



Harrisburg SD Long-Range Facility Plan

MCKINSTRY ESSENTION LLC



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HSD Long-Range Facility Plan

Executive Summary

Harrisburg School District (HSD) is committed to helping students become productive community members and global citizens. Excellent public schools are essential to the success of any community. While rural school districts face unique challenges, HSD also has a strong foundation – a motivated community, a passionate staff, an abundance of land, and a vision for the future that is realistic.

HSD has a clear vision for education outcomes that incorporates the facilities and culture within the district:

- Prepare students to be responsible, active community members
- Prepare students for the job market
- Provide a source of community pride in everything from the quality of our staff and students to the appearance and utilization of our facilities

In recognition that the physical education environment is crucial to achieving this vision, HSD commissioned a facility assessment for the entire district campus and a determination of educational adequacy to guide investments and activities from 2018-2027. The facilities assessment and this long-range facilities plan are made possible by State of Oregon planning grants.

Educational Adequacy is the term used by State of Oregon to guide long-range planning efforts. However, there is no commonly accepted definition of adequacy, so HSD and McKinstry developed a unique approach that combines the best of national and local assessment frameworks. The HSD plan uses three primary categories to assess adequacy:

Assessment Framework

Educational Program

- Ability to meet current education demands
 - Building Safety and Security
 - “Learning environment” and student activities
 - “Teaching environment” and teacher activities
 - Community engagement
- Ability to meet future education needs and priorities
 - General Education
 - Technology
 - STEM/CTE
 - Variety of sizes of space—small, medium, large groups

Enrollment and Capacity

- Growth
- Capacity
- Utilization
- Boundaries

Facility Condition

- Health and Safety
- Accessibility (ADA)
- Infrastructure
- Sustainability
- Life Expectancy

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Currently, many of the district's buildings and grounds are in poor condition. Some critical systems require major upgrades, including addition of cooling in many buildings. Security is inadequate and grounds are not maintained, which contributes to a poor perception of the district's and community's commitment to quality education. Additional facilities and reconfiguration of existing facilities are necessary to maintain our strong programs and to add new programs such as STEM courses, vocational technical training, and robotics.

Additional findings include:

- Enrollment projections indicate a slight decrease in population, which presents opportunities to creatively reconfigure space
- All of the district's classrooms and public spaces require aesthetic and/or structural improvements
- Grounds and athletic facilities are insufficiently maintained and contribute to poor perception of the district education mission
- Common areas and quiet spaces are necessary for both students and teachers – the campus should offer retreat and rest

This long-range facilities plan provides a roadmap. The district's priorities for investment are as follows. Note that the three categories of need/urgency should be viewed as a prioritized list when considering the scope of capital and maintenance investments.

IMMEDIATE NEEDS: YEARS 1-3

- Overall
 - New 400-meter track to replace 400-yard track with unusable surface
 - Enhance grounds maintenance and appearance – leverage local resources for volunteer work
 - Improve security at primary building entry points
 - Fix bathrooms that are sub-standard
 - Ensure optimal function of fire suppression systems
 - Implement seismic retrofits as necessary
 - Add cooling to facilities without cooling systems
 - Build or purchase air conditioned storage space for: teacher materials, maintenance supplies, athletic equipment
 - Paint gym
 - Secure utility rebates related to energy and water efficiency; invest savings in facilities improvements specific to new programming such as STEM and vocational/technical training
 - Partner with higher education institutions to bring opportunities to campus and send students to institutions
- Elementary School
 - Replacement of condensing units
 - Building 1 code compliance for Fire and Life Safety
 - Replacement of furnaces
 - Rooftop unit replacement
 - Upgraded security/access control
- Middle School
 - Replacement of AC & condensing units
 - Electrical panel upgrades
 - Building 3, 5, 6 & 8 code compliance for Fire and Life Safety
 - Classroom/office furniture replacement

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- Building 3 - 2 New Rooftop Units
 - Upgraded security/access control
- High School
 - Electrical panel upgrades
 - Building 2,3,6,7 & 8 code compliance for Fire and Life Safety
 - Replacement of furnaces
 - Building 8 heat pump replacement
 - Science building roof/gutter repair
 - Upgraded security/access control

INVESTMENT PRIORITIES: YEARS 4-6

- Overall
 - Technology campus – wired/connected, programming and graphic design electives, fully integrated with online learning opportunities
 - Enhance security throughout campus; implement security card/fob system for building entry
 - Build new covered outdoor play area
 - Build or reconfigure space to accommodate clubs and extra-curricular activities
 - Build new bus shelter and maintenance space
- Elementary School
 - Furnace replacement
 - Heat pump replacement in building 2
 - Roof/gutter repair
 - Expand cafeteria and kitchen
- Middle School
 - Building 4 & 7 code compliance for Fire and Life Safety
 - Replacement of furnaces in building 3 & 4
- High School
 - Electrical panel upgrade for the gym
 - Building 1 & 5 code compliance for Fire and Life Safety
 - Heat pump replacement for buildings 2, 6, 7, & 8
 - Roof/gutter repair for buildings 3, 6, & 7

THE LONG VIEW: YEARS 7-10

- Overall
 - New technology lab
 - New vocational/technical facility connected to higher ed and local employers
 - Consider creative real estate opportunities with district-owned property
- Elementary School
 - Electrical panel upgrades
 - New evaporative units for walk-in freezer and cooler
 - New furnace for building 2
 - Furniture replacement for classrooms/offices
 - New rooftop unit for building 1
- Middle School
 - New condensing units for building 7
 - Electrical panel upgrades for building 3
 - New furnaces for buildings 6 & 7
 - New furniture for classrooms/offices in buildings 3, 4, 5, 7, & 8
 - Roof/gutter repair for buildings 3, 4, 7, & 8.

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- High School
 - Boiler replacement for buildings 2 & 8
 - New condensing unit for building 1
 - Electrical panel upgrades for buildings 5 & 8
 - New furnaces for buildings 1, 2, 5 & 8
 - Roof/gutter repair for buildings 1, 5 & 8

FUNDING PLAN

HSD will develop a comprehensive funding strategy to address critical needs during the next ten years. The funding plan will include attempts to secure resources from the following:

- General Obligation bonds for Capital Improvements
- OSCIM matching fund grant
- Maintenance Levy
- Seismic Reinforcement Grants to reinforce existing schools
- ODOE bonds for energy efficient improvements of existing schools
- ETO incentive grants for Energy Efficient Measures (EEM) for new education facilities
- ODE Facility Grant for new instructional space that increases capacity

HSD will attempt to secure a General Obligation bond in 2018 and State of Oregon matching fund grant to provide the majority of funding for the ten-year capital improvement plan.

This plan is an important piece in making our vision actionable. HSD is grateful to the State of Oregon for the grants that enabled facility assessments and creation of this plan.

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Introduction

Letter from the Superintendent

Harrisburg School District strives for academic excellence, outstanding character, and strong relationships between staff, students, families, and community while supporting students in pursuit of success and fulfillment. The core elements of our vision are to create **Inspired Opportunities** for students, foster **Collaboration and Effort** (i.e., put in the hard work), **Cultivate Character**, and **Invest for Success**.

