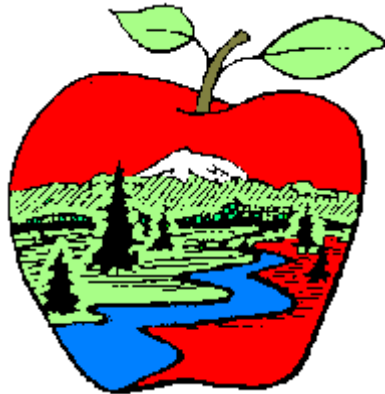


North Santiam School District 29J

Long Range Facilities Master Plan Revised 2010



North Santiam Schools...We Change Kids' Lives!

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SECTION ONE:

INTRODUCTION

This document is an update of the “North Santiam School District Long-Range Facility Plan” re-adopted by the North Santiam School District Board of Directors in 2010.

1.1 Purpose, Objective and Goals

Purpose

The purpose of the document is to provide a historic overview, and future guide to the planning, funding, maintenance, and development of the District’s facilities.

Objective

The objective of the Long-Range Facilities Master Plan (Plan) is to provide a comprehensive view of the District’s facilities needs, reduce the cost of operating them, and to relate to the community, demographic, educational, and resource factors that led to the Plan’s development.

Goals

1. To document the current and to project the future facilities’ needs of the District
2. To establish processes to identify, estimate the cost, and prioritize the District’s options to meet each of these needs
3. To establish processes to prioritize the District’s needs and their funding
4. To establish a long-range plan to meet the District’s facilities needs
5. To identify new, and continue existing programs that reduce the District’s cost to operate and maintain the facilities

This Plan has been developed in accordance with the values, goals and policies of the District. The plan sets forth how to accommodate the anticipated growth and development of the community, while not losing sight of the limitations on available financial resources. It is a decision-making guide to be used by the Board, District staff, and the wider community as they move forward with improvements at the District’s facilities.

1.2 Current Update

There have been several major developments since the adoption of the Long-Range Facilities Master Plan in 2007:

1. Portland State University’s Population Research Center completed a Population and Enrollment Forecast for the District;
2. District staff completed the first comprehensive calculation of each school’s current student capacity;

3. The District's future student capacity needs were projected using each school's current capacity calculation and its projected future enrollment;
4. The Capital Improvement Bond on the November 2008 General Election ballot failed; and
5. The District installed modular /portable classrooms at Stayton Elementary, Stayton Middle School and Stayton High School.

This update incorporates these developments, and their impact on the District's projected future facilities needs.

1.3 Planning Process

The North Santiam School District has been in continuous facilities planning and analysis since 1998 to:

- Accommodate current and projected growth;
- Address the declining condition of the District's facilities;
- Reduce the cost to operate facilities; and
- Improve our student's learning environment.

This process has sought the input of community members, business leaders, parents, staff, and consultants as the District has sought how best to address the problem of providing safe schools that meet the educational needs of our students at the least possible long-term cost.

1.4 Facilities Plan Funding

It is important to understand that funding for projects scheduled in the North Santiam School District Facilities Plan comes from only two sources: Local Bond Levies and General Operating Fund sources. The District does NOT get funding for building construction or repairs from the State of Oregon education fund. That is why the District is so careful about planning a very conservative and efficient program for its facilities. Facilities compete for the same dollars that go into our classrooms –unless a bond is passed, which has not happened since 1993. For every \$100,000 spent on a boiler replacement or a modular facility that takes \$100,000 away from our school budget that could have been spent in the classroom.

SECTION TWO:

NSSD, PAST AND PRESENT

2.1 Introduction and Background

As of January 2010, the North Santiam School District is comprised of five public schools: two community grade schools (K-8), one elementary school (K-3), one grade school with two levels (intermediate grades 4-5 & middle grades 6-8), and one senior high school (9-12). These five schools currently educate a student population of over 2,400 students.

When the District was consolidated in 1994 per statute, it assumed responsibility for school facilities that had been managed by each of the four previously independent school districts. At the time of the mandated merger many of the facilities were:

- Aged and in declining condition;
- Receiving less than adequate maintenance;
- Not conducive to current educational needs (especially technology and special education related);
- Expensive to operate and maintain;
- Lacking important design features to enhance security and student safety;
- Non-compliant with current building codes (seismic, fire, ADA, etc);
- Known to contain hazardous materials (asbestos, PCBs, etc); and
- Non-compliant with the federal and state regulations (Title 9).

