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**SKSD LRFP Task Force**

Meeting Minutes

<b>From</b>	Elisa Warner	<b>Date</b>	January 26, 2017
<b>Project</b>	SKSD LRFP	<b>Project No.</b>	14026
<b>Subject</b>	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**

**Topic: Educational Adequacy**

Science Labs

- Elisa Warner presented an overview of the science lab needs at the District’s middle and high schools. Next Generation Science Standards (NGSS) have increased the amount of time that students engage in lab work each week. Many District high schools lack specialized science labs, such as chemistry or physics labs. At the middle school level, many facilities were constructed at a time when 6<sup>th</sup> grade science curriculum was less stringent than that of 7<sup>th</sup> and 8<sup>th</sup> graders (this is no longer the case).
- Currently, 6<sup>th</sup> and 7<sup>th</sup> graders are only required to take one semester of science per year, whereas 8<sup>th</sup> graders are required to take one full year of science. If these requirements change in the future (with science required full-year for all middle school students), additional science labs would be needed at most middle schools.
- School facility assessment revealed disparities in the number and quality of science labs across District schools. In many schools, there are science courses taught in classrooms due to an insufficient quantity of science labs. Some labs do not have adequate equipment and furnishings to support lab activity requirements and collaborative exercises. Access to specialized labs is limited at some high schools. These conditions make it challenging for teachers to implement NGSS standards, limiting their ability to conduct lab activities.
- Based on current resources and enrollment projections, it is anticipated that an additional eight (8) science labs will be needed across the District’s middle school by 2025 (with current requirements for 6<sup>th</sup>/7<sup>th</sup> graders). If 6<sup>th</sup> and 7<sup>th</sup> graders were to be required to take a full year of science, the number of additional science labs would increase to 26 by 2025. At the high school level, an additional 14 science labs will be needed by 2025 to meet projected enrollment increases, including additional chemistry labs at select schools.

Other Educational Adequacy Considerations

- Joel Smallwood presented an overview of other educational adequacy considerations addressed in the Long Range Facilities Plan. Educational adequacy was assessed by meeting with school principals, inquiring about the ability of their facilities to meet instructional needs. Only major educational adequacy items were noted in the summary report, mostly those related to science, technology, special education, and security. Parity is an important consideration when assessing the educational adequacy of different schools.
- School facility improvements will include certain ADA requirements, where needed. The District will continue to improve ADA access at all buildings. Any additions or new construction will need to meet ADA code requirements. When significantly renovating a facility, the District must spend a certain percentage to remove

barriers to access. For new construction, the cost of ADA improvements is built into the estimate. For renovations, ADA-related costs would be additional. In order to capture these costs, the LRFPI includes \$9M for ADA upgrades.

- At the next Building Condition Subcommittee meeting, participants will have the opportunity to ask any additional questions related to the content presented to date. The Committee will then try to reach consensus on recommendations moving forward. Committee members were asked to share any pending questions in advance by emailing them to Mary or Joel by January 31, 2017.

