Dated flooring, finishes and furniture create an uninspiring learning environment.
- Numerous community partners requiring space.
- Lack of specialized learning spaces for electives or CTE.
- Most science labs are older and do not support needs.

Prioritization of Capital Improvement Needs

The Committee divided into groups to prioritize facilities improvement projects by engaging in an interactive exercise. Each group was given a set of cards. Each card listed an improvement project identified by the building condition and/or educational adequacy assessments. Groups were then asked to organize the cards by importance, indicating whether each project should be considered Tier I, II or III. In selecting projects, Committee members were asked to consider building conditions, educational adequacy needs, parity considerations, and the Committee's guiding principles.

Following the exercise, each group presented their Tier I package to the larger committee. Following the exercise, BRIC Architecture compiled the lists generated by each group and created overall rankings based on the combined feedback.

The "Tier I" package (generated by compiling the results of the group work) is shown in the table on the following page:

Prioritization Exercise Results: Tier I Projects				
PROJECT	GROUP 1	GROUP 2	GROUP 3	TOTAL
HVAC upgrades for improved thermal conditions, ventilation, and/or energy efficiency.	1	1	1	**3**
Mitigation of hazardous substances, such as lead, radon and/or asbestos.	1	1	1	**3**
Electrical upgrades to support current technological and equipment needs.	1	1	1	**3**
ADA upgrades to improve accessibility.	1	1	1	**3**
Plumbing upgrades.	2	1	1	**4**
Special education (SPED) upgrades, including classroom improvements and/or addition of sensory or de-escalation room at each school.	1	1	2	**4**
P.E. / athletic improvements, including gymnasiums, fields.	1	2	1	**4**
Improved playgrounds and/or covered play areas.	1	2	1	**4**
Provide sufficient school capacity to meet long-term population growth.	1	2	1	**4**
Drop-off lane and parking lot improvements.	2	2	1	**5**
Addition of extended learning areas and/or creation of flexible instructional spaces.	1	2	2	**5**
Technological upgrades.	1	2	2	**5**
Expansion of specialty elective or CTE program spaces at the middle and/or high school level.	1	1	3	**5**

The “Tier II” package (generated by compiling the results of the group work) is shown in the table on the following page:

Prioritization Exercise Results: Tier II Projects				
PROJECT	GROUP 1	GROUP 2	GROUP 3	TOTAL
Restroom upgrades.	2	2	2	**6**
School security improvements, such as exterior fencing, PA/security system upgrades, surveillance cameras.	2	3	1	**6**
Flooring replacements.	3	2	1	**6**
Replacement of aging partitions with permanent walls between classrooms for improved acoustical environments.	3	1	2	**6**
Lighting upgrades for improved safety and energy efficiency.	2	2	2	**6**
Creation of spaces to support STEAM and/or hands-on, project-based learning activities (e.g. makerspace or wet lab).	1	3	2	**6**
Dedicated spaces to support community partnerships.	1	2	3	**6**
Aesthetic improvements to create inspirational learning environments.	2	3	1	**6**
Library media center improvements.	2	2	2	**6**
Performing and visual arts improvements at the middle and high school levels.	2	2	2	**6**
Science lab improvements at the middle school level.	2	3	1	**6**

The “Tier III” package (generated by compiling the results of the group work) is shown in the table on the following page:

Prioritization Exercise Results: Tier III Projects				
PROJECT	GROUP 1	GROUP 2	GROUP 3	TOTAL
Seismic upgrades to older buildings.	3	3	1	**7**
Removal or replacement of aging portable classrooms.	3	2	2	**7**
Improved administrative spaces for teachers and staff, including offices, meeting rooms, planning/production spaces, etc.	2	3	2	**7**
Increased natural daylighting.	2	3	2	**7**
Ensure availability of an intentionally designed music room at each elementary schools where music is currently held in a portable.	2	3	2	**7**
Cafeteria expansions to ensure that the student body can be adequately served without requiring a high number of lunch periods and/or some students eating in classrooms.	2	2	3	**7**
Expansion of availability of pre-k classrooms at the elementary level.	3	2	3	**8**
Increased storage options.	2	3	3	**8**
Creation of outdoor learning areas.	3	3	2	**8**
Replacement of worn casework and/or furnishings.	3	3	3	**9**

Tour of Margaret Scott Elementary School

The principal of Margaret Scott Elementary School led a tour of the facility highlighting key building condition deficiencies and educational challenges.

The meeting concluded at 5:40 p.m.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: March 11, 2020

Introductory Remarks

Dan Hess with BRIC Architecture welcomed committee members. Dan reviewed the meeting objectives.

Observations from the Margaret Scott Elementary School Tour

Dan presented an overview of the Committee's takeaways from the tour of Margaret Scott Elementary School. Key observations included:

- Large classrooms with daylighting. However, rooms have dated finishes and flooring at the end of its useful life.
- No extended learning areas, makerspace, art or science areas.
- Community agencies and social services occupying several spaces.
- Music is held in a portable classroom.
- Supervision challenges with accessing separate buildings.
- Library is former gym – large, centrally-located but lack of natural light.

Prioritization of Capital Improvement Needs

Dan Hess reported on the results of the recent capital improvement project list, summarizing the Tier I, II and III items based on the results of the group work. No changes were made to the lists.

Enrollment Forecasting

Alex from FLO Analytics delivered a presentation on the enrollment projections that are currently being conducted for the District. The methodology encompasses student enrollment data as well demographic data and land use analysis. Data sources include:

- Oregon Department of Education (ODE) October Enrollment
- Oregon Health Authority (OHA) birth data
- Portland State University Population Research Center (PSU PRC) annual July 1 population estimates
- Metro 2040 Distributed Forecasts
- US Census (2010) & American Community Survey
- Esri Demographics

The results of the enrollment projections report will be presented to the Committee at a later meeting.

School Tour of Salish Ponds Elementary

The principal of Salish Ponds Elementary School led a tour of the facility highlighting key building condition deficiencies and educational challenges.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: April 8, 2020

Introductory Remarks

BRIC Architecture welcomed committee members. This is the first Committee meeting held via Zoom following the statewide school closures due to the COVID-19 pandemic.

Observations from the Salish Ponds Elementary School Tour

Dan presented an overview of the Committee's takeaways from the tour of Salish Ponds Elementary School during the March meeting. Key observations included:

- The school has a "Discovery Zone" at the front of the school with hardsurfaced flooring, large tables, sinks, and display racks. This area is used by all classes for art, science and messy problem-based learning activities.
- Classrooms are reasonably sized; each is equipped with a sink. Classrooms are carpeted, but there is an area with hardsurfaced flooring near the sink.
- Music is held on the stage and must compete with the cafeteria (noise).
- The gym is sufficiently sized but not inviting. It does not have access to natural daylight. Carpet along the walls is old and bubbling.
- Metro Family Services, Champions occupies a portion of the cafeteria. A makeshift space (using partitions) in the cafeteria is used for "P-3 Early Childhood" program.
- The school currently has one behavioral SPED classroom and one life skills classroom, as well as a small (closet-sized) de-escalation room.

Capacity Analysis

- Elisa Warner with BRIC discussed the capacity analysis methodology used by the District for the Long Range Facilities Plan. For planning purposes, ***Maximum capacity*** (as opposed to *functional* capacity) was calculated, including all classroom-sized spaces as potential teaching stations. Class size goals and utilization rates were calculated as follows:

<u>Elementary Schools</u>
- 25 students per classroom
- Classroom utilization rate of 100%.

<u>Middle Schools</u>
- 32 students per general classrooms, science, and most electives
- 35 students per classroom for P.E., and music / performing arts classes

- Classroom utilizations rate of 85%.

High Schools
- 35 students per general classrooms, science, and most electives
- 35 students per classroom for P.E., and music / performing arts classes
- Classroom utilizations rate of 85%.

BRIC shared a school-by-school overview of maximum capacity vs. current enrollment. Enrollment numbers were based on Oregon Department of Education (ODE) official enrollment levels as of 2019. Results show that the District appears to have adequate capacity to meet current enrollment at all school levels; however, some schools have more available capacity than others. Also, it is important to note that maximum capacity does not account for classroom-sized spaces that may be currently used for purposes other than general instruction, such as special education, community programs, administrative offices, and other functions.

FLO Analytics is currently preparing 10-year enrollment projections for the District. The results of this study will be presented to the Committee at a later meeting (May or June).

Virtual School Tour of Sweetbriar Elementary

BRIC led the committed through a "virtual" tour of Sweetbriar Elementary using photos taken during the building condition and educational adequacy assessments performed in 2019. The Committee felt that the virtual tour was not equivalent to the in-person experience provided at previous meetings (prior to the COVID-19 related school closures). There was discussion on how the experience could be improved moving forward. The Committee suggested including the school principal in the meeting to provide a first-hand account of building issues. It was decided that the District would invite the principal of Sweetbriar to the May meeting to revisit the school tour, verify the observations from the assessments, and share personal observations on the effectiveness of the spaces.

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Submitted by

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: May 13, 2020

Revisiting Tour of Sweetbriar Elementary

Marie Marianiello, principal of Sweetbriar, joined the meeting to share her thoughts on the school facility's condition and educational adequacy. Slides from the "virtual tour" of Sweetbriar (presented at the April meeting) were again displayed while Marie discussed issues and challenges associated with the facility.

Technology Audit Results

John Krull with Education Collaborators presented the results of a recent districtwide School Technology Audit. A series of recommendations was developed covering the following categories: instructional hardware; operations; and infrastructure.

Hardware

- Use bond to create a recurring fund for equipment.
- Redistribute secondary computer carts.
- Mount all projectors.
- Consider sound in all classrooms.
- Makerspaces.
- Staff Devices.

Operations

- Reconsider visitor management system.
- Access for all staff.
- Expand Library Support.
- Expand TOSA program.
- Workspace for Technology.

Infrastructure

- Switch and port infrastructure
    - Colling, Density, Access
- Wireless
- Servers and Cloud
- Dedicated Space, Access
- Staff Devices
- Student Devices

Some discussion followed the presentation; key points are summarized below.

- In planning for technology, adaptability and flexibility are key. It is difficult to predict how needs will change over time. Also, technology placement should not constrain teaching/learning practices. Flexible technology allows teachers to reconfigure a classroom and not be limited to one teaching wall.
- It is important to consider how/where mobile devices will be stored and charged (e.g. alcove for a cart).
- Older schools may not have the electrical infrastructure to support modern technology. For example, Glenfair has very few electrical outlets.

