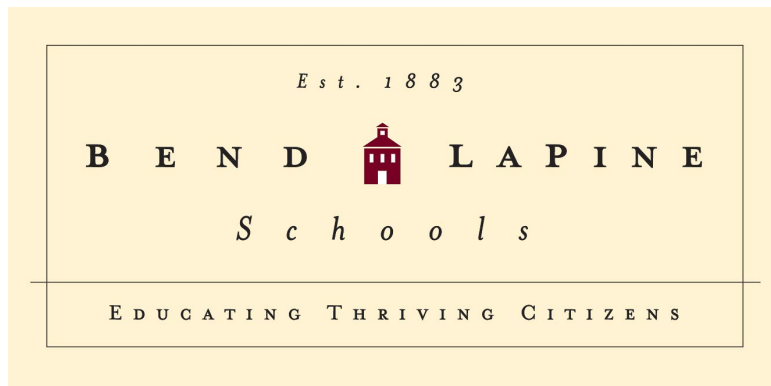


**Bend-La Pine Schools
Sites and Facilities Committee
Report of Work Completed**



- Supporting a Sites and Facilities Plan -

June 2016

Brad Henry, Chief Operations and Financial Officer
Mike Tiller, Executive Director of Facilities
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Exhibits

- Exhibit A – Prioritized List of Improvements
- Exhibit B – Enrollment Forecast Data
- Exhibit C – Enrollment Study Materials - Lora Nordquist
- Exhibit D – Efficient Use of Schools Study – Steele and Associates Architects
- Exhibit E – School Need Maps
- Exhibit F – Map of Existing Land Holdings

Thank You

The 2015-2016 Sites and Facilities Committee appreciates the opportunity to have participated in an extremely valuable community service. Over the course of six months Committee members met regularly to create and agree upon the recommendations discussed in this report. Committee discussions were open and respectful, filled with intelligent dialogue, and concern for the Bend-La Pine Schools students, parents, teachers, and service areas. The communities comprising the Bend-La Pine Schools are fortunate that the District engages the community in its planning efforts. The committee members would like to thank the Board for the opportunity to have participated in this planning process.

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The Committee would also like to thank Bend-La Pine Schools' Staff, including Shawn Hasse for his diligent efforts presenting GIS data and maps and Lora Nordquist for her research and summary regarding the impacts of school size.

Summary

This document is a report of the Sites and Facilities Committee to the Bend-La Pine Schools (BLPS) Board of Directors (Board), as established in Item #7 of the November 10, 2015 Board Charge. This report summarizes a six-month community based process and provides the Board the following items:

- Prioritized list of improvements and expansions to existing facilities
- Capacity and sites of new schools needed
- Ideal school sites for future schools to satisfy the needs of the district to 2035
- Highest and best use of existing land holdings
- Current usage and future needs of the Education Center

Prioritized list of improvements and expansions to existing facilities

The complete prioritized list is included as Exhibit A of this document. The list categorizes over 830 projects into safety/security, operational/instructional delivery, equity/parity, asset protection/building preservation, and energy/labor conservation, it determines if projects are to be completed within 5 years or 10 years, and it prioritizes the projects on a scale of 1-5 for each site. The majority of the high ranking projects fall into the asset preservation and safety categories.

Capacity and sites of new schools needed

Future capacity needs are determined by enrollment forecast. Relying on a Portland State University (PSU) Population Research Center (PRC) model, the Committee determined that the District does not have adequate capacity to accommodate the enrollment growth that is forecasted over the 20 year planning horizon.

Although it is estimated that the District, in its entirety, will not be able to meet the forecasted enrollment over the 20 year planning horizon, schools in the southern area of the District were found to have adequate capacity, including La Pine Elementary, Rosland Elementary, Three Rivers, La Pine Middle School, and La Pine High School. Throughout the remainder of the District (primarily Bend), enrollment is forecast to exceed available capacity and additional schools will be needed. The District should anticipate opening the following schools over the 20-year planning horizon:

- Four 600-student elementary schools, capacity is forecast to be exceeded in the following school years: 2020-2021, 2024-2025, 2028-2029, 2032-2033.
- One 800-student middle school, capacity is forecast to be exceeded in school year 2026-2027.

- Two 1,500-student high schools, capacity is forecast to be exceeded in school years 2018-2019 and 2032-2033.

Enrollment projections and forecasting methodology are included as Exhibit B.

Ideal school sites for future schools to satisfy the needs of the district out to 2035

Utilizing City of Bend Urban Growth Boundary (UGB) Expansion forecasts, Deschutes County records, building permit data, and development data, the location of enrollment growth was projected, availability of land was considered, and areas (Zones) of school need were identified. In an increasingly tight real estate market, recommendations were formulated to provide clear guidance and direction to the District, and also to provide flexibility, so decision makers would not be limited in their ability to make strategic public investments. For all grade levels, the committee recommends the District monitor enrollment growth by zone and adjust timing if necessary based on actual growth. School needs are listed below:

- Elementary schools:
 - *2020-2021 need* – 12-15-acre site, highest need in Zone 3 (West Bend), closely followed by Zone 1 (Northeast Bend), locate in areas to serve both zones if possible.
 - *2024-2025 need* – 12-15-acre site, equal needs throughout the City, locate in areas to serve all zones to the greatest extent possible.
 - *2028-2029 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities efforts.
 - *2032-2033 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities efforts.
 - General Notes –
 - Strategically place schools, use school boundary adjustments as needed.
 - There is an adequate amount of suitable and desirable lands in Zone 1 (Northeast Bend) and Zone 2 (Southeast Bend), however there appears to be a limited amount of land that is suitable and desirable in Zone 3 (West Bend). Within all zones, assess the feasibility of the available lands. If the available lands are not feasible for school development, considering taking “necessary actions” as prescribed by ORS 195.110 such as zone changes, aggregation of lots, or adding sites to the UGB.
- Middle School
 - *2026-2027 need* – 25-acre site – Site currently owned by District adjacent to R.E. Jewell Elementary School could meet need. Reassess location in subsequent Sites and Facilities efforts.
 - General Note –
 - Strategically place school, utilize boundary adjustments as needed.

- Suitable and desirable lands available to accommodate need.
- High School
 - 2018-2019 need – 50 acres – in Zone 2 (Southeast Bend)
 - 2032-2033 need – 50 acres - beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities Planning Efforts.
 - General Note –
 - Strategically place schools, utilize boundary adjustments as needed.
 - Suitable and desirable lands available to accommodate need.

In addition to the locational recommendations identified above, the Committee established site selection criteria, which are intended to be used by the District when considering properties. The combination of the broad locational recommendations and the site selection criteria provide the needed level of guidance and direction, with sufficient flexibility to allow decision makers to make strategic public investments.

Maps summarizing a build-out analysis and available lands, along with the site selection criteria are included as Exhibit E.

Current usage and future needs of the Education Center / possible alternative sites

The Education Center is used for Bend-La Pine Schools’ administration offices, the Strive and Bend-La Pine Online Programs, and it is partially leased by the High Desert Education Service District (ESD). After assessing the Education Center, including a summary of the property from staff, the 5-10 year operating plan, an aerial photograph, an interactive map, and an assessment of the strengths and weaknesses, the Committee determined that the building is well sized, well located, and it provides a great one stop shop for the district. Furthermore, redevelopment potential and marketability is limited by its zoning, general plan designation and historic listings. Given the strengths and weaknesses, the Committee recommends that the building be maintained for its current use. As needed, the District could expand into space being used for ESD, and potentially move Strive off-site. Reassessment in 5 years (with the next Sites and Facilities Planning effort) is also recommended.

Highest and best use of existing land holdings

The District owns a number of properties that are not currently being used to provide student instruction or assist in the facilitation of student instruction. Not being utilized, they are considered “land held for future use”. These properties include a mix large vacant parcels that could accommodate school sites, large lands immediately adjacent to developed District sites that could accommodate another school, and/or smaller remainder parcels immediately adjacent to school sites. The existing land holdings came into the District’s ownership a number of ways, some were acquired to accommodate planned enrollment, some were donated, some are

extra areas abutting sites that were acquired and developed to District specifications. The Committee reviewed each of the “existing land holding” sites, including a summary of the property from staff, aerial photographs, and an interactive map.

