



# Dallas School District

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## Long Range Facilities Plan - 2018

Special thanks to:

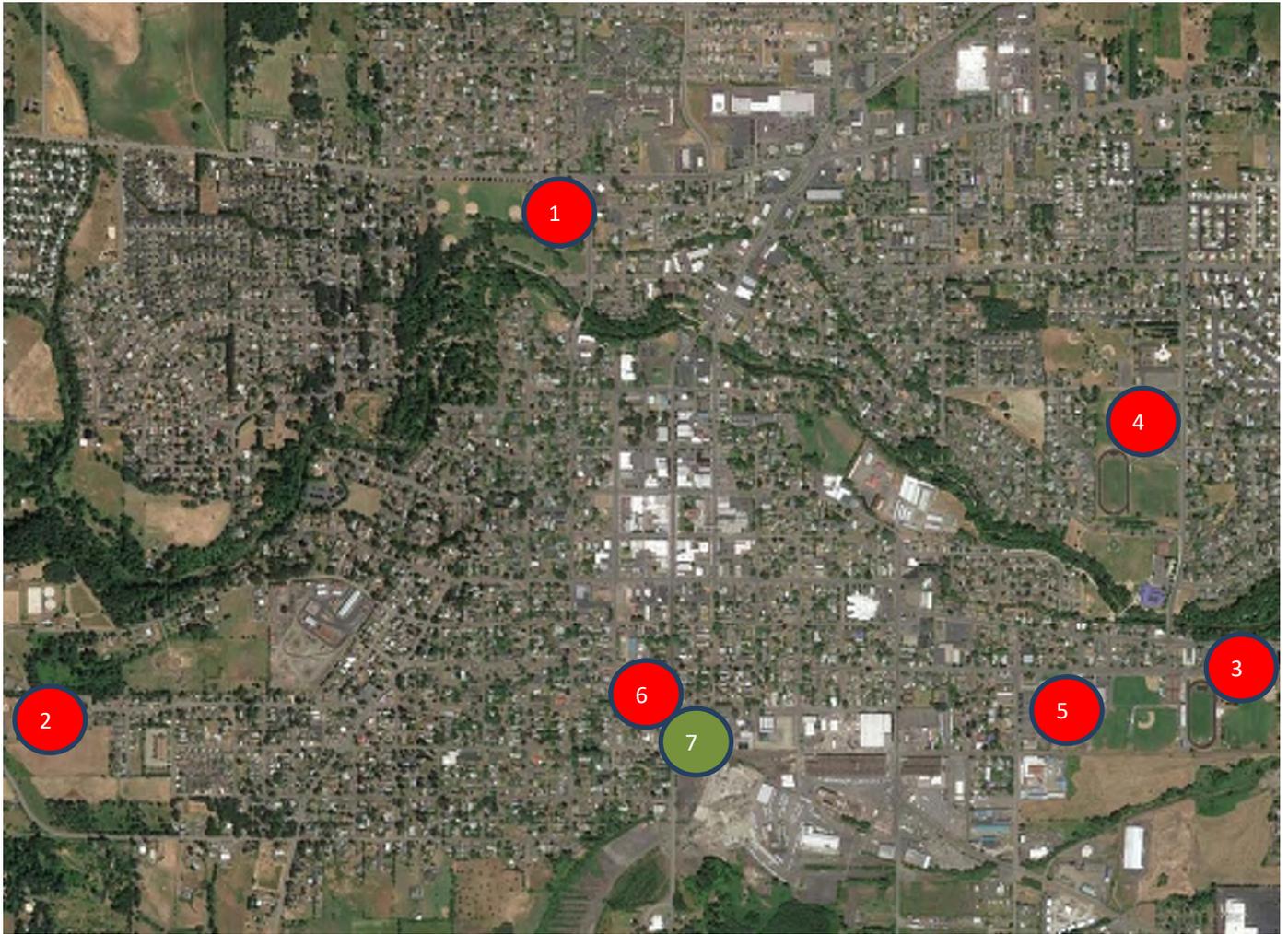
Superintendent Michelle Johnstone

Director of Fiscal Services Debbie MacLean

District Facilities Director Kevin Montague



# Dallas School District Map



Dallas School District	
1	Lyle Elementary School (K-3)
2	Oakdale Heights Elementary School (K-3)
3	Whitworth Elementary School (4-5)
4	LaCreole Middle School (6-8)
5	Dallas High School (9-12)
6	Morrison Campus (11-12)
7	District Office

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# Dallas School District Long Range Plan 2018

## Introduction

The Dallas School District is located in Dallas, Oregon approximately 16 miles West of Salem. The district currently serves about 3,400 students in kindergarten through grade 12. The city of Dallas is located in Polk County. It is a family-oriented community with a population of approximately 16,000 people. In some senses Dallas is a bedroom community to Salem, and the demographics include families who work in Salem but live in Dallas. Because of the livability of Dallas, a large percentage of the population is middle age adults with a median age of 41.0 years while the State as a whole has a 39.1 median age. This bedroom community effect means that job growth in Salem will affect the number of students in Dallas.

Dallas has experienced 1-3% growth per year for many decades. It is likely that the City will experience moderate growth for the extended future. Building permits for new residential seem to be increasing. Dallas is an affordable place to live and should be attractive to young families. The residents of Dallas consist of; Caucasians (90%), Hispanic (5.0%), Mixed Races (2.3%), Asian (1.5%), Native American (0.9%) and African American (0.08%).

Dallas School District serves students within the city limits of Dallas and the rural communities of Pedee, Bridgeport, and Rickreall. Dallas School District has two primary schools Lyle and Oakdale (grades K-3), one intermediate school Whitworth (grades 4-5), one middle school LaCreole (grades 6-8), one high school (grades 9-12), an alternative school that serves students in grades 11 and 12, and one K-8 charter school that serves students in rural Polk County.

