mahlum




LONG-RANGE FACILITY PLAN UPDATE

Volume 1

EUGENE SCHOOL DISTRICT

EUGENE, OREGON

rev. 20 JUNE 2018

Project 2017908.00

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PARTICIPANTS

EUGENE SCHOOL DISTRICT 4J

STEERING COMMITTEE

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Charis McGaughy, *Assistant Superintendent*

Cydney Vandercar, *Assistant Superintendent*

Harlan Coats, *Director of Facilities Management*

Cheryl Linder, *Director of Educational Support Services*

Steven Menachemson, *Director of Technology*

Kerry Delf, *Associate Director for Communications*

Jeffry Johnson, *Federal Instruction Program Administrator*

Ryan Spain, *Facilities and Maintenance Manager*

Monica Brown, *Student Services Business Manager*

BOARD OF DIRECTORS

Eileen Nittler, Chair

Alicia Hays, Vice Chair

Anne Marie Levis

Judy Newman

Evangelina Sundgrenz

Jim Torrey

Mary Walston

COMMUNITY OUTREACH

100+ community forum participants

700+ online survey participants

400 telephone survey participants

MAHLUM ARCHITECTS

LeRoy Landers, *Principal In Charge*

Abby Dacey, *Project Manager*

Jennifer Lubin, *Project Planner*

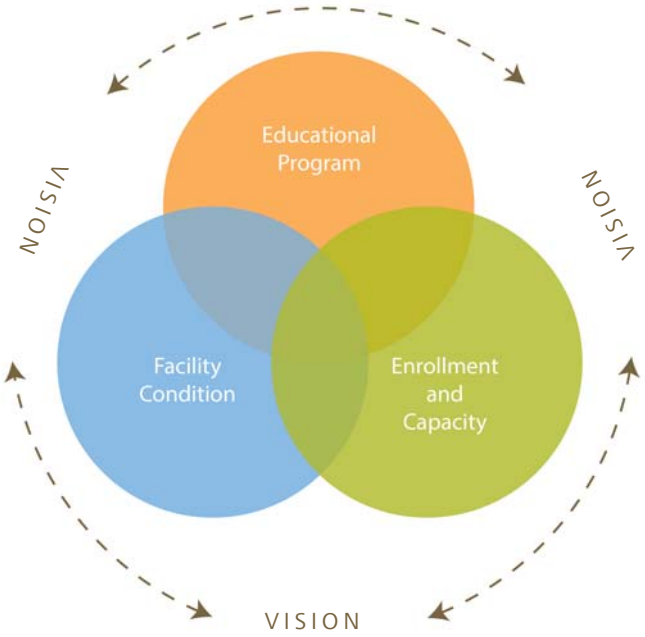
The planning team would like to thank everyone who gave their time, energy and ideas to this Long-Range Facility Plan.

The contributions of so many diverse individuals from across the community, including District leadership, teachers and employees, parents, business owners and other community members, helped create a Plan that reflects the needs and aspirations of the Eugene School District and its community.

SECTION 01

EXECUTIVE SUMMARY

01
EXECUTIVE SUMMARY



INTRODUCTION & PROCESS

PURPOSE

In June 2017, the Eugene School District (the district) began a long-range facility planning effort, to update their previous Long-Range Facility Plan. Mahlum was selected to facilitate this process and assist with preparation of the plan. This planning effort is intended as an update of the 2012 Long-Range Facility Plan developed by MGT and the district.

The primary purpose of the Long-Range Facility Plan is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements for those facilities as needed, and address how student populations will be accommodated over the next 10 to 20 years. The Plan provides a strategic framework for the management of Eugene School District facilities over time, such that they continually support the ongoing success of district students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations: educational program (evaluating the adequacy of existing educational facilities within the context of current educational objectives), enrollment and capacity (understanding how student populations will be accommodated over the next 10 to 20 years), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings and sites). Plan proposals that address these primary considerations are guided by a strategic vision established by the district and informed by input from the broader district community.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, plan options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. The requirements and a list of where they are addressed in this Long-Range Facility Plan Update are included in Appendix A.

PROCESS

A district Steering Committee was assembled to provide input during the planning process and develop recommendations for plan options. The Committee was comprised of key district leadership, including representation in the areas of administration, finance, curriculum, communications, technology, human resources, support services, and facilities management.

The Committee met with the planning team several times over the course of the planning process. Topics discussed included:

:: Vision and educational program needs

:: Existing facility conditions and enrollment projections

:: Development of plan proposals

This information was presented to the Board of Directors during several Board meetings and work sessions in the fall of 2017. The Board then further explored plan proposal options, solicited broader community input through several community forums, an online survey, and a telephone poll, and then determined the final plan proposal. (Refer to Appendix I for community outreach feedback data.)

This document represents the collaborative effort of the Steering Committee, Board of Directors, planning team, and the broader Eugene School District community.

VISION & EDUCATIONAL PROGRAM

DISTRICT VISION

The Long-Range Facility Plan is informed by the district's philosophy and beliefs, and aligns to the Vision 20/20 strategic plan. The strategic plan's key goals are:

:: Educational excellence with equitable access and outcomes for every student

:: Multiple pathways to student success

:: Communication and connection with community

:: Diverse world-class workforce

:: Stable, sustainable stewardship

PLANNING GOALS

In addition to the district vision, a set of guiding principles was developed by the Steering Committee, to specifically address goals for the Long-Range Facility Plan.

:: Provide flexible school facilities that foster creativity, support high quality education, and offer career pathways

:: Strategically maintain, modernize, and replace facilities within the context of a long-range facility plan

:: Maintain investment in current facilities by addressing unfunded maintenance needs

:: Address school facilities in greatest need of replacement

:: Accommodate and plan for growth

:: Consider the amount of funds spent in each region

:: All schools will see upgrades / improvements

:: Address targeted seismic issues and consider resiliency of new schools

:: Address targeted risk, safety, and security issues

:: Create greater parity across the district (programs and facilities)

:: Value neighborhood schools

:: Support green initiatives and energy efficient facilities

:: Be sensitive to community desire

PROGRAM NEED

District leadership placed emphasis on several program initiatives that were to be considered during subsequent plan development. Although not all of the initiatives are included in the final plan proposal due to budget constraints, these needs were explored and discussed by the Committee and the Board. Initiatives that were not included in the plan proposal will be considered for future plan phases or may be accomplished through other mechanisms.

Desired program initiatives included:

:: Develop and expand high school CTE pathways and develop middle school programs that align with regional high school offerings

:: Provide equitable special education programs at all schools in the district and relocate the post-high school life-skills program into a larger, permanent, and centralized facility

:: Expand early learning in the district by adding prekindergarten classrooms in the district's highest need elementary schools, and eventually in all elementary schools

:: Meet new Oregon state physical education standards in all district elementary and middle schools

:: Provide equitable indoor and outdoor athletic facilities at all regional high schools, including meeting Title IX requirements

:: Provide a permanent location for the district's alternative high school program, Early College and Career Options (ECCO), and create an alternative middle school program

:: Accommodate language immersion programs in all four regions of the district, including expanding the new Chinese immersion program to K-12 and identifying a long-term location for the existing Japanese immersion program

:: Update curricula at all school levels and in the next subjects on the statewide adoption cycle

:: Provide technology improvements throughout the district to better support learning in every school

:: Consider potential changes in food service delivery

:: Improve space and access for school-based health centers at two regional high schools

MODERN LEARNING ENVIRONMENTS

The Long-Range Facility Plan has, at its heart, the goal of ensuring that the district has facilities that offer high-quality, effective, and adaptable learning environments for children. To accomplish this, the Plan takes into consideration the characteristics of 21st century learners and the types of spaces that support new approaches to teaching and learning.

Characteristics of modern learning environments include the following, and are discussed in more detail in Section 02—Vision & Educational Program.

:: Facilitate learning everywhere

:: Support multiple modes of delivery

:: Offer opportunities for social learning

:: Integrate technology throughout

:: Maximize connections to community

:: Seek educational partnerships and joint use

:: Embrace sustainable design

:: Inspire!

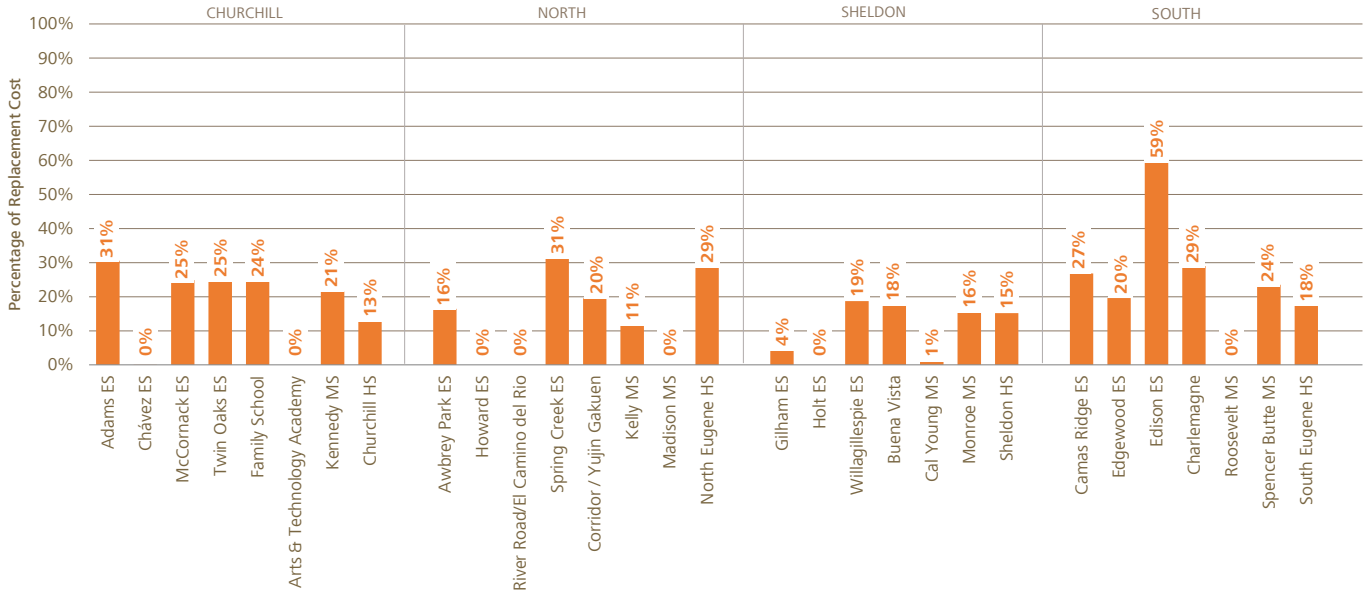
EXISTING CONDITIONS

The Eugene School District comprises 31 educational facilities currently in use, including 18 elementary school sites with two co-located schools for a total of 20 elementary schools, eight middle schools, four regional high schools, and a special education facility. The district also has an alternative high school program that is currently housed at Lane Community College, and support facilities at three sites. In addition, the district owns six reserve sites, including three elementary school sites that are currently off-line or in use by others and three undeveloped sites, ranging in size from 15.1 acres to 31.4 acres. (Note: the Bailey Hill site currently houses some district programs, but is considered off-line for the purposes of this report, as it is not in use as a school.)

District facilities vary significantly in age, with original construction dates as early as 1925 and as recent as 2017. 22 facilities are more than 50 years old, although none are currently identified for historic preservation.

The district conducted seismic evaluations in 1994 and completed the Priority 1 life-safety updates that were indicated in that study. However, because seismic codes are continually changing and have been significantly updated since that time, it is the district's goal to complete a new evaluation based on current codes and make updates on an as-needed basis and pending availability of capital funds.

2017 MGT ASSESSMENT SCORES



The district has completed a number of other improvements to existing facilities over the last 20 years, as well as the construction of eight replacement schools. During the last 10 years, major projects have occurred throughout the district totaling approximately $18 million for improvements and $133 million for replacement facilities.

FACILITY CONDITION ASSESSMENT

Facility assessments of all district facilities were completed by MGT of America, Inc. (MGT) in 2012, and then updated by MGT in 2016 to align with the new Oregon Department of Education (ODE) requirements (OAR 581-027). This update resulted in an RCI score for each building, reflecting the percentage of replacement cost required to complete assessed deficiencies.

A summary chart of these scores is shown above, illustrating that most facilities (excluding the those recently constructed in the last two bonds) were assessed as either being in "good" condition (10 to 20 percent of replacement cost) or "fair" condition (20 to 30 percent of replacement cost). Adams and Spring Creek elementary schools were rated as "poor" condition, both with RCI scores of 31 percent. Edison Elementary School received an RCI score of 59 percent, indicating "unsatisfactory condition" and candidacy for potential building replacement.

The state assessment is a tool used to help the ODE understand the relative condition of various district's facilities across Oregon. However, the percentage of replacement cost represented in these RCI scores does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility.

Therefore, a supplemental facility condition score was developed, which adjusted RCI scores to include additional elements and provide a "full modernization" score that more accurately reflects total facility need. The adjusted scores also allow the planning committee and community to compare the cost to fully modernize facilities in poor condition versus the cost to replace those facilities.

Additional elements, typically estimated on a square-foot basis and escalated to 2022 dollars, include:

:: Seismic upgrades

:: Energy upgrades

:: Major system replacement

:: Programmatic suitability

Descriptions of each of these elements and how they were estimated is included in Section 03—Existing Conditions.

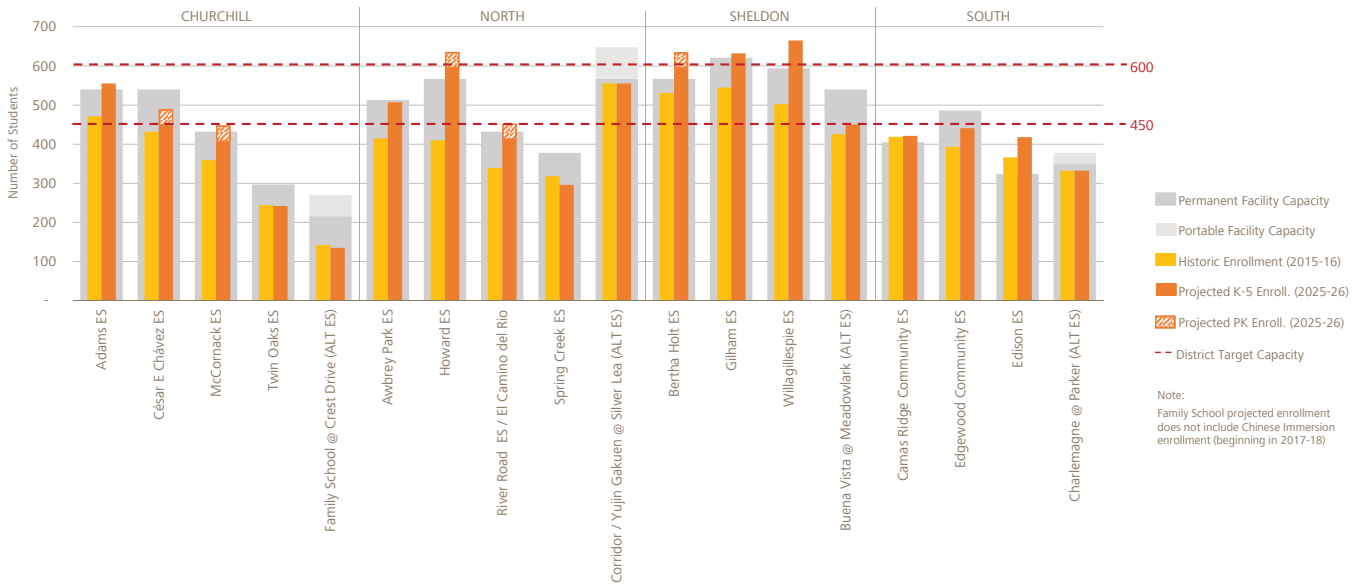
The charts opposite illustrate the adjusted full modernization assessment scores for district education facilities, with and without the programmatic suitability component. Original RCI scores are also included for comparison. Scores of 70 percent or higher, reflecting that building modernization is estimated to be 70 percent or more than replacement cost, are typically considered as candidates for replacement.

Using the full modernization metric, nine existing schools are candidates for replacement, including eight elementary schools and North Eugene High School. An additional four schools are in this category if programmatic suitability upgrades are included.

Additional analysis of educational suitability, equity for high-need populations, and specific deferred maintenance needs is included in Section 03— Existing Conditions.

ADJUSTED FULL MODERNIZATION & MGT ASSESSMENT COMPARISON

ENROLLMENT & CAPACITY: ELEMENTARY SCHOOLS



CAPACITY & GROWTH

The district currently serves over 16,000 students in kindergarten through 12th grade. The success of the district's educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning.

EXISTING CAPACITY

Each school facility has an established capacity, based on the number of teaching stations, target number of students per classroom and a scheduling utilization factor. Methodologies for determining capacity vary between districts and also between grade levels.

The Eugene School District has a total permanent capacity of 20,454 seats, including 8,370 at the elementary level, 4,871 at the middle school level, 5,836 at the high school level, and 1,377 seats in specialized or off-line facilities.

ENROLLMENT FORECASTING

Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs.

The Eugene School District received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in September 2016, which were based on existing 2015-16 school enrollment. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends.

Because the PRC enrollment forecast was based on two year old historic enrollment data (from 2015-16) at the time of this planning process, the Steering Committee determined that the PRC forecast did not accurately reflect growth in all areas of the district, particularly in the Sheldon region. In an attempt to provide the most up-to-date forecast possible, the Lane County of Governments (LCOG) was retained to adjust the PRC enrollment forecast, using actual enrollment numbers for the last two years, but following the same methodology as the PRC study.

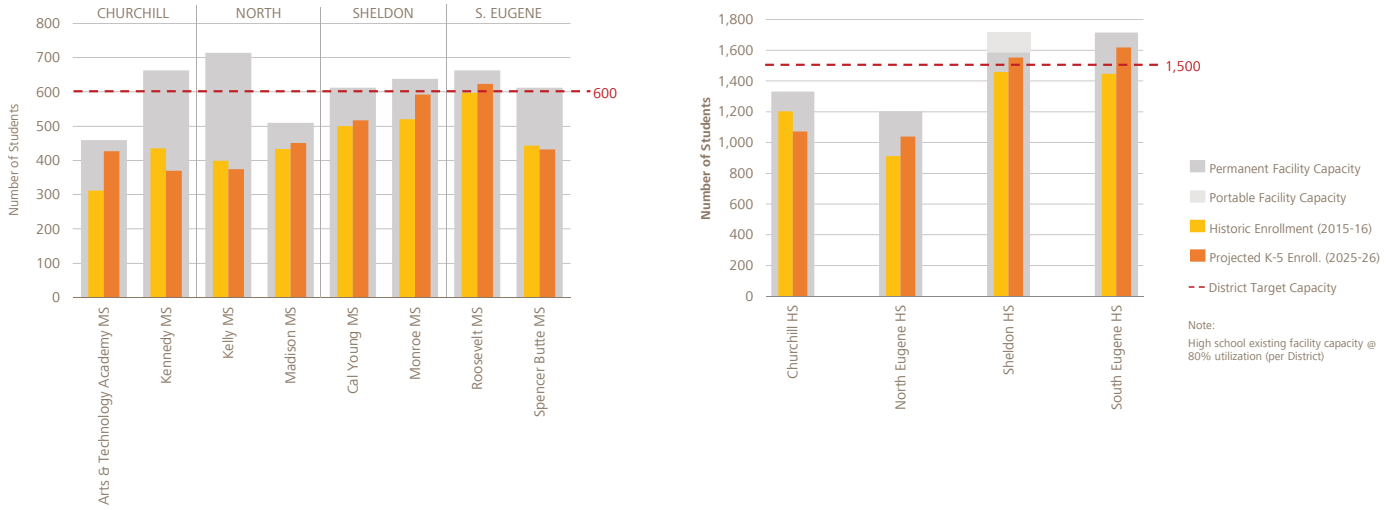
The adjusted enrollment forecast indicates an eight percent increase in total enrollment by 2025-26, with an additional 1,320 students. There is significant projected growth at the elementary level, as well as some growth expected at the middle and high school levels, as shown in the summary table below.

Grade Level	2015-16 Enroll.	2025-26 Enroll.	Difference	
Elementary	7,198	8,110	912	13%
Middle	3,639	3,786	147	4%
High	5,020	5,281	261	5%
Total	**15,857**	**17,177**	**1,320**	**8%**

The projected rate of elementary enrollment growth through 2025-26 varies significantly between regions. The North Eugene and Sheldon regions are projected to have significant elementary growth, at 16 and 19 percent respectively, adding over 300 students in each region. The Churchill and South Eugene regions are projected to have much lower growth, at nine percent and seven percent respectively, adding around 100 students.

The forecasted middle school enrollment also varies between regions. Churchill and Sheldon have the highest growth rates, at seven percent and nine percent respectively, while enrollment in South Eugene is only

ENROLLMENT & CAPACITY: MIDDLE & HIGH SCHOOLS



projected to increase by one percent. Enrollment in the North Eugene region actually decreases by one percent.

At the high school level, both North Eugene and South Eugene are projected to have significant enrollment growth of 12 to 14 percent, resulting in 127 to 172 additional students at each school. Sheldon High School is expected to increase by six percent, adding 94 students, and Churchill High School is expected to decrease by 11 percent, losing 132 students.

Detailed capacity and enrollment information by school and region is summarized in Section 04—Capacity & Growth.

FACILITY UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2025-26, with the addition of preschool enrollment at identified schools.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use. The charts above and opposite compare existing capacity with existing and projected enrollment by school.

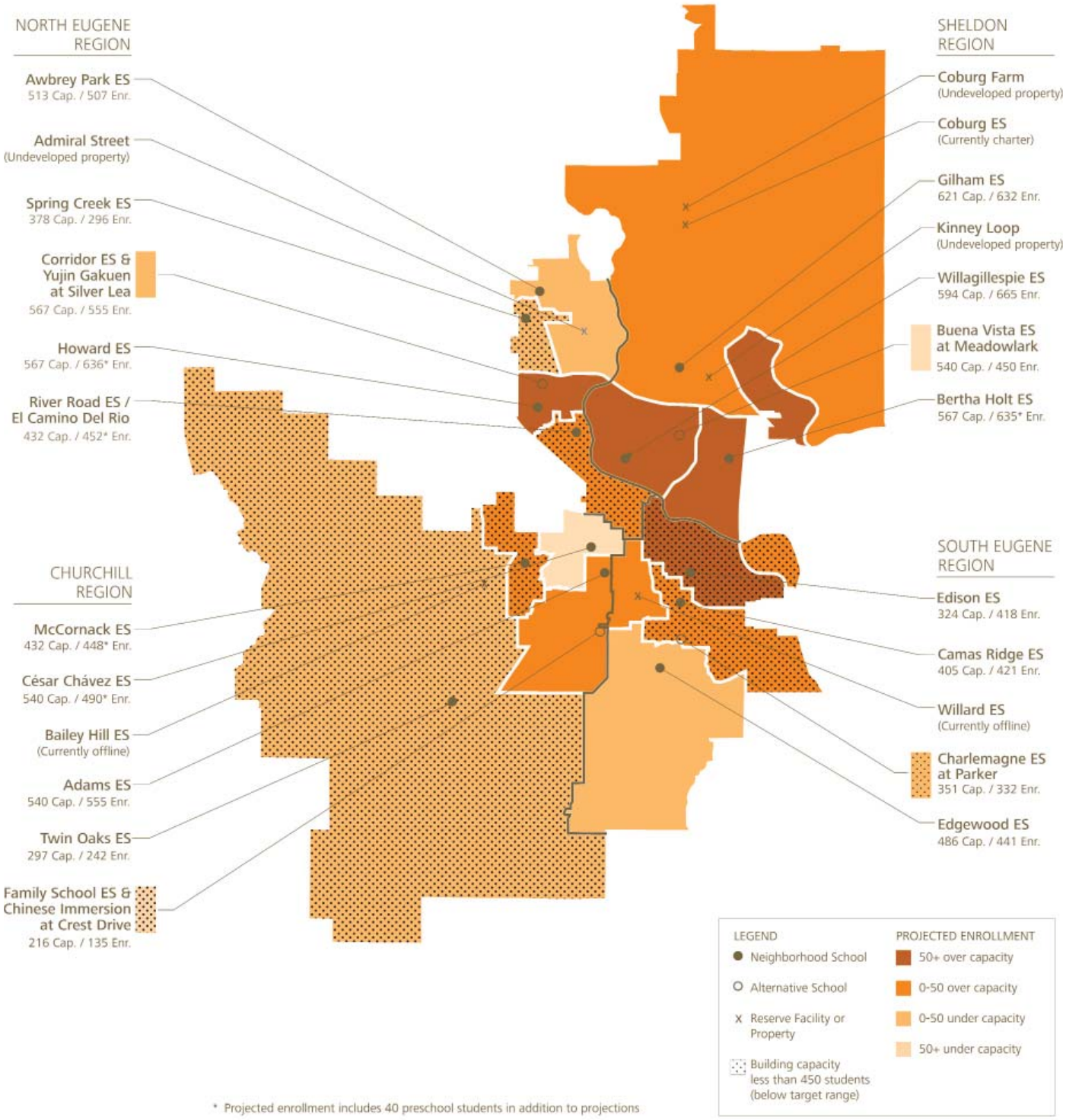
Elementary Schools

Looking at the Eugene School District as a whole, the forecasted 912 additional elementary school students bring districtwide elementary utilization to 97 percent, or essentially full, if no additional capacity is planned. In terms of regional utilization, both the Sheldon and South Eugene regions are projected to be over existing capacity at the elementary level. The North Eugene region is essentially at capacity at 96 percent utilization, and the Churchill region is under capacity at 88 percent utilization. Assessment based on combined regional utilization assumes that enrollment is distributed between schools within the region as necessary, which would likely require boundary adjustments.

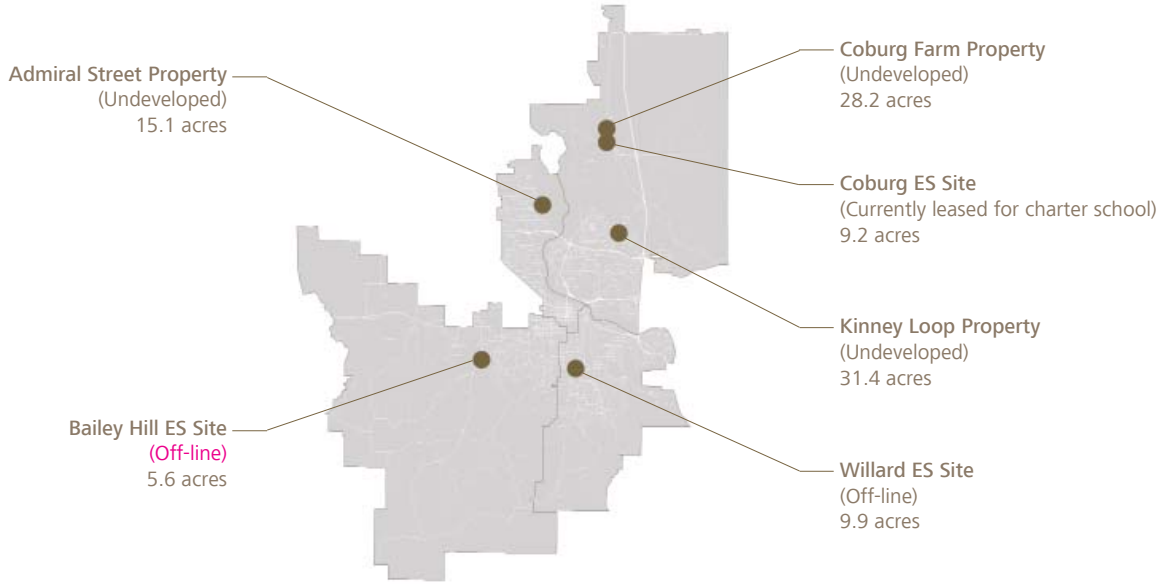
Analysis of individual elementary school facility utilization indicates that there are one or more schools in every region that are projected to be over their existing capacity. Schools that are projected to be over capacity by a small amount (two to five percent) include Adams and McCornack in the Churchill region, Howard and River Road / El Camino del Rio in the North Eugene region, Gilham in the Sheldon region, and Camas Ridge in the South Eugene region. In most cases, enrollment growth can be absorbed by increasing class sizes above the district target of 27 students per classroom and/or enrollment redistribution to adjacent schools, if capacity is available.

Both McCornack and River Road are projected to be over capacity due to additional preschool enrollment that was projected for these schools. This district initiative was identified in the planning process, however is not included in the Phase One Plan. Without including preschool enrollment, these two schools will be close to, but not over, their existing capacities. The other schools that include preschool enrollment, Chavez, Howard, and Bertha Holt, are all projected to be over capacity without preschool enrollment.

2025-26 PROJECTED ENROLLMENT & CAPACITY: ELEMENTARY SCHOOLS



* Projected enrollment includes 40 preschool students in addition to projections



Eugene School District: Reserve Facilities and Property

Three elementary schools are projected to be more significantly over capacity, including Bertha Holt and Willagillespie, which are both in the Sheldon region, and Edison in the South Eugene region. Bertha Holt and Willagillespie are both projected to have enrollment that is 12 percent (about 70 students) over existing capacity. Accommodating this enrollment in existing facilities would increase the average class size to 30 or 31 students, which is above the district target of 27 students and could result in compromised learning environments.

Edison Elementary School is projected to be 29 percent (94 students) over capacity. Accommodating this enrollment in the existing facility would result in an average class size of 32 students, well above the district target. In addition, existing core facilities in this small school, such as the gymnasium and cafeteria, may not be sized to accommodate the increased student population.

The map diagram opposite illustrates geographical distribution of capacity and projected enrollments at the elementary level.

Middle Schools

The projected four percent enrollment increase at the middle school level is not expected to create capacity need anywhere in the district. Overall, middle school utilization is projected to be at 78 percent, and regionally between 67 percent and 89 percent.

Individual facility utilization is well within an acceptable range at all middle schools. Arts and Technology Academy, Monroe, and Roosevelt are expected to be close to reaching their existing capacity, with high utilization rates, all between 90 and 95 percent.

Two middle schools are projected to have very low utilization, including Kennedy Middle School at 56 percent and Kelly Middle School at 52 percent. This means roughly half the seats (approximately 300 or more) in these schools are projected to be empty in 2025-26.

Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population. The district may want to consider approaches which improve the utilization of existing facilities in the future.

High Schools

Districtwide, existing high school facilities can accommodate the projected five percent enrollment growth of 261 students. Two high schools, Sheldon and South Eugene, are expected to be very close to full capacity, with 98 and 94 percent utilization. Churchill High School is expected to have decreasing enrollment, with a resulting utilization of 80 percent. North Eugene High School has a high rate of growth, but at 86 percent utilization, is projected to still have plenty of remaining capacity.

SITE OPPORTUNITIES

Existing district sites total over 600 acres and include 31 school sites in operation, three administrative / support sites, three sites with facilities that are currently off-line or in use by others, and three undeveloped sites. The Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are appropriately sized and distributed to meet long-term enrollment forecasts. A number of strategies are discussed in Section 05—Site Opportunities.

Long-Range Facility Planning Board Workshop, November 2017

Based on the potential long-term enrollment growth in the Eugene School District through 2025-26, there is no projected need to acquire additional elementary, middle, or high school sites during the time-frame of this Long-Range Facility Plan.

Undeveloped sites currently owned by the district in the Sheldon and North regions can be used to address growth as needed. Capacity need at the elementary level in the South Eugene region could be accommodated through replacement of old and undersized facilities, as well as some boundary adjustment. Some of the district's alternative education programs may require additional sites, however there is the potential to utilize reserve facilities or co-locate with existing district facilities that have available space.

LONG-RANGE FACILITY PLAN

PHASE ONE PLAN

The Eugene School District Board of Directors developed a preferred approach for the Long-Range Facility Plan, with a prioritized list of projects for Phase One. Projects include three replacement schools and one new school, as well as facility upgrades throughout the district. These include accommodations for critical facility maintenance and repairs, safety and security, seismic upgrades and resiliency, and equity and accessibility. Educational space and other supports for learning include CTE, curriculum, technology, and school bus replacement.

The Phase One plan proposal intends to strike a balance between community support for funding and current district need, and can serve as the basis for a potential capital measure. Projects that were identified during the planning process and have not been prioritized for inclusion in Phase One will continue to be tracked and addressed in later phases of the Plan.

PHASE ONE PROJECTS

Replace North Eugene High School (NEHS)

North Eugene High School's 1957 building is aging and is in the poorest condition of the district's four high schools.

The existing facility is poorly configured to meet the needs of modern learning environments, due to existing conditions such as small classrooms and lack of flexible learning spaces. A new building for 1,200 students would support modern teaching and learning activities, including dedicated space for career technical education and access to health services. The new facility would have improved energy efficiency and would be designed with safety and school security in mind.

The age and condition of all district high schools, which are all over 50 years old, indicates a need to begin the replacement process as soon as possible, as all facilities will likely need replacement within the next 30 years.

The North Eugene High School region is a traditionally under-served community with a high-need population. Community feedback indicated significant support for this project from both within the region and throughout the district.

Planned future expansion to accommodate 1,500 students will provide future high school capacity for the district in the long-term.

Replace Edison Elementary School

Edison Elementary School, built in 1926 and located in the South Eugene High School region, is the district's oldest school building, and is in poor structural and seismic condition. The existing facility is

Long-Range Facility Planning Board Workshop, November 2017

also poorly configured to meet the needs of modern learning environments. A new building would support modern teaching and learning activities, and reflect historic design features of the existing building. The new facility would have improved energy efficiency and would be designed with safety and school security in mind.

Projections indicate that Edison enrollment will be greater than its existing capacity of 324 students within the next 10 years (current enrollment is 388 students and projected enrollment in 2025-26 is 418 students, 94 students over capacity). Other schools with adjacent boundaries, including Camas Ridge, Adams, and Bertha Holt, are also projected to be close to or over their existing capacities.

Edison's existing capacity is well below the district target size of 450 to 600; replacement with a capacity of 450 will bring the school's size closer to alignment with other district facilities, provide greater learning opportunities, more efficient operation, and 126 seats of additional elementary capacity to the South Eugene region. (Providing a capacity greater than 450 would provide a compromised facility, due to existing site constraints.)

Replacement of Edison Elementary School was indicated as a priority in the district's previous Long-Range Facility Plan. Community feedback also indicated significant support for this project.

Replace Camas Ridge Elementary School

Camas Ridge Elementary School was built in 1949 and is in poor physical condition. The existing facility is also poorly configured to meet the needs of modern learning environments. A new building would support modern teaching and learning activities, would be energy efficient, and would be designed with safety and school security in mind.

Projections indicate that Camas Ridge enrollment will be greater than its existing capacity of 405 students within the next 10 years (current enrollment is 405 students and projected enrollment in 2025-26 is 421 students, 16 students over capacity).

