EDUCATIONAL FACILTY PLAN

for

COLLEGE PLACE PUBLIC SCHOOLS
COLLEGE PLACE, WASHINGTON

Submitted By:
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ACKNOWLEDGMENTS

The College Place Public Schools administration, staff, and community spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

BOARD OF DIRECTORS

Paul Hartwig, Director and Chairman
John Davin, Director and Vice-Chairman
Mark Haynal, Director
Julie Hill, Director
Bob Giger, Director

ADMINISTRATION

Tim Payne, Superintendent

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1.0 INTRODUCTION

1.1 Master Planning Process

In October 2004, the College Place Public Schools authorized the development of a comprehensive district master plan to evaluate existing physical building conditions, determine the educational suitability of the buildings, establish enrollment projections, determine building capacities, and prepare for recommendations to ensure that future space needs would be adequate to provide a full, comprehensive K-8 program.

MGT of America, Inc. was selected to complete the master plan and the following workplan tasks were developed:

- A review of the mission statement, district goals and objectives, and current and projected programs and services,
- The solicitation of public involvement through a series of interviews, meetings, or focus groups with board members, administrators, and key community leaders,
- An analysis of demographics and enrollment projections,
- The development of capacity and utilization formulas,
- The assessment of all facilities, and

This report and appendices represent the result of this effort and contain the following sections:

- Chapter 1 includes the review of current and project programs and services on which the facilities evaluation is based.
- Chapter 2 provides the results of the interviews, meetings, or focus groups with board members, administrators, and key community leaders.
- Chapter 3 provides an overview of the 10-year enrollment projections and the capacity analysis.
- Chapter 4 provides a summary of the results of the condition assessments.
- Chapter 5 provides conclusions and recommendations.

- Detailed reports and analysis are included in the appendices.

1.2 Educational Programs and Services

The College Place Public Schools offer a comprehensive set of educational programs and services for grades K-8 to be supported by their facilities. In addition to thorough basic education classes in language arts, mathematics, social studies and science, the College Place Public Schools offer a comprehensive set of electives in a variety of program areas. he facilities that house these programs need to be adequate to deliver an educational program that is diverse and comprehensive.

The educational programs are offered in three "categories" of school types: (1) one primary school with grades K-4, (2) one intermediate school with grades 4-6, and (3) one middle school with grades 7-8. Although there is no policy regarding school size, common targets for schools are 450-550 students. Teachers, where possible, are given the opportunity to use their classroom during their preparation period.

Exhibit 1-1 details the College Place Public Schools' maximum class loads.

EXHIBIT 1-1
MAXIMUM CLASS LOADS

Grade Level	Maximum Class Loads
Grades K-3	23 students
Grades 4-6	26 students
Grades 7-8	30 students

1.2.1 Strategic Planning

The College Place Public Schools uses the following strategic planning points to direct its fundamental actions:

Personnel

1. *Focus on kids and their learning by ensuring that a qualified, effective, diverse, and well-trained staff is maintained.*

Curriculum, Instruction, and Assessment

2. *Focus on kids and their learning by continuing to develop standards-based educational plans, which incorporate research-based curriculum, instruction, and assessment practices, that will facilitate our students in attaining local, state, and federal requirements.*
3. *Focus on kids and their learning by continuing the district's emphasis on technology.*

Communication

4. *Focus on kids and their learning by utilizing effective communication strategies with students, parents, community, and staff.*

Facilities

5. *Focus on kids and their learning by providing safe, secure, and up-to-date facilities.*
6. *Focus on kids and their learning by providing K-12 education within the College Place School District.*

Transportation

7. *Focus on kids and their learning by providing a transportation program which meets the diverse needs of the district.*

1.2.2 Curriculum

The curriculum for the College Place Public Schools provides students with requisite knowledge and skills necessary for success in school, preparation for high secondary education, and in the world of work. The curriculum answers the question of, "What is taught?" in the schools. (Instruction answers the question of, "How is it taught?") The major areas of the curriculum include English, Reading, Mathematics, Social Studies, Science, Music, Visual Arts, Physical Education, Vocational Education (Family and Consumer Science, and Construction Technology), and Special Education.

1.2.3 Special Programs

Although there are several special programs in the College Place Public Schools, several merit additional notice and discussion.

- The College Place Public Schools offer a full range of special services. Some of those services are contracted to the Walla Walla Public Schools. They include services for learning disabilities, cognitively delayed, behavior disabled, physically handicapped, speech and language impairments, visual and auditory impairments, multiple handicaps, the medically fragile and other handicapping conditions. Wherever possible, College Place Schools use both an inclusion and pull out models of service delivery. In addition, there are several Title I programs.
- The Pre-School program offers educational services to student in the community who have not yet reached an age to qualify for kindergarten.
- The Pre-Kindergarten Handicapped program is an extension of the special education program for students aged 3-5.

1.3 Implications for Facility Planning

The overall objective in planning and designing the learning spaces is to develop facilities that will best meet the educational needs of the students to be served. The educational facility should reflect the value placed on education by the residents, staff

and Board of Directors for the District. It is critical that learning spaces be designed to facilitate the implementation of the District's educational program and provide the flexibility to accommodate changes in use, educational program, teaching methods and instructional technology. Specific facility implications based on the results of the review of programs in the College Place Public Schools include:

- The District has adopted grade level groupings around elementary schools housing grades K-3, 4-6, and 7-8. It is anticipated that there will continue to be some separation between elementary and middle school in the grade configuration of the District. School leaders have expressed a willingness to consider alternative groupings to adequately and efficiently house students and more fully utilize existing resources, or to allow for flexibility in program.

- All facilities must provide a safe and secure environment for students, staff and the community.

- The facility must provide an atmosphere that encourages and supports innovative, caring and cooperative teaching. The facility should be designed to provide flexibility in accommodating a variety of teaching and learning styles and allow for changing program needs with spaces that are conducive to restructuring without major impact on building systems.

- The educational facility should create a setting that is conducive to optimal learning and human performance. The materials, textures, colors, lighting, climate and fixtures should be considered vital to the learning process and should be scaled throughout to the program needs and developmental level of the student.

- Technological changes are occurring at an ever-accelerating pace. The educational facility must be designed to accommodate current technologies such as computers, computer networking, internet, distance learning, teleconferencing, telecommunications, television and video. The facilities design should be flexible to accommodate the installation of emerging technologies. It will be important to provide spaces where students can work on computers either individually or in a group setting.

- The facility should foster communication between and among students, teachers, administrators, counselors, support staff and parents.

- The design of the facility should encourage parent and community integration into the program and activities. The program may be integrated through several other methods of partnership with the community.

- It will be necessary to provide facilities with mechanical systems that allow for flexibility in building use, including after hours use of particular areas and/or alternative school calendars.

- Educational facilities should be efficiently designed to minimize energy usage, provide maximum assignable space/utilization, be easily maintained and operated to provide maximum life cycle value.

- To the extent possible it is desirable to adhere to school size goals without the use of portables.

- Design considerations necessary to accommodate the District's instructional goals include instructional and social space that will accommodate a variety of group sizes, allowance for an increasing number of adults interacting with students, allowances for students in special programs to be easily integrated into the regular program for the length of time that meets their individual needs, and instructional space adaptive to a student organizational model that is not based solely on chronology.

In examining the facility implication of the educational program it is important to emphasize that teaching and learning are cooperative communicative activities that can be affected by the classroom environment. A variety of classroom organizations, large groups, small groups, and independent study are necessary to accommodate various kinds of learning styles and activities. These include physical movement, long-term projects, cooperative learning groups, work with manipulatives, learning centers, and process learning. The school should provide the child with essential facts, experiences, skills and sources of information. Because of the thoroughly developed curriculum programs, space for specific materials and equipment to support these programs must be appropriately designed.

2.0 COMMUNITY / STAFF INPUT

The community / staff input portion of the facility plan development included interviews and focus groups with District staff and departments; Board Member interviews; and a public input session where initial results were discussed and input gathered. While the basis for this report and the recommendations presented lie in the quantitative data collected, the community and staff consultation aspect provides an invaluable opportunity to incorporate a qualitative dimension to the study and ultimately the facility plan.

2.1 Staff and Board Member Input

All board members were interviewed in order to gain a thorough understanding of the facility needs, the issues that would need to be addressed through the facility study, to inform the board of the study process and to gather their thoughts on the possible solutions. Focus group discussions were held with representatives of each staff group (administrators, teachers, classified staff, transportation staff).

Specific areas for which input was gathered included:

- The purposes for the development of a facilities master plan
- The desired programs to be housed in District facilities
- The challenges facing the District and the associated facility implications of those challenges
- The specific facility issues facing the District

As a result of these discussions, the following priorities for a facilities master plan were identified:

- To efficiently utilize district resources
- To maximize the life cycle of all facilities

- To evaluate and address current facility condition deficiencies including physical condition, site condition and educational suitability condition
- To insure all appropriate learning spaces exist at each school

In addition to the above list of planning priorities, the following specific issues were identified as paramount among facility concerns:

- The condition of Davis Elementary School
- To address the most appropriate grade level configuration
- To address health and safety concerns including points of access, separation of bus and public entrances, signage, etc.
- Improved transportation, maintenance and district office facilities

As a result of the above, care was taken throughout the analysis portion of the study to ensure the priorities were accounted for and the data was obtained to make appropriate decisions regarding each identified issue.

2.2 Community Input

The community input portion of the facilities planning process consisted of holding an evening community "charette". During this session community members present were provided with an overview of the study process and an overview of the issues. The group was then divided into two smaller groups for in-depth discussion. This session helped to create the priorities listed above and clarified the district needs.

3.0 ENROLLMENT PROJECTIONS AND CAPACITY

This chapter is devoted to reviewing growth issues, planning and zoning information, historical enrollment data, computerized enrollment projection models and estimating the impact on future enrollments of major demographic variables. MGT has used a variety of enrollment projection models as a means of looking at future growth in different ways. Because most of these models use historical information as the basis for projections, College Place Public Schools is encouraged to annually update these projections. Information from OSPI and the Walla Walla Area Planning Department will be useful in this endeavor. The following are the major topic headings for this chapter.

3.1 Demographic Information

3.2 Enrollment Projection Methodology

3.3 Enrollment Projections

3.4 Enrollment Projection Conclusions

3.5 School Building Capacity Models

3.6 Other Factors Affecting Enrollment

3.7 Conclusions

3.1 Demographic Information

3.1.1 Economic Information

The City of College Place is in Walla Walla County in Southeastern Washington and is adjacent to the City of Walla Walla, the main population center of Walla Walla County. Walla Walla County covers an area of approximately 1,271 square miles and has a countywide population of approximately 55,519. Because most of the population of Walla Walla County is in the City of College Place and the adjoining City of Walla Walla, a discussion of one's economy is automatically a discussion of the other's.

The major employment areas for Walla Walla County are education, health care, agriculture, and government services. The presence of Walla Walla College, Walla Walla Community College, and Whitman College in nearby Walla Walla, and the public schools is a major factor behind large education employment figures. There are three hospitals in the College Place/Walla Walla area, and it is home to the regional offices of the Army Corps of Engineers. A large agricultural area surrounds the City, including a growing wine industry. The Port of Walla Walla, located at the airport, is an active organization that supports the growth of the area. Because of College Place's proximity to the Oregon border, many Oregon residents supplement the economic vitality of the City.

Another factor that may affect growth in Walla Walla County is the development of the wine industry. As of the spring of 2003, there were 40 wineries in the area. The area's wines are known for their quality and business is reportedly healthy.

