Gresham-Barlow School District 10Jt

Long Range Facility Plan

August 2012

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Gresham-Barlow School District
2012 Long Range Facility Plan
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Executive Summary

Gresham-Barlow School District ("GBSD" or the "District"), Oregon's tenth largest school district, serves approximately 12,000 students and is subject to the long range school district facility planning requirements of ORS 195.110, which apply to districts with more than 2,500 students. In addition to the laws passing and amending ORS 195.110 in the last 20 years, there have been more recent or pending regulatory changes that could affect long range facility planning in the district. These regulations are described in more detail in Chapter 2 of this plan.

The District convened a Long Range Facility Planning Committee (LRFPAC) to assist and advise the District in preparing a long range facility plan. The Committee's charge was to address the following objectives:

- To comply with the requirements of ORS 195.110.
- To support and comply with the City and County Comprehensive Plans.
- To compare student enrollment projections to estimated school capacity. This entails developing enrollment projections and establishing a formula for determining school capacity.
- To review District standards or guidelines for facility and site characteristics for each school level or type.
- To describe methods for the District to consider to increase the efficient use of school sites.
- To identify and address the District's needs for future school capacity and land.

During a series of meetings from February to July 2012, the LRFPAC was involved with a series of topics related to developing a long range facility plan. While some of the topics were informational, there were other topics on which the District requested feedback and recommendations. The following table summarizes the recommendations prepared by the LRFPAC. A more thorough discussion of each topic is provided in the issue papers and in the meeting summaries included in Appendix B and Appendix C of this facility plan.

Table ES-1: LRFPAC Recommendations

Recommendation	LRFPAC Recommendation	Reference in Facility Plan
Recommendation #1: 2012-2022 Student Enrollment Forecast	The Long Range Facility Plan Advisory Committee (LRFPAC) accepts the medium growth scenario for facility planning purposes (Issue Paper #3). The Committee agrees in general that the estimate is reasonable for planning purposes, and should be monitored and revisited within five years.	Section 3.1, p. 18
Recommendation #2: School Capacity Formula	▪ The LRFPAC recommends that the capacity formula based on school square footage as shown in Figure 9 be used in school facility planning for the District. ▪ The Committee suggested that the Board review and possibly modify what program space to exclude from the formula in calculating net square footage. ▪ The LRFPAC recommended that the Board have a policy discussion about permanent capacity and available capacity and the use of portables, although not necessarily as a part of this facility planning review and adoption process. ▪ The LRFPAC supports the use of the capacity formula not as a tool for automatically denying residential development applications but rather for flagging issues that the District and the jurisdiction(s) who are reviewing applications should discuss and work on together.	Section 3.2, p. 22

Recommendation	LRFPAC Recommendation	Reference in Facility Plan
Recommendation #3: School Site Characteristics	▪ The LRFPAC supports the School Site Characteristics above as guidelines for future site selection and development. The Committee understands that these are not to be considered as absolute site standards and recognizes that there will be flexibility as determined by site, school, and educational needs and as future school design activities occur. ▪ The LRFPAC also recommends that additional characteristics and details to be considered during the building and site design process that emphasize the multi-purpose use of schools, transportation issues, outdoor facilities, air quality, temperature control, view, acoustics, furniture, maintenance, and safety.	Section 3.4, p. 33
Recommendation #4: Efficient Use of School Sites	The LRFPAC supports the set of measures for efficient use of school sites presented in Issue Paper #9 and suggested additional examples of shared uses that the District should consider in the future, i.e., night schools, libraries, office space, technology, elementary and middle school shared campuses, etc.	Section 3.5, p. 37
Recommendation #5: Alternatives to Construction	▪ The LRFPAC supports the set of alternatives to new construction presented in Issue Paper #10. ▪ The Committee recommends the addition of online learning as part of an alternative strategy to new construction.	Section 3.5, p. 41
Recommendation #6: Future School Bond Opportunities	▪ Based on the information regarding facility improvement needs in Issue Paper #5 and the status of school financing in Issue Paper #9 the LRFPAC recommends that the Gresham-Barlow School Board consider near-term (within three years) opportunities to present a school construction bond program to District residents. (Note: City of Gresham representation asked to remain neutral on this recommendation.) ▪ The Committee recommends that projects and the	Section 3.8, p. 49

Recommendation	LRFPAC Recommendation	Reference in Facility Plan
	financing methods included in a school construction bond program be developed in coordination with residents, businesses, and other stakeholders within the District.	

Chapter 1 – Facility Plan Purpose and Process

1.1 Purpose

Gresham-Barlow School District ("GBSD" or the "District") is Oregon's tenth largest school district, serving approximately 12,000 students and employing approximately 1,059 employees within eleven elementary schools, five middle schools, three high schools, and three administration facilities. Given its enrollment of more than 2,500 students, the District is subject to the long range school district facility planning requirements of ORS 195.110. The District has prepared long range plans in the past – most recently in 2008 – but not necessarily plans that fully comply with all the requirements of ORS 195.110 (Appendix A). In addition, there have been other regulatory changes – including requirements related to physical education time, all-day kindergarten, and future growth areas in urban reserves – in the last five years that could affect long range facility planning in the district. These regulations are described in more detail in Chapter 2 of this plan.

The District convened a Long Range Facility Planning Committee (LRFPAC) to assist and advise the District in preparing a long range facility plan. The Committee's charge was to address the following objectives:

- To comply with the requirements of ORS 195.110.
- To support and comply with the City and County Comprehensive Plans.
- To compare student enrollment projections to estimated school capacity which entails developing enrollment projections and establishing a formula for determining school capacity.
- To review District standards or guidelines for facility and site characteristics for each school level or type.
- To address goals about meeting the educational requirements of the District while supporting and aligning with local and regional growth management strategies.
- To describe methods for the District to consider to increase the efficient use of school sites.
- To estimate the District's needs for future school capacity and land.
- To develop strategies to meet the District's school site and land needs.

The recommendations of the LRFPAC will be forwarded to the Gresham-Barlow School District School Board for consideration and action. Following School Board approval, the 2012 Facility Plan will be shared with affected local jurisdictions in order to be incorporated in their respective Comprehensive Plans, pursuant to ORS 195.110.

1.2 School Facility Planning Process

Source: Angelo Planning Group

The 2012 GBSD Long Range Facility Plan Advisory Committee (LRFPAC) role and purpose was to meet the objectives listed above and develop a Facility Plan Recommendation for School Board consideration and action. The Committee was comprised of representatives from local jurisdictions, local businesses, student parents, and District staff.

The LRFPAC met five times between February 2012 and June 2012. Roles, protocols, decision-making process, access to materials were discussed at the first meeting.

During each meeting, the Committee reviewed, discussed, and, as needed, reached agreements on elements of ORS 195.110 including enrollment projections; a methodology for determining school capacity; existing facilities conditions and maintenance needs; school site characteristics; the estimated future need for schools, sites, and land; options for efficient use of facilities and school sites; and financing strategies. The meetings culminated in the recommendations presented in this plan.

The topics and ORS 195.110 elements addressed during the meetings were introduced to the LRFPAC primarily through a series of issue papers. The full set of issue papers prepared for this process are included in this plan as Appendix B and meeting summaries in Appendix C, and are referred to throughout this plan.

Jurisdictions with more than 10% of the population of the school district must adopt the plan as an element of their Comprehensive Plans, pursuant to ORS 195.110.

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

Representatives from the Cities of Gresham and Damascus, Multnomah County, and Clackamas County actively participated in the LRFPAC. The City of Gresham will need to incorporate the results of the 2012 Long Range Facility Plan into its Comprehensive Plan. The populations of Damascus, Troutdale, unincorporated Clackamas County, and unincorporated Multnomah County within the District's boundary do not reach the 10% threshold and, therefore, these jurisdictions will not be required to include the plan in their Comprehensive Plans. However, the District will provide all jurisdictions with the adopted 2012 Long Range Facility Plan for their records and possible future use.

1.3 Overview of Gresham-Barlow School District

Brief Summary of District Facts

The Gresham-Barlow School District covers an area of **50.4 square miles**, which encompasses a population of approximately **76,485 people**.

The total building area and acreage that the District owns, operates, and/or is responsible for is roughly **1,779,764 square feet** and **356.5 acres**.

The district's total budget from all funding sources in 2011-2012 is **$137 million**. Its general fund operating budget is **$103 million**. The operating budget is distributed amongst the programs below.

Table 1: District Budget (2011-2012)

Instruction	**$59,659,908**
Support Services / Comm. Services	**$35,556,780**
Transfer and Contingency	**$2,550,000**
Reserves	**$5,577,420**
Total	**$103,344,108**

Source: Gresham-Barlow School District (2011-12 Adopted Budget)

Number of Schools by Level

The district has grown to a total of **19 schools** as of September 2011. The breakdown according to school type is provided below. Also, there are **five charter schools** operating in the District.

Table 2: Schools in Gresham-Barlow School District

Type of School	**Number of Schools**
Elementary	11
Middle	5
High	3
Charter Schools	5
Total Schools	**24**

The total building area and acreage of all the schools in the district are approximately **1,763,670 million square feet** and **631.35 acres**.

Types of Ancillary Facilities

The facilities that the District owns and operates also include support or ancillary facilities that are crucial to the function of all the schools in the district.

1. Administration Center (Gresham Civic Center)
2. Maintenance Center (Fleming Avenue)
3. Student Support Services Office (Division Street) (rented)

The total building area and acreage of all the ancillary facilities in the district are approximately **28,094 square feet** and **2 acres**. The District also owns **75.13** undeveloped acres between **5 sites**.

Student Enrollment

As the tenth largest district in the state, the district has reported consistent growth in its enrollment. The total enrollment as of **December 2011** was **12,205 students**. Enrollment by school level is presented in Table 3.

Table 3: Enrollment by School Level

	Number of Students (12/1/11)
Total Elementary School Enrollment	4,950
Total Middle School Enrollment	2,877
Total High School Enrollment	3,616
SUB-TOTAL	11,443
Special Education Enrollment (included in sub-total)	1,320
Outside Placement (alternative program, special education placement, charter school enrollment	762
District Total	**12,205**

Source: Gresham-Barlow SD (December 2011 / eSIS Report)

Staff Numbers

A total of **1,059 employees**, including **604 teachers**, are serving in the district's schools and support facilities in 2011-2012. The number by employee type is provided in Table 4.

Table 4: Gresham-Barlow School District Staff

Teachers	**604**
Classified Staff	**394**
Principals / Vice Principals & HS Office Managers	**32**
District Management Personnel (including confidential staff)	**29**
Total Employees	**1,059**

Source: Gresham-Barlow School District

A high percentage of teachers in the district – **70% of teachers** – have a graduate degree. In terms of teaching experience, the average amount of teaching experience in the Gresham-Barlow School District is **12.35 years** and average teaching experience in the state is **12.78 years**.

Figure 1: District Attendance Boundary Map – Elementary Schools

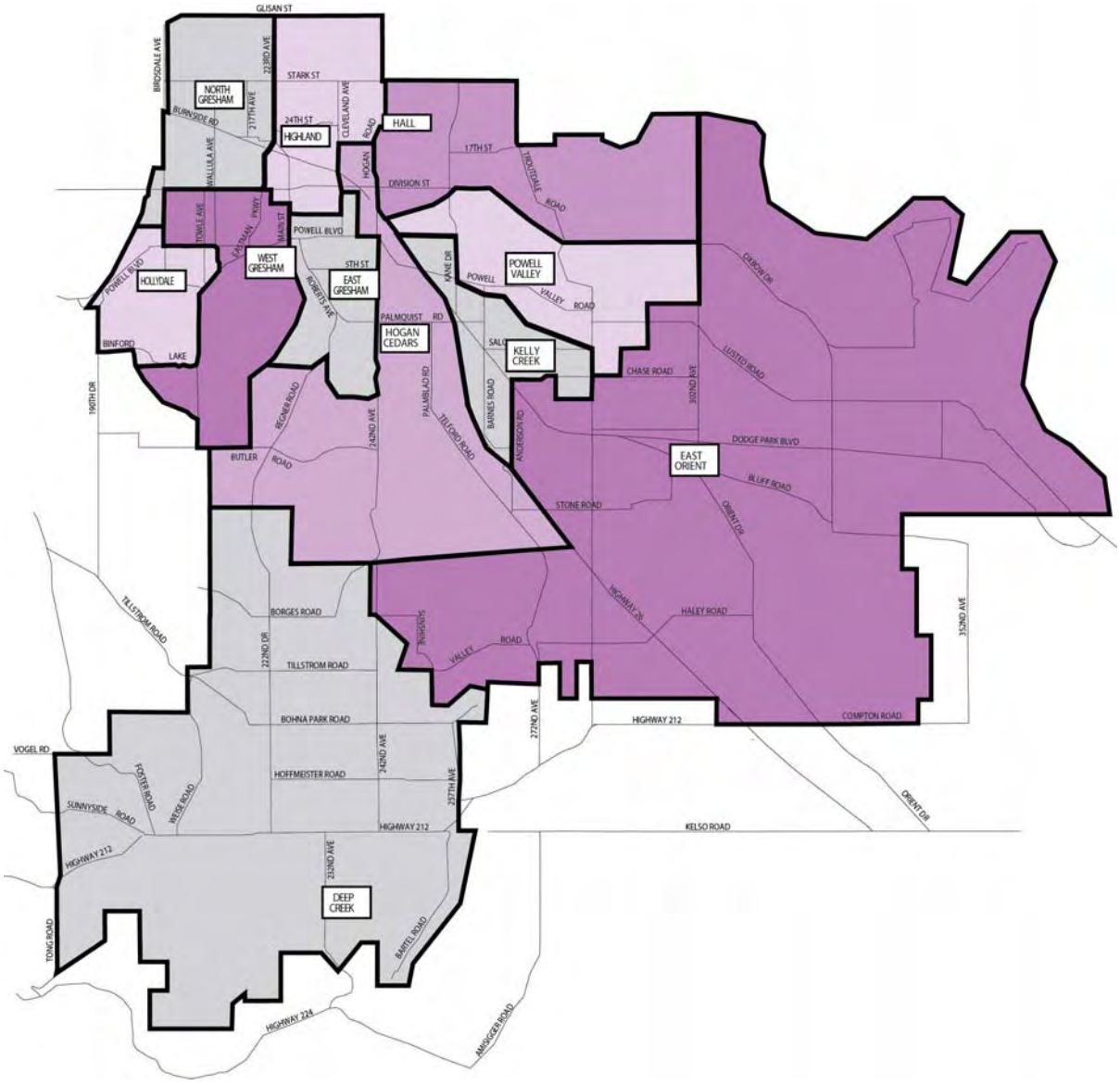


Figure 2: District Attendance Boundary Map – Middle Schools

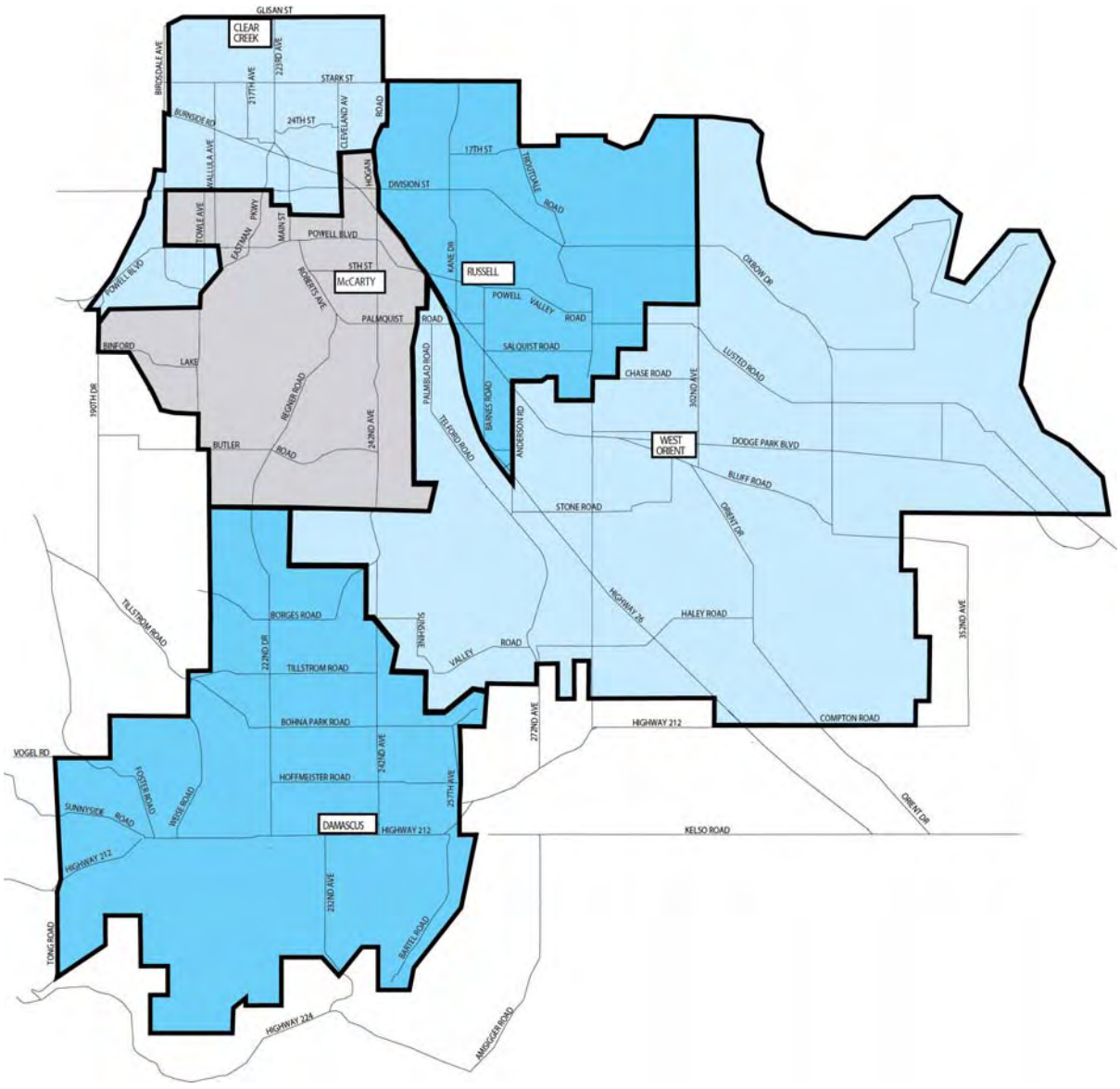
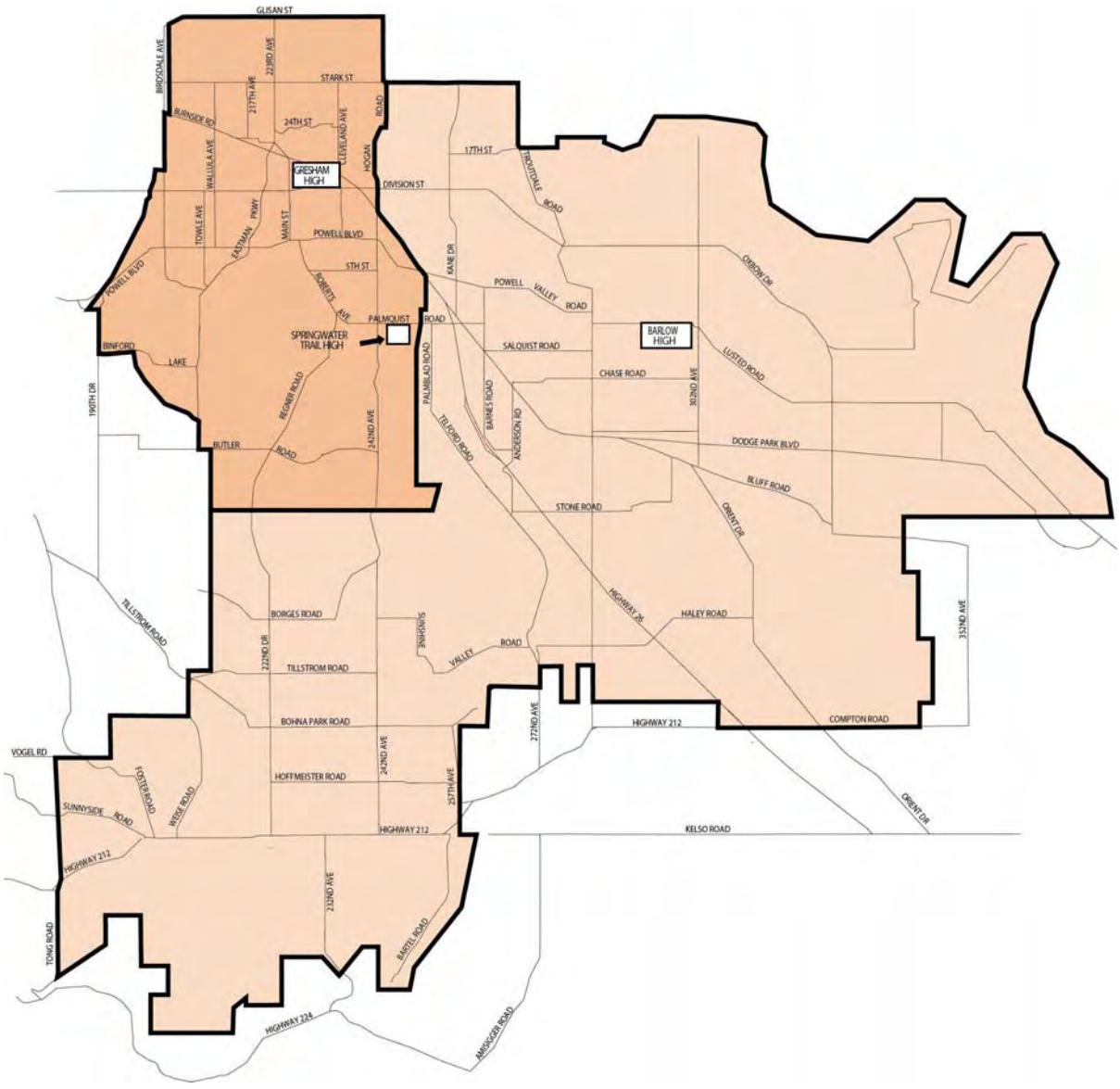


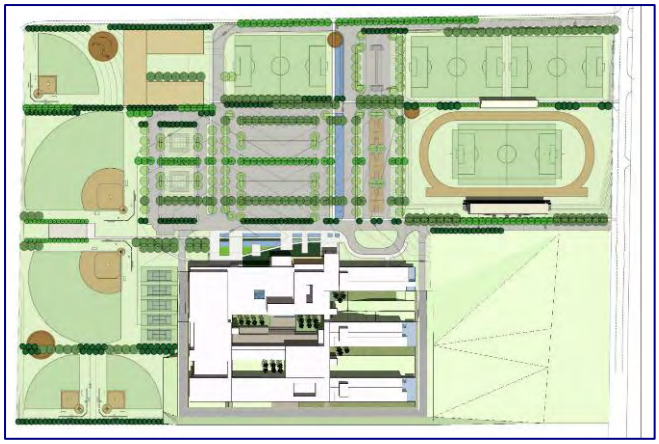
Figure 3: District Attendance Boundary Map – High Schools



Chapter 2 – Regulatory Context

In the last five years there have been some changes to the regulatory environment impacting school facility planning including amendments to ORS 195.110, passage of the new statewide Construction Excise Tax physical education, and kindergarten requirements, and adoption of regional Urban and Rural Reserves.

2.1 Oregon Revised Statute (ORS) 195.110



Source: Boora Architects and GBSD

Senate Bill 908 (SB 908), passed by the 1993 Legislature, provided the basis for high growth school districts to develop a planning document collaboratively with city and county governments that would describe and address the complex issues associated with school facility planning. The requirements of SB 908 were incorporated into Oregon Revised Statute (ORS) 195.110, which established the basic elements of a long rang school district facility plan, which have been maintained but expanded upon in subsequent versions of the law.

During the 2001 Oregon Legislative Session, House Bill 3045 (HB 3045) was passed and amended ORS 195.110 to include additional language regarding the elements of a school district facility plan. This additional language addressed increasing the efficient use of school sites and providing an analysis of the land required for the five-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary (UGB).

HB 3045 also amended ORS 195.110 to include an additional provision stating that if a school district determines there is an inadequate supply of suitable land for school facilities during the planning period, affected jurisdictions and the school district shall work together to identify land for school facilities either by changing zoning, aggregating existing lots or parcels, or amending the UGB.

ORS 195.110 was amended again in 2007. Minimum plan elements required by previous version of ORS 195.110 were not changed. Amendments to ORS 195.110, passed in Senate Bill 336 in 2007, were comprised primarily of the following changes:

1. Changed the definition of districts subject to facility planning requirements from "high growth school districts" to "large school districts."

2. Defined "large school districts" as districts with an enrollment of 2,500 students or more.

3. Added more requirements for school facility planning coordination between the District and affected Cities or Counties in large school districts.

4. Extended the minimum planning period from five years to 10 years.

5. Allowed District Boards to adopt school capacity criteria that must then be adopted by the affected local jurisdiction and used in when evaluating residential comprehensive plan, zoning, or land use regulation amendments.

6. Allowed the denial of residential development applications because of insufficient school capacity based upon the adopted school facility plan and capacity criteria in the plan. (However, school capacity still may not be used to establish a building moratorium.)

The 2012 Gresham-Barlow School District Long Range Facility Plan is based on this version of ORS 195.110.

2.2 Construction Excise Tax (2007)

The 2007 State Legislature passed Senate Bill 1036 allowing school districts to impose a Construction Excise Tax (CET) on new construction or an increase in floor area in an existing structure.

The Gresham-Barlow School District is collecting $1 per square foot of new residential construction and $0.50 per square foot of new non-residential construction that can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment, furnishings, and other capital, and architectural, engineering, legal or similar costs related to capital improvements.

Revenue from the CET is tied to development activity which in recent years has slowed considerably. The CET is expected to fund only a small fraction of the total cost of new construction or major renovation.

2.3 Full-Day Kindergarten / Senate Bill 44 (2009) and Senate Bill 248 (2011)

The Legislature passed SB 44 in 2009, which established the Full-Day Kindergarten Implementation Committee to advise the Legislature, school districts, and charter schools in developing and providing full-day kindergarten programs throughout Oregon. SB 248 requires all schools to provide the option of full-day kindergarten by the 2015-2016 school

year.

2.4 Physical Education Requirements (2007)

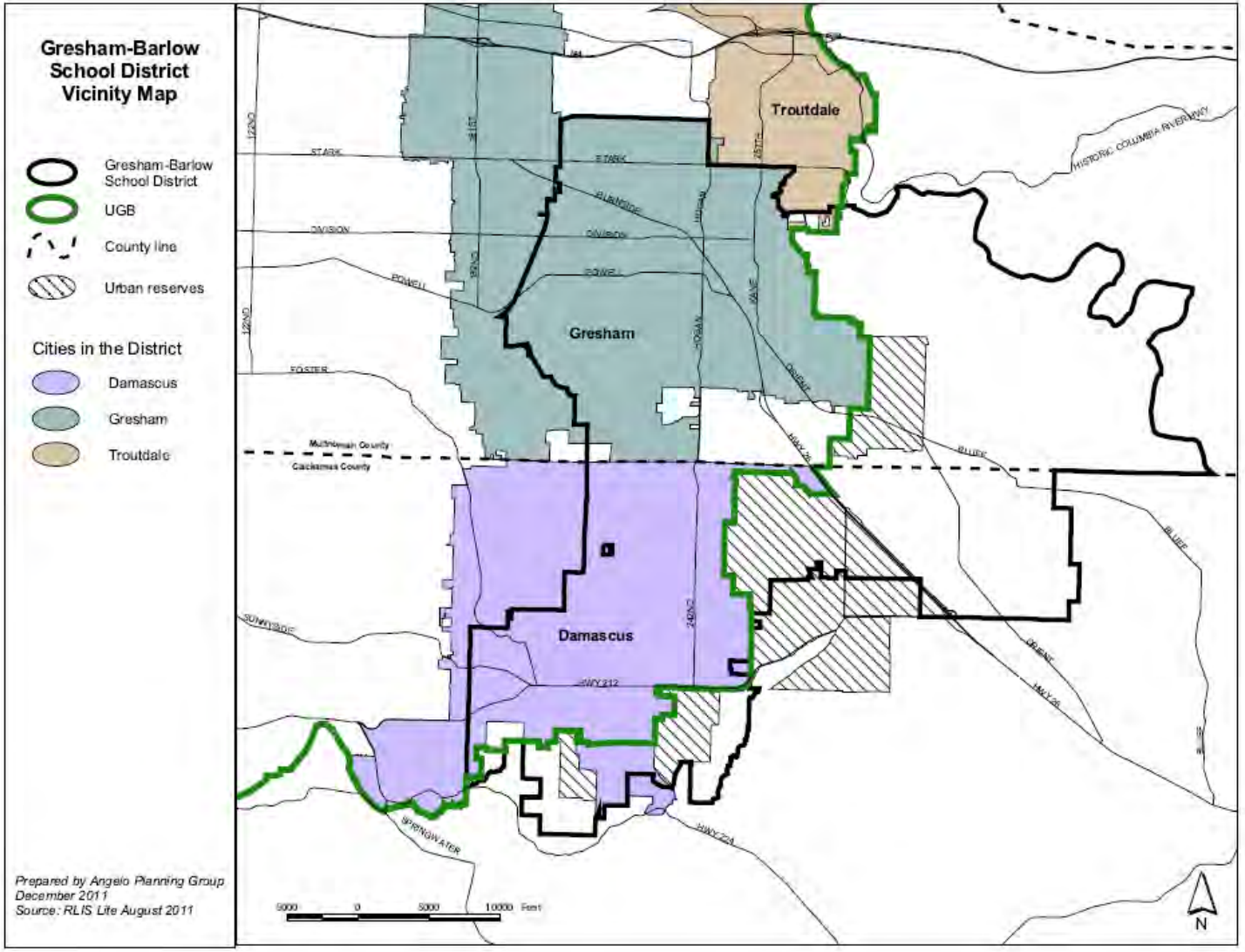
A statewide physical education provisions passed by the Oregon Legislature in 2007 (House Bill 3141) will require a minimum of 150 minutes of physical activity for elementary school students and 225 minutes for middle school students. The requirements go into effect July 1, 2017.

2.5 Regional Urban and Rural Reserves (2010)

Metro made a final recommendation on Urban and Rural Reserves in the region in 2010. Adopted Urban Reserve Areas (URAs) are the most relevant to the facility plan for the potential additional student enrollment the areas may generate in the district by 2027.

Gresham-Barlow School District includes whole or part of four URAs (Urban Reserve Areas 1C, 1D, 1F, and 2A), to the east and south of the UGB in the district. They are shown as hatched in the vicinity map in Figure 4. The areas are largely intended for employment (industrial) use, except for Area 2A, which is intended for a combination of housing and employment use in the Damascus area. However, these areas are all urban reserves, meaning they have not yet been incorporated into the regional UGB or had the necessary planning completed as will be required once they are brought into the UGB. So their development is still many years away and possibly will possibly not occur within the time horizon of this plan (2027).

Figure 4: Gresham-Barlow School District Vicinity Map



Chapter 3 – Facility Plan Elements

3.1 Projected Enrollment

ORS 195.110 (5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(A) Population projections by school age group.

Additionally, 195.110(9)(a) states that a District "shall identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan…", making an important connection between student enrollment projections and estimated facility needs.

Enrollment projections were addressed in Issue Paper #3 (Appendix B) during the facility planning process. In conjunction with school facility capacity formula (see Issue Paper #2, Appendix B), enrollment projections are used to determine whether the District will need to provide additional school capacity and, if so, how much capacity is needed, where is it needed, what is the time frame in which it will be needed, and whether it can be provided by remodeling or expanding an existing school or building a new school.

Alternately if projected enrollment does not indicate a need for new, remodeled, or expanded facilities, the significant costs associated with these kinds of projects can be avoided. Either way, preparing and interpreting enrollment forecasts are a critical element of ORS 195.110, facility planning.

The Portland State University (PSU) Population Research Center completed its most recent enrollment projection report for the Gresham-Barlow School District in February 2012 (Appendix D). The report provides enrollment projections based on low, medium, and high growth scenarios through 2022.

PSU uses cohort survival methodology, but also incorporates the components of population fertility rates, city and regional populations, housing and household characteristics, mortality rates, city and regional planning and data on residential capacity, and employment data. Figures 5, 6, and 7 (Tables A1, A2, and A3 from the February 2012 PSU report) on the following pages show low, medium, and high range projected enrollment by grade level through the 2012-2022 school year.

Figure 5: Gresham-Barlow School District, Low Growth Enrollment Forecasts, 2012-13 to 2021-22

Table A1

Gresham-Barlow School District, Low Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	904	895	863	850	851	837	851	860	870	878	886
1	851	949	946	914	900	902	887	901	911	918	927
2	835	854	957	956	924	910	912	897	911	918	925
3	922	838	861	967	966	934	920	922	907	918	925
4	871	926	846	871	978	977	945	931	933	915	926
5	890	875	935	856	882	990	989	957	943	941	923
6	963	912	901	965	884	911	1,022	1,021	988	970	968
7	1,017	967	921	912	977	895	922	1,035	1,034	997	978
8	939	1,021	976	932	923	989	906	933	1,048	1,043	1,006
9	971	959	1,045	999	954	945	1,013	928	955	1,072	1,067
10	984	941	929	1,011	967	923	915	981	898	925	1,038
11	923	931	886	873	950	908	867	859	921	846	871
12	947	900	904	858	846	920	880	840	832	895	822
US*	179	179	179	179	179	179	179	179	179	179	179
Total	12,196	12,147	12,149	12,143	12,181	12,220	12,208	12,244	12,330	12,415	12,441
Annual change		*-49*	*2*	*-6*	*38*	*39*	*-12*	*36*	*86*	*85*	*26*
		-0.4%	*0.0%*	*0.0%*	*0.3%*	*0.3%*	*-0.1%*	*0.3%*	*0.7%*	*0.7%*	*0.2%*
K-5	5,273	5,337	5,408	5,414	5,501	5,550	5,504	5,468	5,475	5,488	5,512
6-8	2,919	2,900	2,798	2,809	2,784	2,795	2,850	2,989	3,070	3,010	2,952
9-12	4,004	3,910	3,943	3,920	3,896	3,875	3,854	3,787	3,785	3,917	3,977

	5 Year Growth: 2011-12 to 2016-17		5 Year Growth: 2016-17 to 2021-22		10 Year Growth: 2011-12 to 2021-22	
	Growth	Pct.	Growth	Pct.	Growth	Pct.
K-5	277	*5%*	-38	*-1%*	239	*5%*
6-8	-124	*-4%*	157	*6%*	33	*1%*
9-12	-129	*-3%*	102	*3%*	-27	*-1%*
Total	**24**	***0%***	**221**	***2%***	**245**	***2%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 6: Gresham-Barlow School District, Medium Growth Enrollment Forecasts, 2012-13 to 2021-22

Table A2

Gresham-Barlow School District, Medium Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	904	898	871	865	874	867	887	902	919	932	946
1	851	952	955	930	924	933	925	947	964	976	990
2	835	857	966	973	948	942	951	943	965	977	989
3	922	841	870	984	992	966	960	969	961	978	990
4	871	929	855	888	1,004	1,013	986	980	989	975	993
5	890	878	945	874	908	1,026	1,035	1,008	1,002	1,005	990
6	963	915	911	985	911	947	1,070	1,079	1,051	1,038	1,041
7	1,017	970	931	931	1,007	931	968	1,094	1,103	1,067	1,054
8	939	1,025	987	951	951	1,029	951	989	1,118	1,120	1,084
9	971	963	1,059	1,023	986	986	1,067	986	1,025	1,154	1,155
10	984	946	943	1,040	1,004	968	968	1,048	968	1,003	1,129
11	923	938	907	907	1,000	965	931	931	1,008	927	961
12	947	908	928	900	900	992	957	923	923	996	916
US*	179	179	179	179	179	179	179	179	179	179	179
Total	12,196	12,199	12,307	12,430	12,588	12,744	12,835	12,978	13,175	13,327	13,417
Annual change		*3*	*108*	*123*	*158*	*156*	*91*	*143*	*197*	*152*	*90*
		0.0%	*0.9%*	*1.0%*	*1.3%*	*1.2%*	*0.7%*	*1.1%*	*1.5%*	*1.2%*	*0.7%*
K-5	5,273	5,355	5,462	5,514	5,650	5,747	5,744	5,749	5,800	5,843	5,898
6-8	2,919	2,910	2,829	2,867	2,869	2,907	2,989	3,162	3,272	3,225	3,179
9-12	4,004	3,934	4,016	4,049	4,069	4,090	4,102	4,067	4,103	4,259	4,340

	5 Year Growth: 2011-12 to 2016-17		5 Year Growth: 2016-17 to 2021-22		10 Year Growth: 2011-12 to 2021-22	
	Growth	Pct.	Growth	Pct.	Growth	Pct.
K-5	474	*9%*	151	*3%*	625	*12%*
6-8	-12	*0%*	272	*9%*	260	*9%*
9-12	86	*2%*	250	*6%*	336	*8%*
Total	**548**	***4%***	**673**	***5%***	**1,221**	***10%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 7: Gresham-Barlow School District, High Growth Enrollment Forecasts, 2012-13 to 2021-22

Table A3

Gresham-Barlow School District, High Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	904	901	880	881	898	898	926	948	972	992	1,012
1	851	955	965	948	950	967	968	998	1,021	1,040	1,061
2	835	860	977	993	975	977	995	996	1,027	1,042	1,061
3	922	843	879	1,004	1,021	1,002	1,004	1,023	1,024	1,047	1,063
4	871	932	862	905	1,033	1,051	1,031	1,033	1,053	1,045	1,069
5	890	880	954	888	932	1,064	1,083	1,062	1,064	1,076	1,068
6	963	917	918	1,002	933	979	1,117	1,137	1,115	1,108	1,121
7	1,017	973	938	945	1,031	960	1,007	1,149	1,170	1,138	1,131
8	939	1,027	995	965	972	1,061	988	1,036	1,182	1,194	1,161
9	971	964	1,063	1,034	1,003	1,010	1,102	1,027	1,077	1,222	1,234
10	984	945	943	1,043	1,015	984	991	1,081	1,008	1,053	1,195
11	923	935	900	899	994	967	938	945	1,030	960	1,003
12	947	905	919	885	884	977	951	922	929	1,012	943
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,216**	**12,372**	**12,571**	**12,820**	**13,076**	**13,280**	**13,536**	**13,851**	**14,108**	**14,301**
Annual change		*20*	*156*	*199*	*249*	*256*	*204*	*256*	*315*	*257*	*193*
		0.2%	*1.3%*	*1.6%*	*2.0%*	*2.0%*	*1.6%*	*1.9%*	*2.3%*	*1.9%*	*1.4%*
K-5	5,273	5,371	5,517	5,619	5,809	5,959	6,007	6,060	6,161	6,242	6,334
6-8	2,919	2,917	2,851	2,912	2,936	3,000	3,112	3,322	3,467	3,440	3,413
9-12	4,004	3,928	4,004	4,040	4,075	4,117	4,161	4,154	4,223	4,426	4,554

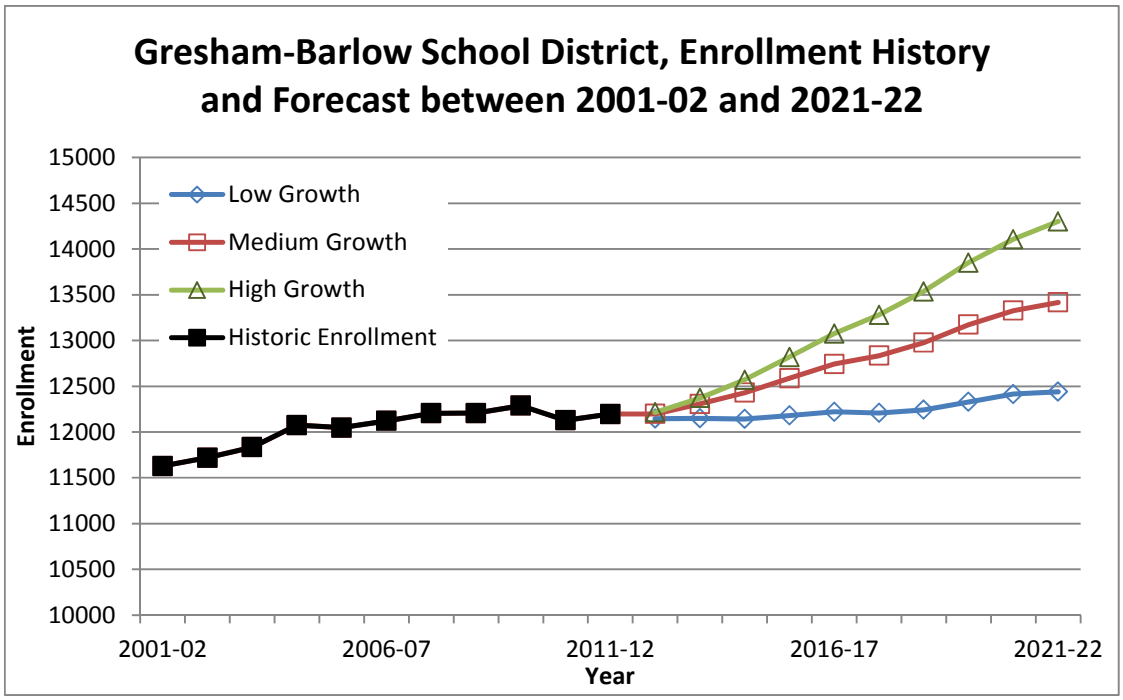
	5 Year Growth: 2011-12 to 2016-17		5 Year Growth: 2016-17 to 2021-22		10 Year Growth: 2011-12 to 2021-22	
	Growth	Pct.	Growth	Pct.	Growth	Pct.
K-5	686	*13%*	375	*6%*	1,061	*20%*
6-8	81	*3%*	413	*14%*	494	*17%*
9-12	113	*3%*	437	*11%*	550	*14%*
Total	**880**	***7%***	**1,225**	***9%***	**2,105**	***17%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 8 presents the three sets of enrollment forecasts as compared to past enrollment.

Figure 8: Enrollment History and Forecast, 2001-2002 to 2021-2022



The previous forecast provided by PSU (June 2005) projected total enrollment of 12,101 students in 2006-2007 and 13,266 students in 2011-2012, representing average annual growth of 1.8%. Actual enrollment in 2011 was 12,196 according to the PSU report, representing average annual growth closer to 0.2%.

The PSU report projects 2021-2022 enrollment of 12,441 students, 13,417 students, and 14,301 students for the low, medium, and high growth scenarios respectively. Given enrollment of 12,196 students in 2011-2012, these projections represent the absolute and percentage changes shown in Table 5.

Table 5: Enrollment Changes 2011-2012 to 2021-2022

	Low Growth Forecast	Medium Growth Forecast	High Growth Forecast
K-5	239	625	1,061
6-8	33	260	494
9-12	-27	336	550
Total Enrollment	***245 (+2%)***	***1,221 (+10%)***	***2,105 (+17%)***

	Low Growth Forecast	Medium Growth Forecast	High Growth Forecast
Average Annual Growth	***+0.2%***	***+1.0%***	***+1.6%***

Committee Discussion and Recommendation

Enrollment projections were presented and discussed by the LRFPAC at Meeting #1 (Appendix C).

The percentage rate for the low growth scenario most closely mirrors the most recent enrollment growth trends. The medium growth scenario, while averaging a higher growth rate than has been the recent trend, offers a conservative but not overly aggressive basis for long term planning. The medium scenario average annual growth rate most closely approximates the rate over the past ten years (2001 – 2011). The high range scenario is a fairly aggressive forecast given student enrollment trends. Given these characteristics, District staff recommended that the LRFPAC use the medium range enrollment forecast for school facility planning.

Recommendation #1: 2012-2022 Student Enrollment Forecast

The Long Range Facility Plan Advisory Committee accepts the medium growth scenario for facility planning purposes. The Committee agrees in general that the estimate seems somewhat high but should not underestimate growth, is reasonable for planning purposes, and should be monitored and revisited within five years.

3.2 School Capacity Formula

ORS 195.110 (9)(a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.

(13) A city or county may deny an application for residential development based on a lack of school capacity if:

(a) The issue is raised by the school district;

(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and

(c) The city or county has considered options to address school capacity.

School capacity and methods used to estimate capacity were discussed as part of Issue Papers #4 and #4A (Appendix B) at Meetings #1, #2, and #3 (Appendix C). As described in the previous section of this plan, school capacity estimates are important when analyzed in comparison to enrollment projections for determining future school facility needs.

School districts inside and outside of Oregon have various methods of estimating the capacity of schools to accommodate students, including the following:

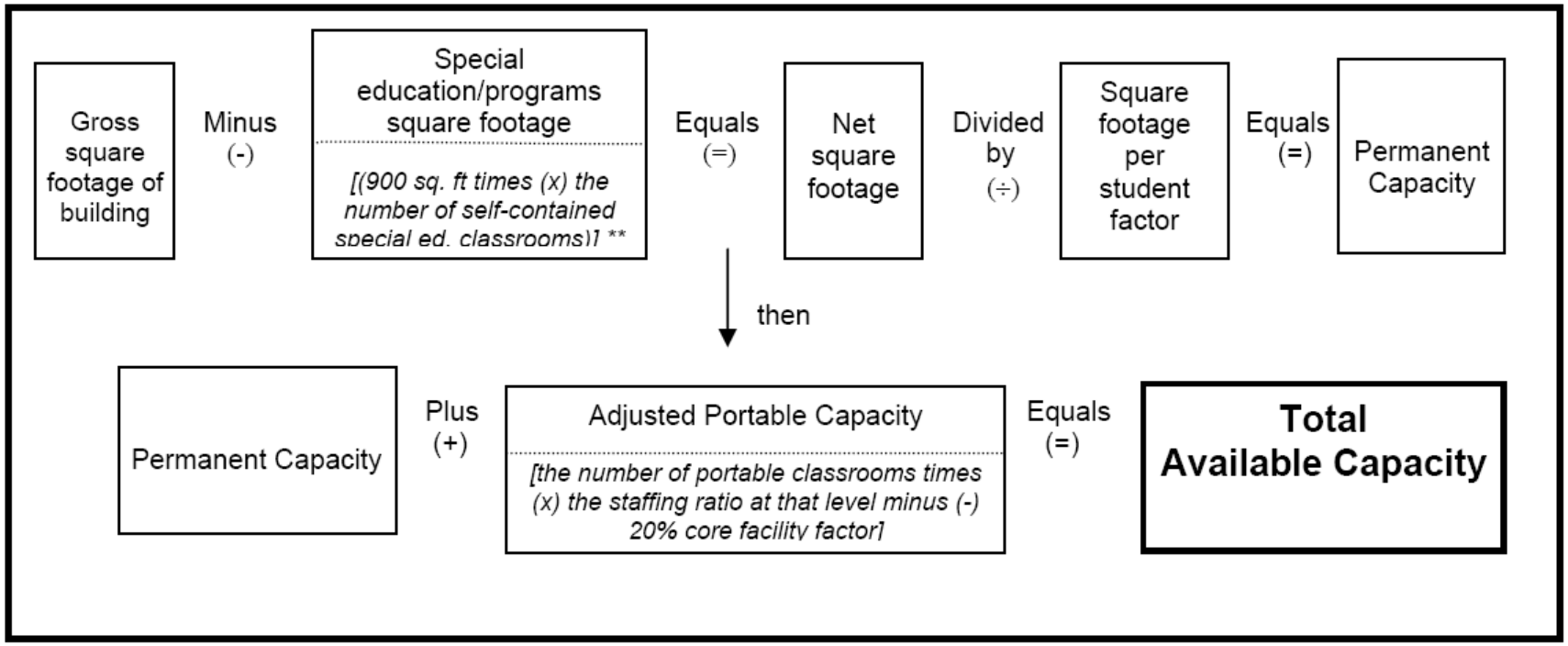
- A core capacity model with capacity determined by building code or educational specifications;
- A model that multiplies the number of teaching stations by the number of student stations by a predefined utilization factor; and
- A model based on the number of students per classroom.

Another large school district in the region (Beaverton School District) uses a capacity formula based on building gross area (square footage), subtracting space used for specialized programs and dividing by a factor of area (square footage) per student. Figure 9 presents the formula in detail.

The LRFPAC was presented information prepared by the Beaverton School District when it reviewed several school capacity models in preparation for its 2010 Long Range Facility Plan. Beaverton applied the models to at least three elementary schools, three middle schools, and three high schools in the district, the review committee found most of the models to be insufficient due to lack of objectivity, degree of complexity, and failure to account for special programs such as Special Education, Head Start, and ESL. Remaining models that were based on the number of classrooms or amount of instructional space were also eventually found to be insufficient for the following reasons:

- They overestimate capacity;
- Variability in classroom sizes makes use of a uniform approach difficult;
- Definitions of a classroom vary and are problematic;
- Core building limitations (e.g. cafeteria, gym, etc.) are not accounted for;

Figure 9: Gresham-Barlow School District Recommended Criteria for Determining School Capacity



- They neglect the value of common breakout spaces in hallways; and/or
- They would require extensive customization for each building.

Committee Discussion and Recommendation

A school capacity formula is an important element of an adopted school facility plan, for the purposes of participating in short-term planning and permitting of local residential development and of determining long-term district facility and site needs. However, it is important to note that the finding of insufficient capacity does not automatically mean that a residential development application must be denied. Instead, it can be used to indicate issues that the District and the jurisdiction(s) who are reviewing applications should discuss and work on together.

While no one formula can perfectly capture the capacity of all school buildings, it has been found that a formula based on building area and a ratio of area per student has most consistently and accurately yielded capacity figures for another large school district in the region.

The District Facilities Department considered the Beaverton School District model (Figure 9) and other formulas and concluded that the Beaverton School District model is the most appropriate method to establish "Objective Criteria for Determining School Capacity" for Gresham-Barlow School District to comply with ORS 195.110(9)(a). The District applied the formula to each school as a test prior to developing its recommendation to the LRFPAC. The District found the results to be accurate at the high school and middle schools levels and that the results of applying the school capacity formula recommended by Staff seemed accurate.

Components of the formula can be modified as needed over time. For instance, the type of program space to exclude from the formula in calculating net square footage can be reviewed and modified in the future. Also, even though the recommended formula acknowledges core facility capacity in calculating the adjusted portable capacity (Figure 9), it may be found that schools with sufficient capacity according to the capacity formula results are constrained by insufficient capacity of support and core services and facilities on campus such as the lunch room. This highlights the importance of the plan, and plan elements such as the enrollment forecasts and capacity formula, being regularly revisited and being used in the context of current conditions.

Recommendation #2: School Capacity Formula

- **The Long Range Facility Plan Advisory Committee recommends that the capacity formula based on school square footage (as shown in Figure 9) be used in school facility planning for the District.**
- **The Committee suggested that the Board review and possibly modify what program space to exclude from the formula in calculating net square footage.**
- **The LRFPAC recommended that the Board have a policy discussion about permanent capacity and available capacity and the use of portables, although not necessarily as a part of this facility planning review and adoption process.**
- **The LRFPAC supports the use of the capacity formula not as a tool for automatically denying residential development applications but rather for flagging issues that the District and the jurisdiction(s) who are reviewing applications should discuss and work on together.**

Comparison of Capacity and Projected Enrollment

Utilization percentages calculated using the capacity formula and projected enrollment indicate the status of capacity and utilization issues on a school-by-school basis. However, a high percentage of space utilization at a school (e.g. a school that is approaching or exceeding its permanent or total available capacity) does not automatically translate into a need to build a new school or a recommendation for denial of proposed residential development in the area. Rather, high percentages – particularly for projected utilization – serve as indications to examine the capacity and enrollment projections of a school more closely.

That said, most of the District's schools are projected to be near or over capacity in the next 10 years. (See Figures 10-12 for utilization rates between now and 2021-2022.) For utilization percentages showing some schools near or over capacity, it may be important to review the raw numbers in terms of by how many actual students since the comparison of capacity and projected enrollment is being reported in percentages. It may also be important to review capacity results with individual schools in order to identify issues in addition to total capacity, including capacity and potential crowding per classroom (i.e. student-teacher ratios).

Some strategies for addressing schools that are near or over capacity may include the use of portables, expansions of existing buildings, boundary changes, conversion of schools to K-8, programming and scheduling changes, and new construction.

Figure 10: Utilization of School Capacity, 2011-2012

Student Factor/SF: 111 Portables (Students/Classroom): 19 2011-12 2012-13

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity	Kinder Half-Time	1st	2nd	3rd	4th	5th	Total K-5	Current Capacity	Enrollment Dec. 2011	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	510	20	35	41	59	45	55	255	50.0%	274	53.7%	258		236
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	580	39	66	60	75	57	65	362	62.3%	406	70.0%	412		174
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	435	28	58	70	82	80	82	400	91.9%	432	99.4%	400		3
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	513	48	76	81	87	94	62	448	87.2%	495	96.5%	528		18
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	506	42	81	72	76	65	77	413	81.7%	455	90.0%	462		51
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	554	44	89	89	102	98	103	525	94.7%	574	103.7%	552		(20)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	514	37	73	69	70	83	78	410	79.6%	446	86.7%	441		68
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	586	47	91	90	88	79	94	489	83.4%	543	92.6%	536		43
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	479	47	95	99	92	81	91	505	105.4%	551	115.1%	553		(72)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	533	45	73	60	77	72	76	403	75.6%	447	83.9%	460		86
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	363	27	54	41	45	54	54	275	75.7%	302	83.1%	302		61
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		5,572	421	791	772	853	808	837	4,482	80.4%	4,925	88.4%	4,904		647

Student Factor/SF: 135 Portables (Students/Classroom): 21 2011-12 2012-13

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity		6th	7th	8th	Grades 6-8	Current Capacity	Enrollment Dec. 2011	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	799		238	253	221	712	89.1%	712	89.1%	714		87
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	397		59	86	81	226	56.9%	226	56.9%	200		171
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	684		186	232	224	642	93.9%	642	93.9%	601		42
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	885		268	282	275	825	93.2%	845	95.5%	802		40
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	444		147	160	139	446	100.4%	446	100.4%	452		(2)
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		3,209		898	1,013	940	2,851	88.8%	2,871	89.5%	2,769		338

Student Factor/SF: 145 Portables (Students/Classroom): 23 2011-12 2012-13

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity		9th	10th	11th	12th	Grades 9-12	Current Capacity	Enrollment Dec. 2011	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	1,651		412	453	400	427	1,692	102.5%	1,692	102.5%	1,710		(41)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	1,789		478	425	402	392	1,697	94.9%	1,697	94.9%	1,800		92
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	190		41	36	43	32	152	80.2%	152	80.2%	161		38
	High School Total	561,876	35,638	526,238	3,629		8		0		3,629		931	914	845	851	3,541	97.6%	3,541	97.6%	3,671		88
	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	12,411						10,874	87.6%	11,337	91.3%	11,344		1,074

Figure 11: Projected Utilization of School Capacity, 2016-2017

Student Factor/SF: 111 Portables (Students/Classroom): 19 2011-12 2012-13

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity	Kinder Half-Time	1st	2nd	3rd	4th	5th	Total K-5	Current Capacity	PSU Forecast	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	510	20	35	41	59	45	55	255	50.0%	294	57.7%	258		216
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	580	39	66	60	75	57	65	362	62.3%	458	79.0%	412		122
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	435	28	58	70	82	80	82	400	91.9%	430	98.9%	400		5
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	513	48	76	81	87	94	62	448	87.2%	567	110.5%	528		(54)
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	506	42	81	72	76	65	77	413	81.7%	517	102.2%	462		(11)
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	554	44	89	89	102	98	103	525	94.7%	605	109.3%	552		(51)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	514	37	73	69	70	83	78	410	79.6%	485	94.3%	441		29
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	586	47	91	90	88	79	94	489	83.4%	601	102.5%	536		(15)
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	479	47	95	99	92	81	91	505	105.4%	597	124.7%	553		(118)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	533	45	73	60	77	72	76	403	75.6%	507	95.2%	460		26
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	363	27	54	41	45	54	54	275	75.7%	344	94.7%	302		19
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		5,572	421	791	772	853	808	837	4,482	80.4%	5,405	97.0%	4,904		167

Student Factor/SF: 135 Portables (Students/Classroom): 21 2011-12 2012-13

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity		6th	7th	8th	Grades 6-8	Current Capacity	PSU Forecast	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	799		238	253	221	712	89.1%	725	90.7%	714		74
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	397		59	86	81	226	56.9%	168	42.3%	200		229
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	684		186	232	224	642	93.9%	685	100.1%	601		(1)
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	885		268	282	275	825	93.2%	856	96.7%	802		29
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	444		147	160	139	446	100.4%	442	99.5%	452		2
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		3,209		898	1,013	940	2,851	88.8%	2,876	89.6%	2,769		333

Student Factor/SF: 145 Portables (Students/Classroom): 23 2011-12 2012-13

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity		9th	10th	11th	12th	Grades 9-12	Current Capacity	PSU Forecast	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	1,651		412	453	400	427	1,692	102.5%	1,739	105.3%	1,710		(88)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	1,789		478	425	402	392	1,697	94.9%	1,829	102.2%	1,800		(40)
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	190		41	36	43	32	152	80.2%	146	77.0%	161		44
	High School Total	561,876	35,638	526,238	3,629		8		0		3,629		931	914	845	851	3,541	97.6%	3,714	102.3%	3,671		(85)
	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	12,411						10,874	87.6%	11,995	96.6%	11,344		416

Figure 12: Projected Utilization of School Capacity, 2021-2022

Student Factor/SF: 111 — Portables (Students/Classroom): 19

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity	2011-12 Kinder Half-Time	1st	2nd	3rd	4th	5th	Total K-5	Current Capacity	PSU Forecast	2012-13 Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	510	20	35	41	59	45	55	255	50.0%	308	60.4%	258		202
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	580	39	66	60	75	57	65	362	62.3%	469	80.9%	412		111
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	435	28	58	70	82	80	82	400	91.9%	448	103.1%	400		(13)
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	513	48	76	81	87	94	62	448	87.2%	571	111.3%	528		(58)
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	506	42	81	72	76	65	77	413	81.7%	538	106.4%	462		(32)
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	554	44	89	89	102	98	103	525	94.7%	635	114.7%	552		(81)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	514	37	73	69	70	83	78	410	79.6%	494	96.1%	441		20
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	586	47	91	90	88	79	94	489	83.4%	598	102.0%	536		(12)
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	479	47	95	99	92	81	91	505	105.4%	619	129.3%	553		(140)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	533	45	73	60	77	72	76	403	75.6%	519	97.5%	460		14
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	363	27	54	41	45	54	54	275	75.7%	357	98.2%	302		6
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		5,572	421	791	772	853	808	837	4,482	80.4%	5,556	99.7%	4,904		16

Student Factor/SF: 135 — Portables (Students/Classroom): 21

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity	2011-12 6th	7th	8th	Grades 6-8	Current Capacity	PSU Forecast	2012-13 Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	799	238	253	221	712	89.1%	786	98.4%	714		13
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	397	59	86	81	226	56.9%	188	47.4%	200		209
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	684	186	232	224	642	93.9%	771	112.7%	601		(87)
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	885	268	282	275	825	93.2%	934	105.6%	802		(49)
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	444	147	160	139	446	100.4%	469	105.5%	452		(25)
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		3,209	898	1,013	940	2,851	88.8%	3,148	98.1%	2,769		61

Student Factor/SF: 145 — Portables (Students/Classroom): 23

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	Available Capacity	2011-12 9th	10th	11th	12th	Grades 9-12	Current Capacity	PSU Forecast	2012-13 Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	1,651	412	453	400	427	1,692	102.5%	1,873	113.5%	1,710		(222)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	1,789	478	425	402	392	1,697	94.9%	1,945	108.7%	1,800		(156)
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	190	41	36	43	32	152	80.2%	146	77.0%	161		44
	High School Total	561,876	35,638	526,238	3,629		8		0		3,629	931	914	845	851	3,541	97.6%	3,964	109.2%	3,671		(335)
	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	12,411					10,874	87.6%	12,668	102.1%	11,344		(257)

3.3 Existing Conditions and Needed Improvements

ORS 195.110 (5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

The Gresham-Barlow School District is the 10th largest in Oregon in 2011-2012. The district maintains and operates a total building area and acreage of about **1.7 million square feet** and **356.5 acres.** In addition, the District owns property totaling 75 acres that do not currently include school facilities. The District facility and real property assets are summarized below.

Table 6: Summary of District Facility and Real Property Assets

Type	Number of Schools	Number of Sites	Building Area (sq ft)*	Site Acres
Elementary	11	-	636,107	115
Middle	5	-	460,585	85
High	3	-	562,876	78
Center for Advanced Learning	1	-	58,250	1.5
Ancillary Facilities	-	3	28,094	2
Other Properties	-	5	-	75
Totals	**20**	**8**	**1.7 million**	**356.5**

* Includes portable classrooms and offices

The District addressed existing facilities conditions in Issue Paper #5 (Appendix B) and at Meeting #2 (Appendix C).

In response to the mandate of ORS 195.110 several years ago, the Gresham-Barlow School District Maintenance Services Department developed a plan for assessing the physical condition of all District facilities. After determining during 2007 bond planning that an in-house facilities assessment approach would be effective and economical,

Maintenance Services conducted the assessment of 19 buildings, as part of the process to document facility conditions in July 2008. During this process, Maintenance Services developed evaluation forms and used the software currently being used to manage maintenance work orders, to document the condition of all District facilities. The assessment focused on the physical conditions of existing facilities and *did not address new capacity or modernization requirements.* The building assessments consisted of an evaluation of the existing building exterior, building interior, building systems, and grounds for each District facility and site.

Source: Boora Architects

RS Means, Construction Cost Estimating Software, was used to develop the estimated cost to correct each deficiency identified in the assessment and this data was entered into the Maintenance Department's "*PlanningDirect*" database where funding schedules can be developed based upon priority and estimated costs. This database is constantly updated as work is accomplished and facility condition information is updated based upon regular reinsertions. The RS Means cost data was increased to include estimated soft costs (planning, engineering, design, permits, etc.), a contingency, and an inflationary factor.

Attachment A of Issue Paper #5 (Appendix B) summarizes of the type of work needed and associated costs on a school-by-school basis. A total of more than $55 million in deficiencies has been documented. The requirements captured are those beyond the scope of what can be addressed in annual general fund budgets for routine maintenance work. Supplemental funding, such as construction bonds, may be needed to address these deficiencies. Even though the Gresham-Barlow School District facilities are considered to be in reasonably good condition, the average age of the building stock is 44 years and will need various renovations in the future as documented in the building condition assessment. Continued investments in these assets are necessary as they age.

Ancillary Facility Needs

Ancillary facilities were addressed in Issue Paper #6 (Appendix B) and at Meeting #3 (Appendix C). The District's ancillary facilities are not currently included in official building conditions assessments. However, the following assessments have been provided by the District.

- Central Administration Office – The building continues to be used in partnership with the City of Gresham.
- Special Education Administration – The Special Education Administration will be moving out of the office located on Division and renting a new facility that is closer to the Central Administrative Office in July 2012. This move will also allow for more office space and will provide adequate space for staff trainings.
- Nutrition Services Administration – This facility is located immediately adjacent to the Central office, and there are no identified needs or plans at this time to move or expand.
- Maintenance – The maintenance compound houses central maintenance shop facilities including trade shops and open storage areas. In general, the maintenance facilities are adequate to support current operations.
- Technology – The Gresham-Barlow Web Academy is currently leasing portable space adjacent to the technology portables. In Fall 2012, the Gresham-Barlow Web Academy will relocate and the technology department will gain access to these portables, which will improve efficiency and add needed space for the technology department.
- Print Shop – This facility is also located immediately adjacent to the Central office, and there are no identified needs or plans at this time to move or expand.
- Warehouse – Primarily used by Nutrition Services. Currently, there is no plan for providing additional space although there is a need for warehouse space. Therefore, the District may look into renting additional space for record retention and storage.

District staff evaluates ancillary facility conditions and maintains them as required. However, with minimal growth expected in the district in terms of core facilities, further study and an aligned plan for the ancillary facilities were determined not to be needed at this time.

Committee Discussion and Recommendation

The topic of facilities conditions was addressed in Issue Papers #5 and #6 (Appendix B) and at Meetings #2 and #3 (Appendix C). This information was provided to the LRFPAC for reference. No committee action was requested on the topic.

3.4 School Site Characteristics

ORS 195.110 (5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(B) Identification by the city or county and by the large school district of desirable school sites.

The Gresham-Barlow School District reviewed information about school site characteristics and presented it to the Committee in order to address ORS 195.110(7)(b). However, initial review of the enrollment and school capacity utilization forecasts does not necessarily show the need for new facilities within the ten year planning period covered by this Plan, but information on school site characteristics was discussed and recommended to be considered as guidelines for future construction.

In terms of site sizes, schools have historically followed the guidelines below. These site sizes appear to reflect community values and expectations regarding the facilities and programs that district residents believe should be available on school property, such as recreational fields and playground space.

Elementary Schools	10 acres
Middle Schools	20 acres
High Schools	40 acres

Despite short-term phenomena like the current economic downturn, population in the district has continued to grow. Sites that are 10 acres or larger are becoming more difficult to find in areas where they may be needed to accommodate enrollment growth. Sites that are large and available are often constrained by environmental features such as topography or wetlands, involve multiple landowners that would require aggregation of lots, and are expensive to purchase as land costs rise.

In addition to these constraints, there are zoning regulations that either prohibit or make it challenging to site schools in certain land use districts. In some districts, schools are not permitted or at least not permitted outright but conditionally. Further, zoning regulations are designed to preserve opportunities for smaller lot and higher density development within the UGB, which is consistent with state, regional and local growth management policies. However, these regulations can reduce potential locations for future schools while supporting residential uses of higher density that will generate additional student enrollment.

Committee Discussion and Recommendation

School site characteristics were addressed in Issue Paper #7 (Appendix B) and at Meeting #3 (Appendix C). It was acknowledged during the discussion about site characteristics that new sites and schools may not be needed in the period of this plan.

The LRFPAC considered school site features and recommended that the following school site characteristics be considered when expanding existing or building new school facilities. An important element of the discussions was the idea of flexibility, especially when it comes to site sizes.

Elementary Schools

Site size (general range)	7 to 10 acres
Site features	Covered play area – 2 basketball courts Soft play area with play equipment Soccer field size grass area Room for 3 double portables (6 classrooms)
Typical target enrollment	725 students (*Elementary schools may range from 400 to 1,100 students)

Middle Schools

Site size (general range)	15 to 20 acres
Site features	Covered play area – 4 basketball courts Soccer field(s) Football field(s) 4 - 6 tennis courts Baseball field(s) Softball field(s) Room for 6 – 8 portables (12 – 16 classrooms)
Typical target enrollment	1,100 students

High Schools

Site size (general range)	35 to 40 acres
Site features	Football stadium Track & field with bleachers 2+ baseball fields, one with bleachers and concessions 2+ softball fields, one with bleachers and concessions 4 – 6 outdoor basketball courts Football practice area Marching band practice area 8 –12 tennis courts Batting cages (softball and baseball) Field house & concessions 2+ soccer fields Room for 6 – 10 portables (12 – 20 classrooms)
Typical target enrollment	2,200 students

The Committee also requested careful consideration of the following site and building considerations in the future development and redevelopment of sites. Several of these factors dovetail into the next sections in the plan address efficient use of school sites and alternatives to new construction.

