

**PRIORITY
1**



**EXCEPTIONAL STUDENT
PERFORMANCE**

**PRIORITY
4**



**EFFICIENT & EFFECTIVE DISTRICT
AND CAMPUS OPERATIONS**

**REPORT TO THE
G-PISD BOARD OF TRUSTEES
JANUARY 12, 2026**



Balanced Scorecard (BSC)

MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

PRIORITY 1

Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career, and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

PRIORITY 2

High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

PRIORITY 3

Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security

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Purpose:

The purpose of this report is to:

- Review current and projected enrollment trends at the Early Childhood Center, with particular attention to growth in Special Education and early childhood programs
- Examine how increased capacity utilization is impacting classroom space, instructional delivery, and campus operations
- Build a shared understanding of the data needed to support effective short-term and long-term planning for Pre-K and Kindergarten space needs

Committee Development:

A cross-functional committee composed of district leaders representing curriculum and instruction, special programs, campus leadership, finance and operations, and student data and analytics convened to collaboratively study key variables related to the Early Childhood Center (ECC), with a focus on emerging concerns regarding campus space and utilization.

**All findings were formally presented to the Superintendent and Senior Cabinet for review and evaluation.*

Current Conditions:

Special Education participation continues to increase significantly across Early Childhood Special Education, Pre-K, and Kindergarten levels.

Despite additional resources allocated for the current year, ECC is relying on non-instructional areas—such as offices, storage spaces, calming rooms, and the recently repurposed music/art room—to serve students effectively.



SPECIAL EDUCATION ENROLLMENT



Over the last 5 years, while G-P ISD has seen an enrollment increase of only 5%, the special education population has increased by 61.5%.



Enrollment Overview

561 total students

EE:	29 Receive Special Education Services
Pre-K:	192 (19 Receive Spec. Ed. Services)
Kinder:	340 (39 receive Spec. Ed. Services)

Pending Referrals and Evaluations

35

pending referrals currently in process

21

evaluations due within the next 25 school days (as of Nov. 20)

Special Education Projections

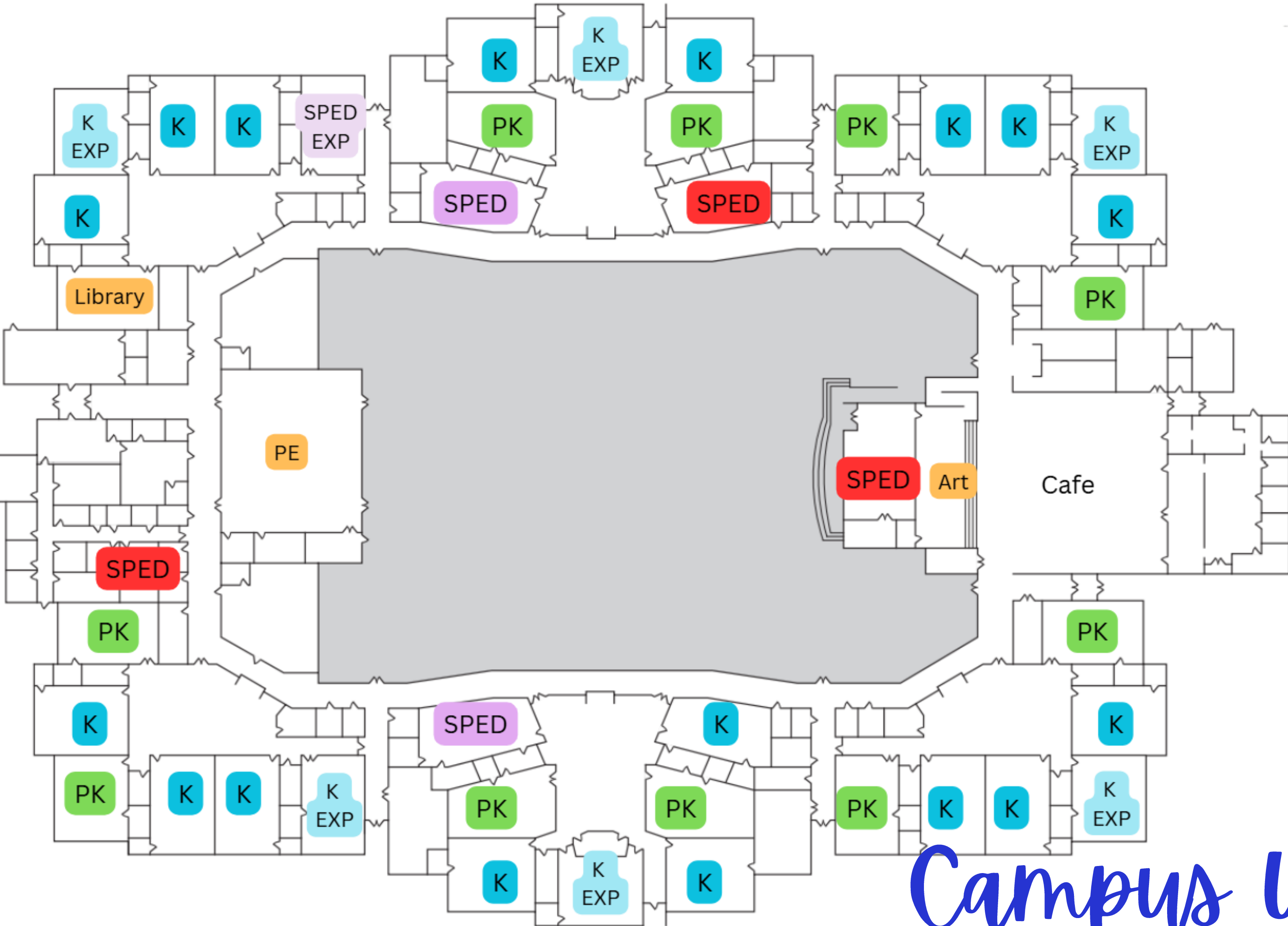
These numbers indicate continued, significant growth of our SPED population.