Virtual School Tour of Woodland Elementary

Rob Robinson, principal of Woodland Elementary, led the Committee through a virtual tour of the school facility. Some of the major conditions discussed included:

- No security vestibule but main office has good view of building approach and entry.
- Students line up for dismissal, extending through lobby and down corridors.
- Classrooms are appropriately sized with dated but functional furnishings.
- Ample natural daylight in classrooms.
- Sinks are not usable due to presence of lead.
- Double-loaded corridors without extended learning areas.
- Small desk/chair placed outside of some classrooms, but difficult to supervise.
- Gymnasium with VCT flooring.
- Adjacent stage.
- Improved wall padding is needed.
- Open cafeteria with ample natural light.
- Proximity to main office difficult due to noise levels and congestion.
- Centrally located library media center with ample natural light and story steps.
- Poor carpeting (potential tripping hazard).
- Lack of storage is a building-wide issue.
- Corridors used to store bulky items.
- Restroom upgrades needed, including new toilet partitions in boys' restrooms.
- Stained, aging and/or damaged flooring throughout the building.
- Large site next to wooded area.
- Covered play area is present.
- Mix of older and newer playground equipment.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: June 10, 2020

Enrollment Projections Analysis

Alex Brasch with FLO Analytics presented districtwide student enrollment projections based on their recent demographic study. Enrollment projections exhibited a downward trend overall through 2029. Highlights of mid-range enrollment projections are listed below.

- Total enrollment for all elementary schools in the District is projected to decline from 4,649 students in 2019 to 4,363 students in 2029.
- Total enrollment for all middle schools in the District is projected to decline from 2,393 students in 2019 to 2,080 students in 2029.
- Student enrollment at Reynolds High School is projected to decline from 2,592 students in 2019 to 2,512 students in 2029.

Questions/Discussion

- *Did the study look at residential development data?* Yes, this was included in the analysis. The District is fairly well built out, but there will still be scatted residential development. Permitted projects and undeveloped land are factored into the analysis.
- *When was the study conducted? Does it include recent residential housing projects on 201st and the Fairview Village area?* The analysis was conducted in March/April 2020. If projects were permitted at that time, they would be factored in. Otherwise, they would have been considered undeveloped land.
- *How will COVID-19 impact long-term?* The analysis was conducted at the very start of the shut down. It is unclear how COVID-19 will impact enrollment trends (e.g. lower birth rates, increase in home schooling, etc.).

School Capacity Discussion

Elisa Warner with BRIC Architecture shared a series of graphs and tables showing total capacity for each school vs. projected enrollment. Capacity figures were based on a maximum capacity if all teaching stations were used for instruction. Prior to or during bond planning, the District should consider calculating functional capacity of each school, reflecting the use of classrooms for non-instructional purposes such as community spaces.

Virtual School Tour of HB Lee

Danelle Heikkila, principal of HB Lee, led the Committee through a virtual tour of the school facility. Some of the major conditions discussed included:

- Wayfinding to main entry is challenging. Visitors often think the gym entry is the main entry.
- Lack of directional signage for visitors (need in multiple languages).
- Poor view of parking lot areas from building.
- Cannot easily view grounds without monitoring multiple security cameras.
- Main entry has a secure vestibule with good visibility of building approach.
- School is not well-equipped for STEM instruction.
- Science lab and art room sinks have signs warning of non-potable water.
- Outdated computer lab / spotty WiFi access.
- Older classroom furnishings are not flexible.
- A few modular walls connect classrooms.
- Life skills classroom is undersized.
- Lack of access to an ADA restroom with changing table, shower. Attendants must escort students to the only ADA unisex restroom in the building which is in the main office.
- Traditional double-loaded corridors – no extended learning areas are present.
- Crowded corridors during passing times.
- All classrooms are assigned; no flex spaces for unscheduled activities.
- Spacious library media center with dated furnishings.
- Cafeteria is undersized, requiring three (3) lunch periods.
- Gym not suitable for events due to condition of bleachers; school often uses RHS gym.
- Gym has poor acoustics.
- Outdoor P.E./athletic areas inadequate; school cannot host meets or tournaments.
- Track pavement is cracked and uneven.
- Lack of unisex locker room facilities.
- Locker rooms difficult to supervise.
- Open showers used for storage; no shower stalls available.
- Large multipurpose room is a good P.E. resource, but is underutilized (detached from main building).
- Lack of unisex restrooms and locker facilities for transgender students.
- Lack of ADA restroom serving Life Skills classroom.
- Lack of a lactation room.
- Murals and student artwork are well integrated, creating a positive and supportive culture.
- Campus includes multiple structures creating supervision challenges.
- Detached multipurpose room building.
- Two aging modular buildings (four classrooms). Only one of the modular buildings can be used for instruction; the other is used for storage (due to poor condition).

Other Items

Rachel Hopper introduced Dr. Christopher Ortiz. Dr. Ortiz will be assuming the position of chief operations officer for the District and will take over as the key administrator overseeing the long range facilities planning effort and the associated Committee work.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: July 22, 2020

Dan Hess with BRIC Architecture welcomed participants and provided an overview of the agenda. The main purpose of the meeting is to review the results from recent districtwide playground and athletic field assessments. The meeting concluded with a virtual tour of Reynolds High School.

Playground Assessments

- Playground assessments were conducted by Wildwood Playgrounds and Iverson Associates in May-June 2020. A standardized audit form was used to record findings, as well as photographic documentation of non-compliant items.
- Variety of conditions of playgrounds throughout district – some very new, some very old.
- Some safety issues that should be addressed ranging from fall hazard mitigation to dated equipment that poses hazards.
- General update of bark chip and fall protection needed at most schools.
- Accessibility issues with playgrounds at older school facilities.
- Signage recommended at all playgrounds stating rules.
- At all older elementary schools:
    - A portion of the playground equipment requires repair or replacement to meet safety recommendations.
    - Engineered wood fiber has not been maintained at the required depth.
    - Accessibility does not meet federal guidelines.
- Photos were show illustrating some of the deficiencies observed, including: missing or broken equipment; exposed sharp edges on aging or damaged equipment; worn finishes on structure; rusted decking on structures; inadequate playground surfacing; worn and/or rusted hardware on older equipment; and unsafe swings.

Athletic Field Assessments

- A survey of outdoor athletic facilities was conducted by BRIC of all HS, MS, and ES sites. Observations occurred during June 2020. The purpose of the assessments was to document the status of athletic facilities and identify key items to include in Master Plan for each campus.

<u>Elementary School Field Conditions</u>

- Most elementary schools have ample grassy field areas. However, some schools have issues with inconsistent grass surface (ruts, etc.). In general, no field markings exist for specific sports.
- Most schools have simple outdoor backstops in fair condition.
- Soccer goals are inconsistent across all schools – some have them, some don't, most in fair to

poor condition.
- ADA access to fields is inconsistent.
- Uncovered Asphalt play areas have aging asphalt with cracks.
- Most schools have covered play areas that need repair and maintenance.
- Basketball hoops in fair to good condition in most locations.

Middle School Field Conditions
- No field lighting is present at most middle schools (except RMS).
- Most schools have ample grassy field areas but condition is inconsistent.
- In general, no field markings are provided for specific sports.
- Baseball / softball backstops are appropriately sized, but in fair to poor condition.
- Football goal posts useable but poor condition.
- No dugouts for players, only benches (poor condition).
- Tracks need resurfacing.
- Field event structures in poor or unsafe conditions.
- Storage Buildings in poor condition.
- Title IX concerns at some schools (inconsistent baseball / softball resources).

High School Conditions
- No football stadium is present; the school cannot host varsity games.
- No field lights.
- Track surface in good condition.
- Tennis courts in unusable condition.
- Field event structures appear to be in fair condition.
- Storage buildings in poor shape.
- Minimal spectator seating.
- No apparent public restrooms (track area or baseball/softball area).
- Rusty / old goal posts and soccer goals.
- JV softball and baseball (at RHS) backstops, infields, and outfields in poor condition.
- Title IX concerns with inconsistent facilities for JV baseball and softball.
- Varsity softball in good condition but is lacking facilities in comparison to varsity baseball.

Virtual School Tour of Reynolds High School

Wade Blakely, principal of Reynolds High School, led the Committee through a virtual tour of the school facility. Some of the major conditions discussed included:

- The recent expansion provided new teaching spaces; however, there is a significant disparity between new and old classroom wings.
- Spacious commons positioned at the center of the school (remodeled as part of expansion). The commons is an open, inviting space with varied, flexible furnishings. It serves as a gateway to classroom wings.
- Sprawling campus that is challenging to supervise. Poor wayfinding. Exterior fencing used to enclose grounds between buildings.
- Secure vestibule leading to main office.
- New health center opening in fall 2020, serving community as well as students.
- Exceptional assortment of CTE program spaces offering hands-on learning opportunities to students.

- Insufficient number of P.E. teaching stations to meet current needs. Indoor P.E./athletic areas are dated in appearance. Gym is not able to accommodate all students for an assembly. No football stadium is present.
- Separate Arts facility with auditorium, black box theater, music classrooms, and art classrooms. Casework in art classrooms is worn/damaged in areas and in need of repair.
- Floorcoverings in older wings are past their useful life and due for replacement.
- Wall damage observed in multiple areas of the building.
- Accordion-style walls separating select classrooms in the older area of the building.
- Some wood doors to older classrooms are worn or damaged and due for replacement.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: August 12, 2020

Dan Hess and Elisa Warner with BRIC Architecture welcomed participants and provided an overview of the agenda. The main purpose of the meeting is to review the results from recent districtwide safety and security assessments.

Safety and Security Assessments

Onsite safety and security assessments were conducted in May 2020 by BRIC Architecture. A facilities staff member accompanied the assessor and provided input. Onsite observations were documented using a template covering a variety of safety/security features related to both the school building and grounds. Preliminary reports were shared with each school principal for their review. Phone interviews were then conducted with each principal to verify findings and note any additional concerns.

Overall findings for schools are summarized below:

- Most schools have a single main entry with a secure entry vestibule (with exception of Woodland). Vestibule doors are typically unlocked for a brief period during arrival. During the remainder of the day, only outer vestibule doors are unlocked, forcing visitors to pass through main office before entering building (with certain exceptions, e.g. Davis ES).
- Remote “buzzer” unlocking capabilities needed at door leading from vestibule to main office and the door from the main office to school; in many schools, staff have to leave desk to let people in, leading to staff propping doors open. Office staff generally have a good view of the building approach, but not all can effectively view drop-off lanes, parking lots, or bike racks.
- At multiple schools, there were issues with outer vestibule doors and other exterior doors not latching properly, presenting a security vulnerability.
- Visible vandalism and graffiti were observed a several schools.
- Vegetation blocks line of sight (3’/7’ rule). At some schools, there are trees or fencing positioned close to the building that provides a way for students or unauthorized persons to access the roof.
- While most schools are equipped with exterior perimeter fencing, several campuses are porous in nature with poor territorial delineation.
- Most schools do not have adequate exterior signage designating school grounds. Signs should be placed at every exterior door notifying visitors to report to main entry.
- Some campuses have wayfinding challenges that could be improved through additional signage

or use of architectural cues.
- Lack of crossing guards districtwide. Staff are used for this purpose at all schools.
- Some schools do not have adequate separation between bus and parent drop-off lanes causing congestion and raising possibility of students darting between rows of vehicles if procedures are not followed.
- Compared to most districts, Reynolds has very strong surveillance camera coverage at all school levels. However, facilities staff and/or principals identified areas that would benefit from additional coverage.
- Mixture of old and new camera equipment at some facilities. Some older equipment is off-line or on a different system making it difficult to locate and access video footage.
- Most campuses have areas where additional exterior lighting would be beneficial, particularly along paved pathways and parking lots.
- Many PA/intercom systems are past their useful lifespan and require replacement. Some schools do not have exterior PA speakers.
- Many buildings are not zoned for interior core area spaces to be used after-hours while securing academic wings.
- Nearly all older schools have classroom doors that are not equipped with intruder locks, requiring teachers to open the door in order to lock it from the other side.
- Some schools lack installed window coverings at exterior and/or interior windows; however, most principals report that students are still able to be kept out of sight during a lockdown. One exception is the high school where there are several classrooms where students are not able to be kept from view.

