

**SALEM-KEIZER PUBLIC SCHOOLS**

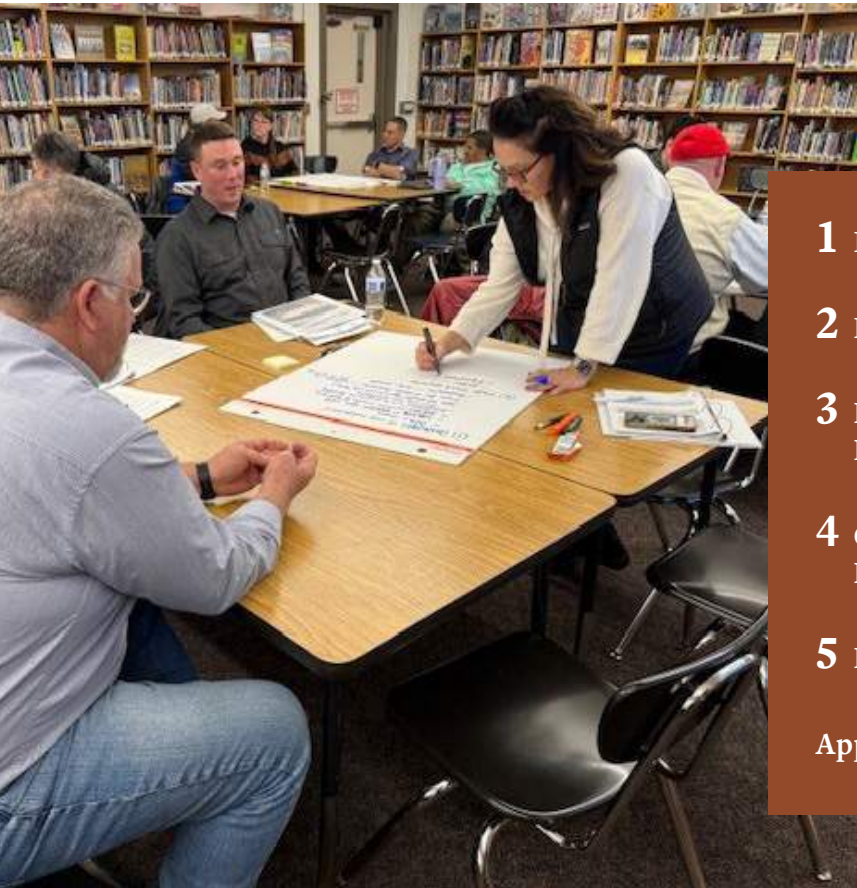
# Long-Range Facility Plan Task Force Report



**BR|IC**

**MARCH 2026**

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# 1. Introduction / Contributors

The following report summarizes the recommendations of the Long-Range Facility Plan (LRFP) Task Force for Salem-Keizer Public Schools, including a 10+ year Capital Improvement Plan (CIP). The purpose of the Long-Range Facilities Plan is to align the District's capital improvement projects with the district's strategic goals, operational needs, educational practices, and enrollment projections, in compliance with ORS 195.110.

## LONG-RANGE FACILITIES PLANNING TASK FORCE

The vision and capital improvement priorities reflected in these recommendations were developed through a committee-based process commencing in December 2025. The Long-Range Facilities Planning Task Force consists of 21 citizen stakeholders and key communicators, along with two School Board members as liaisons to the Board.

## SKSP LONG-RANGE FACILITIES PLANNING TASK FORCE MEMBERS

### Community Members / Stakeholders

Lisa Anderson-Ogilvie	Deputy Community Planning & Development Director, City of Salem
Eduardo Angulo	Community Business & Education Leaders, Neighborhood Family Council Director
Angelo Arredondo	Outreach Coordinator, Oregon Community Table
Arsen Avetisyan	Sergeant, Keizer Police Department
Sue Bloom	Retired Boys & Girls Club Executive Director -- Co-Chair
Ronnie Brooks	Community Member, Retired Educator, and Faith Leader
Adam Brown	City Manager, City of Keizer
Michael Elliott	School Finance & School Facilities, Oregon Department of Education
Justin Hopkins	Executive Director, Willamette Health Council
Mike Jaffe	Transportation Planning Director, Mid-Willamette Valley Council of Governments
Yadira Juarez	Executive Director, Salem/Keizer Coalition for Equality
Hailey Kelley	Founder, Punx with Purpose
Shane Matthews	City Councilor, City of Salem
Holly Nelson	Chair, Marion Polk Food Share / Chief Officer, Chemeketa Community College
Jim Schmidt	Facilities and IT Director, City of Salem
Keith Sekishiro	Assistant Director, Building and Safety Division, City of Salem
Mark Shipman	Real Estate & Land Use Attorney, Saalfeld Griggs PC -- Co-Chair
John Speckman	Associate Planner, Marion County Planning Division
Kelley Strawn	Associate Provost, Budget Committee / Willamette University
Ryan Wilder	Community Member

