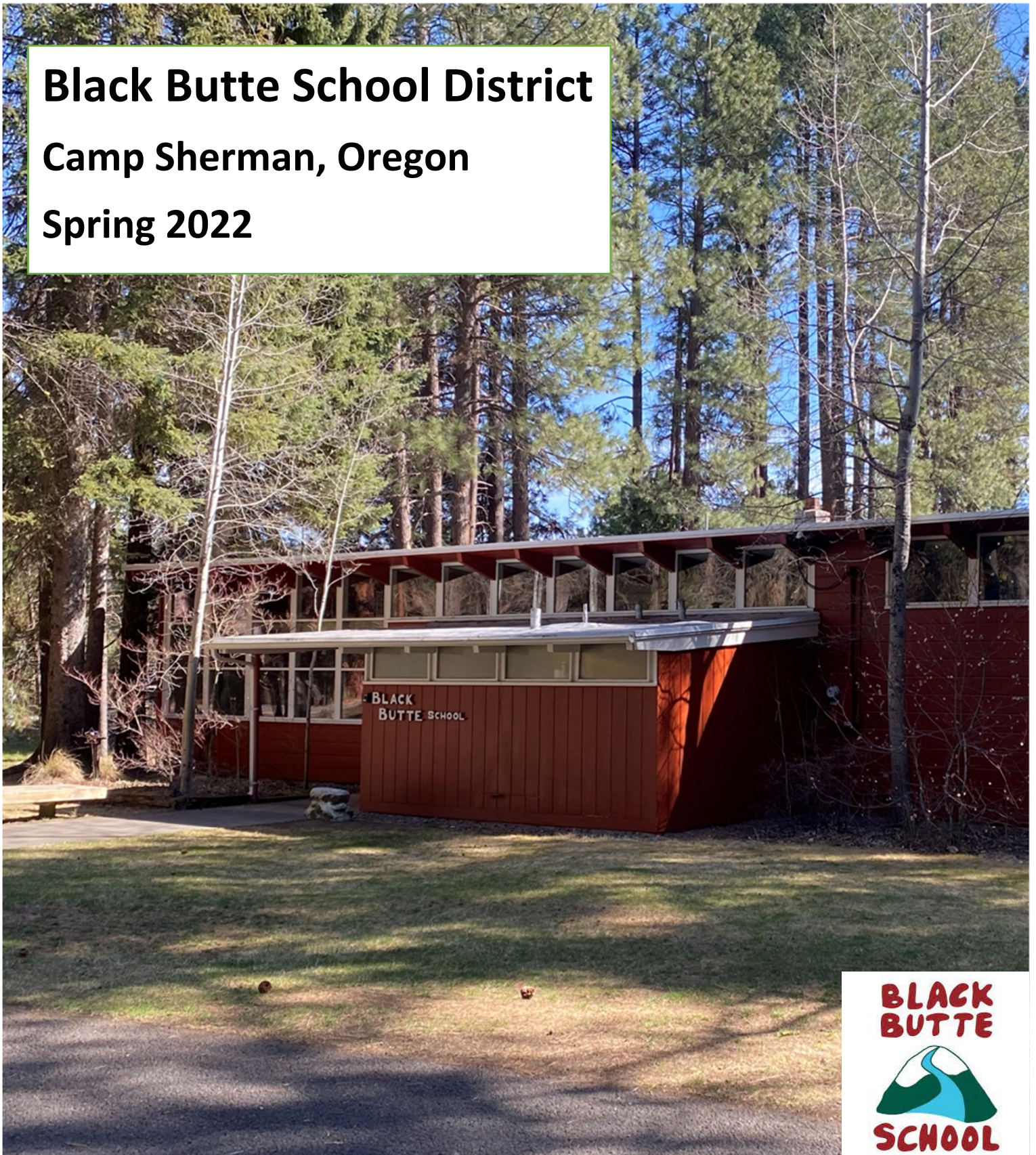


**Black Butte School District  
Camp Sherman, Oregon  
Spring 2022**





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## Acknowledgments

### District Administration and Leadership Team

Delaney Sharp, Head Teacher  
Jennie Sharp, Special Programs Manager & Performing Arts Teacher  
Kirstin Anglea, District Administrator  
Simon Levear, Business Manager  
Morgan Griffin, Facilities Operations Manager

### School Board Members

Marie Sheahan “Bear” Brown, Board Chair  
Susan Carlson, Board Vice-Chair  
Siobhan Gray, Director  
Karen Lajoy, Director

### Long-Range Facility Planning Members

Bear Brown, School Board Chair  
Sue Carlson, School Site Council  
Gary Gray, Bus Driver & Facilities Committee Member  
Ted Hogan, School Site Council  
Karen Lajoy, School Board Member  
Daniel Petke, Bus Driver & Facilities Committee Member  
Brian Schultz, Community Member  
Molly Schultz, School Site Council  
Craig Mackie, School Site Council

### Facility Assessment Team

#### BLRB Architects

Jonah Jensen, Principal in Charge / Lead  
Educational Planner  
Heidi Slaybaugh, Project Manager / Certified  
Assessor  
Aiden Long, Administrative Assistant

#### SAZAN Group

Daniel Touger, PE, Managing Principal

#### DOWL

Adam Conway, PE, Civil Engineer





## Introduction – Black Butte School District

Nestled in the heart of the Metolius Basin, Black Butte School is a public K-8 school located in Camp Sherman, 15 miles west of the City of Sisters. The present-day two-room schoolhouse, dedicated in September 1951, is home to 25 students in grades K-8 who are educated in two mixed-aged classrooms that allow for plenty of individualized educational opportunities, experiential projects, and mixed-age collaboration.

According to Black Butte School District's website, "The school offers a dynamic educational experience that leverages the local community and the unique bioregion of the Metolius Basin to enhance student learning. The field-based curriculum blends classroom lessons with real world experiences and adventures to foster students' genuine curiosity, knowledge, and confidence."

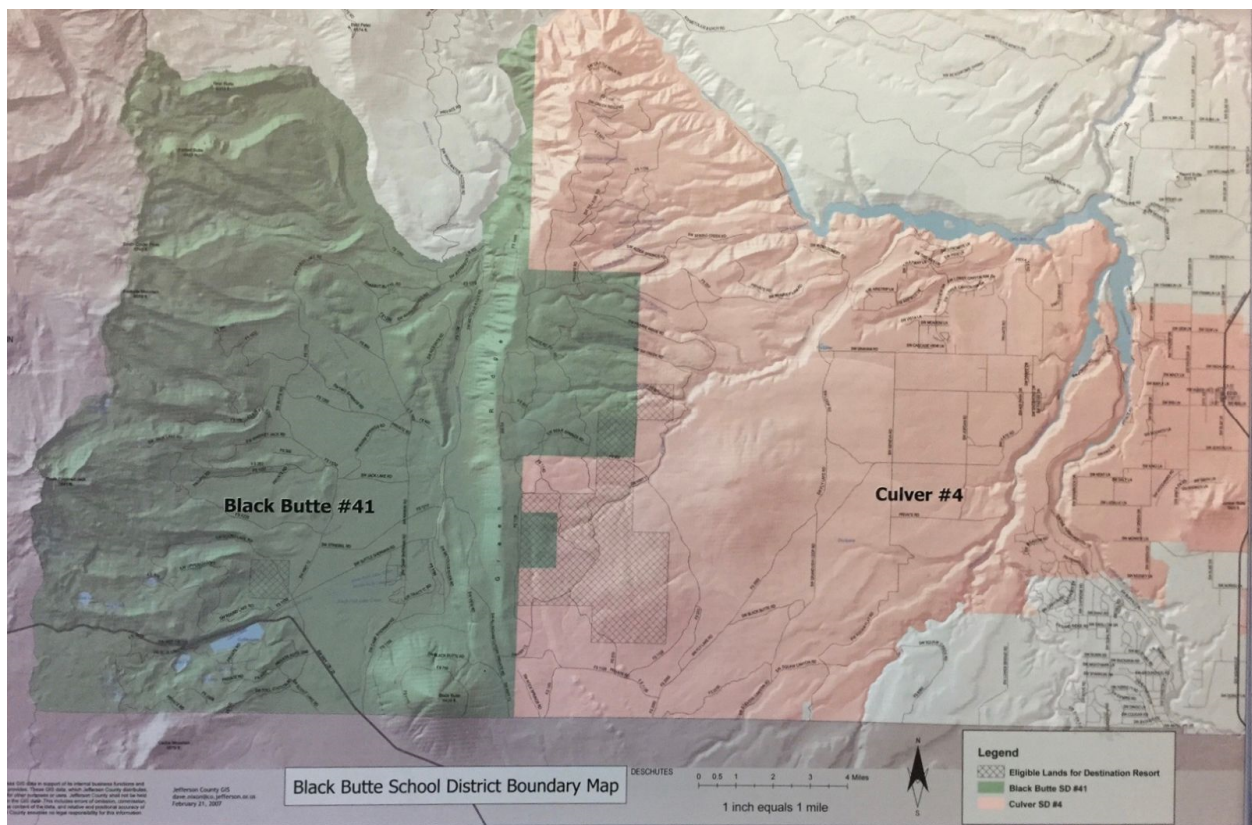


Figure 1 - BLACK BUTTE SCHOOL DISTRICT BOUNDARY MAP



## Executive Summary

In 2020, the Black Butte School District engaged BLRB Architects to assess the school facilities comprehensively. Paid for with a *Technical Assistance Program* (TAP) grant from the Oregon Department of Education, the assessment included a comprehensive physical review and professional evaluation of the 3 facilities: the main schoolhouse, the bus barn, and a single-family residence. The resulting report identified recommended maintenance, safety, security, and other needs to improve facility conditions. An additional grant was provided for the Long-Range Facility Plan and a committee was formed consisting of school representatives and community members. The group reviewed and prioritized the needs outlined in the facility and educational adequacy assessments while also considering other potential ideas to further enhance the educational experience for students.

### Long Range Facility Planning Vision, Goals, and Objectives

- Explore grant funding to supplement capital bond funds (OSCIM, ETO, others)
- Provide a safe and secure facility for students, staff and community.
- Deliver a flexible and adaptable school that optimizes learning and teaching, meeting the long-term educational needs of Black Butte students of all ages.
- Extend the useful life of Black Butte School while preserving its historic quality and character.
- Optimize interior environmental health and resource conservation through the integration of sustainable, maintainable materials and energy-efficient systems.
- Create indoor and outdoor group of project-based environmental learning opportunities.