Dallas School District faces aging facilities, educational changes resulting from increased access to technology, state mandates, and changes in educational standards, curricular focus, and changing student demographics. Each factor presents facility challenges and requires the District to be creative in their use of resources and space.

Dallas School District has a high poverty level—over 50% at all three elementary schools, and all three schools are school-wide Title I programs. Dallas School District has a small percentage of English Language Learners (ELL)—below 2%.

ORS 195.110 requires school districts to periodically assess their facilities and program plan. The plan needs to look into the future 10 years and to project the growth of the District and to evaluate the changes to facilities that should occur to meet the District's educational goals.

As part of the evaluation the District will:

- Have a professional demographer evaluate the growth potential using US Census Data. The benchmark should be 10 years. In 2018 the District hired Cooperative Strategies to perform the growth projections. Overall the District is projected to grow from 2,914 students in 2019 to 3,250 students in 2029. 11% over a 10-year period.
- If the growth warrants, the District should coordinate with the local authorities to ensure that sites are available for future school District expansion.
- Engage the local community in the planning process so that they understand the District's needs and educational philosophy.

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- If the District has buildings on the National Historic Register, they should coordinate with the State Historic Preservation Office.

## Existing Buildings Overview

There are 6 discreet education buildings in the Dallas School District, plus multiple out buildings, covered play areas, a bus barn, greenhouses and other CTE related facilities. The education buildings were constructed between 1935 and 1974 making the oldest building nearly 83 years old and the youngest 44. The oldest is the Morrison/District Office while Oakdale Height ES is the oldest, There has been many renovations and building additions to all education buildings throughout the years with the most current being Oakdale Heights ES and Lyle ES. Most of all buildings are one story wood framed and clad in various materials from brick, wood siding, stucco and metal panel with LaCreole MS having portions of the building constructed of tilt-up concrete panels. The buildings have been well maintained but are suffering from age and heavy use. Issues include mechanical system beyond their life expectancy, single glazed windows, no insulation, non-compliance with ADA and earthquake related

problem  
s.

Construction Replacement Costs			
School	Gross Bldg. Area	Rate	Replacement Costs
Lyle Elementary School	53,965 SF	\$ 306 /SF	\$ 16,513,290
Oakdale Height Elementary School	56,416 SF	\$ 306 /SF	\$ 17,263,296
Whitworth Elementary School	53,780 SF	\$ 306 /SF	\$ 16,456,680
LaCreole Middle School	102,869 SF	\$ 306 /SF	\$ 31,477,914
Dallas High School	165,388 SF	\$ 306 /SF	\$ 50,608,728
Dallas High School Grandstand	6,440 SF	\$ 306 /SF	\$ 1,970,640
Dallas High School Concessions	300 SF	\$ 306 /SF	\$ 91,800
Morrison Campus + Administration	26,341 SF	\$ 306 /SF	\$ 8,060,346
			\$142,442,694



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**Process**

The Dallas School Citizens’ Oversight Committee (COC) began meeting with the passage of the in June 2017 and was given the task by the Dallas School Board to develop a long-range facilities plan. The Committee met on a monthly basis and studied repair and maintenance issues, demographics and enrollment, school programs, and projected future program needs of our schools.

The following pages of this long-range facilities plan reflect the research the committee reviewed, the state of our facilities, and the challenges and opportunities at each school site. Important to this plan is the recommendation for the future. Included in the appendices are any source documents or reports important to the recommendations of the committee.

The committee consisted of the following members:

**District Team**

Michelle Johnstone,	Superintendent
Debbie MacLean,	Director of Fiscal Services
Kevin Montague,	District Facilities Director
Tim Larson,	Athletic Director
Kate Hall,	Secretary

**Design Team**

Henry Fitzgibbon,	Soderstrom Architects
Rick Dusa,	MKE Engineers
Jason Thompson,	Catena Engineers
Steve Gunn,	Cost Estimator
Ann Hoffsis,	Demographer

**Committee Members**

Jerry Boudreaux  
Bill Blair  
Matt Forsburg  
Vonnie Good  
Sheila Myers  
Gary Suderman  
Andrea Wilcoxon  
Glen Miller  
Jonathon Schrock

## **Educational Philosophy**

Dallas School District has worked through a facility planning process with a committee made up of district staff and volunteer community members. The Facilities Committee began by seeking input and developing a series of belief statements regarding Dallas School District facilities. The committee then studied demographics, reviewed each site for repairs and maintenance, reviewed educational standards and mandates, and completed a tour of each facility. The result of the committee work is a long-range facilities plan and a series of goals and priorities:

Important to the work was development of beliefs about the purpose and use of schools. Prior to developing these beliefs, the committee received input from staff and community. The following belief statements guided the work of the committee and the recommendations for the facilities in Dallas School District:

### ***Mission Statement***

Our mission is to provide the highest quality education, ensuring that every student develops the academic, functional, professional-technical and social-emotional skills necessary to succeed in life.

### ***Our Promise***

Every student in Dallas Public Schools is known by name, strength and need, and graduates ready for career, college, and community.

### ***Our Vision:***

Continue the focus on learning for all

All students value education and want to come to school

Ongoing collaboration among all staff

Teaching to district adopted Common Core Standards, using research based best practices, and skill focused

Common regular assessments

Interventions and enrichments based on regular assessments

Improve teaching and learning based on data, reflection, and collaboration

Accurate and timely feedback for parents

### ***Our Goals:***

We will focus all efforts to help each student develop the necessary knowledge and experiences to:

Read and communicate effectively.

Think critically and solve problems.

Develop positive self-concept, respect for others, and healthy behavior patterns.

Work effectively in groups as well as individually.