Camas Ridge's existing capacity is below the district target size of 450 to 600; replacement with a capacity of 450 will bring the school closer to alignment with other district facilities, provide greater learning opportunities, more efficient operation, and 45 seats of additional elementary capacity to the South Eugene region.

Replacement of Camas Ridge Elementary School was indicated as a priority in the district's previous Long-Range Facility Plan.

New Elementary School in the Sheldon Region

The Sheldon region is growing and needs more space for elementary students. Elementary enrollment projections indicate a 17 percent growth rate in the region. All three neighborhood schools (Gilham, Bertha Holt, and Willagillespie) are currently well over 500 students and are projected to be over capacity by 2025-26.

Building a new elementary school with a 600-student capacity would serve families and community members in the Sheldon region and relieve enrollment pressure on other area schools as the population grows. The district has property reserved for a future elementary school site in the Coburg Road / Crescent Avenue area (Kinney Loop property).

Renovate Existing Facilities for Program Relocations

:: Renovate existing facilities to house special programs, including Yujin Gakuen, Corridor, ECCO, and Natives Program

Critical Facility Maintenance, Repairs, and Improvements

Worn out roofs. Corroded pipes and cracked pavement. End-of-life heating systems and controls. Inefficient windows that let in the cold. Buildings across the district need critical repairs and improvements to keep students warm safe and dry, and protect the community's investment in district schools. Projects include replacing roofs, upgrading building systems, improving energy efficiency, and making other repairs and improvements at facilities throughout the district.

School Safety, Security, and Seismic Upgrades

These projects provides funding for many important district needs, including:

:: Security, safety, and health:
Our children deserve to feel safe and be safe at school. Security, safety and health upgrades needed in our schools include: securing school entryways, fencing school site perimeters, upgrading fire alarms, and reducing sources of asbestos and lead.

:: Resiliency for disaster recovery:
A natural disaster could strike our community at any time. Resiliency upgrades at new schools—such as a higher level of seismic resistance, water access and power generation—would make it more likely that those facilities would weather a disaster and be immediately available for reoccupation, both as school facilities and as community resources.

:: Seismic stability:
Evaluate seismic stability of older schools for retrofitting.

:: Safe routes to school:
Students need to have safe ways to walk and bike to school. Every major school construction project includes funds to improve safe routes to school.

Facility Equity, Access, and Health

School facilities and programs should be equitable and accessible for all—both because it is the right thing to do, and because it is required by federal law (ADA and Title IX). Projects include:

:: Meet Title IX requirements with equal access to high quality facilities for both girls and boys. The district has requested a full athletic program and facility review by an expert in athletic gender equality and Title IX.

:: Improve academic and athletic facilities to be accessible and equitable for all.

:: Enhance special education facilities and equipment: Special education spaces throughout the district are in varied conditions which impact teaching and learning. In some cases, our neediest students are forced to learn in spaces that are not designed to be learning spaces. The district frequently is required to upgrade or amend these spaces to meet ADA or IEP needs that include bathroom changes, ADA changes, learning space changes, and playground upgrades.

:: Food service facilities and equipment:
Students need access to healthy food to be ready and able to learn. Nutrition facility and equipment upgrades would keep school kitchens in good repair, support service delivery requirements, and potentially serve as a community resource.

Career Technical Education

Vocational / technical education has entered the 21st century and is now called career and technical education (CTE). CTE programs provide students an opportunity to master academic and technical skills within courses that interest them and can lead to rewarding careers.

Students can gain work experience, industry certifications and college credits. High schools are developing and expanding CTE pathways in areas such as computer science, health occupations, high-tech manufacturing, environmental science, culinary arts, and more. Providing dedicated space and equipment for CTE pathway programs at every high school will enhance career-related learning.

SUPPORTS FOR LEARNING

Beyond facility improvements, other critical capital needs that may be funded by future bond measures include curriculum, technology, and transportation.

Curriculum Adoption

Modern curriculum materials align with updated state standards and provide the highest quality instructional materials for student learning. Previous bond funds have allowed the district to update curricula in science, world languages (currently underway), and elementary writing and math. New bond funds could support modernized curriculum in other subject areas. The next subjects on the statewide adoption cycle are health, social studies, the arts, and English language arts.

Technology for Learning and Operations

Today's students and schools need access to up-to-date technology. Projects include improving classroom technology to support student learning and modernizing technology infrastructure, such as:

:: Student learning devices

:: Classroom technology, such as projectors and wireless connectivity

:: Unique learning spaces, such as theaters and labs

:: Modernized library technology

:: School sign-in systems for visitor security

:: Infrastructure, such as intercoms, fiber, and wireless networking

Replace Aging School Buses

Replacing school buses over time as equipment ages keeps the student transportation fleet safe, efficient, and in good repair. The district replaces buses after 13–14 years of service, which is typical across Oregon school districts. The state reimburses 70 percent of student transportation costs, including bus purchases depreciated over time, so every dollar spent to buy school buses returns additional funds to be used for transportation needs.

PHASE ONE SUMMARY & COSTS

The table on the following page summarizes Phase One projects and estimated rough-order-of-magnitude (ROM) project costs, in 2022 dollars. Capital allocations included in the Phase One Plan were determined by the District and Board. Detail regarding ROM cost estimates that were developed as part of this planning process are included in Appendix G.

The combined total cost of Phase One projects is estimated to be $393.0 million, including bond costs. $8.0 million in matching funds from the Oregon Department of Education has been identified for the district, in the event of passage of a capital measure, bringing the Phase One total cost down to an estimated $385.0 million.

LONG-RANGE FACILITY PLAN: PHASE ONE

Project	Amount	Purpose
NEW & REPLACEMENT SCHOOLS		
Replace North Eugene High School (1,200 students)	$150.0 M	Improve condition, enhance program
Replace Edison Elementary School (450 students)	$45.0 M	Improve condition, enhance program, accommodate enrollment
Replace Camas Ridge Elementary School (450 students)	$43.2 M	Improve condition, enhance program, accommodate enrollment
New Elementary School in the Sheldon Region (600 students)	$53.5 M	Accommodate enrollment
Renovate Facilities for Program Relocations (Including Yujin Gakuen, Corridor, ECCO, and Natives Program)	$10.0 M	Accommodate relocated programs
FACILITY UPGRADES AND REPAIRS		
Critical Facility Maintenance, Repairs, and Improvements	$31.0 M	Maintain operations , protect investment, health / safety
School Safety, Security, and Seismic Upgrades	$16.0 M	Maintain operations, protect investment, health / safety
Facility Equity, Access, and Health	$12.0 M	Equity, health / safety
SPACES & SUPPORTS FOR LEARNING		
Career & Technical Education	$6.0 M	Enhance program
*Curriculum Adoption	$8.0 M	Enhance program
*Technology for Learning and Operations	$6.0 M	Enhance program, maintain operations
*School Bus Replacements	$4.8 M	Maintain operations, health / safety
ESTIMATED PHASE ONE PROJECT COST	**$385.5 M**	
Estimated Bond Costs	$7.5 M	
ESTIMATED PHASE ONE TOTAL COST	**$393.0 M**	
Oregon School Capital Improvement Matching Program Grant (OSCIM)	($8.0 M)	
ESTIMATED PHASE ONE CAPITAL NEED:	**$385.0 M**	

* These items, while not specifically facility-related costs, are included as part of the capital plan proposal.

SECTION 02

VISION & EDUCATIONAL PROGRAM

02
VISION & EDUCATIONAL PROGRAM

Students at South Eugene High School

DISTRICT PHILOSOPHY

When people ask about 4J schools, they often want to know about attendance boundaries and test scores, class sizes and calendars. While we recognize the importance of that information, we believe that to really understand this school district, you must know our values.

BASIC BELIEFS

:: This is a student-centered district; everything we do must be good for children.

:: We realize that to get better implies change; we should be investigating, learning, trying, exploring fine-tuning and constantly leading progress.

:: We create an environment in our district that is demanding but nurturing, rigorous but compassionate, safe but risk-taking. We foster both independence and collaboration and require accountability as well as involvement from everyone.

PHILOSOPHY

The fundamental purpose of District 4J is to give each of our students an excellent education; we invest in our students because they are our future.

An excellent education will prepare students to become thoughtful, responsible citizens in our democratic society, engage in productive work, be skillful in relationships with others, and find pleasure in the worthy use of leisure time.

We will:

:: Do what is best for students

:: Promote individual dignity

:: Enhance the quality of instruction

:: Involve all persons, groups, or sites affected by a decision (students, parents, staff, community, public agencies, business)

:: Respond to legal requirements, state rules, district policies, contracts, and available resources

:: Be responsible and accountable

ABOUT RESOURCES

To the extent possible, our resources will go directly into the instructional process.

We are good stewards of the funds we receive from the public. We are responsible for taking care of the schools and other facilities our community has entrusted to us to ensure that our buildings and equipment are safe, attractive, and comfortable.

Every student connected to community and empowered to succeed.

Eugene School District Vision

Students at Edison Elementary School

STRATEGIC PLAN

The district has developed a strategic plan for 2016 to 2021, approved by the Board in January 2017.

The plan includes five goal areas, based around the district vision:

Every student connected to community and empowered to succeed.

The strategic plan addresses many aspects of the Eugene School District, and can also be used to guide the long-range planning process.

Goals and objectives are listed below. Key tactics and performance indicators are also identified for each goal, and can be found in the district's Strategic Plan Framework document.

GOAL I: EDUCATIONAL EXCELLENCE WITH EQUITABLE ACCESS AND OUTCOMES FOR EVERY STUDENT

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

:: Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning

:: Provide instructional supports and systems to meet the needs of all students.

:: Support struggling learners with interventions, resources and training.

:: Streamline assessment system to provide effective, efficient, meaningful assessments to inform instruction and maximize time for learning.

GOAL II: MULTIPLE PATHWAYS TO STUDENT SUCCESS

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

:: Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

:: Provide equitable educational opportunities at all comprehensive secondary schools.

:: Provide strong and varied career and technical education programs.

:: Support student engagement in alternative educational settings.

GOAL III: COMMUNICATION AND CONNECTION WITH COMMUNITY

Foster proactive and positive communication, engagement and partnerships with stakeholders.

:: Implement a comprehensive communication strategy that provides timely, family-centered, two-way communication.

:: Strengthen connections between our schools and our community.

:: Support active school–family communication and engagement.

:: Provide multiple pathways to engagement.

Students at Willagillespie Elementary School

High school science students

GOAL IV: DIVERSE WORLD-CLASS WORKFORCE

Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

:: Attract, hire and retain high-quality, passionate and diverse staff.

:: Elevate the professional capacity of our workforce to meet the needs of today's learners.

GOAL V: STABLE, SUSTAINABLE STEWARDSHIP

Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

:: Optimize efficiencies and improve effectiveness.

:: Provide transparent, accountable financial management.

:: Allocate resources in an equitable manner to meet every student's needs.

:: Develop a sustainable budget aligned to district goals, strategies and objectives.

GUIDING PRINCIPLES FOR THE LONG-RANGE FACILITY PLAN

In addition to the district's philosophy, vision, and strategic planning framework, a set of guiding principles was developed by the Long-Range Facility Plan Steering Committee, to specifically address goals for this Long-Range Plan.

:: Provide flexible school facilities that foster creativity, support high quality education, and offer career pathways

:: Strategically maintain, modernize, and replace facilities within the context of a long-range facility plan

:: Maintain investment in current facilities by addressing unfunded maintenance needs

:: Address school facilities in greatest need of replacement

:: Accommodate and plan for growth

:: Consider the amount of funds spent in each region

:: All schools will see upgrades / improvements

:: Address targeted seismic issues and consider resiliency of new schools

:: Address targeted risk, safety, and security issues

:: Create greater parity across the district (programs and facilities)

:: Value neighborhood schools

:: Support green initiatives and energy efficient facilities

:: Be sensitive to community desire

APPROACH

Two approaches are planned to address the district's vision for learning and educational programs.

1. Support specific programmatic areas or components that require facility-related modifications.
2. Provide modern learning environments that support a variety of teaching and learning methods. Where appropriate and financially feasible, modernize existing older schools or replace with new facilities.

Students at Roosevelt Middle School

EDUCATIONAL PROGRAM GOALS

The Steering Committee identified a number of goals and needs related to specific educational programs in the district, with a focus on those with physical space implications that would impact the Long-Range Facility Plan. Although not all of these goals may be realized in the first phase of the Long-Range Facility Plan, they should be "kept on the radar" and can be worked toward in future planning phases.

CAREER-TECHNICAL EDUCATION

:: Develop and expand high school CTE Pathways in the six Oregon career clusters at all district high schools
- Agriculture, food, and natural resource systems
- Arts, information, and communication
- Business and management
- Health sciences
- Human resources
- Industrial and engineering systems

:: Develop middle school programs to align with regional high school offerings, at all district middle schools

:: Priority CTE programs for the district include: Computer Science, Health Occupations, and High Tech Manufacturing

SPECIAL EDUCATION

:: Provide equitable special education programs at all schools in the district

:: Ideally provide space at each school facility for programs such as comprehensive learning centers, English Language Learners (ELL), and itinerant space (speech-language pathologist, occupational therapist, school psychologist, etc.)

:: District evaluation of existing schools indicates the need for additional special education space at approximately 10 facilities

:: Relocate the post-high school life-skills program into a larger, permanent, and centralized facility

EARLY LEARNING

:: In the near-term, add prekindergarten classrooms in the district's highest need elementary schools (two classrooms in each school)

:: In the long-term, provide dedicated space for a prekindergarten program at every elementary school in the district

PHYSICAL EDUCATION

:: Meet new Oregon state PE standards in all district elementary and middle schools
- Elementary school requirement: 150 minutes of PE instruction per week (can include 45 minutes in the classroom)
- Middle school requirement: 225 minutes of PE instruction per week (can include 45 minutes in the classroom)

:: Preliminary analysis of available PE instructional space at existing elementary and middle schools indicates the need for additional space at approximately 10 facilities

ATHLETICS / TITLE IX

:: Provide equitable indoor and outdoor athletic facilities at all regional high schools

:: Meet Title IX requirements throughout the district

Students at Howard Elementary School

:: Desired athletic facilities at all high schools include gymnasium facilities and support, outdoor fields and support, and grandstands and support

ALTERNATIVE EDUCATION

:: Provide a permanent location for Early College and Career Options (ECCO), the alternative high school program currently housed at the Lane Community College campus
- Plan for 300 students (currently 210 students)
- Include a space that can serve as the hub for Fuel Ed, the district's online learning initiative

:: Create a new alternative middle school program
- Plan for 150 students
- Consider co-location with the alternative high school

LANGUAGE IMMERSION

:: Provide the learning space necessary to accommodate language immersion programs in all four regions of the district

:: Continued planned expansion of the Chinese Immersion program, which began in 2017 and is currently co-located with the Family School
- Long-range plan for a K-12 program with 300-450 students in grades K-5, with two or three classes per grade
- Locate in the Churchill region, because the other three regions already have language immersion programs

:: Identify a long-term location for Yujin Gakuen, the Japanese immersion program

CURRICULUM

:: Update curricula at all school levels

:: Support modernized curriculum in areas such as English language arts, social studies, the arts and health, the next subjects on the statewide adoption cycle

TECHNOLOGY

:: Provide technology improvements throughout the district to better support learning in every school

:: Upgrade needs include student learning devices, classroom technology, school sign-in systems, and infrastructure, such as intercoms and wireless networking

FOOD SERVICE

:: Consider potential changes in food service delivery

:: Nutrition facility and equipment upgrades to keep school kitchens in good repair and support service delivery requirements

:: Full-service school kitchens can also serve as a community resource

HEALTH CENTERS

:: Improve space and access for school-based health centers at two high schools
- Run by an outside health organization
- Exam, office, lab, storage, waiting, and reception / administration areas

Modern Learning Environments

MODERN LEARNING ENVIRONMENTS

The purpose of a long-range facility plan is to develop a road map outlining strategic management of District facilities that offer high-quality, effective and adaptable learning environments for children. Over the last few decades, education has changed dramatically to incorporate a new understanding of how individuals learn.

Essential to fulfilling the Long-Range Facility Plan's purpose is ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn. The Long-Range Facility Plan Update addresses changing needs for educational program delivery and how facilities can support these requirements.

BACKGROUND

There have been enormous strides in our understanding of how the brain functions and how children and adults learn. We now know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats.

This new knowledge has given rise to new approaches towards more effective teaching and learning, such as project-based learning, student-managed learning, small group work, independent research and presentation. While the realities of our modern world continue to change and evolve, many older school buildings are still configured as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration).

Twenty-first century learners are citizens of the world. They are connected through media and technology to a greater network of information than ever before. They need to learn to sift through vast quantities of information and evaluate it, not memorize it. These learners must be more creative, innovative, and must work in a more collaborative way.

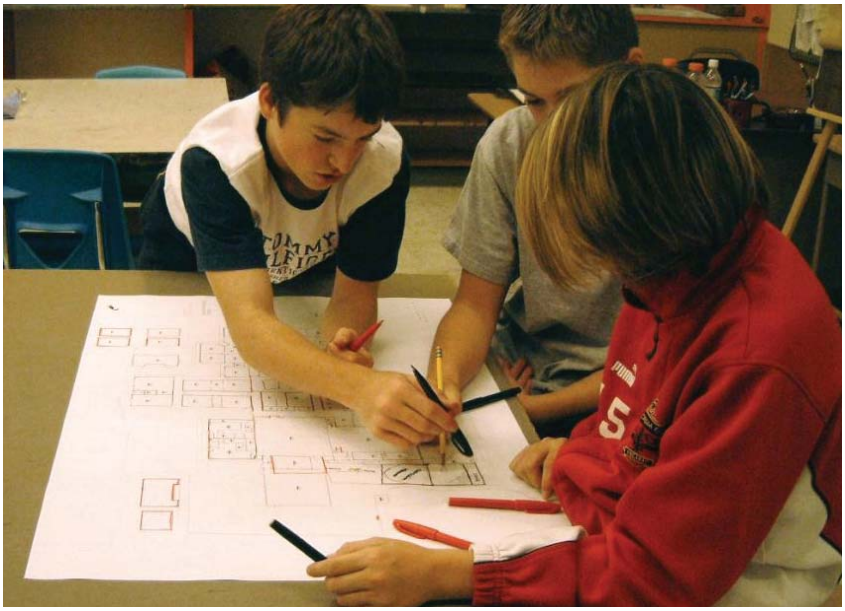
As global community members, today's learners need to understand and relate to different cultures and be multi-lingual. They will live in a rapidly changing world, which requires them to be flexible to meet the needs of the future. They must be more self-directed and prepared to be life-long learners.

FACILITIES PLANNING IMPLICATIONS

What defines a model school? If such a paradigm exists, design would number among the key factors. Striving for realistic solutions to existing problems such as dated facilities, overcrowding, rising costs and stringent budgets, many public and private institutions are embracing proactive, holistic reforms that integrate innovative teaching methods such as hands-on learning and collaborative project-based work with more effective learning environments that are flexible, adaptable and technology-rich.

Increasingly, insightful teams of administrators, educators and parents are collaborating with architects to re-imagine the schoolhouse. The goal: to create buildings that will engage students (with just-in-time learning), welcome the community (by being a 24/7 resource) and adapt to the inevitable shifts in population and pedagogy (by utilizing community resources).

In order to meet the nation's needs for the twenty-first century, the U.S. Department of Education offers the following guidelines regarding the design of learning environments:



Modern Learning Environments

:: Enhance teaching and learning and accommodate the needs of all learners

:: Serve as centers of the community

:: Result from a planning and design process involving all stakeholders

:: Provide for health, safety, and security

:: Effectively use adaptable resources

:: Allow for flexibility and adaptability to changing needs

Many of the District's existing facilities are dated and do not support these aspirations or reflect the cultural norms of the community. Education facilities are have historically been designed in a "one-size-fits-all" manner.

In addition, many District facilities have not been significantly upgraded since their original construction and have poor heating and ventilation systems or may not meet current earthquake safety guidelines. Older building configurations were designed to support one teacher with a group of 30 students. There is limited flexibility for team-teaching or convening a variety of student group sizes, and typically no space outside the classroom to facilitate more interpersonal instruction or tutoring.

EDUCATIONAL TRENDS

Modern learning environments are student-centered and integrate innovative teaching methods, such as hands-on learning and collaborative project-based work with effective learning environments that are flexible, adaptable and technology-rich. Modern learning environments accommodate and encourage different students, of varying ages, abilities and interests, to learn different things from different people in different places, in different ways, and at different times.

Modern learning environments engage students, welcome the community and adapt to shifts in student population. They are flexible, connected, collaborative, culturally-relevant, multi-sensory and multi-purpose; with provisions for small study spaces and shared group space.

Design Patterns

Good buildings do matter. School facility design contributes to creating successful learning environments. Types of teaching and learning, such as independent study, peer tutoring, project-based learning, student-managed learning, mentoring and distance learning, create the need for different types of space.

Partnerships

Partnerships can facilitate a rich and meaningful learning experience for students beyond the classroom. In a time of diminishing resources, partnerships can augment school programs and provide educational continuity before and after school. A growing number of projects are also financed creatively through partnerships with public and private organizations.

Partnerships can take many forms: aligned services and programs, creating new learning opportunities, sharing facilities and leveraging resources.



Modern Learning Environments

DESIGN TRENDS

Environmental Responsibility

Teachers and students perform best in facilities that meet their needs. Facilities must be well-ventilated, comfortable environments that are free of hazards and irritants, while also minimizing energy and resource use. Access to daylight and good acoustics are also key elements of a healthy environment.

School buildings can be designed to go beyond sustainability in terms of energy use and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes and building technologies. There is increasing national concern about the buildings and spaces in which students learn, and how these might affect both health and achievement.

Learning for All

Some types of learning environments that affect how school facilities are built include:

Early Learning—The first few years of a child's life lay the foundation for cognitive functioning, as well as behavioral, social and physical health. Demand for early learning programs (preschool, Head Start, etc.) is increasing. More space is needed to accommodate this increasing demand. Facilities for early learning require self-contained space for learning, napping, eating, toileting and playing.

Universal Design—There are more than six million students with disabilities in public schools across America. The vast majority have moderate impairments that are often not visible or easily diagnosed. Children with disabilities include those with learning, speech, physical, cognitive, sensory, and emotional difficulties. These disabilities make it hard or impossible for students to utilize many areas of schools, including playgrounds.

Universal design goes beyond Americans with Disabilities Act (ADA) compliance by addressing these obstacles as ordinary, not special. Universal design addresses the physical environment and Universal Design for Learning addresses the curriculum, incorporating three principles of flexibility: multiple methods of presentation, multiple options for participation and multiple means of expression.

English Language Learners (ELL)—Demand for programs for ELL continues to increase. Break-out rooms are needed to accommodate ELL curriculum. ELL programs also require classrooms that encourage small group interaction and provide for individualized testing, and which also have storage requirements for multilingual materials.

Physical Education (PE)—While PE curriculum in recent years has been reduced due to focusing limited funds on the core educational program, more emphasis is now being placed on school districts to provide this important activity. Recent Oregon legislation (2007 ORS 329.496) requires a minimum number of minutes per week of physical education for students in kindergarten through the eighth grade. All Oregon school districts will be required to fulfill the requirements of this legislation, which takes effect in the 2017-2018 school year.

Oregon schools today typically provide fewer minutes per week than those stipulated by the new law. An increase in the amount of PE instruction time and

Modern Learning Environments

facilities to support this curriculum may be needed, requiring more or different physical activity spaces.

Wraparound Services—Supporting the whole child means providing on-site before- and after- school programs for students and their families, health centers, teen parent child care, and other services based on each school community's needs.

ELEMENTS OF THE 21ST CENTURY SCHOOL

In the future, it is anticipated the most valuable US export will be creativity and innovation, and these attributes will ensure access to careers with the highest compensation potential and continued employment in a global marketplace. The physical implication of this trend is the need to support self-directed learning with an emphasis on educating the whole child.

In addition to the changing economic landscape, new brain-based research has resulted in the awareness that learning is not linear but holistic; it is not unidimensional but multifaceted.

Learning Everywhere

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school's social and cultural context, students' ages and abilities, educational philosophies, curriculum and pedagogies. Multipurpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school, as well as the community surrounding the school.

Flexible—Contemporary learning requires larger spaces and enables the combining of small student groups. Learning spaces that can be divided into smaller, more intimate sizes using shelving, lounges, furniture and screens are desired for more collaborative work. They need to be spaces for large group meetings and spaces for multiple uses including creative, verbal, experimental and collaborative activities.

Connected—These types of learning spaces provide both indoor and outdoor connections. They can include glass walls or large windows to connect students to nature, while also providing a connection to the school network and Internet through wireless technology.

Collaborative—For a learning space to be collaborative, it needs to have areas that support small group work without creating disruption of other class activity. These collaborative spaces are often located outside the traditional classroom, not situated in highly trafficked areas, and placed within a teacher's line of sight to facilitate supervision. Circular desks, flexible furniture, and interactive equipment further support collaborative and project-centered learning.

Multisensory—The provision of large areas for work displays and changing visual stimulus, as well as providing access to digital resources are key components in contemporary and multi-purpose learning spaces. Allowing creation and playback of student-created sound files, including podcasts, and providing space for kinesthetic activities are different ways that a learning space can serve many purposes.

Modern Learning Environment

Study spaces—What makes a great study space? Natural light, comfortable furniture and a good view are not required, but studies have indicated that they make this type of space more effective for student achievement. In addition, study spaces should be quiet, can be enclosed or separated from distractions and have ample access to electric outlets and the Internet.

Multipurpose spaces—Spaces are sometimes used for more than one purpose. A solution that was popular in past learning space designs was to make a space multi-use by installing movable wall partitions between small rooms. A dynamic classroom environment can make excellent use of movable furniture, but the movable wall is primarily used for semi-permanently turning two small rooms into one larger one or vice-versa. Another solution for multi-purpose space is to provide break-out spaces which can be used for small-group pull-out work or can function for community use during after-school hours.

Shared Spaces—Providing space where teachers can drink coffee or eat lunch together in shared break rooms can have big implications. Putting functional spaces like copy rooms and mail rooms next to kitchens and break rooms makes great sense. While space is precious, some of the most fruitful interactions between people happen by chance and shared spaces are key in bringing people together. White boards in public spaces form focal points for conversation and chance meetings. Adding small community kitchen facilities adjacent to the student commons helps support community use.

Partnerships & Joint Use

Declining enrollment, aging facilities and lack of land for new schools have created new opportunities to rethink the American schoolhouse. The twenty-first century school leverages connections with other community resources, such as public libraries or nearby colleges or universities, and connects students to the globe through distance learning and online resources. It facilitates rich and meaningful learning experience for students beyond the classroom and creates the environment in which they can thrive academically and socially.

Maximize Site Connections to Community

School facilities can also serve as a tool to create connections to the surrounding community and strengthen the neighborhood. Making resources such as gymnasiums and auditoriums accessible for public use can facilitate community access during non-school hours. Schools can maximize the potential of shared facilities by meeting complementary needs of both the school and the community. It can support diverse users and ongoing relationships with community groups.

Technology Throughout

21st century schools must provide students the time and space to use technology in rigorous ways that support learning. Technology in schools is no longer only about computer literacy, but instead must be used to help students gain skills such as collaboration, visual literacy, storytelling and creativity that will allow them to thrive in the future. The school learning environment can be designed to facilitate opportunities for students to practice these skills.

SCHOOLS THAT THRIVE

The following are examples of successful modern learning environment concepts.

ELEMENTARY LEVEL

Every moment is a learning moment: Knowledge about how our brain functions and what kind of connections are created when we learn inform design.

Provide an atmosphere of clarity and calm: Clear wayfinding, purposeful arrangement of spaces and room for students to leave their mark is the goal. Providing opportunities for students interact, but also to retreat, provides real flexibility.

Students to seek cooperation in doing: When children have the opportunity to work in a group, assign responsibilities to each other, and learn to depend on one another, they gain a deeper appreciation of the social fabric societies are made of.

Instill human qualities such as empathy, warmth and emotional commitment: Breaking a building into smaller 'neighborhoods' enables students to relate to a smaller group. Knowing your classmates and not encountering areas where you feel alone or vulnerable will help every student belong.

Sustainability: Outdoor learning allows students to experiment with natural elements, get messy, learn about the variety of physical boundaries, organize activities, take responsibility, build things and understand ecosystems.

Strive to maintain a spirit of joy in learning: School can provide many opportunities to connect learning to real life experiences.

Neighborhood and World Connections

Advances in information technology will continue to make it possible to connect students to knowledge sources around the world. More and more schools are also finding new ways to connect to resources in the neighborhood. Whether it's a Skype call to another country or drama classes at the local theater, the boundaries of school are expanding.

From a learning standpoint, the most successful schools provide an environment where virtual connections to the world can be social, collaborative and meaningful, and connections to the neighborhood are real, empowering and relevant.

MIDDLE SCHOOL LEVEL

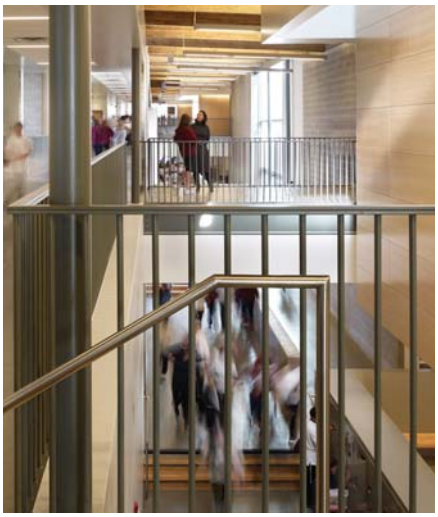
Socializing at different scales-the 'village square': Provide outdoor areas for gathering.

Learning communities:
Campus level and pod level, including science rooms, flexible studio / lab spaces, small group and teacher prep spaces.

The commons with stage:
Creating spaces that are warm, inviting, and serve multiple purposes will nurture body, mind and soul.

Physical development and community asset:
Opening up the gym to the outside through use of glass.

Transparency, views and daylighting:
View windows to the outside and internally, so students and staff can see what's happening.



The internal street:
Allows students to discover new interests.

HIGH SCHOOL LEVEL

Create varying scales of space:
Individual, small group, classroom and larger shared public spaces.

Classrooms:
Dynamic areas where groups can work together.

Creative solutions - shared use:
Spaces can support multiple functions, such as public areas supporting community events.

SECTION 03

EXISTING CONDITIONS

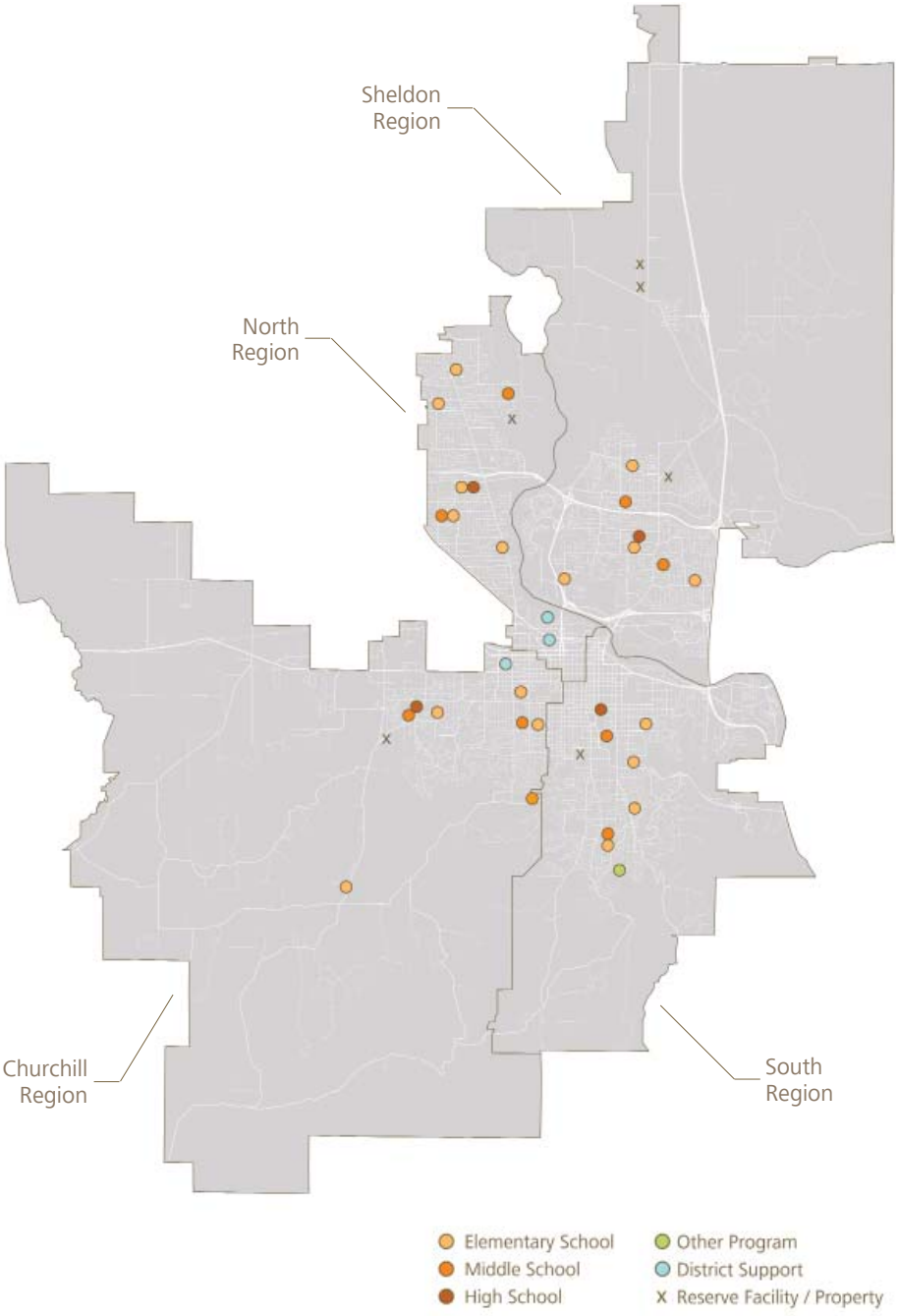
03
EXISTING CONDITIONS

DISTRICT OVERVIEW

The Eugene School District is located in Lane County, Oregon, and also includes a small portion of Linn County to the north. It encompasses approximately 155 square miles, including 85 percent of the city of Eugene, as well as the city of Coburg to the north. The district is divided into four regions by high school, as shown on the map diagram at right.

The district's educational facilities include 18 elementary schools, eight middle schools, four high schools, a districtwide special education facility, and several alternative high school programs. The district has three major support sites, providing administration, facility management, and transportation. There are currently five charter schools in the district, with a combined enrollment of about 860 students. These schools are not included in this Long-Range Facility Plan Update.

The district owns three elementary school sites that are currently off-line or in use by others, as well as three undeveloped properties of varying size. These reserve sites can be used as needed for future growth in the district.



Eugene School District: Existing Sites

Gilham Elementary School (1966)

Howard Elementary School (2016)

District facilities range in age from brand new to over 90 years old, with the majority being constructed in the 1950s and 1960s. With almost three million square feet of facility space covering over 600 acres, the Eugene School District is one of the largest districts in Oregon.