### Timeline of Long-Range Facility Planning Meetings

- Meeting 1      October 4, 2021
- Meeting 2      November 2, 2021
- Meeting 3      December 7, 2021
- Meeting 4      January 10, 2022
- Meeting 5      February 15, 2022
- Presentation\*    March 8, 2022

\* indicates School Board Presentation

### Timeline of Educational Adequacy Meetings

In addition to the Long-Range Facility Planning Committee meetings, BLRB met with teachers and administrators to get a better understanding of their individual needs and concerns relative to Facility Condition and Educational Adequacy. The meeting was instrumental in communicating with the key stakeholders who were not part of the Long-Range Facility Planning Committee meetings and provided valuable insight into the day-to-day activities and needs by those who spend their time in such facilities. These findings were shared in detail with the Long-Range Facility Planning Committee during LRFP Meeting #2.

We conducted one meeting on October 8, 2021, which was held virtually. Though the feedback was direct from these key stakeholders, BLRB used the same process to gather information from 43 questions and data points to provide a constant foundation and framework for assessing their Educational Adequacies. The questions and data points were posed with the entire group needing to reach consensus before moving onto the next data point. For example, if two stakeholders rated the item 'Adequate,' while the other three rated the item 'Somewhat Adequate,' the group would pause and discuss, eventually coming to a rating agreed upon by all, and the team would then move on to the next item. This consensus building ensured that a vocal minority didn't drive the scoring at Black Butte School.



## Norms for the Long-Range Facility Planning Committee Work

Norms are an essential practice for any committee work and as a team we practiced these Norms at each meeting to create a foundation of understanding, trust and communication during the process.

- Be respectful of other's ideas, opinions, and questions
- Be engaged and actively participate
- Become ambassadors for the Long-Range Facility Plan
- Keep the needs of the students first
- Remember we are an advisory group
- Final decisions on bond amounts and priorities are made by the BBSD School Board



Figure 2 - BLACK BUTTE SCHOOL DISTRICT FACILITY MAP



## OAR 581-027-0040 – Long-Range Facility Planning Requirements

The Black Butte School District Long Range Facility Plan was authored and based upon requirements as specified by ODE and highlighted in OAR 581-027-0040.

Each Long-Range Facility Plan shall contain the following information:

1. For the next ten years, population projections by school-age group using U.S. Census or Census partner data.
2. Collaboration with local government planning agencies (city and county) that results in:
  - a. Identification of suitable school sites if needed; and
  - b. Site acquisition schedules and programs.
3. Evidence of community involvement in:
  - a. Determining educational vision of local community;
  - b. Reviewing the costs of identified improvements;
  - c. Prioritizing the identified improvements; and
  - d. Determining potential sources of funds for the improvements;
4. Identification of buildings on historic preservation lists, including the National Historic Register, State Historic Preservation Office, and local landmark building lists.
5. Analysis of district's current facilities' ability to meet district-adopted educational adequacy standards:
  - a. Identification of standards adopted by the district that are used to determine educational adequacy for the district;
  - b. Identification of ability of current facility capacity to meet district-adopted educational adequacy standards;
  - c. If current facilities are unable to meet district-adopted educational adequacy standards district will then:
    - i. Identify deficiencies in existing facilities;
    - ii. Identify changes needed to bring existing facilities up to district-adopted educational adequacy standards; and
    - iii. Identify potential alternatives to new construction or major renovation of current facilities to meet district-adopted educational adequacy standards.



## OAR Long Range Facility Planning Requirements Findings

See below for findings related to specific requirements as identified in OAR 581-027-0040

### OAR 581-027-0040(1) – Population Projections Findings

- Population of Jefferson County is projected to grow from nearly 23,447 in 2018 to 26,751 by 2032 according to the Coordinated Population Forecast authored by the Population Research Center.
- The growth rate is projected to increase in Outside UGBs by 0.8% between 2018 and 2032.
- On average, enrollment has increased 2% annually when aggregated over 10 years.
- The Cohort Survival Method projects an increase of approximately 2% over the next 10 years.
- Capacity needs are not a contributing factor in a 10 Year Long-Range Facility Plan.
- The Committee reviewed this data during LRFP Meeting #2.

### OAR 581-027-0040(2) – Collaboration with Local Government Findings

- In the beginning of the LRFP process, the District reached out to local taxing entities requesting a joint meeting to both share respective long-term goals, as well as brainstorm ideas for how to meet those goals within their local tax base. The District invited representatives from local business and government agencies, as well as extended the invitation to the entire community.
- Enrollment projections did not validate a need for any additional schools.

#### *a. Identification of Suitable Sites if needed:*

- Since enrollment projections did not validate a need for additional schools, there was no need for identification of suitable sites.

#### *b. Site acquisition schedules and programs*

- Since enrollment projections did not validate a need for additional schools, there was no need for site acquisition schedule and program.

### OAR 581-027-0040(3) – Evidence of Community Involvement Findings

#### *a. Determining the educational vision of the local community*

- Facilitators met with staff and teachers at Black Butte School to review the educational adequacy and understand how they adapt to the educational vision for Black Butte School District.
- The Educational Adequacy Matrix that was developed to assess the educational vision of the schools is comprehensive in nature and helped to identify gaps.

#### *b. Reviewing the costs of identified improvements*

- The LRFP Committee reviewed budgets from the ODE Facility Assessments in LRFP Meeting #2.
- The cost to repair each facility is significantly less than the cost to replace the facilities. The Facility Assessment identified a districtwide replacement budget of \$4.21 million and a repair cost of \$1.05 million.
- The Facility Condition Index (FCI) ranged from 9.7% at the Summer Lane Residence to 35.6% at Black Butte School.
- The Committee reviewed the cost for big picture ideas after a prioritization exercise during LRFP Meeting #4.

#### *c. Prioritizing the identified improvements*

- The LRFP Committee prioritized 26 items under 4 major categories in LRFP Meeting #4.



- The 4 major categories included Safety and Security, Operations and Instructional Improvements, Energy Conservation Improvements, and Asset Preservation. Additional prioritization was facilitated for deferred maintenance items.

*d. Determining potential sources of funds for improvements*

- Black Butte School District is eligible for up to \$4 million in OSCIM grant state match funds.
- BBSD ranks 192 out of 197 school districts in prioritization.
- If Black Butte School District gets an OSCIM grant, they should consider the following General Obligation Bond amounts if the following prioritizations are approved.
- Priority 1                               \$1,001,412 GO Bond + \$1,001,412 OSCIM
- Priority 1 + 2                         \$1,163,859 GO Bond + \$1,163,859 OSCIM
- Priority 1 + 2 + 3                     \$1,420,580 GO Bond + \$1,420,580 OSCIM\*
- Piper Sandler has completed a Bond Levy Analysis to help BBSD determine a bond amount and structure that the community could support.

\* This amount does not include solar panels or rainwater harvesting, as that scope of work has not yet been defined.

## **OAR 581-027-0040(4) – Identification of Historic Buildings Findings**

*Identification of buildings on historic registration lists, including the National Historic Register, Oregon State Historic Preservation Office, and local landmark building lists.*

There are currently no buildings on any historic registry.

Buildings that are over 50 years old can be considered for registration.

- Black Butte School was built in 1951, retains its historic integrity, has only minor alterations, and maintains its significance.
- The Storage Shed erection date is unknown, but it does not have enough potential significance to be considered eligible.
- The School Bell deserves further investigation of its history and significance.
- As the School Board considers their options for listing the main school in the National Register, it is recommended that any additions or alterations to this building meet the Secretary of Interior's Standards for Rehabilitation to not jeopardize the eligibility of listing in the future.

## **OAR 581-027-0040(5) – Educational Adequacy Review Standards Findings**

*a. Identification of standards adopted by District that are used to determine Educational Adequacy for District*

- The Educational Adequacy Matrix that was developed to assess the educational vision of the school is comprehensive in nature and helped to identify gaps.
- BLRB met with administrators and teachers to identify needs utilizing 8 major categories and 43 subcategory data points to gather information.
- Capacity – Core Spaces, Capacity – Specialty Spaces, Technology, Supervision and Security, Instructional Aides, Physical Characteristics, Learning Environment, Relationship of Spaces.
- The Educational Adequacy Matrix coordinated with the district is more qualitative and quantitative than what is asked for by ODE to gather a more complete picture.

*b. Identification of ability of current facility capacity to meet district-adopted educational adequacy standards*

- An enrollment and capacity analysis were completed for Black Butte School in preparation for the Educational Adequacy meeting.
- Black Butte School is at or under capacity when utilizing optimal class sizes and evaluating program.
- Two of the categories in the Educational Adequacy Matrix specifically deal with Capacity and the size of each space.

- The Long-Range Facility Plan has not identified a need to add classrooms for capacity.
- However, the LRFP has identified a need for a more flexible classroom for agile lesson planning and to give more opportunities for small group and large group activities and student services in support of teaching multiple grade levels.
- Additionally, the LRFP Committee has identified a need for a flexible library space as an alternative option.

*c. Identification of deficiencies in current facilities*

- Educational Adequacy deficiencies have been identified at Black Butte School with a score of 6.1 out of 16.
- Many of the deficiencies can be attributed to the age of the facility.
- There is a lack of teaching space conducive to teaching multiple grade levels.
- Office space with appropriate visual and acoustical privacy is lacking.
- There is no dedicated space or storage for Arts, Music, and Science.
- Special Needs Education space and storage is lacking.

*d. Identify changes needed to bring current facilities up to district-adopted educational adequacy standards*

- Provide Third Classroom
- Update HVAC
- Safety and Security Upgrades
- Roof Replacement
- Window Replacement
- Provide Outdoor Covered Learning Area
- Provide Office Space
- Update Restrooms
- Provide Additional Student Storage

*e. Identify potential alternatives to new construction or major renovations of current facilities to meet district-adopted educational adequacy standards*

- Top priority items selected by the committee recommend select improvements, repairs and a potential addition in lieu of new construction or major renovations.





## Summary of General Findings

Throughout the Long-Range Facility Planning process the committee was typically in agreement on the key issues facing the facilities, sharing the same concerns and goals. However, as with most districts, the list of needs identified in the assessments was long, so the team worked to prioritize the list into three scenarios by way of multi-level voting. These priorities were all bracketed into 4 categories: Safety and Security, Operations and Instructional Improvements, Energy Conservation Improvements, and Asset Preservation (Maintenance). Through this process, the committee was able to come to consensus on the following items for this 10-Year Long Range Facility Plan.

