

2020-2021

# LONG-RANGE FACILITY PLAN

Gervais School District



IBI GROUP



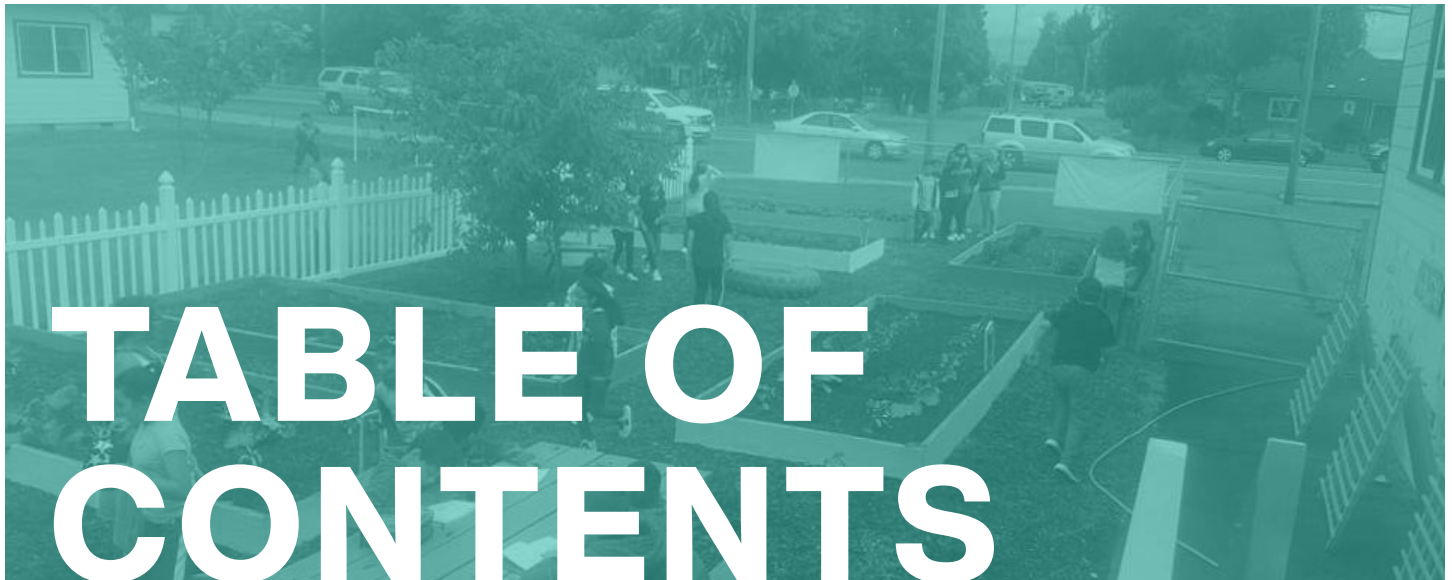
# ACKNOWLEDGMENTS

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# 01

## GATHERING THE FACTS



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# 01

## GATHERING THE FACTS



### OVERVIEW OF THE DISTRICT

Gervais School District is located in the town of Gervais, Oregon, on US Highway 99E, 4 miles south of Woodburn and 15 miles north of Salem.

The District was established in 1834 and serves 1,340 students in traditional and charter schools in Marion County. The District operates one elementary, one middle, and one high school on adjoining properties. Each school includes multiple separate buildings that operate as a single school campus. In total, the District operates approximately 14 separate buildings.





**1. District Office**

**2. Elementary School**

- a. Main Building
- b. K-2 Building
- c. Gym/Cafeteria Building
- d. Annex/Classroom Building

**3. Middle School**

- a. Main Building
- b. 8th Grade Building
- c. Athletic Building

**4. High School**

- a. Main Building
- b. Shop Building

**5. Welcome Center/CTE Classroom**

**6. PreSchool**

**7. Daycare**

**8. Samuel Brown Academy**





## LONG-RANGE FACILITY PLAN

The Gervais School District Long-Range Facility Plan (LRFP) presents a long-term vision for facilities to accommodate District operations and educational programs. It has been prepared in compliance with ORS 195.11 and Oregon Administrative Rule (OAR) 581-027-0035. This report reflects the work of the Gervais School District LRFP Committee over a five-month process culminating in March 2021.

## DISTRICT GOALS 2020-2021



**Develop and adopt a district wide equity lens tool to be used in all areas of work throughout the district in order to support all students achieving to their highest academic potential.**



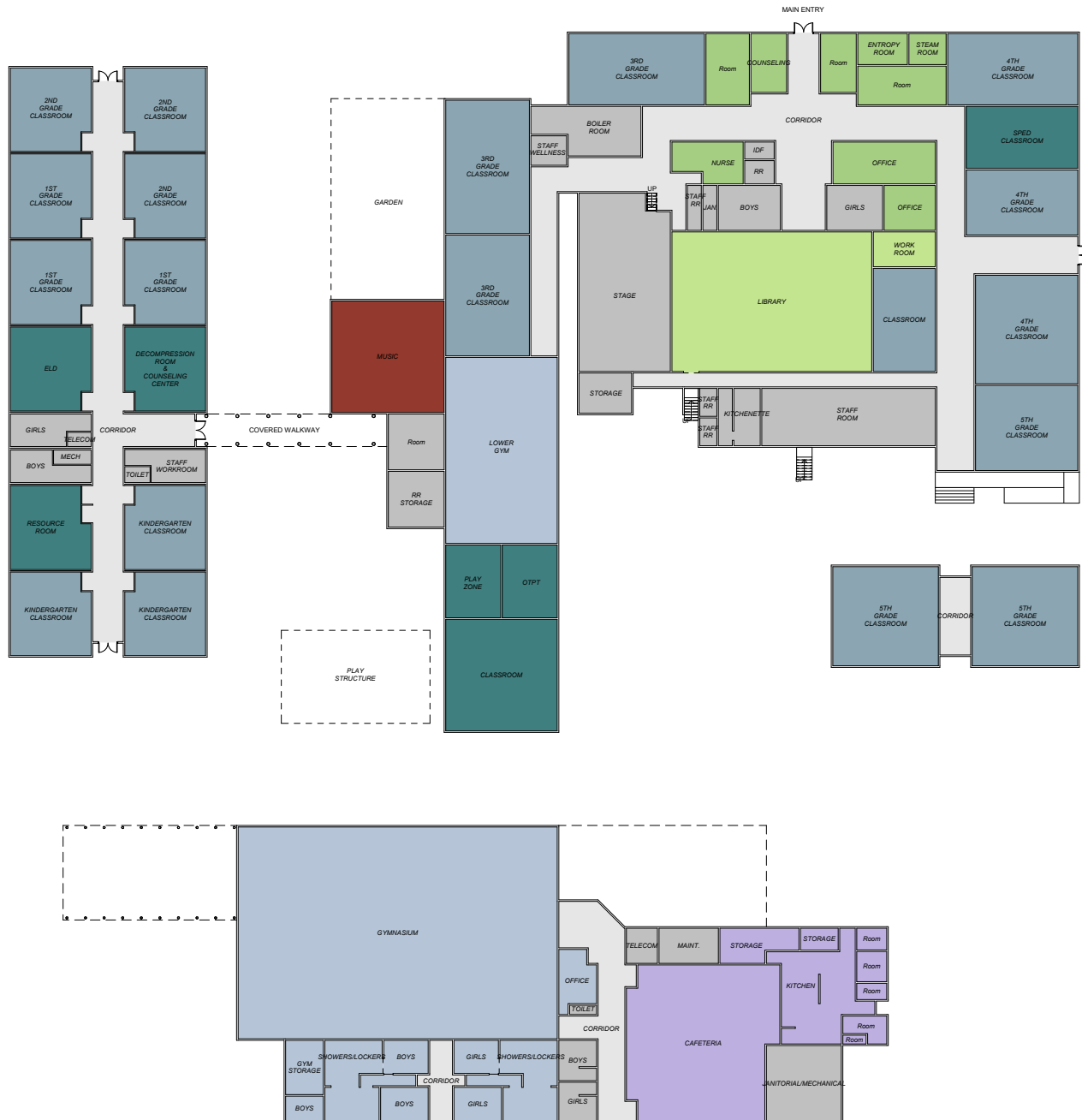
**Prioritize addressing social and emotional learning and mental health supports for students and staff to foster educational environments where students are surrounded by well-trained staff resulting in students being prepared to learn. Staff will be equipped with the necessary supports and trainings to create this environment.**



**Facilitate long-term planning for the district that is responsive to community growth and student learning needs.**

# BUILDING AND SITE UTILIZATION

## GERVAIS ELEMENTARY SCHOOL



### DEPARTMENT LEGEND

- |  |   |  |
|--|---|--|
| <span style="color: green;">●</span> Administration and Counseling | <span style="color: purple;">●</span> Dining and Nutrition          | <span style="color: lightgreen;">●</span> Library                |
| <span style="color: gray;">●</span> Building Support               | <span style="color: red;">●</span> Fine and Performing Arts - Music | <span style="color: blue;">●</span> Physical Education/Athletics |
| <span style="color: lightgray;">●</span> Circulation               | <span style="color: teal;">●</span> Core Academics - Gen ED         | <span style="color: darkgreen;">●</span> Special Education       |





CURRENT USE

Gervais Elementary School is a one-story, four-structure school that serves kindergarten through fifth grade. The main building was constructed in 1934 and houses the main entry and administrative offices, library, music room, staff room, and third through fifth grades. Two of the three fifth grade classes are taught in a modular building just south of the main building, which was added in 1973. Kindergarten, first and second grade are taught in a pre-engineered structure to the northwest corner of the site, which was completed in 2013 and is referred to as the K-2 building. Specialized educational spaces for English Learning Development (ELD), Resource Room, decompression room, and counseling center are located in the K-2 building. The Functional Learning Center (FLC) is located in the main building. The fourth building on the elementary school campus (completed in 1990) includes the gymnasium, kitchen, and cafeteria. The campus includes two play structures and covered play adjacent to the gymnasium building. Because the facility was originally designed for middle school use, this building also includes locker rooms which are not used by the elementary programs.

**1934**  
Built

**1973, 1990, 2013**  
Remodels and/or Additions

**465**  
Student Capacity

**K-5**  
Grades



# BUILDING AND SITE UTILIZATION

## GERVAIS MIDDLE SCHOOL



### DEPARTMENT LEGEND

- |  |   |   |
|--|---|---|
| <span style="color: green;">●</span> Administration and Counseling | <span style="color: blue;">●</span> Core Academics - Science    | <span style="color: lightblue;">●</span> Physical Education/Athletics |
| <span style="color: grey;">●</span> Building Support               | <span style="color: darkblue;">●</span> Core Academics - Gen ED | <span style="color: darkgreen;">●</span> Special Education            |
| <span style="color: lightgrey;">●</span> Circulation               | <span style="color: yellowgreen;">●</span> Library              |   |



**CURRENT USE**

Gervais Middle School is a one-story, three-structure school located on a site between the elementary and high schools. The main office, library, counseling center, and core subjects for sixth and seventh grades are taught in the main structure (completed in 2013) which is a pre-engineered building identical to the elementary school's K-2 building. 8th grade classes are taught in an adjacent structure (originally built in 1999, relocated to this site in 2015), and a third building (completed in 2015) houses the athletic center gymnasium and locker rooms. Middle school students travel to the high school for electives and additional library services. Middle school students also travel to the high school for all dining activities as there is no cafeteria or kitchen at the current middle school.