Our facilities are essential tools in fulfilling our mission – they are resources for students and teachers, community assets, and reflections of our values. We are committed to providing a physical environment that is conducive to learning and that meets the demands of a changing economy. This is a challenge we are ready to take on, but it will not be easy.

We do have some help. The State of Oregon offers planning grants and matching grants for school district bonds. HSD has received a planning grant to comprehensively audit our facilities and build a long-range facilities plan – this is the document that follows. From here, we are looking forward, with a balanced approach to upgrading facilities, collaborating where possible to optimize community resources, and building new as resources allow.

Oregon requires that long-range facilities plans include community priorities, population and enrollment projections, needed physical improvements, financial plans to meet facility needs, and other information.

We have several objectives through the creation and ongoing updating of the plan:

- Assess building and site condition
- Consider population projections
- Looks at facility needs over time
- Develop a ten-year capital improvement plan (and also consider needs beyond that timeframe)
- Identify ways to creatively use our real estate, including sites for new facilities
- Analyze alternatives to new construction and major renovation
- Identify and implement measures to increase efficient use of school sites

This plan includes all state requirements and is a living document – it will be our guide but will change as we take actions and as our district changes.

This is our way forward – how we serve our community for the next decade and beyond.

Sincerely,

Bryan Starr, Superintendent

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District Facilities Vision

HSD has a clear vision for education outcomes that incorporates the facilities and culture within the district:

- Prepare students to be responsible, active community members
- Prepare students for the job market
- Provide a source of community pride in everything from the quality of our staff and students to the appearance and utilization of our facilities

Specific goals of the vision include:

- Create and maintain a baseline aesthetic and functional standard that instills pride in all district stakeholders and represents the community
- Enable creative education programming including agricultural training, STEM courses, robotics, vocational/technical training, links to local higher education institutions
- Create and maintain a minimum standard of security and safety
- Provide clubs and extra-curricular activities that enable students to explore opportunities for creative expression and economic advancement

HSD operates a portfolio of buildings that affects the district's ability to achieve our mission in education. The District must understand the current status and use it as a foundation to determine short- and long-term usage and the feasibility of the facilities to meet the educational, technology, and community-related needs of the district.

HSD seeks continuous understanding of facilities conditions and costs per the following criteria:

- Compliance with life safety, building and ADA accessibility codes
- Security and student safety design
- Departmental functional building efficiencies
- Site/civil design
- General building design and aesthetics
- Infrastructure—heating, ventilating, and air-conditioning systems, plumbing systems, electrical systems, protection systems, security systems, I.T. systems, and emergency systems

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Policy/Regulatory Framework

Oregon State Senate Bill 447

Establishes grant program to provide matching fund grants to school districts for capital costs of school districts.

OARS 581-027-0040

LONG-RANGE FACILITY PLAN REQUIREMENTS

1. Each Long-Range Facility Plan shall contain the following information:
 - a. Population projections by school age group for the next ten years using U.S. Census or Census partner data.
 - b. Collaboration with local government planning agencies (city and/or county) that results in:
 - i. Identification of suitable school sites if needed; and
 - ii. Site acquisition schedules and programs.
 - c. Evidence of community involvement in determining:
 - i. Educational vision of local community; and
 - ii. Proposals to fund long-range facility needs.
 - d. Identification of buildings on historic preservation lists including the National Historic Register, State Historical Preservation Office, and local historic building lists.
 - e. Analysis of district's current facilities' ability to meet current national educational adequacy standards:
 - i. Identification of facility standards used to meet district educational vision as well as national educational adequacy standards;
 - ii. Identification of current facility capacity;
 - iii. Identification of ability of current facility capacity to meet current national educational adequacy standards;
 - iv. If current facilities are unable to meet current national educational adequacy standards district will then:
 1. Identify deficiencies in current facilities;
 2. Identify changes needed to bring current facilities up to national educational adequacy standards; and
 3. Identify potential alternatives to new construction or major renovation of current facilities to meet current national educational adequacy standards;
 - v. A description of the plan the district will undertake to change its facility to match the projections and needs for the district for the next ten years.
2. The Department shall establish a template for Districts and their Certified Contractors to use to collect the information required in OAR 581-027-0040 (1).
3. Districts and Certified Contractors shall use the template established by the Department to provide the final report to the Department in electronic format.

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Long-Range Facility Plan – Inputs

Harrisburg School District serves the city of Harrisburg, Oregon, and the surrounding area that includes Benton, Linn, and Lane counties. The district consists of three schools: Harrisburg Elementary School, Harrisburg Middle School, and Harrisburg High School.

- **Campus grounds**
Approximately 46 acres with central athletic and recreation fields
- **Elementary School**
48,000 square feet in NW corner
- **Middle School**
36,600 square feet in NW corner
- **High School**
74,500 square feet in SE corner, clustered with VoTech and administration facilities



The following sections provide comprehensive details regarding the assessment phase of the HSD Long-Range Facility Plan. The LRFP inputs include:

- Input 1: Facility Condition Assessment
- Input 2: Population and Enrollment Projections
- Input 3: Site Identification / Acquisition Plan
- Input 4: Historic Preservation and Designation
- Input 5: Community Priorities and Funding Opportunities
- Input 6: Educational Adequacy Assessment
 - Gap Analysis

INPUT 1: FACILITY CONDITION ASSESSMENT

Harrisburg School District engaged McKinstry to execute the Facility Conditions Assessment. Facility assessments are intended to document, analyze, and benchmark the current condition, operation, and management of facilities and other infrastructure assets.

Facility assessments allow the school district to:

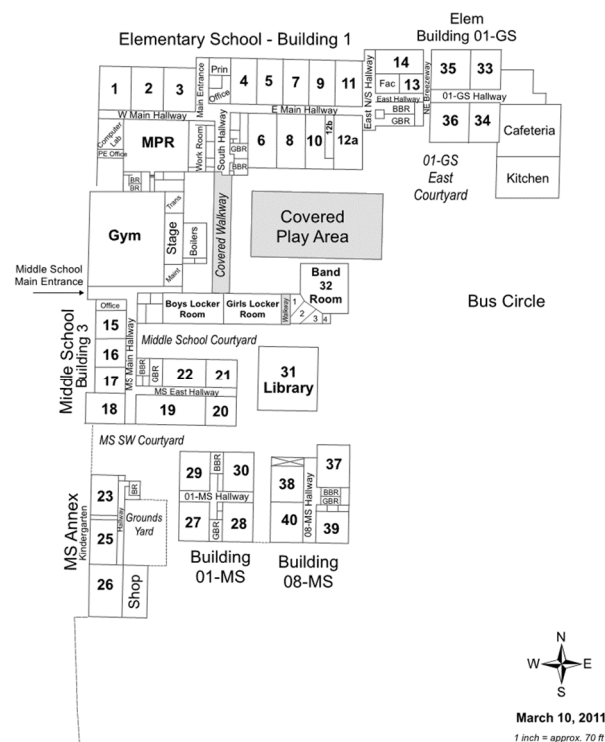
- Identify all facilities assets (buildings, systems, equipment, infrastructure) that support or drive the program or mission
- Characterize the facility function in order to evaluate if the facility assets are capable of supporting the business or organization outcomes
- Ascertain the function and evaluate if the facility organization is capable of supporting this functionality
- Benchmark facility costs
- Prioritize facility-related needs
- Quantify facility-related risks
- Build a strategic plan