PRE K

Use of Exhibits	Number of Rooms
Pre-K Instruction	10
Dual Language	3
Collaborative	1
Rotation (Kinder & SPED)	8
Total Exhibits	18

KINDER

Classroom Type	Number of Rooms
Kinder Instruction	13
Dual Language	3
Collaborative	1
Adaptive Education	1
Total	18 (100% utilized)



- SPED** = Original SPED
- SPED** = Converted to SPED (kinder classroom, counselor's office, music)
- SPED EXP** = Exp Rm shared by 5 AE SPED classes
- K** = Kindergarten (17)
- K EXP** = 6 Exp Rms shared by 17 Kinder Classes
- PK** = Prekindergarten (10)
- Lib/Art/PE** =Specials Rotations

Campus Utilization

Root Issue

- The current campus design limits flexibility. In a more traditional layout, approximately eight additional classrooms would be available; however, these spaces function as experiential learning exhibits.
- Special Education enrollment continues to rise, influenced by families moving to Portland for access to G-PISD's specialized services.

Strategic Options for Consideration

The committee reviewed a range of short-, mid-, and long-term options:

- 1) Continue maximizing existing internal spaces.
- 2) Convert experiential learning areas into traditional classrooms.
- 3) Repurpose collaborative pod spaces for instructional use.
- 4) Convert an entire pod to SPED and repurpose experiential learning rooms.
- 5) Add temporary portable classrooms.
- 6) Construct a 6–8-classroom addition directly attached to the building
- 7) Renovate the gym and workrooms into classrooms and build new externally
- 8) Plan for a future bond to build a new Early Childhood Center
- 9) Relocate Kindergarten back to home campuses.
- 10) Relocate SPED students to home campuses.

Prioritization & Feasibility Review

The committee evaluated each option using the following criteria:

- Cost and long-term financial impact
- Construction timeline and operational disruption
- Instructional continuity and student support
- Ability to meet both current and projected enrollment needs

Recommended Path

Through this structured review, the committee determined that most short-term fixes would either disrupt instruction or fail to meet long-term needs.

Large-scale solutions such as a new Early Childhood Center would not address immediate pressures.

***The classroom addition emerged as the most effective balance of cost, feasibility, minimal disruption, and long-term instructional benefit.**

