SKSD LRFP Task Force
Meeting Minutes

From	Elisa Warner	**Date**	January 19, 2017
Project	SKSD LRFP	**Project No.**	14026
Subject	SKSD LRFP Task Force		

Subcommittee Work

Task Force members divided into two (2) subcommittees to conduct focused discussions on building condition and enrollment/capacity needs by school. The highlights of the subcommittee discussions are summarized below.

Building Condition Subcommittee
Topics: Technology and Career Technical Education (CTE)

Proposed Technology Upgrades

Bob Silva, Director of Technology for SKSD, provided an overview of the proposed technology upgrades included in the Long Range Facilities Plan (LRFP).

- Bob Silva started the session by addressing prior subcommittee questions related to security and data privacy. Currently, surveillance data systems are internally connected only; they cannot be accessed outside of District facilities (even by staff). Those connecting must be fully authenticated (i.e. user name and password required), and only a limited number of staff have access. Surveillance data has the same level of security as student data.
- In the event of an Internet outage, there are safeguards in place to ensure that phone service is available (even with VOIP). Every school and building has at least one landline for emergency use. Uninterruptible power supply (UPS) will soon be installed in every school, ensuring backup power for up to 45 minutes in the event of an outage.
- Network services are received through a third-party (cost limited to commercial rates). This is an ongoing annual cost. The District has upgraded service to the extent that is possible for Internet access. The devices in the schools are numerous and growing. The District distributed 15,000 new Chromebooks last summer to provide additional devices for students, working toward technological parity among schools. There is approximately a 3-4:1 student/device ratio district-wide.
- The Data Center is currently located at the TIS building on State Street. The Data Center houses district servers, HR and finance systems. This building is located in a flood zone, and the facility has flooded in the past. The Data Center is critical to all District operations. A robust Data Center is

needed in an alternative location (the current facility is not adequate). The District is also in need of a back-up data center. This may be able to be a component to a new construction project in the future.

- Bob Silva discussed the District's fiber infrastructure needs. Dark fiber sets the District up for long-term network capacity and network speed for the next 20-30 years. It is an important long-term investment for the District. The District currently has soft funding from the government to help subsidize some of the costs.

- The District has significantly expanded wireless networks at all schools. However, the networks at some sites are already insufficient based on the number of student and staff devices. The influx of Chromebooks has created further demand.

- Voice amplification systems have clear educational benefits, as supported by research. These systems are in a small number of classrooms currently (e.g. SPED). The District would like to offer these systems in other classrooms.

- The District recently implemented network capacity upgrades (ability to plug into wall) for surveillance and communications systems, etc. Intercom system upgrades are related to security upgrades and emergency notifications. Current intercom systems are aging. These upgrades will also replace aging paging systems, bell systems, etc.

- Some schools still have outdated desktop computers that require replacement. The goal is to create sustainable plans (i.e. only purchase equipment that is maintainable).

- Most classrooms are equipped with mounted data projectors. Devices are wirelessly connected; this untethers teachers from the board or a certain position in the room. Students can also connect wirelessly to the screen or projector from their own desks to show their work. As costs become more reasonable, digital displays will replace data projectors/screens. Only about 1-2% of classrooms have flat panel display screens currently (under a pilot program).

Subcommittee Questions for Bob Silva:

- **What is the network capacity goal? How is the District planning for technological changes?** The District will have significant capacity that should last the next 20 years or so (12 strands at each school – 100 GB each strand).

- **Does the District have municipal partnerships for shared infrastructure?** E-rate restricts the District's ability to share fiber (must be with another educational entity only). The District has had other conversations with the City about other partnership opportunities.

- **How much funding is available under the E-rate program?** Funding is based on reduced lunch rate. The District was tentatively notified that they will be subsidized at 80% - District cost is then 20 cents on the dollar. Total project costs (as bid out) would run around $15M. District cost is then approximately $3.1 M.

- **How are wireless networks expanded?** General lifespan for wireless is about 4-5 years. Networks will soon have to be replaced. Expansion of wireless networks will target high-use areas like cafeterias, libraries.

- **How is video surveillance data transmitted electronically, yet protected from external access?** Data is restricted to the internal network; it is not accessible from outside the school district. It is on the network, but there is a strong firewall protecting it from the outside.