### Board Members

Lisa Harnisch	Salem-Keizer School Board Vice-Chair, Early Learning Hub Executive Director
Cynthia Richardson	Salem-Keizer School Board Chair, Be-BLAC Foundation Board Vice President

## 1. INTRODUCTION / CONTRIBUTORS

### Staff

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Dan Hess	Principal, BRIC Architecture, Inc., Consultant
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# 2. Process

The charge of the Long-Range Facilities Planning Task Force was to review information to be included in the Long-Range Facility Plan and provide recommendations to the School Board related to the completion of ORS 195.110 requirements including the District’s 10-year Capital Improvement Plan.

The Task Force’s work centered on the following focus areas:

- Capital improvement project needs
- Educational adequacy assessments
- Building condition assessments
- Enrollment and capacity analysis
- Future space needs
- Funding scenarios

The Task Force met six (6) times over a period of three (3) months. Each meeting began with an optional building tour. Meetings took place at various school sites, giving Task Force members the chance to observe a range of facility conditions across the district.

A summary of key topics and takeaways from each Task Force meeting follows.

### **Meeting 1: Project Kick-Off**

**Location: Chavez Elementary School**

**December 3, 2025**

The first meeting focused on orienting members to the purpose, scope, and process for developing the District’s Long-Range Facilities Plan. Task Force members were introduced to Salem-Keizer Public Schools through a district overview that included student demographics, feeder patterns, and career technical education programming, followed by an overview of what a Long-Range Facilities Plan is, how it differs from bond planning, and how it will inform a future 10-year Capital Improvement Plan. The group reviewed the Task Force charter, schedule, and focus areas, received background on the District’s recent bond history, and discussed how the District’s Strategic Plan provides important context for facilities planning. The meeting ended with a small group visioning exercise, where members discussed the types of educational programs and experiences facilities should support, equity considerations, and how strategic goals should guide future capital investments. Input from this exercise was subsequently used to develop draft guiding principles for review at the next meeting.



## 2. PROCESS

### **Meeting 2: Building Condition Assessments, Security & Technology**

**Location: Englewood Elementary School**

**December 17, 2025**

The second meeting began with review and finalization of the draft Guiding Principles developed from the prior meeting’s visioning discussions. The group then received detailed presentations on districtwide facility condition and HVAC assessments, including an overview of the assessment methodology, findings, and the use of the Reveal capital planning tool to document and phase needs over time. Case studies of Chavez and Englewood Elementary Schools helped illustrate how building age, system complexity, and replacement costs affect Facility Condition Index (FCI) scores. Additional briefings covered seismic work completed through the 2018 bond, current and future safety and security needs, and long-term technology infrastructure priorities. The meeting concluded with small group discussions focused on responsible stewardship of facilities, prioritization under constrained resources, and factors that should guide capital decision making.



### **Meeting 3: Educational Adequacy Assessments, Special Education, and Alternative Education**

**Location: Parrish Middle School**

**January 7, 2026**

The third meeting focused on understanding how well existing facilities support the District’s educational programs, strategic goals, and effective teaching and learning practices. The Task Force received an overview of the educational adequacy assessment process, including how assessments were conducted, the criteria used to evaluate facilities, and how the District’s Educational Specifications informed evaluation of existing buildings. Presentations followed on special education program needs and alternative education programs, highlighting facility constraints, equity considerations, and the importance of purpose-built environments, as well as the District’s intent to consolidate alternative education programs at the newly purchased Hawthorne building site. Small group discussions centered on identifying the facility challenges that most impact educational outcomes. Across groups, indoor environmental conditions such as HVAC, lighting, acoustics, and the need for modernized, equitable facilities emerged as consistent themes.