Elementary Schools

- Better access, unloading/loading areas, and parking area circulation – Use vacant land in parking areas to improve turning and maneuvering opportunities, separate bus traffic from other traffic, and refer to Deep Creek and Powell Valley as examples of what to avoid in terms of access and circulation design and to East Orient and Hogan/Cedars as better examples for access and circulation.
- Better pedestrian crossings – Clear (re-painted) crossings/crosswalks and clear (re-painted) stop lines for vehicles.
- Covered play areas large enough room for one grade level to have recess at a time.
- Libraries with updated technology and space designed appropriately for the technology, not as many books, and open, flexible, multi-functional space, while still providing quiet “nooks” and spaces for studying, good examples provided in newer schools and at Mount Hood Community College.
- “Pods”, flexible break-out class areas

- Soft-surface walking/running trails and fields – Designed for use by the community as well, which helps build connections to the community and support for when funding measures come up for a vote.

Middle Schools

- Improved parking and loading/unloading areas – Separate areas for parent pick-up/drop-off and buses, loop for pick-up and drop-off, separate areas for delivery and recreation, and adequate parking.
- Bike paths and bike parking
- Multipurpose fields (e.g. for both soccer and football)
- Outdoor picnic tables.

High Schools

- Better loading/unloading areas and adequate parking for students, staff, and visitors
- Plug-ins and stations for electronic cars and car sharing
- Identified Safe Routes to School for walking, biking, and skating
- Covered and secure bike parking
- Multi-purpose meeting spaces (staff development)
- After-hours secure access to meeting spaces, multipurpose spaces, computer lab
- Easy navigating amongst buildings on campus
- Health care center (community)
- Swimming pool (community)
- Performing arts center (community)
- Turf/artificial surface for sports fields
- Covered bleachers
- Bathrooms for outdoor fields and facilities
- Area for rain gardens, greenhouse, and community vegetable garden
- Outdoor tables and gathering space (e.g. Farmers market).

All Schools

- New construction technology – green building practices
- Access to existing power, sewer, and water infrastructure or capability to provide alternative and/or supplementary systems for power, sewer, and water
- Multi-purpose use
- Existing transportation concerns
- Outdoor facilities

- Air quality issues and temperature control
- Acoustics
- Furniture
- Maintenance
- Safety.

Recommendation #3: School Site Characteristics

- **The LRFPAC supports the School Site Characteristics profile by school level shown above as guidelines for future site selection and development. The Committee understands that these are not to be considered as absolute site standards and recognizes that there will be flexibility as determined by site, school, and educational needs and as future school design activities occur.**
- **The LRFPAC also recommends that additional characteristics and details be considered during the building and site design process that emphasize the multi-purpose use of schools, transportation issues, outdoor facilities, air quality, temperature control, view, acoustics, furniture, maintenance, and safety.**

3.5 Efficient Use of School Sites and Alternatives to New Construction

Efficient Use of School Sites

Pursuant to the school facility planning statute, ORS 195.110:

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(E) An analysis of:

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

The statute requires consideration of measures to efficiently use school sites and provides examples of such measures – multi-story buildings and multiple uses of school sites – but does not more precisely define them. This leaves the District discretion in determining what efficiency measures to consider. The following are some of the measures that the District has and can consider in using its school facility sites more efficiently. These measures were presented in Issue Paper #9 (Appendix B) and at LRFPAC Meeting #4.

Portable Classrooms

As discussed elsewhere in this facility plan, portable classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The portables used by Gresham-Barlow School District typically consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the district range between being temporary to semi-permanent.

The use of portables must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions must be considered:

- Environmental constraints/conditions – steep or changing slopes; streams, wetlands, or other sensitive lands
- School features – parking, play areas and fields
- Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code
- Fire safety – access roads and proximity to hydrants
- Core facilities – including whether restroom facilities are provided in portables.

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement. It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may make a difference in student achievement. When some schools have more portables than others, there is the potential to foster inequity between schools, possibly resulting in lower performance and achievement.

Multi-story Buildings

Multi-story buildings are typically more expensive to construct than single-story buildings. Local building codes used to prohibit younger students from being taught on floors above or below the main floor. However, these codes have been revised to remove this restriction. At the same time, multi-story buildings provide significantly more student capacity using the same footprint as a single-story building. As the Committee also discussed there are opportunities for programs like freshman-sophomore modules at the high school level if there is a dedicated section of a multi-story school that the

students and teachers share. As land costs increase, multi-story buildings become more cost-effective to build and operate.

Land costs in Gresham-Barlow School District have risen significantly in the last 20 years. Therefore, the District has recently made it a practice to construct multi-story buildings when new schools are built. Recent examples of this include:

- Clear Creek Middle School – constructed in 1993.
- Hogan Cedars Elementary School – constructed in 2002.
- Springwater Trail High School – constructed in 2002.

Shared Use

Another effective way of maximizing the use of a site is to share the use with other organizations. There are other shared-use partnerships that the District has and can enter into and develop. Some natural pairings include those with the City of Gresham and other educational and community service providers (e.g., Mount Hood Community College). As discussed at LRFPAC Meeting #4 (Appendix C), shared-use partnerships should also be considered with commercial interests insofar as the shared-use portion of the site could be secured from the rest of the school site. Some of the targeted shared uses that the Committee identified include libraries, performing arts facilities, culinary arts programs, fitness facilities, meeting and training rooms, commercial businesses on the ground-floor and offices on the upper floor of multi-story schools, parking facilities, and facility support and maintenance services.

Source: Boora Architects

There may also be opportunities for District schools to share sites with other District functions and facilities. This includes schools and school programs that share buildings on a site and have their own buildings but share the site itself. Examples of this are found locally in Portland Public Schools and Forest Grove School District. In Portland, Abernethy Elementary School and the Environmental Middle School shared

buildings on a southeast Portland school site until the middle school grew to a point where it needed to move to its own site nearby. In Forest Grove, Fern Hill Elementary School and Neil Armstrong Middle School were constructed on the same site. Their buildings are separate but they share fields and other outdoor space. North Clackamas School District also has co-located schools: Sunrise Middle School and Clackamas High School, and Happy Valley Elementary and Middle Schools, which opened in 2008 and 2009.

A related form of schools sharing sites is the K-8 format, which effectively combines two schools – an elementary school and a middle school. Currently The District does not have any K-8 schools, but will consider the K-8 format for schools (e.g., Deep Creek Elementary School) in the future.

School Site Size

The committee recommended that the District study and identify land sizes for future elementary, middle and high schools that are smaller than "traditional" sites to save money and be responsive to urban planning expectations.

Another option is to reduce the space on a school site dedicated to non-educational uses, such as field and playground space or parking. However, the following factors should be considered in making these types of decisions:

- Good walking, biking, and transit access must be available to reduce the demand for vehicle parking. Otherwise, there is the risk that parking will overflow into the surrounding neighborhood, which can create livability issues and complaints from residents.
- Sufficient parking is an important issue for parents and others who were coming to volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is a critical consideration.
- School sports and extracurricular activities have consistently been a highly regarded value of families in the District. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

Committee Discussion and Recommendation

There are several ways in which the District makes efficient use of its school sites including using portable classrooms, building multi-story schools, sharing use of school sites for both other District uses and with other public agencies and businesses, locating

schools on smaller sites, and alternative parking arrangements. When considering the shared use of school buildings, maintaining security is crucial.

However, the District must consider specific site conditions and the values and demands of the families in the District when evaluating these options. Site conditions such as environmental features like steep slopes and wetlands and development code regulations that establish use standards for school buildings and portable classrooms and setback requirements. Community values may include providing enough parking for volunteers; connected and safe walking, biking, and transit access; providing fields for sports, extracurricular activities and shared uses with the City of Gresham and other community service providers; and making facilities and educational quality equitable between schools.

Recommendation #4: Efficient Use of School Sites

- **The LRFPAC supports the set of measures for efficient use of school sites presented in this plan, in Issue Paper #9 and at Meeting #4, and suggests additional examples of shared uses that the District should consider in the future, i.e., night schools, libraries, office space, technology, elementary and middle school shared campuses, etc.**

Alternatives to New Construction

Pursuant to the school facility planning statute, ORS 195.110, Gresham-Barlow School District must study alternatives to building new schools or performing major renovations when planning how to accommodate projected enrollment.

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(E) An analysis of:

(i) The alternatives to new school construction and major renovation; and

As with making more efficient use of school sites, the statute does not specify what alternatives must be studied. This paper explores program changes, the use of portables, and public/private partnerships as alternatives to new construction and major renovation. Some of these ideas overlap with the statute's requirement that the efficient use of school sites also be analyzed. Please see Issue Paper #9 (Appendix B) for that discussion.

Program Changes

There are two different program changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment:

Source: Angelo Planning Group

1. Year Round Schools
2. Extended Day.

There are two types of year-round schedules that other school districts use. The single-track year-round schedule is the more traditional year-round schedule where all the students are on the same year-round schedule. Year-round school has been shown to have educational benefits. However, with all the students attending at same time, there is not a significant difference in the school's capacity. In fact, it has the potential to make maintenance more difficult because there are no long stretches of time when the school is unoccupied (as compared to schedules in which classes are not held during the summer). Major maintenance and renovations would require closing a school and transporting students temporarily to another location for classes.

The difference between the single-track and the multi-track year-round schedule is that the student body in the multi-track schedule is divided into four groups, and three of the four groups attend at one time. This has educational benefits associated with year-round schedules in addition to the potential to make 25% more capacity available. However, these advantages are somewhat offset by the same challenges to major maintenance and renovation that single-track year-round schedules face.

An extended day schedule essentially splits the students into two groups: one that attends during the morning shift and one during the afternoon shift. Of these programming options, the double shift has the potential to free up the greatest amount of school capacity; theoretically, this could make 50% more capacity available during each shift. However, this schedule can create challenges for working parents coordinating care as well as interfere with extracurricular and "after-school" activities that families in the

District regard dearly. In the past the District has not considered these options because they are undesirable in the long term.

Portable Classrooms

Portable classrooms offer solutions both for making more efficient use of a school site (Issue Paper #9, Appendix B) and providing a substitute to constructing new permanent buildings. Portables offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate. Table 7 shows the number of portable classrooms in use in the district in September 2011, and the corresponding student capacity that these portables provide.

Table 7: Portables in Gresham-Barlow School District, September 2011

	Number of Portable Classrooms	Student Capacity
Elementary Schools	19	342
Middle Schools	2	42
High Schools	0	0
Other services	5	67
Total	26	451

As discussed in Issue Paper #9 (Appendix B), portables tend to lack some of the architectural quality and special features or amenities that permanent classrooms have. Studies are being done throughout the country to see what effects facility differences like these may have on student achievement. The concern is that when some schools have many more portables than others, this potentially creates an inequity in terms of lower performance and achievement related to more portable classrooms and fewer permanent classrooms.

Public/Private Partnerships

There may be opportunities on a small scale for public/private partnerships for District programs. An example would be The Gresham-Barlow Web Academy. In 2009-10 the Gresham-Barlow School District sponsored the Gresham-Barlow Web Academy. Since its opening the web academy has continued to grow. The Gresham-Barlow Web Academy serves students in grades 6-12 and as of March 2012 had an enrollment of 319 students with 287 of those being students that reside within the Gresham-Barlow School District boundaries. Because of the nature of an online school the web academy offers some flexibility in terms of the location of service.

Source: Angelo Planning Group

In December 2009 it was reported that the Portland Public Schools (PPS) would be leasing the ground floor of a housing development in the Pearl District for an elementary school that was scheduled to open in Spring 2011.[1] According to an Oregonian article update in February 2011, the District is renting four rooms in the Ramona Apartments for the school's classrooms.[2] The school is offering two Head Start classrooms, a transition classroom for special education students, and Multnomah Education Service District early-childhood classrooms. This is the first time that PPS has made this kind of arrangement. It has leased out its own buildings to other school districts, but has never done so itself. Currently, Chapman Elementary School is the only elementary level school serving Northwest Portland.

Online Learning

As evidenced in the example above of the growth in Gresham-Barlow Web Academy, it is expected that there will be increasing opportunities for online and remote learning as a supplement for in-class learning. Offering more online learning may alleviate some of the need for the staffing and facility space associated with traditional in-class instruction, and at the very least should allow more flexibility in what staffing and facility resources are needed and how they are used.

Committee Discussion and Recommendation

Program changes, the use of portables, public/private partnerships, and online learning opportunities may provide capacity and capacity flexibility that could prevent the need to perform major renovation or build a new school. However, each of these strategies does have some limitations. It is important for the District to continue to explore other options

[1] *The Daily Journal of Commerce* (December 2, 2009)
[2] "Northwest Portland: Portland Public Schools to open first school in Pearl District this fall", *The Oregonian* (February 24, 2011)

for increasing the amount of school capacity without having to make major capital investments.

Recommendation #5: Alternatives to Construction

- **The LRFPAC supports the set of alternatives to new construction presented in Issue Paper #10 and at Meeting #4 to be considered in the future programming for schools.**
- **The Committee recommends the addition of online learning as part of an alternative strategy to new construction.**

3.6 Special Program Needs

Facility needs are of special programs were addressed in Issue Paper #12 (Appendix B) and LRFPAC Meeting #3 (Appendix C). The District currently provides such special programs services as Special Education, English Language Learners (ELL), Head Start, Early Intervention, and Pre-Kindergarten.

Special Education

About 11% of GBSD students qualify for some type of special education services. This percentage has remained fairly constant for a number of years, and is projected to remain so. Every school reserves at least one classroom for special educations purposes: a Resource Room.

Full-Day Kindergarten

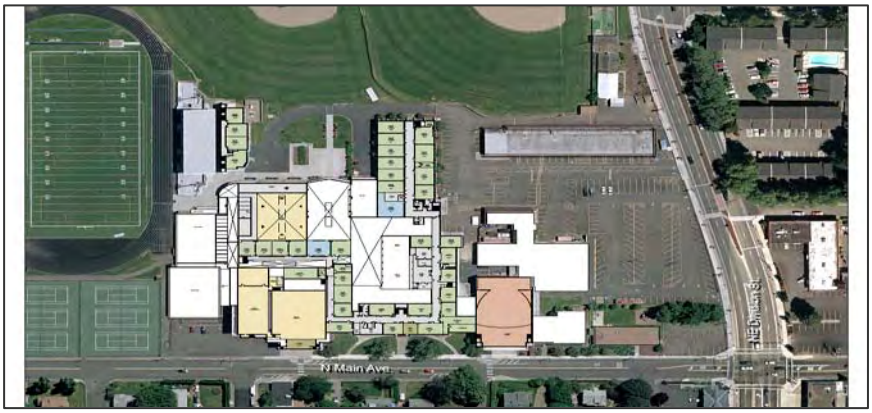
Full-day kindergarten is not currently offered in the district and is not mandated by state or federal law. The State Legislature has mandated that the option of a full-day program be offered by the 2015-2016 school year. As discussed at LRFPAC Meeting #4, there is not necessarily any more money per student allocated to the District under this program, even though there will be greater facility space and staffing needs associated with it. The challenge is not losing students to other schools or districts offering full-day kindergarten because of the scheduling and instructional benefits provided by a full-day program.

Once the program is mandated, GBSD will see a large increase in classroom needs. There are 19 morning kindergarten and 13 afternoon kindergarten classrooms in use for the 2011-12 school year. With a mandate to offer a full-day program, GBSD will need an additional 16 classrooms just to meet current kindergarten needs.

English Language Learners

The English Language Learners (ELL) program is mandated by federal law. In 2011-12, a total of 21 GBSD classrooms were specifically used for ELL purposes, to serve approximately 1,284 students.

Physical Education Requirements



Source: Boora Architects and GBSD

In 2007, the Oregon Legislature enacted House Bill 3141, which calls for a minimum of 150 minutes of weekly physical education (PE) for each student in grades K-5 and 225 minutes for students in grades 6-8, effective July 1, 2017. At LRFPAC Meeting #4, it was reported that elementary schools have more capacity to accommodate the increased demand for PE than middle schools in the district.

Committee Discussion and Recommendation

While most of the students in special programs are captured in enrollment projections and some special program facility needs should be captured in the District's school capacity formula, some special programs, particularly physical education and full-day kindergarten and recently adopted options, will significantly increase the facility needs for District special programs.

Information on special programs needs was provided to the LRFPAC for reference. No committee action was requested on the topic.

3.7 Land Needs and Determination of Adequate Supply

Pursuant to the school facility planning statute, ORS 195.110, Gresham-Barlow School District must conduct an analysis to determine the land needed to implement the recommendations of the facility plan:

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.

As shown in Section 3.2 of this plan, projected enrollment in 10 years will result in schools that are over capacity in half to two-thirds of the elementary and middle schools in the district, and at both comprehensive high schools. However, the number of students by which any individual school is over capacity does not reach a level that warrants providing an additional school. The amount that schools are projected to be over capacity and under capacity in 2021-2022 result in net excess capacity at the elementary school and middle school level, and net lack of capacity at the high school level. Similar to the numbers by school, these numbers do not warrant providing new or additional schools. However, because several schools are projected to be near or over capacity in the next 10 years, changes and/or additions in programming and existing facilities will be needed.

Because there is currently no identified need for additional land in order to implement the recommendations of this facility plan, what is presented below is a high level scan of potential land availability in the district. This scan includes land that the District owns and vacant land in the district boundaries. The scan did not look at possible properties where redevelopment could occur – that is, where there is an existing structure that could be removed (or remodeled) to make a developable site. A more detailed search will be conducted at the time when a land need is identified, and will entail further analysis of land ownership, buildable acreage, zoning and permitted uses, the potential for redevelopment, and appropriate location-based projected enrollment growth and need.[3]

This following information was provided in Issue Paper #11 (Appendix B) and at Meeting #4 (Appendix C). The site sizes represented in the mapping reflect discussion held in Issue Paper #7 and at Meeting #3.

Vacant Land within the Gresham-Barlow School District Boundaries

The set of maps and tables in Issue Paper #11 (Appendix B) document land that is classified as vacant within the Gresham-Barlow School District boundaries. The maps and tables were generated from land use information provided by the local jurisdictions

[3] For instance, the existing zoning for a District-owned property (identified as N1 in Figure 13) is Exclusive Farm Use. Pursuant to Statewide Planning Goals and Multnomah County Code 36.2630, schools are prohibited outside the UGB within three miles of the UGB or on high-value farmland. At the time when the District needs land for additional facilities, this situation and associated options will be further reviewed.

to Metro and compiled in Metro's Regional Land Information System (RLIS) for use in GIS as of May 2012. The vacant land information in the maps and tables are organized by lot size and ownership, described below:

- Map 1 and Tables 1 and 2 – Vacant lots, each lot 5-10 acres, where at least two lots are adjacent to create at least a 10-acre lot if aggregated.
- Map 2 and Tables 3 and 4 – Vacant lots, 10-20 acres, in the northern portion of the district, by private and public ownership.
- Map 3 and Tables 3 and 4 – Vacant lots, 10-20 acres, in the southern portion of the district, by private and public ownership.
- Map 4 and Tables 5 and 6 – Vacant lots, 20 or more acres, in the northern portion of the district, by private and public ownership.
- Map 5 and Tables 5 and 6 – Vacant lots, 20 or more acres, in the southern portion of the district, by private and public ownership.

Vacant Land Owned by the Gresham-Barlow School District

Currently the District owns five vacant sites. The properties are:

- Figure 13 – Vacant District properties located in the northern portion of the district:
  - N1 Troutdale Property – Located outside the UGB. Tax Lot ID 1S 3E 12A, Lot 600. Site size: 9.92 acres.
  - N2 Main Property - Located in Gresham (across from Gresham High School) Address: 1133 N Main Ave. Tax Lot ID 1S 3E 3 CC, Lot 550. Site size: 0.46 acres.
  - N3 Salquist Property - Located in Gresham. Tax Lot ID 1S 3E 13DB, Lot 100. Site size: 12.37 acres.
  - N4 Chase Property - Located in Gresham. Tax Lot ID 1S 3E 13DB, Lot 3800. Site size: 2.44 acres.
- Figure 14 – Vacant District properties located in the southern portion of the district:
  - S1 Damascus Property - Located in Damascus (across from Deep Creek Elementary School). Tax Lot ID 2S 3E 10C, Lots 100, 200 & 400. Site size: 50 acres.

Committee Discussion and Recommendation

The District has used school expansions and portables to increase capacity and will likely continue to use these means to some extent. At this time the district does not see a need to purchase additional land for school sites.

Figure 13

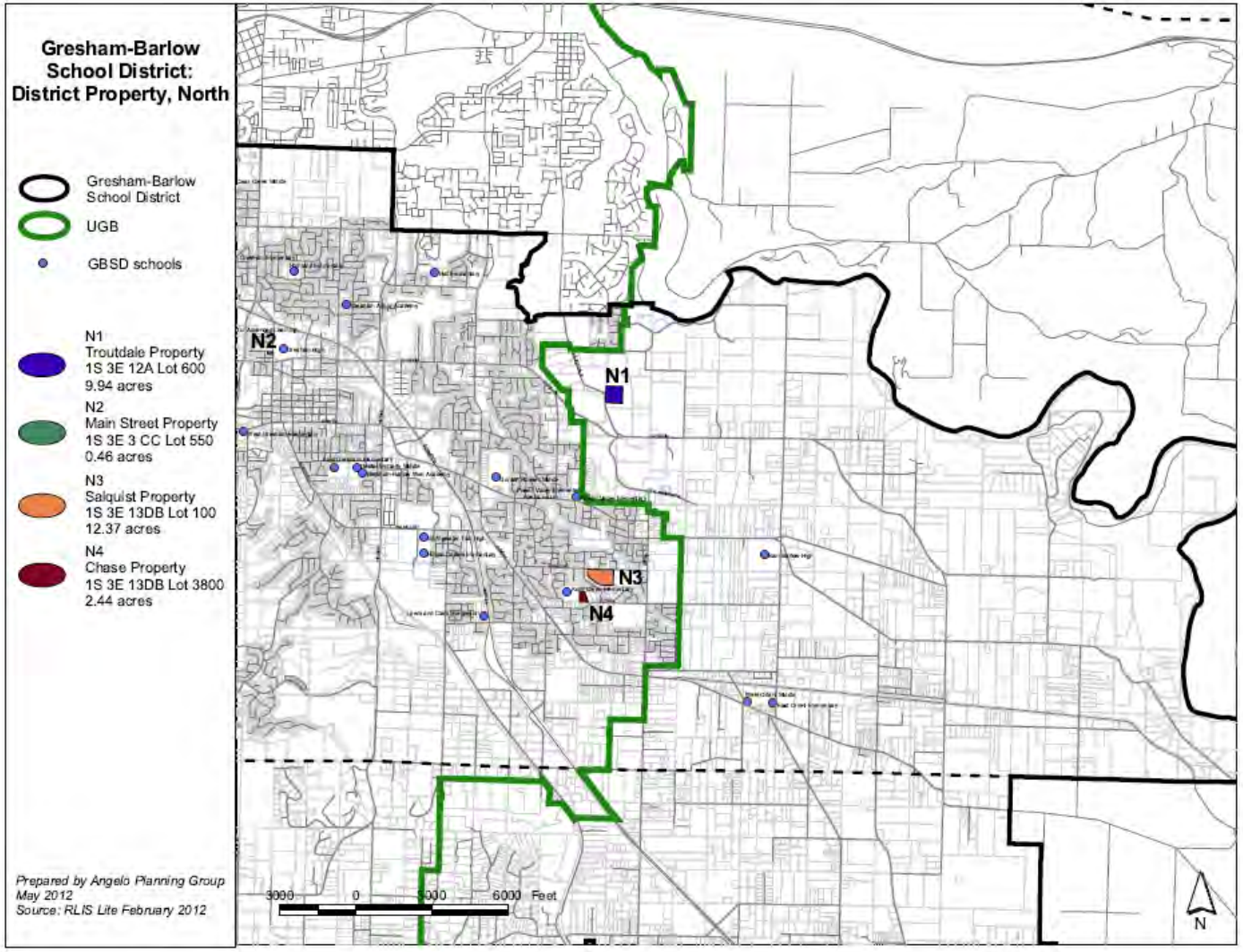
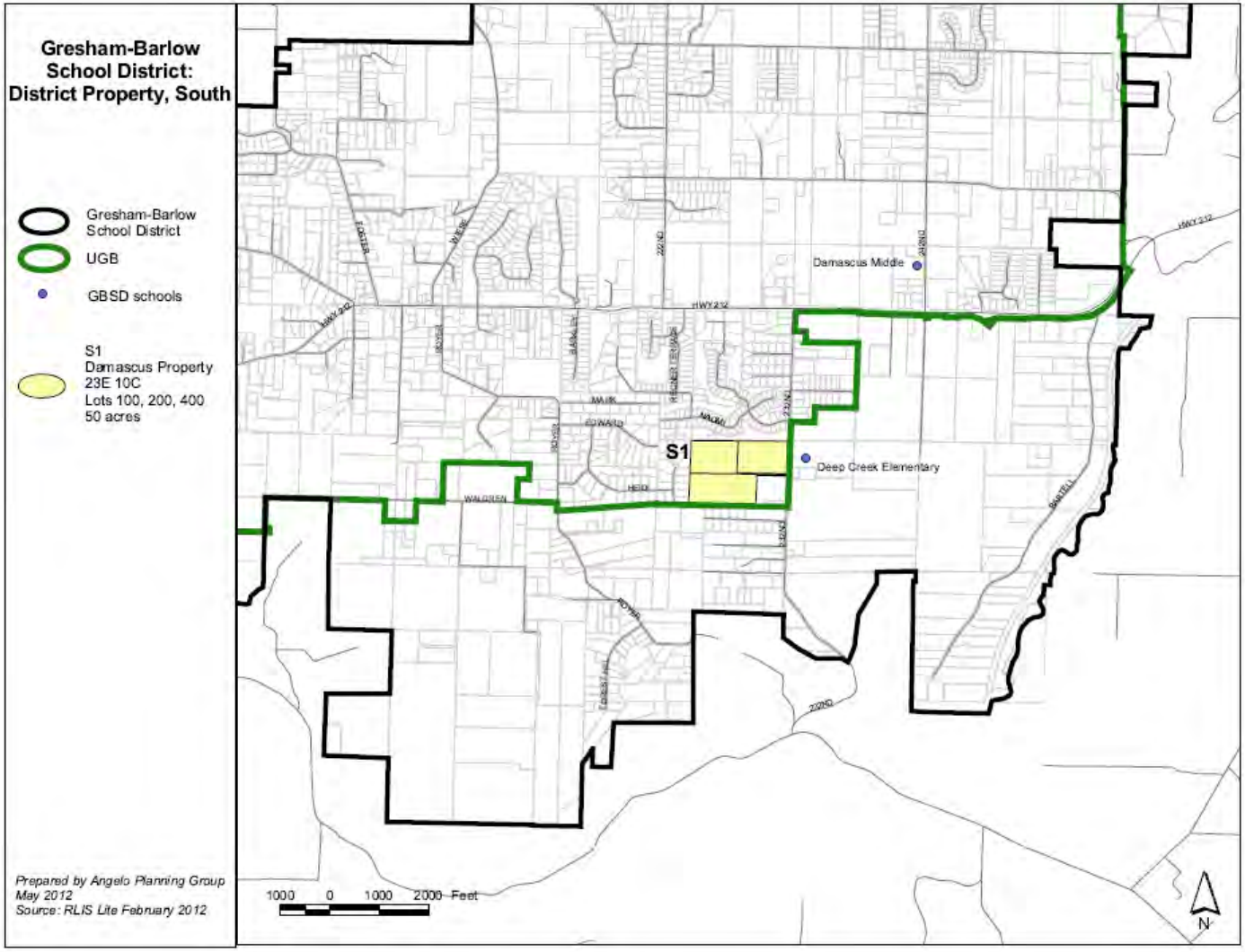

Gresham-Barlow School District: District Property, North
Gresham-Barlow School District
UGB
GBSD schools
N1
Troutdale Property
1S 3E 12A Lot 600
9.94 acres
N2
Main Street Property
1S 3E 3 CC Lot 550
0.46 acres
N3
Salquist Property
1S 3E 13DB Lot 100
12.37 acres
N4
Chase Property
1S 3E 13DB Lot 3800
2.44 acres
Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012
3000 0 3000 6000 Feet
N

Figure 14


Gresham-Barlow School District: District Property, South
Gresham-Barlow School District
UGB
GBSD schools
S1
Damascus Property
23E 10C
Lots 100, 200, 400
50 acres
Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012
Damascus Middle
Deep Creek Elementary
S1
HWY 212
1000 0 1000 2000 Feet
N

3.8 Financing Tools to For Capital Programs

ORS 195.110 (5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.

The following is an overview of tools available to the District for financing capital projects.

- General Obligation Bonds (GO Bonds) – GO Bonds are a municipal debt security issued by the District and the bonds are backed by the full faith and credit of the Gresham-Barlow School District. They are used to finance capital expenditures and are supported by a voter approved property tax levy. Historically, Gresham-Barlow School District has used this method of financing for most of its capital construction. GO Bonds can be issued for all capital construction and improvements with a useful life of one year or more, including: land acquisition, construction, new schools, renovation or improvement of school facilities, furnishings, equipment and supplies.

- Construction Excise Tax (CET) – The 2007 State Legislature passed Senate Bill 1036 allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure. Gresham-Barlow School District is collecting $1 per square foot of new residential construction and $.50 per square foot of new non-residential construction that can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment and furnishings or other tangible property that has a useful life of more than one year, architectural, engineering, legal or similar costs related to capital improvements.

Source: GBSD

- Full Faith and Credit Obligation Bonds (FFCO) - Similar to the GO Bond, the District can issue a municipal debt security by authorization from the School Board. The debt

is repaid from existing resources. No new tax levy is authorized; as a consequence this form of borrowing is not subject to voter approval.

- Certificate of Participation Bond (COP) – COPs are a financial obligation the District can use to finance essential capital improvements. Like a GO Bond, a COP is a loan from investors to the District. Unlike GO Bonds, however, COPs are not backed by the full faith and credit of the District, rather, the repayment of the debt service on the COPs is subject to annual appropriation by the District. As a consequence, the interest rates are higher on a COP than on either GOs or FFCOs. COPs are not subject to voter approval.

- Qualified Zone Academy Bonds (QZAB's) – QZABs are designed to be interest free bonds for districts, as the federal government provides investors with a tax *credit* rather than interest. The borrowing school district pays the principal back in the period of time set by the federal government, usually 14-19 years. QZABs are part of a federal program, subject to appropriation by Congress and administered by the Oregon Department of Education. The money can only be used for qualifying schools where 35% or more of students are eligible for free or reduced-price school meals. A 10% match is required from a business or nonprofit partner, which can be in cash or in-kind donations. The funds can be used for renovation and repairs, energy efficiency and renewable energy, equipment and technology. Although the Department of Education has a small allocation remaining (approximately $2 million), it is unclear whether this program will be reauthorized on an ongoing basis.

- Local Option Levy (LOL) – In 1997, Ballot Measure 50 amended the constitution to add a new limit to Oregon's local property tax system. The Measure 50 property tax collections are usually less than the 1990 Measure 5 tax limit, and the difference is generally referred to as the tax "gap". The 1997 Legislature approved school use of the gap for a voter approved local option property tax. Districts may use a LOL for operating and capital expenditure.

- State Facilities Grant – The 1997 Legislature established the facility grant, but delayed implementation until 1999-00. The grant is for cost to equip and furnish a facility and cannot be used for construction costs. This was partially in response to the 1996 Measure 47 (included in Measure 50) that limited equipment costs that could be bonded to those that are intrinsic to the structure (this restriction has since been amended). The District could receive up to 8% of the construction cost of a new school excluding land. The actual revenue limitations have shown this grant to be more in the 3-4% range of project cost.

- Donations – The District receives donations given by a person or foundation for charitable purposes to benefit the education of Gresham-Barlow students. Examples would be donations from the Gresham-Barlow Education Foundation for educational purposes and the donation of 10 acres located on Troutdale Road North of Division, Section 12, 1-S, 3-E (the property is located outside the UGB).

- Grants – The District pursues federal and state grant opportunities, as they are available. An example would be SB1149. The bill went into effect on March 1, 2002 and it provides a 3% charge on electricity services. Ten percent of these funds go towards energy efficiency efforts in the public schools.

Table 8: GBSD Schedule for Outstanding and Refunded Bonds (Year Ending June 30, 2012)

Issue Date	Original Issue	Outstanding at June 30, 2012	Interest Rates	Pay-off Year
General Obligation Bonds				
October 14, 2003	$21,355,000	$10,820,000	5.00%	June 2017
April 18, 2005	$32,405,000	$30,865,000	5.50%	June 2021
	$53,760,000	$41,685,000		

For Oregon school districts, bonds are the primary tool for financing school facility needs. There is a legal maximum debt capacity of 7.95% of real market value, and the District has a current remaining capacity of $487 million. The real limitation is the capacity made available by the voting patrons of the District. In 2012, the District's levy tax rate is $1.0458 per $1,000 of assessed value and an additional $0.7190 in the former Damascus-Union Elementary District.

Committee Discussion and Recommendation

The topic of facilities conditions was addressed in Issue Papers #5 and #6 (Appendix B) and at Meetings #2 and #3 (Appendix C). The topic of financing was addressed in Issue Paper #8 (Appendix B) and at Meeting #3 (Appendix C).

Recommendation #6: Alternatives to Construction

- **Based on the information regarding facility improvement needs identified in Issue Paper #5 and the status of school financing described in Issue Paper #9, the LRFPAC recommends that the Gresham-Barlow School Board consider opportunities in the near-term (within three years) to present a school construction bond program to District residents. (Note: City of Gresham representation asked to remain neutral on this recommendation.)**
- **The Committee recommends that projects and the financing methods included in a school construction bond program be developed in coordination with residents, businesses, and other stakeholders within the District.**

Chapter 4 - Future Steps

4.1 Facility Plan Adoption and Update

A draft of this plan has been reviewed by the Committee and forwarded to the Gresham-Barlow School District Board for its review and approval. Upon adoption by the Board, the plan will be presented to the City of Gresham for adoption into its Comprehensive Plans, pursuant to ORS 195.110.

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

Source: GBSD

Pursuant to ORS 195.110(8)(b):

(b) Update the school facility plan during periodic review or more frequently by mutual agreement between the large school district and the affected city or county.

Periodic review is generally required every seven to ten years. However, the statute allows for more frequent review of the long rang school facility plan based on conversations between the district and local jurisdictions. During the preparation of this plan, there was general agreement between District staff and the Committee that the plan – and specifically the enrollment forecasts – should be revisited ***at least*** every five years during the 10-year planning period, and as frequently as conditions warrant. As called for in the statute, these reviews will be coordinated with local jurisdictions.

Appendix A

ORS 195.110

195.110 School facility plan for large school districts.

(1) As used in this section, “large school district” means a school district that has an enrollment of over 2,500 students based on certified enrollment numbers submitted to the Department of Education during the first quarter of each new school year.

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

(b) Initiate planning activities with a school district to accomplish planning as required under ORS 195.020.

(3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less than 10 percent of the total population of the large school district.

(4) The large school district shall select a representative to meet and confer with a representative of the city or county, as described in subsection (2)(b) of this section, to accomplish the planning required by ORS 195.020 and shall notify the city or county of the selected representative. The city or county shall provide the facilities and set the time for the planning activities. The representatives shall meet at least twice each year, unless all representatives agree in writing to another schedule, and make a written summary of issues discussed and proposed actions.

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(A) Population projections by school age group.

(B) Identification by the city or county and by the large school district of desirable school sites.

(C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

(D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.

(E) An analysis of:

(i) The alternatives to new school construction and major renovation; and

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

(F) Ten-year capital improvement plans.

(G) Site acquisition schedules and programs.

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.

(6) If a large school district determines that there is an inadequate supply of suitable land for school facilities for the 10-year period covered by the school facility plan, the city or county, or both, and the large school district shall cooperate in identifying land for school facilities and take necessary actions, including, but not limited to, adopting appropriate zoning, aggregating existing lots or parcels in separate ownership, adding one or more sites designated for school facilities to an urban growth boundary, or petitioning a metropolitan service district to add one or more sites designated for school facilities to an urban growth boundary pursuant to applicable law.

(7) The school facility plan shall provide for the integration of existing city or county land dedication requirements with the needs of the large school district.

(8) The large school district shall:

(a) Identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan; and

(b) Update the school facility plan during periodic review or more frequently by mutual agreement between the large school district and the affected city or county.

(9)(a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether

adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.

(b) A city or county shall provide notice to an affected large school district when considering a plan or land use regulation amendment that significantly impacts school capacity. If the large school district requests, the city or county shall implement a coordinated process with the district to identify potential school sites and facilities to address the projected impacts.

(10) A school district that is not a large school district may adopt a school facility plan as described in this section in consultation with an affected city or county.

(11) The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 to 197.540.

(12) This section does not confer any power to a school district to declare a building moratorium.

(13) A city or county may deny an application for residential development based on a lack of school capacity if:

(a) The issue is raised by the school district;

(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and

(c) The city or county has considered options to address school capacity. [1993 c.550 §2; 1995 c.508 §1; 2001 c.876 §1; 2007 c.579 §1]

Appendix B

Issue Papers

Issue Paper #1: ORS 195.110 Background
Issue Paper #2: School Capacity Formula
Issue Paper #3: Student Enrollment Forecasts
Issue Paper #4: Existing School Capacities
    Issue Paper #4a: Class Sizes
Issue Paper #5: Existing Facilities Conditions Assessment
Issue Paper #6: Ancillary Facility Needs
Issue Paper #7: School Site Characteristics
Issue Paper #8: Financing for Capital Programs
Issue Paper #9: Effective Use of School Sites
Issue Paper #10: Alternatives to New Construction
Issue Paper #11: Available Land and Vacant District Sites
Issue Paper #12: Special Program Needs

Issue Paper #1: ORS 195.110 Background

1. Elements of ORS 195.110

Oregon Revised Statutes (ORS) 195.110 is the state law that requires school district facility plans. Originally enacted in 1993, the law was amended in 2001 and in 2007. (See **Attachment A** for the most recent version of the statute.) As the statute stands today, "large school districts" (those with more than 2,500 students) must complete a long-term facility plan. With a 2011/2012 enrollment of approximately 12,200 students, the Gresham-Barlow School District (GBSD) easily meets the definition of a "large school district" and is, therefore, required to prepare a school facility plan to comply with ORS 195.110 requirements.

Cities and/or counties that contain more than 10% of the population of a large school district must then adopt the facility plan as an element of their comprehensive plans. Pursuant to ORS 195.110(5), the plan must address the following topics for at least a ***10-year period***:

- Population projections by school age group.
- Objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development.
- School facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan.
- Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.
- Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
- An analysis of alternatives to new school construction and major renovation.
- An analysis of measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
- Ten-year capital improvement plans.
- Identification by the city or county and by the large school district of desirable school sites.
- Site acquisition schedules and programs.

The amount of land needed for facilities is based on enrollment projections, capacity of existing facilities, and site criteria such as the amenities and sizes for sites by school level. The analysis of suitable land must first examine land within the urban growth boundary (UGB). If it is determined that there is an inadequate supply of suitable land within the UGB, pursuant to ORS 195.110(6), the District and the City or County must collaborate to identify suitable land using techniques such as, but not limited to, the following:

- Change zoning for parcels;
- Assemble existing lots or parcels in separate ownership; or
- Amend the UGB – or petition a metropolitan service district to amend the UGB – to include adequate suitable land.

ORS 195.110(9)(a) allows the objective methods that the District uses for determining school capacity to be adopted by the District Board. Once adopted by the District the City and County must use them in determining whether there is sufficient capacity for projected or proposed development. While these criteria cannot be used to enact a building moratorium, a jurisdiction may deny an application for a residential development based on insufficient school capacity. ORS 195.110(13) permits the City or County to deny the application if:

- The school facility plan from which the capacity criteria was drawn has been formally adopted;
- The issue of insufficient school capacity was raised by the District; and
- The City or County has explored options to address school capacity.

2. Context for Long Range Facility Planning in the District

Previous long range facility planning efforts conducted by the GBSD have focused on specific facility needs (maintenance and capital) at schools within the context of capital improvements programming. These efforts have provided the District with a solid base of information regarding school facility conditions and needs. ORS 195.110 provides an opportunity for the District to look at needs more comprehensively and in coordination with the community and local jurisdictions that will influence growth within the District's boundary.

Pursuant to ORS 195.110(8)(b), a facility plan must be prepared either during Periodic Review for the relevant jurisdictions or more frequently if agreed upon by the District and the jurisdictions. Since 2002 there have been regulatory changes including amendments to ORS 195.110 that now require the District to prepare a Long Range Facility Plan, passage of the Construction Excise Tax (CET), new physical education requirements for elementary and middle schools, legislation

allowing districts to provide full day kindergarten, and adoption of regional urban and rural reserves. These all affect the District's long-range facility planning process.

The District will update technical information on the District's school facilities, incorporate new student enrollment forecasts prepared by the Portland State University Population Research Center, and address the requirements of ORS 195.110 and other regulatory developments in the 2012 Long Range Facility Plan.

3. How ORS 195.110 Applies to the 2012 Facility Plan

The 2007 amendments to ORS 195.110 were comprised primarily of the changes described below. The previous minimum required plan elements, however, were not changed. The 2007 amendments:

1. Changed the definition of districts subject to facility planning requirements from "high growth school districts" to "large school districts."

2. Added more requirements for school facility planning coordination between the District and affected City or County in large school districts.

3. Extended the minimum planning period from five years to 10 years.

4. Allowed District Boards to adopt capacity criteria that must then be adopted by the affected local jurisdiction and used in evaluating development.

5. Allowed the denial of residential development applications because of insufficient school capacity based upon adopted capacity criteria. (However, school capacity still may not be used to establish a building moratorium.)

These amendments are primarily associated with the topics of school enrollment, facility conditions, and facility capacity, which encompass a significant portion of the work to be accomplished with the 2012 Facility Plan.

- **School Enrollment**

  As noted, the GBSD easily qualifies as a "large" school district according to the current statute. With approximately 12,200 students, the District is the tenth largest school district in Oregon. This planning effort will examine student enrollment growth forecasts out to the 2021 / 2022 school year.

- **Facility Conditions**

  A number of questions can be asked and answered about facility conditions and assessments: How does the District's assessment of current facilities feed into long-range planning? What are the current methods of assessing facility condition? Is it cost effective or even possible given programming needs to consider replacing existing facilities on existing sites through demolition and rebuilding rather than finding new property? The District has undertaken an extensive assessment of the physical conditions its facilities and this assessment can be incorporated into the update.

- **Facility Capacity**

  School facility capacity criteria, once formally adopted as part of the facility plan, become required plan and development application criteria for the affected local jurisdictions as well. Any capacity calculations used currently will be review and revised as needed, particularly in light of potential instructional and program changes and needs. These include new requirements and needs for special education and physical education, new allowances for full-day kindergarten, and other programs which may generate additional or specialized facility needs.

4. Conclusion

Gresham-Barlow School District staff believes that ORS 195.110 provides an opportunity to work with residents and partner local jurisdictions to take a comprehensive look at the District's ten-year facility needs to accommodate anticipated student enrollment growth. It is timely to prepare this Facility Plan to incorporate school facility changes, new regulations, and new information on facility conditions, enrollment, and development patterns within the District's boundary. It is also an opportunity for better coordination with the cities of Gresham and Damascus and Multnomah and Clackamas Counties as these jurisdictions address growth-related issues in their respective communities. Finally, it is an opportunity to establish a solid information base and direction to both comply with ORS 195.110 and to reflect the current policy direction of the District as it relates to future school facility needs.

Attachment A: ORS 195.110

195.110 School facility plan for large school districts. (1) As used in this section, “large school district” means a school district that has an enrollment of over 2,500 students based on certified enrollment numbers submitted to the Department of Education during the first quarter of each new school year.

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

(b) Initiate planning activities with a school district to accomplish planning as required under ORS 195.020.

(3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less than 10 percent of the total population of the large school district.

(4) The large school district shall select a representative to meet and confer with a representative of the city or county, as described in subsection (2)(b) of this section, to accomplish the planning required by ORS 195.020 and shall notify the city or county of the selected representative. The city or county shall provide the facilities and set the time for the planning activities. The representatives shall meet at least twice each year, unless all representatives agree in writing to another schedule, and make a written summary of issues discussed and proposed actions.

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(A) Population projections by school age group.

(B) Identification by the city or county and by the large school district of desirable school sites.

(C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

(D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.

(E) An analysis of:

(i) The alternatives to new school construction and major renovation; and

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

(F) Ten-year capital improvement plans.

(G) Site acquisition schedules and programs.

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.

(6) If a large school district determines that there is an inadequate supply of suitable land for school facilities for the 10-year period covered by the school facility plan, the city or county, or both, and the large school district shall cooperate in identifying land for school facilities and take necessary actions, including, but not limited to, adopting appropriate zoning, aggregating existing lots or parcels in separate ownership, adding one or more sites designated for school facilities to an

urban growth boundary, or petitioning a metropolitan service district to add one or more sites designated for school facilities to an urban growth boundary pursuant to applicable law.

(7) The school facility plan shall provide for the integration of existing city or county land dedication requirements with the needs of the large school district.

(8) The large school district shall:

(a) Identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan; and

(b) Update the school facility plan during periodic review or more frequently by mutual agreement between the large school district and the affected city or county.

(9)(a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.

(b) A city or county shall provide notice to an affected large school district when considering a plan or land use regulation amendment that significantly impacts school capacity. If the large school district requests, the city or county shall implement a coordinated process with the district to identify potential school sites and facilities to address the projected impacts.

(10) A school district that is not a large school district may adopt a school facility plan as described in this section in consultation with an affected city or county.

(11) The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 to 197.540.

(12) This section does not confer any power to a school district to declare a building moratorium.

(13) A city or county may deny an application for residential development based on a lack of school capacity if:

(a) The issue is raised by the school district;

(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and

(c) The city or county has considered options to address school capacity.

[1993 c.550 §2; 1995 c.508 §1; 2001 c.876 §1; 2007 c.579 §1]

Note: *Section 3, chapter 579, Oregon Laws 2007, provides:*

Sec. 3. *A school district that is a large school district as defined in ORS 195.110 on the effective date of this 2007 Act [January 1, 2008] shall complete a school facility plan within two years after the effective date of this 2007 Act. [2007 c.579 §3]*

Issue Paper #2: School Capacity Formula

1. Background

School facility plans for large school districts (those containing 2,500 or more students) are mandated by ORS 195.110. There are three sections of ORS 195.110 that address school capacity.

A. ORS 195.110(9)(a) states that:
"In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment."

B. ORS 195.110 (11) states:
"The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 to 197.540."

C. ORS 195.110 (13) (a-c) states:
"A city or county may deny an application for residential development based on a lack of school capacity if:
(a) The issue is raised by the school district;
(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and
(c) The city or county has considered options to address school capacity."

The methods that a large school district uses to determine school capacity are, therefore, an important element of an adopted school facility plan.

2. Why this is Relevant to the Facility Plan

The objective determination of school capacity is important for both short-term and long-term school facility planning. In the short term, school districts such as Gresham Barlow work with local jurisdictions to monitor residential development that may impact capacity at school facilities. Districts are often asked to evaluate the student capacity impact of a residential development proposal with regard to available capacity of its schools, current enrollment, and projected enrollment from residential development that has been approved but not yet built. Districts are also asked to provide comments on proposed plan amendments or zone

changes that would increase the amount a residential land within the District's boundary. The objective criteria adopted in the School Facility Plan is the method that the school district and local jurisdictions will apply when evaluating future impacts to school capacity from residential development. While a city or county may deny an application for residential development based on a lack of school capacity if the conditions (a)-(c) of ORS 195.110(13) apply, the statute "…does not confer any power to a school district to declare a building moratorium."

In the long term, school facility plans include forecasts of future facility capacity requirements. For large districts such as Gresham-Barlow, this analysis can translate into future construction needs, such as the expansion of existing facilities or construction of new facilities. One of the necessary inputs to this work is an estimate of the student capacity of existing school buildings. This same factor is important in scoping future new capacity construction projects.

3. Comparison of School Capacity Formulas

School districts use several different methods to estimate school capacity. These include methods based on the following primary factors:

- A core capacity model with capacity determined by building code or educational specifications;
- A model that multiplies the number of teaching stations by the number of student stations by a predefined utilization factor;
- A model based on the number of students per classroom; and
- A model that relies on building area (square feet) and a factor of area (square feet) per student.

Other factors are used in determining capacity, such treating capacity used for special education classes differently than regular classes and the space needed for cafeterias or physical education.

Another large school district in the region (Beaverton School District) uses a capacity formula based on building gross area (square footage), minus space used for specialized programs, divided by a factor of area (square footage) per student. Attachment A presents the formula in detail.

The Beaverton School District reviewed several school capacity models in preparation for its 2010 Long Range Facility Plan. Some of the models reviewed are presented in Attachment B. Applying the models to at least three elementary schools, three middle schools, and three high schools in the district, the review committee found most of the models to be insufficient due to lack of objectivity, degree of complexity, and failure to account for special programs such as Special Education, Head Start, and ESL. Remaining models that were based on the

number of classrooms or amount of instructional space were also eventually found to be insufficient for the following reasons:

- They overestimate capacity;
- Variability in classroom sizes makes use of a uniform approach difficult;
- Definitions of a classroom vary and are problematic;
- Core building limitations (e.g. cafeteria, gym, etc.) are not accounted for;
- They neglect the value of common breakout spaces in hallways; and/or
- They would require extensive customization for each building.

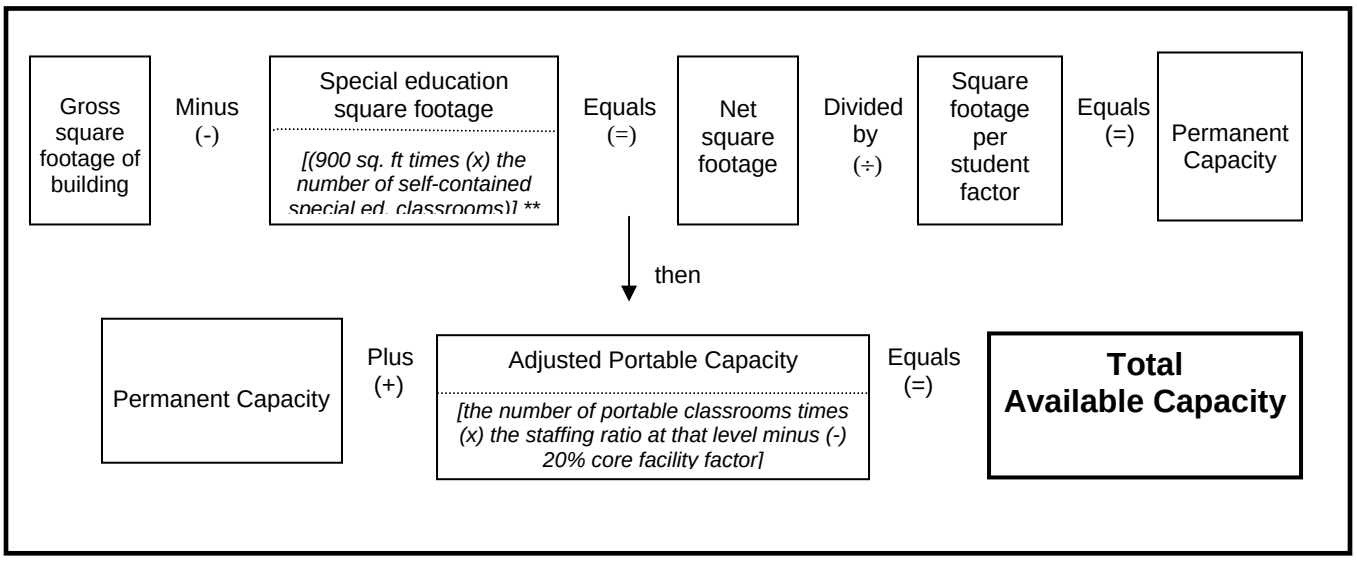
4. Conclusion & Recommendation

A school capacity formula is an important element of an adopted school facility plan, for the purposes of participating in short-term planning and permitting of local residential development and of determining long-term district facility and site needs. While no one formula can perfectly capture the capacity of all school buildings, it has been found that a formula based on building area and a ratio of area per student has most consistently and accurately yielded capacity figures for another large school district in the region.

The Facilities Department has considered the Beaverton School District model (shown in Attachment A) and other formulas and concluded that the Beaverton School District model is the most appropriate method to establish “Objective Criteria for Determining School Capacity” for Gresham-Barlow School District to comply with ORS 195.110(9)(a).

Attachment A

Beaverton School District Current Objective Criteria for Determining School Capacity *



* Source: Beaverton School District Facility Plan, May 2010

** ELL & Head Start space is also deducted

Attachment B

Table 1. Capacity Calculation Methodologies

Method	Description	Pros	Cons
Beaverton	(Total SF - Special Use CRs) / (SF per Student Factor), plus # students per portable	▪ Current method ▪ Objective ▪ Easy to calculate ▪ Deducts space used for special programs ▪ Partly accounts for core limitations	▪ Not well-accepted by Principals ▪ Does not subtract unusable square footage (building layout efficiency issue) ▪ Does not account for core facility limitations (library, cafeteria, gym) as portables are added ▪ Not curriculum-driven ▪ Masks grade-level granularity space impacts
Number of Classrooms	Students Per Classroom Factor	▪ Objective ▪ Could account for differences between elementary, MS, HS ▪ Easy to calculate ▪ Could account for (deduct) special program rooms	▪ Does not account for program / curriculum issues ▪ Requires common definition of what a classroom is ▪ Does not account for differences in classroom size between older and newer facilities ▪ Does not consider core building limitations
Core Capacity	Determined by building code or educational specifications	▪ Objective ▪ Illuminates core building limitations	▪ Adding portables would not increase capacity ▪ Most people not familiar with code or spec requirements ▪ More difficult to calculate ▪ Restricts District flexibility to respond to overcrowding
Number of Teachers	Students per teacher ratio	▪ Objective ▪ Easy to calculate	▪ Does not account for special programs ▪ Difficult to maintain consistency ▪ Changes frequently & far faster than building physical changes can be made undermining method's credibility ▪ Difficult to keep capacity data current ▪ Requires definition of "teacher" (vs. aide, coach, etc.)
Support Facilities	# of restrooms, field & playground space, parking spaces, etc.	▪ Illuminates support facilities limitations	▪ No connection to curriculum ▪ Restricts District flexibility to respond to overcrowding ▪ Difficult to calculate
Funding	Determined by resources to fund school operation		▪ Unpredictable ▪ Lots of available $$ could overcrowd schools ▪ Confusing
Wyoming	# Teaching Stations x # Student Stations x Defined Utilization Percentage	▪ Objective	▪ No connection to curriculum / programs ▪ Doesn't account for special programs ▪ Complicated ▪ Does not consider core building limitations ▪ Requires definition of "teaching station" and "student station"
Chicago Design Capacity	# Students/classroom, varies with classroom size	▪ Objective ▪ Predictable ▪ Easy to calculate ▪ Differs by school level	▪ Does not consider core building limitations ▪ Does not account for program / curriculum issues ▪ Requires common definition of what a classroom is ▪ Does not account for differences in classroom size between older and newer facilities ▪ Difficult to calculate
Phoenix, AZ	SF - Special Uses - 0.1 Corridor Factor / min adequate SF per student + design SF per student / 2		▪ Very confusing, difficult to calculate ▪ Unclear how to determine minimum adequate SF ▪ Difficult to explain to laypersons ▪ Different formulae for HS and MS
Salem/Keizer, OR	ES = (regular CRs grades 1-5 x staffing ratio) + (# KG session x staffing ratio) + (12 students/SpEd CR) MS and HS = (all regular classrooms x staffing ratio) + (12 students per special needs, band and choir room)	▪ Fairly predictable, assuming staffing ratios remain constant ▪ Compensates for special program uses	▪ Requires common definition of "regular classroom" ▪ Different formulae for elementary, middle & high ▪ More complicated formula ▪ Does not address portables
North Clackamas, OR	Practical capacity = # reg CRs x avg # students per CR Maximum capacity adds 2-3 students more per classroom than in practical capacity formula	▪ Fairly predictable, assuming staffing ratios remain constant ▪ Gives absolute upper limit	▪ Requires common definitions of "regular classroom", "average number of students per classroom" ▪ Does not address portables ▪ Does not compensate for special program uses

Issue Paper #3: Student Enrollment Forecasts

1. Background and Relevance to Facility Plan

As mandated by ORS 195.110(5)(a)(A), school facility plans must include ”population projections by school age group” and, as with other elements required in a facility plan, these projections must span at least 10 years. Further, 195.110(9)(a) states that a district “shall identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan…”.

In conjunction with school facility capacity formula (see Issue Paper #2), enrollment projections are used to determine whether the District will need to provide additional school capacity, remodel or expand existing school facilities, construct new facilities, and/or purchase land for additional facilities. There are many determinations that need to be made when considering new capacity – for example, how much capacity is needed, where is it needed, what is the time frame in which it will be needed, and whether it can be provided by remodeling or expanding an existing school or building a new school.

Further, if new facilities and additional land are found to be needed, ORS 195.110(6) provides that:

> *“If a large school district determines that there is an inadequate supply of suitable land for school facilities for the 10-year period covered by the school facility plan, the city or county or both and the (district) shall cooperate in identifying land for school facilities and take necessary actions, including, but not limited to, adopting appropriate zoning, aggregating existing lots or parcels in separate ownership, adding one or more sites designated for school facilities to an urban growth boundary, or petitioning a metropolitan service district to add one or more sites designated for school facilities to an urban growth boundary pursuant to applicable law.”*

Alternately if projected enrollment does not indicate a need for new, remodeled, or expanded facilities, the significant costs associated with these kinds of projects can be avoided. Either way, preparing and interpreting enrollment forecasts are a critical element of ORS 195.110, facility planning, and the Gresham-Barlow School District (GBSD) Long Range Facility Plan.

2. Gresham-Barlow School District Long-Range Enrollment Projections

The purpose of long-range enrollment forecasting is to track long-term population and enrollment trends in the district, with an eye towards planning for future District facility needs. The Portland State University (PSU) Population Research Center completed a preliminary version of its most recent enrollment projection report for the Gresham-

Barlow School District in December 2011. The preliminary report provides enrollment projections based on low, medium, and high growth scenarios through 2022.

PSU uses cohort survival methodology, but also incorporates the components of population fertility rates, city and regional populations, housing and household characteristics, mortality rates, city and regional planning efforts, and employment data. Figures 1, 2, and 3 (Tables A, B, and C from the Preliminary December 2011 PSU report) on the following pages show middle, low, and high range projected enrollment by grade level through the 2012-2022 school year.

Figure 1

Table A

Gresham-Barlow School District, PRELIMINARY Medium Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	898	871	865	874	867	887	902	919	932	946
1	851	952	955	930	924	933	925	947	964	976	990
2	835	857	966	973	948	942	951	943	965	977	989
3	922	841	870	984	992	966	960	969	961	978	990
4	871	929	855	888	1,004	1,013	986	980	989	975	993
5	890	878	945	874	908	1,026	1,035	1,008	1,002	1,005	990
6	963	915	911	985	911	947	1,070	1,079	1,051	1,038	1,041
7	1,017	970	931	931	1,007	931	968	1,094	1,103	1,067	1,054
8	939	1,025	987	951	951	1,029	951	989	1,118	1,120	1,084
9	971	963	1,059	1,023	986	986	1,067	986	1,025	1,154	1,155
10	984	946	943	1,040	1,004	968	968	1,048	968	1,003	1,129
11	923	938	907	907	1,000	965	931	931	1,008	927	961
12	947	908	928	900	900	992	957	923	923	996	916
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,199**	**12,307**	**12,430**	**12,588**	**12,744**	**12,835**	**12,978**	**13,175**	**13,327**	**13,417**
Annual change		*3*	*108*	*123*	*158*	*156*	*91*	*143*	*197*	*152*	*90*
		0.0%	*0.9%*	*1.0%*	*1.3%*	*1.2%*	*0.7%*	*1.1%*	*1.5%*	*1.2%*	*0.7%*
K-5	5,273	5,355	5,462	5,514	5,650	5,747	5,744	5,749	5,800	5,843	5,898
6-8	2,919	2,910	2,829	2,867	2,869	2,907	2,989	3,162	3,272	3,225	3,179
9-12	4,004	3,934	4,016	4,049	4,069	4,090	4,102	4,067	4,103	4,259	4,340

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	474	*9%*	151	*3%*	625	*12%*
6-8	-12	*0%*	272	*9%*	260	*9%*
9-12	86	*2%*	250	*6%*	336	*8%*
Total	**548**	***4%***	**673**	***5%***	**1,221**	***10%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 2

Table B

Gresham-Barlow School District, PRELIMINARY Low Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	895	863	850	851	837	851	860	870	878	886
1	851	949	946	914	900	902	887	901	911	918	927
2	835	854	957	956	924	910	912	897	911	918	925
3	922	838	861	967	966	934	920	922	907	918	925
4	871	926	846	871	978	977	945	931	933	915	926
5	890	875	935	856	882	990	989	957	943	941	923
6	963	912	901	965	884	911	1,022	1,021	988	970	968
7	1,017	967	921	912	977	895	922	1,035	1,034	997	978
8	939	1,021	976	932	923	989	906	933	1,048	1,043	1,006
9	971	959	1,045	999	954	945	1,013	928	955	1,072	1,067
10	984	941	929	1,011	967	923	915	981	898	925	1,038
11	923	931	886	873	950	908	867	859	921	846	871
12	947	900	904	858	846	920	880	840	832	895	822
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,147**	**12,149**	**12,143**	**12,181**	**12,220**	**12,208**	**12,244**	**12,330**	**12,415**	**12,441**
Annual change		*-49* *-0.4%*	*2* *0.0%*	*-6* *0.0%*	*38* *0.3%*	*39* *0.3%*	*-12* *-0.1%*	*36* *0.3%*	*86* *0.7%*	*85* *0.7%*	*26* *0.2%*
K-5	5,273	5,337	5,408	5,414	5,501	5,550	5,504	5,468	5,475	5,488	5,512
6-8	2,919	2,900	2,798	2,809	2,784	2,795	2,850	2,989	3,070	3,010	2,952
9-12	4,004	3,910	3,943	3,920	3,896	3,875	3,854	3,787	3,785	3,917	3,977

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	277	*5%*	-38	*-1%*	239	*5%*
6-8	-124	*-4%*	157	*6%*	33	*1%*
9-12	-129	*-3%*	102	*3%*	-27	*-1%*
Total	**24**	***0%***	**221**	***2%***	**245**	***2%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 3

Table C

Gresham-Barlow School District, PRELIMINARY High Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	901	880	881	898	898	926	948	972	992	1,012
1	851	955	965	948	950	967	968	998	1,021	1,040	1,061
2	835	860	977	993	975	977	995	996	1,027	1,042	1,061
3	922	843	879	1,004	1,021	1,002	1,004	1,023	1,024	1,047	1,063
4	871	932	862	905	1,033	1,051	1,031	1,033	1,053	1,045	1,069
5	890	880	954	888	932	1,064	1,083	1,062	1,064	1,076	1,068
6	963	917	918	1,002	933	979	1,117	1,137	1,115	1,108	1,121
7	1,017	973	938	945	1,031	960	1,007	1,149	1,170	1,138	1,131
8	939	1,027	995	965	972	1,061	988	1,036	1,182	1,194	1,161
9	971	964	1,063	1,034	1,003	1,010	1,102	1,027	1,077	1,222	1,234
10	984	945	943	1,043	1,015	984	991	1,081	1,008	1,053	1,195
11	923	935	900	899	994	967	938	945	1,030	960	1,003
12	947	905	919	885	884	977	951	922	929	1,012	943
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,216**	**12,372**	**12,571**	**12,820**	**13,076**	**13,280**	**13,536**	**13,851**	**14,108**	**14,301**
Annual change		*20* *0.2%*	*156* *1.3%*	*199* *1.6%*	*249* *2.0%*	*256* *2.0%*	*204* *1.6%*	*256* *1.9%*	*315* *2.3%*	*257* *1.9%*	*193* *1.4%*
K-5	5,273	5,371	5,517	5,619	5,809	5,959	6,007	6,060	6,161	6,242	6,334
6-8	2,919	2,917	2,851	2,912	2,936	3,000	3,112	3,322	3,467	3,440	3,413
9-12	4,004	3,928	4,004	4,040	4,075	4,117	4,161	4,154	4,223	4,426	4,554

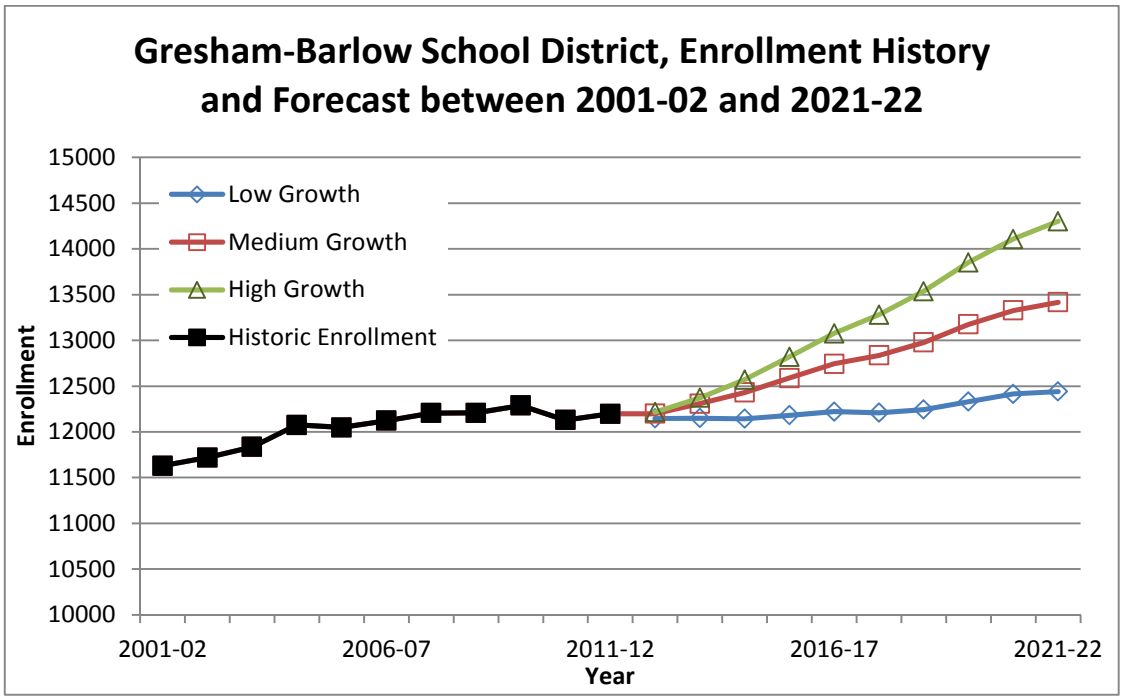
	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	686	*13%*	375	*6%*	1,061	*20%*
6-8	81	*3%*	413	*14%*	494	*17%*
9-12	113	*3%*	437	*11%*	550	*14%*
Total	**880**	***7%***	**1,225**	***9%***	**2,105**	***17%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Figure 4 presents the three ranges of enrollment forecasts in the context of past enrollment.

Figure 4: Enrollment History and Forecast, 2001-2002 to 2021-2022



The previous forecast provided by PSU (June 2005) projected total enrollment of 12,101 students in 2006-2007 and 13,266 students in 2011-2012, representing average annual growth of 1.8%. Actual enrollment in 2011 was 12,196 according to the PSU report, representing average annual growth closer to 0.2%.

The PSU report projects 2021-2022 enrollment of 12,441 students, 13,417 students, and 14,301 students for the low, medium, and high growth scenarios respectively. Given enrollment of 12,196 students in 2011-2012, these projections represent the absolute and percentage changes shown in Table 1.