### Scenario 1 Highest Priority

- Provide secure vestibule and ADA doors at the front entry.
- Remove all asbestos flooring and replace
- Provide access controls and FOBs
- Add third flexible and functional classroom
- Add restroom to bus barn
- Add staff restroom at school
- Update existing storage to include storage/student display
- Redesign center room between classrooms to be mud room
- Replace all lights with LED fixtures
- Replace lower windows with operable windows (Classroom 1 and MPR)
- Add operable windows at Classroom 2
- Replace/ Upgrade HVAC System
- Reroof Building (asbestos abatement included)
- Provide covered outdoor learning/play structure



### Scenario 2 Mid-Level Priority

- Provide generator for disaster resiliency
- Provide additional private offices
- Add acoustical wall between MPR and classroom
- Install ceiling fans



### Scenario 3 Low Level Priority

- Provide exterior site lighting
- Add office to bus barn
- Add music storage
- Install solar panels
- Install rain collection/harvesting system
- Pave parking lot
- Repave playground
- Pave pathways around building



Refer to Deferred Maintenance Prioritization List for additional projects.



## 10-Year Long Range Facility Planning Schedule

See below for the proposed schedule for this 10-Year Long Range Facility Plan

### *Long Range Facility Planning*

Development of LRFP. Five meetings over 5 months.

### *Bond Recommendation and Campaign*

Bond recommendation development and bond campaign for Capital Facilities Improvement Plan. If the desire of BBSD's School Board is to proceed with a General Obligation Bond Campaign, then an anticipated Bond Election may be in November 2022, May 2023 or November 2023.

### *Month 0*

Successful passage of bond.

### *Month 4*

Bond sales are complete.

### *Month 4-16*

Planning, Programming, Design, and Engineering for Capital Facilities Improvement Plan.

### *Month 16-18*

Permitting and bidding.

### *Month 18-19*

Sign construction contracts and begin mobilization of the site.

### *Month 19-34*

Construction for Capital Facilities Improvement Plan. Anticipated Construction Start during the Spring/Summer.

### *Month 34*

Construction complete and Owner occupancy.

### *Month 34-46*

12 Month Warranty Period.

### *Re-evaluate Long Range Facility Planning*

Re-evaluate the Long Range Facility Plan and begin process for updating the Long Range Plan for the next 10 years.

## Population Projections

### OAR 581-027-0040 (1) – Population Projections by School Age Group

Understanding current and future facility capacity and student enrollment are critical to any Long-Range Facility Planning effort. The team reviewed local population data, enrollment data and projections to verify if there was any need for additional capacity at the three schools.

The PSU Population Research Center authored a Coordinated Population Forecast for Jefferson County from 2018 through 2068. In that report, they provided a 14-year population forecast from 2018 to 2032. They analyzed the city of Culver, Madras, Metolius, and Outside UGBs. Camp Sherman falls in the Outside UGBs bracket which illustrates a growth rate of 0.8% in that 14-year period.

	2018	2032	14-Year Change	AAGR (2018-2032)
<b>Jefferson County</b>	<b>23,447</b>	<b>26,751</b>	<b>3,304</b>	<b>0.9%</b>
Culver	1,440	1,713	273	1.2%
Madras	7,163	8,423	1,260	1.2%
Metolius	1,076	1,265	189	1.2%
Outside UGBs	13,767	15,349	1,582	0.8%

*Figure 3 - JEFFERSON COUNTY & SUB-AREAS 14-YEAR POPULATION FORECAST*

In Meeting #2 the team reviewed the District's Cohort Enrollment Trends from 2016 to 2021 to project expected enrollment over the next ten years. Utilizing June enrollment data for the grade levels from previous school years, the team was able to calculate the rate at which students remain or move into the district as they progress from kindergarten through eighth grade. This information combined with Jefferson County's historical birth rates, which show the percentage of how many students enrolled in the District and how many are expected to in the next five years, provides the projections of student enrollment through the grade levels. This historic data and the projections show:

- On average, enrollment has increased 2% annually when aggregated over the last 10 years.
- The Cohort Survival Method projects an increase of approximately 2% over the next 10 years.
- Capacity doesn't appear to be much of a contributing factor in the 10 year Long Range Facility Plan.

These enrollment projections in coordination with the Capacity Analysis presented in Meeting #2 show that the current school should be able to accommodate the increase in students at Black Butte School. The desire to add additional classroom space as illustrated later in this report is to enhance the educational adequacy of the school. See Meeting #2 in the appendix of this report for additional information.



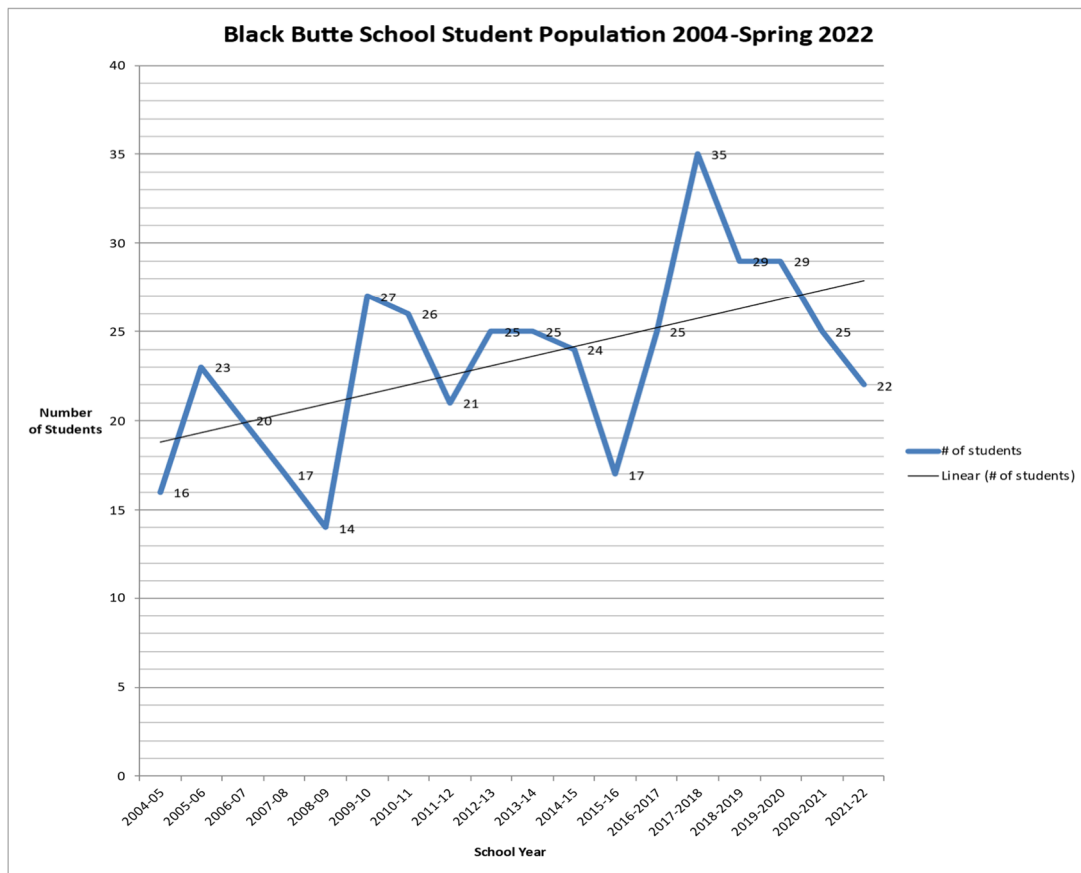


Figure 4 - BLACK BUTTE SCHOOL STUDENT POPULATION 2004-2022

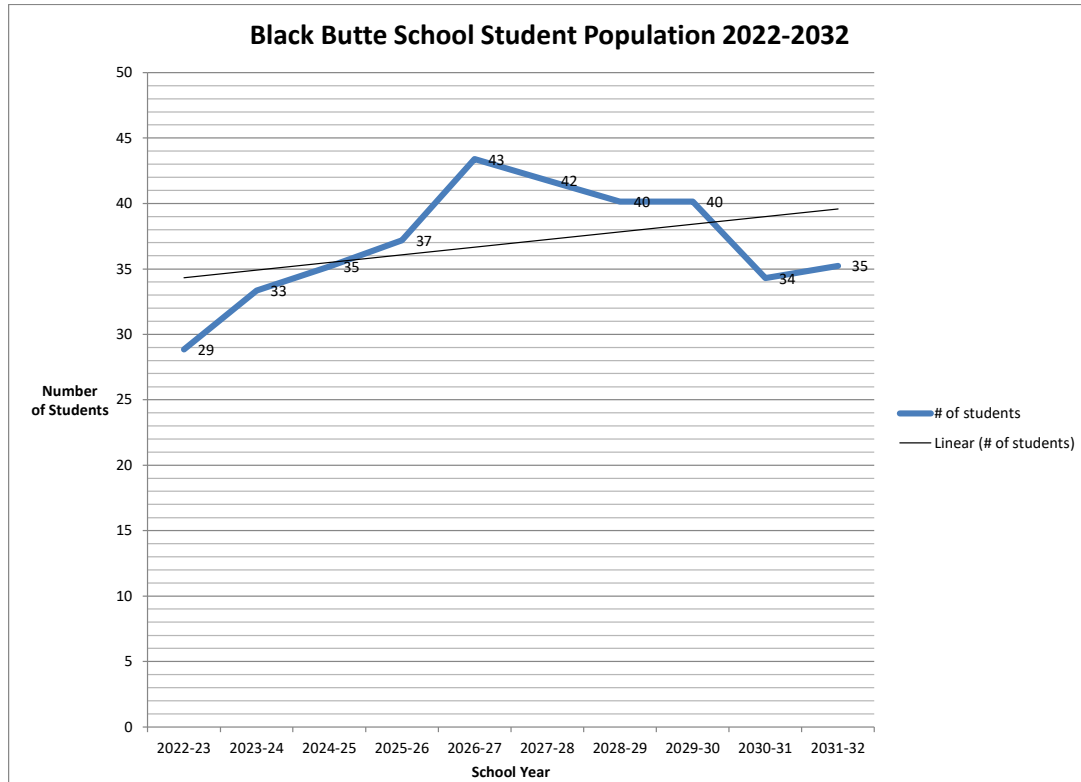


Figure 4 - BLACK BUTTE SCHOOL STUDENT POPULATION 2022-2023

## Collaboration With Local Government Planning Agencies

In the beginning of the LRFP process, the District reached out to local taxing entities requesting a joint meeting to both share respective long-term goals, as well as brainstorm ideas for how to meet those goals within their local tax base. The District invited representatives from local business and government agencies, as well as extended the invitation to the entire community.

During LRFP Meeting #2, the following specific stakeholders were identified and subsequently contacted as mentioned above:

- Jefferson County
- Deschutes Land Trust
- US Forest Service
- Road District
- Camp Sherman Community Association
- Camp Sherman Historical Society
- Oregon Department of Fish and Wildlife
- Friends of the Metolius
- Metolius River Association
- Metolius River Forest Homeowners Association
- Johnson Family
- Lundgren Family



Due to adequate capacity with district's facility and a minimal projected population growth, this Long-Range Plan did not validate a need for any additional schools.