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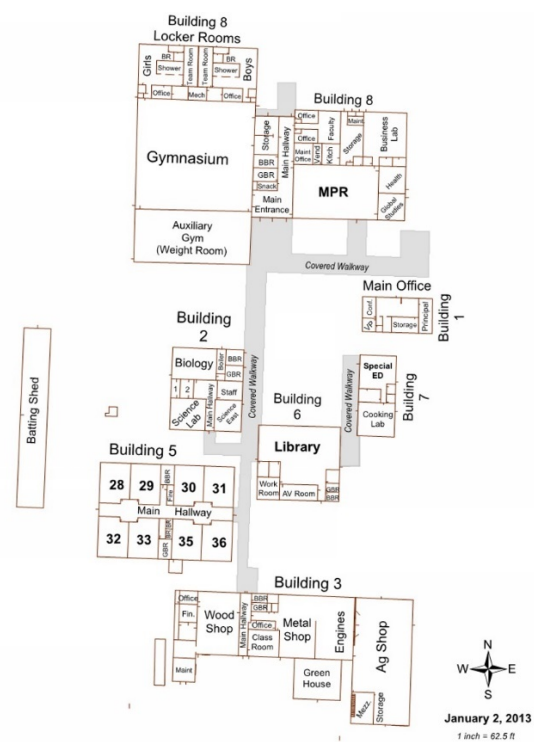
- Secure resources, both capital and operational
- Successfully execute the strategic facilities plan

McKinstry conducted a Facility Condition Assessment during June and July 2017 – the full report is available electronically by request. While the state-required conditions assessment provides rough replacement costs as a total, it lacks the ability to break down costs in projected years. McKinstry provides additional details through estimation of remaining life and a proprietary ranking system that evaluates actual condition against criticality and industry data specific to remaining life and cost. The McKinstry rating system uses a scale of 1 to 5, with 5 being most in need of replacement.

Elementary and Middle School



High School and Shop Facilities



The observed conditions and objective assessments of Harrisburg SD facilities indicate substantial improvements are necessary to meet educational adequacy requirements. The costs and key projects that follow correspond to the associated timing in years for replacement and a classroom impact of 4 or 5, which is to say, high impact on the students/teachers affecting educational efficacy. These costs and priorities represent McKinstry's recommendations with respect to an objective view on HSD's existing facility conditions and are meant as a guide for the district in capital planning.

Years 1-3

- Elementary School – \$319,560
 - Replacement of condensing units
 - Building 1 code compliance for Fire and Life Safety
 - Replacement of furnaces

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- Rooftop unit replacement
 - Upgraded security/access control
- Middle School – \$359,472
 - Replacement of AC & condensing units
 - Electrical panel upgrades
 - Building 3, 5, 6 & 8 code compliance for Fire and Life Safety
 - Classroom/office furniture replacement
 - Building 3 - 2 New Rooftop Units
 - Upgraded security/access control
- High School – \$827,912
 - Electrical panel upgrades
 - Building 2,3,6,7 & 8 code compliance for Fire and Life Safety
 - Replacement of furnaces
 - Building 8 heat pump replacement
 - Science building roof/gutter repair
 - Upgraded security/access control

Years 4-6

- Elementary School – \$837,270
 - Furnace replacement
 - Heat pump replacement in building 2
 - Roof/gutter repair
- Middle School – \$329,250
 - Building 4 & 7 code compliance for Fire and Life Safety
 - Replacement of furnaces in building 3 & 4
- High School – \$667,780
 - Electrical panel upgrade for the gym
 - Building 1 & 5 code compliance for Fire and Life Safety
 - Heat pump replacement for buildings 2, 6, 7, & 8
 - Roof/gutter repair for buildings 3, 6, & 7

Years 7-10

- Elementary School – \$148,500
 - Electrical panel upgrades
 - New evaporative units for walk-in freezer and cooler
 - New furnace for building 2
 - Furniture replacement for classrooms/offices
 - New rooftop unit for building 1
- Middle School – \$649,829
 - New condensing units for building 7
 - Electrical panel upgrades for building 3
 - New furnaces for buildings 6 & 7
 - New furniture for classrooms/offices in buildings 3, 4, 5, 7, & 8
 - Roof/gutter repair for buildings 3, 4, 7, & 8.
- High School – \$1,387,975
 - Boiler replacement for buildings 2 & 8
 - New condensing unit for building 1
 - Electrical panel upgrades for buildings 5 & 8
 - New furnaces for buildings 1, 2, 5 & 8
 - Roof/gutter repair for buildings 1, 5 & 8

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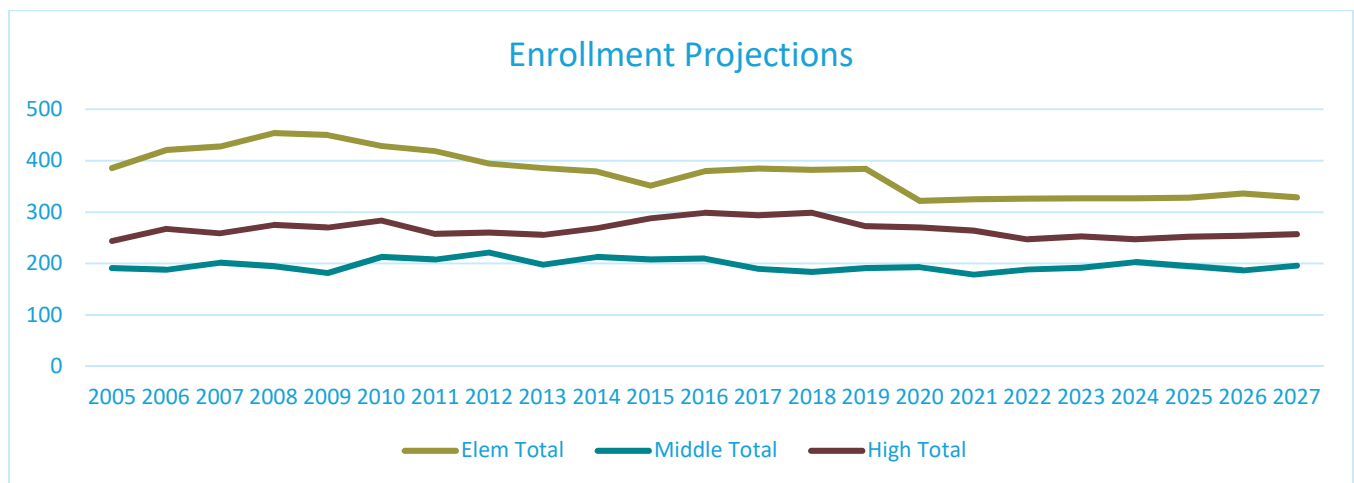
Appendix B (attached as electronic file) includes the complete McKinstry Facility Condition Assessment:

- Recommendations – repairs, replacements, new construction
- Critical repairs
- Detailed assessment:
 - FCI index number for each building and site
 - 5-year annual cost breakdown with recommendations for project prioritizations
 - 20-year capital plan with an executive summary with graphic presentation of results to provide a quick, “user-friendly” summary of the property’s observed condition and estimated costs assigned by category
 - Schedule for recommended replacement or repairs (schedule of priorities)
 - Field observation reports
 - Documented interviews
 - Facilities/Site summaries
 - Raw data
 - Photo library
 - Cost tables

INPUT 2: POPULATION & ENROLLMENT PROJECTIONS

The Harrisburg community has grown slightly and expansion is anticipated in response to housing demand in Eugene. However, there are fewer households with school-aged children as the population ages and birth rates decline.

Enrollment in HSD has been steady for the past decade, with peak enrollment in 2009-10. Additionally, due to contributing factors outside of population projection (i.e. private school closures, redistricting activities, etc.), enrollment is anticipated to increase during the next ten years.



Further, the district has an opportunity through open enrollment policies to attract students from other areas. In February 2016, the Oregon State Senate passed an extension of Oregon’s open enrollment law, Senate Bill 1566. The bill extends through 2019 the sunset provision of a 2011 law which allows students to attend public schools in different districts from their home residences, as long as the receiving district is accepting transfers. With HSD’s robust educational offerings which outperform

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those in adjacent districts, parents are exploring having their children attend HSD's school system. Therefore, many rural school districts benefit from open enrollment by attracting incoming transfer students by focusing on strong academics which lies heavily in HSD's favor.

Other factors that are expected to impact HSD school facility needs in the future include:

- Early childhood (pre-K) services (?)
- Greater engagement with community and use of school facilities
- Attraction of students to Ag and VoTech programs

INPUT 3: SITE IDENTIFICATION / ACQUISITION PLAN

The Harrisburg School District campus includes 46 acres of contiguous property with ample space for expansion and reconfiguration of existing Elementary, Middle and High Schools, administrative, and support spaces.

Additional school sites are not necessary for the foreseeable future.

INPUT 4: COMMUNITY PRIORITIES

The District hosted meetings with internal stakeholders (principals, teachers and administrative staff) and public stakeholders to identify community priorities according to the following guidelines:

- Vision for our schools:
 - Facilities: What is our vision for district facilities?
 - Education Outcomes: What are our ideal outcomes for our education system?
 - Education Culture: What should the culture of our schools provide?
- SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats:
 - Strengths: Internal Resources
 - Weaknesses: Internal Challenges
 - Opportunities: External Resources
 - Threats: External Challenges

From these community engagement meetings, the district identified the following priorities:

VISION: FACILITIES

Teachers/Principals/Staff:

Overall

- More classrooms for: General education, technology rooms, student-support rooms (for students with behavior challenges)
- More classrooms, bigger spaces
- High quality furniture – desks and chairs
- Update/replace HVAC – need cooling in every classroom
- New storage warehouse
- Key fob/security cards at all entries – especially main entry

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- Student security “swipe card”
- Better security cameras
- School grounds better enclosed
- Breezeway connecting main MS building to the '01 building
- Plumbing upgrades
- Water-saving fixtures
- Replace nipples with SS
- Electrical – more CIR plug-ins; more hallway plug-ins

Athletics

- New track
- Weight room
- Wrestling room
- Open auxiliary gym
- Storage for sports equipment
- LED field lighting
- HHS gym – new pads on east and west walls

Elementary

- More classrooms and new buildings
- Parking lot
- New/updated floor

Middle School

- Playground and outdoor area
- Need cooling
- Backdoor security for MS and ES – fences, gates, surveillance
- Dedicated cafeteria space

High School

- More classrooms, meeting areas, expand MPR
- New science facilities – focus on STEM
- State of the art science labs
- Ceiling fan #3

Transportation/Fleet

- New school buses (have 12 – older fleet)
- Cover for school buses
- Maintenance shop (bus barn) – maintenance out-sourced currently

Community Stakeholders:

- Comply with regulatory standards
- Updated, safe track – for students and community
- Football stadium needs upgrade
- Safety – facilities, students, lockdowns, degraded site infrastructure
- Facilities storage for teachers
- Facilities for teachers prep and relaxation
- “Wired” so students and teachers have access to online tools
- Classroom technology availability
- Upgrade HS and MS Science Labs
- Upgrade agriculture facility
- Upgrade ag/woodshop/metal facilities
- Expand to accommodate industry changes – e.g., construction, mechanics
- Electives – CAD or SolidWorks classes; machinist classes; better equipment such as CNC router; trade classes
- Sports complex – better use the baseball/softball fields; 4 fields possible rather than 3
- Paint gym – upgrade aesthetics to instill pride

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- Improved water quality for students and staff – water softener or purifier; cooler
- Fire suppression in all new buildings regardless of size
- Classrooms available for projected community growth
- Old section of MS needs improvement – age, AC, structure, pipes
- Upgrade locker rooms – HS and MS
- School grounds – being kept up – broken equipment, landscaping, mowing/weeding

VISION: EDUCATION PROGRAMMING AND OUTCOMES

Teachers/Principals/Staff:

- CTE – college and career opportunities, culinary building, expand industrial arts program
- 100% of 3rd graders reading
- 100% of 12th graders graduating
- Abundance of technology
- Electives at Middle School
- More students attending college
- After-school programs
- Robotics for grades 6-12
- District-sponsored sports teams at Middle School
- Elementary School PE teacher
- Clubs for Elementary School
- Recruitment of AVID tutors for AVID elective classes
- AVID district-wide
- Become an AVID demonstration school

Community Stakeholders:

- Foster a strong Ag program and VoTech program
- Maximize use of outstanding VoTech facility
- Make students college or trade-school ready
- Alternative education for trade jobs – not every graduate is ready for higher ed at 18
- Like to see students volunteer more in community; internships; exposure to job opportunities
- Increase availability of classes – there are scheduling shortages; e.g., band and welding electives overlap
- Teacher strength hiring
- Archery program – a lot of funding available for archery in schools
- Focus on STEM
- Electives: Adobe, graphic design, website development
- Clubs – technology, robotics, astronomy, engineering
- Robotics program

VISION: CULTURE OF OUR SCHOOLS

Teachers/Principals/Staff:

- Growth mindset – it's OK to fail; need to be innovative and experimental
- Facilities that reflect the hard work that staff and students put in – paint colors, upkeep, care, PRIDE
- Professional learning environment
- Grounds – clean, green weed-free – present the importance of education, give reasons for pride, provide a community amenity
- Pride in school facilities