Table 1: Enrollment Changes 2011-2012 to 2021-2022

	Low Growth Forecast	Medium Growth Forecast	High Growth Forecast
K-5	239	625	1,061
6-8	33	260	494
9-12	-27	336	550
Total Enrollment	***245 (+2%)***	***1,221 (+10%)***	***2,105 (+17%)***
Average Annual Growth	***+0.2%***	***+1.0%***	***+1.6%***

The low growth scenario yields projections whose percentage rate most closely mirrors most recent short-term trend. The medium growth scenario, while averaging a higher growth rate than has been the recent trend, offers a conservative but not overly

aggressive basis for long term planning. The medium scenario average annual growth rate most closely approximates the rate over the past ten years (2001 – 2011). The high range scenario is a fairly aggressive forecast given historic student enrollment trends.

Accordingly, Staff recommends that the Long Range Facilities Planning Committee use the medium range enrollment forecast for its school facility planning purposes.

4. Conclusion

The middle range student enrollment forecast provided by the PSU Population Research Center estimates the following enrollment:

- 2011 - 2012 12,196 students
- 2016 - 2017 12,744 students
- 2021 - 2022 13,417 students.

This represents an increase of 1,221 students, or a 10 % increase in student enrollment over this 10-year period.

It is recommended that Gresham-Barlow School District use the medium range student enrollment forecast provided by PSU to plan for long-term facility needs.

Issue Paper #4: Existing School Capacities

1. Background

The following provides information on enrollment capacity for elementary, middle and high schools throughout the District. The District has forecasted enrollment and has compared that to existing school capacity.

The spreadsheets that follow illustrate what the District expects for school capacity under our formula.

- 2011-12 Enrollment / Capacity
- 2016-17 Forecasted Enrollment / Capacity
- 2021-22 Forecasted Enrollment / Capacity

Under the formula the District has available capacity of 12,411 students.

This topic will be discussed in Agenda #2 on March 21st.

Gresham-Barlow School District

Enrollment and Utilization of Capacity / GBSD FACILITIES DATA

2011-12

Student Factor/SF: 111 Portables (Students/Classroom): 19

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**	**Kinder Half-Time**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total K-5**	**Current Capacity**	**Enrollment Dec. 2011**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
												2011-12										**2012-13**		
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	**510**	20	35	41	59	45	55	255	50.0%	274	53.7%	258		236
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	**580**	39	66	60	75	57	65	362	62.3%	406	70.0%	412		174
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	**435**	28	58	70	82	80	82	400	91.9%	432	99.4%	400		3
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	**513**	48	76	81	87	94	62	448	87.2%	495	96.5%	528		18
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	**506**	42	81	72	76	65	77	413	81.7%	455	90.0%	462		51
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	**554**	44	89	89	102	98	103	525	94.7%	574	103.7%	552		(20)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	**514**	37	73	69	70	83	78	410	79.6%	446	86.7%	441		68
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	**586**	47	91	90	88	79	94	489	83.4%	543	92.6%	536		43
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	**479**	47	95	99	92	81	91	505	105.4%	551	115.1%	553		(72)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	**533**	45	73	60	77	72	76	403	75.6%	447	83.9%	460		86
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	**363**	27	54	41	45	54	54	275	75.7%	302	83.1%	302		61
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		**5,572**	421	791	772	853	808	837	**4,482**	**80.4%**	4,925	88.4%	4,904		647

Student Factor/SF: 135 Portables (Students/Classroom): 21

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**6th**	**7th**	**8th**	**Grades 6-8**	**Current Capacity**	Enrollment Dec. 2011	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
													2011-12								**2012-13**	
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	**799**		238	253	221	712	89.1%	712	89.1%	714		87
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	**397**		59	86	81	226	56.9%	226	56.9%	200		171
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	**684**		186	232	224	642	93.9%	642	93.9%	601		42
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	**885**		268	282	275	825	93.2%	845	95.5%	802		40
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	**444**		147	160	139	446	100.4%	446	100.4%	452		(2)
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		**3,209**		**898**	**1,013**	**940**	**2,851**	**88.8%**	2,871	89.5%	2,769		338

Student Factor/SF: 145 Portables (Students/Classroom): 23

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**9th**	**10th**	**11th**	**12th**	**Grades 9-12**	**Current Capacity**	Enrollment Dec. 2011	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
													2011-12								**2012-13**	
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	**1,651**		412	453	400	427	1,692	102.5%	1,692	102.5%	1,710		(41)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	**1,789**		478	425	402	392	1,697	94.9%	1,697	94.9%	1,800		92
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	**190**		41	36	43	32	152	80.2%	152	80.2%	161		38
	High School Total	561,876	35,638	526,238	3,629		8		0		**3,629**		**931**	**914**	**845**	**851**	**3,541**	**97.6%**	3,541	97.6%	3,671		88

	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	**12,411**						**10,874**	**87.6%**	11,337	91.3%	11,344		1,074

Gresham-Barlow School District

Enrollment and Utilization of Capacity / GBSD FACILITIES DATA

2016-17

Student Factor/SF: 111 Portables (Students/Classroom): 19 **2011-12** **2012-13**

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**	**Kinder Half-Time**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total K-5**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	**510**	20	35	41	59	45	55	255	50.0%	294	57.7%	258		216
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	**580**	39	66	60	75	57	65	362	62.3%	458	79.0%	412		122
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	**435**	28	58	70	82	80	82	400	91.9%	430	98.9%	400		5
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	**513**	48	76	81	87	94	62	448	87.2%	567	110.5%	528		(54)
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	**506**	42	81	72	76	65	77	413	81.7%	517	102.2%	462		(11)
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	**554**	44	89	89	102	98	103	525	94.7%	605	109.3%	552		(51)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	**514**	37	73	69	70	83	78	410	79.6%	485	94.3%	441		29
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	**586**	47	91	90	88	79	94	489	83.4%	601	102.5%	536		(15)
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	**479**	47	95	99	92	81	91	505	105.4%	597	124.7%	553		(118)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	**533**	45	73	60	77	72	76	403	75.6%	507	95.2%	460		26
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	**363**	27	54	41	45	54	54	275	75.7%	344	94.7%	302		19
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		**5,572**	421	791	772	853	808	837	**4,482**	**80.4%**	5,405	97.0%	4,904		167

Student Factor/SF: 135 Portables (Students/Classroom): 21 **2011-12** **2012-13**

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**6th**	**7th**	**8th**	**Grades 6-8**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	**799**		238	253	221	712	89.1%	725	90.7%	714		74
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	**397**		59	86	81	226	56.9%	168	42.3%	200		229
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	**684**		186	232	224	642	93.9%	685	100.1%	601		(1)
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	**885**		268	282	275	825	93.2%	856	96.7%	802		29
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	**444**		147	160	139	446	100.4%	442	99.5%	452		2
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		**3,209**		**898**	**1,013**	**940**	**2,851**	**88.8%**	2,876	89.6%	2,769		333

Student Factor/SF: 145 Portables (Students/Classroom): 23 **2011-12** **2012-13**

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**9th**	**10th**	**11th**	**12th**	**Grades 9-12**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	**1,651**		412	453	400	427	1,692	102.5%	1,739	105.3%	1,710		(88)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	**1,789**		478	425	402	392	1,697	94.9%	1,829	102.2%	1,800		(40)
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	**190**		41	36	43	32	152	80.2%	146	77.0%	161		44
	High School Total	561,876	35,638	526,238	3,629		8		0		**3,629**		**931**	**914**	**845**	**851**	**3,541**	**97.6%**	3,714	102.3%	3,671		(85)
	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	**12,411**						**10,874**	**87.6%**	11,995	96.6%	11,344		416

Gresham-Barlow School District
Enrollment and Utilization of Capacity / GBSD FACILITIES DATA

2021-22

Student Factor/SF: 111 Portables (Students/Classroom): 19

	Elementary Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**	**Kinder Half-Time**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total K-5**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
																		2011-12					**2012-13**	
1	Deep Creek	58,592	1,988	56,604	510	+	0	-	0	=	**510**	20	35	41	59	45	55	255	50.0%	308	60.4%	258		202
2	East Gresham	65,590	5,437	60,153	542	+	2	1,792	38	=	**580**	39	66	60	75	57	65	362	62.3%	469	80.9%	412		111
3	East Orient	51,629	3,382	48,247	435	+	0	-	0	=	**435**	28	58	70	82	80	82	400	91.9%	448	103.1%	400		(13)
4	Hall	55,721	2,975	52,746	475	+	4	3,584	38	=	**513**	48	76	81	87	94	62	448	87.2%	571	111.3%	528		(58)
5	Highland	57,345	5,421	51,924	468	+	2	1,792	38	=	**506**	42	81	72	76	65	77	413	81.7%	538	106.4%	462		(32)
6	Hogan Cedars	60,965	3,715	57,250	516	+	2	1,792	38	=	**554**	44	89	89	102	98	103	525	94.7%	635	114.7%	552		(81)
7	Hollydale	55,721	2,867	52,854	476	+	2	1,792	38	=	**514**	37	73	69	70	83	78	410	79.6%	494	96.1%	441		20
8	Kelly Creek	59,316	2,659	56,657	510	+	6	2,688	76	=	**586**	47	91	90	88	79	94	489	83.4%	598	102.0%	536		(12)
9	North Gresham	54,624	1,499	53,125	479	+	0	-	0	=	**479**	47	95	99	92	81	91	505	105.4%	619	129.3%	553		(140)
10	Powell Valley	57,915	3,023	54,892	495	+	2	1,792	38	=	**533**	45	73	60	77	72	76	403	75.6%	519	97.5%	460		14
11	West Gresham	43,457	3,116	40,341	363	+	0	-	0	=	**363**	27	54	41	45	54	54	275	75.7%	357	98.2%	302		6
	Elementary Total	620,875	36,082	584,793	5,268		20	15,232	304		**5,572**	421	791	772	853	808	837	**4,482**	**80.4%**	5,556	99.7%	4,904		16

Student Factor/SF: 135 Portables (Students/Classroom): 21

	Middle Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**6th**	**7th**	**8th**	**Grades 6-8**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
																2011-12					**2012-13**	
1	Clear Creek	115,077	7,214	107,863	799	+	2	1,792	0	=	**799**		238	253	221	712	89.1%	786	98.4%	714		13
2	Damascus*	62,093	941	61,152	453	+	0	-	0	=	**397**		59	86	81	226	56.9%	188	47.4%	200		209
3	Dexter McCarty*	97,610	5,239	92,371	684	+	8	2,688	63	=	**684**		186	232	224	642	93.9%	771	112.7%	601		(87)
4	Gordon Russell	117,788	4,004	113,784	843	+	2	1,792	42	=	**885**		268	282	275	825	93.2%	934	105.6%	802		(49)
5	West Orient	61,445	1,457	59,988	444	+	0	-	0	=	**444**		147	160	139	446	100.4%	469	105.5%	452		(25)
	Middle School Total	454,013	18,855	435,158	3,223		12	6,272	105		**3,209**		**898**	**1,013**	**940**	**2,851**	**88.8%**	3,148	98.1%	2,769		61

Student Factor/SF: 145 Portables (Students/Classroom): 23

	High Schools	Gross Square Footage	Less: Special Programs	Net Square Footage	Perm. Capacity	+	# of Portable Classrooms	Portable SF	Adjusted Portable Capacity	=	**Available Capacity**		**9th**	**10th**	**11th**	**12th**	**Grades 9-12**	**Current Capacity**	**PSU Forecast**	Utilization of Available Capacity	Projected Enrollment		Variance: Capacity v. Enrollment
																	2011-12					**2012-13**	
1	Gresham	251,916	12,551	239,365	1,651	+	0	-	0	=	**1,651**		412	453	400	427	1,692	102.5%	1,873	113.5%	1,710		(222)
2	Sam Barlow	282,471	23,087	259,384	1,789	+	0	-	0	=	**1,789**		478	425	402	392	1,697	94.9%	1,945	108.7%	1,800		(156)
3	Springwater Trail*	27,489	-	27,489	190	+	8	-	0	=	**190**		41	36	43	32	152	80.2%	146	77.0%	161		44
	High School Total	561,876	35,638	526,238	3,629		8		0		**3,629**		**931**	**914**	**845**	**851**	**3,541**	**97.6%**	3,964	109.2%	3,671		(335)
	All Schools	1,636,764	90,575	1,546,189	12,121	+	40	21,504	409	=	**12,411**						**10,874**	**87.6%**	12,668	102.1%	11,344		(257)

Issue Paper #4a: Class Sizes

1. Background

The following provides information on enrollment for elementary, middle and high schools and charter schools through out the district. The data also includes current class sizes at the elementary level. This information is being provided to the committee for review and is in conjunction with Issue Paper #4: Existing School Capacities.

The spreadsheets that follow illustrate current class sizes at the elementary level.

Please note: side-by-side cells highlighted in yellow are blended classes.

GRESHAM-BARLOW SCHOOL DISTRICT
ENROLLMENT UPDATE
March 15, 2012

CHARTER SCHOOLS

School	K	1	2	3	4	5	6	7	8	9	10	11	12		Total Current Month	2011-2012 Projected Enrollment	Actual Dec. 10 Enrollment	2010-2011 Year End Enrollment
Lewis & Clark Montessori	27	22	24	16	16	12	Lewis & Clark numbers are not figured into resident elementary school or district total							GBSD Resident Students	117	N/A	103	142
	5	12	9	13	9	10								Out of District / Total Students Attending	58 / 175		40 / 143	
Arthur Academy	20	21	23	24	24	21	Arthur Academy numbers are not figured into resident elementary school or district total							GBSD Resident Students	133	N/A	118	148
	8	7	5	6	3	4								Out of District / Total Students Attending	33 / 166		26 / 144	
GB Web Academy	GB Web Academy numbers are not figured into MS/HS or district total						6	19	21	34	47	78	72	GBSD Resident Students / Sundown	277 / 10	N/A	145 / 13	220
							2	2	3	5	8	5	7	Out of District / Total Students Attending	32 / 319		33 / 191	
Charter school totals	47	43	47	40	40	33	6	19	21	34	47	78	72	Total number of GBSD students	527			
CAL	CAL's numbers are already figured into high school and district totals											114	108	GBSD Resident Students	222	N/A	233	446
												89	112	Out of District / Total Students Attending	201 / 423		225 / 459	
ACE	ACE's numbers are already figured into high school and district totals											35	27	GBSD Resident Students	62	N/A	65	139
												45	42	Out of District / Total Students Attending	87 / 149		109 / 168	

ELEMENTARY SCHOOLS

School	K	1	2	3	4	5	6	7	8	9	10	11	12		New-Comers	HUB	Total Current Month	2011-2012 Projected Enrollment	Actual Dec. 10 Enrollment	2010-2011 Year End Enrollment
	Blended classes indicated side-by-side in yellow																			
Deep Creek	28	24	26	15	17	28														
	10	14	15	15	31	26														
				30																
Totals	38	38	41	60	48	54											279	275	242	238
East Gresham	23	26	29	31	27	32														
	23	27	16	14	28	32														
	27	12	15	30																
Totals	73	65	60	75	55	64									5		397	426	432	420
East Orient	28	29	29	33	33	35														
	26	26	28	32	34	34														
			13	16	14	16														
Totals	54	55	70	81	81	85										6	432	402	430	436
Hall	32	32	27	28	30	29														
	32	29	31	28	30	33														
	33	13	17	29	31															
Totals	97	74	75	85	91	62											484	494	506	495
Highland	28	32	28	27	27	31														
	25	34	29	26	27	28														
	27	16	16	26	10	19														
Totals	80	82	73	79	64	78											456	479	477	469

mkh:3/12/2012

GRESHAM-BARLOW SCHOOL DISTRICT
ENROLLMENT UPDATE
March 15, 2012

ELEMENTARY SCHOOLS

School	K	1	2	3	4	5	6	7	8	9	10	11	12		New-Comers	HUB	Total Current Month	2011-2012 Projected Enrollment	Actual Dec. 10 Enrollment	2010-2011 Year End Enrollment
	Blended classes indicated side-by-side in yellow																			
Hogan Cedars	29	30	30	35	32	34														
	29	30	29	34	32	35														
	28	30	30	35	32	35														
Totals	**86**	**90**	**89**	**104**	**96**	**104**										**7**	**576**	**585**	**548**	**554**
Hollydale	22	29	28	33	34	32														
	23	29	29	35	33	32														
	25	14	13		18	14														
Totals	**70**	**72**	**70**	**68**	**85**	**78**											**443**	**445**	**452**	**456**
Kelly Creek	32	25	15	13	33	32														
	31	28	29	30	32	31														
	32	29	29	13	16	32														
		12	17	32																
Totals	**95**	**94**	**90**	**88**	**81**	**95**										**7**	**550**	**563**	**530**	**533**
North Gresham	24	31	34	30	29	30														
	24	32	32	32	28	30														
	24	33	34	30	28	30														
	24																			
Totals	**96**	**96**	**100**	**92**	**85**	**90**											**559**	**535**	**534**	**536**
Powell Valley	31	23	31	33	32	33														
	30	24	32	33	22	11														
	29	24		13	19	34														
Totals	**90**	**71**	**63**	**79**	**73**	**78**											**454**	**392**	**421**	**426**
West Gresham	26	24	8	30	8	22														
	28	33	32	13	17	33														
					28															
Totals	**54**	**57**	**40**	**43**	**53**	**55**											**302**	**318**	**339**	**333**
Total Elementary	**833**	**794**	**771**	**854**	**812**	**843**										**5**	**20**	**4,932**	**4,435**	**4,434**	**4,427**

mkh:3/12/2012

GRESHAM–BARLOW SCHOOL DISTRICT
ENROLLMENT UPDATE
March 15, 2012

MIDDLE SCHOOLS

School	K	1	2	3	4	5	6	7	8	9	10	11	12		New-comers	ASP	Total Current Month	2011-2012 Projected Enrollment	Actual Dec. 10 Enrollment	2010-2011 Year-End Enrollment
Clear Creek							233	259	217								709	700	696	713
Damascus							59	88	81								228	237	294	293
McCarty							182	230	219						6		637	666	656	651
Russell							285	285	274								844	820	838	842
West Orient							145	162	141								448	428	462	464
Total MS							904	1,024	932						6	0	2,866	2,851	2,946	2,963

HIGH SCHOOLS

School	K	1	2	3	4	5	6	7	8	9	10	11	12	MHCC GED	Adult Living		New-comers	ASP Only	Total Current Month	2011-2012 Projected Enrollment	Actual Dec. 10 Enrollment	2010-2011 Year End Enrollment
Barlow	Note: total number does not include GED or ASP									476	419	404	385	13				51	1,684	1,858	1,710	1,683
Gresham	Note: total number does not include GED or ASP									407	452	393	410	16				16	1,662	1,744	1,726	1,694
Sub-Total HS										883	871	797	795	29				67	3,346	3,602	3,436	3,377
STHS	Note: total number does not include GED or ASP									42	38	42	31	0					153	160	155	150
Total HS										925	909	839	826	29			0	67	3,499	3,762	3,591	3,527
Adult Living	NOTE-Adult Living Skills Student Count is Included in the Total														27				27	0	27	27
Total students receiving instruction in GBSD schools	833	794	771	854	812	843	904	1024	932	925	909	839	826	29	0		11	87	11,324	11,048	10,998	10,944

mkh:3/12/2012

Issue Paper #5: Existing Facilities Conditions Assessment

1. Background

ORS 195.110(5)(a)(D) requires that school districts include in their Facility Plan: *"Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district."* A new facility assessment prepared by the District is intended to provide the information mandated in this section of the statute.

The Gresham-Barlow School District is the 10th largest in Oregon in 2011-2012. The district maintains and operates a total building area and acreage of about **1.7 million square feet** and **280 acres**, making the District one of, if not the largest property managers in East Multnomah and Clackamas Counties.

The District facility and real property assets are summarized below.

Type	Number of Schools	Number of Sites	Building Square Ft. *	Site Acres
Elementary	11	-	636,107	115
Middle	5	-	460,585	85
High	3	-	561,876	78
Center for Advanced Learning	1	-	58,250	1.5
Support Sites	-	3	28,094	2
Other Properties	-	5	-	75
Totals	**20**	**8**	**1.7 Million**	**356.5**

* Includes portable classrooms and offices

2. How the District assesses and tracks condition

In response to the ORS mandate, the Gresham-Barlow School District Maintenance Services Department formulated a plan for assessing the physical condition of all District facilities. The District consulted with all schools leading up to the 2007 Bond planning and met with vendors and consultants and concluded that an in-house assessment approach would be effective and economical. In July of 2008, Maintenance Services conducted the assessment of 19 buildings, as part of the process to document

facility conditions. During this process, Maintenance Services developed evaluation forms and utilized the software currently employed for managing maintenance work orders, to document the condition of all District facilities. Once the process was refined, the Maintenance Department worked with building administrators to finish the facility assessments of District buildings during the summer and fall of 2007. The assessment focused on the physical conditions of existing facilities and did not address new capacity or modernization requirements.

Each District facility was inspected and the physical condition was documented by staff. The building assessments consisted of an evaluation of the existing building exterior, building interior, building systems, and grounds for each District facility and site.

The projects found during the evaluation process were listed for each location to allow prioritization of the required work based on the severity of each deficiency. *RS Means, Construction Cost Estimating Software*, was the resource used to develop the estimated cost to correct each deficiency identified in the assessment. This data was entered into the Maintenance Department's "*PlanningDirect*" database where funding schedules can be developed based upon priority and estimated costs. This database is constantly updated as work is accomplished and facility condition information is updated based upon regular reinsertions. The RS Means cost data was increased to include estimated soft costs (planning, engineering, design, permits, etc.), a contingency, and an inflationary factor.

3. Results of conditions assessment

Attachment "A" (*) contains a summary of the type of work needed and costs; a total of $57+ million in deficiencies has been documented. The requirements captured are only those beyond the scope of what can be addressed in annual general fund budgets for routine maintenance work. Supplemental funding, such as construction bonds, is needed to address these deficiencies. Based upon the analysis of the severity of the deficiencies, the work has been organized into three funding phases, each five years apart. Table A-2 displays the same data by school or support facility and contrasts these costs with the estimated replacement value of each building. Overall, the Gresham Barlow School District facilities are considered to be in reasonably good condition, but the total building stock is 44+ years old and will need various renovations in the future as documented in the building condition assessment. Continued investments in these assets are necessary as they age.

4. Limitations of this analysis

This assessment was conducted to identify specific physical deficiencies in District facilities that should be addressed in order to extend the life of existing assets. It does not estimate increased school capacity needs such as additional classrooms or buildings necessary to meet growing enrollment demands, nor does it address facility

alterations or expansions needed to support changes in educational programs or teaching approaches. Similarly, the assessment does not consider the current functional adequacy or future expansion requirements of support facilities such as bus storage and maintenance or administrative support services such as information technology or office space.

5. Conclusion

Detailed inspections of all District schools and support facilities have established that $57+ million (*) in renovations and improvements to existing buildings will be needed by 2025. This work would address material and physical needs and is in addition to requirements to support capacity expansion or alterations to support changes in academic program needs. It is recommended that the physical facility renovations and improvements be accomplished in three five-year phases in conjunction with new capacity construction bond programs.

(*): 2016 Update - The Bond Measure Planning Committee met from June 2015 to December 2015 and made a recommendation to the board to replace the August 2012 Long Range Facility Plan Attachment "A" - Existing Facilities Condition Assessment with Attachment "B" - Schools Futures Sub-Committee Weighted School Rankings and Attachment "C" - 2016 Bond Projects Outline & Long Term Master Plan "Concepts". The board took action at the April 5, 2016 board meeting.

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. DEEP CREEK ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
2	3	Need to have somebody come out and install locks on 2 gym entrance doors and install a set of panic bars on the rear gym entry doors. These will need to be used for restroom access for Damascus Middle School football.	DCES		2015	5,000	5,000	Medium	Deferred	8/25/2004	3/1/2012
15	38	Parking lot repair or remove area (under cedar trees east side)	DCES	2006-2007	2015	15,000	15,000	Medium	Deferred	9/3/2004	3/1/2012
16	40	Media Center-Lighting/Fixtures need attention (split switches), energy savings-could run 1/2 lights in media center and gym	DCES	2006-2007	2015	5,000	5,000	Medium	Deferred	9/3/2004	3/1/2012
17	41	Gym-Lighting needs split switches	DCES	2006-2007	2015	4,000	4,000	Medium	Deferred	9/3/2004	3/1/2012
18	43	Mechanical-Emergency Power System needs compressor added. Prolonged power loss could result in sprinkler system malfunction/water damage	DCES	2005-2006	2015	5,000	5,000	Medium	Deferred	9/3/2004	3/1/2012
19	48	Bleachers need lighter safety rails	DCES	2006-2007	2015	4,000	4,000	Low	Deferred	9/3/2004	3/1/2012
162	409	Install Integral DVX camera server with 4 camera's.	DCES	2006-2007	2015	10,000	10,000	Medium	Deferred	1/6/2005	3/1/2012
184	437	Change out CCI DDC to Web access Alerton BacTalk	DCES	2010-2015	2012	135,000	135,000	Low	Deferred	1/10/2005	3/1/2012
185	439	Revise parking lot to seperate the Bus traffice from the auto traffic. This is a safety issue with pedistrians crossing between buses. There is a large lower parking lot that could be included in this project.	DCES	2005-2006	2015	100,000	100,000	Safety	Deferred	1/19/2005	3/1/2012
212	496	Replace the flat roofs in 5-8 years. Add ladders on roof for access.	DCES	2010-2015	2020	560,000	560,000	Medium	Deferred	6/23/2005	3/1/2012
241	531	Build new science classrooms with restrooms and common area to accommodate expected student growth.	DCES		2020		2,000,000	High	Deferred	11/17/2005	3/1/2012
273	566	Chemical treatment-boiler system.	DCES			5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
362	678	We have a large amount of water damage on the wall around the outside of the roof facing the roof. the siding is spongey and soft. this is on the south side of the building	DCES		2013	30,000	30,000	High	Deferred	4/12/2007	3/1/2012
376	698	Could we have our metal halide lights changed to something that uses less energy. when on these lights draw 10kw an hour and are on 6-7hrs a day, 5 days a week. In the cafeteria,with minimal lights on 15hrs a day at 1.5 kw an hr. Thanks , Thom	DCES		2012	10,000	10,000	Low	Deferred	12/3/2008	3/1/2012
							2,888,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. EAST GRESHAM ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
121	334	T Please replace the roof on the bike shed. It is visibly damaged and needs to be fixed. (Please investigate before proceeding.) Demo the structure	EGES		2012	5,000	5,000	Medium	Deferred	11/22/2004	3/1/2012
130	351	Classrooms: Lead in water unless we follow strict daily system flush Plumbing in all classroom fountains disconnected this year, due to lead in water. Off in all but the main hall.	EGES	2005-2006	2015		350,000	High	Deferred	12/6/2004	3/1/2012
132	354	Grounds: North side of play shed is swamp in winter, flooding play shed in hard rains	EGES	2006-2007	2015	10,000	10,000	Medium	Deferred	12/6/2004	3/1/2012
133	355	Office: Communication system does not go into the halls-speakers in classrooms only a security issue	EGES	2005-2006	2015		40,000	High	Deferred	12/6/2004	3/1/2012
134	357	Carpet/Flooring replace worn carpet in 10 classrooms. (Rooms need to be defined) Add Hallways	EGES	2006-2007	2015		72,000	Medium	Deferred	12/6/2004	3/1/2012
146	379	Replace front entrance door exit hardware and closers (and other hall doors)	EGES	2010-2015	2020	14,000		Low	Deferred	12/20/2004	3/1/2012
147	381	Need enclosed area away from the building for dumpsters and recycling.	EGES	2008-2009	2015		10,000	Medium	Deferred	12/20/2004	3/1/2012
174	426	Change out Alerton IBEX DDC to Web access BacTalk	EGES	2010-2015	2015		75,000	Low	Deferred	1/10/2005	3/1/2012
213	497	Reroof 2/3 of the roof and restore 1/3 of the roof. Add ladders for roof access.	EGES	2010-2015	2020	570,000	570,000	Medium	Deferred	6/23/2005	3/1/2012
230	518	Please replace sound tiles, which are missing or broken in the gym.	EGES		2015	10,000	20,000	Medium	Deferred	7/29/2005	3/1/2012
231	519	Please replace the sound tiles in the computer lab.	EGES		2015	5,000	5,000	Medium	Deferred	7/29/2005	3/1/2012
242	532	Replace the single pane windows and coverings throughout the school with more efficient glass and updated coverings.	EGES		2020	480,601	480,601	Medium	Deferred	11/18/2005	3/1/2012
260	550	Replace rooftop A/C units.	EGES		2025	270,000	270,000	Medium	Deferred	12/7/2006	3/1/2012
274	568	Boiler burner upgrade-boiler #1 and #2, 8 to 1 turn down.	EGES		2015	30,000	30,000	Medium	Deferred	12/8/2006	3/1/2012
275	569	Chemical treatment for boilers.	EGES		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
309	622	Add natural gas generator.	EGES		2020	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
364	680	Need Power for computer lab in music room.	EGES	2010-2015	2015	20,000	20,000	Low	Deferred	4/24/2007	3/1/2012
366	683	Add Electrical outlets in all rooms throughout the facility. 50,000 s/f	EGES			350,000	350,000	High	Deferred	7/9/2007	3/1/2012
							2,362,601				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. EAST ORIENT ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
20	52	Install insulated windows with window coverings	EOES	2010-2015	2015		350,000	Low	Deferred	9/3/2004	3/1/2012
21	53	Lower walls of hallways need to be replaced. Safety concern about chipped paint.	EOES	2006-2007	2015	166,720	166,720	High	Deferred	9/3/2004	3/1/2012
22	57	Classrooms: HVAC, A/C needed in all classrooms	EOES	2010-2015	2025	200,000	200,000	Low	Deferred	9/3/2004	3/1/2012
23	58	Bathroom fixtures: Replacement - foot pedal sinks-6 (for Wheel chair access)	EOES	2005-2006	2020	18,000	18,000	Medium	Deferred	9/3/2004	3/1/2012
24	73	Need a larger cafeteria.	EOES	2006-2007	2025	787,500	787,500	Medium	Deferred	9/3/2004	3/1/2012
195	459	SE door on the playshed needs to be replaced. It has rusted through, A drip edge installed would also be a good Idea, I think.	EOES	2010-2015	2010-2016	2,500	2,500	Medium	Deferred	1/28/2005	3/1/2012
214	498	Restore the flat roofs	EOES	2010-2015	2020	250,000	250,000	Medium	Deferred	6/23/2005	3/1/2012
233	522	Water is all over boiler room floor. Upgrade water heater and condensate tank	EOES	2010-2015	2010-2016	6,000	45,000	High	Deferred	10/7/2005	3/1/2012
276	570	Boiler burner upgrade. Boiler #1 and #2. 8 to 1 turn down.	EOES		2012-2013	200,000	150,000	Medium	Deferred	12/8/2006	3/1/2012
278	572	Chemical treatment for boilers.	EOES		2012-2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
310	623	Add natural gas generator.	EOES		2015		100,000	Medium	Deferred	12/8/2006	3/1/2012
361	677	Install or replace all the new PA speakers with a volume control speakers. per safety meeting.	EOES		2015	2,625	10,000	High	Deferred	4/10/2007	3/1/2012
373	690	chimney cracked from the top to about 10 feet from the top.	EOES		2012-2013		20,000	Medium	Deferred	8/13/2008	3/1/2012
							2,104,720				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. HALL ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
28	85	Parking Lot: Needs to be resurfaced (design is poor, not enough spaces) address when building additional wing to school	HAES	2006-2007	done		50,000	Medium	Deferred	9/3/2004	3/1/2012
122	335	Need to have the foundation of building by roof drain to be resealed. East side of building in the middle of the building. Sealed for a leak.	HAES	2010-2015	2015		3,000	Medium	Deferred	11/23/2004	3/1/2012
123	336	T We would like to get more electrical outlets in the K-Room next to the music rooms. There is not enough outlets to accomodate this classroom.	HAES	2010-2015	2015		10,000	Medium	Deferred	11/23/2004	3/1/2012
129	348	Grounds: Paved Surfaces need to re repaved and repainted	HAES	2007-2008	2010-2015	20,000	20,000	Medium	Deferred	12/4/2004	3/1/2012
180	432	Change out CCI DDC to Web access BacTalk	HAES	2010-2015	2012		80,000	Low	Deferred	1/10/2005	3/1/2012
215	499	Reshingle the modular buildings and Restore and resurface the flat roofs	HAES	2010-2015	2015	159,000	159,000	Medium	Deferred	6/23/2005	3/1/2012
247	537	Metal that surrounds AHU above cafeteria needs painted.	HAES	2010-2015	2015		5,000	Medium	Deferred	2/21/2006	3/1/2012
261	552	Replace heating system - gas.	HAES		2015		500,000	Medium	Deferred	12/7/2006	3/1/2012
							827,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. HIGHLAND ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
29	90	Playground asphalt area needs resurfaced.	HIES	2006-2007	2015	40,000	40,000	Medium	Deferred	9/3/2004	3/1/2012
141	372	Lighting upgrade. Energy efficiency and PCB concern.	HIES	2006-2007	2015		85,000	High	Deferred	12/20/2004	3/1/2012
142	373	Cafe asbestos floor tile/abate/loose tile.	HIES	2006-2007	2025	40,000	40,000	High	Deferred	12/20/2004	3/1/2012
175	427	Change out Alerton IBEX DDC to Web access BacTalk	HIES	2010-2015	2015		30,000	Low	Deferred	1/10/2005	3/1/2012
216	500	Reshingle the roofs and reseal the flat roofs	HIES	2010-2015		290,000	290,000	Medium	Deferred	6/23/2005	3/1/2012
237	527	Replace Hallway and classrooms of carpet	HIES		2012	288,000	288,000	Low	Deferred	11/17/2005	3/1/2012
263	555	Replace PA System.	HIES		2015	20,000	20,000	Medium	Deferred	12/7/2006	3/1/2012
279	573	Chemical treatment for boilers.	HIES		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
312	625	Add natural gas generator.	HIES		2020	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
							848,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. HOGAN CEDARS ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
176	428	Change out Alerton IBEX DDC to Web access BacTalk	HCES	2010-2015	2015	13,000	13,000	Low	Deferred	1/10/2005	3/1/2012
236	526	Build on to the school adding 8000 s/f 6 classrooms small common area and restrooms	HCES		2025	2,025,000	2,025,000	Medium	Deferred	11/17/2005	3/1/2012
280	574	Chemical treatment for boilers, cooling tower.	HCES		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
349	662	Install a new A/C unit for the computer lab	HCES		2020	15,000	15,000	Medium	Deferred	2/8/2007	3/1/2012
350	663	Add acoustical tiles to the walls in the cafeteria	HCES		2015	8,000	8,000	Medium	Deferred	2/8/2007	3/1/2012
351	664	Install lighting to be used on dark days in media area.	HCES		2025	8,000	8,000	Low	Deferred	2/8/2007	3/1/2012
							2,074,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. HOLLYDALE ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
30	101	Conference Room outside Principal's office	HDES	2010-2015	2010-2015	12,500	12,500	Low	Deferred	9/3/2004	3/1/2012
181	433	Change out CCI DDC to Web access BacTalk	HDES	2010-2015	2012		86,000	Low	Deferred	1/10/2005	3/1/2012
217	501	Restore the school roof and replace the modular roof and add a ladder to the #5 roof	HDES	2010-2015	2020	280,000	280,000	Medium	Deferred	6/23/2005	3/1/2012
264	556	Replace electronic resistance heating system with natural gas system.	HDES		2020	1,250,000	1,250,000	Medium	Deferred	12/7/2006	3/1/2012
281	575	RTU AC 6 extremely old, needs replacement.	HDES		2013	24,000	24,000	Medium	Deferred	12/8/2006	3/1/2012
313	626	Add natural gas generator.	HDES		2015	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
374	691	Add dumpster containment walls	HDES		2015	0	5,000	Low	Deferred	8/19/2008	3/1/2012
							1,707,500				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. KELLY CREEK ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
32	116	Repair and repaint exterior (to be addressed in a district wide project)	KCES	2006-2007	2015	60,000	60,000	Low	Deferred	9/3/2004	3/1/2012
33	117	Repair and repaint interior (to be addressed by a district wide plan to paint interiors)	KCES	2006-2007	2015	50,000	50,000	Low	Deferred	9/3/2004	3/1/2012
35	119	Classrooms: Carpet needs repair and replacement	KCES	2006-2007	2015	72,000	72,000	Low	Deferred	9/3/2004	3/1/2012
36	127	Grounds: Playground drainage system	KCES	2005-2006	done		80,000	High	Deferred	9/3/2004	3/1/2012
37	129	Office: PA system needs repair or replacement	KCES	2006-2007	2015	30,000	30,000	High	Deferred	9/3/2004	3/1/2012
38	134	Additional storage	KCES	2010-2015	2020	5,000	5,000	Scheduled	Deferred	9/3/2004	3/1/2012
39	136	Redesign front parking lot to provide safer access for buses and cars (expand to the upper field southeast side of school)	KCES	2007-2008	2025	300,000	300,000	Safety	Deferred	9/3/2004	3/1/2012
177	429	Change out Alerton IBEX DDC to Web access BacTalk	KCES	2010-2015	2015		75,000	Low	Deferred	1/10/2005	3/1/2012
190	449	Replace and or upgrade the Drive-it EFYS exterior coatings first floor	KCES		2020	200,000	200,000	High	Deferred	1/26/2005	3/1/2012
191	449	Replace and or upgrade the Drive-it EFYS exterior coatings roof walls	KCES	2006-2007	2020	900,000	900,000	High	Deferred	1/26/2005	3/1/2012
218	502	Resurface and restore the flat roofs	KCES	2010-2015	2020	330,000	330,000	Medium	Deferred	6/23/2005	3/1/2012
235	525	Need security doors in hallways. Also, need to be connected to fire system so they can be held open.	KCES				200,000	Low	Deferred	11/16/2005	3/1/2012
252	542	A lot of our student restroom metal partitions are in very bad shape. Rust has caused a lot of the brackets to break, doors are missing. In general they need help, but I am not sure what kind.	KCES	2009-2010	2013	36,728	36,728	Medium	Deferred	8/10/2006	3/1/2012
282	576	Update both boilers to HB Smith cast iron.	KCES	2009-2010	2015		150,000	Medium	Deferred	12/8/2006	3/1/2012
284	578	Chemical treatment for boilers.	KCES		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
							2,493,728				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. NORTH GRESHAM ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
57	182	Classrooms: Need carpet replaced (rooms 11, 19, 16, Speech Rm, & 13 have orange carpet), (rooms 20, 17, music room, & 8 have green carpet), (rooms 14, 15, Resource Rm, Library, Staff Rm, 9, 2, 1, Main Office area, Title 1, & Computer Lab have Gray carpet)	NGES		2015		72,000	Scheduled	Deferred	9/3/2004	3/1/2012
58	183	Classrooms: Window coverings need replaced	NGES	2006-2007	2020	486,623	486,623	Medium	Deferred	9/3/2004	3/1/2012
59	184	Parking lot: Upgrade parking lot to address more parking and seperate auto and bus traffic. Relocate main parking area to North side of building.	NGES	2007-2008		150,000	150,000	High	Deferred	9/3/2004	3/1/2012
152	393	Lighting upgrade needed for exterior of building.	NGES	2010-2015		10,000	10,000	Low	Deferred	12/21/2004	3/1/2012
164	416	Large capacity UPS for camera server. Add Web based camera/surveillance system w/remote viewing access to monitor night/weekend activity offsite. This to included indoor cameras in office and hallway areas.	NGES	2006-2007		500	500	High	Deferred	1/6/2005	3/1/2012
219	503	Reroof the school	NGES	2010-2015	2020	449,384	449,384	Medium	Deferred	6/23/2005	3/1/2012
248	538	Build a vestibule in the front office to help block the east wind from getting into the office area.	NGES	2009-2010	2020	15,000	15,000	Medium	Deferred	4/19/2006	3/1/2012
285	579	Water proof all tuxes on all RTU's.	NGES	2009-2010	2020	20,000	20,000	Medium	Deferred	12/8/2006	3/1/2012
314	627	Add natural gas generator.	NGES		2020	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
375	696	We need metal gates put up in the employee entry parking lot to keep people from parking after hours.	NGES		2015		15,000	Safety	Deferred	11/5/2008	3/1/2012
							1,268,507				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. POWELL VALLEY ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
61	187	Completely fence school grounds	PVES	2010-2015	2020	20,000	20,000	Low	Deferred	9/3/2004	3/1/2012
62	188	Create additional parking/create turn-around at northeast end of the parking lot	PVES	2005-2006	2020	300,000	300,000	High	Deferred	9/3/2004	3/1/2012
63	191	Upgrade fire doors (identified on floor plan) with alarm-release hardware	PVES	2005-2006	2020	20,000	20,000	High	Deferred	9/3/2004	3/1/2012
64	194	Cabinet/Storage/Casework-Reface cubbies in all classrooms	PVES	2010-2015	2020	30,000	30,000	Low	Deferred	9/3/2004	3/1/2012
65	195	Classrooms: Window coverings need to be replaced in rooms #5, #8, #9, and #18	PVES	2005-2006	2020	468,000	468,000	Low	Deferred	9/3/2004	3/1/2012
66	196	Classrooms: Electrical requirements, place outlets closer to computer drops (Need more detail from the school on this request, T2)	PVES	2010-2015	2020	225,000	225,000	Low	Deferred	9/3/2004	3/1/2012
67	199	Media Center: need door hardware replaced	PVES	2006-2007	2020	2,000	2,000	High	Deferred	9/3/2004	3/1/2012
68	205	Grounds: Playground equipment; swings, bars, caterpillar and dome may need replacing soon	PVES	2005-2006	2020	100,000	100,000	Low	Deferred	9/3/2004	3/1/2012
69	206	Grounds: Groundwater accumulation. Seasonal runoff in some areas of field; accumulation under some play equip.; much puddling near entries E and W side due to sunken grade	PVES	2006-2007	2020	60,000	60,000	Medium	Deferred	9/3/2004	3/1/2012
70	209	Stairs: ADA, access to music room???	PVES	2004-2005	2020	5,000	5,000	High	Deferred	9/3/2004	3/1/2012
71	219	New, enlarged computer lab with adequate cooling and ventilation	PVES	2010-2015	2020	40,000	40,000	Low	Deferred	9/3/2004	3/1/2012
72	220	New staff room, centrally located, that can accommodate 25 staff members	PVES	2010-2015	2020	225,000	225,000	Low	Deferred	9/3/2004	3/1/2012
126	341	The center walks on the east and west side of the building need to be raised due to frequently standing water during heavy rains.	PVES		2020	30,000	30,000	Medium	Deferred	11/30/2004	3/1/2012
151	391	New wood floor for gym (students are injured regularly on current surface)	PVES	2010-2015	2020	120,000	120,000	High	Deferred	12/21/2004	3/1/2012
155	399	Bleachers need safety curtain and rails added.	PVES	2007-2008	2020	40,000	40,000	Medium	Deferred	12/22/2004	3/1/2012
179	431	Change out Alerton IBEX DDC to Web access BacTalk	PVES	2010-2015	2020		75,000	Low	Deferred	1/10/2005	3/1/2012
220	504	Reroof the modular and and resurface and restore the flat roofs	PVES	2010-2015	2020	295,000	295,000	Medium	Deferred	6/23/2005	3/1/2012
238	528	Add ADA button access to front of school. Also add ADA Ramp to southwest entry to school	PVES		2020	4,000	4,000	Medium	Deferred	11/17/2005	3/1/2012
246	536	As per page 9 building performance plan, please check exterior shop doors, cafeteria, gym and NE entry doors for possible weatherstripping/thresholds. The shop doors do not hang straight and have a large gap between them with only an anti-break in guard on the door exterior. The NE hall entry doors suck in outside air when the HVAC has pressurized the building. Cafeteria and gym doors should also be weatherstripped and have threshold plates installed to seal cracks. Most of these doors were originally weatherstripped with folded copper strips and later with foam or tubing, but students picked the replacement material out of the door frames not long after it was put in.	PVES	2009-2010	2015	2,500	2,500	Medium	Deferred	2/16/2006	3/1/2012
253	543	Recess assistants cannot hear bells on south end of playground. Please check to see if a horn can be added.	PVES	2010-2015		1,500	1,500	Medium	Deferred	10/11/2006	3/1/2012
265	557	Need speakers for playground.	PVES			1,500	1,500	Medium	Deferred	12/7/2006	3/1/2012
287	581	Chemical treatment for boilers.	PVES			5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
315	628	Add natural gas generator.	PVES			50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
354	669	ADA hardware all exterior classroom doors	PVES			36,000	36,000	Medium	Deferred	2/16/2007	3/1/2012
355	670	Fire sprinker system throughout building.	PVES			150,000	150,000	Medium	Deferred	2/16/2007	3/1/2012
356	672	Construct secure area for trash and recycling containers. Include covered/ enclosed space for emergency supplies in containers	PVES			5,000	5,000	Medium	Deferred	2/16/2007	3/1/2012
							2,310,500				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. WEST GRESHAM ELEMENTARY	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
73	223	Classrooms: HVAC-rooms without A/C	WGES	2010-2015	2015	400,000	400,000	Low	Deferred	9/3/2004	3/1/2012
74	224	Grounds: Groundwater Accumulation needs attention	WGES	2004-2005	2015	75,000	75,000	High	Deferred	9/3/2004	3/1/2012
75	225	Office: PA system needs attention (Replace main unit and keep all wiring and room speakers in place)	WGES	2007-2008	2015	20,000	20,000	Medium	Deferred	9/3/2004	3/1/2012
153	395	Upgrade fire alarms	WGES	2007-2008	2015	25,000	25,000	Medium	Deferred	12/21/2004	3/1/2012
154	396	Need an enclosed area for the dumpster away from the building.	WGES	2008-2009	2015	4,000	4,000	High	Deferred	12/21/2004	3/1/2012
183	436	Change out CCI DDC to Web access BacTalk	WGES	2010-2015	2013		45,000	Low	Deferred	1/10/2005	3/1/2012
221	505	Replace roof area #4 and Restore all other roofs	WGES	2010-2015	2015	40,000	40,000	Medium	Deferred	6/23/2005	3/1/2012
286	580	Chemical treatment for boilers.	WGES		2015	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
316	629	Add natural gas generator.	WGES		2015	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
371	688	Replace foundation throughout the front (north) side of the building.	WGES		2015	1,000,000	1,000,000	High	Deferred	12/6/2007	3/1/2012
							1,664,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. CLEAR CREEK MIDDLE	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
11	24	Shed/Storage: Exterior storage area needs replaced	CCMS	2010-2015	2020	40,000	50,000	Low	Deferred	9/3/2004	3/1/2012
12	27	Emergency Power System: Have none (There is an Emergency Generator in place it may not be large enough to address all the needs. T2)	CCMS	2010-2015	2020	130,000	130,000	Scheduled	Deferred	9/3/2004	3/1/2012
13	28	Corridors: Lockers need replaced	CCMS	2010-2015	2025	80,000	80,000	Low	Deferred	9/3/2004	3/1/2012
14	35	Hall carpets are delaminating and need replaced.	CCMS	2010-2015		72,000	72,000	Medium	Deferred	9/3/2004	3/1/2012
224	508	Restore/Replace the entire roof	CCMS	2010-2015	2020	400,000	400,000	Medium	Deferred	6/23/2005	3/1/2012
243	533	Replace the windows and the metal wall panels throughout the facility where they are leaking around the header and at the botton window sill	CCMS	2010-2015	2020	2,100,000	2,100,000	Medium	Deferred	1/3/2006	3/1/2012
288	582	Chemical treatment for boilers.	CCMS		2010-2015	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
							2,837,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. DAMASCUS MIDDLE	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
3	5	Bus loading area needs to be modified to seperate the cars from the buses From Lori Walter: We aren't really sure how to go about doing this. We do think it would help to pave the area by the tractor/playshed where the oak trees used to be.	DMS	2010-2015	2020	1,200,000	500,000	Medium	Deferred	9/3/2004	3/1/2012
4	6	Remodel or addition to music and band rooms. Add running water to these rooms. Drinking fountains. Lori Walter, Principal	DMS	2010-2015	2020	60,000	160,000	Medium	Deferred	9/3/2004	3/1/2012
5	8	New (Replace) Lockers	DMS	2020	2012	70,000	15,000	Low	Deferred	9/3/2004	3/1/2012
6	10	Need a irrigation-sprinkler system for the sports fields Voided by Terry Taylor	DMS	2004-2005	2020	40,000	50,000	High	Deferred	9/3/2004	3/1/2012
7	13	Finish locker rooms (Team Room)	DMS	2007-2008	2015	80,000	80,000	Medium	Deferred	9/3/2004	3/1/2012
9	17	Windows: Upgrade to thermal pane in the classrooms. Replace window blinds a window system.	DMS	2006-2007	2020	468,000	468,000	High	Deferred	9/3/2004	3/1/2012
10	19	Cabinet/Storage/New sinks: Needed in some classrooms	DMS	2010-2015	2020	42,000	42,000	Low	Deferred	9/3/2004	3/1/2012
170	422	Change out Alerton IBEX DDC to Web access BacTalk	DMS	2010-2015	2010-2016	11,000	11,000	Low	Deferred	1/10/2005	3/1/2012
186	441	Replace carpet in approximately 10 classrooms and some hallways.	DMS	2006-2007	2015	36,000	36,000	Medium	Deferred	1/25/2005	3/1/2012
187	443	Provide a/c for remainder of building not presently air conditioned.	DMS	2007-2008	2015	300,000	300,000	Medium	Deferred	1/25/2005	3/1/2012
188	445	Connect intercom system with the phone system (safety).	DMS	2010-2015	2015	20,000	20,000	Medium	Deferred	1/25/2005	3/1/2012
222	506	Reroof play shed and resurface/restore the flat roofs	DMS	2010-2015	2020	250,000	250,000	Medium	Deferred	6/23/2005	3/1/2012
289	583	Chemical treatment for boilers.	DMS		2015	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
317	630	Add natural gas generator.	DMS		2015	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
321	634	Intercom system has many dead areas. Currently works off phone lines. Two systems need to be combined.	DMS		2015	20,000	20,000	Medium	Deferred	12/14/2006	3/1/2012
322	635	Faucets and flush units need to be replaced in all restrooms except two newer ones. May want to replace sink fixtures as well. Currently not included in cost evaluation.	DMS		2015	75,000	75,000	Medium	Deferred	12/14/2006	3/1/2012
323	636	New partitions in all restrooms. (rusting out)	DMS		2015	20,000	20,000	Medium	Deferred	12/14/2006	3/1/2012
324	637	Shut off valves for all restrooms.	DMS		2015	6,000	6,000	Medium	Deferred	12/14/2006	3/1/2012
325	638	Remove built in cafeteria tables-nonfunctional and safety concern.	DMS		2015	30,000	30,000	Medium	Deferred	12/14/2006	3/1/2012
326	639	Exterior building paint is deteriorating. Needs to be addressed.	DMS		2015	150,000	150,000	Medium	Deferred	12/14/2006	3/1/2012
327	640	Electrical panel upgrades throughout building.	DMS		2020	280,000	280,000	Medium	Deferred	12/14/2006	3/1/2012
328	641	Staff room-room addition. Current staff room expanded into work room only.	DMS		2020	225,000	225,000	Medium	Deferred	12/14/2006	3/1/2012
329	642	Drainage improvement on field. (NE fence line)	DMS		2020	20,000	20,000	Medium	Deferred	12/14/2006	3/1/2012
330	643	Running track installed.	DMS		2020	100,000	100,000	Medium	Deferred	12/14/2006	3/1/2012
332	645	Kitchen floor needs all new floor tile.	DMS		2020	75,000	75,000	Medium	Deferred	12/14/2006	3/1/2012
333	646	Some of the west exterior siding needs replacing. This will need to be done prior to the proposed exterior repaint [capital improvements].	DMS		2015	195,000	195,000	Medium	Deferred	12/14/2006	3/1/2012
							3,183,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. GORDON RUSSELL MIDDLE	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
25	75	Electrical upgrade for Science room use	GRMS	2006-2007	2013	20,000	20,000	Medium	Deferred	9/3/2004	3/1/2012
27	79	Replace fiberboard ducting throughout facility. Current ducting is inefficent and joints are blowing apart. This is a feature of this type of ducting. It should be replaced with metal.	GRMS	2005-2006	2020	250,000	250,000	High	Deferred	9/3/2004	3/1/2012
156	400	Upgrade lights in the art wing and the ramp area to commons. Also change woodshop lights to t-8's. Project would not qualify for sb1149 funding at this time.	GRMS	2008-2009	2015	25,000	25,000	Low	Deferred	12/22/2004	3/1/2012
157	401	Upgrade ceilings in art wing to 2'x4' tile, and ramp to commons area.	GRMS	2010-2015	2020	8,000	8,000	Low	Deferred	12/22/2004	3/1/2012
172	424	Change out Alerton IBEX DDC to Web access BacTalk	GRMS	2010-2015	2010-2015	11,000	50,000	Low	Deferred	1/10/2005	3/1/2012
225	509	Replace the entire roof-	GRMS	2010-2015	2020	360,000	360,000	Medium	Deferred	6/23/2005	3/1/2012
229	515	Replace windows that are fogged over. possible bad seals. would like them checked to see if they can be fixed.	GRMS		2015		25,000	Low	Deferred	7/19/2005	3/1/2012
291	585	Chemical treatment for boilers, cooling tower.	GRMS		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
293	587	Back up boiler for safety in case of failure.	GRMS		2020	100,000	100,000	Medium	Deferred	12/8/2006	3/1/2012
318	631	Add natural gas generator.	GRMS		2020		75,000	Medium	Deferred	12/8/2006	3/1/2012
347	660	Upgrade and update to current standards Tech Lab and Wood Shop	GRMS		2025	50,000	50,000	High	Deferred	2/8/2007	3/1/2012
348	661	Upgrade all plumbing fixtures, counters and other hardware throughout the restrooms in the school	GRMS		2020	30,000	30,000	Low	Deferred	2/8/2007	3/1/2012
377	699	Repair ~~NEW~~ PE lockers	GRMS		Done	60,000	60,000	High	Deferred	1/4/2009	3/1/2012
378	700	Add parking space and/or re-work bus/car routes	GRMS		2020	350,000	350,000	High	Deferred	1/4/2009	3/1/2012
379	701	Add a conference room and production area near the front office	GRMS		2025	150,000	150,000	High	Deferred	1/4/2009	3/1/2012
380	702	Add 16 additional Cameras on campus	GRMS		2015	32,000	32,000	High	Deferred	1/4/2009	3/1/2012
381	703	Create a direct access (door) from the ASP classroom to the main part of the building.	GRMS		2020	3,000	3,000	Medium	Deferred	1/4/2009	3/1/2012
382	704	Renovate staff and student restrooms 10 sets of restrooms	GRMS		2020	75,000	75,000	High	Deferred	1/4/2009	3/1/2012
383	705	Re-surface track	GRMS		2015		150,000	Low	Deferred	1/4/2009	3/1/2012
384	706	Update current decor (paint, counters, carpet, etc.)	GRMS		2020	560,000	560,000	Low	Deferred	1/4/2009	3/1/2012
385	707	Improve exterior lighting	GRMS		2020	11,250	11,250	High	Deferred	1/4/2009	3/1/2012
387	710	Update the Performing Arts Room (media, technology, lighting, etc.)	GRMS			100,000	100,000	Medium	Deferred	1/4/2009	3/1/2012
388	711	Connect clock/bell system through the entire school	GRMS		2015	39,200	39,200	High	Deferred	1/4/2009	3/1/2012
389	712	Install a sink in room 28	GRMS		2015	2,000	2,000	Medium	Deferred	1/4/2009	3/1/2012
390	713	Replace hall lockers 800 lockers	GRMS		2020	40,000	80,000	High	Deferred	1/4/2009	3/1/2012
							2,610,450				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. McCARTY MIDDLE SCHOOL	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
42	143	Stage in the gym needs a complete overhaul. New Curtain and lighting	MMS	2006-2007	2015		10,000	Low	Deferred	9/3/2004	3/1/2012
43	145	New sound proofing in walls is needed between some classrooms	MMS	2006-2007	2020	24,000	24,000	Low	Deferred	9/3/2004	3/1/2012
45	149	Carpet needs repair/replaced in classrooms	MMS	2006-2007	2020	108,000	108,000	Medium	Deferred	9/3/2004	3/1/2012
46	160	Corridor lockers need repair and replacement	MMS	2005-2006	2020	87,111	87,111	Medium	Deferred	9/3/2004	3/1/2012
47	161	Portables carpet/flooring need replacement	MMS	2005-2006	2020	6,000	6,000	Medium	Deferred	9/3/2004	3/1/2012
49	166	Storage space is a huge problem. There is no room for storage of computer equipment, spare parts, custodial equipment, furniture, etc.	MMS	2010-2015	2020	25,000	25,000	Low	Deferred	9/3/2004	3/1/2012
50	167	There is a shortage of restrooms throughout the building.	MMS	2010-2015	2025	75,000	75,000	Low	Deferred	9/3/2004	3/1/2012
51	168	Playground cover is needed.	MMS	2006-2007	2020	120,000	120,000	Medium	Deferred	9/3/2004	3/1/2012
52	172	A weight room facility for PE and athletic department is needed.	MMS	2010-2015	2020	1,800,000	1,800,000	Low	Deferred	9/3/2004	3/1/2012
53	173	Additional office space for regular classroom teachers, special ed., SUN program and other outside agencies who use facility.	MMS	2007-2008	2020	96,000	96,000	Low	Deferred	9/3/2004	3/1/2012
54	174	Media Center windows need curtains	MMS	2008-2009	2020	5,000	5,000	Low	Deferred	9/3/2004	3/1/2012
55	175	Need more gym bleachers	MMS	2010-2015	2020	30,000	30,000	Low	Deferred	9/3/2004	3/1/2012
96	281	The winches for the two baskets on the south side of the large gym need to be motorized. Terry Taylor had discussed this with the A.D. last spring.There were suppost to be funds set aside for this.	MMS		2015		20,000	Medium	Deferred	9/8/2004	3/1/2012
119	330	The Vice Principal is requesting that the main entrance door be power assisted for ADA.	MMS		2013		5,000	Medium	Deferred	11/1/2004	3/1/2012
120	333	Replace soffit material throughout building exterior where it is delaminating.	MMS		2020	30,000	30,000	Medium	Deferred	11/18/2004	3/1/2012
135	362	Washer/Dryer needed.	MMS	2005-2006	2020	5,000	5,000	High	Deferred	12/17/2004	3/1/2012
136	363	Lighting upgrade throughout building for efficiency and pcb removal purposes. Project would not qualify for sb1149 funding at this time.	MMS	2005-2006	2015	90,000	90,000	High	Deferred	12/17/2004	3/1/2012
137	364	Plumbing upgrade needed throughout building, hot water loop to copper.	MMS	2010-2015	2020	180,000	180,000	Medium	Deferred	12/20/2004	3/1/2012
138	365	Generator system - Natural Gas	MMS	2007-2008	2020	50,000	50,000	High	Deferred	12/20/2004	3/1/2012
139	367	Dumpster needs to be moved away from the building.	MMS	2010-2015	2020	4,000	4,000	Medium	Deferred	12/20/2004	3/1/2012
171	423	Change out Alerton IBEX DDC to Web access BacTalk	MMS	2010-2015	2020		90,000	Low	Deferred	1/10/2005	3/1/2012
223	507	Reroof the entire building	MMS	2010-2015	2020	857,600	857,600	Medium	Deferred	6/23/2005	3/1/2012
245	535	Could the lights in the entry cover be wired to the time clock. Or a photocell be installed. Right now the only way to turn them off and on is to use the breaker,so they have been left off. The principle would like to get this area a little more light.	MMS	2010-2015	2013	1,500	1,500	Medium	Deferred	2/7/2006	3/1/2012
290	584	Chemical treatment for boilers.	MMS		2013	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
307	616	Replace 1'x1' ceiling tile in hallways.	MMS		2025	21,465	21,465	Medium	Deferred	12/8/2006	3/1/2012
359	675	Can electric outlets be installed in all of the mechanical rooms. There are none now. It would be a huge help in cleaning them.	MMS	2010-2015		6,000	6,000	Medium	Deferred	3/6/2007	3/1/2012
							3,751,676				

Replaced April 2016
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No	Defic	Deficiency Desc. WEST ORIENT MIDDLE	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
77	232	Pave lower east parking lot-Add seal coat	WOMS	2005-2006	2020	25,000	25,000	High	Deferred	9/3/2004	3/1/2012
78	236	Classrooms: Window coverings in some rooms need replacement	WOMS	2004-2005	2020	312,000	312,000	High	Deferred	9/3/2004	3/1/2012
79	238	Media Center: Windows need repair	WOMS	2010-2015	2020	5,000	5,000	Medium	Deferred	9/3/2004	3/1/2012
80	242	Replace existing hog fuel track with rubber track surface	WOMS	2007-2008	2012		5,000	Medium	Deferred	9/3/2004	3/1/2012
81	243	Groundwater accumulation: Needs attention	WOMS	2007-2008	2015	100,000	100,000	Medium	Deferred	9/3/2004	3/1/2012
82	245	Corridors: Lockers need repair	WOMS	2006-2007	2020	30,000	30,000	Medium	Deferred	9/3/2004	3/1/2012
143	374	Lighting in gym and cafeteria, change lighting to fluorescent for effiiciency purposes.	WOMS	2006-2007	2015	80,000	80,000	High	Deferred	12/20/2004	3/1/2012
144	375	Lighting upper floor main building to F-34 T-8 for effiiciency and pcb purposes. Project would not qualify for sb1149 funding at this time.	WOMS	2006-2007	2013	80,000	80,000	High	Deferred	12/20/2004	3/1/2012
145	376	Need to upgrade exterior lighting at Main Building.	WOMS	2007-2008	2013	10,000	10,000	Medium	Deferred	12/20/2004	3/1/2012
165	417	Large capacity UPS for camera server.	WOMS	2005-2006	2013	500	500	Medium	Deferred	1/6/2005	3/1/2012
173	425	Change out Alerton IBEX DDC to Web access BacTalk	WOMS	2010-2015	2015		40,000	Low	Deferred	1/10/2005	3/1/2012
226	510	Restore the flat roofs	WOMS	2010-2015	2020	60,000	60,000	Medium	Deferred	6/23/2005	3/1/2012
239	529	Electrical Upgrade to meet current needs	WOMS		2020	80,000	80,000	Medium	Deferred	11/17/2005	3/1/2012
240	530	Add new classroom for capacity reasons	WOMS		2020	16,000	16,000	Medium	Deferred	11/17/2005	3/1/2012
292	586	Chemical treatment for boilers.	WOMS		2020	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
295	589	Boiler burner upgrade on original fire tube boiler.	WOMS		2020	6,000	6,000	Medium	Deferred	12/8/2006	3/1/2012
296	590	Boiler chimney brick repair.	WOMS		2020	9,911	9,911	Medium	Deferred	12/8/2006	3/1/2012
308	619	Replace some wood on gym exterior.	WOMS	2010-2015	2020	10,000	10,000	Medium	Deferred	12/8/2006	3/1/2012
319	632	Add natural gas generator.	WOMS		2020	50,000	50,000	Medium	Deferred	12/8/2006	3/1/2012
365	682	The ceilings are very high in the band room and the air movement is minimal. Please investigate the installation of a ceiling fan (or two) to provide more air movement. Thanks.	WOMS	2010-2015	2020	1,500	1,500	Medium	Deferred	6/28/2007	3/1/2012
							925,911				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. GRESHAM HIGH	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
		Replace stadium turf			2015		900,000	High	Deferred		
		Remove bleacher from inside track and reinstall on North side of track			2015		200,000	High	Deferred		
99	287	Office: Front half of main office needs recarpeted	GHS	2007-2008	2013	5,000	5,000	Low	Deferred	9/16/2004	3/1/2012
100	288	Office: Office PA needs upgraded or replace	GHS	2007-2008	2013	25,000	25,000	High	Deferred	9/16/2004	3/1/2012
101	290	Pools: Exterior needs repainted	GHS	2007-2008	2015	8,000	8,000	Medium	Deferred	9/16/2004	3/1/2012
102	292	Corridors: Lockers- 1) Add lockers in team rooms, 2) Upper and lower main bldg.	GHS	2010-2015	2020	40,000	40,000	Medium	Deferred	9/16/2004	3/1/2012
103	294	Emergency power system: too small-add another generator	GHS	2007-2008	2015	50,000	50,000	Medium	Deferred	9/16/2004	3/1/2012
104	295	HVAC: Upgrade main gym and girl's locker room HVAC	GHS	2010-2015	2013	50,000	50,000	Low	Deferred	9/16/2004	3/1/2012
105	296	HVAC: AC for shop row classrooms (400 bldg) Put on DDC control.	GHS	2010-2015	2010-2015	60,000	60,000	Low	Deferred	9/16/2004	3/1/2012
106	297	Mechanical: DDC's-add 30% more	GHS	2010-2015	2010-2015	200,000	200,000	Low	Deferred	9/16/2004	3/1/2012
107	299	Camera/Security system: 1) Install POE Cameras 2) Install uninterruptible power source	GHS	2005-2006	2015		25,000	Medium	Deferred	9/16/2004	3/1/2012
109	302	Grounds: Paved Surfaces-Replace Division St. lot	GHS	2010-2015	2010-2015	150,000	150,000	Medium	Deferred	9/16/2004	3/1/2012
110	303	Grounds: Sprinkler system needs installed in front of school	GHS	2006-2007	2015	10,000	10,000	Medium	Deferred	9/16/2004	3/1/2012
111	307	Gymnasium: Replace bleachers	GHS	2010-2015	2020	325,000	325,000	High	Deferred	9/16/2004	3/1/2012
112	308	Classrooms: Windows and window coverings need replacement in 70% of rooms	GHS	2006-2007	2020	300,000	300,000	Medium	Deferred	9/16/2004	3/1/2012
113	315	Ponding water on the pool roof-Check drainiage system and/or slope	GHS	2005-2006	2015	50,000	50,000	High	Deferred	9/16/2004	3/1/2012
114	319	West wing electrical wiring should be replaced	GHS	2010-2015	2010-2015	1,000,000	1,000,000	High	Deferred	9/16/2004	3/1/2012
115	320	Several air handlers in the West wing are 50 years old and are operating well past expected life. Music wing, (1957) auditorium supply & exh fan, main gym supply, upper gym supply, and upper mat room supply.	GHS	2007-2008	2020	200,000	200,000	Medium	Deferred	9/16/2004	3/1/2012
116	324	Install a card lock reader on the side door of the CLS lab	GHS	2007-2008	2013	3,000	3,000	Medium	Deferred	9/16/2004	3/1/2012
117	327	Establish bell system for outside the building.	GHS	2009-2010	2015	20,000	20,000	Medium	Deferred	9/20/2004	3/1/2012
118	328	Replace the bleachers in the old gym, both lower and upper. They are unsafe, have no designated stairways, are old, have mechanical problems, have electrical problems, are damaging to the floor, etc. Work order as per Lonnie Wells.	GHS		2020	180,000	180,000	Medium	Deferred	10/11/2004	3/1/2012
167	419	Change out Alerton IBEX DDC to Web access BacTalk.	GHS	2010-2015	2013	18,000	18,000	Low	Deferred	1/10/2005	3/1/2012
189	448	Upgrade art, woods, photo to natural gas. Woods shop, ie wood/metal shop has 4 natural gas heaters, installed about 1999.	GHS	2010-2015	2010-2015	30,000	30,000	High	Deferred	1/26/2005	3/1/2012
192	451	Replace bathroom sinks.	GHS	2010-2015	2010-2015	10,000	10,000	Low	Deferred	1/27/2005	3/1/2012
193	453	Replace drinking fountains.	GHS	2010-2015	2010-2015	5,000	5,000	Low	Deferred	1/27/2005	3/1/2012
194	458	Replace ladder to auditorium roof.	GHS	2010-2015	2010-2015	2,500	2,500	High	Deferred	1/28/2005	3/1/2012
196	462	Need more classrooms or conversion of computer labs to classrooms.	GHS	2010-2015	2010-2015	80,000	80,000	High	Deferred	1/28/2005	3/1/2012
197	464	Build new Auditorium, drama classroom, Band and choral rooms with all services restrooms, ticket booth, concessions etc.	GHS	2010-2015	2025	2,400,000	2,400,000	High	Deferred	1/28/2005	3/1/2012
198	466	Move visitors bleachers to outside of track.	GHS	2010-2015	2010-2015	90,000	90,000	Medium	Deferred	1/28/2005	3/1/2012
199	468	Permanent barrier for front of Main Entry Doors.	GHS	2005-2006	2015		25,000	Medium	Deferred	1/28/2005	3/1/2012
200	470	Remodel of pool lobby. (include with Girls locker room expansion)	GHS	2005-2006	2020	5,000	5,000	Medium	Deferred	1/28/2005	3/1/2012
201	471	New gym floor in main gym.	GHS	2010-2015	2025	320,000	320,000	Medium	Deferred	1/28/2005	3/1/2012
202	472	Enlarge girls locker room.	GHS	2010-2015	2020	300,000	300,000	High	Deferred	1/28/2005	3/1/2012
203	473	Expand capacity of cafeteria.	GHS	2010-2015	2020	600,000	600,000	Medium	Deferred	1/28/2005	3/1/2012
204	474	Remodel (upgrade to meet needs) auto shop and classroom.	GHS	2010-2015	2020	400,000	400,000	High	Deferred	1/28/2005	3/1/2012
205	475	Standardized keyways on all doors. Rekey entire building.	GHS	2010-2015	2025	50,000	50,000	Medium	Deferred	1/28/2005	3/1/2012
206	477	Convert team room B to coaches office; electrical, window, door, soundproofing, framing, low voltage electrical, permits, carpet, ventilation.	GHS	2010-2015	2020	40,000	40,000	Medium	Deferred	1/28/2005	3/1/2012
208	485	need to extend the electrical conduit from the first set of production lights in the theater attic to the second set of production lights.	GHS	2010-2015	2010-2015		50,000	Safety	Deferred	3/14/2005	3/1/2012
209	489	purchase and install manual disconnects for the air conditioners (outside units). There are none now and the only disconnects are inside the building, and not visable when working on the A/C.	GHS	2010-2015	2010-2015		10,000	Medium	Deferred	5/26/2005	3/1/2012
210	490	Need to have pavers installed on the north side of the stadium, in front of the visitor bleachers where the gravel will be removed as recommended by Terry Taylor. Dave, I want to get a price on installing paver type block in the rock area. Thanks, T2	GHS		2013		10,000	Low	Deferred	6/8/2005	3/1/2012
211	491	Acoustically treat band room to cut down on sound level.	GHS	2005-2006	2010-2015		20,000	High	Deferred	6/17/2005	3/1/2012
227	511	Restore the gravel roofs, repair existing roofing and restore granulated roofs Add 3 ladders and 6 overflowsdrains	GHS	2010-2015	2020		330,000	Medium	Deferred	6/23/2005	3/1/2012
234	524	Purchase and install a new mechanical unit for the office area. Take this off of the wrestling room unit	GHS		2020		25,000	High	Deferred	11/4/2005	3/1/2012
244	534	Terry, we need to get a bid on putting a ramp in at the north side entrance of the hallway that leads to the boys's locker room. This is the keycard doorway that is close to the tennis court.	GHS		2015		20,000	Medium	Deferred	1/10/2006	3/1/2012
250	540	The track catch basins will not drain. The standing water damages the track and interferes with events. Basins need to be connected to storm sewer.	GHS		2015	30,000	30,000	Medium	Deferred	7/3/2006	3/1/2012
257	547	Install Fire sprinkler system(s) in the East Wing, the 400 building, 500 building, and the 600 building, and music wing. These are the areas not covered by perminately installed systems.	GHS		2020	60,000	60,000	Medium	Deferred	12/7/2006	3/1/2012
258	548	Rewire auditorium , stage area, and work areas to provide an adequite number of recepticles and circuits, and bring the area up to code.	GHS		2015	40,000	40,000	Medium	Deferred	12/7/2006	3/1/2012
259	549	Upgrade the House Lights in the auditorium, to eliminate safety hazards, possible fire hazards, and energy conservation.	GHS	2009-2010	2012-2013	70,000	70,000	Medium	Deferred	12/7/2006	3/1/2012