ELEMENTARY SCHOOLS

20 elementary schools serve students in the Eugene School District, including 14 neighborhood schools and six alternative/ language immersion schools. Each of district's four regions contain three or four neighborhood elementary schools and one or more alternative / language immersion schools. All elementary schools house students in kindergarten through fifth grade, with contracted preschool classrooms at some facilities.

MIDDLE SCHOOLS

The district has eight neighborhood middle schools, with two in each high school enrollment region. Language immersion programs are continued at one middle school in each region, except the Churchill region, where the Chinese Immersion program is currently developing at the elementary level, but will eventually grow to become a K-12 program.

HIGH SCHOOLS

There are four neighborhood high schools in the district, which align with the four regions of the district. In addition, there are several alternative high school programs that are housed at the Lane Community College campus (Early College & Career Options and Eugene Education Options) or within neighborhood high school facilities (Eugene International High School and Transition Education Network).

OTHER EDUCATION PROGRAMS

Other educational facilities in the district include the Fox Hollow Campus and Pathfinder (at the 2120 Building). These programs serve special education needs throughout the district, in concert with the dedicated special education spaces located at each neighborhood school.

SUPPORT FACILITIES

District support facilities include the Education Center, which houses district administration, the Facilities Management building, and transportation facilities.

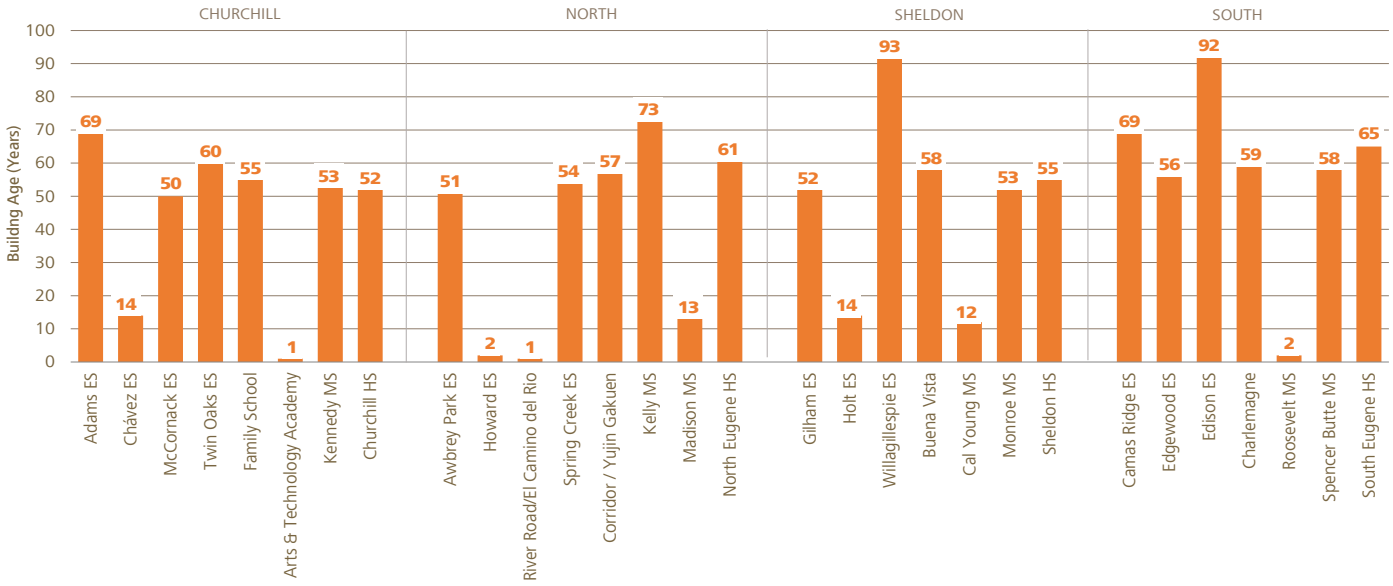
RESERVE FACILITIES & PROPERTY

The district has three elementary schools that are currently off-line or leased, due to either significant facility improvement requirements and/or lack of capacity need. The former Bailey Hill Elementary facility, located in the Churchill region, currently houses some specialized programs, but is considered off-line for planning purposes, as it is not being utilized to house a school at this time. The former Willard Elementary facility, located in the South Eugene region, is also currently off-line. The former Coburg Elementary facility, located in the Sheldon region, is currently leased to a charter school.

The district also owns three undeveloped properties: the Admiral Street property in the North Eugene region, the Kinney Loop property in the Sheldon region, and the Coburg Farm property, adjacent to the former Coburg Elementary School in the Sheldon region. These properties range in size from approximately 15 to 31 acres, allowing for potential future development of new elementary, middle, or high school facilities when they are needed.

More information about reserve facilities and property is located in Section 05 - Site Opportunities.

AGE OF EXISTING FACILITIES



FACILITY AGE

District facilities vary significantly in age, with original construction dates as early as 1925 and as recent as 2017. Although facility age does not solely determine building condition, it is a significant factor that should be considered.

Original construction dates are used for all buildings, although many district facilities have received modernizations and additions since their initial construction. This is because major building systems and components, such as foundations, structure, and exterior materials, continue to degrade over time and eventually require replacement, regardless of subsequent work that has been done in the building.

In addition to age-related degradation or failure, older school facilities were generally not designed to accommodate current models of teaching and learning. Building configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility for team-teaching or convening a variety of student group sizes.

Often there is no space outside the classroom for private conversations to facilitate more interpersonal instruction or tutoring. Shared facilities, such as cafeterias, gymnasiums, restrooms, and administration areas are often undersized for current functions and needs.

EXISTING CONDITIONS: NEWER SCHOOLS

The district's four newest facilities, constructed in 2016 and 2017, include two elementary schools in the North region (Howard and River Road / El Camino del Rio) and two middle schools (Arts and Technology Academy in the Churchill region and Roosevelt Middle School in the South Eugene region).

Other recently constructed facilities include Chavez and Bertha Holt elementary schools, as well as Madison and Cal Young middle schools. These facilities were constructed between 2004 and 2006.

EXISTING CONDITIONS: OLDER THAN 50 YEARS

The remaining 22 school facilities are all more than 50 years old, with the majority built between 1945 and 1968.

Although all of these schools may not need immediate replacement, they should be considered for replacement as part of a long-term plan.

Six schools in the district are currently more than 60 years old, including Adams and Camas Ridge elementary schools, Kelly Middle School, and North Eugene and South Eugene high schools. Two of these six facilities, Willagillespie and Edison elementary schools, were constructed over 90 years ago, in 1925 and 1926 respectively.

HISTORIC BUILDINGS

Although many of the district's facilities are old, none of them are currently identified for historic preservation. They are not listed with the National Historic Register, State Historical Preservation Office, or any local historic building lists.

Adams Elementary School (1949)


Arts & Technology Academy (2017)

SEISMIC CONDITION

Although new facilities in the District are built to meet the current seismic codes at the time, many District buildings are more than 50 years old and have had little or no earthquake resistance built into their original designs.

SEISMIC EVALUATION

In 1994, in response to the 1993 Klamath Falls and Scotts MIlls earthquakes, the District hired a structural engineering firm to study all buildings to determine how they would perform during an earthquake. Assessments were organized into two levels of priority.

Priority 1 (P1) upgrades were defined as life safety upgrades, designed to allow the safe evacuation of building occupants during a typical earthquake that would be expected in Oregon, based on the 1994 building code. P1 upgrades are not intended to preserve the building, only to make the exit routes safe for long enough to allow evacuation of the occupants during an earthquake. Additionally, P1 upgrades do not address making the building safe during a "mega-earthquake" (magnitude 9+).

Priority 2 (P2) upgrades were defined as building preservation upgrades, and were more extensive. These upgrades would allow for a building to remain safe and usable after an earthquake.

IMPROVEMENTS

The District has been seismically upgrading its buildings since 1994, completing Priority 1 updates so that buildings can withstand a 'moderate' earthquake that would be expected in Oregon. To date, Priority 1 upgrades have been completed in all District buildings, with the exception of Willard Elementary School. Willard was not upgraded, as the District planned to demolish the building at that time. A total of over $4.5 million has been spend on these seismic upgrades.

Given the age of most District facilities, the District has decided that it is not cost effective to perform Priority 2 upgrades, with the exception of roofing-related upgrades when already re-roofing a building.

NEXT STEPS

Seismic safety is not a static situation, as building codes are periodically updated with more stringent requirements. For instance the concept of a major seduction zone earthquake was not even contemplated at the time of the Priority 1 upgrades.

Therefore, it is necessary to reevaluate the District's buildings in conjunction with current seismic requirements, and continue to update them as necessary.

RECENT UPGRADES

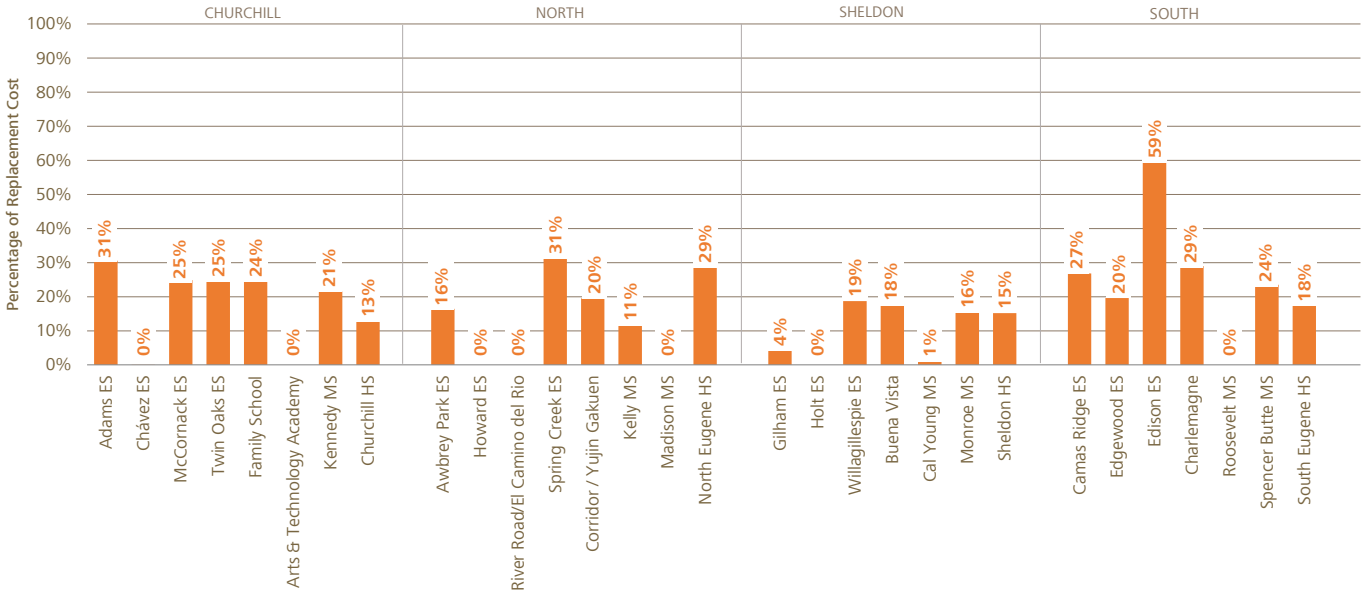
The District has completed a number of improvements to existing facilities over the last 10 years, in addition to constructing four replacement school facilities. Major projects have occurred throughout the District and total approximately $18 million.

Individual projects over $500,000 that have been completed in the district since 2008 are summarized in the table at right.

RECENT DISTRICT UPGRADES

Building	Year	Project Cost
ELEMENTARY SCHOOLS		
Edgewood		
New music room and miscellaneous remodel	2012	$560,000
Gilham		
Major remodel	2016	$4,414,000
McCornack		
Two new classrooms	2008	$1,137,000
Willagillespie		
Rehab old wing and expand cafeteria / parking	2012	$2,188,000
MIDDLE SCHOOLS		
Jefferson/ATA		
Install synthetic field and track	2008	$1,060,000
Kelly		
Install synthetic field and track	2015	$1,688,000
Spencer Butte		
Restroom / miscellenaneous remodel	2008	$627,000
Install new synthetic all-purpose field	2008	$1,600,000
HIGH SCHOOLS		
Churchill		
Convert shop building to STEM program	2012	$2,433,000
Sheldon		
Reconstruct back parking lot and east driveway	2012	$751,000
South Eugene		
New softball field	2013	$506,000
OTHER BUILDINGS		
Education Building		
Equipment and controls upgrade	2010	$644,000
Transportation		
Demolish grounds building / increase bus parking	2011	$565,000
Total		**$18,173,000**

ODE FACILITY ASSESSMENT (MGT, 2017)



FACILITY ASSESSMENT

Facility assessments of all district facilities were completed by MGT of America, Inc. (MGT) in 2012, as part of a master planning effort. In December of 2016, MGT updated the facility assessments to be in compliance with the new requirements enacted by the Oregon Department of Education (ODE).

The recently developed ODE assessment system is used to assess and inventory school facilities across the state. It includes the following components:

:: Physical condition assessment

:: School safety audit assessment

:: ADA assessment

:: Information technology

:: Harmful substances assessment

:: Indoor air quality assessment

The physical condition assessment identifies deficiencies in each major building system and calculates the cost to repair deficiencies. The chart above summarizes the 2016 physical condition assessment scores developed by MGT.

A portion of the MGT Facilities Assessment report (April 2017) is located in Appendix B, for more information.

RCI SCORING

The ODE assessment system scores the major components of a building with regard to their deficiencies. The resulting "RCI" (replacement cost index) score is generally intended to reflect the amount of capital required to address deferred maintenance items. This type of scoring is also sometimes referred to as "FCI" (facility condition index).

MGT provided the following scale for the RCI scores in their 2017 report:

:: Less than 10 percent: the building is in "new" or "like new" condition

:: 10 to 20 percent: the building is in "good" condition and requires routine maintenance

:: 20 to 30 percent: the building is in "fair" condition and requires minor maintenance

:: 30 to 40 percent: the building is in "poor" condition and requires major maintenance

:: More than 40 percent: the building and/or many of its systems are in unsatisfactory condition and replacement of the building should be considered

The RCI score represents cost to repair deficiencies as a percentage of the cost to fully replace the existing facility "as-is." It does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility (a building with an approximate 70-year lifespan and modern learning environments).

The state assessment is a tool used to help the ODE understand the relative condition of various district's facilities across Oregon. It can also be used as a tool to help school districts and their communities understand the relative condition of facilities within their district, and make decisions regarding the modernization and replacement of aging facilities.

However, the RCI score does not represent total facility need, and the comparison of cost to repair deficiencies relative to replacement cost does not represent the same finished product as a fully modernized or new building.

Sheldon High School (1963)

ADJUSTMENTS TO RCI SCORES

Elements that are not incorporated into the state RCI scoring include:

:: Seismic upgrades

:: Energy upgrades

:: Major system replacement

:: Programmatic suitability

As part of the long-range planning process, these elements were quantified at a high level for each facility, and combined with the 2016 RCI scores developed by MGT, to provide a "full modernization" score, also expressed as a percentage of replacement cost, that more accurately reflects facility need.

It is important to note that cost estimates for additional elements are high-level estimates based on costs per square foot and a number of assumptions. Mahlum did not complete facility walk-throughs or individual building assessments as part of this Long-Range Facility Plan Update.

It is also important to note that the square foot costs used to develop the full modernization score are escalated to 2022 dollars, to align with escalated replacement facility cost and more realistically reflect costs at the estimated time of construction. Costs and assumptions for each category are included below.

Seismic Upgrades

Seismic upgrade cost estimates reflect the cost to upgrade the facility to meet current seismic requirements for schools, but not to the higher immediate occupancy standard. Estimates were developed using a range of $36 to $108 per square foot (project cost in 2022 dollars), because of the wide range of building ages, conditions, and structural systems. This range also accommodates necessary patch and repair to facilities. A mid-range cost of $72 per square foot was used to develop the full modernization costs for this plan.

Energy Upgrades

Energy upgrade cost estimates reflect the cost to significantly improve energy efficiency and bring the facility in alignment with the functionality and efficiency of a newly constructed facility. Estimates were developed using a cost of $27 per square foot (project cost in 2022 dollars).

Major System Replacement

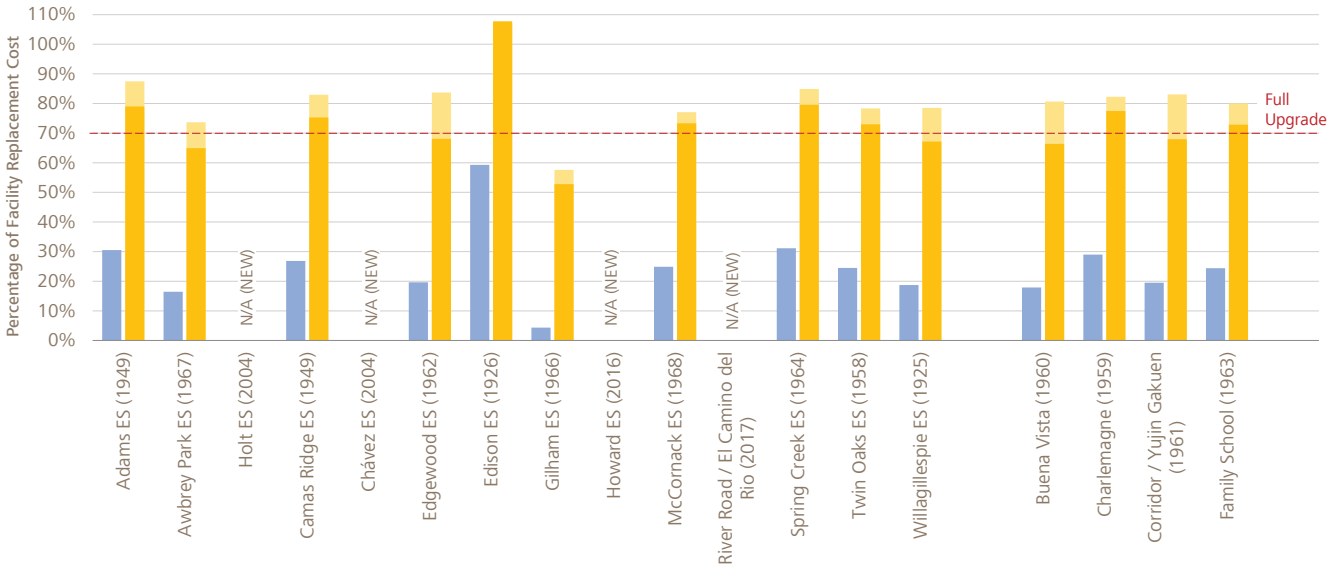
Major system replacement cost estimates include the cost to fully replace outdated mechanical, electrical, and plumbing systems. Estimates were developed using a cost of $181 per square foot (project cost in 2022 dollars).

Programmatic Suitability

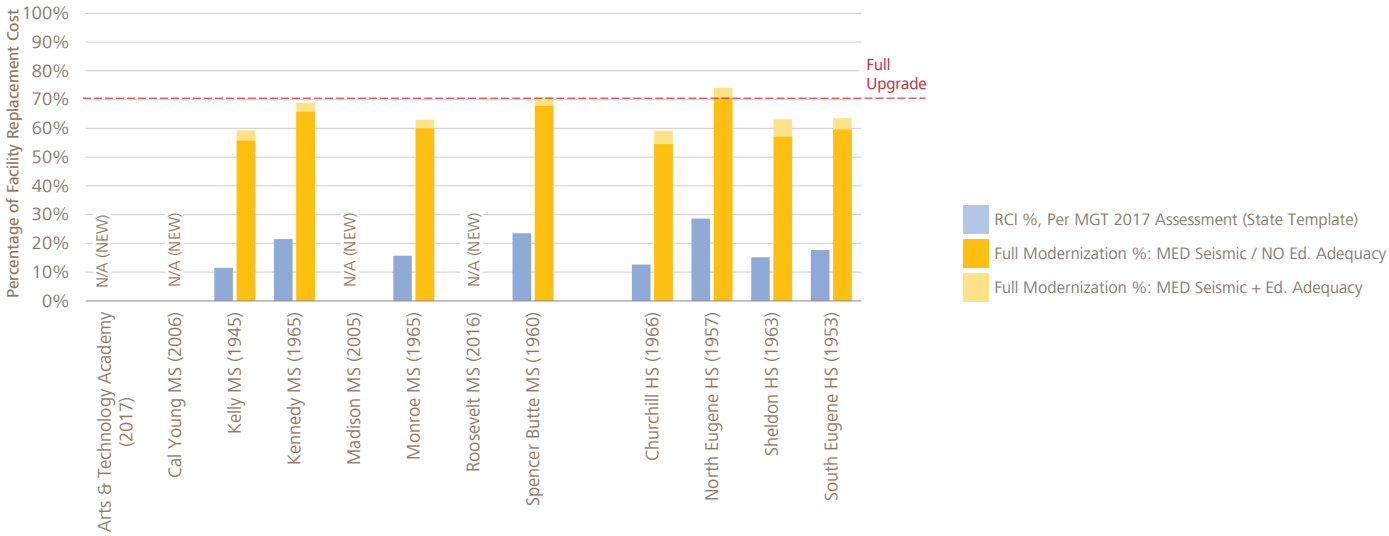
Programmatic suitability reflects a building's ability to provide learning environments that accommodate modern educational delivery. Cost estimates reflect the cost to modernize learning environments, targeting districtwide consistency and equity. Costs were developed using the District's target area (square footage) per student.

Although programmatic suitability is a critical factor for educational facilities, it was determined that this should not be universally factored in to the full modernization costs.

FACILITY ASSESSMENT: PERCENTAGE OF REPLACEMENT COST - ELEMENTARY SCHOOLS



FACILITY ASSESSMENT: PERCENTAGE OF REPLACEMENT COST - MIDDLE & HIGH SCHOOLS



FULL MODERNIZATION SCORING

The charts above illustrate the adjusted full modernization assessment scores for district facilities, with and without the programmatic suitability component. The original 2016 MGT assessment scores, based on the state template, are also included for comparison.

Scores approaching 70 percent, or higher, reflecting that building modernization is estimated to be 70 percent or more than the cost of replacing the facility, are typically considered as candidates for replacement.

Without including programmatic suitability, eight of the districts elementary schools and one high school have a score of 70 percent or above, including:

:: Adams Elementary School
:: Camas Ridge Elementary School
:: Edison Elementary School
:: McCornack Elementary School
:: Spring Creek Elementary School
:: Twin Oaks Elementary School
:: Charlemagne Elementary School (Parker)
:: Family School (Crest Drive)
:: North Eugene High School

With the inclusion of programmatic suitability, four additional elementary schools are in this category:

:: Awbrey Park Elementary School
:: Edgewood Elementary School
:: Willagillespie Elementary School
:: Buena Vista Elementary School (Meadowlark)

RCI & FULL MODERNIZATION SCORING

	FACILITY		CAPACITY		SCORE		
	Constr. Date (Orig.)	Perm. GSF (2017)	Perm. Cap. (2017)	GSF / Student (Cap.)	State Assess. RCI (MGT 2017)	% of Repl. $ (w/o Ed. Adaquacy)	% of Repl. $ (w/ Ed. Adequacy)
ELEMENTARY SCHOOLS							
Neighborhood							
Adams ES (1949)	1949	47,667	540	88	30.5%	79%	87%
Awbrey Park ES (1967)	1967	56,947	513	111	16.5%	65%	74%
Holt ES (2004)	2004	67,389	567	119	0.0%	*n/a (new)*	*n/a (new)*
Camas Ridge ES (1949)	1949	41,327	405	102	26.8%	75%	83%
Chávez ES (2004)	2004	66,940	540	124	0.1%	*n/a (new)*	*n/a (new)*
Edgewood ES (1962)	1962	36,719	486	76	19.6%	68%	84%
Edison ES (1926)	1926	42,195	324	130	59.3%	108%	107%
Gilham ES (1966)	1966	82,565	621	133	4.3%	53%	58%
Howard ES (2016)	2016	83,679	567	148	*n/a (new)*	*n/a (new)*	*n/a (new)*
McCornack ES (1968)	1968	54,933	432	127	24.9%	73%	77%
River Road / El Camino del Rio (2017)	2017	62,188	432	144	*n/a (new)*	*n/a (new)*	*n/a (new)*
Spring Creek ES (1964)	1964	41,387	378	109	31.1%	80%	85%
Twin Oaks ES (1958)	1958	35,198	297	119	24.5%	73%	78%
Willagillespie ES (1925)	1925	57,500	594	97	18.7%	67%	79%
Alternative							
Buena Vista (1960)	1960	45,911	540	85	17.9%	66%	81%
Charlemagne (1959)	1959	40,837	351	116	29.0%	77%	82%
Corridor / Yujin Gakuen (1961)	1961	44,349	567	78	19.5%	68%	83%
Family School (1963)	1963	23,562	216	109	24.4%	73%	80%
MIDDLE SCHOOLS							
Neighborhood							
Arts & Technology Academy (2017)	2017	97,000	459	211	*n/a (new)*	*n/a (new)*	*n/a (new)*
Cal Young MS (2006)	2006	90,341	612	148	1.1%	*n/a (new)*	*n/a (new)*
Kelly MS (1945)	1945	112,356	714	157	11.5%	56%	59%
Kennedy MS (1965)	1965	89,057	663	125	21.5%	66%	69%
Madison MS (2005)	2005	86,953	510	131	0.0%	*n/a (new)*	*n/a (new)*
Monroe MS (1965)	1965	87,401	638	171	15.7%	60%	63%
Roosevelt MS (2016)	2016	97,300	663	153	*n/a (new)*	*n/a (new)*	*n/a (new)*
Spencer Butte MS (1960)	1960	82,414	612	124	23.5%	68%	71%
HIGH SCHOOLS							
Neighborhood							
Churchill HS (1966)	1966	245,538	1,331	184	12.6%	55%	59%
North Eugene HS (1957)	1957	214,767	1,203	179	28.6%	71%	74%
Sheldon HS (1963)	1963	231,748	1,587	146	15.2%	57%	63%
South Eugene HS (1953)	1953	310,831	1,715	181	17.7%	60%	64%
RESERVE / SURPLUS							
Facilities							
Bailey Hill ES (Closed / Surplus)	1949	36,442	432	84	16.2%	65%	80%
Coburg ES (Currently used for charter)	1950	27,537	297	93	40.9%	89%	93%
Willard ES (Closed / Reserve)	1954	35,454	378	94	48.7%	97%	98%

AGE AND CONDITION ANALYSIS

For analysis purposes, facilities are grouped into four assessment condition categories, based on the adjusted full modernization assessment scores:

:: 0 percent or unscored (new facilities)

:: 1 to 30 percent of replacement cost

:: 30 to 70 percent of replacement cost

:: 70 percent or more of replacement cost

These categories are applied to district maps, shown on the following pages, that identify enrollment boundaries for each facility. In addition, facility age information is overlaid for each facility, identifying facilities that are either more than 50 or 70 years old.

Combining the two metrics of age and assessment score provide a more complete analysis of building condition. Looking at geographic location can help determine what areas of the district may have opportunities for replacement and evaluate based on regional equity.

ELEMENTARY SCHOOL LEVEL

At the elementary level, the majority of facilities in the worst condition (70 percent or more of replacement cost) are in the southern half of the district, in the Churchill and South Eugene regions. The one exception is Spring Creek Elementary, which is located in the North Eugene region.

Of the eight facilities in this category, all but McCornack Elementary are greater than 50 years old. Edison Elementary is the only facility in this category that is more than 70 years old.

MIDDLE SCHOOL LEVEL

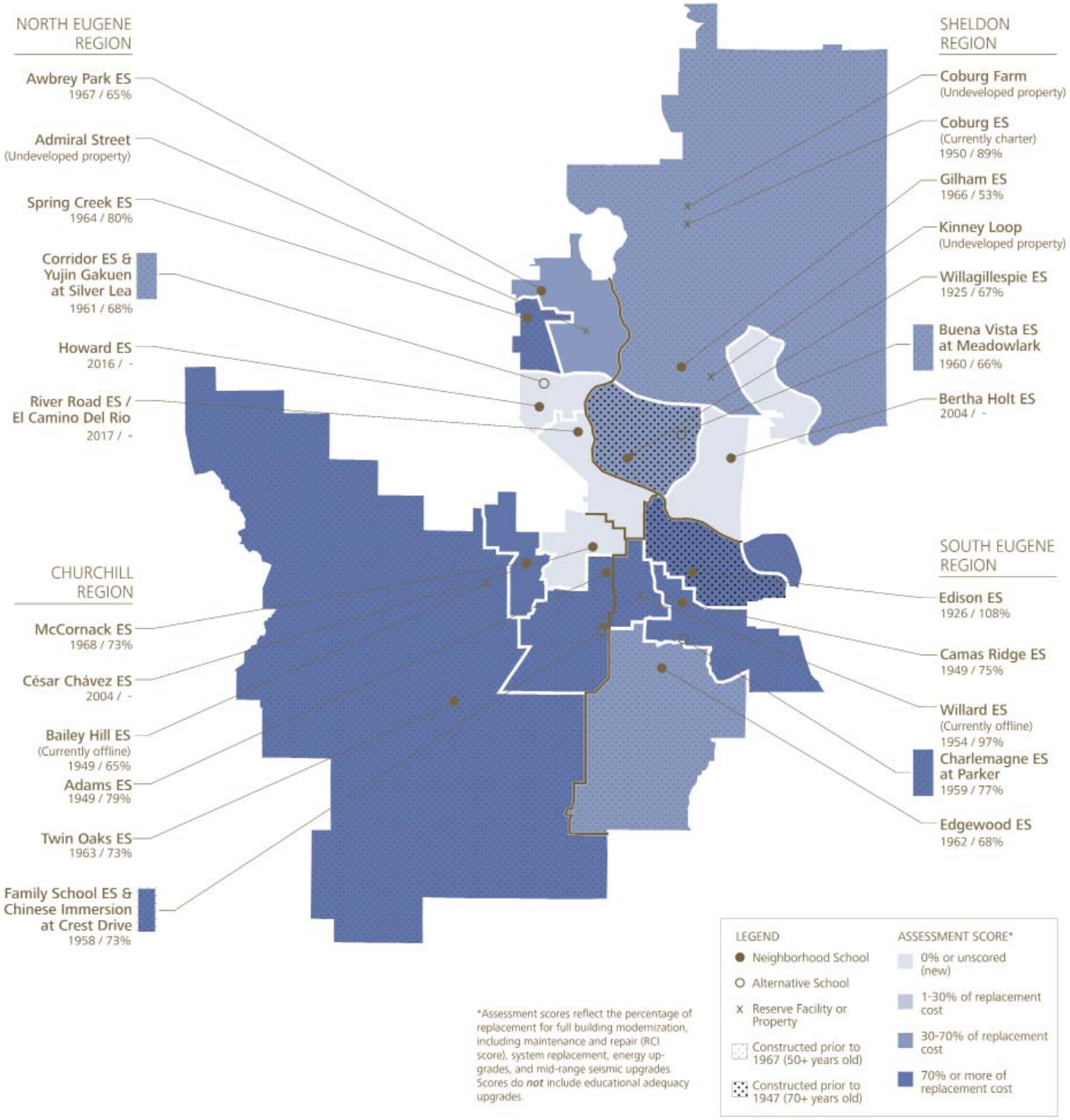
None of the district's middle schools were assessed at the 70 percent or above level. However, four of the eight schools are in the 30 to 70 percent of replacement cost category. These four facilities are all greater than 50 years old, with only Kelly Middle School being more than 70 years old.

Geographically, the middle school facilities in the poorest condition are distributed evenly throughout the district, with one in each region.

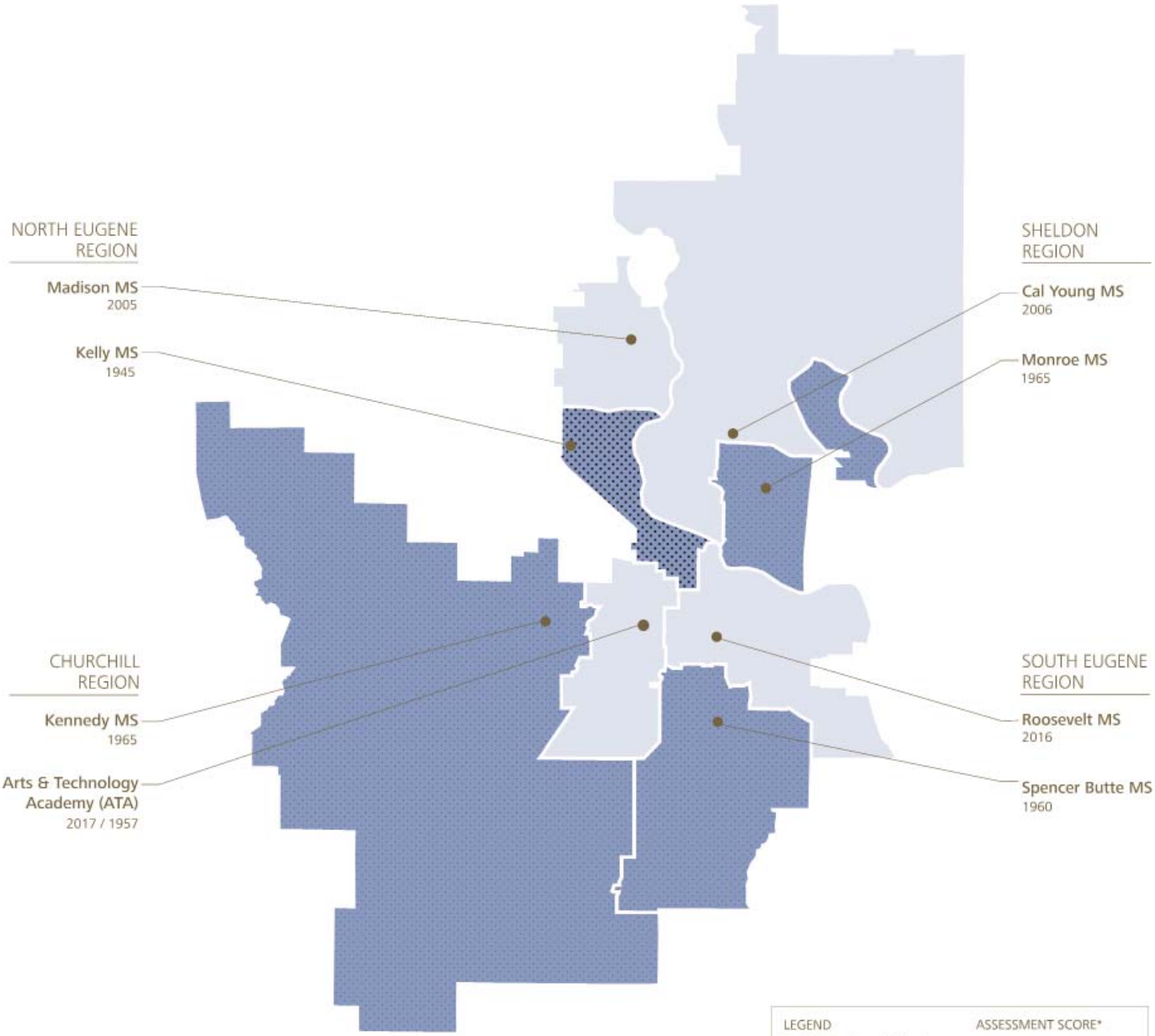
HIGH SCHOOL LEVEL

The district's four high schools are in relatively similar condition, both in terms of facility age and assessment score. North Eugene High School is in the worst condition, with an assessment score of 71 percent, while the others fall into the 30 to 70 percent of replacement cost category. All of the high schools are between 50 and 70 years old.