Discussion

The following question was posed to Committee members:

> *What building and site features are most crucial to providing a safe and secure environment for students?*

Responses included;
- Teachers being able to lock classroom doors from inside the room.
- An adequate PA system that can be heard throughout the school building and grounds.
- Higher fencing that is more difficult to climb over (e.g. 6'-8').
- Ability to bee the building approach and entry from the reception desk.
- Remote buzzer access to entry doors.
- Covered walkways connecting disconnected buildings (e.g. Margaret Scott ES).
- Adequate signage (could be addressed before the next bond – "low hanging fruit").
- There are a lot of broken chains and/or locks along school grounds that require replacement.
- How to address liability concerns with opening up facilities and grounds after hours for community use? Balance security needs with community access. For example, the District turns off outdoor basketball court lights at 10:00 p.m. each night.

- Loitering teenagers congregate at Wilkes ES.
- Signs in multiple languages (make people feel welcome).

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: September 21, 2020

The main purpose of the meeting was to lead the Committee through several virtual tours of Reynolds educational facilities. Originally, the District had intended for the Committee to be able to tour most schools over the course of a year. However, school closures and social distancing requirements associated with the COVID-19 pandemic prevented the in-person tours from occurring. Although the last several Committee meeting each concluded with a virtual tour of a different Reynolds facility, there were several schools that had not yet been viewed by the Committee. As a result, the decision was made to dedicate this meeting exclusively to the remaining school tours.

Reynolds Learning Academy (RLA)

Aaron Ferguson, principal of RLA, lead the Committee through a virtual tour of the facility. RLA is a small alternative school that supports the District's GED and credit recovery programs as well as MYC Service Learning, teen parent program, and Trading Up program. RLA's building is a newer facility constructed in 2003, located next to Reynolds Middle School. Approximately 220 students are currently enrolled, but enrollment fluctuates throughout the year. Key facilities characteristics were discussed, including:

- Wayfinding to main entry can be challenging. More prominent signage would be beneficial. The small grounds are unfenced. There is only a partial view of main parking lot and drop-off lane from main office.
- Main entry has a secure vestibule with good visibility of building approach. No intercom button or remote door access is provided at the main entry vestibule and/or the door leading from the office into the building.
- Classrooms are small but appropriately sized for school's needs as class sizes range from 5-24 students (ave = 13). Classrooms have access to natural daylight, hardsurfaced flooring, and functional furnishings.
- Limited CTE options are offered off-site and/or in RMS Annex building, including Natural Resources Mgmt and Child Development.
- A room next to the kitchen is used for art but was not designed for this purpose.
- Two science labs are present and meet instructional needs.
- Very limited space is provided for extended learning activities. Open areas on the 2nd floor provide space for testing, teacher production, and a small library.
- The school has great therapeutic supports that require space. Staff play "musical offices" when outside agencies visit. No conference rooms are present, yet there is a great need for privacy for meetings. Three Trillium counselors share one office. Speech therapist and school psychologist

are using the nursing office. It is a disruptive environments, as students will stop by to collect meds during meetings.

- No library is present. An open area includes several shelves of books as a "mini-library" of sorts.
- Small open commons area on the first floor. Although new kitchen equipment was recently added, only a "warming kitchen" is present. Consequently, RLA is not able to have the same menu as RHS.
- No gym is present; P.E.is conducted at Reynolds Middle School.

Walt Morey Middle School

Tanya Pruett, principal of Walt Morey Middle School, led the Committee through a virtual tour of the facility. Walt Morey supports grades 6th – 8th. Key facilities characteristics include:

- A secure entry vestibule is present. An intercom with a camera is desired within the vestibule as the fixed reception desk has little visibility of the entry doors, building approach and parking lot.
- There is limited admin space. The SRO is sharing an office with a secretary. The school has one conference room that is in high demand. Staff occasionally have to meet in classrooms or outside of counseling (small area), or in the principal's office.
- A WMMS Family Resource Center is present with sofas, tables and a kitchenette. Multnomah Country Mental Health staff member has an office in a converted closet. SUN program (after school) occupies one classroom in the NW wing. Food/clothing closet provided.
- Classrooms are appropriately sized with access to ample natural daylight. Each cluster of four (4) classrooms is organized around an enclosed shared activity area (pod-style configuration). Classrooms have interior relite windows providing visibility into the pod area. The pods include a sink, tables/chairs, and double-stack lockers positioned along the walls. The pod layout creates smaller neighborhoods within the larger school facility, promoting connectivity, visual supervision, and accountability.
- Art CR is present but is undersized with no kiln. No makerspace or specialized classrooms are provided. Engineering and Lego Robotics classes are held in general classrooms.
- Inadequate number of science labs. Only half of the school's science instructors have a true science lab. Condition of science labs is generally adequate, but a portion of the labs is carpeted.
- Orchestra room is an old storage area without instrument storage. Band room is generally adequate, but Choir is held in a small classroom. No practice rooms or music instructor offices are present.
- Life skills classroom is present. De-escalation room or sensory room and an ADA restroom are needed.
- The library is an inviting space with high ceilings and acoustical panels. Library tables were recently replaced with new furnishings.
- Three (3) lunches - one for 6th graders and two for 7/8th. Serve approximately 200 kids per lunch.
- Main gym is adequate, but aux gym is somewhat small. Need another PE teaching station. No weight, mat, or dance room present. The gym divider curtain is not functional. This is especially needed post-COVID to enable separation of classes.

Wilkes Elementary School

Sarah Shields, principal of Wilkes Elementary, led the Committee through a virtual tour of the facility. Wilkes is one of the District's three new elementary school facilities constructed under the last bond. Key facilities characteristics include:

- Highly visible, celebrated main entry. Good visibility for safety and security; high degree of transparency from main office to entry, parking lot, etc. Secure entry vestibule is present.
- Parking lot is undersized. Bus lane / student loading zone is very narrow and congested (one west side).
- Undersized admin areas with an inadequate number of offices for administrators, staff, community partners. Lack of private meeting areas.
- Most of the school site is enclosed by 6' chain-link fencing; playground has lower (3') fencing. The grounds/parking areas well-lit.
- Position of the playground in front of school with low fence is problematic - had a parent simply lift their child over the fence without checking into office.
- The number of exterior doors is difficult to monitor; door sensors would be helpful. Hiding places under the stairs.
- L-shaped classrooms are slightly smaller than at the older schools. Pods can be secured to prevent access to academic areas during after-hours use.
- STEAM and project-based learning activities occur in classrooms and/or extended learning areas. All are well-equipped with sinks, hard surfaced flooring, casework, storage, etc.
- Large ELA at each pod with hardsurfaced flooring and sink. There is also an enclosed small group meeting area associated with each pod.
- SPED resource room, two (2) life skills classrooms (with ADA restroom), sensory room.
- The gym opens up to the commons via a modular wall.
- Kitchen servery has two serving lines, but experiences bottlenecks (could be smoother). The school operates three lunches. Warewashing area is not well-placed, as students have to cross paths to access door for recess.
- No handwashing station for students or water fountain in cafeteria.
- Very inviting, daylit library. Lacks dedicated computer lab.
- Large, well-equipped community room is present.
- The building's layout positions gym, commons and the community room at the front of the school for easy access. Pods can be secured to prevent access to academic areas during after-hours use.
- Although the design includes ample administrative areas, overcrowding and the number of agency partners has maxed out the available space.
- Outdoor fenced soccer field and large covered play receive ample community use.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: October 21, 2020

The main purpose of the meeting was to:

- provide a recap of all the information reviewed by the Committee as part of the long range facilities planning process
- show how the Committee's districtwide capital improvement plan priorities were applied to one school (Alder Elementary) as an example.
- Consider whether adjustments should be made to the districtwide CIP.
- Discuss the plan for rolling out the LRFP to the community.

Recap of Process to Date

- BRIC presented a series of slides summarizing the information that had been presented to the Facilities Assessment and Master Planning Committee over the past year, including:
    - In-person or virtual tours of all older school facilities and one new school facility.
    - Review and discussion of "next generation learning trends" and their relevance to school design.
    - Visioning exercise to develop a set of Guiding Principles for the LRFP.
    - Review of districtwide building condition and educational adequacy assessments.
    - Development of a preliminary district Capital Improvement Plan
    - Presentation of districtwide enrollment projections through 2029-30 school year.
    - Capacity analysis of school facilities.
    - Presentation of the District's districtwide Instructional Technology (IT) Audit
    - Review of findings from districtwide playground and athletic field assessments.
    - Review of findings from districtwide school safety and security assessments.

Development of Capital Improvement Plans (CIPs) for each School Campus

- Dan Hess and Elisa Warner with BRIC explained that the next two Committee meetings would be spent reviewing draft Capital Improvement Plans for each school campus based on the priorities established by the Committee for Tier I, II, and III improvement projects.
- The draft CIP for each school will start with a pure alignment with the Committee's district-wide CIP. The Committee will then have the opportunity to make a school-by-school determination of whether any project types require adjustment based on the unique needs and conditions at that school.
- A Capital Improvement Plan (CIP) for Alder Elementary School was shown as an example.

Committee members expressed their support of this approach.

Discussion

BRIC posed the following question to Committee members:

- *Do any of the district-wide CIP tiers require adjustment based on information received since the original exercise?*

Committee members agreed that the district-wide CIP should remain unchanged; however, projects at individual schools may be adjusted if unique circumstances warrant elevating certain items. One Committee member asked if BRIC could provide guidance in determining what projects (if any) should be elevated. Dan clarified that while BRIC could provide detailed information on the severity of identified facilities deficiencies from the assessments, it would be the Committee's role to determine prioritization.

Planning for Community Engagement

Stephanie Field, Director of Communications and Community Relations for Reynolds School District, joined to meeting to discuss possible approaches for rolling out the final LRFP to the larger Reynolds community. She shared that the timing of the roll out may need to be delayed due to COVID-19.

- Once the plan is finalized, BRIC (along with select Committee members) will present the plan to the Reynolds School Board for approval.
- There was general concern expressed by multiple people about the idea of the District trying to build community support for facilities upgrades when community members are not even allowed inside the buildings currently. Once schools have at least partially reopened, the Committee will determine a path forward for sharing the recommendations with the larger community.
- One option would be a "slow roll out" of information via social media posts rather than a "big reveal."

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: December 2, 2020

The main purpose of the meeting was to share the school-based capital improvement plans (CIPs) for elementary school facilities, based on the districtwide priorities established by the Committees. Elementary school principals were invited to the meeting to hear about the recommendations for their school buildings and provide feedback.