### **Meeting 4: School Capacity and Enrollment Projections, PE/Athletic Facilities Needs**

**Location: McKay High School**

**January 21, 2026**

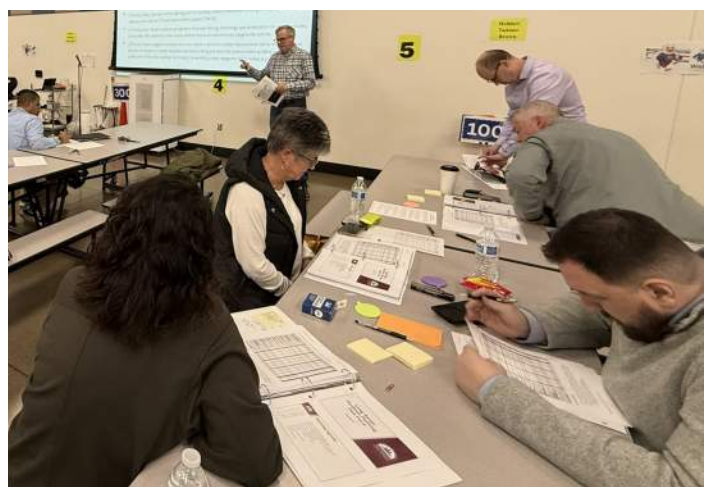
The fourth meeting focused on bringing together program needs, capacity methodology, and enrollment trends to begin transitioning from information sharing toward prioritization. There was a presentation on PE and athletics facilities that highlighted districtwide challenges related to field capacity, parity, Title IX considerations, and scheduling pressures at the secondary level. The Task Force then reviewed the methodology used to calculate school capacity and received an overview of districtwide enrollment projections, including attendance area analysis, residential development trends, birth rates, and projected enrollment patterns by grade level. Small group discussions explored key takeaways from the enrollment and utilization data and considerations for underutilized schools. The meeting concluded with a group prioritization exercise, in which members classified broad categories of capital needs by relative urgency to establish a shared framework to inform capital improvement planning.

### **Meeting 5: Capital Improvement Planning**

**Location: Scott Elementary School**

**February 4, 2026**

At the fifth meeting, members were debriefed on input from recent LRFP community meetings. They also received updates on educational adequacy scoring results and discussed key programmatic needs related to music and performing arts. The Task Force continued to discuss the proposed consolidation of alternative education programs into a single, purpose-designed campus, including financial, operational, and equity implications. The meeting also advanced capital improvement planning through review and refinement of prior prioritization results, and starting to develop a framework to guide future evaluation of long-term school site viability.



## 2. PROCESS

### **Meeting 6: Finalization of Capital Improvement Plan**

#### **Location: Hawthorne Building**

#### **February 18, 2026**

The sixth meeting focused on finalizing facilities planning recommendations to the school board, including a 10+ year Capital Improvement Plan (CIP), and a Long-Term Site Viability Framework for evaluating indicators and options for schools with persistent challenges relative to enrollment levels, facility condition, and/or educational adequacy. Additional planning recommendations were adopted looking toward future planning decisions.



### **COMMUNITY MEETINGS**

In addition to the stakeholder-based Task Force work, the District conducted two community meetings as part of the Long Range Facilities Planning process:

- January 28, 2026 from 6:30-7:30 pm at Leslie Middle School
- January 29, 2026 from 6:30-7:30 pm at Claggett Creek Middle School

Meetings were promoted on the District’s website and social media accounts. Each meeting had approximately 10-12 participants. Community input reflected a strong interest in understanding how the District is planning for enrollment decline and how projections are developed and applied at the school level. Participants asked thoughtful questions about future bond planning, including how bond funds can be used and how a potential bond might be received in the context of recent budget discussions. Questions related to the Hawthorne building and the plan to consolidate alternative education programs, as well as broader curiosity about whether magnet school options have been explored, highlighted a desire for transparency around long-term strategies and future options under consideration.



# 3. Key Inputs that Informed LRFP Task Force Deliberations

The work of the LRFP Task Force was grounded in a series of technical assessments, programmatic overviews, and data analyses that together provided a comprehensive picture of district conditions and long-term needs. These inputs established a shared foundation for visioning and prioritization discussions and helped frame the scale, urgency, and trade-offs inherent in long-range facilities planning.

## FACILITY CONDITION ASSESSMENTS

The Task Force was presented with results from recent districtwide facility condition assessments (FCAs) conducted by McKinstry. These assessments provided a structured framework for evaluating the condition of building systems and the scale of capital replacement needs over the next 10+ years. The FCAs assessed and documented approximately 11,000 individual building assets across the district, informed by on-site data collection, interviews with maintenance staff, and conceptual engineering analyses. This work culminated with the implementation of a capital planning platform (“Reveal”) that allows district staff to analyze and track facility needs over multiple time horizons. A Facility Condition Index (FCI) score was also introduced as a comparative metric to help standardize building condition data across the District’s diverse portfolio of buildings.

The FCA findings revealed the extent to which facilities deficiencies far exceed what can reasonably be addressed through annual operating budgets. HVAC systems represent the most significant near-term area of need, with a large concentration of end-of-life equipment projected within the next 5 years. A detailed, districtwide cooling assessment further highlighted the lack of air conditioning in many instructional spaces.