3.1.2 College Place Public Schools

The enrollment for the College Place Public Schools has varied some over the last 10 years. The lowest enrollment was 825 in school year 2000-2001. The highest enrollment of 935 was in school year 1996-1997. Student enrollment has increased since 2000-2001 to 848 during the 2003-2004. Although there have been periods of both growth and decline, the average has been a slight decline of -.59% per year.

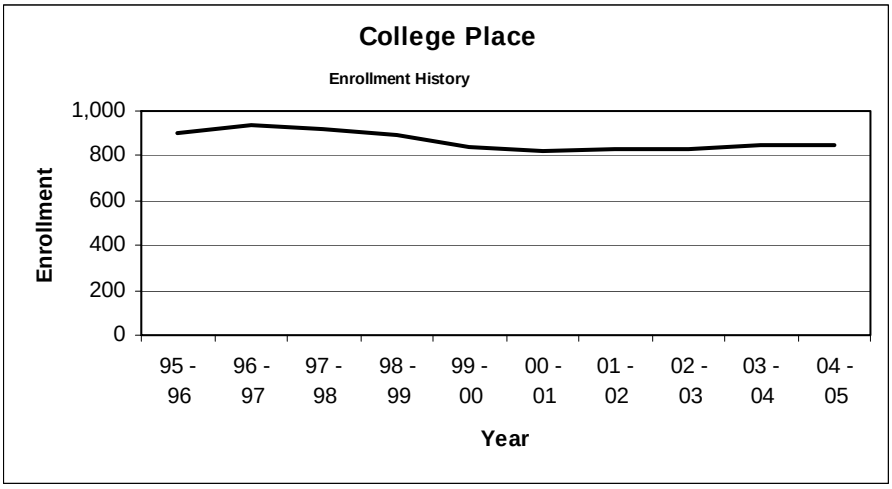
Exhibit 3-1 details the enrollment history for College Place Public Schools for K-8 students. Exhibit 3-2 charts the data shown in Exhibit 3-1.

EXHIBIT 3-1
COLLEGE PLACE PUBLIC SCHOOLS ENROLLMENT HISTORY

	95 - 96	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
K	98	107	101	99	80	86	99	92	97	90
1	100	106	100	102	92	93	85	83	90	97
2	114	108	113	101	97	101	92	83	93	87
3	101	105	97	106	96	93	89	108	90	95
4	105	105	106	101	98	97	98	88	96	86
5	104	109	97	102	90	96	102	93	86	106
6	110	101	110	94	103	79	91	105	91	90
7	80	102	93	99	85	94	75	92	107	90
8	86	92	101	91	95	86	95	82	98	107
K-5	622	640	614	611	553	566	565	547	552	561
6-8	276	295	304	284	283	259	261	279	296	287
Total	898	935	918	895	836	825	826	826	848	848

Source: College Place Public Schools, 2004

EXHIBIT 3-2
ENROLLMENT HISTORY CHART



Source: MGT of America, 2004

3.2 Enrollment Projection Methodology

To identify trends and prepare for adequate spaces, materials and supplies, and teaching staff, school leaders use several methods of projecting enrollment. Among the most commonly used models are average percentage growth, cohort survival, linear regression, and student-per-household models. It is important to note that all enrollment projection models provide only estimates of future populations. Because no one model is foolproof, school leaders should consider more than one method.

3.2.1 Average Percentage Growth

The average percentage growth model calculates future school enrollment growth based on the historical average growth. This simple model multiplies the historical average percentage increase times the prior year enrollment to project future enrollments.

3.2.2 Linear Regression Model

Linear regression is a mathematical approach to estimating an unknown future value of a variable by performing calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a "regression line" or "trend line". There are many types of regression formulas. MGT has chosen a straight-line model to estimate future enrollment values, a model that finds the "best fit" based on the historical data.

3.2.3 Cohort Survival Model

The cohort survival method calculates the growth or decline in a grade level over a period of ten years based on the ratio of students who attend each of the previous years, the "survival rate". This ratio is then applied to the incoming class to calculate the trends in that class as it "moves" or graduates through the school system. For example, if history shows that between the first and second grades, the classes for the last ten years have grown by an average of 3.5%, then the size of incoming classes for the next ten years are calculated by multiplying them by 103.5%. If the history shows a declining trend, the multiplying factor will be less than 100%.

The determination of future kindergarten enrollments is critical, especially for projections of more than five years. There are two methods of projecting kindergarten enrollments. The first model is based on the correlation between historical birth rates (natality rates) and kindergarten enrollments. The second model, used by the

Washington Office of Public Instruction, uses a linear regression line based on the historical kindergarten enrollments.

3.3 Enrollment Projections

3.3.1 Percentage Increase Enrollment Projections

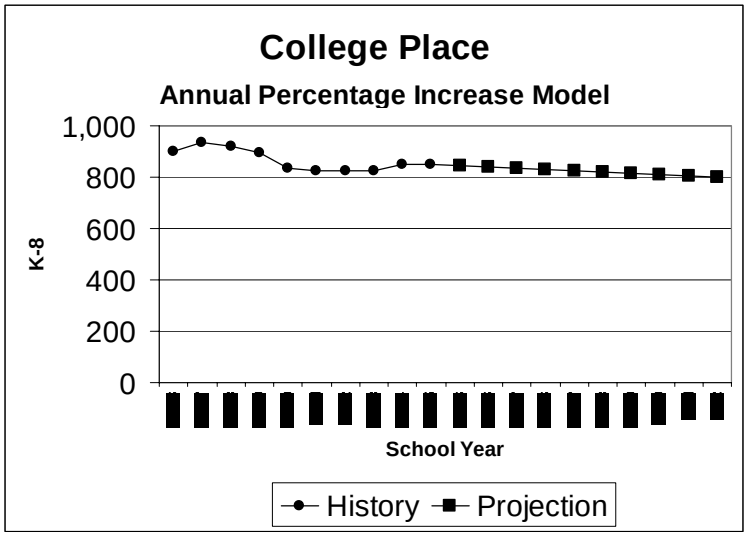
Exhibit 3-3 is a table detailing the projected enrollments using the factor of -.59% calculated by averaging the enrollment increases and decreases over the last 10 years. Exhibit 3-4 is a graphical representation of the table. Based on the economic information and interviews of community leaders, MGT believes this model presents an under-estimate of future enrollments.

EXHIBIT 3-3
PROJECTED STUDENTS USING THE
PERCENTAGE INCREASE MODEL

	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
K-5	555	549	543	537	532	526	520	515	509	504
6-8	289	290	292	294	295	297	299	301	302	304
Total	843	838	833	828	823	818	813	809	804	799

Source: MGT of America, 2004

EXHIBIT 3-4
PERCENTAGE INCREASE MODEL CHART



Source: MGT of America, 2004

3.3.2 Regression Enrollment Projections

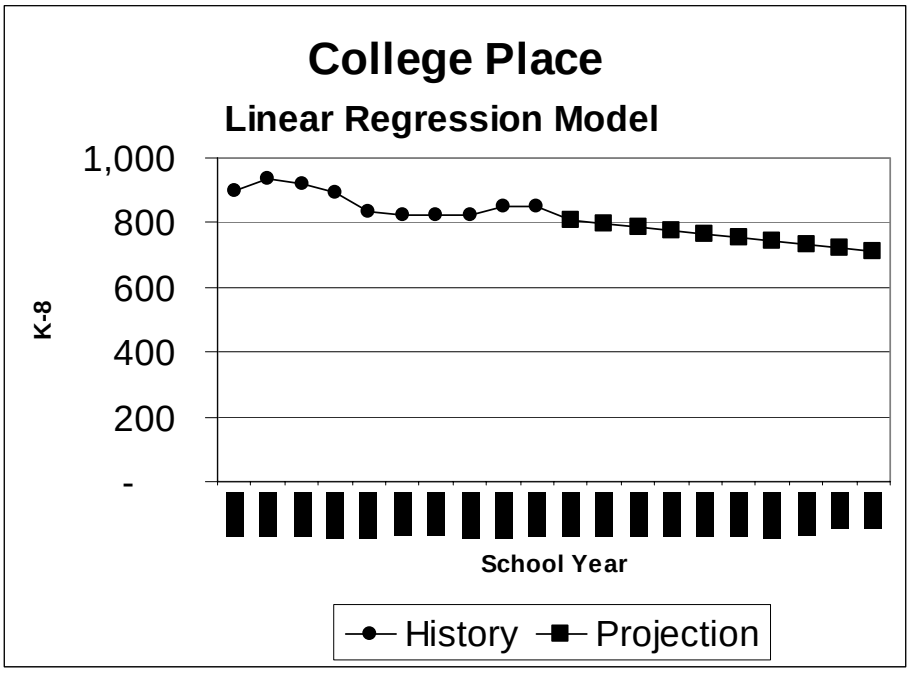
Exhibit 3-5 is a table detailing the projected enrollment using the regression model and based on the historical enrollments for the last 10 years. Exhibit 3-6 is a graphical representation of the table data.

EXHIBIT 3-5
PROJECTED STUDENTS USING THE
REGRESSION MODEL

	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
K-5	529	519	509	499	490	480	470	460	450	440
6-8	279	278	277	277	276	275	275	274	273	273
Total	808	797	787	776	765	755	744	734	723	713

Source: MGT of America, 2004

EXHIBIT 3-6
REGRESSION MODEL CHART



Source: MGT of America, 2004

3.3.3 Cohort Survival Enrollment Projections

Exhibit 3-7 is a table detailing the projected enrollments using the cohort survival method based on the enrollment over the last 10 years. Exhibit 3-8 is a graphical

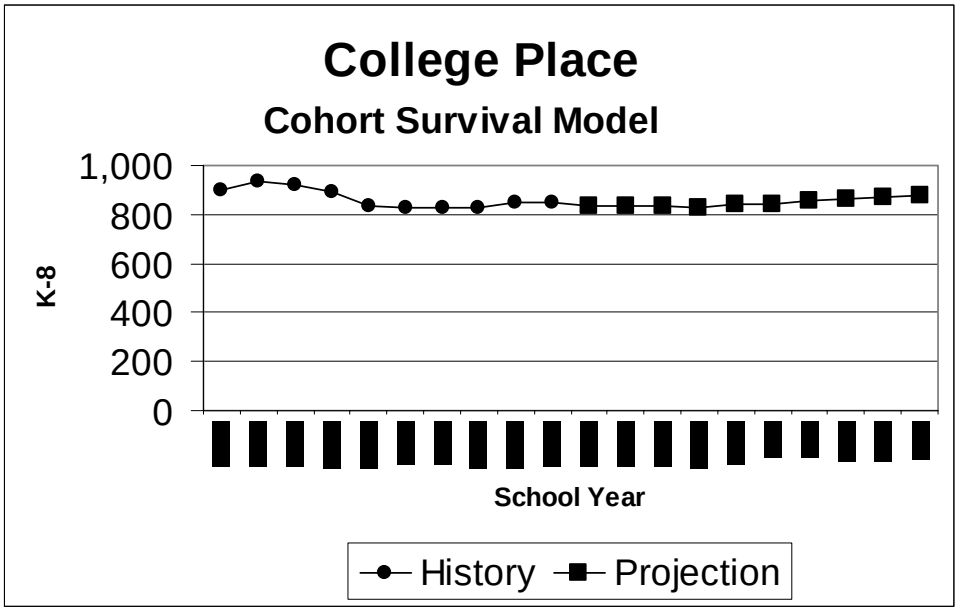
representation of the table data. The kindergarten projection in this model is based on the correlation between historical birth rates (natality rates) and kindergarten enrollments. MGT chose this model for superior accuracy.

EXHIBIT 3-7
PROJECTED STUDENTS USING THE
COHORT SURVIVAL MODEL

	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
K	97	98	98	99	99	100	100	101	101	102
1	89	97	97	98	98	98	99	99	100	100
2	100	92	99	100	100	101	101	102	102	103
3	85	98	90	97	98	98	99	99	100	100
4	94	85	97	89	97	97	97	98	98	99
5	85	93	83	96	88	95	96	96	97	97
6	104	83	91	82	94	86	94	94	94	95
7	85	99	79	86	78	89	82	89	89	90
8	93	88	102	81	89	80	92	84	91	92
K-5	551	561	565	578	580	590	592	595	598	601
6-8	282	270	272	250	260	255	267	267	275	276
K-8	833	831	837	828	840	845	859	862	873	877

Source: MGT of America, 2004

EXHIBIT 3-8
COHORT SURVIVAL MODEL CHART



Source: MGT of America, 2004

3.4 Enrollment Projection Conclusions

3.4.1 District Projections

MGT used three different enrollment projection models to estimate future enrollments. Each model emphasizes different types of data, and therefore is limited in its effectiveness as a predictive tool. Two models, the percentage increase model and the regression model, emphasize historical data. These models are quite effective predictors if there is no forecast of community growth or decline and that student population rates have minimal fluctuation.

The other model uses historical enrollments but also takes into account student mobility patterns and the effects of the natality rates in prior years. The cohort survival model is perhaps the best known predictive tool using this type of data. However, like the percentage increase model and the regression model, the cohort survival model loses its predictive capabilities in communities that experience, or are expected to experience, more rapid growth.

Based on all the available information, MGT believes that the College Place schools should use an enrollment forecast that is even higher than the high estimates predicted by the cohort survival enrollment projection model. This conclusion is based on several factors:

a. A number of College Place students attend either the private schools in the area or the Walla Walla Public Schools. Based on anecdotal information, MGT believes that a number of those students will choose to attend College Place Public School is the facilities are improved.

b. Growth in the College Place area is expected to increase at a higher rate. Recent commercial development should bring additional residential development if typical commercial-residential cycles hold true.

c. Additional expansion at the Walla Walla State Prison is expected to bring additional personnel to the area to support the expansion, both in the construction phase and the occupancy phase.

d. Much of the available residential expansion space is in the College Place area.

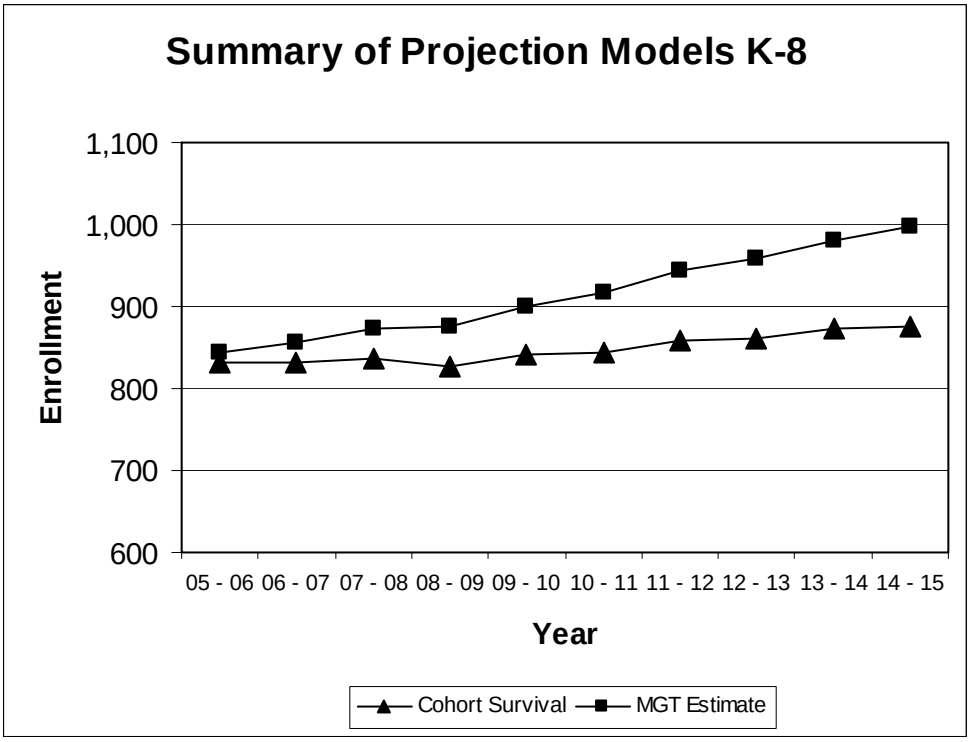
MGT projects that the cumulative impact of the above factors will be an additional 120 students in the next ten years above the cohort survival projection. Exhibit 3-9 details the MGT estimate of student growth. Exhibit 3-10 is a graphical representation of the table data.

EXHIBIT 3-9
ESTIMATED STUDENTS USING THE COHORT SURVIVAL MODEL PLUS THE MGT GROWTH FACTOR

Model (K-8)	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
Cohort Survival	833	831	837	828	840	845	859	862	873	877
MGT Growth Factor	12	24	36	48	60	72	84	96	108	120
MGT Estimate	845	855	873	876	900	917	943	958	981	997

Source: MGT of America, 2004

EXHIBIT 3-10
PROJECTED STUDENTS USING THE COHORT SURVIVAL MODEL PLUS THE MGT GROWTH FACTOR



Source: MGT of America, 2004

3.5 School Building Capacity Models

Existing building capacity information was gathered in two different models to provide basic information for facility planning. The calculations for the two methods required a variety of information:

a. plans, maps, diagrams, and drawings of existing buildings,
b. information regarding the numbers of teaching spaces and their uses,
c. square footage information for each school.
d. interviews with staff.

Many "special needs" programs require smaller class sizes with more area per student, specialized utilities and equipment, and space for specialists to serve their needs. Some of the special needs programs include programs for the cognitively impaired, learning disabled, seriously emotionally impaired, speech and hearing therapy, remedial reading and mathematics (Title I), migrant education, ESL, and drug education.

3.5.1 Model A: Square Footage Per Student Model

This model of calculating capacity is based on the school's gross square feet divided by one of the following factors:

Elementary	=	136.8 sq. ft.
Middle	=	144.3 sq. ft.

(These factors are based on a survey of median square feet per student from School Planning and Management 2004 Report.)

Example:
Acme Elementary School
Gross square feet = 57,090
Capacity = 417 students (57,090 divided by 136.8 = 417)

3.5.2 Model B: Instructional Space Model

This model of calculating capacity is based on an actual count of the different types of classrooms, their maximum enrollment, and a scheduling factor. Often, general classrooms have a greater capacity than special learning classrooms (e.g., Special

education classrooms have lower enrollments due to the legal requirements of handicapped education laws and vocational classrooms often have lowered enrollments due to safety issues.). Based on College Place Public School practices for classroom enrollment sizes, we have used these values:

Grades K-3	=	23 students per classroom
Grades 4-6	=	26 students per classroom
Grades 7-8	=	30 students per classroom

Some enrollment size variations for special learning spaces at the middle school level have been used. They are:

Science	=	24 students per classroom
Music (Secondary)	=	40 students per classroom
Computer Lab	=	26 students per classroom
ELL, ECSE, and Life Skills	=	10 students per classroom
Resouce Room and Title I	=	16 students per classroom

Once the number of classrooms is determined and the enrollment maximums are determined, their product is multiplied by a scheduling factor. Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of the maximum enrollment standards (e.g. upper level mathematics courses, classes with low incidence handicapped students, the effects of singleton courses on the schedule, etc.) These scheduling factors have been used:

Elementary	=	95%
Middle School	=	80%

Example:

Acme High School						
General Classrooms	=	17 X 25	=	425 X 80%	=	340
Music Rooms	=	1 X 40	=	40		
Science Classrooms	=	2 X 24	=	48		
Resource Rooms	=	3 X 16	=	48		
Subtotal	=			136 X 80%	=	109
Total					=	449

(In College Place Public Schools, elementary special learning spaces are used for pull-out programs and therefore have no capacity.)

Exhibit 3-11 includes information based on the two different capacity calculation models.

EXHIBIT 3-11
CAPACITY ANALYSIS

		Totals	
Site	**Total Sq. Ft.**	**Total Capacity - Sq. Ft. per Pupil Model**	**Total Capacity - Instructional Space Model (95% & 80%)**
Davis Elementary	69,732	510	540
Meadow Brook Elementary	44,120	323	257
Elementary Total	113,852	832	796
Sager Middle	70,652	490	373
Middle School Total	70,652	490	373
Grand Total	184,504	1,322	1,169

Source: MGT of America, 2004

3.5.3 Capacity – Summary

The capacity of the College Place Public Schools buildings has been calculated using a square-foot-per-student model and an instructional space model. Because of the schedule, the wide variety of course offerings, and the desire to keep lower teacher-student ratios, the instructional space model is the best model to use in capacity calculations. College Place Public School administrators should continue to examine the square-foot-per-student model as a point of reference in doing comparative analysis.

3.6 Capacity and Enrollment

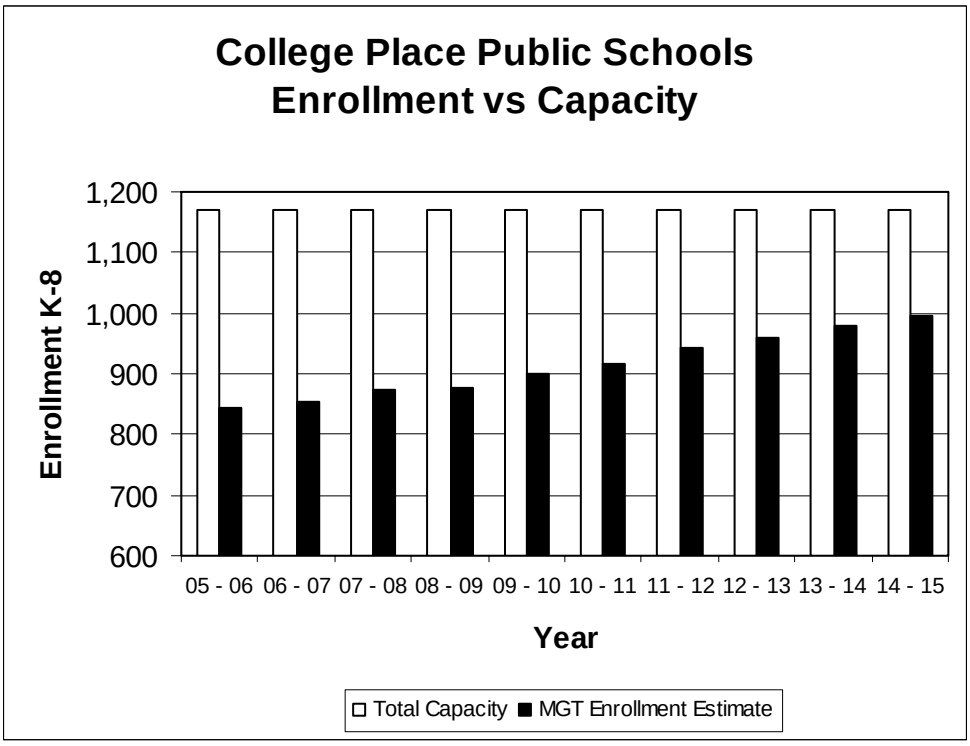
In order for schools to fully meet their educational goals, capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization) capital

expenditures may be reduced or facilities removed from inventory. When enrollment exceeds capacity (over-utilization) capital expenditures may need to be increased.

3.6.1 Enrollment and Capacity

The total maximum PreK-6 elementary capacity of 796 easily exceeds the total projected enrollment of 561. The same is true of the middle school with a capacity of 373 and an enrollment of 287 students. At no time in the 10 year enrollment projection is the enrollment for any grade configuration expected to exceed capacity. Exhibit 3-12 provides a graphic representation of the relationship between capacity and enrollment for the coming decade for College Place Public Schools.

EXHIBIT 3-12
ENROLLMENT VS. CAPACITY (K-8)



Source: MGT of America, 2004

The utilization (enrollment divided by capacity) for each school is detailed in Exhibit 3-13.

EXHIBIT 3-13
COLLEGE PLACE SCHOOLS - UTILIZATION

School	Capacity (Instructional Space Model)	Enrollment (Oct 1, 04)	Utilization
Davis	540	408	76%
Meadow Brook	257	243	95%
Sager	373	197	53%
Total	1,169	848	73%

Source: MGT of America, 2004

3.7 Conclusions

School buildings at all grade levels are able to accommodate the expected student population growth in the coming decade. It is important to note that the schools may have other significant problems when evaluating the physical condition, the site condition, and the educational suitability of the facilities. However, when looking at only capacity and projected enrollments, neither elementary nor middle schools are stressed in terms of over-utilization.

As discussed earlier, College Place Public Schools appear to be growing moderately and will continue to grow for the next decade and beyond. Assuming the programs, schedules, and student-teacher ratios remain relatively constant, overcrowding of school buildings will not to be a major problem in the quest for educational excellence at all grade levels.

4.0 CONDITION ASSESSMENTS

This chapter provides information on the condition of the schools in the College Place Public Schools. The condition of schools buildings is measured through several assessments. Detailed scoring sheets are in the appendices of this report. The major sections of this chapter are:

4.1 Physical Condition Assessment

4.2 Site Condition Assessment

4.3 Educational Suitability Assessment

4.4 Technology Readiness Assessment

4.5 Score Summary

4.1 Physical Condition Assessment

The ***BASYS*** condition score is a measure of the amount of deferred maintenance in a building. The weighted condition score is the weighted (by building size) average condition score of all the buildings at a school. The scores can be interpreted as follows:

90+	**New or Like New:** The building and/or a majority of its systems are in good condition, less than one year old, and only require preventative maintenance.
75-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance.
60-74	**Fair:** The building and/or some of its systems are in fair condition and require minor repair.
50-59	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 50	**Unsatisfactory:** The building and/or a majority of its systems should be considered for replacement.

4.2 Site Condition Assessment

The ***BASYS*** site condition score is a measure of the deferred maintenance in the site systems, such as fences, parking lots and site lighting. The scores can be interpreted as follows:

90+	**Good:** The majority of the site systems are in good condition and only require routine maintenance.
75-89	**Fair:** The site systems are generally in fair condition and may require minor maintenance.
50-74	**Poor:** A significant number of the site systems are in poor condition and require major maintenance.
Below 50	**Unsatisfactory:** A majority of the site systems should be replaced.

Although site size was not scored, the following information regarding site size was considered in the evaluation of the schools:

EXHIBIT 4-1
BASYS SUMMARY SCORES – ALL SCORES

Site Name	Washington Site Size Guidelines	Approximate Site Size
DAVIS	10 acres plus 1 acre for each 100 students	8 Acres
MEADOW BROOK	10 acres plus 1 acre for each 100 students	29 Acres (Shared)
SAGER	20 acres plus 1 acre for each 100 students	

Source: OSPI and MGT of America, 2005

4.3 Educational Suitability Assessment

The educational suitability of each school was assessed using ***BASYS*** suitability categories and the age of the facility as factors. Suitability categories include:

- The existence of facilities to support the educational program offered (e.g., science rooms, music rooms)
- The adequacy of the size of the program spaces
- The appropriateness of adjacencies (e.g., physical education separated from quiet spaces)
- The appropriateness of support spaces (e.g., food service, administration, staff work area)

Educational suitability is intended to assess how well the facility supports the educational program that it houses. Each school receives a suitability score that can be interpreted as follows:

90+ **Good:** The facility is designed to provide for and support the educational program offered. It may have minor suitability issues but generally meets the needs of the educational program.

75-89 **Fair:** The facility has some problems meeting the needs of the educational program and may require some remodeling.

50-74 **Poor:** The facility has numerous problems meeting the needs of the educational program and needs significant remodeling or additions.

Below 50 **Unsatisfactory:** The facility is unsuitable in many areas of the educational program.

4.4 Technology Readiness Assessment

The ***BASYS*** technology readiness score assesses the existence of the required infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

90+ **Good:** The facility has the infrastructure to support information technology.

75-89 **Fair:** The facility is lacking in some infrastructure.

50-74 **Poor:** The facility is lacking significant infrastructure to support information technology.

Below 50 **Unsatisfactory:** The facility has little or no infrastructure to support information technology.

4.5 Score Summary:

The summary of scores for each of the above factors follows in Exhibit 4-2:

EXHIBIT 4-2
BASYS SUMMARY SCORES – ALL SCORES

Site Name	Condition Score	Site Condition Score	Suitability Score	Tech Score
DAVIS ES	41.94	48.19	75.96	83
MEADOW BROOK ES	84.40	97.78	85.21	100
SAGER MS	62.17	75.64	55.21	75

Source: MGT of America, 2005

5.0 CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendation contained in this chapter are based on the data contained in the previous chapters and will be divided into the following two sections:

- An overview of the data compiled, the identified needs and the alternative solutions.
- The recommended solution.

5.1 Facility Condition Matrix and Alternatives

The data presented in the previous chapters has been combined in order to provide an overall view of each facility, review the overall facility conditions district wide, and to provide a means for prioritization. The basic building block for this process is shown in Exhibit 5-1 below which provides the following information:

- Condition, suitability, technology readiness and site condition score
- A combined score for prioritization purposes (this is based on 50% weight to condition, 30% suitability, 10% site and 10% technology readiness)
- Current utilization

EXHIBIT 5-1
COLLEGE PLACE PUBLIC SCHOOLS CONDITION MATRIX

Site Name	Condition Score	Site Condition Score	Suitability Score	Tech Score	Combined Score	Utilization
DAVIS ES	41.94	48.19	75.96	83.00	56.88	76%
MEADOW BROOK ES	84.40	97.78	85.21	100.00	87.54	95%
SAGER MS	62.17	75.64	55.21	75.00	62.75	53%

Source: MGT of America, 2004

Based on the above objective data along with data received through the public input process (see chapter 2), the following needs have been identified.

- Improvement or replacement of Davis Elementary School.
- Improvements to Sager Middle School, particularly the cafeteria.
- Address the near capacity condition at Meadow Brook Elementary School.
- Address the need for improved District facililties, particularly the bus garage.

In order to address these needs in the most effective and efficient manner the following alternatives have been developed for consideration. All alternatives assume that the preschool program will remain with the elementary school program.

Alternative 1:

- Replace Davis with new K-4 school
- Leave Meadow Brook as is to house grades 5-6
- Renovate Sager to house grades 7-8

Alternative 2:

- Abandon Davis
- Expand Meadow Brook to house grades K-5
- Renovate Sager to house grades 6-8

Alternative 2-B:

- Same as alternative 2 except grades K-4 at Meadow Brook and 5-8 at Sager

Alternative 3:

- Replace Davis with new K-5 school
- Expand Meadow Brook to house grades K-5
- Renovate Sager to house grades 6-8

Alternative 4:

- Replace Davis with new K-5 school
- Renovate / Expand Sager – Meadow Brook to house grades 6-8

Alternative 4-B:

- Same as alternative 4 above except grades K-4 at Davis and 5-8 at Sager – Meadow Brook.

Exhibit 5-2 below provides a summary of the above alternatives along with the capacities and costs. The cost estimates include:

- site improvements
- architect and engineering fees
- furniture, fixtures, and equipment (FF&E)
- contingency fund
- all other "soft costs"

Each of the alternatives includes a budget for relocating the transportation and district office facilities. Again, each of the alternatives also includes having the preschool program remain with the elementary school program.

EXHIBIT 5-2
COLLEGE PLACE PUBLIC SCHOOLS FACILITY ALTERNATIVES

School	Recommended Solution	Grade Levels	Capacity	Cost Estimate
Alternative 1:				
Davis	Replace	K-4	550	$13,924,032
Meadow Brook	No Change	5-6	225	
Sager	Renovate	7-8	225	$7,796,944
Transportation				$588,800
Dist. Office				$50,000
Total				$22,314,776
Alternative 2:				
Davis	Abandon			
Meadow Brook	Expansion	K-5	650	$7,361,331
Sager	Renovate	6-8	350	$13,242,236
Transportation				$588,800
Dist. Office				$50,000
Total				$21,242,367

EXHIBIT 5-2 (CONT.)
COLLEGE PLACE PUBLIC SCHOOLS FACILITY ALTERNATIVES

School	Recommended Solution	Grade Levels	Capacity	Cost Estimate
Alternative 2B:				
Davis	Abandon			
Meadow Brook	Expansion	K-4	550	$5,116,723
Sager	Renovate	5-8	450	$13,190,813
Transportation				$588,800
Dist. Office				$50,000
Total				$18,896,386
Alternative 3:				
Davis	Replace	K-5	325	$9,082,880
Meadow Brook	Expansion	K-5	325	$514,560
Sager	Renovate	6-8	350	$10,576,938
Transportation				$588,800
Dist. Office				$50,000
Total				$20,763,228
Alternative 4:				
Davis	Replace	K-5	650	$15,273,856
Meadow Brook	Combine with Sager			
Sager	Renovate / Expand	6-8	350	$3,504,128
Transportation				$588,800
Dist. Office				$50,000
Total				$19,366,834
Alternative 4B:				
Davis	Replace	K-4	550	$13,924,032
Meadow Brook	Combine with Sager			
Sager	Renovate / Expand	5-8	450	$6,844,928
Transportation				$588,800
Dist. Office				$50,000
Total				$21,537,810

Source: MGT of America, 2004

From the above data, it is clear that the most cost effective solution involves combining all facilities at the Sager / Meadow Brook site. In addition to being the lowest cost in terms of capital construction this would also result in lower annual operating costs. Looking at the most recent research on school size, with the exception of alternatives 2 and 4 all alternatives fall within or near reasonable limits which indicate that elementary schools should not exceed the 300 – 500 range and middle schools the 600 – 800 range. The primary drawback to combining the schools at one site is the elimination of the neighborhood elementary school in the original center of town.