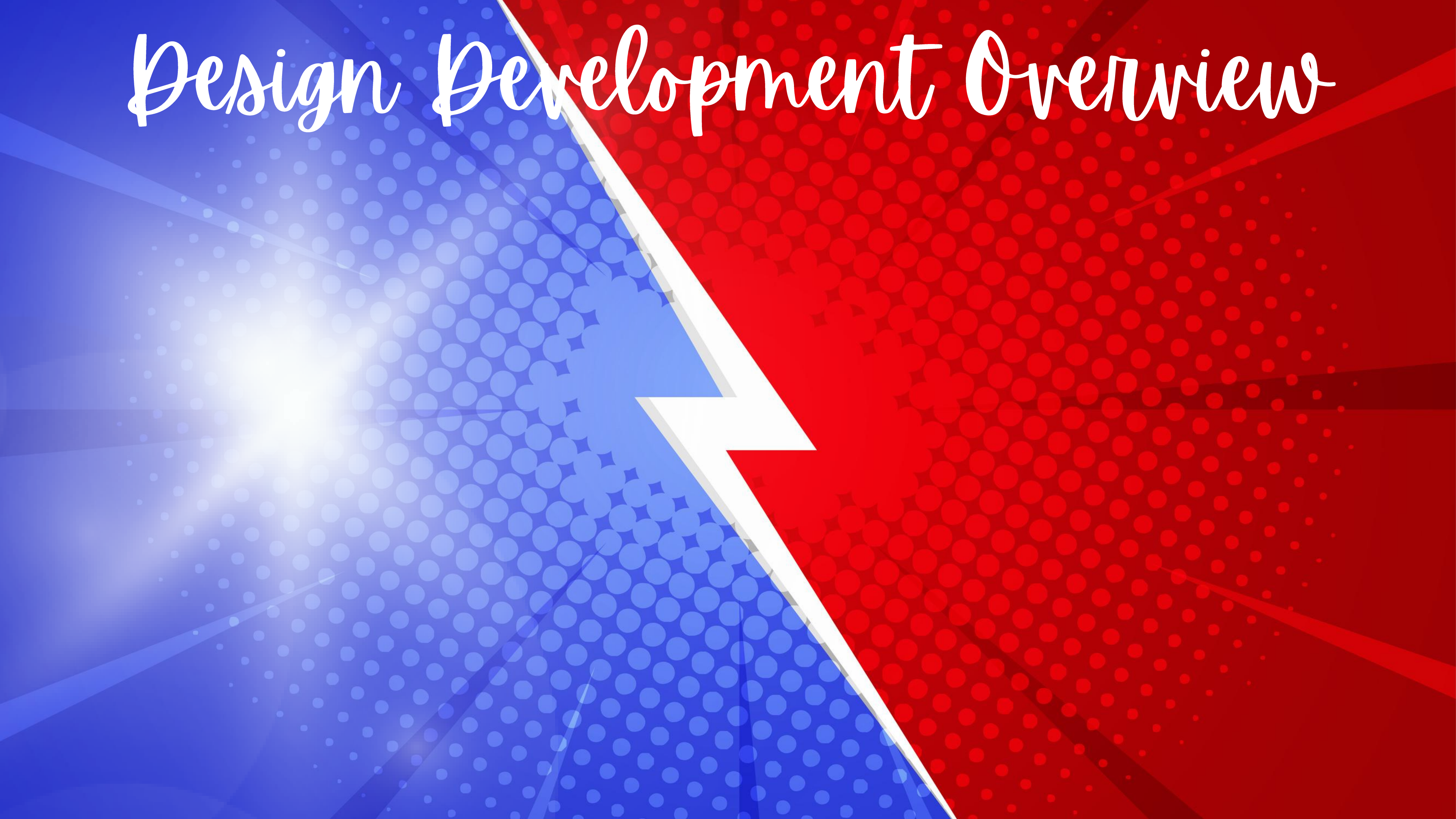
Recommended Plan

Construct an 8 classroom addition on the ECC campus, designed to function as a seamless extension of the existing building.

- o Estimated investment: \$7,000,000

- o Interim Approach: Until construction is complete, the campus will continue maximizing all available internal spaces to support instructional and programmatic needs