## EDUCATIONAL ADEQUACY ASSESSMENTS

The Task Force learned how the District’s recent educational adequacy assessments provided a complementary lens to the FCAs that focused on how well existing facilities support teaching and learning approaches and the District’s educational strategy goals. While the districtwide average educational adequacy score reflected generally functional learning environments, the range of conditions across schools highlighted meaningful disparities in access to specialized spaces and supportive learning environments.

The Task Force discussed how indoor environmental conditions, including thermal comfort, lighting, acoustics, and access to daylight, are linked to student wellbeing and effective learning conditions. Many of the District’s schools continue to operate without air conditioning and fluorescent lighting and acoustically challenging layouts remain common in many buildings.

Flexibility of learning spaces was another key theme. Classroom size variability, fixed casework in older labs, and limited access to small group spaces constrain schools’ ability to support varied instructional models and targeted interventions. While recent investments in flexible science labs and modern furnishings have improved conditions in some schools, the pace of change is limited by cost and the scale of need.

Program-specific space needs further reinforced the role of facilities in shaping access to educational opportunities. Science, CTE, visual arts, libraries, performing arts, and athletics were all identified as areas where spatial limitations can affect instructional capacity, program quality, and parity across sites. The assessments highlighted the role of school facilities in supporting district’s strategic goals related to engagement, belonging, graduation outcomes, and career readiness.

### 3. KEY INPUTS THAT INFORMED LRFP TASK FORCE DELIBERATIONS

#### P.E. / ATHLETICS

The Task Force was presented with information showing that P.E. and athletics facilities are under increasing strain due to growing participation, later dismissal times, and limited access to turf and lighted fields, particularly at the high school level. These constraints contribute to lost instructional time, extended evening use of facilities, and uneven student experiences across campuses. Variability in the quality and availability of athletic support spaces, including locker rooms, weight rooms, and mat rooms, also raised parity and Title IX considerations.



#### PERFORMING ARTS

A presentation to the Task Force highlighted how performing arts programs play a meaningful role in student engagement and belonging, yet many facilities do not adequately support current program needs. Limited practice and ensemble space, insufficient storage, inflexible room layouts, and outdated theater support areas constrain instructional capacity and program growth across middle and high schools. Uneven access to purpose-designed performing arts spaces, including black box theaters and modernized performance venues, highlighted ongoing disparities in student access to quality performing arts learning environments.



#### SAFETY, SECURITY, AND TECHNOLOGY INFRASTRUCTURE

While the 2018 bond funded significant safety and security improvements, the Task Force recognized that safety is not a one-time investment; needs are continually evolving in this area. Current and future priorities include secure entry vestibules at several schools, improved perimeter security, camera system expansions, and continued implementation of layered security strategies.

Technology infrastructure was similarly regarded as an ongoing area of investment. While the previous bond funded significant improvements, the reliability of fiber backbones, data center capacity, and environmental controls for IT equipment were identified as foundational to district operations.



### 3. KEY INPUTS THAT INFORMED LRFP TASK FORCE DELIBERATIONS

#### SPECIAL EDUCATION AND INCLUSIVE LEARNING ENVIRONMENTS

The Task Force considered how facilities play a critical role in the district's ability to deliver inclusive, effective special education programs and services. Across the district, special education programs operate within a patchwork of facilities that often lack adequate space, dedicated ADA-accessible restrooms, consistent access to sensory and regulation spaces, and appropriate support amenities. The importance of providing purpose-designed classrooms and sensory-responsive environments was recognized.



#### ALTERNATIVE EDUCATION

The Task Force heard multiple presentations on the opportunity presented by the district's acquisition of the Hawthorne building in reimagining alternative education. Existing alternative education programs operate across multiple geographically dispersed sites; this fragmentation limits instructional flexibility, access to specialized spaces, coordination of support services, and students' sense of belonging.

The District shared its vision for a consolidated alternative education campus is grounded in both educational and operational rationale. Purpose-designed spaces can better support diverse learning needs, CTE programming, and small group instruction, while co-locating staff and services for improved coordination and student supports. Financially, consolidation would allow the District to reduce ongoing lease costs and invest in a district-owned asset rather than continuing to operate in suboptimal facilities.