- **Are older buildings, such as Highland Elementary, capable of supporting proposed technological upgrades such as digital displays?** All school buildings have display technology currently (whether a data projector or screen). About 98-99% of classrooms are so equipped. All the older facilities are currently equipped with projectors, which have higher electrical demands than digital displays. Proposed classroom amplification systems will also tie into the AV audio system.
- **Regarding the capital spending plan, what is the impact on technological upgrades with the required rate of replacement?** Information was not immediately available. Replacements are required on a regular cycle - about 7,500 units per year (over the course of 5 years) required to eventually bring the District close to a 1:1 ratio.
- **Explain the proposed approach for providing back-up power in the event of an outage.** Power outages can cause major disruptions. UPS systems will provide back-up power to enable communications and wireless systems in the event of a power outage. These are small generators – the intent is not to run the entire school, just critical systems. The District will need to define how long they want certain systems to run without power.
- **When designing a new school, how are design requirements communicated to the architect?** The District has Educational Specifications for each building type (elementary, middle and high). In 2008, elementary and middle school Ed Specs were written prior to the design of Kalapuya, Straub, Chavez and Battlecreek. All Ed Specs will need to be updated prior to any new construction. The architect references the Ed Specs during the design process.
- **How does the District avoid missteps in technology (e.g. predict the future)?** Technology is a moving target. Wireless provides long-term flexibility.
- **Are there any vendors that will lease equipment?** Lease programs are available. This can be considered by the District.
- **Will we receive school-based recommendations about technology? How will parity be achieved between newer schools vs. older schools?** The proliferation of wireless devices has made this less of an issue (e.g. the infrastructure is less crucial). The District has taken significant efforts to equalize the number of devices among schools (e.g. distribution of Chromebooks). Generally, all schools now have comparable wireless infrastructure and access.
- **Will the District move forward with fiber upgrades (12 strands) regardless of what is decided related to the bond?** The District intends to find a way to fund this regardless, as they would only have to contribute 20 cents on the dollar. The District would be foolish to pass up this funding opportunity. These upgrades may be complete by the time a bond passes. It could be a recommendation from the Task Force to pursue these upgrades regardless (i.e. find the 20% matching funds required).
- **How much of school Wi-Fi usage is due to increased use of student phones?** The goal is to provide sufficient service to support the full range of uses and devices (student phones included). Phones are used to research, access homework, etc.
- **What is the budget for technology changes?** This information will be provided at a future Task Force meeting.
- **Is there a consensus among subcommittee members that fiber upgrades should be implemented regardless of whether or not the District moves forward with a bond?** Subcommittee members reached consensus that this item should be included in the recommendations.

Proposed Career Technical Education (CTE) Upgrades

- Jim Orth, Career Technical Education Director for SKSD, presented a brief history of career technical education (CTE) programs in Salem-Keizer School District. SKSD reduced the number of CTE programs from 54 to 29 in 2010 (during the recession). Over the past four (4) years, the District has increased CTE offerings to 31 state-approved programs and nine (9) start-up programs, including four (4) programs at CTEC and five (5) at resident high schools.
- The proposed CTE improvements do not hinge on Ballot Measure 98 passing; however, the plan will take longer to implement if BM 98 does not pass.
- Jim Orth provided background on CTE trends and statistics. Today's CTE programs integrate academic learning with technical experience, emphasizing industry and postsecondary partnerships. The goal is to prepare students for high wage, high demand careers. The return investment of CTE is significant, and the benefits are more than just monetary.
- Career technical education has evolved – today's programs are not our parents' vocational education classes. The previous decline in career tech programs has produced a shortage of skilled workers. Today, there is an impetus to expand this workforce.
- CTE programs are associated with improved high school graduation rates. Oregon CTE students are 15.5% more likely to graduate in four years than are students statewide. Approximately 6,000 SKSD students are enrolled in at least one CTE course. SKSD students earned 3,867 college credits in CTE courses during 2015-16.
- Jim Orth outlined current CTE program offerings and future needs at each high school, including:

   McKay High School
   Seven (7) CTE programs currently (five state-approved and two start-up). Desired remodel/additional facilities for Agriculture, Automotive, Basic Nursing Assistant, Computer Aided Design (CAD), Culinary, and Woods Construction programs. Additional FTE and equipment proposed for all seven (7) existing programs. New program in Family & Community Services would require additional classroom space with adjoining meeting rooms and FTE. Proposed changes would result in eight (8) programs serving approximately 2,200 students.

   McNary High School
   Seven (7) CTE programs currently (all are state-approved). Desired remodel/additional facilities to locate Business Management, Graphic Design, Information Technology, and Media Productions near each other, thereby supporting collaboration across programs. Remodel adjacent facility for Culinary, increase program space for Automotive. Additional FTE in all programs except CAD. Additional equipment for all programs. New program in Sports Medicine would require facilities, equipment, and FTE. Proposed changes would result in eight (8) programs serving approximately 1,800 students.

   North Salem High School
   Seven (7) CTE programs currently (six state-approved and one start-up). Desired remodel/additional facilities for all programs. Additional FTE and equipment proposed for

all seven (7) existing programs. New program in Computer Science/Information Technology would require additional FTE while utilizing an existing computer lab. Proposed changes would result in eight (8) programs serving approximately 1,900 students.