Replaced April 2016
by Attachments "B" & "C"

266	558	Upgrade the boys locker room supply fan with multi-zone capability. Present fan is inadequate.	GHS	2009-2010	2012		20,000	Medium	Deferred	12/7/2006	3/1/2012
268	560	Replace the 5 exhaust fans on the west wing roof.	GHS		2015		5,000	Medium	Deferred	12/8/2006	3/1/2012
269	562	Replace the library zone fan system with 2 VAV units, one for upstairs and one for downstairs.	GHS		2020	15,000	15,000	Medium	Deferred	12/8/2006	3/1/2012
271	564	Boys locker room-heating-hot water is coming from a water/steam heat exchanger with a pump, in the deep well pump room. Convert this to hot water from the hot water boilers installed in 2002.	GHS		2020	20,000	20,000	Medium	Deferred	12/8/2006	3/1/2012
272	565	Install natural gas space heaters in the grounds shop.	GHS		2025	13,067	13,067	Medium	Deferred	12/8/2006	3/1/2012
297	591	Insulate or replace "pool" rollup doors.	GHS		2020	4,000	4,000	Medium	Deferred	12/8/2006	3/1/2012
298	592	Insulate or replace "auto shop" rollup doors.	GHS		2020	2,500	2,500	Medium	Deferred	12/8/2006	3/1/2012
299	593	Replace cooling tower (change price accordingly).	GHS		2015	150,000	150,000	Medium	Deferred	12/8/2006	3/1/2012
300	594	Rebuild cooling tower, baffles, nozzles, etc.	GHS		2015	25,000	25,000	Medium	Deferred	12/8/2006	3/1/2012
301	596	Remove old brick chimneys due to seismic safety hazard.	GHS		2020	8,000	8,000	Medium	Deferred	12/8/2006	3/1/2012
320	633	Upgrade heat for room 111. Also, upgrade/add heat to main gym lobby, main gym lobby restrooms.	GHS		2020	10,000	10,000	Medium	Deferred	12/13/2006	3/1/2012
340	653	Create a new ADA access for the gym building to access the main gym and Girls locker room	GHS		2020	6,000	6,000	High	Deferred	2/8/2007	3/1/2012
341	654	Create a new Faculty Room off of the cafeteria Possible Sun Roof effect.	GHS		2025	187,500	187,500	High	Deferred	2/8/2007	3/1/2012
342	655	Raze old shop row area and construct new area to take its place.	GHS		2025	1,800,000	1,800,000	High	Deferred	2/8/2007	3/1/2012
343	656	Expand/Remodel girls locker room to create enough space for program needs. Possibly include pool area and upper gym with this remodel.	GHS		2020	450,000	450,000	High	Deferred	2/8/2007	3/1/2012
344	657	Install Smart board and projector technology to all standard classrooms. Approximately 40 rooms.	GHS		2015		80,000	High	Deferred	2/8/2007	3/1/2012
345	658	Upgrade and replace water distribution pipes and devices in older section of the school	GHS			800,000		High	Deferred	2/8/2007	3/1/2012
360	676	Install a sump pump in the electrical vault located in the middle of the fire lane near the p.e. building per the fire marshal's visit on 03/27/07.	GHS	2010-2015	2010-2015	5,000		High	Deferred	4/3/2007	3/1/2012
363	679	Is it possible to get locks on the door that can lock from the inside? I think that this would be very helpful if we had an emergency in the building and needed to lock our doors. Currently we would have to go outside and lock the door which could bring much harm to any teacher in the building. I am not sure if any of the doors in the building lock from the inside but I know that all of the doors in the "new wing" do not. Thank you so much for considering this request!	GHS		2025		150,000	Medium	Deferred	4/20/2007	3/1/2012
372	689	Replace windows with thermo pane windows in the pool building	GHS		2020		25,000	Medium	Deferred	4/23/2008	3/1/2012
							10,712,567				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. SAM BARLOW HIGH	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
1	2	Need a whirlpool tub plumbed for athletic area. Will need supply and drain brought to area.	SBHS		2015	5,000	5,000	Medium	Deferred	7/8/2004	3/1/2012
		Replace stadium turf			2020		900,000	High	Deferred		
83	252	Auditorium remodel, including retrofit with new fixtures/bulbs in lighting	SBHS	2006-2007	2025	500,000	500,000	Low	Deferred	9/3/2004	3/1/2012
84	253	Restrooms for Holevas gym	SBHS	2010-2015	2025	40,000	40,000	Low	Deferred	9/3/2004	3/1/2012
85	255	Remodel of art rooms (Detail needed to estimate T2)	SBHS	2005-2006	2025	100,000	100,000	High	Deferred	9/3/2004	3/1/2012
86	256	Remodeling of home economics room to accommodate restaurant kitchen	SBHS	2007-2008	2025	175,000	175,000	Medium	Deferred	9/3/2004	3/1/2012
87	257	Exterior painting	SBHS	2007-2008	2025	99,990	99,990	Medium	Deferred	9/3/2004	3/1/2012
88	258	Renovation of athletic fields	SBHS	2007-2008	2025	180,000	180,000	Medium	Deferred	9/3/2004	3/1/2012
89	260	Band acoustical tiles need replacing as well as painting done	SBHS	2005-2006	2025	15,000	15,000	Medium	Deferred	9/3/2004	3/1/2012
91	267	Cafeteria: All entry windows throughout building as well as cafeteria need replacement from plexiglass to glass	SBHS	2007-2008	2025	65,000	65,000	Medium	Deferred	9/3/2004	3/1/2012
92	272	Two additional classrooms	SBHS	2007-2008	2025	960,000	960,000	Medium	Deferred	9/3/2004	3/1/2012
93	274	Addition of a bathroom near the auditorium equipped for handicapped access	SBHS	2007-2008	2025	15,000	15,000	Medium	Deferred	9/3/2004	3/1/2012
94	275	Holevas gym needs a covered entance-water and debris get tracked right in on the gym floor directly from the outdoors at this time. This is because there are no down spouts on door overhang.	SBHS	2010-2015	2025	20,000	20,000	Low	Deferred	9/3/2004	3/1/2012
95	277	Need eyewash stations in every science room	SBHS	2005-2006	2025	12,000	12,000	Safety	Deferred	9/3/2004	3/1/2012
124	337	Our night outside security lights are now currently wired with the corridor interior hallway lights; when we turn the hallway lights out for the night our night lights turn off as well, as well as being a waste of energy during daylight hours. This happened in the media center remodel.	SBHS	2010-2015	2025	1,500	1,500	Medium	Deferred	11/23/2004	3/1/2012
125	338	Please re-attach the electrical power for the exhaust fan in the main office bathroom. Apparently this was somehow disconnected in the construction phase.	SBHS	2010-2015	2025	1,500	1,500	Medium	Deferred	11/23/2004	3/1/2012
127	343	Need a new stadium with bleachers on both sides with locker rooms, restrooms, and concession stand.	SBHS	2010-2015	2020	2,700,000	2,700,000	Medium	Deferred	12/4/2004	3/1/2012
158	402	Need to work on drainage hook-up for the athletic fields. Check to see if existing field drains are working, may need system overhaul.	SBHS	2005-2006	2013	48,300	48,300	Medium	Deferred	12/22/2004	3/1/2012
159	403	Down spouts needed for covers to entrances for the Holevas Gym.	SBHS	2006-2007	2025	1,200	1,200	Medium	Deferred	12/22/2004	3/1/2012
160	404	Irrigation system needed for ~~upper fields,~~ JV baseball, soccer, softball. Irrigation system for varsity softball. Put on DDC control.	SBHS	2005-2006	2015	80,000	80,000	Medium	Deferred	12/22/2004	3/1/2012
161	407	Exit door hardware throughout the building needs replacement. Current style is easily damaged by students.	SBHS	2010-2015	2025	25,000	25,000	Low	Deferred	12/22/2004	3/1/2012
163	415	Large capacity UPS for the 2 camera servers.	SBHS	2007-2008	2025	20,000	20,000	Medium	Deferred	1/6/2005	3/1/2012
168	420	Change out Alerton IBEX DDC to Web access BacTalk	SBHS	2010-2015	2025	17,000	17,000	Low	Deferred	1/10/2005	3/1/2012
207	480	Upgrade existing Ansul fire suppression system to UL300 standards	SBHS	2005-2006	2025	2,022	2,022	High	Deferred	2/16/2005	3/1/2012
228	512	Restore the 12 gravel roofs Restore the 9 granulated roofs Roof area 15 needs to be replaced	SBHS	2010-2015	2025	1,021,000	1,021,000	Medium	Deferred	6/23/2005	3/1/2012
249	539	Rooms S-2/3 are very warm most of the time. The teachers request cooling capabilites.	SBHS	2010-2015	2025	25,000	25,000	Medium	Deferred	5/25/2006	3/1/2012
256	546	Condensate tank	SBHS	2006-2007	2025	4,033	4,033	Low	Deferred	11/29/2006	3/1/2012
302	597	Boiler burner upgrade: Boiler #1 and #2, 8 to 1 ratio.	SBHS		2025	0	0	Medium	Deferred	12/8/2006	3/1/2012
303	598	Water softener for boiler feed system.	SBHS	2009-2010	2025	5,000	5,000	Medium	Deferred	12/8/2006	3/1/2012
304	599	Cooling tower paint outside.	SBHS	2010-2015	2025	800	800	Medium	Deferred	12/8/2006	3/1/2012
305	600	Brick chimney check and repair.	SBHS		2025	9,911	9,911	Medium	Deferred	12/8/2006	3/1/2012
335	648	Remodel kitchen and expand the cafeteria to accomidate the student load. 900 minimum with the 2 lunch schedule and 1800 students.	SBHS		2025	800,000	800,000	Medium	Deferred	2/8/2007	3/1/2012
336	649	Create a new Bus loading/unloading area at the corner of Lusted Road and 302nd in unused lawn area.	SBHS		2025	120,000	120,000	High	Deferred	2/8/2007	3/1/2012
337	650	Build new Main Entrance to the school	SBHS		2025	450,000	450,000	High	Deferred	2/8/2007	3/1/2012
338	651	Create new storage areas in the wing areas of current Auditorium. This would need to be brought to current code requirements.	SBHS		2025	8,000	8,000	High	Deferred	2/8/2007	3/1/2012
339	652	Replace upgrade PA Intercom system thoughout the campus.	SBHS		2013	30,000	30,000	Medium	Deferred	2/8/2007	3/1/2012
							8,457,256				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. SPRINGWATER TRAIL HIGH	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
169	421	Change out Alerton IBEX DDC to Web access BacTalk	STHS	2010-2015	2015		15,000	Low	Deferred	1/10/2005	3/1/2012
							15,000				

Replaced April 2016
by Attachments "B" & "C"

No	Defic	Deficiency Desc. GBSD District Wide	Location	Year	Modifed Year	Estimated Cost	New Budget	Priority	Status	Date Created	Last Update
166	418	Uninterrurtible power or separate power source for each building to run the camera's in case of GPD cutting power for emergency response.	FAC	2010-2015	2012	25,000	10,000	Medium	Deferred	1/6/2005	3/1/2012
		District wide Playground renovations					420,000	High	Deferred		
		District wide Prrking lot renovations					560,000	High	Deferred		
		District wide Exterior painting and sealing of walls			2015		450,000	High	Deferred		
182	434	Change out Alerton DDC to Web access Alerton BacTalk	FAC	2010-2015	2012-2013	9,000	30,000	Low	Deferred	1/10/2005	3/1/2012
391	714	Upgrade/replace telephone system to VOIP in the entire district	GBSD		2015	1,900,000	1,900,000	High	Deferred	2/17/2009	3/1/2012
							3,370,000				

High Schools	19,184,824
Middle Schools	13,308,038
Elementary Schools	21,642,650
District Wide	3,370,000
Total	57,505,511

Attachment "B"

Schools Futures Sub-Committee **October-15**
Weighted School Rankings

Buildings / Campuses	Estimated Capital Investment Needed	Estimated Replacement Value	RCI (repair / replacement)	Educational Adequacy	Facility Age	Annual Maintenance and Opertional Cost	Weighted Ranking
West Gresham Elementary	$11,138,633	$15,200,000	73%	1	1	1	4.36
Gresham High School	$51,666,498	$88,200,000	59%	1	1	1	4.71
North Gresham Elementary	$10,514,393	$19,100,000	55%	1	2	1	5.82
West Orient Middle	$11,138,633	$21,500,000	52%	2	1	1	5.93
East Gresham Elementary	$11,423,679	$23,600,000	48%	1	1	2	6.07
Damascus Middle (building)	$10,483,457	$21,800,000	48%	2	1	2	7.08
East Orient Elementary	$8,552,639	$18,100,000	47%	2	1	2	7.12
Sam Barlow High School	$44,806,199	$98,900,000	45%	2	2	3	9.21
Highland Elementary	$9,130,138	$20,700,000	44%	2	2	3	9.27
Powell Valley Elementary	$10,634,135	$20,900,000	51%	2	2	4	9.97
							****
Dexter McCarty Middle	$15,333,619	$36,600,000	42%	3	2	3	10.39
Gordon Russell Middle	$17,319,057	$41,300,000	42%	4	3	2	11.38
Hall Elementary	$9,982,312	$20,800,000	48%	4	3	3	12.08
Clear Creek Middle	$17,971,438	$40,800,000	44%	4	3	3	12.27
Hollydale Elementary	$8,873,988	$20,200,000	44%	4	3	3	12.28
Kelly Creek Elementary	$11,284,189	$22,700,000	50%	4	3	4	13.01
Deep Creek Elementary (building)	$9,431,437	$22,300,000	42%	5	2	4	13.36
Hogan Cedars Elementary	$2,330,558	$22,500,000	10%	5	4	5	23.65
Springwater Trail High School	$944,863	$11,500,000	8%	4	4	5	25.17

**** Schools scoring with a cumulative number below 10 should be carefully considered for replacement vs reinvestment.

NOTES:

Historic Significance	*Rank 1-5 with 1 having no historical significance and 5 having high historical significance*
Educational Adequacy	*Rank 1-5 with 1 being completely inadequate for the District's educational vision and 5 as meeting the vision - rankings assigned based on comparative numbers of spaces to support specialized learning and capacity for pull out spaces for individualized instruction or small group collaboration*
Facility Age	*Rank 1-5 with 1=60 years or older, 2=59-40, 3=39=20, 4=19 or fewer*
Operational/Maintenance Costs	*Rank 1-5 with 1 representing expensive maintenance costs and 5 representing least maintenance costs*
Weighted Ranking	*Sum of the five rankings (RCI being inverse ratio). Below 10 - look at replacement in short term, below 15, look at longer term replacement, otherwise look at long term investment*

Attachment "C"

Gresham Barlow School District
2016 Bond Projects Outline & LONG TERM MASTER PLAN "CONCEPTS" as Developed by the BMPC

Buildings / Campuses	Suggested Scope for Bond 2016 - "Phase 1"	OPTION 1	OPTION 2	BOND 2026 - "Phase 2" (10 years)	BOND 2036 - "Phase 3" (20 years)	BOND 2046 - "Phase 4" (30 years)
West Gresham Elementary	OPTION 1 - Replace the building with a new 350-student school on the same site OR OPTION 2 - Sell the property and provide for the student body at three existing school sites (**OR OPTION 3 - ELC but hold till November 17 workshop**)	$20,600,000	-$2,500,000			**IF RE-BUILT** - Perform significant systems and finish work to extend useful life
Gresham High School	Replace select portions now - approximately 75% of school plus critical needs for 25% of school, temporary facilities during construction, and new turf reimbursement	$121,650,000		Replace remainder of school		Perform significant systems and finish work to extend useful life
North Gresham Elementary	Replace school on same site - size for 550	$26,900,000				Perform significant systems and finish work to extend useful life
"OLD" West Orient Middle	OPTION 1 - Replace school on Salquist property sized for 600 with core for 750 (take Gordon Russell overflow now) OR OPTION 2 - Build for 750 now and absorb Damascus enrollment. Either way, maintain newest portion for community use	$42,000,000	$45,500,000	See East Orient		
"NEW" West Orient Middle				Expand if District middle school enrollment increases		Perform significant systems and finish work to extend useful life
East Gresham Elementary	Replace school on same site - size for 550	$26,900,000				Perform significant systems and finish work to extend useful life
Damascus Middle (building)	Close as school - keep site and preserve building as asset - lease property (see West Orient and Deep Creek)	$1,000,000				
East Orient Elementary	Make safety and only most critical needs improvements	$1,600,000		Replace school on OLD West Orient site - size for 550		
Sam Barlow High School	Replace select portions now - approximately 40% of school	$100,450,000		Replace remainder of school		Perform significant systems and finish work to extend useful life
Highland Elementary	Make safety and only most critical needs improvements	$2,890,000		Replace school on same site - size for 550		
Powell Valley Elementary	Make safety and only most critical needs improvements	$2,890,000		Replace school on same site - size for 550		
Dexter McCarty Middle	Make safety, all critical needs, and educational adequacy improvements including STEM labs	$14,200,000			Replace school on same site - size for 750	
Gordon Russell Middle	Make safety, all critical needs, and educational adequacy improvements including STEM labs	$16,000,000				Replace school on same site - size for 750
Hall Elementary	Make safety, all critical needs, and educational adequacy improvements and add 6 classrooms to replace portables and optimal size and separate bus loop on acquired city property	$10,000,000			Perform significant systems and finish work to extend useful life	
Clear Creek Middle	Make safety, all critical needs, and educational adequacy improvements including STEM labs and Track & Field upgrades	$14,200,000			Perform significant systems and finish work to extend useful life	
Hollydale Elementary	Make safety, all critical needs, and educational adequacy improvements and add 6 classrooms to replace portables and optimal size	$9,100,000			Perform significant systems and finish work to extend useful life	
Kelly Creek Elementary	Make safety, all critical needs, and educational adequacy improvements	$7,500,000			Perform significant systems and finish work to extend useful life	
Deep Creek Elementary (building)	Make safety, all critical needs, and educational adequacy improvements. OPTION 2: Expand to house K-8 program	$4,300,000	$17,900,000		Perform significant systems and finish work to extend useful life	
Hogan Cedars Elementary	Make safety, all critical needs, and educational adequacy improvements	$1,700,000			Perform significant systems and finish work to extend useful life	
Springwater Trail High School	Make safety, all critical needs, and educational adequacy improvements. Add roof and wind screen to outdoor basketball court	$900,000			Perform significant systems and finish work to extend useful life	
OTHER						
Performing Arts Center (1 at each school w/800 seats)	Addressed at High School scope above and next phase of design					
Fields Complex - Damascus Region	Turf for 5 fields (football, 2 baseball, 2 softball), jogging trail, field lights, parking, restrooms, concessions, fenced perimeter, and site utilities	$12,000,000		Invest in turf rehab	Invest in turf rehab	Invest in turf rehab
Fields Complex - Springwater Trail HS Region	Turf for 5 fields (football, 2 baseball, 2 softball), jogging trail, field lights, parking, restrooms, concessions, fenced perimeter, and site utilities	$12,000,000		Invest in turf rehab	Invest in turf rehab	Invest in turf rehab
Indoor Sports Complex - Site TBD Like Courts at Eastmoreland	Comparative to that facility includes 6 basketball / volleyball courts, weights, cardio, locker rooms, concession / dining, and lobby resulting 80,000 sf facility. Site development to include 2 sand courts, 2 tennis courts, and parking	$41,800,000			Perform significant systems and finish work to extend useful life	

Issue Paper #6: Ancillary Facility Needs

1. Background

Like any business, the District has both core and support functions. It is not made up of schools (core) alone. While the impact of student growth is more visible in the schools, it also affects the District's support functions. District support functions are performed in "ancillary" facilities, which should be evaluated relative to adequacy to support core teaching and learning activities. Ancillary facilities and the support functions housed by them are broadly framed as follows:

a. Central Administration Offices – Eastman Parkway Administrative Building. Support functions: Superintendent and the Superintendent's cabinet staffs for Curriculum and Instruction, Human Resources, Business Services, Assessment, Elementary and Secondary Education, and Community Involvement.

b. Special Education Administration (SPED) – Rented facility on Division Street. Support functions: District level support, administration and clerical staff.

c. Nutrition Services Administration – Building behind Eastman Parkway Administrative Building. Contract service thru Sodexo. Support functions: Staff associated with nutrition services management.

d. Maintenance – Fleming Street Maintenance Yard. Support functions: District wide maintenance and central office clerical staff. Built in 2002, 12,000 square feet.

e. Technology – Portables behind Dexter McCarty Middle School. Support functions: Staff associated with district wide technology support.

f. Transportation – Located at the intersection of Hogan and Palmquist – Contracted service thru First Student. Support functions: Property for bus maintenance and parking, owned by First Student.

g. Print Shop – Building behind Eastman Parkway Administrative Building. Support functions: District wide print services.

h. Warehouse – Building behind Eastman Parkway Administrative Building. Support functions: There is no staff currently supported in the warehousing facility.

2. Why is this relevant to the facility plan

District ancillary facilities were not specifically addressed in our 2008 Facility Plan. However, ORS.195.100 suggests that the District should plan for its administrative office, maintenance, food services, and other ancillary facility needs and take steps to meet those needs along with its growth student enrollment. At this time we do not see a need associated with expanding or renovating ancillary facilities.

3. Ancillary Planning considerations

a. Central Administration Office – Building continues to be used in partnership with the City of Gresham.

b. Special Education Administration – In June 2012 the Special Education Administration will be moving out of the office located on Division and renting a new facility that is closer to the Central Administrative Office. This move will also allow for more office space and will provide adequate space for staff trainings.

c. Nutrition Services Administration – Immediately adjacent to the Central office, there are no plans at this time to move or for expansion.

d. Maintenance – The maintenance compound houses central maintenance shop facilities including trade shops and open storage areas. In general the maintenance facilities are adequate to support current operations.

e. Technology – The Gresham-Barlow Web Academy is currently leasing portable space adjacent to the technology portables. In the fall of 2012 the Gresham-Barlow Web Academy will relocate to a new location, the technology department will gain access to these portables, which will improve efficiency and add needed space for the technology department.

f. Print Shop – Immediately adjacent to the Central office, there are no plans at this time to move or for expansion

g. Warehouse – Primarily used by Nutrition Services. Currently there is no plan for building additional space, however, there is a need for warehouse space. Therefore, the District may look into renting additional space for record retention and storage.

4. Conclusion

District staff evaluates ancillary facility conditions and maintains them as required. However, with minimal expected district growth in terms of core facilities, further study and an aligned plan for the ancillary facilities are not needed at this time.

Issue Paper #7: School Site Characteristics

1. School Site Characteristics

In order to comply with ORS 195.110(7)(b) Identification of Desirable School Sites, the Gresham-Barlow School District is providing the following information to the Committee, however, at this time the District is not looking to build additional schools, but is providing the information in this issue paper for future guidelines.

In terms of site sizes, schools have historically followed the guidelines below. These site sizes appear to reflect community values and expectations regarding the facilities and programs that district residents believe should be available on school property, such as recreational fields and playground space.

Elementary Schools	10 acres
Middle Schools	20 acres
High Schools	40 acres

Metro used similar site size assumptions in its 2002 Urban Growth Report Methodology during the last major evaluation of the region's Urban Growth Boundary (UGB).

Elementary Schools	750 students / 70 students per acre	=	11 acres
Middle Schools	1,200 students / 60 students per acre	=	20 acres
High Schools	2,200 students / 55 students per acre	=	40 acres

Despite short-term phenomena like the current economic downturn, Multnomah County has continued to grow. Sites that are 10 acres or larger have become very difficult to find. Sites that are large and available are often constrained by environmental features such as topography or wetlands, involve multiple landowners that would require aggregation of lots, and are expensive to purchase as land costs rise.

In addition to these constraints, there are zoning regulations that either prohibit or make it difficult to site schools in certain land use districts. Multnomah County, Clackamas County and the City of Gresham hold primary planning jurisdiction in Gresham-Barlow School District. Zoning regulations are designed to preserve opportunities for smaller lot and higher density development within the UGB, which is consistent with state, regional and local growth management policies. However, these regulations present challenges to the District by reducing potential locations for future schools while providing higher density residential land that will generate additional student enrollment.

2. Examples from other school districts

Bend-La Pine School District's 2005 Sites and Facilities Study provides an example of other characteristics and criteria that the Committee may want to consider in renewing the criteria for the 2012 plan. The Bend-La Pine School District criteria below are divided into those that apply to all schools and those that apply to particular school levels.

All Schools

- Enrollment – Can accommodate high student densities
- Access – Good walking access and at least two vehicular access points
- Land and infrastructure – Generally flat topography and low cost for water, sewer, and sidewalk extensions
- Zoning – Allows schools
- Efficient and shared use – Shape of site promotes efficient use of the space and partnership potential with Bend Metro Parks and Recreation District.

Elementary Schools

- Size – 7 acres for small elementary school (300 students) and 15 acres for prototypical elementary school (600 students)
- Location – Few transportation-based barriers and hazards surrounding the school such as busy roads, canals, or railroads; site in residential zones; adjacent to an existing or future park.

Middle Schools

- Size – 25 acres
- Access and location – Access to bicycle trails or bicycle lanes and sports fields.

High Schools

- Size – 40 acres
- Access and location – Access to major transportation facilities and near commercial and industrial park zones
- Shared use – Potential for co-developed sports facilities and community or performance centers
- Impacts – Site minimizes effect of field of field lights on surrounding properties.

Beaverton School District's 2010 Long Range Facility Plan is another example, the study was conducted in workshops, by a committee comprised of architects, local school committees, local and regional planning agencies, staff and community members. The following school site characteristics are the results of those workshop discussions.

Elementary Schools

Site Size	7 to 10 acres
Site Features	Covered Play Area – 2 basketball courts Soft Play Area with play equipment Soccer field size grass area Room for 3 double portables (6 classrooms)
Typical Target Enrollment (new construction)	725 students (* Elementary schools may range from 400 to 1,100 students)

Middle Schools

Site Size	15 to 20 acres
Site Features	Covered Play Area – 4 basketball courts Soccer field(s) Football field(s) 4-6 tennis courts Baseball field(s) Softball field(s) Room for 6 – 8 portables (12-16 classrooms)
Typical Target Enrollment (new construction)	1,100 students

High Schools

Site Size	35 to 40 acres
Site Features	Football Stadium Track & Field with bleachers 2+ Baseball Fields, one with bleachers and concessions 2+ Softball Fields, one with bleachers and concessions 4 – 6 outdoor basketball courts Football practice area Marching band practice area 8 – 12 tennis courts Batting cages (softball and baseball) Field house and concessions 2+ soccer fields Room for 6 – 10 portables (12 – 20 classrooms)
Typical Target Enrollment (new construction)	2,200 students

3. Conclusion

This discussion of school site characteristics will be used to provide information for future conversations about the effective use of sites and alternatives to new construction, two other elements of a facility plan that are required by statute and that will be topics of upcoming meetings and issue papers.

Issue Paper # 8: Financing for Capital Programs

1. Background

ORS 195.110(5)(a)(D) requires that school districts include in their Facility Plan: *"Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met."* This paper provides a discussion of the financing tools available to the Gresham-Barlow School District and its capacity for generating capital resources.

2. Alternative financing tools available

Below is a brief discussion of the various financing authorities available to the District.

a) General Obligation Bonds (GO Bonds)

GO Bonds are a municipal debt security issued by the District and the bonds are backed by the full faith and credit of the Gresham-Barlow School District. They are used to finance capital expenditures and are supported by a voter approved property tax levy. Historically, Gresham-Barlow School District has used this method of financing for most of its capital construction. GO Bonds can be issued for all capital construction and improvements with a useful life of one year or more, including: land acquisition, construction, new schools, renovation or improvement of school facilities, furnishings, equipment and supplies.

b) Construction Excise Tax (CET)

The 2007 State Legislature passed Senate Bill 1036 allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure. Gresham-Barlow School District is collecting $1 per square foot of new residential construction and 50¢ per square foot of new non-residential construction that can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment and furnishings or other tangible property that has a useful life of more than one year, architectural, engineering, legal or similar costs related to capital improvements.

c) Full Faith and Credit Obligation Bonds (FFCO)

Similar to the GO Bond, the District can issue a municipal debt security by authorization from the school board, and is repaid from existing

resources. No new tax levy is authorized; as a consequence this form of borrowing is not subject to voter approval.

d) Certificate of Participation Bond (COP)

COPs are a financial obligation the District can use to finance essential capital improvements. Like a GO Bond, a COP is a loan from investors to the District. Unlike GO Bonds, however, COPs are not backed by the full faith and credit of the District, rather, the repayment of the debt service on the COPs is subject to annual appropriation by the District. As a consequence, the interest rates are higher on a COP than on either GOs or FFCOs. COPs are not subject to voter approval.

e) Qualified Zone Academy Bonds (QZABs)

QZABs are designed to be interest free bonds for districts, as the federal government provides investors with a tax *credit* rather than interest. The borrowing school district pays the principal back in the period of time set by the federal government, usually 14-19 years. QZABs are part of a federal program, subject to appropriation by Congress and administered by the Oregon Department of Education. The money can only be used for qualifying schools where 35 percent or more of students are eligible for free or reduced-price school meals. A 10 percent match is required from a business or nonprofit partner, which can be in cash or in-kind donations. The funds can be used for renovation and repairs, energy efficiency and renewable energy, equipment and technology. Although the Department of Education has a small allocation remaining (approximately $2 million), it is unclear whether this program will be reauthorized on an ongoing basis.

f) Local Option Levy (LOL)

In 1997 Ballot Measure 50 amended the constitution to add a new limit to Oregon's local property tax system. The Measure 50 property tax collections are usually less than the 1990 Measure 5 tax limit, and the difference is generally referred to as the tax "gap". The 1997 Legislature approved school use of the gap for a voter approved local option property tax. Districts may use a LOL for operating and capital expenditure.

g) General Fund

The primary fund of the District that provides resources necessary to operate day-to-day activities of the District.

h) State Facilities Grant

The 1997 Legislature established the facility grant, but delayed implementation until 1999-00. The grant is for cost to equip and furnish a facility and cannot be used for construction costs. This was partially in response to the 1996 Measure 47 (included in Measure 50) that limited equipment costs that could be bonded to those that are intrinsic to the structure (this restriction has since been amended). The District could receive up to 8% of the construction cost of a new school excluding land. The actual revenue limitations have shown this grant to be more in the 3-4% range of project cost.

i) Donations

The District receives donations given by a person or foundation for charitable purposes to benefit the education of Gresham-Barlow students. Examples would be donations from the Gresham-Barlow Education Foundation for educational purposes and the donation of 10 acres located on Troutdale Road North of Division, Section 12, 1-S, 3-E (the property is located within Renyolds School District boundaries).

j) Grants

The District pursues federal and state grant opportunities, as they are available. An example would be SB1149. The bill went into effect on March 1, 2002 and it provides a 3% charge on electricity services. Ten percent of these funds go towards energy efficiency efforts in the public schools.

3. Current Gresham-Barlow School District indebtedness

Gresham-Barlow School District
Schedule of Outstanding and Refunded Bonds
for the year ended June 30, 2012

Issue Date	Original Issue	Outstanding at June 30, 2012	Interest Rates	Pay off Year
General Obligation Bonds				
October 14, 2003	$21,355,000	$10,820,000	5.00%	June, 2017
April 18, 2005	32,405,000	30,865,000	5.50%	June, 2021
	$41,685,000			

4. Conclusion

For Oregon school districts, bonds are the primary tool for financing school facility needs. There is a legal maximum debt capacity of 7.95% of real market value, and the District has a current remaining capacity of $487 million. The real limitation is the capacity made available by the voting patrons of the District. In 2012, the District's levy tax rate is $1.0458 per 1,000 of assessed value and an additional $0.7190 in the former Damascus-Union Elementary District.

Issue Paper #9: Efficient Use of School Sites

1. What does "efficient use of school sites" mean?

Pursuant to the school facility planning statute, ORS 195.110:

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(E) An analysis of:

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

The statute requires consideration of measures to efficiently use school sites and provides examples of such measures – multi-story buildings and multiple uses of school sites – but does not more precisely define them. This leaves the District discretion in determining what efficiency measures to consider. This paper describes some of the measures the District has and can consider in arranging more efficient uses of its school facility sites.

2. Portable classrooms

As previously discussed with the Long Range Facility Plan Committee, portable classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The portables used by Gresham-Barlow School District typically generally consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the District range between being temporary to semi-permanent.

The use of portables must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions must be considered:

- Environmental constraints/conditions – steep or changing slopes; streams, wetlands, or other sensitive lands
- School features – parking, play areas and fields
- Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code.
- Fire safety – access roads and proximity to hydrants
- Core facilities – including the lack of restroom facilities in portables

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement. It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may make a difference in student achievement. When some schools

have more portables than others, there is the potential to foster inequity between schools possibly resulting in, lower performance and achievement.

3. Multi-story buildings

Multi-story buildings are typically more expensive to construct than single-story buildings. Local building codes used to prohibit younger students from being taught on floors above or below the main floor. However, these codes have been revised to remove this restriction. At the same time, multi-story buildings provide significantly more student capacity using the same footprint as a single-story building. As land costs increase, multi-story buildings become more cost-effective to build and operate.

Land costs in Gresham-Barlow School District have risen significantly in the last 20 years. Therefore, the District has recently made it a practice to construct multi-story buildings when new schools are built. Recent examples of this include:

- Clear Creek (6-8) – constructed in 1993.
- Hogan Cedars (Elementary) – constructed in 2002.
- Springwater Trail (High school) – constructed in 2002.

4. Shared use

Another effective way of maximizing the use of a site is to share the use with other organizations. There are other shared use partnerships that the District has and can enter into and develop. Some natural pairings include those with the City of Gresham and other educational (Mount Hood Community College) and community service providers.

There may also be opportunities for District schools to share sites with other District functions and facilities. This includes schools and school programs that share buildings on a site and have their own buildings but share the site itself. Examples of this are found locally in Portland Public Schools and Forest Grove School District. In Portland, Abernethy Elementary School and the Environmental Middle School shared buildings on a southeast Portland school site until the middle school grew to a point where it needed to move to its own site nearby. In Forest Grove, Fern Hill Elementary School and Neil Armstrong Middle School were constructed on the same site. Their buildings are separate but they share fields and other outdoor space. North Clackamas School District also has co-located schools: Sunrise Middle School and Clackamas High School, and Happy Valley Elementary and Middle Schools, which opened in 2008 and 2009.

A related form of schools sharing sites is the K-8 format, which effectively combines two schools – an elementary school and a middle school. Currently The District does not have any K-8 schools, but may look at making Deep Creek Elementary a K-8 in the future.

5. School Site Size

In the 2005 Long Range Facility Plan, the committee recommended that the District study and identify land sizes for future elementary, middle and high schools that are smaller than “traditional” sites to save money and be responsive to urban planning expectations.

Another option is to reduce the space on a school site dedicated to non-educational uses, such as field and playground space or parking. However, the following factors should be considered in making these types of decisions:

- Good walking, biking, and transit access must be available to reduce the demand for vehicle parking. Otherwise, there is the risk that parking will overflow into the surrounding neighborhood, which can create livability issues and complaints from residents.

- Sufficient parking is an important issue for parents and others who were coming to volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is a critical consideration.

- School sports and extracurricular activities have consistently been a highly regarded value of families in the District. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

6. Conclusion

There are several ways in which the District makes efficient use of its school sites including using portable classrooms, building multi-story schools, sharing use of school sites for both other District uses and with other public agencies, locating schools on smaller sites, and alternative parking arrangements.

However, the District must consider specific site conditions and the values and demands of the families in the District when evaluating these options. Site conditions such as environmental features like steep slopes and wetlands and development code regulations that establish use standards for school buildings and portable classrooms and setback requirements. Community values may include providing enough parking for volunteers, connected and safe walking, biking, and transit access, providing fields for sports, extracurricular activities and shared uses with the City of Gresham and other community service providers, and making facilities and educational quality equitable between schools.

It is requested that the Committee recommend the options identified in this paper continue to be used by the District or that the Committee change or add options for the District to consider when evaluating efficient use of school sites.

Issue Paper #10: Alternatives to Construction

1. Background

Pursuant to the school facility planning statute, ORS 195.110, Gresham-Barlow School District must study alternatives to building new schools or performing major renovations when planning how to accommodate projected enrollment.

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(E) An analysis of:

(i) The alternatives to new school construction and major renovation; and

As with making more efficient use of school sites, the statute does not specify what alternatives must be studied. This paper explores program changes, the use of portables, and public/private partnerships as alternatives to new construction and major renovation. Some of these ideas overlap with the statute's requirement that the efficient use of school sites also be analyzed. Please see Issue Paper #9 for that discussion.

2. Program changes

The 2005 Facility Plan reviewed two different program changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment:

1. Year Round Schools
2. Extended Day

There are two types of year-round schedules that other school districts use. The single-track year-round schedule is the more traditional year-round schedule where all the students are on the same year-round schedule. Year-round school has been shown to have educational benefits. However, with all the students attending at same time, there is not a significant difference in the school's capacity. In fact, it has the potential to make maintenance more difficult because there are no long stretches of time when the school is unoccupied (as compared to schedules in which classes are not held during the summer). Major maintenance and renovations would require closing a school and transporting students temporarily to another location for classes.

The difference between the single-track and the multi-track year-round schedule is that the student body in the multi-track schedule is divided into four groups, and three of the four groups attend at one time. This has educational benefits associated with year-round schedules in addition to the potential to make 25% more capacity available. However, these advantages are somewhat offset by the same challenges to major maintenance and renovation that single-track year-round schedules face.

An extended day schedule essentially splits the students into two groups: one that attends during the morning shift and one during the afternoon shift. Of these programming options, the double shift has the potential to free up the greatest amount of school capacity; theoretically, this could make 50% more capacity available during each shift. However, this schedule can create challenges for working parents coordinating care as well as interfere with extracurricular and "after-school" activities that families in the District regard dearly.

The 2005 Facility Plan Advisory Committee did not consider these options because they are undesirable in the long term.

3. Portables

Portable classrooms offer solutions both for making more efficient use of a school site (Issue Paper #9) and providing a substitute to constructing new permanent buildings. Portables offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate. Table 1 shows the number of portable classrooms in use in the district in September 2011, and the corresponding student capacity that these portables provide.

Table 1. Portables in Gresham-Barlow School District, September 2011

	Number of Portable Classrooms	Student Capacity
Elementary Schools	19	342
Middle Schools	2	42
High Schools	0	0
Other services	5	67
Total	26	451

As discussed in Issue Paper #9, portables tend to lack some of the architectural quality and special features or amenities that permanent classrooms have. It is these differences that may make a difference in student achievement. When some schools have many more portables than others, this potentially creates inequity— lower performance and achievement related to more portable classrooms and fewer permanent classrooms.

4. Public/private partnerships

There may be opportunities on a small scale for public/private partnerships for District programs. An example would be The Gresham-Barlow Web Academy. In 2009-10 the Gresham-Barlow School District sponsored the Gresham-Barlow Web Academy. Since it's opening the web academy has continued to grow. The Gresham-Barlow Web Academy serves students in grades 6-12 and as of March 2012 had an enrollment of 319 students with 287 of those being students that reside within the Gresham-Barlow School District boundaries. Because of the nature of an online school the web academy offers some flexibility in terms of the location of service.

The Daily Journal of Commerce (December 2, 2009) reported that the Portland Public Schools (PPS) would be leasing the ground floor of a housing development in the Pearl District for an elementary school scheduled to open in spring 2011. This is the first time that PPS has made this kind of arrangement. It has leased out its own buildings to other school districts, but has never done so itself. Currently, Chapman Elementary School is the only elementary level school serving Northwest Portland.

The new school will not have a library, gymnasium, or cafeteria, which is not unusual for alternative programs or private schools but is unusual for traditional schools. However, the last elementary school that PPS opened – Rosa Parks School in North Portland – was constructed with a Boys & Girls Club built in and is sited across the street from a gymnasium that it has an agreement with Portland Parks and Recreation to use.

5. Conclusions

Program changes, the use of portables, and public/private partnerships may provide capacity that could prevent the need to perform major renovation or build a new school. However, each of these strategies has been found to be limited in some way. It is important for the District to explore other options for increasing the amount of school capacity without having to make major capital investments. It is requested that the Committee indicate whether these strategies have potential as alternatives to new construction and major renovation from a community perspective, and whether the Committee has other strategies to suggest.

Issue Paper #11: Available Land and Vacant District Sites

1. Introduction

Pursuant to the school facility planning statute, ORS 195.110, Gresham-Barlow School District must conduct an analysis to determine the land needed to implement the recommendations of the facility plan:

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.

This paper reviews the estimates of land needs based on previous Committee discussions of site size ranges and characteristics (Issue Paper #7).

Additionally, locations for these land needs are identified using information regarding buildable land and expected growth from the City of Gresham and Clackamas and Multnomah counties as well as earlier analysis about attendance areas with enrollment levels that currently exceed the amount of available space (Issue Paper #4).

2. Vacant Land within the Gresham-Barlow School District Boundaries

The following set of maps and tables document land that is classified as vacant within the Gresham-Barlow School District boundaries. The maps and tables were generated from land use information provided by the local jurisdictions to Metro and compiled in Metro's Regional Land Information System (RLIS) for use in GIS. The information should be current as of May 2012. The vacant land information in the following maps and tables are organized by lot size and ownership, described below:

- Map 1 and Tables 1 and 2 – Vacant lots, each lot 5-10 acres, where at least two lots are adjacent to create at least a 10-acre lot if aggregated.
- Map 2 and Table 3 – Vacant lots, 10-20 acres, in the northern portion of the district, by private and public ownership.
- Map 3 and Table 4 – Vacant lots, 10-20 acres, in the southern portion of the district, by private and public ownership.
- Map 4 and Table 5 – Vacant lots, 20 or more acres, in the northern portion of the district, by private and public ownership.
- Map 5 and Table 6 – Vacant lots, 20 or more acres, in the southern portion of the district, by private and public ownership.

3. Vacant Land Owned by the Gresham-Barlow School District

Currently the district owns five parcels of property. The vacant properties are:

- Map 1 – Vacant properties located in the northern portion of the district:
  - N1 Troutdale Property - Located in Troutdale. Tax Lot ID 1S 3E 12A, Lot 600. Parcel size: 9.92 acres
  - N2 Main Property - Located in Gresham (across from Gresham High School) Address: 1133 N Main Ave. Tax Lot ID 1S 3E 3 CC, Lot 550. Parcel size: .46 acres
  - N3 Salquist Property - Located in Gresham. Tax Lot ID 1S 3E 13DB, Lot 100. Parcel size: 12.37 acres
  - N4 Chase Property - Located in Gresham. Tax Lot ID 1S 3E 13DB, Lot 3800. Parcel size: 2.44 acres
- Map 2 – Vacant properties located in the southern portion of the district:
  - S1 Damascus Property - Located in Damascus (across from Deep Creek Elementary School). Tax Lot ID 2S 3E 10C, Lots 100, 200 & 400. Parcel size: 50 acres

4. Conclusion

The District has used school expansions and portables to increase capacity and will likely continue to use these means to some extent. At this time the district does not see a need to purchase additional land for school sites.

Map 1
Gresham-Barlow School District: Vacant Land 5-10 Acres Adjacent Lots

Gresham Barlow School District

UGB

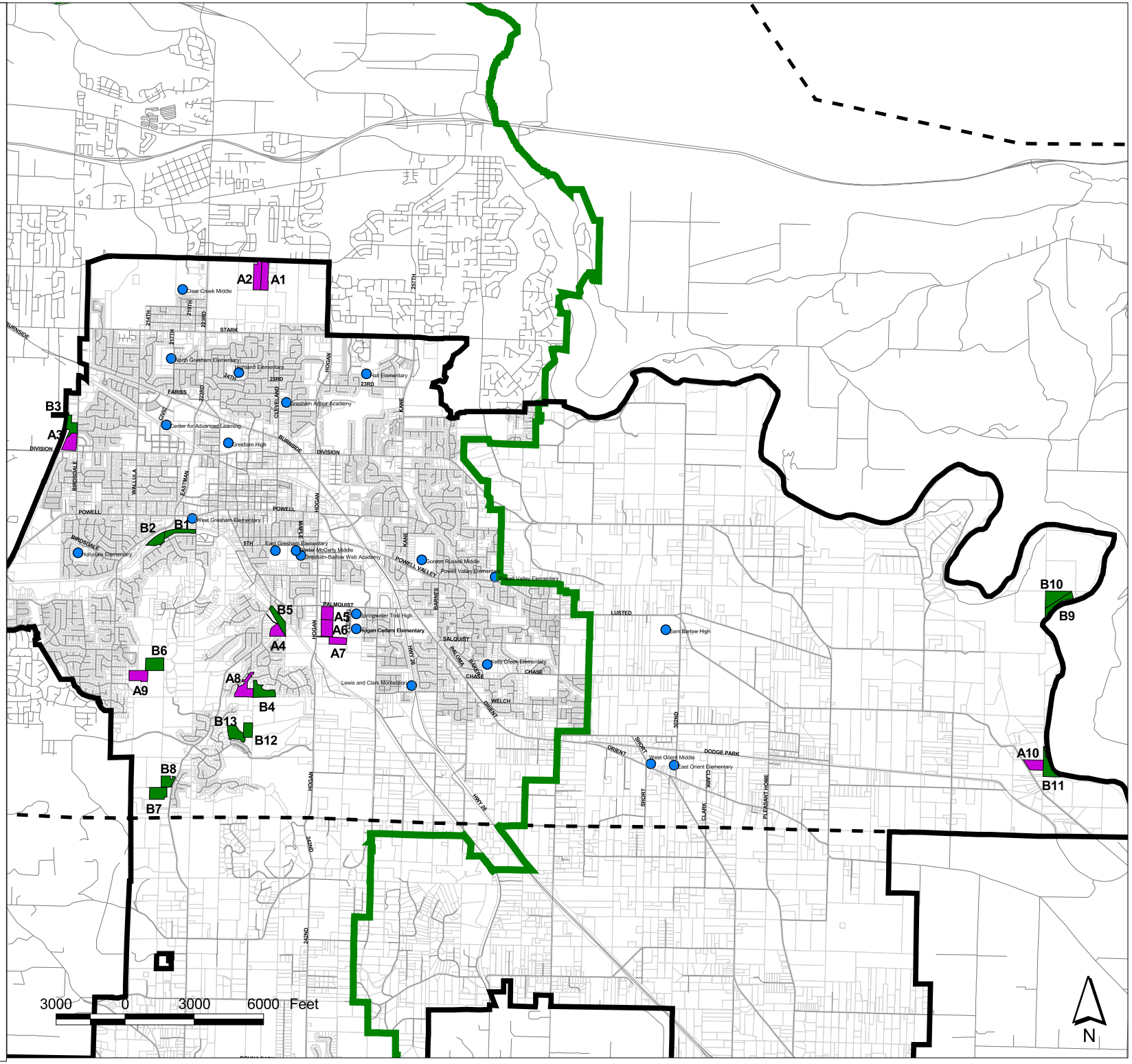
County line

GBSD schools

Private ownership

Public ownership

Lots are numbered and correspond to entries in an accompanying table



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Table 1: Vacant Land, 5-10 Acres, Adjacent Lots, Private Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
A1	1N3E34C -00100	SEMICONDUCTOR COMPONENTS	23400 WI/ NE GLISAN ST	8.68	8.69	GRESHAM	2,066,600
A2	1N3E34C -00203	SEMICONDUCTOR COMPONENTS	23400 WI/ NE GLISAN ST	9.07	9.08	GRESHAM	2,158,650
A3	1S3E05D -01000	MILNE J C	NW BIRDSDALE AVE	8.26	8.26	GRESHAM	1,760,700
A4	1S3E15AC -01904	CHRISTENSEN ROBERT L TR		5.63	5.69	GRESHAM	56,300
A5	1S3E14B -00700	COLUMBIA BRICK WORKS INC	SEC/ HOGAN & SE PALMQUIST RD	6.71	6.71	GRESHAM	1,607,340
A6	1S3E14B -00701	COLUMBIA BRICK WORKS INC	SEC/ HOGAN & SE PALMQUIST RD	8.42	8.42	GRESHAM	1,467,100
A7	1S3E14C -00900	COLUMBIA BRICK WORKS INC	2118 E/ SE HOGAN RD	5.63	5.63	GRESHAM	1,225,560
A8	1S3E15CD -01663	DEER GLEN HOMEOWNERS ASSN	SE ELLIOTT DR	9.84	9.87	GRESHAM	0
A9	1S3E16D -01600	MOORE CHARLES E		8.65	8.59	GRESHAM	58,300
A10	1S4E22A -01300	GUDGE THOMAS E		7.07	7.18	UNINCORPORATED	151,010

Table 2: Vacant Land, 5-10 Acres, Adjacent Lots, Public Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
B1	1S3E09DA -01200	GRESHAM CITY OF		5.07	5.941	GRESHAM	80,000
B2	1S3E09DB -04000	GRESHAM CITY OF		6.02	6.031	GRESHAM	80,000
B3	1S3E05D -00902	GRESHAM CITY OF	1401 NW BIRDSDALE AVE	6.03	6.039	GRESHAM	1,311,990
B4	1S3E15DC -03300	GRESHAM CITY OF		9.43	9.439	GRESHAM	94,300
B5	1S3E15AC -01000	GRESHAM CITY OF		7.19	7.065	GRESHAM	115,000
B6	1S3E16D -01400	GRESHAM CITY OF		10.00	9.985	GRESHAM	100,000
B7	1S3E21D -01200	METRO		8.31	8.478	UNINCORPORATED	141,000
B8	1S3E21DA -04200	METRO	4437 SE REGNER RD	5.55	5.552	GRESHAM	655,000
B9	1S4E14 -01400	NATURE CONSERVANCY	E/ SE LUSTED RD	9.15	6.021	UNINCORPORATED	50,000
B10	1S4E14 -01500	METRO	GORDON CREEK RD	9.71	9.641	UNINCORPORATED	155,690
B11	1S4E23 -01200	METRO		11.31	7.788	UNINCORPORATED	29,370
B12	1S3E22BD -03500	GRESHAM CITY OF	SE REGNER RD	5.59	5.612	UNINCORPORATED	162,000
B13	1S3E22BD -03600	METRO	SE EDGEWOOD DR	7.92	8.235	GRESHAM	481,500

Map 2

Gresham-Barlow School District: Vacant Land 10-20 Acres North District

Gresham Barlow School District

UGB

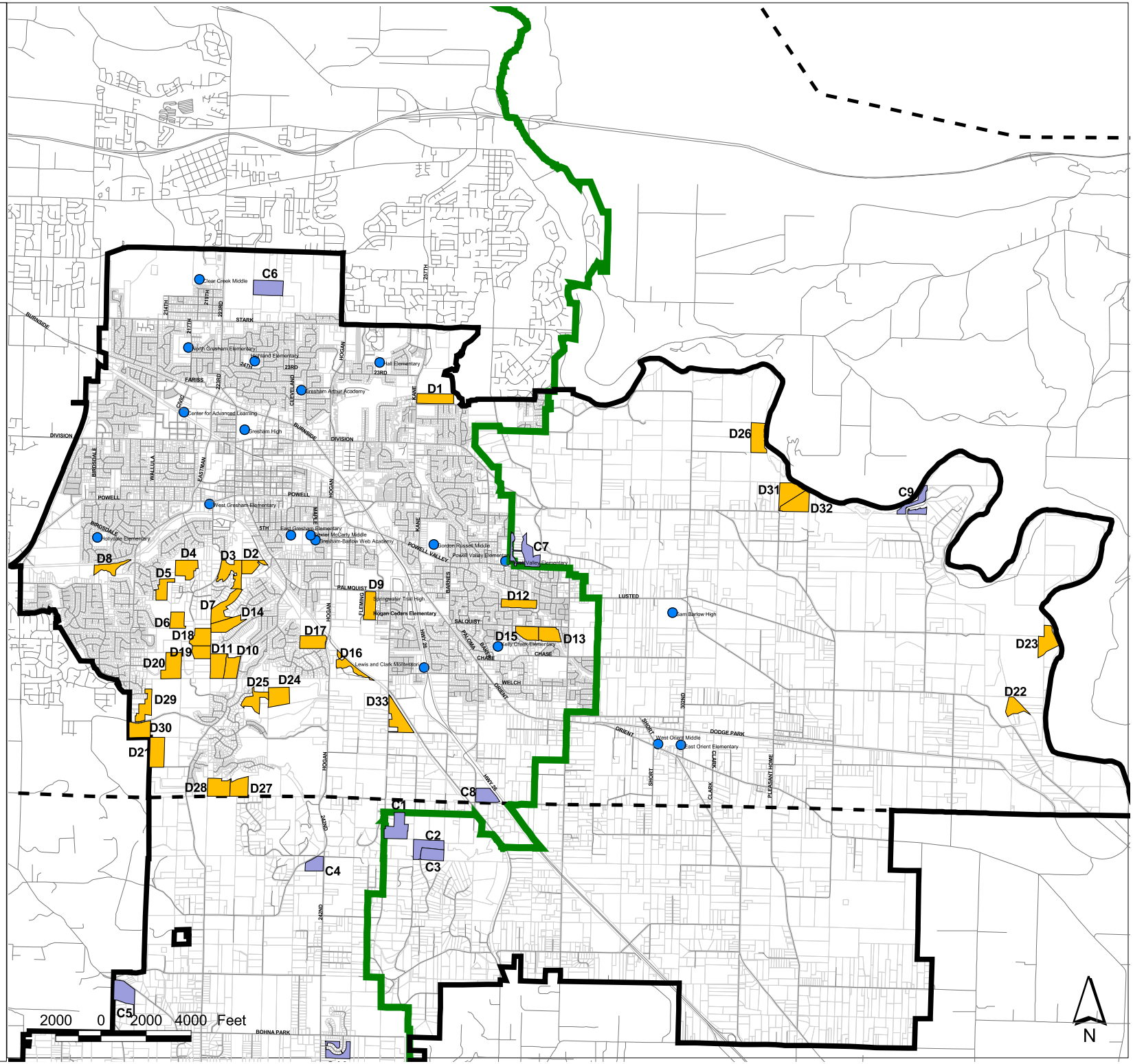
County line

GBSD schools

Private ownership

Public ownership

Lots are numbered and correspond to entries in an accompanying table



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Map 3
Gresham-Barlow School District: Vacant Land 10-20 Acres South District

Gresham Barlow School District

UGB

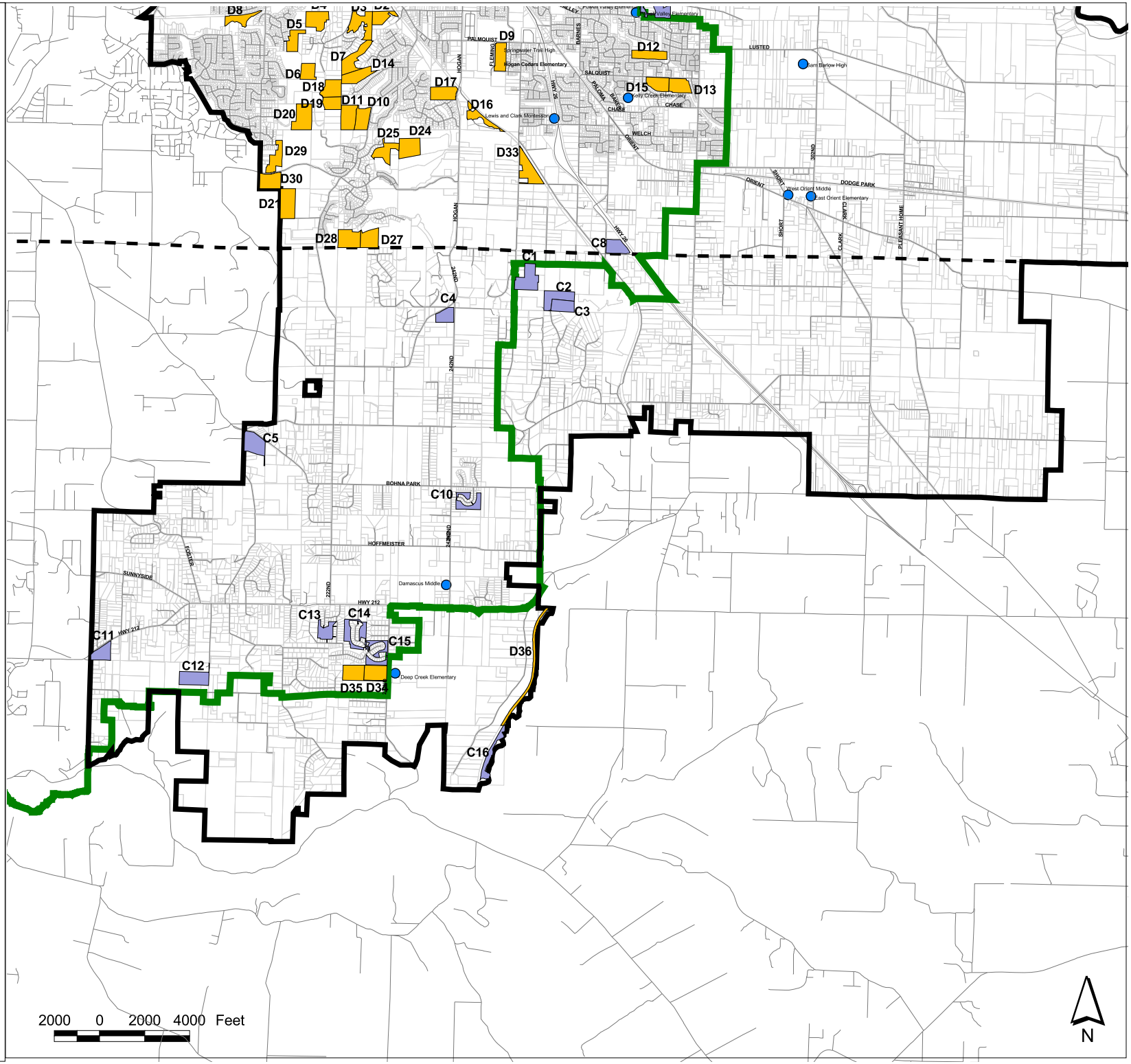
County line

GBSD schools

Private ownership

Public ownership

Lots are numbered and correspond to entries in an accompanying table



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Table 3: Vacant Land, 10-20 Acres, Private Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
C1	13E26A 00900	CHAMBERS JOHN D TRUSTEE	NO SITUS	20.96	19.84	UNINCORPORATED	256,102
C2	13E26A 01200	BOWEN RICHARD L & YOUNG HI	NO SITUS	14.67	15.61	UNINCORPORATED	201,012
C3	13E26A 01201	BOWEN RICHARD L & YOUNG HI	NO SITUS	11.61	11.70	UNINCORPORATED	169,603
C4	13E27D 00100	MOSS DAVID L TRUSTEE	NO SITUS	10.00	10.16	DAMASCUS	151,754
C5	13E33C 02300	STEIN CLINTON CO-TRUSTEE	NO SITUS	18.45	18.29	DAMASCUS	270,318
C6	1N3E34C -00400	SEMICONDUCTOR COMPONENTS	23400 WI/ NE GLISAN ST	20.00	19.99	GRESHAM	4,356,000
C7	1S3E12D -02400	ARROW CREEK OWNERS ASSN		19.63	19.63	UNINCORPORATED	100
C8	1S3E24C -02200	WONG TIANA K Y TR ET AL		12.03	12.04	UNINCORPORATED	456,400
C9	1S4E09A -00600	Y M C A OF COLUMBIA-WILLAMETTE	3010 W/ SE OXBOW PARK RD	17.76	12.87	UNINCORPORATED	254,630
C10	23E02BB04400	SUN PARK SOUTH INC	NO SITUS	0.00	11.14	DAMASCUS	0
C11	23E08B 00900	UGRIN ESTHER A TRUSTEE	18444 SE HWY 212	11.26	11.56	DAMASCUS	161,202
C12	23E08D 00101	BONNER L ROY	NO SITUS	18.03	17.80	DAMASCUS	221,987
C13	23E10BB03300	REGNER TERRACE HOMOWNRS INC	NO SITUS	0.00	10.46	DAMASCUS	0
C14	23E10BB06700	RANCHO ONDO RIVERA HMRS ASN	NO SITUS	0.00	13.67	DAMASCUS	0
C15	23E10BD02900	RANCHO ONDO RIVERA HMRS ASN	NO SITUS	0.00	10.72	DAMASCUS	0
C16	23E14 00490	SALVATION ARMY	NO SITUS	11.19	11.13	UNINCORPORATED	153,464

Table 4: Vacant Land, 10-20 Acres, Public Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
D1	1S3E02D -00100	EAST SIDE AREA EDUCATION DIST		15.82	16.28	GRESHAM	158,300
D2	1S3E15BA -00400	GRESHAM CITY OF		10.48	10.49	GRESHAM	137,000
D3	1S3E15BB -00100	GRESHAM CITY OF		22.39	19.15	GRESHAM	224,000
D4	1S3E16A -00100	GRESHAM CITY OF		16.20	16.15	GRESHAM	162,100
D5	1S3E16A -00300	GRESHAM CITY OF		10.66	10.66	GRESHAM	106,700
D6	1S3E16A -00900	GRESHAM CITY OF		9.85	10.35	GRESHAM	83,000
D7	1S3E15BC -00100	GRESHAM CITY OF		17.48	17.50	GRESHAM	174,900
D8	1S3E16B -00300	GRESHAM CITY OF		10.14	10.18	GRESHAM	101,500
D9	1S3E14B -00601	GRESHAM-BARLOW SCH DIST	1440 SE FLEMING AVE	13.90	13.91	GRESHAM	12,954,690*
D10	1S3E15C -00800	GRESHAM CITY OF		13.31	13.32	GRESHAM	767,600
D11	1S3E15C -00900	GRESHAM CITY OF		16.28	16.28	GRESHAM	162,800
D12	1S3E13AC -00100	GRESHAM CITY OF		13.00	13.06	GRESHAM	130,000
D13	1S3E13DA -04400	GRESHAM CITY OF	5600 SE SALQUIST RD	13.08	13.11	GRESHAM	130,900
D14	1S3E15CB -00101	GRESHAM CITY OF		14.44	14.61	GRESHAM	167,000
D15	1S3E13DB -00100	SCHOOL DIST NO 4		12.36	12.37	GRESHAM	123,700
D16	1S3E14C -02300	METRO	2745 SE AMBLESIDE DR	10.05	10.05	GRESHAM	194,500
D17	1S3E15DA -00400	METRO & GRESHAM CITY OF		15.31	15.30	GRESHAM	153,100
D18	1S3E16D -00400	GRESHAM CITY OF	SW BLAINE AVE	14.77	14.30	GRESHAM	147,800

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
D19	1S3E16D -00500	GRESHAM CITY OF	SW BLAINE AVE	9.88	10.26	GRESHAM	98,800
D20	1S3E16D -01700	GRESHAM CITY OF		20.00	20.00	GRESHAM	200,000
D21	1S3E21D -01000	METRO		19.78	19.77	GRESHAM	197,800
D22	1S4E22A -00200	NATURE CONSERVANCY	N/ SE LUSTED RD	10.72	10.67	UNINCORPORATED	35,780
D23	1S4E14 -02000	NATURE CONSERVANCY	E/ SE LUSTED RD	19.85	17.14	UNINCORPORATED	243,000
D24	1S3E22A -00400	GRESHAM CITY OF		17.21	17.24	UNINCORPORATED	976,600
D25	1S3E22BA -02000	GRESHAM CITY OF		13.27	13.34	GRESHAM	132,700
D26	1S4E05D -00500	METRO		23.15	18.26	UNINCORPORATED	35,300
D27	1S3E22C -00300	METRO		14.06	14.09	GRESHAM	258,000
D28	1S3E22C -00400	METRO		16.96	17.28	GRESHAM	695,500
D29	1S3E21B -00301	METRO		13.23	13.24	GRESHAM	132,400
D30	1S3E21B -02200	METRO		14.56	14.57	GRESHAM	145,600
D31	1S4E08A -00600	METRO	31711 SE DIVISION DR	18.39	16.95	UNINCORPORATED	205,100
D32	1S4E08A -00800	METRO		18.32	17.94	UNINCORPORATED	253,000
D33	1S3E23A -01900	METRO	SE 252ND AVE	18.77	18.76	UNINCORPORATED	248,000
D34	23E10C 00100	GRESHAM-BARLOW SCH DIST	NO SITUS	15.00	15.09	DAMASCUS	197,567
D35	23E10C 00200	GRESHAM-BARLOW SCH DIST	NO SITUS	15.00	14.98	DAMASCUS	197,567
D36	23E11 02400	STATE OF OREGON	NO SITUS	13.80	13.30	UNINCORPORATED	193,201

*Although the land use is classified as “vacant” for this lot, it includes an Improvement valued at $11,237,500.