2.2 The Community NSSD Serves

North Santiam School District is located approximately 15 miles east of Salem along Highway 22, continuing into the foothills of the Cascade Mountain Range. The District includes the communities of Lyons, Mehama, Stayton, and Sublimity and covers approximately 100 square miles.

Stayton is the largest community in the District with a population of over 6,300 residents and serves as the commercial and cultural center for the surrounding area. It is located near agriculture, timber, tourism and state government. A large number of area residents commute to Salem to work. NSSD communities include a local YMCA, swimming pool, city parks, a movie theater, libraries in Stayton and Lyons, and the new Stayton Performing Arts.

The District is the area's seventh largest employer with a monthly payroll in excess of \$950,000 with an annual General Fund budget approaching \$20 million, owns 125 acres of land (60 acres are maintained as grounds and playing fields), and operates approximately 400,000 square feet of building space (excluding small outbuildings, etc.).

2.3 Factors Impacting NSSD Student Enrollment

The District has experienced moderate but sustained growth between 1994 and 2004 due to the number of new housing developments within the boundaries of the District.

The community of Stayton has experienced significant demographic changes with increasing numbers of Hispanic residents who speak Spanish as their primary language, as well as significant increases in the number of families experiencing poverty. The school district has shown a strong commitment to supporting English Language Learner (ELL) students in its hiring and staff development practices.

SECTION THREE:

NSSD'S VISION, PURPOSE AND DEMOGRAPHICS

3.1 District Mission, Guiding Principal, Vision, Goals for 2009-12

Mission Statement:

Preparing All Students for Continuing Education, Work, and Citizenship

Guiding Principle:

Do What Is Best for Kids

Vision:

North Santiam Schools...We Change Kids' Lives!

District Goals:

1. Ensure that every student achieves measurable progress and personal growth each year
2. Provide the best facilities and learning environment
3. Involve the community in our schools
4. Be viewed by the community as a unified district

3.2 Demographics

The Bureau of Economic Progress's report titled "Oregon Population Growth By County and Region" demonstrates that population growth in Marion and Linn Counties substantially exceeds the state's average. Recent data ranks Marion as the 9th fastest growing county in the state, and Linn as the 15th fastest growing (out of a total of 36 counties).

3.3 Demographic Analysis

The areas' population growth has resulted in increased student enrollment. Portland State University's Population Research Center projects that student enrollment will increase more than 13% between 2006 and 2016

The increased enrollment, coupled with the increasing age and decreasing condition of our school facilities, has created a serious challenge to provide safe school facilities that meet the educational needs of students at the least possible cost to the taxpayer. This will become increasingly critical as the area continues to see increased population growth.

The District has also been challenged by the changing demographics of our student population. The greatest projected rate of student population growth (19.6%) is in the 4th and 5th grades and the lowest projected rate of student population growth (6.3%) between 2006 and 2016 is in the 9th through 12th grades.

SECTION FOUR:

EDUCATIONAL PROGRAM- MEETING THE NEEDS OF PRESENT AND FUTURE STUDENTS

4.1 Educational Program

Significant accomplishments of the District include:

- Reducing the achievement gap between Hispanic (the Districts' only significant minority group) and Caucasian students in both reading and math, with a significant number of NSSD teachers receiving intensive training in meeting the instructional needs of English language learners through proven methodologies such as GLAD and SIOP;
- Employing a higher percentage of teachers with master's degrees than state or national averages;
- Receiving report card ratings of satisfactory or better for the category of student behavior in all schools;
- Increasing school assets including more NSSD students reporting that there are lots of school activities, opportunities to speak with a teacher 1:1, and at least one adult at school who believes in them; than state averages;
- Increasing student achievement and attendance over the past 10 years;
- Continuing with current declines in the dropout rates and keeping pace with similar declines in most districts in Oregon; and
- Continue the high school program of participating in career activities, implement the Student Educational Plan and Profile for grades 7 and 8, and also meeting with a four-year teacher mentor at least six times per year in guide groups.

Priority concerns include:

- Meeting Adequate Yearly Progress (AYP) at all schools; and
- Meeting State Standards in all subjects at all school.

4.2: Educational Goals

The North Santiam School District has adopted the following goals to address concerns in the areas of academic performance, curriculum development, health and safety, and post-high outcomes.