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- It can happen in Harrisburg!
- AVID – district-wide buy-in
- Community connections
- Facilities that are representative of community – e.g., grass rather than turf because we have a grass-growing economy
- Welcoming environment

Community Stakeholders:

- Confidentiality among teachers and staff – it's a small community
- High standards for students and staff
- Teacher and staff sensitivity to school standards – respect, no swearing, courtesy
- Better friendly communication with parents so school doesn't engage parents so aggressively
- Conflict management training
- Develop productive members of society that have core personal skills
- Parent involvement; parents that value education
- School environment should be inviting – a place where parents and students are welcome
- Better accountability of staff and coaches to their behavior and their students/athletes behavior
- School Resource Officer – 1 HS, 1 ES/MS – liaison to community – families, law enforcement, "command authority" for emergencies
- Pay increases for teachers – more competitive with other districts
- Value our teachers
- Encourage community engagement with students and staff
- Student cabinet – officers engaged with student body to solicit overall student input; build enthusiasm)

SWOT ANALYSIS

<i>Strengths (internal resources)</i>	<i>Weaknesses (internal challenges)</i>
<p>Teachers/Principals:</p> <ul style="list-style-type: none"> • Community focal point • Community use of outdoor facilities • All three buildings in close proximity on same parcel • District owns ground needed for expansion • Strong, committed teachers and staff • Principals who care • Great leadership – superintendent • Staff is committed to district vision (not just individual schools) • "All-in" staff – administrators, teachers, maintenance, custodian • Involved parent club at ES and MS • Activities are supported • K-8 shared facility • Schools and staff are not territorial • Strategic plan with metrics – living document 	<p>Teachers/Principals:</p> <ul style="list-style-type: none"> • Lack of funds • No appropriate (size) staff bathroom in main building of ES • Older facilities • Small spaces • Buildings and grounds not secure • Very open campus – insecure; too easy to access all parts of school • No breezeway to HS office – no protection • Too many flat roofs • Lack of time for maintenance specialty needs • People wearing more hats than they are trained for; e.g. student services, business office, IPM • Inadequate aesthetics of ES • Travel for sports >3 hours

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<ul style="list-style-type: none"> District finds multiple uses for facilities <p>Community Stakeholders:</p> <ul style="list-style-type: none"> Leadership requesting input from community and all stakeholders Smaller size of district makes us more nimble – ability to affect change Great community Small school population means interactions between staff and students is possible Tractor class is among best in region – large volunteer base; equipment and instructors HES \$ parent club Great teachers who love their students and jobs Adequate property/land for needs Staff as a whole want students to be successful Staff work hard to bring out the best in each student 	<ul style="list-style-type: none"> Older school buses; not comfortable; maintenance concerns Poor HS student school pride East end girls’ bathroom in main building of ES is inadequate and in disrepair Kitchen in ES provides food for whole district and is over-burdened Poor student attendance <p>Community Stakeholders:</p> <ul style="list-style-type: none"> Sports teams league puts strain on parents, bus drivers and students – time, distance, costs Poor air conditioning (cooling) TAG (talented and gifted) are underserved Gym facilities sub-standard Track sub-standard Seismic safety (esp. at MS) Library availability for MS is poor Outsourced grounds keeping does bare minimum and doesn’t prioritize Lack of funds
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<p>Opportunities (external resources)</p> <p>Teachers/Principals:</p> <ul style="list-style-type: none"> Retired and community folks have expertise; i.e., AVID elective tutors, alumni organization Parent knowledge and skills shared with students; real-world life-skills from good education; promoted and encouraged by district Bringing in others to share the workload (maintenance); volunteer crews? Connections with City, fire department, police department – opportunities for classes? Grants – technology, CTE, Resers, Ford Foundation, Meyers Memorial Churches want to be involved Availability of owned land Possible city partnership with building; e.g., library, auditorium, pool 	<p>Threats (external challenges)</p> <p>Teachers/Principals:</p> <ul style="list-style-type: none"> Poverty Family dynamics “Edutainment” – students want to be entertained Social media Increase in tobacco and alcohol use among students Tradition – “the way we have always done things” Drop in enrollment Staffing – small pool of applicants for some positions Funding – state and Federal Fanatical beliefs – entitlement crowd, religious community, political polarization, North Korea and China issues, EMPs, drug culture
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<ul style="list-style-type: none"> Both large state universities within 30 minutes; also community colleges <p>Community Stakeholders:</p> <ul style="list-style-type: none"> Only remaining FFA/Ag program in area – reach out for more participation and resources Students can transfer to the district – we can increase student population if we have programs that students want Get to know local businesses – build network; ask who are our parents and business leaders? Can they help? Use church gym and parking Grants – know what is available and apply Major universities and community colleges are nearby 	<ul style="list-style-type: none"> Reduced Federal funding for Special Education (IDEA) while our student numbers grow Increased regulations; unfunded mandates <p>Community Stakeholders:</p> <ul style="list-style-type: none"> Summer jobs are less available than before Sherriff response time is slow Lack of public transportation – means isolation from jobs, opportunities Small town – boredom leads to alcohol and drug consumption PERS – teachers are paid first State unfunded mandates; lack of funding New state education requirements Lack of jobs and opportunities in a small community
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INPUT 5: HISTORIC PRESERVATION & DESIGNATION

The school district portfolio does not include any buildings listed on historic preservation lists including the National Historic Register, State Historical Preservation Office, and local historic building lists. Adjacent to the district campus is the historic Alex Summerville House, built in 1863. Any campus activities will not impact the structure or surrounding grounds.

INPUT 6: EDUCATIONAL ADEQUACY ASSESSMENT

An educational adequacy assessment evaluates how well a campus is equipped to deliver the current instructional curriculum and what is needed to fulfill future education programming needs.

The assessment answers such questions as the following:

- Are classrooms the correct size?
- Are labs appropriately equipped?
- Does technology support the classroom activities?
- Are there adequate provisions for administration, guidance, and tutorial areas?
- Do the buildings include all of the spaces to deliver the desired educational program?
- Are the core spaces [cafeterias, gyms, library/media centers] present, of sufficient size and appropriately equipped?
- Are the desired outdoor activities present?
- Is there adequate separation of pedestrian, bus and parent drop-off traffic to insure the safety of the student?

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During June to August 2017, HSD and McKinstry conducted an education adequacy assessment according to the following framework.

Assessment Framework

Educational Program

- Ability to meet current education demands
 - Building Safety and Security
 - "Learning environment" and student activities
 - "Teaching environment" and teacher activities
 - Community engagement
- Ability to meet future education needs and priorities
 - General Education
 - Technology
 - STEM/CTE
 - Variety of sizes of space—small, medium, large groups

Enrollment and Capacity

- Growth
- Capacity
- Utilization
- Boundaries

Facility Condition

- Health and Safety
- Accessibility (ADA)
- Infrastructure
- Sustainability
- Life Expectancy

GAP ANALYSIS

Harrisburg SD is currently unable to meet all requirements of educational adequacy. HSD has inadequate space to provide effective learning to meet projected enrollment, and spaces are insufficient to prepare students for higher education or the workforce, and overall maintenance and aesthetics do not inspire a sense of importance or purpose to the district's education mission.