Map 4

Gresham-Barlow School District: Vacant Land 20-155 Acres North District

Gresham Barlow School District

UGB

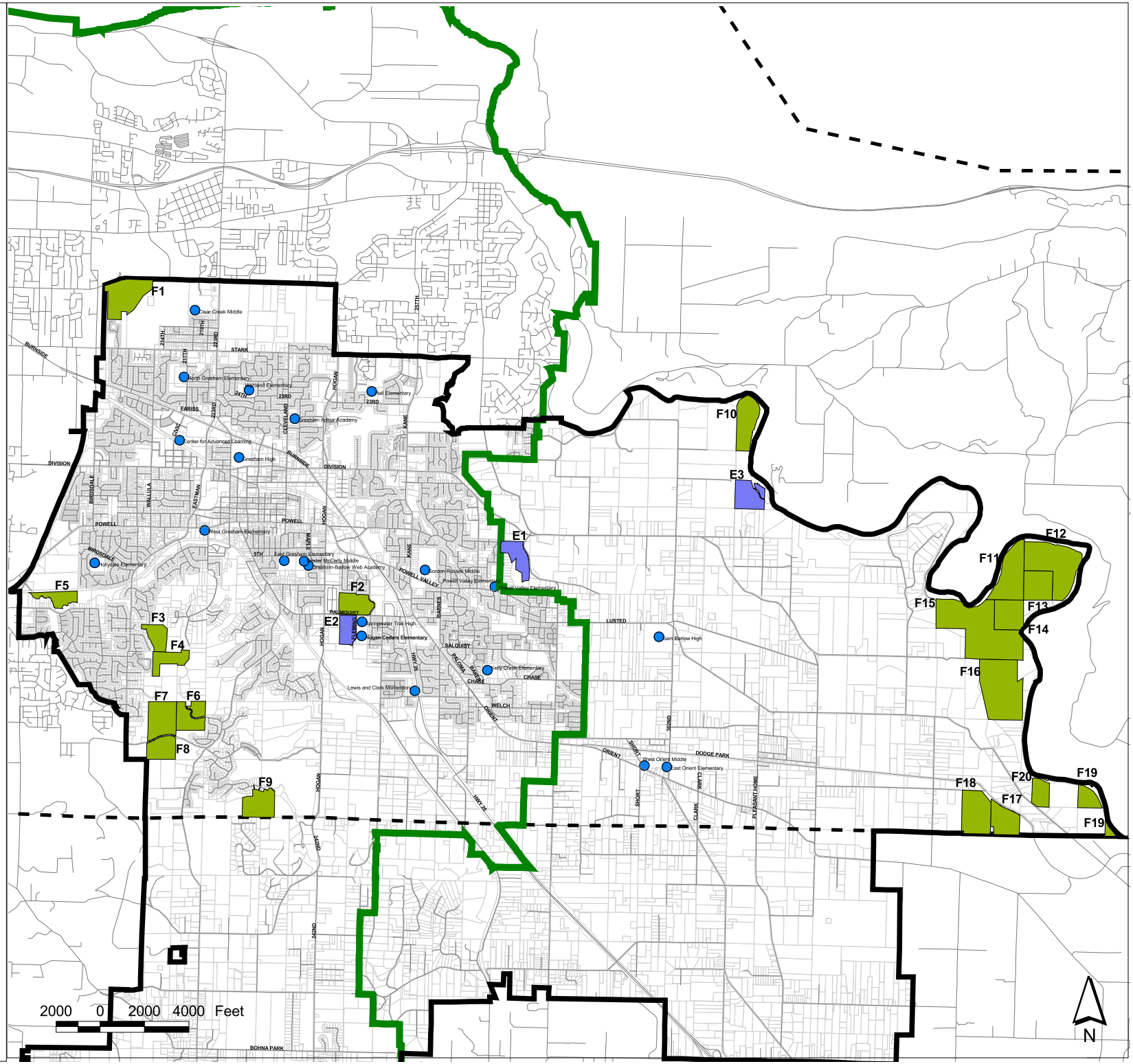
County line

GBSD schools

Private ownership

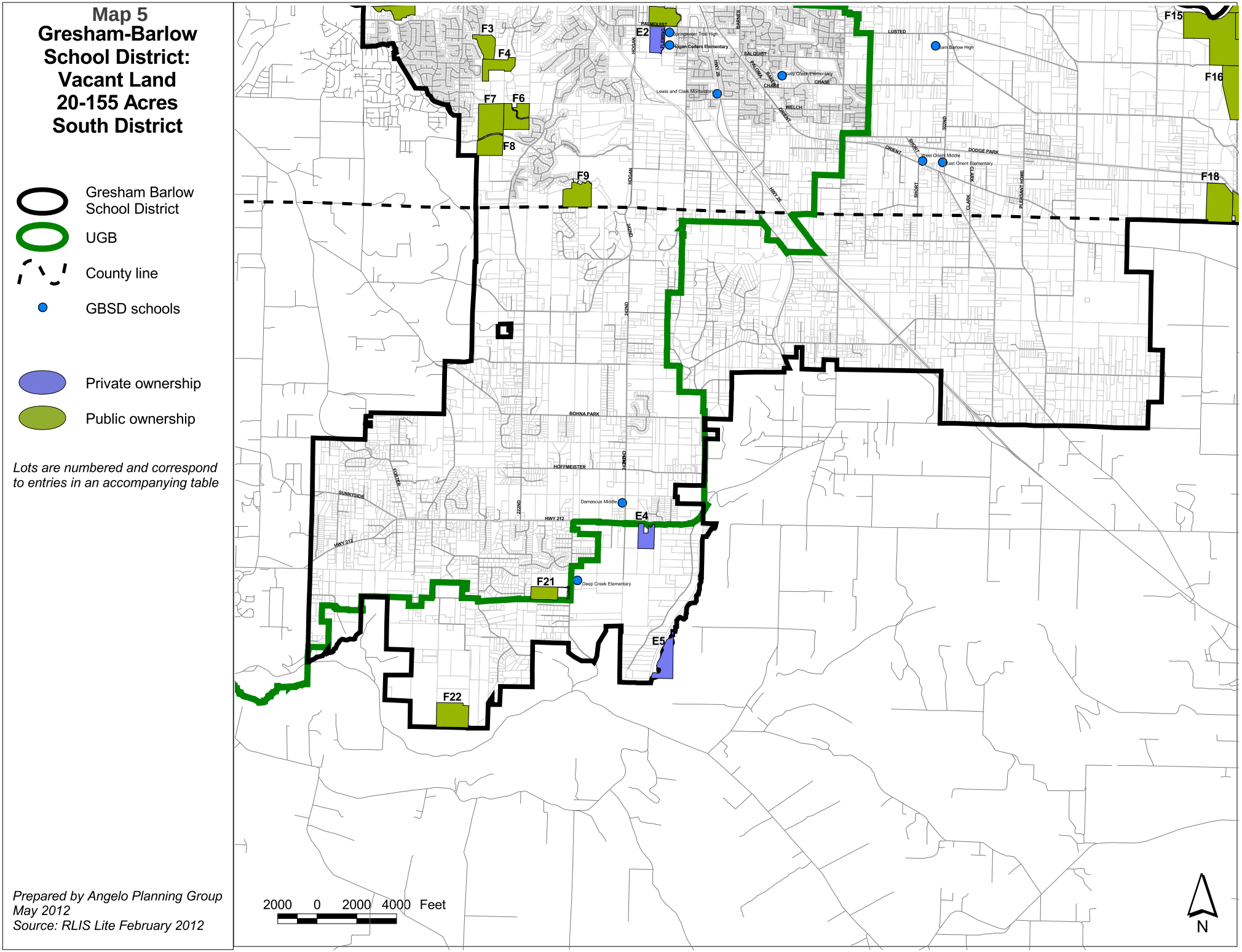
Public ownership

Lots are numbered and correspond to entries in an accompanying table



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Map 5
Gresham-Barlow School District: Vacant Land 20-155 Acres South District



Lots are numbered and correspond to entries in an accompanying table

Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Table 5: Vacant Land, 20-155 Acres, Private Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
E1	1S3E12D -01901	ARROW CREEK OWNERS ASSN		29.04	29.04	UNINCORPORATED	0
E2	1S3E14B -00600	COLUMBIA BRICK WORKS INC	SWC/ FLEMING & SE PALMQUIST RD	21.80	21.85	GRESHAM	5,390,000
E3	1S4E08A -00400	BURNS LAWRENCE P		39.29	35.70	UNINCORPORATED	163,000
E4	23E11 01600	ST PAUL DAMASCUS LUTH CH	NO SITUS	8.85	20.76	UNINCORPORATED	108,084
E5	23E14 00400	SALVATION ARMY	NO SITUS	30.29	31.24	UNINCORPORATED	251,407

Table 6: Vacant Land, 20-155 Acres, Public Ownership

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
F1	1N3E33 -01302	GRESHAM CITY OF	NE GLISAN ST	59.11	59.09	GRESHAM	5,233,390
F2	1S3E14B -00100	GRESHAM CITY OF	SE FLEMING AVE	31.04	31.49	GRESHAM	4,469,620
F3	1S3E16A -00400	METRO		22.17	22.23	GRESHAM	221,700
F4	1S3E16D -01500	GRESHAM CITY OF	SW BLAINE AVE	24.45	25.02	GRESHAM	244,500
F5	1S3E17A -00100	GRESHAM CITY OF		22.15	21.64	GRESHAM	221,600
F6	1S3E21A -00100	METRO		37.29	36.36	GRESHAM	373,000
F7	1S3E21A -00300	METRO		46.15	46.17	GRESHAM	461,600
F8	1S3E21A -00500	METRO		28.48	28.49	GRESHAM	284,900
F9	1S3E22C -00200	METRO		37.99	37.79	GRESHAM	458,100
F10	1S4E05 -00400	METRO	SE NORTHWAY RD	61.61	45.70	UNINCORPORATED	82,500
F11	1S4E10 -00800	METRO		77.36	64.02	UNINCORPORATED	383,740
F12	1S4E11 -00200	UNITED STATES OF AMERICA		110.41	95.58	UNINCORPORATED	407,820
F13	1S4E11 -00400	METRO	GORDON CREEK RD	40.00	39.46	UNINCORPORATED	638,640
F14	1S4E15 -00100	METRO	GORDON CREEK RD	40.66	40.45	UNINCORPORATED	390,000
F15	1S4E15 -00200	UNITED STATES OF AMERICA		158.41	153.23	UNINCORPORATED	869,700
F16	1S4E15 -00600	NATURE CONSERVANCY		106.27	108.65	UNINCORPORATED	572,140
F17	1S4E22D -00100	PORTLAND CITY OF		36.61	35.53	UNINCORPORATED	387,080
F18	1S4E22D -00400	PORTLAND CITY OF	SE CARPENTER LN	56.86	55.62	UNINCORPORATED	528,880

MAP ID	TAXLOT	OWNER	SITE ADDRRESS	ASSESSOR ACRES	GIS ACRES	JURISDICTION	TOTAL VALUE ($)
F19	1S4E23 -01500	UNITED STATES OF AMERICA		34.15	23.04	UNINCORPORATED	115,250
F20	1S4E23C -00300	METRO		22.81	21.76	UNINCORPORATED	45,130
F21	23E10C 00400	GRESHAM-BARLOW SCH DIST	NO SITUS	20.37	20.37	DAMASCUS	221,635
F22	23E16 01900	METRO	NO SITUS	45.70	45.01	UNINCORPORATED	340,320

Map 1
Gresham-Barlow School District: District Property, North

Gresham-Barlow School District

UGB

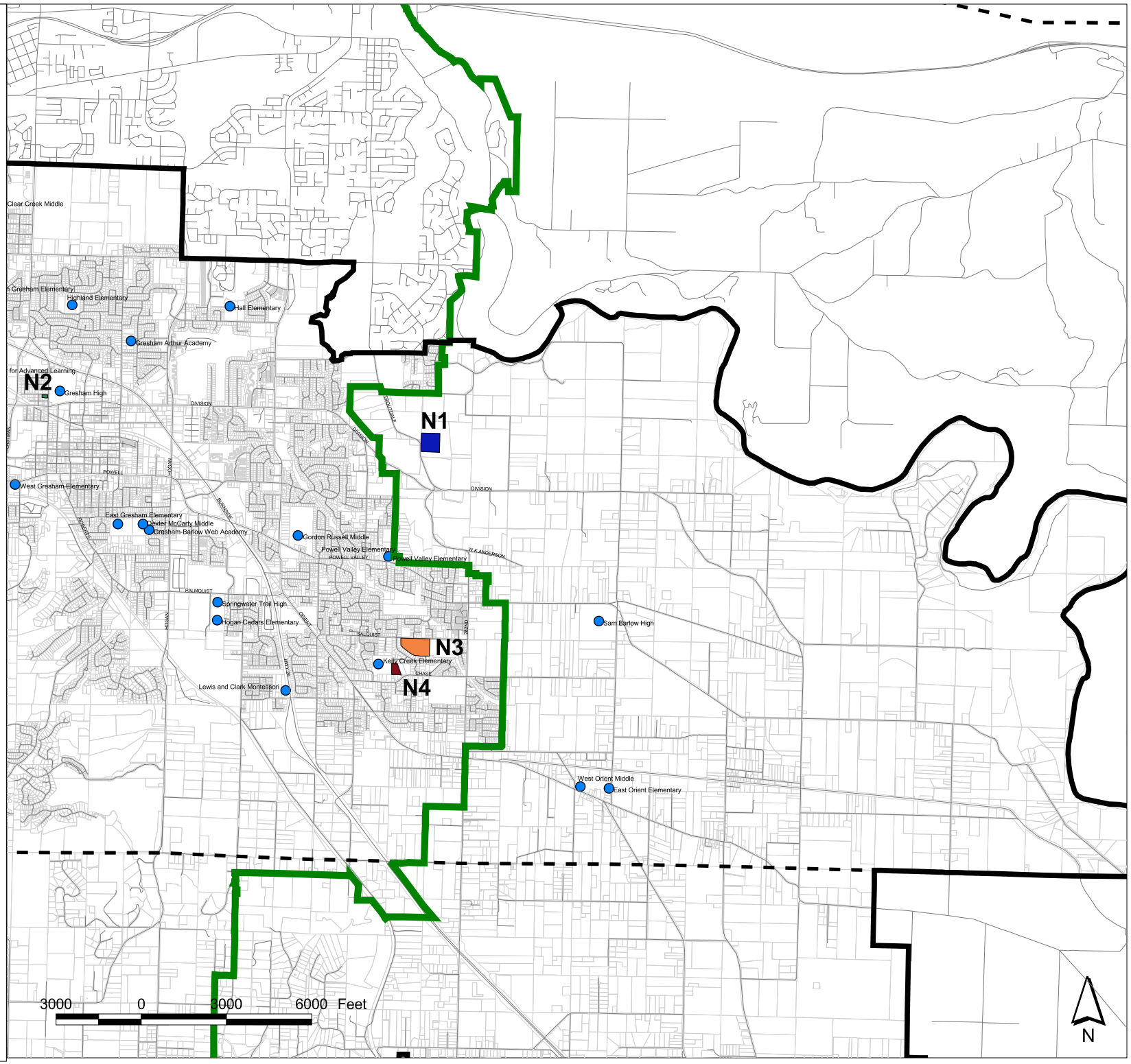
GBSD schools

N1
Troutdale Property
1S 3E 12A Lot 600
9.94 acres

N2
Main Street Property
1S 3E 3 CC Lot 550
0.46 acres

N3
Salquist Property
1S 3E 13DB Lot 100
12.37 acres

N4
Chase Property
1S 3E 13DB Lot 3800
2.44 acres



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Map 2

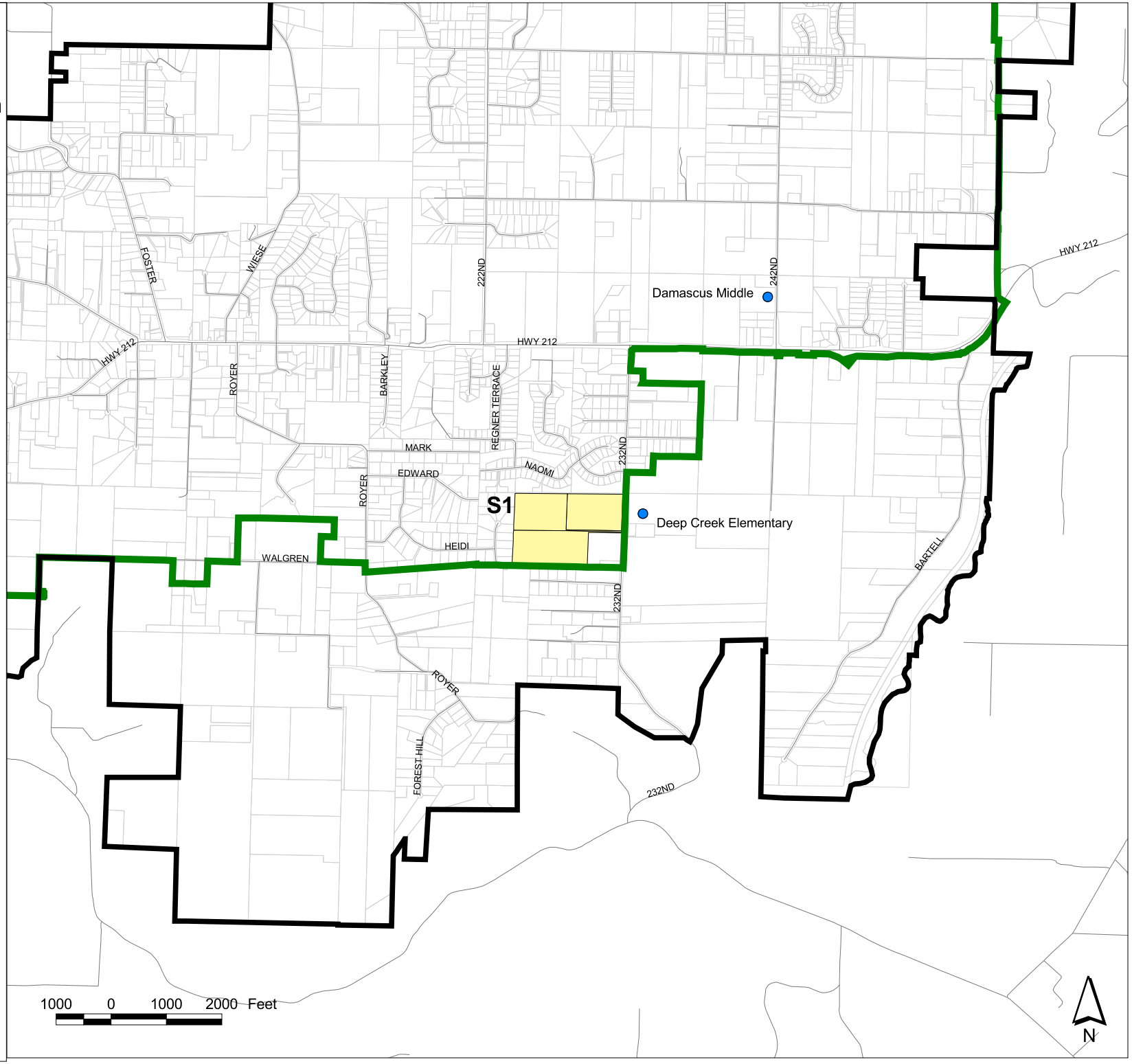
Gresham-Barlow School District: District Property, South

Gresham-Barlow School District

UGB

GBSD schools

S1
Damascus Property
23E 10C
Lots 100, 200, 400
50 acres



Prepared by Angelo Planning Group
May 2012
Source: RLIS Lite February 2012

Issue Paper #12: Special Program Needs

1. Introduction

The District currently provides such special programs services as Special Education, English Language Learners (ELL) and Early Intervention.

While most of the students in special programs are captured in enrollment projections and some special program facility needs should be captured in the District's school capacity formula, some special programs, particularly physical education and full-day kindergarten and recently adopted options, may significantly increase the facility needs for District special programs.

2. Special Education

About 11% of GBSD students qualify for some type of special education services. This percentage has remained fairly constant for a number of years, and is projected to remain so. Every school reserves at least one classroom to for special educations purposes: a Resource Room. Some schools provide additional specific SCES services, such as programs for learning and other significant disabilities.

3. Full-Day Kindergarten

Full-day kindergarten is not currently offered in the GBSD and is not mandated by state or federal law. There is a potential in the future for a legislative mandate of full-day programs, likely within the next 5 years. If the program were to be mandated, GBSD would see a large increase in classroom needs. There are 19 morning kindergarten and 13 afternoon kindergarten classrooms in use for the 2011-12 school year. With a mandate to offer a full-day program, GBSD would need an additional 16 classrooms just to meet current kindergarten needs.

4. English Language Learners

The English Language Learners (ELL) program is mandated by federal law. In 2011-12, a total of 21 GBSD classrooms were specifically used for ELL purposes, to serve approximately 1,284 students.

5. Physical Education Requirements

In 2007, the Oregon Legislature enacted House Bill 3141, which calls for a minimum of 150 minutes of weekly physical activity for each student in grades K-5 and 225 minutes for students in grades 6-8, effective July 1, 2017.

Appendix C

Long Range Facility Plan Committee (LRFPAC) Meeting Summaries

Meeting #1 – February 22, 2012
Meeting #2 – March 21, 2012
Meeting #3 – May 9, 2012
Meeting #4 – May 30, 2012
Meeting #5 – June 18, 2012

Gresham-Barlow School District
2012 School Facility Plan
Long Range Facility Plan Advisory Committee

Meeting #1 Notes
Wednesday, February 22, 2012

The notes below represent some of the discussion that was held during the meeting and capture any decisions made or otherwise considered by the Facility Plan Advisory Committee (FPAC).

Table Discussions by Topic

Facility Capacity/Space Use

- Locations of facilities based on existing infrastructures
- School space for large class meetings in order to not misplace PE/choir
- Plan for 6,000 to 7,000 students, increase in required seat time
  We do not have the capacity
- Space for alternative education opportunities
- Flexibility with facilities
  Multi-use room
- Planning ahead of portables
- Staff training facilities – smaller group training
- Non-traditional classrooms/technology

Facility Improvements

- Existing facility conditions – the challenge of keeping up with existing needs. The difference of conditions and features between schools (e.g., how much more light is in some schools versus others).
- Look at other facilities and growth/sewer for timing of school facilities
- Update older buildings
- Facility upgrades
  Infrastructure (plumbing/electrical)
  Seismic upgrade
  Space
- Going green and updating buildings
- Kinetic walls/transparent
- Urban-based design for schools
- Alternative energy sources

Community Involvement/Partnerships

- Partnerships with community (e.g., art/theater)
- Connection with business community
- Development Uses
  Schools and park & recreation comingle in space

MHCC use for evening classes
Theatre and arts
Conventions
- Partnerships w/ churches to utilize larger spaces
- Regional Parks and Recreation Program
- Shared park and field facilities (libraries) with cities
- School based health centers
- Community use programming
  Bring people from the community into the school
- Get parents/grand-parents back in schools – invest in sustainability
  Mentoring
  Knowledge
  Build sense of community
  Keep/allow facility space for SUN afterschool programs
- Hands-on and useful programming for adults
  CTE classes e.g., auto, metals, woods, (FCS) family and consumer sciences
- Pre-school and Head Start (ECE) programs articulated with elementary schools

Technology Improvements/Upgrades

- Technology
  Retro fitting
  Integrating
  Make the technology seamless & up to date
  Cost effective measure: "The Cloud"
- Technology – getting up to date and staying up to date. Importance of wireless technology and ability of existing buildings to support wired technology. Can schools retrofit to update technology or does it become more cost effective to rebuild school to accommodate? Families want their children to be at a technologically current school (understandably).
- Technology needs – capital and equipment
- Technology in the classroom accessible to all students
- Technology upgrades
  Wired and wireless capability

Damascus/Clackamas County

- How to merge growth from Clackamas County/Damascus capacity, there now but in the future? Not much effect on incorporated Clackamas County expected.
- School district consolidation- Damascus
- High school/community school in Damascus

Alternative Education

- Proficiency based learning/less student hours at schools
- Future of charter schools
- Cyber-based learning/at-home classes

Kindergarten

- Full day kindergarten beginning 2014
- Space – buildings
  Take away morning/afternoon separate times and merge the two
  Increase class size
- Full day kindergarten
  No classrooms available

Transportation

- Bicycle and pedestrian paths and safe routes to school
- Bus barn- transportation center

Instruction/Course Options

- Nutrition, exercise, healthy life-style (phys. exercise)
- Integrated- science/PE/health – facilities to accommodate these opportunities
- Lots of space for discovery – real-world experiences
  Labs
  Gardens
  Cooking
  Media-center
  Variety/diverse programs

<u>Student Enrollment Forecasts</u>

- Kindergarten students (about 850) have been accounted for in the forecasts but the shift to all-day kindergarten will mean that those students are there longer and more facility space and teachers will be needed as a result.
- Growth in Damascus is anticipated to first occur in western Damascus, around 172nd. This will translate more into enrollment growth for North Clackamas School District than for Gresham-Barlow School District.
- The PSU projections take population dynamics into account as well as available land and some planning considerations.
- **Proposal to accept medium-growth forecast for the facility plan:** The Facility Plan Advisory Committee accepts the medium-growth scenario for facility planning purposes. The Committee agrees in general that the estimate seems somewhat high but should not underestimate growth, is reasonable for planning purposes, and should be revisited in three to five years.

<u>School Capacity Formula</u>

- Once an accepted capacity formula is applied to all the schools, schools found to have significant excess capacity may be considered for conversion to K-8 depending on the location of projected enrollment growth.
- Once a capacity formula is applied to a school, it is possible and advisable to check how accurate the results are for each school.

- The recommended formula relies on an area per student factor. The factors used in the recommended formula come from state and regional examples.
- Including cafeteria and non-classroom space in the recommended capacity formula help to keep application of the formula uniform across schools and account for important core facilities in a school.
- **Proposal to accept the recommended capacity formula for the facility plan:** The Committee asked that the proposal to accept the recommended capacity formula for use in the facility plan be postponed until the next meeting.
- Results of applying the accepted capacity formula will be vital in comparing estimated school capacity to projected enrollment to determine potential capacity needs and to evaluate the use of space in schools. This comparison will be presented at the next meeting.

Next Meeting
LRFPAC Meeting #2
March 21, 2012
6:00 p.m. – 8:00 p.m.
Location: Center for Advance Learning

Gresham-Barlow School District
2012 School Facility Plan
Long Range Facility Plan Advisory Committee

Meeting #2 Notes
Wednesday, March 21, 2012

The notes below represent some of the discussion that was held during the meeting and capture any decisions made or otherwise considered by the Facility Plan Advisory Committee (FPAC).

Comparison of School Enrollment Projections and Capacity

- Jurisdictions participating in the planning process (Gresham, Damascus, Clackamas County, Multnomah County, and Metro) find the medium-growth school enrollment projections to be generally reasonable. The medium-growth scenario may yield a slightly high projection (e.g. especially in the view of the City of Damascus, whose growth will probably first occur in other school districts), but there was consensus that it was better to have a slightly more aggressive forecast for planning purposes than not, and that the projections will be reviewed for accuracy in another few years.
- **Proposal to accept the recommended capacity formula for the facility plan:** The Committee did accept the recommended capacity formula for use in the facility plan.
- In terms of applying the formula to each school, it was asked whether schools found the results so far to be accurate for them. The District has heard back from the high schools and middle schools that the results seem accurate, but has yet to hear back from elementary schools.
- Most of the District's schools are currently projected to be near or over capacity in the next 10 years.
- For capacity formula results that are showing some schools near or over capacity, it may be important to review the raw numbers in terms of by how many students since the comparison of capacity and projected enrollment is being reported in percentages. It may also be important to review capacity results with individual schools in order to identify issues in addition to total capacity, including capacity and potential crowding per classroom (i.e. student-teacher ratios).
- Some strategies for addressing schools that are near or over capacity may include the use of portables, expansions of existing buildings, boundary changes, conversion of schools to K-8, programming and scheduling changes, and new construction. These options will be discussed more at the next meeting.

School Facility Assessments

- The current set of reporting on facility conditions and needs includes needs identified during a round of assessments in 2007-2008, more historical data, and more recent data, all loaded into a program called PlanningDirect.
- The reporting does not address capacity needs and expansions. The cost to address maintenance needs alone totals approximately $57 million.
- The District has an allocation of funding (granted through Senate Bill 1149) to work on energy-related upgrades.
- The school-by-school assessments will be organized into five- and ten-year plans to be packaged and presented with other data as an overall school profile.
- **There was no action requested of the Committee on this topic.**

Next Meeting

FPAC Meeting #3
April 25, 2012
6:00 p.m. – 8:00 p.m.
Location: Center for Advance Learning

Gresham-Barlow School District
2012 School Facility Plan
Long Range Facility Plan Advisory Committee

Meeting #3 Notes
Wednesday, May 9, 2012

The notes below represent some of the discussion that was held during the meeting and capture any decisions made or otherwise considered by the Long Range Facility Plan Advisory Committee (LRFPAC).

Class Sizes (Issue Paper #4a)

- A supplemental paper on class sizes on a grade level and school-by-school basis was presented to the Committee.
- It was asked whether there are District policies about target or ideal class sizes. Currently there are not policies, and the District seeks to maintain class sizes without them growing larger.
- There was also a question about whether there would be staff or teachers for expanding school capacity, if the facility plan indicates and recommends increasing capacity. The District assumes that staffing levels will have to increase at some point. However, the funding for this is uncertain. Even if the District secures General Obligation (GO) bond funding, this could not be used for staffing.
- This topic was informational. **There was no action requested of the Committee on this topic.**

Ancillary Facility Needs (Issue Paper #6)

- A general assessment of the conditions and needs of District ancillary facilities was presented. Given upcoming relocations for some facilities, there are few identified needs other than a need for more warehouse space.
- This topic was informational. **There was no action requested of the Committee on this topic.**

School Site Characteristics (Issue Paper #7)

- An overview on recommended school site size ranges and features or characteristics associated with each school level was provided.
- The Committee was divided into groups to discuss site characteristics for elementary schools, middle schools, and high schools. The notes from those discussions are included in these meeting notes as Attachment A.
- **Proposal to accept the recommended set of school site characteristics for the facility plan:** The Committee did concur with the recommended school site characteristics for use in the facility plan, recognizing that there may not be a need for new school facilities in the planning period and that these characteristics are to act as flexible guidelines, not standards.

Financing for Capital Programs (Issue Paper #8)

- An overview on capital funding mechanisms currently available to the District (e.g. bonds, taxes/levies, grants) was given, and the District's currently level of indebtedness – and remaining debt capacity – was explained.
- Carol Samuels gave a presentation on bond funding in particular because General Obligation bonds are currently the most viable way of funding capital improvements in the district. (Local option levies are currently infeasible due to gap calculations that have done per property.)
- This topic was informational. **There was no action requested of the Committee on this topic.**

Next Meetings

- The next meeting (Meeting #4) will be Wednesday, May 30.
- The April 25 meeting needed to be rescheduled and the Committee agreed to reschedule that meeting (Meeting #5) to Monday, June 18.

LRFPAC Meeting #4
May 30, 2012
6:00 p.m. – 8:00 p.m.
Location: Center for Advanced Learning

LRFPAC Meeting #5
June 18, 2012
6:00 p.m. – 8:00 p.m.
Location: Center for Advanced Learning

Attachment A
School Site Characteristics – Table Activity Notes

The following is a transcription of lists of site characteristics that LRFPAC members developed for each school level. Because participants spent time discussing some of the list items, the lists do not necessarily capture ***all*** of the features that each type of school should have but, rather, present some more in-depth thought about some of the school site characteristics.

Elementary Schools

- Parking and loading with good circulation and opportunities for easy access (ingress/egress)
    - Use vacant land in parking areas for turning and maneuvering
    - Deep Creek and Powell Valley are examples of poor circulation and access
    - East Orient and Hogan/Cedars are better examples for circulation and access
    - Separating traffic (bus, parents, staff)

- Well-marked crossing for pedestrian
    - Re-paint crossings/crosswalks
    - Re-paint stop lines for vehicles

- Gym
- Covered play area, enough room for one grade level to have recess
- Libraries
    - Updated technology and space appropriate for the technology
    - Not as many books
    - Open, flexible, multi-functional space (but still providing quiet "nooks" and spaces for studying)
    - Examples can be found in newer schools and at Mount Hood Community College

- "Pods", flexible break-out areas
- Soft-surface walking/running trails and fields
    - Good for general community use, too (and having community use and support is helpful when funding measures come up for a vote)

Middle Schools

- Improved parking and loading/unloading areas
    - Separate areas for parent pick-up/drop-off and buses
    - Loop for parent area (easy ingress/egress)
    - Separate delivery areas from play areas
- Adequate parking
- Bike paths, bike parking
- Outdoor play area, paved (basketball)
- Covered play area
- Multipurpose field (soccer, football)
- Track
- Baseball/softball field
- Outdoor picnic tables

High Schools

- Locker facilities, toilets and bathrooms for outdoor facilities
- Covered bleachers
- Multi-purpose facility/meeting spaces for staff development
- Swimming pool (community pool)
- Adequate parking for students, staff, and visitors
- Performing arts facilities
- Farmers Market,
- Plug-ins/stations for cars/electronic cars
- Covered, secure bike parking
- Solar energy
- Sports fields
    - Turf/artificial surface
    - Softball/baseball turf
- Area for greenhouse, rain gardens
    - Community vegetable garden

- Health care center (community)
- After-hours access to meeting spaces, conference center, computer lab
    - Clear separation from other campus buildings and facilities
    - Easy navigating to and amongst facilities)
- Outside picnic tables/outdoor gathering space or courtyard
- Manageable entrance and exits (for security)
- Transportation, Safe Routes to School programs
- Loading, unloading

Gresham-Barlow School District
2012 School Facility Plan
Long Range Facility Plan Advisory Committee

Meeting #4 Notes
Wednesday, May 30, 2012

The notes below represent some of the discussion that was held during the meeting and capture any recommendations made or otherwise considered by the Long Range Facility Plan Advisory Committee (LRFPAC).

Efficient Use of Sites (Issue Paper #9)

- Efficient use of school sites included discussion of portable classrooms, multi-story buildings, shared uses, and school site sizes.
- The Committee made the following suggestions about shared uses between the District and other private and public organizations:
  - Shared sites for different schools (e.g., elementary schools and middle schools, charter schools)
  - Multi-use instructional space and night schools
  - Libraries
  - Computer, Internet/wireless, and technology centers
  - Performing arts facilities
  - Culinary arts programs
  - Fitness facilities
  - Sports fields
  - Meeting and training rooms
  - Commercial businesses on the ground-floor and offices on the upper floor of multi-story schools and District facilities
  - Parking facilities
  - Printing services
  - Facility support and maintenance services.
- Committee members also commented on the need for greater integration of District planning and local city, county, and regional planning.
- **Proposal to accept the recommended set of efficient use of school sites for the facility plan:** The Committee concurred with pursuing the recommended set of efficient use of sites, with several suggestions for shared uses.

Alternatives to School Construction (Issue Paper #10)

- The discussion of alternatives to school construction addressed program changes, portable classrooms, and public/private partnerships
- Year-round school programs have educational benefits and can be instituted for instructional, budget, and/or capacity reasons. However, as

with extended day/split-shift programs, there are challenges for scheduling significant maintenance and remodeling work. Extended or split-shift programming presents child care challenges for working parents.

- Possibilities for public/private partnerships include several of the uses discussed earlier regarding shared uses (e.g., fitness, recreation, culinary arts, and meeting space).
- **Proposal to accept the recommended set of alternatives to construction for the facility plan:** The Committee concurred with including the set of alternatives to construction in the facility plan as possibilities for exploration over the planning period, acknowledging the scheduling challenges they present. It recommended adding online learning as another alternative to construction.

School Sites / Land Needs and Opportunities (Issue Paper #11)

- Discussion of school site and land opportunities included an overview of vacant land within the District as well as vacant land that the District owns.
- There are not projected capacity shortfalls of the magnitude to warrant building new schools, but expansions and modifications of existing schools will be needed. Thus, there are no new site or land needs projected for the District at this time.
- Land and site opportunities were studied preliminarily for future reference. Vacant land of varying lot sizes was identified. Redevelopable land was not identified, although this land should be identified in the future when land is needed.
- The District will hold on to land that it currently owns in case it can use that land in trading for land in a more strategic location, if needed in the future.
- As land is determined to be needed in the future, a more detailed analysis of land ownership, buildable acreage, zoning and permitted uses, the potential for redevelopment, and appropriate location based projected enrollment growth and needs will be conducted.
- This topic was informational. **There was no action requested of the Committee on this topic.**

Special Program Needs (Issue Paper #12)

- Special program needs address special education, full-day kindergarten, English Language Learners, and physical education requirements.
- Districts will be required to offer full-day kindergarten as an option by 2015. However, districts will not be provided with additional funding per student to provide full-day kindergarten, and significantly more classroom space will be needed to provide full-day service. The District sees the potential to lose students to other schools and districts that offer full-day kindergarten if they do not at their schools.
- Physical education (PE) and music staff at GBSD schools are half-time staff. The District's instructional model makes it difficult to get all needed

academic credits plus music and PE at the high school level (although the new requirements are for elementary schools and middle schools, not high schools). With the new requirements, PE space will be the most difficult to provide at the m idle school level, so creative use of spaces like the commons will be required.

- This topic was informational. **There was no action requested of the Committee on this topic.**

Draft Gresham Barlow School Facility Plan

- The draft plan will be the focus of the next meeting and will be sent out before the next meeting.

Next Meeting

LRFPAC Meeting #5
Monday, June 18, 2012
6:00 p.m. – 8:00 p.m.
Location: Center for Advanced Learning

Gresham-Barlow School District
2012 School Facility Plan
Long Range Facility Plan Advisory Committee

Meeting #5 Notes
Monday, June 18, 2012

The notes below represent some of the discussion that was held during the meeting and capture any recommendations made or otherwise considered by the Long Range Facility Plan Advisory Committee (LRFPAC).

Recommendation #1: The LRFPAC accepts the medium growth scenario for facility planning purposes with the understanding that the estimate that the estimate seems high but should not underestimate growth and that the growth assumptions should be monitored and revisited within five years.

- There were no questions or discussion regarding this recommendation.
- **There was Committee consensus on this recommendation.**

Recommendations #2: The LRFPAC accepts the school capacity formula used in school facility planning as: the gross square footage of the building, minus special education/programs square footage, yielding the net square footage, divided by a square footage per student factor, yielding permanent capacity, adding adjusted portable classroom capacity, yielding total available capacity.

- It was suggested to bring the question to the Board about specifically what program space to exclude from the formula in calculating net square footage.
- In response to the question about at what point in time is portable classroom capacity, there was the recommendation that there be a footnote that portable capacity should be based on the number of portables present at the time that capacity is being calculated. Further, it was suggested that at some point the Board take up the matter of permanent capacity versus available capacity (accounting for portables) as a policy discussion.
- Multiple comments were made that, despite formula results showing sufficient capacity based on square footage, school operations may be constrained by insufficient capacity of support and core services and facilities on campus such as the lunch room.
- It was added that the importance of the formula is its use, once adopted, in evaluating the impact of residential development applications. It was also clarified that it is not the capacity formula alone that is used in reviewing residential development applications but the entire school facility plan. Further, a formula result indicating insufficient capacity does not automatically mean that a residential development application must be

denied. More so, it flags an issue that the District and the jurisdiction(s) reviewing the application must discuss and work together on a solution.
- **If the discussion points above are acknowledged as part of the recommendation, there was Committee consensus on this recommendation.**

Recommendation #3: The LRFPAC supports the proposed guidelines for future facilities and site selection and development, in addition to other characteristics listed in the facility plan.

- It was suggested to identify the use of alternative power for all schools. On a related note, a Committee member suggested that access to existing water, sewer, and power infrastructure be part of the guidelines for all schools, too. This can be combined with a recommendation for the primary or supplementary use of alternative water, sewer, and power systems for schools.
- The need to maintain and upgrade existing facilities according to these guidelines was also acknowledged. A recommendation for funding these needs was deferred as a stand-alone recommendation discussed at the end of the meeting (and presented later in these meeting notes).
- **Given addition of the discussion points above, there was Committee consensus on this recommendation.**

Recommendation #4: The LRFPAC supports measures for the efficient and shared use of schools and school sites as documented in the facility plan.

- Other than the security uses that need to be considered when sharing school buildings, there was limited discussion about this recommendation.
- **There was Committee consensus on this recommendation.**

Recommendation #5: The LRFPAC supports consideration of alternatives to new construction, including the addition of online learning, as documented in the facility plan.

- There were questions whether endorsing this recommendation would imply that the Committee was specifically supporting the use of year-round school or double shifts. It was clarified that these measures would be treated as options to consider in the future and were not going to be framed as specific recommendations in that sense.
- **There was Committee consensus on this recommendation.**

Recommendation #6: Based on the information regarding facility improvement needs in Issue Paper #5 and the status of school financing in Issue Paper #9, the LRFPAC recommends that the Gresham-Barlow School Board consider near-term (within three years) opportunities to present a school construction bond program to District residents.

The Committee recommends that projects and the financing methods included in a school construction bond program be developed in coordination with residents, businesses, and other stakeholders within the District.

- This was a new recommendation formed given discussion about funding the District's significant maintenance needs (estimated cost at approximately $57 million). The recommendation will be added to the draft facility plan.
- The Committee discussed the need for bond funding for what the maintenance needs that cannot be met by the General Fund.
- Funding is needed for "bricks and mortar" maintenance and upgrade needs as well as technological and educational material needs.
- Bond funding does not need to be the only recommended funding source to pursue but it will likely be the primary, most significant source.
- There was concern in letting maintenance and related upgrade needs go unmet for too long so that the deterioration becomes more expensive to address.
- There was also concern in not wanting schools to become predominantly portable classrooms.
- There was strong interest in proposing a bond measure before existing bond taxing comes off the books so that there would be relatively no net change for taxpayers.
- The Committee felt it would be important to direct staff to put together the details of a bond measure (not the Board), and when possible include a variety of projects so that there would be "something for everyone." It will also be important to gather a group of community stakeholders to strategize for a bond campaign. The campaign should emphasize elements like safety and community pride and vibrancy.
- Jurisdiction representatives wanted to remain neutral on this recommendation.
- **There was Committee consensus on this recommendation.**

Next Steps

- The current draft plan will be revised following tonight's meeting. The revised version will be forwarded to the Committee and the Board.
- The plan will receive its first reading at the July Board meeting. The Board will then meet for a work session during its Board Retreat, August 8-10, 2012. The plan will be proposed for approval at the September Board meeting.
- Upon approval by the Board, the plan will be presented to the City of Gresham and any jurisdictions required to adopt the plan as an element of their Comprehensive Plans, pursuant to ORS 195.110.
- Project staff and District leaders extend their sincere gratitude to the Committee for their participation in this process.

Appendix D

Portland State University Population Research Center
Gresham-Barlow School District Enrollment Forecast Update
2012-13 to 2021-2022

GRESHAM-BARLOW SCHOOL DISTRICT

ENROLLMENT FORECAST UPDATE

2012-13 TO 2021-22

Portland State UNIVERSITY

Population Research Center

FEBRUARY, 2012

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GRESHAM-BARLOW SCHOOL DISTRICT

ENROLLMENT FORECAST UPDATE

2012-13 TO 2021-22

Prepared By

Population Research Center

Portland State University

FEBRUARY, 2012

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EXECUTIVE SUMMARY

This report presents the results of a demographic study conducted by the Portland State University Population Research Center (PRC). The study includes analysis of population, housing and enrollment trends affecting the District in recent years, estimates of the impacts of housing development on Gresham-Barlow School District (GBSD) enrollment, and forecasts of district-wide and individual school enrollments for the 2012-13 to 2021-22 school years.

Enrollment Trends

The GBSD enrolled 12,196 students in Fall 2011, an increase of 67 students (0.6 percent) from Fall 2010. The Fall 2011 K-12 enrollment was similar to the enrollment in Fall 2007 and Fall 2008, after a partial recovery from the loss of 160 students in 2010-11. District elementary schools enrollment in Fall 2011 was 5,273, similar to the K-5 enrollment in 2006-07. However, there was a net gain of 14 students (0.3 percent) compared to Fall 2010. Middle grades (6^{th}-8^{th}) enrollment was 2,919 in Fall 2011, a stable enrollment compare to Fall 2010 with a loss of only one student. The enrollment in high school grades 9-12 was 4,004 in Fall 2011, a net gain of 54 students (1.4 percent) compared to the previous year; the high school grades enrollment was similar to the enrollment in Fall 2008 and 2009.

The total K-12 enrollment in the GBSD grew every year in the past decade except for 2005-06 and 2010-11. New housing development contributed to enrollment growth throughout that period, particularly for growth seen among elementary and middle school grades.

Enrollment Forecast

Little or no K-12 growth is expected for 2012-13 due to the continuing slow job growth and high unemployment rate. However, over the 10 year forecast period, K-12 enrollment is forecast to increase by 1,221 students (ten percent), exceeding the overall increase of 568 students experienced in the 10 years between 2001-02 and 2011-12. Table 1 presents the enrollment history and forecast for GBSD at 5-year increments.

Kindergarten to 5^{th} grade enrollments are forecast to increase steadily through 2016-17, then the growth in elementary school grades enrollment levels off from 2017-18 to 2021-22. For the 10 year period, K-5 enrollments grow by 625 students (twelve percent). Moderate growth is expected for secondary enrollments throughout the forecast period, adding 260 middle school students (nine

percent) and 336 high school students (eight percent) over the 10 year period. There will be annual fluctuations that no forecast can anticipate; a one or two year deviation from the forecast does not mean that the forecast trend will be inaccurate in the long run.

Table 1
Historic and Forecast Enrollment
Gresham-Barlow School District

	Actual			Forecast	
	2001-02	**2006-07**	**2011-12**	**2016-17**	**2021-22**
District Total	11,628	12,123	12,196	12,744	13,417
5 year change		*495*	*73*	*548*	*673*
		4%	*1%*	*4%*	*5%*
K-5	5,036	5,275	5,273	5,747	5,898
5 year change		*239*	*-2*	*474*	*151*
		5%	*0%*	*9%*	*3%*
6-8	2,773	2,780	2,919	2,907	3,179
5 year change		*7*	*139*	*-12*	*272*
		0%	*5%*	*0%*	*9%*
9-12	3,819	4,068	4,004	4,090	4,340
5 year change		*249*	*-64*	*86*	*250*
		7%	*-2%*	*2%*	*6%*

Population Research Center, PSU. December 2011.

Individual School Forecasts

We evaluated Metro's residential capacity data for each school attendance area. Among elementary schools, Deep Creek's attendance area contains the greatest amount of buildable residential land, followed by Hogan Cedars, Powell Valley, Hall, and Highland. These five schools account for about 80 percent of the vacant residential land in the District. Assumptions about future growth in kindergarten enrollment and future growth due to migration are based on past trends for each school as well as future residential growth potential.

Middle school enrollment growth is greatest at D. McCarty Middle School due to growth in its feeder elementary school, as well as to potential new housing development. Gresham High School's enrollment forecast is expected to increase gradually and consistently after 2014-15, while more rapid growth is forecast for Barlow High School between 2012-13 and 2017-18, after which the growth is expected to level off.

INTRODUCTION

The Gresham-Barlow School District (GBSD) requested that the Portland State University Population Research Center (PRC) prepare enrollment forecasts for use in the District's planning needs. The current study updates the work PRC conducted in 2007, providing a snapshot of the demographic, housing, and school enrollment patterns and trends. This report also presents extended district-wide and individual school enrollment forecasts for the 10-year period from 2012-13 to 2021-22.

In the next few sections, overviews of local area population, housing and economic trends, and historic GBSD enrollment trends will be presented. Next, the methodology for the district-wide and individual school enrollment forecasts will be described, followed by the results of the new 10 year forecasts with a forecast horizon between 2012-13 and 2021-22. The final section contains a brief discussion of the nature and accuracy of forecasts. Appendix A includes the district-wide enrollment forecast for the low, medium, and high growth scenarios; Appendix B contains a one page profile for each school showing its enrollment history and forecasts; Appendix C contains a one page Census profile for the District.

Study Area, Data, and Materials

Gresham-Barlow School District serves portions of the cities of Gresham, Damascus, and Troutdale, as well as portions of unincorporated Multnomah and Clackamas counties. The city of Gresham in particular, accounts for 84.2 percent of the District's population; the city of Damascus contains 7.5 percent of the District's population; and the city of Troutdale has a small share of 0.4 percent of the GBSD population. Eighty-nine percent of the District's total population is within Multnomah County while about eleven percent resides in Clackamas County.

A wide range of information specific to the District and its surrounding area was gathered for use in this demographic study. Data sources include: enrollment information from GBSD, home school information from Multnomah County Education Service District, demographic and housing data from the U.S. Census Bureau, birth data from the Oregon Center for Health Statistics, city and county population estimates produced by PRC, housing development information from the cities and both counties, and residential capacity data from Metro.

DEMOGRAPHIC AND HOUSING TRENDS, 1990 to 2010

The GBSD area experienced rapid population growth in the past two decades. Population grew from 49,694 in 1990 to 66,145 in 2000 and then increased further to 76,485 by 2010. The District's population grew by 33 percent between 1990 and 2000. Although the growth was not as robust between 2000 and 2010, total population within the GBSD still grew by 15.6 percent. This growth rate was similar to the Portland metropolitan area's 15.5 percent growth in that decade. In 2010, most of the GBSD residents live in incorporated cities. The city of Gresham portion accounts for the greatest share of the District's residents with 64,414 persons, followed by the city of Damascus potion (5,701 persons), and the city of Troutdale (279 persons). Residents of unincorporated areas of Multnomah and Clackamas counties (6,091 persons) make up the rest of the District's population. The District's rate of population growth during the 2000s was slightly less than the 17.1 percent growth experienced by city of Gresham overall, but greater than the 11.3 and 11.1 percent growth rates observed in Multnomah and Clackamas counties respectively.

With the exception of the city of Damascus, which was incorporated in 2004, and the unincorporated area of GBSD, the percentage growth in all areas shown in Table 2 was smaller in the 2000s than in the 1990s. The District added 10,340 residents between 2000 and 2010, compared with 16,451 residents added between 1990 and 2000.

Table 2

City and Region Population, 1990, 2000, and 2010

	1990	2000	2010	Avg. Annual Growth Rate 1990-2000	Avg. Annual Growth Rate 2000-2010
GBSD Total[1]	49,694	66,145	76,485	*2.9%*	*1.5%*
City of Damascus[2]	N/A	N/A	10,539	*N/A*	*N/A*
GBSD Portion	N/A	N/A	5,701		
City of Gresham[3]	68,235	90,205	105,594	*2.8%*	*1.6%*
GBSD Portion	39,914	53,996	64,414	*3.1%*	*1.8%*
City of Troutdale[4]	7,852	13,777	15,962	*5.8%*	*1.5%*
GBSD Portion	4	126	279	*41.2%*	*8.3%*
GBSD Unincorporated	9,776	12,023	1,253	*2.1%*	*-20.2%*
Clackamas County	278,850	338,391	375,992	*2.0%*	*1.1%*
Multnomah County	583,887	660,486	735,334	*1.2%*	*1.1%*
Portland-Vancouver-Beaverton MSA[5]	1,523,741	1,927,881	2,226,009	*2.4%*	*1.4%*

1. School District population determined by PSU-PRC based on aggregation of census blocks within the GBSD boundary. The 2010 GBSD population published by the Census Bureau is 76,354

2. City of Damascus gained 53 persons between 2004 and 2010 due to annexation.

3. City of Gresham gained 2 persons between 1990 and 2000 and gained 108 persons between 2000 and 2010 due to annexation.

4. City of Troutdale gained 6 persons between 1990 and 2000 and gained 10 persons between 2000 and 2010 due to annexation.

5. Portland-Vancouver-Beaverton MSA consists of Clackamas, Columbia, Multnomah, Washington, Yamhill (OR) and Clark and Skamania (WA) Counties.

Sources: U.S. Census Bureau, 1990, 2000, and 2010 censuses; Portland State University Population Research Center.

Tables 3 and 4 present additional population and housing characteristics for GBSD based on the 2010 block level Census data published in August 2011. The customized District totals for these 2010 characteristics are aggregated by Census block level data to approximate the District and elementary attendance area boundaries. The boundaries used to compile the data are verified with the District and are consistent with the maps used in the 2007 study; no boundary changes were noted.

Table 3

Gresham-Barlow School District

Housing and Household Characteristics, 2000 and 2010

	2000	2010	10 year Change	
			Numeric	Percent
Housing Units	25,749	30,307	4,558	17.7%
Households	24,516	28,621	4,105	16.7%
Households with children < 18	9,486	10,147	661	7.0%
share of total	*39%*	*35%*		
Households with no children < 18	15,030	18,474	3,444	22.9%
share of total	*61%*	*65%*		
Household Population	65,438	75,727	10,289	15.7%
Persons per Household	2.67	2.65	-0.02	

Source: U.S. Census Bureau, 2000, and 2010 Censuses; data aggregated to GBSD boundary by Portland State University Population Research Center.

Table 4

Gresham-Barlow School District

Population, Households, and Housing Units by Elementary Area, 2010 Census

	Population			Households				
Elementary Area	Total	Age 5-17	< Age 5	Total House-holds	With Children < Age 18	Share of HHs with persons < Age 18	Popu-lation in House-holds	Persons per House-hold
Deep Creek	5,537	1,035	202	1,931	643	33%	5,515	2.86
E. Gresham	5,568	1,044	406	2,090	758	36%	5,502	2.63
E. Orient	6,602	1,254	317	2,325	817	35%	6,593	2.84
Hall	7,346	1,254	578	2,912	956	33%	7,201	2.47
Highland	7,044	1,270	584	2,633	953	36%	6,985	2.65
Hogan Cedars	8,546	1,677	691	3,248	1,241	38%	8,514	2.62
Hollydale	6,785	1,239	539	2,543	995	39%	6,764	2.66
Kelly Creek	7,424	1,483	544	2,601	1,020	39%	7,327	2.82
N. Gresham	8,692	1,318	641	3,614	1,106	31%	8,642	2.39
Powell Valley	6,522	1,307	427	2,262	896	40%	6,422	2.84
W. Gresham	6,419	1,085	354	2,462	762	31%	6,262	2.54
GBSD Total	**76,485**	**13,966**	**5,283**	**28,621**	**10,147**	**35%**	**75,727**	**2.65**

	Housing Units						
Elementary Area	Total Housing Units	Occupied	Vacant	Vacancy Rate	Owner Occupied	Renter Occupied	Percent Owner Occupied
Deep Creek	2,015	1,931	84	4.2%	1,748	183	91%
E. Gresham	2,231	2,090	141	6.3%	1,238	852	59%
E. Orient	2,454	2,325	129	5.3%	1,933	392	83%
Hall	3,104	2,912	192	6.2%	1,183	1,729	41%
Highland	2,773	2,633	140	5.0%	1,188	1,445	45%
Hogan Cedars	3,424	3,248	176	5.1%	1,660	1,588	51%
Hollydale	2,720	2,543	177	6.5%	1,335	1,208	52%
Kelly Creek	2,765	2,601	164	5.9%	1,580	1,021	61%
N. Gresham	3,828	3,614	214	5.6%	1,564	2,050	43%
Powell Valley	2,396	2,262	134	5.6%	1,769	493	78%
W. Gresham	2,597	2,462	135	5.2%	1,714	748	70%
GBSD Total	**30,307**	**28,621**	**1,686**	**5.6%**	**16,912**	**11,709**	**59%**

Source: 2010 Census, Summary File 1, census block data aggregated to approximate GBSD attendance areas by PSU, Population Research Center.

Metro's Regional Land Information System (RLIS) combines information from county tax assessor records with spatial features, enabling the tax lot information to be organized by various geographic areas. In Table 5, recently built single family homes are tabulated by current (2011-12) attendance area and year built to show the distribution of recent housing development. Information about multiple family developments was more challenging to gauge, since the construction period can span across multiple years and number of units were difficult to ascertain. Metro compiled such information from various government and commercial sources to determine the year each development was completed and verified the number of units. Multiple family developments were assigned to current attendance areas and are tabulated in Table 6.

Table 5

Gresham-Barlow School District

New Single Family Homes By Attendance Area

	Year Built											2000-10
Elementary Area*	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**Total**
Deep Creek	10	7	6	2	11	13	4	9	1	1	2	66
E. Gresham	18	23	13	27	29	10	20	22	22	2	1	187
E. Orient	47	47	80	55	17	19	20	41	54	22	36	438
Hall	10	13	5	4	1	22	0	7	23	15	19	119
Highland	4	18	12	3	0	0	0	0	10	4	0	51
Hogan Cedars	44	37	57	35	50	23	39	60	55	12	4	416
Hollydale	39	24	2	17	46	46	31	6	4	0	0	215
Kelly Creek	46	42	63	52	92	101	24	31	44	23	15	533
N. Gresham	22	10	20	95	10	14	69	10	20	18	9	297
Powell Valley	65	63	107	21	26	4	2	28	51	23	4	394
W. Gresham	8	2	11	17	35	6	13	6	14	4	1	117
District	**313**	**286**	**376**	**328**	**317**	**258**	**222**	**220**	**298**	**124**	**91**	**2833**
Middle School Area*												
Clear Creek	65	51	32	98	55	60	100	12	33	22	9	537
Damascus	10	7	6	2	11	13	4	9	1	1	2	66
McCarty	55	44	50	84	78	29	45	82	85	17	5	574
Russell	121	118	175	77	119	127	26	66	118	61	38	1046
W. Orient	62	66	113	67	54	29	47	51	61	23	37	610
District	**313**	**286**	**376**	**328**	**317**	**258**	**222**	**220**	**298**	**124**	**91**	**2833**
High School Area*												
Barlow	193	191	294	146	184	169	77	126	180	85	77	1722
Gresham	120	95	82	182	133	89	145	94	118	39	14	1111
District	**313**	**286**	**376**	**328**	**317**	**258**	**222**	**220**	**298**	**124**	**91**	**2833**

**Note: Current (2011-12) attendance area.*

Source: Metro Regional Land Information System, November 2011; tax lot information compiled by Metro from county tax assessors information includes year built and land use ("SFR"). Compiled by GBSD attendance area by Population Research Center, PSU.

Table 6
Gresham-Barlow School District
New Multiple Family Units By Attendance Area

	Year Built										2000-09
Elementary Area*	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**Total**
Deep Creek	0	0	0	0	0	0	0	0	0	0	0
E. Gresham	2	6	0	7	0	21	0	0	24	2	62
E. Orient	0	0	0	0	0	0	0	0	0	0	0
Hall	0	0	0	0	0	6	0	0	0	0	6
Highland	0	18	0	0	75	8	20	0	0	0	121
Hogan Cedars	10	0	0	10	0	2	0	0	0	0	22
Hollydale	10	0	0	78	0	0	0	56	32	0	176
Kelly Creek	6	2	0	0	222	2	2	0	6	0	240
N. Gresham	0	2	266	0	132	253	62	0	4	40	759
Powell Valley	0	4	0	0	6	2	0	0	0	0	12
W. Gresham	2	0	0	0	0	0	0	0	0	34	36
District	**30**	**32**	**266**	**95**	**435**	**294**	**84**	**56**	**66**	**76**	**1434**
Middle School Area*											
Clear Creek	10	20	266	0	207	261	82	56	36	40	978
Damascus	0	0	0	0	0	0	0	0	0	0	0
McCarty	4	6	0	93	0	23	0	0	24	36	186
Russell	6	6	0	0	228	10	2	0	6	0	258
W. Orient	10	0	0	2	0	0	0	0	0	0	12
District	**30**	**32**	**266**	**95**	**435**	**294**	**84**	**56**	**66**	**76**	**1434**
High School Area*											
Barlow	16	6	0	2	228	10	2	0	6	0	270
Gresham	14	26	266	93	207	284	82	56	60	76	1164
District	**30**	**32**	**266**	**95**	**435**	**294**	**84**	**56**	**66**	**76**	**1434**

**Note: Current (2011-12) attendance area.*

Source: Multiple family development information compiled by Metro, supplemented by information from various sources to determine year that each development was completed. Compiled by GBSD attendance area by Population Research Center, PSU.

HOUSING AND ENROLLMENT

Housing development can be an indirect indicator for population change in the future, but how many children are expected to live in future new homes and attend GBSD schools? Since each development is unique, the number of resident public school students per home may depend on factors including affordability, proximity to schools, the number of bedrooms, and the presence or absence of child-friendly amenities within the development and in the surrounding neighborhood. However, district-wide average student generation rates may be useful as a baseline for estimating potential student generation from planned and proposed developments. Furthermore, measuring the number of students in older homes helps to explain the "aging in place" phenomenon that can lead to enrollment losses as families age.

Using data from Metro, we compiled a current housing inventory in a spatial file based on parcels that differentiate single family homes, apartments, condominiums, and manufactured home parks. We then combined this file with student address points from Fall 2011 in order to quantify the number of students by housing type.

For District homes built between 2000 and 2010, the average number of GBSD K-12 students per single family home was 0.53, or just over one student in every two homes. The rates are within the range of rates that we have measured for new single family homes in recent studies for other area school districts.[1] Homes built in the 1990s had a lower K-12 average of 0.41 students, and these homes, now 11 to 21 years old, are home to slightly older families — fewer elementary and middle school children but more high school children. Homes built before 1990 have an average of just 0.43 GBSD K-12 students per home.

Table 7 includes these rates by age of single family home as well as rates for other types of homes. In the most recent decade, a growing number of lots in new subdivisions are designed for attached or nearly attached ("skinny") row homes. Several hundred of these homes on smaller lots had been built since 2000, generating fewer GBSD students per home (0.31) than detached homes built at about the

[1] For example, 0.57 in the Canby School District, 0.66 in the North Clackamas School District, 0.48 in the Oregon City School District, and 0.55 in the Tigard-Tualatin School District.

same time (0.58). Among other types of housing, rental apartments had higher student generation rates (0.37) than condominium units (0.14) or manufactured homes (0.33).

Table 7
Average Number of GBSD Students per Home, Fall 2011
By Housing Type and Grade Level

	Grade Level			
	K-5	**6-8**	**9-12**	**K-12**
Single family homes built 2000-2010	0.24	0.13	0.16	**0.53**
detached homes built 2000-2010	0.26	0.14	0.18	**0.58**
row homes built 2000-2010	0.13	0.09	0.09	**0.31**
Single family homes built 1990-1999	0.15	0.11	0.16	**0.41**
Single family homes built before 1990	0.17	0.11	0.16	**0.43**
Condominiums	0.07	0.04	0.03	**0.14**
Apartments	0.20	0.08	0.09	**0.37**
Manufactured homes in M.H. Parks	0.14	0.08	0.11	**0.33**

Source: Data compiled by PSU-PRC, using GBSD student data and geographic shape files from Metro RLIS. Excludes senior housing developments. Includes students attending district charters and special programs.

These same Fall 2011 student generation rates are shown in Chart 1, illustrating the "aging in place" that occurs in single family homes. In general, homes that are more than 11 years old have fewer children enrolled in GBSD schools than newer homes. Compared with homes built since 2000, those built in the 1990s have a similar number of high school students, but fewer elementary and middle school students. There was a higher average number of K-5 children per home built before 1990 than in those built in the 1990s. This pattern suggests that younger families may have occupied the older homes; however, owner-occupied homes turn over to new owners very gradually, and the new owners will represent a diverse mix of households that may not include as many families with children compared with the newer tract homes.

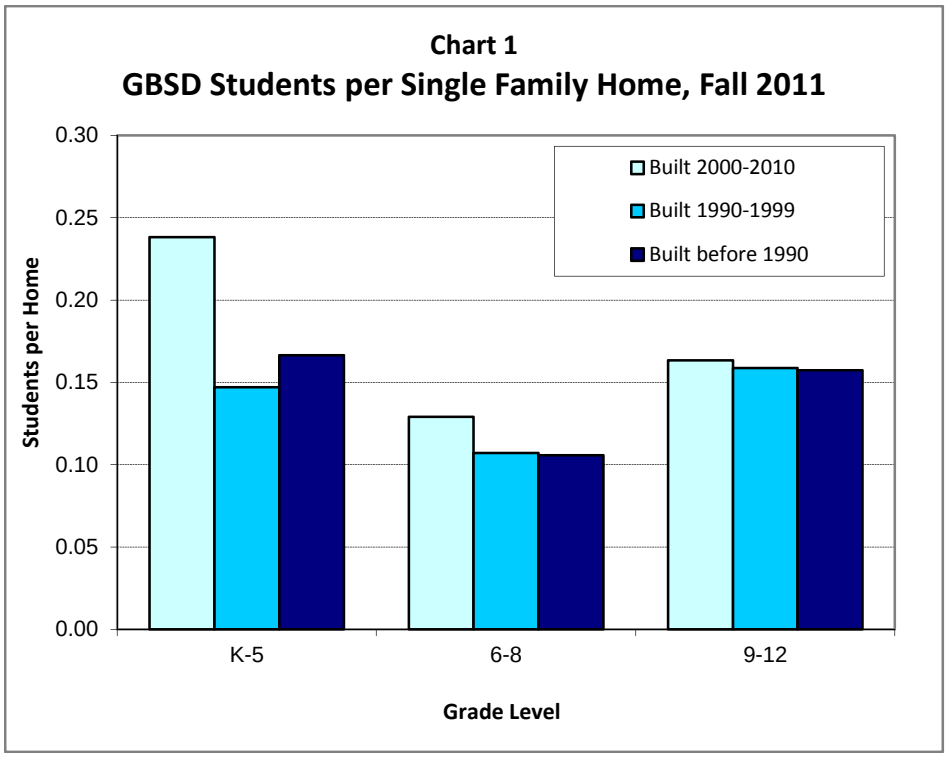
Chart 1
GBSD Students per Single Family Home, Fall 2011
0.30
0.25
0.20
0.15
0.10
0.05
0.00
Students per Home
Built 2000-2010
Built 1990-1999
Built before 1990
K-5
6-8
9-12
Grade Level

ENROLLMENT TRENDS

The Gresham-Barlow School District (GBSD) enrolled 12,196 students in Fall 2011, a slight increase of 67 students (0.6 percent) from Fall 2010. The Fall 2011 K-12 enrollment for GBSD was similar to the enrollment in Fall 2007 and Fall 2008, after a partial recovery from the loss of 160 students in 2010-11. District elementary level enrollment in Fall 2011 totaled 5,273, similar to the K-5 enrollment in 2006-07. However, there was a net gain of 14 students (0.3 percent) compared to Fall 2010. Middle school level (6^{th}-8^{th}) enrollment was 2,919 in Fall 2011, a stable enrollment compared to Fall 2010 with a loss of only one student. The enrollment in high school grades 9-12 was 4,004 in Fall 2011, a net gain of 54 students (1.4 percent) compared to the previous year; the high school level enrollment was similar to that in Fall 2008 and 2009.