1. By 2010-2011, NSSD at least 85% of students at benchmarks 1 and 2, and at least 70% at benchmark 3 will meet or exceed state standards in reading, writing and math; at least 70% of students at the CIM level will meet or exceed state standards in reading and math; and at least 85% of students at the CIM level will meet or exceed state standards in writing.
2. By 2010-2011, all students will receive high quality instruction aligned with the Oregon state standards in science, social sciences, the arts, health and PE and baseline performance data will be available in these areas either from Oregon State Assessment Testing (OSAT) or district defined assessment testing.
3. By 2010-2011, NSSD will show a commitment to providing safe and healthy learning environments for students by meeting or exceeding the ODE targets for Safe and Drug Free Schools.
4. By 2010-2011, all students will complete their K-12 schooling in NSSD with an attainable post-high school plan and the knowledge and skills necessary to enter the work force, military service, attend a technical skills institute or attend a community college or university.

4.3: Meeting Future Needs

The district's key strategies to meet our students' future needs are to:

- Build collegiality in and among schools and the district office.
- Train teams at all levels of the district to define problems, gather and analyze data, make decisions collaboratively, and use data to develop action plans and monitor progress.
- Provide time and structures that facilitate the use of the continuous improvement process to address academic and behavioral needs of student populations.
- Provide time and structures that support a unified district approach to curriculum adoption, implementation and monitoring; ensuring that the curriculum is vertically and horizontally aligned throughout the district in all content areas.
- Provide sustained, research-supported professional development for instructional staff to meet the challenges of an increasing diverse student population.
- Support teachers financially in accessing tests and coursework necessary to meet the NCLB highly qualified standards.
- Build relationships with area businesses to improve the connection between school and work.
- Improve education and career planning at the middle school level, so as to ensure that students are able to access high school courses that lead to their long-term goals for post-high schooling and work.

- Improve communication with parents and the community (including Spanish-speaking members) regarding district successes as well as challenges, particularly the challenges presented by current facility space.

SECTION FIVE:

PROJECTED ENROLLMENT and CAPACITY

5.1: Projected Enrollment

In May 2006 the District received the student population forecast developed by the Population Research Center of Portland State University. The “North Santiam School District Population and Enrollment Forecast” (2006-2026) projected that the district’s enrollment would grow significantly differently than projected by previous District enrollment forecasts.

5.2: Current Enrollment Capacities

Accurate calculation of the District’s current and projected student capacity is a critical part of developing long-range facilities plan. Trends in education, especially mandated programs, have significantly reduced the student capacity of the same sized school now, as opposed to thirty years ago. The current trend toward reduction in class sizes has also greatly reduced the capacity of students per square foot of facility.

Historically the capacity of a school was calculated by counting the number of classrooms and multiplying it times the number of students per classroom. This is what is known as “design capacity”. This methodology does not take into account the programmatic implications of school facilities.

The need for libraries/media centers, administrative areas, special education classrooms, and specialized spaces for specific program areas such as science, art and music are not accommodated for with this ‘design capacity’ methodology.

The “functional capacity” of a school is based upon the number of “teaching stations” (areas in which students receive instruction in core curriculum courses as well as exploratory/elective curriculum areas), as opposed to the number of classrooms.

In June 2006 the Facilities Department completed the District’s first comprehensive calculation of each school’s current student capacity. The methodology used was the nationally recognized standard termed “functional capacity” developed by Dr. William S. Dejong and described in the Appendix 10.2 “Defining Capacity” article from the National Educational Information (NEI).

The following is an overview of the functional capacity calculation process:

- The method for determining functional capacity is different for elementary, middle and high schools.
 - For planning purposes, functional capacity assumes that low incident students (severely profoundly handicapped) are not located in the building and are being housed and educated elsewhere.

- Elementary
 - Count the total number of teaching stations, subtract the number for special purpose rooms and then multiply the remainder by 25.
 - A 'standard' breakdown on the number and type of teaching stations for a 450 student elementary is:
 - Total - 26
 - Special Education- 2
 - Art/Music- 1
 - Special Programs/At-Risk- 2
 - Computer Lab- 1
 - Regular- 20

- High School.
 - Gyms should be counted as one or more teaching stations depending upon their size
 - Food lab, science lab, business computer lab, and vocational/technology lab are counted as teaching stations.
 - Auditoriums and library/media centers are not counted as teaching stations
 - Functional Capacity equals the quantity of teaching stations multiplied by 25 students multiplied a "utilization" factor of 85%
 - It is recommended that the utilization factor of 85% be used representing approximate utilization of five out six periods in a six period day or six out of seven periods in a seven period day.
 - The 85% utilization factor provides the ability to increase the utilization to 90% or higher to handle short-term overcrowding issues.
 - Once a building surpasses 90% utilization, scheduling of spaces and students becomes increasingly difficult.