**1999**

**Built**

**2013, 2015**

**Remodels and/or Additions**

**233**

**Student Capacity**

**6-8**

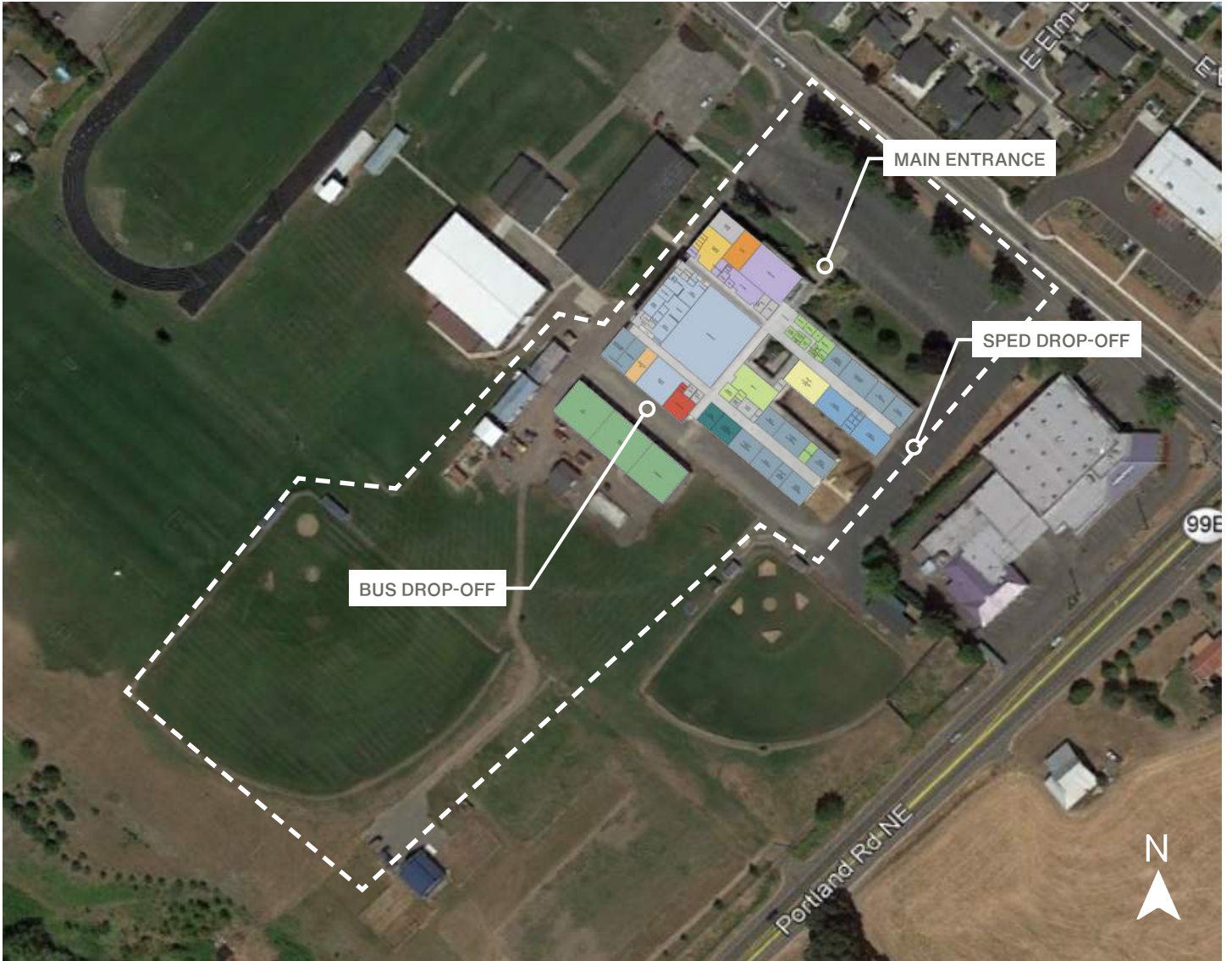
**Grades**

# BUILDING AND SITE UTILIZATION

## GERVAIS HIGH SCHOOL







## CURRENT USE

Gervais High School is a one-story (aside from an athletics and fitness mezzanine level), three-structure facility. The school offers core curriculum classes, electives, and Special Education (SPED) courses in the main building (built in 1963) including the sixth through 12th grade FLC. A large shop to the south, which was constructed in 2009, supports Career Technical Education (CTE) courses including Agriculture, Building Tech, Welding, etc. Site amenities include track and field facilities that are shared with the middle school, softball, baseball, and football fields. There is an outdoor loading and work zone adjacent to the CTE shops.

**1963**

**Built**

**2009**

**Remodels and/or  
Additions**

**392**

**Student Capacity**

**9-12**

**Grades**

# ASSESSMENTS

## FACILITY AND SEISMIC EVALUATION

The facility assessments for Gervais School District were conducted in the fall/winter of 2019 in order to understand the physical conditions of the school buildings. Assessments were completed for the elementary, middle, and high school buildings as well as the district main office building, Welcome Center/CTE Classroom, Preschool, Daycare, and Samuel Brown Academy.

The assessments are based on the Oregon Department of Education's (ODE) assessment guidelines (OAR 581-027-0035) and were conducted using the ODE template led by a state certified assessor and licensed architect.

The full report, which includes the assessment field instrument, summary of findings, and list of recommendations to meet the deficiencies described, is included in the appendix. A prioritization of major, moderate, and minor repairs are included at the end of this report.

### SEISMIC EVALUATION

The seismic evaluations for the multiple buildings of all three schools were completed in the spring of 2020. The evaluations were conducted according to the Tier 1 screen procedure per ASCE/SEI 41-17 and were conducted by a licensed structural engineer. Structural components were evaluated to the "Limited Safety" performance level and non-structural components were evaluated to the "Hazards Reduced" performance level.

The full report, which includes a summary of deficiencies and list of recommendations for further investigation and possible upgrade solutions, is included in the appendix.

### HISTORIC RELEVANCE

None of the school facilities operated by Gervais School District are listed on the Oregon Historic Sites Database by the State Historic Preservation Office, nor are they listed on the National Register of Historic Places.



## EDUCATIONAL ADEQUACY

### WHAT IS EDUCATIONAL ADEQUACY?

How do the physical aspects of the building and site support teaching, learning, and social-emotional well-being? How do they adequately support the instructional mission and methods? Educational Adequacy is an essential component to be considered by school communities as they attempt to prepare aging facilities for a modern educational model/paradigm and includes an analysis of the facilities' ability to meet current national educational adequacy standards.



### ASSESSMENT METHODOLOGY

Our assessor teams include accredited Educational Planners and licensed architects who collaborate with school communities to determine how facilities compare to school community-defined standards according to educational adequacy categories listed in this report.

This assessment process took place during the 2020/2021 school year during the COVID-19 global pandemic. So although assessors were able to walk through the facilities and interview each principal, the District had moved to a model of Comprehensive Distance Learning for almost all students, resulting in school buildings that were nearly empty. All teacher listening sessions were conducted via online meeting platforms, and student input was achieved via online surveys.

### STAKEHOLDER INPUT

In September 2020, IBI Group assessors spent a day meeting with the principals of all three schools. During that time, assessors toured the buildings, surrounding site, and discussed the current functions of each space (described in the building utilization plan) and the ability of the spaces to meet the needs of those functions. Assessors also conducted an interview with the District Superintendent to discuss long-term strategic goals and programs.

Shortly after touring the facilities and speaking with District administrators, the assessment teams held listening sessions with teachers and staff and issued student surveys. There were 70 total participants in the teacher/staff listening sessions and 127 total student survey participants representing grades four through 12. On the whole, one stakeholder group did not contradict the needs and priorities of any other stakeholder group. The summary of findings listed in this report is a compilation of the feedback gained from each event.

## EVALUATION METHODOLOGY



### Principal Interviews



### Building Tours



### Student Surveys

4th–12th Grades  
127 Participants



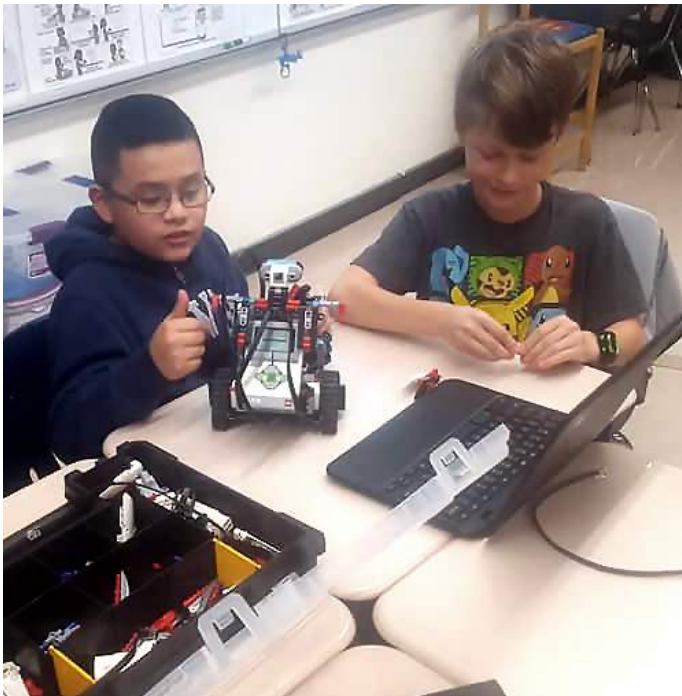
### Teacher and Staff Listening Sessions and Surveys

All schools represented  
70 participants



# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## GERVAIS ELEMENTARY SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

The Elementary School is working to build a Science, Technology, Engineering, the Arts, and Mathematics (STE(A)M) identity. The current facility does not adequately support project-based and hands-on learning. There is a need to have more spaces for small, medium, and large groups of students to design, build, store, and present their projects. The principal's office is currently used as a STE(A)M lab where materials are stored. The library is a large space and underutilized and could be upgraded to include a STE(A)M classroom. Resource rooms occupy two classrooms. The FLC is adjacent to the lower gym and has recently added walls to create an Occupational Therapy/Physical Therapy (OT/PT) room and play zone adjacent to the classroom. The District uses the Multi-Tier system of supports for academic intervention. Tier 3 requires pull-out support. K-2 students needing those supports must travel to the main building. Individualized Education Program (IEP) meetings are held in resource rooms or classrooms.

### CHARACTERISTICS OF TEACHING SPACES, EQUIPMENT, AND STORAGE

Because the original school has been added on over time, there is a variety in the size and shape of the classrooms. Some are large and others are small and narrow. All of the classrooms in the K-2 building are the same size but are very small, less than 650 sq. ft. Three classrooms in the main building do not have sinks. During the COVID-19 pandemic, mobile handwashing stations are used in those rooms. The furniture in the main building is several decades old and is heavy. More than any other element, teachers report a need for flexible, differentiated, and mobile furniture and storage in their classrooms as the greatest need. Teachers do their prep work in their classrooms and use a large area to spread out materials. Teaching assistants and staff use either the library or office. Staff report a general lack of offices and conference rooms for meetings.



### ENVIRONMENTAL CHARACTERISTICS

There is one interior room in the building that does not have heating/ventilation or AC. Generally speaking, the boiler heating system is quite old and loud when it is turned on. Teachers do not typically use voice enhancement, and noise transmission is not a great concern.