The Portland region had a net loss of about 60,000 jobs between September 2008 and September 2011, slowing migration to the area and preventing the depressed housing market from recovering. Consequently, the District's enrollment gains due to an inflow of families with children have slowed in the last several years.

Total K-12 enrollment in the GBSD increased every year in the past decade except for 2005-06 and 2010-11. New housing development contributed to enrollment growth throughout that period, especially for elementary and middle school grades. The gain in high school enrollment from 2001-02 to 2004-05 was likely a result of the greater number of children born to the "baby boom" generation. Subsequent stabilization of high school enrollment was because the incoming freshman class was smaller than the graduation class, an indication of this "boom echo" cohort graduating from high school.

Table 8 summarizes enrollment history for the District by grade level annually for the past 10 years, from 2001-02 to 2011-12. As shown in the table, GBSD gained 495 students (four percent) from 2001-02 to 2006-07 while the increase slowed to a gain of only 73 students (one percent) from 2006-07 to 2011-12; growth for the entire ten year period was 568 students, or five percent.

Table 8

Gresham-Barlow School District, Enrollment History, 2001-02 to 2011-12

Grade	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	727	754	733	799	784	782	804	818	787	821	904
1	827	813	821	866	910	880	851	864	933	837	851
2	866	860	857	869	874	944	911	878	876	925	835
3	821	886	876	895	874	847	955	904	893	878	922
4	895	828	868	912	922	895	894	966	920	897	871
5	900	919	855	907	913	927	917	913	984	901	890
6	944	923	927	876	909	923	942	933	947	1,004	963
7	905	981	924	945	887	949	959	975	943	954	1,017
8	924	900	1,011	918	936	908	957	946	994	962	939
9	953	993	1,133	1,072	970	978	946	1,018	1,018	997	971
10	969	940	847	987	1,005	979	952	918	1,011	966	984
11	869	914	882	937	884	939	924	890	883	954	923
12	853	842	891	867	897	843	883	908	911	861	947
US*	175	165	209	226	283	329	310	276	189	172	179
Total	**11,628**	**11,718**	**11,834**	**12,076**	**12,048**	**12,123**	**12,205**	**12,207**	**12,289**	**12,129**	**12,196**
Annual change		*90* *0.8%*	*116* *1.0%*	*242* *2.0%*	*-28* *-0.2%*	*75* *0.6%*	*82* *0.7%*	*2* *0.0%*	*82* *0.7%*	*-160* *-1.3%*	*67* *0.6%*
K-5	5,036	5,060	5,010	5,248	5,277	5,275	5,332	5,343	5,397	5,259	5,273
6-8	2,773	2,804	2,862	2,739	2,732	2,780	2,858	2,854	2,884	2,920	2,919
9-12	3,819	3,854	3,962	4,089	4,039	4,068	4,015	4,010	4,008	3,950	4,004

	5 Year Change: 2001-02 to 2006-07		5 Year Change: 2006-07 to 2011-12		10 Year Change: 2001-02 to 2011-12	
	Change	**Pct.**	**Change**	**Pct.**	**Change**	**Pct.**
K-5	239	*5%*	-2	*0%*	237	*5%*
6-8	7	*0%*	139	*5%*	146	*5%*
9-12	249	*7%*	-64	*-2%*	185	*5%*
Total	**495**	***4%***	**73**	***1%***	**568**	***5%***

**Note: "US" are ungraded secondary students, included in grade 9-12 totals.*

Sources: Oregon Department of Education; GBSD

Private and Home-School Enrollment and District "Capture Rate"

School-age students attending private schools account for part of the gap between GBSD enrollment and child population. The best source for private school enrollment by residence is Census data. The 2000 Census and the more recent American Community Survey (ACS) included questions about school enrollment by level and by type (public or private).[2] In 2000, 11 percent of K-12 students living in the District were enrolled in private schools. The ACS estimate from surveys conducted from 2005 to 2009 indicates that nine percent of GBSD K-12 students were enrolled in private schools. However, the ACS has a smaller sample size than the Census long form, thus with larger margins of error.

Another disparity between GBSD enrollment and child population can be attributed to home-schooling. Home-schooled students living in the District are required to register with the Multnomah Education Service District (MESD). However, the statistics kept by the MESD may not be precise because home-school student who move out of the area are not required to drop their registration. Students who enroll in public schools after being registered as home-schooled are dropped from the home school registry. In 2011-12 there were 393 GBSD residents registered as home-schooled.[3] This accounts for about three percent of total GBSD K-12 residents.

For purposes of forecasting enrollment, the ratios of kindergarten and first grade public school enrollment to overall population in the corresponding ages are very important. These ratios are called "capture rates." Once a first grade student is enrolled in public school, it is very likely that the student will continue to be enrolled in subsequent grades, unless the family moves to another district. Comparing GBSD kindergarten and 1st grade enrollment in 1999-00 and 2000-01 to the 2000 Census and in 2009-10 and 2010-11 to the 2010 Census reveals an increase in the District's "capture rates." In 2000, GBSD enrollment accounted for about 73 percent of the kindergarten-age population and 85 percent of the 1st grade age population. That means that about 27 percent of kindergarten-age children and 15 percent of first grade age children were not enrolled in GBSD schools. Kindergarten and 1st grade capture rates increased to roughly 77 percent and 90 percent respectively, meaning only 23 percent kindergarten-age children and 10 percent of first-grade-age children were not enrolled in GBSD schools.

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[2] Census 2000 Table P36 and ACS 2005-09 Table B14002 provide information on school enrollment by grade level and school type.

[3] Communication with Jodi Seaburn, Multnomah Education Service District.

These children include students who were enrolled in private schools or charter schools, net transfers to and from other public school districts, home schooled students, or children not yet attending school, since school is not compulsory until age seven.

Enrollment at Individual Schools

Total enrollment at each of the District's schools and recent enrollment trends by school are shown in Table 9.

The District's elementary enrollment grew by 17 students between 2010-11 and 2011-12. Five of the eleven elementary schools had enrollment increases while six schools lost enrollment. Among schools that gained students, Hogan Cedar and Deep Creek experienced the greatest gains (gains of 36 and 35 students respectively), followed by North Gresham (gain of 24 students), Powell Valley (gain of 16 students), and Kelly Creek (gain of 6 students). Conversely, the largest decrease in enrollment was observed in West Gresham (loss of 42 students), followed by East Gresham (loss of 22 students), Highland (loss of 17 students), Hall (loss of 12 students), East Orient (loss of 5 students) and Hollydale (loss of 2 students).

The middle school enrollment was generally stable between 2010-11 and 2011-12 for four of the five middle schools in GBSD. Notably, Damascus Middle had a loss of 69 students. Two other middle schools also experienced a decrease in enrollment; they are West Orient Middle (loss of 19 students) and D. McCarty Middle (loss of 9 students). Two of the District's five middle schools gained enrollment between 2010-11 and 2011-12; G. Russell Middle gained 22 students and Clear Creek Middle gained 12.

Gresham and Barlow high schools both enrolled about the same number of students in 2011-12. Gresham High School had a small loss of seven students, while Barlow High School lost 17 students in the past year. A drop in enrollment was also observed in Springwater Trail High School.

All three charter schools in GBSD experienced enrollment growth in the past year. Each charter school has expanded in terms of increasing enrollment and/or adding grades. Gresham Arthur Academy opened in 2007-08 and expanded to a K-5 school by 2009-10. Lewis and Clark Montessori Charter School opened in 2008-09 and expanded to serve up to 5th grade in 2011-12. Gresham-Barlow Web Academy opened in 2009-10 and enrollment has been growing rapidly, especially for high school grade levels.

Table 9

Enrollment History for Individual Schools, 2006-07 to 2011-12

	Historic Enrollment						5 year change* 2006-07 to 2011-12	
School	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Number**	**Percent**
Deep Creek Elementary	312	289	283	261	239	274	-38	*-12.2%*
East Gresham Elementary	494	433	437	426	433	411	-83	*-16.8%*
East Orient Elementary	435	476	466	471	429	424	-11	*-2.5%*
Hall Elementary	480	473	420	466	505	493	13	*2.7%*
Highland Elementary	566	584	561	505	485	468	-98	*-17.3%*
Hogan Cedars Elementary	539	550	567	559	533	569	30	*5.6%*
Hollydale Elementary	468	457	440	480	460	458	-10	*-2.1%*
Kelly Creek Elementary	510	501	525	537	539	545	35	*6.9%*
North Gresham Elementary	526	526	512	533	525	549	23	*4.4%*
Powell Valley Elementary	508	491	488	473	424	440	-68	*-13.4%*
West Gresham Elementary	347	380	375	332	342	300	-47	*-13.5%*
Elementary Totals	**5,185**	**5,160**	**5,074**	**5,043**	**4,914**	**4,931**	**-254**	***-4.9%***
Clear Creek Middle School	686	684	688	712	703	715	29	*4.2%*
Damascus Middle School	353	365	342	330	296	227	-126	*-35.7%*
D. McCarty Middle School	653	678	643	667	673	664	11	*1.7%*
G. Russell Middle School	761	775	803	776	814	836	75	*9.9%*
West Orient Middle School	417	439	449	439	465	446	29	*7.0%*
Middle School Totals	**2,870**	**2,941**	**2,925**	**2,924**	**2,951**	**2,888**	**18**	***0.6%***
Gresham High School	1,741	1,697	1,725	1,775	1,744	1,737	-4	*-0.2%*
Barlow High School	1,837	1,845	1,845	1,847	1,762	1,745	-92	*-5.0%*
Springwater Trail High School	161	163	164	147	158	146	-15	*-9.3%*
Other-Ungraded	329	310	276	189	172	179	-150	*-45.6%*
High School Totals	**4,068**	**4,015**	**4,010**	**3,958**	**3,836**	**3,807**	**-261**	***-6.4%***
District Subtotals	**12,123**	**12,116**	**12,009**	**11,925**	**11,701**	**11,626**	**-497**	***-4.1%***
Gresham Arthur Academy	0	89	124	155	147	168	168	
Lewis & Clark Montessori	0	0	74	114	142	174	174	
Gresham-Barlow Web Academy	0	0	0	95	139	228	228	
Charter Schools Total	**0**	**89**	**198**	**364**	**428**	**570**	**570**	
District Total	**12,123**	**12,205**	**12,207**	**12,289**	**12,129**	**12,196**	**73**	***0.6%***

**Note: Enrollment change is shown for a five year period during which school boundaries have been stable.*

Sources: Oregon Department of Education; GBSD

ENROLLMENT FORECASTS

Potential Residential Development

Residential development has slowed substantially in recent years compared to the first half of the 2000s likely due to the economic downturn. Housing development in the city of Gresham, city of Damascus, and the unincorporated portion of the District has been stagnant since 2007.[4] The only planned large scale development, Pleasant Valley, located within the city of Gresham, is currently at its planning and early development phase. The impact of this project on GBSD enrollment in the near future is expected to be minimal since the area is located outside the GBSD, and the completion of new housing would take at least another 2-3 years.

The current study uses an objective approach to district-wide residential capacity analysis through the use of parcel-based residential capacity data used in Metro's current regional forecast allocation.[5] Metro's residential capacity databases indicate that there is capacity within the GBSD for almost 17,803 housing units on vacant residential land. About 5,624 additional units could be built on land that is currently developed or partially developed. There are challenges with both types of development. Vacant land may require new services and infrastructure, and if it is currently unincorporated it may need to be annexed by an existing city or included in new or expanded service districts. Infill and redevelopment is more likely if the existing improvement is of low value compared to the value of the land. For example, a small older home on a two acre parcel is a candidate for a new subdivision.

District-wide Long-range Forecast Methodology

To ensure that enrollment forecasts are consistent with the dynamics of likely population growth within the District, we combine the grade progression enrollment model with a demographic cohort-component model used to forecast population for the District by age and sex. The components of population change are births, deaths, and migration. Using age-specific fertility rates, age-sex specific mortality rates, age-sex specific migration rates, estimates of recent net migration levels, and forecasts

[4] Communications with planners, city of Gresham and city of Damascus.

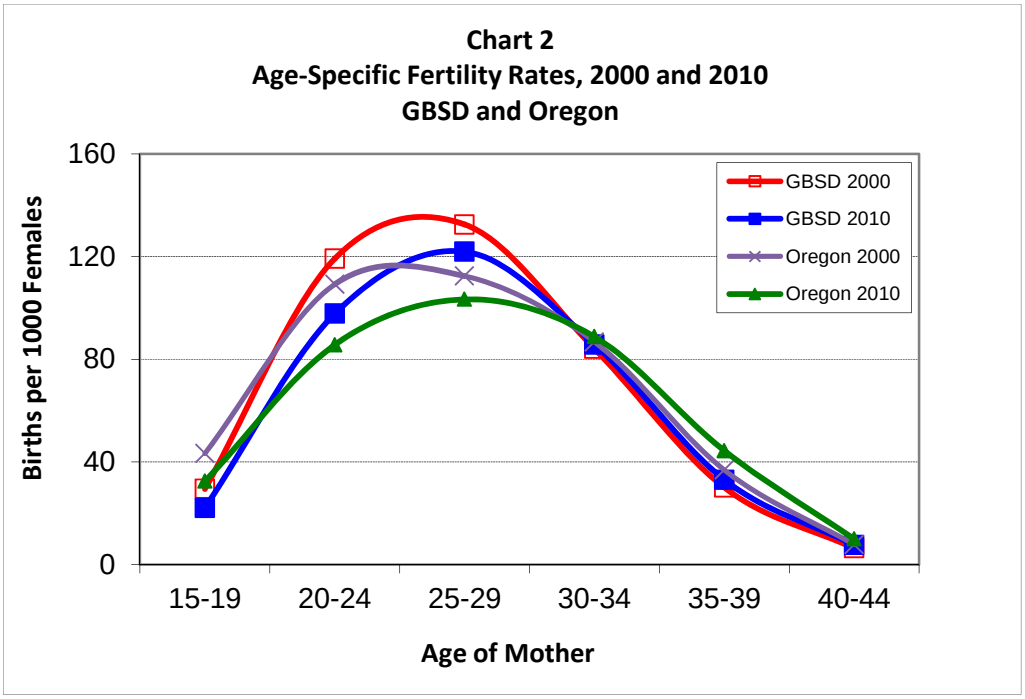
[5] The underlying data was provided by Metro, but results included in this study are unofficial estimates prepared by the Portland State University Population Research Center.

of future migration levels, each component is applied to the base year population in a manner that simulates the actual dynamics of population change.

The 2000 and 2010 Census results were used as a baseline for the population forecasts. By "surviving" the 2000 population and 2000s births (estimating the population in each age group that would survive to the year 2010) and comparing the "survived" population to the actual 2010 population by age group, we were able to estimate the overall level of net migration between 2000 and 2010 as well as net migration by gender and age cohort. The net migration data was used to develop initial net migration rates, which were used as a baseline for rates used to forecast net migration for the 2010 to 2030 period.

We estimated the number of births to women residing within the District each year from 2000 to 2009, using data from the Oregon Department of Human Services, Center for Health Statistics. Detailed information including the age of mothers is used to calculate fertility rates by age group for both 2000 and 2009. Since detailed birth data was not yet available for 2010, data from 2009 was used to approximate fertility rates for 2010.

The 2000 and 2010 age-specific fertility rates for the GBSD and for the State of Oregon are shown in Chart 2. GBSD age-specific fertility rates for most age groups in 2000 were higher than in 2010, and at each time point, the rates for women under 30 were higher for GBSD than the State's rates. The total fertility rate (TFR) is another measure for fertility; it is an estimate of the number of children that would be born to the average woman during her child-bearing years based on age-specific fertility rates observed at a given time. The estimated TFRs for the District decreased from 2.01 in 2000 to 1.84 in 2010. A similar drop in TFRs was observed in Multnomah County, Clackamas County, and the State during the past decade. In 2000, the TFRs were 1.82 for Multnomah County, 2.02 for Clackamas County, and 1.98 for the State; while in 2010, the estimated TFRs were 1.64 for Multnomah County, 1.89 for Clackamas County, and 1.82 for the State.



State and national long term trends indicate declining fertility rates for women under 30 and increasing rates for women 30 and over, but fertility rates in the 2009 to 2010 period have been unusually low, likely due to the poor economy. Provisional and preliminary data indicated that birth totals fell more than seven percent in the U.S. and Oregon between 2007 and 2010.[6] The Pew Research Center's analysis of multiple economic and demographic data sources confirms the close correlation between the economic downturn and the nation's fertility downturn.[7] Because of the current unusually low rates, we increased rates slightly by 2015 for all age groups, for example, the District's TFR is expected to rebound from 1.84 in 2010 to 1.87 by 2015.

Table 10 shows historic births from 1995 to 2009 as well as forecasts from 2010 until 2016, the period that will have an impact on the enrollment forecasts presented in this study. The number of births in GBSD increased steadily in the late 1990s and the 2000s. Births in GBSD increased by 11 percent from 825 in 1995 to 913 in 2000; similarly, an increase of 12 percent was noted between 2000 and 2009.

[6] "Recent Trends in Births and Fertility Rates Through 2010." NCHS Health E-Stat, June 2011; "Month of Occurrence and County of Residence, Oregon Resident Births, 2010, Preliminary." Oregon Health Authority, Center for Health Statistics, date unknown.

[7] "In a Down Economy, Fewer Births." Pew Research Center, Pew Social & Demographic Trends, October 2011.

Births in GBSD are forecast to experience a slight dip between 2008 and 2010, likely as a result of poor economic conditions; however, births are forecast to increase gradually from 2011 to 2016.

Table 10
Estimated and Forecast Births
Gresham-Barlow School District

Year	Births
1995	825
1996	840
1997	833
1998	905
1999	943
2000	913
2001	935
2002	913
2003	930
2004	929
2005	980
2006	1,051
2007	1,018
2008	1,029
2009	1,026
2010 (forecast)	981
2011 (forecast)	991
2012 (forecast)	994
2013 (forecast)	1,002
2014 (forecast)	1,017
2015 (forecast)	1,035
2016 (forecast)	1,056

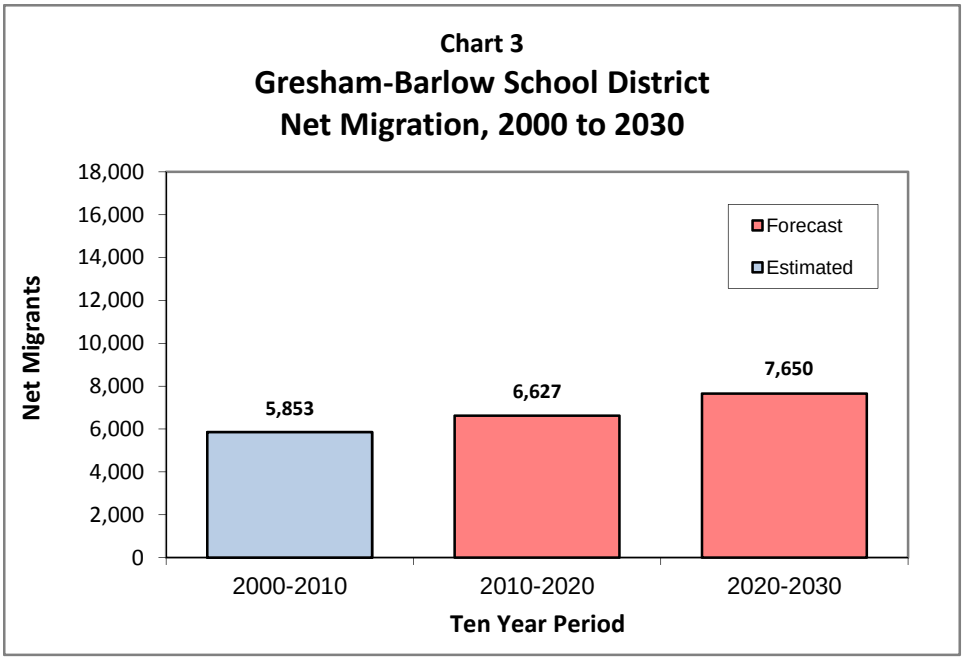
Source: 1995-2009 birth data from Oregon Center for Health Statistics allocated to GBSD boundary by PSU-PRC. 2010-2016 forecasts, PSU-PRC.

Historic school enrollment is linked to the population forecast in two ways. First, the kindergarten and first grade enrollments at the time of the most recent census (the 2009-10 school year) are compared to the population at the appropriate ages counted in the census. The "capture rate," or ratio of enrollment to population, is an estimate of the share of area children who are enrolled in GBSD schools. Assumptions for capture rates based on census data are used to bring new kindergarten and first grade students into the District's enrollment. If there is evidence that capture rates have changed since the time of the census, they may be adjusted in the forecast.

The other way that historic population and enrollment are linked is through migration. Annual changes in school enrollment by cohort closely follow trends in the net migration of children in the District's population. Once the students are in first grade, a set of baseline grade progression rates (GPRs) is used to move students from one grade to the next. Grade progression rates are the ratio of enrollment in an individual grade to enrollment in the previous grade the previous year. Baseline rates, usually 1.00 for elementary grades, represent a scenario under which there is no change due to migration. Enrollment change beyond the baseline is added (or subtracted, if appropriate) at each grade level depending on the migration levels of the overall population by single years of age.

Population Forecast

Census data reported in the "Population and Housing Trends" section showed that the District added about 6,000 fewer residents in the 2000s than in the 1990s. Most of the difference was due to a lower level of positive net migration (more people moving in than moving out). Natural increase (births minus deaths) has also contributed less to population growth since 2000 due to an aging population and lower fertility. Population growth due to net migration is forecast to be slightly higher in the 2010 to 2020 and 2020 to 2030 periods than in the 2000 to 2010 period. Chart 3 shows the 2000 to 2010 estimates and 2010 to 2030 forecast of GBSD population growth attributable to net migration.



The district-wide population forecast by age group is presented in Table 11. The forecast for 2020 population in the GBSD is 86,735, an increase of 10,250 persons from the 2010 Census (1.3 percent average annual growth). School-age population (5 to 17) is forecast to increase at a slower rate than overall population. The 1,296 person growth in school-age population amounts to nine percent in the 10 year period, or 0.9 percent annually. By 2020, the fastest growing age groups are the "baby boom" generation in its 60s and 70s. Population age 60 and older in the District is forecast to account for 58 percent of the District's growth between 2010 and 2020.

Table 11

Population by Age Group

Gresham-Barlow School District, 1990 to 2020

	2000 Census	2010 Census	2020 Forecast	2010 to 2020 Change	
				Number	Percent
Under Age 5	4,601	5,283	5,650	367	*7%*
Age 5 to 9	4,984	5,184	5,630	446	*9%*
Age 10 to 14	5,157	5,492	6,097	605	*11%*
Age 15 to 17	3,142	3,290	3,535	245	*7%*
Age 18 to 19	2,087	2,154	2,167	13	*1%*
Age 20 to 24	4,732	5,515	5,872	357	*6%*
Age 25 to 29	4,374	5,651	5,884	233	*4%*
Age 30 to 34	4,291	5,114	5,962	848	*17%*
Age 35 to 39	5,002	4,802	6,202	1,400	*29%*
Age 40 to 44	5,533	4,789	5,712	923	*19%*
Age 45 to 49	5,459	5,275	5,064	-211	*-4%*
Age 50 to 54	4,663	5,656	4,895	-761	*-13%*
Age 55 to 59	3,370	5,233	5,061	-172	*-3%*
Age 60 to 64	2,186	4,225	5,129	904	*21%*
Age 65 to 69	1,682	2,998	4,660	1,662	*55%*
Age 70 to 74	1,571	1,914	3,706	1,792	*94%*
Age 75 to 79	1,399	1,466	2,614	1,148	*78%*
Age 80 to 84	1,004	1,177	1,428	251	*21%*
Age 85 and over	908	1,267	1,467	200	*16%*
Total Population	**66,145**	**76,485**	**86,735**	**10,250**	***13%***
Total age 5 to 17	13,283	13,966	15,262	1,296	*9%*
share age 5 to 17	*20.1%*	*18.3%*	*17.6%*		

		2000-2010	2010-2020
Population Change		**10,340**	**10,250**
Percent		*16%*	*13%*
Average Annual		*1.5%*	*1.3%*

Source: U.S. Census Bureau, 2000 and 2010 Censuses; data aggregated to GBSD boundary by Portland State University Population Research Center. PSU-PRC Forecasts, 2020.

District-wide Enrollment Forecast

Chart 4 compares the historic and forecast numbers of births in the District with the historic and forecast numbers of GBSD kindergarten students. Births correspond to kindergarten cohorts (September to August). Although many children move into and out of the District between birth and age five, and not all District residents attend GBSD kindergartens, the trend in kindergarten enrollment historically followed the trend in the birth cohort. However, in school years 2005-06 and 2009-10, kindergarten enrollment fell in spite of corresponding increases in births. Over the period between 2001-02 and 2009-10, the gap between births and kindergarten enrollment has grown as a consequence of lower net migration, declining capture rates, or some combination of the two factors. This gap however, has narrowed in the past two years, likely because of a higher capture rate. Kindergarten and first grade capture rates are shown in Table 12. The higher rates for first grade reflect the fact that additional residents enter GBSD schools after completing their kindergarten year in private schools.

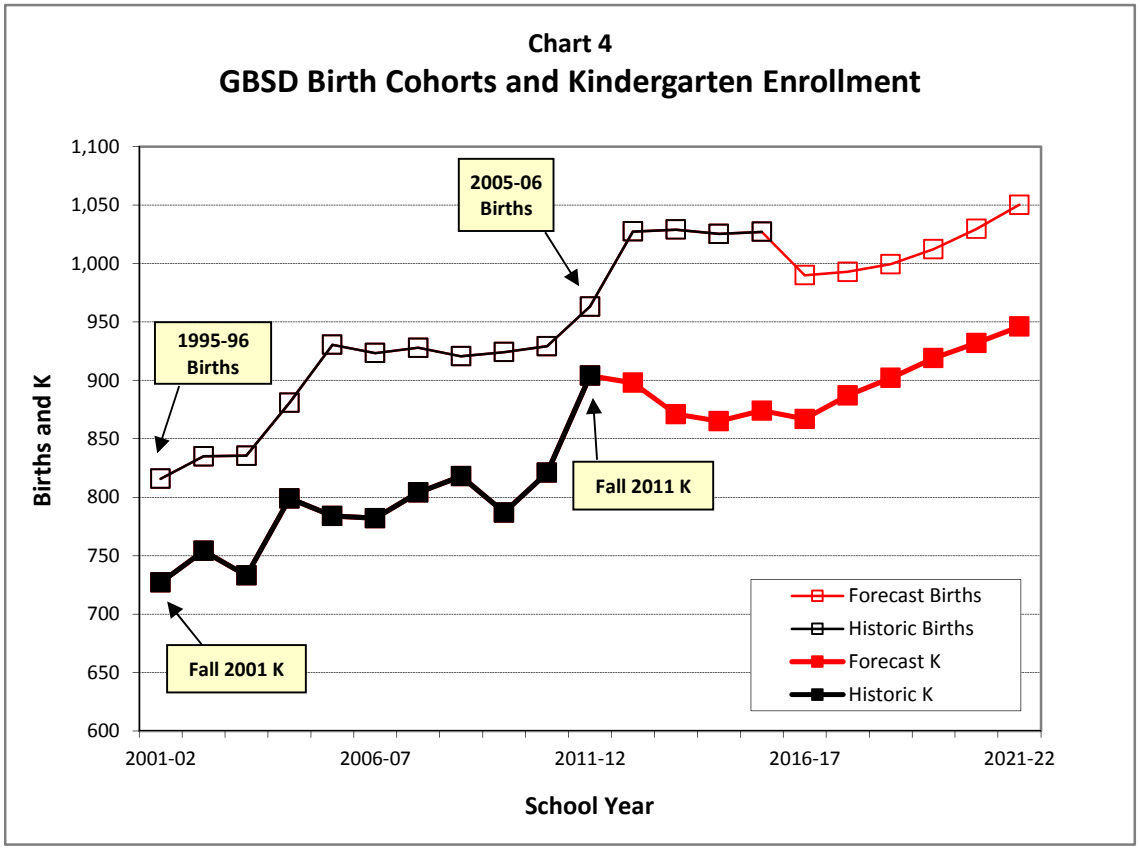


Table 12
Estimated and Forecast Capture Rates*
Gresham-Barlow School District

School Year	Kindergarten	Grade 1
2011-12	0.858	0.808
2016-17 (forecast)	0.875	0.942
2021-22 (forecast)	0.902	0.944

**The ratio of enrollment in District schools to total population in the District.*

Before enrollment growth slowed during the recession, the District's growth was fueled by migration; there were consistently more households moving in than out. This migration contributed to the long term growth in District births and subsequent kindergarten enrollments, as was shown in Chart 4. Table 13 illustrates how GBSD has gained students due to migration at nearly every elementary and middle school grade level. Over the 10 years between 2001-02 and 2011-12, average GPRs for each grade from 2nd to 8th ranged from 1.01 to 1.02, indicating growing enrollments due to migration at each grade level. For the most recent three years, from 2008-09 to 2011-12, there has been a small decline in the GPRs at most grade levels attributable to migration of school-age children. An exception to this decline was for the 5th to 6th grade transition, which is likely influenced by a combination of in-migration to the District and entry of students who attended private elementary school to public middle schools. The forecast includes enrollment growth due to migration at slightly higher rates than in the 2001-02 to 2011-12 period.

Table 13

Grade Progression Rates[1]

Gresham-Barlow S.D. History and Forecast

Grade Transition	10 Year Average: 2001-02 to 2011-12	3 Year Average: 2008-09 to 2011-12	Baseline (without the influence of migration)	Forecast Average: 2011-12 to 2021-22
K-1	1.11	1.08	--[2]	1.06
1-2	1.03	1.00	1.00	1.02
2-3	1.01	1.01	1.00	1.02
3-4	1.02	1.00	0.99	1.02
4-5	1.01	1.00	0.99	1.02
5-6	1.02	1.04	1.07	1.04
6-7	1.02	1.01	1.01	1.02
7-8	1.01	1.01	0.98	1.02
8-9	1.07	1.03	1.01	1.03
9-10	0.95	0.98	0.99	0.98
10-11	0.96	0.95	0.96	0.96
11-12	0.98	1.00	0.99	0.99

1. Ratio of enrollment in an individual grade to enrollment in the previous grade the previous year.

2. The enrollment forecast model uses capture rates for first grade; K-1 baseline GPRs are not used.

Little or no K-12 growth is expected for 2012-13, due to the current slow job growth and high unemployment rate. However, over the 10 year forecast period, K-12 enrollment is forecast to increase by 1,221 students (ten percent), exceeding the overall increase of 568 students experienced in the 10 years between 2001-02 and 2011-12.

K-5 enrollments are forecast to increase steadily through 2016-17, then the growth in elementary school grades enrollment levels off from 2017-18 to 2021-22. For the 10 year period, K-5 enrollments grow by 625 students (twelve percent). Moderate growth is expected for secondary enrollments throughout the forecast period, amounting to 260 middle school students (nine percent) and 336 high school students (eight percent) over the 10 year period. There will be annual fluctuations that no forecast can anticipate; a one or two year deviation from the forecast does not mean that the forecast trend will be inaccurate in the long run.

Table 14 contains grade level forecasts for GBSD for each year from 2012-13 to 2021-22. The forecasts are also summarized by grade level groups (K-5, 6-8, and 9-12). Appendix B provides the district-wide 2012-13 to 2021-22 enrollment forecast for the low, medium, and high growth scenarios, based on different assumptions about housing development and migration within the GBSD.

Table 14

Gresham-Barlow School District, Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	898	871	865	874	867	887	902	919	932	946
1	851	952	955	930	924	933	925	947	964	976	990
2	835	857	966	973	948	942	951	943	965	977	989
3	922	841	870	984	992	966	960	969	961	978	990
4	871	929	855	888	1,004	1,013	986	980	989	975	993
5	890	878	945	874	908	1,026	1,035	1,008	1,002	1,005	990
6	963	915	911	985	911	947	1,070	1,079	1,051	1,038	1,041
7	1,017	970	931	931	1,007	931	968	1,094	1,103	1,067	1,054
8	939	1,025	987	951	951	1,029	951	989	1,118	1,120	1,084
9	971	963	1,059	1,023	986	986	1,067	986	1,025	1,154	1,155
10	984	946	943	1,040	1,004	968	968	1,048	968	1,003	1,129
11	923	938	907	907	1,000	965	931	931	1,008	927	961
12	947	908	928	900	900	992	957	923	923	996	916
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,199**	**12,307**	**12,430**	**12,588**	**12,744**	**12,835**	**12,978**	**13,175**	**13,327**	**13,417**
Annual change		*3*	*108*	*123*	*158*	*156*	*91*	*143*	*197*	*152*	*90*
		0.0%	*0.9%*	*1.0%*	*1.3%*	*1.2%*	*0.7%*	*1.1%*	*1.5%*	*1.2%*	*0.7%*
K-5	5,273	5,355	5,462	5,514	5,650	5,747	5,744	5,749	5,800	5,843	5,898
6-8	2,919	2,910	2,829	2,867	2,869	2,907	2,989	3,162	3,272	3,225	3,179
9-12	4,004	3,934	4,016	4,049	4,069	4,090	4,102	4,067	4,103	4,259	4,340

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	474	*9%*	151	*3%*	625	*12%*
6-8	-12	*0%*	272	*9%*	260	*9%*
9-12	86	*2%*	250	*6%*	336	*8%*
Total	**548**	***4%***	**673**	***5%***	**1,221**	***10%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Individual School Forecasts

Forecasts for individual schools are prepared under a scenario in which current boundaries and grade configurations remain constant. Of course, school districts typically respond to enrollment change in various ways that might alter the status quo, such as attendance area boundary changes, opening new schools, or offering special programs. If new charter or private schools open, enrollment at District-run schools may be affected. However, the individual school forecasts depict what future enrollments might be under current conditions.

The methodology for the individual school forecasts relies on unique sets of GPRs for each school, and the average shares of District's kindergarten enrollment for each individual school. New kindergarten classes were forecast each year based on the school shares of the District kindergarten enrollment in recent years and the total kindergarten enrollment forecast for the District. Subsequent grades were forecast using GPRs based initially on recent rates and adjusted based on expected levels of housing growth. The final forecasts for individual schools are controlled to match the district-wide forecasts.

We evaluated Metro's residential capacity data for each school attendance area. Among elementary schools, Deep Creek's attendance area contains the greatest amount of buildable residential land, followed by Hogan Cedars, Powell Valley, Hall, and Highland. These five schools account for about 80 percent of the vacant residential land in the District. Assumptions about future growth in kindergarten enrollment and future GPRs are based on past trends for each school as well as future residential growth potential.

Middle school enrollment growth is greatest at D. McCarty Middle due to growth in its feeder elementary school, as well as potential new housing development. Gresham High School's enrollment forecast is expected to increase gradually and consistently after 2014-15, while more rapid growth is forecast for Barlow High School between 2012-13 and 2017-18, with growth stabilizing from 2018-19 to 2021-22.

Table 15 presents the enrollment forecasts for each school, grouped by school level (elementary, middle, and high).

Table 15

Enrollment Forecasts for Individual Schools, 2011-12 to 2020-21

School	Actual 2011-12	Forecast 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Change 2011-12-2021-22
Deep Creek Elementary	274	270	276	270	278	294	293	296	300	303	308	34
East Gresham Elementary	411	418	433	431	449	458	465	463	466	467	469	58
East Orient Elementary	424	418	417	409	415	430	436	437	440	443	448	24
Hall Elementary	493	525	527	532	544	567	560	561	567	568	571	78
Highland Elementary	468	468	482	489	506	517	525	525	529	534	538	70
Hogan Cedars Elementary	569	571	583	581	595	605	612	614	621	627	635	66
Hollydale Elementary	458	463	463	474	485	485	486	486	489	492	494	36
Kelly Creek Elementary	545	557	580	596	603	601	583	582	586	591	598	53
North Gresham Elementary	549	561	584	601	598	597	600	599	604	611	619	70
Powell Valley Elementary	440	457	466	469	495	507	497	499	506	513	519	79
West Gresham Elementary	300	305	309	320	340	344	345	345	350	352	357	57
Elementary Totals	**4,931**	**5,013**	**5,120**	**5,172**	**5,308**	**5,405**	**5,402**	**5,407**	**5,458**	**5,501**	**5,556**	**625**
Clear Creek Middle School	715	728	692	684	693	725	751	778	793	795	786	71
Damascus Middle School	227	205	175	182	175	168	160	171	187	189	188	-39
D. McCarty Middle School	664	663	659	677	668	685	694	760	780	784	771	107
G. Russell Middle School	836	818	824	823	851	856	928	982	1,019	953	934	98
West Orient Middle School	446	465	448	470	451	442	425	440	462	473	469	23
Middle School Totals	**2,888**	**2,879**	**2,798**	**2,836**	**2,838**	**2,876**	**2,958**	**3,131**	**3,241**	**3,194**	**3,148**	**260**
Gresham High School	1,737	1,689	1,725	1,705	1,724	1,739	1,737	1,721	1,763	1,817	1,873	136
Barlow High School	1,745	1,723	1,769	1,822	1,823	1,829	1,843	1,824	1,818	1,920	1,945	200
Springwater Trail High School	146	146	146	146	146	146	146	146	146	146	146	0
High School Totals	**3,628**	**3,558**	**3,640**	**3,673**	**3,693**	**3,714**	**3,726**	**3,691**	**3,727**	**3,883**	**3,964**	**336**
District Totals	**11,447**	**11,450**	**11,558**	**11,681**	**11,839**	**11,995**	**12,086**	**12,229**	**12,426**	**12,578**	**12,668**	**1,221**

Population Research Center, Portland State University, January 2012

FORECAST ERROR AND UNCERTAINTY

In general, forecast error varies according to the size of the population being forecast and the length of the forecast horizon. The smaller the population and the longer the forecast period, the larger the error is likely to be. In particular, school level forecasts depend on assumptions about the distribution of housing and population growth in small areas within the District over a 10 year period, so the error is likely greater than the District-wide forecast error. Forecasts should be used as only one of many tools in the planning process.

Due to the nature of forecasting, there is no way to estimate a confidence interval as one might for data collected from a survey. The best way to measure potential forecast error is to compare actual enrollments with previous forecasts that were conducted using similar data and methodologies. In Table 16, actual GBSD enrollment by grade level in Fall 2011 is compared with the 2011-12 forecasts that were prepared five years earlier. Similarly, Table 17 compares enrollment forecasts for individual schools. As a measure of average error for grade levels and for individual school enrollments, the mean absolute percent error (MAPE) is included in the tables.

Forecasts prepared in 2007 did not foresee the economic recession that impacted the District towards the end of the past decade. Some effects of economic downturn such as slower housing development and migration also affect enrollment were not completely accounted for in the previous study. As seen in Table 16, the Fall 2011 forecast enrollment for GBSD was higher than actual enrollments. In this case, the low growth scenario forecast conducted five years ago might better reflect the GBSD enrollment pattern than the medium or high growth scenario.

The K-12 total medium growth forecast prepared in 2007 was 569 students (4.7 percent) higher than actual enrollment while the low growth scenario forecast was only 182 students (1.5 percent) higher than actual enrollment. The MAPE was also lower for the low growth scenario than that for the medium growth scenario. However, Kindergarten enrollment was 101 students (11.2 percent) higher and 1st grade enrollment was 90 students (10.6 percent) lower than the low growth forecast. Other than these two grades and the ungraded students, the five year low growth forecast prepared in 2007 was within ten percent of actual enrollment at all other grade levels.

Table 16

Fall 2011 Enrollment Compared to Previous Forecasts By Grade Level[1]

Grade	Actual	Low Growth Forecast			Medium Growth Forecast			High Growth Forecast		
		Fcst.	Diff.	Error	Fcst.	Diff.	Error	Fcst.	Diff.	Error
K	904	803	-101	*-11.2%*	838	-66	*-7.3%*	875	-29	*-3.2%*
1	851	941	90	*10.6%*	982	131	*15.4%*	1,011	160	*18.8%*
2	835	901	66	*7.9%*	936	101	*12.1%*	963	128	*15.3%*
3	922	900	-22	*-2.4%*	937	15	*1.6%*	961	39	*4.2%*
4	871	942	71	*8.2%*	980	109	*12.5%*	1,004	133	*15.3%*
5	890	949	59	*6.6%*	978	88	*9.9%*	1,009	119	*13.4%*
6	963	922	-41	*-4.3%*	947	-16	*-1.7%*	981	18	*1.9%*
7	1,017	940	-77	*-7.6%*	958	-59	*-5.8%*	1,000	-17	*-1.7%*
8	939	939	0	*0.0%*	959	20	*2.1%*	995	56	*6.0%*
9	971	977	6	*0.6%*	996	25	*2.6%*	1,032	61	*6.3%*
10	984	1,017	33	*3.4%*	1,048	64	*6.5%*	1,069	85	*8.6%*
11	923	915	-8	*-0.9%*	938	15	*1.6%*	968	45	*4.9%*
12	947	946	-1	*-0.1%*	973	26	*2.7%*	1,011	64	*6.8%*
US	179	286	107	*59.8%*	295	116	*64.8%*	304	125	*69.8%*
Total	**12,196**	**12,378**	**182**	***1.5%***	**12,765**	**569**	***4.7%***	**13,183**	**987**	***8.1%***
MAPE[2]				***4.9%***			***6.3%***			***8.2%***

1. Forecast for 2011-12 by PSU-PRC, baseline 2006-07 enrollment.

2. Mean absolute percent error for individual grades.

The forecast errors by individual schools shown in Table 17 were generally higher than the error for the district-wide forecast because school level geographies were smaller. Thus, greater variations in enrollment could be expected depending on the distribution and timing of housing and population growth. Notably, forecast errors for schools that serve the more urbanized areas of the District (such as Hogan Cedars) were smaller than those serving the outer areas (such as Deep Creek and East Gresham). Enrollment growth in the outer areas was more severely affected by the economic downturn than in the urbanized areas; previously expected housing development and migration that would have brought families to the outer areas failed to actualize, resulting in a slower than expected enrollment growth seen in schools serving these areas.

Table 17
Fall 2011 Enrollment Compared to Previous Forecasts
By Individual School

		Five year medium growth forecast[1]		
School	**Actual**	**Fcst.**	**Diff.**	**Error**
Deep Creek	274	350	76	*27.7%*
East Gresham	411	518	107	*26.0%*
East Orient	424	489	65	*15.3%*
Hall	493	476	-17	*-3.4%*
Highland	468	523	55	*11.8%*
Hogan Cedars	569	584	15	*2.6%*
Hollydale	458	527	69	*15.1%*
Kelly Creek	545	595	50	*9.2%*
North Gresham	549	593	44	*8.0%*
Powell Valley	440	563	123	*28.0%*
West Gresham	300	357	57	*19.0%*
Elementaries	**4,931**	**5,575**	**644**	***13.1%***
Clear Creek	715	749	34	*4.8%*
Damascus	227	339	112	*49.3%*
D. McCarty	664	619	-45	*-6.8%*
G. Russell	836	814	-22	*-2.6%*
West Orient	446	419	-27	*-6.1%*
Middle Schools	**2,888**	**2,940**	**52**	***1.8%***
Gresham	1,737	1,857	120	*6.9%*
Barlow	1,745	1,925	180	*10.3%*
Springwater Trail	146	173	27	*18.5%*
High Schools	**3,628**	**3,955**	**327**	***9.0%***
District	**11,447**	**12,470**	**1,023**	***8.9%***
MAPE[2]				***14.1%***

1. Forecast for 2011-12 by PSU-PRC, baseline 2006-07 enrollment.
2. Mean absolute percent error for individual schools.

APPENDIX A

GRESHAM-BARLOW SCHOOL DISTRICT LOW, MEDIUM, AND HIGH FORECAST SCENARIOS, 2012-13 TO 2021-22

Table A1

Gresham-Barlow School District, Low Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	895	863	850	851	837	851	860	870	878	886
1	851	949	946	914	900	902	887	901	911	918	927
2	835	854	957	956	924	910	912	897	911	918	925
3	922	838	861	967	966	934	920	922	907	918	925
4	871	926	846	871	978	977	945	931	933	915	926
5	890	875	935	856	882	990	989	957	943	941	923
6	963	912	901	965	884	911	1,022	1,021	988	970	968
7	1,017	967	921	912	977	895	922	1,035	1,034	997	978
8	939	1,021	976	932	923	989	906	933	1,048	1,043	1,006
9	971	959	1,045	999	954	945	1,013	928	955	1,072	1,067
10	984	941	929	1,011	967	923	915	981	898	925	1,038
11	923	931	886	873	950	908	867	859	921	846	871
12	947	900	904	858	846	920	880	840	832	895	822
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,147**	**12,149**	**12,143**	**12,181**	**12,220**	**12,208**	**12,244**	**12,330**	**12,415**	**12,441**
Annual change		*-49* *-0.4%*	*2* *0.0%*	*-6* *0.0%*	*38* *0.3%*	*39* *0.3%*	*-12* *-0.1%*	*36* *0.3%*	*86* *0.7%*	*85* *0.7%*	*26* *0.2%*
K-5	5,273	5,337	5,408	5,414	5,501	5,550	5,504	5,468	5,475	5,488	5,512
6-8	2,919	2,900	2,798	2,809	2,784	2,795	2,850	2,989	3,070	3,010	2,952
9-12	4,004	3,910	3,943	3,920	3,896	3,875	3,854	3,787	3,785	3,917	3,977

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	277	*5%*	-38	*-1%*	239	*5%*
6-8	-124	*-4%*	157	*6%*	33	*1%*
9-12	-129	*-3%*	102	*3%*	-27	*-1%*
Total	**24**	***0%***	**221**	***2%***	**245**	***2%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Table A2

Gresham-Barlow School District, Medium Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	898	871	865	874	867	887	902	919	932	946
1	851	952	955	930	924	933	925	947	964	976	990
2	835	857	966	973	948	942	951	943	965	977	989
3	922	841	870	984	992	966	960	969	961	978	990
4	871	929	855	888	1,004	1,013	986	980	989	975	993
5	890	878	945	874	908	1,026	1,035	1,008	1,002	1,005	990
6	963	915	911	985	911	947	1,070	1,079	1,051	1,038	1,041
7	1,017	970	931	931	1,007	931	968	1,094	1,103	1,067	1,054
8	939	1,025	987	951	951	1,029	951	989	1,118	1,120	1,084
9	971	963	1,059	1,023	986	986	1,067	986	1,025	1,154	1,155
10	984	946	943	1,040	1,004	968	968	1,048	968	1,003	1,129
11	923	938	907	907	1,000	965	931	931	1,008	927	961
12	947	908	928	900	900	992	957	923	923	996	916
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,199**	**12,307**	**12,430**	**12,588**	**12,744**	**12,835**	**12,978**	**13,175**	**13,327**	**13,417**
Annual change		*3* *0.0%*	*108* *0.9%*	*123* *1.0%*	*158* *1.3%*	*156* *1.2%*	*91* *0.7%*	*143* *1.1%*	*197* *1.5%*	*152* *1.2%*	*90* *0.7%*
K-5	5,273	5,355	5,462	5,514	5,650	5,747	5,744	5,749	5,800	5,843	5,898
6-8	2,919	2,910	2,829	2,867	2,869	2,907	2,989	3,162	3,272	3,225	3,179
9-12	4,004	3,934	4,016	4,049	4,069	4,090	4,102	4,067	4,103	4,259	4,340

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	474	*9%*	151	*3%*	625	*12%*
6-8	-12	*0%*	272	*9%*	260	*9%*
9-12	86	*2%*	250	*6%*	336	*8%*
Total	**548**	***4%***	**673**	***5%***	**1,221**	***10%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

Table A3

Gresham-Barlow School District, High Growth Enrollment Forecasts, 2012-13 to 2021-22

	Actual	Forecast									
Grade	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	904	901	880	881	898	898	926	948	972	992	1,012
1	851	955	965	948	950	967	968	998	1,021	1,040	1,061
2	835	860	977	993	975	977	995	996	1,027	1,042	1,061
3	922	843	879	1,004	1,021	1,002	1,004	1,023	1,024	1,047	1,063
4	871	932	862	905	1,033	1,051	1,031	1,033	1,053	1,045	1,069
5	890	880	954	888	932	1,064	1,083	1,062	1,064	1,076	1,068
6	963	917	918	1,002	933	979	1,117	1,137	1,115	1,108	1,121
7	1,017	973	938	945	1,031	960	1,007	1,149	1,170	1,138	1,131
8	939	1,027	995	965	972	1,061	988	1,036	1,182	1,194	1,161
9	971	964	1,063	1,034	1,003	1,010	1,102	1,027	1,077	1,222	1,234
10	984	945	943	1,043	1,015	984	991	1,081	1,008	1,053	1,195
11	923	935	900	899	994	967	938	945	1,030	960	1,003
12	947	905	919	885	884	977	951	922	929	1,012	943
US*	179	179	179	179	179	179	179	179	179	179	179
Total	**12,196**	**12,216**	**12,372**	**12,571**	**12,820**	**13,076**	**13,280**	**13,536**	**13,851**	**14,108**	**14,301**
Annual change		*20* *0.2%*	*156* *1.3%*	*199* *1.6%*	*249* *2.0%*	*256* *2.0%*	*204* *1.6%*	*256* *1.9%*	*315* *2.3%*	*257* *1.9%*	*193* *1.4%*
K-5	5,273	5,371	5,517	5,619	5,809	5,959	6,007	6,060	6,161	6,242	6,334
6-8	2,919	2,917	2,851	2,912	2,936	3,000	3,112	3,322	3,467	3,440	3,413
9-12	4,004	3,928	4,004	4,040	4,075	4,117	4,161	4,154	4,223	4,426	4,554

	5 Year Growth: 2011-12 to 2016-17		**5 Year Growth: 2016-17 to 2021-22**		**10 Year Growth: 2011-12 to 2021-22**	
	Growth	**Pct.**	**Growth**	**Pct.**	**Growth**	**Pct.**
K-5	686	*13%*	375	*6%*	1,061	*20%*
6-8	81	*3%*	413	*14%*	494	*17%*
9-12	113	*3%*	437	*11%*	550	*14%*
Total	**880**	***7%***	**1,225**	***9%***	**2,105**	***17%***

**Note: "US" are ungraded secondary students; included in grade 9-12 totals*

Population Research Center, Portland State University, December 2011

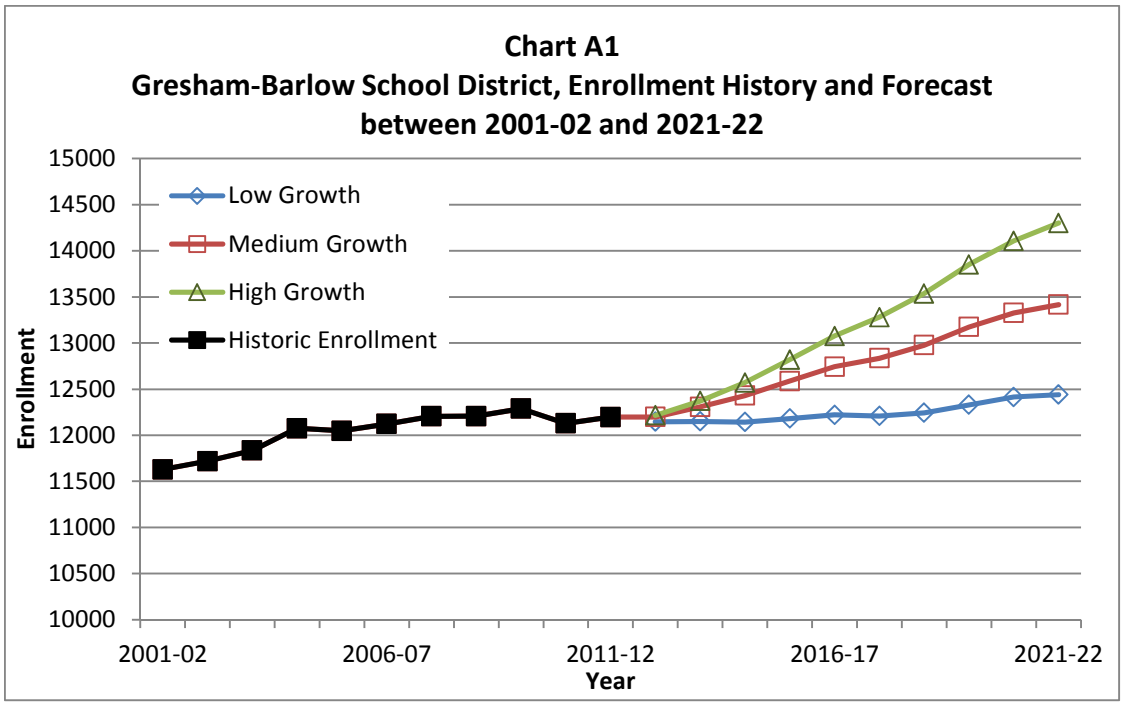
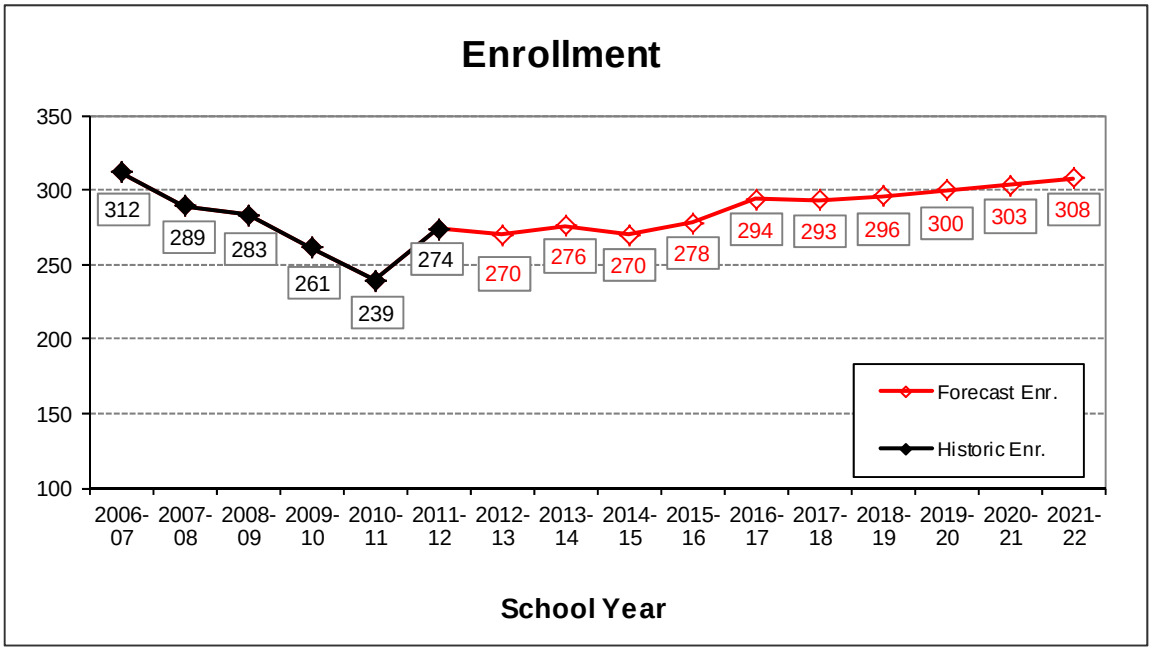


Chart A1
Gresham-Barlow School District, Enrollment History and Forecast
between 2001-02 and 2021-22
15000
14500
14000
13500
13000
12500
12000
11500
11000
10500
10000
Enrollment
Low Growth
Medium Growth
High Growth
Historic Enrollment
2001-02
2006-07
2011-12
2016-17
2021-22
Year

APPENDIX B

ENROLLMENT PROFILES FOR INDIVIDUAL SCHOOLS

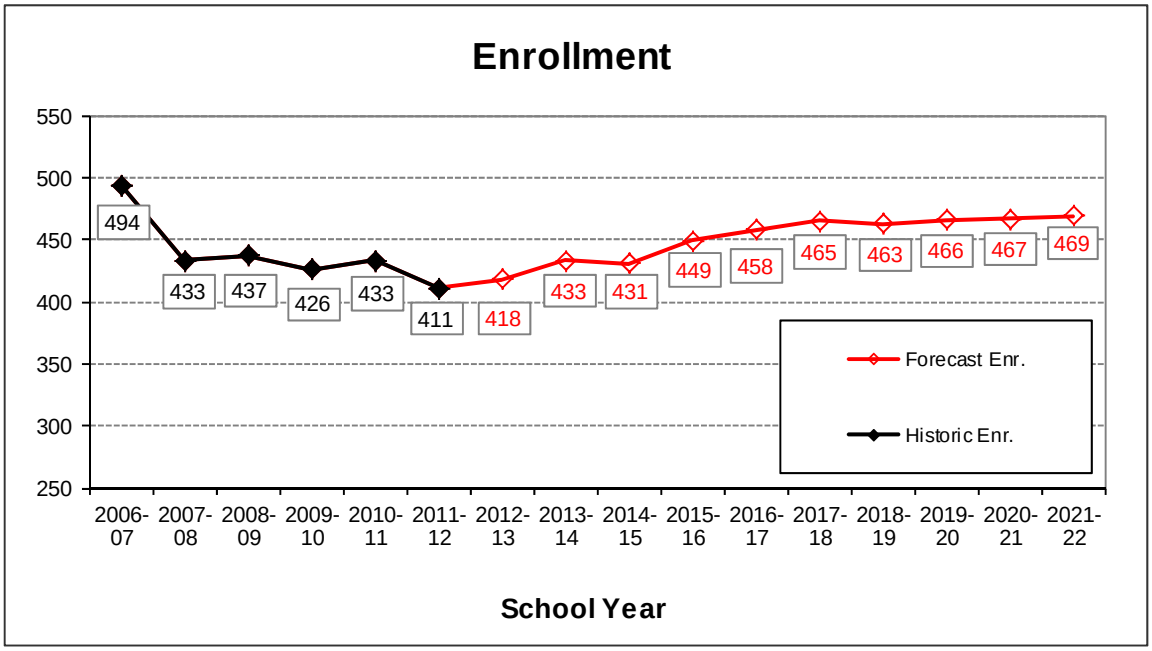
Deep Creek Elementary School



Note: Grade configuration changed from K-4 to K-5 in 2011-12.