- Middle School
 - Calculation of a middle school's functional capacity is different if the school is operated as a "Middle School" as opposed to a "Junior High School"
 - "Middle Schools" have core curriculum teaching stations with supplementary exploratory teaching stations (art, band/choral, computer technology, life skills, physical education, etc.)
 - ❖ The functional capacity is the number of core curriculum teaching stations multiplied by 25.
 - "Junior High" schools operate, and their functional capacity is calculated the same as high schools.
 - ❖ Total number of teaching stations (including those for the supplementary exploratory programs above) multiplied by 25 multiplied by the 85% utilization factor.

- K-8 Schools
 - Since K-8 schools are a mixture of an elementary with a middle school (which again can be either a ‘middle school’ or a junior high school), the calculation of the functional capacity is a hybrid of the two.

5.3 Future Capacity Needs

The Facilities Department developed a system to forecast the District’s student capacity needs between 2007 and 2012. During the 2007-2008 Budget development process the database was updated to include the District’s most recent student enrollment data. The projections for classroom space needs are below:

MARI-LINN:

- None

SUBLIMITY:

- 2008-2011 3 classrooms

STAYTON ELEMENTARY: Assuming the K-3 configuration continues

- 2010-2012 2 classrooms

STAYTON MIDDLE: Assuming 4-5 and 6-8 configuration continues

- None

STAYTON HIGH SCHOOL: Assuming the Alternative Education and Teen Parent programs continues to be located on the high school campus:

- 2007-2012 6 classrooms

5.4 Meeting Our Future Capacity Needs

The District has identified the following options to address our future capacity needs:

1. Pass a bond measure to construct critically needed educational and support spaces; or
2. Increase available education and support spaces through alternate means (i.e. grade configurations, boundary changes, alternative schedules, class size standards, remodeling, purchase or lease of modular/portable classrooms).

State School Fund dollars are available for the education of students and for maintenance of facilities. Construction of new buildings must be paid for with either funds from the Construction Tax passed by the legislature in 2007 (SB 1036) or by the passage of a bond. Construction and/or major renovations will be needed to meet the District’s facilities in the future.

Passage of a bond measure is the preferred option to address the District’s future capacity needs and therefore must continue to be one of the strategies for providing the best possible facilities.

SECTION SIX:

EXISTING FACILITIES

6.1 Facilities Overview

District facilities range in age from 12 to more than 63 years old. Even though the District has been recognized by the State of Oregon for its innovative facilities management, our schools share the ills of many Oregon schools built in earlier decades. The buildings and their systems are aged, do not meet current fire, life, and safety codes, their infrastructure is in poor condition, and the schools serve a growing student population in excess of their capacity.

The increasing costs of operating the District's aged and inefficient buildings are a substantial drain on the District's resources. Older systems are less efficient costing the District additional operating expense yearly. The District is increasingly unable to fund all of the maintenance and repair its aged buildings require.

The North Santiam School District is required by law to provide a number of specialty educational programs. Many of these mandated programs require specialized educational spaces that were not designed into schools constructed 20 or more years ago.

Since the 1950s when the construction of Stayton High School began, there have been numerous legislative actions impacting the design of school facilities. One example (with significant impact on Stayton High School) was the passage of "Title 9" (an amendment to the 1964 "Civil Rights Act"). Title 9 requires that school facilities, specifically Physical Education spaces, be comparable for both male and female students.

The building code requirements for school facilities changed dramatically since most of our schools were constructed. Regulations requiring schools to be designed for energy efficiency, control of storm water, handicap accessibility (American with Disabilities Act), and seismic/earthquake safety are but several examples. None of our facilities are in compliance with all existing building code requirements. Some, such as the Sublimity Middle School and Mari-Linn School, have significant and serious deficiencies in these areas.

Most of the District's schools are decades old and in need of across the board renovation and upgrades to wiring for technology. The North Santiam School District has undertaken development of this Long Range Facilities Master Plan to guide the District in the resolution of these problems.

6.2 Facilities Detail

- Mari-Linn School- 38,500 square feet, constructed in the 1950's with subsequent additions.
- Stayton Elementary School- 50,400 square feet, constructed in the 1950's with subsequent additions and remodels.