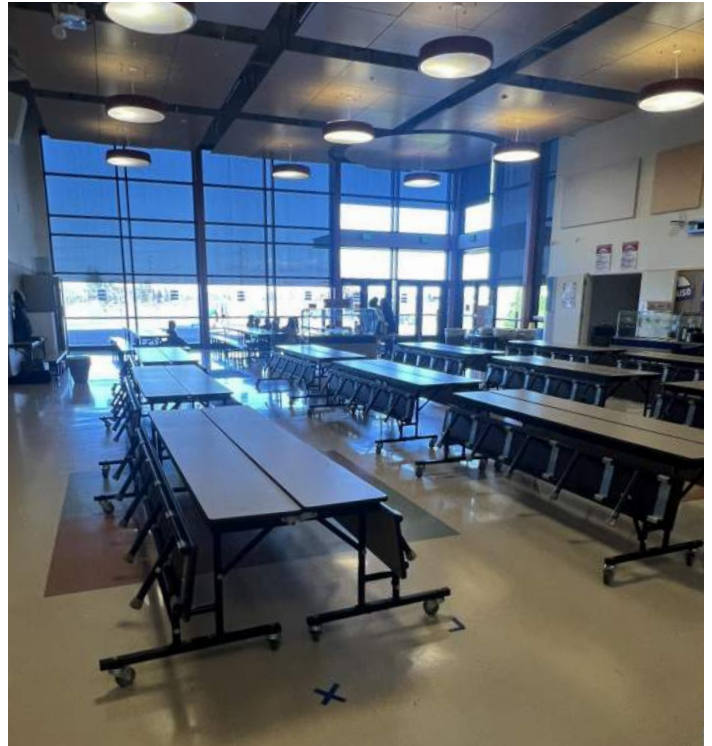


### 3. KEY INPUTS THAT INFORMED LRFP TASK FORCE DELIBERATIONS

#### ENROLLMENT PROJECTIONS AND CAPACITY / UTILIZATION

The Task Force considered the implications of 10-year enrollment projections to the District’s long-range facilities needs. A recent study by FLO Analytics shows that districtwide enrollment is projected to continue to decline steadily over the next decade, driven primarily by low birth rates and smaller incoming cohorts replacing larger graduating classes. The implications of this trend are most acute at the elementary level in the near term, with secondary schools expected to feel similar pressures as smaller cohorts age into middle and high school grades.

This trend will result in a relatively high number of under-enrolled schools. Under-enrollment / low utilization of total capacity raises both operational and programmatic concerns. As utilization drops, access to programs and resources is impacted. Additionally, the cost per student to operate facilities increases, and the ability to sustain a full range of programs and services can be compromised. The Task Force recognized that these enrollment trends are likely not a short-term fluctuation, but an enduring condition that must be accounted for in future capital investment decisions.



#### IMPLICATIONS FOR LONG-RANGE PLANNING RECOMMENDATIONS

Viewed together, these LRFP inputs illustrated how aging facilities, educational adequacy gaps, program needs, and enrollment decline intersect in ways that complicate long-term planning. This context reinforced the need for a structured approach to determine where reinvestment remains appropriate and where alternative long-term strategies may be more effective, shaping both the Task Force’s prioritization discussions and the recommendations developed to guide future capital planning.



# 4. Guiding Principles for Long Range Facilities Planning

Guiding Principles for long range facilities planning were developed by the Long Range Facilities Planning Task Force through discussions informed by facilities considerations, educational goals, and the District's Strategic Plan. Guiding Principles serve as a lens for evaluating facilities needs and potential investment strategies over time. Rather than prescribing specific projects or outcomes, they help frame discussions, clarify priorities, and support consistent decision making.

These Guiding Principles are a set of shared value statements that provided a high-level framework informing the discussions of the LRFPTask Force. It was important to the Task Force that these principles were used to support open dialogue and exploration, not to restrict conversation or rule out potential facilities planning approaches or ideas.



## **Flexible and Adaptable Learning Environments that Prepare Students for a Changing Future**

Ensure school facilities can support effective teaching and learning practices today while remaining agile enough to respond to changing instructional needs and an uncertain future job market.



## **Secure Schools that Support a Sense of Welcome and Belonging**

Provide school buildings and sites that offer strong physical security while also fostering a sense of belonging through design features that help students and families feel welcome, connected, and supported.



## **Comfortable Indoor Environments that are Conducive to Student Learning and Wellbeing**

Ensure facilities feature comfortable, healthy, and well-maintained environments that support student well-being, promote attendance, and create the conditions necessary for focused learning and foundational skill development through attention to lighting, acoustics, air quality, and thermal comfort.



## **Spaces to Support Applied, Hands-On Learning and Career Exploration**

Invest in learning environments that support hands-on, skills-based programs by providing high-quality spaces for STEAM, CTE, extracurricular clubs, and other activities that keep students engaged and connect instruction to future opportunities.



## **Inclusive Environments and Equitable Access**

Promote equity and community connections by supporting diverse learning needs, engaging underserved communities in facilities planning efforts, and reducing barriers to participation so that students across all schools have comparable access to quality facilities, site amenities, educational and extracurricular program opportunities, and support spaces.



