

EXECUTIVE SUMMARY

Dallas School District (DSD) 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 DSD 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 seven-month committee work is a long range facilities plan and a series of recommendations.

Belief Statements

- We believe the purpose of our school facilities is to provide a place for teaching and learning.
- We believe our school facilities should provide a safe and effective learning environment for our students.
- We believe our schools are a resource not only for our students, but for our community.
- We believe our students should have adequate facilities that are up to date and well maintained.
- We believe our school sites should be adequate for future growth.
- We believe our schools should be welcoming and a place of pride for our community and students.

Demographics

The facilities committee has reached the following conclusions regarding the demographics of Dallas School District:

- History indicates there will be slow and steady growth overall. Since 1987, student enrollment has increased by 27%. This averages approximately 1% per year.
- Tracking birth rates, the 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.
- The regional and local data projects growth. The historical data on enrollment indicates plans are needed with multiple options (Plans A, B, and C) to provide flexibility for growth depending on the actual outcome.
- 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, mandates, etc.) that may have a greater immediate impact on facilities than enrollment growth.

Recommendations regarding future enrollment:

- Continue to annually monitor demographic data including birth rates and enrollment data to determine any changing trends.
- Plan for growth, which is expected to increase at a steady rate (based on historical data).

- Determine if there are ways to track and monitor (for facility and programming reasons) students who live within district boundaries but do not attend Dallas School District (home school, private school, out of district, online, or charter school).
- Include demographics information, school population, program requirements, and funding in any decisions regarding facilities.

Educational Standards and New Educational Requirements

A significant driver regarding facilities needs is the educational requirement. In the study of the facilities, the committee noted this as a more important driver than any immediate increase in student population. Immediate needs that will impact our facilities are as follows:

- Full-day kindergarten—The district has the option to implement a full-day kindergarten program and collect funding in 2015–16. If the district chooses to implement this option, there will be an immediate need for six additional classrooms. Full-day kindergarten, while not required at this time, has an education benefit to our students. We recognize the earlier we get young children in school, the quicker we can close the achievement gap for our most at-risk students.
- PE Instructional minutes—The state is requiring an increase to instructional minutes in 2016–17. 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 Lyle, Oakdale, Whitworth, and LaCreole. 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.
- Increase in 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.

In 2014–15, students will transition to a new state required testing system, which will demand students have greater instruction in and access to technology. A heavy blanket wireless system is needed at each site to accommodate testing. Library spaces may look different in the future and we will need an increase in computer labs for testing. Currently only Whitworth and LaCreole have a heavy blanket wireless system and only Whitworth has the technology equipment necessary for the expected digital literacy instruction. 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.

Community Use of Facilities

The community use of facilities are in high demand at each site. 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 15,000, 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.

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.

Repair and Maintenance

Schools range in age from 39 years to 65+ years old. With the age of the facilities comes the constant need for repairs and maintenance. The 2009 bond updated boilers, parking lots, and roofing across all sites, but there is an ongoing list of maintenance and repair items to keep our schools in the necessary condition for long-term use.

American's with Disabilities Act (ADA)

We have a few remaining 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. 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.

Seismic Upgrades

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 all schools in the Dallas School District a high potential collapse rating, with the exception of Oakdale, which received a moderate collapse rating. The next step in meeting this mandate is to have a comprehensive structural evaluation completed on each school 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 \$25,000–\$35,000.

Prior Funding

In 2009, voters approved a bond for repairs and maintenance. The district financed this bond (2010 Series) in such a way as to not raise the property tax rate for property owners residing in Dallas School District. The 2010 series also qualified for low interest rates through the Qualified School Construction Bond program. The interest rate was 0.9%, which is one of the lowest interest rates in the state.

The district selected the projects in such a way as to maximize the available stimulus money available through the Americans Reinvestment and Recovery Act. This bond for \$8.6 million when combined with federal and state grants and stimulus dollars yielded the community of Dallas \$10.3 million dollars in projects completed. The projected ranged from parking lots, to roofing, to energy upgrades, to new boilers at each site. The final payment of the 2010 series is in June 2016.

Recommendations

Based on current data, Dallas School District should continue to plan for a new school within the next 10 years.

- Monitor the demographics data annually to see if there are unexpected trends.
- Monitor and continue to plan for changes in educational programs that are required and affect facilities.
- Prioritize the list of maintenance upgrades, school renovation, and common space additions on the following:
 - Maximize the number and efficiency of projects within existing revenues
 - Critical maintenance issues
 - Renovation of space to maximize educational space
 - Safety/security upgrades
 - ADA upgrades
 - Add common area space if possible
- Continue to refine the facilities plan with an ongoing committee of community members.
- Develop educational specifications for future renovations and new school. This should be a committee of both school personnel and community members. Timeline one to two years.
- The School Board should ask the voters for a seven year repair and renovation bond. The amount of the bond should not increase the tax rate. The board should place this request on the ballot either November 2014 or May 2015.
- District and school specific recommendations for school renovations are found on page 35.
- District and school specific recommendations for expansion and siting are found on page 37.