Elementary School Capital Improvement Plans

- BRIC shared school-based capital improvement plans elementary school facilities, based on the priorities established by the Committee. For each school, a series of tables was displayed listing Tier I, Tier II and Tier III projects.
- As only a few elementary school principals were able to attend the meeting, opportunities for feedback were limited. As such, the Committee decided to cut the meeting short and instead reach out to elementary principals via email with their draft school CIP, inviting them to provide comments either in writing or via a follow-up meeting.
- The Committee will reconvene in early 2021 once all principals have had the opportunity to review the school CIPs.

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Meeting Minutes

Meeting: Facilities Assessment and Master Planning Committee Meeting

Project: Reynolds School District – Facilities Master Plan

Date: January 20, 2021

The main purpose of the meeting was to:

- Share the school-based capital improvement plans (CIPs) for middle and high school facilities, based on the districtwide priorities established by the Committee.
- Share feedback received from principals on the draft elementary, middle and high school CIPs.
- Discuss a process for determining whether a school facility is a candidate for renovation vs. replacement, based on several criteria. This methodology would not be applied as part of the LRFP process, but would instead be provided to a future Bond Development Committee for their use during bond planning.

Middle and High School Capital Improvement Plans

BRIC shared school-based capital improvement plans for middle and high school facilities, based on the priorities established by the Committee. For each school, a series of tables was displayed listing Tier I, Tier II and Tier III projects. Master plan views of each facility were also displayed with an abbreviated list of projects.

Principals' Reactions to Draft School Capital Improvement Plans

Each school principal was provided a copy of their building's draft Capital Improvement Plan via email. They were given the option of submitting comments or requests for changes via an online survey or through a Zoom call. Four (4) principals either submitted online comments or requested to meet. Additionally, comments were received from staff with the Technology department. Comments received are summarized below.

Davis Elementary School

- Principal generally agreed with prioritization of projects.
- Suggested removal of recommendation for replacement of modular walls (only one is present at music room).

Glenfair Elementary School

The principal and assistant principal of Glenfair requested a Zoom meeting to discuss their school's CIP. While they generally agreed with what was included in the plan, they felt that it was challenging to assign priorities without knowing when or if Glenfair will be a candidate for replacement. If Glenfair is not identified for replacement in the next bond, they suggested that the following items be elevated to

a “tier I” priority status:

- Safety Issues
  - Seismic Upgrades
  - PA System (relying on radios)
  - Intercom in vestibule
  - Fencing/lighting at gravel lot
- Flooring replacements
- Restroom renovations

Additional info was provided on selected listed items:

- Although HVAC improvements are already a “Tier I” item, Glenfair’s HVAC conditions are particularly critical. The school can no longer buy replacement parts for the boiler (too old). There are also highly inconsistent thermal conditions throughout the building.
- The facility is overcrowded; some classrooms are doubled up. Portables are “dry,” limiting their use for instruction.

Hartley Elementary School

Hartely’s principal agreed with CIP projects generally but felt the following should be elevated.

- Restroom upgrades/additions. Additional restrooms are needed to meet needs of student population.
- Repair of covered area structure/asphalt.
- Additional exterior fencing needed for safe transition of students to/from portables.

Woodland Elementary School

Woodland’s principal recommended elevating the following projects to Tier I status:

- Secure vestibule to the main entrance of the building.
- Water abatement project.
- Flooring replacements on first level.
- Restroom additions/improvements.
- Intercom system upgrades (many exterior areas without speakers/no exterior speakers present).
- Additional info on selected listed items:
- Add covered walkway between the bus/parent drop-off areas and main entry.
- Add exterior fending around playground equipment to prevent students from running out onto Glisan Street.

Technology Services

Technology staff expressed general agreement with priorities as stated in the CIPs. However, they emphasized that recommendations to upgrade and/or replace aging HVAC, lighting, and access control systems should be more specifically called out. (Note: The specific HVAC needs at each facility are detailed in the Facilities Assessment report).

Renovation vs. Replacement Criteria for School Facilities

Dan Hess explained that one of the big decisions that District will have to make prior to the next bond is whether certain facilities should be renovated or replaced. The District has decided that these decisions will not fall within the purview of the Facilities Assessment and Master Planning Committee, but will instead be one of the charges of the future Bond Development Committee. However, the Bond Development Committee will look to the Long Range Facilities Plan to provide the background information needed to make that decision (weighed against available resources and community support). Dan presented the following methodology as an option for assessing whether a school facility should be replaced.

Quantitative:

- Cost of CIP improvements (including educational adequacy improvements) for Tier I are 2 > 50% of cost of new school.

Qualitative (four or more of the following conditions apply):

- Educational adequacy improvements require renovation or new construction.
- Projected enrollment exceeds capacity and the school site is not large enough to accommodate an expansion.
- Building does not have significant historical context in the community.
- Ability to rebuild on same site while existing school is in session and/or availability of a swing school during construction.
- Major building systems at end of useful life.
- Building presents a seismic and safety risk.
- Building has environmental health issues that have not been fully mitigated.
- Current school site is not desirable due to safety/traffic concerns or population shifts.

The Committee expressed agreement with this approach.

Submitted by

Elisa Warner, Senior Associate
BRIC Architecture, Inc.

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Education Technology Program
&
Recommendations

Final Report

By
Education Collaborators

For
Reynolds School District

John Krull, Lead Collaborator
Victoria Andrews, Senior Collaborator
Justin Dover, Collaborator
Adam Henderson, Collaborator

March 13, 2020

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Overview

Purpose of the Engagement

This engagement was designed as an Education Technology Program Audit (needs assessment) to explore where Reynolds School District 7 (RSD or Reynolds) is currently in terms of their use of technology across Information Technology (IT) and Instructional Technology (EdTech), a new department in the district. The report will document current practices, assess data from focus groups and surveys, and compare those to industry best practices. Lastly, the audit allows Education Collaborators (EC) to recommend strategies to improve Reynolds' ability to deliver the district's instructional goals.

Goals of the Engagement

The goals are for Education Collaborators to provide assessment of Reynolds Public School District's technology use across the district relative to best practices and to assist with coaching and guiding both the technology services and instructional technology departments to establish high performing systems and communication.

- Assess the district's readiness to prepare students for 21st Century skills.
- Review Information Technology (IT) - the infrastructure and operations and Education Technology (EdTech) - the use of technology and pedagogy to improve student learning.
- Assess infrastructure needs to inform a facilities master plan.
- Deliver a review of current staffing and organizational reporting structure that confirms or identifies issues with a focus on both IT and EdTech.
- Assess the appropriate levels of support for current and future technologies with a focus on current and future educational infrastructure, hardware, and software solutions.
- Provide sample job descriptions for IT and EdTech staff positions (if required).
- Provide options to begin the task of redesigning the organization and related district/school-based infrastructure.
- Uncover bottlenecks to current and continued success.
- Assist in the development of a strategic staffing plan and provide mentoring based support for areas identified in the final report for addressing.

Description and Approach

Senior Collaborator, John Krull, served as Project Lead. The assessment process included data gathered from Reynolds' staff submitting a prescribed self-study describing many facets of their current technology implementation and staffing. In addition, district staff were provided an online survey.

Mr. Krull spent three days on-site interviewing Reynolds district and building leadership, IT staff, teachers, students, and community.

The interviews, surveys, assessment, and the self-study serve as the basis of information gathering for the findings.

The Education Collaborators team, including John. Krull, Victoria Andrew, Justin Dover, and Adam Hendricks, all experienced K-12 IT and EdTech professionals. They examined documentation, discussed findings and produced the following report and recommendations.

Executive Summary

Reynolds School District has a solid foundation with new leadership and a commitment to using technology and data to accelerate equity and achievement across its schools. Reynolds has great leadership in Information Technology and the newly formed Instructional Technology Department. They work very well together. Overall, there is a solid foundation of technology infrastructure using modern hardware and best in class services. Excellent use of grants has thrust grades 6-12 forward with 1-1 devices this year, and, with that, challenges emerge that can be addressed with more investment in support and professional development.

A common thread across instructional technology and operations is the need for standards and processes that staff understands and strives to achieve. There is a need to add more planning and rigor to initiatives and projects so that there is change management and full adoption.

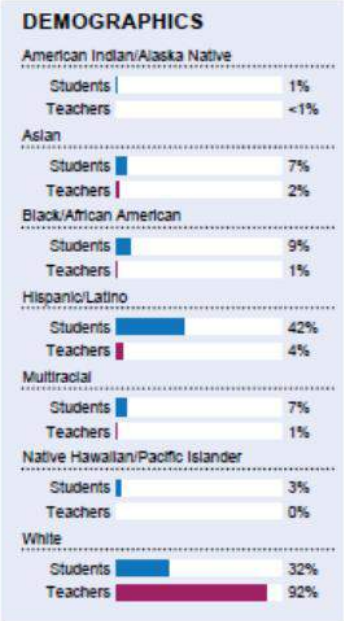
RSD has a lot of good systems in place. The report highlights theses and offers suggestions to improve adoption of existing systems and use as well as offers options for updated systems, standards, and processes.

For the District to move forward with technology and data, Information Technology and Instructional Technology need to be integrated with the strategic planning of the district. IT leadership should work directly across the cabinet so that technology and data are levers across the central office and schools to improve equity and achievement.

In this report a summary of Findings and Recommendations are followed by three appendices with highlights from the Focus Groups, Survey Results, and the Self Study with EC comments.

District Description

The Reynolds School District (RSD) in Oregon was formed in 1954 as a consolidation of the Fairview, Troutdale and Wilkes elementary school districts. The district serves Portland, Gresham, Fairview, Wood Village and Troutdale. The district spans from 141st Avenue to the Sandy River and from the Columbia River on the North to SE Market Street and SE Stark Street to the South.



At the time of the report the district has 9,771 K-12 students in 16 schools - 2 high schools, 3 middle schools, and 11 elementary schools. The district reported 10,757 for the 2018-2019 school year. Reynolds High School, with about 2800 students, is one of the largest in the state of Oregon.

RSD is the eleventh largest school district in the state of Oregon serving a culturally diverse population. The district demographics have been changing over recent decades. Teachers are 92% white while the student body is 68% non-white. Forty-two percent of students identify as Hispanic/Latino.

The district is led by Superintendent Dr. Danna Diaz who started in July 2018 for the 2018-2019 school year. She has completed a Listen and Learn Tour and the district is currently working on a new strategic plan that will update the plan from 2013. Dr. Diaz's current goals are student achievement and equity with specific callouts to improve chronic absenteeism and systems.