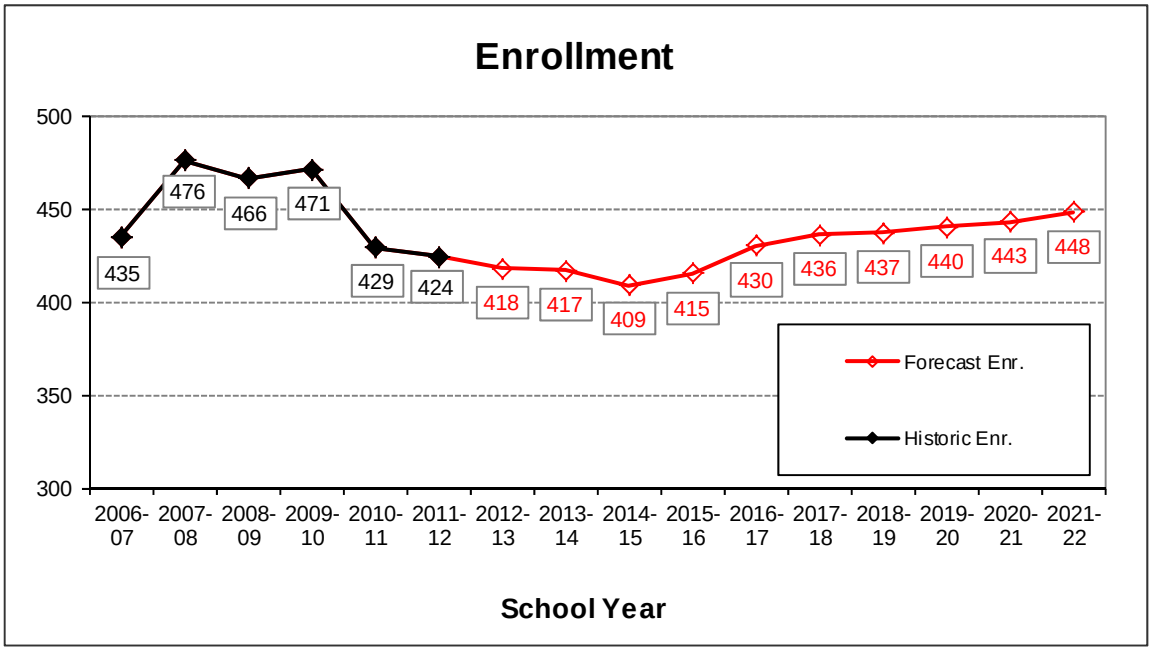
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	312	274	294	308
Change		-38	20	14

East Gresham Elementary School



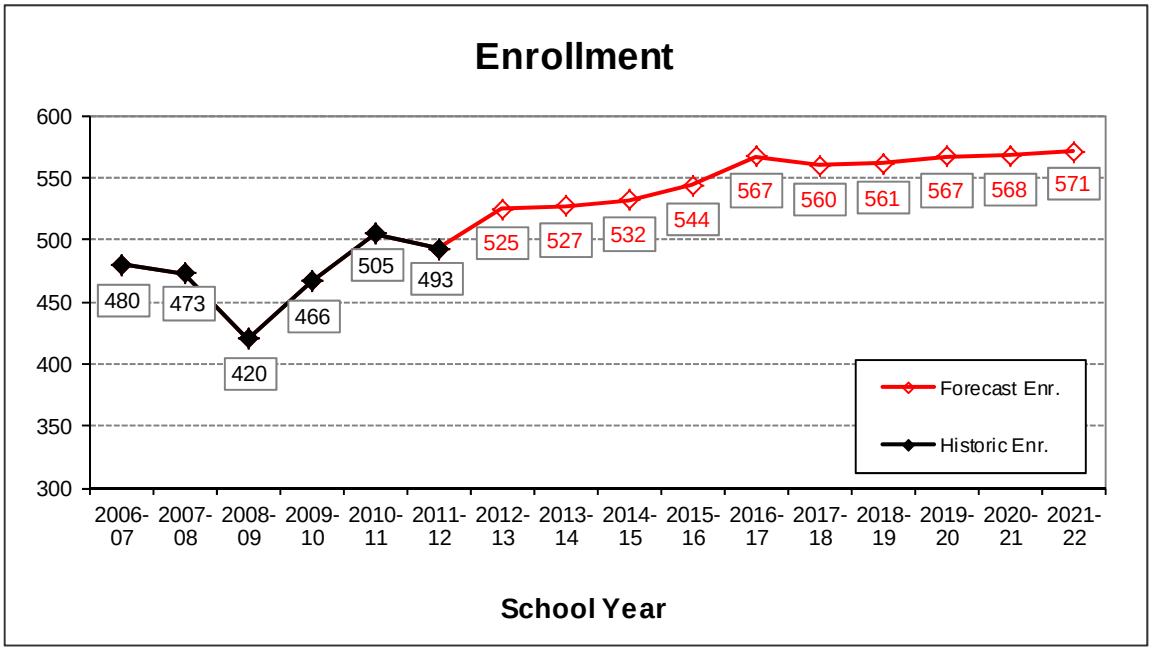
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	494	411	458	469
Change		-83	47	11

East Orient Elementary School



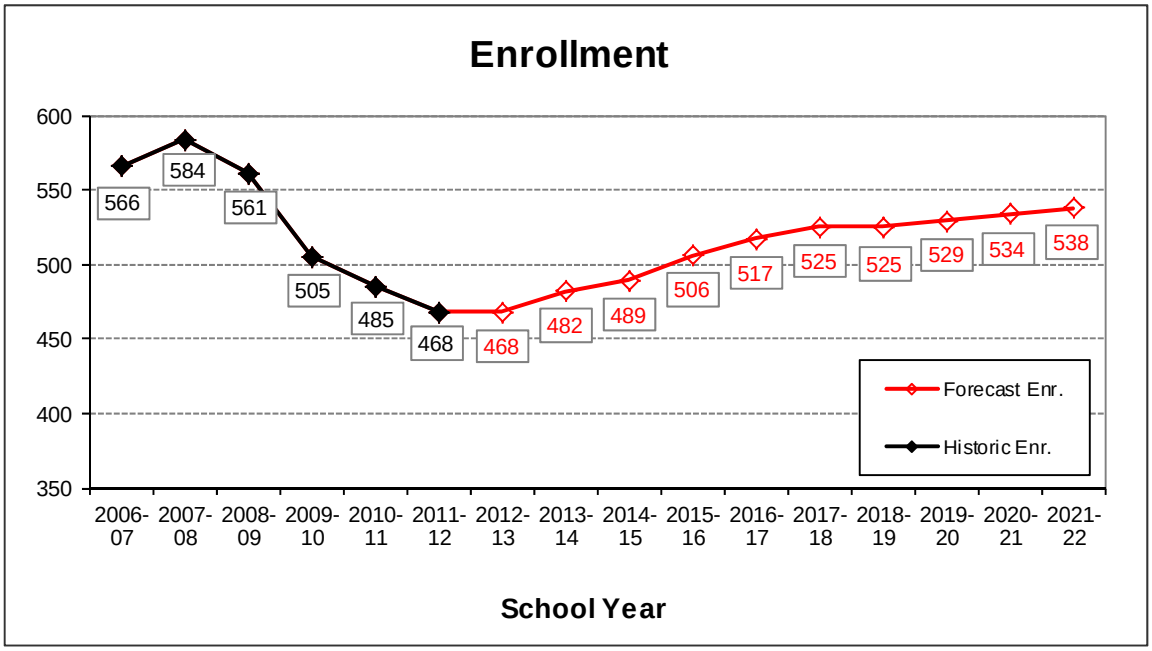
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	435	424	430	448
Change		-11	6	18

Hall Elementary School



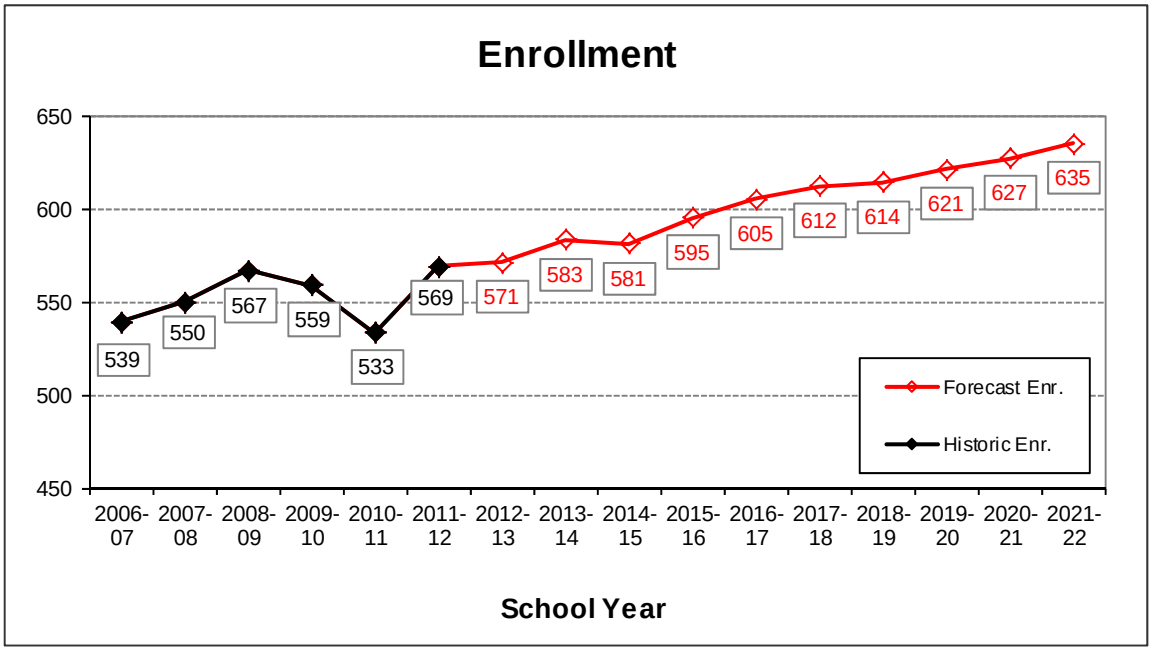
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	480	493	567	571
Change		13	74	4

Highland Elementary School



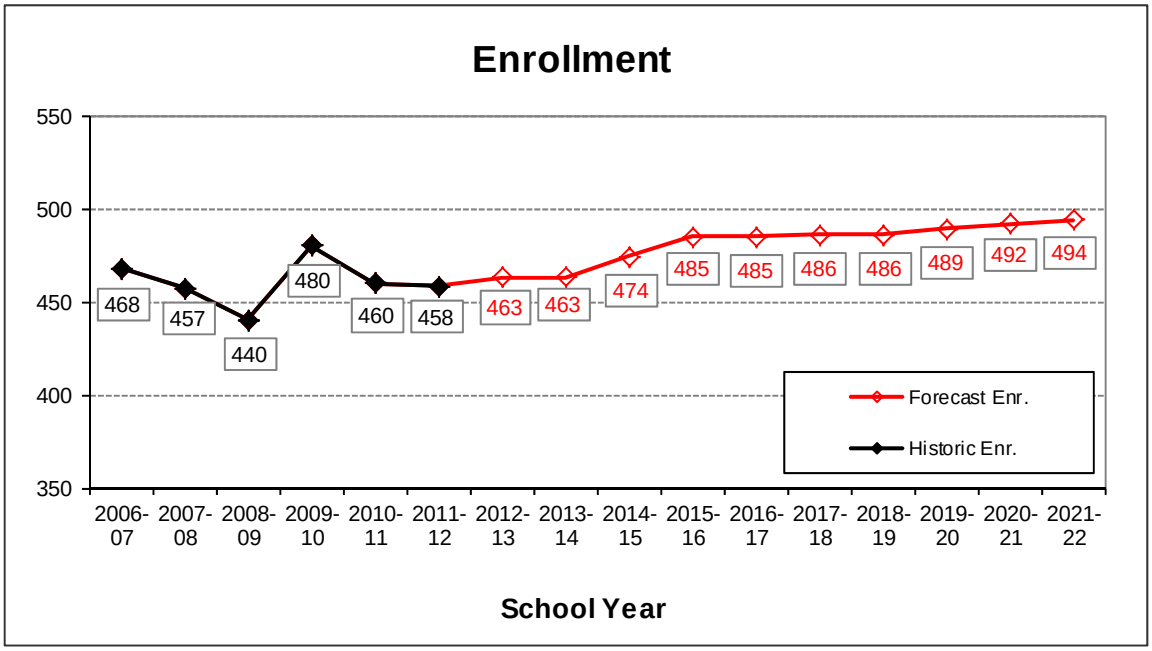
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	566	468	517	538
Change		-98	49	21

Hogan Cedars Elementary School



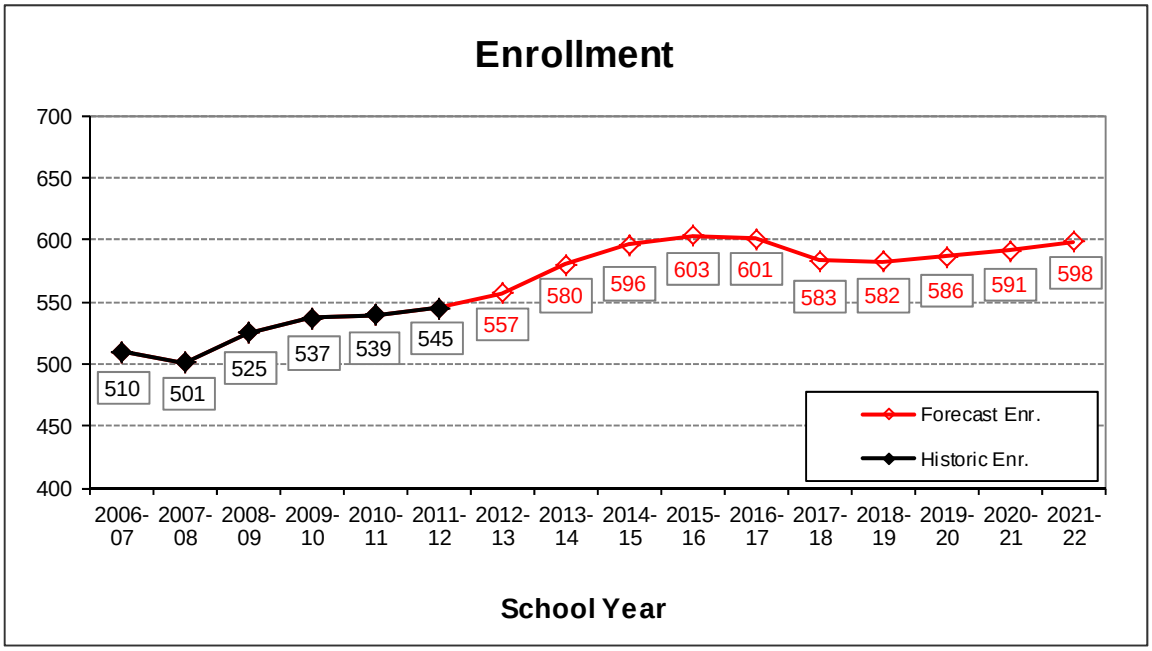
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	539	569	605	635
Change		30	36	30

Hollydale Elementary School



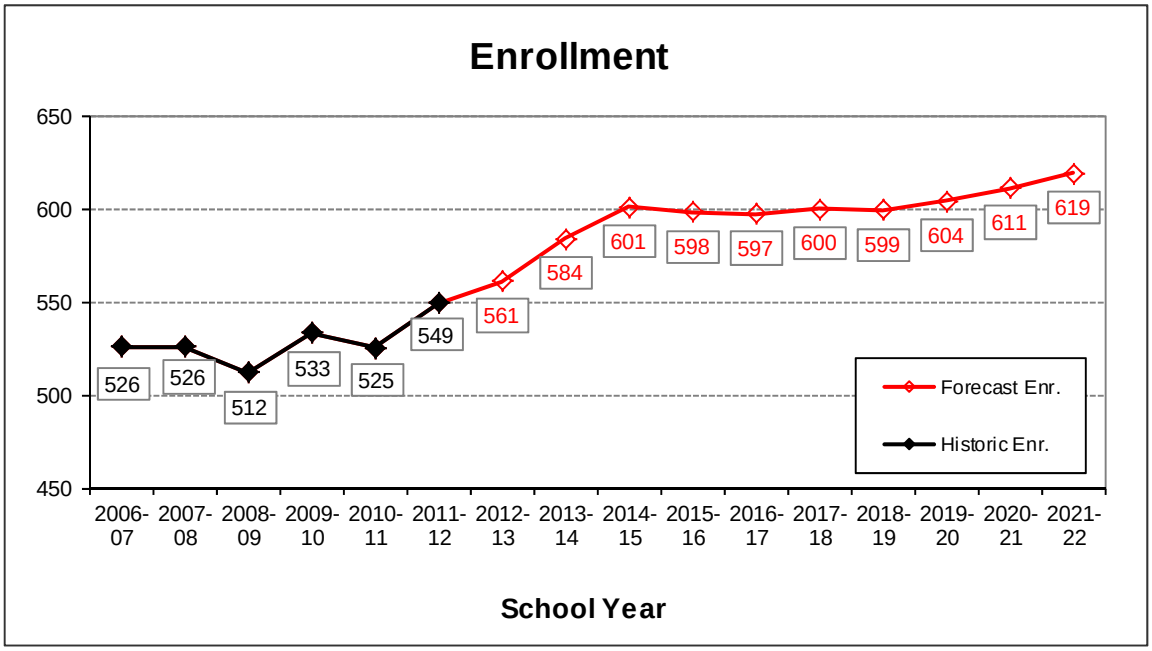
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	468	458	485	494
Change		-10	27	9

Kelly Creek Elementary School



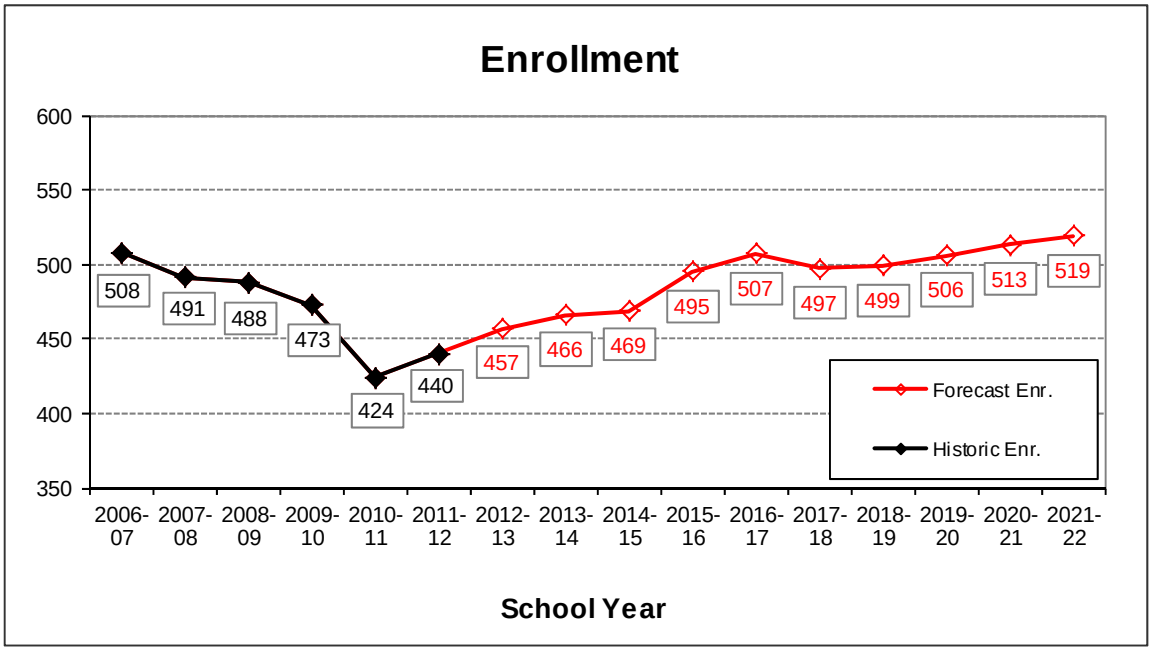
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	510	545	601	598
Change		35	56	-3

North Gresham Elementary School



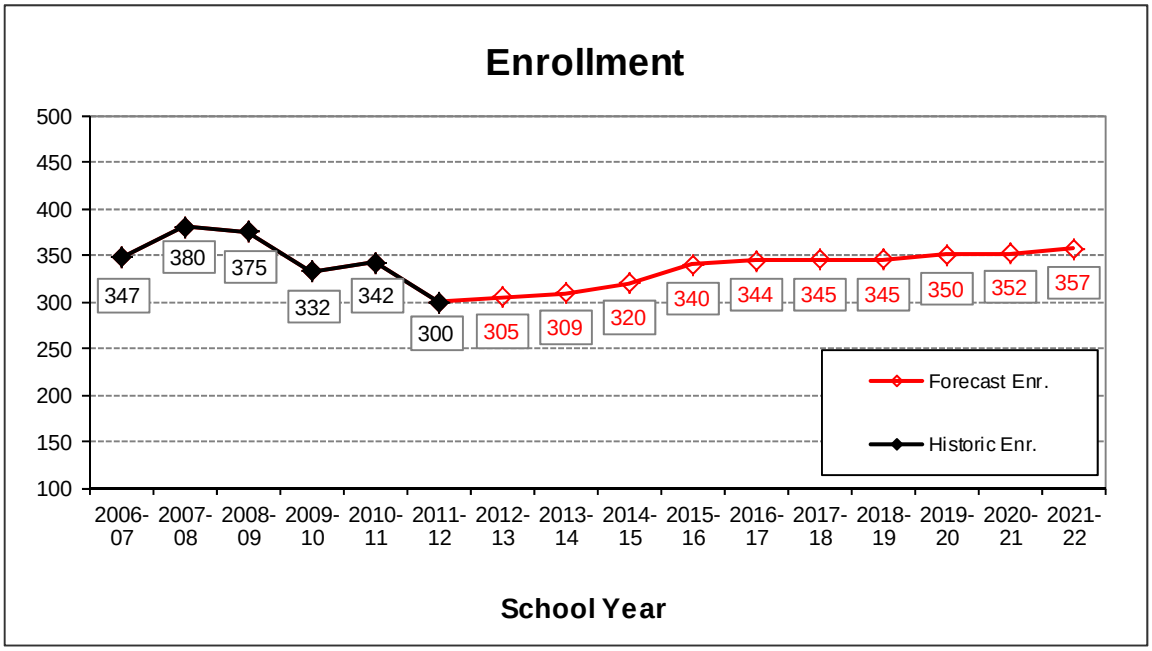
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	526	549	597	619
Change		23	48	22

Powell Valley Elementary School



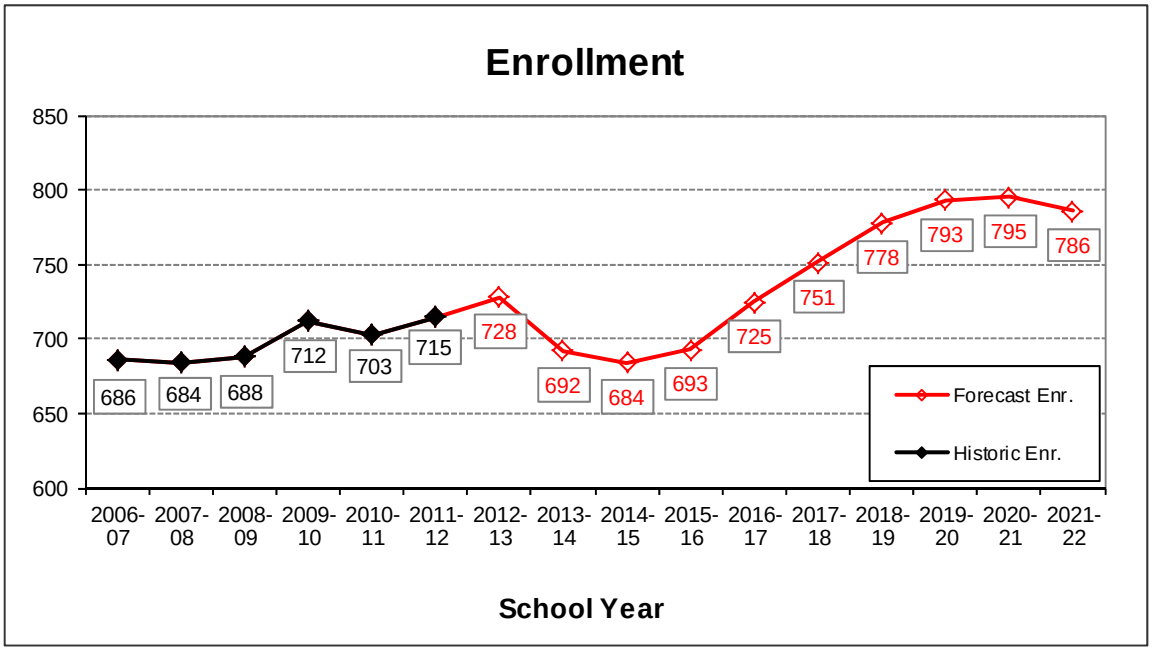
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	508	440	507	519
Change		-68	67	12

West Gresham Elementary School



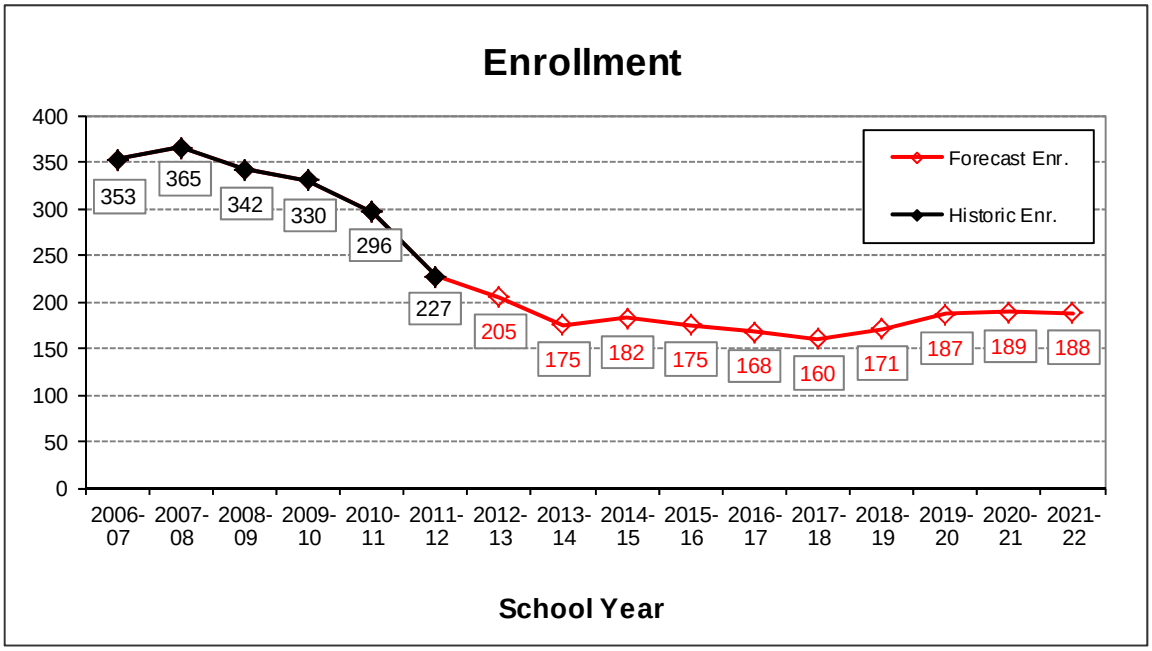
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	347	300	344	357
Change		-47	44	13

Clear Creek Middle School



Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	686	715	725	786
Change		29	10	61

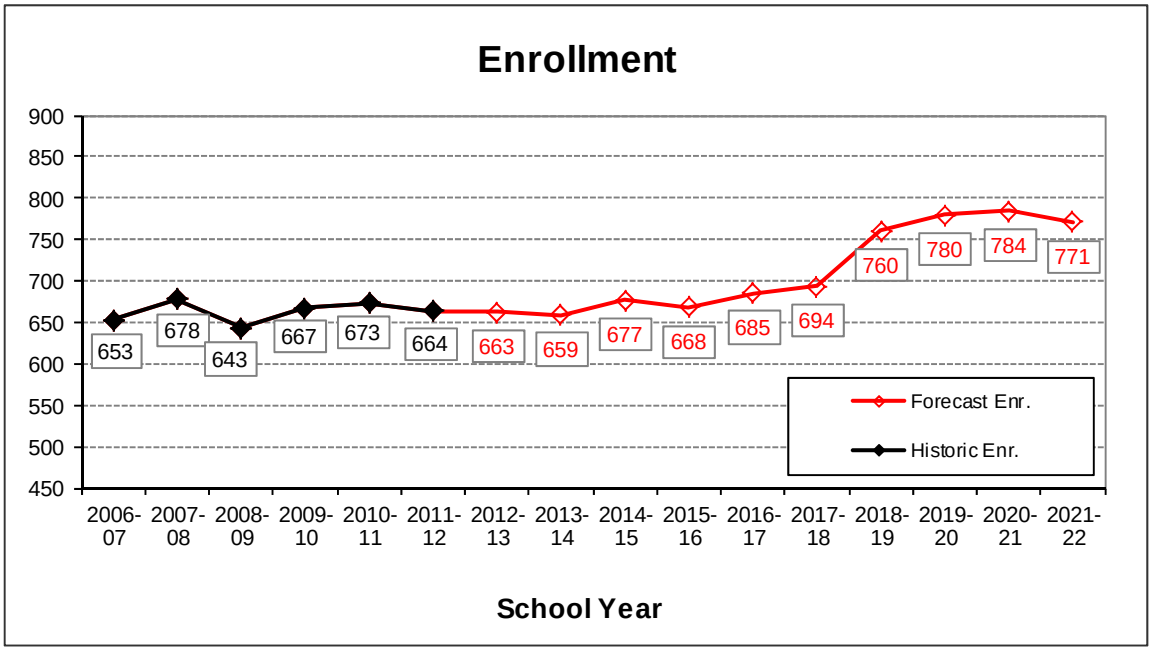
Damascus Middle School



Note: Grade configuration changed from 5-8 to 6-8 in 2011-12.

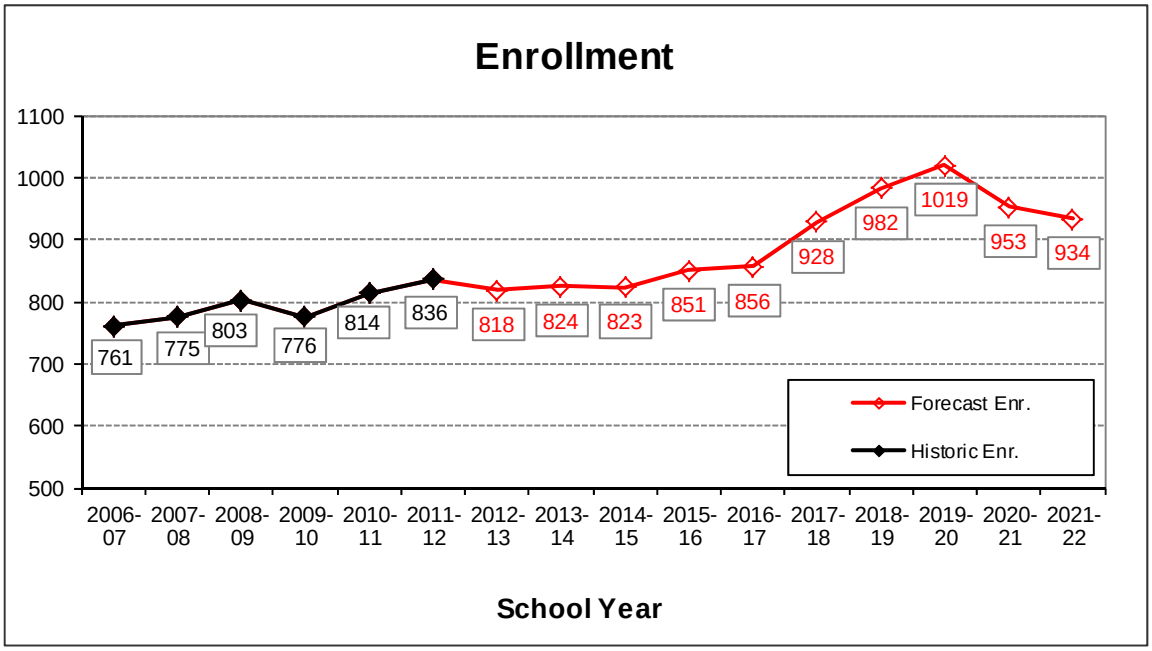
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	353	227	168	188
Change		-126	-59	20

D. McCarty Middle School



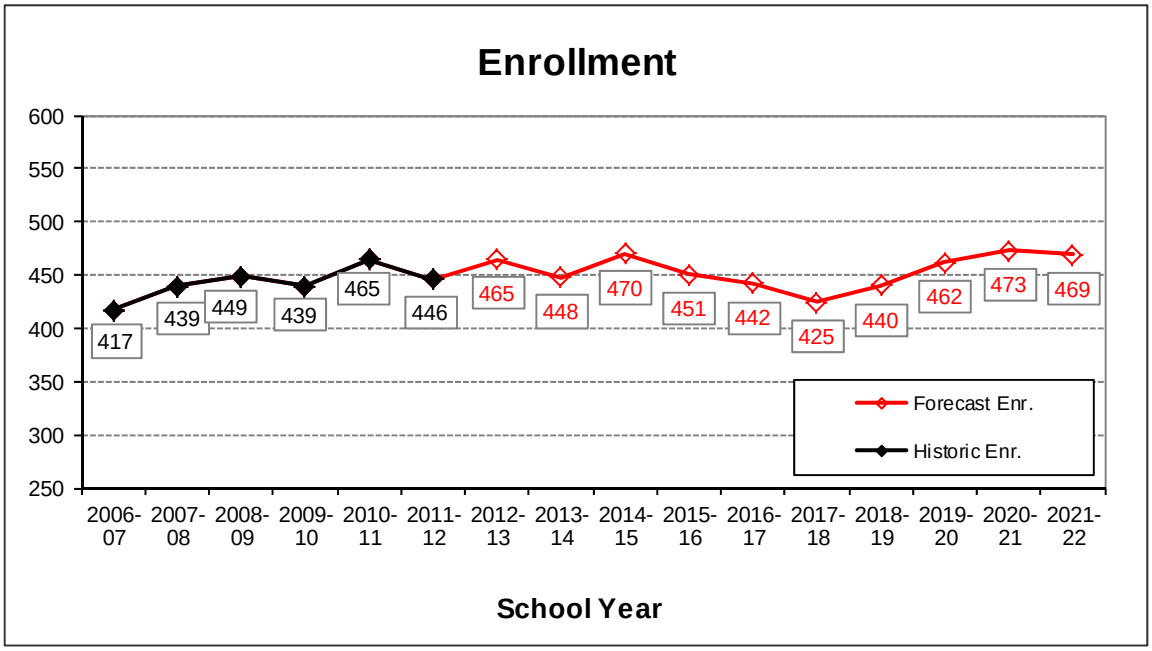
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	653	664	685	771
Change		11	21	86

G. Russell Middle School



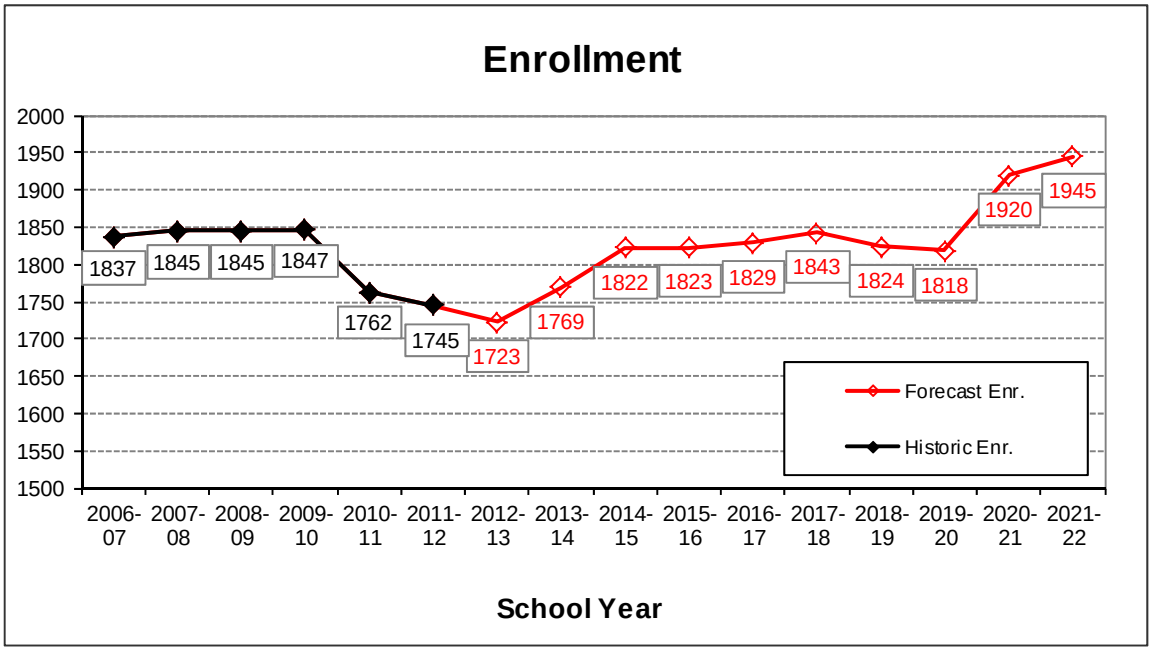
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	761	836	856	934
Change		75	20	78

West Orient Middle School



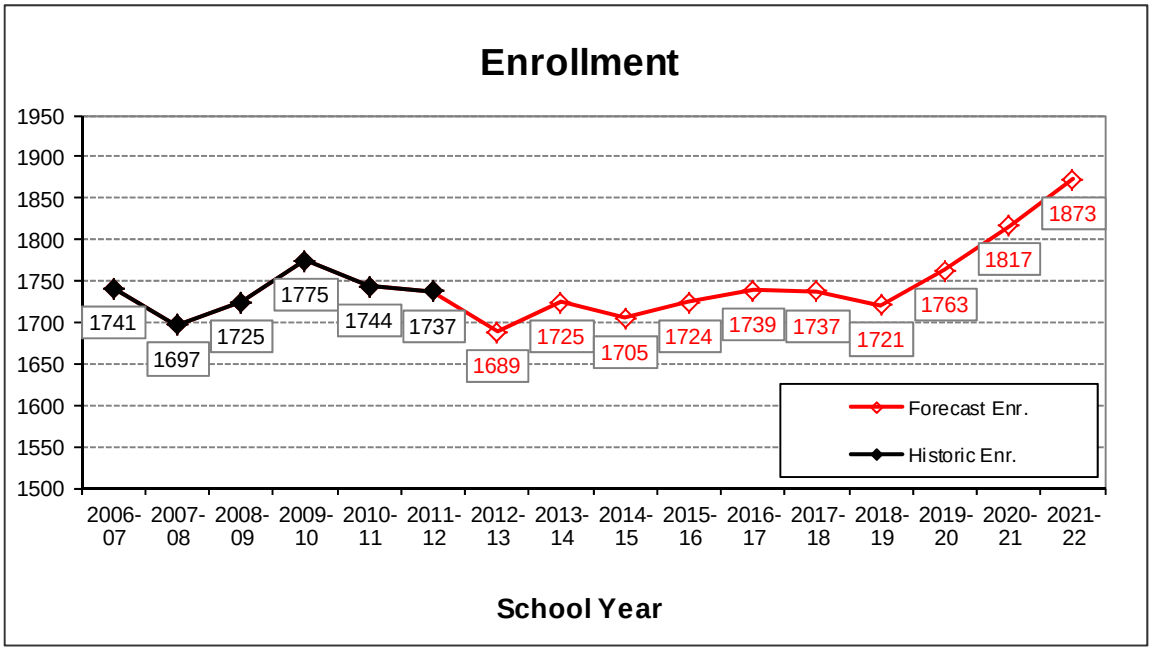
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	417	446	442	469
Change		29	-4	27

Barlow High School



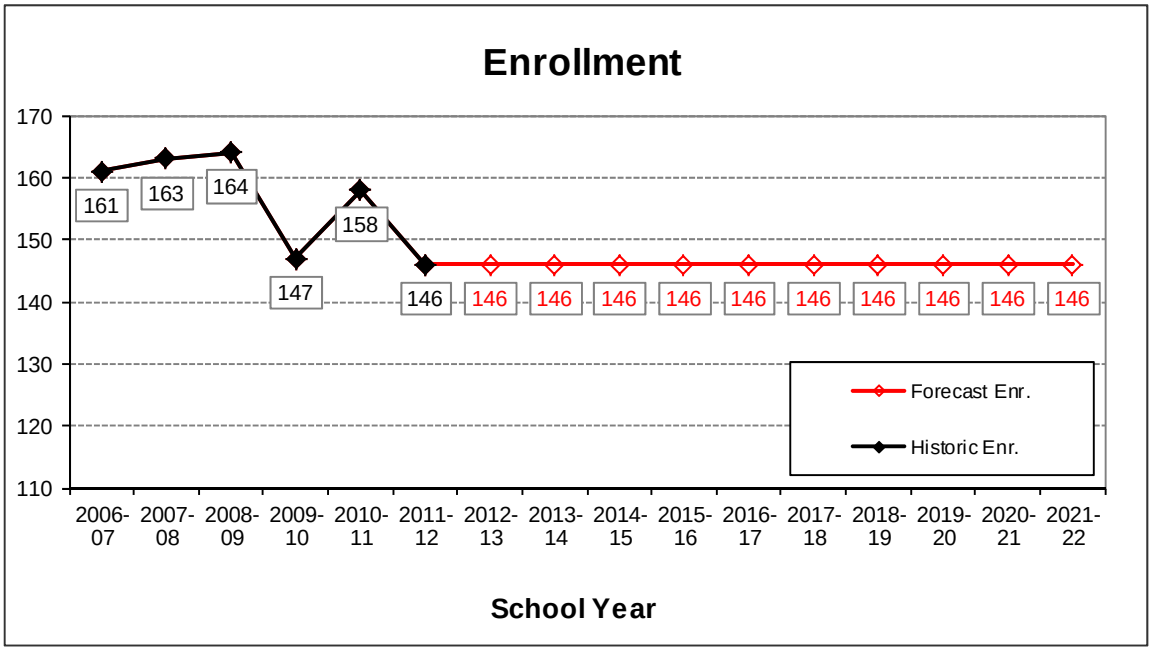
Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	1837	1745	1829	1945
Change		-92	84	116

Gresham High School



Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	1741	1737	1739	1873
Change		-4	2	134

Springwater Trail High School



Enrollment History and Forecast				
	History		Forecast	
	2006-07	2011-12	2016-17	2021-22
Total enrollment	161	146	146	146
Change		-15	0	0

APPENDIX C

2000 AND 2010 CENSUS PROFILE FOR THE DISTRICT

2000 and 2010 Census Summary

Gresham Barlow School District

Area approximation based on census block geography

POPULATION BY AGE GROUP	2000		2010		2000 to 2010 Change	
Total population	66,145	*100.0%*	76,485	*100.0%*	10,340	*15.6%*
Under age 18	17,884	*27.0%*	19,249	*25.2%*	1,365	*7.6%*
Age 18 and over	48,261	*73.0%*	57,236	*74.8%*	8,975	*18.6%*
AREA AND DENSITY						
Land Area - Sq. Mi. (Source: 2010 Census)	50.4		50.4		0.0	*0.0%*
Persons per square mile	1,312.4		1,517.6		205.2	*15.6%*
HOUSING OCCUPANCY STATUS						
Total housing units	25,749	*100.0%*	30,307	*100.0%*	4,558	*17.7%*
Occupied	24,516	*95.2%*	28,621	*94.4%*	4,105	*16.7%*
Vacant or Seasonal	1,233	*4.8%*	1,686	*5.6%*	453	*36.7%*
HISPANIC OR LATINO AND RACE[1]						
Total population	66,145	*100.0%*	76,485	*100.0%*	10,340	*15.6%*
Hispanic or Latino (of any race)	4,827	*7.3%*	10,621	*13.9%*	5,794	*120.0%*
Not Hispanic or Latino	61,318	*92.7%*	65,864	*86.1%*	4,546	*7.4%*
White Alone	56,650	*85.6%*	59,126	*77.3%*	2,476	*4.4%*
Black or African American Alone	797	*1.2%*	1,348	*1.8%*	551	*69.1%*
American Indian and Alaska Native Alone	496	*0.7%*	518	*0.7%*	22	*4.4%*
Asian Alone	1,606	*2.4%*	2,156	*2.8%*	550	*34.2%*
Native Hawaiian and Other Pacific Islander Al	111	*0.2%*	268	*0.4%*	157	*141.4%*
Some Other Race Alone	66	*0.1%*	104	*0.1%*	38	*57.6%*
Two or More Races	1,592	*2.4%*	2,344	*3.1%*	752	*47.2%*
RACE ALONE OR IN COMBINATION[2]						
Total population	66,145	*100.0%*	76,485	*100.0%*	10,340	*15.6%*
White	60,268	*91.1%*	66,359	*86.8%*	6,091	*10.1%*
Black or African American	1,116	*1.7%*	2,236	*2.9%*	1,120	*100.4%*
American Indian and Alaska Native	1,179	*1.8%*	1,893	*2.5%*	714	*60.6%*
Asian	2,254	*3.4%*	3,206	*4.2%*	952	*42.2%*
Native Hawaiian and Other Pacific Islander	307	*0.5%*	573	*0.7%*	266	*86.6%*
Some Other Race	3,158	*4.8%*	5,660	*7.4%*	2,502	*79.2%*

1. Data are shown for the Hispanic or Latino population, as well as for people who reported one race and for people who reported two or more races. The population of One Race is the total of the population in the 6 categories of one race. The population of Two or More Races is the total of the population in the 57 specific combinations of two or more races. The redistricting files include data for all 63 groups.

2. Data are shown for the 6 race alone or in combination categories. The concept "race alone or in combination" includes people who reported a single race alone (e.g., Asian) and people who reported that race in combination with one or more of the other major race groups (i.e., White, Black or African American, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, and Some Other Race). The concept "race alone or in combination," therefore, represents the maximum number of people who reported as that major race group, either alone, or in combination with another race(s). The sum of the 6 individual race "alone or in combination" categories may add to more than the total population because people who reported more than one race were tallied in each race category.

Sources: U.S. Census Bureau, 2010 Census, Public Law 94-171 Summary File; 2000 Census, SF1.
Tabulated by Population Research Center, Portland State University. www.pdx.edu/prc

Appendix E

Supplemental Materials

School Capacity Analysis 2012

Gresham-Barlow School District 10 Jt.

SCHOOL CAPACITY ANALYSIS

2012

GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

DEEP CREEK ELEMENTARY SCHOOL

Gross Square Footage	58,592	SF
Special Programs Square Footage	1,988	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	56,604	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	510	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **510 STUDENTS**

Deep Creek Elementary School
15600 SE 232 Dr
Damascus, OR 97089

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

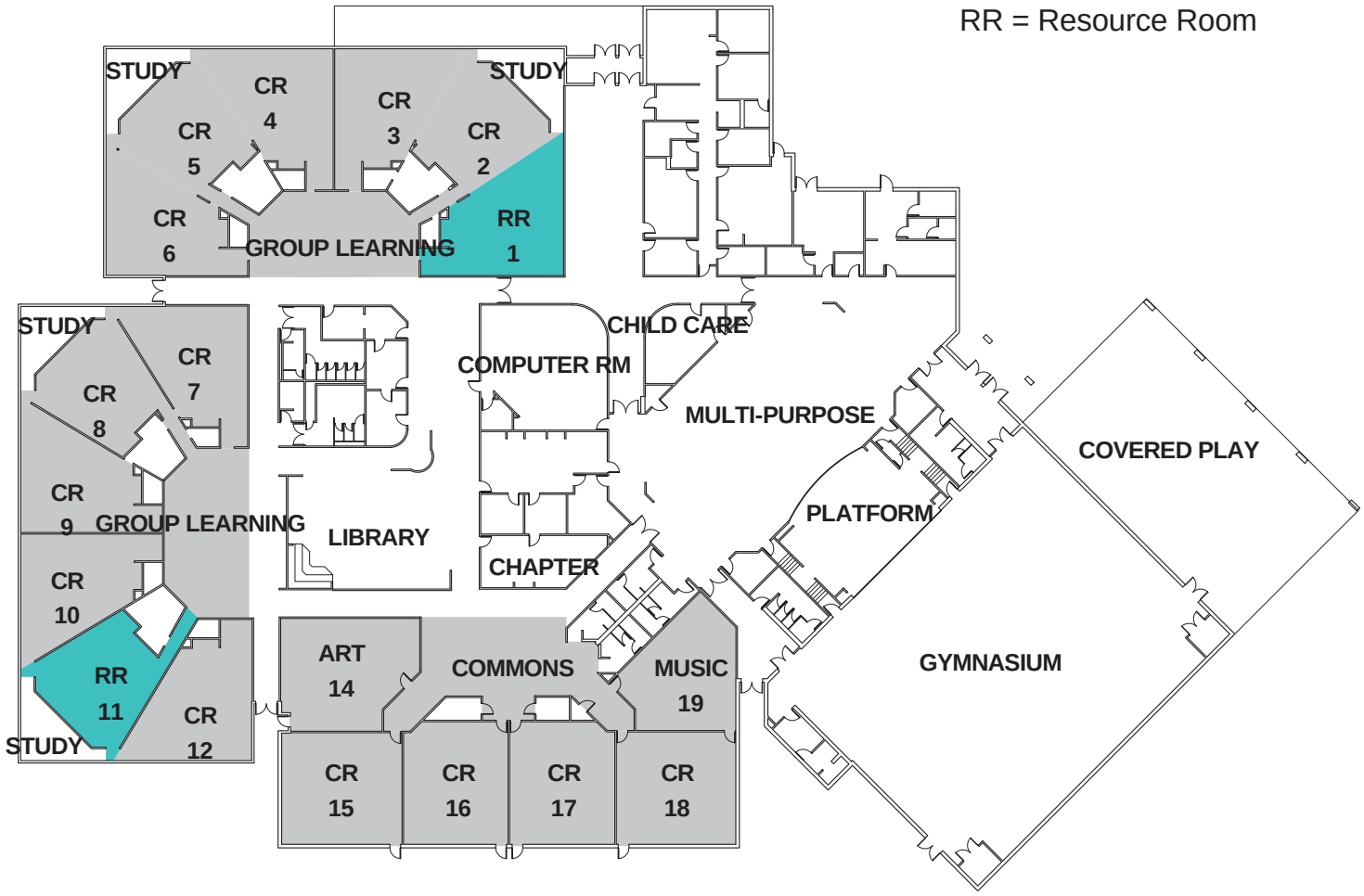
boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

Room Type Legend

Classroom

Special Programs

RR = Resource Room



0' 25' 50' 100'

N

Deep Creek Elementary School

15600 SE 232 Dr
Damascus, OR 97089

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

N

Deep Creek Elementary School

15600 SE 232 Dr
Damascus, OR 97089

boora

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GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

EAST GRESHAM ELEMENTARY SCHOOL

Gross Square Footage	65,590	SF
Special Programs Square Footage	5,437	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	60,153	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	542	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	38	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **580 STUDENTS**

East Gresham Elementary School
900 SE 5th St
Gresham, OR 97080-8199

boora

Mar 2012

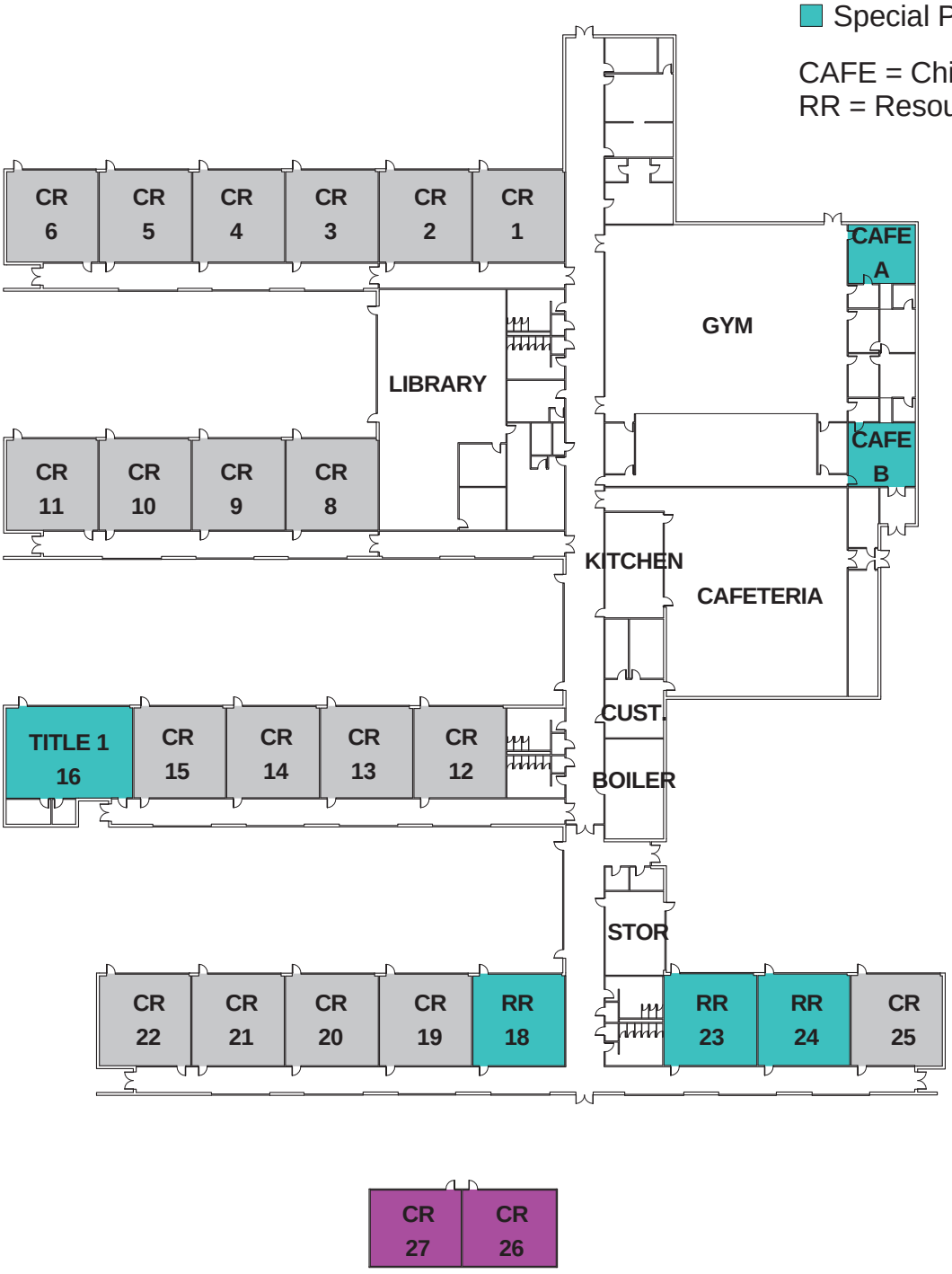
GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

Room Type Legend

- Classroom
- Modular
- Special Programs

CAFE = Child & Family Enrichment
RR = Resource Room



0' 25' 50' 100'

N

East Gresham Elementary School

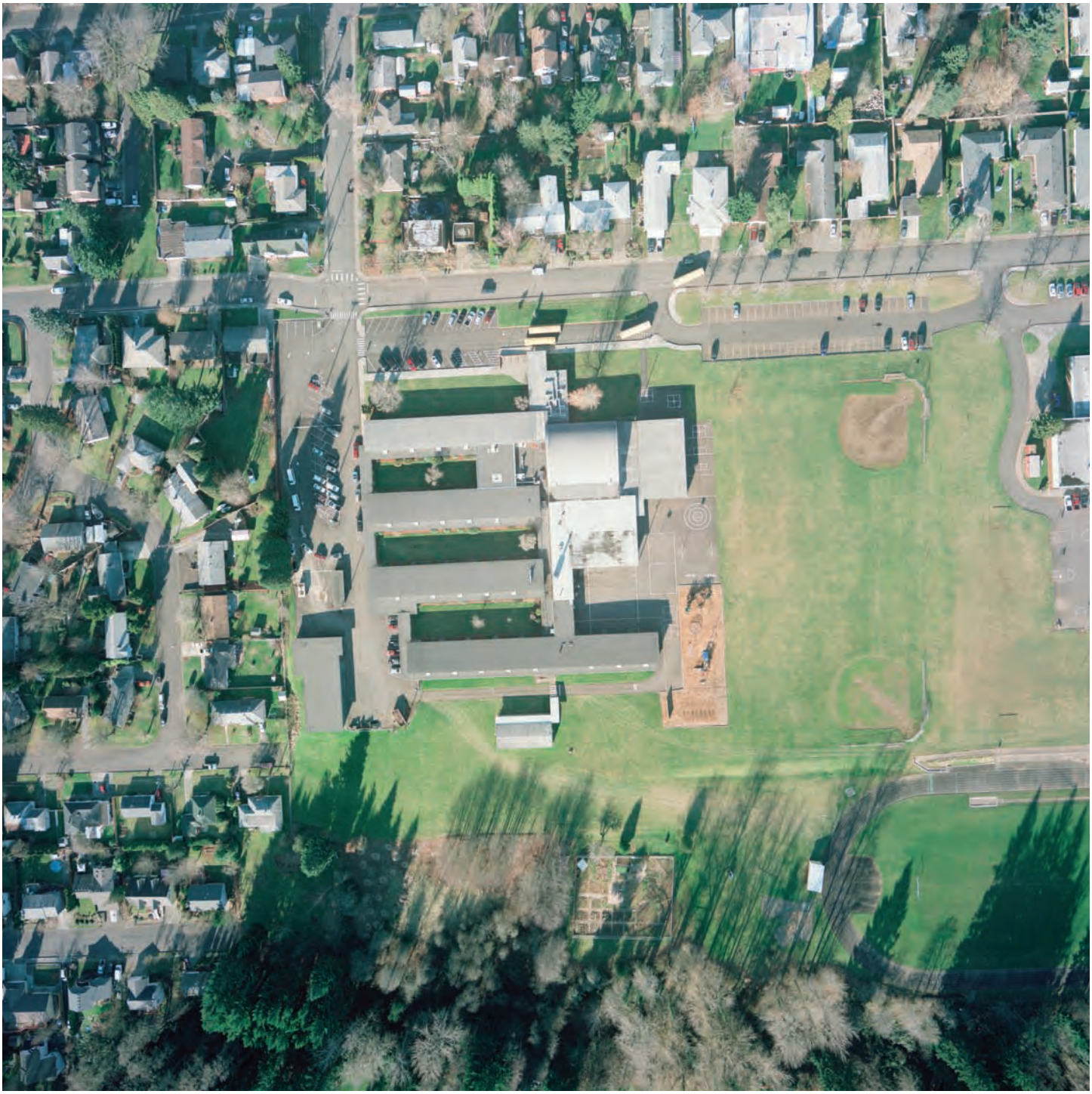
900 SE 5th St
Gresham, OR 97080-8199

boora

1" = 60'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429



N

East Gresham Elementary School

900 SE 5th St
Gresham, OR 97080-8199

boora

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GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

EAST ORIENT ELEMENTARY SCHOOL

Gross Square Footage	51,629	SF
Special Programs Square Footage	3,382	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	48,247	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	435	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **435 STUDENTS**

East Orient Elementary School
7431 SE 302nd Ave
Gresham, OR 97080-8823

boora

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GRESHAM-BARLOW SCHOOL DISTRICT

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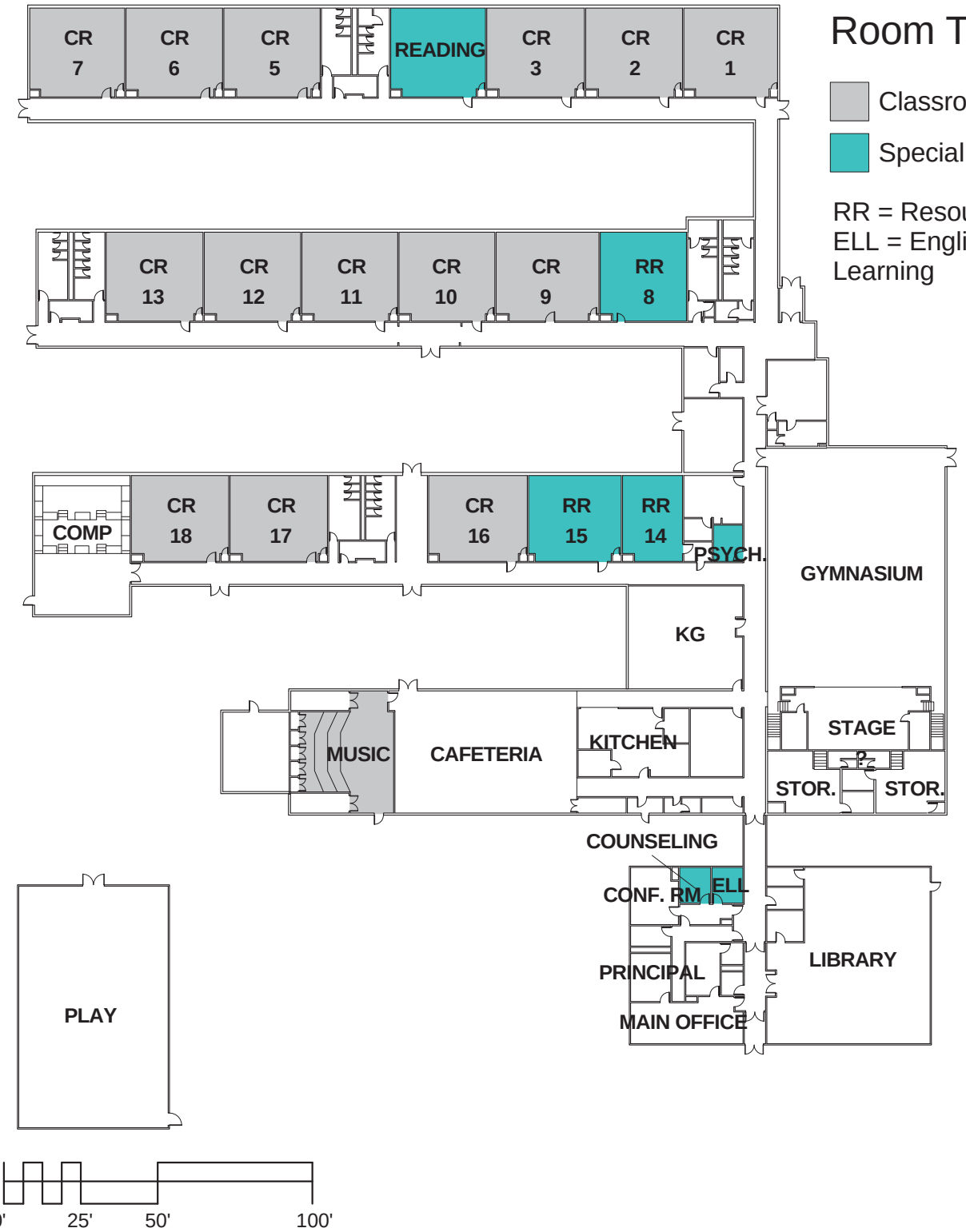
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429



N

East Orient Elementary School

7431 SE 302nd Ave
Gresham, OR 97080-8823

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

N

East Orient Elementary School

7431 SE 302nd Ave
Gresham, OR 97080-8823

boora

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GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

HALL ELEMENTARY SCHOOL

Gross Square Footage	55,721	SF
Special Programs Square Footage	2,975	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	52,746	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	475	Students
Portable Classroom Square Footage	3,584	SF
Portable Classroom Permanent Capacity	38	Students*

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY	**551 STUDENTS**
TOTAL AVAILABLE CAPACITY With Lease	**513 STUDENTS**

*Portable Classrooms 21 and 22 are leased to Multnomah Education Service District.

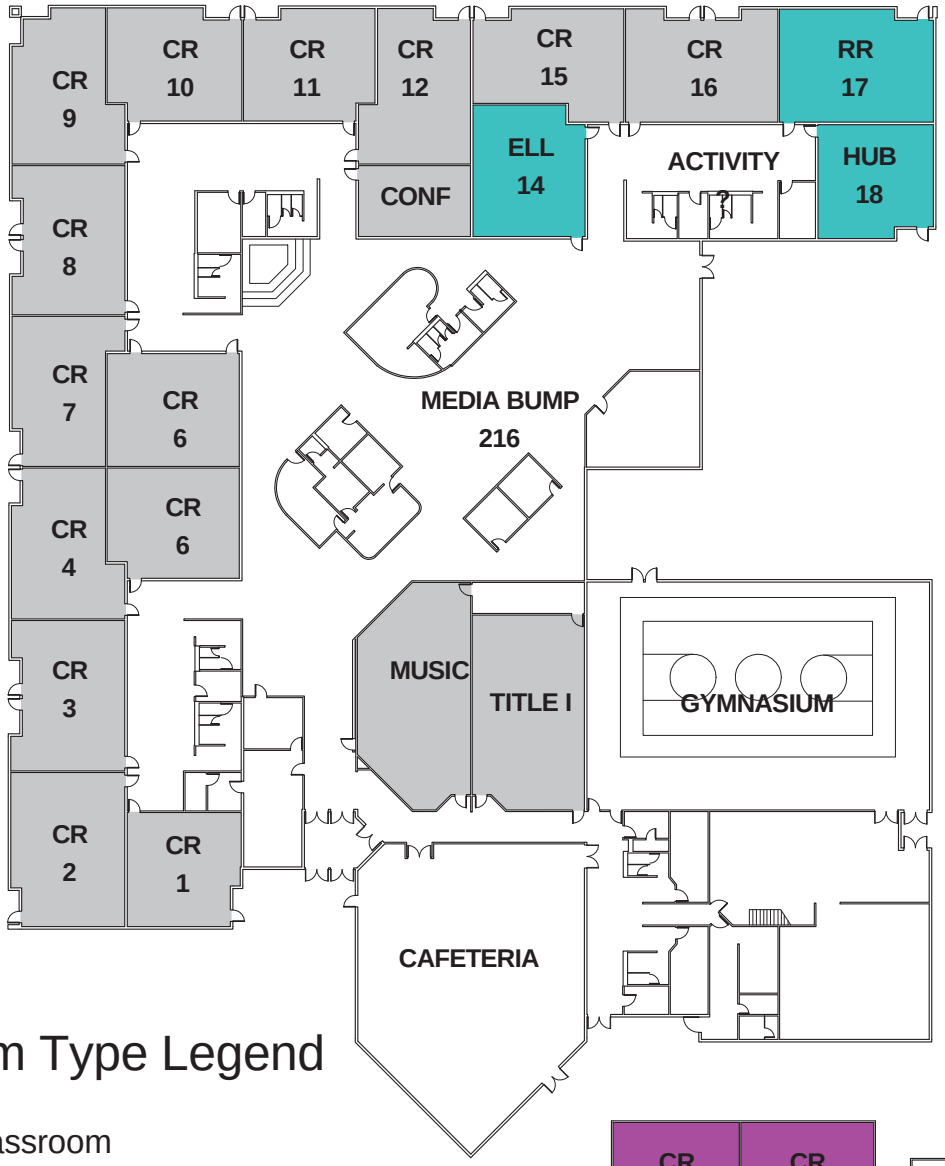
Hall Elementary School
2505 NE 23rd St
Gresham, OR 97030-3146

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

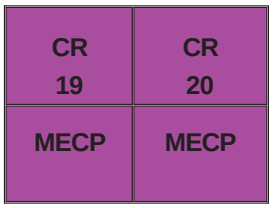
boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

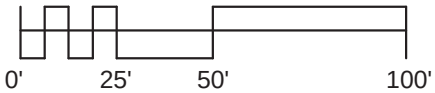


Room Type Legend

- Classroom
- Portable
- Special Programs

RR = Resource Room
ELL = English Language Learning
HUB = Research and Methods Teaching (RMT)
MECP = Multnomah Early Childhood Program





Hall Elementary School

2505 NE 23rd St
Gresham, OR 97030-3146

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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N

Hall Elementary School

2505 NE 23rd St
Gresham, OR 97030-3146

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

HIGHLAND ELEMENTARY SCHOOL

Gross Square Footage	57,345	SF
Special Programs Square Footage	5,421	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	51,924	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	468	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	38	Students

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **506 STUDENTS**

Highland Elementary School
295 NE 24th St
Gresham, OR 97030-2753

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

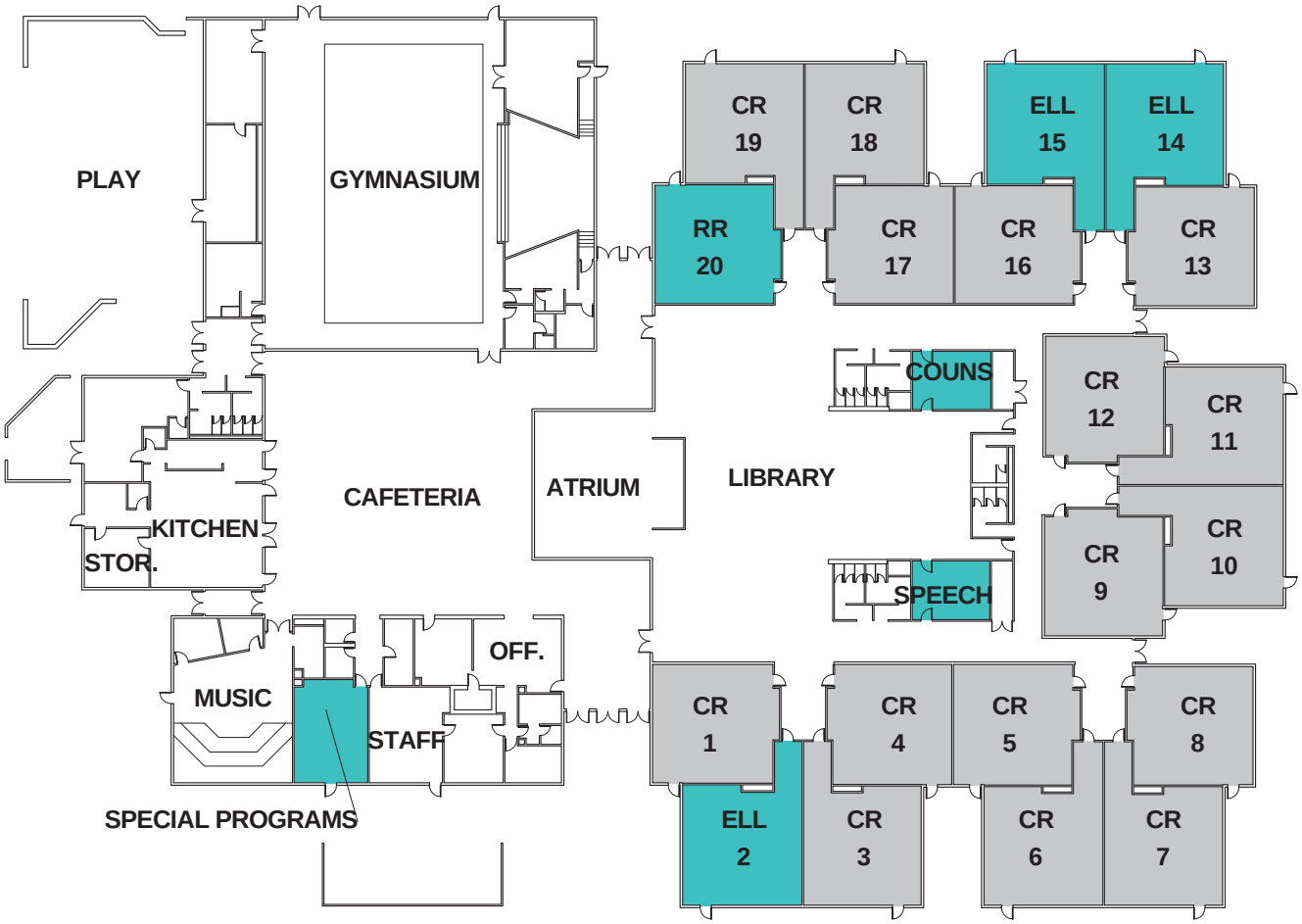
Room Type Legend

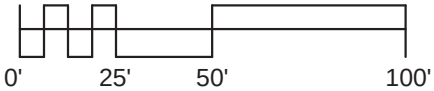
Classroom

Portable

Special Programs

RR = Resource Room
ELL = English Learning Language





N

Highland Elementary School

295 NE 24th St
Gresham, OR 97030-2753

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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N

Highland Elementary School

295 NE 24th St
Gresham, OR 97030-2753

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

HOGAN CEDARS ELEMENTARY SCHOOL

Gross Square Footage	60,965	SF
Special Programs Square Footage	3,715	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	57,250	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	516	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	38	Students

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **554 STUDENTS**

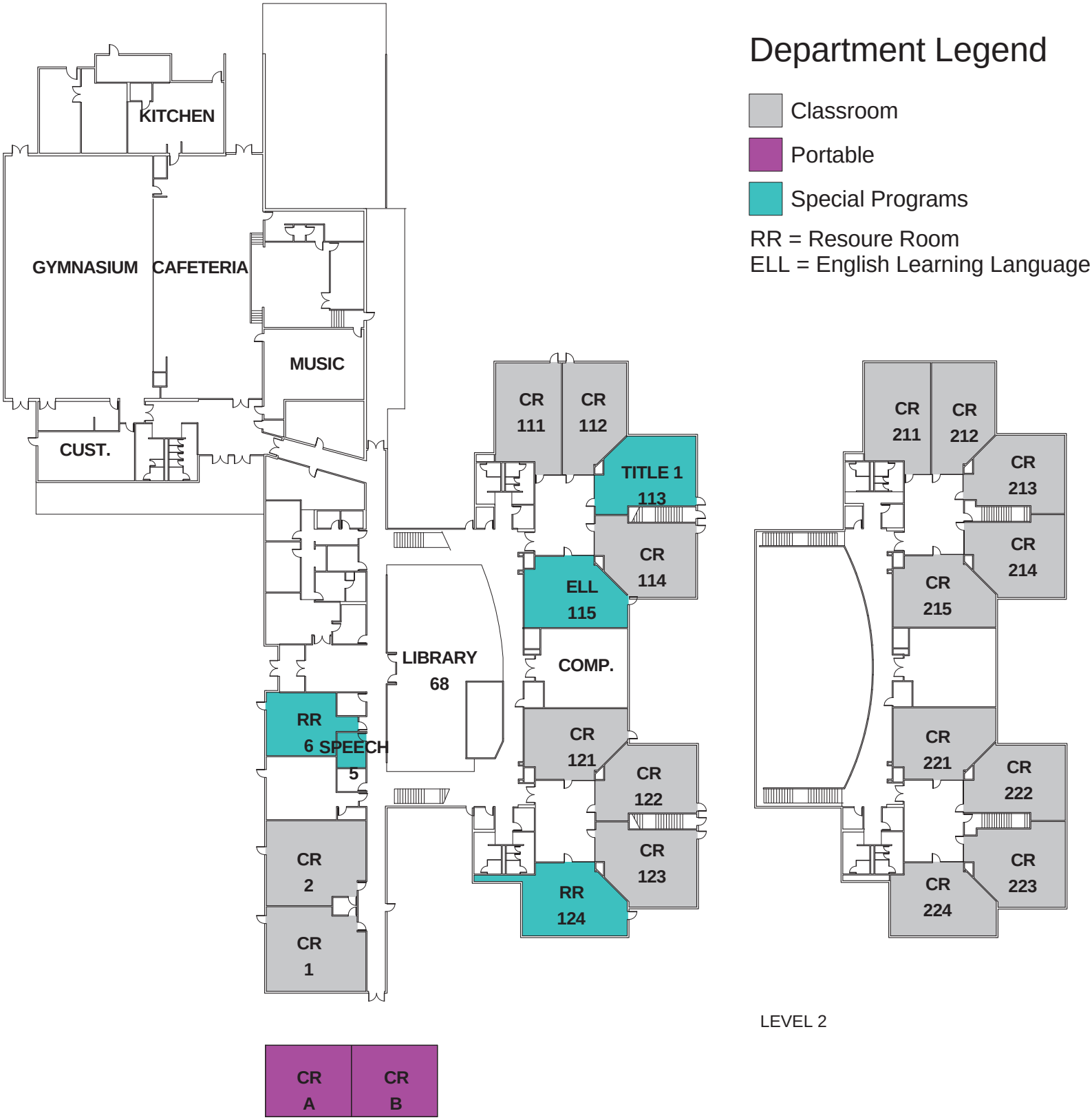
Hogan Cedars Elementary School
1770 SE Fleming Ave
Gresham, OR 97080-6397

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429



Department Legend

- Classroom
- Portable
- Special Programs

RR = Resoure Room
ELL = English Learning Language

LEVEL 2

LEVEL 1

0' 25' 50' 100'

N

Hogan Cedars Elementary School

1770 SE Fleming Ave
Gresham, OR 97080-6397

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

N

Hogan Cedars Elementary School

1770 SE Fleming Ave
Gresham, OR 97080-6397

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

HOLLYDALE ELEMENTARY

Gross Square Footage	55,721	SF
Special Programs Square Footage	2,867	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	52,854	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	476	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	38	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **514 STUDENTS**

Hollydale Elementary School
505 SW Birdsdale Dr
Gresham, OR 97080-6799

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

Room Type Legend

- Classroom
- Portable
- Special Programs

RR = Resource Room
ELL = English Learning Language

N

Hollydale Elementary School

505 SW Birdsdale Dr
Gresham, OR 97080-6799

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

N

Hollydale Elementary School

505 SW Birdsdale Dr
Gresham, OR 97080-6799

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

KELLY CREEK ELEMENTARY SCHOOL

Gross Square Footage	59,316	SF
Special Programs Square Footage	2,659	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	56,657	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	510	Students
Portable Classroom Square Footage	2,688	SF
Portable Classroom Permanent Capacity	76	Students*

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY	**586 STUDENTS**
TOTAL AVAILABLE CAPACITY W/ GBEF	**567 STUDENTS**

*Portable Classroom 25 is used by the Gresham Education Foundation.