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Develop creativity and inventiveness allowing them to compete in a global environment.

Show appreciation for the arts, music and drama.

Demonstrate civic, global, and environmental responsibility.

Recognize and value diversity among people.

Exhibit technological literacy.

### ***District Organizational Effectiveness***

As an organization, the School District will:

- Focus on student outcomes and quality of all services.
- Be a learning organization that continuously assesses and improves.
- Have high levels of teamwork and trust.
- Involve people in making decisions that affect them.
- Treat people fairly and with equity.
- Value and celebrate diversity among people of all cultures and abilities.
- Refuse to tolerate racism, discrimination, harassment, and prejudice.
- Continue to develop and support a high quality staff.
- Actively seek and value input from the community.
- Provide a welcoming, open door environment for parents and community.

### ***Active Partnerships for Learning***

The School District's schools will ensure that each student is able to demonstrate progress toward the district's Student Goals. To accomplish this, Dallas schools will:

- Ensure success for each student through appropriate instructional strategies, activities and resources.
- Teach curricula which result in the mastery of significant performance standards for cognitive skills, expressive skills, and affective skills in students.
- Create small communities for learning where adult and peer relationships are fundamental to intellectual development and personal growth. .
- Foster the health and fitness of students in a safe and positive school environment.
- Develop student understanding of the relationships between learning, career goals, and future academic options.
- Be staffed with appropriately trained and prepared teams of teachers, administrators, and support personnel.
- Exercise site-based decision making and accountability for student and program performance.
- Engage families in the education of their children through communication and involvement in meaningful roles.

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- Involve their communities as active partners in the educational process.

### **Board Goals**

#### 1) Long term financial stability

- a) Monitor funding/enrollment and budget accordingly. Create a climate and culture that attracts/retains students. Schools offer a broad variety of courses for student's interest. District will assist in the growth of the Sutherlin community.

#### 2) Facilities maintenance and development

- a) Monitor facilities annual/5 year district maintenance plan. Disperse QZAB funds in conjunction with maintenance plans. Plan for a Bond measure in 2018. Continue growth in Technology.

#### 3) Increase student academic success

- a) Graduation rate at or above state average. SBAC test scores at or above state average. Graduates leaving SSD prepared for world of work. High percentage of students completing college, OTJT certificate programs.

#### 4) Academics

Objective: To ensure a high quality, well rounded education for all students.

- Increase the percentages of district students meeting or exceeding Oregon State Assessment Standards
- District staff will collaborate in teams to establish clear learning goals based on student data
- Develop a strategy to meet the Oregon graduation requirements
- Create K-12 system that aligns the district within each content area
- Promote the integration of multiple subject instruction throughout the district

#### 5) Facilities

Objective: To provide a physical setting that inspires learning, respect and success.

Complete a facilities assessment and a long range plan to meet future needs, including prioritization of needs for:

- Buildings/structures
- Transportation
- Cafeteria
- Grounds

#### 6) CTE Career Technical

Objective: to prepare students for the world of work by introducing them to workplace competencies, and make academic content accessible to students by providing it in a hands-on context.

- Provide adequate technology, equipment, and facilities for students to participate and excel in vocational and technical career skills such as woods, agriculture, and technology courses.

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7) Employment

Objective: To hire and retain highly qualified teachers and staff that are good for kids.

- Provide competitive wages and benefits
- Provide a challenging and rewarding work experience for all district employees with opportunities for growth and development.

8) Extra-Curricular

Objective: To maintain existing pro-grams; enhance their success and explore or encourage additional opportunities either independently or with other school districts.

- ☑ Encourage student and staff involvement in sports, clubs, band, and art.

## **Decision Priorities**

- 1) Safety
  - a) Structural integrity of the buildings
  - b) CEPTED Safety, Visual Eyes On, Intrusion Prevention.
  - c) Site Circulation, Parent/Student vs. Bus Traffic
  - d) Visual surveillance of the site
- 2) Code Issues
  - a) American's with Disability Act. ADA, Access, Route, Restrooms, Doors, Alarms
  - b) Building Code "Fire & Life Safety" and Allowable Area
- 3) Educational Capacity
  - a) Provide Adequate Classrooms, & other educational facilities.
  - b) Provide State required Physical Education (PE) Space
- 4) Educational Support
  - a) Daylighting, Acoustical, HVAC Fresh Air CO2
  - b) Teaming Spaces "Pull-Outs", Flexible Furniture
  - c) Learn Everywhere
  - d) Media Library Adequacy, Study Groups
- 5) Sustainability
  - a) Reduce Energy Consumption to Save Operations Cost and shift dollars.
- 6) Community use of Facilities
  - a) Shared meeting space, gym space and playgrounds.

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## 1. Safety

### 1a. Seismic / Earthquake Susceptibility

Senate Bill 14 (2001) requires school buildings in Oregon identified as high-risk buildings to be in “life safety” condition by January 1, 2032. The first step in the process was a Rapid Visual Assessment (RVS) by the State of Oregon Department of Geology and Mineral Industries (DOGAMI) to determine collapse potential for all school buildings in Oregon.

After performing the RVS, DOGAMI gave Oakdale Elementary school a moderate rating and sections of Whitworth and LaCreole School addition a low potential collapse rating. If a building scores less than 2 in the collapse potential; the next step in meeting this mandate is to have a comprehensive structural evaluation completed on each of the at-risk schools in order to develop a plan for seismic rehabilitation and to be ready for state grant funding if it becomes available. The cost of a structural evaluation to determine seismic rehabilitation is approximately \$7,500 per building. The State has been awarding \$2.5 million grants through the Seismic Rehabilitation Grant Program (SRGP). Dallas School District is using ZCS engineers to prepare SRGP applications.