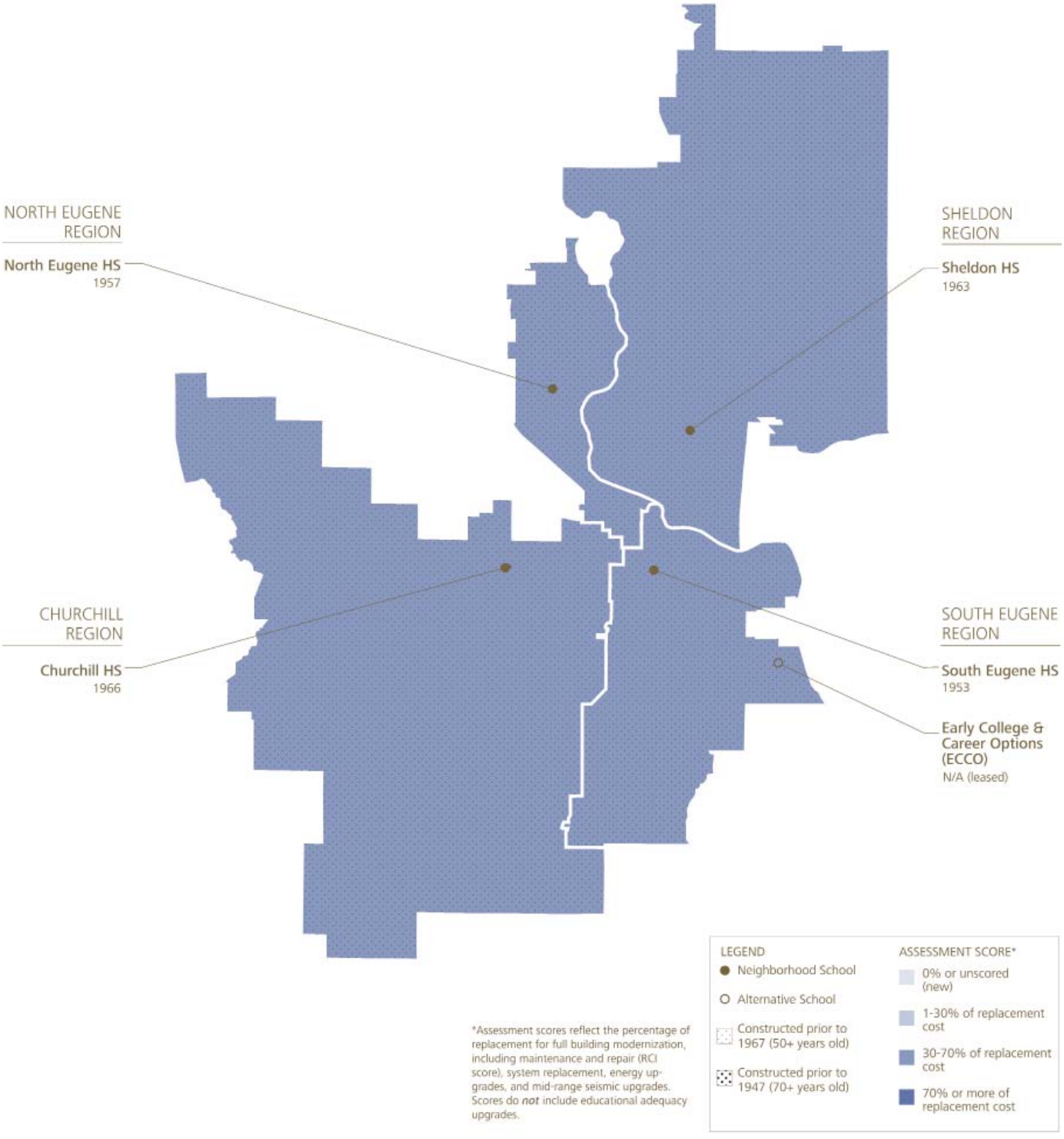
FACILITY ASSESSMENT & AGE: ELEMENTARY SCHOOLS



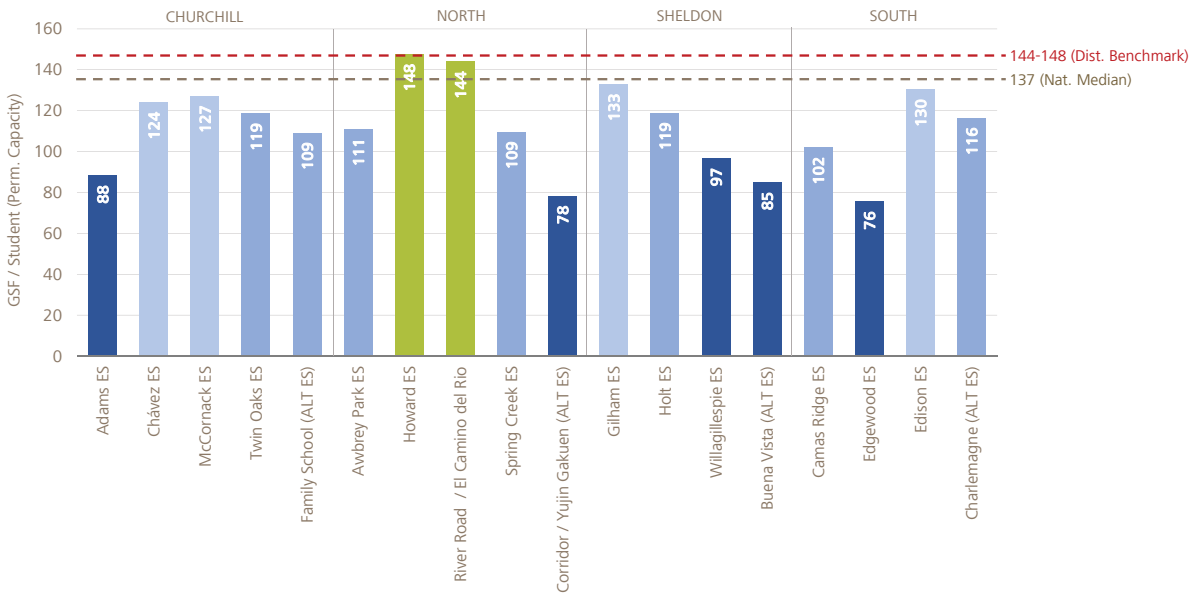
FACILITY ASSESSMENT & AGE: MIDDLE SCHOOLS



FACILITY ASSESSMENT & AGE: HIGH SCHOOLS



Area Per Student Comparison: Elementary Schools



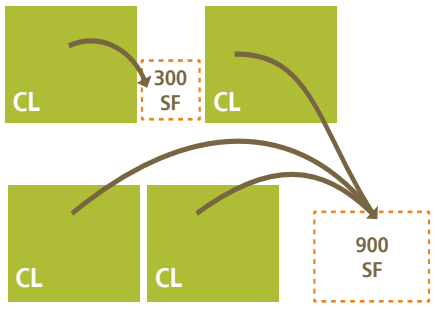
EDUCATIONAL SUITABILITY & EQUITY

AREA PER STUDENT

Gross square footage per student (GSF/student) is one metric that can be used to compare educational suitability in school facilities. GSF/student is determined by taking the total gross square footage of a facility and dividing it by the student capacity of the building. It is important to note that this metric is not necessarily a reflection of classroom size, as it takes into account all spaces within the building and provides the average amount of total space per student.

According to the 2013 Annual School Construction Report, published by School Planning and Management, the national median for GSF/student in new schools completed in 2012 was 136.7 for elementary schools, 152.8 for middle schools and 172.1 for high schools.

A small amount of difference in GSF/student can have a big impact on the amount of space in a facility and how it is used. For example, the difference between Awbrey Park and McCornack is only 16 square feet per student. However, when this is multiplied by the number of students per classroom (25), it equates to an additional 400 square feet per classroom, or an additional 1,600 square feet for a cluster of four classrooms.



This additional space is enough to provide break-out areas and/or other types of teaching and support space for the classrooms that a school with a lower GSF/student would not be able to have.

Distribution and configuration of space is also important to consider. Adding onto an existing school can increase the GSF/student, but does not always provide the desired types and relationships of spaces, such as break-out spaces adjacent to classrooms.

Elementary School Level

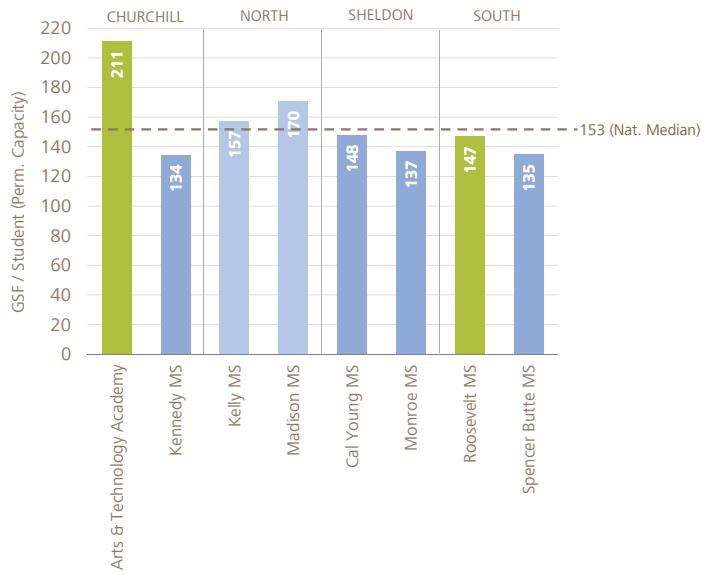
A comparison of area per student in the district's elementary school facilities is shown in the chart opposite. The district's newest elementary schools, Howard and River Road / El Camino Rio, provide 148 and 144 GSF/student respectively, both of which are well above the national median. These facilities serve as a benchmark for elementary facilities in the district.

All other elementary schools fall below the district benchmark and the national median. Five schools provide less than 100 GSF/student, and an additional seven schools provide less than 120 GSF/student. This is an indicator that these facilities may not be able to provide program accommodation at the same level as newer facilities with more area per student.

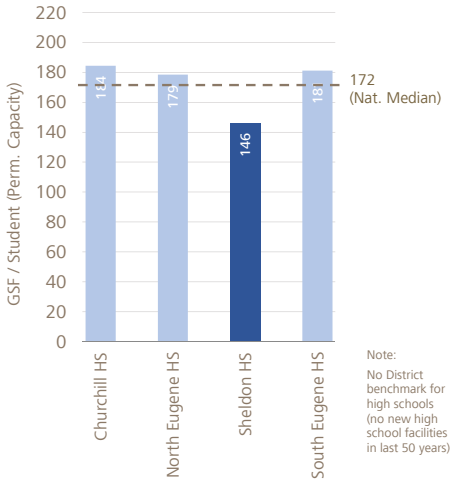
Middle School Level

A comparison of area per student in the district's middle school facilities is shown in the chart above left. The district's two newest elementary schools have very different GSF/student, with Roosevelt at 147 GSF/student and Arts & Technology Academy (ATA) at 211 GSF/student. Therefore, it is difficult to use recent construction as a benchmark for the district standard.

Area Per Student Comparison: Middle Schools



Area Per Student Comparison: High Schools



However, part of the reason for this discrepancy may be that ATA has a much smaller capacity and does not benefit from the same economies of scale as Roosevelt, and it was a phased remodel project, rather than new construction. In addition, the specialized spaces in the ATA facility likely contribute to the difference in area per student.

All of the district middle school facilities are either above or within 20 square feet of the national median of 153 GSF/student for middle schools. The three middle schools with the lowest GSF/student are Kennedy, Monroe, and Spencer Butte.

High School Level

A comparison of area per student in the district's high school facilities is shown in the chart above right. Three of the four high schools provide more area per student than the national median for high schools of 172 GSF/student. The exception is Sheldon High School, which only provides 146 GSF/student.

HIGH-NEED POPULATION

As described in the district's 2017-18 Adopted Budget report, the district uses a needs index to allocate a portion of general classroom licensed staffing and distribute targeted funding to schools.

Each school receives a needs index score, which is the weighted average of four key characteristics of the school's student population:

:: Poverty (50 percent of the score): the percentage of students at the school who qualify for free or reduced lunch

:: Mobility (30 percent of the score): the proportion of students who enroll or depart the school mid-year (October 1 through June 1). This is calculated by taking the total number of arrivals and departures and dividing this number by the school's enrollment.

:: Special education (15 percent of the score): the percentage of students at the school receiving special education services.

:: English language learners (5 percent of the score): the percentage of students identified as English language learners at the school.

The needs index seeks to ensure staffing equity based on the needs of each school, and can also serve as a metric to assess equity in long-range planning.

SUITABILITY AND NEED ANALYSIS

For analysis purposes, facilities are grouped into four high-need population categories, based on the district's need index:

:: 20-30

:: 30-40

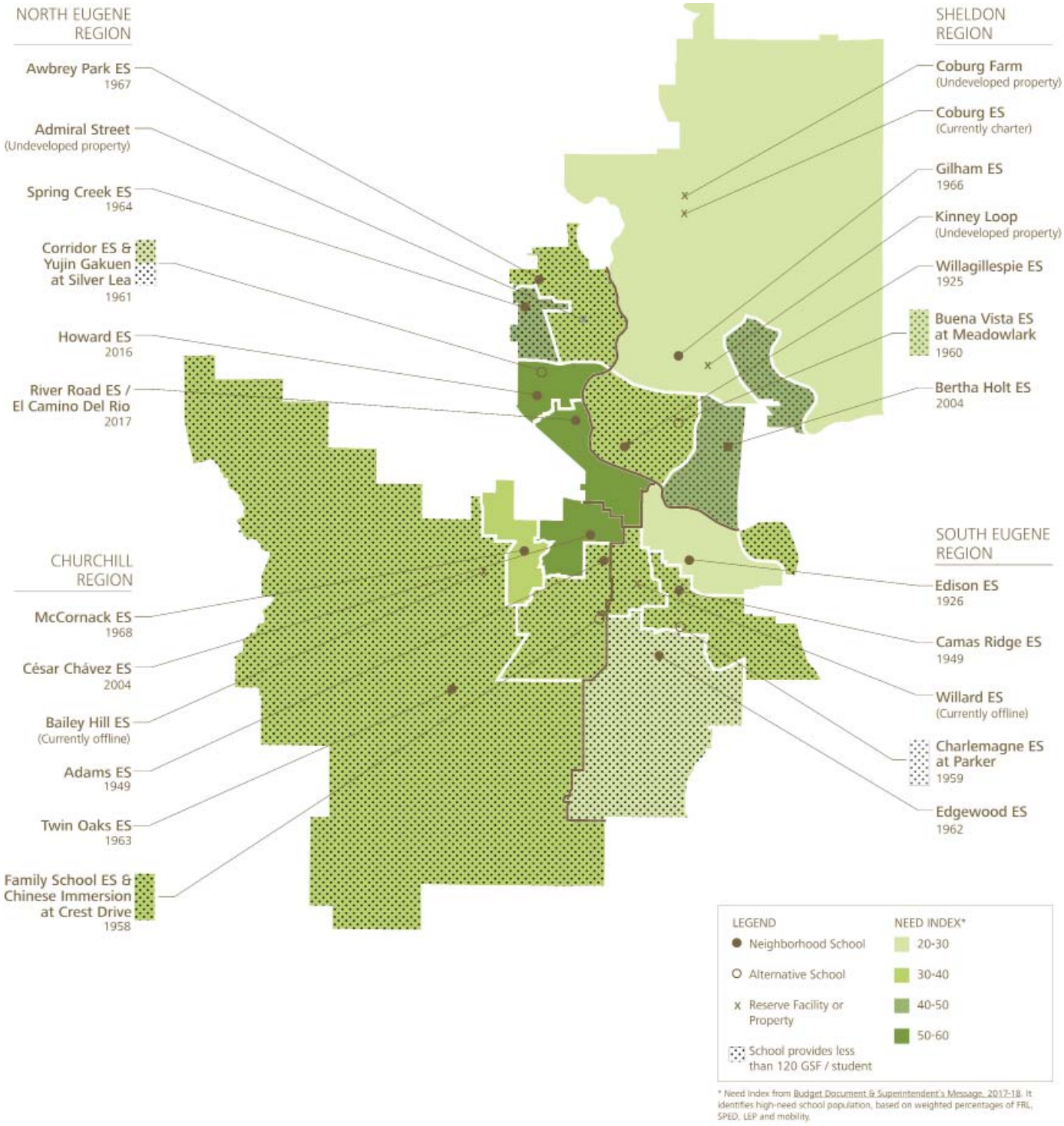
:: 40-50

:: 50-60

These categories are applied to district maps, shown on the following pages, that identify enrollment boundaries for each facility. In addition, area per student information is overlaid for each facility, identifying facilities that provide less than 120 square feet per student. At more than 20 feet per student below the district standard, this highlights facilities that may have compromised educational suitability.

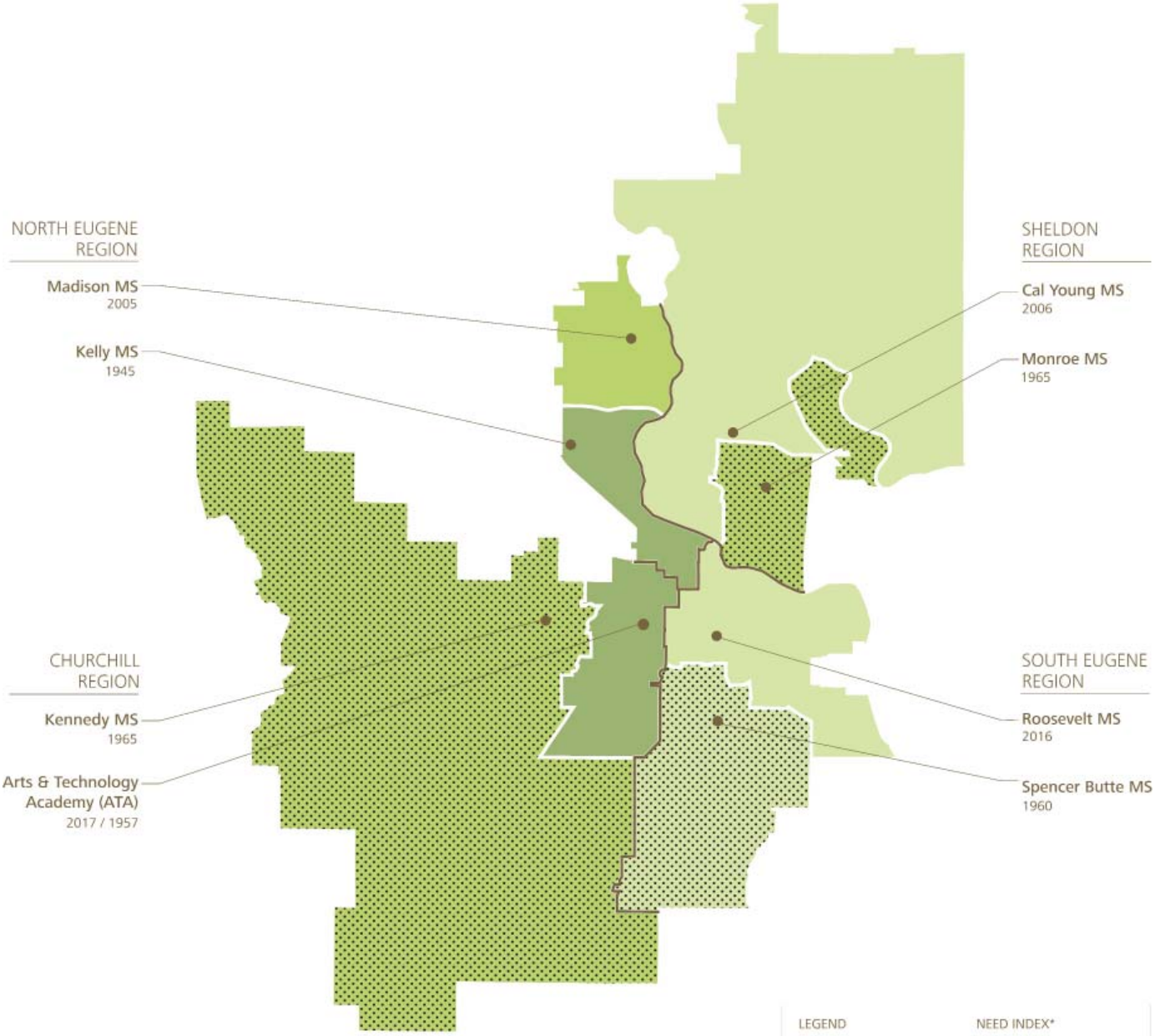
Looking at the metrics of educational suitability and high-need population in terms of geographic location provide additional analysis through an equity lens.

EQUITY & EDUCATIONAL SUITABILITY: ELEMENTARY SCHOOLS



* Need Index from Budget Document & Superintendent's Message, 2017-18. It identifies high-need school population, based on weighted percentages of FRL, SPED, LEP and mobility.

EQUITY & EDUCATIONAL SUITABILITY: MIDDLE SCHOOLS



* Need Index from Budget Document & Superintendent's Message, 2017-18. It identifies high-need school population, based on weighted percentages of FRL, SPED, LEP and mobility.

EQUITY & EDUCATIONAL SUITABILITY: HIGH SCHOOLS

* Need Index from Budget Document & Superintendent's Message, 2017-18. It identifies high-need school population, based on weighted percentages of FRL, SPED, LEP and mobility.

Adams Elementary: Unsecured Entry

Adams Elementary: Roof Deterioration

DEFERRED MAINTENANCE

Although maintenance issues are continually addressed throughout the district, there are still considerable facility and site improvement needs. As is typical for many school districts, there is more need than the alloted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

CATEGORIES

Deferred maintenance items in the district are categorized into five areas of need:

:: Safety / Security / Health / Hygiene

:: Instructional

:: Infrastructure

:: Environmental Improvements

:: Athletics / Fields

Safety / Security / Health / Hygiene includes projects such as ADA compliance, asbestos abatement, lead paint removal, security cameras and fencing, kitchen equipment replacement, emergency egress systems, and fire alarm upgrades.

Instructional items primarily include equipment to aid in instruction, such as voice enhancement, projectors, digital signage, and document cameras.

Infrastructure covers general facility improvements, such as asphalt patching and paving, countertop replacement, HVAC upgrades, siding replacement, window replacement, and exterior painting / sealing.

Environmental improvements primarily include replacement or upgrade of interior finishes, such as carpet and floor tile replacement, window coverings, and interior painting.

Athletics / fields includes items such as covered play areas, irrigation upgrades, landscape and irrigation allowances, and playground equipment.

Photos above and on the following page reflect some examples of existing conditions in the district that are in need of maintenance.

AMOUNT OF NEED

The district evaluated needs in these five categories and developed a comprehensive list of facility improvement and deferred maintenance needs, as well as estimated associated costs for each existing facility. With escalation to 2022 dollars, the total estimated project cost of all deferred maintenance items is approximately $198 million.

Items were then prioritized into three levels, with Priority 1 items being the most critical to be completed within the 10-year time-frame of the Long-Range Facility Plan. The total estimated cost for Priority 1 items is approximately $135 million.

The charts on the page 03-21 illustrate estimated deferred maintenance costs by facility, Priority 1 costs by facility, and Priority 1 costs by need category.

Camas Ridge Elementary School: Sewer Pipe

McCornack Elementary School: Antiquated Equipment

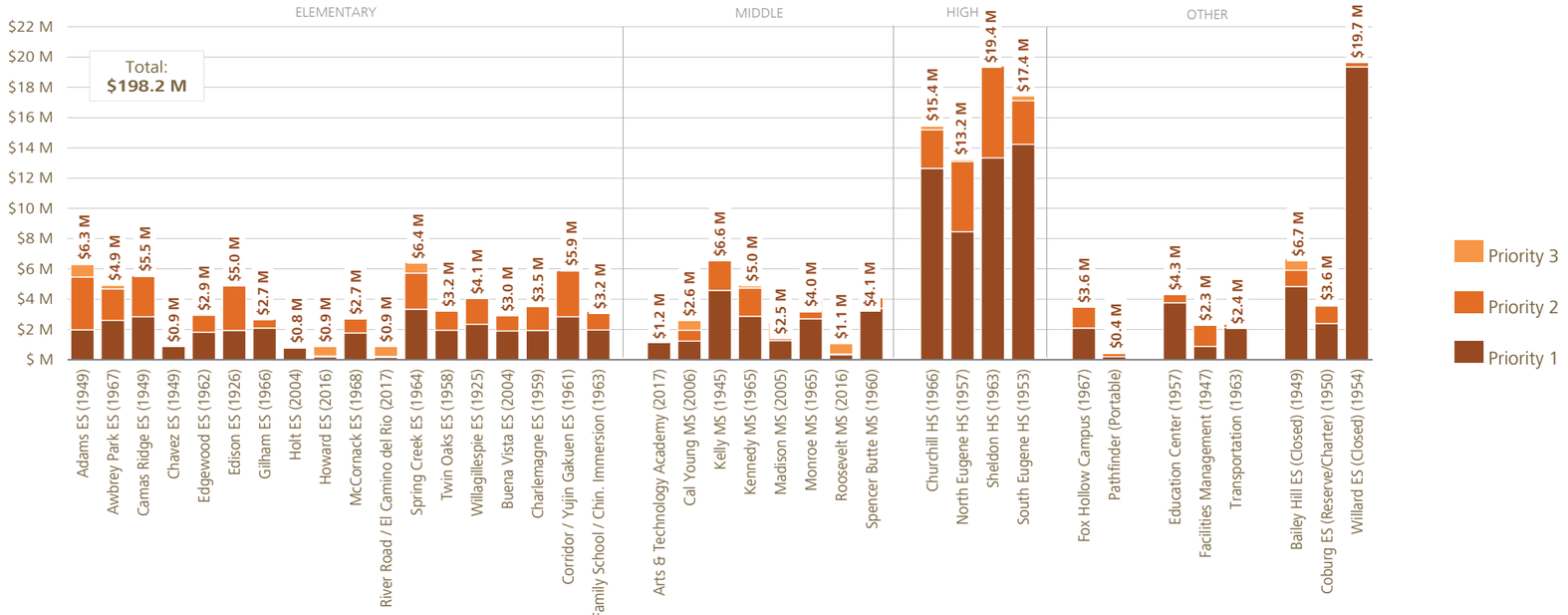
Kennedy Middle School: MDF Room

North Eugene High School: Temporary Plumbing Patch

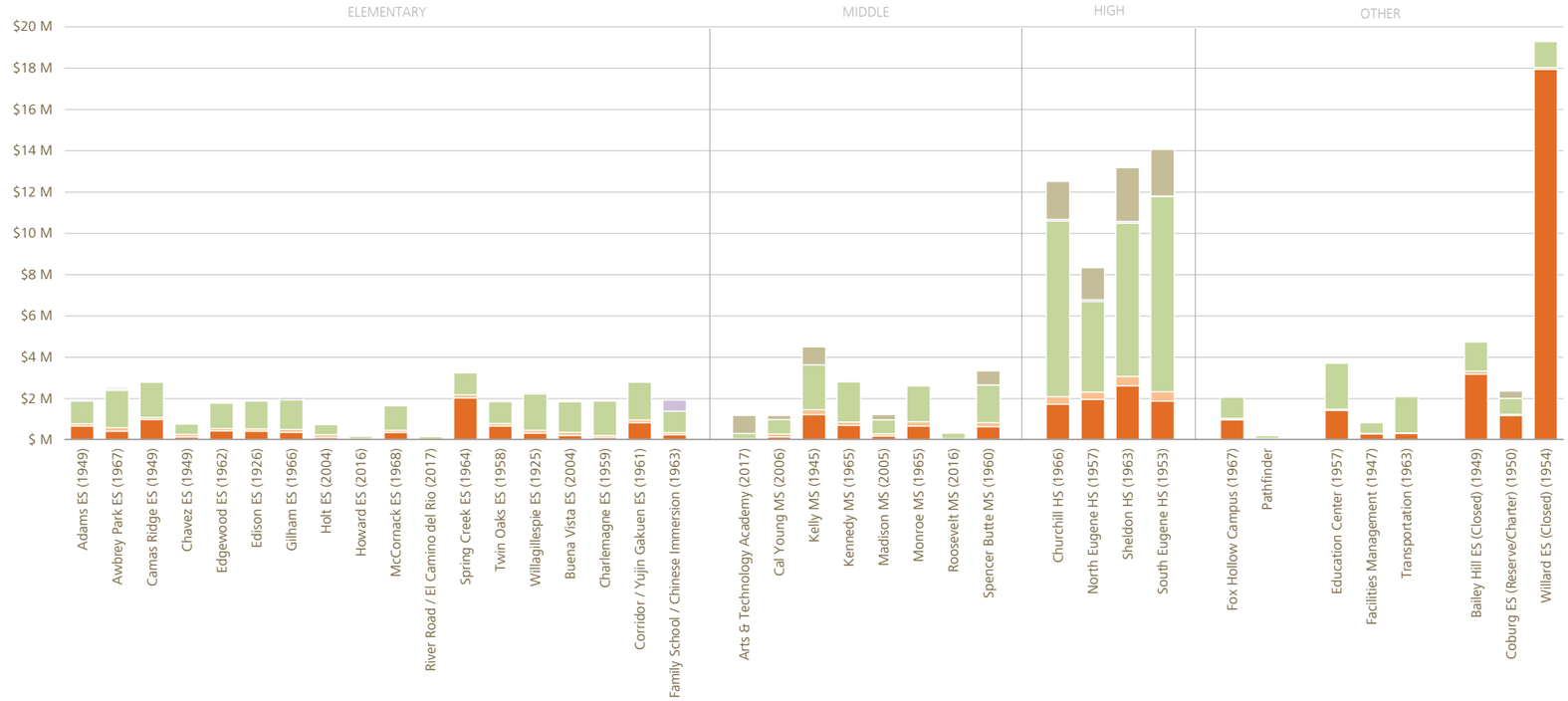
South Eugene High School: Natural Turf

Churchill High School: Paving Deterioration

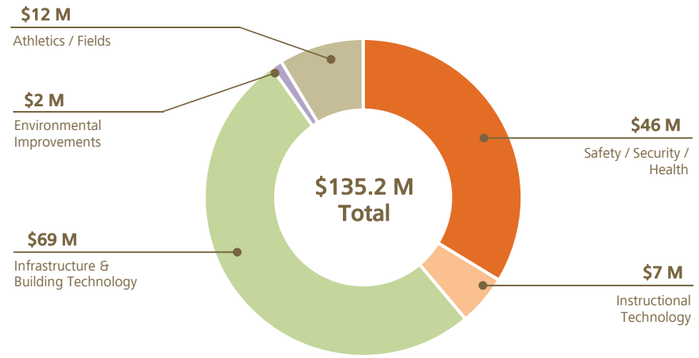
TOTAL DEFERRED MAINTENANCE NEED



PRIORITY 1 DEFERRED MAINTENANCE NEED, BY FACILITY



PRIORITY 1 DEFERRED MAINTENANCE NEED, BY CATEGORY



SECTION 04

CAPACITY & GROWTH

04
CAPACITY & GROWTH

Students at Roosevelt Middle School

DISTRICT CAPACITY

The Eugene School District currently serves approximately 16,000 students in kindergarten through 12th grade.

The success of the district's educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning. Planning for fluctuations in student enrollment is an important school district activity, because the state funding formula for education is allocated, and teachers are assigned, based on the number of students anticipated each year.

DETERMINING CAPACITY

Existing facility capacity is a planning metric that reflects the number of students that can be accommodated in a particular building. It does not take into account specific variations in classroom sizes and configurations, and also does not signify the maximum number of students that can be accommodated in a school. The number of students actually enrolled at a school may be higher or lower than its capacity.

Facility capacity can be determined in a variety of ways. The Eugene School District determines capacity as follows:

Number of general classrooms
(elementary schools)
or
Number of teaching stations
(middle and high schools)
X
Target number of students per classroom
X
Utilization factor

General classrooms at the elementary level include grade-level classroom, but do not include specialized teaching spaces such as music rooms, gymnasiums, and special education classrooms. At the middle and high school levels, all scheduled teaching stations are typically included when determining capacity.

The target number of students per classroom is a planning parameter that reflects an "ideal" class size target for a given grade level. In the Eugene School District, capacities are based on the following class size targets:

:: Elementary: 27 students per classroom

:: Middle: 30 students per classroom

:: High: 32 students per classroom

A utilization factor is then applied, to reflect for the amount of time the classroom can be used for teaching each day. Lower utilization factors indicate that classrooms are unused for one or more periods of the day, due to teacher planning time and/or scheduling requirements, which is typical for most middle and high schools.

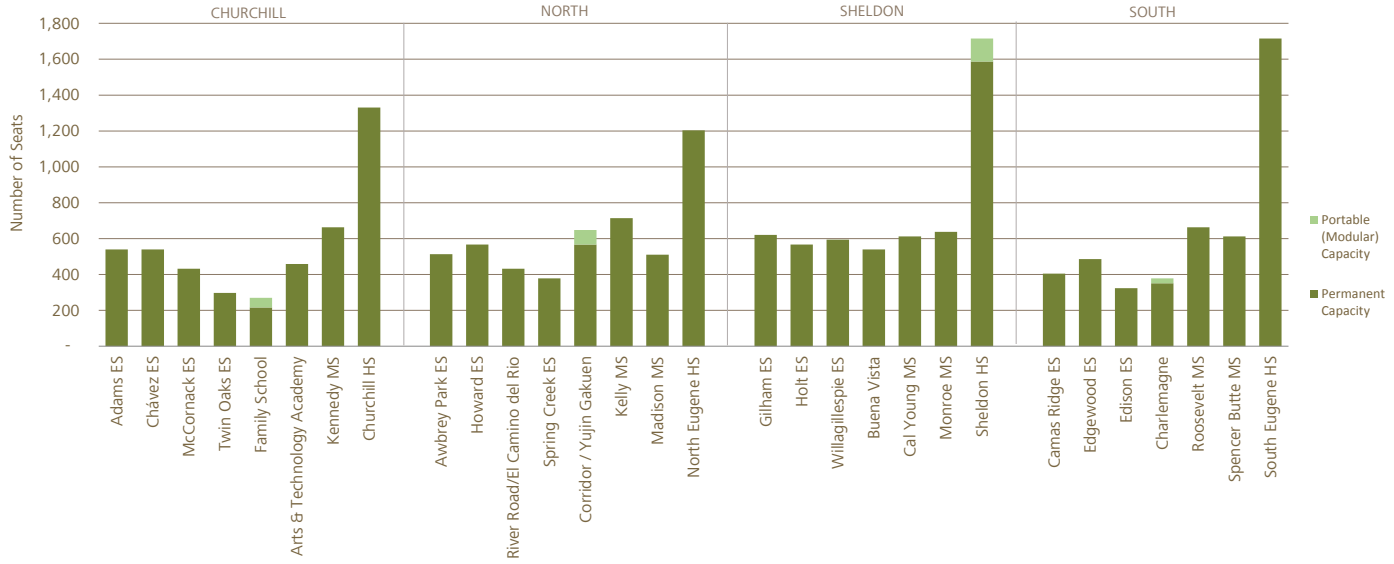
:: Elementary utilization: 100 percent

:: Middle level utilization: 85 percent

:: High school utilization: 80 percent

Middle school schedules vary in the district, however all middle level utilization is based on a six-period day with one planning period. High school utilization is based on the current schedule, which is a five-period day with one planning period.