## RELATIONSHIP OF EDUCATIONAL SPACES

The school is split into multiple buildings which can make it difficult to have a unified culture. Some staff reported feeling like there is a “divide” between teachers of different buildings and even teachers who are on different sides of the main building. There is currently no breakout space outside of classrooms. Students do group work in the classrooms, very little takes place in the hallways. Teachers quickly lose visibility of students who leave the room and teachers have requested windows into the hallway. This is especially an issue in the K–2 building where cameras have been installed to monitor hallways.



## SUPPORT SPACE FUNCTIONALITY

Some of the administrative staff, including the principal, do not have offices — and they do not miss them. Those spaces are more useful as other programmed spaces. The library, cafeteria, and gym are all generous in size since the school was originally designed as a middle school. The cafeteria is great for student dining, but not as functional as a community meeting space due to the poor PA system and seating. The kitchen is functional but quite old. Staff

report that the furniture in the library where staff meetings take place is uncomfortable for adults. The gym is currently used for school performances and presentations, but there is a strong desire from teachers to have a more formal and appropriate space for students to show off their work.

## WELCOMING AND INCLUSIVE

The main entry of the school includes a wheelchair lift. It would be nice to make this a more universally welcoming entry. There is one counselor and counseling office. There is a desire to hire an additional counselor which would require using one of the classrooms in the K–2 building as a counseling center that includes a zen den / decompression space for students.



## HEALTH AND WELLNESS

There are not enough restrooms in the K–2 building, and the restrooms are not monitored. All buildings are in need of single-occupant restrooms for students, staff, and visitors. There is no changing station for families. There is no proper health room or nurse’s office. There are a variety of outdoor zones for play between the different buildings, making supervision difficult. There is a small covered area where students can wait during pickup and dropoff times, but there is no covered play area. On rainy days, students use the lower gym for recess which can conflict with the P.E. time for the FLC students. When asked where they go to recharge, most staff preferred going outside for a quick walk, staying in their classroom when it is empty, or visiting with a colleague. One staff member preferred the staff room. Staff members indicate there are some good places to take students struggling with Social-Emotional Learning (SEL), but there’s a lack of support staff to stay with the student so teachers can continue working in the classroom.



## SAFETY AND SECURITY

The school is keycard access only. There is no secure entry vestibule, and classrooms do not have automatic door locks. The communications systems should be upgraded, the PA and fire alarms are not loud enough. There is no emergency generator in the case of a power outage.

## TECHNOLOGY

All classes have chrome books, one per student. It would be great to have a STE(A)M space where technology can be permanently out and used when needed, for uses like the “girls who code” club, rather than having to gather up and put them away. Technology upgrades are desired for video and audio recording in the future “Entropy Room” in the main office, as well as an electronic reader board at the main entry.

## SUMMARY OF STUDENT SURVEY RESPONSES

Music and P.E. are the most inspiring classes overall, but several students report feeling the most inspired by their own teacher. They chose the library, outside, or comfy seating in a classroom as the place they would sit and read a book or work alone. Most students do not report feeling crowded anywhere in the school, but those that do indicate the crowding occurred during recess and in the hallways. Students report avoiding the restrooms. They like to work in a variety of ways — sitting on the floor, at a table/desk, with music on, or on their bed at home.



**When asked,  
What other tools  
they need to be  
successful?**

**Students responded in  
a number of ways.**

“More time  
with my friends  
and a place to  
practice before  
a test ”

“Comfortable  
chairs”

(several responses)

“Calm  
music



I wish we  
had Spanish  
or Japanese  
class

“Nothing more,  
this school  
already provides  
lots of cool and  
great stuff, thank  
you.”



## FUNCTIONAL SOLUTIONS FOR FURTHER STUDY

A number of programs and activities are not supported by the current school facility. Below is a list of recommendations for facility modifications that are based on space and program needs gathered through interviews with the principal and teachers. Each solution requires further feasibility analysis including master planning, cost estimating, and coordination with middle and high school programs.

- Add a secure vestibule and remodel the administrative office to increase safety and security.
- Increase safety at the K-2 building so that students exiting the north doors cannot reach the street.
- Increase opportunities for staff collaboration between the multiple buildings. Remodel the staff room and add a staff room at the K-2 building.
- Build a new covered play area that is for recess on rainy days.
- Develop a STE(A)M identity and increase hands-on learning. Repurpose the library to support a makerspace and large project area.
- Increase parity between teachers with different-sized rooms.
- Replace furniture with flexible and mobile options.
- Remodel for universal accessibility, especially at the front of the school.
- Design nurse and health room facilities with an accessible restroom.
- Remodel or add a formal presentation and performance space. Growing a culture of pride and sharing the amazing work that is created.
- Create gallery spaces for students throughout the school.
- Remodel classrooms to include “calming corners” where students can de-escalate away from the class but still be within sight of teachers.
- Provide a student counseling center.
- Create additional meeting spaces for teachers and staff to collaborate and hold confidential meetings.
- Increase visibility from classrooms to hallways.
- Upgrade the workroom.
- Develop more student-owned spaces.
- Improve single-occupant restrooms for community and student needs.
- Provide new bleachers in the gym.

# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## GERVAIS MIDDLE SCHOOL

### EDUCATIONAL PROGRAM SUPPORT

Most teachers use a project-based learning model, but are greatly hindered by the undersized classrooms (less than 650 sq. ft.) There is no formal lab at the middle school, therefore science is taught in a general education classroom. Students travel to the high school for all electives such as art and CTE. Eighth grade classrooms are in a separate building. Students requested access to more elective classes, especially cooking and art. Students generally feel the school is preparing them well for their future and they have all the tools they need to be successful.



### CHARACTERISTICS OF TEACHING SPACES, EQUIPMENT, AND STORAGE

The biggest challenge in the middle school is the classroom size. The building itself is only a few years old, and room sizes are uniform. Teachers have moved the mobile storage units out of the rooms to make space for student seating.

### ENVIRONMENTAL CHARACTERISTICS

The HVAC system works fine, and there is adequate daylight in each room. There are no major concerns regarding acoustics or noise transmission. This results in damaged textbooks and materials in inclement weather, along with wet shoes and slippery conditions for students going to the activity center.

### RELATIONSHIP OF EDUCATIONAL SPACES

There is one central hallway in the school that is lined with lockers. There are no windows from the classrooms into the hallways, so if students need to go somewhere to finish a test or do solitary work they are sent to another classroom or student services rooms.

### SUPPORT SPACE FUNCTIONALITY

There is no health room or nurse's office. The hallway is narrow and crowded during passing time. Students rarely use the lockers. The library is small and served by the same librarian that is at the high school. Students also have access to the high school library. Sports facilities are shared with the high school. There is an "Activity Center" that is used for P.E. which is also rented out to various community groups. Some students report avoiding the locker rooms. On rainy days, the floor becomes very slippery. There is currently not enough seating in the activity center for all-school gatherings. Students report feeling crowded in classrooms, the hallway, and the high school cafeteria that is used for lunch.



## WELCOMING AND INCLUSIVE

The staff are very collaborative and inclusive. There is no dedicated staff room or kitchenette, however. All-staff meetings are held in a classroom, and teachers do any prep work or collaboration in their classrooms. The staff requests the main entry of the school be more welcoming and formal.



## HEALTH AND WELLNESS

There is a need for more single-occupant restrooms for students and teachers. For students struggling socially, the counseling center and “behavior support room” is available but the room dividers do not provide acoustic privacy for the offices. Additionally, the counseling center is located in the main building and not easily accessed by eighth grade. If a private meeting needs to take place, the principal’s office is used. Teachers advocated heavily in the surveys to provide more places for students to gather and socialize. There is no common gathering space at the middle school. Students report not having places to go as individuals or gather in groups. Teachers report going outside or visiting with a colleague when they need to recharge. When asked if students know how to find them, teachers report feeling torn by a responsibility to supervise the activities center, rendering them unavailable during breaks to spend time with kids who are asking for help. Students request places they can go to relax on their own, with calm music.

## SAFETY AND SECURITY

The school is keycard access only and visitors are buzzed in, but there is no secure entry vestibule. The security cameras work well, but there is a desire to include audio recording. The communication systems work well and the site is generally secure.

## TECHNOLOGY

There is adequate technology in the classrooms and for teachers. Science courses would benefit from more technology.

## FUNCTIONAL SOLUTIONS FOR FURTHER STUDY

A number of programs and activities are not supported by the current school facility. Below is a list of recommendations for facility modifications that are based on space and program needs gathered through interviews with the principal and teachers. Each solution requires further feasibility analysis including master planning, cost estimating, and coordination with middle and high school programs.

- Upgrade science labs, and create new spaces for electives.
- Add a dining commons that is a gathering, presentation, and social space.
- Remodel to make existing classrooms larger with added storage.
- Provide a staff room for professional development and collaboration.
- Improve counseling services — places students can decompress with a counselor.
- Provide a student-owned chill space for “down time.”
- Create outdoor learning and gathering spaces for students.
- Remodel main entry and admin area to create a welcoming school, secure vestibule, and health room.
- Upgrade furniture to more flexible options.
- Add more single-occupant restrooms with greater privacy, and add restrooms and drinking fountains closer to the eighth grade building.
- Add display areas and places to show school pride and culture.
- Create a private office and storage for all teachers within their classroom.
- Reduce crowding in the hallway by moving or re-arranging lockers.
- Solve the slippery gym floor issue.
- Create accessible bleachers.
- Connect the eighth grade building, create a “Middle School Community.”
- Remodel locker rooms to increase safety.



# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## GERVAIS HIGH SCHOOL

### EDUCATIONAL PROGRAM SUPPORT

There are currently four CTE programs: Construction, Agricultural Sciences, Health Sciences, and Graphic Arts. These programs are all growing, there is great interest in expanding STE(A)M and CTE opportunities at the high school, with many students reporting a desire to have additional career pathways. Science labs have outdated equipment and non-functional ventilation systems for fume hoods and secure chemical storage. The CTE shops are adequately sized, but have inadequate electrical service. There is currently no music program at the high school, although there are theater classes. The high school provides the FLC services for grades six through 12.



### CHARACTERISTICS OF TEACHING SPACES, EQUIPMENT, AND STORAGE

Classrooms are generally adequate in size. The cafeteria is very small for the number of students, 70% to 80% of whom receive school lunch. There is one lunch period and most students eat elsewhere in the building. There are a few seating areas in hallways for students to gather, but students would greatly benefit from a larger cafeteria and additional seating options in the school. Furniture is generally dated and inflexible.

### ENVIRONMENTAL CHARACTERISTICS

There are photovoltaic panels on the roof of the middle school, with a dashboard at the high school front office tracking energy their output. There is a new AC system in the school, but the windows are inefficient and southern-facing classrooms can get really hot in the afternoon. The lighting was recently replaced. Teachers report a need for exterminators in the "south hall."



### RELATIONSHIP OF EDUCATIONAL SPACES

There are no breakout spaces outside of classrooms, and the lack of interior classroom windows means they cannot extend the learning environment into the hallways. If students need to finish a test or work on something, they go to the library. Room 21 does not have an interior door to the school, students must travel outside to access it.