The general consensus of the Committees is, because the District is growing and land is increasing more challenging to obtain (particularly with central urban areas), the District should retain larger properties that could accommodate future schools. Existing large acreage areas should be held to provide school sites, or they could be held for a potential future sale or trade, to assist with future school siting needs.

Two exceptions to the general consensus position were recommended, 1) a 1 acre parcel immediate adjacent to Silver Rail Elementary should be sold at market rate and 2) the 5+ acre site at Pacific Crest Middle School immediately adjacent to Skyliners Road should be developed (possibly in partnership with others, like the Bend Parks and Recreation District) as additional playing fields.

This report outlines the information relied upon, the decision making process, and it formalizes each recommendation of the Committee.

Chapter 1

Project Overview and Background

BEND-LA PINE SCHOOLS - MISSION

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

In an effort to carry out its mission, Bend-La Pine Schools (District) regularly engages in long-range planning efforts to ensure exceptional educational facilities are provided and maintained throughout the District. The most recent effort was completed in 2012 and resulted in a \$96 million bond measure and an associated capital improvement program. In November 2015, the District began a new school planning process, to update the 2012 Sites and Facilities Plan and plan for growth through 2035. Long range, community-focused, planning efforts provide a consensus based, data driven platform, upon which strategic decisions and investments can be made; ensuring capacity for students, accommodation of changing instructional needs, school safety, and maintenance of community investments. Like any public investment, school development and maintenance requires time, money, and a commitment from the community. Long-range, consensus based, planning efforts have proven to result in decisions that are guided by the best available information, that are consistent with the District's purpose, mission, and core values, and that are supported by the community.

The road map to complete the Sites and Facilities Plan involves the following items:

Initial Phase

- Assess existing facilities / identify needed capital improvements
- Forecast enrollment
- Assess school capacity / identify needed capacity
- Assess current usage and future needs of the Education Center
- Assess the highest and best use of existing land holdings

Future Phases

- Establish a Capital Improvement Plan
- Establish a Site Acquisition / School Development Plan
- Establish a Financial Plan

With the current planning effort, the Board has determined that the initial phase will be completed by a Sites and Facilities Committee. Future phases will be completed by the District, considering the recommendations of the Committee. Upon

completion of all phases, staff will formalize the components into the Bend-La Pine Schools Sites and Facilities Plan.

Initial Phase

The initial phase of the Sites and Facilities Plan was accomplished with a Sites and Facilities Committee (Committee) and a Board “charge”. The Committee was established to consist of a mix of District employees, a consultant, and community volunteers. The Committee members were drawn from a broad cross section of the community; teachers, administrators, developers, architects, engineers, public and private sector employees, parents and engaged community members. The charge provided to the Committee is listed below:

BLPS Board Sites and Facilities Charge **November 10, 2015**

Executive Limitations (EL#7) - Facilities: *“The Superintendent shall not fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following: a) Formation of a Sites & Facilities Committee to carry out the board-developed charge.”*

Board-Developed Charge:

The Sites and Facilities Committee (SFC) shall:

1. *Assess existing facilities for needed capital improvements*
 - a. *Repairs and deferred maintenance*
 - b. *Upgrades and expansion*
 - i. *Due to changing programming needs*
 - ii. *Due to equity considerations*
 - iii. *Address other needs such as building security, efficiency and seismic safety*
2. *Identify future capacity needs due to changing enrollment*
 - a. *Review enrollment projections and demographic trends*
 - b. *Assess expansion of existing facilities*
 - c. *Identify sites and capacity of new buildings*
 - d. *Identify land needs and possible sites*
3. *Assess current usage and future needs of the Education Center*
 - a. *Identify current strengths and shortcomings of existing building*
 - b. *Identify options for possible relocation of central administration, Strive and the online program*
4. *Assess highest and best use of existing land holdings*
 - a. *Explore public-private partnerships to generate recurring revenue from current assets*
5. *Seek and receive public input*
6. *Form subcommittees as needed*
7. *Report to the BLPS Board*
 - a. *Prioritized list of improvements and expansions to existing facilities*

- b. *Capacity and sites of new schools needed*
- c. *Ideal school sites for future schools to satisfy the needs of the district out to 2035*
- d. *Highest and best use of existing land holdings*
- e. *Current usage and future needs of Education Center and possible alternate sites*

To accomplish the elements of the “charge”, the Committee developed a process, a timeline, and the steps of an efficient work plan. The work plan that was established was similar to prior sites and facilities planning efforts and included the Committee dividing itself into two sub-committees. One sub-committee focused on existing facilities (Existing Facilities Sub-Committee) and the other sub-committee focused on future needs (Future Needs Sub-Committee). The Committee and associated sub-committees met regularly (at least monthly) over a 6 month time period (November – May). Throughout the process it was typical for the district facilitators and/or the consultant to provide the committee with background data and information, and request that recommendations be made by the Committee. Committee members considered all information, discussed, clarified, and ultimately made necessary recommendations. Discussions often resulted in additional questions and/or additional topics for consideration; discussions continued until the Committee felt comfortable making formal recommendations.

The Existing Facilities Sub-Committee addressed the following “charge” item:

- 1 – Assess existing facilities for needed capital improvements.

The Future Needs Sub-Committee addressed the following “charge” items:

- 2 – Identify future capacity needs due to changing enrollment
- 3 – Assess current usage and future needs of the Education Center
- 4 – Assess highest and best use of existing land holdings

Charge Items 5, “Seek and receive public input” and 6, “Form subcommittees as needed” were incorporated into the Sites and Facilities process and this report is Charge Item 7, “Report to the BLPS Board”. This document summarizes the processes, products, outcomes, and recommendations of the Committee’s work.

Future Phases

As described above, future phases necessary to complete the Sites and Facilities 20 year plan will be completed by the District. It is understood that the District will use recommendations provided in this initial phase report to inform and guide future phases.