#### Subcommittee Questions:

- **What is STEAM?** STEAM stands for Science, Technology, Engineering, Arts, and Mathematics.
- **What drove the District's decision to limit Science to one semester for 6th and 7th graders?** The intent was to provide students with additional electives to pursue art, music and other activities.
- **Not all CTE classes are offered at all facilities. Is this a hardship?** Students may apply for an in-District transfer to attend CTE programs at a high school outside of their school boundary area. CTEC enrollment is open to 11th and 12th graders. CTEC students are bused to and from their home high schools to the CTEC facility.
- **Are chemistry labs being used every period for chemistry? Is there sufficient demand for two chemistry labs at the high school level?** Chemistry labs can also be used for general science, so their utilization rate would be the same as a general science classroom (regardless of the number of chemistry classes).
- **How do you retrofit an existing general science lab into a chemistry lab?** Ventilation improvements, addition of hoods, and chemical storage are some of the needed upgrades.
- **Does the lack of science labs prevent students from taking required science classes?** All SKSD students are able to fulfill state graduation requirements for science using the current facilities. However, the lack of labs results in less lab time for students. Some science courses are taught in classrooms instead of labs.
- **Where chemistry is being taught in a general lab, are there safety concerns?** Where chemistry is taught in a general science lab, it effectively limits the types of lab activities or experiments than can occur. In these cases, students learn certain concepts via textbooks or video instead of hands-on activities or real-life demonstrations.
- **Why does Sprague have four chemistry labs, whereas West only has one?** In terms of classifying current resources, a chemistry lab may simply mean that the room is suitably equipped for chemistry activities (e.g. has required hoods).
- **What about science lab needs at Roberts HS? Why is Roberts HS not included in the table in the presentation (along with the comprehensive high schools)?** The Roberts High School facility on State Street does not have a science lab. This is a clear need. Roberts was not included in the table presented in the PowerPoint because its needs are distinct from that of the comprehensive high schools. Roberts HS's enrollment fluctuates greatly throughout the year - ranging from a few dozen students to up to around 200 students. Also, some Roberts students take courses at other locations. The draft LRFPI will be updated to reflect the science lab needs of Roberts High School programs.
- **Why is there not a paragraph in the LRFPI concerning ADA upgrades?** This will be added to the final LRFPI report.
- **For the February 6<sup>th</sup> meeting, will the District provide a list of potential consensus items?** This will be provided to the Subcommittee on February 6th.

## Enrollment/Capacity Subcommittee

### Topic: Scenarios to Address Overcrowding

#### Debrief on PSU Meeting

- The subcommittee discussed issues pertaining to the Urban Growth Boundary (UGB), including PSU's assumptions when forecasting enrollment. Recently, Nate Brown, Mike Wolfe and David Hughes met with Charles Rynerson at the Population Research Center at Portland State University (PSU). Mr. Rynerson explained how PSU's enrollment projections methodology addressed population and economic data when accounting for "real world" issues, such as K-12 enrollment trends, housing growth and business development. Nate, Mike and David left the meeting with a clear understanding of PSU's methodology. They were in agreement that PSU's methodology was sound and comprehensive.
- Although the Council of Governments (COG) has a different set of projections, the COG's data is extrapolated from existing trends and makes assumptions that all buildable land will be developed. PSU's study provides a specific breakdown utilizing Traffic Analysis Zones (TAZ). TAZ examines data at the granular level and analyses capacity for construction.
- Mike Wolfe summarized that the PSU study is not an all-encompassing study that accounts for literally every possible variable. However, PSU performs these analyses routinely for school districts – they are the "gold standard" of population studies. PSU's Population Resource Center is also used by local jurisdictions, such as the City of Salem, the City of Keizer, Marion and Polk counties. Mark Shipman added that the PSU numbers are the only numbers jurisdictions must adhere to when making UGB changes. The COG study makes an assumption that any undeveloped properties it will be developed in 20 years. This accounts for the two spikes in 2025-2035.
- Mike Wolfe polled the subcommittee, seeking consensus on the validity of the PSU Study. The Committee unanimously voted "yes".