Roberts/Alternative High School

No CTE programs are currently offered at Roberts. Desired addition of programs in Natural Resources, Business Entrepreneurship, Barbering, Early Childhood Education, and Automotive/Mechanical Systems. Additional facilities, equipment and FTE would be necessary for all programs. Proposed changes would result in five (5) programs serving approximately 600 students.

South Salem High School

Five (5) CTE programs currently (two state-approved and three start-up). Desired remodel/additional facilities for all programs. Additional FTE and equipment proposed for all five (5) existing programs. New programs in Forestry/Environmental Science and Athletic Training/Physical Therapy would require facilities, equipment, and FTE. Proposed changes would result in seven (7) programs serving approximately 1,700 students.

Sprague High School

Five (5) CTE programs currently (all are state-approved). Desired remodel/additional facilities for all programs. Additional FTE and equipment proposed for all five (5) existing programs. New program in Environmental Science would require facilities, equipment, and FTE. Proposed changes would result in six (6) programs serving approximately 1,500 students.

West Salem High School

Five (5) CTE programs currently (all are state-approved). Desired remodel/additional facilities, equipment and FTE for Computer Programming/Robotics, Emergency Medical Technician, and Firefighting programs. New program in Horticulture/Viticulture would require facilities, equipment, and FTE. Proposed changes would result in six (6) programs serving approximately 1,500 students.

Subcommittee Questions for Jim Orth:

- **What is the potential impact of Ballot Measure 98?** The proposed improvements do not hinge on ballot measure 98 passing – it just may take longer to implement if 98 does not pass.
- **Is the District expanding current CTE programs only, or also adding new programs?** New programs are also included. The District will need to add FTE to add or expand a program. The eventual goal is to increase from 45 FTE to 85 FTE.
- **Does the District track performance and graduation rate data specific to SKSD students?** The District submits this data to the Oregon DOE. It is processed, and then sent back to the District.
- **What would be the District's commitment to staffing CTE spaces? If the bond funds new CTE spaces, will the District provide the FTE?** It would be important to align facilities with staffing.

- **What are Family and Community Services?** Family and Community Services prepares students to provide community outreach and counseling services.
- **How does this plan align with what is offered at the new CTEC building? Would it be better to centralize offerings?** CTEC's (future) Culinary Arts program will be taught in a commercial kitchen. High school kitchens are residential level. Students that have a strong interest in pursuing culinary careers would need to attend CTEC to receive that level of instruction. High school programs emphasize restaurant management, whereas CTEC will focus on all aspects of food preparation.
- **How do CTE plans relate to/impact overall capacity needs for general education (e.g. overcrowding)?** The LRFP report addresses these items separately. The addition of new CTE teaching stations will be factored into capacity consideration prior to future bond planning.
- **Are there currently bilingual CTE classes?** Not currently, but this was recently discussed this as a potential offering at North Salem HS. It is sometimes difficult to find bilingual teachers within CTE specialties.
- **Can students transfer if they want to take CTE classes that are not offered at their current school?** In-District transfer options are available.
- **Are automotive students learning automation?** Industry-specific training is provided.
- **What is a CNC lab?** A CNC lab is equipped with Computer Numeric Controlled (CNC) equipment - computer controlled cutting platforms used to slice a variety of materials.
- **Can the Subcommittee have a copy of the PowerPoint from the CTE presentation?** The PowerPoint will be posted on the Task Force webpage.
- **Is there a plan to increase industry partnerships?** An industry/CTE summit is scheduled for February 14th.
- **What about middle schools? Will some CTE programs be brought back?** All middle schools have elective programs (some are vocational). CTE focus still remains at the high school. However, there are PD opportunities between middle and high school staff.

Enrollment/Capacity Subcommittee
Topic: Overview of Capacity Needs by School Type and Feeder

The Enrollment/Capacity Subcommittee continued their discussion of the growth and capacity needs of each school within the district. Subcommittee members referred to the list of schools with undersized core areas, such as cafeterias, gymnasiums and libraries. The list was color coded, with slightly undersized core areas (within 10%) shaded yellow, and fully undersized core areas shaded red. The group was encouraged to make recommendations on a school-by-school basis, based on the unique needs and conditions identified at each site. The subcommittee's initial thoughts and recommendations are listed below:

Sprague Feeder Schools

- **Battle Creek Elementary:** No short-term issues, no changes needed.
- **Liberty Elementary:** No short-term issues, no changes needed.
- **Salem Heights:** No changes needed. Salem Heights is a specialized school partnering with Willamette ESD housing students with special needs. Class sizes are smaller; the 73 % capacity includes these students.