5.2 Recommendations

New Facilities and Additions

It is the recommendation of the consultant team that the College Place School District proceed with plans for implementation of facility alternative 2-B which abandons Davis Elementary, expands Meadow Brook to house all district K-4 students and renovates Sager to house all 5-8 students. This alternative not only is the most cost effective but also meets the needs of school size as indicated in the most recent research on the subject. While alternative 3 is enticing because it allows for neighborhood elementary schools and offers the best solution for future growth, the long term costs associated with this alternative, along with the possibility of renewing high school discussions in the future lead us to our recommendation. Other advantages of alternative 2-B include:

- Elimination of the need for attendance boundaries
- Ease of ability to provide cooperative programs among all grade levels
- Allows for future alternative use and/or sale of the Davis site
- Improved energy efficiency in the renovated facilities

- Reduction of energy costs from the elimination of the Davis School
- Improved use of staff for maintenance, custodial, and grounds services

Although the enrollment of the district currently stands near 800 students, this recommendation will enable the community to absorb the growth that will certainly come. This plan sizes the infrastructure and core spaces in the building to meet future growth. The relative cost of adding infrastructure and core spaces at a later time would be very cost prohibitive compared to the addition of classrooms at a later time.

The disposition of the Davis School and site is not determined at this time. Options include sale or trade of the property, rental of the property, or demolition of the structure. MGT has not included any demolition costs for abandonment of the Davis school. If the district decides that the best course of action is to demolish Davis, the costs of demolition could range from $200,000 to $600,000 depending on the level of asbestos and remediation necessary to leave the site in a useful condition. MGT recommends additional study and analysis be conducted to evaluate the best use of the Davis property.

In order to implement this recommendation is will be critical that the district begin immediately to plan for a K-4, 5-8 configuration at one site. The K-4, 5-8 grade configuration is used very effectively in many places in the United States. A task force should be formed to examine the critical elements of success in schools using that grade configuration. This task force should also look at the research behind a grade 5-8 middle school and current best practices for this configuration. This will lead to the basis for developing educational specifications for the renovated / expanded schools. It will also be important to immediately begin discussions regarding the alternatives for the bus garage and district office.

APPENDIX

BUILDING CONDITION REPORTS

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 001	Building #: 001-A
Site: Davis ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Fair	7.66	12.77	60.00
Exterior Walls	Single Component	100.00	Poor	1.57	5.24	30.00
Roof	Single Component	100.00	Poor	1.55	5.16	30.00
Exterior Windows	Single Component	100.00	Good	2.12	2.35	90.00
Exterior Doors	Single Component	100.00	Fair	0.34	0.56	60.00
Interior Floors	Single Component	100.00	Unsat	0.00	7.43	0.00
Interior Walls	Single Component	100.00	Fair	5.21	8.68	60.00
Interior Doors	Single Component	100.00	Fair	0.67	1.11	60.00
Ceiling	Single Component	100.00	Fair	3.21	5.35	60.00
Fixed Equipment	Single Component	100.00	Fair	1.42	2.37	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.90	3.22	90.00
Distribution	Single Component	100.00	Poor	0.97	3.22	30.00
Plumbing						
Supply	Single Component	100.00	Poor	0.58	1.92	30.00
Fixtures	Single Component	100.00	Fair	1.15	1.92	60.00
Waste	Single Component	100.00	Good	1.73	1.92	90.00
HVAC						
Energy Generation	Single Component	100.00	Poor	3.23	10.76	30.00
Distribution	Single Component	100.00	Poor	1.94	6.46	30.00
Controls	Single Component	100.00	Poor	1.29	4.30	30.00
Lighting	Single Component	100.00	Unsat	0.00	5.08	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Poor	0.58	1.93	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.65	0.72	90.00
Exit Safety	Single Component	100.00	Poor	0.22	0.72	30.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.97	1.08	90.00

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 001	Building #: 001-A
Site: Davis ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	1.08	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Poor	0.13	0.43	30.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.43	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.87	0.00
Fire Resistance	Single Component	100.00	Fair	0.87	1.44	60.00
ADA	Single Component		Poor			
Total For Building :				**41.33**	**98.56**	**41.94**

Comments

Structural->Foundation\Structure
Floor is wood framed on a crawl space and shows signs of squeaking. A more thorough review should be conducted.

Structural->Exterior Walls
Cracks in the bricks and stucco system. Efflorescence in some gym basement walls.

Structural->Roof
There are numerous leaks in the foam applied lacks that seem to reoccur at different times of the year.

Structural->Exterior Doors
Some doors operate with some difficulty.

Structural->Interior Floors
There is apparent wear on all of the carpet. Some restroom tile is failing and one restroom has asbestos suspect tile. The carpet appears to be 15-20 years old and is past is normal life expectancy.

Structural->Interior Walls
Some walls show minor wear and deterioration and need some minor repair.

Structural->Interior Doors
Most doors operate adequately. Hardware is beginning to fail and is being replaces with new updated ADA hardware which is becoming troublesome

Structural->Ceiling
The ceiling is generally sound but needs some minor repair aesthetically.

Structural->Fixed Equipment
The coolers in the kitchen have moisture problems. The stage curtains are worn.

Mechanical->Electrical-->Main Service
The electrical system is currently at its capacity and there is no more room for any additional capacity. There is no space for additional outlets or additional changes in lighting.

Mechanical->Electrical-->Distribution
The original 1930s distribution system that remains should be replaced.

Mechanical->Plumbing-->Supply
There has been consistent degradation of the plumbing supply that appears will be ongoing.

Mechanical->Plumbing-->Fixtures
Fixtures are not low flow fixtures.

Mechanical->HVAC-->Energy Generation
Boilers are suspect and appear to be inefficient and old beyond their life.

Mechanical->HVAC-->Distribution
The boilers are well used and not as efficient as they could be.

Mechanical->HVAC-->Controls
There are comfort control inconsistency problems in different areas of the building, as well as different type of controls.

Mechanical->Lighting
The lighting levels are inadequate and the type of fixtures are in efficient.

Mechanical->Connectivity
There is a need for additional outlets. The current capacity is maxed out with no spare capacity.

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	001	Building #:	001-A
Site:	Davis ES			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Means of Exit-->Exit Operation
The exit lighting is marginal. There needs to be more exit lighting.

Safety\Fire Protection->Means of Exit-->Exit Safety
There are several dead end corridors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no fire sprinklers. Door assemblies do not appear to be properly rated assemblies for rated corridors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The number of alarm locations appears to be low and inadequate. The system is an older conventional Simplex system. Horns and strobes do not meet current codes for visibility.

Safety\Fire Protection->Emergency Lighting
Not all areas appear to have proper lighting or have a lack of lighting. The light levels are below NFPA recommendations.

Safety\Fire Protection->Fire Resistance
Doors and windows are not fire rated.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	002	Building #:	002-A
Site:	Meadowbrook MS			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00
Roof	Single Component	100.00	Good	2.34	2.60	90.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Good	0.43	0.48	90.00
Interior Floors	Single Component	100.00	Fair	5.59	9.32	60.00
Interior Walls	Single Component	100.00	Good	7.03	7.81	90.00
Interior Doors	Single Component	100.00	Good	0.84	0.94	90.00
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	Single Component	100.00	Good	1.46	1.63	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	5.41	9.01	60.00
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 002	Building #: 002-A
Site: Meadowbrook MS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
ADA	Single Component		Good			
Total For Building :				**82.78**	**98.09**	**84.40**

Comments

Structural->Interior Floors

VCT in gym and some smaller areas is beginning to show signs of wear.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-C
Site:	Sager MS			Building:	Cafeteria Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Fair	7.66	12.77	60.00
Exterior Walls	Single Component	100.00	Fair	3.14	5.24	60.00
Roof	Single Component	100.00	Poor	1.55	5.16	30.00
Exterior Windows	Single Component	100.00	Poor	0.71	2.35	30.00
Exterior Doors	Single Component	100.00	Fair	0.34	0.56	60.00
Interior Floors	Single Component	100.00	Fair	4.46	7.43	60.00
Interior Walls	Single Component	100.00	Poor	2.61	8.68	30.00
Interior Doors	Single Component	100.00	Fair	0.67	1.11	60.00
Ceiling	Single Component	100.00	Poor	1.61	5.35	30.00
Fixed Equipment	Single Component	100.00	Poor	0.71	2.37	30.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.90	3.22	90.00
Distribution	Single Component	100.00	Poor	0.97	3.22	30.00
Plumbing						
Supply	Single Component	100.00	Poor	0.58	1.92	30.00
Fixtures	Single Component	100.00	Fair	1.15	1.92	60.00
Waste	Single Component	100.00	Fair	1.15	1.92	60.00
HVAC						
Energy Generation	Single Component		(N/A)	0.00	0.00	0.00
Distribution	Single Component	100.00	Fair	3.87	6.46	60.00
Controls	Single Component	100.00	Fair	2.58	4.30	60.00
Lighting	Single Component	100.00	Unsat	0.00	5.08	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.74	1.93	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.65	0.72	90.00
Exit Safety	Single Component	100.00	Fair	0.43	0.72	60.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.97	1.08	90.00

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 003	Building #: 003-C
Site: Sager MS		Building: Cafeteria Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	1.08	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.43	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.43	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.87	0.00
Fire Resistance	Single Component	100.00	Good	1.30	1.44	90.00
ADA	Single Component		Fair			
Total For Building :				**42.52**	**87.80**	**48.43**

Comments

Structural->Foundation\Structure
There is some bounce in the floor near the stage.

Structural->Exterior Walls
Some areas need minor repair and caulking.

Structural->Roof
The roof does not currently leak but is old enough to have less than 30% of its life expectancy left.

Structural->Exterior Windows
Windows are single pane aluminum with no thermal qualities.

Structural->Exterior Doors
Some doors are hard to operate and hardware is beginning to show signs of failure.

Structural->Interior Floors
The VCT flooring is showing wear and beginning to panelize and separate at the joints.

Structural->Interior Walls
Wear on interior walls from daily use is prevalent.

Structural->Interior Doors
Interior doors are failing, hardware is needing attention, the finishes are deteriorating.

Structural->Ceiling
The ceiling has areas of wear and abuse.

Structural->Fixed Equipment
Most equipment is old and has been used past its expected serviceable life. Parts are difficult to find.

Mechanical->Electrical-->Distribution
The fan units are in poor condition as is the kitchen hoods. The compressors also make a lot of noise.

Mechanical->Plumbing-->Supply
The domestic system is 40 years old and in poor condition.

Mechanical->Plumbing-->Fixtures
Some fixtures show wear and tear.

Mechanical->Plumbing-->Waste
There has been some unscheduled repairs of the system which appears to be 40 years old.

Mechanical->HVAC-->Distribution
Exposed ductwork in classrooms are noisy.

Mechanical->HVAC-->Controls
There appears to be complaints of swings in temperature that affect comfort levels.

Mechanical->Lighting
Most of the lighting is inefficient old type.

Safety\Fire Protection->Means of Exit-->Exit Safety
There is no approved egress from the stage area.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire suppression system.