EXISTING DISTRICT CAPACITY



EXISTING FACILITY CAPACITY

The district has a total permanent capacity of 20,454. The total permanent capacity at the elementary level is 8,370 students. Elementary school capacities vary greatly in the district, ranging between 297 and 621 students.

The permanent capacity at the middle school level is 4,871 students. The majority of the district's eight middle schools have capacities between 600 to 700 students. Exceptions include Arts and Technology Academy and Madison Middle School, which have lower capacities, and Kelly Middle School, which has a higher capacity.

Existing permanent capacity at the high school level is 5,836 students. The district's four regional high schools range in capacity from 1,203 students at North Eugene High School, to 1,715 students at South Eugene High School.

There are a few schools in the district that currently utilize one or more portable classrooms to provide additional capacity on site. These schools include three elementary schools, one high school, and two alternative programs. Because of its temporary nature, portable capacity is not considered in the long-range facility plan.

TARGET FACILITY CAPACITY

While school building size is a reflection of the educational models in place at the time a school was constructed, school size targets are based on current thinking regarding the number of students needed to meet the district's program goals and provide an optimal learning environment.

Targets are based on existing resources and staffing ratios and provide a range for planning purposes. School size targets may vary through the years, as educational program models and funding levels change.

The Eugene School District has established the following target capacities for their educational facilities:

:: Elementary School (grades K-5): 450 to 600 students

:: Middle School (grades 6-8): 600 students

:: High School (grades 9-12): 1,500 students

The chart opposite compares target capacities for the Eugene School District and other districts in the region.

Districts may also establish target floor and ceiling sizes for different types of facilities. A target floor represents the minimum capacity a facility can have and still provide an appropriate learning environment and efficient operations. The target ceiling is the maximum capacity at a facility that can still allow for an appropriate learning environment.

It is generally assumed that schools that are near the target capacity are able to provide a full academic program. Schools with capacity that is significantly below the target may not be able to offer a full program without supplemental funding.

It is typical for districts to have a wide variety of school sizes, as building stock is constructed over a long period of time and reflects the educational models and capital constraints of the time. Eight of the district's 18 elementary school facilties (44 percent) have a permanent capacity of less than 450 students (less than 75 percent of target capacity). Most middle schools are above the target facility capacity, with the exception of the recently constructed Arts & Technology Academy, which has a stated capacity of 459 students. All four high schools are within 20 percent of the district's target capacity.

TARGET ENROLLMENT COMPARISON CHART

District	Elementary	K-8	Middle	High
Forest Grove	550	-	900 [1]	2,500
Portland (Floor)	300	350	450	1,200
(Target)	450	500	600	1,350
(Plan Capacity)	600	675	675	1,500
Springfield	450-500	675-700	540-600	?
Eugene	**450-600**	**-**	**600**	**1,500**
North Clackamas	500-550	-	750	1,800 [2]
Gresham-Barlow	600	-	900	2,000
David Douglas	600	-	900	3,000+
Beaverton	750	-	1,100	2,200
Hillsboro	600	-	800	1800 [3]

[1] Target for Upper Elementary School (5-6) and Middle School (7-8) facilities
[2] Assumes 1,500 at HS facility and 300 at Professional Technical Center
[3] No targets identified; numbers indicate capacities at recent schools

ENROLLMENT FORECASTING

Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school, provide a framework for facility needs to better serve student achievement. As such, student enrollment forecasts comprise an important component of the Long-Range Facility Plan Update.

PRC FORECAST

The Eugene School District received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in September 2016, which were based on existing 2015-16 school enrollment. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends. Enrollment forecasts are typically updated annually to incorporate new enrollment data, as well as newly released birth and housing data.

Although the PRC forecast was not used in this Long-Range Facility Plan (see 'Forecast Adjustment' on the following page), noted historical trends from the study are still pertinent.

:: The district added 10,288 residents between 2000 and 2010, reaching a total population of 150,981. However, the population for ages 5-17 fell by 1,823 (8.6 percent), resulting in a school-age population share of 12.8 percent in 2010, down from 15.1 percent in 2000.

:: The number of births to district residents declined between 2008 and 2013, during the recession and its slow recovery, but rebounded in 2014

:: After a decade of enrollment decline, K-12 enrollment grew in 2014-15 and 2015-16, adding 323 students (1.9 percent) in two years.

:: The enrollment rebound since 2013-14 has been led by elementary enrollment, which grew by 200 students (2.7 percent), and high school enrollment, which grew by 155 students in the two year period.

:: Fall 2015 kindergarten enrollment of 1,237 students was the largest since the fall of 1997.

:: The number of students residing outside of the 4J boundary and attending 4J schools has increased since the open enrollment policy was adopted in 2012-13. However, based on student data geocoded by the Lane Council of Governments (LCOG), it was found that an increase in 4J residents accounts for about half of the district's growth between 2013-14 and 2015-16.

For reference, the full PRC enrollment forecast report can be found in Appendix D of this report.

FORECAST ADJUSTMENT

Because the PRC enrollment forecast was based on two year old historic enrollment data (from 2015-16) at the time of this planning process, the Steering Committee determined that the PRC forecast did not accurately reflect growth in all areas of the district, particularly in the Sheldon region. This was assumed to be due to increases in population and new housing developments that occurred after the study was completed. In some cases, the actual 2017-18 enrollments were greater than the forecasted enrollment for 2025-26.

In an attempt to provide the most up-to-date forecast possible, LCOG was retained to adjust the PRC enrollment forecast, using actual enrollment numbers for the last two years.

Adjustment Methodology

Per LCOG, a local government agency, adjustments were done individually for each middle school, high school, and neighborhood elementary school (not including language-immersion schools, other alternative schools, and other district programs, for which the original PRC forecast numbers are still used).

:: For each of these schools, projected enrollments for the 2016-2017 and 2017-18 school years were replaced with the actual enrollment figures provided by district staff.

:: In addition, for neighborhood elementary schools, actual kindergarten enrollments were compared to projected kindergarten enrollments for the 2016-2017 and 2017-18 school years, and projected kindergarten enrollments for subsequent years were adjusted up or down accordingly.

:: For middle schools, a similar adjustment was based on comparison between actual and projected enrollments for 6th grade, and for high schools, a similar adjustment was based on comparison between actual and projected enrollments for 9th grade.

:: In each case, the "offsets" for those two years (the differences between actual and forecast) were averaged, and the average was used to adjust the forecast enrollments for that grade in subsequent years. This was done in order to avoid relying on a single year's enrollment, which could turn out to be abnormally high or low.

From that new starting point, the adjusted forecasts, beginning with the 2018-2019 school year and extending to 2025-26, are based on the same grade progression rates (GPRs) which were developed by the PRC and used for the original forecasts produced in 2016.

PREKINDERGARTEN ENROLLMENT

Prekindergarten enrollments were added to LCOG forecasts for five elementary schools identified as having the highest need for this program, based on discussions indicated a desire to expand early learning programs.

Prekindergarten enrollment was assumed at 40 students per school, or two full-day classes. Existing elementary schools that were assumed to include prekindergarten enrollment are:

:: Cesar E. Chavez

:: McCornack

:: Howard

:: River Road / El Camino del Rio

:: Bertha Holt

Although early learning programs were ultimately not identified in the first phase of the Long-Range Facility Plan, it was felt that the impact of this educational program goal should be documented for future phases.

PROJECTED DISTRICT ENROLLMENT

The adjusted enrollment forecast indicates aneight percent increase in total enrollment by 2025-26, with an additional 1,320 students. There is significant projected growth at the elementary level, as well as some growth expected at the middle and high school levels, as shown in the summary table opposite.

Detailed capacity and enrollment information by school and region is summarized in the table on the next two pages, followed by map diagrams that illustrate geographical distribution of the forecasted enrollment growth rate for each school.

Enrollment Forecast Summary

As shown in the table, the projected rate of elementary enrollment growth through 2025-26 varies significantly between regions. The North Eugene and Sheldon regions are projected to have significant elementary growth, at 16 and 17 percent respectively, adding over 300 students in each region. The Churchill and South Eugene regions are projected to have much lower growth, at nine percent and seven percent respectively, adding around 100 students.

The forecasted middle school enrollment also varies between regions. Churchill and Sheldon have the highest growth rates, at seven percent and nine percent respectively, while middle school enrollment in South Eugene is only projected to increase by one percent. Enrollment in the North Eugene region decreases by one percent.

At the high school level, both North Eugene and South Eugene high schools are projected to have significant enrollment growth of 12 to 14 percent, resulting in 127 to 172 additional students at each school. Sheldon High School is expected to increase by six percent, adding 94 students, and Churchill High School is expected to decrease by 11 percent, losing 132 students.

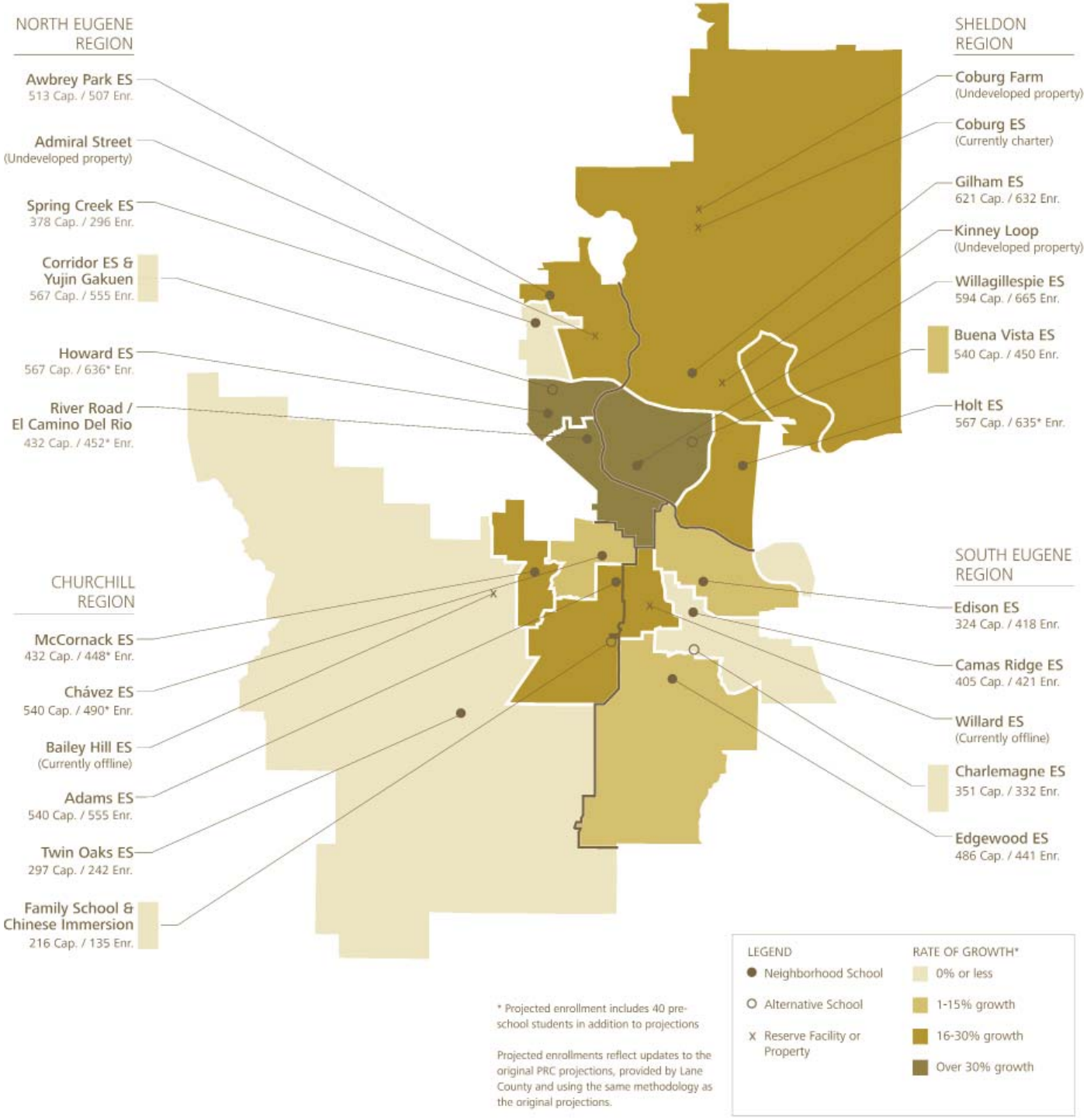
FACILITY CAPACITY, ENROLLMENT & UTILIZATION

	CAPACITY		ENROLLMENT						UTILIZATION	
	Perm.	Port.	Historic (2015-16)	Adjusted Forcast (2025-26)	Proj. PreK	Total Projected Enroll.	Diff.	Growth Rate	Capacity / Enroll. Difference	Utilization Rate
ELEMENTARY SCHOOLS										
Churchill Region										
Adams ES	540		471	555		555	84	18%	-15	103%
Chavez ES	540		432	450	40	490	58	13%	50	91%
McCornack ES	432		359	408	40	448	89	25%	-16	104%
Twin Oaks ES	297		244	242		242	-2	-1%	55	81%
Family School ALT ES	216	54	142	135		135	-7	-5%	81	63%
Subtotal	***2,025***		***1,648***	***1,790***		***1,790***	***142***	***9%***	***235***	***88%***
North Eugene Region										
Awbrey Park ES	513		415	507		507	92	22%	6	99%
Howard ES	567		410	596		596	186	45%	-29	105%
River Road / El Camino del Rio	432		339	412	40	452	113	33%	-20	105%
Spring Creek ES	378		318	296	40	336	18	6%	42	89%
Corridor / Yujin Gakuen ALT ES	567	81	555	555		555	0	0%	12	98%
Subtotal	***2,457***		***2,037***	***2,366***		***2,366***	***329***	***16%***	***91***	***96%***
Sheldon Region										
Gilham ES	621		545	632		632	87	16%	-11	102%
Holt ES	567		531	595	40	635	104	20%	-68	112%
Willagillespie ES	594		502	665		665	163	32%	-71	112%
Buena Vista ALT ES	540		425	450		450	25	6%	90	83%
Subtotal	***2,322***		***2,003***	***2,342***		***2,342***	***339***	***17%***	***-20***	***101%***
South Eugene Region										
Camas Ridge ES	405		419	421		421	2	0%	-16	104%
Edgewood ES	486		393	441		441	48	12%	45	91%
Edison ES	324		366	418		418	52	14%	-94	129%
Charlemagne ALT ES	351		332	332		332	0	0%	19	95%
Subtotal	***1,566***		***1,510***	***1,612***		***1,612***	***102***	***7%***	***-46***	***103%***
Elementary Total	**8,370**		**7,198**	**8,110**		**8,110**	**912**	***13%***	**260**	***97%***

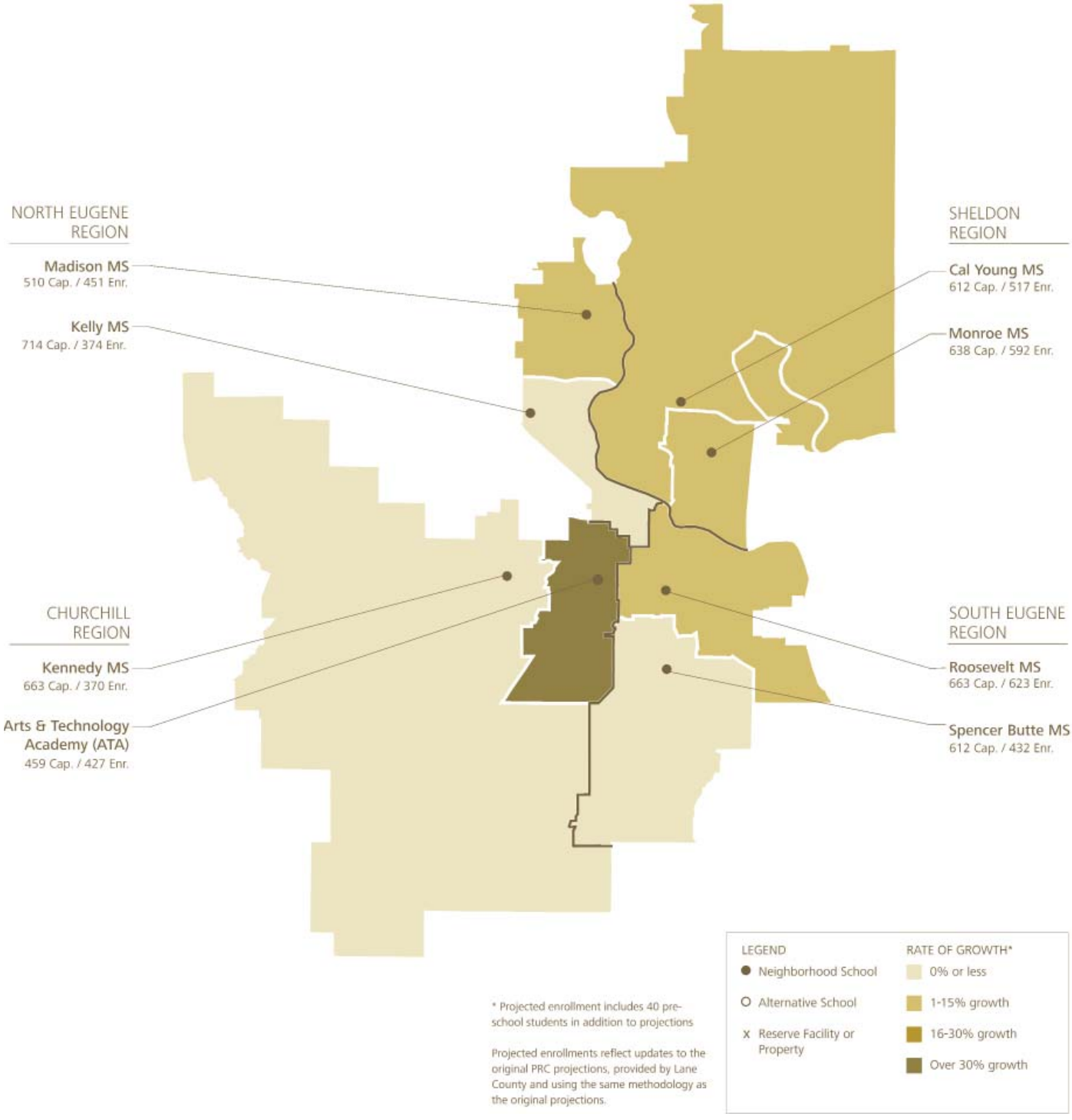
FACILITY CAPACITY, ENROLLMENT & UTILIZATION, CONTINUED

	CAPACITY		ENROLLMENT						UTILIZATION	
	Perm.	Port.	Historic (2015-16)	Adjusted Forcast (2025-26)	Proj. PreK	Total Projected Enroll.	Diff.	Growth Rate	Capacity / Enroll. Difference	Utilization Rate
MIDDLE SCHOOLS										
Churchill Region										
Arts & Technology Academy	459		312	427		427	115	37%	32	93%
Kennedy MS	663		435	370		370	-65	-15%	293	56%
Subtotal	***1,122***		***747***	***797***		***797***	***50***	***7%***	***325***	***71%***
North Eugene Region										
Kelly MS	714		399	374		374	-25	-6%	340	52%
Madison MS	510		433	451		451	18	4%	59	88%
Subtotal	***1,224***		***832***	***825***		***825***	***-7***	***-1%***	***399***	***67%***
Sheldon Region										
Cal Young MS	612		500	517		517	17	3%	95	84%
Monroe MS	638		520	592		592	72	14%	46	93%
Subtotal	***1,250***		***1,020***	***1,109***		***1,109***	***89***	***9%***	***141***	***89%***
South Eugene Region										
Roosevelt MS	663		597	623		623	26	4%	40	94%
Spencer Butte MS	612		443	432		432	-11	-2%	180	71%
Subtotal	***1,275***		***1,040***	***1,055***		***1,055***	***15***	***1%***	***220***	***83%***
Middle School Total	**4,871**		**3,639**	**3,786**		**3,786**	**147**	***4%***	**1,085**	***78%***
HIGH SCHOOLS										
Churchill Region										
Churchill HS	1,331		1,203	1,071		1,071	-132	-11%	260	80%
North Eugene Region										
North Eugene HS	1,203		911	1,038		1,038	127	14%	165	86%
Sheldon Region										
Sheldon HS	1,587		1,459	1,553		1,553	94	6%	34	98%
South Eugene Region										
South Eugene HS	1,715		1,447	1,619		1,619	172	12%	96	94%
High School Total	**5,836**		**5,020**	**5,281**		**5,281**	**261**	***5%***	**555**	***90%***

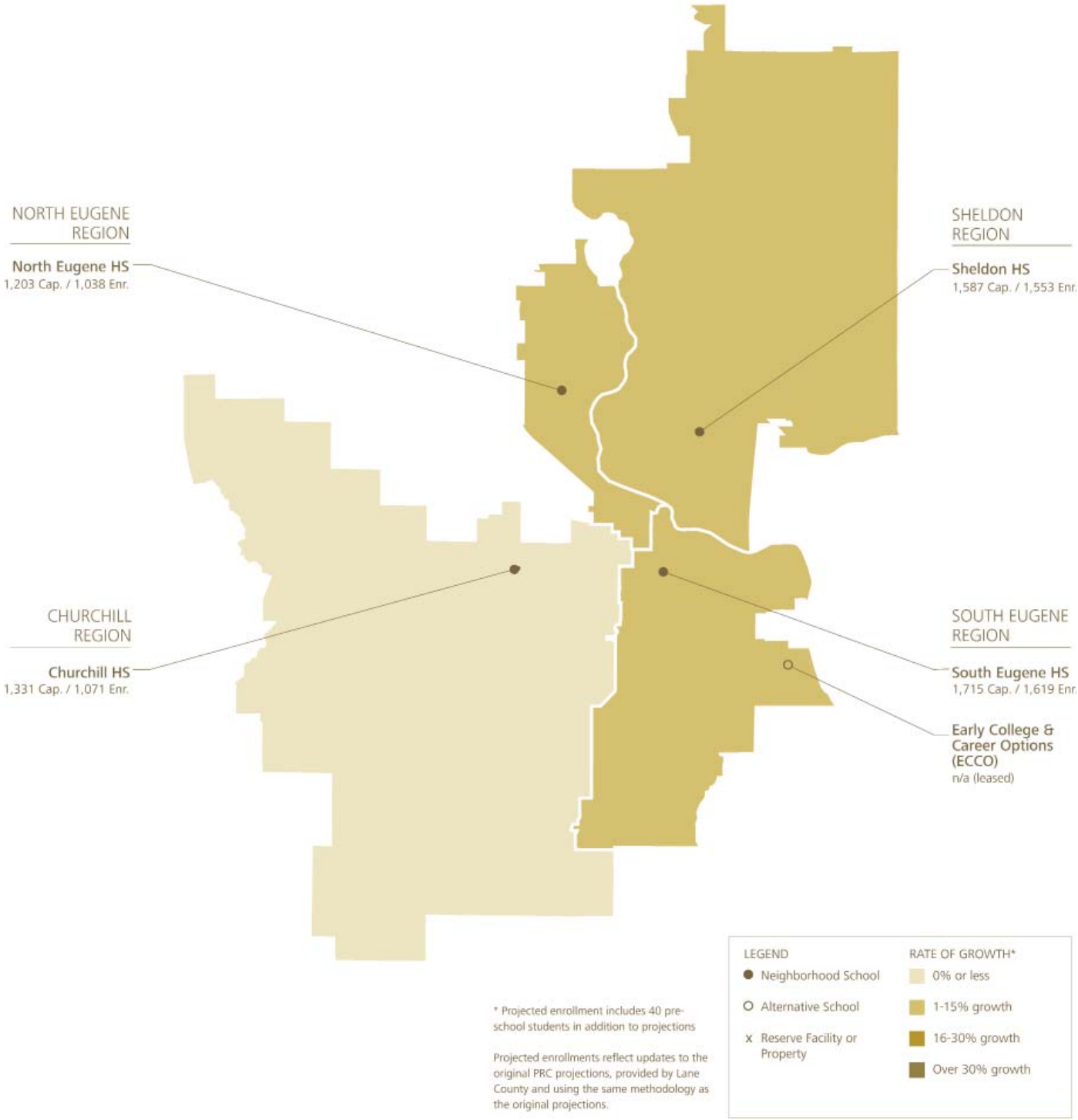
PROJECTED RATE OF GROWTH (2015-16 TO 2025-26): ELEMENTARY SCHOOLS

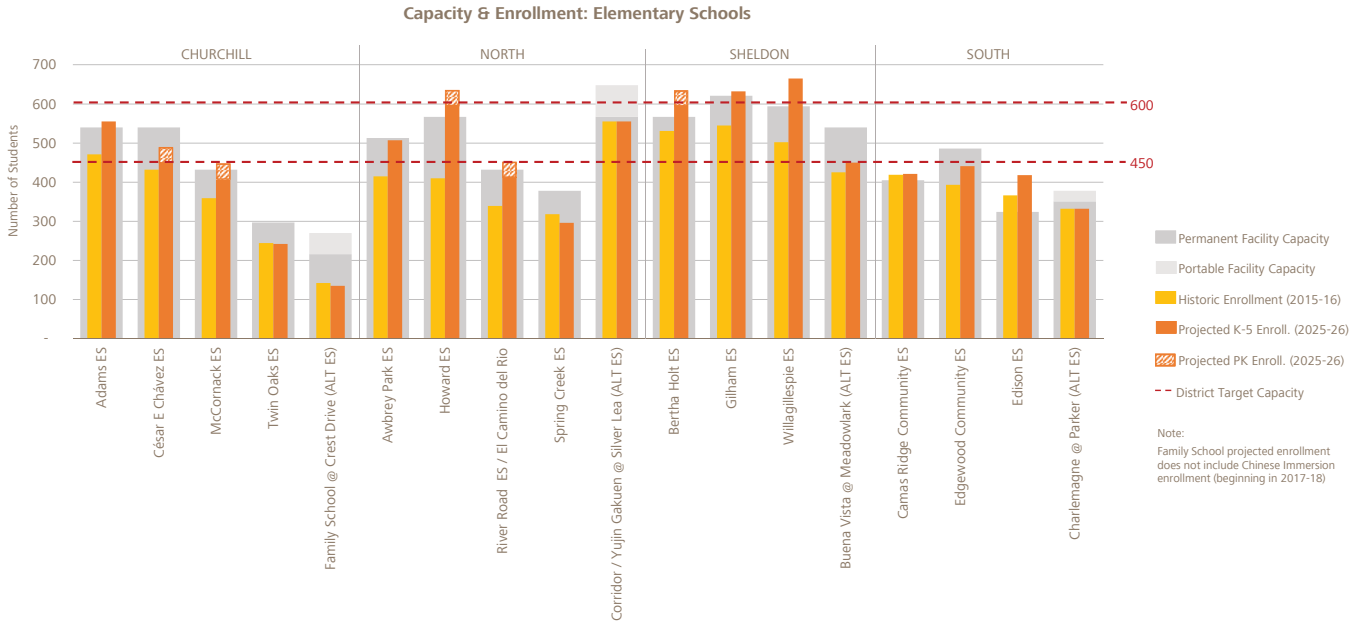


PROJECTED RATE OF GROWTH (2015-16 TO 2025-26): MIDDLE SCHOOLS



PROJECTED RATE OF GROWTH (2015-16 TO 2025-26): HIGH SCHOOLS





SCHOOL UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2025-26, with the addition of preschool enrollment at identified schools.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use.

Student Assignment Procedures

The Eugene School District provides a guaranteed neighborhood school spot for every K-12 student in the district, based on their home address. The district also provides options for students to attend other schools, including other district neighborhood schools, alternative and dual-language schools, and independently operated charter schools.

As noted previously, enrollment growth in the district is expected to continue over the next ten years, particularly at the elementary level. It is likely that some schools will be operating at or above their existing facility capacity. These schools will have to offer educational programs with less space per student to the extent other strategies cannot mitigate overcrowding.

At the same time, some schools are expected to see declining enrollment, or are currently operating in such small capacity buildings that it is likely they will never reach district targets.

FACILITY CAPACITY & PROJECTED ENROLLMENT

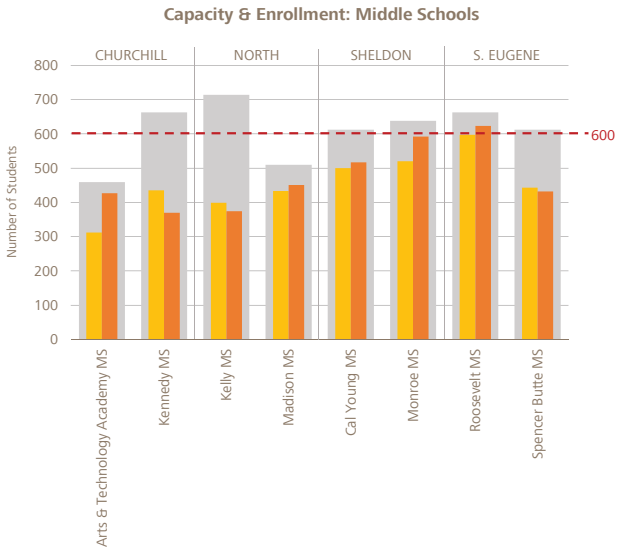
The tables shown earlier in this chapter identify expected school utilization, based on the adjusted 2025-26 enrollment projections and existing school facility capacities.

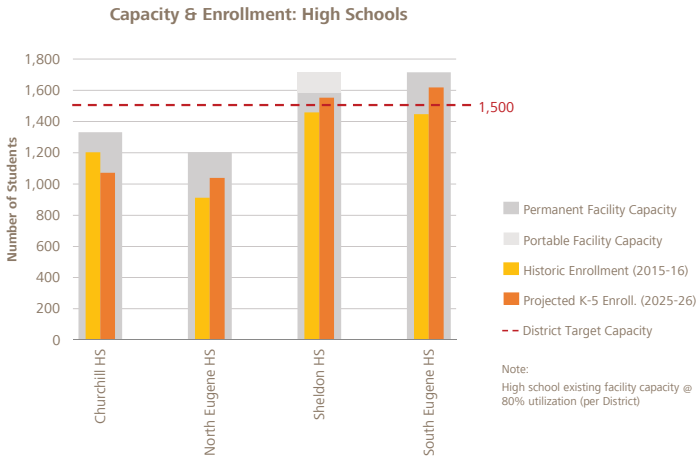
Elementary Schools

Looking at the district as a whole, the forecasted 912 additional elementary school students bring districtwide elementary utilization to 97 percent, or essentially full, if no additional capacity is planned.

This means that if all classrooms in all existing elementary schools were filled (at the planning target of 25 students per classroom), there would only be 260 empty seats across the entire district. This estimated 260-seat surplus assumes elementary students are redistributed as necessary throughout the district where space is available, which would require boundary adjustments and is often not desirable or practical.

Looking at regional utilization at the elementary level, both the Sheldon and South Eugene regions are projected to be over existing capacity. The North Eugene region is basically at capacity at 96 percent utilization, and the Churchill region is under capacity at 88 percent utilization. Assessment based on combined regional utilization assumes that enrollment is distributed between schools within the region as necessary, likely requiring boundary adjustments.





Analysis of individual elementary school facility utilization indicates that there are one or more schools in every region that are projected to be over their existing capacity, as shown in the chart above.

Schools that are projected to be over capacity by a small amount (two to five percent) include Adams and McCornack in the Churchill region, Howard and River Road / El Camino del Rio in the North Eugene region, Gilham in the Sheldon region, and Camas Ridge in the South Eugene region. In most cases, enrollment growth can be absorbed by increasing class sizes above the district target of 27 students per classroom and/or enrollment redistribution to adjacent schools, if capacity is available.

Both McCornack and River Road are projected to be over capacity due to additional preschool enrollment that was projected for these schools. This district initiative was identified in the planning process, however is not included in the Phase One Plan. Without including preschool enrollment, these two schools will be close to, but not over, their existing capacities. The other schools that include preschool enrollment, Chavez, Howard, and Bertha Holt, are all projected to be over capacity without preschool enrollment.

Three elementary schools are projected to be more significantly over capacity, including Bertha Holt and Willagillespie, which are both in the Sheldon region, and Edison in the South Eugene region. Bertha Holt and Willagillespie are both projected to have enrollment that is 12 percent (about 70 students) over existing capacity. Accommodating this enrollment in existing facilities would increase the average class size to 30 or 31 students, which is above the district target of 27 students and could result in compromised learning environments.

Edison Elementary School is projected to be 29 percent (94 students) over capacity. Accommodating this enrollment in the existing facility would result in an average class size of 32 students, well above the district target. In addition, existing core facilities in this small school, such as the gymnasium and cafeteria, may not be sized to accommodate the increased student population.

Middle Schools

The projected four percent enrollment increase at the middle school level is not expected to create capacity need anywhere in the district. Overall, middle school utilization is projected to be at 78 percent, and regionally between 67 percent and 89 percent.

Individual facility utilization is well within an acceptable range at all middle schools, as shown in the chart opposite. The Arts and Technology Academy, Monroe, and Roosevelt are expected to be close to reaching their existing capacity, with high utilization rates, all between 90 and 95 percent.

Two middle schools are projected to have very low utilization, including Kennedy Middle School at 56 percent and Kelly Middle School at 52 percent. This means roughly half the seats (approximately 300 or more) in these schools are projected to be empty in 2025-26.

Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population. The district may want to

consider approaches which improve the utilization of existing facilities in the future. Potential strategies to address low utilization could include middle school consolidation, co-location with other programs, and/or grade reconfiguration.

High Schools

Districtwide, existing high school facilities can accommodate the projected five percent enrollment growth of 261 students. As illustrated in the chart opposite, two high schools, Sheldon and South Eugene, are expected to be very close to full capacity, with 98 and 94 percent utilization. Churchill High School is expected to have decreasing enrollment, with a resulting utilization of 80 percent. North Eugene High School has a high rate of growth, but at 86 percent utilization, is projected to still have plenty of remaining capacity.