Chapter 2

Prioritized List of Improvements

Existing Facilities Sub-Committee

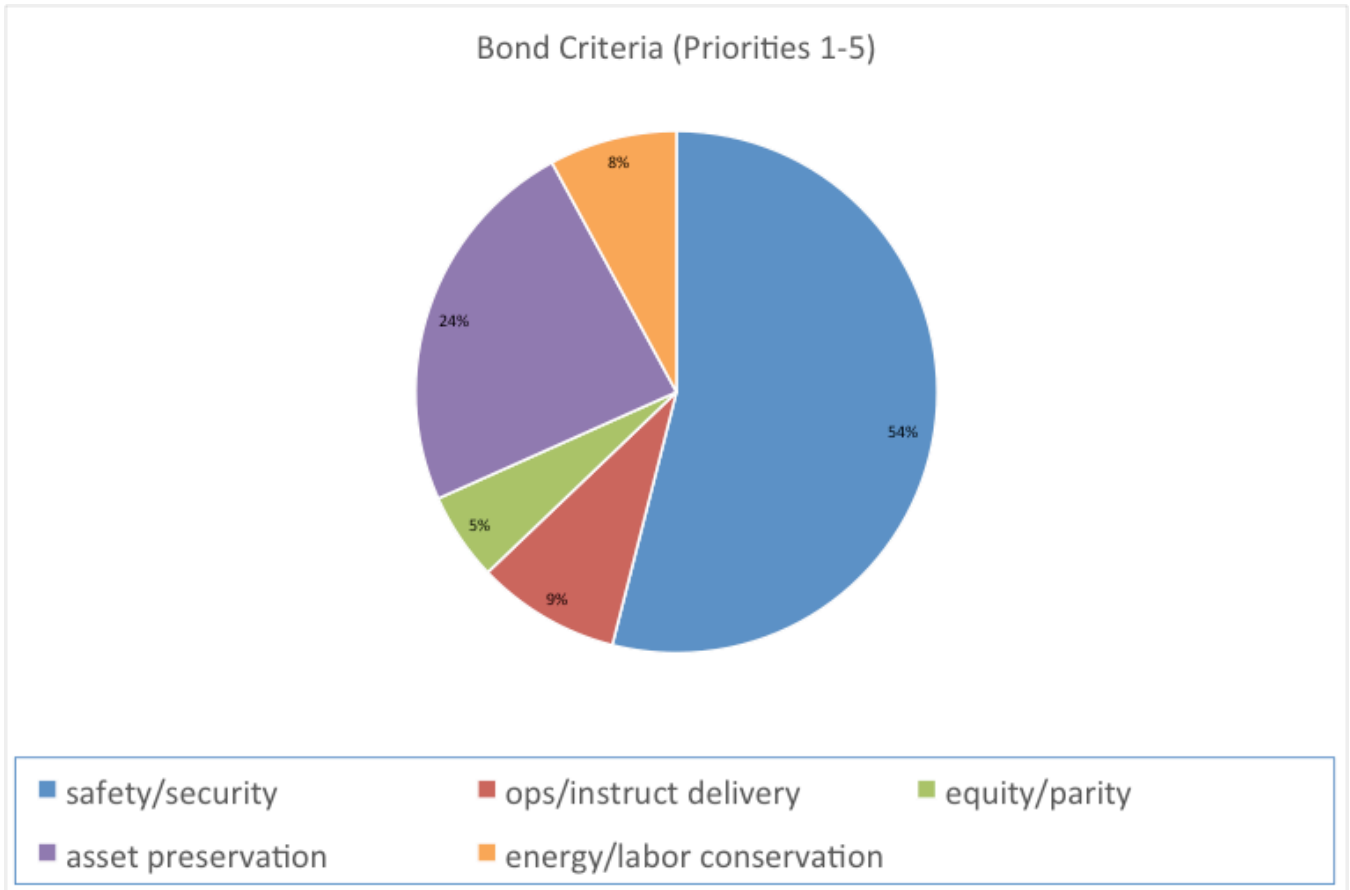
The Existing Facilities Sub-Committee was tasked with Board charge item #1, assessing all existing facilities operated by the District, to identify needed capital improvements. The sub-committee was asked to consider repairs and deferred maintenance, along with potential upgrades and expansions due to programming needs, equity considerations, and other needs such as building security, efficiency and safety.

To accomplish its tasks, the Existing Facilities Sub-Committee established the following criteria to guide rankings:

- safety/security
- operational/instructional delivery
- equity/parity
- asset protection/building preservation
- energy/labor conservation

The Existing Facilities Sub-Committee assessed all facilities operated by the District. In their assessment, committee members reviewed aerial photos, held site visits as needed, and assessed three separate surveys; from building administrators, from maintenance personnel, and from the district safety officer. Utilizing the best available information and having a clear understanding of each site's unique needs, the sub-committee combined, prioritized, and ranked over 830 facility improvement requests. In an effort to recommend efficient long term investments, the committee often considered combining similar projects to benefit from economies of scale. Although the committee did not pre-establish criteria to have a higher priority, upon aggregation and summary of the data, safety/security and asset protection/building preservation were consistently ranked the top two criteria of importance. Illustration 2-1 below aggregates and summarizes priorities; Exhibit A provides a comprehensive list of Existing Facilities Priorities.

Illustration 2-1



In addition to the above noted assessment and ranking, the Committee understands that the Board charge, specifically requests the consideration of “seismic safety”. The Oregon Department of Geology and Mineral Industries (DOGAMI) is responsible for to assessing all K-12 school buildings for seismic safety. In 2006 DOGAMI officials completed Rapid Visual Screenings (RVS) of all Bend-La Pine School District buildings. The RVS indicates that there are buildings in the District that have a higher risk than other buildings. The RVS, being an initial assessment is incomplete; the committee recommends further assessment/study of each of these buildings to determine whether seismic safety upgrades are necessary.

Lastly, throughout the sub-committee’s assessment, it was assumed that all 2013 bond program improvements have been, or will be, completed. As of the writing of this report, it has been determined that while the majority of 2013 Bond funds have been expended, there could be up to 25 projects that may not be completed. Although some of these projects will likely be completed with the 2013 Bond funds, it is unlikely that all of the remaining projects will be able to be completed. Having previously been identified as priority projects, the Committee recommends completion of any outstanding 2013 Bond projects.

Chapter 3

Capacity and Sites of New Schools Needed

Future Needs Sub-Committee

Future Capacity Needs due to changing enrollment

To facilitate the process of identifying future capacity needs, the Future Needs Sub-Committee began with enrollment forecasts, then used development data to predict where and when growth would occur, they considered available school capacity, and ultimately identified preferable areas for new schools. The overall assessment involved the review of statistical data from Portland State University's Population Research Center (PRC), GIS data from the City of Bend and the District, local development data, architectural studies, operational assessments, and alternatives to new school construction, along with the consideration of measures to increase efficiencies at existing facilities.

3.1 - Enrollment / Forecasting Student Growth / Available Capacity

As in previous sites and facilities studies, the Portland State University Population Research Center (PRC) was used for enrollment forecasting. The PRC is an interdisciplinary public service, research and training unit for population-related data for the State of Oregon. The mission of PRC is to provide population data, information, and research analysis for Oregon and its communities. The School District has historically selected the PRC for enrollment forecasts, finding them to be the best available and most reliable source of data. Some background on the PRC:

- PRC began providing service to the State of Oregon in 1956 under the Oregon Population Estimate Program
- They are the lead Agency working with the US Census Bureau
- Under Oregon Law, they provide coordinated population forecast for Land Use Planning efforts throughout the State
- They provide demographic consulting services
- The District has an established history with the PRC; since 2005 the PRC has provided the District with population trends and forecasts

The most recent PRC Forecast was completed for the District in November 2014. The 2014 Forecast utilized a Cohort/Component Model along with a Grade Progression Enrollment Model. The Cohort-Component Model establishes enrollment as a function of births, capture rates and migration, while the Grade Progression Enrollment Model tracks students through school years, adding the net migration to the forecast. The 2014 PRC data studied the District as a whole and provided low, middle and high growth scenario estimates. The sub-committee reviewed the data, the trends, and the conclusions, and determined that the methodology used by the PRC was appropriate to use for the current sites and facilities process. A complete copy of the PSU forecast is included in Exhibit B.

3.2 - Enrollment Forecast Refinements

While the sub-committee agreed that the PRC provides the best available information, they also recognized opportunities for refinements. After reviewing actual enrollment numbers, building permit data, development data, and the 2015-2016 PSU Deschutes County Coordinated Population Forecast, the sub-committee recommended the following refinements:

- Using 2015-2016 actual enrollment numbers as the base year
- Applying the PRC model to specific areas in the District, including areas within the District that are geographically separated and/or have different growth projections (Bend and South County).
- Applying different growth projections over the planning horizon, specifically high growth for 5 years, followed by middle/average growth for the remaining 15 years.

3.2.1 2015-2016 Actual Enrollment

The Bend-La Pine Schools' actual enrollment for 2015-2016 was 17,534. That number falls between the Middle and High Series estimates in the 2014 PRC forecast. Although a minor difference, the largest difference was in kindergarten. Rather than using only a 2015-2016 forecast, sub-committee determined that it would be best to incorporate the 2015-2016 actual enrollment numbers into the model.

3.2.2 Assessing Areas Separately

After reviewing actual enrollment numbers, building permit data, development data, and recognizing that Bend and the southern District schools have differing growth patterns, the sub-committee determined that it would be appropriate to study the areas individually.

South County

La Pine Elementary, Middle and High, Rosland Elementary and Three Rivers

The PRC methodology was applied to the southern District schools using the low, middle and high growth scenarios. When overlaying existing capacity to all scenarios, it was found that capacity would be available over the entire 20 planning horizon under all of the scenarios; the high growth scenarios are provided in Tables 3-1 and 3-2 below for reference. Because capacity will be available, the sub-committee determined that additional school capacity/alternatives and siting analyses for the schools in the southern area of the District are not needed at this time.

**Table 3-1
La Pine Schools with a High Series Growth Rate**

		La Pine - High Growth Forecast																			
Capacity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35		
KG	66	66	66	71	74	76	77	78	79	80	82	84	86	88	89	91	93	95	97		
1st	70	70	70	69	75	78	80	81	82	83	85	87	89	91	93	94	96	98	100		
2nd	92	73	73	73	72	78	81	83	84	86	87	89	91	93	95	97	98	100	102		
3rd	106	96	76	76	75	74	80	84	86	87	89	90	92	94	96	98	100	101	103		
4th	106	110	99	79	78	77	76	82	87	89	90	92	93	95	97	99	101	103	104		
5th	107	109	113	101	81	80	78	77	84	89	91	92	94	95	96	98	101	103	105		
	900	547	524	497	469	455	463	472	485	502	514	524	534	545	556	566	577	589	600	611	
6th	99	112	114	118	105	84	83	81	80	87	92	94	95	98	98	99	101	105	107		
7th	105	102	115	117	121	108	86	85	83	82	89	94	96	97	100	100	101	103	108		
8th	92	107	104	117	119	123	110	87	86	84	83	90	95	97	98	101	101	102	104		
	550	296	321	333	352	345	315	279	253	249	253	264	278	286	292	296	300	303	310	319	
9th	106	100	116	112	126	128	132	118	94	93	90	89	97	102	104	105	109	109	110		
10th	104	109	102	118	114	128	130	134	120	95	94	91	90	98	103	105	106	110	110		
11th	110	107	111	104	120	116	130	131	135	121	96	95	92	91	99	104	106	107	111		
12th	114	112	109	113	106	122	118	133	134	138	123	98	97	94	93	101	106	108	109		
	550	434	428	438	447	466	494	510	516	483	447	403	373	376	385	399	415	427	434	440	
		1277	1273	1268	1268	1266	1272	1261	1254	1234	1214	1191	1185	1207	1233	1261	1292	1319	1344	1370	

**Table 3-2
Three Rivers School with a High Series Growth Rate**

		Three Rivers - High Growth Forecast																			
Capacity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35		
KG	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57		
1st	39	40	41	42	43	44	46	47	48	49	50	51	52	53	54	55	56	57	58		
2nd	53	40	41	42	43	44	45	47	48	49	50	51	52	53	54	55	56	57	58		
3rd	35	54	41	41	43	44	45	46	48	49	50	51	52	53	54	55	56	57	58		
4th	50	38	58	44	44	46	47	48	49	51	52	54	55	56	57	58	59	60	61		
5th	41	51	38	59	44	44	46	47	48	50	52	53	55	56	56	57	58	59	60		
	257	263	260	270	260	266	274	281	288	296	303	310	317	323	328	334	340	346	352		
6th	49	42	52	39	60	45	44	46	47	49	51	53	54	56	57	57	57	58	59		
7th	54	50	42	53	39	61	46	45	47	48	50	52	54	55	57	58	58	58	59		
8th	45	55	51	43	54	39	62	46	45	47	48	51	53	55	56	58	59	59	59		
	148	147	145	135	153	145	152	137	139	144	149	156	161	166	170	173	174	175	177		
	575	405	410	405	405	413	411	426	418	427	440	452	466	478	489	498	507	514	521	529	

Bend Schools

The forecasting of Bend schools enrollment explored a number of alternatives, including:

1. Applying PRC formula to Bend Schools using High, Middle, and Low Series growth rates over the planning horizon.
2. Applying High and Middle Series rates to entire District, then applying High, Middle and Low Series rates to the southern District schools, assuming the difference would attend Bend schools (this allowed the sub-committee to consider scenarios such as High Series rates of growth in Bend and Low Series rates of growth in the southern District, to understand how significant impacts were to the overall growth projections).
3. Methodologies described in 1 and 2 above, but applying High and Middle Series growth rate to 5 years, and then a Middle Series growth rate thereafter.

Through an assessment that considered actual enrollment data, building permit data, PSU Coordinated Population forecasts, and anecdotal evidence, the sub-committee decided it best to apply a High Series growth rate to the Bend schools for the initial 5-year period and then forecast a Middle Series growth rate thereafter. Also, because the methodologies detailed in 1 and 2 resulted in very similar results (in the 10 year

time horizon, resulting in moving the timeline of the high school and the second elementary school by only one year), the sub-committee recommended applying the PRC methodology directly to Bend schools (rather than picking a rate for the District, a different rate for south District schools, and then calculating Bend rates). The resultant forecast is as follows, additional details are included in Exhibit B

Table 3-3

Capacity	Bend Schools - High Series for 5 years then Middle Series for remaining years																			
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	
KG	1133	1130	1124	1207	1251	1270	1289	1308	1326	1345	1369	1397	1424	1452	1475	1498	1522	1546	1570	
1st	1207	1205	1198	1179	1276	1316	1337	1357	1377	1395	1416	1441	1470	1499	1523	1547	1571	1597	1622	
2nd	1179	1267	1262	1254	1229	1326	1368	1389	1410	1431	1450	1471	1497	1528	1552	1577	1602	1627	1654	
3rd	1286	1226	1313	1308	1295	1264	1364	1408	1429	1451	1473	1492	1514	1540	1567	1590	1617	1641	1667	
4th	1326	1335	1269	1359	1349	1331	1299	1401	1447	1469	1492	1514	1534	1556	1576	1605	1628	1656	1680	
5th	1254	1360	1366	1298	1385	1370	1352	1320	1423	1470	1492	1515	1538	1558	1575	1595	1625	1648	1676	
	7722	7385	7523	7532	7605	7785	7877	8009	8183	8412	8561	8692	8830	8977	9133	9268	9412	9565	9715	9869
6th	1246	1309	1417	1422	1347	1433	1418	1399	1365	1472	1521	1544	1568	1591	1608	1626	1647	1678	1701	
7th	1247	1285	1347	1458	1458	1377	1466	1450	1431	1396	1505	1556	1579	1604	1624	1641	1660	1681	1713	
8th	1228	1272	1308	1371	1479	1475	1393	1483	1467	1447	1412	1522	1574	1597	1620	1640	1658	1677	1698	
	4423	3721	3866	4072	4251	4284	4285	4277	4332	4263	4315	4438	4622	4721	4792	4852	4907	4965	5036	5112
9th	1274	1329	1374	1413	1476	1584	1580	1492	1588	1571	1550	1513	1630	1686	1709	1733	1754	1774	1794	
10th	1282	1304	1356	1401	1436	1490	1598	1594	1506	1604	1587	1566	1529	1645	1699	1722	1746	1767	1787	
11th	1313	1314	1331	1382	1423	1455	1506	1612	1608	1523	1623	1607	1586	1550	1661	1714	1736	1760	1780	
12th	1282	1337	1335	1355	1405	1441	1473	1528	1638	1634	1545	1644	1627	1606	1567	1683	1738	1761	1786	
	5360	5151	5284	5396	5551	5740	5970	6157	6226	6340	6332	6305	6330	6372	6487	6636	6852	6974	7062	7147
	16257	16673	17000	17407	17809	18132	18443	18741	19015	19208	19435	19782	20070	20412	20756	21171	21504	21813	22128	
	1261	1238	1218	1207	1197	1194	1177	1164	1140	1118	1093	1084	1097	1112	1130	1151	1166	1180	1194	
	402	402	395	391	397	392	400	387	390	391	391	391	393	395	394	393	392	392	391	
	17920	18313	18613	19005	19403	19718	20020	20292	20545	20717	20919	21257	21560	21919	22280	22715	23062	23385	23713	

As shown in Table 3-3, overlaying Bend school capacity numbers with enrollment forecast, it was determined that Bend school capacity would be exceeded as follows:

- Elementary Schools - capacity is forecast to be exceeded in:
 - 2020-2021
 - 2024-2025
 - 2028-2029
 - 2032-2033
- Middle School - capacity is forecast to be exceeded 2026-2027
- High School - capacity is forecast to be exceeded in:
 - 2018-2019
 - 2032-2033

3.3 - Addressing Capacity Issues

After initially studying enrollment forecasts and capacity issues for a 20 year planning horizon, the sub-committee considered ways to address the capacity issues. The sub-committee considered the following options for addressing capacity issues:

- Alternatives to new school construction
- Measures to increase efficient use of school sites
- Building new schools

3.3.1 Alternatives Analysis

Prior to recommending new school construction, the committee completed an analysis of alternatives to new school construction. Considering alternatives to new school construction ensures the district assesses viable options, before engaging in larger capital improvement projects. To review alternatives, the sub-committee used the 2010 prior study as the basis and ultimately considered the following.