## SUPPORT SPACE FUNCTIONALITY

The library is used often by students and would benefit from more student-friendly lighting and furniture. The computer lab is not necessary since all classes are equipped with chrome books for each student. Specialists from the Educational Service District (ESD) do not have office space, and student services is not centrally located. There is one counselor who does everything. There is a need to have a college/career center in the school with a coordinator to help students navigate their future options. P.E. and sports facilities are generally adequate with the exception of the grandstand which is in disrepair. CTE shops are located in a separate building with a barn and greenhouse near the shop building. Although there have been in the past, there are currently no learning or community gardens on site. Classrooms are used for teacher training, collaboration, and prep. Students report feeling crowded in the hallways and cafeteria. The cafeteria is undersized for the current school population. Students must find other areas of the school



## WELCOMING AND INCLUSIVE

Students gather in the hallways, library, and courtyard. The courtyard is a popular place and would benefit from an upgrade with more outdoor furniture. Public access to the fields is through the current CTE shop and maintenance building area. Interviewees indicated this is not the most formal or welcoming entry to the school, especially for competitive sporting events. Many students list teachers' classrooms as the places they go when they have free time. Students and teachers build strong relationships at this school. The library and hallways are also popular places where students like to gather or be alone.



## HEALTH AND WELLNESS

There is a desire for better mental health and decompression spaces for general population students. Currently students can get a "pink pass" to enable them to leave the classroom and visit the library or counseling offices for support, but these spaces aren't ideal. Many students report getting school lunch (mixed reviews regarding the quality of food, some say very good, others say it is not) and having plenty of time to eat and relax before the next class. Staff report using the newly created "relaxation room" as a place to recharge. Staff also report a need for more private spaces near classrooms to have confidential conversations with students away from the group. Hallways feel too exposed to have a conversation about SEL. The school is using the RULER program for SEL.



## SAFETY AND SECURITY

Other than the CTE shops, the school is completely enclosed. The school has keycard access and a functional communications system. There are functional cameras, additional cameras at all doors would be beneficial. There is a side door with a buzzer for middle school students to use when they come to the high school for lunch.

## TECHNOLOGY

Technology is functional and working. The computer lab in the library is no longer needed.

## FUNCTIONAL SOLUTIONS FOR FURTHER STUDY

A number of programs and activities are not supported by the current school facility. Below is a list of recommendations for facility modifications that are based on space and program needs gathered through interviews with the principal and teachers. Each solution requires further feasibility analysis including master planning, cost estimating, and coordination with middle and high school programs.

- Add more CTE elective spaces, supplement what will be offered by the Willamette Career Academy.
- Add music and performing arts spaces.
- Provide spaces for student break-out small group project work.
- Add a flexible multipurpose room for projects of all sizes and types.
- Add a performance space or auditorium for speech, drama, and music performance.
- Provide a place for homeless youth to access the things they need independently.
- Add a break room for all staff.
- Provide flexible, comfortable furniture.
- Provide more student-owned spaces, decompression spaces.
- Update library to have more collaborative spaces.
- Add places to exhibit student work and highlight our culture and history.
- Create a new student health and counseling center.
- Upgrade courtyard with seating, ground cover, shade trees.
- Add a nurse's office to the admin area.
- Re-think vehicular access and circulation so that the community entrance to the school and sports fields is welcoming.
- Replace grandstand including press box, concessions, and restrooms.
- Create ADA access to the mezzanine levels (gym, fitness.)
- Upgrade science lab, including ventilation and chemical storage.
- Remodel restroom partitions to increase safety and privacy.
- Upgrade ventilation for woodshop/welding shop, photography dark room.
- Add to the existing cafeteria and/or additional spaces throughout the school for student dining



# POPULATION PROJECTIONS AND CAPACITY ANALYSIS

## POPULATION PROJECTIONS

In November 2020, IBI Group's population and demographics research department provided the District with 5, 10, and 15-year enrollment projections. The source of age-based population projections came from the Coordinated Population Forecast for Marion County 2017–2067. This forecast was prepared by Portland State University's Population Research Center in 2017. The study included historic data for school years 2009 through 2019 obtained from the Oregon Department of Education and

forecast data for 2025, 2030, and 2035. This 15-year analysis was broken into grade level elementary, middle, and high school enrollment.

The study also took into account Marion County and sub-area forecast growth as well as historic age-group projections from the US Census Bureau's American Community Survey. The table below summarizes the results of the study. The full population projection report can be found in the appendix.

Population Forecasts by Age Group / Year												
	2017	2020	2025	2030	2035	2040	2045	2050	2055	2060	2065	2067
00-04	24,691	25,352	26,197	26,969	27,816	28,816	29,909	31,003	32,054	33,109	34,228	34,704
05-09	23,891	24,434	25,568	26,399	27,186	28,059	29,082	30,197	31,303	32,373	33,452	33,907
10-14	23,384	23,915	24,862	25,996	26,850	27,669	28,573	29,627	30,764	31,900	33,005	33,447
15-19	24,007	24,271	25,231	26,211	27,415	28,337	29,217	30,184	31,300	32,512	33,727	34,197
20-24	22,550	23,062	23,521	24,435	25,395	26,584	27,495	28,365	29,308	30,405	31,599	32,075
25-29	22,780	23,029	23,943	24,404	25,363	26,382	27,635	28,597	29,506	30,500	31,658	32,158
30-34	22,140	22,839	23,290	24,200	24,675	25,666	26,714	27,998	28,977	29,911	30,935	31,408
35-39	21,200	21,626	22,818	23,254	24,175	24,671	25,679	26,747	28,038	29,033	29,987	30,402
40-44	20,767	21,541	22,308	23,530	23,994	24,970	25,503	26,563	27,678	29,032	30,083	30,485
45-49	20,489	21,097	22,468	23,267	24,568	25,082	26,128	26,708	27,833	29,026	30,473	30,922
50-54	20,268	20,250	21,293	22,655	23,469	24,800	25,324	26,384	26,962	28,097	29,307	29,886
55-59	20,094	20,175	20,174	21,201	22,565	23,395	24,739	25,272	26,331	26,916	28,062	28,546
60-64	19,054	19,778	19,943	19,939	20,973	22,349	23,197	24,553	25,093	26,164	26,768	27,228
65-69	16,306	17,739	18,919	19,078	19,111	20,154	21,518	22,379	23,729	24,287	25,366	25,616
70-74	13,300	15,253	17,442	18,438	18,448	18,344	19,200	20,338	20,978	22,064	22,398	22,716
75-79	9,613	11,445	14,313	16,258	17,078	16,985	16,789	17,466	18,377	18,834	19,682	19,748
80-84	6,698	7,546	10,033	12,448	14,041	14,641	14,451	14,175	14,626	15,261	15,509	15,731
85+	6,535	6,771	7,778	9,740	12,230	14,603	16,387	17,419	17,981	18,701	19,632	19,965
<b>Total</b>	<b>337,773</b>	<b>350,125</b>	<b>370,099</b>	<b>388,420</b>	<b>405,352</b>	<b>421,508</b>	<b>437,540</b>	<b>453,978</b>	<b>470,837</b>	<b>488,126</b>	<b>505,872</b>	<b>513,142</b>

Population Forecasts prepared by: Population Research Center, Portland State University, June 30, 2017.

Figure 23. Marion County's Sub-Areas—Total Population

Area / Year	2017	2020	2025	2030	2035	2040	2045	2050	2055	2060	2065	2067
Marion County	337,773	350,125	370,099	388,420	405,352	421,508	437,540	453,978	470,837	488,126	505,872	513,142
Aumsville UGB	4,209	4,750	5,253	5,731	6,141	6,501	6,768	7,001	7,197	7,390	7,582	7,658
Aurora UGB	1,028	1,080	1,168	1,248	1,321	1,387	1,445	1,496	1,538	1,580	1,613	1,622
Detroit UGB	216	218	222	225	227	229	231	232	234	235	237	237
Donald UGB	994	1,011	1,172	1,355	1,555	1,705	1,820	1,922	2,007	2,072	2,128	2,150
Gates UGB (Marion)	435	441	449	456	462	467	472	476	481	484	488	489
Gervais UGB	2,657	2,781	2,996	3,175	3,346	3,494	3,618	3,716	3,789	3,834	3,853	3,850
Hubbard UGB	3,375	3,527	3,711	3,893	4,074	4,256	4,440	4,626	4,791	4,958	5,127	5,195
Idanha UGB (Marion)	80	81	83	84	85	87	88	90	92	93	95	96
Jefferson UGB	3,318	3,446	3,664	3,866	4,071	4,279	4,470	4,641	4,814	4,988	5,165	5,237
Lyons UGB (Marion)	53	53	53	53	53	53	53	53	53	53	53	53
Mill City UGB (Marion)	309	313	319	326	333	339	345	351	357	363	369	371
Mount Angel UGB	3,551	3,570	3,665	3,757	3,847	3,935	4,023	4,110	4,196	4,282	4,369	4,403
Salem/Keizer UGB (Marion)	218,689	226,495	239,794	253,349	266,626	279,724	292,908	306,297	319,963	333,816	347,730	353,218
Scotts Mills UGB	384	402	427	448	465	480	494	507	521	535	548	554
Silverton UGB	10,214	10,701	11,545	12,341	13,076	13,759	14,406	15,032	15,631	16,193	16,704	16,889
St. Paul UGB	401	409	420	431	441	452	463	475	487	499	512	517
Stayton UGB	8,138	8,330	8,696	9,065	9,432	9,798	10,174	10,552	10,936	11,318	11,695	11,841
Sublimity UGB	2,857	2,930	3,060	3,193	3,316	3,430	3,534	3,628	3,714	3,789	3,854	3,876
Turner UGB	2,066	2,355	2,925	3,214	3,439	3,655	3,859	4,050	4,225	4,382	4,541	4,605
Woodburn UGB	26,211	27,399	29,608	31,923	34,187	36,322	38,330	40,246	42,077	43,839	45,574	46,262
Outside UGB Area	48,587	49,833	50,870	50,289	48,857	47,158	45,599	44,476	43,737	43,422	43,638	44,020

Population Forecasts prepared by: Population Research Center, Portland State University, June 30, 2017.



## WHAT IS SCHOOL CAPACITY?

The ability of a school building and site to meet needs of the student population.

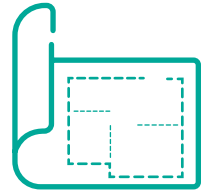
## CAPACITY ANALYSIS

This analysis provides a capacity number that is accurate to the programs and grade levels currently being taught in each building at the time of the assessment. However, it is also important to consider future programs, technology, and priorities at a particular campus and the impact each will have on classroom inventory and student teaching stations. As the educational strategic goals and pedagogies change, the room functions, and therefore capacity of the building, will also change.



## WHAT IS TEACHING STATION CAPACITY?

Teaching station capacity is derived by counting the total number of teaching stations, applying a utilization rate (percentage of time the room is empty due to teacher planning periods at middle and high schools), and multiplying the number of students in the room.



## WHAT IS BUILDING OVERALL SQUARE FOOTAGE CAPACITY?

Building Overall Square Footage Capacity is derived by taking the gross square footage of the entire building and dividing it by a Sq. ft./Student value. Building Capacity indicates how adequate the overall building size is to serve the number of students. If the building capacity value is less than teaching station capacity, that is typically an indication that the non-classroom areas like cafeterias, hallways, libraries, etc., of the school may be undersized. The sq. ft./student values used in this analysis are taken from proposed recommendations by the Oregon Department of Education: 125 sq. ft./student for elementary schools, 151 sq. ft./student for middle schools, and 180 sq. ft. student for high schools.