This Fall, Dr. Diaz reported the following in her report the to the community:

➔ *Each middle school student has received an iPad through our Verizon Innovative Learning Grant and the iPad distribution was a huge success.*

➔ *We have a new mini-pitch at Reynolds Middle School, thanks to the US Soccer Foundation and other local partners.*

➔ *We received a grant from the Mt. Hood Cable Regulatory Commission, which will deliver Chromebook laptops into the hands of our high school students.*

➔ *We look forward to opening a new School-Based Health Care Center at Reynolds High School in early spring 2020 in partnership with Multnomah County Health Department.*

➔ *We are embarking on the following major projects:*

- *Strategic Planning Process*
- *English Learner Program Assessment*
- *Facilities Assessment and Master Plan*
- *Budget Development for 2020-2021*

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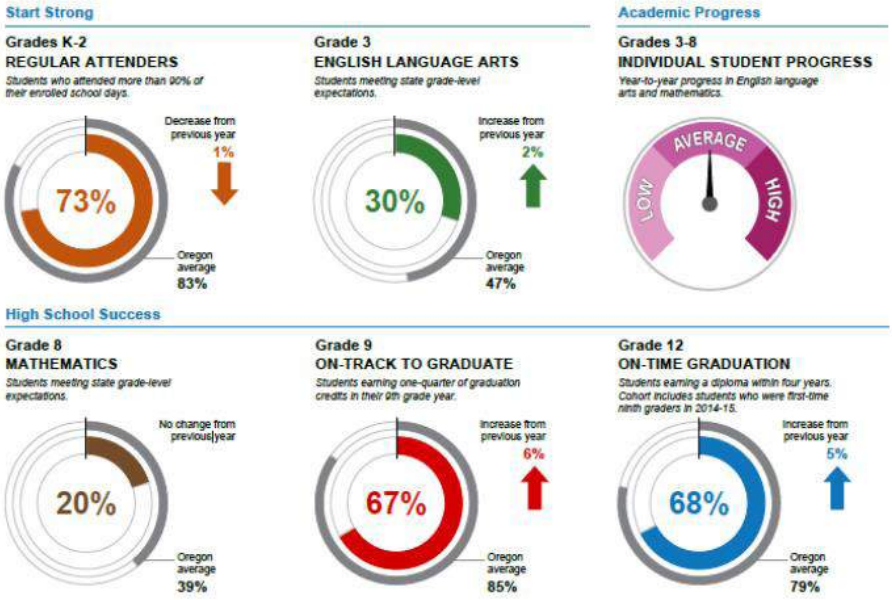
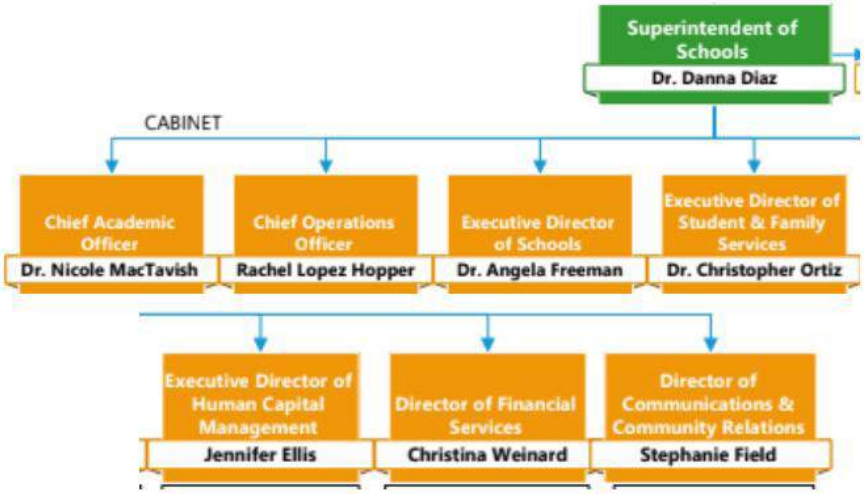
- *Student Success Act input through our budget input sessions and strategic planning community forums and focus groups.*

The Oregon At-A-Glance District Profile for 2018-1019 report



Dr. Diaz leads a cabinet charged with running the district. During the on-site visit, EC met with Dr. Diaz and with the cabinet although neither Dr. MacTavish nor Ms. Ellis were unavailable. Mr. Krull completed a follow up call with Dr. MacTavish.

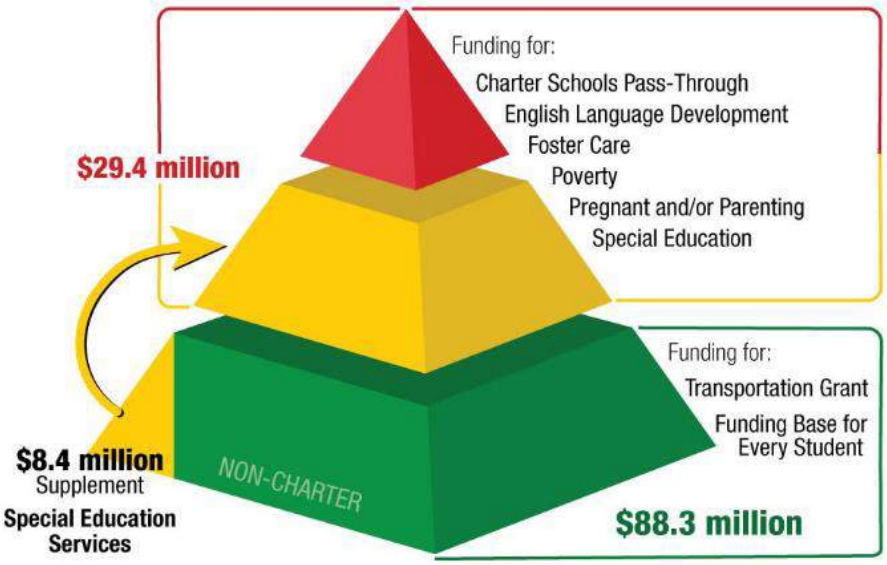


Ms. Hopper, the Chief Operations Officer, has been the main contact for establishing the Technology Audit. The Director of IT, Jeff Gibbs, reports to her and was the main contact for the Technology portion of the study. Chris Greenhalgh, Director of Instructional Technology was the main point of contact for Instruction. Mr. Greenhalgh is in a newly created position, heading a new department currently with two Teachers on Special Assignment (TOSA's).

Funding for schools has been uncertain due to both challenges in the state legislature and decreasing enrollment. Dr. Dias summarized the 2019-20120 adopted budget:

> *As we move forward now and with the future fiscal development, we strive to maintain quality and excellence within our programs and services to help ensure students graduating from Reynolds School District are prepared for a world yet to be imagined. I am continually appreciative of the support, participation and viable solutions provided by the community, district staff, and school board members as we all share this common vision. The proposed budget is both educationally sound and fiscally responsible and I invite you to review, discuss, and approve this budget for the 2019-2020 school year.*

The following chart summarizes state schools funding to the district.



Reynolds building infrastructure includes the following:

District Office
- Administration and Operations are in several buildings in the Fairview area.

Elementary Schools
- Alder, Davis, Fairview, Glenfair, Hartley, Margaret Scott, Salish Ponds, Sweetbriar, Troutdale, Wilkes, Woodland (Met with Alder, Fairview, Glenfair leadership)

Middle Schools
- H.B. Lee, RMS, Walt Morey (Met with RMS staff and students)

High Schools
- Reynolds High School, Reynolds Learning Academy (Met with RHS staff and students)

Technology Overview

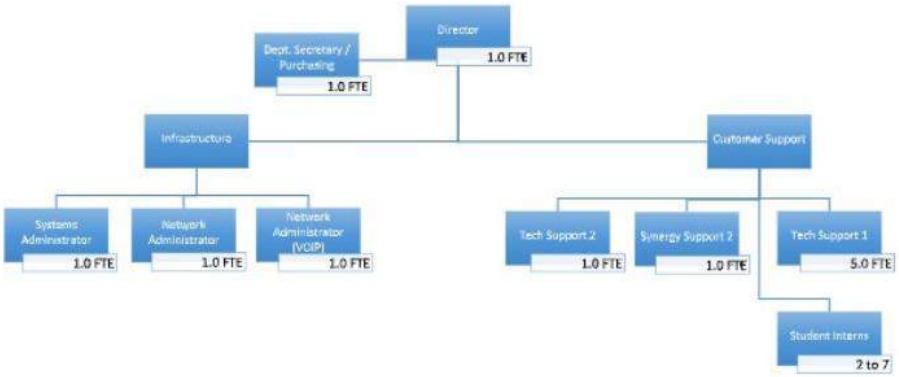
The IT Department has 12 staff members to support the district. This includes an additional 1.0 FTE Classified Tech Support Specialist to increase department capacity for 2019-2020 to support one-to-one devices at all middle schools as well as anticipated repairs. One-time General Fund expenditures for 2019-20 include Student Technology Replacement Cycle (Devices 5-6 years old) and Student Technology for Curriculum. IT has a budget of almost $2Million. Its budget is 1.36% of the district budget it is at $1.82 per student.

The Instructional technology department has 3 staff members and funding for staff. Includes a Director and 2 Teachers on Special Assignment (TOSA's).

There is also 1 Assistive Technology certificated staff person.

Technology is also supported by the Multnomah Education Service District (ESD) which is in the Cascade Technology Alliance (CTA). Reynolds budgeted $576,036 for network, student information system, finance system, data warehouse, analytics, and communications.

The IT Org Chart



The Technology Budget

100 - GENERAL FUND REQUIREMENTS	2019/20 Proposed	2019/20 Approved	2019/20 Adopted	2019/20 FTE
2660 - Technology Services				
0112 - Classified Salaries	423,732	423,732	423,732	8.00
0113 - Administrators Salaries	156,082	156,082	156,082	1.20
0114 - Administrative Prof. / Confidential Salaries	217,640	217,640	217,640	3.00
01XX - Other Salaries	93,441	93,441	93,441	
02XX - Associated Payroll Costs	514,276	514,276	514,276	
03XX - Purchased Services	82,700	82,700	82,700	
04XX - Supplies & Materials	438,156	438,156	438,156	
05XX - Capital Outlay	33,300	33,300	33,300	
06XX - Other Objects	5,250	5,250	5,250	
Total Function:	**1,964,577**	**1,964,577**	**1,964,577**	**12.20**

Key Initiatives for Technology enabled through grants include:

Verizon Digital Learning Innovation Grant - Middle School 1-1 iPad Program
The budget includes general funds to support the awarded Verizon Digital Learning Innovation Grant that will provide iPads for all middle school students. The budget includes both technology services staffing of one position as well as ERate fund allocations for software and equipment to support the additional devices in middle schools.

verizon innovative learning

Digital Promise

Mt. Hood Cable Regulatory Commission - High School 1-1 Chromebook Program
All high school students attending Reynolds High School and Reynolds Learning Academy received individual Chromebooks in January to foster a more innovative and exciting learning environment. The technology includes teacher training and support for engagement in powerful learning both in and out of the classroom.

High School Success and Career & Technical Education
In November 2016, Oregon voters approved Measure 98 which dedicated funding to improving graduation rates through proven practices such as Career & Technical Education (CTE).

Findings and Recommendations

Educational Collaborators documented the existing technology infrastructure, examined data from the IT department's self-study, and reported and analyzed data from both onsite focus group interviews and surveys. Using the data collected and recognizing the proposed expectations for a digital learning environment, the team has formed recommendations for Reynolds.