- Stayton Middle School: 75,300 square feet, constructed in the 1970's with major modifications and additions in the 1990's.
- Stayton High School- 159,000 square feet, construction, additions and remodels from the 1940's to 1990's.
- Sublimity Elementary and Middle Schools- 43,000 square feet, construction dating from the 1940's with additions and remodels through the 1990's.

6.3 Facilities Impact on Educational Environment

Education of students is the single most important endeavor that occurs within a school building. The building, staff, equipment and furnishings all impact the student's ability and incentive to learn. The school must physically support the students' need for security and safety, both structurally and environmentally, and assure that the staff has the space and accessories necessary to create an educationally sound program. The building must also accommodate staff's ability to teach and use space in such a way that students can easily learn the skills needed for success. The surrounding grounds area, which include playgrounds, parking, and landscaped areas contribute to the overall culture and environment of the facility.

When schools are built they are projected to last approximately 50 years or more. This necessitates a building design that is flexible and can accommodate the changing needs of students and the curriculum. The advent of technology has necessitated changes in buildings' infrastructure, capacity, and space configuration. As buildings have been remodeled to accommodate the changing technology required within today's educational environment, rooms have been rewired, classrooms of desks and chairs have been replaced by long tables lined with computers, and storage spaces have been filled with servers and wires. In a few years with the advent of smaller and wireless technology devices, it may be that classrooms will return to desks and chairs with a laptop and increased need for wireless wiring and devices that allow students to access information individually wherever they are within the building. One of the more difficult tasks in designing a building is to try and imagine what the building will look like or could look like in the future.

Another issue common to educational facility planning today is energy savings and resource efficiency. The more that energy use can be reduced, the more money there is to buy other essentials for educating students. More attention is also paid to the lighting, indoor air quality, and the materials used in buildings, as people have become aware of the positive or negative impact these can have on student attendance, illness, and learning. The District has, and must continue to be a leader in this area.

Schools must be comfortable and inviting to students, parents, community, and staff, and must adjust to the needs of staff in developing and delivering an educational program. Schools are the focal point of a community as well as asset for use when students are not in attendance. As NSSD develops in-depth plans for the future schools of the district there are many articles and recommendations that will assist in the development of such schools.

6.4 Technology

As part of this Plan, North Santiam School District facilities need to have quality informational technology linked to one another, the region and the world through a high-speed network. It is imperative that the technical infrastructure in facilities be fully capable of meeting the district's educational and administrative requirements now and in the future.

SECTION SEVEN

FACILITIES LONG-RANGE PLANNING OVERVIEW

7.1 History

1998

- North Santiam School District Board appointed an Advisory Committee to identify the facility needs of the District and to make recommendations to the Board.

1999

- The Advisory Committee reported to the Board in March of 1999. These recommendations included:
 - Construct a new high school;
 - Convert the existing high school into a middle school to accommodate increasing elementary population into the middle schools 6-8 building;
 - Convert Stayton Middle School into a second elementary school for Stayton; and
 - Remodel Mari-Linn and the Sublimity Schools including addition of classrooms.

2000

- The District hired L.S.W. Architects to begin “pre-bond” development work including an assessment of all of the District's facilities, and projected future needs.
- The first round of community meetings were held in June of 2000.
- A group consisting of board, community, and staff members went on tours to schools in the Portland/Vancouver area to look at new construction and what newer schools contained.

2001

- The District surveyed members of the community seeking input on their perception of the needs of the District and possible bond measure solutions.
- C.L. Youngman (Structural Engineers) were retained to complete an in-depth seismic analysis of Mari-Linn to confirm the level of building failure in the event of an earthquake.

- L.S.W. Architects conducted design “charettes” at each school seeking public and staff input on how to address the facility needs for each, which resulted in conceptual drawings and preliminary costs for the designs developed.

2002

- District staff, working with L.S.W. Architects, revised the conceptual drawings developed in the design “charettes”
 - The total projected cost for this plan in November 2002 was \$29,089,862.
- The Board decided not to put a bond measure before the voters due to the short fall in school funding from the state, layoffs, and the closure of school for 5 days as a cost-cutting measure.

2003

- The Board contracted for completion of a Grade Configuration Study
- The Board appointed a Blue Ribbon Committee to:
 - Address the issues raised in the Grade Configuration Report; and
 - Review enrollment projections and overall facilities needs of the District.
- The Blue Ribbon Committee’s report to the Board in March 2003 recommended:
 - Retaining the K-8 grade configurations at Mari-Linn and Sublimity Schools;
 - Build a new elementary school in Stayton;
 - Add classrooms to Stayton High School, Sublimity, Mari-Linn, and Stayton Elementary School to address projected growth and to meet immediate needs; and
 - Remodel Stayton High School.