### OAR 581-027-0040 (2)(a) – Identification of Suitable Sites

Since enrollment projections did not validate a need for additional schools, there is no need for identification of suitable sites.

### OAR 581-027-0040 (2)(b) – Site Acquisition Schedules and Programs

Since enrollment projections did not validate a need for additional schools, there was no need for site acquisition schedule and program.

## Evidence of Community Involvement

### OAR 581-027-0040 (3)(a) – Determining Educational Vision of Local Community

#### Black Butte School District's Core Values

Black Butte School's core values: **community, curiosity, learning, stewardship, and wellness**, are the foundation of how we educate and empower our students.

We believe...

- an inclusive and positive community and a healthy environment enables all students to thrive;
- inter-disciplinary programs organized thematically provide authentic opportunities for learning;
- place-based experiences and adventures help students to learn about themselves, their communities, and the greater world in memorable and transformational ways;
- well-designed projects engage students in solving real-world problems that benefit the community and empower them to develop leadership skills and confidence; and
- educational experiences need to be dynamic, opportunistic, individualized, and holistic in order to develop the whole child emotionally, intellectually, spiritually, and physically.

#### Black Butte School District Mission Statement

Create in partnership with our community a learning environment which produces participation, creativity, problem solving, and an awareness of the changing nature of opportunities in the 21st century.

#### Black Butte School District Vision Statement

To develop in each child a curiosity and enthusiasm for learning in a spirit of confidence, sensitivity, responsibility, and critical awareness in a community centered school.

#### Black Butte School District Goals

Black Butte School strives to educate students who:

- have a strong sense of place and feel connected to the people and environments around them,
- can confidently apply skills in math and literacy to real world situations,
- are life-long learners curious about the world they live in,
- take personal responsibility for their actions and education, and
- are leaders for positive change in their communities.

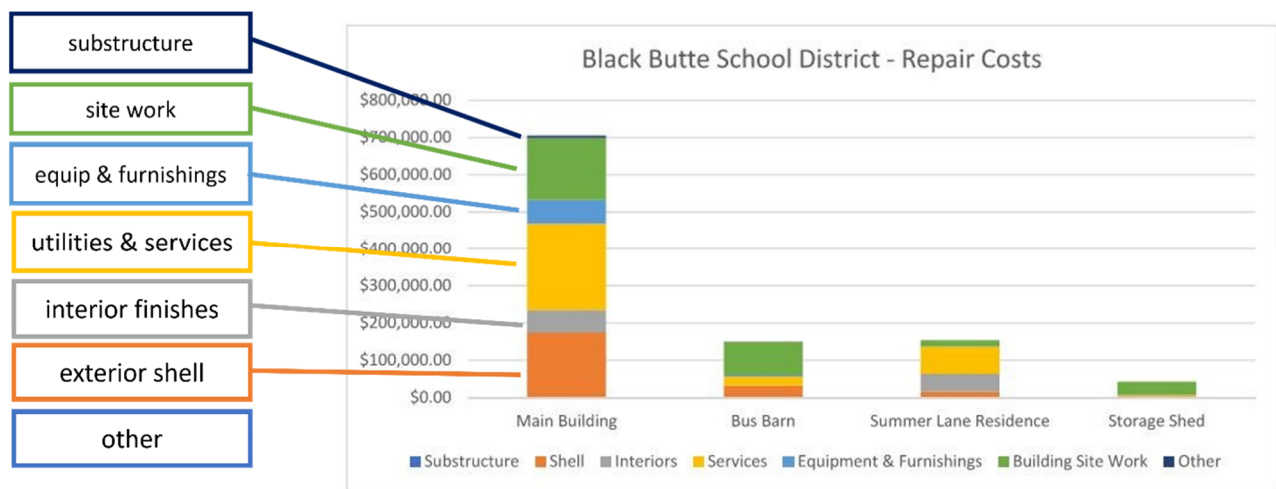




### OAR 581-027-0040 (3)(b) – Reviewing the Costs of Identified Improvements

The Long-Range Facility Planning Committee was heavily involved in identifying the costs of improvements at each site. Using the Facility Condition Assessment completed in 2021 as a baseline, the Committee was presented with some foundational costs extrapolated from that assessment. The ODE System Assessment is broken into several categories: Substructure, Shell, Interiors, Services, Equipment and Furnishings, and Building Site Work. Each category was analyzed to determine an appropriate action level to repair these items adequately. The action levels include None, Minor, Moderate, Major, and Replace. A percentage of the building is assigned as well. The level of action coupled with the percentage creates an Automated Budget Estimate to give a total cost based on a unit cost provided by ODE and updated annually.

If the district had previously solicited bids and received more project-specific data, those automated budgets were overwritten, and a note was added: “Cell overwritten with real replacement costs.” These costs are captured in the graph labeled “ODE System Assessment.”



BLRB used this Facility Condition Assessment data to communicate to the Long-Range Facility Planning Committee and ultimately prioritize the 10 Year Plan outlined in this report. This information was presented to the LRFP Committee during Meeting #1, #2 and #3 in preparation for prioritization in Meeting #4. Please see Meeting #1 in the appendix for more detailed information on the costs associated with the facilities assessment.

### OAR 581-027-0040 (3)(c) – Prioritizing the Identified Improvements

While understanding the total cost for repairing existing facilities is important in prioritizing improvements, other metrics outlined by ODE requirements are equally critical. When looking at the cost for the repair, it is also important to consider the cost to replace and the corresponding Facility Condition Index (FCI).

The National Association of College and University Business Officers (NACUBO) has used the FCI as the standard benchmark for evaluating facilities since 1991. The value is derived from the ODE Facility Assessment Spreadsheets. It demonstrates the need for building replacement and represents the ratio of essential upgrade costs over the building's replacement cost for the following year. The higher the FCI score, the more consideration should be given to replacing the building rather than repair.

Once assessed, the replacement cost for each site is compared to the estimated repair cost leaving us with a ratio value, also known as the FCI, for each facility. Below are the calculated FCI scores at each building as presented at Long Range Planning Facility meeting #1.

SITE NAME	REPAIR	REPLACE	FCI
Bus Barn	\$150,152	\$456,228	32.9%
Main Building	\$733,497	\$1,982,232	35.6%
Summer Lane Residence	\$159,994	\$1,585,786	9.7%
Storage Shed	\$43,567	\$184,253	22.7%

After reviewing the results from the Facility Condition Assessment, the Educational Adequacy Survey, and Capacity in LRFP Meetings #1 and #2, the committee brainstormed some big ideas on bracketing the prioritization moving forward.

### Big Ideas for Prioritization

1. Safety and Security Improvements
2. Operations and Instructional Improvements
3. Energy Conservation and Improvements
4. Asset Preservation (Maintenance)



## Big Ideas Prioritization

An intensive virtual prioritization workshop was held in Meeting #4. The 26 major items were sorted based on their initial priority to the committee. The results of that prioritization illuminated a higher priority for Safety and Security, Operations and Instructional Improvements, and Energy Conservation Improvements.

### FOR BUDGETING PURPOSES ONLY

**THIS IS NOT A FINAL ESTIMATE NOR SHOULD BE CONSIDERED A LIST OF BOND PROJECT PRIORITIES**

	Description of System	Quantity	Priority	Priority 01	Priority 02	Priority 03
	<b>SAFETY AND SECURITY</b>					
1	Provide secure vestibule and ADA doors	200	1	\$ 60,000	\$ -	\$ -
2	Remove all asbestos flooring and replace	3500	1	\$ 52,500	\$ -	\$ -
3	Provide access controls and fobs	1	1	\$ 6,500	\$ -	\$ -
4	Provide generator for disaster resiliency	1	2	\$ -	\$ 35,000	\$ -
5	Provide exterior site lighting	1	3	\$ -	\$ -	\$ 5,100
	<b>OPERATIONS &amp; INSTRUCTIONAL IMPROVEMENTS</b>					
1	Add third flexible and functional classroom	750	1	\$ 315,000	\$ -	\$ -
2	Provide additional private offices	2	2	\$ -	\$ 126,000	\$ -
3	Provide covered outdoor learning/play structure	1200	1	\$ 240,000	\$ -	\$ -
4	Add restroom to bus barn	60	1	\$ 25,200	\$ -	\$ -
5	Add office to bus barn	160	3	\$ -	\$ -	\$ 67,200
6	Add staff restroom at school	60	1	\$ 25,200	\$ -	\$ -
7	Add music storage	300	3	\$ -	\$ -	\$ 126,000
8	Add acoustical wall between MPR and classroom	32	2	\$ -	\$ 9,600	\$ -
9	Update existing storage to include storage/student display	100	1	\$ 25,000	\$ -	\$ -
10	Redesign center room between classrooms to be mud room	115	1	\$ 23,000	\$ -	\$ -
	<b>ENERGY CONSERVATION IMPROVEMENTS</b>					
1	Replace all lights with LED fixtures	3500	1	\$ 59,500	\$ -	\$ -
2	Replace lower windows with operable windows (Classroom 1 and MPR)	195	1	\$ 16,575	\$ -	\$ -
3	Add operable windows at Classroom 2	145	1	\$ 13,050	\$ -	\$ -
4	Install ceiling fans	7	2	\$ -	\$ 10,500	\$ -
5	Install solar panels		3	\$ -	\$ -	\$ TBD
6	Install rain collection/harvesting system		3	\$ -	\$ -	\$ TBD
7	Replace/ upgrade HVAC system	3500	1	\$ 35,000	\$ -	\$ -
	<b>ASSET PRESERVATION (MAINTENANCE)</b>					
1	Reroof Building (Abatement included)	5000	1	\$ 175,000	\$ -	\$ -
2	Pave parking lot	4500	3	\$ -	\$ -	\$ 49,500
3	Repave playground	5000	3	\$ -	\$ -	\$ 30,000
4	Pave pathways around building	1400	3	\$ -	\$ -	\$ 8,400
1	Bus Barn deferred maintenance items		1	\$ 16,409		
1	Summer Lane Residence deferred maintenance items		1	\$ 22,106		
1	Storage Shed deferred maintenance items		1	\$ 2,896		
<b>Subtotal</b>				<b>\$ 1,116,401</b>	<b>\$ 181,100</b>	<b>\$ 286,200</b>
<b>Budgeted Development Costs (38%)</b>				<b>\$ 424,232</b>	<b>\$ 68,818</b>	<b>\$ 108,756</b>
<b>Escalation (30%)*</b>				<b>\$ 462,190</b>	<b>\$ 74,975</b>	<b>\$ 118,487</b>

### BUDGET TOTAL

**\$ 2,002,823    \$ 324,893    \$ 513,443**

\*Escalation is based upon real construction market conditions between 2021-2022. This should be re-evaluated as needed when a determination has been made on when construction will begin.