Design Development Overview



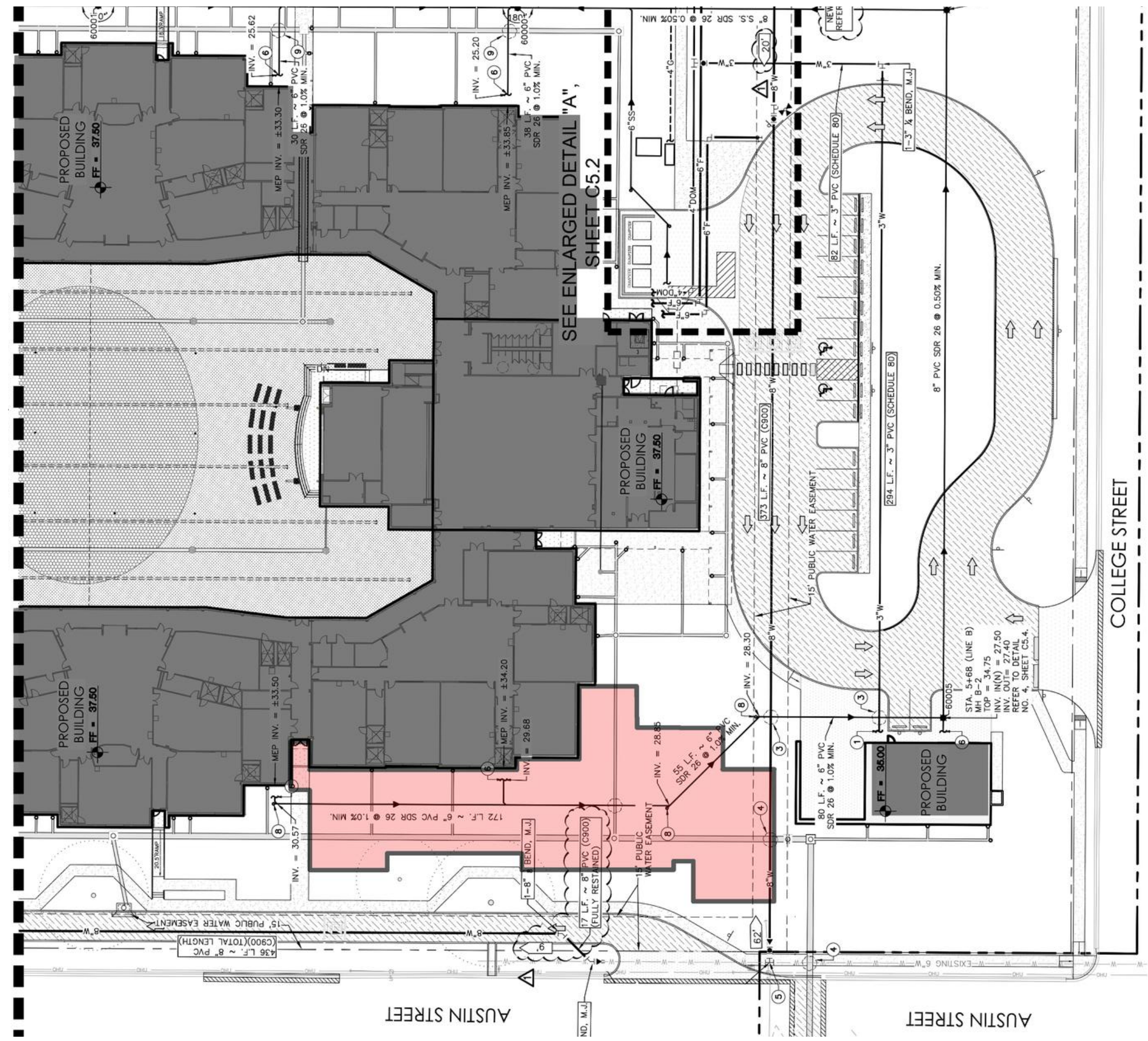


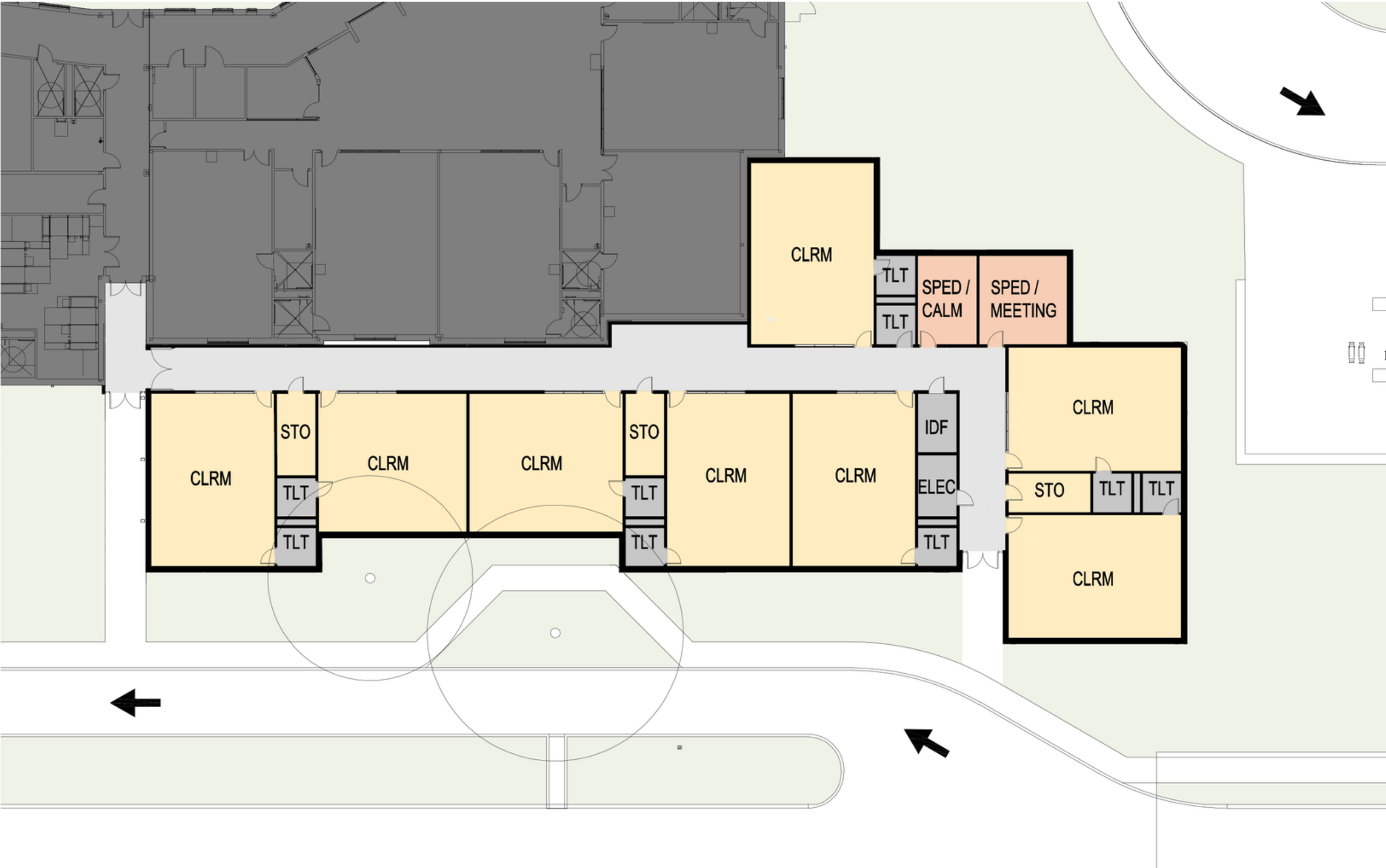
GREGORY-PORTLAND ISD

**EARLY CHILDHOOD CENTER - Classroom
Addtion Study**

Huckabee
MORE THAN ARCHITECTS

Existing Site Plan - Existing Utilities





COLOR LEGEND

- CIRCULATION
- ACADEMIC SPACES
- EXISTING BUILDING
- SPED / CALM / MEETING SPACES
- SUPPORT

LINE TYPE LEGEND

- NEW WALLS

SUMMARY OF SPACES

CLASSROOM ADDITION		
8	CLASSROOMS (810 EACH)	6,480
8	SINGLE-USER RR (56 EACH)	448
3	STORAGE ROOMS (120 EACH)	360
1	SPED / CALM ROOM	199
1	SPED / MEETING ROOM	297
1	SINGLE-USER RR (56 EACH)	56
1	ELECTRICAL ROOM	90
1	IDF ROOM	85
CIRCULATION AND WALLS		3,051
TOTAL SF		11,066

Floor Plan - Classroom Addition





Exterior Perspective – Existing View Southwest Corner



Exterior Perspective – Existing View Southwest Corner



Exterior Perspective – View Southwest Corner With Addition



QUESTIONS?

Huckabee
MORE THAN ARCHITECTS

Financial Impact and Budget Considerations

Estimated Budget: \$7,000,000

Construction Budget: \$5,500,000 (*\$497 per sq. ft*)

Design Fees: \$500,000

Contingency: \$500,000

FF&E/Misc: \$500,000

Project Timeline and Key Milestones

[17-18 MONTHS]

- Design Development: January 2026 - April 2026
- Procurement Phase: May 2026 - June 2026
- Construction Phase: July 2026 - August 2027

***GOAL:** *Project completed for start of the 2027-2028 SY*

Next Steps if Approved

Steps:

- 1.Board Approval:** Budget Allocation/Appropriation
- 2.Board Approval:** Architectural Services
- 3.Board Approval:** MEP Engineering Services
- 4.Administration:** Execute Professional Services Agreements
- 5.Design Firms:** Initiate Design and Planning Activities
- 6.Administration:** Procurement of General Contractor
(May 2026 - June 2026)
- 7.Administration:** Prepare for Construction (*planning, messaging, etc.*)

Thank
you



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Questions?

G-PISD BOARD REPORT