DOGAMI SCORES				
School	Building ID	Original Build	DOGAMI RVS Score	Colapse Potential
Lyle Elementary School	08A	1950	0.90	High > 10%
Oakdale Heights Elementary School	11A	1975	1.90	Moderate > 1%
Whitworth Elementary School	12A	1956	0.90	High > 10%
	12B		2.20	Low < 1%
	12C		0.90	High > 10%
LaCreole Middle School	01A	1966	0.90	High > 10%
	01B		0.90	High > 10%
	01C		3.30	Low < 1%
Dallas High School	02A	1953	No Score	High > 10%
Morrison Campus + Admin		1935		No Report

We recommend having an ASCE 41-13 evaluation of each of the buildings that scores at or below 2.0.



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**1b. CPTED Safety**

Despite the horrific shootings on the news, schools in the US remain relatively safe. There are a number of programs available for Districts to improve their safety and security. These programs range from simple check lists up to staff training programs. The school environment should be hospitable and inviting while providing natural security. The following are the categories recommended by CPTED for understanding building security.

Natural surveillance

- Locate “eyes” on building areas and approaches.
- Locate “eyes” on playgrounds, fences and pedestrian approaches.
- Locate “eyes” on main corridors
- Avoid nooks and hiding places where an intruder can hide.

Natural Access control

- Minimize entries to the buildings and classrooms.
- Lock gates and doors during school hours to create a secure perimeter.
- Provide adequate site lighting to minimize hiding spots.

Territorial reinforcement

- Enlarge primary entry sidewalks
- Emphasize the front door

Active management and maintenance

- Cameras and recording systems to be discrete.
- Review your security frequently

Vestibule entries are now required by the energy code. The entry vestibule can be an important component of the security as well. We are designing new schools with vestibule entries where you cannot enter the school without the staff “buzzing” you in.

## 2. Code Issues

### ***2a. American's with Disabilities Act (ADA)***

There are many areas which are not ADA accessible. While some sites met the ADA requirements at the time they were built, they are not fully ADA compliant. The ADA is a Federal Law and is managed by the Department of Justice. All buildings are required to comply with the ADA. The requirements for ADA compliance in new buildings are enforced by the code official. As of March 15, 2012, we are required to bring each building's "path of travel" up to current ADA codes with any new construction, renovation, or renovation of space. The term "path of travel" also includes the restrooms, telephones, and drinking fountains serving the altered area. Currently the building code requires that up to 25% of your project budget must go to barrier removal until all barriers are gone. ADA changes may also include the approach to doors, door hardware, accessible parking, reconfigured locker rooms and signage.

#### **Categorizing Barrier Removal**

In choosing which accessible elements to provide under this section, priority shall be given to those elements that will provide the greatest access. Elements shall be provided in the following order:

1. Parking;
2. An accessible entrance;
3. An accessible route to the altered area;
4. At least one accessible rest room for each sex or a single unisex rest room;
5. Accessible telephones;
6. Accessible drinking fountains; and
7. When possible, additional accessible elements such as storage and alarms.

### ***2b. "Fire & Life Safety" and Allowable Areas***

Building Codes are the primary way that we ensure our buildings are safe from fire, earthquakes and weather events. These Codes are constantly being expanded and improved. Older buildings often do not meet the earthquake or the fire and life safety requirements of the new codes. One of the primary ways the code regulates fire safety is to either reduce the area of the building using fire separation walls or to add fire sprinklers. For example: the existing Lyle Middle School building is 53,965SF and it is a rated wood frame building of type 5A construction. The allowable area per table 503 is 18,500SF. You could double the allowable area using fire sprinklers or you could cut the building into areas of 18,500 SF using firewalls. The costs for these modifications would need to be factored into your budget if you intend a significant remodel of the building.

In addition to the building code requirements your site & buildings need to comply with the local fire marshals' requirements. Normally you will be required to have a drive lane for the firetruck which encircles the building. If the firetruck has the space to turn around you may be able to have the ends of the loop within a 250' hose length of each other. If your building is multi-storied the fire marshal will have a fall zone away from the structure to protect the fire fighters.

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3. Educational Capacity

## Demographics

The Dallas School District hired a professional demographics firm to evaluate the likely growth of the student enrollment. The demographer developed low, moderate, high, and recommended enrollment projections for the Dallas School District. The low projection illustrates a conservative approach reflecting an economy that may have higher inflation / interest rates, a decline in new housing, and / or a decline in live births. The high projection takes a more liberal approach and reflects an economy that may have lower inflation / interest rates, a high level of new housing, and / or an increase in live births. The moderate falls in between these two approaches. The recommended projection illustrates the most likely direction of the District based on more recent trends in the District.

The low projection shows an overall decline of six students over the next ten years. While the high projection shows a growth of 674 students over the next ten years. The demographer says that the most likely scenario is a growth of 336 students. This is an 11% growth over the ten years. The physical capacity of your building is approximately 4,836 students. Based on just classroom counts you should have adequate capacity for the next 10-years.

### ***Observations and comments on the demographic data:***

The capacity study does not account for improvements within the existing buildings. Things like creating teaming “pull-outs” will decrease the classroom counts and lower the capacity of the buildings

Enrollment appears to be heavily affected by the economy. However, all of the scenarios show significant growth in the student population.

The population in Polk County is currently growing 11% per ten-year period.

The enrollment has been steadily growing since 2010-17. The recommended moderate growth appears to be a continuation of the same growth seen over that period.

History indicates there will be slow and steady growth overall. Since 1987 student enrollment has increased by 27.2% growth. This averages approximately 1% per year.

Tracking birth rates, percentage of children who attend Dallas School District, and cohorts of students as they travel through the school district, provides indicators regarding future facility needs and potential capacity issues.

Important in the study of facilities is to not only understand demographic projections, but also to be clear on other factors (funding, class size, programs) that may have a greater immediate impact on facilities than enrollment growth.