### Deferred Maintenance Prioritization

Subsequent Prioritization occurred to capture Deferred Maintenance needs at the Bus Barn, Summer Lane Residence, and the Storage Shed. Items indicated in green signify the highest priorities at each site. The values listed below are unadjusted from the Facility Assessment:

Bus Barn Facility Assessment Needs	Unadjusted ODE Costs	Priority
Major Repair of Wood Roof Construction	\$ 3,405.23	1
Replace Clad Exterior Windows	\$ 2,653.35	1
Moderate Repair of Single Ply Roof Coverings	\$ 4,759.27	1
Replace Fire Alarm / Detection - Communications & Security	\$ 2,379.64	1
Replace Restroom Accessories/Stalls - Institutional Equipment	\$ 2,212.06	1
Replace Overhead Garage Doors	\$ 1,000.00	1
Moderate Repair of Framed w/ Wood Siding Exterior Walls	\$ 2,743.84	
Major Repair of Wood Exterior Windows	\$ 4,038.68	
Moderate Repair of Hollow Metal Exterior Doors	\$ 2,234.40	
Replace Painted Structure Ceiling Finishes	\$ 376.55	
Major Repair of Electrical Service & Distribution	\$ 7,004.84	
Major Repair of Lighting and Branch Wiring	\$ 6,133.43	
Minor Repair of Vocational - Commercial Equipment	\$ 251.37	
Replace Parking Lots	\$ 28,600.32	
Replace Pedestrian Paving	\$ 15,361.50	
Replace Domestic Water Supply	\$ 7,261.80	
Replace Sanitary Sewer	\$ 5,027.40	
<b>Bus Barn - Construction Cost Total:</b>	<b>\$ 95,443.68</b>	

Summer Lane Residence Facility Assessment Needs	Unadjusted ODE Costs	Priority
Moderate Repair of Wood Roof Construction	\$ 1,299.76	1
Moderate Repair of Framed w/ Wood Siding Exterior Walls	\$ 5,236.58	
Moderate Repair of Wood Exterior Doors	\$ 2,166.00	
Minor Repair of Asphalt Shingle Roof Coverings	\$ 1,151.36	
Moderate Repair of Wood Interior Doors	\$ 3,465.60	1
Moderate Repair of Wallboard Wall Finishes	\$ 2,098.04	1
Replace Carpet / Soft Surface Floor Finishes	\$ 1,139.42	1
Minor Repair of Resilient Tile Floor Finishes	\$ 86.14	
Minor Repair of Wallboard Ceiling Finishes	\$ 2,142.39	
Moderate Repair of Plumbing Fixtures	\$ 4,776.03	
Minor Repair of Energy Supply System	\$ 4,196.08	1
Major Repair of Ductwork Distribution Systems	\$ 7,266.39	1
Replace/Perform HVAC Systems Testing & Balancing	\$ 4,980.72	
Moderate Repair of Electrical Service & Distribution	\$ 6,106.50	1
Major Repair of Lighting and Branch Wiring	\$ 18,728.86	
Minor Repair of Fixed Furnishings	\$ 948.38	
Major Repair of Roadways	\$ 10,559.25	
<b>Summer Lane Residence - Construction Cost Total:</b>	<b>\$ 97,788.47</b>	

Storage Shed Facility Assessment Needs	Unadjusted ODE Costs	Priority
Moderate Repair of Wood Roof Construction	\$ 817.25	1
Moderate Repair of Framed w/ Wood Siding Exterior Walls	\$ 998.72	1
Moderate Repair of Wood Exterior Doors	\$ 1,005.48	
Replace Electrical Service & Distribution	\$ 486.60	
Replace Lighting and Branch Wiring	\$ 1,080.00	1
Replace Pedestrian Paving	\$ 12,000.00	
Replace Site Development	\$ 7,200.00	
Replace Electrical Distribution	\$ 2,000.00	
Replace Site Lighting	\$ 1,040.00	
<b>Storage Shed - Construction Cost Total:</b>	<b>\$ 26,628.06</b>	

## REPAIR BUDGET VS. PROJECT BUDGET

The automated budgets for repair include inflation and project development costs as well. Below is a summary presented during Long Range Facility Planning Meeting #1 to understand how Repair Costs are derived vs. how Replacement costs are generated. Using a repair or construction budget of \$1,000,000, the actual cost of that repair escalates to \$1,573,200 once escalation and project development costs are factored in.

### REPAIRS - ODE Budget Model 2020

<b>Repair Budget</b>	<b>\$ 1,000,000</b>
<b>ODE Inflation rate (14%)</b>	<b>\$ 140,000</b>
<b>Construction Budget</b>	<b>\$ 1,140,000</b>
<b>Development Cost Budget (38%)</b>	<b>\$ 433,200</b>
<b>Project Budget</b>	<b>\$ 1,573,200</b>

ODE inflation rate is 14% over 30 months (5.6%/year)

assumes 1 year to bond

assumes 1 1/2 years of 3 years of design & construction cycle

Escalation beyond 30 months is 5.6% per Annum for Project starting after 2021

The replacement cost below is based on a cost per gross square foot for a comparable program provided by ODE. Similarly, the cost for replacement includes a 38% project development cost. Inflation is already factored into the cost per gross square foot. An additional \$50 per SF was added for site development costs while prioritizing budgeting purposes.

### REPLACEMENT - ODE Budget Model 2020

<b>Replacement Budget (Dollars/GSF x GSF)</b>	<b>\$370.50</b>	<b>3000</b>	<b>\$ 1,111,500</b>
ODE inflation rate is included in \$ (dollars) per GSF			
<b>Construction Budget</b>			<b>\$ 1,111,500</b>
<b>Development Cost Budget (38%)</b>			<b>\$ 422,370</b>
<b>Project Budget</b>			<b>\$ 1,533,870</b>

The assigned project development costs as set by ODE include the following items:

### ODE Assigned Development Costs Budget

38% of total construction budget

design fees

School District direct-hired constr. specialist

commissioning

envelop consultant

cost estimating

state solar requirement

permits & land use

boundary & topo survey

geotechnical investigation

bond issuance cost

bond program management

furnishings

15% Contingency



### OAR 581-027-0040 (3)(d) – Determining potential sources of funds for the improvements

Funding opportunities come in a variety of ways. The two pre-dominant funding sources are local bonds and ODE's OSCIM grant application process.

#### OSCIM Program Grant

The Oregon School Capital Improvement Matching (OSCIM) Program provides matching grants to districts passing a local general obligation bond. The program's goal is to encourage local communities to invest in their district's public schools. Commitments are made to districts ahead of the election to inform their communities of the potential for additional funds from the state if the local bond passes. Before applying for the OSCIM Program, districts must submit a Facilities Assessment and Long-Range Facility Plan. Districts are awarded grants based on their priority list or First in Time List. The matching grants are up to \$4 million for most districts, and some districts may receive up to \$8 million in matching grants. The amount of matching funds a district is awarded is calculated using the Funding Formula.

Per the OSCIM Program Priority Ranking and Grant Calculations for 2021-2023, Black Butte School District ranks 192 out of 197 on the priority list and is eligible for a Maximum Grant Amount of \$4 million. OSCIM program frequently asked questions can be found in the appendix of this report. The due dates for applications can be seen in the figure to the right. If Black Butte School District were to apply for an OSCIM grant, they would only be eligible for a match on their General Obligation Bond amount. As an example, though Black Butte technically qualifies for \$4 million in match, if they were to ask voters for \$1.5 million, they would only receive \$1.5 million from ODE upon receiving an OSCIM Grant.

Application Requirement	November Elections	May Elections
Facilities Assessment and Long-Range Plan	July 1	December 1
OSCIM Program Application	July 15	December 15

#### General Obligation Bond

Multiple bond structures and amounts were presented to the Black Butte School District and Long-Range Facility Planning Committee ranging from \$750,000 - \$1.5 million. Piper Sandler authored a General Obligation Bonds Levy Analysis on December 7, 2021.

As authored and highlighted in Piper Sandler's report, bonds are loans broken into pieces and sold to investors. These General Obligation Bonds are secured through property taxes and District's "full faith and credit," with the debt service being repaid by a property tax levy on all properties within the District. With interest generally exempt from federal and state income taxes, the rate is lower, and GO Bonds are considered the highest credit a school district can offer to the market.

There are four election dates in March, May, September, and November. However, November and May are not subject to a double majority, and OSCIM grants are only available for those two months. Proceeds from the GO Bond may be used for "capital construction and improvements" with a useful life of 1 year or more. The approval rates for GO Bonds in Oregon are generally good, with 56.9% of Oregon school district bonds having been approved between May 2010 and November 2019. Of those bonds, 61.06% have passed in a May Election, while 55.67% have passed in November. Success rates are of course dependent on many factors and Black Butte School District should complete a more thorough analysis of their voting demographic.

#### Seismic Rehabilitation Grant Program

ODE facilitates the Seismic Rehabilitation Grant Program (SRGP). Eligible buildings qualify for \$2.5 million per building for seismic improvements. Unfortunately for Black Butte School District, in order for a facility to qualify, it must have a minimum student enrollment of 250 students and Black Butte School does not meet this threshold.

## Historic Preservation

### OAR 581-027-0040 (4) – Identification of Historic Buildings

Identification of buildings on historic registration lists, including the National Historic Register, Oregon State Historic Preservation Office (SHPO), and local landmark building lists. ORS 358.653 applies to all public entities and local taxing districts to consult with SHPO to avoid inadvertent impacts to historic properties for which they are responsible. All buildings in excess of 50 years are required to be evaluated for their historical integrity. The impact of any capital improvements must be reviewed and evaluated by SHPO regardless of whether it is on the national or state registry of historic places.

- Black Butte School District does not currently have any buildings on any historical registry.
- Black Butte School was built in 1951, retains its historic integrity, has only minor alterations, and maintains its significance.
- The Storage Shed erection date is unknown, but it does not have enough potential significance to be considered eligible.
- The School Bell deserves further investigation of its history and significance.



Black Butte School is eligible to be nominated for registration on the National Register of Historic Places due to its age and that it retains a high level of historic integrity. This means that the building has not been significantly altered since its original construction; the building siting (location on site) has not been changed, the building massing has not been changed (an appropriately scaled addition was provide at the rear of the building, not altering the front façade), the building's openings (window and door locations) have not been altered, and the building's character-defining features are still intact (such as the wood siding, window types, overhangs, and exposed rafter tails).

The LRFP committee members agreed to forward their recommendation to the School Board to consider National Register Nomination of the main school building. BLRB provided pros and cons to listing in the National Register to the School Board on March 8, 2022.