- **Schirle Elementary:** Designed without a cafeteria, students currently in classrooms. Construct an addition with a cafeteria/kitchen and four (4) classrooms and remove portables.
- **Sumpter Elementary:** The gym and cafeteria/kitchen are small. Recommend building an addition with six (6) classroom and cafeteria. Not included in the, "land swap".
- **Wright Elementary:** Core infrastructure is adequate, no changes.
- **Crossler Middle School:** Crossler may be a great candidate for a future boundary change with Judson and Leslie Middle Schools to alleviate future capacity issues.
- **Sprague High School:** Sprague has 11 end of life portables. The cafeteria and auditorium are undersized. Recommend a remodel addition with cafeteria and auditorium. This location is included in the, "land swap", but no actual land is gained.

West Feeder Schools

- **Brush College Elementary:** Brush College has a lot of capacity for growth. We will monitor closely in the next 10 plus years.
- **Chapman Hill Elementary:** This site is on 8 acres and is included in the, "land swap", but we are again not gaining any land. The cafeteria is undersized.
- **Harritt Elementary:** No changes recommended possible boundary change in the future.
- **Kalapuya Elementary:** No changes or capacity issues.
- **Myers Elementary:** Consider a cafeteria/kitchen addition with four (4) classrooms and remove end of life portables. The track would need to be modified to accommodate the addition.
- **Straub Elementary:** No issues.
- **Walker Middle School:** Walker's site includes a pool that is not being used. The City of Salem once operated the pool; however, at this time, only the tank is being maintained. Recommend removing the pool. The cafeteria is undersized, but enrollment is down; this should be reviewed following the PSU discussion.
- **West Salem High School:** West is included in the "land swap". Currently, the City of Salem owns the fields and the District owns the adjoining park. The maintenance agreements currently in place with the City of Salem will be updated. West was built uniquely, with the assumption of a higher classroom utilization rate – per its original design, there is actually more capacity than listed on the profile sheet. The original design assumed that teachers would prep in shared offices rather than in classrooms (allowing classrooms to be used all day). However, the building is currently not being used in this manner. The West community is similar to Keizer community in that they would prefer to have one (1) large high school than two (2) smaller high schools.

Mark Shipman spoke to the group with regard to the Urban Growth Boundary Line (UGB), and its effect on Salem-Keizer schools:
- The UGB is a legally-described boundary. It is very difficult to move. It is anticipated that most of the land within the UGB will be eventually be developed. Land outside of the UGB is protected resource land, such as farms and forests. The District cannot site a school outside the UGB; schools are typically sited within city limits.
- The City of Keizer is currently trying to extend its UGB line to the north. It has been a very complicated and ongoing process. Should the UGB change to include lands to the north, more development could occur in the City of Keizer (with school enrollment impacts).

- Urban service areas (USA) include land in and around existing communities which are suitable for urban development and capable of being provided with a full range of services. USAs are locally determined, whereas UGBs are determined at the state level. In West Salem, there are complex considerations with respect to vacant lands vs. the water system. This complicates and slows the development process in this area of Salem.
- The Crossler/Liberty area includes significant buildable land. Currently, Salem does not have sufficient multi-family housing. Banks are currently financing multi-family developments over single-family development. The City of Salem has opened the doors to change zoning to multi-family development.
- In the Leslie area, the old Fairview Facility area is currently being developed into multi-family housing, with some single family homes. The original investors faced restrictions that have now been removed, thereby freeing the way for future development.
- On Cordon Road, the site of the former mushroom factory has been for sale for many years. This area is a great candidate for a potential school site, as it is located inside the UGB.
- The area near Kale Road includes ample private land that could also be developed in the future.

Mr. Wolfe, Mr. Hughes and Mr. Brown have scheduled a meeting with PSU to discuss their enrollment projections methodology. The results of this discussion will be presented at next week's subcommittee meeting.

Questions by the Subcommittee Members:

- **Do projections consider special programs in certain schools?** The enrollment/capacity roll-ups are by feeder and school type, and do not necessarily account for special programs located in traditional schools.
- **Does Walker's core capacity estimate account for both cafeterias (SF)?** This will be confirmed by staff.
- **Does high school capacity include current West Salem HS numbers?** West Salem HS's design assumed that teachers would prep in shared offices rather than in classrooms (allowing classrooms to be used all day). At design, a classroom utilization rate of 90% was assumed. An alternative school profile sheet was distributed on 1/26/17 to show the impact of changing the classroom utilization rate at West Salem HS to 90%.

Task Force Subcommittees Reconvene / Additional Items
- The Subcommittees reconvened to share the highlights of their discussions.
- Upcoming Task Force meeting will be held on February 6th.

The meeting concluded at 8:00 p.m.