

SCHOOL CLOSURE RECOMMENDATION TECHNICAL GUIDE: BRUSH COLLEGE ELEMENTARY SCHOOL

2623 Doaks Ferry Road NW, Salem, OR 97304

INFORMATION ¹	DETAILS
2026 - 2027 ENROLLMENT	257 STUDENTS
BUILDING CAPACITY	562 STUDENTS
SITE ACREAGE	5.64 ACRES
ENROLLMENT TREND	DECLINING
YEAR OF ORIGINAL CONSTRUCTION	1909



Why is Brush College being recommended for closure?

Within the West feeder, elementary enrollment is low enough that the district should close at least one elementary school. Brush College is the oldest elementary school building in the feeder area and its building presents significant limitations relative to educational adequacy, access, safety, and security. Brush College is under-enrolled and is located in close proximity to other elementary schools with extra capacity in the West feeder, presenting an opportunity to consolidate resources, improve operational efficiencies, and invest more strategically in educational programs and student supports across fewer sites.

- Wood siding is in poor condition and in need of repair or replacement.
- The brick exterior is damaged in areas and requires repair and sealing.
- Old fluorescent lighting remains throughout and requires replacement with LED fixtures.
- The gym floor requires refinishing.
- