Soderstrom Architects

Long-Range Facilities Plan
Three Rivers School District
Josephine and Jackson County, Oregon

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November 20, 2023

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Introduction – Josephine and Jackson County, Oregon

Josephine and Jackson County neighbor each other in southwest Oregon, both created by the Territorial Legislature on January 22, 1856. Josephine was the 19th and last county created before statehood.

Beginning in the 1850s, the discovery of gold within the streams brought the first settlers to the area, and the completion of a wagon road connecting the county with California to the south and Douglas County to the north led to an influx of non-native settlers. In January 1856, a bill was passed by the territorial legislature separating what is now Josephine County from Jackson County. Josephine County acquired the town of Grants Pass after another boundary adjustment in 1885, primarily to have a railroad head within the new county. Courthouses were then built in 1887 and 1917.

Most commercial activity during the territorial period centered on gold mining and the supply of provisions to miners, where they remain active in the Rogue and Illinois Valleys until the late 1850s. Orchards and wine appellations spread across the lands of Rouge Valley and Applegate Valley, which Joesphine shares with Jackson County.

In the 1920s, the county engaged in practices of boosterism, such as the Grants Pass Caveman club where members dressed in furs and wielded clubs at events to promote business. Following five decades of such activity, an 18 ft. tall fiberglass statue of a caveman was erected in Grants Pass by club in 1971. Nowadays, the county's principal industries are lumber and agriculture. Tourism is still prominent by utilizing the Rogue River and Illinois River for scenery, guided fishing, and recreational boat trips to Hellgate Canyon.

Introduction – Three Rivers School District

The Three Rivers School District is an expansive district which serves all students of Josephine County except for the City of Grant Pass. By serving a small portion of Jackson County with Applegate School, the district covers over 1,200 square miles with one (1) K-8 School, six (6) elementary schools, three (3) middle schools, (3) high schools, and one (1) state corrections school serving the community. The District was officially formed in 1994 when the Josephine County School District merged with the Applegate School District.

The first Josephine County school, Kerby School Elementary, was organized in 1856 in the town of Kerbyville. Other school districts in the area formed across the first quarter of the 20th century: Dryden, Hugo, Merlin, Williams, and Wolf Creek. In January 1945, the school districts combined to form the Josephine County School District, totaling eighteen (18) schools no larger than a few rooms each. In 1950 Cave Junction built its first school, a high school which brought Cave Junction into the district. In 1974 Illinois Valley High School was built and the original high school became Lorna Byrne Middle School. By 1977 the District had opened two (2) more high schools - Hidden Valley High School and North Valley High School. The junior high schools were then reorganized into Fleming and Lincoln Savage Middle Schools. In 1994, Josephine School District merged with the Applegate School District, officially forming the Three Rivers School District as it is today. Enrollment reached approximately 4,700 students in the 2018-19 school year.


Planning Team Members

District Administration and Leadership Team

David Valenzuela	Superintendent
Casey Alderson	Deputy Superintendent
Lisa Cross	Director of Finance
Shelly Quick	Executive Assistant
Jim Bunge	Maintenance Manager
Don Hiler	Maintenance Project Manager
Jessica Durrant	Director of Teaching & Learning K-8
Robert Saunders	Director of Technology

Site Based Leadership

Jenny Jones	Principal - Evergreen Elementary
Jessica Falkenhagen	Principal – Fort Vannoy Elementary
Heather Yount	Principal – Fruitdale Elementary
Kellie Lovell	Principal - Madrona Elementary
Renee Hults,	Principal – Manzanita Elementary
Steven Fuller	Principal – Williams Elementary
Brain Miller	Principal – Fleming Middle School
Mark Higgins	Principal – Lincoln Savage Middle School
Danny Pratt	Principal – Lorna Byrne Middle School
Michael Herzog	Principal – Southern Oregon Success Academy
Damian Crowson	Principal – Hidden Valley High School
Justin Wright	Principal – Illinois Valley High School
Erik Lathen	Principal – North Valley High School

School Board Members

Jennifer Johnstun	Board Chair
Pat Kelly	Board Vice Chair
Jenn Searle	Board Member
Rich Halsted	Board Member
Nancy Reese	Board Member

Design Team

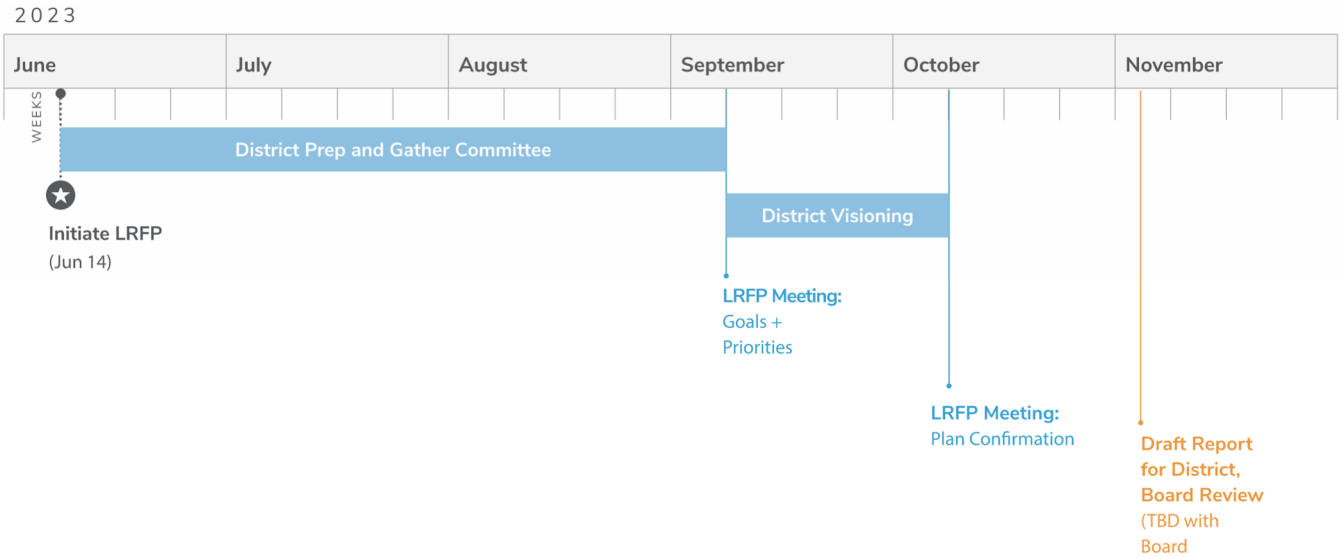
Marlene Gillis	Soderstrom Architects, President
Meagan Baker-Wilmes	Soderstrom Architects, Project Manager
Felix Lu	Soderstrom Architects, Designer
Jianpeng Yang	Ameresco, Project Engineer
Stephen Chase	ZCS Engineering, Structural Engineer

Facilities Planning Committee Members

Facility Planning Committee Member Roster

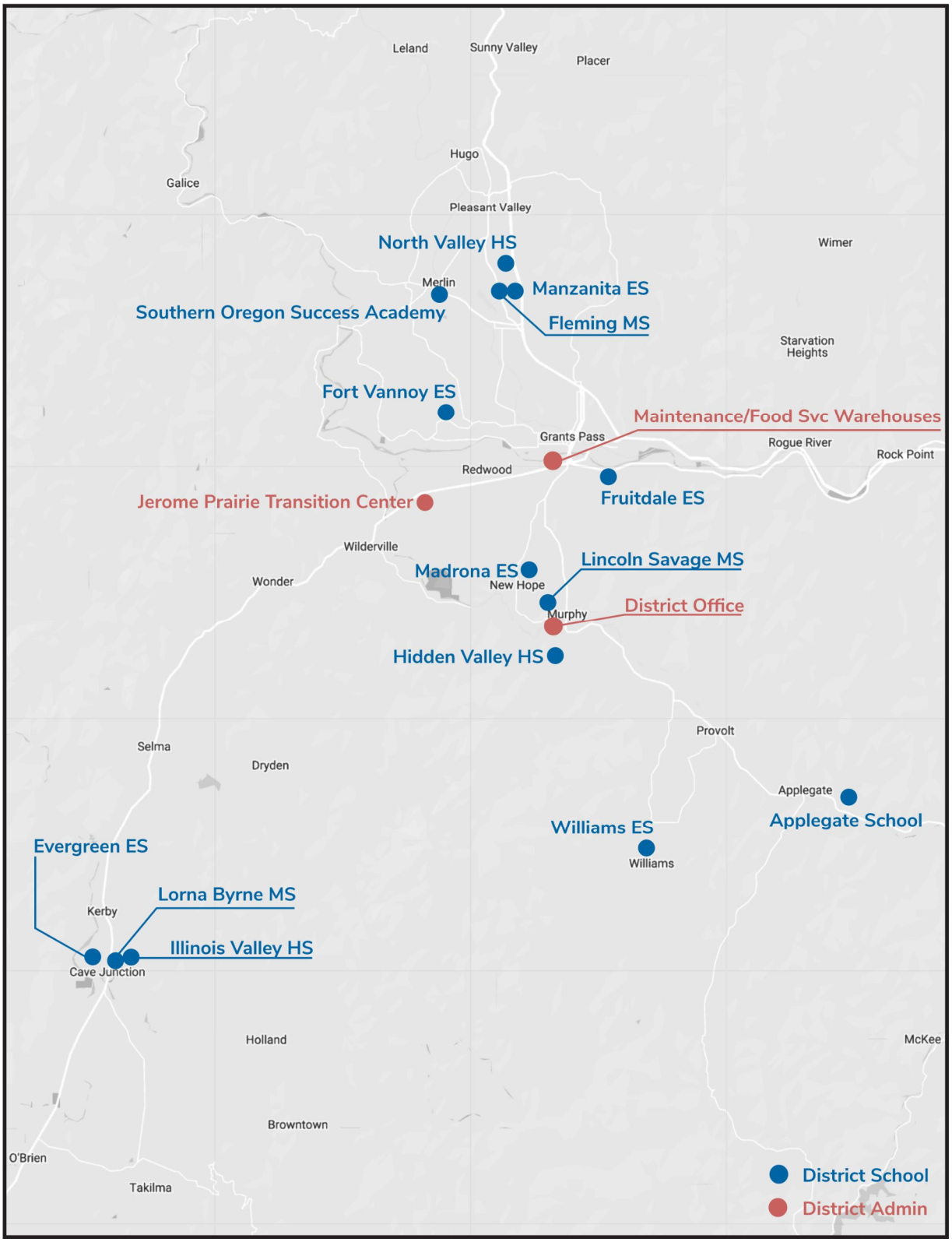
Dave Valenzuela	Superintendent
Casey Alderson	Deputy Superintendent
Jim Bunge	Facilities Director
Lisa Cross	Accounting Manager
Jessica Durrant	Director of Teaching and Learning K-8
Megan Beck	Administration
Robert Saunders	Director of Technology
Jessica Falkenhagen	Principal – Fort Vannoy Elementary
Kellie Lovell	Principal – Madrona Elementary

Below is a summary chart of the overall planning process taken recently by the Three Rivers School District and its Facilities Planning Committee. This group has been meeting through 2023 to guide the strategic planning process. Agendas, sign-in sheet, and meeting notes for all outreach efforts done to date are included as an appendix to this report.



Three Rivers School District Map

Below is a map that shows the location of all Three Rivers School District schools within the county.



Facilities Information Summary

Below is a table that summarizes the overall physical properties of each of the District's facilities.

		School / Site Name	Year Built	Age	Building Area	Site Area	Repair Budget	Replacement Costs	FCI Rating
Elementary Schools	01	Evergreen Elementary	1966	57	58,609 SF	20.0 Acres	$23,633,167	$38,956,054	55.7%
	02	Fort Vannoy Elementar	1952	71	40,126 SF	5.7 Acres	$14,646,598	$26,670,829	50.4%
	03	Fruitdale Elementary	2003	20	51,643 SF	TBD	$2,418,783	$34,325,914	6.3%
	04	Madrona Elementary	1967	56	32,167 SF	9.6 Acres	$8,711,529	$21,386,647	37.7%
	05	Manzanita Elementary	1966	57	38,810 SF	47.1 Acres	$12,073,746	$25,796,114	43.3%
	06	Williams Elementary	1949	74	28,795 SF	TBD	$7,803,798	$19,139,374	37.6%
	07	Applegate School (K-8	1912	111	38,639 SF	TBD	$7,386,402	$28,448,257	24.0%
Middle Schools	08	Fleming Middle	1962	61	65,899 SF	53.1 Acres	$23,625,268	$45,823,160	46.6%
	09	Lincoln Savage Middle	1962	61	60,587 SF	19.5 Acres	$17,228,211	$42,129,437	37.0%
	10	Lorna Byrne Middle	2003	20	70,047 SF	TBD	$7,778,080	$48,707,490	14.8%
High Schools	11	Hidden Valley High	1976	47	147,120 SF	133.6 Acres	$48,255,891	$112,831,477	39.5%
	12	Illinois Valley High	1975	48	114,848 SF	TBD	$43,592,524	$88,080,951	45.8%
	13	North Valley High	1976	47	144,009 SF	29.3 Acres	$58,898,910	$110,445,542	49.3%
District Admin + Support	14	District Office	1947	76	28,109 SF	4.8 Acres	$7,722,770	$18,395,969	37.9%
	15	Jerome Prairie Transition Center	1938	85	27,621 SF	8.4 Acres	$9,928,268	$18,076,597	50.8%
	16	Southern Oregon Success Academy	1953	70	16,508 SF	7.3 Acres	$4,591,824	$12,660,563	32.1%
	17.1	Maintenance Garage	1958	65	10,622 SF	2.8 Acres	$7,319,257	$15,050,026	45.0%
	17.2	Food Services Warehouse	1958	65	7,548 SF	2.8 Acres	$5,723,306	$17,651,265	30.0%
			Average Age:	**60.6**	**981,707 SF**	**341 Acres**	**$311,338,332**	**$724,575,666**	

Overview and Process

In 2022, the District hired Soderstrom Architects to assist with the Facilities Assessment Report (FAR) Long-Range Facilities Planning (LRFP) efforts. We first gathered all of the existing record drawings available from the District and proceeded to create current 'book plans' of each school. These plans detailed and quantified the current floor plan configuration of each school, incorporating both original construction and all additions and renovations done subsequently. Each school was then reviewed and evaluated for room-by-room use designation, to quantify current program use and capacity.

Next, with the support of the Three Rivers District staff, we performed a physical walk-through and visual assessment of each of the District's school buildings and sites, accompanied by representatives of ZCS (structural) and, Ameresco (Mechanical, Electrical, & Plumbing). The staff provided needed information and input on specific programmatic and historic needs and issues at each site. Their input, particularly considering their long history in the district and institutional knowledge, was instrumental to understanding both the physical and educational needs of each site.

Site administrator interviews and surveys were also conducted, to identify site-based needs from the principal's perspective. These questions were both global (questions on capacity and enrollment growth) and specific (recent history of roof leaks), allowing us to get a strong overall sense of the primary concerns at each site.

With an average building age district-wide of over 60 years, there was a consistent need for roofing repair/replacement and upgraded mechanical and electrical systems noted throughout.

As part of our assessment, we looked carefully at the educational adequacy of each facility. Capacity calculations of the three core support areas are done (Library / Media Centers, Gymnasiums and Cafeterias / Commons). This will tell us if there is overcrowding or lack of resources to appropriately serve the school population with the existing buildings. For specific classrooms spaces, educational adequacy is affected by overall size and proportion, daylighting, acoustics, and storage casework, as well as the quality of the heating, ventilation, and air conditioning (HVAC). Done well, these improve how effectively teachers can teach and students can learn in these spaces.