FACILITY TARGET SIZE & PROJECTED ENROLLMENT

Enrollment projections through 2025-26 indicate that some schools will be over the district's target capacity, as well as over their actual facility capacity. This includes Gilham and Willagillespie elementary schools, both in the Sheldon region, which are projected have enrollment between 30 and 65 students over the district target size of 600 students.

Conversely, the district has several school facilities that are projected to have enrollment well below the district target. At the elementary level, this includes Twin Oaks and Spring Creek, both of which are projected to have enrollment that is less than half of the district target. Two middle schools, Kennedy and Kelly, also fall into this category, with projected enrollments under 400 students.

Although target capacity is a planning number and not critical in the same way as actual facility capacity, it is important as a guideline for the district. Target capacities are established at the size that will be able to provide the best educational program for students, and veering too far over or under these targets may indicate compromises in the school's ability to provide the best educational program possible.

OTHER PROGRAM CONSIDERATIONS

Like many school districts, the Eugene School District offers programs and special services beyond K-12 general education instruction, to support students whose needs are not met in traditional school settings.

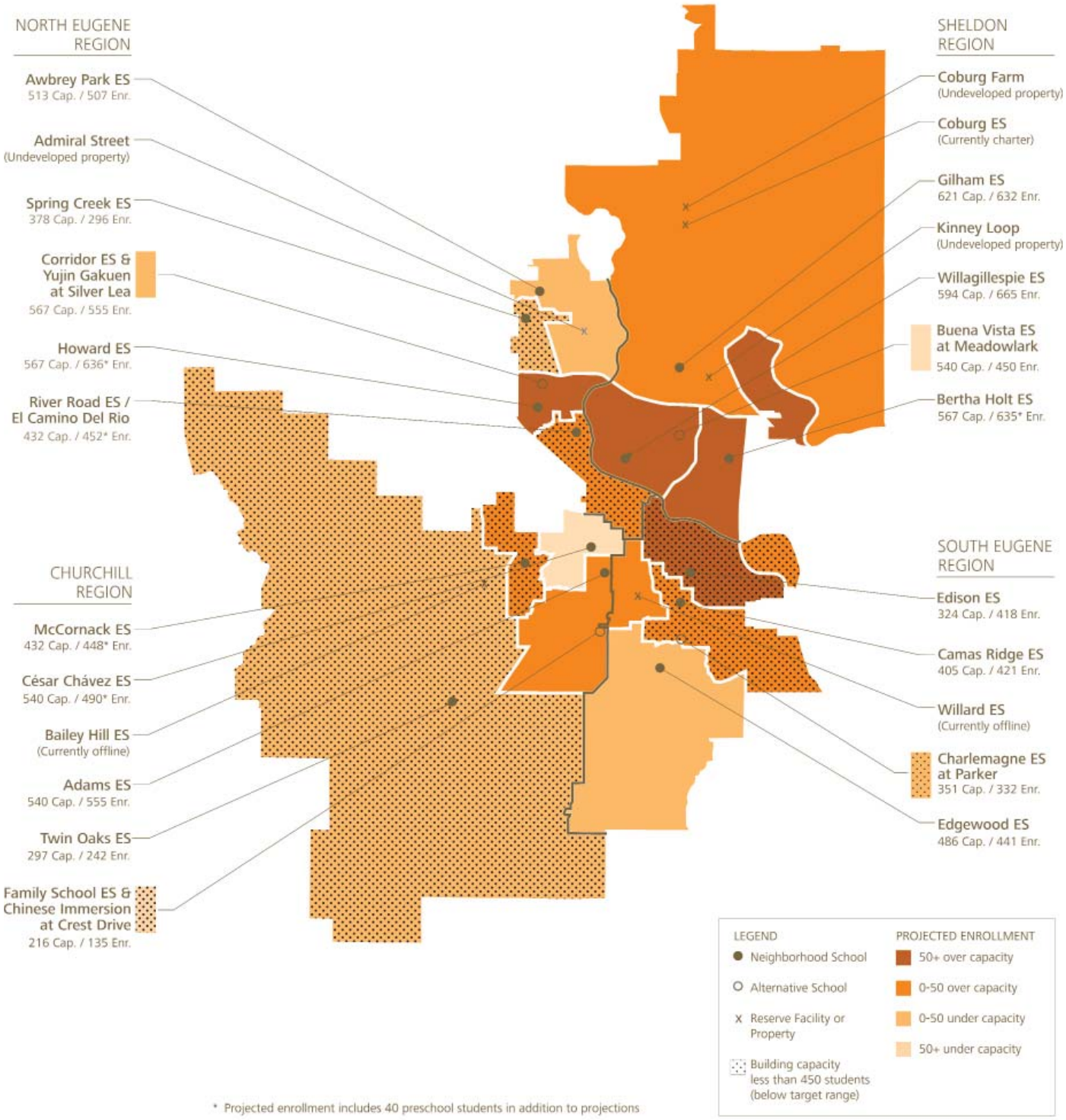
The district currently provides alternative education options, community-based programs, charter schools and special services including Special Education, language immersion programs and online learning. The district also provides full-day kindergarten and an early learning program at select schools.

These programs typically have space and facility requirements that were not anticipated during the design and construction era of most district facilities. It is clear the increased success and demand for these programs fosters space needs that must be designed and integrated districtwide into the overall program delivery for each school.

GEOGRAPHICAL DISTRIBUTION

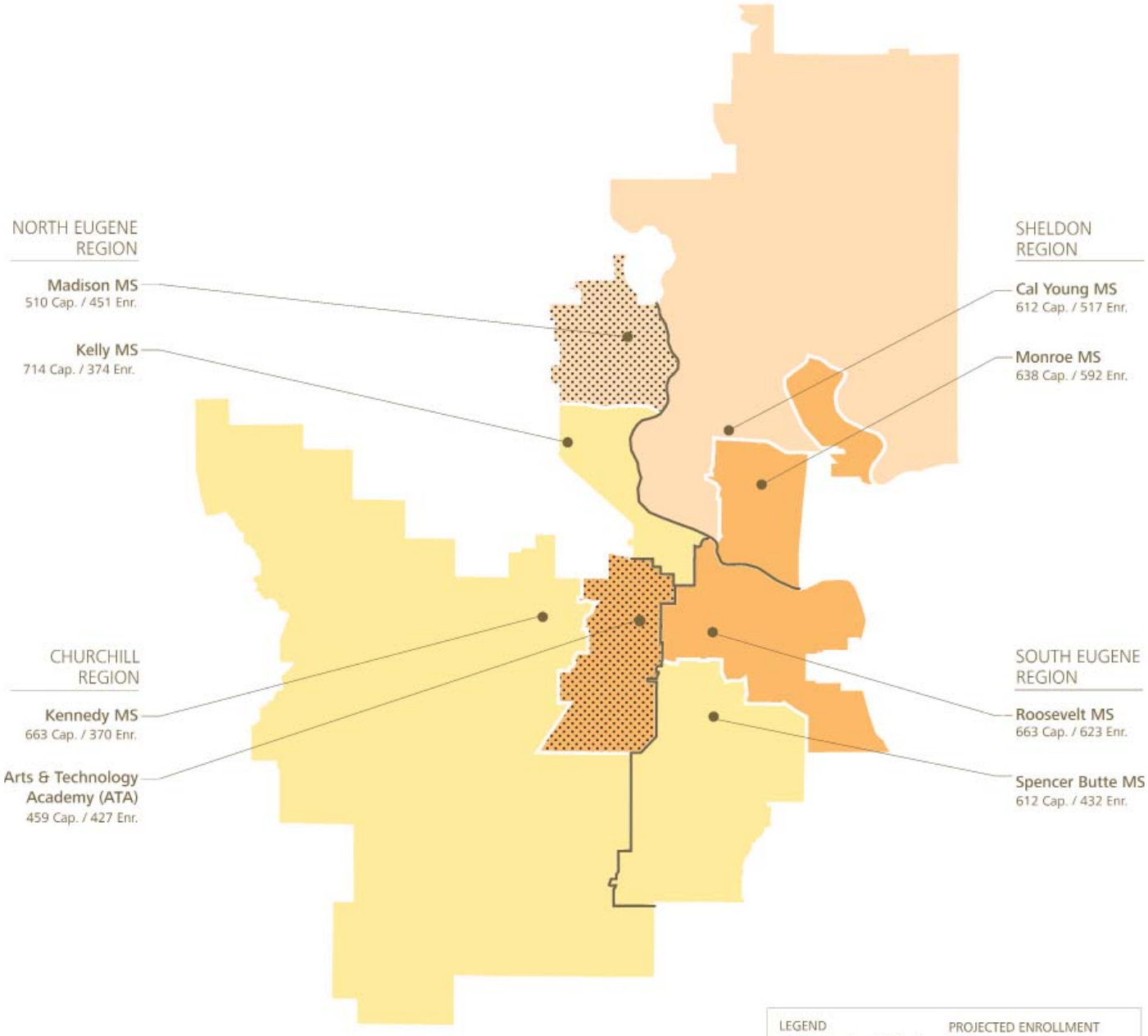
The map diagrams on the following pages illustrate building capacity and utilization based on enrollment projections through 2025-26.

ENROLLMENT & CAPACITY: ELEMENTARY SCHOOLS



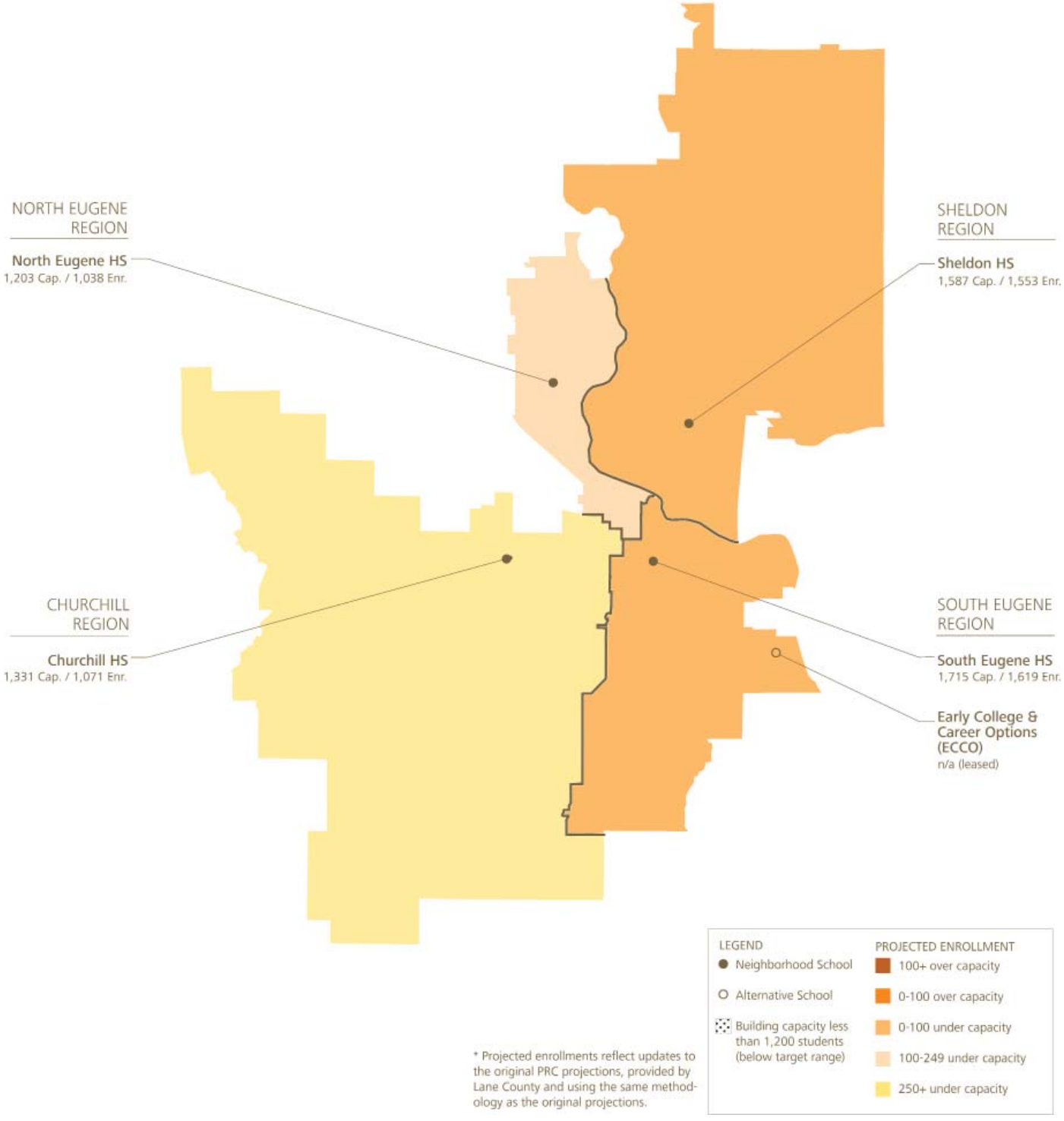
* Projected enrollment includes 40 preschool students in addition to projections

ENROLLMENT & CAPACITY: MIDDLE SCHOOLS



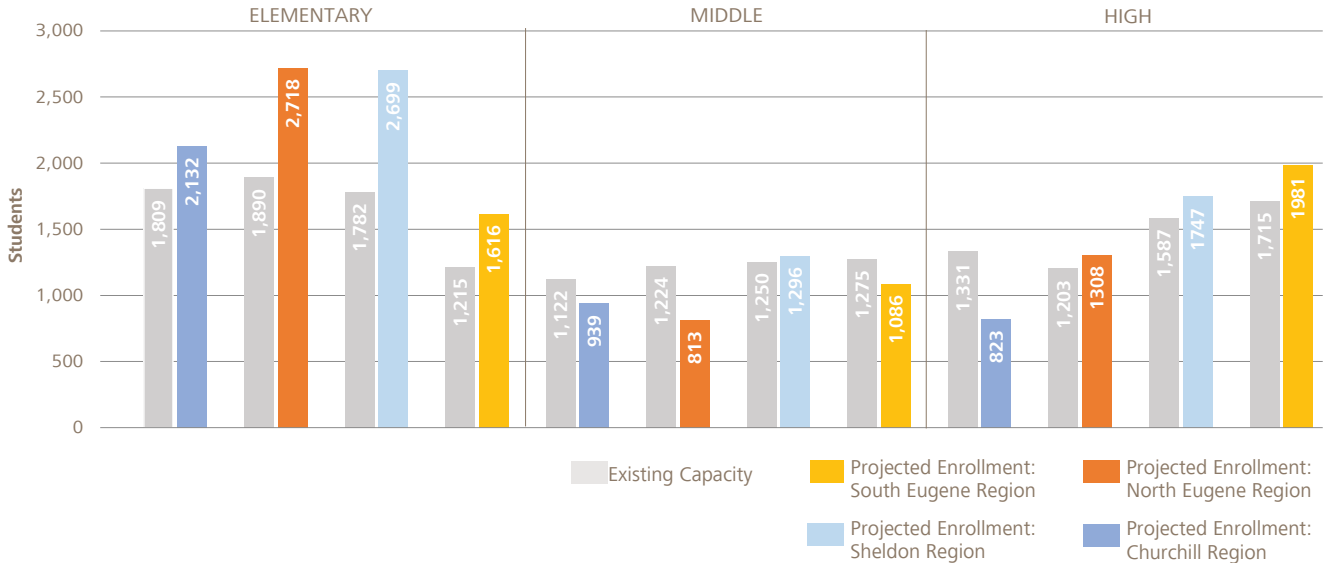
* Projected enrollments reflect updates to the original PRC projections, provided by Lane County and using the same methodology as the original projections.

ENROLLMENT & CAPACITY: HIGH SCHOOLS



* Projected enrollments reflect updates to the original PRC projections, provided by Lane County and using the same methodology as the original projections.

2045 ENROLLMENT PROJECTION (STRAIGHT-LINE ESTIMATE)



GROWTH BEYOND 2025-26

It is important to consider enrollment increases and resulting capacity need beyond the 2025-26 horizon in the Long-Range Facility Plan. Understanding potential long-term impacts of growth can inform near-term decisions and allow the district to plan strategically in the upcoming phase.

It becomes increasingly difficult to accurately estimate growth the farther into the future it is projected. Straight-line projections are rough estimates only, and are a continuation of the growth rates between 2015-16 and 2025-2026 established in the adjusted LCOG enrollment projections. They do not consider the wide range of factors used to develop projections found in the original PRC enrollment forecast.

Elementary Level Projections

Straight-line growth projections for the elementary level were calculated separately for each region of the district, due to the differing growth rates, as shown in the in the table and chart on the following page. Projections only consider neighborhood schools, as alternative and choice programs are not directly linked to enrollment growth and do not necessarily provide usable capacity for neighborhood school enrollment.

If enrollment growth continues at the projected rate, there will a significant elementary capacity need of approximately 1,400 seats districtwide by 2035, based on existing capacity. This growth tracks across all regions of the district. The Sheldon and North Eugene regions will have capacity deficits of 544 and 410 seats respectively, potentially requiring an entire new school facility in each region. The South Eugene region is projected to have a 287-seat deficit by 2035, and the Churchill region is projected to have a 155-seat deficit. The combined need of these two regions is roughly equivalent to a new school facility.

By 2045, the capacity deficit increased to almost 2,500 seats, using the same growth rate and existing capacity, with the highest enrollment increases in the Sheldon and North Eugene regions.

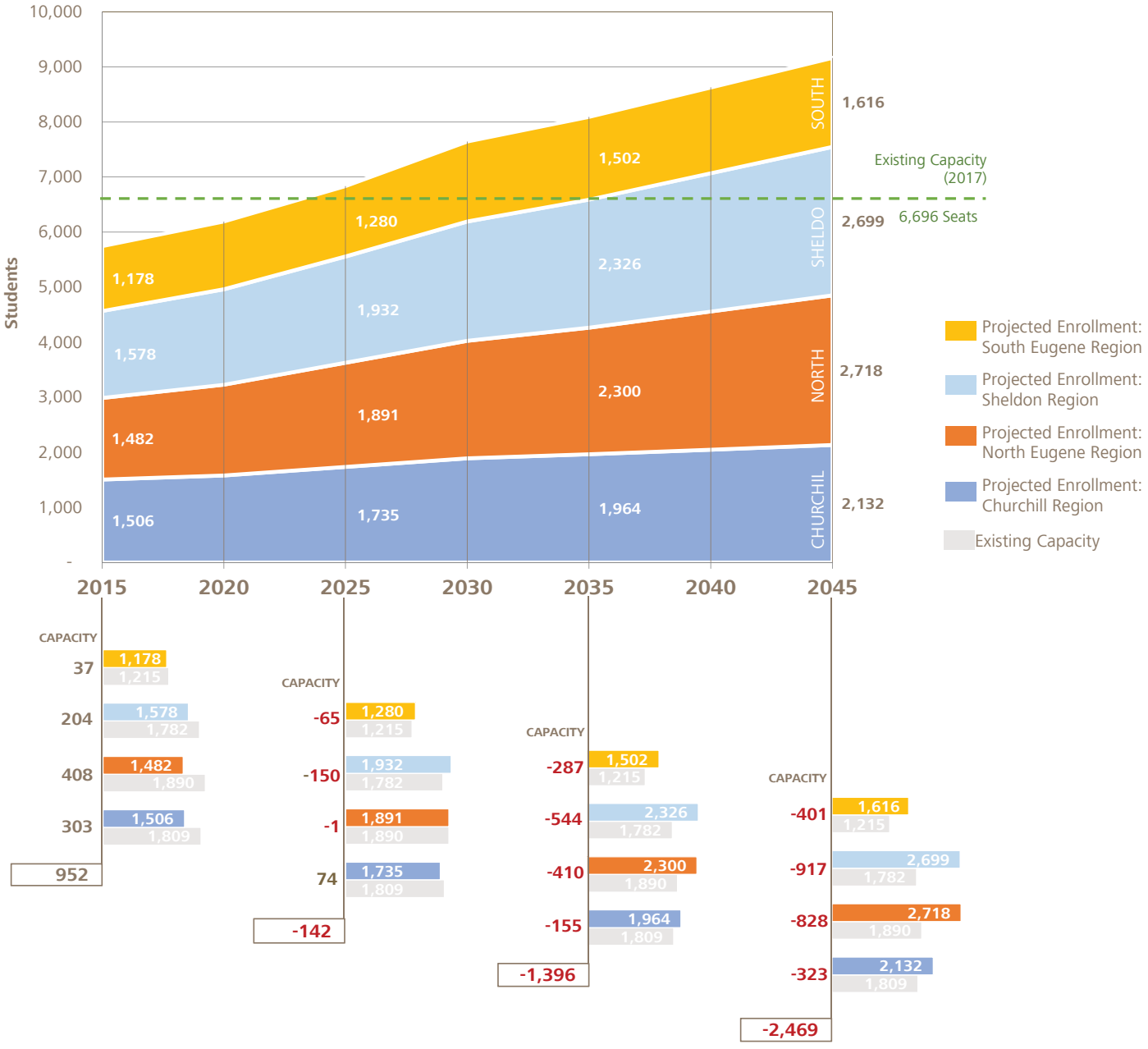
Middle and High School Level Projections

As shown in the table above, straight-line projected enrollment at the middle school level shows a significant available capacity of over 700 seats districtwide through 2045. Available capacity is distributed in throughout the district, with the exception of the Sheldon region, which is projected to have a 46-seat deficit. Additional middle school capacity is not expected to be needed through 2045.

Long-term high school projections indicate a small districtwide deficit of 23 seats by 2045. This includes deficits in all regions, except Churchill, which is expected to have a surplus of 500 or more seats.

Replacement of North Eugene High School at the target size of 1,500 seats in the interim would add approximately 300 seats to the district's high school capacity. This could alleviate capacity need, assuming enrollment was distributed to align with available capacity, via boundary adjustments. Other strategies to accommodate capacity need at the high school level include building a small alternative or choice high school to add capacity, or utilize online or other off-campus programs to decrease enrollment.

2045 ENROLLMENT PROJECTION DETAIL (STRAIGHT-LINE ESTIMATE): NEIGHBORHOOD ELEMENTARY SCHOOLS



STRAIGHT-LINE ESTIMATE PROJECTIONS THROUGH 2045

ELEMENTARY SCHOOLS	Extg Cap (Perm)	2015	2025	2035	2045	% Change (2015-45)
Churchill Region						
Projected Enrollment		1,506	1,735	1,964	2,132	41.6%
Remaining Capacity	**1,809**	**303**	**74**	**(155)**	**(323)**	
North Eugene Region						
Projected Enrollment		1,482	1,891	2,300	2,718	83.4%
Remaining Capacity	**1,890**	**408**	**(1)**	**(410)**	**(828)**	
Sheldon Region						
Projected Enrollment		1,578	1,932	2,326	2,699	71.0%
Remaining Capacity	**1,782**	**204**	**(150)**	**(544)**	**(917)**	
South Eugene Region						
Projected Enrollment		1,178	1,280	1,502	1,616	37.2%
Remaining Capacity	**1,215**	**37**	**(65)**	**(287)**	**(401)**	
TOTAL ELEMENTARY						
Projected Enrollment		5,744	6,838	8,092	9,165	59.6%
Remaining Capacity	**6,696**	**952**	**(142)**	**(1,396)**	**(2,469)**	

MIDDLE SCHOOLS	Extg Cap (Perm)	2015	2025	2035	2045	% Change (2015-45)
Churchill Region						
Projected Enrollment		747	797	847	939	25.8%
Remaining Capacity	1,122	**375**	**325**	**275**	**183**	
North Eugene Region						
Projected Enrollment		832	825	818	813	-2.2%
Remaining Capacity	1,224	**392**	**399**	**406**	**411**	
Sheldon Region						
Projected Enrollment		1,020	1,109	1,198	1,296	27.1%
Remaining Capacity	1,250	**230**	**141**	**52**	**(46)**	
South Eugene Region						
Projected Enrollment		1,040	1,055	1,070	1,086	4.5%
Remaining Capacity	1,275	**235**	**220**	**205**	**189**	
TOTAL MIDDLE SCHOOL						
Projected Enrollment		**3,639**	**3,786**	**3,933**	**4,135**	13.6%
Remaining Capacity	4,871	**1,232**	**1,085**	**938**	**736**	

HIGH SCHOOLS	Extg Cap (Perm)	2015	2025	2035	2045	% Change (2015-45)
Churchill HS		1,203	1,071	939	823	-12.3%
Remaining Capacity	1,331	**128**	**260**	**392**	**508**	
North Eugene HS		911	1,038	1,165	1,308	12.2%
Remaining Capacity	1,203	**292**	**165**	**38**	**(105)**	
Sheldon HS		1,459	1,553	1,647	1,747	6.1%
Remaining Capacity	1,587	**128**	**34**	**(60)**	**(160)**	
South Eugene HS		1,447	1,619	1,791	1,981	10.6%
Remaining Capacity	1,715	**268**	**96**	**(76)**	**(266)**	
TOTAL HIGH SCHOOL						
Projected Enrollment		**5,020**	**5,281**	**5,542**	**5,859**	16.7%
Remaining Capacity	5,836	**816**	**555**	**294**	**(23)**	

SECTION 05

SITE OPPORTUNITIES

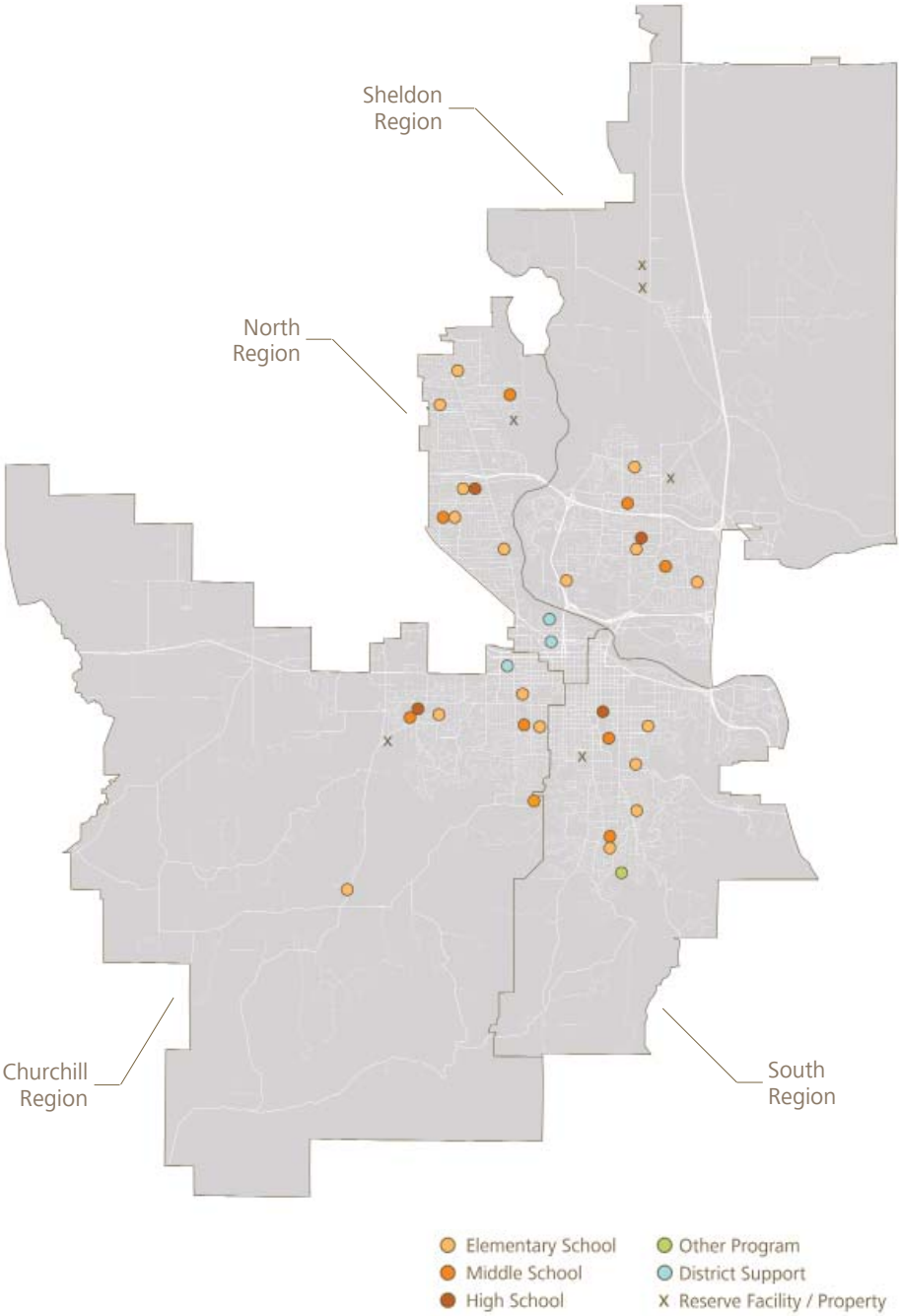
05
SITE OPPORTUNITIES

EXISTING DISTRICT SITES

The Eugene School District currently owns 41 sites, shown on the map at right. Most of the city of Eugene (about 85 percent) lies inside district boundaries, as do the town of Coburg and a small part of Linn County to the north. Most district sites are located within the City of Eugene, with the exception of two sites in Coburg, at the north end of the district.

District sites total over 600 acres and include 31 school sites in operation, three administrative / support sites, three sites with facilities that are currently off-line, and three undeveloped sites.

Type of Site	Area (Acres)	%
Elementary Schools	190.2	31%
Middle Schools	143.8	24%
High Schools	142.6	23%
Other Programs	13.6	2%
District Support	19.0	3%
Off-line Facilities	24.7	4%
Undeveloped Property	74.7	12%
Total Site Area	**608.6 acres**	



Eugene School District: Existing Sites

First Place Family Center at the SEHS campus (Saint Vincent de Paul)

Spring Creek Elementary School (afterschool YMCA program)

EFFICIENT USE OF SCHOOL SITES

In addition to estimating the student capacity of each school, a Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are adequate in size and distribution to meet long-term forecasts. This evaluation provides assurance that there is a sufficient inventory of properties relative to enrollment demands, and that they are being used effectively to address school needs.

School sites must provide space for: school building(s), exterior instruction, play areas (hard, soft, and covered), intramural / athletic activities, parking, and pedestrian and vehicular circulation. Site areas may need to meet other regulatory requirements, including: property line setbacks, easements, fire separations, fire truck access and / or environmental restrictions (e.g. wetlands).

MULTISTORY BUILDINGS

A small number of the district's school sites have multistory buildings, including Edison and Howard elementary schools, Cal Young and Roosevelt middle schools and South Eugene High School.

As land costs increase, multistory buildings become more cost effective to build and operate. Land costs in the area have risen significantly in the last 20 years. Therefore, it is suggested that the district make it a practice to construct multistory buildings when new schools are built.

SHARED USE & PARTNERSHIPS

District school facilities are community assets that are used in a variety of ways by families and community groups. One effective way of maximizing the use of a school site is to share the use with other organizations. Current examples of shared use in the Eugene School District include:

:: Shared use of the Fox Hollow Campus with the Lane Education Service District and other Lane County school districts

:: Partnership with Peacehealth to provide school-based health centers at Churchill and North Eugene high schools (ideally expand to all high schools in the future)

:: Use of a district facility on the South Eugene High School site as a family shelter by the Saint Vincent de Paul organization (First Place Family Center)

:: Partnerships with Headstart, YMCA, the City of Eugene, and other programs for before, during, and after-school programs throughout the district

There are also 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, or have their own buildings on a shared site.

Currently, the district has several facilities that have adjacent sites and share fields and site amenities, including:

:: Churchill High School and Kennedy Middle School

:: North Eugene High School and Corridor/ Yujin Gakuen Elementary School (in the Silver Lea facility)

:: Sheldon High School and Buena Vista Elementary School

:: Kelly Middle School and Howard Elementary School

:: Spencer Butte Middle School and Edgewood Elementary School

Sheldon High School (shared site with adjacent Buena Vista Elementary School)

Finally, partnerships can be leveraged to support district programs by providing spaces in the community where students can learn and work. This benefits both students and the community.

Currently the district's Early College & Career Options (ECCO) and Eugene Education Options (EEO) programs are housed in facilities on the Lane Community College campus. The district is currently looking for more opportunities to develop and enhance these types of relationships as part of its strategic framework.

MODULAR CLASSROOMS

Modular classroom buildings are an affordable and flexible method for responding to fluctuations in school enrollment and increasing the efficient use of a school site. However, the use of modular buildings must be balanced with site considerations and issues of safety, educational quality, and equity between schools.

The following site conditions should be considered when considering modular classrooms:

:: Environmental constraints / conditions (steep or changing slopes, streams, wetlands or other sensitive lands)

:: School features (parking, play areas and fields)

:: Development code (how modular buildings are classified and regulated according to zoning code; building setbacks from lot lines required by the code)

:: Core facilities (the ability of the school's core facilities, such as cafeteria, gym and restrooms, to accommodate additional enrollment)

:: Safety and security (safe and secure access from the modulars to core facilities in the main building)

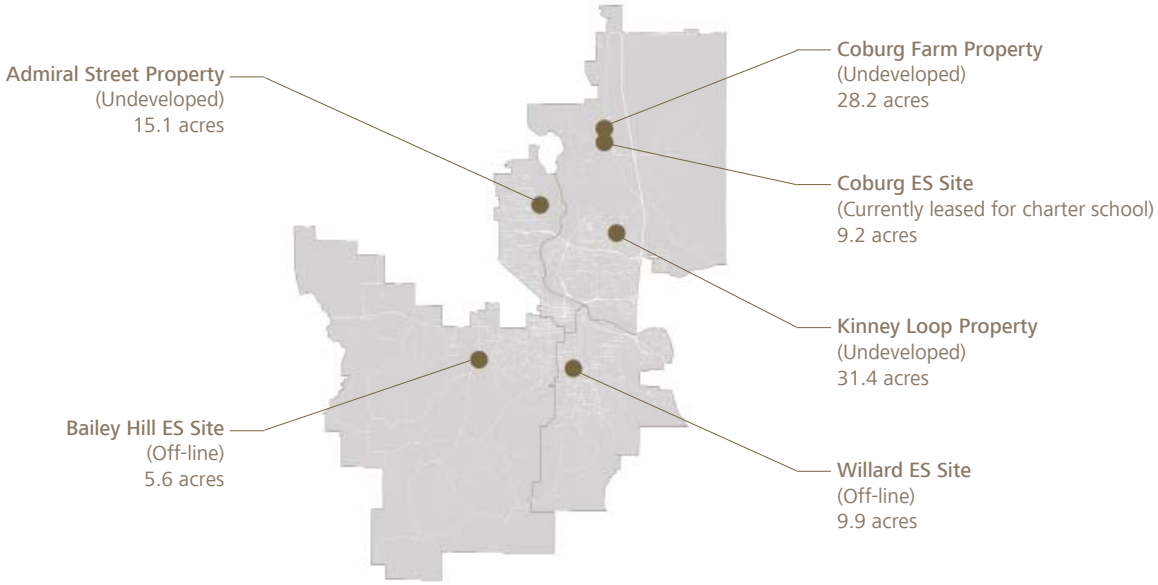
:: Fire safety (access roads and proximity to hydrants)

Other issues to consider when making decisions about using modular buildings 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 be assumed that permanent classrooms always provide a better learning environment than modular classrooms. However, because modular buildings are designed to be semipermanent, they often lack some of the architectural quality and amenities provided by permanent classrooms. These differences may impact student achievement. When some schools have more modular buildings than others, there is the potential to foster inequality between schools.