2004

- In June the Board conducted a Work Session to review the District’s facilities needs.
 - The Work Session identified the most important needs of each facility.
- The Board, numerous committees, and staff reviewed the initial recommendations, added additional needs based on special reports and input from community forums.
- A \$38,273,780 Bond Measure was placed on the November 2004 ballot.
- The November 2004 bond measure was not successful.
- The Board authorized the participation in the State of Oregon’s “High Performance School Program” (HPS).

2005

- Several times in early 2005 the Board revisited the issue of placing a new measure before the voters.
 - The District established a Building Site Committee to investigate the District’s options for acquisition of a site for a new elementary school in the Stayton area

- The Board held a public Work Session on May 7, 2005 to decide if the District would place a new bond measure on the September 2005 ballot, and the scope and estimated costs of the measure.
 - A decision was made by the board to place a \$38,263,090 bond measure on the September 2005 ballot.
 - The September 2005 bond measure was not successful.
- In November the District retained the services of James G. Pierson consulting structural engineers to complete a more in-depth study of the Sublimity Middle School's 1945 classroom building.
 - This report sets forth recommendations, but not cost estimates, for upgrading of the building's structural members to meet current codes.

2006

- In January 2006 the District retained Moore Information, Inc. to conduct a telephone survey among voters. The survey obtained responses from a representative sample of 250 voters in the District in March 2006.
 - Moore's report dated March 27, 2005 demonstrates that there is a "widespread awareness that the facilities need help", and a "high level of awareness of crowding in district schools". The report further states that respondents believe the two most critical components of a bond measure are:
 - Addressing the District's infrastructure repairs, and
 - Construction of new classroom space to alleviate overcrowding
 Moore recommended that these two components "should be the cornerstone" of the District's efforts to pass a bond measure.
- The District's new Superintendent, Dr. Jack Adams, presented four possible bond scenarios to the board in August 2006.
- The Board voted unanimously to place a \$49,810,219 bond measure on the November 7, 2006 ballot.
- The November 2006 Bond Measure was not successful.

2008

- The Board appointed a Bond Advisory Committee to review the needs of the District and come up with a proposal for the scope and cost of a bond that they felt the residents of the District would pass.
- Over 300 people worked on the bond, volunteering on different committees and helping with bond functions over a period of 14 months.
- Signs and flyers were distributed by the Citizen's for North Santiam Schools, and educational meetings were held throughout the District.
- The Board voted unanimously to place a bond on the general election ballot for the third time since 2004.
- The November 2008 Bond Measure for \$44,900,000 was not successful.

SECTION EIGHT

OPTIONS TO ADDRESS OVERCROWDING

8.1 Student Enrollment

The North Santiam School District has identified the following short-term options to address overcrowding:

1. Identification and remodeling of existing space to more fully meet priority facility space needs;
2. Identification of time and program development/structure changes to better utilize existing space and potentially counteract some of the negative effects of overcrowding; and
3. Creation of new space through the purchase or leasing of “portable” classrooms.

The District has developed the following process to ensure that the short-term option selected is the one that most closely aligns with the District’s long-term interests.

The process will be followed each year the District projects that the student population at a school will exceed that school’s functional capacity. Including the process during the annual budget process will ensure that there is adequate time and resources to meet the increased student enrollment.

1. Determine if implementation of time and program development/structure changes (Option #2, above) will substantively reduce the instructional space shortfall
2. Identify if there are other issues which impact the quantity or type of instructional spaces needed (i.e. Increase in the Life Skills student population)
3. Determine the type and quantity of instructional spaces needed
4. Establish the minimum design criteria for the space that includes size, utilities, and furnishings
5. Survey existing facilities
6. Develop preliminary remodel budget estimates for spaces that are viable options
7. Investigate the sites to determine the best location for modular/portable classrooms
8. Present option(s) to Superintendent and/or Board for decision making
9. Develop budget request for selected options

8.2 Existing Space

The District has over the years remodeled spaces into the type of spaces more urgently needed. One example is the creation of a Music Room at Stayton Elementary from part of the Cafeteria. Such changes can, as in the case of Stayton Elementary, have substantial long-term negative future consequences. The costs (both financial and unintended negative consequences) for such changes combine to make such changes less attractive than other options.