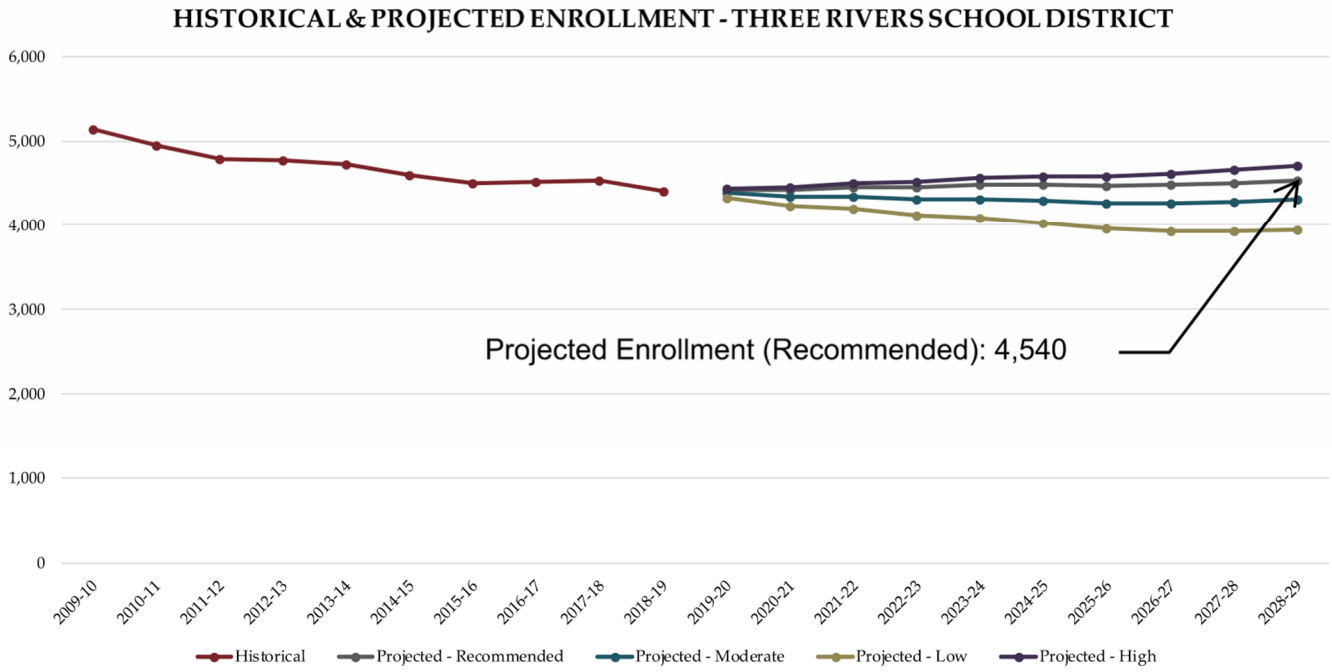

Population Projections

581-027-0040 (a)

The Three Rivers School District utilized the services of Cooperative Strategies in 2018 to develop a population projection report for the District. They developed a ten-year projection report extending through to the 2028-29 school year.

The 'Recommended' projected enrollment shows a slight uptick in enrollment (about 6%) through 2029, from an enrollment of **4,298** in June 2023 to a projected enrollment of **4,540 in the 2028-2029 school year.**

The summary growth chart is shown below, and the full report will be provided as an appendix to this report.



Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,963	1,977	2,011	2,043	2,096	2,088	2,088	2,092	2,088	2,089
6 - 8	1,118	1,108	1,043	1,017	985	1,025	1,061	1,110	1,107	1,105
9 - 12	1,348	1,335	1,404	1,395	1,408	1,378	1,319	1,278	1,307	1,346
Grand Total	4,429	4,420	4,458	4,455	4,489	4,491	4,468	4,480	4,502	4,540

Source: Cooperative Strategies

Collaboration with Local Government Planning

581-027-0040 (b)

The Oregon Department of Education (ODE) requires large school districts to coordinate with the local planning department to ensure there is enough land within the urban growth boundary (UGB) for school expansion. It is also important for the District to understand the growth within the District's boundaries, and to that end, ODE requires that someone from the District collaborate with the Jurisdiction on a regular basis.

For example, when a jurisdiction permits a large subdivision, the school district should attempt to negotiate for land near the subdivision. Since the schools currently have adequate capacity, negotiating with the city or county to secure future school sites may seem premature. The District has schools in the City of Grants Pass, but also within greater Josephine County.

One project under consideration is the Allen Creek project (SW Allen Creek Road at W Harbeck Rd), currently undergoing final Traffic Impact analysis. It calls for the re-zoning and annexation of a large number of properties, with an assumed future potential density of 700-800 units. This could have a potentially significant impact on the District's schools population; however, it does fall more closely to schools in the neighboring school district.

Community Involvement with District's Vision and Process

581-027-0040 (c)

Soderstrom and their engineering consultants (Structural, Mechanical, Electrical, Plumbing) performed site visits and architectural rapid visual screening (RVS) over the course of several days in Jan 2023. We walked most sites with the District Facilities Maintenance Supervisor, HVAC specialist, and the principal and lead custodian of most sites. From these walkthroughs, a comprehensive list was compiled of facilities-related issues, broken down by school site.

After these initial site evaluations, the first formal project meeting to discuss our findings was held with the District leadership team in December, 2022. With the previously prepared Facility Assessment Report used as a guide, we met with the District and community in April, June, August, and October 2023 to review findings, and discuss proposed solutions and associated costs. Each meeting provided critical input, led by the District Administration Leadership Team.



Three Rivers School District Values and Goals

The Three Rivers School District is guided by the following core values:

- Student Success
- LifeReady Learners
- Providing a Culture of Care
- Involving families and the community
- Doing everything under the umbrella of safety
- Student success will not be predicated or predetermined by race, ethnicity, language of origin, family economics, gender, sexual orientation, gender identity, ability, disability, or religion

Three Rivers School District Performance and Curriculum

Based on the 2021-22 Oregon Department of Education state academic assessment scores for the Three Rivers School District, 77% of students graduated on time.

District General Demographic Information:

- Free / Reduced Lunch Students: 95% +
- Minority Enrollment: 22%
- Licensed teachers with 3+ years' experience: 71%

Funding Strategies

581-027-0040 (B)

There are three (3) sources for funds to upgrade and/or replace aging facilities, the primary one being a bond election. The bond election is a tax on the owners of real estate located in the school district.

The second source of funds is the Oregon School Capital Improvement Matching (OSCIM) grant program which provides up to $4 million in matching grant funds for most districts (up to $8 million for larger districts). These funds can be used to upgrade, improve, add onto existing buildings, or to build new. Currently the OSCIM grant program is funded through the 2021-23 funding biennium. The OSCIM grant funding is anticipated to increase in 2024.

The third source of available funds is through Business Oregon's "Seismic Rehabilitation Grant Program" (SRGP). This allocates up to $2.5 million per building to seismically renovate and upgrade existing buildings that have demonstrated a significant level of use. While this is not a matching grant program, districts must commit any additional dollars needed to provide a complete upgrade of the building, above and beyond the $2.5 million. SRGP funding is anticipated to increase in 2024.

Given the magnitude of facility planning needs, there are no other substantial resources available at the appropriate scale, other than a capital bond.



Historic Preservation

581-027-0040 (d)

The district buildings are not listed on the Oregon State Historic Preservation Office (SHPO). However, all structures older than 50 years are required to be evaluated. With an average building age of 61, all but four of the district's buildings (listed below) fall into this category.

1.	Evergreen Elementary (1966):	57 years old
2.	Fort Vannoy Elementary (1952):	71 years old
3.	Madrona Elementary (1967):	56 years old
4.	Manzanita Elementary (1966):	57 years old
5.	Williams Elementary (1949):	74 years old
6.	Applegate School (1912):	111 years old
7.	Fleming Middle School (1962):	61 years old
8.	Lincoln Savage Middle School (1962):	61 years old
9.	District Office (1947):	76 years old
10.	Jerome Prairie Transition Center (1938):	85 years old
11.	Southern Oregon Success Academy (1953):	70 years old
12.	Maintenance Garage (1958):	65 years old
13.	Food Services Warehouse (1958):	65 years old

SHPO will likely request that each of these buildings be reviewed by a competent historian to determine their historic status and impacts.

National Educational Adequacy Standards

581-027-0040 (e)

"The educational adequacy of school buildings, in a sense, represents the purpose of the entire school appraisal process. This is true because schools exist primarily to serve the educational needs of a community and a school district. The determination of how adequate the facility is, in the final analysis, must be derived from the relationships between educational program and physical structure. Individual behavior results in part from the environment. The environment provided by the school building will deter or enhance the instructional program."
(Guide for School Facility Appraisal, Hawkins, and Lilley, 1998)

There are no comprehensive national educational standards for the built environment. In some states, classrooms are to be 600 SF or more and in others they are 990 SF. Instead, national standards are a combination of best practices, state mandates and state sponsored educational specifications. There are also standards promulgated by "Next Generation Science Standards," "American Library Association," "SHAPE America" and other groups that attempt to establish national standards for their individual area of expertise. Most educators think standards refer to the "No Child Left Behind" or other federal or state curriculum-based requirements. A long-range facilities plan can be impacted by parts of these requirements, but the major impact will be from architectural program standards (how big is a classroom, number of gym spaces, size of music room, etc.).

The condition of your facilities can speak about the value a community places on education. Great schools indicate that the community is willing to invest in the students and cares about the community in general. Shabby, poorly maintained facilities can give the message that the community doesn't care. Three Rivers SD takes great care of their buildings, indicating a community that cares.

There are many factors to consider when determining the educational standards that give students the best opportunity for a well-rounded education. First and foremost, the amount of space available to best meet the learning goals of instructional staff must be considered. Overcrowded classrooms have a significant negative impact on learning. Modern sociological research has shown that the traditional 900 SF classroom is often too small from a "personal space" and "educational model" standpoint.

To continue delivering quality educational programs, a sufficient number of classrooms with appropriate square footage is essential. To establish an effective learning environment, educational standards and permanent capacity must be considered. Capacity for planning purposes is viewed in terms of District program standards for learning.

National Educational Adequacy Standards (cont.)

Elementary schools are normally organized around the home room model. The home room model limits the gross population of the school to the number of home rooms available multiplied by the average class size. Normally, special education occupancies are reduced to half or less of the general education classrooms. It is appropriate for the school board to set a target class size for each of the types of teaching spaces.

Middle schools and high schools normally use the teaching station model to determine the school's capacity. In this model, spaces like Choir, Band, Gym and Science Labs are counted in the overall capacity. If a space can be utilized as a teaching station for all periods, then that space is included in the capacity equation for the school. Spaces like speech are not counted in the occupancy load because these students are already counted in the general education classrooms (they are "pulled out"). Additionally, spaces such as Computer Labs and Libraries, that don't typically have a dedicated teaching staff, would not be counted in the capacity.

The number of students and class size are then factored by the utilization rate, determined by the percentage of class periods each room is used daily. For example, at the middle and high school level, there is typically one planning period daily that teachers use their classrooms for. This would reduce the utilization of that space to 85% if used for (6) of (7) periods each day.

Due to the differences at the three distinct levels of facilities – elementary, middle school and high school – the following outlines their unique needs:

National Utilization Average		
School Type	Low	High
Elementary School	95	100
Middle / Junior High	70	85
High School	80	85

National Class Size Average		
School Type	Low	High
Elementary School	15	25
Middle / Junior High	18	28
High School	24	32

National Median Gross SF per Student	
School Type	
Elementary School	120 SF per Student
Middle / Junior High	146 SF per Student
High School	163 SF per Student

Superior Learning Environments & Standards

581-027-0040 (A&C)

The following are general guidelines for creating superior learning environments. Obviously, things like daylighting, acoustics and thermal comfort are basic physical requirements for any learning space. However, though night flush ventilation and CO^2 management may be overlooked because they are 'invisible', they do still have significant learning impacts.

Acoustics

A student's ability to hear and understand what is being said in the classroom is vital for learning. Unfortunately, this ability can be reduced in a noisy classroom. Poor classroom acoustics occur when the background noise and/or the amount of reverberation in the classroom are so high that they interfere with learning and teaching. Poor classroom acoustics can also affect the teacher. It is estimated that teachers use their voices for approximately 60% of their workday. The strain on the voice gets worse when the teacher must talk louder to overcome poor classroom acoustics. Studies have shown that teachers are 32 times more likely to have voice problems compared to similar occupations.

Adding things like hard, cleanable surfaces for durability; increased glass to meet daylighting requirements; and additional hard materials such as markerboards, can easily destroy classroom acoustics. To mitigate these issues, we recommend two layers of drywall on each side of the wall between classrooms, and between classrooms and halls. We recommend soft ceiling systems with high Noise Reduction Coefficient (NRC) tiles. We also recommend active voice enhancement for the teachers.

Classroom Flexibility / Think Studio (Creativity, Teamwork & Exploration)

The model of education is constantly changing. In the 1970s, we saw schools installing accordion partitions to promote flexibility, eliminating operable windows to simplify HVAC performance, and removing windows altogether to save energy. All these ideas proved to be exactly wrong. We have learned better. Today the classroom is being flipped around. Instead of children sitting quietly listening to the "sage on the stage," they are (with the teacher) participating with fellow students and solving complex multi-discipline problems. This teamwork methodology is much more in tune with the patterns of work used in business. To support the new teamwork model the classroom must have flexible seating, reconfigurable tables, and multiple screens. Think of the inside of the classroom as a studio where the space itself promotes creativity, teamwork, and exploration. Beyond the classroom additional spaces are needed to provide both small group and large group collaboration.

Superior Learning Environments & Standards (cont.)

CO2 Management / Night Flush Ventilation

Oregon has a mild climate. For a large portion of the year, using outside air is a benefit to the indoor teaching environment. New facilities should take advantage of that by using operable windows and night flush ventilation. Night flush uses natural air currents, minor fan energy, and the stack effect to clean out carbon dioxide within the building. This can greatly improve the learning environment.

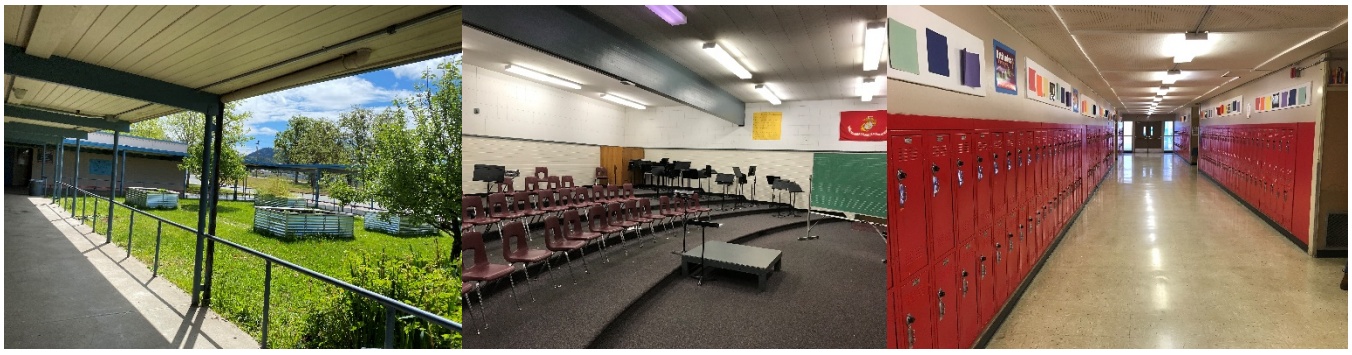
Using interior materials with little or no off-gassing as well as pressurizing the interior atmosphere to minimize pollen intrusion also helps to improve the indoor air quality.

Thermal Comfort / HVAC (Operable Windows)

Probably the most important issue related to HVAC is ensuring that the system provides enough clean outside air. Studies have shown that high levels of CO^2 make it difficult to concentrate. A good HVAC system should take advantage of the moderate temperatures in Western Oregon. This can lead to operable windows being used for “night flush” ventilation or mechanical systems that harvest cooling and heating from other areas of the building. The HVAC systems should provide optimal thermal comfort and at the same time be energy efficient.

Daylighting

Daylighting has one of the biggest impacts on educational delivery. Controlling for all other influences, studies have shown that students with the most daylighting in their classrooms **progressed 20% faster on math tests and 26% on reading tests in one year** than those with the least. Similarly, students in classrooms with the largest window areas were found to **progress 15% faster in math and 23% faster in reading** than those with the least. And students who had a well-designed skylight in their room, one that diffused the daylight throughout the room, and which allowed teachers to control the amount of daylight entering the room, improved 19-20% faster than those students without a skylight.



Superior Learning Environments & Standards (cont.)

Technology and Assessment

Students need greater access to a variety of technologies to be prepared for college and careers, and should be skilled in numerous platforms (desktops, mobile devices, etc.). The new assessment system in Oregon, Smarter Balanced Assessment Consortium (SBAC), requires students to have high levels of technical skills to manage the testing environment.

Technology Infrastructure

There is an urgent need at all grade levels to have a greater number of our classrooms with ready access to technology. From a young age, students need to be taught how to use online tools as well as contribute constructively online. Oregon has adopted digital literacy standards, and proficiency should be achieved by the end of 8th grade. In high school, students should be expected to integrate online tools and different types of hardware into their everyday, academic lives. They should also know when technology is and is not the best tool for the job. All this teaching should be done in the context of educational content, knowledge, and skills.

Students and districts state-wide have transitioned to a new testing system, which demands students have greater instruction in and access to technology. A heavy blanket wireless system is needed at each school to accommodate testing. Additional spaces may be required to accommodate the physical test-taking.