- Year 'Round Schools – Multi-track and single track
- Double Shift Schools
- Night School

Based on the research and analysis presented, the sub-committee determined that while the alternatives may provide temporary relief and/or capacity, in a growing district like Bend-La Pine, the potential alternatives are inferior to well-planned capital construction. The committee did support the potential of offering a “second” shift of classes (“night school”) as a form of alternative learning schedule for high school students, however they noted that strategy only marginally delays the need for future high school capacity. The sub-committee further noted that changes resulting in year 'round school options would likely have a significant amount of public interest; potential issues extend beyond the scope of the Committee's purpose. If the Board is interested in year 'round schools, the sub-committee recommends that the District undertake a community-based process to fully consider and weigh the impacts. Lastly, the sub-committee noted that the studied alternatives could be considered in the event community support for schools diminishes, and/or if growth slows to the point where the referenced options could provide viable long term alternatives to new school construction. However, in the current high growth environment, where schools are generally supported, well-planned capital construction is the preferred solution.

3.3.2 Measures to increase the efficient use of school sites

Prior to recommending new school construction, the sub-committee also completed an assessment of potential measures to increase the efficient use of existing school sites. Like the Alternatives Analysis, this assessment used a 2010 study as the basis for potential measures to increase the efficient use of school sites. In addition to the 2010 study, the sub-committee consulted Lora Nordquist, Bend-La Pine's Assistant Superintendent, regarding school size and the educational process. In addition, the Committee reviewed an assessment from Steele Associates Architects, LLC regarding school site needs based upon the most recently constructed 2 story buildings, Silver Rail Elementary, Pacific Crest Middle School, and Summit High School. Collectively this data was used to discuss:

- School (Student Enrollment) Size
- School Site and Design Size / Multi-Story
- Multiple Story Design – Redevelopment of Existing School
- Reuse and Multiple Use of School Sites

School (Student Enrollment) Size:

To accommodate a desired level of instruction/education, while simultaneously ensuring efficient administration and operation of schools, the District has historically built schools that accommodate up to 600 students in elementary, 800 students in middle, and 1,500 students in high school. To understand and assess school size, the sub-committee was provided with research from Lora Nordquist, Assistant Superintendent. Ms. Nordquist researched and presented data on school size, design capacity, and the relation to the educational environment. The data looked at six reports/studies/articles pertaining to school size, dating from 2005 to 2015. The results of the studies suggest that there are not definitive findings that would support a “one best size” for students at any level. The literature does suggest that school size can have an impact on “school climate”, which could lead to impacts to academic success and graduation rates. However, the work found that District design capacities (600 at elementary, 800 at middle school and 1,500 at high school) fall in an “average range”, likely on the high end of the range. Based upon the assessment that was reviewed, the sub-committee agreed that there is nothing to suggest that the District should consider changing the school design capacities at this time. The report is included as Exhibit C.

School Site and Design Size / Multi-Story

To understand school site needs, the sub-committee reviewed the 2010 Analysis, in addition to a Steele Associates assessment (Exhibit D) of the most recently constructed 2 story buildings, including Silver Rail Elementary School, Pacific Crest Middle School, and Summit High School. The analyses, the discussion, and conclusions of the sub-committee established that the majority of school site requirements are needed for specific purposes, such as District guidelines, code requirements, access, circulation, parking, drainage, play fields, and sidewalks; thus the majority of school site requirements are fixed. It is possible to reduce the size of the building envelope portion of the site for multiple story buildings, and the District has done that for schools at all levels. However, the District has found that decreasing only the building envelope results in minor changes to the overall site needs. Based upon current District, City, County, State and Federal requirements, school site should be sizes as follows:

- Elementary (600 students / 1 story) – 15 acres
- Elementary (600 students / 2 story) – 12 acres
- Middle (800 students / 2 story) – 25 acres
- High (1,500 students / 2 Story) – 50 acres

The Committee also discussed urban school and suburban school design, recognizing that within urban areas other design models exist, including schools within multiple story buildings and limited open space. The sub-committee considered and discussed urban models, and ultimately recognized that the City of Bend development code (with its parking, setback, open space and other requirements) is more of a suburban style code, which limits the ability to establish schools without parking, setbacks, drainage, and/or open space. Also, the District school model, with guidelines for playing field size, safety, and busing, is also a

suburban style of design and one that has been embraced by our community. The sub-committee felt that modifying the design and size requirements would be a considerable change for the community. Changing to an urban design would likely involve modifying the District guidelines, in addition to development code requirements; there would likely be substantial public interest in the topic, which would extend beyond the scope of the Sites and Facilities Committee. In the event the District is interested in amending its size, programming, site needs, the sub-committee recommends that the District engage in a community-based process to discuss and weigh those options.

Redevelopment of Existing School – Multi-story

Discussion related to the redevelopment of existing schools as multi-story schools was also based upon prior assessments. The sub-committee determined that there are a number of factors that limit redevelopment of existing schools as multi-story:

- The majority of the schools in the District were designed for capacity at District design standards, 600, 800 and 1,500. Adding second stories would exceed desired student size.
- Existing smaller schools are generally located on in-fill lots and have limited ability to expand instructional, program and site requirements elements (gym, parking, access/circulation, lunch area, play field, etc.)
- Most of the District's older school facilities are not designed to be expanded vertically. Many building codes, seismic codes and fire codes become a challenge for vertical expansions of existing facilities. As a result, expanding existing school facilities vertically becomes a costly endeavor and is most often determined not feasible within available funds.
- Due to scheduling, it generally is extremely difficult to completely demolish an older school and build a newer school without a severely impacting the educational process.
- Adding capacity to an existing school facility (vertical or horizontal expansion) will cause existing infrastructure to breakdown at some point. Critical infrastructure can be items such as food preparation areas, restrooms, water capacity, sewer capacity, electrical services, gymnasiums, library and cafeteria. Many times, the expansion of the critical infrastructure areas can be very costly and can ultimately cost more than buying land and building new.
- Adding capacity to an existing school facility many times compromises safety on the site and within the building. At some point, student circulation, automobile circulation and bus circulation come into conflict. Similarly, supervision becomes compromised as student capacity increases and demands on the common areas increases.

Ultimately, the sub-committee concluded that adding capacity (either vertically or horizontally) begins to compromise the District's policies on school size, site safety, or ability to offer other necessary programs. Most existing schools and sites are optimized to provide the necessary programs and meet the District's school size guidelines on their current sites. Demolishing relatively new structures to expand vertically in the case of single-story buildings is inefficient and will also result in

schools that exceed the District's school size guidelines.

Reuse and Multiple Use of School Sites

Historically, the District has chosen to plan and locate a variety of programs on the same or adjacent sites. In particular, coordinated planning efforts have been undertaken with Bend Metro Parks and Recreation District, La Pine Park District and with the City of Bend. In the Bend area, ten schools are co-developed or jointly located with local or community parks. Four District campuses include multiple schools, including La Pine Elementary/Middle/High Campus, Pilot Butte/Juniper, Lava Ridge/Sky View, and Summit/W.E. Miller/Pacific Crest. Also future shared school locations are anticipated for both the High Desert and R.E. Jewell properties. A high percentage of Bend-area elementary schools and middle schools are either co-developed with parks or other schools. The site selection criteria that was established by the sub-committee, continues to encourage the concept of multiple uses for new sites.

Regarding sites that are not fully utilized, the sub-committee reviewed an interactive map of existing underutilized and undeveloped sites and facilities owned by the District, to determine potential opportunities for reuse and multiple uses of existing built and vacant sites. The interactive map used by the sub-committee is included in Exhibit F and the recommendations are included in the Highest and Best Use Chapter below (Chapter 5). That section represents ideas the District may want to consider for future re-use.