With the failure of the November 2008 bond, the District had to undertake a process to survey its schools to identify if there are additional opportunities to meet its space needs through this type of process.

8.3 Schedule, Grade Configuration and Boundary Changes

The District has investigated possible changes (including year-round schedules and modifications to our grade configurations) in the past and found their costs outweigh their benefits.

However, since the failure of the November 2008 bond the District will investigate these short-term options to address overcrowding when it is projected that a school's student population will exceed that school's functional capacity during the next school year.

8.4 Modular/Portable Classrooms

- “Portable” classrooms can provide a quick way of obtaining additional short-term space;
- There are advantages of “portable” classrooms in some applications; they can be put into use faster than constructing new permanent classrooms. They can be moved from school-to-school where and when they are needed most;
- Good quality portable classrooms are not necessarily cheaper than permanent ones. Portable classrooms are not delivered to the District ready-for-use. Handicap access, site work, electrical and phone wiring, water and other costs make portable classrooms an expensive option;
- Energy consumption costs by portable classrooms is commonly higher than that of permanent classrooms;
- When portables are placed on existing athletic fields or parking lots, they can have a significant negative impact on school life and support programs/services;
- The District has investigated the current costs of purchasing, completing necessary site improvements (grading, utilities, sidewalks, etc.) portables. The District's analysis indicates that the most cost-effective type of portable to purchase is a “used” (two to three year old) two-classroom unit with a common restroom;
- The District estimates that the cost per two-classroom unit is between \$125,000 and \$175,000 depending on the age of the unit, design and the location selected for its installation.
- The District has portables at Stayton High School, Stayton Middle School, Sublimity Elementary, Mari-Linn and the District Offices sites. None are available for relocation.

The District will continue to investigate if modular classrooms are the best option to address overcrowding when it is projected that a school's student population will exceed that school's functional capacity during the next school year.

SECTION NINE

THE FUTURE

9.1 2010 TO 2012 (Short Term)

The District will not realize any significant benefits from a successful bond measure for two to three years after passage. During this period the District will continue to have significant facilities issues that will need to be addressed.

The District's most critical short-term (2010 to 2012) facilities needs are projected to be:

1. Infrastructure Repairs;
2. K-8 educational and support spaces in the Stayton area;
3. Educational and additional cafeteria space at Stayton High School;
4. Educational and additional cafeteria space at Sublimity;
5. A Long-term Capital Asset Protection Plan;
6. Continued reductions in facilities operating costs through the Resource Conservation Management Program (RCM Program) and other programs;
7. Facilities Department staffing levels to accommodate any new construction;
8. Scope of future Bond Measures to address the District's projected 2012-2017 (Mid-Term) needs; and
9. Develop a new 5 Year Facilities Plan for the 2012 to 2017 period.

2012 TO 2017 (Mid Term)

The District's "Enrollment Capacity Forecast" predicts that student enrollment will increase by approximately 400 students during this period.

The District's most critical mid-term (2012 to 2015) facilities needs are projected to be:

- Educational and support spaces at Sublimity;
- Educational and support spaces at Stayton Elementary School;
- Educational and support spaces at Stayton High School;
- Cafeteria/Kitchen spaces at all school facilities;
- Development of a bond measure to meet the District's post 2015 facilities construction needs; and
- Funding of the multi-year technology, and facilities maintenance and renovation plans.

9.3 2017 TO 2030 (Long Term)

The District's "Enrollment Capacity Forecast" predicts that district student enrollment will increase by approximately 300 students during this period.

The District's most critical long-term (2017 to 2030) facilities needs are projected to be:

- Educational and support spaces at Stayton High School;
- K-5 educational and support spaces in the Stayton area;
- Educational and support spaces at Sublimity, Stayton Middle, and Mari-Linn schools;
- Cafeteria/Kitchen spaces at all school facilities;
- Continued adequate funding for infrastructure repairs;
- Passage of a bond measure to meet the District's 2015 to 2030 facilities construction needs; and
- Development of a bond measure for post 2030 facilities construction needs.

SECTION TEN

BOND MEASURES

10.1 2008

The total bond proposal for 2008 was for \$44,900,000. Each School has the amount of the proposed construction and renovation (which includes infrastructure for heating, lighting, ventilation, wiring, data lines, etc.) listed. Priority infrastructure not included in the bond, was to be addressed as part of the Long Range Facilities Master Plan for building improvements between 2008 and 2013.