Details of all recommendations, along with the evidence from the self-study, survey findings and focus group interviews to support them, can be found in the Appendices. The entire body of recommendations is numerous and may seem at first overwhelming to the district. EC recommends that as a part of the work in the development of strategic planning that district stakeholders use this report as the foundation to begin prioritizing and outlining by timetable and budget how to approach the work. Priorities will need to be established in what the district IT staff and users can realistically accomplish in any given school year. EC recommends that technology and data initiatives be part of a greater district level strategy and plan.

A summary of the recommendations is listed below.

I. Equitable and Instructional Use of Technology

RSD has made a big commitment in 2019-2020 launching 1-1 programs from 6-12. This bold move is very ambitious by any standards. All middle school students now have iPads and all high school students have Chromebooks. Staff members 9-12 have new Windows Dell computers.

RSD has standardized on the instructional technology frameworks: SAMR and at the 6th - 12th grades the Doceo Center H.A.C.K model. This is an excellent approach to have pedagogy lead the use of technology.

The Student Technology Apprenticeship at Reynolds (STAR) program at RHS provides support and an opportunity for students to learn technology skills. This model is extending into middle schools. Although an excellent program, it does not replace the need for technical staff and certificated mentors committed to make it work.

Testing coordinators at the secondary level support academic testing. There are Technology teachers at each middle school and two certificated staff at RHS teach technology classes and one teaches programming.

Mandatory training in middle schools and high schools in the 19-20 school year supports the 1-1 programs.

Both surveys and on-site meetings emphasized the need for expanded professional development and training in District adopted platforms and standardization and support for EdTech applications.

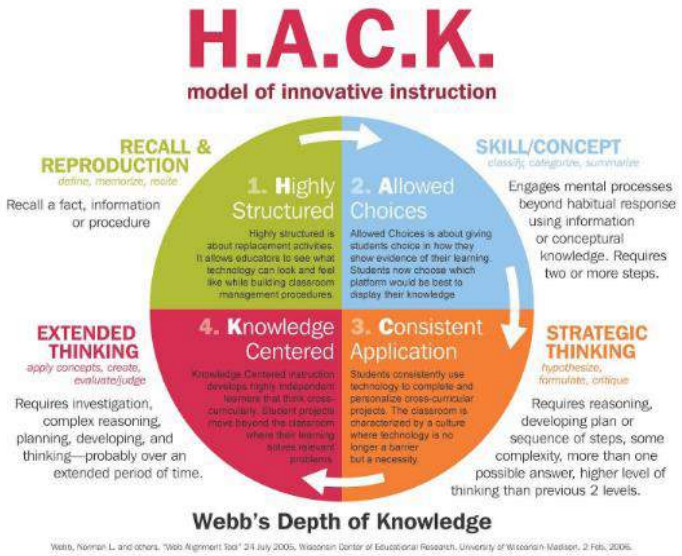
Recommendations

1. Adopt Standards and Scope of Sequence for technology skills

A. **Formally adopt the ISTE Technology Standards for leadership, teachers, and students.** EC noted that staff and students felt that there was no structure to the instructional technology program and inequities in implementation. It is important to adopt standards to ensure there is scaffolding and a spiraled approach to the skills taught to students to be college and career ready. Direction needs to be driven by leaders, so including the leadership standards would be important.

B. **Adopt the Common Sense Media digital citizenship program.** The Common Sense Media curriculum is aligned to the ISTE standard and provides K-12 curriculum to implement digital citizenship standards. Add the Digital Citizen and Media Literacy training in Safe Schools to train teachers.

C. **Continue adoption and training in the HACK model.** The 2020 training for high school teachers is a great start. Teachers should see a commitment to the pedagogy from leadership including the principal and central office leaders.



D. **Focus CTE on district goals.** Strategize and standardize models for how CTE Perkins grant and Measure 98 funds are spent to support college and career readiness and district strategy.

E. **Form an Educational Technology Team (ETT).** This could be a relaunch of the current meeting. It would meet (at least) quarterly to garner input on classroom and site needs for student, faculty, staff, administrative and parental needs including discussions around hardware, software/apps, training/PD, communication and collaboration. Enlist the ETT to articulate an Ed Tech scope and sequence. This scope and sequence will layout the digital citizenship, internet safety and technology skills that students should learn at each grade level. This scope and sequence can be used as a catalyst for prioritizing district training and professional learning opportunities for faculty and staff.

2. Professional Development

Great job putting PD in place for the 1-1 programs. Excellent use of SafeSchools for consistent training across staff.

A. **Work with CAO and Executive Director of Schools for instructional leadership with technology and data.** Principals are the instructional leaders and need to be leading technology as a lever for instructional improvement. Technology initiatives need to be driven by all leadership as part of district and school strategy for equity and achievement as well as college and career readiness.
B. **Systematize delivery of TOSA PD.** The 2 TOSA's are doing an amazing job, but there is inequity in the delivery to some sites. Principals reported a big difference in support that is leading to inequitable use of technology among schools. The department should have specific plans for PD and support and report them to ensure equitable delivery based on district goals.
C. **Train on Office 365.** Use Microsoft IT Academy and Microsoft Innovative Educator (MIE) to advance skills for staff and students.
D. **Train high school teachers on the nuances of the Chromebook.** Teachers received Windows computers and generally have little experience with Chromebooks. If possible, assign to each teacher a Chromebook which could also be used as a spare in the classroom.
E. **Advance Computer Programming and Robotics.** Standardize curriculum and pedagogy across K-6 and provide PD to teachers. Surveys suggest this should be an area of focus. Consider Hour of Code materials and standardize on curriculum and supplies that can be supported by IT and EdTech teams.
F. **Expand digital PD on Schoology.** This will help not only standardize PD but also provide foundational training on Schoology so teachers can in turn use it with students. Use Schoology for both online PD and in a Blended Learning model for in-person classes. Surveys suggest staff prefers in-person, hands on PD, which Schoology can support.
G. **Add Live Video PD.** Since survey results suggest staff like hands on training, Live PD will let staff work along with the instructor. Using Microsoft Teams would allow further adoption of this too. (See later recommendation on Office 365).
H. **Relaunch Frontline Professional Growth (MyLearningPlan).** Align PD with strategic plan and instructional technology. Add video coaching with Insight

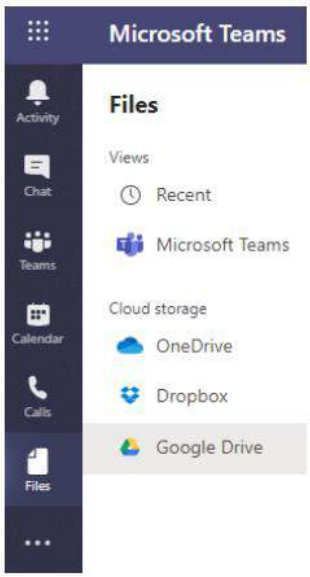
Advance that is focused more on coaching and instructional improvement and not evaluation.

I. **Pay a technology representative and testing coordinator at each site.** To ensure equity and involvement, pay not just for meeting attendance but for work done at the schools. $1500-$2000 stipend per year (backward map hourly pay to match expected hours). This role should be the person attending the ETT mentioned in an earlier recommendation.
J. **Keep the AP at RHS focused on technology!** Excellent leadership will make technology successful at the high school.
K. **Provide PD to members of Technology Services and Instructional Technology Departments.** Staff need training on features, functionality and administration of cloud enterprise communication and collaboration tools (Office 265) and the third-party tools that are compatible with each to make educated decisions and provide adequate support.
L. **Host professional learning opportunities for all employees that are hands-on and interactive.** Staff surveys and on-site interviews indicate this is a big need. These opportunities may require prerequisites or pre-work to be as productive as possible. Leverage members of the ETT and members of the community skilled in the content to support these learning opportunities. Utilize video conferencing (Teams) to join members from multiple sites to participate in learning opportunities. Record these sessions and maintain a catalog of these recordings for others to reference in the future.
M. **Create a Professional Development Committee to cross-functionally ensure a district wide PD program including technology.** Offer regular collaborative professional development. Regular professional development is an integral part of technology deployment and support. Expectations should be set for continued learning.
    a. Offer modeling and coaching in the use of education technologies to build capacity and grow the professional learning program.
    b. Consider leveraging any/all of the following to provide users additional professional learning support:
        - Professional Learning Communities (PLCs)
        - Procuring training with newly purchase technologies
        - Free web-based training from current vendors
        - Regional technical training and conferences
        - Train-the-trainer sessions
N. **Consider expanding the Safe Schools video mandate.** Safe Schools has more offerings that could be used for Digital Citizenship, Media Literacy, and Cybersecurity. Training teachers uniformly provides a great foundation that can be passed on to students.

3. Instructional Software

Lots of good use of software in the district. For example, there is a lot of use of Schoology and Myon. There are pockets of use of a plethora of digital materials and tools that staff like including TurnItIn, Flocabulary, etc.

A. **Commit to and train for systematic use of Schoology in grade 6-12.** Support teaching and learning by making this a Curriculum and Instruction initiative led by CAO and Chief of Schools. Make Schoology optional for K-6. Negotiate better pricing by not paying for K-12. Consider Seesaw for K-2.
B. **Relaunch Office 365.** OneNote and OneNote Class Notebook, and Teams, along with the Office suite provide a strong foundation for productivity and collaboration for both staff and students. Use it to integrate current use of Google. (See adjacent diagram). Get help for Microsoft Office 365 configuration and training like was done with Google Apps. Focus PD on Office 365 but allow Google for teachers and students.
C. **Analyze software in use and systematize.** Release an RFP to select district supported supplementary digital materials for Reading and Math. Reinforce use of adopted materials such as Edgenuity and Bridges Math. Consider a platform like CatchOn or Learn Platform to track and analyze the usage of the applications staff and students are using to provide data to teachers, principals, and the central office.



4. Instructional Hardware

A. **Use bond to create a recurring fund for equipment.** Lack of long-term planning has led to old equipment, opportunistic purchasing based on grants, and fear of sustainability of initiatives. Once a long term sustainable multi-year plan for acquiring and deploying technology has been established and prioritized, standardize existing technologies across grade levels/disciplines for teachers and students wherever possible. This will facilitate and support common curricular planning that includes digital materials.
B. **Replace obsolete equipment.** Obsolete iPads in elementary schools are frustrating to use and do not support modern software or management solutions. Observations by EC and comments from staff demonstrate that old equipment is a disservice to instruction and a compromise to security. Also, mandate that old desktops be taken out of inventory and marked surplus.
C. **Redistribute secondary computer carts.** With secondary going 1-1, there are 75 computer carts for redistribution to elementary. Consider dedicated carts in upper grade classrooms (for an in class 1-1) and putting new iPads in the early grades at a 2-1 ratio in each classroom.