3.3.3 Building New Schools

After assessing alternatives and determining ideal school sizes, the sub-committee undertook a process to identify optimal locations for new schools. While the enrollment forecasts determine when school capacity will be met and exceeded, the enrollment forecasts do not estimate where growth will occur. To predict the location of growth, the sub-committee looked to the work in the recent City of Bend Urban Growth Boundary (UGB) Expansion project. With the UGB Expansion project, over a multi-year time period, the City of Bend has invested a significant amount of staff time, hired an expert consultant, and utilized the knowledge of multiple technical advisory committees to:

- Forecast growth throughout the existing UGB
- Determine how much additional land will be need to accommodate forecast population increase
- Identify the best locations for a UGB expansion

The sub-committee felt the UGB Expansion work is critical to understanding where forecasted enrollment will manifest itself throughout the District. While the sub-committee determined that this significant source of data was the best available information, they did note a couple shortfalls as it relates to the 20-year Sites and Facilities study. Shortfalls include the following:

- The UGB work only forecasts growth to 2028; it does not provide Board

- required 20 year guidance, through 2035.
- The UGB data does not predict when (between the present and 2028) growth will occur; it does not provide short term guidance.

The sub-committee found that the shortfalls could be addressed and/or mitigated with other development data, thus they determined that the UGB Expansion data should be used for sites and facilities analysis.

UGB Expansion Shortfalls

Long Term Guidance

Although it is forecast that additional schools will be needed through 2035, without any guidance on where a UGB will be located beyond 2028, the sub-committee determined that it is not practical to predict where future growth will occur (beyond the UGB planning horizon). The schools that will be needed beyond 2028 are anticipated to be located in future UGB expansion areas. Furthermore, it is expected that for the period beyond 2028, the District will complete another sites and facilities planning effort, and additional information regarding a future Urban Growth Boundary and/or Urban Area Reserve will be completed at that time, allowing for ideal locations to more accurately be forecast.

Short Term Guidance

The UGB Expansion work forecasts growth through 2028, however it does not project incremental growth. Based upon the PRC population forecast, it is projected that 2 elementary schools and a high school will be needed by the end of the UGB planning horizon. In the case of elementary schools, given the size of the schools, the service area, and the forecast time of need, it is important to understand incremental growth. Based upon available data, the Sub-committee determined that they could review vacant buildable lots, tentatively approved subdivisions, and apartments that have received planning approval, to establish short-term growth forecasts.

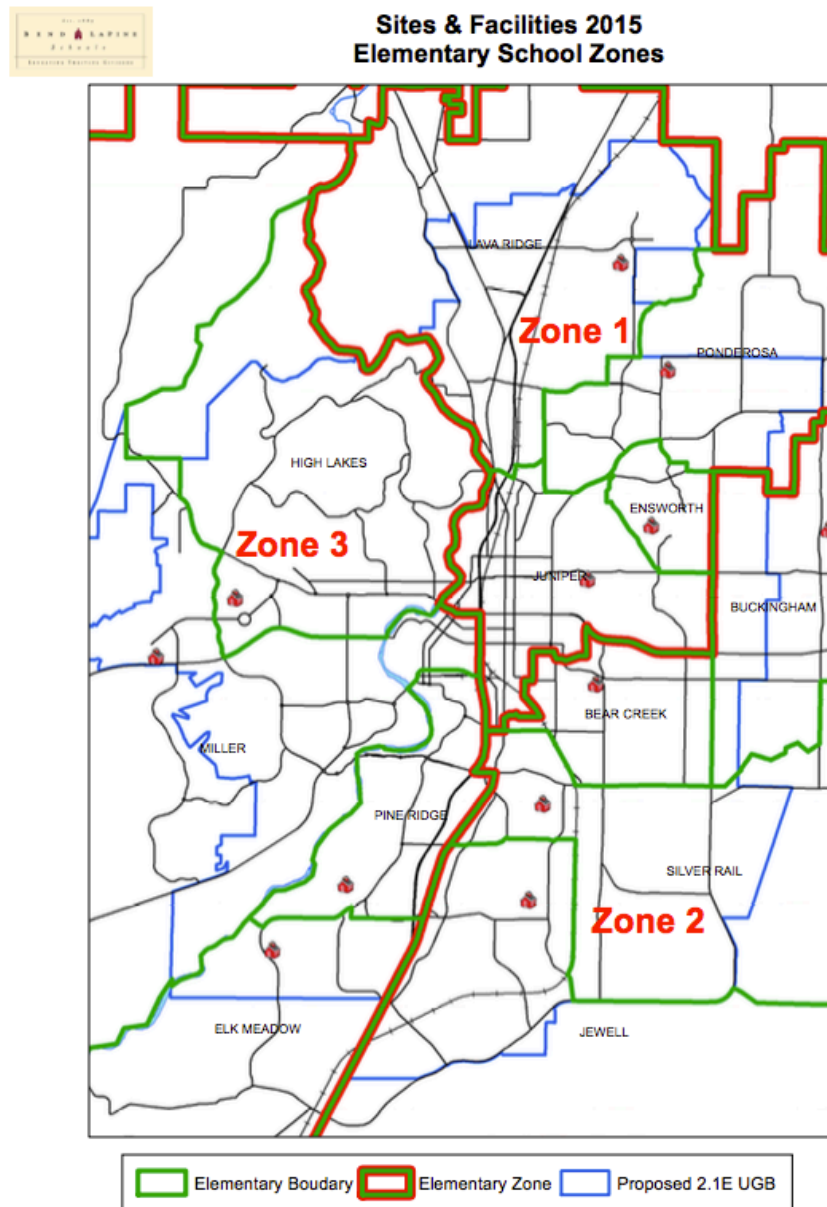
Build-out Analysis

District staff and the Consultant reached out to the City, who was extremely helpful, cooperative, and willing to provide the Committee with GIS data related to the UGB growth scenarios. The project team worked closely with the City Growth Management Division and the District GIS Expert, Shawn Hasse, to incorporate the UGB Expansion Envision Model, into District's GIS programming. At the time of the Sites and Facilities Committee review of anticipated growth locations, the City Boundary TAC and Steering Committee had established growth scenario 2.1.E¹ as the preferred alternative. It should be noted that the formal UGB adoption process could result in additional changes. However, the Sub-committee determined that the information used in the assessment is the best available data, the recommendations

¹ At the April and May meetings, the Committee was informed that a few minor changes had been made, but it has been determined that the size and location of the changes did not significantly change the outcomes, thus the committee did not recommend revisiting growth projections.

are flexible enough to adapt to change, and restudying growth projections is not necessary.

To incorporate growth projections into meaningful and workable summary areas the sub-committee established zones to aggregate data. The sub-committee utilized the 3 high school boundaries (Mountain View, Bend High, and Summit) as aggregation areas for high school needs, and 3 “zones” for elementary school aggregation. The elementary school zones are based upon existing school boundaries, along with geographical and topographical considerations.



As depicted on the elementary school zone Image, there are 4 similarly sized schools in each of the 3 zones. The zones were determined to be appropriate after considering school sizes and topographic constraints.

Elementary School Projections

To forecast enrollment growth, the Sub-committee utilized projections established in the City of Bend UGB Envision Models and applied enrollment rates established in the Bend-La Pine School District Population and Enrollment Forecast 2010-2030. The location of forecasted growth is depicted on the maps contained in Exhibit E and summarized below:

**Table 3-4
Summary of Elementary Enrollment Growth Through 2028**

	Available Seats	Forecast Growth	Difference
Zone 1 - NE Bend	141	479	-338
Zone 2 - SE Bend	324	656	-332
Zone 3- West Bend	75	481	-406

As depicted in the enrollment forecast addressed above, it is estimated that 2 elementary schools will be needed by 2028. The 2028 summary shows that by that time the need will be relatively evenly distributed across the UGB. A significant portion of the growth forecast in Table 3-4 will be situated outside of the current UGB, in the planned UGB Expansion areas. Properties situated outside of the current UGB are expected to have a longer entitlement process, thus it is anticipated that those areas will not impact the enrollment need that is forecast to present itself by 2020-2021. To understand the earlier need, forecast in 2020-2021, the sub-committee was interested in short-term projections. To forecast short term projections, the sub-committee was presented with maps that depicted lands that were determined to be vacant and/or buildable, and could reasonable be expected to develop within the next 5 years. The following types of properties were determined to be “short-term” development properties:

- Vacant lands less than 1 acre
- Properties that have received land division approval, but are not yet platted
- Properties that have received site plan review approval (apartments).