**Mari-Linn School--\$2,000,000 in Construction and \$248,052 for Renovation/Remodel
Total: \$2,248,052**

History: Mari-Linn School was built in 1943 and is 65 years old. A gym was added in 1964, making it 44 years old. No other major construction has been done at Mari-Linn School. Modular buildings were added in 1987 and 1998.

The proposed bond scope as depicted includes:

- Convert and Renovate the current cafeteria into a multi-media/technology center(including infrastructure upgrades to the area with electrical systems and data lines for technology)
- Convert the current kitchen to building storage
- Convert the current staff room into library storage
- Addition of new multi-purpose/cafeteria room with a full service kitchen with table storage, and restrooms
- Addition of a covered breezeway between buildings

**Stayton Elementary School—\$7,150,000 in New Construction and \$248,523 in Renovation/Remodel
Total: \$7,439,523**

History: Stayton Elementary School was built in 1952 and is 56 years old. Many of our students have grandparents who went to school here when it was brand new.

The proposed bond scope as depicted includes:

- Renovate and remodel the current cafeteria to a larger music room with improved ventilation
- Convert the current kitchen to building storage

- Addition of a multi-purpose/cafeteria room with a full service kitchen and restrooms along with table storage
- Addition of a 10 classroom wing, allowing for grades 4 and 5 to return to SES
- Addition of bathrooms and conference room area in the 10 classroom wing

Stayton High School—\$20,250,000 in Construction and \$4,517,041 in Renovation/Repairs and Demolition

Total: \$24,767,041

History: Stayton High School was built in 1949 and is 59 years old. The cafeteria was added with the help of volunteers and donations in 1993 and is 15 years old. The art and social science building, a technology classroom, and the field house were added in 1996 are 12 years old. The auditorium was built in 1962.

The proposed bond scope as depicted includes:

- Renovation of boys locker room and conversion of current girls locker room into team rooms (including infrastructure upgrades to area)
- Conversion and renovation of current cafeteria into a multi-media/technology center (including infrastructure upgrades to the area with electrical systems and data lines for technology)
- Convert the current kitchen area into a technology/computer lab (including upgrades to electrical systems and data lines)
- Convert the current library into two classrooms
- Addition of administration offices adding a line of sight at entrance to high school
- Addition of a new commons with cafeteria/food service area
- Addition of a performing arts building with auditorium, drama and music classroom spaces, storage spaces, and dressing room spaces

Sublimity Elementary and Middle School—\$10,350,000 in Construction and \$95,384 in Renovation/Remodel

Total: \$10,445,384

History:

The Annex, which is currently the gym and cafeteria, is located next to the Sublimity Middle School for both Sublimity Middle and Elementary School was built in 1941 and is 67 years old.

Sublimity Middle School was built in 1945 and is 63 years old. Two classrooms were added to the south of the main building in 1995 and are 12 years old.

Sublimity Elementary School was built in 1949 and is 59 years old. A classroom wing was added to the west end in 1967, making them 41 years old and an additional four classrooms were added in 1995, which are now 12 years old.

The proposal is to add a wing on the Sublimity Elementary Site for middle school students changing the site to a traditional K-8 school. The new classrooms at Sublimity Middle School that were built in 1995 could be used as a computer lab and the main building could be utilized for specialized service spaces and confidential meeting rooms.

The proposed bond scope as depicted includes:

- Addition of administrative offices and counseling areas to new wing, adding line of sight for all those entering the building (for safety)
- Addition of parking area
- Addition of a 10 classroom wing with restrooms
- Addition of a multi-purpose/cafeteria room with full service kitchen and storage areas for tables
- Addition of maintenance storage areas within new wing

Stayton Middle School—Not Included in the Bond

History: Stayton Middle School was built in 1970 and is 38 years old. In the early 1990's Stayton Elementary was so overcrowded that 5th graders had to be housed out of District. In 1994 a small bond was passed to add a wing that would house the 5th and 6th graders at Stayton Middle School.

In the bond proposal, a new classroom wing would be built at Stayton Elementary allowing the 4th and 5th graders to return to the elementary setting, leaving room for growth at Stayton Middle School for grades 6, 7, and 8 over the next 15-20 years.

This building needs infrastructure upgrades to the roof which are to be addressed in the Long Range Facility Plans as a priority. At this time it is expected that a new roof will be added within the next two years.

10.2 Previous Bond Measures

Information on previous bond measures and supporting materials can be found on the District website under Facilities>2007 LRFMP Appendix at www.nisantiam.k12.or.us .