## **Cost-Effective and High-Impact Facility Utilization**

Prioritize durable, efficient, and cost-effective capital improvement investments that benefit the greatest number of students and support operational savings and consistent quality across school sites.

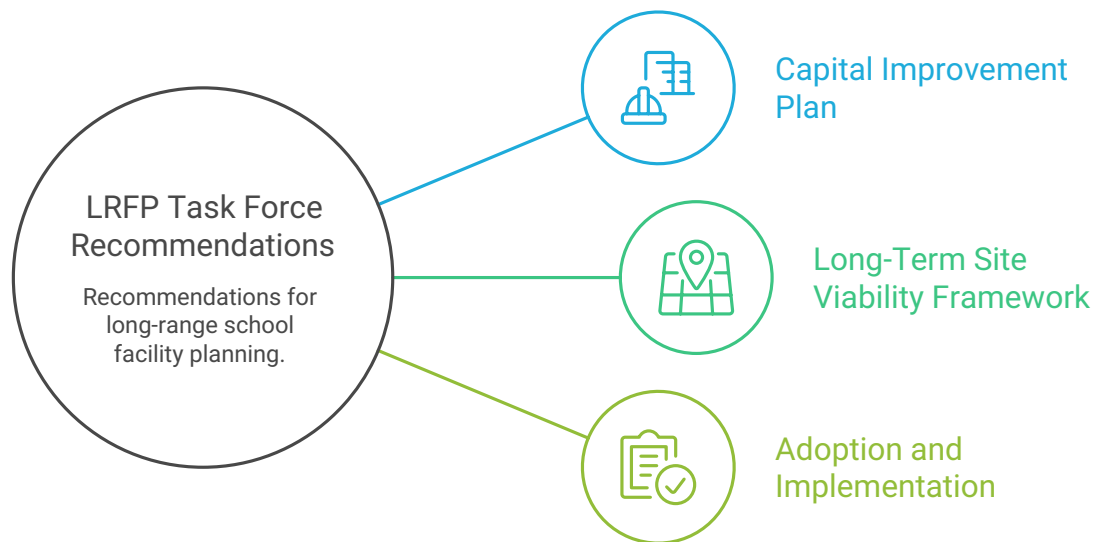
# 5. LRFP Task Force Recommendations



The LRFP Task Force’s recommendations to the School Board are organized around three related areas of long-range facilities planning. These include:

1. A Capital Improvement Plan to guide major facility investments over a 10+ year horizon
2. A framework to evaluate the long-term viability of school sites
3. Adoption and implementation actions

These recommendations are intentionally high level and are intended to establish a consistent planning framework rather than advance school-specific decisions. Together, they are meant to support transparent, strategic decision-making as the District plans for changing needs, enrollment trends, and future facility investments, with more detailed, site-specific evaluation to occur through future District processes and Board direction.



## 5. LRF TASK FORCE RECOMMENDATIONS

The table below presents a high-level Capital Improvement Plan that reflects shared priorities established through the LRF process. It is intended to guide future capital planning and investment sequencing, recognizing that project scopes, costs, and timing will continue to be refined over time.