The location of forecasted short-term growth is depicted on the maps contained in Exhibit E and summarized below:

**Table 3-5
Summary of Short Term Elementary Enrollment Growth**

	Available Seats	Forecast Growth	Difference
Zone 1 - NE Bend	141	188	-47
Zone 2 - SE Bend	324	153	171
Zone 3- West Bend	75	158	-83

Based on this information, the sub-committee found that the most pressing short term need is expected to be in zone 3 (West), closely followed by zone 2 (Northeast) but clearly all zones will need capacity relief by 2028. Since enrollment projections show the need for two elementary schools by the 2024-25 school year, an ideal scenario would locate schools such that they could provide capacity to multiple areas, initially focusing on zone 3 and zone 2.

Middle School Projections

Pacific Crest, a new middle school was opened in 2015-2016. The recent opening of this 800 student school relieves middle school capacity demand until beyond the middle term planning horizon, thus an assessment of middle school capacity was determined to not be needed by the Committee. It is recommended that middle school locational needs be reviewed in future sites and facilities planning efforts.

High School

Given the size, time to build, and larger capacity/service area of high schools, the sub-committee determined that it is only necessary to review the 2028 time horizon to determine ideal locational needs for a high school. Locational enrollment growth is depicted on a map contained in Exhibit E and summarized below:

**Table 3-6
Summary of High School Enrollment Growth Through 2028**

	Available Seats	Forecast Growth	Difference
Zone 1 - NE Bend	145	272	-127
Zone 2 - SE Bend	40	351	-311
Zone 3- West Bend	10	248	-238

Given the expected enrollment growth, the ability to use boundary adjustments, and the location of existing high schools, the committee determined that the high school capacity issues were greatest in zone 2 (Southeast).

Identifying preferred school site locations -

Through past sites and facilities planning efforts, the District has evolved from using specific site identification, to the use of planning circles. Identifying specific sites has been determined to not be desirable, as it alerts property owners of demand for their property and limits the ability for fair and favorable negotiations on behalf of the District. In lieu of specific sites, the 2010 school siting effort used circles that identified preferred locations. While the circles provided more flexibility than specific sites, the circles still involved limitations, as ideal locations just outside of the planning circles could not be chosen. Given that the UGB has not expanded since the last Sites and Facilities effort, land has become increasingly scarce within the Bend Urban Growth Boundary. The sub-committee recognizes that there is a benefit to providing the maximum amount of flexibility in site selection. Given that there are a number of well placed schools within each zone (4 in each zone) and the fact that there is the ability to use school boundary adjustments to efficiently direct enrollment when new schools are sited, the sub-committee recommends locating schools within

the identified and recommended zones. When combined with the site selection criteria and the potential for school boundary adjustments, the identified zones allow the greatest number of sites to be analyzed and assessed while ensuring all areas of the District are adequately served.

Suitable and Desirable Sites

When considering whether lands are available to accommodate the forecasted district needs, properties were assessed to determine if they are “suitable” and “desirable”. Lands are considered to be “suitable” if they are in a zone where they are permitted outright, or with a conditional use permit. Regarding “desirable” lands, after studying past planning efforts and reviewing available lands, “desirable” characteristics, that were considered included:

- Where enrollment growth is happening or expected to happen
- Equitable arrangement and distribution of school facilities
- Development Status (vacant or redevelopable)
- Size needs - Single / Multiple Parcel / Common Ownership
- Limited Citywide Issues (capacity – water, sewer, transportation, etc.)
- Available Public Facilities (water, sewer, roads, sidewalks, etc.)
- Access – on existing or planned facility
- Usable topography (not in ASI, on steep slopes)
- Shape of Site – Rectangular / Triangular
- Limited physical barriers (canals, RR, Rivers, etc.)
- Buffer from existing schools
- Costs (Site Acquisition & Site Development)
- Partnership Opportunities (City / Park District)

The Committee reviewed interactive maps containing the information listed below:

Map 1 - Suitable Lands - Elementary School

1. Elementary zones
2. Areas not zoned industrial (schools are permitted in all other zones)
3. All properties that are 10+ acres, including contiguous 5 acre properties
4. Current school properties
5. Aerial imagery

Layers -

1. Vacant Properties -
 - o Improvement value less than 10,000; or
2. Re-developable -
 - o Improvement value 10,001 - 125,000
 - o Improvement value 125,001 - 250,000
 - o Improvement value 250,001 - 500,000
 - o Improvement value 500,000+

Map 2 - Suitable Lands - High School

1. High school boundary lines
2. Areas not zoned industrial (schools are permitted in all other zones)
3. All properties that are 50+ acres, including contiguous 25 acre properties
4. Current school properties
5. Aerial imagery

Layers -

1. Vacant Properties -
 - Improvement value less than 10,000; or
2. Re-developable -
 - Improvement value 10,001 - 125,000
 - Improvement value 125,001 - 250,000
 - Improvement value 250,001 - 500,000
 - Improvement value 500,000+

Copies of the referenced maps are included in Exhibit E. From the referenced maps, the sub-committee established the following recommendations.

- Elementary schools:
 - *2020-2021 need* – 12-15-acre site, highest need in zone 3 (west Bend), closely followed by zone 1 (northeast Bend), locate in areas to serve both zones if possible.
 - *2024-2025 need* – 12-15-acre site, equal needs throughout the city, locate in areas to serve all zones to the greatest extent possible.
 - *2028-2029 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent sites and facilities efforts.
 - *2032-2033 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent sites and facilities efforts.
 - General Notes –
 - Strategically place schools, use school boundary adjustments as needed
 - There is an adequate amount of suitable and desirable lands in zone 1 (northeast Bend) and zone 2 (southeast Bend), however there appears to be a limited amount of land that is suitable and desirable in zone 3. Within zone 3 (west Bend), assess the feasibility of the available lands. If the available lands are not feasible for school development, considering taking “necessary actions” as prescribed by ORS 195.110 such as zone changes, aggregation of lots, or adding sites to the UGB.
- Middle School
 - *2026-2027 need* – 25-acre site – Site currently owned by District adjacent to R.E. Jewell Elementary School could meet need. Reassess location in subsequent sites and facilities efforts.
 - General Note –

- Strategically place school, utilize boundary adjustments as needed
 - Suitable and desirable lands available to accommodate need
- High School
 - *2018-2019 need* – 50 acres – in zone 2 (southeast Bend)
 - *2032-2033 need* – 50 acres - beyond growth projection forecast, reassess location needs in subsequent sites and facilities planning efforts
 - General Note –
 - Strategically place schools, utilize boundary adjustments as needed
 - Suitable and desirable lands available to accommodate need

Site Selection Criteria

The focus of the Committees efforts regarding site selection criteria was to provide the District with guidance and direction when considering sites. Criteria are site specific and generally require site assessment, through a property search and/or due diligence. Rather than establishing criteria to be inserted into maps, and a search at this time, criteria are presented to the District as a guide for identifying and selecting properties, when considering individual sites. Site selection criteria that are recommended include the following:

All School Sites:

- High student densities
- Good walking access
- Relatively flat topography
- Appropriate size
 - 12-15 for elementary
 - 25 for middle school
 - 50 acres for a high school
- Low cost for extending utilities to the property and for offsite improvements like roads and sidewalks
- At least two vehicular access points
- Low site acquisition costs
- Partnership potential with Bend Parks and Rec District
- Zoning allows schools
- Limited access to marijuana establishments
- Shape of site promotes efficient use of the space

Elementary Schools Only:

- Few busy roads around school
- Few physical barriers such as canals, railroads, or arterial street
- Located in residential zones
- Adjacent to park or future park where possible

Middle School Only:

- Ready access to bicycle trails or bicycle lanes
- Near sports fields

High School Only:

- Good access to main transportation system
- Feasibility for community events
- Near commercial, convenience commercial, or industrial park zones
- Co-development potential for sports facility
- Site minimizes the negative impacts of field lights on neighboring properties

Chapter 4

Assessment of usage and future needs of the Education Center

Future Needs Sub-committee

The Education Center is located on the south end of downtown Bend and it houses Bend-La Pine Schools' administration offices including the Superintendent's Office, Teaching and Learning, Special Education, Human Resources, Business Office, Nutrition Services, Communication Services, Information Technology, Instructional Technology and Facilities Services. The Education Center also houses the Strive Program, the Bend-La Pine Online Program, and approximately 1/3 of the second floor of the building is leased to the High Desert Education Service District (ESD) through June 30, 2020.