Finally, modular classrooms are often utilized as a last resort strategy to manage enrollment/capacity issues. These classrooms are typically purchased and installed using operation funds rather than capital construction funds. Because of this, the use of modular classrooms may have a significant negative impact on already underfunded operational budgets.

Currently, Eugene School District has very few modular classrooms at district facilities, many of which are used for functions other than classrooms. The district has a goal to minimize and/or eliminate the use of modular classrooms wherever possible.



Eugene School District: Reserve Sites and Undeveloped Property

STUDENT & STAFF PARKING

Required vehicle parking standards are a local zoning code issue that can add to the need for larger school sites. The following strategies can be used to help mitigate this issue: reimbursing the local transit agency for allowing the students to ride for free; the use of transportation demand management plans; the proximity of a frequent transit line; providing better bicycle storage facilities on campus; and making shared parking arrangements with various organizations in the neighborhood.

Shared parking arrangements most directly affect the amount of the school site being dedicated to parking. Shared parking arrangements require nearby organizations with ample parking and compatible use schedules, which may not be available near all school sites.

SCHOOL SITE SIZE

Minimum site size should be established for each educational level. The following sizes are basic guidelines, which should be verified, based on the district's education specification criteria (such as number and type of play fields, number of building floors, and parking and bus requirements).

Eugene School District has established school site size targets for the purpose of this Long-Range Facility Plan:

:: Elementary site size target of 7-10 acres

:: Middle schools site size target of 15-20 acres

:: High school site size target of 35-40 acres

The district should focus investment on larger sites whenever possible, as they provide the most flexibility for use.

There are also several options to reduce the space on a school site dedicated to non-educational uses, such as athletic facilities or parking. However, the following factors should be considered:

:: Good walking, biking and transit access should be available to reduce the demand for vehicle parking. Sufficient parking is an issue for parents and others who volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is an important consideration.

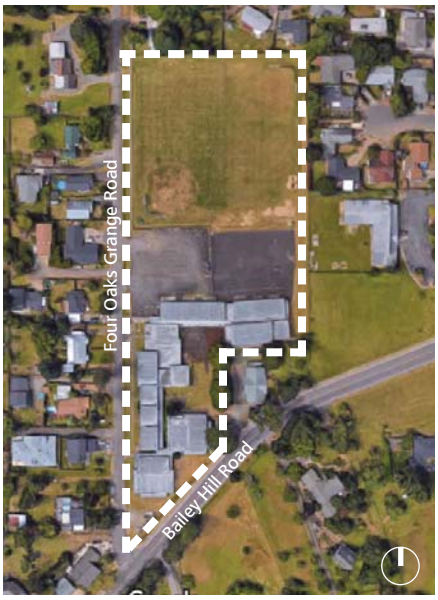
:: School sports and extracurricular activities have consistently been highly regarded by district families. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

INTERIM RELOCATION

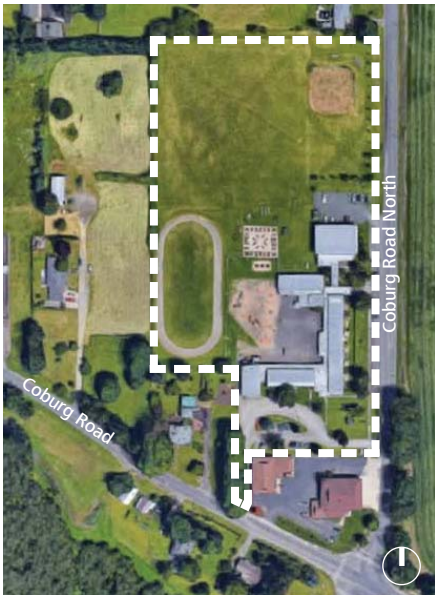
Because of the extensive work often required to upgrade schools to achieve modern learning environments, entire schools may need to temporarily relocate into different facilities while construction is completed. These facilities that will temporarily house displaced students are called "interim relocation sites." In some instances, vacant school buildings might serve this purpose.

Any school recommended for replacement or major alteration that might require student displacement will require an analysis of the site and its relationship to the neighborhood in order to determine the feasibility to work on-site around the existing buildings.

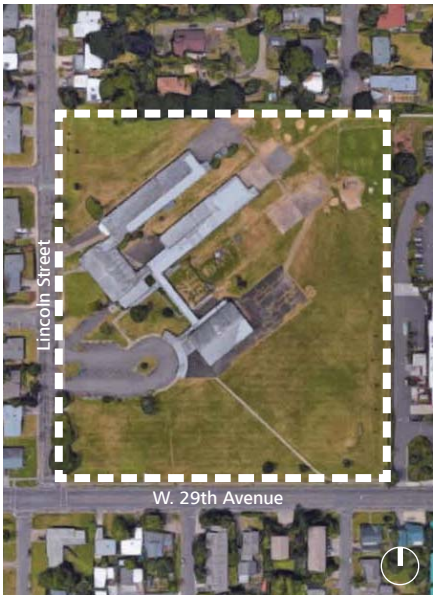
Many of the district's existing facilities appear to have sites that will likely accommodate replacement on site while maintaining operations in the current



Bailey Hill Elementary School (Reserve Site)



Coburg Elementary School (Reserve Site)



Willard Elementary School (Reserve Site)

facility, but will have to be verified on a site-by-site basis. Existing facilities that are currently off-line, such as Willard or Bailey Hill, have the potential to be used as swing schools, with some modernization.

SITE UTILIZATION SUMMARY

The district makes efficient use of its school sites in a variety of ways; however, the district must consider specific site conditions and the values and demands of the community when evaluating these options. Site conditions such as steep slopes, wetlands and development code regulations that establish use standards for school buildings and other site improvements are also important considerations.

ANALYSIS OF LAND REQUIRED FOR 10-YEAR PLAN

Based on enrollment projections provided by the PSU Population Research Center and updates provided by the Lane County Office of Governments, it appears that no additional school sites will need to be purchased as part of this ten-year Long-Range Facility Plan.

The district's three undeveloped sites, existing off-line sites, and opportunities for added capacity of existing operational sites appear to offer adequate opportunity to increase capacity to meet demand for the foreseeable future.

:: There is a projected need for one additional elementary school in the Sheldon region. It is anticipated that the Kinney Loop property will be used as the site for this new school.

:: There is some capacity need at the elementary level in the South Eugene region, which can be accommodated through replacement of old and undersized facilities, as well as boundary adjustment.

:: No new middle or high schools are projected to be needed during the time-frame of this Long-Range Facility Plan.

:: The District's alternative education programs, including ECCO and the Chinese immersion program, may require additional sites, although there is the potential to use one of the district's off-line facilities or co-locate these programs with existing district facilities that have available space.

DISTRICT-OWNED ACTIVE FACILITY SITES

Currently, the District's active school sites fall into the following size ranges:

:: Most elementary school site sizes range from approximately seven to 20 acres, with the exception of Edison's 2.7-acre site

:: Middle school site sizes range from approximately 13 to 22 acres

:: High school site sizes range from 27 to 55 acres

DISTRICT-OWNED RESERVE SITES

The District also owns three elementary school sites that are currently off-line or in use by others:

:: Bailey Hill Elementary (5.6 acres) in the Churchill region

:: Coburg Elementary (9.2 acres) in the Sheldon region

:: Willard Elementary (9.9 acres) in the South Eugene region

These reserve sites are located in three of the four District regions. These sites are available to be utilized by the District as needed, either by reusing the existing facilities (with some modernization) or using the site for a new facility.

Admiral Street Property (Undeveloped Site)

Coburg Farm Property (Undeveloped Site)

Kinney Loop Property (Undeveloped Site)

DISTRICT-OWNED UNDEVELOPED SITES

In addition to the District's developed sites, the District also owns three currently undeveloped sites, shown above. Two are in Eugene and one is in Coburg.

Admiral Street Property

The Admiral Street property is located adjacent to Admiral Street in the northwest part of the District, just south of Madison Middle School in the North region. The site is bounded by a residential neighborhood to the north and west, and farmland to the south and east.

This property is approximately 15.1 acres in size, which could accommodate an elementary or middle school.

Coburg Farm Property

The Coburg Farm property is situated between North Coburg Road and Stallings Lane in the northeast part of the District, in the Sheldon region. The site is in a primarily rural area north of Coburg, and is very close to Coburg Elementary school, which is owned by the District and currently being used as a charter school.

The site is approximately 28.2 acres, which is ample space to accommodate an elementary school and/or a middle school, or potentially a high school.

Kinney Loop Property

The Kinney Loop property is located west of Interstate 5 on Coburg Road. It is in the northeast part of the District, in the Sheldon region, close to Cal Young Middle School and Gilham Elementary School. The site is surrounded by residential development and some farmland, with a senior living complex to the southeast.

The site is approximately 31.4 acres, which can accommodate an elementary, middle, or high school, and/or additional District programs. This site is identified as the best location for a new elementary school, as it is in an area with high projected enrollment growth and capacity need.

CO-LOCATION WITH EXISTING DISTRICT FACILITIES

Some of the District's existing facilities are located on sites that may be large enough to accommodate co-location with another facility in the future. This option may be considered in particular for smaller non-neighborhood facilities, such as an alternative program or special education facility. However, it will be important to assess program compatibility before considering co-location, as well as other factors outside the scope of this study, such as setbacks, easements, site access, and the presence of wetlands.

Based on a high-level analysis that included comparison with District site size targets, general topography, site configuration, and location in the District, none of the District's school sites appear to accommodate co-location with another future facility in their existing configuration, beyond the shared use that is already occurring with some adjacent District sites.

Eight of the existing elementary school sites are larger than 10 acres, including Gilham and Twin Oaks, which are 20 and 18 acres respectively. However, due to existing site configuration, there is limited available space on these sites.

Gilham Elementary (above left) is a one-story facility that has a large and inefficient footprint. Twin Oaks Elementary (above center) has a smaller one-story facility, but it is situated near the center of the site.

Gilham Elementary School Site

Twin Oaks Elementary School Site

Churchill High School & Kennedy Middle School Site

This site may accommodate another small facility on the north end, but because this site is located so far to the south, and in an area with low projected growth, it is not an ideal site for co-location.

The District's middle school sites are all within or below the target site size range and do not present opportunities for co-location. Some of the District's middle schools are already located adjacent to an existing elementary school or high school, including Kennedy, Kelly, and Spencer Butte Middle Schools.

Of the District's four high schools, Churchill (above right) is the only one with ample site area, with 55 acres. However, due to the site configuration, co-location with another facility would likely require taking over significant field space, so it is not considered a viable option at this time.

As District facilities continue to age and require replacement, it is recommended that the District consider the possibility of co-location in the future, and plan replacement facilities on larger sites accordingly.

IDENTIFYING FUTURE SCHOOL SITES

One component of a Long-Range Facility Plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the District does not have an immediate need to purchase more land, it is important to understand the criteria for site selection that may be used for future land acquisition.

CRITERIA FOR SITE SELECTION

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and environmental impact. Each site and the surrounding property should be evaluated on both its present and possible future uses. The following are general criteria for all educational facilities.

Site Size

Minimum site size targets for each educational level established by the District should be followed. School site size targets established as guidelines for the purpose of this Long-Range Facility Plan are:

:: Elementary site size of 7-10 acres
:: Middle schools site size of 15-20 acres
:: High school site size of 35-40 acres

Site Characteristics

:: Usable size and shape
:: Ability to support the educational program
:: Ability to support future expansion
:: Usable topography and soil conditions
:: Presence of trees and other vegetation

Infrastructure

:: Availability of water, sewer and energy sources (electricity, natural gas)
:: Potential for alternative energy use and/or shared use
:: Availability of telecommunications

Legal Requirements

:: Appropriate zoning (will variance or re-zone be required?)
:: Ability to comply with state rules and regulations (disabled access, etc.)
:: Not a hazardous area (flood plain, etc.)
:: Available and free of encumbrances

Location

:: Convenient location for majority of students

:: Relationship to existing educational facilities

:: Proximity to other community services (library, parks, museums)

:: Zoning potential development of surrounding land

:: Potential for shared use (parks, etc.)

:: Appropriate location for open space in the community

:: Aesthetically pleasing environment

Vehicular Access

:: Accessible for service vehicles

:: Suitable surrounding roads and traffic patterns

:: Multiple points of access to the site

Health and Safety

:: Safe environment

:: Healthy air quality

:: Free of industrial and traffic noise

:: Served by public agencies (police, fire, public transit, etc.)

Pedestrian & Bicycle Access

In accordance with ORS 195.115, city and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified.

SECTION 06

REGULATORY CONTEXT & CAPITAL FINANCING

06
REGULATORY CONTEXT & CAPITAL FINANCING

The regulatory context for the Long-Range Facility Plan is primarily established by the Oregon Administrative Rules (OAR) and the Oregon Revised Statutes (ORS), in addition to any applicable city and county ordinances. The policy context is primarily defined by Board of Education policy, which not only impacts affects facility priorities, but directs capital resources to maintain and / or rehabilitate the physical plant.

STATE OF OREGON REGULATORY CONTEXT

There have been some changes to the regulatory environment, including the recent development of the School Construction Matching Program by the Oregon Department of Education, amendments to ORS 195.110, and passage of the statewide Construction Excise Tax and physical education requirements.

SCHOOL CONSTRUCTION MATCHING PROGRAM

The Oregon Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority.

The OARs are the official compilation of rules and regulations having the force of law in the state of Oregon, and are the regulatory and administrative corollary to the Oregon Revised Statutes. The OARs are published pursuant to ORS 183.360 (3).

Chapter 581 of the OAR encompasses the rules and regulations of the Oregon Department of Education (ODE). Division 27 within this chapter covers the School Construction Matching Program, and defines requirements for facility assessment, seismic assessment, and long-range facility plans. Adoption of this plan will satisfy the current requirements of the applicable OARs. OAR 581-027-0040 and how these requirements are addressed in this report are included for reference in Appendix A.

ORS 195.110 AMENDMENTS (2007)

State regulations (ORS 195.110) have been updated to address space and land needs for large (primarily fast-growing) school districts. Adoption of this plan will satisfy the current requirements of Section 5 of ORS 195.110. Amendments to ORS 195.110, passed in 2007 in Senate Bill (SB) 336, were comprised primarily of the following changes:

:: Changes the definition of districts subject to facility planning requirements from “high growth school districts” to “large school districts”

:: Defines “large school districts” as districts with enrollment of 2,500 students or more

:: Adds more requirements for school facility planning coordination between the district and cities and counties with large school districts in their jurisdiction; requires local jurisdictions containing more than 10 percent of students enrolled in large school districts to adopt district facility plans into their comprehensive plans

:: Extends the minimum planning period from five years to 10 years

:: Allows district boards to adopt capacity criteria that can be used by the affected local jurisdiction to evaluate whether capacity exists to accommodate projected development

:: Allows 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)

ORS 195.110 and how these requirements are addressed in this report are included for reference in Appendix A.

HISTORIC CONSERVATION

State statute ORS 358.653 requires school districts that have buildings of historic significance in their facility portfolio to coordinate with the State Historic Preservation Office to protect buildings from inadvertently being transferred, sold, demolished, substantially altered, or allowed to deteriorate by work being performed on the buildings.

PHYSICAL EDUCATION REQUIREMENTS

In 2007, the Oregon Legislature enacted House Bill 3141 (ORS 329.496), which calls for a minimum of 150 minutes of weekly physical activity for students in kindergarten through fifth grade, and 225 minutes of weekly physical activity for students in sixth through eighth grades. Senate Bill 4 (SB4) was enacted in 2017, with new provisions and amendments.

School districts are required to provide students with the specified amount of physical activity starting in the 2017-18 school year.

Based on preliminary evaluations completed by the district as part of this planning process, approximately eight schools may need additional PE teaching stations in order to meet this requirement through the 2025-26 school year (the capital plan horizon). A more detailed analysis will be required to confirm specific space needs. The district will also need to assess the availability of physical education instructors and supporting budget, which is not included in a capital plan. ORS 329.496 - Physical education participation is included in Appendix A for reference.

CONSTRUCTION EXCISE TAX (2007)

The 2007 State Legislature passed Senate Bill 1036, which allowed allowing school districts to impose a Construction Excise Tax (CET) on new construction or an increase in square footage (over 1,000 square feet) in an existing structure. This revenue can be used for land acquisition, construction, renovation or improvement of school facilities; costs to purchase and install equipment or other capital; and architectural, engineering, legal or similar costs related to capital improvements.

Currently, the Eugene School District does not have a construction excise tax.

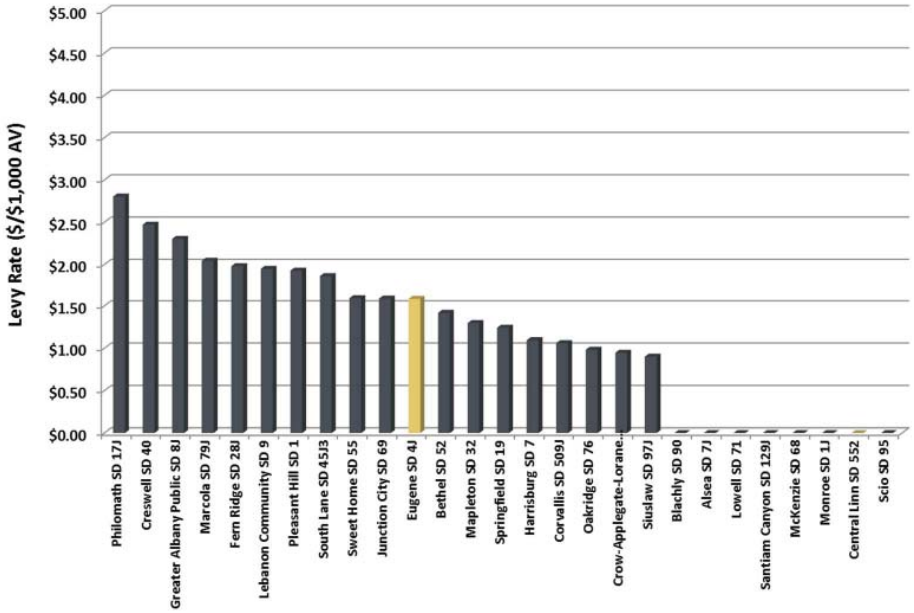
OPTIONS FOR FUNDING CAPITAL IMPROVEMENTS

The majority of operating funds for public schools in Oregon are allocated by the state under a funding formula that is primarily based upon the number of students enrolled in each school district, funded by local property taxes and state appropriations. In general, these funds cannot be used for capital expenses.

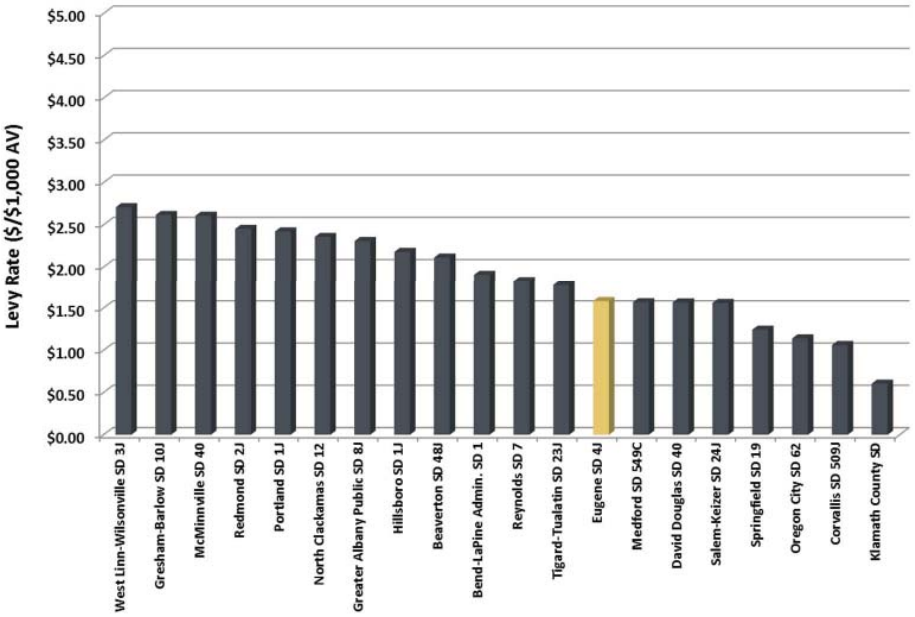
The main source of funding for capital projects for schools in Oregon is voter-approved bonds. School districts typically borrow money to build or improve schools and repay the borrowing with special property tax money.

General Obligation (GO) bonds are a commonly used school capital financing instrument. Bond debt is paid from proceeds of property taxes. The calculation for this tax is based on the assessed value of property, which is different from the market value of property.

2018 SCHOOL DISTRICT BOND RATES: NEIGHBORING DISTRICTS (PIPER JAFFRAY, JANUARY 2018)



2018 SCHOOL DISTRICT BOND RATES: 20 LARGEST DISTRICTS (PIPER JAFFRAY, JANUARY, 2018)

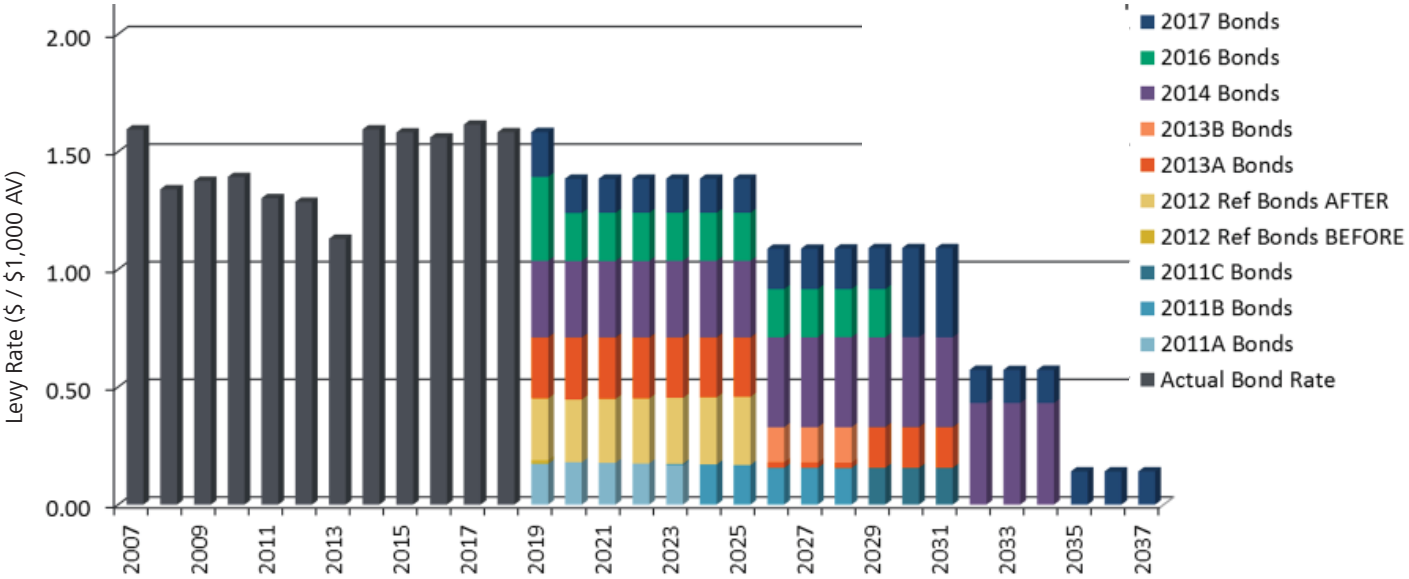


EXISTING RATES

The Piper Jaffray chart, upper right, illustrates 2018 bond rates for school districts in the region. The Eugene School District, in the mid-range of districts that currently have bonds, had a bond rate of $1.58 per thousand dollars of assessed value in 2018. Combined with a permanent rate of $4.75 and a local option rate of $1.50, the total 2016 district rate was $7.83 per thousand dollars of assessed value.

In comparison with the 20 largest districts in the state, the Eugene School District again falls in the mid-range, in terms of bond rates. As shown in the Piper Jaffray chart at right, bond rates in 2018 varied from $0.61 to $2.71 per thousand dollars of assessed value.

OUTSTANDING GENERAL OBLIGATION BONDS: EUGENE SCHOOL DISTRICT (PIPER JAFFRAY, OCTOBER 2017)



EXISTING BONDS

The chart above illustrates actual and projected levy rates for Eugene School District's outstanding general obligation bonds.

In May 2013, district voters approved the issuance of general obligation bonds totaling $170 million. These bonds were issued between 2013 and 2017. Bonds were structured to have varying time-frames, with the final one scheduled to sunset in 2037. However, "step-downs" in the rate are scheduled to occur in 2020 and again in 2026, 2032, and 2035. These step-downs provides an opportunity for a potential additional capital measure at that time.

The district has a total of $266.4 million in general obligation bonds as of January, 2018. This represents 13.98 percent of the district's legal debt limit of $1.9 billion, and leaves a remaining legal debt capacity of $1.64 billion. Debt levels are also governed by Board policy, which requires the periodic review of debt capacity to ensure that debt levels are prudent and affordable to district taxpayers.

Complete levy rate analysis reports, completed for the district by Piper Jaffray, are included in Appendix F for reference.

OTHER SOURCES OF CAPITAL FUNDS

In addition to capital bonds, there are additional sources of capital funding that may be available to school districts, including the Construction Excise Tax (CET), Cool Schools, SB1149, and state grants. However, these are limited both in amount and in how they can be used.

The federal government does not have a regular program to provide capital funds for school districts. However, in recent years, the federal government has provided very limited capital funds to school districts for specific purposes as part of national economic stimulus efforts.

Operating funds may be used for some types of capital expenses. The district may choose to use operating budget dollars to pay for unavoidable capital needs. However, that will reduce the amount of funding that is available to pay for critical operating expenses, such as teacher salaries.

Currently the district has funding for CTE programs from three grant sources, including the federal Perkins Grant ($0.08 million), the state High School Graduation and College and Career Readiness Fund ($2.40 million), and CTE Career Pathways ($0.10 million).

PARTNERSHIPS AND CREATIVE FINANCING

Capital improvement partnerships provide vital opportunities for the district and should be further explored in the planning and construction of capital projects. Identifying successful capital funding partnerships is a thoughtful process and must benefit both the Eugene School District and any potential partner.

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and / or enrollment that do not necessitate new construction or renovation. Strategies that address program, growth, and condition can provide additional capacity and may influence the extent of major modernizations and / or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies are identified as potential ideas to be considered, and will not necessarily be implemented by the District.

Strategies that address program:

:: Repurpose existing space for other uses when possible

:: Utilize public / private partnerships

:: Develop online education programs to reduce enrollment demand

:: Provide alternative programs in non-traditional facilities

Strategies that address growth:

:: Increase class sizes

:: Re-activate vacant / repurposed buildings

:: Adjust enrollment boundaries to maximum total district capacity

:: Allow or maintain enrollment above target capacities

:: Add capacity in the form of modulars (comes from operational funds)

Strategies that address condition:

:: Close schools in the poorest condition and consolidate if enrollment / capacity allow

:: Address the most critical issues using annual maintenance dollars when possible

STRATEGIES THAT ADDRESS PROGRAM

Repurpose existing space

The District has historically reviewed program alternatives and considered a variety of changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment.

Implement public / private partnerships

There may be opportunities for public / private partnerships to support District programs, in lieu of new construction or major renovations. In general, lease arrangements are made on a case-by-case basis to support educational program objectives.

In particular, there is opportunity for career and technical education programs to have robust partnerships with industry, both within school facilities and with internships at industry partner sites.

Develop online education programs

Providing a robust online school program can help District's manage enrollment to a limited extent, as well as fill a need for students with particular learning styles and needs. However, this option is typically only used by a small percentage of students.

The Eugene School District is currently working on an evolving vision for online learning. In alignment with current trends, the District anticipates the use of online learning as a complimentary educational resource rather than being used exclusively by students, so it is not expected to provide a significant reduction in enrollment at traditional school facilities.

Provide alternative education programs in non-traditional facilities

Small, specifically tailored educational programs can be located in facilities other than traditional school buildings, allowing districts to utilize other types of building stock they may own, or lease commercial or retail space.

The ability to house some students outside of traditional school facilities can reduce enrollment demand. This strategy is most appropriate for high school students and potentially middle school students.

The Eugene School District currently houses the ECCO and EEO alternative high school programs on the Lane Community College campus, providing space for approximately 500 students that would otherwise be at the high school. Although this is not an ideal location for the program, it illustrates the ability of the District to utilize this strategy.

STRATEGIES THAT ADDRESS GROWTH

Increase class size

The District could choose to increase the target class size to accommodate growth, however, this approach is impractical to meet long-term needs.

All Districts have natural fluctuations in class size, both between grade levels and within a given year, however there is a limit to the number of students that can be accommodated within a given space, determined by the size of existing classrooms in the District. Large classes may also compromise instruction.

In addition, existing facilities have support spaces, such as a cafeterias and restrooms, that are sized to accommodate a certain number of students. Increasing class sizes beyond what the building was designed for may impact the viability of these support functions.

Reactivate vacant and leased buildings

The District owns three former school facilities that are currently vacant or being leased. This includes the two off-line facilities, Bailey Hill and Willard elementary schools, and Coburg Elementary School, which is currently being leased to a charter School.

These facilities may provide an opportunity to address growth in the future. However, their location in relation to areas of capacity need must be considered, as well as the significant capital costs associated with improvement, as these are some of the oldest facilities in the District.

Adjust enrollment boundaries

Adjusting enrollment boundaries can help compensate for enrollment growth in individual schools, particularly if growth is concentrated in only some areas of the District. However, this process is complex and can cause significant disruption for schools and families. This approach can also lead to increased busing requirements and associated costs.

There is also potential to look at boundary adjustment between the Eugene School District and other neighboring districts adjacent to areas of capacity need. This approach is only viable if the adjustment can be beneficial to both districts.

Allow enrollment over targeted capacities

Allowing enrollment over targeted capacities is another way to compensate for enrollment growth in concentrated areas. The Eugene School District currently does not have any schools with enrollments over their stated targeted capacities, however several schools have existing capacities that are greater than their target capacity of 600 for elementary and middle schools, and 1,500 for high schools.

Looking ahead to 2025-26, two to four elementary schools (depending on the inclusion of an early learning program) and one middle school are projected to have enrollment over the target capacity.

Increasing facility enrollment above the targeted capacity does not align with the District's mission and goals, and will not provide the best educational environment for students.

Add capacity with modular buildings

Modular classroom buildings offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Modular buildings offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate.

Modular classroom buildings lack some of the architectural quality and special features or amenities that of permanent classrooms have. It is these differences that may make a difference in student achievement.

Further, while adding to a school's enrollment, they do not expand the existing shared common areas such as cafeterias, gymnasiums, media centers and restrooms. Finally, as discussed in the previous chapter, it is important to note that the addition of modular classrooms may create security concerns and place additional stress on already underfunded operational budgets.

The district currently has four school facilities that are using portable classrooms. There is a desire to eliminate these when possible, therefore the Long-Range Facility Plan is primarily based on permanent capacity only.

APPROACHES THAT ADDRESS CONDITION

Close schools and consolidate

Closing or repurposing schools that are in the poorest condition can alleviate the need for modernization, if these students can be accommodated at neighboring schools. The District has utilized this strategy in recent years, by closing three schools that were in poor condition, including Bailey Hill, Coburg, and Willard elementary schools. These facilities are all over 60 years old, and would require significant modernization if they were being used by the District.

Based on current projections, none of the District's four regions will have enough excess capacity to allow additional school closure and consolidation. Therefore, closing or repurposing additional school facilities is not indicated in this Long-Range Facility Plan. However, the District may want to consider this at some point in the future. Ideal candidates would be facilities that are in very poor condition, have capacity significantly below District targets, and /or do not adequately accommodate educational programs.

Use maintenance funding for most critical issues

It may be possible to allocate some operational funds to fix immediate needs in some facilities. As noted previously, this is not a viable long-term strategy and may impact the District's ability to meet operational needs. Currently, the District's maintenance budget does not have capacity for additional projects beyond basic maintenance needs.

SECTION 07

PLAN DEVELOPMENT

07
PLAN DEVELOPMENT

Long-Range Facility Planning Board Workshop, November 2017

PROCESS OVERVIEW

The Eugene School District's long-range facility plan process began in the summer of 2017 and concluded with the adoption of the Plan in May 2018. The School Board and District Steering Committee worked on several iterations of plan development, in order to arrive at a long-range facility plan that both accommodates the needs of the district over the next ten years, sets the stage for future planning phases, and reflects the desires of the community.

After reviewing the previous Long-Range Facility Plan, establishing guiding principles, and gaining an understanding of the district's educational program goals, existing conditions, and projected growth, the Steering Committee developed potential projects and associated rough-order-of-magnitude costs that reflect district needs.

Steering Committee members and Board members explored plan options and established priorities for the Long-Range Facility Plan. Information related to these planning exercises is included in Appendix H.

Information about potential project options was presented to the wider community for input via community forums around the district, as well as online and telephone surveys.

The Board used the information developed by the Steering Committee and community input to develop the Long-Range Facility Plan outlined in this report.