D. **Eliminate elementary computer labs.** Work with elementary principals to eliminate computer labs and move to a model of technology integration in regular classroom instruction and activities - including testing. There are currently 9 labs and disparity in instructional models may cause inequities. Also, per a later recommendation in the Infrastructure section, plan on all devices to be wireless.
E. **Manage staff computers.** A number of staff have multiple computers that could be re-distributed to save the district money. A centralized inventory and replacement cycle can save money and serve equity.
F. **Evaluate iPads as a long-term solution.** Many districts are limiting iPad's to early grades and assistive technology. Most use cases for iPad for older students and adults is as a secondary device. Consider evaluating usability and management of iPads at middle school as the program matures. iPads are not optimal for testing and currently there are limited keyboards. Although it is early, the Chromebook rollout is smoother and integrates better with teaching and learning. One middle school teacher reported the roll out of iPads as "devastating."
G. **Mount all projectors.** Plans are in place for all RSD classrooms to have the standard short throw mounted projector and casting hardware for devices (Airtame). This will ensure equity in instruction across the district.
H. **Consider sound in all classrooms.** Research shows classroom audio can improve achievement. Having amplification in all classrooms makes for an equitable environment.
I. **Maker Spaces.** With only 3 makerspaces in elementary there is an inequity. Standardize on a model (what's included) and make part of an updated elementary library program. At grades 6-12, CTE should integrate maker spaces using Perkins funding.

5. Personnel

A. **Create Chief Technology Officer position.** Create a cabinet level position for the Director of Technology. IT is part of nearly all academic and operational decisions. Often cabinet members don't know when they need an IT opinion or insight so a CTO being present during strategic meetings benefits leadership.
    a. CTO role can help improve communication in IT, with cabinet, and across schools
    b. The Director of Instructional Technology should report to the CTO.
B. **Add Project Management.** Create a project management position in IT. This person runs the inflight projects and aligns the business requirements to the technical capabilities and deliverables. This will free up the CTO for more strategic work with cabinet. IT currently has a staff member with an MBA and PMP who could fill this role.
C. **Add Synergy Support.** Add another support person for Synergy and take better advantage of the support the ESD/CTA can offer as part of the contract.
D. **Add a Finance/Operations support person.** To fully leverage Infinite Visions and related business and operations software and to work with ESD/CTA an additional resource is needed.
E. **Add another Tech Support 1 or a Tier 1 Support Technician.** Based on user surveys and interviews of both IT staff and end users, more first tier support is

needed. Their current ratio is 1 tech (Infrastructure and Customer Service) to 1200 users which is too high. (See Technology Leadership section.). There were also requests for a tiered approach so the additional person could handle the first tier and escalate to others. This is the common, accepted practice in similar sized districts.

F. **Expand the TOSA program.** RSD leadership strongly requested to have one dedicated to the RHS. Therefore, move to a total of 3 TOSA's.
G. **Expand library support.** With the Director of Instructional Technology there is a great opportunity to expand and align Instructional Technology and Library support since they are under the same leadership. Consider returning to full time librarians at elementary schools while keeping the classified Library Assistant to ensure school base support of technology, digital citizenship, and media literacy. Add Library Assistants to middle school and high school to relieve the certificated librarian of added duties of managing 1-1 technology and add capacity for digital citizenship and media literacy.
H. **Hire a Data and Assessment Director.** With the current director retiring, this important position can take on the role of better using data beyond assessments and reporting. The newly hired administrative analyst in Family and Student Services should report here. See Data section later in the report.
I. **Create a career path for IT staff along with compensation study.** Entry level IT staff should be trained and groomed for other positions in the organization when possible. Salaries need to be commensurate with area norms to attract and keep staff.
J. **Promote professional development for all technology staff.** This will help not only make sure existing staff are up to speed on adopted technologies but also help with retention.

II. Operations

Finance/HR uses Tyler Technology Infinite Visions (iVisions). HR is implementing the onboarding module. TimeClock Plus is integrated. Current project running to move to a common ASB platform.

Edupoint Synergy is the Student Information System. Naviance (college and career readiness), Schoology (LMS) and Alexandria (library) which is moving to Follet Destiny all provide additional capabilities.

Transportation is utilizing Tyler Technologies Versatrans with IT hosting and other systems in an effective manner to manage a large fleet of buses. Custodial recently rolled out MSDSonline to simplify compliance and safety. Security has teamed with IT to roll out Sonitrol for video surveillance. Nutrition Services recently deployed PrimeroEdge software for Point of Sale (PoS), menu planning, ordering, and handling payments from parents. Docuware has been launched for document management with Special Education moving to it first.

RSD has no current planned renovations or new facilities. RSD just finished a large bond project 2 years ago and rebuilt three elementary schools, remodeled the high school, and did security upgrades on every building. There is currently a facilities assessment being completed for a future bond.

Recommendations

1. Systems Improvements

A. **Invest in Infinite Visions and TimeClock Plus.** Use ESD/CTA to support. See Personnel recommendation for more staff support.
B. **Examine help desk, work order, and customer service systems.** RSD uses several systems to manage work orders, help desk requests, and customer service for the public. IT and some operations departments are using the free system Spiceworks and Facilities and Maintenance using Dude Solutions (formerly School Dude). Communications is using K12Insight. Consider moving to one helpdesk system that allows all personnel to work in the same system and transfer tickets among departments. Zendesk is an example of a system that could work well with RSD and has a focus on schools.
C. **Consider a dedicated facilities management system.** School Dude has Facilities Rental Management and RSD is trying Tandem. Consider a system like Facilitron which is a purpose-built solution for just this purpose.
D. **Invest in Synergy**. Parent View/Student View are great tools. Train everyone. Be sure it is set up to meet requirements e.g. Add GPA, show assignments coming due. Fully leverage contract with ESD/CTA. See Personnel recommendation to have more staff to fully support.
E. **Integrate EMS/Aesop substitute system.** Work with ESD/CTA to integrate Aesop to Tyler Technologies Infinite Visions'

F. **Standardize video conferencing.** Consider Microsoft Teams for internal video conferencing with its integration with O365 and its content management. Consider Zoom, which is the most modern, cross platform video conferencing system, for remote interviews and 3rd party conferencing as it is free for 3 participants for 50 minutes. It also has an education program.
G. **Reconsider visitor management system.** Secure entries are excellent. Add a digital entry management system such as Raptor.
H. **Relaunch Office 365 with support for Teams.** As mentioned for Instruction, O365 with proper training and change management will improve productivity and collaboration. See Instructional and PD recommendations for Office 365.

2. Reporting and Data Based Decision Making

A. **Use existing reports.** Synergy and Infinite Visions have built-in report writing tools that are only lightly used in the district. Extra staff and better utilization of support of the ESD/CTA should support data-based decision making across instruction and operations.
B. **Evaluate ESD data warehouse.** The District is spending a large amount annually on the data warehouse provided by the ESD, but it is not getting much use. The data quality is in question. Consider a platform like Schoolzilla that can handle the data ingest and provide easy to use data warehouse.
C. **Add Data Governance and Leadership.** Create a cross functional data governance committee to create data owners/stewards to improve data quality. Make looking at data part of the cabinet meeting.
D. **Train for Data Based Decision Making.** Excel, Synergy Dashboards, Infinite Visions, and a data warehouse have a lot of potential, but leadership needs to create expectation and provide PD. Model data-based decision making in the cabinet and staff meetings.
E. **Link IT with Data and Assessment Departments.** Data is a key role for IT so these departments need to work closely together with cabinet to make sure the right tools, dashboards, and data are available. See Personnel recommendations.

3. Project Management

A. **Add Project intake process.** Add a project intake and reporting process at the cabinet level. There are a lot of projects that came on board or are in the planning process without holistically addressing strategy and resources. Generally, projects should be part of the annual budgeting process and accounting for time, budget and resources. A regular status should be part of cabinet and any new projects or major changes need to go to cabinet. IT should, of course, be part of the process if not leading it. Projects with districtwide impact need to be part of the cabinet decision making process.
B. **Add Project conversion process**. Tickets can be requests that are actually a project. Put a process in place to convert tickets to a project. Add this to the Service Level Agreement (SLA).

C. **Systematize use of Tools.** Operationalize current use of SmartSheets across operations. Consider adopting Trello for a Kanban style project management tool.
D. **Add staff to manage IT Projects.** See Personnel section.
E. **Add Project Management to Cabinet Agenda.** CTO would help prioritize and report on projects helping to reduce redundancies, highlight opportunities, and support change management.

III. Communications

Excellent use of an open source phone system to save money and provide good features. Group communications moved from School Messenger to Remind. Smart adoption of Peachjar to automate and simplify flyer distribution.

Recommendations

1. Telephone System

A. **Share Telephone System Support.** Consider outsourcing and/or sharing support among Tier 1 support to free up an FTE for Project Management. See Personnel recommendation.

2. Mass Communication and Community Engagement

A. **Remove School Messenger from ESD services.** RSD is paying $18,000 this school year to the ESD but has adopted Remind at additional cost.
B. **Implement a deeper Implementation and Training Plan for Remind**. Remind is a great tool but needs a full project plan and change management approach. Add this to the professional development planning that is
C. **Implement a deeper Implementation and Training Plan for Let's Talk or replace with new single support too.** See Systems recommendations.

3. Web and Content Management

A. **Website.** Consider a new platform (currently Drupal) and design to better reflect the new strategic plan and allow for better information to the public and internal stakeholders.
B. **Content Management.** Determine a process for where documents go as there is confusion in the district. (e.g. website, SharePoint, shared drives, Schoology, Docuware, etc.).
C. **Social Media.** Consider collaboration with IT to make sure the password process is sound and emergency procedures are in place.
D. **Actively address ADA.** Adopt standard operating procedures to ensure the website and all external documents meet ADA requirements.

4. Technology Communications

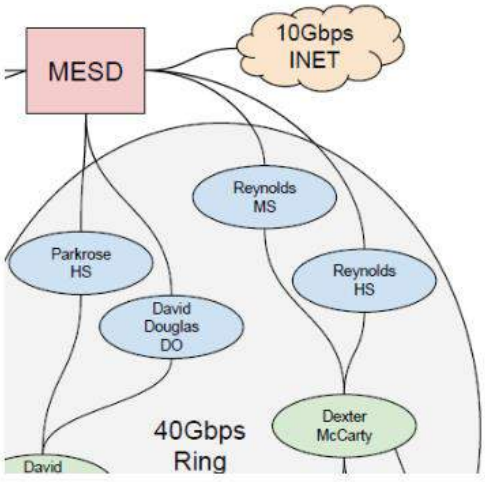
A. **Integrate Technology Plan.** Consider aligning the Technology Plan to the strategic plan. Clarify and publish the vision of the Technology and Instructional Technology Departments and how it relates to the district vision, mission, and, specifically, the new strategic plan.

B. **Publish and Market the replacement and upgrade plan.** Work to get support for a bond (Section I4) though multiple channels of communication - digital, in person engagement, surveys, etc.
C. **Implement regular newsletter or report.** Send monthly Tech newsletter to communicate rollouts, schedules, celebrations, tips & tricks and covers both IT and EdTech.
D. **Improve communications between central and field IT staff and EdTech staff.** Work to align goals, projects, implementations across all staff so to leverage expertise and relationships. This will improve smoothness of changes.
E. **Expand Access to Helpdesk.** Add additional ways to open tickets or secure urgent tech support. For redundancy consider configuring an email address to auto open a ticket. For urgent needs, consider a central phone support line that distributes calls to multiple techs or the use of online chat. Allow the user to indicate the best call back time, especially if the user is a classroom teacher. Consider a tiered system where one technician is handling incoming tickets via phone or ticketing system and escalating as necessary. See Personnel recommendation.