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-C
Site:	Sager MS			Building:	Cafeteria Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Emergency Lighting

Emergency lighting is minimal does not meet lighting levels of NFPA.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-A
Site:	Sager MS			Building:	Classroom Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.49	12.77	90.00
Exterior Walls	Single Component	100.00	Good	4.71	5.24	90.00
Roof	Single Component	100.00	Good	4.65	5.16	90.00
Exterior Windows	Single Component	100.00	Good	2.12	2.35	90.00
Exterior Doors	Single Component	100.00	Good	0.51	0.56	90.00
Interior Floors	Single Component	100.00	Unsat	0.00	7.43	0.00
Interior Walls	Single Component	100.00	Good	7.82	8.68	90.00
Interior Doors	Single Component	100.00	Fair	0.67	1.11	60.00
Ceiling	Single Component	100.00	Good	4.82	5.35	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.90	3.22	90.00
Distribution	Single Component	100.00	Good	2.90	3.22	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.73	1.92	90.00
Fixtures	Single Component	100.00	Fair	1.15	1.92	60.00
Waste	Single Component	100.00	Good	1.73	1.92	90.00
HVAC						
Energy Generation	Single Component	100.00	Unsat	0.00	10.76	0.00
Distribution	Single Component	100.00	Fair	3.87	6.46	60.00
Controls	Single Component	100.00	Fair	2.58	4.30	60.00
Lighting	Single Component	100.00	Poor	1.52	5.08	30.00
Special Lab	Single Component	100.00	Good	1.30	1.44	90.00
Connectivity	Single Component	100.00	Good	1.74	1.93	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.65	0.72	90.00
Exit Safety	Single Component	100.00	Good	0.65	0.72	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.97	1.08	90.00

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 003	Building #: 003-A
Site: Sager MS		Building: Classroom Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	1.08	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.43	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.43	90.00
Emergency Lighting	Single Component	100.00	Fair	0.52	0.87	60.00
Fire Resistance	Single Component	100.00	Good	1.30	1.44	90.00
ADA	Single Component		Fair			
Total For Building :				**63.08**	**97.63**	**64.61**

Comments

Structural->Interior Floors
The carpet is failing, unraveling, excessive wrinkles and has exceeded its useful life.

Structural->Interior Doors
The carpet is failing, unraveling, excessive wrinkles and has exceeded its useful life.

Mechanical->Plumbing-->Fixtures
Some fixtures show wear and tear.

Mechanical->HVAC-->Energy Generation
The roof top units are noisy and not efficient and have used 75% of their life expectancy.

Mechanical->HVAC-->Distribution
Exposed ductwork in classrooms are noisy.

Mechanical->HVAC-->Controls
There appears to be complaints of swings in temperature that affect comfort levels.

Mechanical->Lighting
Most of the lighting is inefficient old type.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire suppression system.

Safety\Fire Protection->Emergency Lighting
Emergency lighting is minimal.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-C
Site:	Sager MS			Building:	Library Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Fair	12.80	21.33	60.00
Exterior Walls	Single Component	100.00	Good	11.05	12.27	90.00
Roof	Single Component	100.00	Good	1.99	2.21	90.00
Exterior Windows	Single Component	100.00	Good	2.15	2.39	90.00
Exterior Doors	Single Component	100.00	Good	0.31	0.35	90.00
Interior Floors	Single Component	100.00	Good	4.36	4.85	90.00
Interior Walls	Single Component	100.00	Good	3.74	4.16	90.00
Interior Doors	Single Component	100.00	Good	1.51	1.67	90.00
Ceiling	Single Component	100.00	Good	3.88	4.31	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.40	2.66	90.00
Distribution	Single Component	100.00	Good	2.40	2.66	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.54	0.60	90.00
Fixtures	Single Component	100.00	Good	0.54	0.60	90.00
Waste	Single Component	100.00	Good	0.54	0.60	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	7.84	8.72	90.00
Distribution	Single Component	100.00	Good	4.71	5.23	90.00
Controls	Single Component	100.00	Good	3.14	3.49	90.00
Lighting	Single Component	100.00	Poor	1.31	4.38	30.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Fair	0.96	1.60	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.52	0.58	90.00
Exit Safety	Single Component	100.00	Good	0.52	0.58	90.00
Fire Control Capability						

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 003	Building #: 003-C
Site: Sager MS		Building: Library Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Operation	Single Component	100.00	Good	0.85	0.95	90.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.95	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.14	0.15	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.14	0.15	90.00
Emergency Lighting	Single Component	100.00	Good	0.26	0.29	90.00
Fire Resistance	Single Component	100.00	Good	1.05	1.16	90.00
ADA	Single Component		Fair			
Total For Building :				**69.65**	**88.90**	**78.35**

Comments

Structural->Foundation\Structure
Several exterior beams are either rotted away or showing signs of potential rotting.

Structural->Exterior Walls
There has been some infiltration of ants in the springtime at the ground level.

Mechanical->Lighting
Lighting is inefficient.

Mechanical->Connectivity
There has been significant upgrades to the electrical system but there will need to be additional capacity added if much more equipment is added.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire suppression system.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-D
Site:	Sager MS			Building:	Multipurpose Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	New	17.33	17.33	100.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Unsat	0.00	2.60	0.00
Exterior Windows	Single Component	100.00	Fair	2.76	4.59	60.00
Exterior Doors	Single Component	100.00	Unsat	0.00	0.48	0.00
Interior Floors	Single Component	100.00	Unsat	0.00	9.32	0.00
Interior Walls	Single Component	100.00	Fair	4.68	7.81	60.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Unsat	0.00	4.83	0.00
Fixed Equipment	Single Component	100.00	Good	1.46	1.63	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Poor	0.33	1.11	30.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
HVAC						
Energy Generation	Single Component		(N/A)	0.00	0.00	0.00
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Poor	1.38	4.61	30.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Poor	0.20	0.65	30.00
Exit Safety	Single Component	100.00	Unsat	0.00	0.65	0.00
Fire Control Capability						

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 003	Building #: 003-D
Site: Sager MS		Building: Multipurpose Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.18	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
ADA	Single Component		Fair			
Total For Building :				**55.55**	**89.69**	**61.94**

Comments

Structural->Exterior Walls
The joints between the tilt up concrete panels have missing caulking and need repair.

Structural->Roof
There is extensive roof failure and numerous leaks.

Structural->Exterior Windows
Exterior windows are inoperable and do not have good thermal qualities.

Structural->Exterior Doors
Doors are hard to operate and are failing.

Structural->Interior Floors
Carpet is over 25 years old and is past its life expectancy.

Structural->Interior Walls
Soiled worn surfaces need patching and finishing.

Structural->Interior Doors
Interior doors and hardware are failing.

Structural->Ceiling
The ceiling in the weight room has missing and damaged tiles and numerous areas of past water infiltration.

Mechanical->Plumbing-->Fixtures
Many fixtures have been removed and some have signs of wear and staining.

Mechanical->Lighting
The lighting levels are poor ant there are inefficient lamps in the fixtures.

Safety\Fire Protection->Means of Exit-->Exit Operation
The exit doors are failing and hard to open.

Safety\Fire Protection->Means of Exit-->Exit Safety
There are several rooms that need additional exits.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no fire sprinklers.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 2582	Project: College Place 2004		
County: Walla Walla	Region: 0	Site #: 003	Building #: 003-B
Site: Sager MS		Building: Vo-Tech Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	13.57	15.08	90.00
Exterior Walls	Single Component	100.00	Fair	6.04	10.07	60.00
Roof	Single Component	100.00	Fair	1.70	2.83	60.00
Exterior Windows	Single Component	100.00	Poor	0.86	2.88	30.00
Exterior Doors	Single Component	100.00	Poor	0.14	0.46	30.00
Interior Floors	Single Component	100.00	Good	6.76	7.51	90.00
Interior Walls	Single Component	100.00	Fair	4.99	8.32	60.00
Interior Doors	Single Component	100.00	Poor	0.37	1.23	30.00
Ceiling	Single Component	100.00	Fair	1.83	3.05	60.00
Fixed Equipment	Single Component	100.00	Good	1.68	1.87	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Fair	1.89	3.15	60.00
Distribution	Single Component	100.00	Fair	1.89	3.15	60.00
Plumbing						
Supply	Single Component	100.00	Poor	0.49	1.64	30.00
Fixtures	Single Component	100.00	Good	1.48	1.64	90.00
Waste	Single Component	100.00	Poor	0.49	1.64	30.00
HVAC						
Energy Generation	Single Component	100.00	Fair	6.28	10.47	60.00
Distribution	Single Component	100.00	Fair	3.77	6.28	60.00
Controls	Single Component	100.00	Poor	1.26	4.19	30.00
Lighting	Single Component	100.00	Unsat	0.00	4.84	0.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Fair	1.13	1.89	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.61	0.68	90.00
Exit Safety	Single Component	100.00	Good	0.61	0.68	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.55	0.61	90.00

Project #:	2582	Project:	College Place 2004				
County:	Walla Walla	Region:	0	Site #:	003	Building #:	003-B
Site:	Sager MS			Building:	Vo-Tech Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.61	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.46	0.51	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.46	0.51	90.00
Emergency Lighting	Single Component	100.00	Good	0.92	1.02	90.00
Fire Resistance	Single Component	100.00	Good	1.23	1.37	90.00
ADA	Single Component		Fair			
Total For Building :				**61.49**	**98.21**	**62.61**

Comments

Structural->Exterior Walls
There are numerous cracks and the paint is pealing in several areas.

Structural->Roof
The roof is beyond or near its life expectancy.

Structural->Exterior Windows
Windows have poor thermal characteristics.

Structural->Exterior Doors
Exterior doors operate hard.

Structural->Interior Walls
interior walls show signs of soiling.

Structural->Interior Doors
Doors are wearing , operating roughly and hardware is failing.

Structural->Ceiling
Ceiling are soiled.

Mechanical->Electrical-->Main Service
Some branch panels are old and should be replaced.

Mechanical->Electrical-->Distribution
There are remnants of the original distribution system still in operation.

Mechanical->Plumbing-->Supply
The domestic system is 40 tears old and is beginning to show signs of failure.

Mechanical->Plumbing-->Waste
The sewage system is requiring unscheduled maintenance.

Mechanical->HVAC-->Energy Generation
The boilers are old and inefficient.

Mechanical->HVAC-->Distribution
there is rust and deteriorating ducts.

Mechanical->HVAC-->Controls
Controls do operate consistently.

Mechanical->Lighting
lighting levels are low and inefficient.

Mechanical->Connectivity
The circuiting is old.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no fire sprinklers

SITE CONDITION REPORTS

BASYS

Building Assessment System

Site Condition Assessment Full Report

Project #:	**2582**	**County:**	**Walla Walla**	**Site #:**	**001**
Project:	**College Place 2004**	**Region:**	**0**	**Site:**	**Davis ES**

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
ES Site Condition Assessment						
Paved Surfaces						
Parking Lots	Single Component	100.00	Unsat	2.16	8.64	25.00
Driveways	Single Component	100.00	Unsat	2.49	9.95	25.00
Sidewalks	Single Component	100.00	Unsat	5.42	21.67	25.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Fair	4.79	6.39	75.00
Playfields	Single Component	100.00	Fair	3.30	4.40	75.00
Irrigation System	Single Component	100.00	Poor	2.09	4.19	50.00
Playgrounds						
Equipment	Single Component	100.00	Good	9.00	9.00	100.00
Playground Surfaces	Single Component	100.00	Fair	2.26	3.02	75.00
Utilities						
Water Service	Single Component	100.00	Unsat	1.18	4.71	25.00
Waste Water Service	Single Component	100.00	Unsat	1.37	5.50	25.00
Storm Sewer	Single Component	100.00	Good	3.93	3.93	100.00
Site Lighting	Single Component	100.00	Good	2.09	2.09	100.00
Fencing	Single Component	100.00	Poor	4.02	8.04	50.00
Total For Site :				**44.10**	**91.52**	**48.19**

Project #:	2582	County:	Walla Walla	Site #:	001
Project:	College Place 2004	Region:	0	Site:	Davis ES

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Comment

ES Site Condition Assessment->Paved Surfaces-->Parking Lots
The parking lots are uneven, potholed and not paved.

ES Site Condition Assessment->Paved Surfaces-->Driveways
The driveways are not paved and have potholes and drainage problems.

ES Site Condition Assessment->Paved Surfaces-->Sidewalks
Sidewalks are cracking, and heaving in some spots. Concrete stairs are cracking and handrails are per current codes.