## METHODOLOGY

In September 2020, IBI Group conducted site visits and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine the manner in which every classroom-sized space within the facility is currently utilized. School capacity is calculated based on the following District standard class size goals:

25 students per general education teaching station in grades K-12

15 students per teaching station in Special Education programs

Utilization of general education classrooms for the elementary school is 100%. Teachers have sole ownership of their classrooms (no teachers share a room) and each student is assigned to a teacher. Therefore, any additional teaching stations in the school (gymnasium, library, music/arts, computer labs, etc.) serve only as pullout or supplemental programs to the general education teachers and their respective students.

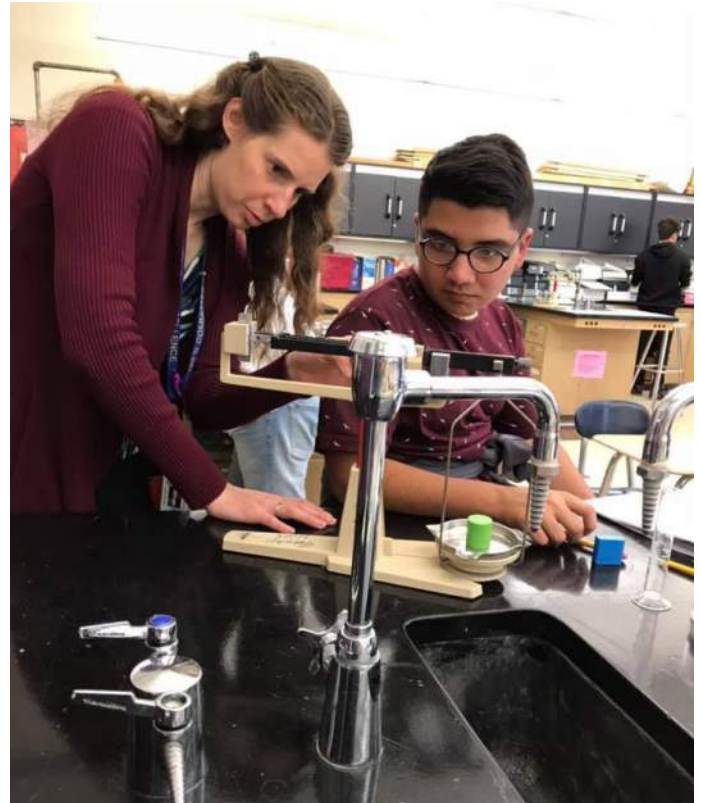
Utilization of teaching stations for the middle and high school are 83%. Teachers have sole ownership of their classrooms and teachers conduct prep time in their classroom when it is void of students, leaving the classroom empty one out of seven periods of the day. Other spaces may be utilized fewer than six periods out of seven due to teacher availability or subject matter, but are not reflected in the following capacity studies.

## SUMMARY OF CAPACITY FINDINGS

Given the current programs, enrollment, and projected growth, there is a need to add capacity to the middle and high schools. Although the elementary school appears to be over capacity by the year 2035 by about 68 students, the elementary school has a generous amount of square-footage that could be more efficiently utilized in order to make up the additional teaching stations.

The middle and high school are both over capacity as enrollment grows the next 15 years, and there is no underutilized space at either facility. The middle school is also over capacity at an overall building square-footage level which is an indication that the support spaces are inadequate to serve the population. This is likely due to the fact the middle school has no cafeteria, kitchen, or electives. Students must travel to the high school for these facilities. Additionally, the classrooms at the middle school are grossly undersized at less than 650sf each. As a comparison, the size of the average core subject (not CTE) classrooms at the high school is 941sf. Both teachers and students stressed the need for larger rooms at the middle school level.

Additional needs and programs that will affect capacity are indicated in the previous Educational Adequacy Summary of Findings section.



	Enrollment 2020	Enrollment Projections 2025	Enrollment Projections 2035
<b>GERVAIS ELEMENTARY SCHOOL</b>	479	502	533
<b>Teaching Station Capacity</b> Main Building and Out Buildings	-14	-37	-68
<b>Building Overall Sq Footage Capacity</b> 97,295sf/125sf per student	299	276	245
<b>GERVAIS MIDDLE SCHOOL</b>	260	257	277
<b>Teaching Station Capacity</b> Main Building and Out Buildings	-27	-24	-44
<b>Building Overall Sq Footage Capacity</b> 30,424sf/151sf per student	59	56	76
<b>GERVAIS HIGH SCHOOL</b>	393	408	422
<b>Teaching Station Capacity</b> Main Building and Out Buildings	-1	-16	-30
<b>Building Overall Sq Footage Capacity</b> 78,790sf/180sf per student	44	29	15



## CAPACITY ANALYSIS

## GERVAIS ELEMENTARY SCHOOL

Number of Teaching Stations	Teaching station Capacity Main Building and Out Buildings	Building Capacity 97.295 sq. ft./125 sq. ft. per student	Current Enrollment
19	465	778	412

TEACHING STATIONS	Quantity	Class Size Goals	Capacity at 100% Use	Current Utilization (2)	Adjusted Capacity	Location
General Classroom (1)	18	25	450	1.00	450	K-2 in outbuilding, 3-5 in main building, two grade 5 in portable
SPED (Functional Learning Center)	1	15	15	1.00	15	
<b>TOTAL</b>	<b>19</b>		<b>465</b>		<b>465</b>	

SPECIAL USE: SPACES FOR SUPPORT OR PULLOUT PROGRAMS	Quantity	Notes
Pull-out services (reading and math support, counseling, resource, ELD) (3)	4	
P.E. Main Gym, Library, Music	3	
<b>TOTAL</b>	<b>7</b>	

1. For general instruction not requiring a specialized room.
2. A prep factor has been calculated in order to take into account that classrooms will not be occupied every period of the day.
3. Self-contained SPED classrooms are counted as teacher stations for capacity purposes (with a lower class size). SPED classrooms for delivering pull-out services (e.g. resource rooms) are not counted as teaching stations for capacity purposes.

## CAPACITY ANALYSIS

## GERVAIS MIDDLE SCHOOL

Number of Teaching Stations	Teaching station Capacity Main Building and Out Buildings	Building Capacity 30,424 Sq. ft./15 sq. ft. per student	Current Enrollment
<b>11</b>	<b>233</b>	<b>201</b>	<b>245</b>

TEACHING STATIONS	Quantity	Class Size Goals	Capacity at 100% Use	Current Utilization (2)	Adjusted Capacity	Location
General Classroom (1)	10	25	250	0.83	208	Six in main building, four in grade 5 building
SPED (Functional Learning Center)	0		0		0	Middle schoolers go to the Functional Learning Center at the high school
Science Labs	0		0		0	
Music (Band and Choir)	0		0		0	
Art Classrooms	0		0		0	
CTE Labs	0		0		0	
P.E. Gymnasium	1	25	25	1.00	25	Activities Center Outbuilding
<b>TOTAL</b>	<b>11</b>		<b>275</b>		<b>233</b>	

SPECIAL USE: SPACES FOR SUPPORT OR PULLOUT PROGRAMS	Quantity	Notes
ELD/Resource rooms	2	
<b>TOTAL</b>	<b>2</b>	

1. For general instruction not requiring a specialized room.

2. A prep factor has been calculated in order to take into account that classrooms will not be occupied every period of the day.

Self-contained SPED classrooms are counted as teacher stations for capacity purposes (with a lower class size). SPED classrooms for delivering pull-out services (e.g. resource rooms) are not counted as teaching stations for capacity purposes.

According to the principal, classroom is used for prep for one period in a seven period schedule

## CAPACITY ANALYSIS

## GERVAIS HIGH SCHOOL

Number of Teaching Stations	Teaching station Capacity Main Building and Out Buildings	Building Capacity 78,790 Sq. ft./18 sq. ft. per student	Current Enrollment
19	392	437	323

TEACHING STATIONS	Quantity	Class Size Goals	Capacity at 100% Use	Current Utilization (2)	Adjusted Capacity	Location
General Classroom (1)	11	25	275	0.83	299	Main building
SPED (Functional Learning Center)	1	15	15	0.83	12	Main building
Science Labs	2	25	50	0.83	42	Main building
Music and Performing Arts	0				0	
Art Classrooms	1	25	25	0.83	21	Main building
CTE Labs (Ag, Construction Tech, Health Science)	3	25	75	0.83	62	Classroom in main, Lab in outbuilding
P.E. Gymnasium/Wrestling	1	25	25	1.00	25	Mezzaning-level wrestling not included, is not accessible.
<b>TOTAL</b>	<b>19</b>		<b>465</b>		<b>392</b>	

SPECIAL USE: SPACES FOR SUPPORT OR PULLOUT PROGRAMS	Quantity	Notes
Academic Assistance Resource Room	1	
<b>TOTAL</b>	<b>1</b>	

1. For general instruction not requiring a specialized room.

2. A prep factor has been calculated in order to take into account that classrooms will not be occupied every period of the day.

Self-contained SPED classrooms are counted as teacher stations for capacity purposes (with a lower class size). SPED classrooms for delivering pull-out services (e.g. resource rooms) are not counted as teaching stations for capacity purposes.

According to the principal, classroom is used for prep for one period in a seven period schedule



02

## PLANNING FOR THE FUTURE



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# 02

## PLANNING FOR THE FUTURE

### THE PLANNING COMMITTEE

#### COMMITTEE PROCESS

In the Winter of 2020/21, Gervais School District's Superintendent, Dandy Stevens, invited the community to take part in a planning process that would be funded through a state grant that had been awarded to the District earlier that year. The end goal being a 10-year plan that assists the District in facility decisions, including determining the needs for capital improvements.

The 19-member Long-Range Facility Planning (LRFP) Committee conducted three two-hour meetings over a virtual meeting platform: December 15, January 19, and February 14. The LRFP Committee was comprised of school teachers and staff, parents, administrators, community members, and representatives from the local jurisdiction and school board.



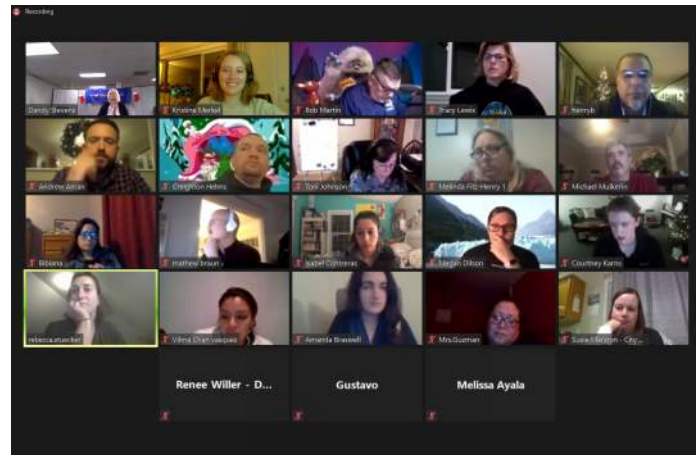
### COMMITTEE'S CHARGE

After being provided with the facility data, the LRFP Committee was then given a charge. In developing a plan for the future of the Gervais school community, the Committee must:

- Represent all stakeholder groups
- Balance individual vision with what is best for the entire community
- Help to communicate the LRFP process to the community
- Contribute to the vision and goals of the LRFP

In the first meeting, the LRFP Committee was provided with the facility data summarized in the first half of this LRFP report:

1. Facility Condition Assessment Findings
2. Seismic Evaluation Findings
3. Building and Site Utilization
4. Enrollment Projections and Capacity Analysis
5. Educational Adequacy Findings

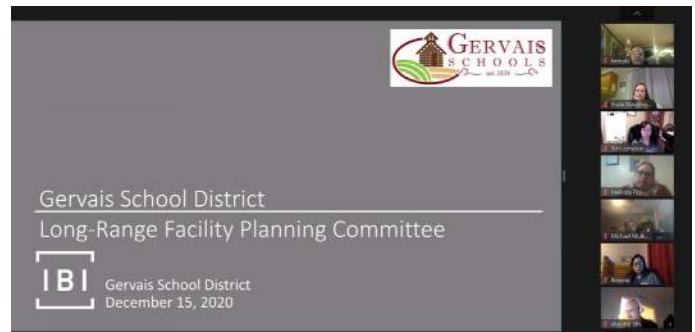


Committee Charge meeting.