### ***Recommendations regarding future enrollment:***

The District will need to be proactive in preparing for teaching space expansion. Education will suffer if the classrooms become over crowded. At the same time, we cannot build facilities that are not needed for 10 years.

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In addition to the demand for more educational/classroom space the core facilities will need to be sized up to accommodate the larger school size.

Take this opportunity to align the facilities with changes in your educational delivery. “Pull-outs” teaming spaces, learn anywhere and maker spaces will likely consume building capacity.

### 3a. Existing Building Capacity

It is difficult to put a number on the enrollment capacity of each school. Factors include the size of classrooms, teaching stations that are not classrooms such as the library and gyms. The capacity also depends upon the ability to staff programs, educational mandates, and priorities of spending within the budget. Examples of educational mandates include full-day kindergarten, increased physical education requirements and an emphasis to increase CTE. From an educational perspective these mandates are the right thing for kids. However, buildings are not as flexible as the programming.

The existing campus has a total hard capacity for 4,836 students based on the total number of classrooms times 26 students per class. There may be slightly more capacity if the CTE Building is included in the classroom count. However, with the need for more physical education it would not be wise to count the Gym or Multipurpose building as classroom space. You should not anticipate increasing this utilization factor. It is normal for schools to have a utilization factor of between 75-80%. In other words; the buildings are currently operating at the design capacity. Growth in student population will impact class sizes and tax the core spaces such as cafeteria, library and Science Labs.

School Capacity						
School	Original Construction	Additions	Modular Units	2017 Enrollment	Classrooms (Incl. Modulares)	Teaching Capacity
Lyle Elementray School	1949	1952, 1969, 1975, 1994, 2017	1 unit/ 2 rooms	412	24	624
Oakdale Heights Elementary School	1975	1998, 2017	1 unit/ 2 rooms	361	26	676
Whitworth Elementary School	1956	1958, 1967, 1974, 1995, 2017	1 unit/ 2 rooms	462	24	624
LaCreole Middle School	1966	1974, 1996	None	655	44	1144
Dallas High School	1953	1995, 1958, 1962, 1966, 1974, 1997, 2002	2 Units	933	59	1534
Morrison Campus & Administration	1935	1976	None	46	9	234
				2869		4836
				Percent Utilization		59%
Students per Clasroom						26

## Dallas School District Long Range Plan 2018

Dallas School District serves roughly 450 students identified for special education services. Each school has a variety of programs that serve our special education students. Each program is defined in the educational standards portion of this document. The needs of special education students have changed drastically over time, and the amount of space needed for each student has also changed. Developing IEPs and placement depends on the students' needs; however, they also depend on the ability of the district to provide for those students. The Developmental Learning Center (DLC) classrooms are overcrowded to the point that students and staff have to find other areas to work on students' IEP goals. Each special education teacher in the DLC could use an additional classroom for programs.

The challenges of the facilities in Dallas School District include aging facilities, educational changes resulting from increased access to technology, state mandates, changes in educational standards and curricular focus, and changing student demographics. Each factor presents facility challenges and requires us to be creative in our use of resources and space.

Over the past several years, the District has experienced a revenue shortfall. Because of this, there have been teachers and programs cuts. While harmful to education, this relieves facility crowding by opening up classrooms. Some cuts in staffing increased class size. This challenges our facilities because of classroom space. One clear example of this is the science classroom space at Dallas High School. The science classrooms were built for 28 students. Current class size ranges from 34 to 38 students. There is little room for movement in these classrooms, let alone conducting safe science labs to teach inquiry-based science concepts.

In November 2014, the voters in Dallas School District passed a \$17,000,000 facilities repair and maintenance bonds. The approved bond provided much-needed repairs and upgrades to all buildings in Dallas School District. The Bond also provided funds for a new CTE facility at the High School and additions to Lyle and Oakdale.

In 2009, using the Qualified School Construction Bond (QSCB) program, Dallas School District sold the bonds at a state low rate of 0.9% interest. These saved taxpayers close to a million dollars in interest. Dallas School District was also able to capitalize on energy incentives and stimulus funding for energy projects to turn the voter-approved \$8.6 million dollars into \$10.4 million dollars in projects. The 2009 Bond was paid off in June 2016.

### **Collaboration with government planning agencies**

The existing campus has enough area to double the school's capacity. At this time the District does not need additional land to meet a 10-year growth projection. In fact we believe that the existing combined campus could absorb the potential growth for 20 or more years.

### **Historic Buildings**

None of the District's buildings are on the National Historic Register, Historical Preservation Office or on a local area historic buildings list. The State Historic preservation office (SHPO) wants to review all buildings which exceed 50 years of age. The District has two buildings, Lyle and Morrison which exceed 50 years. Lyle is undergoing

## Repair and Maintenance

Schools range in age from 83 years to 44 years old. With the age of the facilities comes the constant need for repairs and maintenance. The District has done a great job maintaining the buildings. However, as the buildings age they require more and more repairs. Most of the heating systems are well past their life expectancy. Some of the buildings are showing signs of settlement.

### 5a. Sustainability

It is important to recognize that sustainability is an important design goal in all new educational buildings. The energy saving component of sustainability can help shift dollars from capital expense to operating expenses. In effect providing more money for the delivery of education rather than paying fuel bills. Modern structures can provide energy saving of 30-50%. They can divert 90% of the construction waste to recycling, reduce 40% of your water consumption and reduce your carbon footprint by 35%.