#### Benefits of Listings in National Register:

- Environmental Benefits (greenest buildings are those already built)
- Cultural Benefits (represents history and place)
- Economic Benefits (increased property value)
- Historic Preservation Incentives (technical assistance, promotional and educational materials, building code leniency)
- Financial Incentives (Preserving Oregon Grants, Save America's Treasures Grant)



#### Restrictions of Listings in National Register:

- No restrictions on what a non-federal owner may do with their property up to and including destruction unless property receives Federal assistance (funding or licensing/permitting).
- Jefferson County has a local preservation code which outlines best practices for historic buildings, based on the National Park Services' Secretary of Interior's Standards. This code includes guidelines for improvements, alterations, and additions to historic buildings. Depending upon the extent of work, projects may be reviewed administratively by Jefferson County Community Development Staff, or they may go to a public hearing.

As the School Board considers their options for listing the main school in the National Register, it is recommended that any additions or alterations to this building meet the Secretary of Interior's Standards for Rehabilitation to not jeopardize the eligibility of listing in the future.

The Oregon SHPO Clearance Form, a requirement of the ODE Long Range Facility Planning Grant, has been included in the appendix of this report.

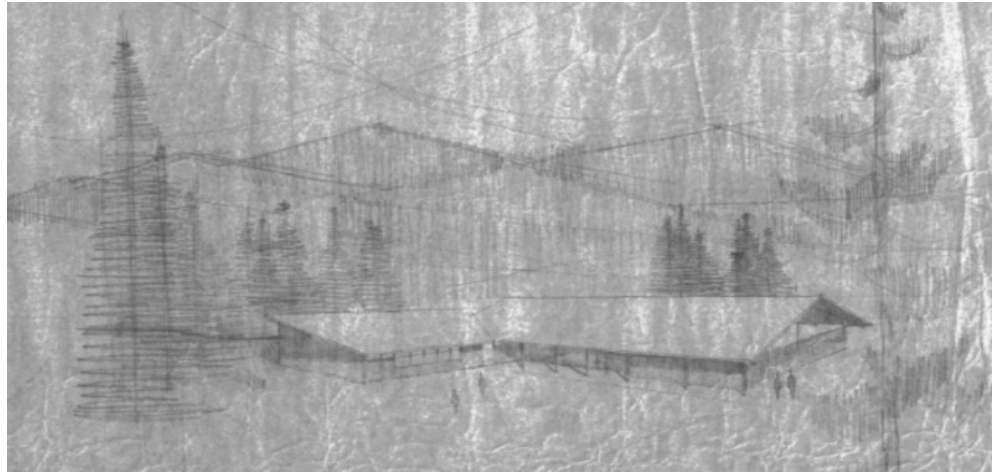
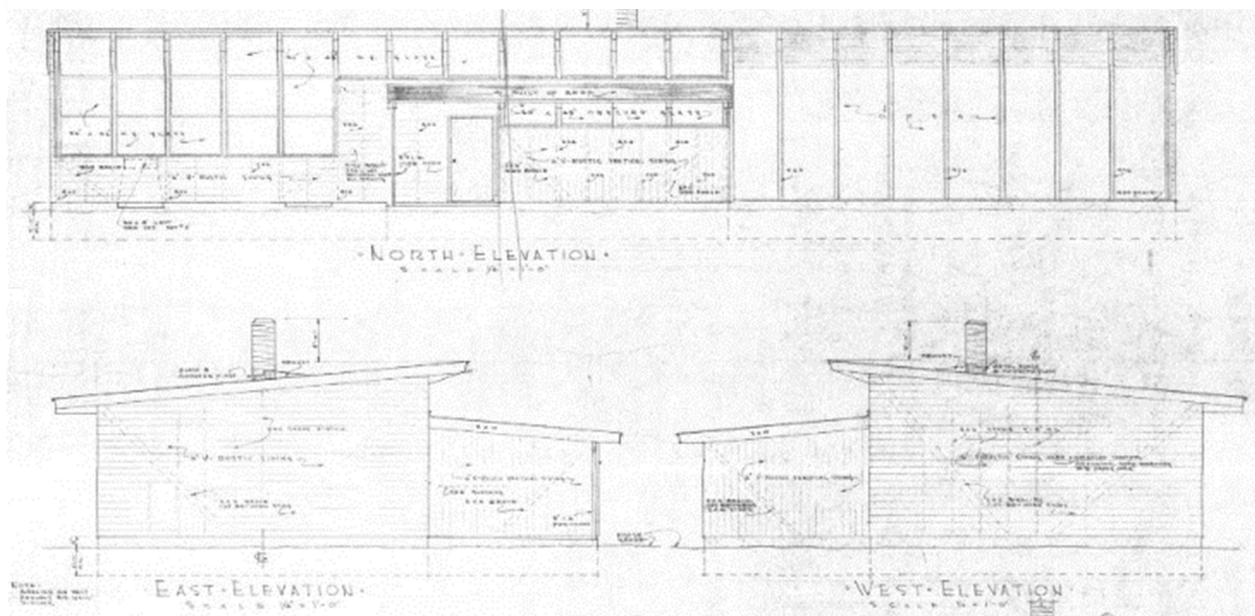


Figure 5 - ORIGINAL SKETCH OF ADDITION, c.1963

Figure 6 - ORIGINAL BLUEPRINTS OF SCHOOL, c.1950





## Educational Adequacy Standards

### OAR 581-027-0040 (5)(a) – Identification of Standards Adopted by District

BLRB Architects worked with Black Butte School District to identify a qualitative and quantitative evaluation process to gather critical educational adequacy feedback for Black Butte School. The major categories we evaluated include:

- Capacity – Core Curriculum
- Capacity – Special Programs
- Technology
- Supervision and Security
- Instructional Aides
- Physical Characteristics
- Learning Environment
- Relationship of Space

Each category has subsets of conditions to be evaluated individually. The subset conditions were assessed by a collection of teachers and administrators at each site to be adequate, somewhat adequate, or inadequate and need immediate attention. The numerical score of 2 to 0 correlates to the three adequacy levels. The highest (or adequate) score would be 2, and the lowest possible score (totally inadequate) would be a 0.

The subset scores were totaled and averaged to calculate an overall adequacy score for each element. Similarly, the combined score of all eight categories is averaged to calculate the school's overall score.

In the following sections, you can see the criteria and the ratings the conditions, facilitated by BLRB and evaluated by the School District's representatives, received. The individual scores can be found on the worksheet to facilitate the information-gathering process on the next page. Each of the 43 subcategories was systematically evaluated in order with each evaluator, and the group was asked for consensus on a number before moving on to the next category. This approach assisted BLRB in developing a complete picture of educational adequacy needs at each school.

More important than scoring the individual sub-categories is the opportunity to engage the educators and administrators and gather their comments respective to each category. BLRB sincerely appreciates the time and commitment of every teacher and administrator who participated in this comprehensive process.

## OAR 581-027-0040 (5)(b) – Identification of Ability of Current Facility Capacity to Meet Educational Adequacy

Through the educational adequacy assessment process, the team evaluated both facility capacity and the ability of each room to meet capacity requirements based on available square footage and flexibility. The baseline for Target Classroom Enrollment was coordinated with Black Butte School District early in the process and is used as a metric to determine whether the facility is under, at, or over capacity. Enrollment numbers used in this report reflect actual enrollment numbers when the educational adequacy assessments were facilitated. The associated square foot per student was used to determine the facility's capacity. Capacity at each site was evaluated by how many classrooms are in a permanent (non-portable) structure. All facilities are at or under capacity when utilizing optimal class sizes and evaluating program. The information listed below was presented at Long-Range Planning Meeting #3 and was subsequently revised based on additional feedback and analysis. The Long-Range Facility Plan has not identified a need to add classrooms to meet enrollment increases. The first two categories of the educational adequacy reports assessed capacity at Core Curriculum and Special Programs spaces, respectively. Simply asked, are the spaces evaluated large enough to accommodate their intended program and needs? The evaluators provided the invaluable feedback below for each site located in the following section.

### The Target Class Enrollment and SF per Student

GRADE	K-5	6-8	9-12				
Optimal Classroom Size	20	20	NA				
CURRENT ENROLLMENT	K-5	6-8	9-12	Enrollment 2021-22	Student Capacity	Gross SF	SF/ Student
Black Butte School	16	6	0	22	40	3,715	169

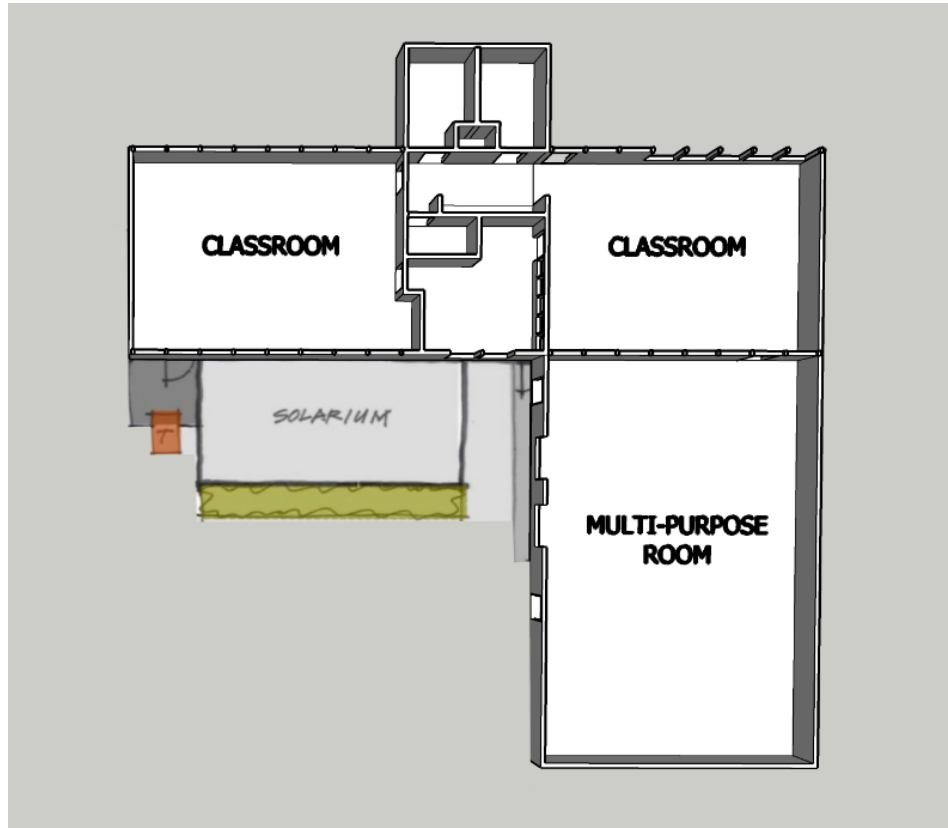


Figure 7 - EXISTING SCHOOL FLOOR PLAN

## OAR 581-027-0040 (5)(c)(i) – Identify Deficiencies in Current Facilities

In addition to core capacity requirements, each site was evaluated for additional educational adequacy deficiencies, including technology, supervision and security, instructional aides, physical characteristics, learning environment, and relationship of spaces. Each school will list those deficiencies in the following pages as facilitated and recorded in our site-based Educational Adequacy Assessments.