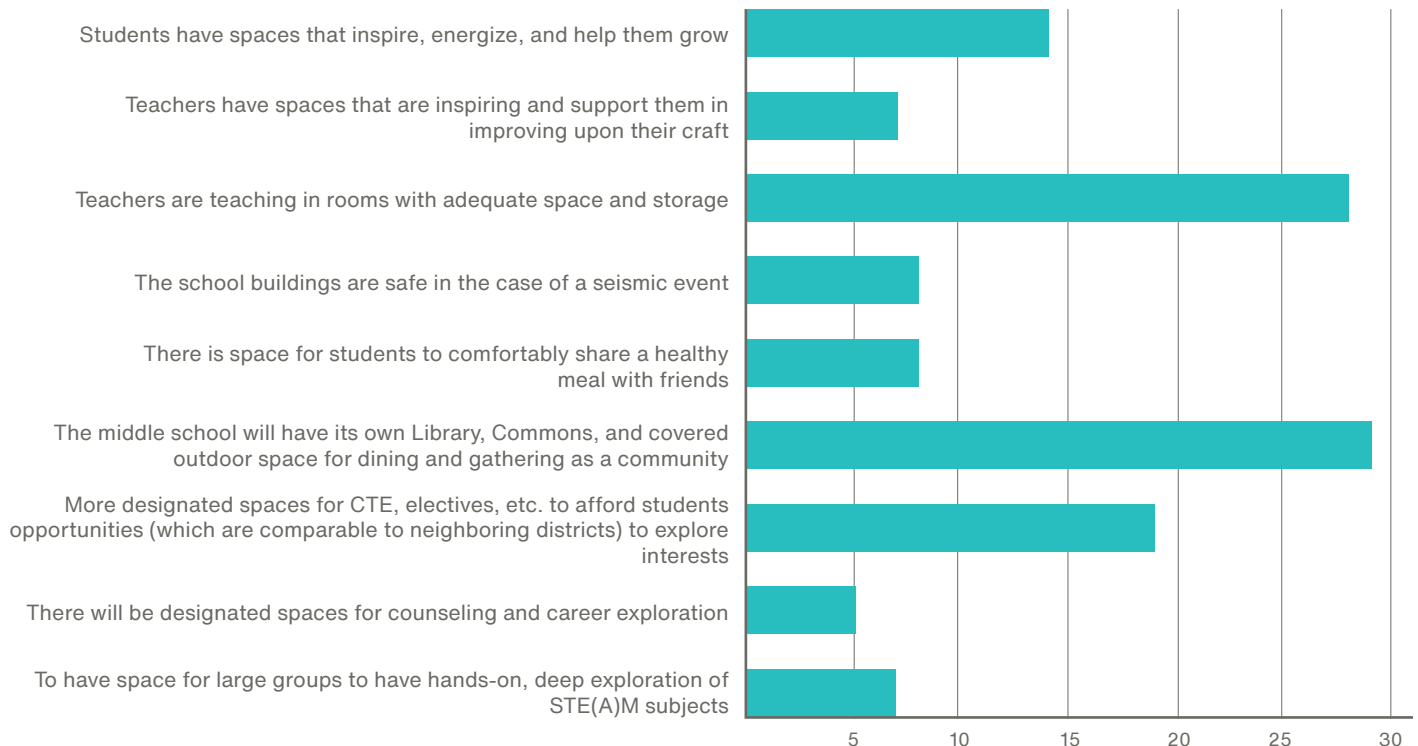
# VISION AND GUIDING PRINCIPLES

## THE VISIONING PROCESS

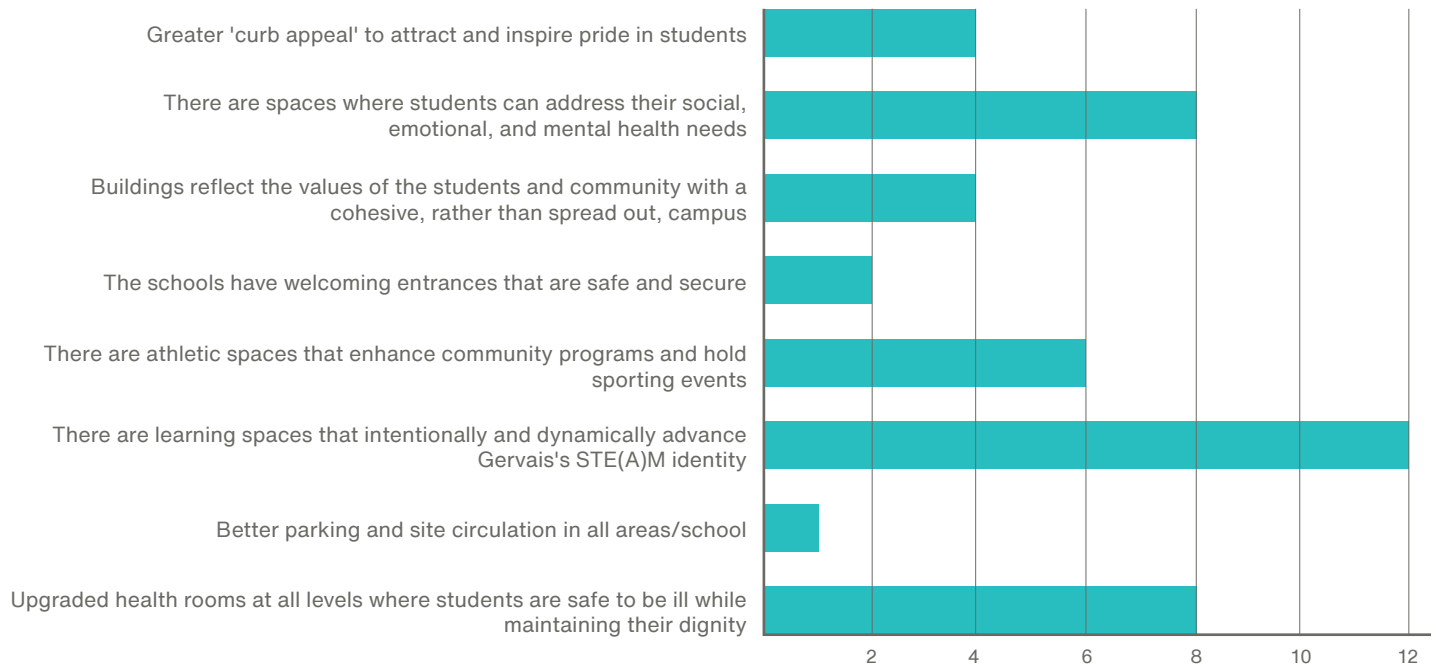
The members of the LRFP Committee followed a collaborative, value-based process to build a vision for Gervais schools. At the first LRFP Committee meeting, each member was asked to voice their greatest aspirations and fears for the future of District schools, and to define the measure of success for a long-range plan. Members then used an online platform to select the key value statements and propose new ideas. At the next meeting, members discussed the results, edited each statement, and placed them in order of priority. The Guiding Principles that resulted provide a framework and measure for all future decisions; they are the “North Star” from which all facility planning decisions will navigate.



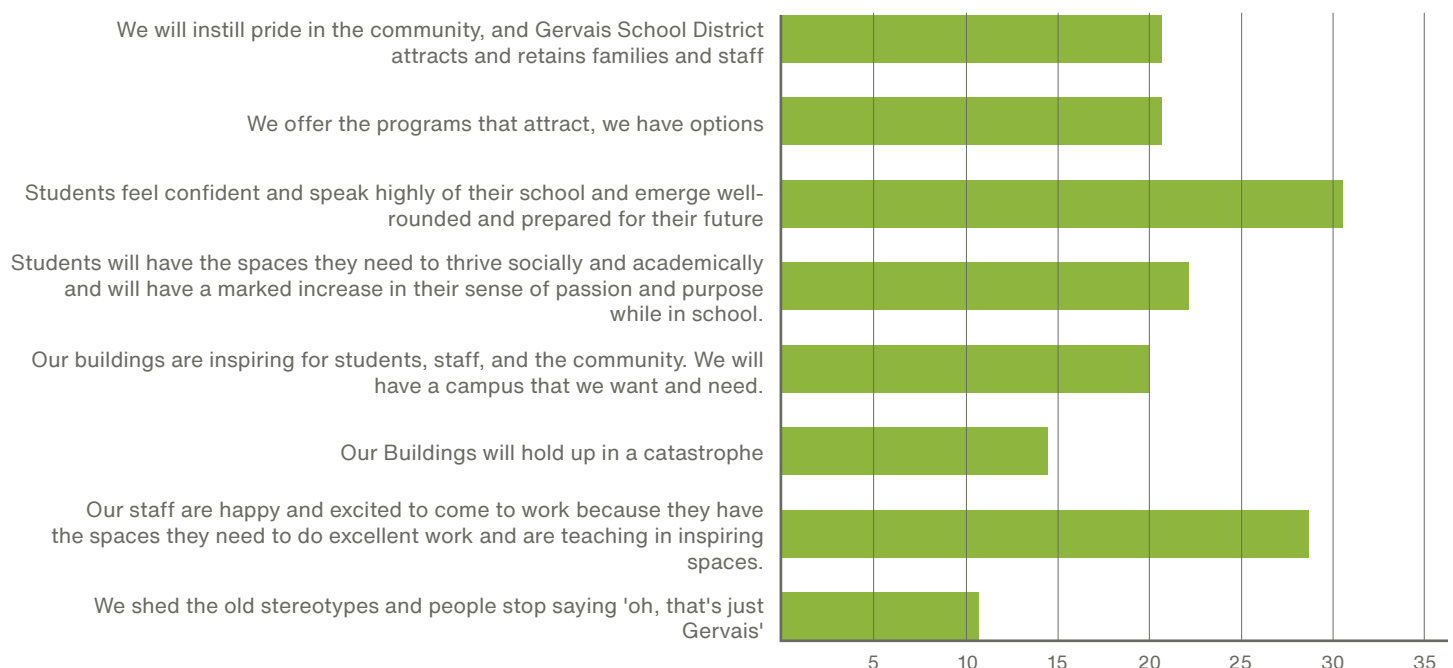
## What is your greatest ASPIRATION for Gervais Schools?