#### 4a. Daylighting

Daylighting is one of the most impactful things you can do for your educational delivery. "Controlling for all other influences, we found that students with the most daylighting in their classrooms **progressed 20% faster on math tests and 26% on reading tests in one year** than those with the least. Similarly, students in classrooms with the largest window areas were found to **progress 15% faster in math and 23% faster in reading** than those with the least. And students that had a well-designed skylight in their room, one that diffused the daylight throughout the room and which allowed teachers to control the amount of daylight entering the room, also improved 19-20% faster than those students without a skylight."<sup>1</sup>

#### 4a. Air Quality/ Night Flush

Oregon has a very mild climate. For a large portion of the year using outside air is a benefit to the indoor teaching environment. New facilities should take advantage using operable windows and night flush ventilation. Night flush uses natural air currents, minor fan energy and the stack effect to clean out CO<sub>2</sub> within the building. This can greatly improve the learning environment.

Using interior materials with little or no out gassing and pressurizing the interior atmosphere to minimize pollen intrusion improves the indoor air quality.

#### 4a. Classroom Acoustics

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

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Maintenance is promoting hard surfaces so that they can easily be cleaned, Daylighting requirements are advocating more glass and we are adding hard marker boards to the walls. All of this can easily destroy classroom acoustics. We recommend double wall construction between classrooms, and between classrooms and halls. We recommend soft ceiling systems with high NRC tiles. And, we recommend active voice enhancement for the teachers.

## New Space Requirements and Educational Standards

Important to note in the educational standards is the loss of programs and positions during the past decade. In part, the schools are not at capacity because there are fewer classroom teachers with more students in each classroom and fewer additional programs such as electives that typically have used classroom space. As additional funding is available, schools will reach capacity more quickly.

### *Increasing Space Requirements*

The following items represent new expanded space requirements since the last addition of space to the school buildings. These requirements have come about from state mandates or a change in educational practice.

#### CTE Career and Technical Education Space

Dallas has a “Rock Star” CTE department. You should continue to promote and expand your CTE component. The CTE teachers have been instrumental in developing the program by finding ways to make a business out of the talent and securing grants for equipment. The CTE buildings are a rough around the edges but they seem to function well.

- **Elementary:** Career and technical education is integrated in the regular classroom.
- **Middle:** Classroom space designated for career and technical education should be larger than a regular classroom and offer versatility as demands for professional, technical education change. The classrooms should handle current and future electrical and technology demands.
- **High School:** Career and technical education space should be large enough to offer courses to meet basic skills for industry standards. The offerings should help students learn basic skills in woods, metals, and agriculture as well as family and consumer studies. Facilities of this nature need to reflect current applicable skill development as well as technical education to better prepare our students. Indoor floor space needs to be sufficient enough to accommodate building and indoor projects during the rainy season of Oregon. Design of the facilities need to account for the vast storage needs of career and technical education courses and that which can be both safe and secure. Family and consumer studies courses such as catering and culinary arts must have modern facilities and have enough space to safely provide instruction to large groups of students. Career and technical education is a rapidly changing curriculum and classrooms must be versatile to meet the evolving demands of this area in education.

#### Kindergarten / Pre-School

- The district has already implemented full-day kindergarten. This has effectively consumed 2 of your existing classrooms. As the needs of our students are changing, preschool is becoming essential to the success of children in elementary school. There may come a time when the State will require preschool should be incorporated into every elementary school to provide students service that they need at this age. Core classroom space needs to reflect this shift in the need for dedicated classrooms for both full day kindergarten and preschool education.

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**4d. Library:**

- Library spaces will look different in the near future and we will need an increase in computer labs for testing. Buildings need to have the technology and equipment necessary for the expected digital literacy instruction.
- While there is good evidence that the classroom "sage on the stage" teaching is very effective. There is also a case to be made that children learn different things when they work together in teams. They learn organization skills, people management skills, research skills and other skills that enable them to integrate in today's teamwork workplace. Libraries know that they cannot provide the information resources that are available online. So, the nature of the library is changing to become an interactive place where students work in teams of 4-6 people. The library also needs (2) classroom size spaces and the moveable book stacks.
- Paper books will not go away but the collection will become more focused and culled more frequently. The library will need niche areas where kids can relax and read. It would make sense to place the touch screen TVs that support the classroom groups low enough that children can show others how to navigate the apps. The fact is that students learn a lot in play. The library can be a place where students "play" with technology. This is sometimes referred to as self teaching.



**3b. PE Physical Education Space**

- The Oregon PE mandate HB 3141 will be required for all students in Oregon Public Schools. Students in K-5 must receive 150 minutes of physical education per week, and students in grades 6-8 must receive 225 minutes of physical education per week. When implemented, we will need to increase the time the gym is available for PE classes and decrease any use of the gym for activities such as lunch. This requirement puts an increase on common space demands across the buildings. If this requirement becomes an Oregon Administrative Rule under Division 22, we would be at risk of losing state school funds if we did not meet the requirement. It appears as if the covered play and gym are more than sufficient for the elementary schools and that the middle school works with two gym spaces.
- **Elementary:** Creating fit and healthy students is extremely important at all levels. Helping our students develop lifelong healthy habits must begin at an early age, and in Dallas School

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District this begins in kindergarten. Having sufficient space for every class to have access to physical education on a daily basis is a standard, and this standard must be considered when planning for future facilities. Gym space in conjunction with appropriate physical education instruction must be available for classes to access.

- **Middle:** Gym space must be able to accommodate multiple physical education classes in any given period of the day as well as extracurricular activities for all seasons. Locker room space needs to allow for students to shower and store PE and athletic clothing and equipment. Main gym space should be large enough to seat at least the maximum capacity of the building for school-wide activities and special programs such as recognition ceremonies. Ample number of playing fields needed to be in close proximity to the main building with equal access to all participants. Students must receive 225 minutes of physical education per week by 2017.

### State Testing:

- In 2015, students the District transitioned to a new state required testing system, which demands students to have greater instruction in and access to technology. A heavy blanket wireless system is needed at each school to accommodate testing. Additional spaces may be required to accommodate the physical test taking.