As Bend-La Pine Schools continues to grow, the District anticipates the need for additional space for administration and support services. The current operating plan for the Education Center is to not renew the lease with the ESD in 2020, gaining that space for expansion of Strive and/or administrative space. Also, if and when appropriate, the District would like to move the Strive program to an alternative site, so that the Education Center could provide administrative offices and the Strive Program is able to be provided with safety protocols similar to those at other school sites.

Additional information about the Education Center building:

- The site is located downtown next to the Library and City Hall and Thompson Elementary, which currently houses Amity Creek Magnet School.
- The District owns the land from Louisiana Street to Idaho Street, between Wall and Bond Streets.
- District also currently owns the adjacent "Troy Field"; this property is under contract to be purchased by a developer.
- District owns the Ed Center building and the back half of the Boys and Girls Club building. The Bend Park and Recreation District Foundation owns the front half of the Boys and Girls Club building, but the District owns the land underneath the entire building.
- The District has been slowly working to improve the Ed Center building by abating asbestos, replacing windows and flooring, adding cameras and security and generally reconfiguring much of the building for office space.
- The entire property is in the historic district.
- The entire property has the Public Facilities Designation with an underlying RH zoning.
- The District is currently replacing the old maintenance shop behind the Ed Center with a "Utility Shop" to house technology equipment, backup generator(s) and boiler used to heat the Ed Center. This area is the "hub" of the network for the entire District.

- The building is highly used by the District for meeting space for large and small groups as well as occasionally for community events. The Boys and Girls Club does use the building grounds (front and back yards) each weekday in the summer for lunch and outdoor activities.
- The District currently does not monitor or charge for the use of our parking lot between the Ed Center and City Hall. The lot is used by Ed Center staff and visitors, as well as library patrons and City staff working at City Hall and other nearby offices.

After considering the information presented, the sub-committee determined that building is well sized, well located, and it provides a one-stop shop for District employees. The sub-committee expressed concern over the amount and/or enforcement of parking. They further noted that housing Strive in the building is not ideal; a better location would be off-site. The sub-committee recognized that the zoning, general plan designation and the historic protections limit the ability for private developers to maximize the use of the property; these conditions could limit the marketability of the property. One other topic of discussion was the Heritage Square concept. Heritage Square is a concept of an interagency center located amongst and between City Hall and the Education Center. The sub-committee gave a nod of support to the Heritage Square concept, so long as parking could sufficiently be provided, suggesting that maintaining the Education Center in its current use would contribute to the Heritage Square concept.

Given all of the topics discussed, the sub-committee ultimately recommended maintaining the current usage and operating plan for 5-10 years; continuing to monitor and assess the needs of the facility, and the ability to place Strive at another location.

Chapter 5
Assessment of highest and best use of existing land
holdings
Future Needs Sub-Committee

The District owns a number of properties that are not currently being utilized to provide student instruction or assist in the facilitation of student instruction. These properties include a mix of large vacant parcels that could accommodate school sites, large lands immediately adjacent to developed District sites that could accommodate another school, and/or smaller remainder parcels immediately adjacent to school sites. The existing land holdings came into the District's ownership a number of different ways, some were acquired to accommodate planned enrollment, some were donated, some are extra areas abutting sites that were acquired and developed to District specifications. The sub-committee reviewed each of the "existing land holding sites" including a summary of the property from staff, aerial photographs, and an interactive map.

Current holdings and determinations are listed below:

- Troy Field – Currently under contract to sell to a developer
 - o assumed to not be available

- Shevlin Property – Approximately 32 acres in the northwest part of Bend; In the urban area reserve but not slated to come into the urban growth boundary in the current UGB expansion process; Approximately 20 acres of the property is relatively flat with the rest sloping to Shevlin Road; Zoned UAR10.
 - o Located in an area of elementary school need, recommended to retain, identify it for next UGB Expansion, consider building school on property, or selling or trading to accommodate an elementary school need.

- Pacific Crest Middle School Skyliners parcel – Approximately 5+ acres inside the UGB; Zoned UAR10 and URA on the comp plan;
 - o Consider developing as playing fields in partnership with the Bend Park and Recreation District.

- Pacific Crest Middle School NE Triangle – Just under 2 acres inside the UGB; Zoned UAR10 and URA on the comp plan; Located between Summit High and Pacific Crest;
 - o Retain, desirable location, could be used for bus satellite garage, future program space.

- Silver Rail Elementary NW corner of property – Just over 1 acre inside the UGB; Zoned RM and RM on the comp plan;
 - o Not usable by district, consider sale at market rate.

- High Desert Middle School north triangle – 12+ acres outside the UGB; Zoned UAR10 and URA on the comp plan; Slated to come in to the UGB in current process with a public facilities designation and zone; Hold for potential future school site;
- High Desert Middle School north square – 5.5+ acres outside the UGB; Zoned UAR10 and URA on the comp plan; Slated to come in to the UGB in current process with a public facilities designation and zone; Combined with the north triangle, hold for potential future school site;
- High Desert Middle School south – Almost 28 acres outside the UGB; Zoned UAR10 and URA on the comp plan; Slated to come in to the UGB in current process with a mixed use designation and zone; Has a large natural gas line buried with a 100 foot easement diagonally across property.
 - o The High Desert Middle School area provides a good location for a future elementary school, however the preferred location on the site will depend on the final UGB plan, recommend holding until UGB expansion is complete, then reassess.
- Country Club property – 50 acres inside the UGB; zoned RS and RS on the comp plan; This is slated as next high school site;
 - o Within the area of a 2018-2019 high school site need. Use for high school site or for future trade to accommodate a future high school site in the southeast.
- Murphy Road property – 25+ acres inside the UGB; zoned RS and RS on the comp plan; This is slated as next middle school site;
 - o Within area of future need. Use for future middle or elementary school or for a trade to accommodate a future middle or elementary school in the southeast.
- La Pine north property – 10 acres inside the UGB; Zoned F1 with PF on the comp plan;
 - o Sufficient capacity in the area, thus use of site unlikely, however given current general plan and zone, sale of the property would not provide much financial benefit. Hold property unless property valuation makes sale logical.

The general consensus of the sub-committee was that given that the District population is growing and land is increasingly difficult to obtain (particularly within central urban areas), the District should retain larger properties that could accommodate future schools. Existing large acreages should be held to provide school sites, or they should be held for potential future sale or trade. If possible, the sites not large enough to accommodate a full school could be developed to house District programs where the District is currently leasing facilities. The District currently leases the property for REALMS, along with the facilities that house both

the Tamarack Program and the Transition Program. Locating these programs in District owned properties could provide better environments, created specifically for the programs. In addition to improved design, providing programs on District owned properties would eliminate the cost of the leases, which are District general fund expenses.

Chapter 6

Summary and Conclusion

As noted above, this document is a report of the work of the Sites and Facilities Committee, as established in item #7 of the November 10, 2015 Board Charge. This report summarizes a six-month community based process and provides the following items:

- Prioritized list of improvements and expansions to existing facilities
- Capacity and sites of new schools needed
- Ideal school sites for future schools to satisfy the needs of the district to 2035
- Current usage and future needs of the Education Center
- Highest and best use of existing land holdings

It is expected that the items that make up this report will inform and guide future phases of the Sites and Facilities process. Upon completion of all phases, the District will formalize the components into the Bend-La Pine Schools Sites and Facilities Plan, consistent with ORS 195.115.