ES Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens
Minor bare spots.

ES Site Condition Assessment->Landscaped Surfaces-->Playfields
Play fields have bare spots.

ES Site Condition Assessment->Landscaped Surfaces-->Irrigation System
The irrigation system is partly fed from city water. Some areas are old and parts are difficult to replace.

ES Site Condition Assessment->Playgrounds-->Playground Surfaces
Some asphalt and concrete surfaces are deteriorating.

ES Site Condition Assessment->Utilities-->Water Service
The water service is undersized for any future remodel.

ES Site Condition Assessment->Utilities-->Waste Water Service
The existing system is inadequate for the loads on it and it is quite old and would need replacement if any more work is done at Davis.

ES Site Condition Assessment->Utilities-->Storm Sewer
The sewer service is marginal for any additional remodel.

ES Site Condition Assessment->Utilities-->Site Lighting
The lighting levels are marginal.

ES Site Condition Assessment->Fencing
Some fencing is beginning to fail.

BASYS
Building Assessment System

Site Condition Assessment Full Report

Project #:	2582	County:	Walla Walla	Site #:	002
Project:	College Place 2004	Region:	0	Site:	Meadowbrook MS

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
MS Site Condition Assessment						
Paved Surfaces						
Parking Lots	Single Component	100.00	Fair	6.65	8.87	75.00
Driveways	Single Component	100.00	Good	14.24	14.24	100.00
Sidewalks	Single Component	100.00	Good	31.44	31.44	100.00
Athletic Courts	Single Component	100.00	Good	2.90	2.90	100.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	10.04	10.04	100.00
Playfields	Single Component	100.00	Good	6.82	6.82	100.00
Irrigation System	Single Component	100.00	Good	4.30	4.30	100.00
Playgrounds						
Equipment	Single Component	100.00	Good	1.08	1.08	100.00
Utilities						
Water Service	Single Component	100.00	Good	4.84	4.84	100.00
Waste Water Service	Single Component	100.00	Good	5.64	5.64	100.00
Storm Sewer	Single Component	100.00	Good	4.03	4.03	100.00
Site Lighting	Single Component	100.00	Good	3.23	3.23	100.00
Fencing	Single Component	100.00	Good	2.58	2.58	100.00
Total For Site :				**97.78**	**100.00**	**97.78**

Comment

MS Site Condition Assessment->Paved Surfaces-->Parking Lots
minor deteriorating of some asphalt surfaces are apparent.

BASYS
Building Assessment System

Site Condition Assessment Full Report

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
MS Site Condition Assessment						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	4.43	8.87	50.00
Driveways	Single Component	100.00	Poor	7.12	14.24	50.00
Sidewalks	Single Component	100.00	Fair	23.58	31.44	75.00
Athletic Courts	Single Component	100.00	Fair	2.18	2.90	75.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Fair	7.53	10.04	75.00
Playfields	Single Component	100.00	Fair	5.11	6.82	75.00
Irrigation System	Single Component	100.00	Good	4.30	4.30	100.00
Playgrounds						
Equipment	Single Component	100.00	Good	1.08	1.08	100.00
Utilities						
Water Service	Single Component	100.00	Good	4.84	4.84	100.00
Waste Water Service	Single Component	100.00	Good	5.64	5.64	100.00
Storm Sewer	Single Component	100.00	Good	4.03	4.03	100.00
Site Lighting	Single Component	100.00	Good	3.23	3.23	100.00
Fencing	Single Component	100.00	Good	2.58	2.58	100.00
Total For Site :				**75.65**	**100.00**	**75.65**

Comment

MS Site Condition Assessment->Paved Surfaces-->Parking Lots
Some lots are deteriorating.

MS Site Condition Assessment->Paved Surfaces-->Driveways
Some driveways are cracking and showing signs of failure.

MS Site Condition Assessment->Paved Surfaces-->Sidewalks
Sidewalks are showing signs of wear and some cracking.

MS Site Condition Assessment->Paved Surfaces-->Athletic Courts
Some areas are cracking or spalling.

MS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens
Some plants are overgrown and either need replacement or removal.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields
There are bare spots.

SUITABILITY REPORTS

BASYS

Building Assessment System

Suitability Report - Full

Project #:	2582	County:	Walla Walla	Site #:	001
Project:	College Place 2004	Region:	0	Site:	Davis ES
Grade Config:		Site Type:	Elementary School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - Elementary				
Traffic	Unsat	0.00	3.00	0.00
Parking	Poor	0.99	3.00	33.00
Playground	Fair	2.01	3.00	67.00
Fencing	Fair	2.01	3.00	67.00
Signage	Poor	0.99	3.00	33.00
General Classrooms				
Size	Good	38.00	38.00	100.00
Adjacencies	Fair	6.70	10.00	67.00
Storage\Fixed Equip.	Fair	6.70	10.00	67.00
Remedial Learning Spaces				
Size	Fair	1.00	2.00	50.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Library				
Size	Good	2.00	2.00	100.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
P.E.				
Size	Good	2.00	2.00	100.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Music				
Size	Fair	1.00	2.00	50.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Art				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
Computer Labs				
Size	Good	2.00	2.00	100.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Kindergarten				
Size	Fair	1.00	2.00	50.00
Adjacencies	G/F	1.00	1.00	100.00

Project #:	2582	County:	Walla Walla	Site #:	001
Project:	College Place 2004	Region:	0	Site:	Davis ES
Grade Config:		Site Type:	Elementary School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Restrooms (Student)	Fair	1.50	3.00	50.00
Teacher Lounge and Work Room(s)	Good	2.00	2.00	100.00
Food Service	Fair	2.68	4.00	67.00
Counseling	Fair	1.00	2.00	50.00
Clinic	P/U	0.00	1.00	0.00
Reception	Fair	1.00	2.00	50.00
Administration	Fair	2.01	3.00	67.00
Total For Site:		**86.59**	**114.00**	**75.96**

Comments

Suitability - Elementary

The lighting in this building is poor. The light levels and color schemes in the hallways do not create a lively, bright, and inviting environment.

Suitability - Elementary->Traffic

There are numerous traffic circulation problems. The parent drop off area is on the street. There is a small bus drop off area but it is too small and buses overflow on to the street. Some buses have to park side-by-side to fit in the area creating visibility problems.

Suitability - Elementary->Parking

Parking for parents and visitors is on the street. Staff parking is adequate.

Suitability - Elementary->Playground

The general playground is adequately sized. It is a mixture of grass and hard surfaces. However, the pre-school kindergarten students have only a small hard play surface.

Suitability - Elementary->Fencing

The back of the playground is not fenced where it joins the park.

Suitability - Elementary->Signage

Small room signage is adequate. Large signage or graphics that direct the public to major core spaces (e.g. the library, the gym, etc.) are needed.

Suitability - Elementary->General Classrooms-->Storage\Fixed Equip.

Many of the classrooms have chalkboards instead of whiteboards. The chalk dust is abrasive to technology equipment.

Suitability - Elementary->Remedial Learning Spaces-->Size

Most of the special learning spaces are sized adequately. Testing occurs in a portion of the larger teaching space.

Suitability - Elementary->Remedial Learning Spaces-->Adjacencies

The pre-school handicapped room is in a portable classroom.

Suitability - Elementary->Remedial Learning Spaces-->Storage\Fixed Equip.

The remedial learning spaces, especially the life skills room, need additional built in casework to storage the materials, equipment and supplies. The restroom for the life skills room is not ADA compliant and it does not have a shower.

Suitability - Elementary->Library-->Adjacencies

The library is adjacent to the computer lab and has an adjoining door.

Suitability - Elementary->Music-->Size

The music room is somewhat undersized. It lacks the volume necessary for optimum acoustics.

Project #:	2582	County:	Walla Walla	Site #:	001
Project:	College Place 2004	Region:	0	Site:	Davis ES
Grade Config:		Site Type:	Elementary School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - Elementary->Music-->Adjacencies

The music room is adjacent to the multipurpose room. The music room floor is elevated from the multipurpose room floor to act as a stage if needed.

Suitability - Elementary->Music-->Storage\Fixed Equip.

The music room lacks adequate storage for materials, equipment, and supplies. The "stage door" is a metal coil door that is acoustically unfit.

Suitability - Elementary->Kindergarten-->Size

The kindergarten rooms are the same size as the general classrooms. They need to be larger to accommodate both a "wet" area for painting, clay, etc. and "clean" area for desk and table activities.

Suitability - Elementary->Restrooms (Student)

Some of the restrooms lack washable surfaces. Privacy partitions are needed between urinals.

Suitability - Elementary->Food Service

The kitchen spaces are adequately sized. The serving counter is too wide for efficient serving. The floor is ceramic tile and is very slick when wet. A non-slip floor surface would be safer. The cafeteria is large enough but has a carpeted surface that is difficult to maintain in a food service area.

Suitability - Elementary->Counseling

The counseling office is a converted general classroom. This reduces the student capacity of the building. The counseling space is so large that it detracts from the desired sense of privacy and confidentiality.

Suitability - Elementary->Clinic

The clinic is very small and does not contain an office for the nurse. There is an adjacent restroom but there is no shower.

Suitability - Elementary->Reception

The reception area is too small and is part of the corridor into the office area. Visibility of the front entrance from the office area is poor.

Suitability - Elementary->Administration

The office lacks a conference room. The principal's office is not large enough for a small conference table. The office shares a work room with the staff.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	2582	County:	Walla Walla	Site #:	002
Project:	College Place 2004	Region:	0	Site:	Meadowbrook MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - Elementary				
Traffic	Fair	2.01	3.00	67.00
Parking	Good	3.00	3.00	100.00
Playground	Fair	2.01	3.00	67.00
Fencing	Fair	2.01	3.00	67.00
Signage	Fair	2.01	3.00	67.00
General Classrooms				
Size	Good	38.00	38.00	100.00
Adjacencies	Good	10.00	10.00	100.00
Storage\Fixed Equip.	Good	10.00	10.00	100.00
Remedial Learning Spaces				
Size	Fair	1.00	2.00	50.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Library				
Size	Fair	1.00	2.00	50.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
P.E.				
Size	Good	2.00	2.00	100.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Music				
Size	P/U	0.00	2.00	0.00
Adjacencies	P/U	0.00	1.00	0.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Art				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
Computer Labs				
Size	Good	2.00	2.00	100.00
Adjacencies	G/F	1.00	1.00	100.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Kindergarten				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00

Project #:	2582	County:	Walla Walla	Site #:	002
Project:	College Place 2004	Region:	0	Site:	Meadowbrook MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
Restrooms (Student)	Good	3.00	3.00	100.00
Teacher Lounge and Work Room(s)	Fair	1.00	2.00	50.00
Food Service	Fair	2.68	4.00	67.00
Counseling	Good	2.00	2.00	100.00
Clinic	P/U	0.00	1.00	0.00
Reception	Good	2.00	2.00	100.00
Administration	Fair	2.01	3.00	67.00
Total For Site:		**93.73**	**110.00**	**85.21**

Comments

Suitability - Elementary
The light levels and color schemes in this building provide a bright, inviting environment.

Suitability - Elementary->Playground
The hard surface playground has a low spot that collects water.

Suitability - Elementary->Fencing
There are open areas on the grounds that are shared with the middle school.

Suitability - Elementary->Remedial Learning Spaces
The remedial spaces in this school are general classrooms. These are adequate for Title I and other pull out programs. The life skills room is somewhat undersized.