### Black Butte School

#### *Educational Adequacy Evaluation Conducted October 8, 2021*

The on-site evaluators made the observations and scores below. A score of 2 is adequate, 1 is marginally adequate, and 0 is inadequate and needs immediate attention.

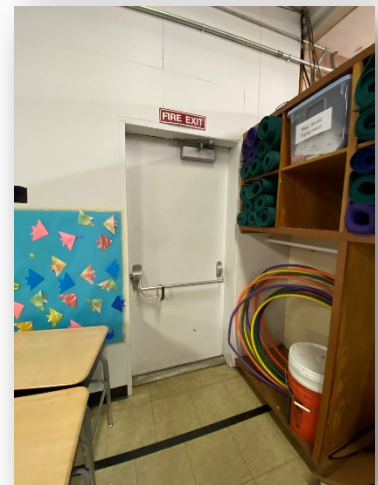
#### *Capacity, Core Curriculum – Evaluator Score 0.9*

- Use third classroom because of the challenges of teaching multiple grades. The capacity is sufficient but teaching and learning is compromised.
- Have to improvise. Physical space is not meeting needs.
- MPR was sufficient pre-Covid.
- Office in MPR is not a permanent space.
- Counseling happens in Solarium for acoustical separation.
- Media Center/Library is located in MPR. Wouldn't be functional for "library day" with 10/multiple students.
- Gender neutral restrooms – one classroom has a urinal. Don't have a staff restroom. There are currently 8 staff (Some PT).



#### *Capacity, Specialty Programs – Evaluator Score 0.8*

- Use the entire school for Art and Music. Not very functional because of lack of FFE and instrument storage.
- Don't have dedicated science space. Have great outdoor science space. Use classrooms for science. No dedicated space for science equipment. Higher seating area would be good.
- MPR gets used. PE Equipment stored in the shed outside. PE happens mostly outside.
- Use classrooms for community space – Community, PTO. There's not a lot of community space in Camp Sherman.
- Sustainability learning is improvised or done outside.



Additional scoring, observations, and deficiencies as required by OAR 581-027-0040 (5)(c)(i) were made by the on-site evaluators and are summarized below:

#### *Technology – Evaluator Score 0.8*

- New internet provider. Could use more hard wired locations, especially in MPR. Server is not enclosed and Chromebooks are not secured.
- MPR doesn't have great power distribution. Not enough outlets for Chromebooks.
- New provider in Camp Sherman (2021) because of pandemic and available funds.
- No voice amplification system in place.



- One classroom has hard-wired speakers. Software is outdated on smartboards. Staff use them as projectors.
- No Fire & Life Safety equipment in the facility.

#### *Supervision and Security – Evaluator Score 0.5*

- Inadequate passive supervision between rooms and to the outside. Younger classroom has better visibility out front. No corridors to supervise.
- No fencing, people walk onto campus during the school day.
- Camera at front door. There are a total of 4 cameras at entries and exits. No key-card access. Cameras record and only used when there is an incident.

#### *Instructional Aides – Evaluator Score 0.7*

- Could use more storage. Not always in the most convenient place.
- Very little space for putting up student work.
- Kindergartners and first graders don't have right sized furniture. Don't have good cafeteria tables. Lack of writable and tackable surfaces.

#### *Physical Characteristics – Evaluator Score 0.2*

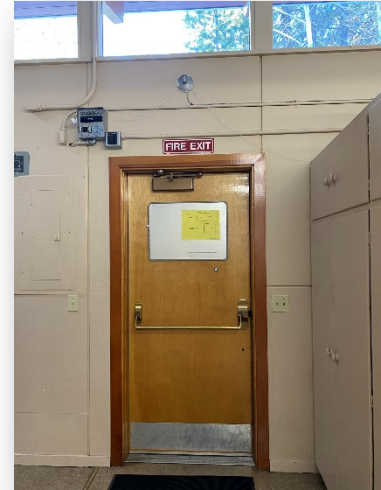
- Core Curriculum works okay. Not a dedicated grade level classroom. Lighting is inadequate in classrooms because of brightness.
- Asbestos flooring and poor condition. Overhead lights are too bright.
- Don't have a private space for Special Needs to work. SPED is one of the larger challenges.

#### *Learning Environment – Evaluator Score 0.7*

- No AC. Heater in MPR is loud and doesn't work well. Heat works okay in classrooms. There is no mechanical ventilation.
- No operable windows. Have to open doors which is a security concern.
- Air quality is poor. Have added portable units.
- Great natural daylighting. Lack of natural light in MPR.
- Acoustics are a challenge in MPR. Acoustics aren't great in classrooms. No space for private conversations which impacts operations. Younger student classroom is the best.
- Single level and compact, however there are ADA challenges at thresholds.

#### *Relationship of Spaces – Evaluator Score 1.6*

- Every space is a shared space.
- Bus & Parking access not clearly delineated. Some people don't realize that it's a school. Straight walk to bus from front door. Parent drop-off is a challenge.
- No sidewalks to school but there are trails. Not really a concern because of the little traffic. Bad weather and snow can be an issue.





## BLACK BUTTE SD - EDUCATIONAL ADEQUACY RATINGS

2 = ADEQUATE

1 = marginally adequate

0 = TOTALLY INADEQUATE, NEEDS IMMEDIATE ATTENTION

## Black Butte School

Capacity, Core Curriculum	AVG. Score	0.9	Observations
Core facilities		1	Use third classroom because of the challenges of teaching multiple grades. The capacity is sufficient but teaching and learning is compromised
Special Needs		0	Have to improvise, Physical space is not meeting needs. There is no dedicated space
Cafeteria/Food Service		2	MPR was sufficient pre-Covid
School Office		1	Office in MPR is not permanent space
Counseling		0	Counselor office happens in Solarium because of acoustical separation
Media Center/Library		1	Located in MPR. Wouldn't be functional for "library day" with 10/multiple students
Restrooms		1	Gender neutral - one classroom has a urinal. Don't have a staff restroom. There are currently 8 staff (some PT)
Capacity, Specialty Programs	AVG. Score	0.8	Observations
Art & Music		0	Use the entire school for Art and Music. Not very functional because of lack of FFE and instrument storage
Science		1	Don't have dedicated science space. Have great outdoor science space. Use classrooms for science. No dedicated space for science equipment. Higher seating area would be good
CTE		NA	
P.E. & Athletics		1	MPR gets used. PE equipment stored in the shed outside. PE happens mostly outside
Community Spaces		1	Use classrooms for community use - Community, PTO. There's not a lot of community space in Camp Sherman
Sustainability & learning		1	Sustainability learning is improvised or done outside
Technology	AVG. Score	0.8	Observations
Data Network & distribution		1	New internet provider. Could use more hard wired locations, especially in MPR. Server is not enclosed and Chromebooks are not secured
Power distribution		1	MPR doesn't have great power distribution. Not enough outlets for chromebooks
Wi-Fi & Wireless		2	New provider in Camp Sherman 2021 because of pandemic and available funds.
Audio enhancement		0	Don't have voice amplification
Video/interactive technology		1	One classroom has hard wired speakers. Software is outdated on smartboards. Use them as projectors
Fire & Life Safety		0	Don't have in the facility
Supervision and Security	AVG. Score	0.5	Observations
Passive security & visibility		0	Inadequate passive supervision between rooms and to the outside. Younger classroom has better visibility out front. No corridors to supervise
Physical barrier & control		0	No fencing, people walk onto campus during the school day
Access controls and cameras		0	Camera at front door. There are a total of 4 cameras at entries and exits. No key card access. Cameras record and only used when there is an incident
Site and landscape		2	
Instructional Aides	AVG. Score	0.7	Observations
Teacher & Student storage		1	Could use more storage. Not always in the most convenient place
Student display spaces		0	Very little space for putting up student work
Fixtures, Furnishings & Equipment		1	Kindergartners and first graders don't have right sized furniture. Don't have good cafeteria tables. Lack of writable and tackable surfaces
Physical Characteristics	AVG. Score	0.2	Observations
Core Curriculum		1	Works okay. Not a dedicated grade level classroom. Lighting is inadequate in classrooms because of brightness
Art & Music		0	
Science		0	
CTE		NA	
P.E. & Athletics		0	Asbestos flooring and poor condition. Overhead lights are too bright
Special Needs		0	Don't have private space to work. SPED is one of the larger challenges
Learning Environment	AVG. Score	0.7	Observations
Heating, Ventilating & Air Conditioning		0	No AC. Heater in MPR is loud and doesn't work well. Heat works okay in classrooms. There is no mechanical ventilation
Natural ventilation		0	No operable windows. Have to open doors which is a security concern
Indoor Air Quality		1	Air quality is poor. Have added portable units
Day-lighting		1	Great natural daylighting. Lack of natural light in MPR
Acoustics		1	Acoustics are a challenge in MPR. Acoustics aren't great in classrooms. No space for private conversations which impacts operations. Younger student classroom is the best
Accessibility		1	Single level and compact. Threshold challenges
Relationship of Spaces	AVG. Score	1.6	Observations
Proximity to shared spaces		2	Every space is a shared space
Outdoor learning		2	
Bus & Parking access		1	Not clearly delineated. Some people don't realize that it's a school. Straight walk to bus from front door. Parent drop off is a challenge
Pedestrian access		1	No sidewalks to school but there are trails. Not really a concern because of little traffic. Bad weather and snow can be an issue
Access to playgrounds and fields		2	
Total Score		6.1	
Total Possible		16	
Bldg. AVG score		0.8	

### OAR 581-027-0040 (5)(c)(ii) – Identify Changes Needed to Bring Current Facilities up to the Educational Adequacy Standards

Changes needed to enhance the educational adequacy of each school were evaluated using the Facility Conditions Assessment as a baseline.

- Provide Third Classroom
- Update HVAC
- Safety and Security Upgrades
- Roof Replacement
- Window Replacement
- Provide Outdoor Covered Learning Area
- Provide Office Space
- Update Restrooms
- Provide Additional Student Storage

### OAR 581-027-0040 (5)(c)(iii) – Identify Potential Alternatives to New Construction or Major Renovations of Current Facilities to Meet District-Adopted Educational Adequacy Standards

The top priorities from a programmatic standpoint for Black Butte School District are to find an opportunity for a flexible, adaptable, and agile third classroom, new restrooms, a safe and secure main entry vestibule, and private administrative office space. The existing building currently has many of the administrative functions happening in the Multi-Purpose Room and at the existing Solarium which lacks privacy. Visitors enter the building through a Classroom and the ability to move through the building without impacting education is compromised. We evaluated two distinct options with the Long Range Facility Planning Committee.