Code Issues and Older Buildings

581-027-0040 (A&C)

Americans with Disabilities Act (ADA)

The ADA was first signed into law in 1990 and has been modified periodically since then. While some sites met the ADA standards when the buildings were initial built, they may not be compliant now. Any changes to a building must not reduce the accessibility to the facility and if the building does not meet the current ADA standards, then a maximum of 25% of the budget should focus on making the facility more accessible. In choosing which accessible elements to provide under this section, priority shall be given to those elements that will provide the greatest access. Elements shall be provided in the following order:

1. Parking.
2. An accessible entrance.
3. An accessible route to the altered area.
4. At least one accessible rest room for each sex or a single unisex rest room.

Building Code Issues

Building codes are the primary way that we ensure our buildings are safe from fire, earthquakes, and weather events. These codes are constantly being expanded and improved. Older buildings often do not meet the earthquake or the fire and life safety requirements of the new codes. One of the primary ways the code regulates fire safety is to either reduce the area of the building using fire separation walls or to add fire sprinklers throughout the building.



Code Issues and Older Buildings (cont.)

Safety and Security

The District has indicated that both safety and security are significant priorities. Below is a summary list of the items discussed in consideration of adding:

- Secure vestibules at all School Buildings:
  - ✓ Card key controlled access.
  - ✓ Cameras and intercom connection at entries.
- Site Security:
  - ✓ Perimeter fencing at all school sites.
  - ✓ Controlled, visible entrance to school campuses.
- Additional Surveillance:
  - ✓ Additional cameras installed campus wide.
  - ✓ Technology infrastructure upgraded to support recording and storing content.

The strategies listed above follow the guidelines of CPTED (Crime Prevention Through Environmental Design), which support a seamless integration of safety and security measures.

Code Issues and Older Buildings (cont.)

Seismic / Earthquake Susceptibility

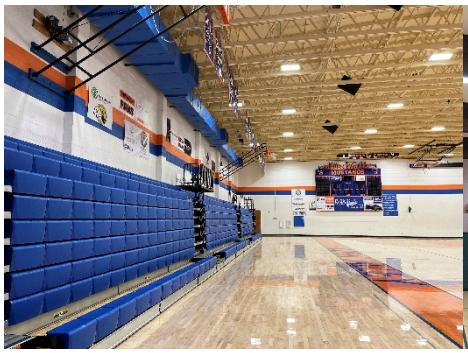
Senate Bill 14 (2001) requires school buildings in Oregon identified as high-risk buildings to be in "life safety" condition by January 1, 2032. To that end, Three Rivers School District has completed seismic upgrades at several schools. Below is a list of recent and currently underway seismic retrofit projects within the district.

RECENTLY COMPLETED:

- Applegate K-8 – Original School Building – 2010
- Hidden Valley High School – Gymnasium - 2020
- Illinois Valley High School – Gymnasium - 2020

CURRENTLY UNDERWAY (COMPLETION 2023):

- Evergreen ES – Gymnasium
- Fleming Middle School – Gymnasium/Library/Cafeteria/Shop/Main office



Increasing Educational Space Requirements

581-027-0040 (A&C)

Three River's enrollment has remained relatively steady over the past 5 years with around a 2% decline, and has declined by about 15% since the 2009-2010 school year. The following items represent new expanded space requirements since the last additions of space to the school buildings. These requirements have come about from state mandates and/or changes in educational practice, and could impact space needs even without enrollment increases.

Kindergarten / Preschool

As the needs of our students are changing, preschool is becoming essential to the success of children in elementary school. There may come a time when the state requires that preschool be incorporated into every elementary school. Core classroom space needs to reflect this shift in the need for dedicated classrooms for both full day kindergarten and preschool education.

Increasing Educational Space Requirements (cont.)

Library / Media Center Space

Elementary/Middle School: Our elementary schools need enough space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as an instructional support as well as an area that can be used as a common meeting place for the school and community.

Middle/High School: The secondary level needs space to provide a state-of-the-art library with incorporation of a media complex. Most of this complex would be utilized as a traditional library space large enough to handle up to two classes simultaneously at any given time. In addition, an incorporated technology lab and attached classrooms (“Makerspace”) can be used for independent or classroom instruction, as an additional resource to meet the needs of the student population. This complex would also need to have space for media staff to house equipment as well as periodical and book offerings.

Library spaces will look different in the near future, and we will need an increase in computer labs for testing. Buildings need to have the technology and equipment necessary for the expected digital literacy instruction.

While there is good evidence that the classroom "sage on the stage" teaching can be effective, there is also a case to be made that children learn different things when they work together in teams. They learn organization skills, people management skills, research skills and other skills that enable them to integrate in today's teamwork workplace. Libraries know that they cannot provide the information resources that are available online. So, the nature of the library is changing to become an interactive place where students work in teams of 4-6 people. The library also needs two (2) classroom size spaces and moveable book stacks.

Paper books will not go away, but the collection will become more focused and culled more frequently. The library will need niche areas where kids can relax and read. It would make sense to place the touch screen TVs that support the classroom groups low enough that children can show others how to navigate the apps.



Increasing Educational Space Requirements (cont.)

PE (Physical Education) Space

The Oregon PE mandate will be required for all students in Oregon Public Schools by 2032. Students in K–5 must receive 150 minutes of physical education per week, and grades 6–8 must receive 225 minutes. When implemented, we will need to increase the time the gym is available for PE classes and decrease any use of the gym for activities such as lunch. This requirement puts an increase on common space demands across the buildings. If this requirement becomes an OAR under Division 22, we would be at risk of losing state school funds if we did not meet the requirement.

Elementary School: Creating fit and healthy students is extremely important at all levels. Helping our students develop lifelong healthy habits must begin at an early age, and in the Parkrose School District, this begins in kindergarten. Having enough space for every class to have access to physical education daily is a standard, and this standard must be considered when planning for future facilities. Gym space, in conjunction with appropriate physical education instruction, must be available for classes to access.

Middle and High School: Gym space must be able to accommodate multiple physical education classes in any given period of the day as well as extracurricular activities for all seasons. Locker-room space needs to allow for students to shower and store PE and athletic clothing plus equipment. Main gym space should be large enough to seat at least the maximum capacity of the building for school-wide activities and special programs such as recognition ceremonies. An ample number of playing fields need to be near the main building with equal access to all participants.

Significant resources need to be allocated for athletics, particularly at the high school level. Support for team practices at all levels (Freshman, Junior Varsity and Varsity) for both boys' and girls' teams, as well as games and tournaments need to also accommodate spectators, coaches, visiting teams, officials, and concessions.

Increasing Educational Space Requirements (cont.)

Community Use of Facilities

The community use of facilities is in high demand. After-school programs, youth recreation, and adult community programming place an additional requirement on classroom and gym use each day, especially in the winter.

There is extensive use of athletic spaces (gymnasiums, auxiliary gymnasiums, fields, etc.) by the community year-round. This has a particular impact evenings and weekends, and the larger-scale events such as tournaments tend to tax much of the available site parking resources and amenities.

Some of these communities are very remote; having one or more facilities dispersed in each community can help to provide needed space for community meetings and functions. In addition, it can reduce travel time for students, allowing them more study time.

Increasing Educational Space Requirements (cont.)

CTE (Career and Technical Education) Space

Elementary School: Career and technical education is integrated in the regular classroom.

Middle School: Classroom space designated for career and technical education should be larger than a regular classroom and offer versatility as demands for professional, technical education change. The classrooms should handle current and future electrical, mechanical and technology demands. The CTE space at middle schools is often designated as a "Makerspace," focused primarily on technology or 'clean CTE' (3D printers, coding, programming, etc.).

High School: Career and technical education space should be large enough to offer courses to meet basic skills for industry standards. The offerings should help students learn basic skills in woods, metals, and agriculture as well as family and consumer studies. Facilities of this nature need to reflect current applicable skill development as well as technical education to better prepare our students. Indoor floor space needs to be sufficient to accommodate building and indoor projects during the rainy season of Oregon.

Design of the facilities needs to account for the vast storage needs of career and technical education courses and that which can be both safe and secure. Family and consumer studies courses, such as catering and culinary arts, must have modern facilities and have enough space to safely provide instruction to large groups of students.

Career and technical education (CTE) is a rapidly changing curriculum and classrooms must be versatile to meet the evolving demands of this area in education. The district currently offers a varied list of CTE options but there is a strong desire to expand their offerings.

Increasing Educational Space Requirements (cont.)

Science Classroom Space

Elementary: Science is usually integrated in regular classroom. There should be adequate, safe storage for science materials.

Middle: Classrooms designed for science labs, both basic and advanced, is ideal. There must be sufficient electrical capacity to run a multitude of technologies as well as provide gas for increased teaching capacity of required science. In conjunction with appropriate and sufficient supplies to operate labs, space also needs to be available to accommodate direct instruction in these rooms. Rooms should be equipped with storage space to keep equipment safe and protected.

High School: With the increase in the number of lab sciences required for students to graduate, there is a need to provide space to accommodate these tasks. Design of the high school science classrooms needs to provide sufficient space to perform a multitude of science labs needed by the different disciplines. Functioning workstations that are adequate for performing labs with full classes is a necessity. Configuration of a peninsula lab with additional floor space to provide for direct instruction is ideal. Soderstrom currently designs for 28-30 students in our science classrooms. In classes where there are more than 30 students, labs are reduced and modified for safety.

Current Facilities Capacity

581-027-0040 (B)

The Enrollment Projections prepared by Cooperative Strategies list several projected enrollment figures, from 'Low' to 'High'. These are summarized below, with the full analysis provided as an appendix to this report.

Projected Enrollments 2028-2029 school year*:

- 'Low': 3,938
- 'Moderate': 4,306
- 'Recommended': 4,540
- 'High': 4,710

*Includes online and charter students.

The current enrollment of Three Rivers School district is approximately **3,743** students, as of June 30, 2023 (excluding on-line and charter students). The total current enrollment is 4,298. As illustrated by the chart below, all of the facilities are within their existing capacity. As such, capacity is not a concern for the district currently, though may be in future if planned re-zoning and development occurs.

Three Rivers School District - Existing Academic Capacity

Schools	*Total # of Classrooms*	Preschool Classrooms	*Current Capacity*	GenED CRs (K-1)	*Current Capacity*	GenED CRs (2-5)	*Current Capacity*	GenED CRs, Science (6-12)	*Current Capacity*	SPED CRs	*Current Capacity*	CTE / Vocational CRs	*Current Capacity*	Physical Education (Gyms)	*Current Capacity*	Performing Arts	*Current Capacity*	*Total Existing Capacity*	*Enrollment June 2023*	% of Current Capacity
Evergreen ES	**26**	0	*0*	8	144	16	*384*	0	*0*	2	*24*	N/A	-	N/A	-	N/A	-	*552*	*364*	66%
Fort Vannoy ES	**14**	0	*0*	4	72	10	*240*	0	*0*	0	*0*	N/A	-	N/A	-	N/A	-	*312*	*258*	83%
Fruitdale ES	**15**	0	*0*	3	65	9	*216*	0	*0*	3	*36*	N/A	-	N/A	-	N/A	-	*317*	*261*	82%
Madrona ES	**16**	0	*0*	6	108	10	*240*	0	*0*	0	*0*	N/A	-	N/A	-	N/A	-	*348*	*330*	95%
Manzanita ES	**35**	0	*0*	6	108	12	*288*	0	*0*	6	*72*	N/A	-	N/A	-	N/A	-	*468*	*326*	70%
Williams ES	**5**	1	*10*	1	21	2	*48*	0	*0*	1	*12*	N/A	-	N/A	-	N/A	-	*81*	*70*	87%
Applegate K-8	**11**	0	*0*	2	36	3	*72*	2	*43*	1	*12*	1	*21*	1	*18*	1	*23*	*225*	*97*	43%
Fleming MS	**25**	0	*0*	0	0	0	*0*	19	*410*	1	*12*	1	*21*	3	*53*	1	*23*	*518*	*311*	60%
Lincoln Savage MS	**26**	0	*0*	0	0	0	*0*	19	*410*	1	*12*	1	*21*	4	*70*	1	*23*	*536*	*275*	51%
Lorna Byrne MS	**21**	1	*10*	0	0	0	*0*	15	*324*	2	*24*	1	*21*	1	*18*	1	*23*	*409*	*298*	73%
Hidden Valley HS	**39**	1	*10*	0	0	0	*0*	24	*518*	2	*24*	6	*125*	5	*88*	1	*23*	*777*	*484*	62%
Illinois Valley HS	**23**	0	*0*	0	0	0	*0*	14	*302*	0	*0*	6	*125*	2	*35*	1	*23*	*485*	*302*	62%
North Valley HS	**40**	1	*10*	0	0	0	*0*	25	*540*	1	*12*	7	*145*	4	*70*	2	*46*	*813*	*367*	45%
TOTALS		**4**	*40*	**30**	*553*	**62**	*1488*	**118**	*2,546*	**20**	*240*	**23**	*477*	**20**	*350*	**8**	*185*	*5,840*	***3,743***	

Enrollment numbers do not include Online or Charter School students.

Modulars are not included in overall counts; sub-optimal learning environment.

Educational Adequacy Improvements

581-027-0040 (i)

As part of the planning process, each building was analyzed for educational adequacy relative to the list below. As identified during the assessment process and by the committee, ther are some key things that could be improved including Roofing and HVAC systems. Accessibility is another item that could generally be improved. Overall, the number, sizes and types of spaces seemed adequate.

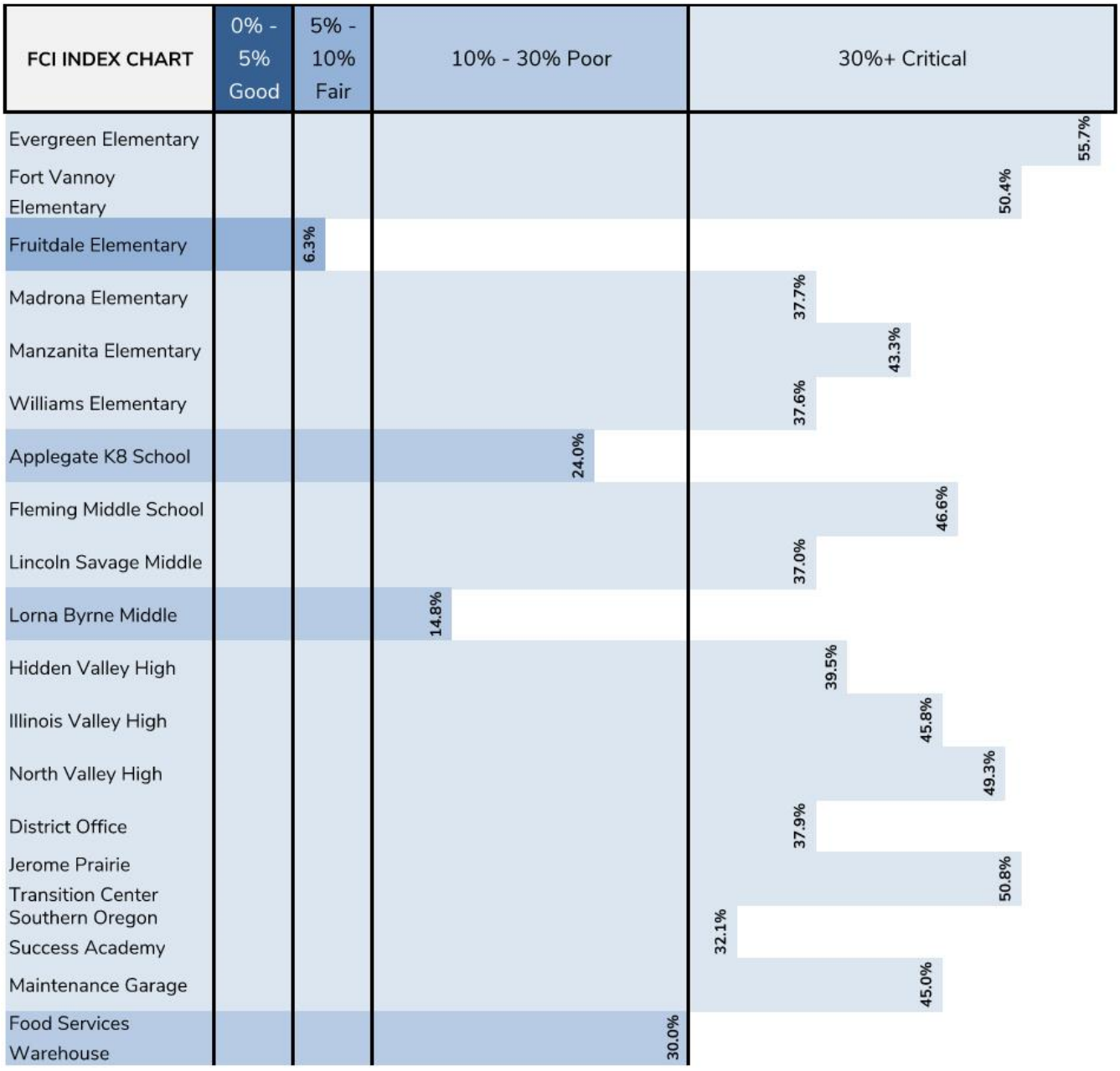
A	**Facility Overall**
1	Facility Accessibility for students and staff (ADA, etc.)
2	Secure Building Access
3	Adequate / Functional Electrical & Lighting
4	Adequate Technology Network Infrastructure, Connectivity
5	Adequate / Functional HVAC & Plumbing
6	Functional Doors, Windows, Walls & Flooring
7	Functioning PA / Alert System
8	Energy Efficient Operations
9	Restroom Accommodations
B	**Core Academics**
10	Sufficient Classroom Space for Current and Future Demands
11	Sufficient Special Education - Dedicated Space
12	Sufficient Specialty Space (Title I, Speech, OT/PT, etc.)
13	Sufficient Classroom Furnishings, Fixtures & Equipment
C	**Elective Academics (Music, Performing Arts, CTE)**
14	Sufficient Instructional Space for Current and Future Demands
15	Sufficient Furnishings, Fixtures & Equipment
D	**Physical Education**
16	Adequate Interior and Exterior Instruction/Recess Facilities
17	Sufficient Interior and Exterior Furnishings, fixtures & equipment
E	**Support Spaces**
18	Adequate Library / Media Space
19	Adequate Food Prep /Service Space
20	Adequate Cafeteria Space
21	Adequate Small Conference Meeting Room Space
22	Adequate Office Space for Administrative Functions
23	Sufficient Nurse / Health Room / Isolation Space
F	**Site**
24	Secure Campus Perimeter Boundaries (Fencing, Gates, etc.)
25	Adequate Parking for Staff, School Events
26	Adequate Accommodation for Pick-Up / Drop-Off Bus + Car
27	Adequate + Fully Functional Drinking Water
28	Sufficient Back-Up Power for "Shelter in Place"

Alternatives to New Construction

581-027-0040 (iii)

Most of the district's buildings fall in the 'Critical' category on the Facilities Condition Index (FCI). This rating, as determined by ODE, indicates that District funds may be better spent replacing rather than repairing these facilities. It's significant to note that this doesn't take into consideration many other factors, including educational adequacy, seismic safety, hazardous materials, and accessibility. As such, this should not be the only metric used to evaluate buildings by.