The district has a strong foundation on which to build: A motivated staff, supportive community, large campus, more elective opportunities and selective programs that both serve the need for vocational technical training and connect the district to the community.

However, improvements to facilities are necessary to build a 21st Century learning environment that adequately serves students. Deficiencies and necessary changes are as follows:

Campus-Wide

The campus provides students and teachers with marginal safety from outside threats by way of locking doors and a campus-wide PA system. However, the campus does not have any means of fencing or security vestibules at entrances to deter unauthorized entry.

The activity areas, while providing an open environment to encourage integrated play, does not

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provide adequate safety measures to deter persons from outside the school grounds to gain access/interact with the children thereby increasing risk of threats.

Buildings must be creatively used to serve multiple purposes, including new programming for computer and vocational technical training. The traditional home-room model should be considered against the opportunities of collaborative, cross-purpose spaces. The district must also draw in community resources, especially for elective courses, and facilities play a crucial role in this integrated education model.

Elementary School

While the projected enrollment is expected to stay relatively constant, some of the interior classrooms of the elementary schools are being renovated to provide additional room for special needs areas which is impacting the available space to new enrollment and reveals the need for additional space for enrollment.

The elementary school's original buildings were constructed in the 1st half of the 20th century but have been well maintained by the district and grounds-staff. The FCA shows an anticipated replacement of windows for Building one in the next year while Building two's windows and envelope is in relatively good condition and promotes an adequate learning environment in providing a clean, well taken care of appearance. As for the interior, the building's mechanical equipment is in good shape but is outdated and does not provide adequate ventilation, filtration or cooling. Additionally, the PA/clock system will need to be replaced in the coming years.

HSD will need to be more creative with utilizing the spaces available to promote STEM coursework and other critical educational initiatives to accomplish their goal.

Middle School

The middle school has a rise enrollment projection and is experiencing the same classroom crunch as the Elementary School, and will need to be creative with available spaces to adequately house students and need to invest in building additional spaces. Further, while the existing buildings are well-maintained, they are beginning to show their age and the exterior envelope will need to have repairs affected for windows (Building 3) and façade.

The Middle School continues from the Elementary School south and houses the cafeteria, gymnasium and other critical school facilities. Like the rest of the campus, the Middle School lacks the adequate level of security (i.e. fencing, security vestibules, etc.) to reduce potential threats from outside the grounds. Further, the PA/clock system will need to be replaced in the next few years.

The school's well-worn appearance has the potential to threaten student pride in their school and, therefore, how they treat the equipment and infrastructure already installed. Updating the aesthetics of the building while still replacing comfort control equipment per the capital expenditure plan will go a long way in preserving the pride in the school by the students.

High School

High School enrollment is projected to rise slowly. The district will start to experience crowding in the next few years with the finite amount of space provided by the High School. Again, like the ES and MS, the High School does not have any significant security measures outside of lockable doors. The school is open to the rest of the community with no way to respond to intrusion by outside threats by any means besides the PA system and personal intervention.

The High School has some newer buildings which promote a sense of pride and is shared by the

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students but some of the buildings are beginning to show serious signs of wear. Building 2 (science building) lacks the necessary equipment and infrastructure to promote STEM and CTE programming, which includes specialized programs such as robotics. Building 2 is also in need of window replacement in the next year (along with Building 6 & 7) which will help with building envelope appearance and comfort issues.

The school does enjoy a marginal computer lab which consists of 35 workstations at the high school and 17 workstations in the K-8 media center. HSD has board approved plans to update the IT requirements and provide a learning environment that is aligned with the district's educational mission, funding availability, and continuing developments in technology.

The arts are represented in the sense that there are a few classrooms dedicated to painting/drawing and has a decent music program. However, like most other non-traditional programs, art education in the form of sculpture, photography and similar disciplines aren't well represented.

Building 3 of the High School houses the wood/machine shop which allows students to engage in hands-on trade-specific learning. However, the building envelope is beginning to become compromised by way of roof leaks and water infiltration which will need to be addressed.

INPUT 7: FUNDING OPPORTUNITIES

The next ten years are crucial for the district to demonstrate to the community a commitment to excellence in education. We are committed to creating and nurturing a district campus that is a powerful tool for learning, a resource for the community, a safe place for students and teachers, and a point of community pride.

Funding this commitment will require creativity. The following resources are available and will be pursued:

FINANCING TOOLS FOR CAPITAL PROJECTS

Capital Improvement Bonds

General Obligation Bonds are secured by the full-faith-and-credit and taxing power of the school district issuing the bonds. The district unconditionally agrees to pay the interest and principal on the debt over a specific duration of time. The debt service is paid from property taxes within the district. Bonds may be issued when authorized by voters in a ballot election. General obligation bonds have been a traditional form of capital improvement financing for schools.

The District currently has a general obligation bond which sunsets in June of 2019 and the Harrisburg School District intends to propose a bond election in 2018.

Maintenance Levy

A Local Option Levy supplements state funding. In 1990, Measure 5 transferred funding authority from the local level to the state level. Since the passage of Measure 5, state funding of schools has been lower than necessary to maintain a high quality of education. The Local Option Levy is a level tax rate for up to 5 years when authorized by voters in a ballot election. Many Oregon school districts have Local Option Levies that are placed before the community for approval every 4 years. These supplemental funds can be a valuable resource in maintaining exceptional quality or funding capital improvements with an expected life span of at least 10 years.

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Oregon School Capital Improvement (OSCIM) Program OAR 581-027-0005

Many Oregon school districts have been unable or unwilling to try to pass local general obligation bonds for capital improvements. In 2015, the Oregon Legislative Assembly began providing state funding to address capital improvement needs. The Legislature established the Office of School Facilities (Office) in the Department of Education (ODE) and provided the Office with the ability to sell state-backed general obligation bonds.

The goals of the Office are as follows:

- Encourage districts to pass local general obligation bonds by providing matching grants from state funds.
- Encourage districts to create long-range facilities plans, assess current facilities, and conduct seismic assessments by providing grants to accomplish these purposes
- Provide hardship grants to districts for critical capital improvements
- Enhance and maintain the statewide education facilities database.

To qualify for matching funds, the district must identify matching funds (general obligation bonds) and submit an application to the Office of School Facilities.

Oregon Department of Energy

Qualified Energy Conservation Bonds (QECB) are available through Oregon Department of Energy (DOE) to finance capital expenditures for energy conservation improvements. The State of Oregon has received \$39 million in issuance authority for QECBs. Qualified projects include capital expenditures, research facilities, and demonstration projects for energy production or conservation. Education facility capital improvements must reduce energy consumption by 20 percent to qualify.

Seismic Reinforcement Grant

The Seismic Rehabilitation Grant Program (SRGP) is a State of Oregon competitive grant program that provides funding for the seismic rehabilitation of critical public buildings, particularly public schools and emergency services facilities.