Suitability - Elementary->Remedial Learning Spaces-->Size
The life skills room lacks a restroom and shower for the students in that program.

Suitability - Elementary->Remedial Learning Spaces-->Storage\Fixed Equip.
Because the remedial spaces are converted general classrooms, the storage is inadequate. Two areas are especially noticeable: 1) the Title I library for both reading and mathematics, and 2) the storage necessary to store large equipment specifically for the life skills program.

Suitability - Elementary->Library-->Size
The library lacks a work/production room. Additional space in the circulation area would be beneficial.

Suitability - Elementary->Library-->Storage\Fixed Equip.
Additional storage is needed for equipment and other materials and supplies for the librarian.

Suitability - Elementary->Music
The music room is a converted general classroom. There was no music room designed for this facility.

Suitability - Elementary->Music-->Size
The music room is too small. The ceiling height is too low for proper acoustics.

Suitability - Elementary->Music-->Adjacencies
The music room is not as acoustically isolated as it needs to be.

Suitability - Elementary->Music-->Storage\Fixed Equip.
There is inadequate storage for the music equipment and supplies.

Suitability - Elementary->Teacher Lounge and Work Room(s)
The teacher lounge and work room are adjacent to and shared with the administration. Both spaces are too small for the size of the staff.

Project #:	2582	County:	Walla Walla	Site #:	002
Project:	College Place 2004	Region:	0	Site:	Meadowbrook MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - Elementary->Food Service

The kitchen is a warming kitchen only. There is no self contained office. The loading dock is very adequate. Dumpsters are positioned away from the kitchen area and are not secure.

Suitability - Elementary->Counseling

The counseling office needs storage.

Suitability - Elementary->Clinic

The clinic lacks a nurse's office and a restroom with shower.

Suitability - Elementary->Administration

The administrative work room is a shared space with the teacher work room.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - Middle_Jr. High				
Traffic	Poor	0.99	3.00	33.00
Parking	Fair	2.01	3.00	67.00
Playground	Fair	2.01	3.00	67.00
Fencing	Fair	2.01	3.00	67.00
Signage	Poor	0.99	3.00	33.00
General Classrooms				
Size	Good	15.00	15.00	100.00
Adjacencies	Poor	1.65	5.00	33.00
Storage\Fixed Equip.	Fair	3.35	5.00	67.00
Remedial Learning Spaces				
Size	Fair	4.69	7.00	67.00
Adjacencies	Fair	1.00	2.00	50.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Library				
Size	Good	3.00	3.00	100.00
Adjacencies	Poor	0.99	3.00	33.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
P.E.				
Size	Good	3.00	3.00	100.00
Adjacencies	Fair	2.01	3.00	67.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Music				
Size	Poor	0.99	3.00	33.00
Adjacencies	Fair	2.01	3.00	67.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Art				
Size	Poor	0.99	3.00	33.00
Adjacencies	Fair	2.01	3.00	67.00
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Computer Labs\Vocational Technical				
Size	Good	3.00	3.00	100.00
Adjacencies	Poor	0.99	3.00	33.00
Storage\Fixed Equip.	G/F	1.00	1.00	100.00
Science				
Size	Good	2.00	2.00	100.00
Adjacencies	Fair	1.00	2.00	50.00

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score
Storage\Fixed Equip.	P/U	0.00	1.00	0.00
Restrooms (Student)	Fair	1.50	3.00	50.00
Teacher Lounge & Work Room(s)	Unsat	0.00	5.00	0.00
Food Service	Poor	1.65	5.00	33.00
Counseling	Unsat	0.00	4.00	0.00
Clinic	P/U	0.00	2.00	0.00
Reception	Fair	1.00	2.00	50.00
Administration	Poor	2.31	7.00	33.00
Total For Site:		**65.15**	**118.00**	**55.21**

Comments

Suitability - Middle_Jr. High->Traffic
The bus drop off and parent drop off area are co-mingled with the staff parking lot. There needs to be much better separation for safety. Deliveries to the kitchen must be made by going on a driveway between instructional buildings. This sometimes occurs during class break time and there are conflicts between student pedestrian traffic and delivery traffic.

Suitability - Middle_Jr. High->Parking
Visitor parking for events is very limited.

Suitability - Middle_Jr. High->Signage
There are few large signs or graphics that direct the public to the larger spaces in the school (e.g. library, gym, etc.). This is especially difficult because the school has multiple buildings.

Suitability - Middle_Jr. High->General Classrooms-->Adjacencies
The multi-building nature of this school makes it difficult to have general classrooms adjacent to the special learning spaces.

Suitability - Middle_Jr. High->General Classrooms-->Storage\Fixed Equip.
The lighting in the school is poor. Older T-12 lights are used.

Suitability - Middle_Jr. High->Remedial Learning Spaces-->Size
The remedial learning spaces are in converted general classrooms.

Suitability - Middle_Jr. High->Remedial Learning Spaces-->Adjacencies
The multi-building nature of this school makes it difficult to have remedial learning spaces adjacent to the other learning spaces.

Suitability - Middle_Jr. High->Remedial Learning Spaces-->Storage\Fixed Equip.
Because the remedial spaces are converted general classrooms, the storage is inadequate.

Suitability - Middle_Jr. High->Library
The library is in a separate, round building between the middle school and one of the elementary schools.

Suitability - Middle_Jr. High->Library-->Adjacencies
The internal adjacencies for the library are adequate, but the building itself is too far removed from the other educational spaces to fully integrate the library program into general instruction.

Suitability - Middle_Jr. High->P.E.-->Adjacencies
The P.E. program is in a separate building along with music and several classrooms on the second floor. The music program is next to the weight room. Because of lack of acoustical wall treatment and proper doors, the acoustical separation is marginal. However, the building itself is too far removed from the other educational spaces to fully integrate the programs into several other areas of instruction.

Suitability - Middle_Jr. High->P.E.-->Storage\Fixed Equip.
The gym and weight rooms have carpeted floor that are inadequate for the activity programs.

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - Middle_Jr. High->Music-->Size
The music room has adequate square footage but the music program lacks several spaces: an office, a sheet music library area, a recording room, practice rooms, instrument storage, and uniform storage.

Suitability - Middle_Jr. High->Music-->Storage\Fixed Equip.
There is inadequate storage for sheet music, instruments, and equipment.

Suitability - Middle_Jr. High->Art-->Size
The art room is too small. One small space is being used for 2-dimensional art, 3-dimensional art, and computer graphic arts. Spaces for each of these components of the art program should be at least the size of the present room. There are no rooms for the kiln, green ware, and storage.

Suitability - Middle_Jr. High->Art-->Adjacencies
The art room should be near the stage and the vocational area to allow better integration of those programs.

Suitability - Middle_Jr. High->Art-->Storage\Fixed Equip.
Storage for student projects, green ware, and teacher supplies is inadequate.

Suitability - Middle_Jr. High->Computer Labs\Vocational Technical
The vocational programs are of the more traditional type. As these programs evolve into the more modern technical programs, the spaces will need major renovation to be suitable.

Suitability - Middle_Jr. High->Computer Labs\Vocational Technical-->Adjacencies
Because of the multi-building nature of the school, the family consumer science and shop programs are in buildings that are not near other important programs. This makes it difficult for the academic programs to use these vocational technical programs to provide meaning and real-world experience to the students.

Suitability - Middle_Jr. High->Science-->Size
There is no science preparation room.

Suitability - Middle_Jr. High->Science-->Adjacencies
The science lab area is between two science rooms but is only accessible from one of them. This means that only one room can provide the hands-on lab experience.

Suitability - Middle_Jr. High->Science-->Storage\Fixed Equip.
Since there is no preparation room, there is inadequate storage for the teacher materials and supplies necessary to prepare for the student lab experience. There is no demonstration table for the instructor. Moveable storage cabinets line some of the walls and detract from the necessary science room floor space.

Suitability - Middle_Jr. High->Restrooms (Student)
Restrooms lack washable surfaces on all walls. There are no privacy partitions between urinals.

Suitability - Middle_Jr. High->Teacher Lounge & Work Room(s)
The teacher lounge and work room is in the office area and are very small. They are shared spaces with administrative personnel.

Suitability - Middle_Jr. High->Food Service
The cafeteria is adequately sized. The kitchen is very small and lacks several spaces: a built-in freezer, a restroom, an office area, and a locker area. The cooler and dry storage areas are too small. Since this is a warming/serving kitchen only, the smaller size is somewhat mitigated.

Suitability - Middle_Jr. High->Counseling
The counseling office is shared with another program in a very small office in the administrative area. The counselor has no privacy. There is no space for group counseling or a space for career reading materials.

Suitability - Middle_Jr. High->Clinic
The clinic is very small. There is no nurse's office, no restroom, or any private examination area.

Suitability - Middle_Jr. High->Reception
The reception area is adequately sized but lacks storage and adequate work room spaces.

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS
Grade Config:		Site Type:	Middle School	Site Size:	0.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - Middle_Jr. High->Administration

The administrative area is too small. The principal's office is undersized and has no conference room in the administrative area. The restrooms are too small and lack adequate privacy. The work rooms are very small and are shared with staff. Storage spaces for the administrative area are almost nonexistent.

TECHNOLOGY READINESS REPORTS

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	2582	County:	Walla Walla	Site #:	001
Project:	College Place 2004	Region:	0	Site:	Davis ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Electrical Power	P/U	0.00	17.00	0.00
HVAC Capacity	Good	11.00	11.00	100.00
LAN	Good	17.00	17.00	100.00
WAN	G/F	11.00	11.00	100.00
Server Ventilation	G/F	11.00	11.00	100.00
Internet Connectivity	G/F	11.00	11.00	100.00
Telephone System	Good	11.00	11.00	100.00
Cable TV	G/F	11.00	11.00	100.00
Total For Site:		**83.00**	**100.00**	**83.00**

Comments

Technology Readiness->Electrical Power

The number of electrical outlets in each room are very limited. There are not enough to power the technology equipment.

Technology Readiness->Server Ventilation

The server is located in a large equipment room in the library. Although the room is not cooled, it is large enough and ventilated well enough that cooling is not needed.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	2582	County:	Walla Walla	Site #:	002
Project:	College Place 2004	Region:	0	Site:	Meadowbrook MS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Electrical Power	Good	17.00	17.00	100.00
HVAC Capacity	Good	11.00	11.00	100.00
LAN	Good	17.00	17.00	100.00
WAN	G/F	11.00	11.00	100.00
Server Ventilation	(N/A)	0.00	0.00	0.00
Internet Connectivity	G/F	11.00	11.00	100.00
Telephone System	Good	11.00	11.00	100.00
Cable TV	G/F	11.00	11.00	100.00
Total For Site:		**89.00**	**89.00**	**100.00**

Comments

Technology Readiness->Server Ventilation
The server for this school is at the middle school.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	2582	County:	Walla Walla	Site #:	003
Project:	College Place 2004	Region:	0	Site:	Sager MS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Electrical Power	Fair	8.50	17.00	50.00
HVAC Capacity	Fair	5.50	11.00	50.00
LAN	Good	17.00	17.00	100.00
WAN	G/F	11.00	11.00	100.00
Server Ventilation	G/F	11.00	11.00	100.00
Internet Connectivity	G/F	11.00	11.00	100.00
Telephone System	Good	11.00	11.00	100.00
Cable TV	P/U	0.00	11.00	0.00
Total For Site:		**75.00**	**100.00**	**75.00**

Comments

Technology Readiness->Cable TV
Only limited spaces have access to cable TV.