#### Scenarios to Address Overcrowding

- Subcommittee members were provided with alternative West Salem High School profile sheets reflecting a scenario where the school's classroom utilization rate is increased from 75% to 90%. Casey Cunningham explained that the changes were made based on West Salem High School's design intent – that teachers would prep in centralized planning rooms rather than in classrooms (allowing classrooms to be utilized nearly every period of the day). Of the District's six (6) comprehensive high schools, West Salem High School is the only facility that was designed in this manner. By adjusting the school's classroom utilization rate to 90%, capacity is effectively increased by approximately 200 students. Casey cautioned that there are inherent challenges with implementing the intended use of this building design. If the District were deigning a new high school today, they would not replicate this model.
- McKay High School's enrollment is expected to crest around 2800 students in four (4) years. The District must decide whether this is too large for a single high school. In the past, many high schools were designed for 1600 to 1700 students. Today, the standard is closer to 2200 students. One of the subcommittee members that a 2,200 high school was still too large, citing research studies on the benefits of small learning environments.
- Mike presented a scenario where all high schools would be renovated/expanded to serve a capacity of 2200 students (with West at 2000 students). This would serve as an alternative to building a seventh high school. Building capacity would be increased by increasing classrooms (not class sizes) and expanding core infrastructure capacity (gyms, cafeterias, etc.). This scenario would also entail the removal of end-of-life portables.
- The cost difference between constructing a 7<sup>th</sup> high school vs. expanding existing high schools will be presented at the February 6<sup>th</sup> meeting. It is important to note that the construction of a 7<sup>th</sup> high school would require district-wide school boundary adjustments, whereas the renovation/expansion option would have minimal impacts to school boundaries. There may be some ripple effects in the middle and elementary schools within different feeder systems. A handout outlining potential impacts to school boundaries was provided in DRAFT format for discussion purposes only. Seven (7) elementary schools would potentially be affected. Keizer and

West feeders would not require adjustment. Steve Chambers noted that the boundary mock-up does not appear to take into account economic demographics (e.g. presence of Title I schools). Mike concurred that the impacts on the community would need to be addressed. He again reiterated that the boundary mock-up was just a working document for discussion purposes only.

- Options for Auburn Elementary School were discussed. The original facility was designed for 350 students; enrollment is currently around 650-700 students. Relocation/replacement may be the most viable option for this facility. Auburn could potentially be repurposed as a preschool hub. In recent years, the district has expanded preschool offerings. Auburn could potentially serve as a northern district preschool hub.

#### Questions by the Subcommittee Members:

- **Did Mr. Rynerson (from PSU) explain the migration to west?** Yes, the study considers shifts in population, as well as people commuting from Salem to Portland.
- **Does the study take into account the trend of students participating in homeschooling, online programs and charter schools?** This is a "parking lot" item that requires further consideration. The study was not tasked with quantifying the potential impact of these alternative and specific paths. A subcommittee member shared that ODE does track this information. Currently, 5% of students statewide are (reportedly) participating in non-district education such as homeschooling, online schools and charter schools.
- **Does PSU student consider how land is currently zoned and/or could potentially become available?** Zoning is a legislative decision and difficult to predict.
- **Does the PSU data account for available jobs, or potential jobs that may come to the area?** These forecasts and predictions are tied to the UGB. This beyond what we could be accurately captured for enrollment projections.
- **Elaborate on the difference in growth rate percentages with regard to the PSU numbers.** Additional information will be provided at a future meeting.
- **Are there concerns related to the amount of time that has passed since PSU has been contracted for a SKSD study?** The fact that the PSU Population Center did not previously provide enrollment projections for the District does not impact the validity of its data.
- **What is the cost benefit to building a new high school vs. expanding current high schools?** This information will be shared with the Subcommittee at the February 6th meeting.
- **Could we ask the City of Salem for projections for West Salem, helping us to determine the optimal capacity for WSHS (2200 vs 2000)?** Although there is ample undeveloped land in some areas, there is not financing in place. Banks are reluctant to fund subdivisions (even by large national developers). It is unclear how long this trend will continue. West Salem's future development may be limited until this shift occurs. Multi-housing units are not predicted to grow in this area, unlike in southeast Salem and Keizer.
- **What is the length of time needed to expand the high schools? Would this be a phased approach?** A phased approach would be implemented, temporarily shifting students among different high schools as other facilities were renovated. Each school may be off line for 2 years.
- **Can the District provide a list of all portables?** The appendix of the LRFPP includes this information.
- **What is the cost of relocating newer portables, addressing loss in equity?** This information could be provided. However, there are very few portables at current high schools that are not near or past end-of-life.
- **What is the City of Salem's input relative to West Salem's growth (deciding WSHS capacity - 2000 vs 2200)?** This is a "parking lot" item that requires further consideration.

#### **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 13<sup>th</sup>.
- School tours will be scheduled sometime in late February.

The meeting concluded at 8:00 p.m.