Given the general adequacy of the types and sizes of spaces in the buildings, along with other considerations, the committee is looking toward continuing to renovate, care for and improve existing buildings rather than replace them.



Recommendations

581-027-0040 (E)

Facilities Scope Items | ODE Spreadsheet Needed Maintenance: $95.5 Million

The District, with feedback and input from the community, staff, and stakeholders, has elected to prioritize needed maintenance projects as a demonstration to its citizens that they are good stewards of their existing building stock. These needs focus on two main items:

- Roofing repair/replacement: Most of the buildings are at a 'Tipping Point' where needed maintenance, if ignored any longer, will cause significantly increased future costs.

- Mechanical: The District has many issues with heating and cooling systems overall.

Below is a summary of scope items per phase, as identified by the committee. A full list broken out by school and item can be found as an appendix to this report.

Total Per Year (All Sites):		**$21,812,520**	**$23,993,772**	**$26,393,149**	**$72,199,441**	**$7,859,899**	**$9,472,953**	**$11,217,487**	**$28,550,339**	**$2,371,518**	**$3,336,093**	**$4,906,321**	**$7,499,205**	**$18,113,137**
		Priority 1 / Phase 1				**Priority 2 / Phase 2**				**Priority 3 / Phase 3**				
District Facility	**Scope Item**	Year 1	Year 2	Year 3	**Subtotal Phase 1 Items**	Year 4	Year 5	Year 6	**Subtotal Phase 2 Items**	Year 7	Year 8	Year 9	Year 10	**Subtotal Phase 3 Items**
Evergreen ES	Roofing	$3,257,827	$3,583,610	$3,941,971	**$10,783,407**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$669,060	$879,606	$967,567	**$2,516,233**	$0	$0	$0	$0	**$0**
Fort Vannoy ES	Roofing	$890,870	$979,956	$1,077,952	**$2,948,778**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$405,405	$445,946	$490,540	**$1,341,891**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
Fruitdale ES	Roofing	$1,050,745	$1,155,819	$1,271,401	**$3,477,965**	$0	$0	$0	**$0**	$1,193,921	$2,029,666	$3,450,433	$5,865,736	**$12,539,756**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$15,300	$16,830	$18,513	$20,364	**$71,007**
Madrona ES	Roofing	$542,600	$596,860	$656,546	**$1,796,007**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$419,760	$461,736	$507,910	**$1,389,406**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
Manzanita ES	Roofing	$752,394	$827,633	$910,397	**$2,490,424**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$466,200	$647,010	$916,493	**$2,029,703**	$0	$0	$0	$0	**$0**
Williams ES	Roofing	$1,195,281	$1,314,809	$1,446,290	**$3,956,381**	$0	$0	$0	**$0**	$18,450	$31,365	$53,321	$90,645	**$193,780**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
Applegate K8	Roofing	$377,873	$415,661	$457,227	**$1,250,761**	$115,938	$127,532	$140,286	**$383,756**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$137,700	$151,470	$166,617	$183,279	**$639,066**
Fleming MS	Roofing	$605,660	$666,226	$732,849	**$2,004,736**	$0	$0	$0	**$0**	$270,836	$297,919	$327,711	$360,483	**$1,256,949**
	MEP*	$0	$0	$0	**$0**	$475,650	$523,215	$575,537	**$1,574,402**	$0	$0	$0	$0	**$0**
Lincoln Savage MS	Roofing	$910,962	$1,002,059	$1,102,264	**$3,015,285**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$480,690	$622,503	$818,603	**$1,921,796**	$0	$0	$0	$0	**$0**
Lorna Byrne MS	Roofing	$1,042,277	$1,146,505	$1,261,155	**$3,449,937**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$20,655	$22,721	$24,993	$27,492	**$95,860**
Hidden Valley HS	Roofing	$2,601,329	$2,861,462	$3,147,608	**$8,610,398**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$1,015,245	$1,116,770	$1,228,446	**$3,360,461**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
Illinois Valley HS	MEP*	$0	$0	$0	**$0**	$1,149,120	$1,264,032	$1,390,435	**$3,803,587**	$0	$0	$0	$0	**$0**
North Valley HS	Roofing	$2,502,318	$2,752,550	$3,027,805	**$8,282,674**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$482,625	$530,888	$583,976	**$1,597,489**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
District Office	Roofing	$571,215	$628,337	$691,171	**$1,890,723**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$299,880	$371,826	$468,997	**$1,140,703**	$0	$0	$0	$0	**$0**
Jerome Prairie	Roofing	$442,756	$487,032	$535,735	**$1,465,522**	$0	$0	$0	**$0**	$181,451	$199,596	$219,556	$241,511	**$842,114**
	MEP*	$0	$0	$0	**$0**	$331,380	$364,518	$400,970	**$1,096,868**	$0	$0	$0	$0	**$0**
S. Oregon Success	Roofing	$289,358	$318,294	$350,124	**$957,776**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$5,355	$5,891	$6,480	$7,128	**$24,853**
Maint., Food Services	Roofing	$132,983	$146,281	$160,909	**$440,173**	$0	$0	$0	**$0**	$0	$0	$0	$0	**$0**
	MEP*	$0	$0	$0	**$0**	$0	$0	$0	**$0**	$195,075	$214,583	$236,041	$259,645	**$905,343**

* Mechanical, Electrical and Plumbing Systems

Recommendations (cont.)

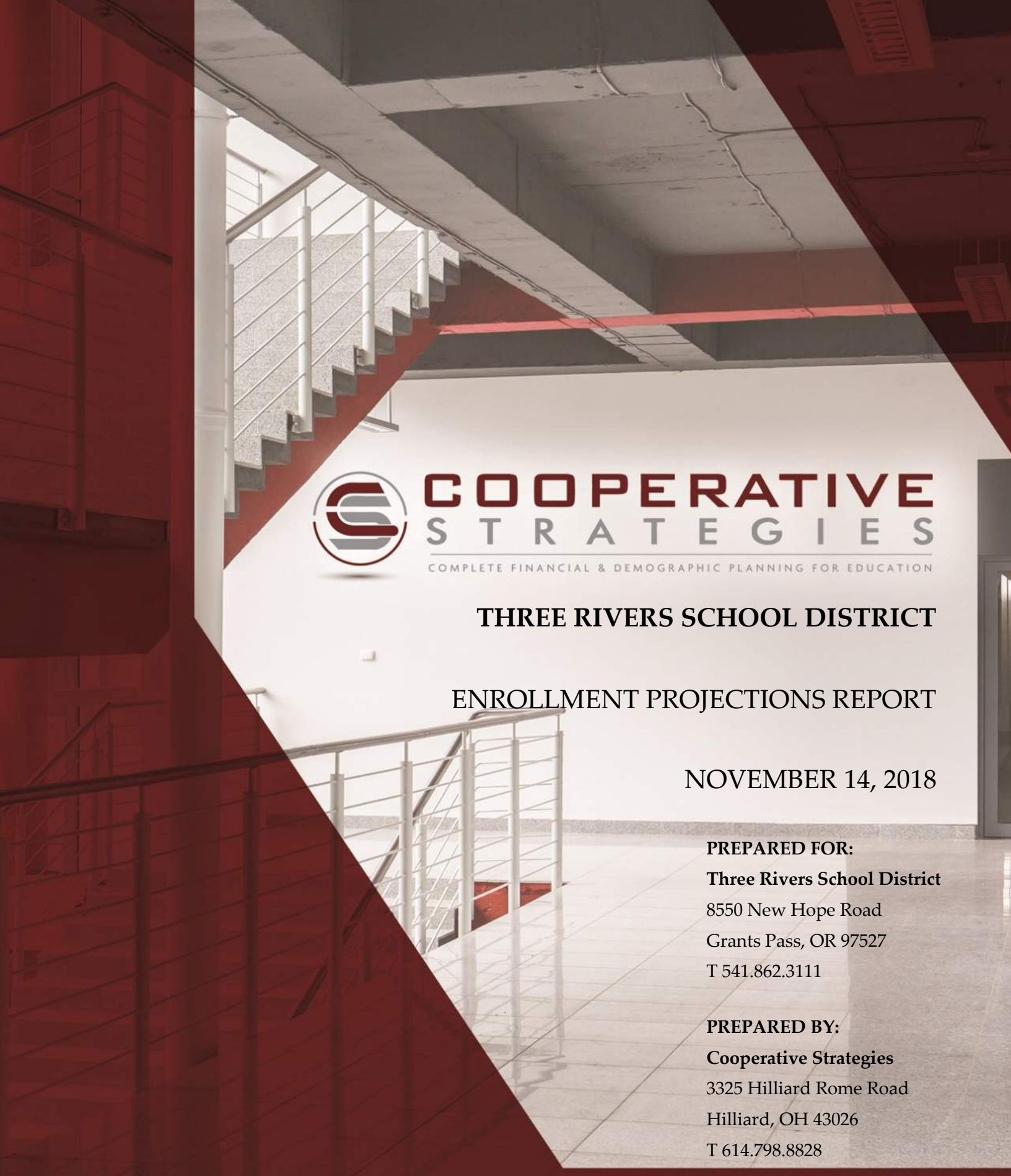
Timing of the work

The committee has outlined the overall 'needs' list, as represented above and in the more detailed appendix information, and begun to sort it by phases indicated below. The current approach is to address the most pressing needs (typically, roofing repair/replacement) first. Using Ameresco's report for guidance, mechanical, electrical and plumbing systems have been initially sorted into 'phases', too.

- Phase 1: 1-3 years
- Phase 2: 4-6 years
- Phase 3: 7-10 years

The next step in the process is to confirm the priorities of the work, including options for some of this work to be completed beyond the 10-year timeframe of the LRFP. Since the inflation rate for construction is very high, the sooner the District can get the projects under construction, the less the projects will cost. However, the District understands support for such large amounts will be difficult and may take quite some time to build a campaign to move forward with some / all these items.

Appendix A
Population Projections



COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

THREE RIVERS SCHOOL DISTRICT

ENROLLMENT PROJECTIONS REPORT

NOVEMBER 14, 2018

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Table of Contents

ACKNOWLEDGMENTS

On behalf of Cooperative Strategies, we would like to extend our appreciation to the Three Rivers School District for the opportunity to assist them in developing this Enrollment Projections Report. As a planning team, we hope that this document will serve the Three Rivers School District for years to come.

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EXECUTIVE SUMMARY

The enrollment projections for the Three Rivers School District included in this report were developed using the cohort survival methodology and Cooperative Strategies' custom enrollment projection software, S.T.E.P. [Student Trends & Enrollment Projections]. This custom software was developed in collaboration with The Ohio State University and is based on industry best practices as well as the national experience Cooperative Strategies has with schools, school districts, and state agencies.

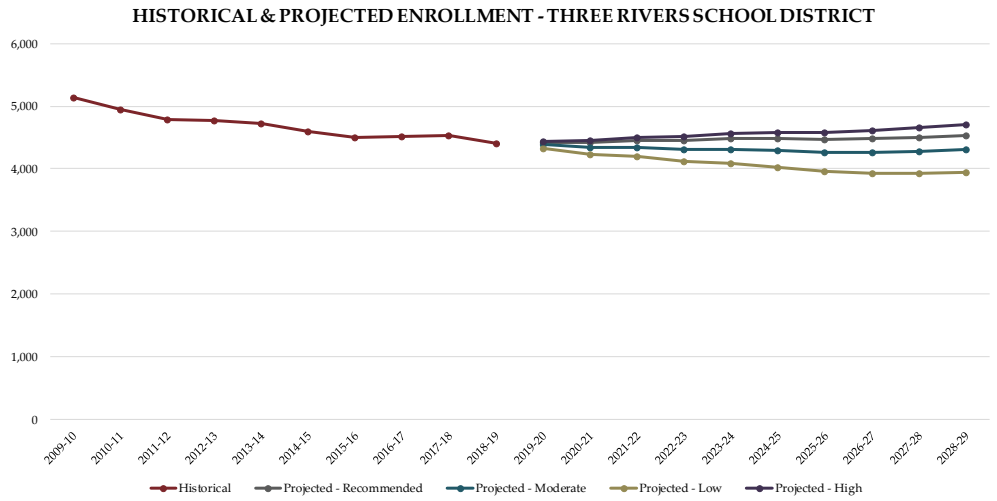
S.T.E.P.
STUDENT TRENDS AND ENROLLMENT PROJECTIONS

The Three Rivers School District is a school district 4,412 students in Josephine County and Jackson County in the 2018-19 school year.

The projections presented in this report are meant to serve as a planning tool for the future, and represent the most likely direction of the District. Enrollment projections were developed using the cohort survival methodology and by analyzing the following data outlined in this report:

- Live birth data
- Historical enrollment by grade
- Census data
- Building permits

Enrollment in the Three Rivers School District has decreased by 719 students since the 2009-10 school year. Based on the cohort survival methodology, enrollment is projected to increase slightly over the next ten years.

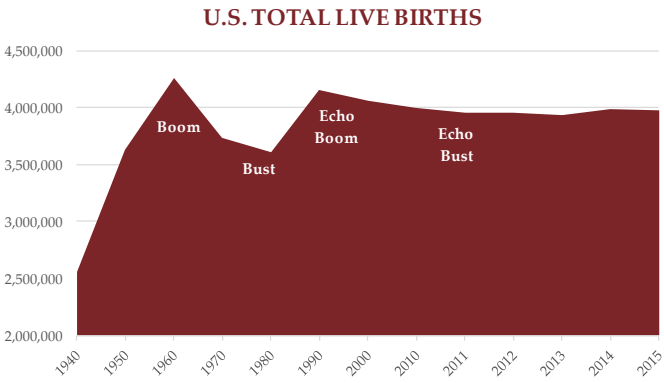


As with any projection, the District should pay close attention to the variables associated with determining enrollment projections discussed in this document. Any one or more of these factors can increase or decrease enrollment within the Three Rivers School District. It is recommended that the data contained in this report be reviewed on an annual basis to determine how more recent trends will impact both the enrollment and any new housing development.