### Technology and assessment:

- The world is changing quickly for our students so there is a need to increase digital access for all students. Students need greater access to a variety of technologies to be prepared for college and careers and should be skilled in numerous platforms (desktops, mobile devices, etc.). The new assessment system in Oregon, Smarter Balanced Assessment Consortium (SBAC), requires students to have high levels of technical skills in order to manage the testing environment. Passing the essential skills requirements through SBAC is one way to meet the graduation requirements for a diploma.

### ***Facility Requirements to Meet Ed. Standards***

There are no comprehensive National Educational Standards. Instead there is a combination of best practices, state mandates and state sponsored educational specifications. There are also standards promulgated by “Next Generation Science Standards”, “American Library Association”, “Shape America” and other groups that attempt to establish national standards.

There are many factors to consider when determining the educational standards that give our students the best opportunity for a well-rounded education. First and foremost, the amount of space available in order to best meet the learning goals of our instructional staff must be considered.

To continue delivering quality educational programs, a sufficient number of classrooms with appropriate square footage are essential. In order to establish an effective learning environment, we must consider our educational standards and our permanent capacity. Capacity for planning purposes is viewed in terms of our program standards for learning.

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

#### **Art, Music and Theater Space**

- **Elementary:** Art is integrated in the regular classroom. Classrooms need to be designed to incorporate art instruction on a regular basis as well as account for storage equipment and supplies. Classrooms designated specifically for music are a necessity. Music classroom space should be sufficient enough to account for full classrooms as well as safe equipment/storage and space for movement.
- **Middle/High School:** Art classrooms need to be twice the space of normal classrooms for instruction to large classes and also have sufficient space for storage of supplies in a safe and secure manner. There is a great need for separate facilities for instrumental, vocal, and technical music. All music spaces need to be designed specifically to meet the needs for appropriate instruction in these areas. There needs to be sufficient space to meet the expectation that these will be high-demand classes. Space needs to be designated as technology workstations for recording and soundproof practice rooms. At each level, a designated on-site theater facility is needed to accommodate student productions. Theater technology areas for productions and instruction should be large enough to accommodate intermediate sized groups. Theater capacity needs to accommodate large groups such as class meetings as well as space enough for large community theatrical productions. Theater sets should be designed with fly lofts for storage and an orchestra pit to accommodate musical theater productions. Ideally, there should be dressing rooms incorporated into the facility for production activities.

#### **Library/Media Service Space**

- **Elementary:** Our elementary schools need sufficient space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as an instructional support as well as an area that can be used as a common meeting place for the school and community.
- **Middle/High School:** The secondary level needs space to provide a state-of-the-art library with incorporation of a media complex. The majority of this complex would be utilized as a

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traditional library space large enough to handle multiple classes at any given time. In addition, an incorporated technology lab and attached classrooms for independent or classroom instruction to meet the needs of the student population. This complex would also need to have space for media staff to house equipment as well as periodical and book offerings.

### Technology Infrastructure

- In addition to sufficient space, there is an urgent need at all grade levels to have a greater number of our classrooms with ready access to technology. From a young age, students need to be taught what and how to use online tools as well as contribute constructively online. Proficiency should be achieved by the end of 8th grade, and Oregon has adopted digital literacy standards. In high school, students should be expected to integrate online tools and different types of hardware into their everyday, academic lives. They should also know when technology is and is not the best tool for the job. All this teaching should be done in the context of educational content, knowledge, and skills.
- There are currently increasing demands on all computer labs within our district for the purposes of state assessments. In 2014–15, the state will change the assessment system to a system provided by the Smarter Balanced Assessment Consortium (SBAC). This new assessment system will force us to upgrade testing computers to accommodate the requirement for stylus input. In addition, SBAC testing must be completed in a 12-week window. The current testing window spans nearly seven months. The approved use of wireless devices for testing puts additional pressure on the need for a saturated wireless blanket at each building. Our schools would not be able to continue the current access to computer labs and meet the increased demand for testing in the final three months of school. If both instruction and testing are to continue, additional computer labs and/or mobile devices (and the supporting infrastructure) will be required.

### Technology Space

- Grades K–3: Space for technology education beginning in kindergarten and progressing through all grades is a priority. Technology labs to accommodate the educational needs of the K–3 population as well as provide space designated for state testing must be considered. Electrical upgrades are often required to support charging of mobile devices. Core education classrooms should also have sufficient space for a number of computer stations, charging stations, and secure storage of mobile devices. The development of technology skills at a young age will assist our students in their success in future educational experiences.
- Grades 4–8: In addition to the needs of the K–3 level, students at the 4–8 level have additional needs when it comes to technology lab space because of SBAC testing that will occur at every grade level. Throughout the instructional day, students need to be able to access computers and mobile devices for learning purposes. Teachers need computer lab space to accommodate both group and independent work. Having the capability to offer mobile labs to accommodate classrooms for instruction, research, and testing is also important. For state assessment purposes, labs need to be dedicated to appropriately meet this requirement during a crucial instructional period of the school year.

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- **High School:** A building that supports Bring Your Own Device (BYOD) will become essential first at the high school level and eventually all levels. BYOD at the high school will require an extremely robust and secure wireless infrastructure. This is in addition to all the wireless device, computer lab, and classroom computing needs of the K-8 buildings.

### Library/Media Service Space

- **Elementary:** Our elementary schools need sufficient space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as an instructional support as well as an area that can be used as a common meeting place for the school and community.
- **Middle/High School:** The secondary level needs space to provide a state-of-the-art library with incorporation of a media complex. The majority of this complex would be utilized as a traditional library space large enough to handle multiple classes at any given time. In addition, an incorporated technology lab and attached classrooms for independent or classroom instruction to meet the needs of the student population. This complex would also need to have space for media staff to house equipment as well as periodical and book offerings.

