



Edited GUIDING CHANGE 11/15/21 Long-Range Facility Planning Process

This document serves to bring clarity to the roles of school board governance and administrator management. It clearly defines: the current reality of where we are at, the results of where we want to be and the unacceptable means – our values and principles that will not be infringed upon during the planning process.

Items in red are new or updated language items.

| The Current Reality | Unacceptable Means | Results |
|---|--|--|
| <ol style="list-style-type: none"> The district is nearing the end of the 2014-2023: 10-year facility plan. Items from that plan that have been successfully addressed include the construction of a new middle school, expansion and improvements to the 3 remaining middle schools, acquiring Valley Crossing Elementary School, the renovation of the former Oltman Middle School to Nuevas Fronteras Spanish Immersion School, and the attendance boundary adjustments at all levels. As a result of Question 3 being unsuccessful on the 2015 bond referendum, multiple projects at the high school level have not been completed. This includes additions onto our three high schools to accommodate projected growth. As a result, schools are at or near capacity and improvements to enhance | <ol style="list-style-type: none"> We will not bring multiple plans forward, rather one final plan that is being recommended by the Steering Committee. This will be done so plans are not viewed as winning and/or losing. The Board will have the opportunity to make any final adjustments. We will not propose a plan that creates inequitable learning spaces or space for special programming between schools at the elementary, middle or high school levels. We will not create space that intentionally separates special education students | <ol style="list-style-type: none"> Creation of a Long Range Facility Plan that achieves the best possible learning environments for current and future students. Creation of a 10 year facility plan that addresses: <ul style="list-style-type: none"> ● enrollment increases that includes new construction or changing of boundaries ● modernization of classroom space ● needed renovations such as Elementary bathrooms ● curriculum and/or instructional delivery methods ● transportation facility needs ● alternative high school space ● operational facility needs ● early learning programming ● special education programming |



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| <p>instruction and address structural and aesthetic needs have gone unmet.</p> <p>3.—The district contracted with Davis Demographics to update the enrollment to study housing developments and aid in updating enrollment projections. Housing Developments continue at a rapid pace in Woodbury and Cottage Grove. Specific schools in areas of high housing construction will have space constraints as housing developments continue. Schools of concern include: Red Rock, Grey Cloud, Pine Hill, Bailey, East Ridge and Woodbury High school.</p> <p>4. Unmet needs exist at the elementary level because Question 3 was unsuccessful. This includes the need to add bathrooms, and the creation of</p> | <p>from regular education students.</p> <p>4. We will not bring forth a plan that prioritizes aesthetics over functional use of space.</p> | <ul style="list-style-type: none"> • how buildings/schools will be repurposed <p>3. Evaluation of the first five years of the 2014–2023 Long-range Facility Plan to determine if it successfully addressed the current and future needs of the district at the middle school level and how changes in the district’s current reality 2014 impact middle school needs in the next 10 years. Moved to current reality column #6</p> <p>4.—Evaluation of whether the unmet needs included in the 2014 long range plan at the elementary level are still viable concerns given the district’s expanded elementary capacity and underutilized space in some of the district’s southern elementary schools. Moved to current reality column #5</p> <p>5.—Evaluation of whether the unmet needs at the high school continue and creations of plans to explore</p> |
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| <p>additional high needs instructional spaces. Restated below</p> <p>5. Unmet needs exist at the elementary level because Question 3 was unsuccessful. This includes the need to add bathrooms, and the creation of additional high needs instructional spaces.</p> <p>6. Three of our four Middle schools are presently over 90% capacity and all four are projected to go over capacity within the next 5 years.</p> <p>7. Community Education, including our Early Learning programs and Kids Club, have specific space needs that are difficult to meet due to inconsistencies in the number of available classrooms and spaces in existing schools.</p> <p>8. Special Education space is needed due to increased student needs and specialized services. These needs include:</p> <p style="padding-left: 20px;">a. High Needs special education</p> | | <p>alternatives to address capacity concerns at all four high schools.</p> <p>6. Creation of a funding plan to address the costs of the LRFP which will include Bonding, Lease Levies, and Long Term Facility Maintenance revenue.</p> <p>7. Creation of a 2022–2032 facility plan which incorporates capacity and structural facility needs based on the results of the Davis Demographic enrollment projections, the updated long term facility maintenance plan and the needed renovations to existing schools to address changes in curriculum and/or instructional delivery methods.</p> <p>8. Addition of adequate space for Early Learning and Preschool programs. Moved to bullet points above</p> <p>9. Creation of learning spaces that support college and career ready students by providing flexible, adaptive spaces for learning to occur and learning environments that</p> |
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| <p>space.</p> <ul style="list-style-type: none">b. Early Childhood Special Education space.c. Federal Setting 4 programming options. <p>9. Transportation space is currently not adequate for the number of busses and needs of transportation.</p> <p>10. Increased needs for additional space for South Washington Alternative High School.</p> | | <p>inspire social interactions and support diverse instructional styles and accommodate multiple forms of collaboration.</p> |
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