IV. Technology Infrastructure

RSD has a solid infrastructure to support technology access by staff and students. They use E-Rate funding to support improvements. Redundancy, resilience, and security in the district infrastructure is correctly a high priority.

Multnomah ESD is the internet service provider which provides internet connectivity where speed varies by location (400mbps – 10Gbps). The ESD provides a shared 40Gbs fiber ring and a 10Gbs connection to the internet which is currently from City of Portland's INET internet service, but the ESD is planning to offer dark fiber to all schools. The ESD also monitors the firewall between the district and the Internet.



RSD has good bandwidth that meets the current needs of the district and accepted standards. The FCC 2018 recommended goal is a minimum of 100Mbps per 1,000 students and a recommended level of 1Gbps per 1,000 students. IT has done a good job partnering with the ESD.

The RSD IT has exemplary standards published in January 2016 as the TELECOMMUNICATIONS INFRASTRUCTURE STANDARDS. These specifications clearly define the needed direction as schools are built and modernized. RSD, using E-rate and district funds to create modern wiring closets and good connections to network ports for devices and wireless access points. Typical trunk speed is 1Gbps between MDF & IDF. Switch models are either Cisco 2960-S or Cisco 2960-X, 1 to 8 years in age. Fiber is used for trunk links between MDF/IDF. Station cabling is Cat 5e except in cases of new construction or remodels where Cat 6 is used. These meet standards and provide the infrastructure needed for growing student and teacher use.

RSD has invested in Ruckus wireless infrastructure and has used E-rate to bring all schools up to standard of 802.11ac wave 2 models by 2021 using e-rate funds. Access appears to be adequate and IT addresses reported dead spots. All schools should have an access point in each classroom to meet the needs of 1-1 which is being addressed with its 1-AP-Classroom initiative.

The district uses a modern platform to monitor the network.

The server infrastructure is modern and well maintained and redundant using the ESD to host the primary infrastructure. Cloud is being used for Office 365, utility and education services.

Reynold's IT department should be commended for their use of outstanding programs to aid their team in providing the best service. Software tools like SCCM, MDT, JAMF, and Intune are just a few of the tools the department uses that are considered some of the best available.

Recommendations

1. Bandwidth

The district should be commended for having all of their internet on fiber connections. This allows for easy upgrades to more bandwidth down the road. The move to dark fiber via Multnomah ESD to all of the schools should allow much faster options for less money.

A. **Continue to monitor and make efficient use of internet traffic as traffic increases.** Establish a routine to work with the ESD for periodic checks of Internet use to proactively keep bandwidth at optimum levels for users. To accommodate utilization spikes, normal utilization should not exceed 80% of capacity. Consider working with the ESD to have more access to the firewall, content filter, or another appliance to get the network information to measure usage.

B. **Establish redundant Internet services.** As dependency on cloud-based resources increases in the district, consider establishing a secondary internet connection directly connected to the district. Since E-rate does not fund redundancy, consider dedicating a service to this additional line. Configure the additional line as a back-up for District internet services in an emergency.

2. Switch and Port Infrastructure

Cisco is an excellent brand and provides the needed infrastructure to Reynolds.

A. **Continue to upgrade all MDF and IDF switches to 10Gbps PoE.** Finish the network upgrade of all MDF and IDF switches to the FCC recommendation of 10Gbps to ensure staff and students take advantage of the bandwidth upgrades and move to more wireless. Be sure to get the latest model as Cisco upgrades regularly. If there's a delay in obtaining E-rate, be sure to do a service substitution to get the latest model.

a. Industry best practices for the replacement of a switching network is 5-10 years. Due to an increase in bandwidth use and higher PoE standards, the network switches should be evaluated every 5 years. Industry standard best practices suggest replacing wireless every 5 years which can lead to necessary switch upgrades to eliminate wireless bottlenecks. Continue to maximize switch purchases with the use of E-Rate subsidization.

B. **Lower Port density.** Consider that some districts have a specification of 4-8 drops per classroom - from 16. (1-2 AP, Panel/Projector, Printer, Phone). Plan on most devices being wireless and plan on the wireless density needed to support 2 connections per person. Save money on cable runs/drops in future construction.

3. Wireless

Ruckus is one of the top wireless vendors in the world. The flexibility and visibility that the IT department has with its wireless network eases troubleshooting wireless problems. Most of the District's wireless access points are high end and using some of the best wireless technology available. The district has adopted one access point per classroom, which is considered best practice in schools.

A. **Complete upgrade installation as planned.** Plan to move to a robust wireless infrastructure as a part of going all wireless in classrooms. See above.

B. **Monitor access points.** Access point activity should be included in a recommended district monitoring system and made available to stakeholders

a. **Industry best practices for the replacement of wireless network is 5-7 years.** New wireless technology comes out every 5 years and it is critical to a successful education program. Continue to utilize E-Rate funding to support wireless installations.

4. Servers and Cloud

The District is commended for running redundant virtualized servers on the preeminent platform on highly regarded hardware with state-of-the-art solid-state drives. Excellent use of cloud for Active Directory and Office 365.

A. **Consider Cloud for Backup/Redundancy** With no real back up data center, consider using Microsoft Azure or Amazon Web Services to back up virtual machines. Both would work well with the existing VMware and Veeam infrastructure. Consider VSAN Hyper Converged Infrastructure connected to VMware in the cloud.

B. **Ensure offline backup is present.** As a failsafe, ensure there is an offline backup.

C. **Eliminate Network Drives.** Consider mapping to Microsoft OneDrive and adopting SharePoint and Teams to eliminate network and shared drives. Allow Google Apps as a secondary save point and linking with Teams (See I3B)

D. **Adopt a Cloud Access Security Broker (CASB).** Use to manage security on cloud drives for Microsoft and Google platforms

5. Filter

Securly is one of the best in the industry for content filtering. They can do SSL decryption to ensure all traffic is being monitored. Not only do they prevent students from going to websites that they should not be at, Securly also protects the computer from possible malware threats giving the IT department another layer of protection for their users.

A. **Review filter settings and update policies.** Review current filter settings between district IT and instructional leaders. Revise settings to reflect updated policies and to ensure educational resources are available for staff and students. Reports of the filter being too strict or too loose were fielded during the site visits and surveys by EC. There is use of both the ESD filter/firewall and grade 6-12 device filtering by Securly. There does not seem to be clear ownership of filter management, policies and procedures. There is an opportunity to customize and delegate filtering based on grade level using Securly.

6. Single Sign-On (SSO) and User Management

A. **Continue Clever rollout.** Along with systematizing EdTech applications, the plan to use the Clever portal and single sign-on

7. E-waste

A. **Continue your efforts with your e-waste.** One suggestion would be for earth week, offering e-waste recycling to your parents. Create a place for them to drop off items to be recycled for the e-waste company. This could be turned into a student service project.

8. Dedicated Space

A. **IT needs more space and needs dedicated access to a conference room year-round.** The district is short on space and is using the conference room in the IT building. IT would be more productive with dedicated access. Rooms in other auxiliary buildings should be used for Central Office meetings needing space.

9. Staff devices

A. **Staff device policy should be consistent and inventoried.** If moving to staff choice, be consistent across all staff. Implement assignment of a specific device so staff feels responsibility and ownership Update inventory and implement a system for updates paid for centrally.

V. Risk Management

Excellent use of virtual machines and their back up with good practices. Great use of imaging and systems for tracking lost devices. Reynolds IT has set up an excellent backup process and procedure and should be commended.

Having key services like Office 365 in the cloud is excellent for disaster preparedness.

All of the plans for new construction are considered best practices. Dedicated HVAC, key card access, dedicated 30-amp circuits, UPS and generator power, etc. make for an outstanding model for all MDF/IDF wiring closets.

Recommendations

1. Backup

A. **Consider the cloud for user data and backup.** Moving to cloud data storage and backup add resilience. EC recommends testing the backups on a more regular basis. Monthly tests are considered best practices. Veeam allows you to boot up backups in their virtual-sandbox environment.

B. **Encrypt backups.** Consider encrypting backups at rest. Have an offline backup.

C. **Prepare for ransomware/cyberattack.** Ransomware can bring down the network, servers, and just about everything else in the same way that a physical disaster can. Having a written plan, to which several key people have access, is critical in having the school recover. This plan should be reviewed at least once or twice a year to ensure its accuracy.

D. **Systemize eDiscovery.** Consider more training and standard operating procedures for eDiscovery and archiving to meet state mandates.

2. System Monitoring, Update, and Protection

A. **Harden Physical Access and Monitoring of Network Equipment.** EC recommends all of the brass key locks be changed so only a select few have access.

Having many with the key to critical network/server devices is a huge security risk and should be changed ASAP. Key card access should be used as much as possible so access into the MDF/IDF can be controlled and tracked. All rooms with network/server equipment should have external humidity and temperature settings installed to notify the IT department. Watchdog devices from Vertiv are great devices for this task. This is especially important for those rooms that have no dedicated HVAC.

B. **Add Intrusion Protection.** Consider the budget and plan for intrusion protection system (IPS). This can be part of a Next-Generation Firewall which the ESD should upgrade to. Consider a firewall in front of ESD.

C. **Conduct a Security Audit.** Enlist a 3rd party to audit security. If not in the budget, then the IT department should focus on the CIS Controls from the Center for Internet Security. This is the cornerstone for a strong and secure network. CIS provides terrific resources including spreadsheets and documents that can help you evaluate your network, policies, documentation, etc. Following the guidelines and suggestions from the CIS will vastly improve the school's security.

D. **Update Student Password Scheme.** Consider a new system to protect student accounts. Use a "Pass Phrase" that is not guessable by other students.

E. **Expand Email Monitoring and Protection.** Microsoft Advanced Threat Protection (ATP) has proven invaluable for high-risk accounts; consider expanding to all staff with increased budget. As mentioned earlier in the report, it is recommended to enable MFA on every staff/faculty members account.

F. **Continue to be vigilant in the fight against Phishing.** Email phishing tests should be performed regularly with follow-up training. Most ransomware attacks are started via email phishing campaigns. Using a 3rd party system like KnowBE4 is an incredible resource to perform the tests and provide the training.

G. **Enable Encryption across all systems.** All devices that could have sensitive information should be encrypted. For Windows devices, this is free and easy to do via a group policy. EC recommends doing this for all staff and faculty.

H. **Create a Disaster Recovery (DR) plan.** The District should have a checklist with up-to-date instructions for how to recreate all IT equipment and restore all school systems from nothing. Having written documentation of every step will make this process faster and smoother. Optionally, a DR plan can contain other checklists. For example, a checklist can be created for what to do when an employee is fired. Having an accurate checklist to follow during a stressful event prevents anything from being overlooked or skipped. A person can just go down the list and check things off one by one. There are many DR plan examples available out of the internet. Ready.gov is a terrific resource.

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