Capital Improvement Categories	Approx. ROM Direct Construction Costs	Soft Costs (40%)	Total ROM Project Costs in 2026 Dollars (rounded to nearest \$1K)
<b>Highest Priority: Address Early (0-5 Years)</b>			
Fire and life safety system upgrades	\$10,201,154	\$4,080,462	\$14,282,000
HVAC replacements and system renewals (existing equipment, no added cooling)	\$146,073,371	\$58,429,348	\$204,503,000
Add mechanical cooling (air conditioning) to all schools where not currently provided <b>IN ADDITION TO COSTS IN HVAC REPLACEMENTS ROW ABOVE</b>	\$48,233,320.	\$19,293,328	\$67,527,000
Secure entry vestibules where not currently provided	\$67,500,000	\$27,000,000	\$94,500,000
Security technology (cameras, access control, intrusion)	\$21,000,000	\$8,400,000	\$29,400,000
Roof replacements	\$62,404,394	\$24,961,758	\$87,366,000
Interior lighting upgrades to LED	\$40,000,000	\$16,000,000	\$56,000,000
Interior and exterior ADA upgrades	\$12,494,856	\$4,997,942	\$17,493,000
Music room upgrades	\$5,635,000	\$2,254,000	\$7,889,000
Acoustical improvements in instructional and common spaces	\$1,518,000	\$607,200	\$2,125,200
Library upgrades	\$1,610,000	\$644,000	\$2,254,000
Improvements to indoor athletic spaces and locker rooms (addressing parity and Title IX issues)	\$17,905,500	\$7,162,200	\$25,068,000
STEAM and CTE space improvements through renovation and/or repurposing of existing spaces at middle and high schools	\$20,700,000	\$8,280,000	\$28,980,000
Renovation of newly purchased Hawthorne Street facility to create a consolidated alternative education school facility	\$68,567,766	\$27,427,106	\$95,995,000
<b>Highest Priority (0-5 Years) Total:</b>	<b>\$523,843,361</b>	<b>\$209,537,344</b>	<b>\$733,382,000</b>
<b>Important but Flexible (5-10 Years)</b>			
Perimeter fencing and site modifications to support controlled campus access	\$2,530,000	\$1,012,000	\$3,542,000
Replacement of existing aging fencing	\$6,748,892	\$2,699,557	\$9,448,000
Technology infrastructure investments with districtwide benefit	\$35,250,000	\$14,100,000	\$49,350,000
Special education classroom upgrades	\$550,000	\$220,000	\$770,000
Science lab upgrades (renovate older high school and middle school labs to match current Ed Spec to the extent possible)	\$62,790,000	\$25,116,000	\$87,906,000
Restroom renovations to improve accessibility, safety, privacy, and inclusion	\$6,325,000	\$2,530,000	\$8,855,000
Exterior enclosure improvements (windows, exterior doors and walls)	\$55,005,774	\$22,002,310	\$77,008,000
Investment in sensory and self-regulation spaces supporting diverse student needs for both SPED and Gen Ed students (Note: Would use existing spaces and add furnishings - no capital construction costs anticipated).	N/A	N/A	N/A
Playground equipment and surfacing replacements at elementary schools	\$23,450,357	\$9,380,143	\$32,830,000
New additional turf athletic fields at high schools with added lighting	\$48,000,000	\$19,200,000	\$67,200,000
Plumbing system upgrades	\$3,650,629	\$1,460,252	\$5,111,000
Electrical system upgrades	\$24,706,310	\$9,882,524	\$34,589,000
Site Improvements	\$64,900,000	\$25,960,000	\$90,860,000
<b>Important but Flexible (5-10 Years) Total:</b>	<b>\$333,906,963</b>	<b>\$133,562,785</b>	<b>\$467,469,000</b>
<b>Lower Urgency - Could Defer (10+ Years)</b>			
Replacement or repair of aging conveyance equipment	\$3,229,375	\$1,291,750	\$4,521,000
Classroom furniture upgrades	\$17,866,000	\$7,146,400	\$25,012,000
Art room upgrades at middle and high schools	\$5,520,000	\$2,208,000	\$7,728,000
Updated classroom finishes (interior paint, flooring, ceilings)	\$11,849,857	\$4,739,943	\$16,590,000
Upgrades to older high school theaters and/or adding a black box theater where not currently provided	\$10,154,500	\$4,061,800	\$14,216,000
<b>Lower Urgency (10+ Years) Total:</b>	<b>\$48,619,732</b>	<b>\$19,447,893</b>	<b>\$68,067,000</b>

## 5. LRF TASK FORCE RECOMMENDATIONS

### LONG-TERM SITE VIABILITY FRAMEWORK

The Long-Term Site Viability Framework is intended to be applied to schools that exhibit one or more indicators suggesting the need for further review and potential action. The framework was developed in recognition that the District may face the need to make more significant, long-term decisions about the future of individual schools, particularly in the context of projected enrollment decline over the next 5+ years. As enrollment falls below certain thresholds, it can become increasingly difficult to sustain equitable access to programs and services, and operating costs per student can rise in ways that strain limited resources.

The framework reflects the Task Force's emphasis on responsible stewardship, providing a way to pause, assess, and ask whether continued reinvestment in facilities with persistent structural constraints is likely to advance student outcomes, or whether alternative strategies should be considered. The intent is to support thoughtful, proactive planning rather than reactive decision-making, ensuring that future investments align with both educational goals and the long-term effective use of public funds.

The long-term site viability framework is structured as a three-step, tiered process that is applied when one or more viability indicators suggest that a school may warrant additional review.

The indicators warranting further analysis appear in the graphic to the right.

The first step focuses on identifying emerging challenges and implementing lower-impact, operational or programmatic adjustments when early indicators appear.

If indicators persist or compound over time, the framework advances to a second step that centers on evaluating viable paths forward, including the feasibility and cost of targeted reinvestment or reconfiguration, while starting to engage with the community on potential options.

In cases where multiple core indicators converge and constraints appear structural rather than temporary, the framework provides a third step to support consideration of longer-term, system-level options related to the school's future role within the district.