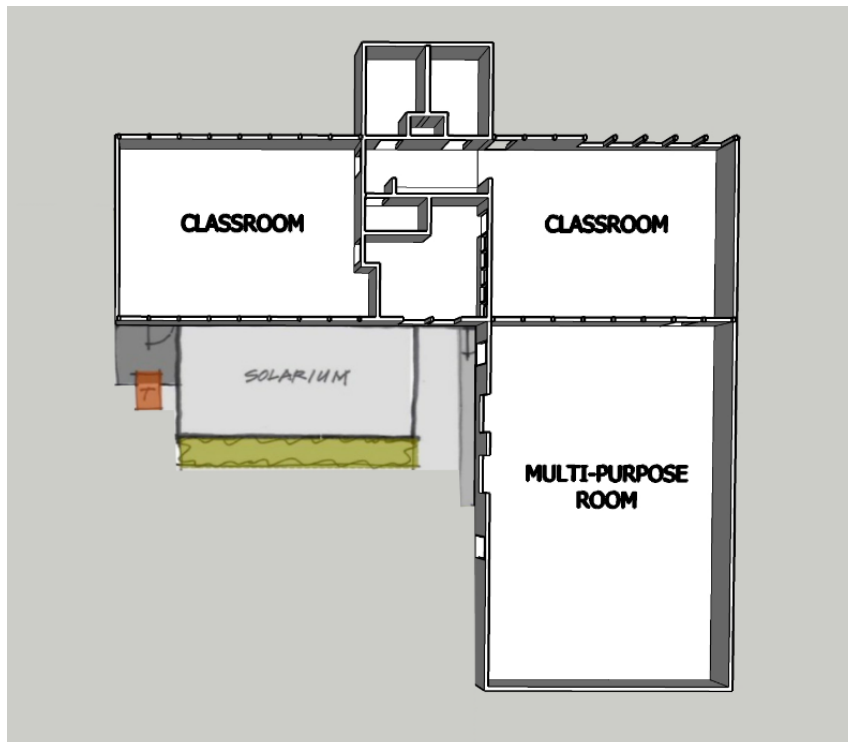


Figure 8 - EXISTING SCHOOL FLOOR PLAN

## Possible Addition Option 1

The first option included adding a third flexible classroom where the Solarium is currently located, reconfiguring the existing restrooms for a secure entry and office space. It also includes renovation of the existing mud room between the two existing classrooms into a corridor and storage space. A new staff and student restrooms would be added on as well with a direct connection from the corridor to the future playground. It was important to the Committee and the Community that the Character defining elevation at the front of the school be maintained to the greatest extent possible so an addition at the front was not preferred.

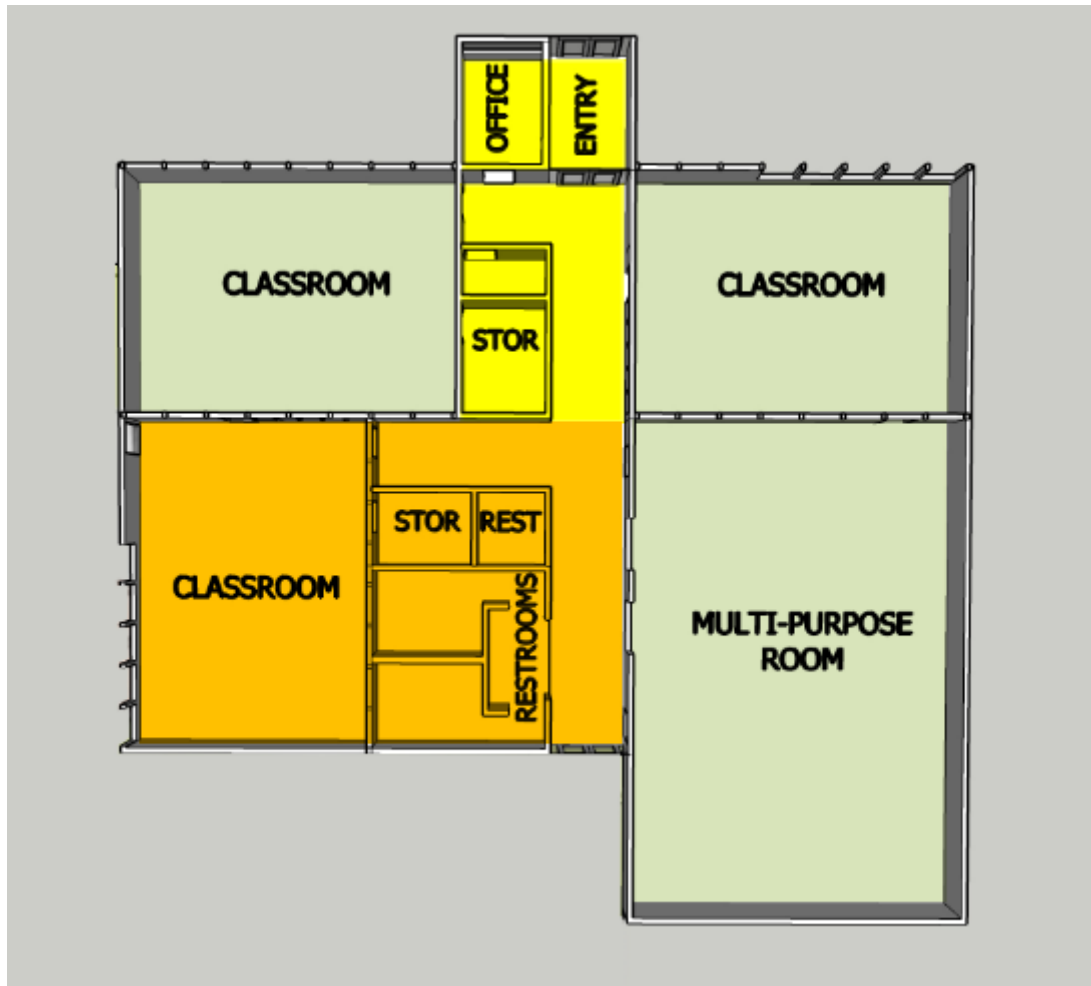


Figure 9 - POSSIBLE ADDITION OPTION 1: (1) CLASSROOM, RESTROOMS, STORAGE

Moderate Renovation Square Footage	Major Renovation Square Footage	Additional Square Footage	Total Square Footage
3,105	610	1,550	5,265

## Possible Addition Option 2

This option has many of the same attributes as Option 1, but also includes a separate Media Center between all the classrooms. The Committee felt that the addition of this Media Center could serve as a small Community Use Space for meetings and gatherings and would dramatically increase the utilization and flexibility of Black Butte School. Like Option 1, an addition to the front of the building was not a preferred option as a result of wanting to maintain the historic quality of the mid-Century modern façade.

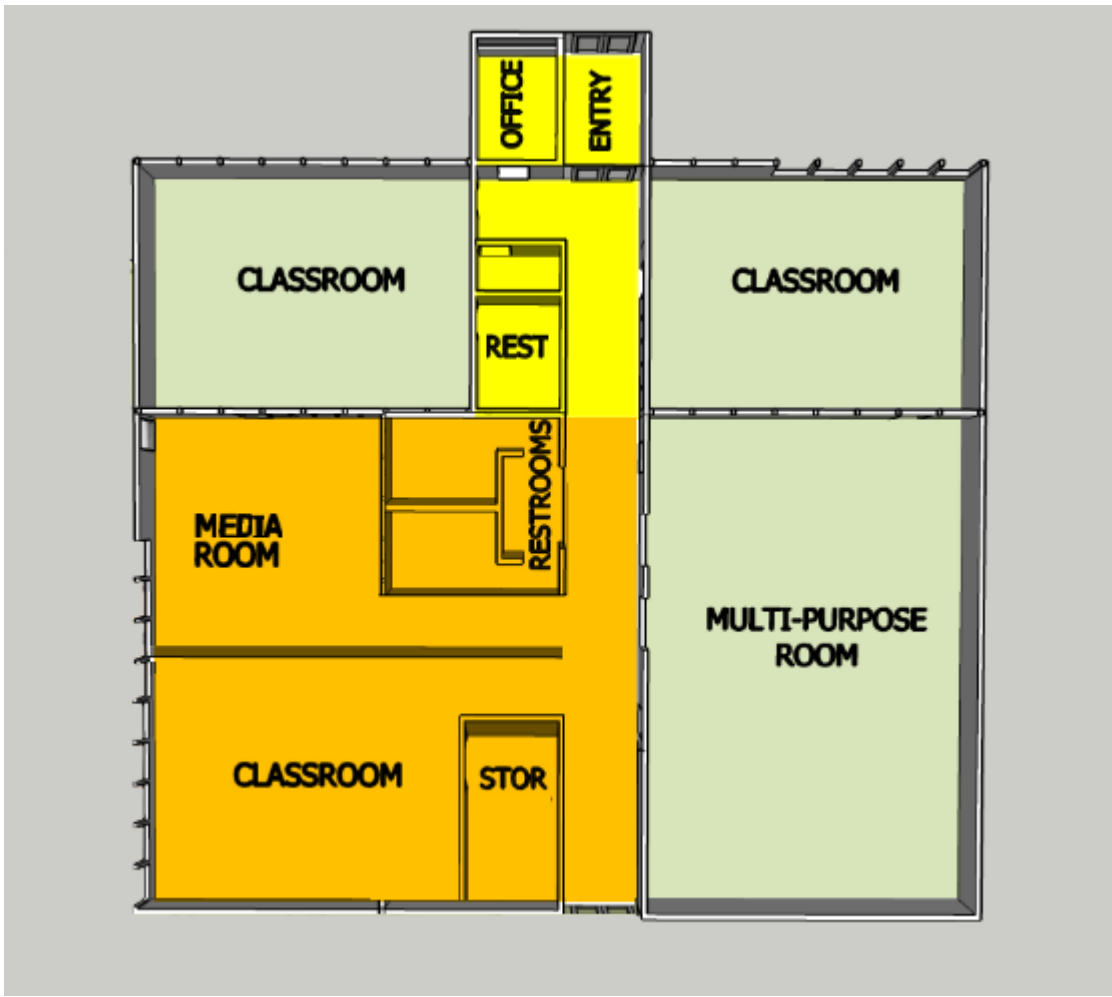


Figure 10 - POSSIBLE ADDITION OPTION 2: (1) CLASSROOM, MEDIA ROOM, RESTROOMS, STORAGE

Moderate Renovation Square Footage	Major Renovation Square Footage	Additional Square Footage	Total Square Footage
3,105	610	2,340	6,055