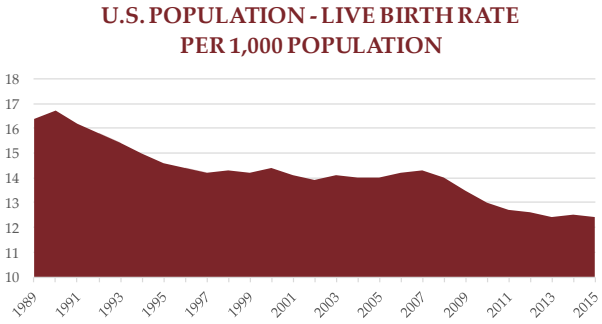
ENROLLMENT PROJECTION METHODOLOGY

Introduction

Tracing the landscape of the country's public school enrollment back over the past fifty years reveals demographic, economic, and social changes. The United States as a whole continues to undergo major shifts in public student enrollment, due in large part to past events including the baby boom, the availability and use of birth control, and the development of suburbs. The baby boom of the late 1940s and 50s was followed by the baby bust of the 1960s and 70s. This gave rise to the echo baby boom of the 1980s.



Source: CDC, National Vital Statistics Report



Source: CDC, National Vital Statistics Report

Nationwide, districts have experienced the effects of the echo baby bust of the 1990s. From the 1950s to the 1970s, a dramatic downsizing of the family unit occurred. A direct result was the declining school enrollment of the 1970s and 1980s. As of the 2010 Census, the size of a family was at an all-time low of 3.14 persons. The live birth rate increased for the first time in several years in 1998 and increased again in 2000. However, the birth rate resumed a descending pattern in 2001 and reached an all-time low of 12.4 (per 1,000) in 2015.

When projecting future enrollments, it is vital to track the number of live births, the amount of new housing activity, and the change in household composition. In addition, any of the following factors could cause a significant change in projected student enrollment:

- Boundary adjustments
- New school openings
- Changes / additions in program offerings
- Preschool programs
- Change in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-district transfer
- Magnet / charter / private school opening or closure
- Zoning changes
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- School closures

Obviously, certain factors can be gauged and planned for far better than others. For instance, it may be relatively straightforward to gather housing data from local builders regarding the total number of lots in a planned subdivision and calculate the potential student yield. However, planning for changes in the unemployment rate, and how these may either boost or reduce public school enrollment, proves more difficult. In any case, it is essential to gather a wide variety of information in preparation for producing enrollment projections.

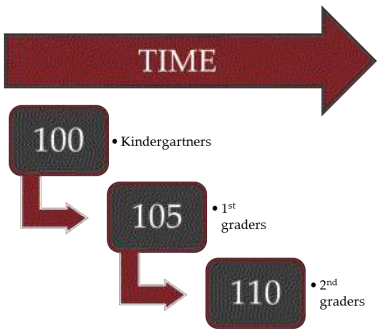
When looking ahead at a school district's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? Is housing experiencing a turnover—if so, what is the composition of families moving in/out? Are more or less students attending private school or being home-schooled? What has the unemployment rate trend been over the past ten years? What new educational policies are in place that could affect student enrollment figures?

The cohort survival methodology is often used to answer these questions and is standard throughout the educational planning industry. The enrollment projections developed for the Three Rivers School District were developed using the cohort survival method.

Cohort Survival Method

The cohort survival methodology (sometimes referred to as the grade progression ratio method) is a widely used enrollment projection model that is used by many school districts and state and federal agencies to project K-12 enrollment.

A cohort is a group of persons [in this case, students]. The cohort survival enrollment projection methodology uses historic live birth data and historic student enrollment to "age" a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



A "survival ratio" is developed to track how this group of students increased or decreased in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2nd to 3rd grade] over a ten year period of time, patterns emerge. A projection ratio for each grade transition is developed based on analysis of the survival ratios. The projections are used as a multiplier in determining future enrollment.

For example, if student enrollment has consistently increased from the 8th to the 9th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade to develop a projection for next year's 9th grade. This methodology can be carried through to develop ten years of projection figures. Because there is not a grade cohort to follow for students coming into kindergarten, resident live birth counts are used to develop a birth-to-kindergarten survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

The cohort survival method is useful in areas where population is stable [relatively flat, growing steadily, or declining steadily], and where there have been no significant fluctuations in enrollment, births, and housing patterns from year to year. The cohort survival methodology inherently considers the net effects of factors such as migration, housing, dropouts, transfers to and from charter schools, open enrollment, and deaths. This methodology does not assume changes in policies, program offerings, or future changes in housing and migration patterns.

U.S. CENSUS

According to the U.S. Census Bureau, the population in Josephine County increased from 75,726 to 82,713, or approximately 9 percent, between the 2000 and 2010 Census.

In terms of school-aged children [5 -19], the population decreased by 626, or approximately 4 percent. The under age 5 population increased from 4,035 to 4,198, or approximately 4 percent.

The median age of a Josephine County resident is 47.3, an increase of 4.2 years since the 2000 Census.

The average household size decreased from 2.41 to 2.34. The average family size decreased from 2.85 to 2.82.

The number of total housing units increased in tandem with the number of occupied and vacant housing units.

The table to the right provides a comparison of the 2000 and 2010 U.S. Census data.

JOSEPHINE COUNTY, OREGON
U.S. CENSUS

Subject	2000	2010
Total population	75,726	82,713
SEX AND AGE		
Male	36,813	40,240
Female	38,913	42,473
Under 5 years	4,035	4,198
5 to 19 years	15,179	14,553
20 to 64 years	41,275	45,524
65 years and over	15,237	18,438
Median age (years)	43.1	47.3
RACE		
One Race	97.3%	96.8%
White	93.9%	92.4%
Black or African American	0.3%	0.4%
American Indian and Alaska Native	1.3%	1.4%
Asian	0.6%	0.8%
Native Hawaiian and Other Pacific Islander	0.1%	0.2%
Some Other Race	1.2%	1.5%
Two or More Races	2.7%	3.2%
Hispanic or Latino	4.3%	6.3%
DEMOGRAPHICS		
Average household size	2.41	2.34
Average family size	2.85	2.82
HOUSING OCCUPANCY		
Total housing units	33,239	38,001
Occupied housing units	31,000	34,646
Vacant housing units	2,239	3,355

Source: U.S. Census

GENERAL DEMOGRAPHICS

The following information represents block group estimates and projections created from market research and U.S. Census data obtained from the Environmental Systems Research Institute [ESRI]. ESRI provides a yearly update to their demographic data in increments of five years. To make updates to their demographic data set, they use American Community Survey [ACS] data that takes a series of monthly sample surveys but only from areas with populations of 65,000 or more. One year of ACS data is a period estimate as a twelve-month average, rather than a single point in time.

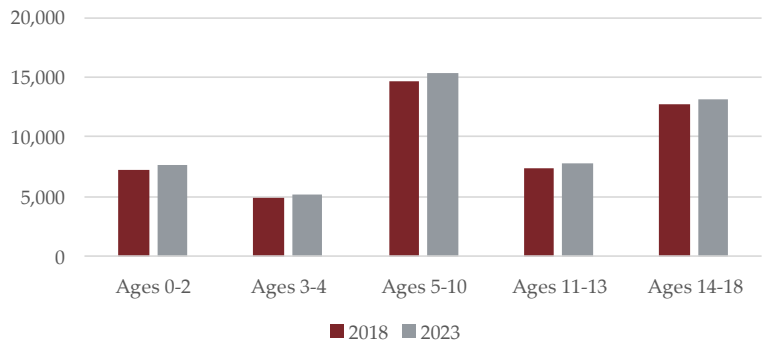
According to the ESRI estimates, the total population of Josephine county, Oregon is projected to increase over the next five years. As illustrated in the table below, the number of children, ages 5-18, is projected to increase by 233 children.

JOSEPHINE COUNTY
POPULATION ESTIMATES

Age	2018	2023
Ages 0-2	2,515	2,603
Ages 3-4	1,682	1,741
Ages 5-10	5,255	5,405
Ages 11-13	2,729	2,799
Ages 14-18	4,832	4,845
Ages 5-18	**12,816**	**13,049**
Total Population	**88,468**	**92,845**

Source: ESRI BIS

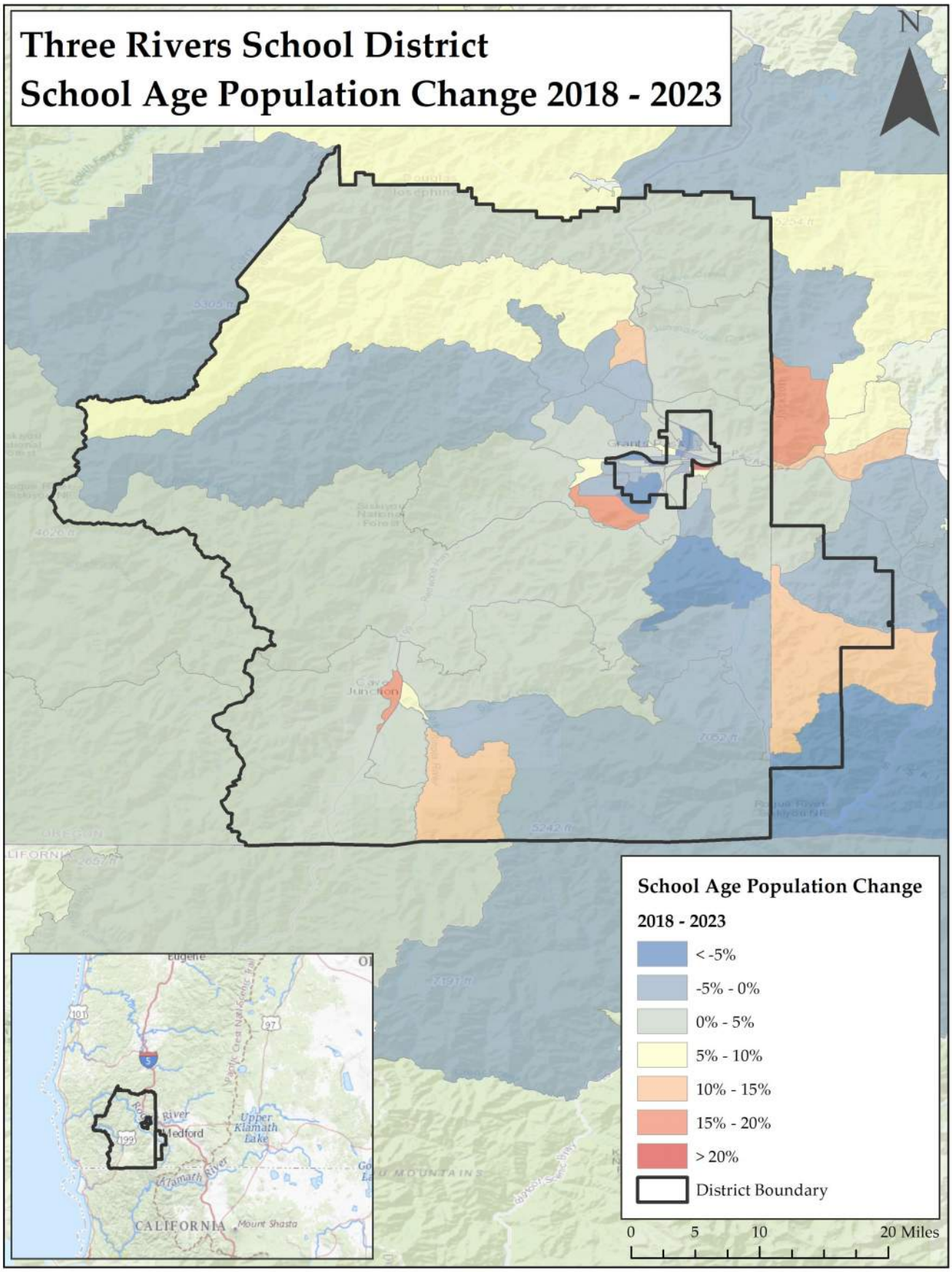
JOSEPHINE COUNTY
POPULATION ESTIMATES



THREE RIVERS SCHOOL DISTRICT
ESTIMATED SCHOOL AGE POPULATION CHANGE 2018-2023

The map on the following page shows school age population change in the U.S. Census block groups within / around the Three Rivers School District boundary. Population changes are based on 2018 and 2023 estimates.

A block group is defined by the U.S. Census Bureau as, "a statistical division of a census tract, generally defined to contain between 600 and 3,000 people and 240 and 1,200 housing units, and the smallest geographic unit for which the Census Bureau tabulates sample data."


Three Rivers School District
School Age Population Change 2018 - 2023
N
School Age Population Change
2018 - 2023
< -5%
-5% - 0%
0% - 5%
5% - 10%
10% - 15%
15% - 20%
> 20%
District Boundary
0
5
10
20 Miles
Eugene
Medford
Upper Klamath Lake
Klamath River
CALIFORNIA
Mount Shasta

HOUSING DATA

Housing development and building permits are tracked to determine their effect on student enrollment. The tables below illustrates the number of single- and multi-family building permits issued in Josephine County since 2000.

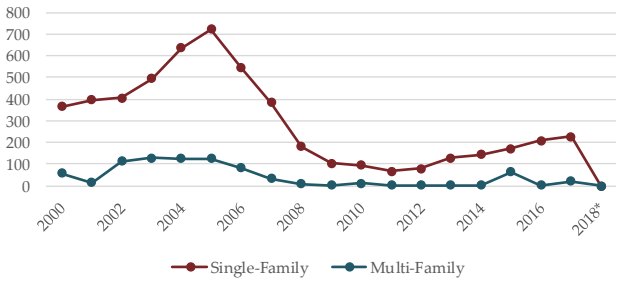
BUILDING PERMITS
Josephine County

Year	Single-Family	Multi-Family
2000	367	57
2001	396	15
2002	407	113
2003	495	129
2004	635	125
2005	722	127
2006	543	84
2007	385	32
2008	180	9
2009	103	2
2010	94	12
2011	68	2
2012	79	2
2013	130	2
2014	145	4
2015	173	64
2016	209	4
2017	228	22
2018*	0	0

Source: SOCDS Building Permits Database

*preliminary through June 2018

BUILDING PERMITS
JOSEPHINE COUNTY



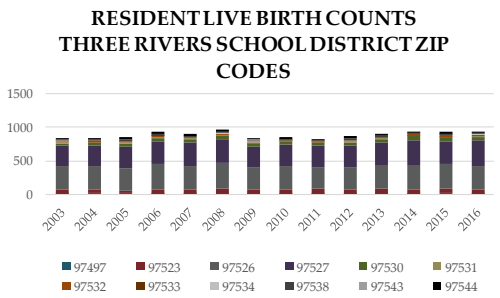
RESIDENT LIVE BIRTH DATA

Utilization of resident live birth data is recommended when projecting future kindergarten enrollments. This data provides a helpful overall trend. Large bubbles in birth counts, either up or down, can also be planned for or anticipated by the District.

In addition, the live birth counts are used in determining a birth-to-kindergarten and birth-to-first grade survival ratio. This ratio identifies the percentage of children born in a representative area who attend kindergarten and first grade in the District five and six years later. The survival ratios for birth-to-kindergarten, birth-to-first grade, as well as grades 1-12 can be found on page 16 of this report.

Data is arranged by the residence of the mother. For example, if a mother lives in Portland but delivers her baby in Salem, the birth is counted in Portland. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth rate is the number of births per 1,000 women in a specified population group.