DISTRICT NEED

District needs for capital improvements over the next 10 years were defined in four categories, for consideration and prioritization by the district, Board, and community:

:: New Buildings, Building Replacement, Renovation, and Repurposing

:: Facility Upgrades and Repairs

:: Spaces for Learning

:: Supports for Learning

NEW BUILDINGS, BUILDING REPLACEMENT, RENOVATION, AND REPURPOSING

Replace North Eugene High School

:: Construct a new facility to replace the existing North Eugene High School

:: Planned capacity of 1,200 students on the current site, with core facilities sized to accommodate future expansion to 1,500 students

:: Renovation of the existing facility was considered, but it was determined that this would not provide sufficient benefits for the cost

Replace Edison Elementary School

:: Construct a new facility to replace the existing Edison Elementary School

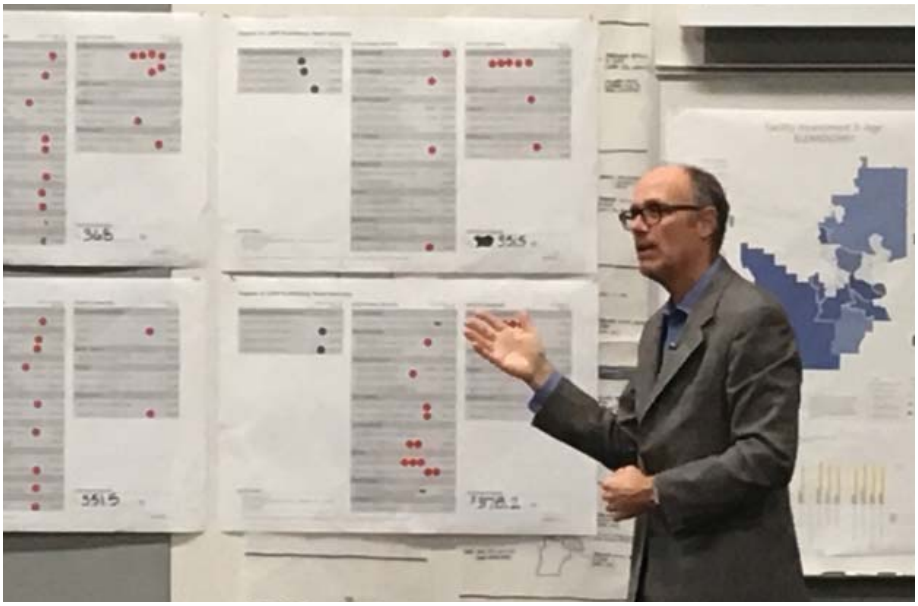
:: Planned capacity of 450 students on the current site, providing a capacity increase of 126 students (a new school at the district's target size of 600 students would be difficult on this site, due to the small site size)

:: Renovation of the existing facility was considered, but it was determined that this would not provide sufficient benefits for the cost, or provide the additional capacity needed to meet projected enrollment

Replace Camas Ridge Elementary School

:: Construct a new facility to replace the existing Camas Ridge Elementary School

:: Planned capacity of 450 students, providing a capacity increase of 45 students



Long-Range Facility Planning Board Workshop, November 2017

Add Capacity in the Sheldon Region

:: Construct a new elementary school to accommodate projected enrollment growth in the Sheldon region

:: Planned capacity of 600 students

:: Planned location is the Kinney Loop site, an undeveloped reserve property owned by the district in the Coburg Road / Crescent Avenue area

Renovate An Older Building for New Educational Uses

:: Renovate one of the existing elementary facilities that are currently in reserve; either the Willard site in south central Eugene or the Bailey Hill site in southwest Eugene

:: Renovated facility would house special programs, such as language immersion, special education, alternative education, or career technical education; prior to that, the renovated building could function as a temporary school site ("swing space") while schools are replaced

FACILITY UPGRADES AND REPAIRS

Resiliency for Disaster Recovery

:: Resiliency upgrades at new schools, such as a higher level of seismic resistance, water access and power generation

:: Regional approach, providing upgrades to one facility in each region in the first phase

Seismic Improvements at Existing Schools

:: Seismic evaluation of all district facilities and priority one (life safety) upgrades as needed

Security, Safety, and Health

:: Security, safety, and health upgrades throughout the district, including securing school entryways, fencing school site perimeters, upgrading fire alarms, and reducing sources of asbestos and lead

Equitable and Accessible Facilities

:: Improve equity and access to school facilities for instruction, athletics, and support areas

Critical Repairs and Maintenance

:: Repair and maintenance to facilities across the district, to improve conditions and protect investment in schools

:: Projects include roof and window replacement, pavement repair, and building system upgrades

SPACES FOR LEARNING

Career Technical Education

:: Add new and / or modernize existing CTE spaces to provide space for CTE pathway programs at regional high schools

:: Accommodate hands-on learning in middle schools that aligns with high school program options

Special Needs Education

:: Provide space and equipment upgrades to fully support special education services for students, located equitably across the district

:: Needed improvements include:

- Adding classrooms
- Improving existing special education spaces

- Creating sensory rooms in more schools
- Upgrading life skills classrooms and playground equipment
- Providing coordinated space for transition education where young adult students with significant disabilities learn independent living skills

Early Learning Spaces

:: Add or upgrade classrooms for early learning programs in several elementary schools across the district, targeted to school areas that have high needs for early education options

:: In the short term, early learning programs are provided in some schools in partnership with other local organizations

:: In the long term, the district is looking toward the potential of eventually offering prekindergarten programs at every elementary school in the district

Gym Space for Physical Education

:: Add new PE teaching stations (gymnasium or multipurpose space) and / or expand existing gymnasiums at existing elementary and middle schools as needed to provide space to meet state requirements for physical education

:: Add a second full-use gym and remodel the existing main gym (under the dome) at Churchill High School to improve equity, access, and safety

SUPPORTS FOR LEARNING

Curriculum Adoption

:: Support modernized curriculum in areas such as English language arts, social studies, the arts, and health, the next subjects on the statewide adoption cycle

Technology for Learning and Operations

:: Provide technology improvements to better support learning in every school

:: Technology upgrade needs include:

- Student learning devices
- Classroom technology
- Unique learning spaces, such as theaters and labs
- Modernized library technology
- School sign-in systems for visitor security
- Infrastructure, such as intercoms, fiber, and wireless networking

Food Service Facilities

:: Nutrition facility and equipment upgrades to keep school kitchens in good repair and support service delivery requirements, as well as improve quality and reduce waste

School Bus Replacements

:: Replace school buses over time as equipment ages, to keep the student transportation fleet safe, efficient, and in good repair

:: About half of the district's buses will be due for replacement between 2019 and 2025

Safe Routes to School

:: Every major school construction project includes funds to improve safe routes to school

ROM COSTS

Rough-order-of-magnitude (ROM) costs were established for each identified project, based on a number of high-level planning assumptions. Costs are intended for planning purposes, to aid in prioritization of projects. Actual project estimates and budgets will be determined as projects become more defined.

For the Long-Range Facility Plan, ROM costs are based on the following assumed construction costs (2017 dollars):

:: $320 per square foot for new elementary school construction

:: $350 per square foot for new middle school construction

:: $370 per square foot for new high school construction

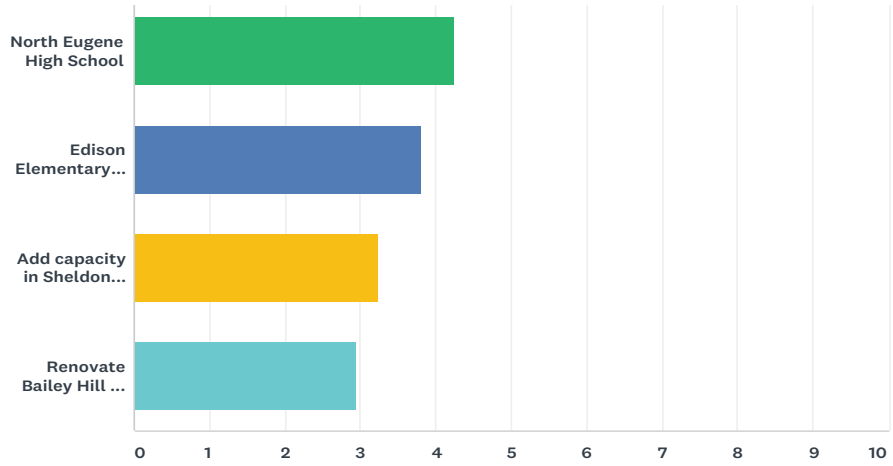
:: Varying cost per square foot for modernization, typically two-thirds of new construction cost

Projects also require expenses that are not considered direct construction costs, including permit fees, state and local taxes, and architectural and engineering fees. These are identified as "soft" costs, and vary widely from project to project. For planning purposes, soft costs have been included based on prior historical costs.

Escalation is also included in the ROM costs, as projects will not be implemented until several years in the future, pending passage of a potential capital measure. Five years of escalation are assumed, representing estimated costs in 2022 dollars, the estimated midpoint of construction. The escalation rate can vary significantly over time, ranging from zero or negative escalation to over 10 percent per year. A six percent per year rate of escalation has been assumed for this planning work.

ROM cost estimates developed for planning projects as a part of this process are included in Appendix G.

Community Forum



Community Forum Feedback: Building Replacement, Renovation, and Repurposing

COMMUNITY OUTREACH

Community input is a critical component of the Long-Range Facility Plan. It is important to understand the needs of the community, so that they are adequately represented in the plan. Community support is also critical for successful implementation of a long-range facility plan.

Three outreach strategies were implemented by the district, in order to garner input from a wide range of community constituents. Strategies included in-person community forums throughout the district and an online survey, summarized below and on the following pages. In tandem with the long-range planning effort, the district contracted with Patinkin Research Strategies to conduct a telephone survey to gauge community support and priorities for long-range planning projects and a potential capital measure. A summary of this survey is included in Appendix I for reference.

COMMUNITY FORUMS

The district conducted five community forums in late February and early March 2018, as part of the long-range facility planning effort. Evening meetings occurred at middle schools in each of the district's four regions, as well as a Saturday meeting at the district office. A sixth meeting, intended to be presented in Spanish at Howard Elementary School, did not garner any attendees.

Meetings were held at:

:: Roosevelt Middle School (South Eugene region)

:: Arts & Technology Academy (Churchill region)

:: Cal Young Middle School (Sheldon region)

:: Kelly Middle School (North Eugene region)

:: 4J Education Center

Community forums were conducted by School Board members and district staff, and included an introductory presentation with background information related to the long-range plan, as well as interactive stations to capture community feedback on more specific topics. In addition, community participants completed comment cards focused on prioritization of the previously identified planning projects.

Participants

Over 100 community members participated in the outreach forums and provided input. Attendees were predominantly parents (76 percent), with students, staff members, and other community members also represented. There were community members from every region, with the largest representation from the South Eugene region.

Forum Feedback

Forum participants were asked to provide feedback regarding prioritization of planning projects in the four categories of previously identified district need:

:: New buildings, building replacement, renovation, and repurposing

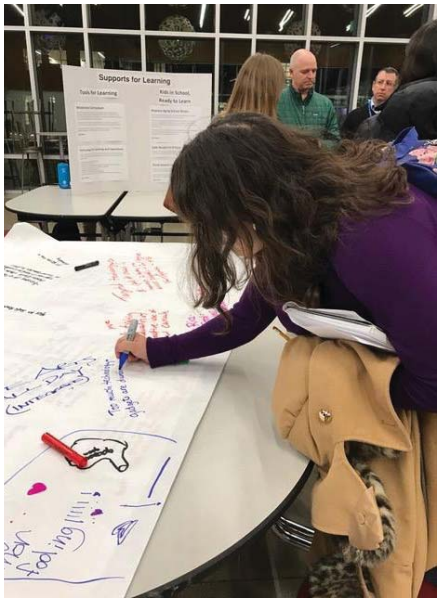
:: Facility upgrades and repairs

:: Space for learning

:: Supports for learning

Responses were categorized as very important, somewhat important, neutral, somewhat unimportant, and unimportant, with weighted averages shown in the summary charts above and on the following page.

As shown above, North Eugene High School ranked as the highest priority in the Building Replacement, Renovation, and Repurposing category, followed by Edison

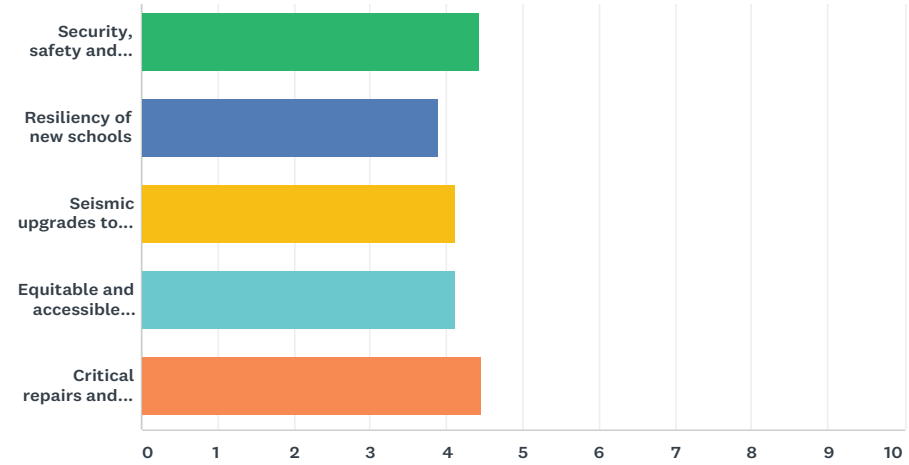


Community Forum

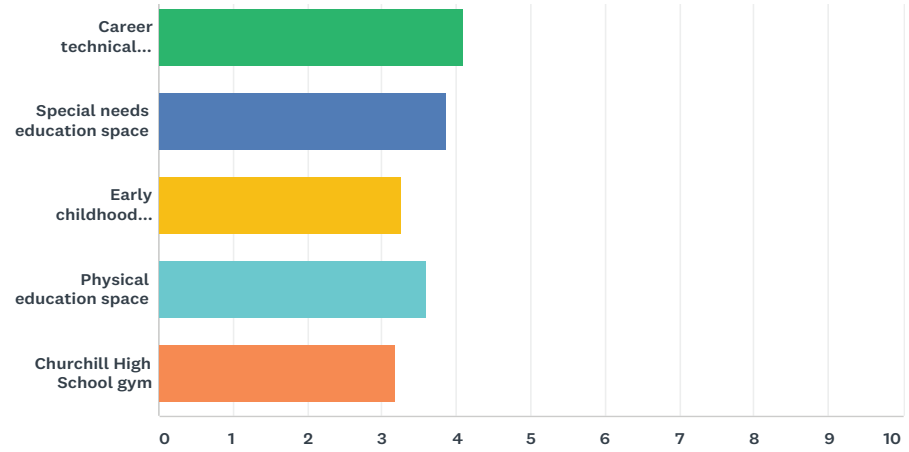
Elementary School. Comments included concern about how replacing North Eugene High School would impact the Yujin Gakuen program, currently housed at the adjacent Silver Lea facility. Edison comments included a strong desire to stay on the current site, with some respondents wanting renovation and some wanting replacement of the existing facility.

In the Facility Upgrades and Repairs category, both "critical repairs and maintenance" and "security, safety, and health" ranked as high-priority projects. Although seismic upgrades and resiliency of new schools were ranked lowest in this category, there were many comments regarding the necessity and importance of these projects.

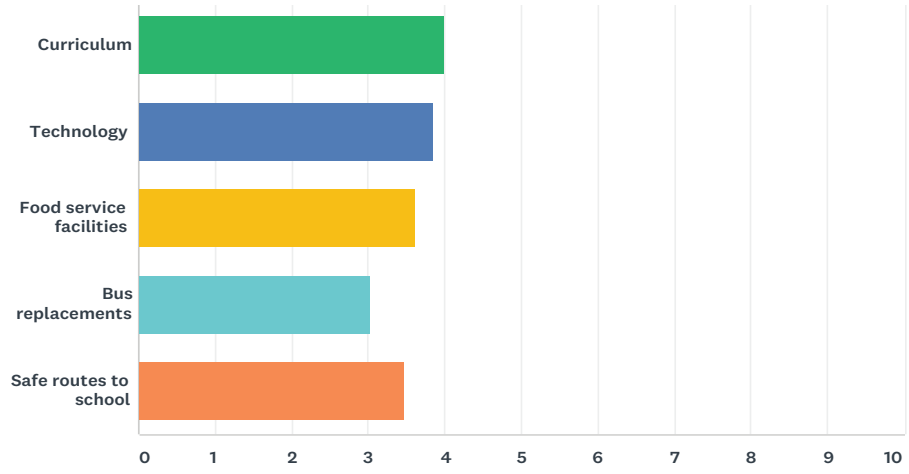
In the Space for Learning category, career and technical education space ranked as the highest priority, followed by special needs education space, and physical education space. Early childhood learning space ranked the lowest. Suggestions for other learning spaces included areas for project-based learning, itinerant professionals, middle school music, and improved library space.



Community Forum Feedback: Facility Upgrades & Repairs



Community Forum Feedback: Space for Learning



Community Forum Feedback: Supports for Learning

Community Forum

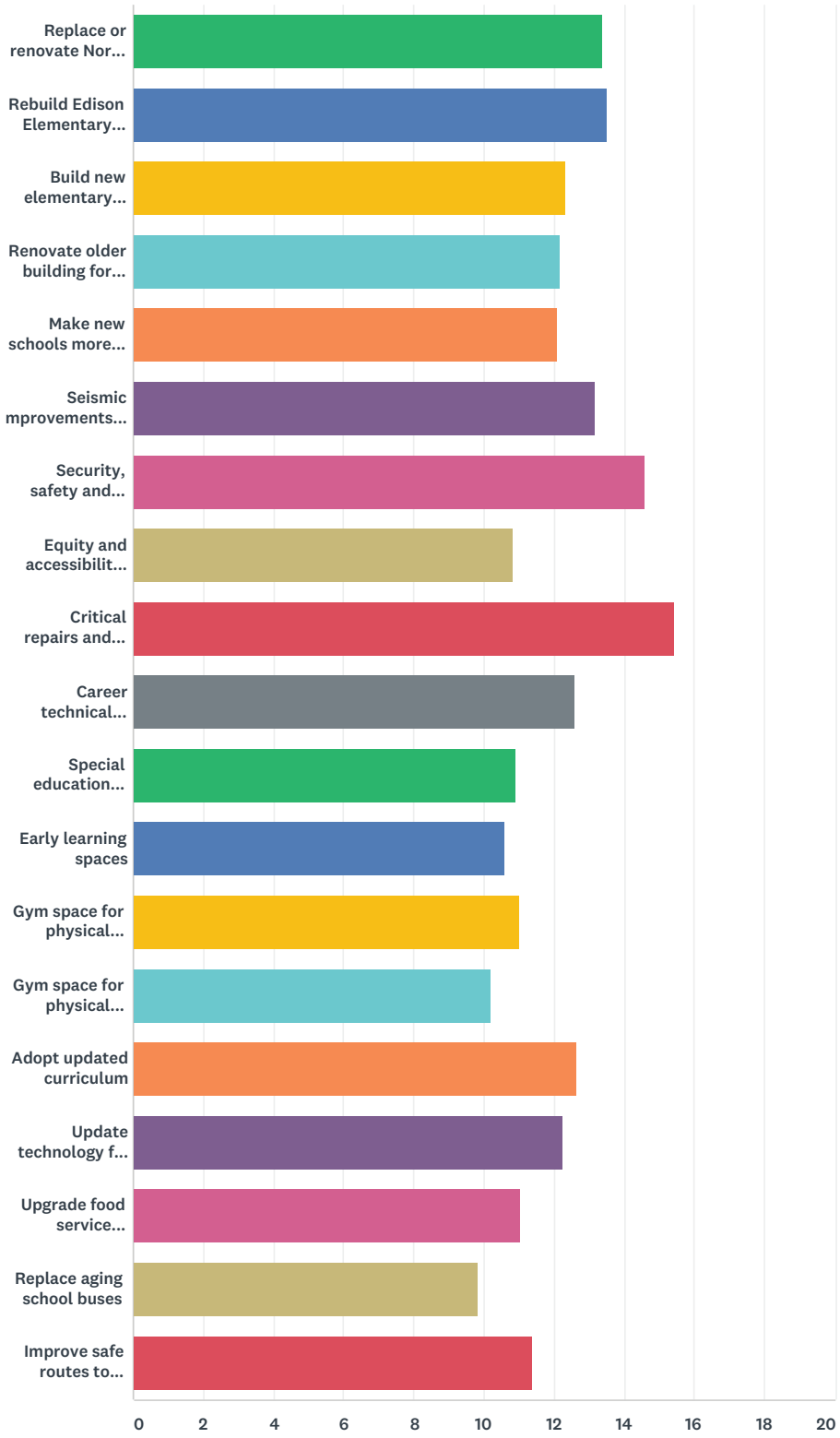
In the Supports for Learning category, curriculum ranked the highest, followed by technology and food service facilities. Bus replacement ranked the lowest. There were many comments about food service, related to nutritional value, choice, local sourcing, and quality.

More detailed information regarding community forum input is located in Appendix I.

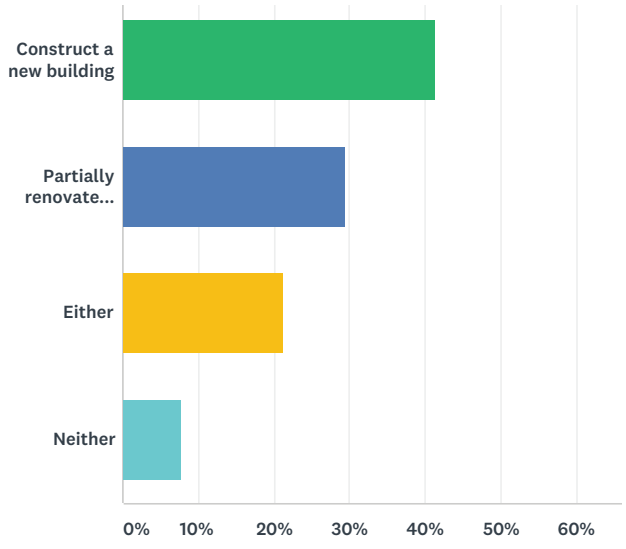
ONLINE COMMUNITY SURVEY

The district also conducted an online survey of the community, with similar questions and topics to the community forums. The 32-question survey asked participants to indicate their level of support for each of the potential planning projects, similar to the community forums, and then rank the entire list in terms of priority.

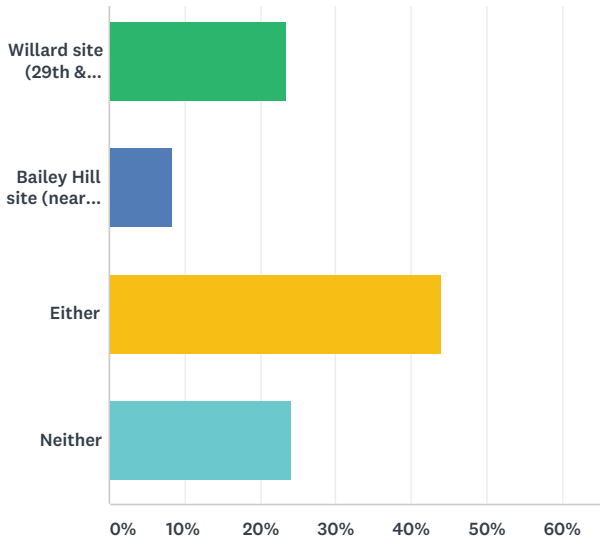
Survey questions and the full summary of responses is included in Appendix I.



Online Community Survey: Top Priorities



Online Community Survey: North Eugene High School



Online Community Survey: Renovation of Older Building

Participants

Over 700 community members participated in the online survey. The majority of participants were district parents (69 percent), followed by staff members (29 percent), other community members (12 percent), and students (two percent).

Almost 40 percent of participants were from the South Eugene region, with representation from all four regions, as well as outside of the school district. Staff respondents also represented all four regions, with 17 to 29 percent from each region and 17 percent from central administration.

Survey Results

Participants were asked to identify the top priorities that need to be addressed soon, ranking all 19 potential projects from most to least important. The results, shown in as weighted averages in the chart opposite, illustrate that the top two priorities are "critical repairs and maintenance" and "security, safety, and health." This is in alignment with the feedback received at the community forums.

Other high-priority projects included:

:: Rebuild Edison Elementary School

:: Replace or renovate North Eugene High School

:: Seismic improvements to existing schools

:: Adopt updated curriculum

:: Add or renovate dedicated spaces for career technical education

A more detailed survey question was asked regarding whether participants supported renovation and / or replacement of North Eugene High School. As shown in the chart above left, over 40 percent supported a complete replacement, while only 29 percent supported renovation of the existing facility.

Survey comments in support of North Eugene High School replacement included:

:: "One of the oldest in Eugene and in desperate need of updates"

:: "North Eugene has a negative reputation, this would give a needed boost"

:: "The district needs to not have such inequity"

:: "This part of Eugene needs strong investment in education"

:: "North Eugene students deserve a state-of-the-art learning facility"

:: "The extend of renovation needed for a structure this old would make better fiscal sense to just construct new"

:: "The new facility would be better suited to today's needs"

:: "If we want to retain students in the North region, it makes sense to give them amazing facilities"

Another detailed question gauged support for renovating an older building for new educational uses, shown in the chart above right. The two facilities in question are Bailey Hill, in the Churchill region, and Willard, in the South Eugene region. Both facilities are currently off-line, and if modernized, could also be used as interim swing space for students while other schools are under construction.

44 percent of respondents supported renovation of either building, and 24 percent supported renovating the Willard facility. Only eight percent supported renovating the Bailey Hill facility, while 24 percent supported neither.

North Eugene High School

LONG-RANGE FACILITY PLAN

PHASE ONE PLAN

The Eugene School District Board of Directors developed a preferred approach for the Long-Range Facility Plan, with a prioritized list of projects for Phase One. Projects include three replacement schools and one new school, as well as facility upgrades throughout the district. These include accommodations for critical facility maintenance and repairs, safety and security, seismic upgrades and resiliency, and equity and accessibility. Educational space and other supports for learning include CTE, curriculum, technology, and school bus replacement.

The Phase One plan proposal intends to strike a balance between community support for funding and current district need, and can serve as the basis for a potential capital measure. Projects that were identified during the planning process and have not been prioritized for inclusion in Phase One will continue to be tracked and addressed in later phases of the Plan.

PHASE ONE PROJECTS

Replace North Eugene High School (NEHS)

North Eugene High School's 1957 building is aging and is in the poorest condition of the district's four high schools.

The existing facility is poorly configured to meet the needs of modern learning environments, due to existing conditions such as small classrooms and lack of flexible learning spaces. A new building for 1,200 students would support modern teaching and learning activities, including dedicated space for career technical education and access to health services. The new facility would have improved energy efficiency and would be designed with safety and school security in mind.

The age and condition of all district high schools, which are all over 50 years old, indicates a need to begin the replacement process as soon as possible, as all facilities will likely need replacement within the next 30 years.

The North Eugene High School region is a traditionally under-served community with a high-need population. Community feedback indicated significant support for this project from both within the region and throughout the district.

Planned future expansion to accommodate 1,500 students will provide future high school capacity for the district in the long-term.

Replace Edison Elementary School

Edison Elementary School, built in 1926 and located in the South Eugene High School region, is the district's oldest school building, and is in poor structural and seismic condition. The existing facility is also poorly configured to meet the needs of modern learning environments. A new building would support modern teaching and learning activities, and reflect historic design features of the existing building. The new facility would have improved energy efficiency and would be designed with safety and school security in mind.

Projections indicate that Edison enrollment will be greater than its existing capacity of 324 students within the next 10 years (current enrollment is 388 students and projected enrollment in 2025-26 is 418 students, 94 students over capacity). Other schools with adjacent boundaries, including Camas Ridge, Adams, and Bertha Holt, are also projected to be close to or over their existing capacities.

Edison Elementary School

Camas Ridge Elementary School

Edison's existing capacity is well below the district target size of 450 to 600; replacement with a capacity of 450 will bring the school's size closer to alignment with other district facilities, provide greater learning opportunities, more efficient operation, and 126 seats of additional elementary capacity to the South Eugene region. (Providing a capacity greater than 450 would provide a compromised facility, due to existing site constraints.)

Replacement of Edison Elementary School was indicated as a priority in the district's previous Long-Range Facility Plan. Community feedback also indicated significant support for this project.

Replace Camas Ridge Elementary School

Camas Ridge Elementary School was built in 1949 and is in poor physical condition. The existing facility is also poorly configured to meet the needs of modern learning environments. A new building would support modern teaching and learning activities, would be energy efficient, and would be designed with safety and school security in mind.

Projections indicate that Camas Ridge enrollment will be greater than its existing capacity of 405 students within the next 10 years (current enrollment is 405 students and projected enrollment in 2025-26 is 421 students, 16 students over capacity).

Camas Ridge's existing capacity is below the district target size of 450 to 600; replacement with a capacity of 450 will bring the school closer to alignment with other district facilities, provide greater learning opportunities, more efficient operation, and 45 seats of additional elementary capacity to the South Eugene region.

Replacement of Camas Ridge Elementary School was indicated as a priority in the district's previous Long-Range Facility Plan.

New Elementary School in the Sheldon Region

The Sheldon region is growing and needs more space for elementary students. Elementary enrollment projections indicate a 17 percent growth rate in the region. All three neighborhood schools (Gilham, Bertha Holt, and Willagillespie) are currently well over 500 students and are projected to be over capacity by 2025-26.

Building a new elementary school with a 600-student capacity would serve families and community members in the Sheldon region and relieve enrollment pressure on other area schools as the population grows. The district has property reserved for a future elementary school site in the Coburg Road / Crescent Avenue area (Kinney Loop property).

Renovate Existing Facilities for Program Relocations

:: Renovate existing facilities to house special programs, including Yujin Gakuen, Corridor, ECCO, and Natives Program

Critical Facility Maintenance, Repairs, and Improvements

Worn out roofs. Corroded pipes and cracked pavement. End-of-life heating systems and controls. Inefficient windows that let in the cold. Buildings across the district need critical repairs and improvements to keep students warm safe and dry, and protect the community's investment in district schools. Projects include replacing roofs, upgrading building systems, improving energy efficiency, and making other repairs and improvements at facilities throughout the district.

CTE at North Eugene High School

CTE at South Eugene High School

School Safety, Security, and Seismic Upgrades

These projects provides funding for many important district needs, including:

:: Security, safety, and health:
Our children deserve to feel safe and be safe at school. Security, safety and health upgrades needed in our schools include: securing school entryways, fencing school site perimeters, upgrading fire alarms, and reducing sources of asbestos and lead.

:: Resiliency for disaster recovery:
A natural disaster could strike our community at any time. Resiliency upgrades at new schools—such as a higher level of seismic resistance, water access and power generation—would make it more likely that those facilities would weather a disaster and be immediately available for reoccupation, both as school facilities and as community resources.

:: Seismic stability:
Evaluate seismic stability of older schools for retrofitting.

:: Safe routes to school:
Students need to have safe ways to walk and bike to school. Every major school construction project includes funds to improve safe routes to school.

Facility Equity, Access, and Health

School facilities and programs should be equitable and accessible for all—both because it is the right thing to do, and because it is required by federal law (ADA and Title IX). Projects include:

:: Meet Title IX requirements with equal access to high quality facilities for both girls and boys. The district has requested a full athletic program and facility review by an expert in athletic gender equality and Title IX.

:: Improve academic and athletic facilities to be accessible and equitable for all.

:: Enhance special education facilities and equipment:
Special education spaces throughout the district are in varied conditions which impact teaching and learning. In some cases, our neediest students are forced to learn in spaces that are not designed to be learning spaces. The district frequently is required to upgrade or amend these spaces to meet ADA or IEP needs that include bathroom changes, ADA changes, learning space changes, and playground upgrades.

:: Food service facilities and equipment:
Students need access to healthy food to be ready and able to learn. Nutrition facility and equipment upgrades would keep school kitchens in good repair, support service delivery requirements, and potentially serve as a community resource.

Career Technical Education

Vocational / technical education has entered the 21st century and is now called career and technical education (CTE). CTE programs provide students an opportunity to master academic and technical skills within courses that interest them and can lead to rewarding careers.

Students can gain work experience, industry certifications and college credits. High schools are developing and expanding CTE pathways in areas such as computer science, health occupations, high-tech manufacturing, environmental science, culinary arts, and more. Providing dedicated space and equipment for CTE pathway programs at every high school will enhance career-related learning.

Students at Howard Elementary School

SUPPORTS FOR LEARNING

Beyond facility improvements, other critical capital needs that may be funded by future bond measures include curriculum, technology, and transportation.

Curriculum Adoption

Modern curriculum materials align with updated state standards and provide the highest quality instructional materials for student learning. Previous bond funds have allowed the district to update curricula in science, world languages (currently underway), and elementary writing and math. New bond funds could support modernized curriculum in other subject areas. The next subjects on the statewide adoption cycle are health, social studies, the arts, and English language arts.

Technology for Learning and Operations

Today's students and schools need access to up-to-date technology. Projects include improving classroom technology to support student learning and modernizing technology infrastructure, such as:

:: Student learning devices

:: Classroom technology, such as projectors and wireless connectivity

:: Unique learning spaces, such as theaters and labs

:: Modernized library technology

:: School sign-in systems for visitor security

:: Infrastructure, such as intercoms, fiber, and wireless networking

Replace Aging School Buses

Replacing school buses over time as equipment ages keeps the student transportation fleet safe, efficient, and in good repair. The district replaces buses after 13–14 years of service, which is typical across Oregon school districts. The state reimburses 70 percent of student transportation costs, including bus purchases depreciated over time, so every dollar spent to buy school buses returns additional funds to be used for transportation needs.

PHASE ONE SUMMARY & COSTS

The table on the following page summarizes Phase One projects and estimated rough-order-of-magnitude (ROM) project costs, in 2022 dollars. Capital allocations included in the Phase One Plan were determined by the District and Board. Detail regarding ROM cost estimates that were developed as part of this planning process are included in Appendix G.

The combined total cost of Phase One projects is estimated to be $393.0 million, including bond costs. $8.0 million in matching funds from the Oregon Department of Education has been identified for the district, in the event of passage of a capital measure, bringing the Phase One total cost down to an estimated $385.0 million.

LONG-RANGE FACILITY PLAN: PHASE ONE

Project	Amount	Purpose
NEW & REPLACEMENT SCHOOLS		
Replace North Eugene High School (1,200 students)	$150.0 M	Improve condition, enhance program
Replace Edison Elementary School (450 students)	$45.0 M	Improve condition, enhance program, accommodate enrollment
Replace Camas Ridge Elementary School (450 students)	$43.2 M	Improve condition, enhance program, accommodate enrollment
New Elementary School in the Sheldon Region (600 students)	$53.5 M	Accommodate enrollment
Renovate Facilities for Program Relocations (Including Yujin Gakuen, Corridor, ECCO, and Natives Program)	$10.0 M	Accommodate relocated programs
FACILITY UPGRADES AND REPAIRS		
Critical Facility Maintenance, Repairs, and Improvements	$31.0 M	Maintain operations , protect investment, health / safety
School Safety, Security, and Seismic Upgrades	$16.0 M	Maintain operations, protect investment, health / safety
Facility Equity, Access, and Health	$12.0 M	Equity, health / safety
SPACES & SUPPORTS FOR LEARNING		
Career & Technical Education	$6.0 M	Enhance program
*Curriculum Adoption	$8.0 M	Enhance program
*Technology for Learning and Operations	$6.0 M	Enhance program, maintain operations
*School Bus Replacements	$4.8 M	Maintain operations, health / safety
ESTIMATED PHASE ONE PROJECT COST	**$385.5 M**	
Estimated Bond Costs	$7.5 M	
ESTIMATED PHASE ONE TOTAL COST	**$393.0 M**	
Oregon School Capital Improvement Matching Program Grant (OSCIM)	($8.0 M)	
ESTIMATED PHASE ONE CAPITAL NEED:	**$385.0 M**	

* These items, while not specifically facility-related costs, are included as part of the capital plan proposal.