School districts are eligible for the grant program. Funding is available for structural improvements to existing buildings, design services and project management. Maximum grant award is \$1.5 million per projects and grants are awarded on an annual basis.

The application process requires a preliminary engineering report or assessment (ASCE 41-13), project cost estimate (construction and development costs), benefit-cost analysis, building photos, and Department of Geology and Mineral Industries (DOGAMI) Rapid Visual Screening (RVS) Seismic Needs Assessment.

Oregon Department of Education Facility Grant

The Office of School Finance offers Facility Grants per ORS 327.008 for new, additions, or conversion of existing space for new instructional space. Grant funds are awarded upon completion of built projects from a general obligation bond.

Energy Trust of Oregon

Energy Trust of Oregon (ETO) New Buildings Program provides assistance to project owners, architects, engineers, contractors and others involved in commercial and industrial new construction and major renovation projects. Projects designed to include the installation of energy efficiency

HSD Long-Range Facility Plan

measures may be eligible for cash incentives and technical assistance.

Long-Range Facility Plan

This section provides a concise, actionable summary of the plan the district will undertake to change facilities to match education projections and needs for the district for the next ten years.

The HSD long-range plan includes projects and priorities in three categories – near-term, mid-term, and long-term. The District will attempt to secure as many resources as possible to take on as much of the following three lists as possible.

IMMEDIATE NEEDS: YEARS 1-3

- Overall
 - New 400-meter track to replace 400-yard track with unusable surface
 - Enhance grounds maintenance and appearance – leverage local resources for volunteer work
 - Improve security at primary building entry points
 - Fix bathrooms that are sub-standard
 - Ensure optimal function of fire suppression systems
 - Implement seismic retrofits as necessary
 - Add cooling to facilities without cooling systems
 - Build or purchase air conditioned storage space for: teacher materials, maintenance supplies, athletic equipment
 - Paint gym
 - Secure utility rebates related to energy and water efficiency; invest savings in facilities improvements specific to new programming such as STEM and vocational/technical training
 - Partner with higher education institutions to bring opportunities to campus and send students to institutions
- Elementary School
 - Replacement of condensing units
 - Building 1 code compliance for Fire and Life Safety
 - Replacement of furnaces
 - Rooftop unit replacement
 - Upgraded security/access control
- Middle School
 - Replacement of AC & condensing units
 - Electrical panel upgrades
 - Building 3, 5, 6 & 8 code compliance for Fire and Life Safety
 - Classroom/office furniture replacement
 - Building 3 - 2 New Rooftop Units
 - Upgraded security/access control
- High School
 - Electrical panel upgrades
 - Building 2,3,6,7 & 8 code compliance for Fire and Life Safety
 - Replacement of furnaces
 - Building 8 heat pump replacement
 - Science building roof/gutter repair
 - Upgraded security/access control

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INVESTMENT PRIORITIES: YEARS 4-6

- Overall
 - Technology campus – wired/connected, programming and graphic design electives, fully integrated with online learning opportunities
 - Enhance security throughout campus; implement security card/fob system for building entry
 - Build new covered outdoor play area
 - Build or reconfigure space to accommodate clubs and extra-curricular activities
 - Build new bus shelter and maintenance space
- Elementary School
 - Furnace replacement
 - Heat pump replacement in building 2
 - Roof/gutter repair
- Middle School
 - Building 4 & 7 code compliance for Fire and Life Safety
 - Replacement of furnaces in building 3 & 4
- High School
 - Electrical panel upgrade for the gym
 - Building 1 & 5 code compliance for Fire and Life Safety
 - Heat pump replacement for buildings 2, 6, 7, & 8
 - Roof/gutter repair for buildings 3, 6, & 7

THE LONG VIEW: YEARS 7-10

- Overall
 - New technology lab
 - New vocational/technical facility connected to higher ed and local employers
 - Consider creative real estate opportunities with district-owned property
- Elementary School
 - Electrical panel upgrades
 - New evaporative units for walk-in freezer and cooler
 - New furnace for building 2
 - Furniture replacement for classrooms/offices
 - New rooftop unit for building 1
- Middle School
 - New condensing units for building 7
 - Electrical panel upgrades for building 3
 - New furnaces for buildings 6 & 7
 - New furniture for classrooms/offices in buildings 3, 4, 5, 7, & 8
 - Roof/gutter repair for buildings 3, 4, 7, & 8.
- High School
 - Boiler replacement for buildings 2 & 8
 - New condensing unit for building 1
 - Electrical panel upgrades for buildings 5 & 8
 - New furnaces for buildings 1, 2, 5 & 8
 - Roof/gutter repair for buildings 1, 5 & 8

FUNDING PLAN

HSD will develop a comprehensive funding strategy to address critical needs during the next ten years. The funding plan will include attempts to secure resources from the following:

- General Obligation bonds for Capital Improvements

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- OSCIM matching fund grant
- Maintenance Levy
- Seismic Reinforcement Grants to reinforce existing schools
- ODOE bonds for energy efficient improvements of existing schools
- ETO incentive grants for Energy Efficient Measures (EEM) for new education facilities
- ODE Facility Grant for new instructional space that increases capacity

HSD will attempt to secure a General Obligation bond in 2018 and State of Oregon matching fund grant to provide the majority of funding for the ten-year capital improvement plan.

HSD Long-Range Facility Plan

Appendix A: Approach & Methodology

LRFP DEVELOPMENT SCHEDULE

June-July 2017

Facility Condition Assessment (FCA)
Research
Educational Adequacy Standards
Enrollment and Population Projections
Historic Building Designation