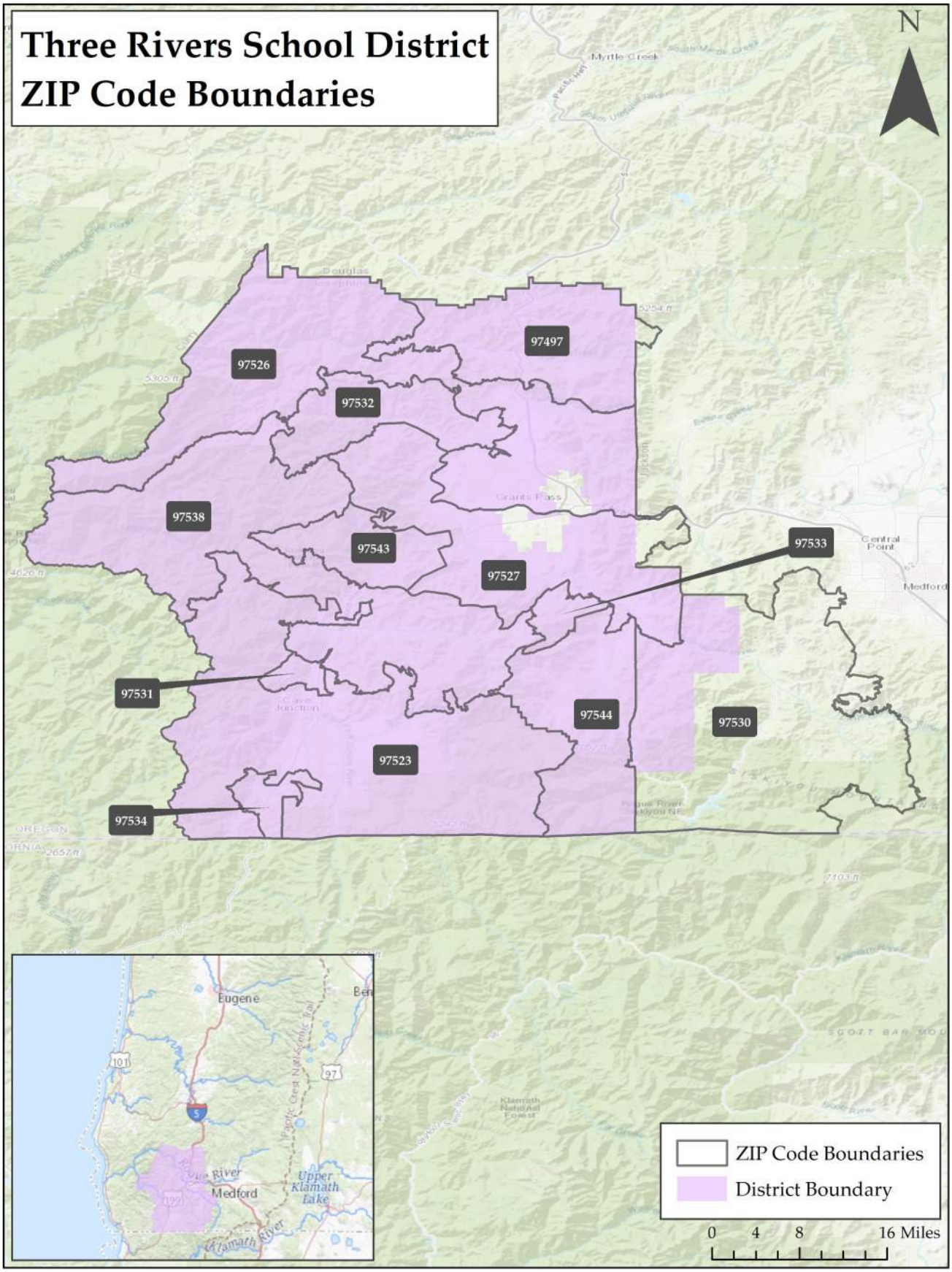
The table and graph include the resident live birth counts for zip codes 97497, 97523, 97526, 97527, 97530, 97531, 97532, 97533, 97534, 97538, 97543, and 97544.



RESIDENT LIVE BIRTH COUNTS
THREE RIVERS SCHOOL DISTRICT ZIP CODES

Year	97497	97523	97526	97527	97530	97531	97532	97533	97534	97538	97543	97544
2003	10	66	349	296	39	7	21	2	5	17	7	17
2004	16	51	347	308	49	7	19	2	4	15	6	18
2005	18	42	328	313	56	6	25	1	5	19	10	22
2006	14	60	385	325	52	8	21	1	7	20	8	22
2007	11	54	362	343	53	6	14	0	10	17	3	31
2008	11	71	394	347	50	6	20	0	7	19	8	22
2009	13	52	345	299	42	6	17	0	9	26	6	22
2010	14	63	345	311	46	4	14	2	6	18	3	18
2011	15	69	324	308	49	9	13	0	4	10	3	22
2012	10	63	336	316	43	13	18	0	4	26	12	27
2013	12	70	354	340	44	7	17	1	9	23	10	11
2014	5	58	379	365	55	12	22	0	4	11	2	21
2015	18	61	381	327	58	9	21	1	3	22	4	19
2016	14	63	338	385	56	6	24	0	4	16	9	22

Source: Oregon Health Authority


Three Rivers School District
ZIP Code Boundaries
N
97497
97526
97532
97538
97543
97527
97533
97531
97544
97530
97523
97534
Eugene
Medford
Upper Klamath Lake
ZIP Code Boundaries
District Boundary
0 4 8 16 Miles

SURVIVAL RATIOS

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2010-11 school year were present in 2nd grade for the 2011-12 school year, the survival ratio would be 100 percent.

Birth-to-Kindergarten and Birth-to-First Grade: This ratio indicates the number of children born in the area who attend kindergarten and first grade in the District five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

The following table illustrates the historical survival ratios in the Three Rivers School District over the past ten years by grade level.

Survival Ratios - District-wide

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2009	2010	35.03%	102.92%	37.65%	104.44%	101.44%	99.13%	101.97%	98.10%	100.27%	100.49%	101.17%	97.89%	93.36%	105.18%
2010	2011	31.09%	104.73%	36.69%	103.47%	101.22%	101.42%	103.53%	99.72%	100.97%	102.70%	103.41%	97.92%	95.68%	100.00%
2011	2012	38.16%	107.67%	33.48%	100.97%	104.57%	99.70%	100.84%	102.84%	99.72%	97.61%	110.00%	98.12%	89.60%	107.27%
2012	2013	34.45%	102.32%	39.05%	105.50%	101.28%	101.17%	97.59%	102.50%	101.38%	100.28%	107.11%	99.04%	96.40%	98.94%
2013	2014	34.17%	99.70%	34.35%	99.72%	97.85%	97.79%	100.58%	93.52%	96.75%	98.64%	103.60%	97.94%	100.00%	102.74%
2014	2015	32.82%	107.69%	36.80%	100.30%	101.99%	107.84%	98.71%	102.87%	101.98%	104.76%	102.76%	95.19%	90.65%	100.48%
2015	2016	35.59%	112.64%	36.97%	104.55%	102.43%	104.46%	103.78%	110.78%	102.23%	106.47%	103.21%	98.39%	98.03%	98.20%
2016	2017	35.02%	108.16%	38.50%	99.04%	105.90%	106.82%	108.27%	104.76%	100.59%	101.36%	103.34%	98.96%	92.35%	100.86%
2017	2018	37.42%	97.70%	34.22%	97.48%	101.94%	99.71%	98.61%	98.28%	95.72%	97.36%	102.42%	98.53%	89.53%	92.31%
mean simple all years		**34.86%**	**104.84%**	**36.41%**	**101.72%**	**102.07%**	**102.00%**	**101.54%**	**101.49%**	**99.96%**	**101.07%**	**104.11%**	**98.00%**	**93.96%**	**100.66%**
std. dev. simple all years		**2.15%**	**4.68%**	**1.97%**	**2.84%**	**2.25%**	**3.55%**	**3.32%**	**4.88%**	**2.27%**	**3.13%**	**2.72%**	**1.14%**	**3.78%**	**4.30%**
mean simple 5 years		**35.00%**	**105.18%**	**36.17%**	**100.22%**	**102.02%**	**103.32%**	**101.99%**	**102.04%**	**99.45%**	**101.72%**	**103.07%**	**97.80%**	**94.11%**	**98.92%**
std. dev. simple 5 years		**1.71%**	**6.26%**	**1.84%**	**2.64%**	**2.85%**	**4.40%**	**4.09%**	**6.54%**	**3.03%**	**3.89%**	**0.47%**	**1.51%**	**4.64%**	**4.03%**
mean simple 3 years		**36.01%**	**106.17%**	**36.56%**	**100.36%**	**103.42%**	**103.66%**	**103.55%**	**104.61%**	**99.51%**	**101.73%**	**102.99%**	**98.63%**	**93.30%**	**97.12%**
std. dev. simple 3 years		**1.25%**	**7.67%**	**2.17%**	**3.71%**	**2.16%**	**3.62%**	**4.83%**	**6.26%**	**3.38%**	**4.57%**	**0.50%**	**0.30%**	**4.33%**	**4.38%**
mean simple 2 years		**36.22%**	**102.93%**	**36.36%**	**98.26%**	**103.92%**	**103.27%**	**103.44%**	**101.52%**	**98.16%**	**99.36%**	**102.88%**	**98.75%**	**90.94%**	**96.58%**
std. dev. simple 2 years		**1.69%**	**7.40%**	**3.03%**	**1.10%**	**2.80%**	**5.03%**	**6.83%**	**4.59%**	**3.44%**	**2.83%**	**0.65%**	**0.31%**	**1.99%**	**6.05%**
mean weighted all years		**35.58%**	**104.33%**	**36.20%**	**100.14%**	**102.64%**	**102.84%**	**101.90%**	**102.17%**	**99.15%**	**100.85%**	**103.36%**	**98.20%**	**92.88%**	**97.96%**
std. dev. weighted all years		**1.80%**	**5.94%**	**1.99%**	**2.91%**	**2.26%**	**3.72%**	**4.15%**	**5.16%**	**2.87%**	**3.56%**	**1.72%**	**1.15%**	**3.84%**	**4.56%**
mean weighted 5 years		**36.24%**	**102.80%**	**35.79%**	**98.95%**	**102.90%**	**102.51%**	**101.76%**	**101.58%**	**98.14%**	**99.94%**	**102.80%**	**98.42%**	**91.62%**	**95.95%**
std. dev. weighted 5 years		**1.56%**	**6.59%**	**2.09%**	**2.52%**	**2.11%**	**3.82%**	**4.64%**	**5.07%**	**3.08%**	**3.65%**	**0.49%**	**0.93%**	**3.43%**	**4.52%**
mean weighted 3 years		**36.92%**	**100.12%**	**35.08%**	**98.03%**	**102.66%**	**101.14%**	**100.51%**	**99.91%**	**96.83%**	**98.42%**	**102.61%**	**98.60%**	**90.36%**	**94.04%**
std. dev. weighted 3 years		**1.16%**	**5.76%**	**2.04%**	**1.77%**	**1.84%**	**3.40%**	**4.55%**	**4.04%**	**2.62%**	**2.72%**	**0.45%**	**0.21%**	**2.31%**	**4.10%**
mean weighted 2 years		**37.30%**	**98.20%**	**34.42%**	**97.56%**	**102.13%**	**100.05%**	**99.07%**	**98.58%**	**95.95%**	**97.55%**	**102.46%**	**98.55%**	**89.66%**	**92.71%**
std. dev. weighted 2 years		**0.72%**	**3.15%**	**1.29%**	**0.47%**	**1.19%**	**2.14%**	**2.91%**	**1.95%**	**1.47%**	**1.21%**	**0.28%**	**0.13%**	**0.85%**	**2.58%**

THREE RIVERS SCHOOL DISTRICT
HISTORICAL ENROLLMENT

As indicated in the table below, over the past ten years, enrollment in the Three Rivers School District has decreased by 719 students.

Historical Enrollment - District-wide

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	308	296	287	345	329	286	277	294	304	336
1	315	317	310	309	353	328	308	312	318	297
2	347	329	328	313	326	352	329	322	309	310
3	343	352	333	343	317	319	359	337	341	315
4	355	340	357	332	347	310	344	375	360	340
5	422	362	352	360	324	349	306	357	406	355
6	369	414	361	362	369	303	359	339	374	399
7	409	370	418	360	367	357	309	367	341	358
8	427	411	380	408	361	362	374	329	372	332
9	426	432	425	418	437	374	372	386	340	381
10	452	417	423	417	414	428	356	366	382	335
11	463	422	399	379	402	414	388	349	338	342
12	495	487	422	428	375	413	416	381	352	312
Grand Total	**5,131**	**4,949**	**4,795**	**4,774**	**4,721**	**4,595**	**4,497**	**4,514**	**4,537**	**4,412**

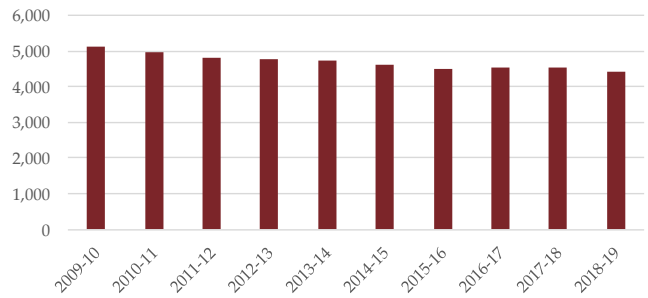
Source: Three Rivers School District

Historical Enrollment - District-wide

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K - 5	2,090	1,996	1,967	2,002	1,996	1,944	1,923	1,997	2,038	1,953
6 - 8	1,205	1,195	1,159	1,130	1,097	1,022	1,042	1,035	1,087	1,089
9 - 12	1,836	1,758	1,669	1,642	1,628	1,629	1,532	1,482	1,412	1,370
Grand Total	**5,131**	**4,949**	**4,795**	**4,774**	**4,721**	**4,595**	**4,497**	**4,514**	**4,537**	**4,412**

Source: Three Rivers School District

HISTORICAL ENROLLMENT - DISTRICT-WIDE

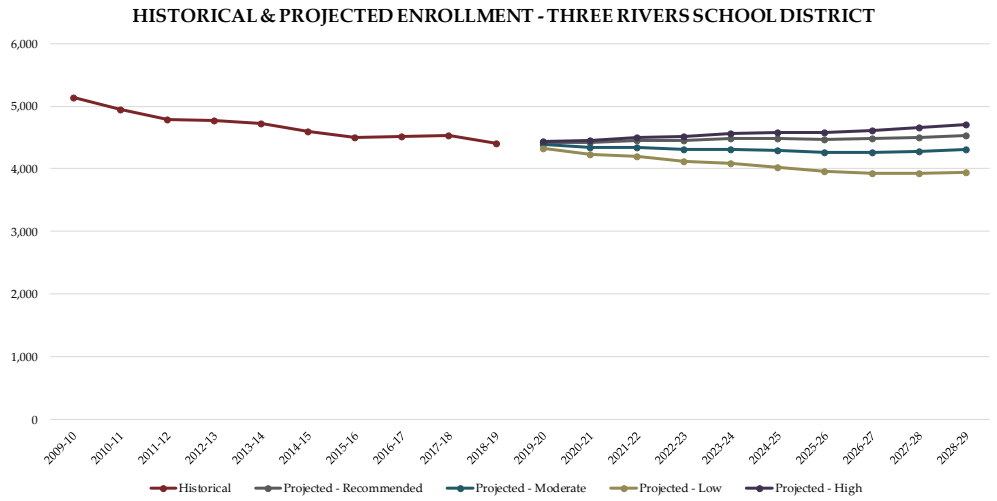


PROJECTED ENROLLMENT

Cooperative Strategies developed low, moderate, high, and recommended enrollment projections for the Three Rivers School District. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 3-year weighted average). The low and high enrollment projections are developed using statistical distributional theory, providing the District with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the District based on more recent trends.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patterns. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.

It should be noted that actual live birth counts are available through 2016 and project kindergarten enrollment through 2021-22. To project kindergarten through 2028-29, a weighted average of the last 5 years of live birth counts was used.



THREE RIVERS SCHOOL DISTRICT
PROJECTED ENROLLMENT—RECOMMENDED

Based on the recommended projected enrollment, the student enrollment in the Three Rivers School District is projected to increase from 4,412 in 2018-19 to 4,540 students in 2028-29.

Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	332	329	333	330	331	331	331	331	331	331
1	351	347	343	348	345	345	345	346	345	345
2	294	347	343	339	344	341	342	342	342	342
3	317	300	354	350	347	351	348	349	349	349
4	323	325	308	363	359	355	360	357	358	358
5	346	329	330	313	370	365	362	367	363	364
6	361	351	334	335	318	375	371	367	372	369
7	396	358	348	331	333	315	372	368	364	369
8	361	399	361	351	334	335	318	375	371	367
9	341	370	409	370	361	342	344	326	385	381
10	376	336	365	404	365	356	338	339	322	380
11	303	339	304	330	365	330	321	305	307	291
12	328	290	326	291	317	350	316	308	293	294
Grand Total	**4,429**	**4,420**	**4,458**	**4,455**	**4,489**	**4,491**	**4,468**	**4,480**	**4,502**	**4,540**

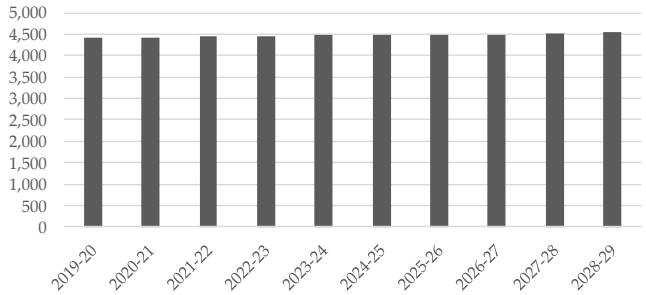
Source: Cooperative Strategies

Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,963	1,977	2,011	2,043	2,096	2,088	2,088	2,092	2,088	2,089
6 - 8	1,118	1,108	1,043	1,017	985	1,025	1,061	1,110	1,107	1,105
9 - 12	1,348	1,335	1,404	1,395	1,408	1,378	1,319	1,278	1,307	1,346
Grand Total	**4,429**	**4,420**	**4,458**	**4,455**	**4,489**	**4,491**	**4,468**	**4,480**	**4,502**	**4,540**

Source: Cooperative Strategies

PROJECTED ENROLLMENT - RECOMMENDED - DISTRICT-WIDE



THREE RIVERS SCHOOL DISTRICT
PROJECTED ENROLLMENT—MODERATE

Based on the moderate projected enrollment, the student enrollment in the Three Rivers School District is projected to decrease from 4,412 in 2018-19 to 4,306 students in 2028-29.