## What is your greatest **ASPIRATION** for Gervais Schools?



## How will we know we've been **SUCCESSFUL**?





## What is your greatest FEAR for Gervais Schools?



## Guiding Principles

- 1 Our schools will be safe and secure for all our students and teachers.
- 2 All our students will have the resources they need to reach their full potential. Our students will be prepared for their future and will thrive.
- 3 Our schools will draw people in. Students come back to Amity to send their kids to our schools. Our schools grow the community.

- 4 Our school buildings will be safe in a natural disaster.
- 5 Our school buildings will provide space for future growth and will have the quality our students and community deserve.

# DEFINING HOW WE ACHIEVE OUR VISION

## TOPIC-FOCUSED PRESENTATIONS



Gladstone High School, CTE classroom

How can facilities support student social and emotional growth? How can we incorporate STE(A)M, CTE, and flexible spaces to support programs that prepare students for their future? Due to the stated values around STE(A)M, CTE, and student well-being, IBI Group provided two topic-focused presentations:

- Preparing students for the future
  - » STE(A)M
  - » CTE
  - » Project-Based Learning
- Facilities that support Social and Emotional Learning

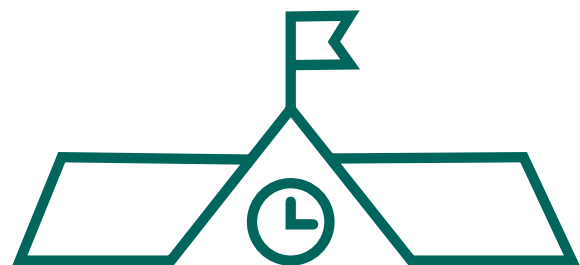
These brief presentations provided information into the research and current trends in K–12 education in the region, state, and beyond.

### STE(A)M, CTE, and Project-Based Learning

There is a great deal of momentum at the federal, state, and district level to increase access and exposure to careers for high school students. Some CTE spaces are expensive to build and can be outfitted with equipment that quickly becomes obsolete. Many of today's students will find themselves in a career that does not yet exist. It is important districts think carefully about the best way to prepare students for their future while being fiscally responsible to their community. This short presentation focused on understanding the student's needs through surveys of neighboring districts and conversations with Gervais' high schoolers;

- What careers do they plan to pursue after graduation?
- What careers do they want to have more exposure to in order to make those decisions?

The presentation also included images and examples of spaces in schools that are designed to support inquiry-based and hands-on learning. These included images of formal, informal, and inspirational schools. Lastly, there was a discussion about career pathways centers and the places students can go in a school to gain access and exposure to careers during and beyond their years in high school.



The average student in the US spends  
**180** days in a school building every year from age five to 18

National Center for Educational Statistics

## Supporting Social and Emotional Learning

There are many ways our environments contribute to our well-being: the daylight and views we have, how comfortable and varied our seating is, how quiet or noisy the room is, and even the colors and materials we're surrounded by all have measurable impacts on our physical and mental welfare. In the case of schools, the environment is even more critical. School facilities can support Social and Emotional Learning by:

1. Providing differentiated environments that support a variety of learning styles and teaching methods and allow for individualization.
2. Providing a welcoming and healthy environment. Places to cool down, regulate, and reason.
3. Distributing student services and places for students to access academic and SEL interventions throughout the school.
4. Connecting students to counseling/support services within and outside the school walls through places like wellness centers.

This presentation included several images of schools that were designed to achieve these four criteria.

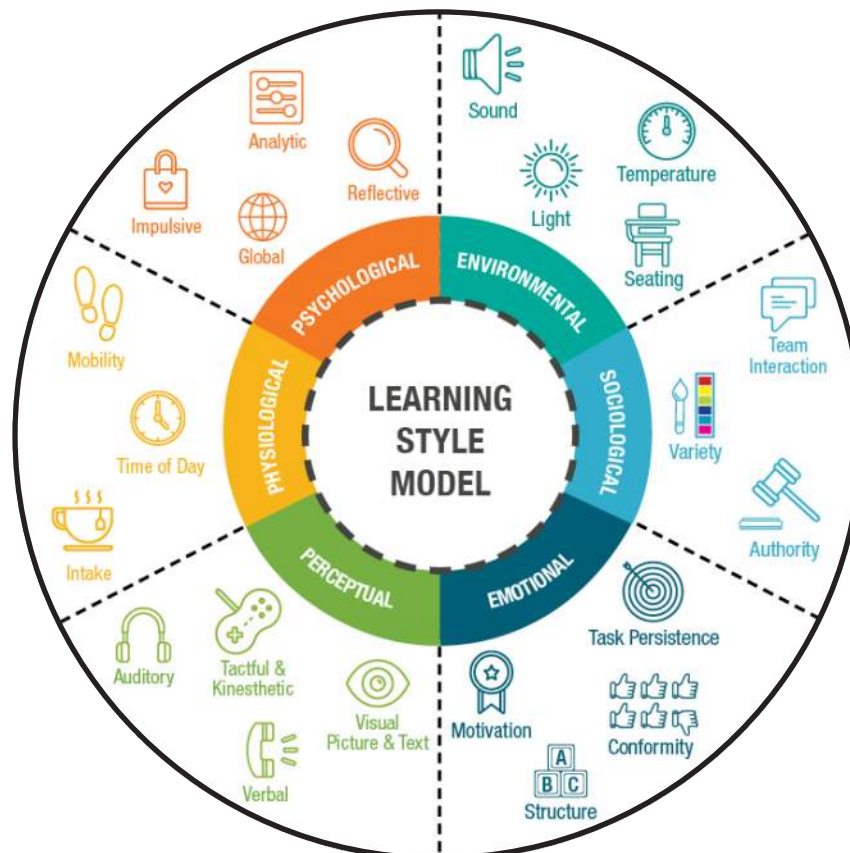


Image adapted from Dunn and Dunn BE learning education models



### Idea-Generating Workshop

Once the values and Guiding Principles for LRFP were established, the committee was asked the ever-present question: How? After the two presentations previously mentioned, the committee took part in a workshop through small-group breakout sessions in the virtual meeting platform to answer this question. Each group felt they needed more time to consider their answers so an online survey was issued after the meeting to give committee members a chance to finish recording their ideas.

These questions were posed to the small groups during the workshop:

1

**What types of spaces would we need to fulfill our identity as a STE(A)M and CTE-focused district? At all grade levels?**

2

**What changes could be made to increase our sense of pride? In buildings and programs?**

3

**What kind of spaces are needed to support the level of excellent teaching and learning that our community deserves? At each school building?**

4

**What kind of spaces are needed to best support a student's social emotional growth that aren't currently present?**

5

**What are some ways we could communicate these needs to our voters?**



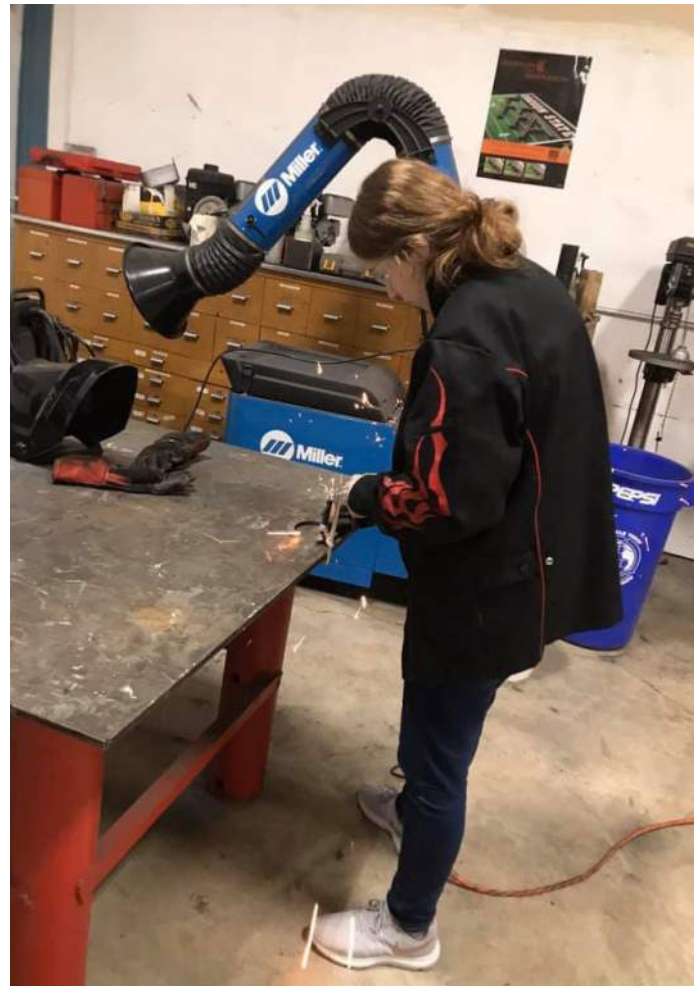
## Project prioritization

The LRFP Committee underwent an involved process in order to determine the projects that would best serve the community, students, and staff of Gervais School District. The ideas generated by the committee to answer the five questions in the survey and from the previous meeting were added to a running project list. This project list also included proposed upgrades from the Educational Adequacy Assessments, Facility Condition Assessments, and Seismic Evaluations. The compiled project lists for each school were then grouped into four major categories:

- CTE and STE(A)M Educational Program Support
- Building Community and Supporting Students
- Infrastructure, Access, and Safety
- Growth and Capacity Needs

The committee again broke into small groups via the virtual meeting platform and discussed each item before determining whether to label it a high, moderate or low priority. No cost estimates were provided to the committee at this time. The purpose of the exercise was to understand the values of the committee without the financial variable. For instance, if the committee highly values sprinkler system upgrades but the construction cost is prohibitive, the design team can find other methods for increasing fire and life safety measures in the building, knowing it has a high value to the community.

The following pages are a record of project priorities by the committee.



## GERVAIS ELEMENTARY SCHOOL

### Project Prioritization Survey Results

The following charts represent the committee's voting results. The committee was broken into three groups, each dot represents the vote of one group. Some groups abstained to vote on certain line items.

CTE AND STEM EDUCATIONAL PROGRAM SUPPORT	Low Priority			Moderate Priority			High Priority			Comments
Remodel the library to become a space for hands-on, project-based learning. It should be the central location to access mobile STE(A)M carts and supplies, and have all the components of a 21st-century learning lab for projects big and small.				●	●				●	
New books for all grades		●	●							
More computers		●				●				Have plenty of chromebooks, but they're limited processing for STE(A)M projects.
Performance and presentation space with stage and risers								●	●	A high quality space to "show off our kids!" and what they create (STE(A)M).