### PE Athletic Programs

- Athletic programs are an important part of the educational program provided by Dallas School District. There should be ample field and gym space to provide the current level of athletic programs at the middle and high school levels. Consideration must be given to the gym and field space for both practice and games. If at any time land is acquired, careful consideration should be given to how athletic programs may be expanded in the future. In any expansions of athletic facilities, both male and female sports must be considered equally.

### Science Classroom Space

- **Elementary:** Science is integrated in regular classroom. There should be adequate, safe storage for science materials.
- **Middle:** Classrooms designed for science labs, both basic and advanced, is ideal. There must be sufficient electrical capacity to run a multitude of technologies as well as provide gas for increased teaching capacity of required science. In conjunction with appropriate and sufficient supplies to operate labs, space also needs to be available to accommodate direct instruction in these rooms. Rooms should be equipped with storage space to keep equipment safe and protected.
- **High School:** With the increase in the number of lab sciences required for students to graduate, there is a need to provide space to accommodate these tasks. Design of the high school science classrooms needs to provide sufficient space to perform a multitude of science labs needed by the different disciplines. Functioning workstations that are adequate for performing labs with full classes is a necessity. Configuration of a peninsula lab with additional floor space to provide for direct instruction is ideal. We currently have 28-30 students in our science classrooms. In classes where there are more than 30 students, labs are reduced and modified for safety. Current science classrooms were built to have 28 students in a class.

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Space Standards

National Utilization Average		
School Type	Low	High
Elementary	95%	100%
Middle / Junior High	70%	85%
High School	80%	85%
National Class Size Average		
School Type	Low	High
Pre-K, Kindergarten	15	25
Elementary	15	25
Middle / Junior High	18	25
High School	24	32
2006 National Median Gross SF per Student		
School Type		
Elementary	120 SF / student	
Middle / Junior High	146 SF / student	
High School	163 SF / student	

Special Education

- Dallas School District serves **roughly 70 students** identified for special education services. Each school has a variety of programs that serve our special education students. Each program is defined in the educational standards portion of this document. The needs of special education students have changed drastically over time, and the amount of space needed for each student has also changed. Developing IEPs and placement depends on the students’ needs; however, they also depend on the ability of the district to provide for those students. The Developmental Learning Center (DLC) classrooms are overcrowded to the point that students and staff have to find other areas to work on students’ IEP goals. Each special education teacher could use additional classroom space for meeting the increasingly diverse needs of special education students.
- Each school should provide three separate special education programs. The Developmental Learning Center (DLC) primarily serves students with more severe disabilities including development delays, autism, and mental retardation. The Educational Resource Center (ERC) serves students with learning disabilities and students who are not academically performing to their grade level. Each school should also serve students with behavior needs, and this classroom can be an Intensive Learning Center (ILC) or Structured Learning Center (SLP).
- **Educational Resource Center (ERC):** The unique needs of this group of students require specialized space. The ERC should be larger than a regular classroom and should include space for individual and small group instruction. This classroom should also provide areas for students to work without distractions. Each classroom should have an office space and adequate storage space for instructional materials. Each elementary school should have one

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classroom available for students served in the ERC. There should be three to four ERC classrooms at the middle/high school level.

- **Developmental Learning Center (DLC):** Each school also needs a larger classroom, with office space, for students served in the Developmental Learning Center (DLC). This space needs to be large enough for life skills instruction, physical and occupational therapy and space for small group and individual instruction. The DLC should have a workroom for the assistants who work in this classroom. There should be one specifically designed DLC classroom at each level (elementary/middle/high).
- **Behavior Classroom (ILC or SLP):** There is also a need for one behavior classroom at each level (elementary/middle/high). This space should be larger than a regular classroom and provide areas for quiet individual work and small group instruction. There should be office space and a room with windows and sound-proofing for work with individual students. Also attached to this classroom should be a small conference room for counseling work with small groups of students.

**Support Services:**

- Sufficient space for interventions to include homework assistance, reading and lunch buddies, counseling, and Title I should be adequate at every level. Every school must have space available for interventions for students not meeting the standards. This should be classroom space for large-and small-group instruction and individual tutoring. Our facilities need to be versatile for offering extra support as the needs of our students change. Every school should have adequate computer lab space that is easy to supervise for those students who need to access these resources before, during, and after school.

## **6a. Community Use of Facilities**

The community use of facilities is in high demand. After-school programs, youth recreation, and adult community programming place an additional requirement on classroom and gym use each day, especially in the winter. In a community with a population of approximately 16,000, the schools are heavily used as community space. In each school, the number one articulated need is additional common space for PE, school assemblies, lunch, after-school programs, and community use.

Dallas School District provides the community recreation space for both youth and adult recreation and a variety of other community events. Our facilities are open early morning to late in the evening, and during the winter months youth sports programs practice in every open space in our schools. This community use puts additional pressure on our space and our budget.

At Lyle and Oakdale, there is one large space (gym) which is also used as the lunchroom, assembly location, TEAM time, harvest festivals, and any other activity within the school where more than one classroom of students is involved. The Facility Committee sees a need to increase the common space at each site by constructing a stand-alone gym. This recommendation serves all K-3 students in the district in addition to providing space for youth and adult recreation and competitive programs. Although each school cited a specific need for more common space, the Facilities Committee also targeted Dallas High School as a site in need of renovation and an additional facility. The wrestling program has outgrown practice space, and the space is not ADA accessible. The weight room and locker rooms are also inadequate for the number of students who use the space. The Facilities Committee recommended a stand-alone building to accommodate wrestling, weight room, additional locker rooms, and PE classes. This facility would be available for additional community use as well.

**Demographics Report:**