Projected Enrollment - Moderate - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	345	341	346	343	344	344	344	344	344	344
1	336	345	342	346	343	344	344	344	344	344
2	291	330	338	335	340	336	337	337	337	337
3	318	299	339	347	344	349	345	346	346	346
4	319	322	302	342	351	348	353	349	350	350
5	342	320	324	304	344	353	349	354	351	352
6	355	341	320	323	304	344	353	349	354	351
7	386	343	331	310	313	294	333	342	338	343
8	352	380	338	325	305	308	289	328	336	333
9	341	362	390	347	334	313	316	297	336	345
10	376	336	356	385	342	329	308	312	293	332
11	303	339	304	322	348	309	297	279	282	264
12	322	285	319	285	303	327	291	280	262	265
Grand Total	**4,386**	**4,343**	**4,349**	**4,314**	**4,315**	**4,298**	**4,259**	**4,261**	**4,273**	**4,306**

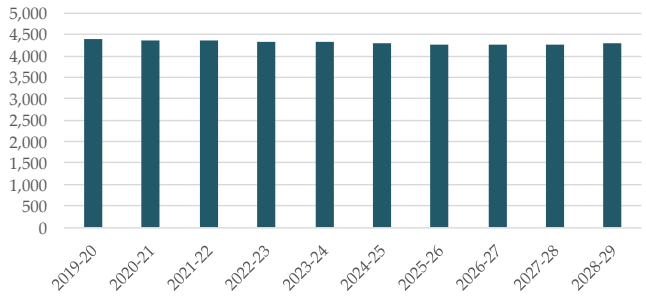
Source: Cooperative Strategies

Projected Enrollment - Moderate - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,951	1,957	1,991	2,017	2,066	2,074	2,072	2,074	2,072	2,073
6 - 8	1,093	1,064	989	958	922	946	975	1,019	1,028	1,027
9 - 12	1,342	1,322	1,369	1,339	1,327	1,278	1,212	1,168	1,173	1,206
Grand Total	**4,386**	**4,343**	**4,349**	**4,314**	**4,315**	**4,298**	**4,259**	**4,261**	**4,273**	**4,306**

Source: Cooperative Strategies

PROJECTED ENROLLMENT - MODERATE - DISTRICT-WIDE



THREE RIVERS SCHOOL DISTRICT
PROJECTED ENROLLMENT—LOW

Based on the low projected enrollment, the student enrollment in the Three Rivers School District is projected to decrease from 4,412 in 2018-19 to 3,938 students in 2028-29.

Projected Enrollment - Low - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	340	336	341	338	339	339	339	339	339	339
1	328	332	328	333	330	330	330	330	330	330
2	289	319	322	319	323	321	321	321	321	321
3	316	294	324	328	325	329	326	327	327	327
4	314	314	293	323	327	324	328	325	326	326
5	335	309	310	288	318	322	319	323	320	321
6	348	328	303	304	283	312	316	312	317	314
7	382	333	314	290	290	271	299	302	299	303
8	348	371	324	305	282	282	263	290	294	291
9	340	356	380	332	313	289	289	269	297	301
10	375	335	351	374	327	308	284	285	265	293
11	299	335	299	314	334	292	275	254	254	237
12	315	276	309	276	289	308	269	254	234	235
Grand Total	**4,329**	**4,238**	**4,198**	**4,124**	**4,080**	**4,027**	**3,958**	**3,931**	**3,923**	**3,938**

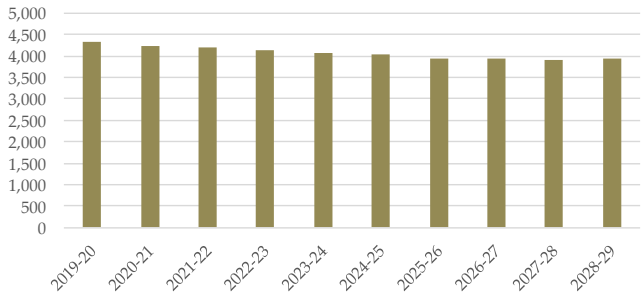
Source: Cooperative Strategies

Projected Enrollment - Low - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,922	1,904	1,918	1,929	1,962	1,965	1,963	1,965	1,963	1,964
6 - 8	1,078	1,032	941	899	855	865	878	904	910	908
9 - 12	1,329	1,302	1,339	1,296	1,263	1,197	1,117	1,062	1,050	1,066
Grand Total	**4,329**	**4,238**	**4,198**	**4,124**	**4,080**	**4,027**	**3,958**	**3,931**	**3,923**	**3,938**

Source: Cooperative Strategies

PROJECTED ENROLLMENT - LOW - DISTRICT-WIDE



THREE RIVERS SCHOOL DISTRICT
PROJECTED ENROLLMENT—HIGH

Based on the high projected enrollment, the student enrollment in the Three Rivers School District is projected to increase from 4,412 in 2018-19 to 4,710 students in 2028-29.

Projected Enrollment - High - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	350	346	351	348	349	349	349	349	349	349
1	345	359	355	360	357	358	358	358	358	358
2	294	341	355	351	356	353	354	354	354	354
3	321	304	353	367	363	369	365	366	366	366
4	323	329	312	362	377	373	378	375	376	376
5	349	332	338	320	372	387	383	388	385	386
6	361	355	337	344	325	378	394	389	395	391
7	391	354	348	331	337	319	371	386	382	387
8	357	390	353	346	330	336	318	369	384	380
9	341	367	401	363	356	339	345	327	380	395
10	376	337	362	395	358	352	334	341	322	375
11	306	344	308	331	361	327	321	306	311	295
12	328	294	330	295	317	347	314	308	293	298
Grand Total	**4,442**	**4,452**	**4,503**	**4,513**	**4,558**	**4,587**	**4,584**	**4,616**	**4,655**	**4,710**

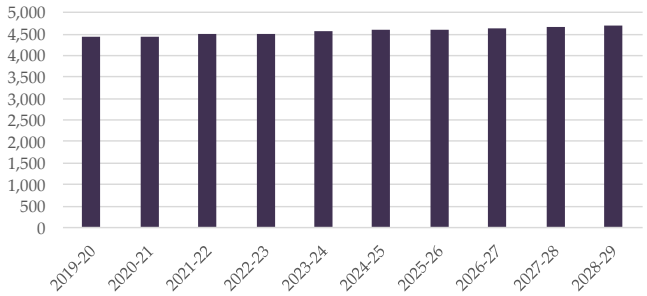
Source: Cooperative Strategies

Projected Enrollment - High - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,982	2,011	2,064	2,108	2,174	2,189	2,187	2,190	2,188	2,189
6 - 8	1,109	1,099	1,038	1,021	992	1,033	1,083	1,144	1,161	1,158
9 - 12	1,351	1,342	1,401	1,384	1,392	1,365	1,314	1,282	1,306	1,363
Grand Total	**4,442**	**4,452**	**4,503**	**4,513**	**4,558**	**4,587**	**4,584**	**4,616**	**4,655**	**4,710**

Source: Cooperative Strategies

PROJECTED ENROLLMENT - HIGH - DISTRICT-WIDE



CONCLUSION

As with any projection, the District should pay close attention to live birth counts, enrollment in elementary school, open enrollment/transfers, non-public enrollment, in / out migration patterns, and any housing growth. It is recommended that this document be reviewed on an annual basis to determine how more recent growth and enrollment trends will impact the enrollment projections.

Cooperative Strategies is pleased to have had the opportunity to provide the District with enrollment projection services. We hope this document will provide the necessary information to make informed decisions about the future of the Three Rivers School District.

Appendix B
Detailed Budgets

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	EVERGREEN ELEMENTARY SCHOOL					**TOTAL COSTS:**
1	Roofing Replacement	Per Roofing Report		$2,413,205	$3,257,827	
2	Replace Existing Boilers	Per MEP Report		$430,000	$580,500	
2	Refurbish/ Replace AHUs	Per MEP Report		$230,000	$310,500	**$4,691,527**
2	Upgrade HVAC Controls	Per MEP Report		$380,000	$513,000	
2	HVAC Testing/ Commissioning	Per MEP Report		$22,000	$29,700	
	Repair Exterior Soffits, Fascias	4,500 SF	$45 per SF	$202,500	$273,375	
	Replace Single Pane Windows	11,700 SF	$98 per SF	$1,146,600	$1,547,910	
	Repair / Replace Floor Finishes	56,256 SF	$15 per SF	$843,840	$1,139,184	
	Repair/Replace Wall Finishes	60,000 SF	$4 per SF	$210,000	$283,500	
	Repair/Replace Ceiling Finishes	58,609 SF	$11 per SF	$644,699	$870,344	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$494,357	$667,382	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	FORT VANNOY ELEMENTARY					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$1,799,736	$2,429,644	
1	Replace Existing Boilers	Per MEP Report		$235,000	$317,250	
1	Replace Hot Water Heaters	Per MEP Report		$38,000	$51,300	**$3,535,294**
1	Refurbish/ Replace AHUs	Per MEP Report		$150,000	$202,500	
1	Upgrade HVAC Controls	Per MEP Report		$380,000	$513,000	
1	HVAC Testing/ Commissioning	Per MEP Report		$16,000	$21,600	
	Repair Exterior Wood Siding	4,900 SF	$45 per SF	$220,500	$297,675	
	Replace Single Pane Windows	6,040 SF	$98 per SF	$591,920	$799,092	
	Repair / Replace Floor Finishes	20,500 SF	$15 per SF	$307,500	$415,125	
	Repair/Replace Wall Finishes	35,000 SF	$2 per SF	$70,000	$94,500	
	Repair/Replace Ceiling Finishes	36,000 SF	$11 per SF	$396,000	$534,600	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$241,492	$326,014	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	FRUITDALE ELEMENTARY					TOTAL COSTS:
3	HVAC Testing/ Commissioning	Per MEP Report		$20,000	$27,000	
1	Repair/Replace Roofing (5-10 yrs)	Per Roofing Report		$2,046,905	$2,865,668	**$4,972,588**
3	Repair/Replace Roofing (5-10 yrs)	Per Roofing Report		$1,540,682	$2,079,920	
	Repair Exterior Siding	1,000 SF	$45 per SF	$45,000	$60,750	
	Repair / Replace Carpet	43,800 SF	$8 per SF	$350,400	$473,040	
	MADRONA ELEMENTARY					TOTAL COSTS:
1	Repair/Replace Roofing	Per Roofing Report		$1,096,162	$1,479,819	
1	Replace Existing Boilers	Per MEP Report		$360,000	$486,000	
1	Refurbish/ Replace AHUs	Per MEP Report		$200,000	$270,000	**$2,624,619**
1	Replace Existing Furnaces, RTUs	Per MEP Report		$75,000	$101,250	
1	Upgrade HVAC Controls	Per MEP Report		$200,000	$270,000	
1	HVAC Testing/ Commissioning	Per MEP Report		$13,000	$17,550	
	Replace Single Pane Windows	4,500 SF	$98 per SF	$441,000	$595,350	
	Repair Beam Ends / Rafter Tails	500 SF	$45 per SF	$22,500	$30,375	
	Repair / Replace Floor Finishes	20,000 SF	$15 per SF	$300,000	$405,000	
	Repair/Replace Wall Finishes	59,700 SF	$2 per SF	$119,400	$161,190	
	Repair/Replace Ceiling Finishes	28,300 SF	$11 per SF	$311,300	$420,255	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$246,264	$332,456	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	MANZANITA ELEMENTARY					TOTAL COSTS:
1	Repair/Replace Roofing	Per Roofing Report		$1,519,988	$2,051,984	
2	Replace Existing Boilers	Per MEP Report		$265,000	$357,750	
2	Refurbish/ Replace AHUs	Per MEP Report		$210,000	$283,500	**$3,050,984**
2	Upgrade HVAC Controls	Per MEP Report		$250,000	$337,500	
2	HVAC Testing/ Commissioning	Per MEP Report		$15,000	$20,250	
	Replace Single Pane Windows	6,000 SF	$98 per SF	$588,000	$793,800	
	Repair Outrigger Beams	500 SF	$45 per SF	$22,500	$30,375	
	Repair / Replace Floor Finishes	38,000 SF	$15 per SF	$570,000	$769,500	
	Repair/Replace Wall Finishes	75,000 SF	$2 per SF	$150,000	$202,500	
	Repair/Replace Ceiling Finishes	20,000 SF	$11 per SF	$220,000	$297,000	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$345,075	$465,851	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	WILLIAMS ELEMENTARY					TOTAL COSTS:
1	Repair/Replace Roofing	Per Roofing Report		$885,394	$1,195,281	
3	Replace Existing Furnaces, RTUs	Per MEP Report		$30,000	$40,500	**$1,250,631**
3	HVAC Testing/ Commissioning	Per MEP Report		$11,000	$14,850	
	Repair Exterior Wood Siding	7,977 SF	$45 per SF	$358,965	$484,603	
	Replace Single Pane Wood	6,188 SF	$98 per SF	$606,424	$818,672	
	Repair/Replace Wall Finishes	30,000 SF	$2 per SF	$60,000	$81,000	
	Repair/Replace Ceiling Finishes	14,000 SF	$11 per SF	$154,000	$207,900	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$244,078	$329,505	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	APPLEGATE K-8					TOTAL COSTS:
1	Repair/Replace Roofing	Per Roofing Report		$763,381	$1,030,564	
2	Repair/Replace Roofing	Per Roofing Report		$184,029	$248,440	**$1,522,004**
3	Replace Existing Furnaces, RTUs	Per MEP Report		$165,000	$222,750	
3	HVAC Testing/ Commissioning	Per MEP Report		$15,000	$20,250	
	Repair Exterior Siding	7,000 SF	$45 per SF	$315,000	$425,250	
	Replace Single Pane Wood	1,942 SF	$98 per SF	$190,316	$256,927	
	Repair Double-Pane Windows	2,260 SF	$45 per SF	$101,700	$137,295	
	Repair/Replace Fascia and Trim	1,200 SF	$45 per SF	$54,000	$72,900	
	Repair / Replace Floor Finishes	5,000 SF	$15 per SF	$75,000	$101,250	
	Repair/Replace Wall Finishes	32,500 SF	$4 per SF	$130,000	$175,500	
	Repair/Replace Ceiling Finishes	1,000 SF	$11 per SF	$11,000	$14,850	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$160,052	$216,071	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	FLEMING MIDDLE SCHOOL					TOTAL COSTS:
1	Repair/Replace Roofing	Per Roofing Report		$1,223,556	$1,651,801	
3	Repair/Replace Roofing	Per Roofing Report		$429,898	$580,363	
2	Refurbish/ Replace AHUs	Per MEP Report		$300,000	$405,000	**$3,251,414**
2	Upgrade HVAC Controls	Per MEP Report		$430,000	$580,500	
2	HVAC Testing/ Commissioning	Per MEP Report		$25,000	$33,750	
	Repair Exterior Soffits, Overhangs	3,500 SF	$25 per SF	$87,500	$118,125	
	Replace Single Pane Windows	7,500 SF	$98 per SF	$735,000	$992,250	
	Repair / Replace Floor Finishes	40,000 SF	$15 per SF	$600,000	$810,000	
	Replace Gym Floor	6,400 SF	$29 per SF	$185,600	$250,560	
	Repair/Replace Wall Finishes	49,000 SF	$2 per SF	$98,000	$132,300	
	Repair/Replace Ceiling Finishes	52,700 SF	$1 per SF	$52,700	$71,145	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$378,570	$511,070	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	LINCOLN SAVAGE MIDDLE SCHOOL					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$2,024,361	$2,732,887	
2	Refurbish/ Replace AHUs	Per MEP Report		$290,000	$391,500	**$3,762,937**
2	Upgrade HVAC Controls	Per MEP Report		$450,000	$607,500	
2	HVAC Testing/ Commissioning	Per MEP Report		$23,000	$31,050	
	Repair Exterior Wood Siding	20,000 SF	$45 per SF	$900,000	$1,215,000	
	Replace Single Pane Windows	7,600 SF	$98 per SF	$744,800	$1,005,480	
	Repair / Replace Floor Finishes	50,000 SF	$15 per SF	$750,000	$1,012,500	
	Repair/Replace Wall Finishes	50,000 SF	$2 per SF	$100,000	$135,000	
	Repair/Replace Ceiling Finishes	63,000 SF	$1 per SF	$63,000	$85,050	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$399,696	$539,590	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	LORNA BYRNE MIDDLE SCHOOL					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$2,316,171	$3,126,831	**$3,163,281**
3	HVAC Testing/ Commissioning	Per MEP Report		$27,000	$36,450	
	Repair fogged double-pane	1,000 SF	$45 per SF	$45,000	$60,750	
	Repair / Replace Floor Finishes	38,500 SF	$8 per SF	$308,000	$415,800	
	Repair/Replace Wall Finishes	500 SF	$10 per SF	$5,000	$6,750	
	Repair/Replace Ceiling Finishes	3,000 SF	$11 per SF	$33,000	$44,550	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	HIDDEN VALLEY HIGH SCHOOL					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$5,255,209	$7,094,533	**$9,863,383**
1	Replace Existing Boilers	Per MEP Report		$400,000	$540,000	
1	Replace Hot Water Heaters	Per MEP Report		$95,000	$128,250	
1	Refurbish/ Replace AHUs	Per MEP Report		$500,000	$675,000	
1	Upgrade HVAC Controls	Per MEP Report		$1,000,000	$1,350,000	
1	HVAC Testing/ Commissioning	Per MEP Report		$56,000	$75,600	
	Replace Single Pane Windows	8,100 SF	$98 per SF	$793,800	$1,071,630	
	Repair / Replace Floor Finishes	97,000 SF	$8 per SF	$776,000	$1,047,600	
	Repair/Replace Wall Finishes	58,000 SF	$2 per SF	$116,000	$156,600	
	Repair/Replace Ceiling Finishes	139,700 SF	$10 per SF	$1,397,000	$1,885,950	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$154,314	$208,324	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	ILLINOIS VALLEY HIGH SCHOOL					**TOTAL COSTS:**
2	Replace Existing Boilers	Per MEP Report		$530,000	$715,500	**$2,462,400**
2	Refurbish/ Replace AHUs	Per MEP Report		$400,000	$540,000	
2	Upgrade HVAC Controls	Per MEP Report		$850,000	$1,147,500	
2	HVAC Testing/ Commissioning	Per MEP Report		$44,000	$59,400	
	Replace Single Pane Windows	7,000 SF	$98 per SF	$686,000	$926,100	
	Repair / Replace Floor Finishes	83,800 SF	$8 per SF	$670,400	$905,040	
	Repair/Replace Wall Finishes	38,000 SF	$2 per SF	$76,000	$102,600	
	Repair/Replace Ceiling Finishes	103,300 SF	$11 per SF	$1,136,300	$1,534,005	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$220,135	$297,182	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