Kelly Creek Elementary School
2400 SE Baker Way
Gresham, OR 97080-9003

boora

Mar 2012

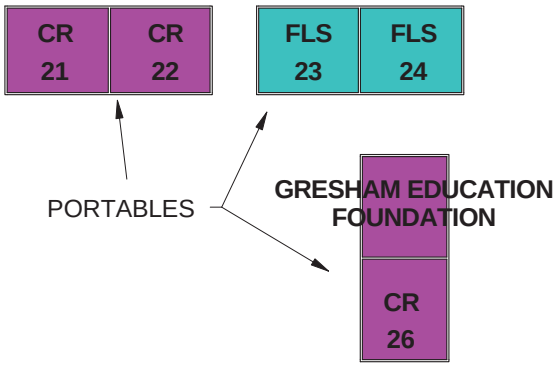
GRESHAM-BARLOW SCHOOL DISTRICT

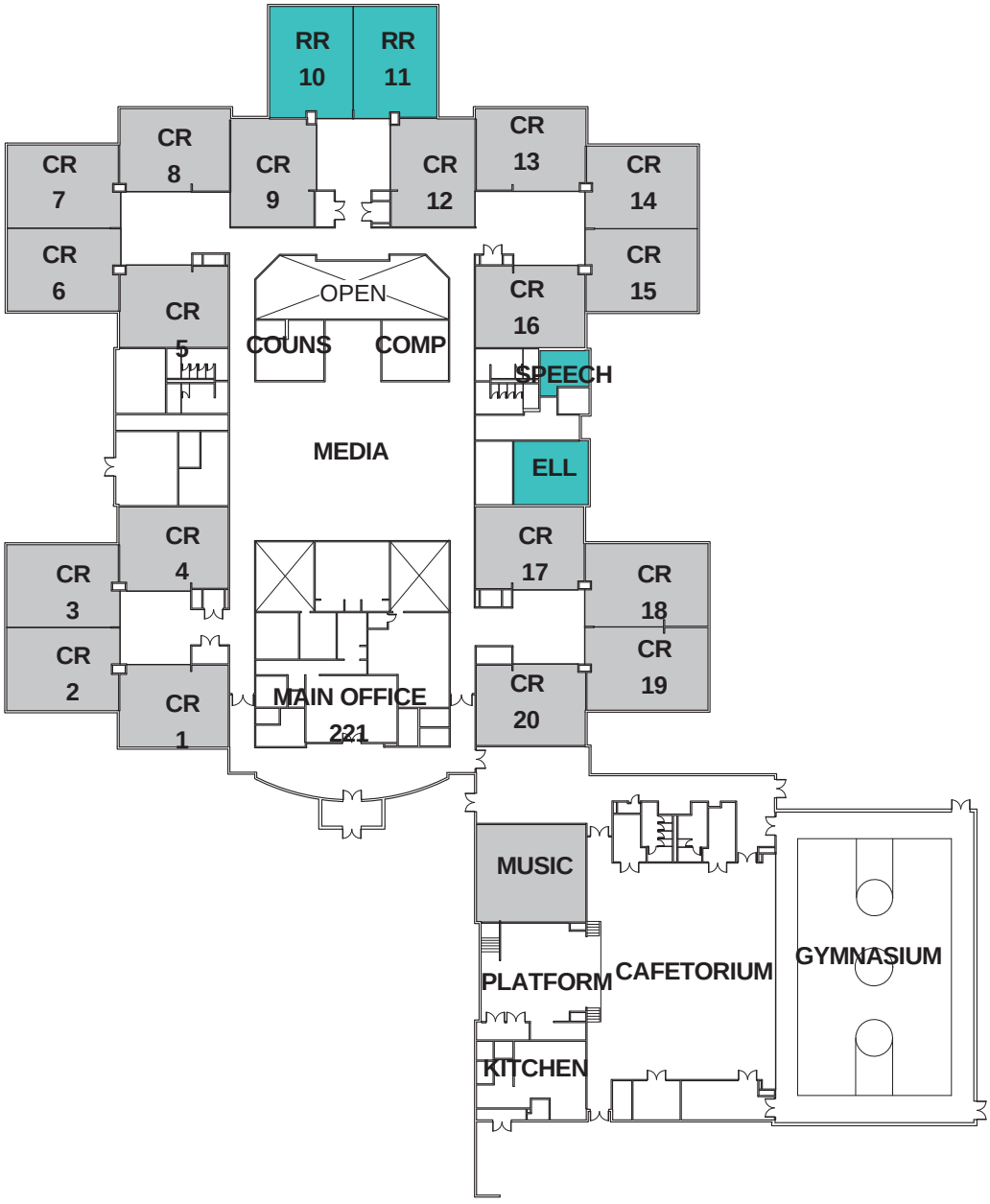
boora architects inc.
720 SW Washington Ste 800, Portland, OR 97205
T. 503.226.1575 F. 503.241.7429

Department Legend

- Classroom
- Portable
- Special Programs

RR = Resource Room
ELL = English Language Learning
FLS = Functional Living Skills





N

Kelly Creek Elementary School

2400 SE Baker Way
Gresham, OR 97080-9003

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1" = 60'-0"
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GRESHAM-BARLOW SCHOOL DISTRICT

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N

Kelly Creek Elementary School

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Gresham, OR 97080-9003

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

NORTH GRESHAM ELEMENTARY SCHOOL

Gross Square Footage	54,624	SF
Special Programs Square Footage	1,499	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	53,125	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	479	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **479 STUDENTS**

North Gresham Elementary School
1001 SE 217th Ave
Gresham, OR 97030-2429

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GRESHAM-BARLOW SCHOOL DISTRICT

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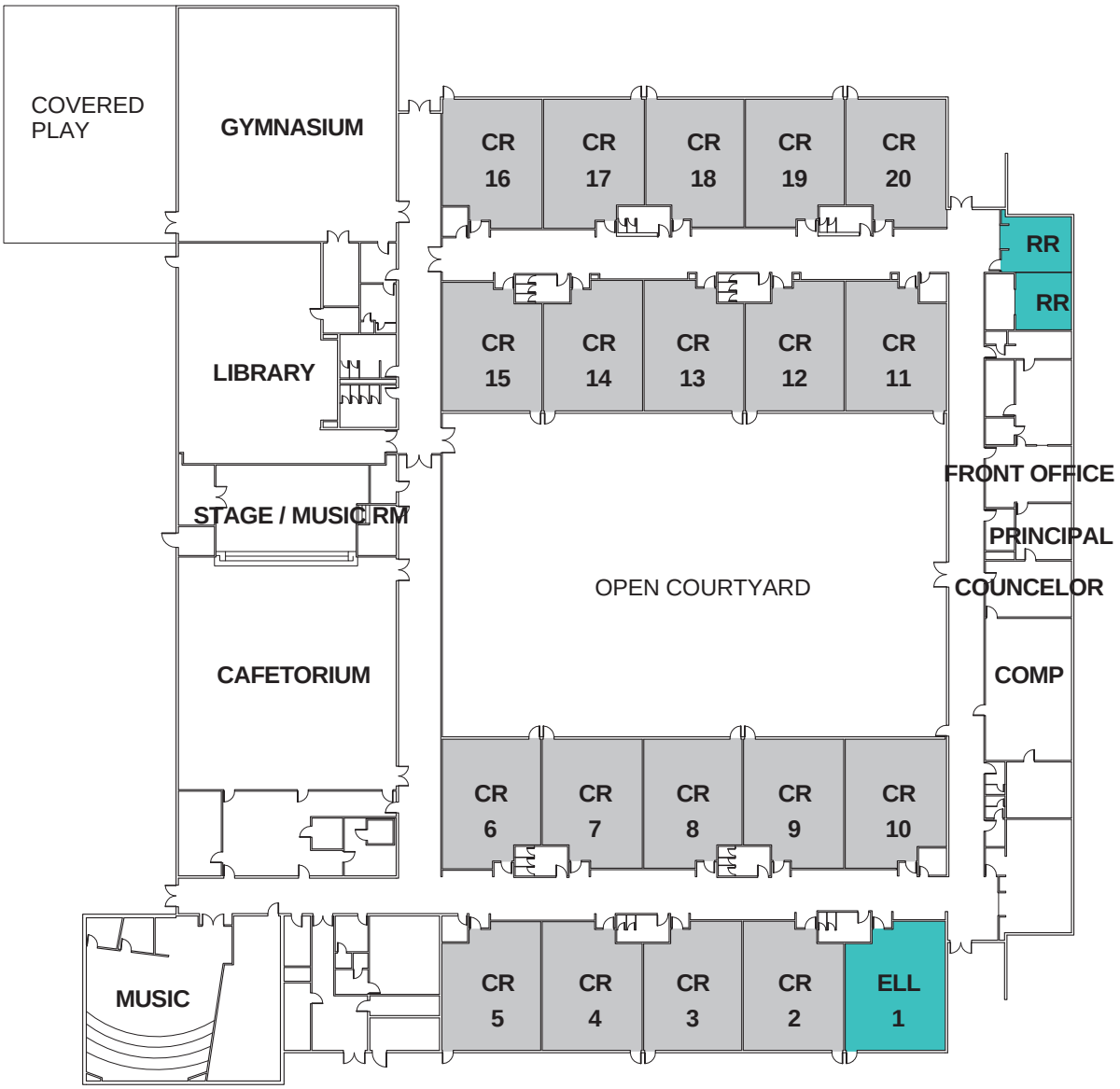
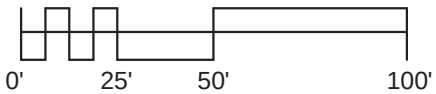
Department Legend

Classroom

Special Programs

RR = Resource Room
ELL = English Language Learning





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North Gresham Elementary School
1001 SE 217th Ave
Gresham, OR 97030-2429

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1" = 50'-0"
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GRESHAM-BARLOW SCHOOL DISTRICT

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North Gresham Elementary School

1001 SE 217th Ave
Gresham, OR 97030-2429

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

POWELL VALLEY ELEMENTARY SCHOOL

Gross Square Footage	57,915	SF
Special Programs Square Footage	3,023	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	54,892	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	495	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	38	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **533 STUDENTS**

Powell Valley Elementary School
4825 E Powell Valley Rd
Gresham, OR 97080-1951

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Powell Valley Elementary School

4825 E Powell Valley Rd
Gresham, OR 97080-1951

boora

1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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Powell Valley Elementary School

4825 E Powell Valley Rd
Gresham, OR 97080-1951

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

WEST GRESHAM ELEMENTARY SCHOOL

Gross Square Footage	43,457	SF
Special Programs Square Footage	3,116	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	40,341	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	363	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **363 STUDENTS**

West Gresham Elementary School
330 W Powell Blvd
Gresham, OR 97080-6711

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GRESHAM-BARLOW SCHOOL DISTRICT

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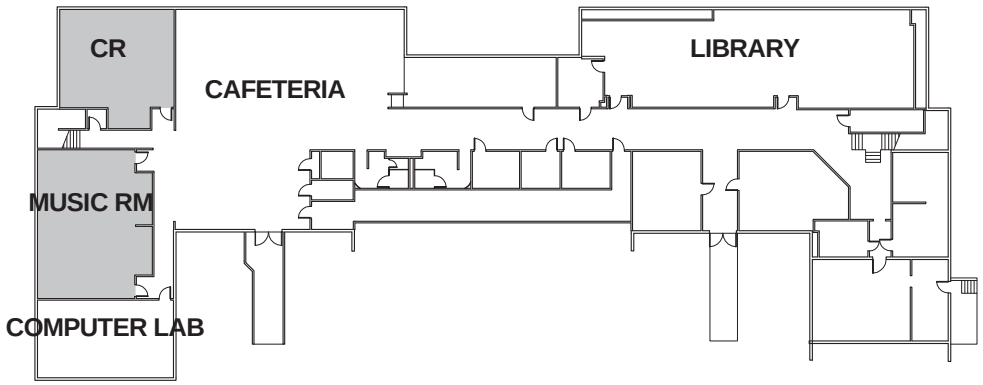
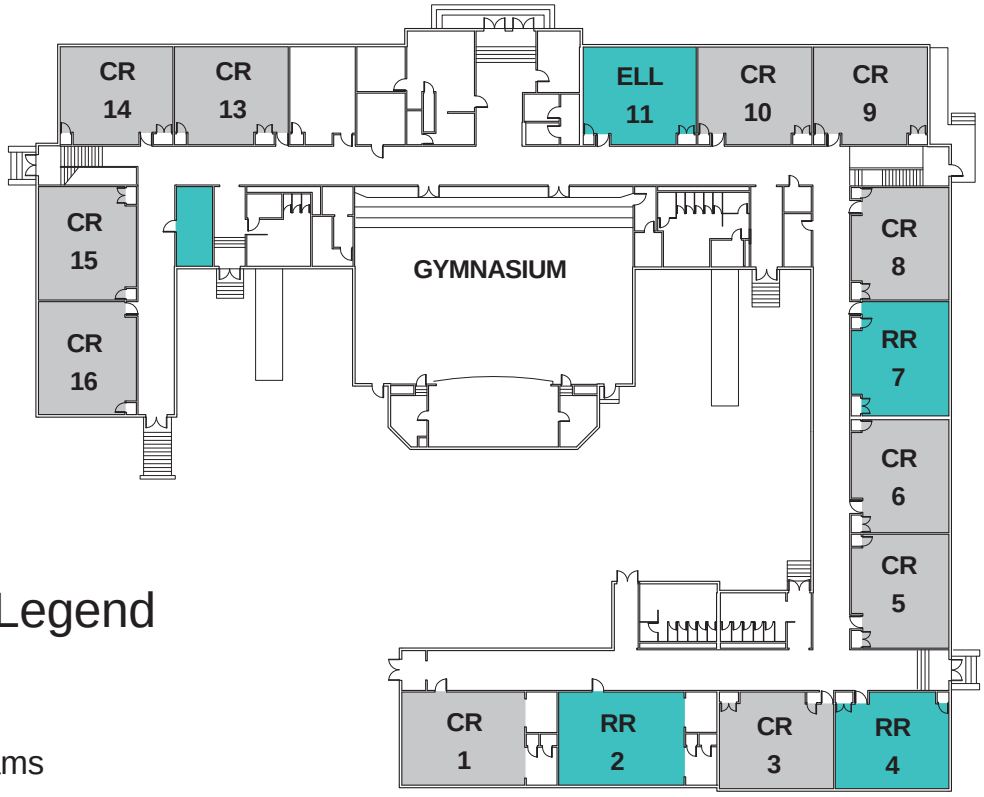


LOWER LEVEL

COVERED PLAY



Room Type Legend

- Classroom
- Special Programs

RR = Resource Room
ELL = English Learning Language

LEVEL 1

0' 25' 50' 100'

N

West Gresham Elementary School

330 W Powell Blvd
Gresham, OR 97080-6711

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1" = 50'-0"
Mar 2012

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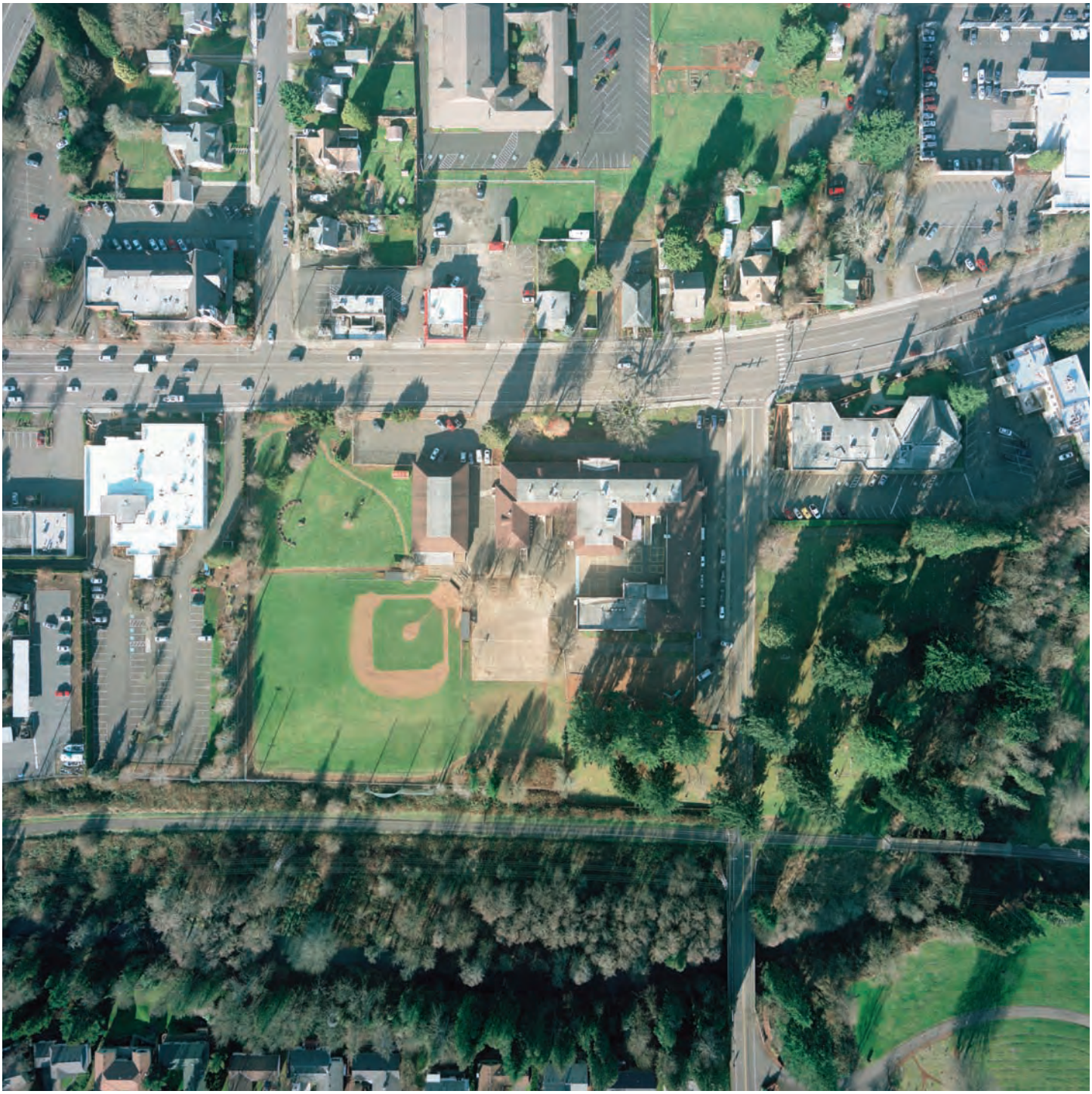

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West Gresham Elementary School

330 W Powell Blvd
Gresham, OR 97080-6711

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
February 2012

CLEAR CREEK MIDDLE SCHOOL

Gross Square Footage	115,077	SF
Special Programs Square Footage	7,214	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	107,863	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	799	Students
Portable Classroom Square Footage	1,792	SF*
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **799 STUDENTS**

*Used as Special Education Support

Clear Creek Middle School
219 NE 219th Ave
Gresham, OR 97030-8495

boora

Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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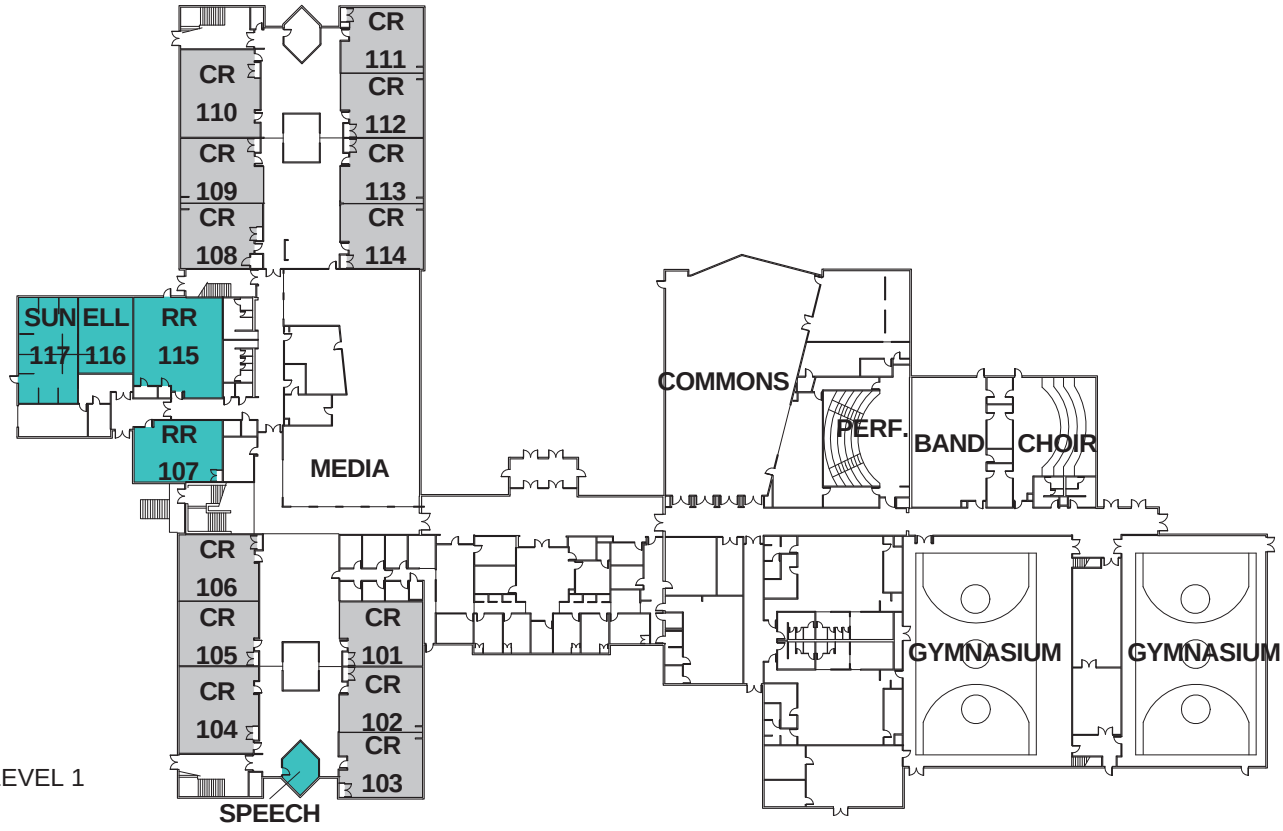
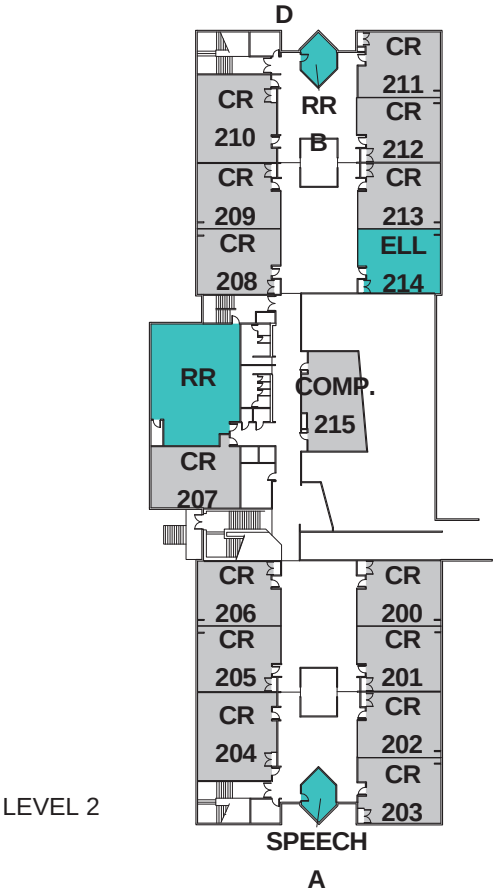


PORTABLES

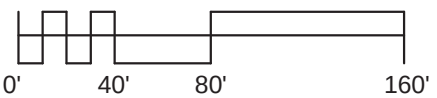
RS RS



Room Type Legend

- Classroom
- Special Programs

RR = Resource Room
ELL = English Language Learning
RS = Related Services
SUN = Schools Uniting Neighbors



Clear Creek Middle School

219 NE 219th Ave
Gresham, OR 97030-8495

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1" = 80'-0"
Mar 2012

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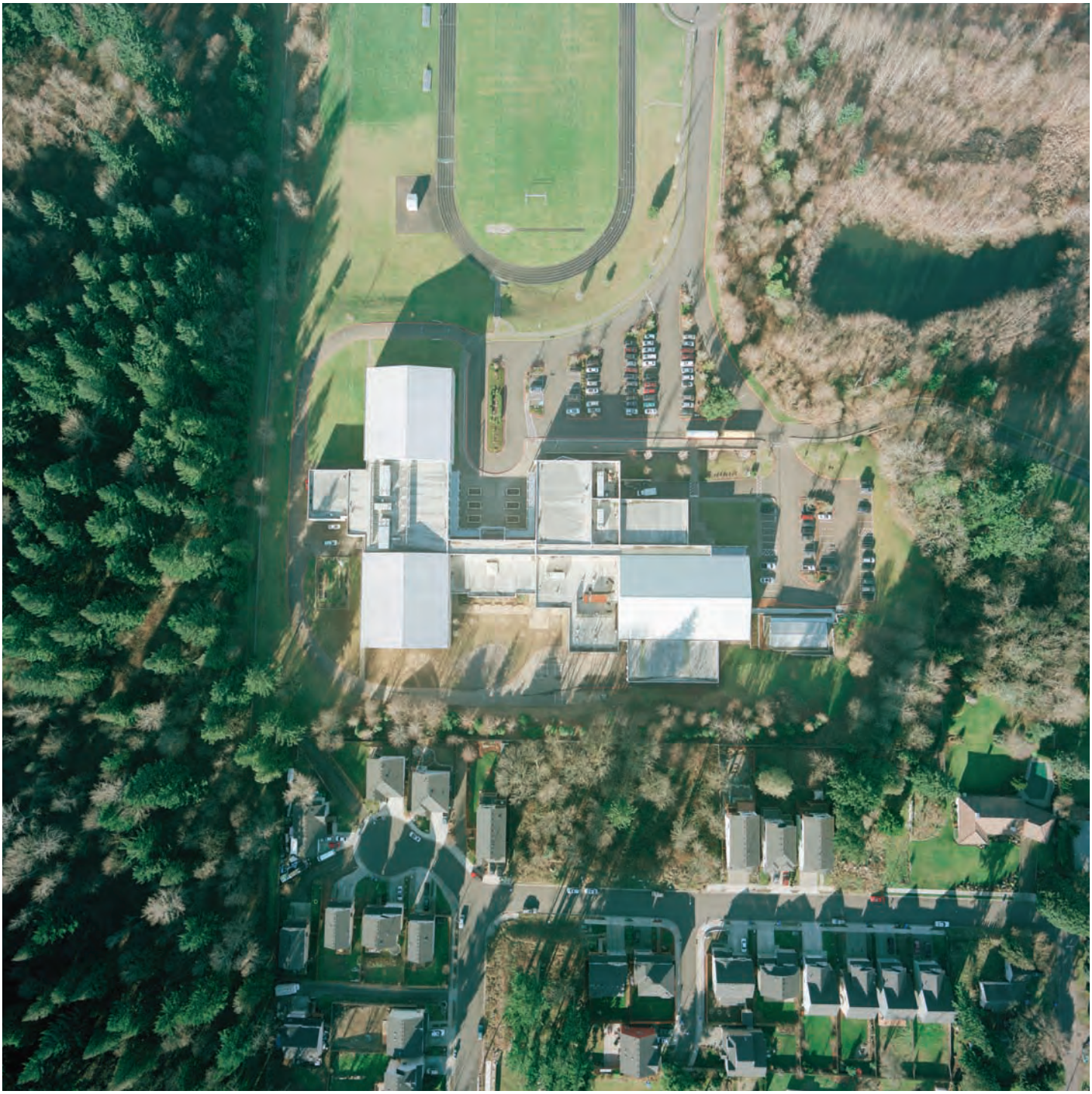

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Clear Creek Middle School

219 NE 219th Ave
Gresham, OR 97030-8495

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

DAMASCUS MIDDLE SCHOOL

Gross Square Footage	62,093	SF
Special Programs Square Footage	941	SF
Net Square Footage	61,152	SF
(Gross SF - Special Programs SF = Net SF)		
Permanent Capacity	453	Students
(Net SF/Student Factor = Perm. Capacity)		
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY	**453 STUDENTS**
TOTAL AVAILABLE CAPACITY W/ Charter	**397 STUDENTS**

*Class Rooms 1 - 5, 7, 9 are leased to Charter school and will become available as classroom in Fall 2017.

Damascus Middle School
14151 SE 242nd Ave
Damascus, OR 97089

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GRESHAM-BARLOW SCHOOL DISTRICT

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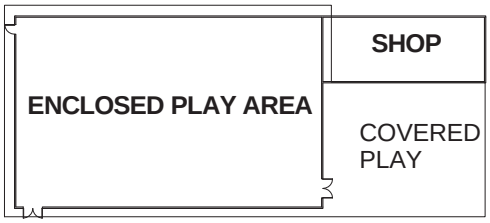
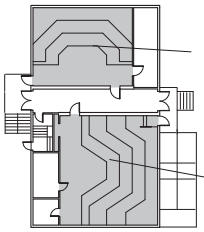
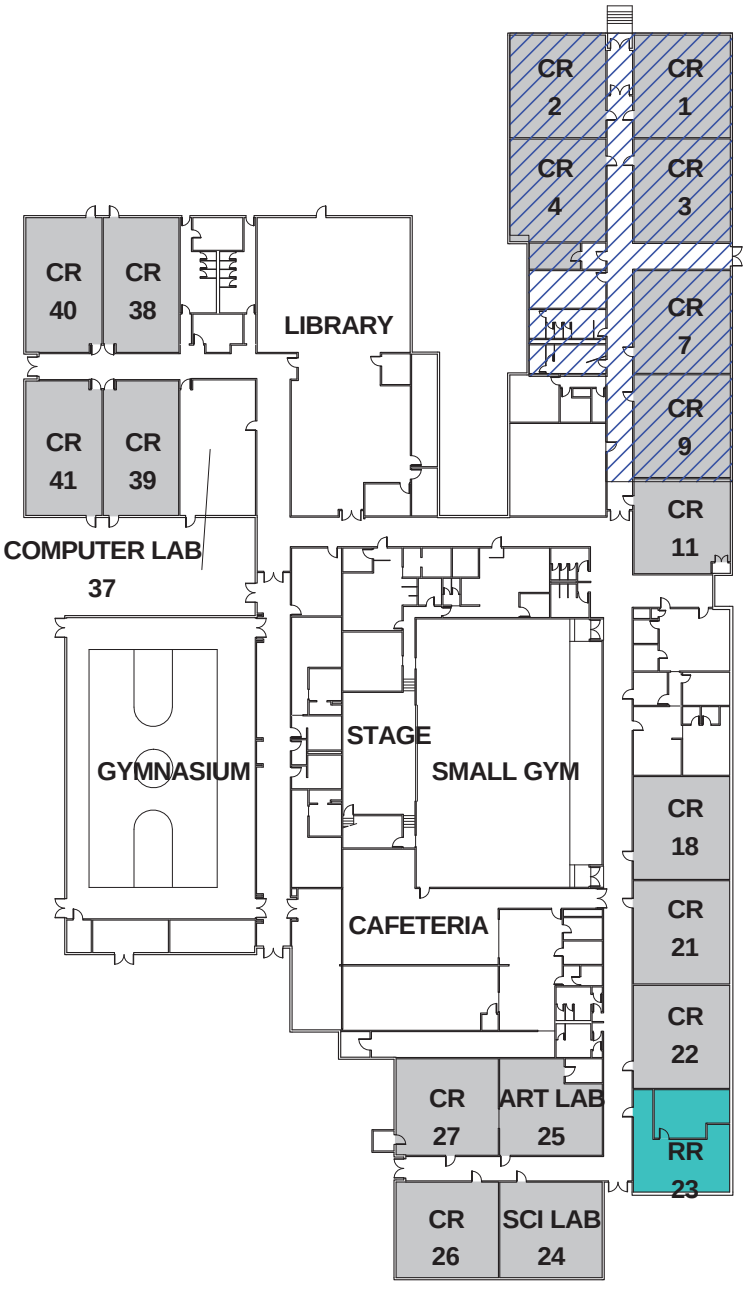


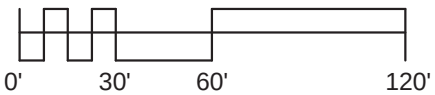


Room Type Legend

- Classroom
- Leased Area
- Special Programs

RR = Resource Room





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Damascus Middle School

14151 SE 242nd Ave
Damascus, OR 97089

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1" = 60'-0"
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Damascus Middle School

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

DEXTER MCCARTY MIDDLE SCHOOL

Gross Square Footage	97,610	SF
Special Programs Square Footage	5,239	SF
Net Square Footage	92,371	SF
(Gross SF - Special Programs SF = Net SF)		
Permanent Capacity	684	Students
(Net SF/Student Factor = Perm. Capacity)		
Portable Classroom Square Footage	2,688	SF
Portable Classroom Permanent Capacity	63	Students*

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY	**747 STUDENTS**
TOTAL AVAILABLE CAPACITY With Lease	**684 STUDENTS**

*Portable Classrooms 6, 7, and 8 are leased to Charter School Web Academy, annually.

Dexter McCarty Middle School
1400 SE 5th St
Gresham, OR 97080-8198

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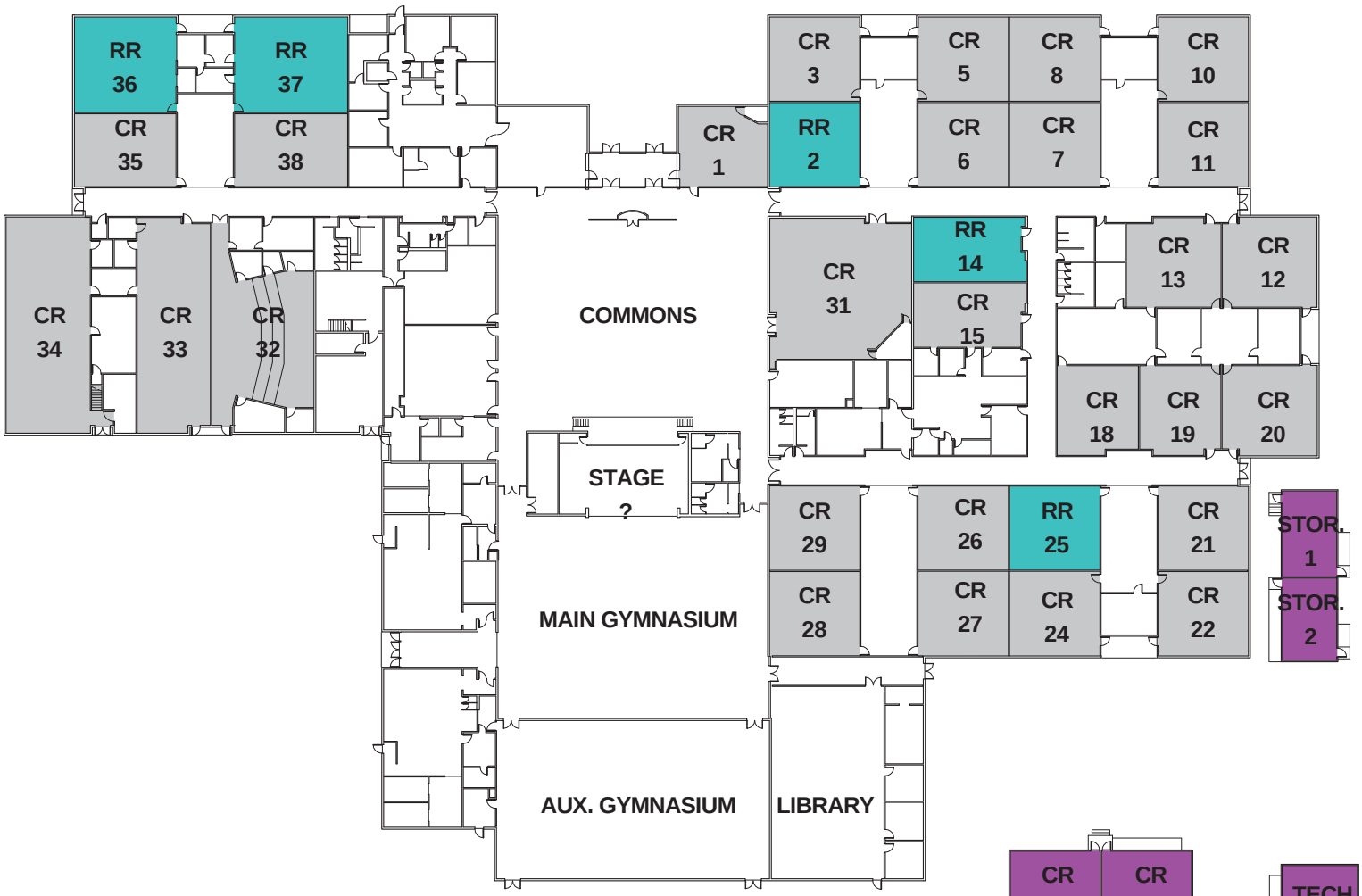
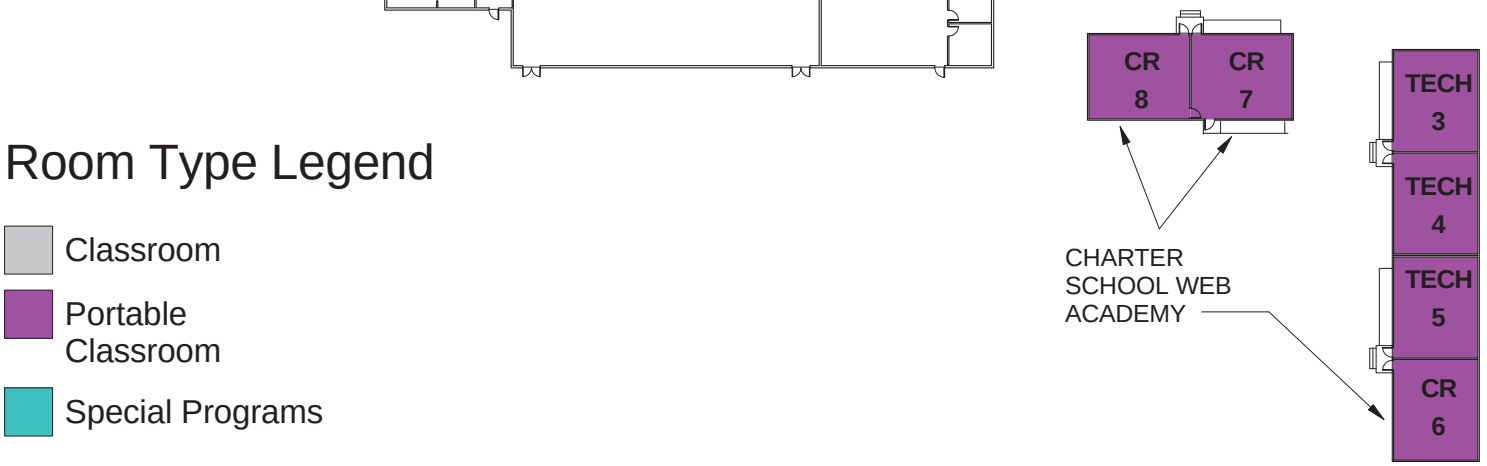
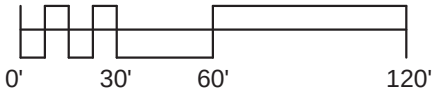




Room Type Legend

- Classroom
- Portable Classroom
- Special Programs

RR = Resource Room



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Dexter McCarty Middle School

1400 SE 5th St
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boora

1" = 60'-0"
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Dexter McCarty Middle School

1400 SE 5th St
Gresham, OR 97080-8198

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

GORDON RUSSELL MIDDLE SCHOOL

Gross Square Footage	117,788	SF
Special Programs Square Footage	4,004	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	113,784	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	843	Students
Portable Classroom Square Footage	1,792	SF
Portable Classroom Permanent Capacity	42	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **885 STUDENTS**

Gordon Russell Middle School
3625 E. Powell Valley Rd
Gresham, OR 97080-1614

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GRESHAM-BARLOW SCHOOL DISTRICT

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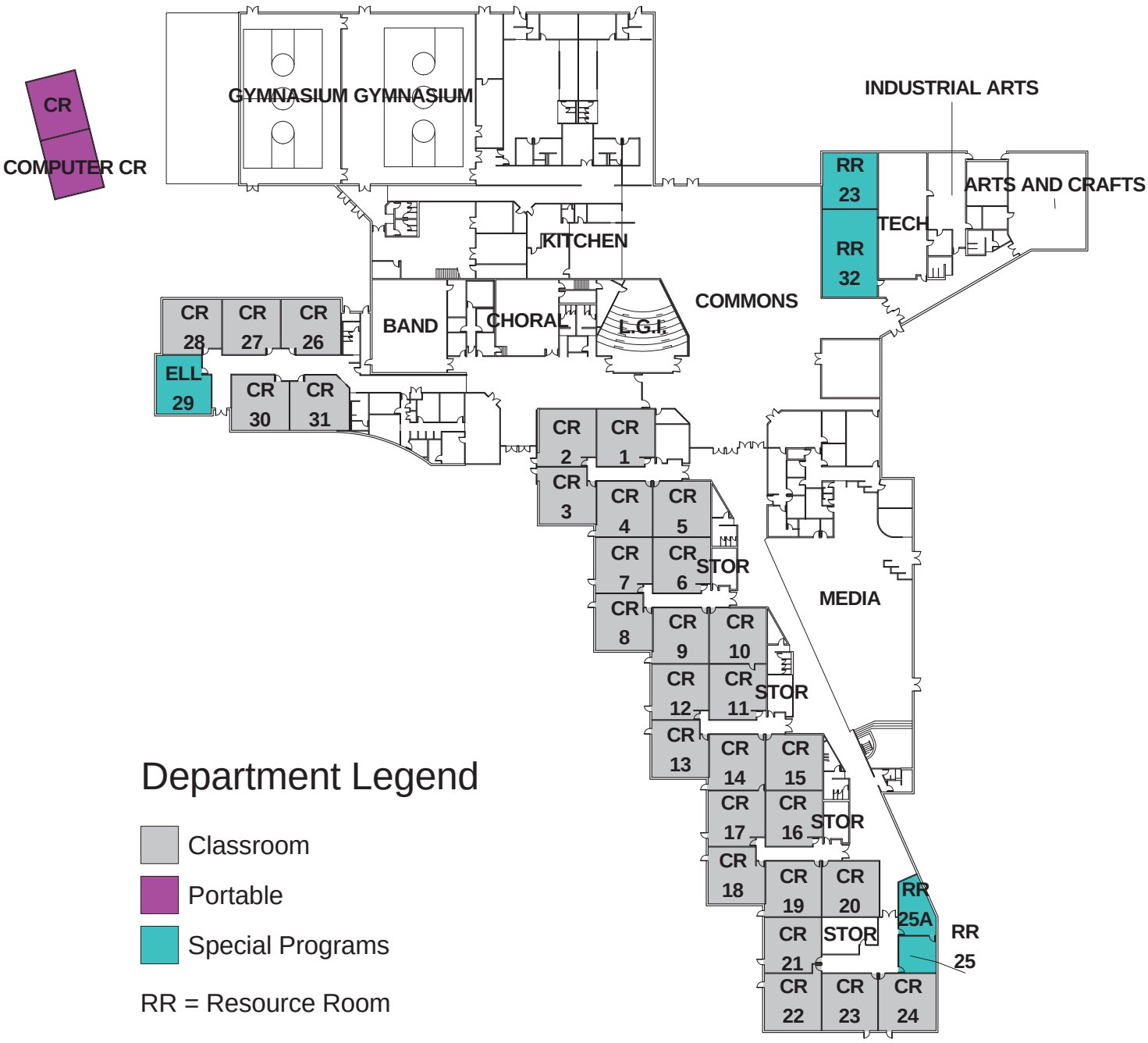

0' 40' 80' 160'

N

Gordon Russell Middle School

3625 E. Powell Valley Rd
Gresham, OR 97080-1614

boora

1" = 80'-0"
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Gordon Russell Middle School

3625 E. Powell Valley Rd
Gresham, OR 97080-1614

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

WEST ORIENT MIDDLE SCHOOL

Gross Square Footage	61,445	SF
Special Programs Square Footage	1,457	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	59,988	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	444	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

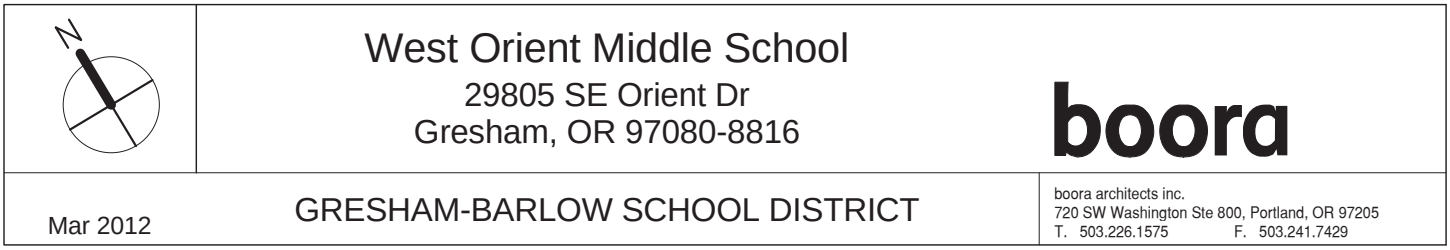
Square Foot per Student Factors:

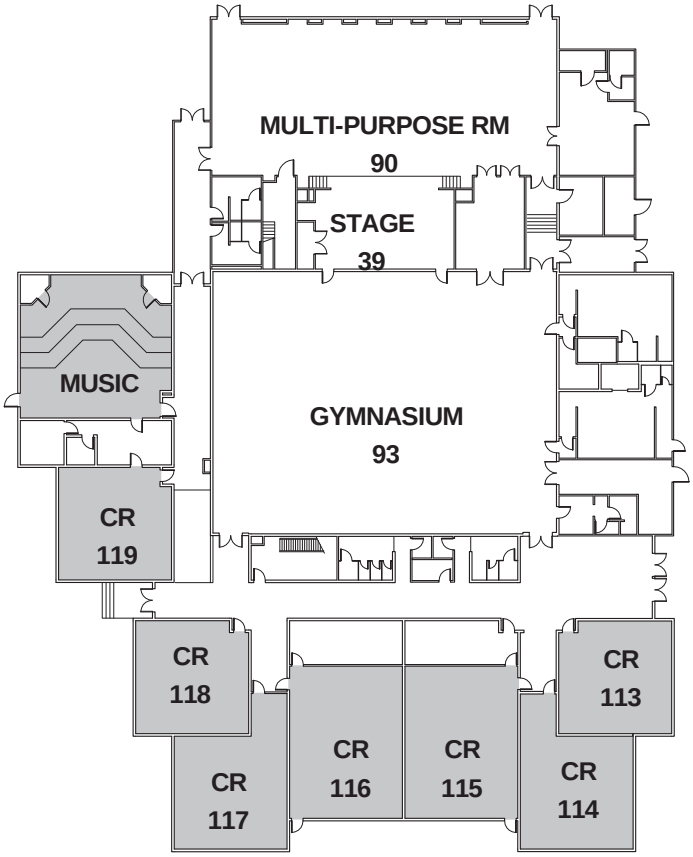
The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

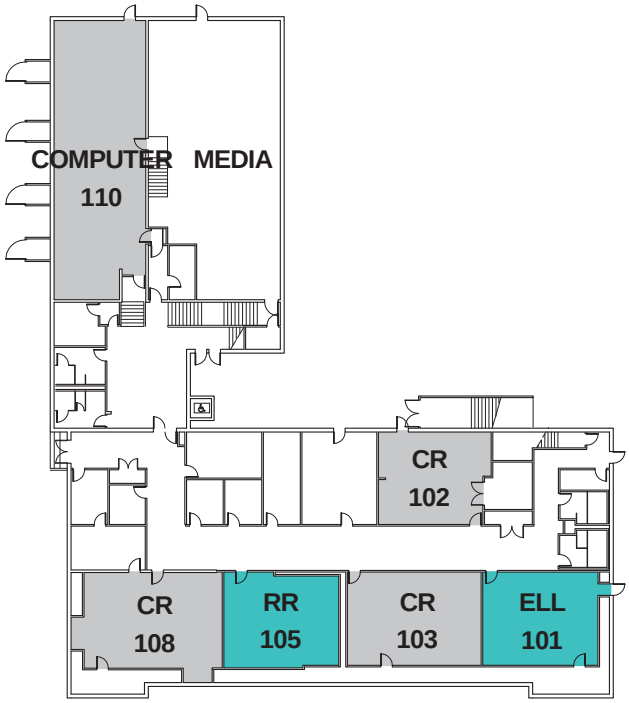
Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **444 STUDENTS**





LEVEL 1 WEST

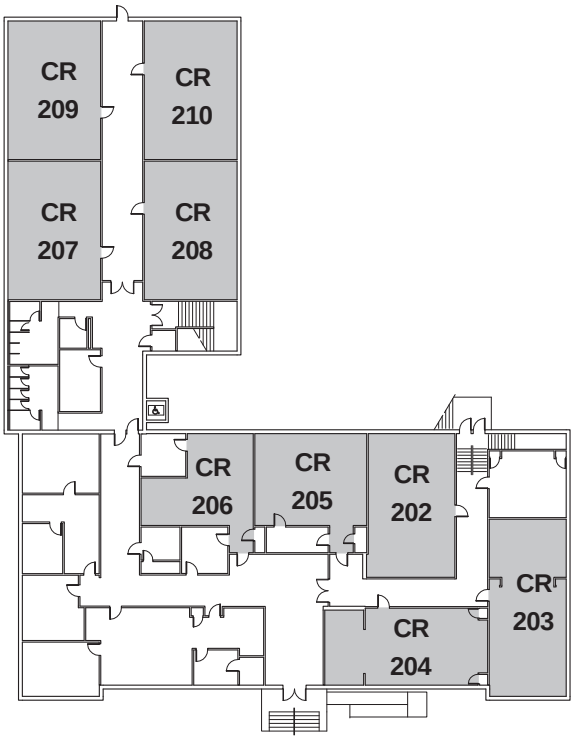


LEVEL 1 EAST

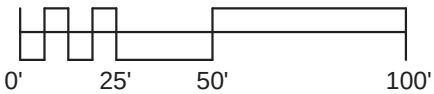
Room Type Legend

- Classroom
- Special Programs

RR = Resource Room
ELL = English Language Learning



LEVEL 2 EAST



West Orient Middle School

29805 SE Orient Dr
Gresham, OR 97080-8816

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1" = 50'-0"
Mar 2012

GRESHAM-BARLOW SCHOOL DISTRICT

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720 SW Washington Ste 800, Portland, OR 97205
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West Orient Middle School

29805 SE Orient Dr
Gresham, OR 97080-8816

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

GRESHAM HIGH SCHOOL

Gross Square Footage *Includes daycare and pool*	251,916	SF
Special Programs Square Footage	12,551	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	239,365	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	1,651	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **1,651 STUDENTS**

Gresham High School
1200 N Main St
Gresham, OR 97030-3899

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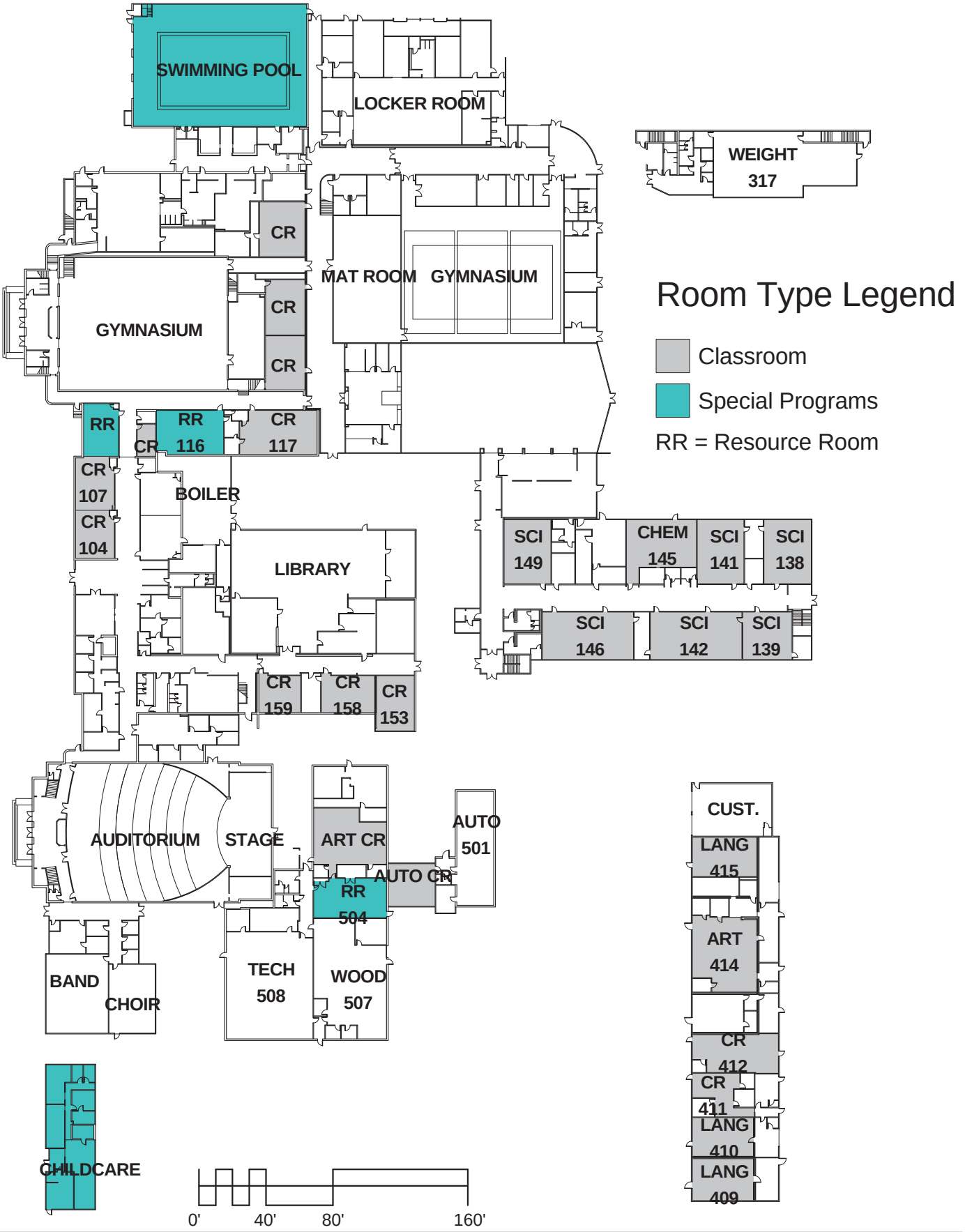

N

Gresham High School Level 1

1200 N Main St
Gresham, OR 97030-3899

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1" = 80'-0"
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N

Gresham High School

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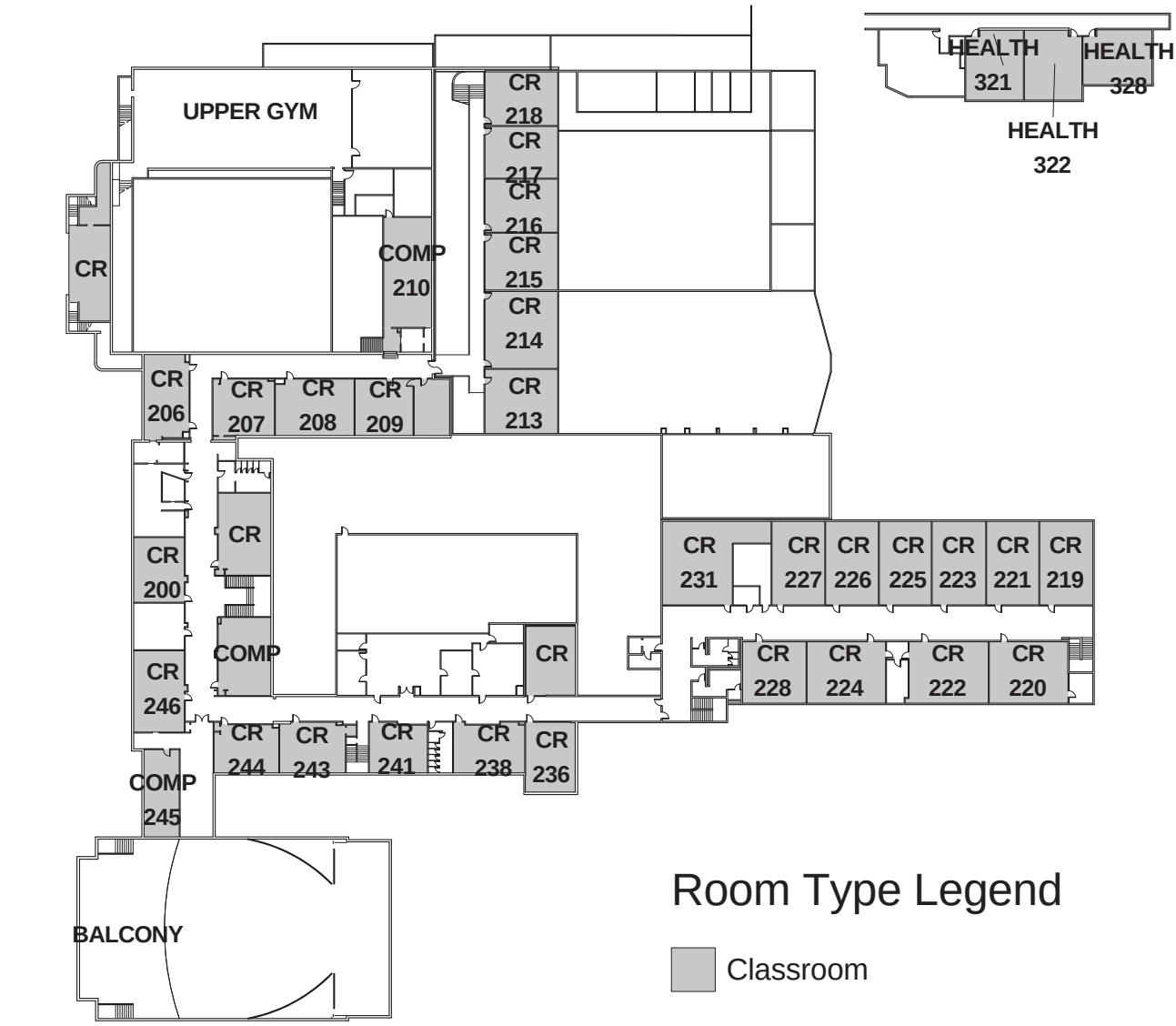

0' 40' 80' 160'

N

Gresham High School Level 2

1200 N Main St
Gresham, OR 97030-3899

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1" = 80'-0"
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Gresham High School

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

SAM BARLOW HIGH SCHOOL

Gross Square Footage *Includes daycare and pool*	282,471	SF
Special Programs Square Footage	23,087	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	259,384	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	1,789	Students
Portable Classroom Square Footage	0	SF
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **1,789 STUDENTS**

Sam Barlow High School
5105 SE 302nd Ave
Gresham, OR 97080-8927

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GRESHAM-BARLOW SCHOOL DISTRICT

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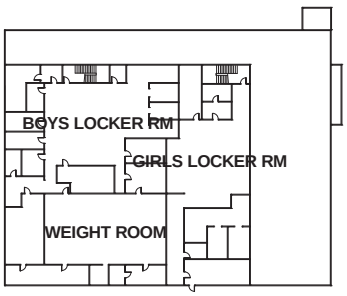
Room Type Legend

Classroom

Special Programs

RR = Resource room



LOWER LEVEL

N

Sam Barlow High School
5105 SE 302nd Ave
Gresham, OR 97080-8927

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1" = 100'-0"
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Sam Barlow High School

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GRESHAM - BARLOW SCHOOL DISTRICT
FACILITIES DEPARTMENT
TOTAL AVAILABLE CAPACITY ANALYSIS
March 2012

SPRINGWATER TRAIL HIGH SCHOOL

Gross Square Footage	27,489	SF
Special Programs Square Footage 23% Spec. Prog. Students. Inclusion Places at least one student in each classroom every day.	0	SF
Net Square Footage (Gross SF - Special Programs SF = Net SF)	0	SF
Permanent Capacity (Net SF/Student Factor = Perm. Capacity)	190	Students
Portable Classroom Square Footage	0	SF*
Portable Classroom Permanent Capacity	0	

Student Factors:

Elem.	111 SF/Student
MS	135 SF/Student
HS	145 SF/Student

Square Foot per Student Factors:

The square foot per student factors represent an average space allocation per student for a typical elementary, middle school or high school program. The factors are based on averages derived from a compilation of a series of Oregon Schools and do not address averages for specialty schools with unconventional curriculum offerings and needs.

Adjusted Portable Capacities:

Elem.	19 Students/Classroom
MS	21 Students/Classroom
HS	23 Students/Classroom

TOTAL AVAILABLE CAPACITY **190 STUDENTS**

*Portable class rooms situated on site are used as follows:

Special Education Classroom	#1A + B	High School
Special Education Classroom	#2A + B	Middle School
Special Education Classroom	#3A + B	Elementary School

Springwater Trail High School
1440 SE Fleming Ave
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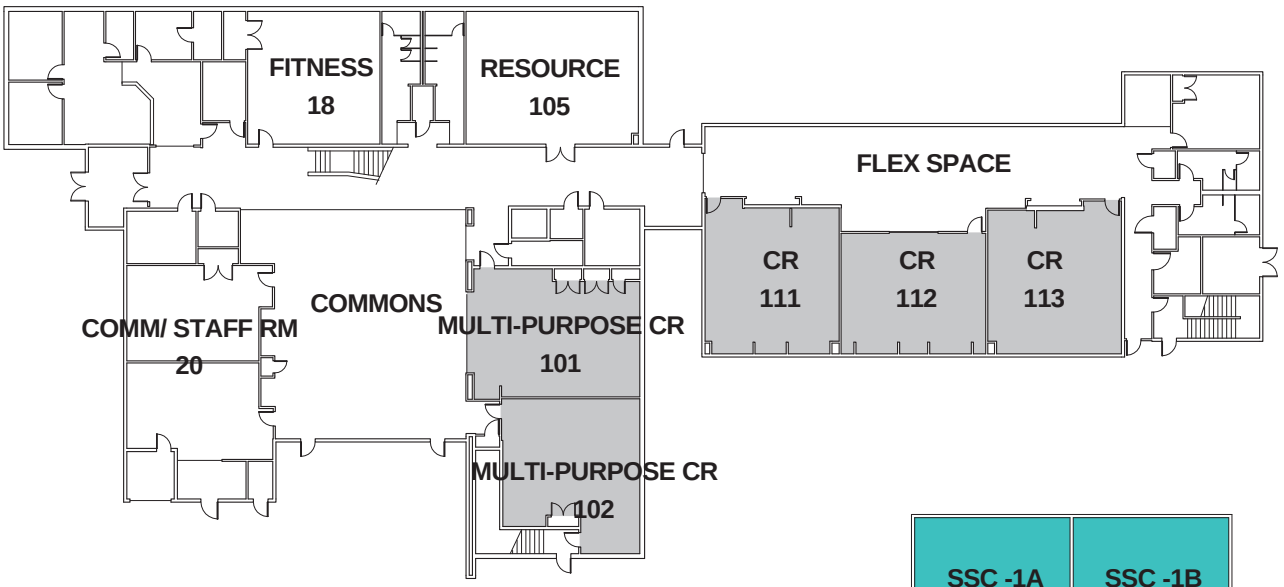
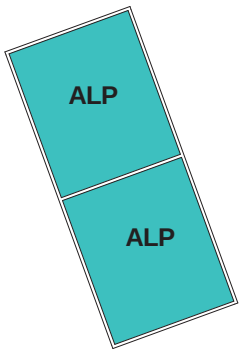




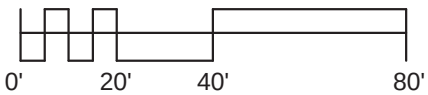
PORTABLES

Room Type Legend

Classroom

Special Programs

ALP = Adult Living Program
SSC = Structured Skill Center



N

Springwater Trail High School Level 1

1440 SE Fleming Ave
Gresham, OR 97080-3899

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1" = 40'-0"
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Springwater Trail High School

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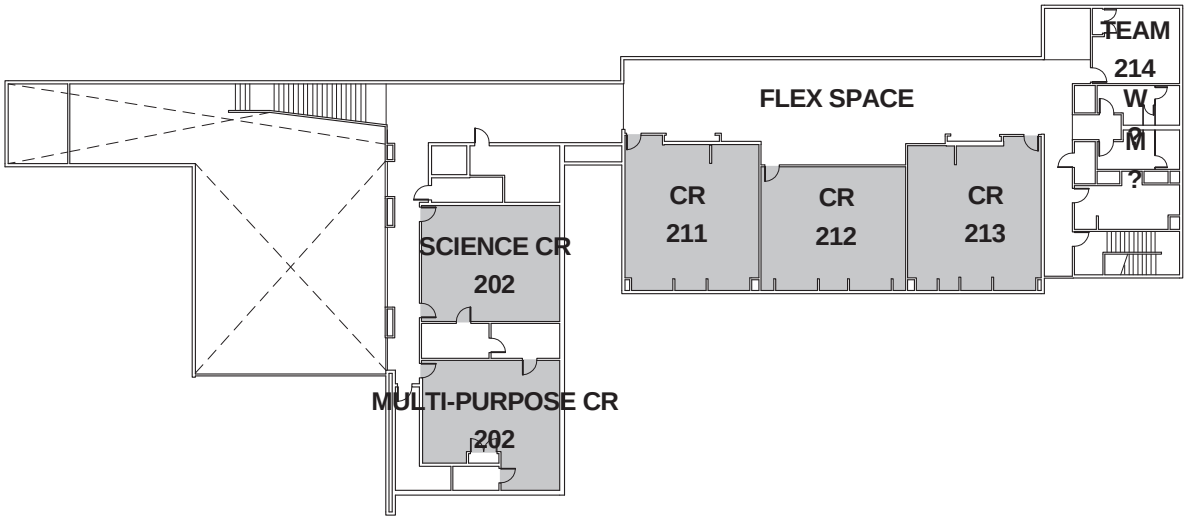

	Springwater Trail High School Level 2 1440 SE Fleming Ave Gresham, OR 97080-3899	boora
1" = 40'-0" Mar 2012	GRESHAM-BARLOW SCHOOL DISTRICT	boora architects inc. 720 SW Washington Ste 800, Portland, OR 97205 T. 503.226.1575 F. 503.241.7429