July 2017

Workshops – district staff and community stakeholders
Public engagement

August-September 2017

Long-Range Facility Plan development

September 2017

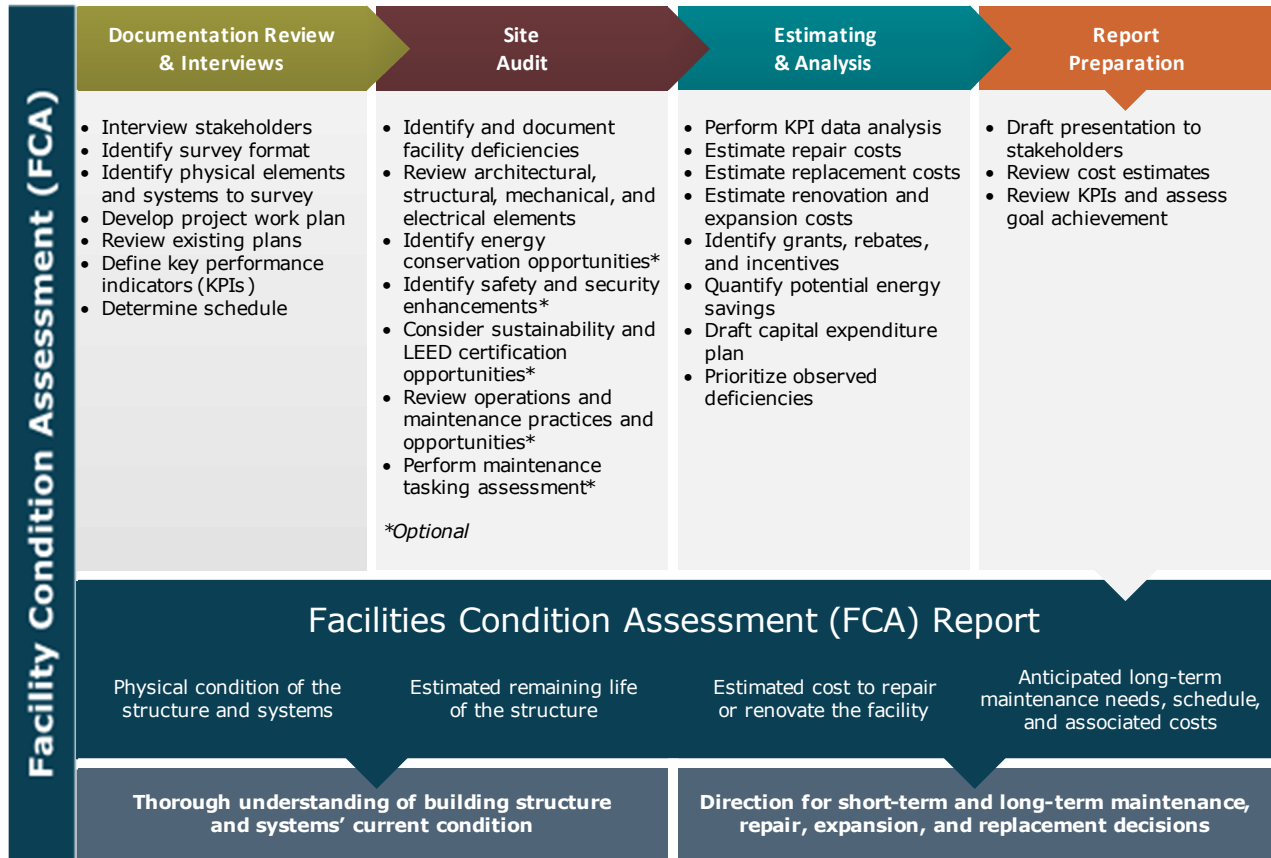
Submittal to State of Oregon:
Facility Condition Assessment (FCA)
Long-Range Facility Plan (LRFP)

September 2017 – February 2018

Bond planning
Community engagement

HSD Long-Range Facility Plan

METHODOLOGY: FACILITY CONDITION ASSESSMENT



1. DOCUMENTATION REVIEW AND INTERVIEWS WITH KEY ON-SITE PERSONNEL (FACILITY ASSESSMENT PLANNING)

- Document review
- Maintenance system review
- Facilities/Site data verification
- Interviews: on-site occupants and maintenance staff to gather critical information on historic performance and known deficiencies.

2. SITE ASSESSMENTS (ON-SITE FACILITY CONDITION ASSESSMENT)

- Description of the building systems
- Determination of the estimated remaining life of each building system, and establish an overall score for the entire building;
- Identify major building and maintenance deficiencies (backlog maintenance) likely to be addressed over a period established by the school district, but not less than 30 years;
- Identify and document specific deficiencies, and provide recommended methods for repairing/replacing and the associated costs.

Scoring is measured in several ways. Based on our understanding of the facilities and interviews

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with staff, we obtain a criticality rating for each building system or piece of equipment. Secondly, we determine if the “condition age” of the systems by identifying any deferred maintenance or lack of preventative maintenance (The “condition age” is not necessarily the real age of the system, for example, if a 5-year-old boiler has never been maintained, it’s “condition age” may be 10 years old). Using the “condition age,” we provide an expected remaining life of the system. Taking all the ratings into consideration, a score is determined and can be used for repair or replacement prioritization.

3. FACILITIES/SITE ANALYSIS: PROBABLE COST AND ACTIONS TO ADDRESS AND REMEDY PHYSICAL DEFICIENCIES

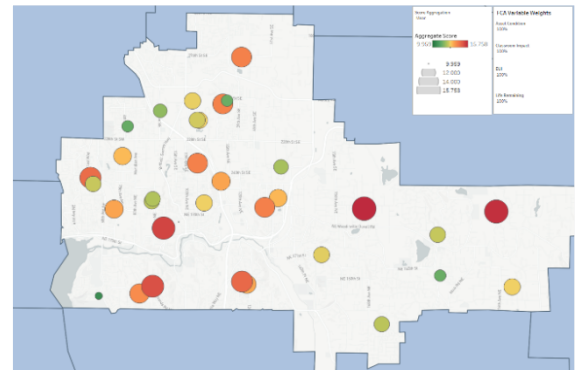
(Analysis of Facility Conditions Assessment Information)

Probable cost developed for each facilities/site element within the report to assist in establishing appropriate repair budgets to be used in determining the Net Present Value of the Asset. A general description of the property and improvements and comments generally on observed conditions.

- Comments for components that are exhibiting deferred maintenance issues and provide estimates for “immediate” and “capital repair” costs based on observed conditions, available maintenance history and industry-standard useful life estimates.
- Capital improvements assessment – recent and planned.
- Maintenance records review.
- A schedule for recommended replacement or repairs (schedule of priorities).
- Address critical repairs separately from repairs anticipated over the term of the analysis.
- A FCI index number for each building and park site.
- A 5-year annual cost breakdown with recommendations for project prioritizations.
- A twenty-year capital plan with an executive summary with graphic presentation of results to provide a quick, “user-friendly” summary of the property’s observed condition and estimated costs assigned by category.
- Location information and map that describes assessment site.

4. FACILITY CONDITION ASSESSMENT REPORT

- Field observation reports
- Documented interviews
- Facilities/Site summaries
- Raw data
- Photo library
- Cost tables
- Recommendations



5. STRATEGIC PLANNING & PRESENTATION TO STAKEHOLDERS

- Findings summarized and presented to the district’s staff and necessary personnel for review and discussion of report findings.
- Setup of preventative maintenance scheduling system with operations and maintenance checklists for select equipment.
- Capital forecasting
- Integration with WMS or CMMS system
- Prioritization and annual planning

HSD Long-Range Facility Plan

Appendix B: Facility Condition Assessment

MCKINSTRY FCA – FULL REPORT

Available in digital format upon request

At each location, the sub-systems were given a score from Excellent Condition to Unsatisfactory Condition. The scoring is defined below:

Asset Condition Score (1 – 5)

1 - Excellent New or easily restorable to “like new” condition. .
2 - Good Component aging but exhibits no damage.
3 - Fair Minor component damage or repairs needed.
4 - Poor Component is in need of major repairs, not operating, or close to the end of its expected useful life.
5 - Unsatisfactory Major damage, complete failure, or in need of replacement.

CLASSROOM IMPACT SCORE (1 – 5)

1 – No Impact
2 – Low Impact Potential for a minor inconvenience.
3 – Moderate Impact If system fails, a classroom MAY be impacted.
4 – High Impact If system fails, a classroom WILL be impacted.
5 – Potential Closure If system fails, multiple classrooms WILL be impacted.