The framework is intended to be applied progressively, with schools moving between steps based on the persistence and severity of indicators, and is designed to guide consistent, transparent decision-making rather than predetermine specific outcomes.

### School Facility Indicators



#### Educational Adequacy

Site and/or building limitations impede effective teaching and learning practices.



#### Capital Investment

Major upcoming capital investment needs and/or high FCI score.



#### Equity / Parity

Facility or site characteristics limit ability to offer all students programs, experiences, or opportunities that are comparable to other district schools.



#### Site Limitations

Site limitations affect access, growth, or long-term use.



#### Enrollment Patterns

Under-enrollment or over-enrollment compared to capacity.



#### Transportation and Access

Transportation and proximity of the campus to students served are limiting factors.



#### Operating Costs

Higher operating cost per student than similar schools.

## 5. LRF TASK FORCE RECOMMENDATIONS

1

### Identify

#### Identify Challenges and Make Low Barrier Adjustments

##### When to Use

Early response when initial viability indicator(s) emerge. Focused on understanding root causes and testing lower impact adjustments before jumping to capital heavy or structural solutions.

##### Typical Triggers

1 to 2 indicators present, or emerging trends.

##### Potential Planning Responses

- Conduct space utilization analysis.
- Identify possible program relocation or co location strategies.
- Defer major capital investment pending additional data.

##### Intent

*Confirm whether challenges are short term, programmatic, or systemic, and identify opportunities to improve utilization or educational delivery within the existing facility footprint.*

2

### Evaluate

#### Evaluate Viable Paths Forward

##### When to Use

Advance to this step when indicators persist or compound, and when constraints appear structural rather than temporary. Focused on assessing whether targeted reinvestment or reconfiguration can reasonably address long term needs.

##### Typical Triggers

2 or more indicators across categories, sustained over time.

##### Potential Planning Responses

- Assess feasibility and cost of alternative options
- Begin community conversations around site specific challenges and potential next steps.

##### Intent

*Determine whether the school can be realistically be adapted to meet long term educational needs, or whether constraints suggest diminishing returns on reinvestment.*

3

### Implement

#### Implement Long Term Structural Option(s)

##### When to Use

Reserved for situations where multiple core indicators converge and targeted interventions are unlikely to resolve long term liability concerns.

##### Typical Triggers

Multiple persistent indicators, including inherent site or building limitations.

##### Potential Planning Responses

- Relocate, expand, or introduce instructional programs.
- Implement targeted facility upgrades tied to specific educational adequacy gaps.
- Adjust school boundaries to balance enrollment.
- Evaluate school for potential consolidation, closure, or repurposing.
- Formally designate school as a candidate for replacement.

##### Intent

*Initiate system level decisions about the long term role of the facility within the district portfolio, rather than continued short term fixes.*

## 5. LRFP TASK FORCE RECOMMENDATIONS

### RECOMMENDATIONS

The following recommendations outline a proposed set of next steps for the District informed by the LRFP Task Force's work.

#### 1. Adopt the Proposed Capital Improvement Plan (CIP) as Part of the LRFP

Adopt the Capital Improvement Plan as part of the 2026 Long Range Facilities Plan and use it as the primary framework for prioritizing capital investments.

#### 2. Adopt the Long-Term Site Viability Framework

Adopt the Long-Term site viability framework as a consistent, transparent tool to guide evaluation of schools exhibiting sustained indicators such as poor facility condition, educational adequacy deficiencies, and misalignment between enrollment and capacity.

#### 3. Evaluate Future Facilities Planning Pathways

Undertake further analysis of potential facility and attendance area approaches, informed by facility condition, educational adequacy, and enrollment relative to capacity. This analysis may include consideration of a range of long-term strategies, such as closures, consolidations, boundary adjustments, and the feasibility of new (replacement), renovated, or consolidated facilities.

#### 4. Support Transparent Communication Around Planning Decisions

Commit to a clear and inclusive engagement approach that communicates the data, rationale, and trade-offs underlying future planning decisions, with early and ongoing involvement of families, staff, and community partners.

#### 5. Update Educational Specifications

Undertake a formal update of the District's Educational Specifications to reflect current instructional models and evolving learning environment needs (such as sensory-supportive environments, updated special education classroom requirements for EGCs, and preschool classrooms), as well as updates to guidance for key non-instructional and shared spaces (including restrooms, new access control guidelines for secondary schools, and other building-wide planning considerations).

#### 6. Establish a Bond Planning Committee

Recognizing that the scale of identified capital needs extends well beyond what can be addressed through annual operating resources alone, the Task Force recommends that the District establish a Bond Planning Committee to initiate preparation for a potential future general obligation bond, using the LRFP and CIP as foundational planning inputs.