BUILDING COMMUNITY AND SUPPORTING STUDENTS	Low Priority			Moderate Priority			High Priority			Comments
More flexible and comfortable furniture in classrooms and library for individual and group work					●		●		●	
Create gallery spaces for students to show off their work. Some installations should be permanent, others not.		●					●		●	
Spaces like "calming corners" where students can de-escalate away from the classroom but still be within sight of teachers					●		●		●	In the classroom, still included but able to have time to themselves.
Lighting upgrades, paint color in the classrooms. Make it look like a place where students think "this is a place for me"						●	●	●		
Provide a student counseling center					●		●		●	
Add silent work spaces for students		●					●		●	In the classroom, would work. Not a high need if it's a separate space.
Provide a designated large conference room / gathering space for teachers		●							●	Combine with library remodel in item #1 — teacher collaboration and student collaboration.
Upgrade the staff room		●				●				Just received some funds for this.
Add a staff room to the K-2 building					●				●	High priority if we don't pass a bond to create a single k-5.
Add windows to the hallway from the classrooms								●	●	
Larger workroom with multiple copiers		●							●	
More student-owned spaces		●							●	
Improve the acoustics in the classrooms					●	●				A few rooms.
Add a health room and nurse's office with accessible restroom								●	●	
Private office and storage for all teachers within in their classrooms		●				●				
Strengthen community between K-2 and 3-5. Staff and students								●	●	
Improve single-occupant restrooms for community and student needs					●				●	
Increase overall storage								●		



INFRASTRUCTURE, ACCESS, AND SAFETY	Low Priority			Moderate Priority			High Priority			Comments
New bleachers in the gym		●							●	
Upgrade the HVAC system								●	●	
Adequately sized covered play area so students do not need the gym on rainy days								●	●	
New, more secure doors for lockdown								●	●	
Improve the Wi-Fi		●							●	
Improve accessibility: wheelchair access at the front is not welcoming					●				●	
Improve security at entry doors: add a vestibule or automatic door locks					●				●	
Fix the safety issues at the K-2 building: students who bolt can run straight to the street									●	
Seismic upgrades									●	
Roof upgrades — reframe to eliminate the “well” area									●	
Exterior improvements — siding, trim, window replacement in the gym building,									●	
Interior improvements — replace broken/damaged ceilings, flooring, walls										
Upgrade Fire Suppression systems										

GROWTH AND CAPACITY NEEDS	Low Priority			Moderate Priority			High Priority			Comments
Growth and Capacity Needs									●	

## GERVAIS MIDDLE SCHOOL

### Project Prioritization Survey Results

The following charts represent the committee's voting results. The committee was broken into three groups, each dot represents the vote of one group. Some groups abstained to vote on certain line items.

CTE AND STEM EDUCATIONAL PROGRAM SUPPORT	Low Priority			Moderate Priority			High Priority			Comments
Remodel, or add new science labs with modern equipment							●	●	●	
Add spaces for electives (CTE, music, culinary, etc.)							●	●	●	
Provide a multipurpose, flexible, hands-on learning and making lab							●	●	●	

BUILDING COMMUNITY AND SUPPORTING STUDENTS	Low Priority			Moderate Priority			High Priority			Comments
Remodel to make existing classrooms larger with added storage							●	●	●	
Provide a staff room for professional development and collaboration					●		●		●	Bigger staff work room, not bug those relaxing.
Improve counseling services — places students can decompress with a counselor				●			●	●	●	Improve how it looks.
Provide a student-owned chill space for “down time”				●	●		●			
Outdoor learning and gathering spaces for students		●				●				Benches
Remodel main entry and parking to create a welcoming school					●		●		●	Is crowded, special parking; path to gym entry.
Remodel admin area to include health room (with nurse's station) and restroom					●		●		●	
Flexible furniture that fits the classrooms and is mobile							●	●	●	
More single-occupant restrooms with greater privacy					●		●		●	
More display areas to highlight our students' work	●				●				●	By 8th grade modulars — waterproof.
Private office and storage for all teachers within their classroom		●					●		●	Only if they're bigger rooms.
Exterior building refresh		●					●	●		New front entry sign.
A completely new building							●	●	●	
Reduce crowding in the hallway by moving or re-arranging lockers							●	●	●	
Gym — upgrade locker rooms, gender neutral, etc.							●			
More staff restrooms, more than one! Crowded with other activities							●			

INFRASTRUCTURE, ACCESS, AND SAFETY	Low Priority			Moderate Priority			High Priority			Comments
Fix the slippery gym floor							●	●	●	
Accessible bleachers					●		●	●	●	
Provide restrooms and drinking fountains close to the 8th grade building							●	●	●	
Connect the 8th grade building, create a “Middle School Community”					●		●	●	●	
Remodel locker rooms to increase safety		●					●	●	●	
Resurface and restripe parking lot		●					●	●	●	
Interior improvements — replace damaged flooring in 8th grade building	●				●		●	●	●	

GROWTH AND CAPACITY NEEDS	Low Priority			Moderate Priority			High Priority			Comments
Add two classrooms for future enrollment growth							●	●	●	New neighborhood — big houses!
Dining commons (with kitchen) for middle school students — so they do not need to travel to the high school and to provide a place to gather as a community					●		●	●	●	

## GERVAIS HIGH SCHOOL

### Project Prioritization Survey Results

The following charts represent the committee's voting results. The committee was broken into three groups, each dot represents the vote of one group. Some groups abstained to vote on certain line items.

CTE AND STEM EDUCATIONAL PROGRAM SUPPORT	Low Priority			Moderate Priority			High Priority			Comments
Add more CTE elective spaces, supplement what will be offered by the Willamette Career Academy				●	●				●	
Add music and performing arts spaces					●		●	●	●	Have stage + music room not being used that way.
Upgrade science labs				●				●	●	
Provide spaces for student break-out small group project work							●	●		
Add a flexible multipurpose room for projects of all sizes and types		●					●			
Add graphics and arts equipment	●				●				●	
New auditorium for speech, drama, and music performance					●		●		●	
Add outdoor classroom		●				●				
New culinary arts lab				●				●	●	
Update the existing CTE rooms	●				●				●	
Add a student store/cafe (that partners with the Business CTE program)					●		●		●	



BUILDING COMMUNITY AND SUPPORTING STUDENTS	Low Priority			Moderate Priority			High Priority			Comments
Add a college/career pathways center with computers for students										
Relocate counseling to be closer to where students gather and not in the admin area.										
Private office and storage for all teachers within their classroom										
Provide a place for homeless youth to access the things they need independently										
Provide more student mental health and wellness support spaces										
Add single occupant restrooms										
Add a break room for all staff										
Flexible, comfortable furniture										
Covered walkway between north and south halls										Middle to high maybe.
Provide more student-owned spaces, decompression spaces										
Update library to have more collaborative spaces										
New paint colors										
Add places to exhibit student work and highlight our culture and history										Lots of cases and boards already.
New health and counseling center for students only										School district health center.
New health and counseling center for students and community to access										
Upgrade courtyard with seating, groundcover, shade trees										Solarium, cover of some sort.
Private office and storage for all teachers within their classroom										Locker area off staff rooms.
Add a nurse's office										
Lockers for students, currently sharing										
Re-think vehicular access and circulation so that the community entrance to the school and sports fields is welcoming										
New grandstand including press box, concessions, and restrooms										
New turf football/soccer field and lighting										
New turf softball and baseball fields and lighting										Add concessions.
New turf practice field										
Resurface track										
New scoreboards for all fields										

<b>INFRASTRUCTURE, ACCESS, AND SAFETY</b>	<b>Low Priority</b>			<b>Moderate Priority</b>			<b>High Priority</b>			<b>Comments</b>
Replace roof							●	●	●	Highest of priorities!
ADA access to the mezzanine levels (gym, fitness)	●							●	●	
Science lab ventilation and chemical storage upgrades							●	●	●	
Replace outdated tech equipment					●	●				
Interior entry for room 21					●	●			●	
Fix extermination concerns in "south hall"							●	●	●	
Remodel restroom partitions to increase safety and privacy		●					●		●	District wide.
Upgrade ventilation for woodshop/welding shop	●				●				●	Garage doors on weld shop, vent wood.
Upgrade ventilation for photography dark room	●	●							●	
Seismic upgrades							●	●	●	
Exterior Improvements — replace single pane windows, replace damaged doors, repair walls, repaint		●					●		●	Larger reader/info board, fit mult langs.
Interior Improvements — replace damaged flooring, ceiling, and wall surfaces		●	●						●	
Replace damaged plumbing and fixtures					●		●		●	
Resurface and restripe driveways and parking lots	●	●							●	
Security vestibules at all three schools									●	
Safety and Intrusion hardening at all three schools									●	

<b>GROWTH AND CAPACITY NEEDS</b>	<b>Low Priority</b>			<b>Moderate Priority</b>			<b>High Priority</b>			<b>Comments</b>
Increase opportunities for dining areas throughout school	●				●				●	Furn, not space prob — tables huge, no space between.
Increase the size of the commons and kitchen to serve the high school population				●	●				●	Future growth, now fine, but not with new houses, etc.

# A VALUE-BASED PLAN FOR THE FUTURE

## MASTER PLANNING EXERCISE

The committee spent the end of the last meeting working with aerial plans that included floor plan overlays of each school. As one group, the committee was asked to use the virtual meeting platform's tools to sketch or draw ideas for capital projects. The following are the major takeaways from that discussion:



Gervais Elementary School



Gervais Middle School

### KEY TAKEAWAYS

- Although it is not on the historic register, the façade of the elementary school is a community asset — any modernizations would be preferred to somehow honor that history.
- Could the elementary school expand north with an addition/remodel that would enable all fifth grade classrooms to be in the main building.
- The play structure out by the softball field needs to move closer to the elementary school building for supervision purposes.
- The middle school has a capacity need and a classroom-size issue. IBI coordinated with the manufacturer to determine which interior walls in the middle school building were structural bearing walls (drawn in orange below). All exterior walls are bearing walls. One solution could be to demolish non-bearing walls and increase a classroom by 50% and leave the other 50% for much needed support spaces like staff rooms and health rooms.
- To solve the challenge of common gathering, dining, and presentation spaces at the middle school, a new “hub” could be built (large red circle drawn in the NW corner of the Gervais Middle school site) that includes a new main entry and face of the school, science and STE(A)M labs, and a large common space to bring the middle school community together.



Gervais High School

- The high school could add covered outdoor areas for kids to gather — either in the existing courtyard or between the two wings.
- The large front yard greenspace between the high school and parking area is underutilized. Could this be a place for an addition?
- At all schools, students could potentially contribute in creating more usable outdoor recreation and learning spaces through their workshop classes/clubs to create items like benches, etc.



## FUNDING

Gervais School District continues to work with the LRFP Committee to create a schedule for addressing facility needs based on building condition, capacity, and program requirements over the next 10 years. The Facility Condition Assessments identify \$7,060,912 in facility repair and maintenance projects across all District buildings. The Seismic Evaluations identify \$4,039,000 in retrofit costs.

The LRFP Committee made great efforts to prioritize projects that were identified by the Educational Adequacy, Facility Condition and Seismic Assessments. Educational Adequacy deficiencies and other possible projects that the Committee developed were not given cost estimates. Such improvements will be estimated during pre-bond planning, as applicable.

It is anticipated that major capital improvements would require funding by a future general obligation bond. Some immediate infrastructure improvements may be addressed in the short-term using operational funds including:

- Building envelope repairs — windows, roofs, and doors
- Mechanical, electrical, and plumbing repairs and/or replacements
- Safety upgrades — IT systems, building security and communication systems, site playgrounds and athletic field safety upgrades

Other projects may be completed using grant funding or special state funding sources such as the Student Success Act, Seismic Grant, or Measure 98, including:

- Upgrading facilities to meet the requirements of students with special needs
- Increased counseling and mental health supports
- CTE upgrades at the high school level
- Technology upgrades
- Seismic upgrades

The District has not yet developed a schedule for a future bond but will seek out all available incentives and grants available including the State Oregon School Capital Improvement Matching (OSCIM) grant funds prior to any bond election.



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