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Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	NORTH VALLEY HIGH SCHOOL					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$5,055,189	$6,824,505	
1	Replace Existing Boilers	Per MEP Report		$400,000	$540,000	
1	Replace Hot Water Heaters	Per MEP Report		$95,000	$128,250	**$9,565,005**
1	Refurbish/ Replace AHUs	Per MEP Report		$480,000	$648,000	
1	Upgrade HVAC Controls	Per MEP Report		$1,000,000	$1,350,000	
1	HVAC Testing/ Commissioning	Per MEP Report		$55,000	$74,250	
	Replace Single Pane Windows	7,900 SF	$98 per SF	$774,200	$1,045,170	
	Repair / Replace Floor Finishes	110,800 SF	$8 per SF	$886,400	$1,196,640	
	Replace Gym Floor - Main Gym	12,000 SF	$29 per SF	$348,000	$469,800	
	Repair/Replace Wall Finishes	56,200 SF	$3 per SF	$168,600	$227,610	
	Repair/Replace Ceiling Finishes	93,605 SF	$10 per SF	$936,050	$1,263,668	
	Replace commercial dishwasher	Allowance		$10,000	$13,500	
	Upgrades for accessibility	Allowance		$154,598	$208,707	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	DISTRICT OFFICE					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$1,269,367	$1,713,646	
2	Replace Existing Boilers	Per MEP Report		$265,000	$357,750	**$2,356,246**
2	Replace Existing Furnaces, RTUs	Per MEP Report		$200,000	$270,000	
2	HVAC Testing/ Commissioning	Per MEP Report		$11,000	$14,850	
	Paint Exterior Walls	19,650 SF	$4 per SF	$78,600	$106,110	
	Replace select areas of siding	3,500 SF	$45 per SF	$157,500	$212,625	
	Replace Single Pane Windows	3,000 SF	$98 per SF	$294,000	$396,900	
	Repair / Replace Floor Finishes	27,000 SF	$8 per SF	$216,000	$291,600	
	Repair/Replace Wall Finishes	39,000 SF	$2 per SF	$78,000	$105,300	
	Repair/Replace Ceiling Finishes	14,000 SF	$10 per SF	$140,000	$189,000	
	Upgrades for accessibility	Allowance		$43,203	$58,324	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

Soderstrom Architects

Client: Three Rivers School District
Project: Facilities Assessement + Long-Range Planning
Document: Detailed Scope List
Project #: 22072
Print Date: 11.7.23

Priority Rank	Description	Quantity	Cost / Unit	Construction Costs	Project Costs	Costs per Site
	JEROME PRAIRIE TRANSITION CENTER					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$983,902	$1,328,268	
3	Repair/Replace Roofing	Per Roofing Report		$237,191	$320,207	
2	Replace Existing Boilers	Per MEP Report		$200,000	$270,000	
2	Replace Hot Water Heaters	Per MEP Report		$25,000	$33,750	**$2,358,576**
2	Refurbish/ Replace AHUs	Per MEP Report		$110,000	$148,500	
2	Upgrade HVAC Controls	Per MEP Report		$180,000	$243,000	
2	HVAC Testing/ Commissioning	Per MEP Report		$11,000	$14,850	
	Repair exterior siding	13,000 SF	$45 per SF	$585,000	$789,750	
	Replace Single Pane Windows,	6,730 SF	$98 per SF	$659,540	$890,379	
	Repair / Replace Carpet	16,300 SF	$7 per SF	$114,100	$154,035	
	Repair/Replace Wall Finishes	40,000 SF	$3 per SF	$120,000	$162,000	
	Repair/Replace Ceiling Finishes	27,000 SF	$10 per SF	$270,000	$364,500	
	Upgrades for accessibility	Allowance		$113,732	$153,538	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	SOUTHERN OREGON SUCCESS ACADEMY					**TOTAL COSTS:**
1	Repair/Replace Roofing	Per Roofing Report		$643,019	$868,075	**$877,525**
3	HVAC Testing/ Commissioning	Per MEP Report		$7,000	$9,450	
	Replace Single Pane Windows	1,360 SF	$98 per SF	$133,280	$179,928	
	Replace Flooring	12,850 SF	$8 per SF	$102,800	$138,780	
	Repair/Replace Wall Finishes	13,600 SF	$2 per SF	$27,200	$36,720	
	Repair/Replace Ceiling Finishes	16,058 SF	$10 per SF	$160,580	$216,783	
	Upgrades for accessibility	Allowance		$64,629	$87,249	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				
	MAINTENANCE, FOOD SERVICE WAREHOUSE					**TOTAL COSTS:**
1	Repair/Replace Roofing*	Per Roofing Report		$295,518	$398,949	
3	Replace heating distribution	Per MEP Report		$100,000	$135,000	**$743,199**
3	Replace boiler	Per MEP Report		$110,000	$148,500	
3	Replace window air-conditioning	Per MEP Report		$45,000	$60,750	
	Repair / Replace Interior Finishes	Allowance		$50,000	$67,500	
	Upgrades for accessibility	Allowance		$76,250	$102,938	
	Seismic Rehabilitation / Retrofit	AMOUNT TBD				

*Metal Roof at Maintenance

Appendix C
Outreach Meeting Documentation

Soderstrom Architects

Meeting Minutes

PROJECT	Three Rivers School District – Long-Range Planning Meeting
DATE/TIME	December 12, 2022 / 2:00pm – 3:00pm
LOCATION	Three Rivers School District - District Office Board Room AND Virtual
PROJECT NO.	22072

ATTENDEES	PRESENT	NAME	EMAIL
	X	Marlene Gillis, Soderstrom Architects	marleneg@sdra.com
	X	Meagan Baker-Wilmes, Soderstrom Architects	Mbaker-wilmes@sdra.com
	X	David McKay, HMK Company	David.mckay@hmkco.org
	X	David Valenzuela, Three Rivers SD, Superintendent	David.valenzuela@threerivers.k12.or.us
	X	Lisa Cross, Three Rivers SD, Accounting Manager	Lisa.cross@threerivers.k12.or.us
	X	Jim Bunge, Three Rivers SD, Maintenance Manager	Bunge-james@aramark.com
	X	Megan Beck, Three Rivers SD, Admin Assistant	Megan.beck@threerivers.k12.or.us

SUBMITTED BY Meagan Baker-Wilmes

NOTE: The below minutes are an accurate representation of what was discussed at this meeting to the best of the preparer's recollection. Please submit any amendments to these minutes within three (3) days of receipt. These minutes reflect for each item the date, action and description for the day it was originally generated, recent UPDATES, plus the previous meeting's UPDATE. Revisions by participants should be communicated to Soderstrom Architects.

DISCUSSION

A. Discussion – direction and funds available

1. Replacement versus repair
    a. Focus on repair, maintaining existing buildings.
    b. Consider a bond just for roofing repair/replacement.
2. Priorities
    a. Roofing repair / replacement.
    b. HVAC repair / replacement.
    c. Safety and security.
    d. Capacity and growth are not a concern/issue.

END OF MEETING MINUTES

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Meeting Minutes

PROJECT	Three Rivers School District – Long-Range Planning Meeting
DATE/TIME	September 20, 2023 / 2:00pm – 3:00pm
LOCATION	Three Rivers School District - District Office Board Room AND Virtual
PROJECT NO.	22072

ATTENDEES	PRESENT	NAME	EMAIL
	X	Marlene Gillis, Soderstrom Architects	marleneg@sdra.com
	X	Meagan Baker-Wilmes, Soderstrom Architects	Mbaker-wilmes@sdra.com
		David McKay, HMK Company	David.mckay@hmkco.org
	X	David Valenzuela, TRSD, Superintendent	David.valenzuela@threerivers.k12.or.us
	X	Casey Alderson, TRSD, Deputy Superintendent	Casey.alderson@threerivers.k12.or.us
	X	Lisa Cross,TRSD, Accounting Manager	Lisa.cross@threerivers.k12.or.us
	X	Jim Bunge TRSD, Maintenance Manager	Bunge-james@aramark.com
	X	Megan Beck, TRSD, Admin Assistant	Megan.beck@threerivers.k12.or.us
	X	Jessica Durrant, TRSD, Dir. of Teaching + Learning (K-8)	jessica.durrant@threerivers.k12.or.us
		Rob Saunders, TRSD, Dir. of Technology	robert.saunders@threerivers.k12.or.us
		Kellie Lovell, TRSD, Madrona ES Principal	kellie.lovell@threerivers.k12.or.us
		Jessica Falkenhagen, TRSD, Ft Vannoy ES Principal	jessica.falkenhagen@threerivers.k12.or.us

SUBMITTED BY Meagan Baker-Wilmes

NOTE: The below minutes are an accurate representation of what was discussed at this meeting to the best of the preparer's recollection. Please submit any amendments to these minutes within three (3) days of receipt. These minutes reflect for each item the date, action and description for the day it was originally generated, recent UPDATES, plus the previous meeting's UPDATE. Revisions by participants should be communicated to Soderstrom Architects.

DISCUSSION

A. Assessment Needs + Prioritization

1. Roofing and Mechanical needed first.
2. Consider a nominal amount for interior painting (big 'payback' with not much outlay).

B. Replacement versus repair

1. General feeling replacement schools are not an option.
2. Focus on maintaining / protecting existing buildings (investments).

C. Group discussion - priorities:

1. Roofing and HVAC repair / replacement
    a. Funds for emergency repairs come from classroom funds
    b. Existing HVAC systems struggle
2. Safety + Security
    a. Roofs, HVAC tie to this (ie, poor HVAC = teachers propping doors open).
3. Learning environment
    a. Update CTE facilities
    b. Outdoor learning, covered play
4. Lighting – 'smart' lighting systems, solar panels.

NEXT MEETING:

Date: October 16, 2023
Time: 4:00 PM – 5:00 PM
Location: District Office – Board Room + Virtual

Soderstrom Architects

Meeting Minutes

PROJECT	Three Rivers School District – Long-Range Planning Meeting
DATE/TIME	October 16, 2023 / 4:00pm – 5:00pm
LOCATION	Three Rivers School District - District Office Board Room AND Virtual
PROJECT NO.	22072

ATTENDEES	PRESENT	NAME	EMAIL
	X	Marlene Gillis, Soderstrom Architects	marleneg@sdra.com
	X	Meagan Baker-Wilmes, Soderstrom Architects	Mbaker-wilmes@sdra.com
	X	David McKay, HMK Company	David.mckay@hmkco.org
	X	David Valenzuela,TRSD, Superintendent	David.valenzuela@threerivers.k12.or.us
	X	Casey Alderson, TRSD, Deputy Superintendent	Casey.alderson@threerivers.k12.or.us
	X	Lisa Cross, TRSD, Accounting Manager	Lisa.cross@threerivers.k12.or.us
	X	Jim Bunge, TRSD, Maintenance Manager	Bunge-james@aramark.com
	X	Megan Beck, TRSD, Admin Assistant	Megan.beck@threerivers.k12.or.us
	X	Jessica Durrant, TRSD, Dir. of Teaching + Learning (K-8)	jessica.durrant@threerivers.k12.or.us
	X	Rob Saunders, TRSD, Dir. of Technology	robert.saunders@threerivers.k12.or.us
	X	Kellie Lovell, TRSD, Madrona ES Principal	kellie.lovell@threerivers.k12.or.us
	X	Jessica Falkenhagen, TRSD, Ft Vannoy ES Principal	jessica.falkenhagen@threerivers.k12.or.us

SUBMITTED BY Meagan Baker-Wilmes

NOTE: The below minutes are an accurate representation of what was discussed at this meeting to the best of the preparer's recollection. Please submit any amendments to these minutes within three (3) days of receipt. These minutes reflect for each item the date, action and description for the day it was originally generated, recent UPDATES, plus the previous meeting's UPDATE. Revisions by participants should be communicated to Soderstrom Architects.

DISCUSSION

A. Assessment Needs + Prioritization

1. Two big priorities: Roof replacement and HVAC upgrades.
    a. Consider prioritizing roofing first, then HVAC upgrades.
    b. Identify each individual MEP item separately versus in one lump category.

B. Discussion – messaging to build support

1. Consider sharing photos and square footages of the existing roofs – where the cost numbers are coming from.
2. District will reach out to rotary clubs, other community organizations to start to build understanding, support.

NEXT MEETING:

Date: TBD
Time: TBD
Location: TBD

Soderstrom Architects

Meeting Sign-In Sheet

PROJECT	Three Rivers School District Long-Range Facilities Planning
MEETING DATE	10.16.23
MEETING TIME	4:00PM – 5:00PM
MEETING LOCATION	South Lane School District Board Room
OWNER PROJECT NO.	
SODERSTROM PROJECT NO.	~~22027~~ 22072
MEETING TOPIC	LRFP Committee Meeting

NAME	COMPANY / TITLE	E-MAIL ADDRESS
Marlene Gillis	Soderstrom Architects, President	Marleneg@sdra.com
Meagan Baker-Wilmes	Soderstrom Architects, Project Manager	Mbaker-wilmes@sdra.com
David Valenzuela	Three Rivers SD, Superintendent	david.valenzuela@threerivers.k12.or.us
Lisa Cross	Three Rivers SD, Accounting Manager	lisa.cross@threerivers.k12.or.us
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Erik Lathen	Three Rivers SD, Principal, NVHS	erik.lathen@threerivers.k12.or.us
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Jessica Falkenhagen	Three Rivers SD, Principal, Ft Vannoy ES	jessica.falkenhagen@threerivers.k12.or.us
Travis Osborne	Three Rivers SD, Alt Ed Administrator	travis.osborne@threerivers.k12.or.us
Justin Wright	Three Rivers SD, Principal, IVHS	justin.wright@threerivers.k12.or.us
Jim Bunge	Three Rivers SD, Facilities	jim.bunge@threerivers.k12.or.us
Timothy Sam	Three Rivers SD, Athletic Dir, Asst Principal NVHS	timothy.sam@threerivers.k12.or.us
Megan Beck	Three Rivers SD, Administrative Assistant	megan.beck@threerivers.k12.or.us
Jessica Durrant	Three Rivers SD, Dir of Teaching + Learning K-8	jessica.durrant@threerivers.k12.or.us
Robert Saunders	Three Rivers SD, Dir of Technology	robert.saunders@threerivers.k12.or.us
Casey Alderson	Three Rivers SD, Deputy Superintendent	casey.alderson@threerivers.k12.or.us
Jessica Knable	Parent	
Claudia Cuza	Parent	

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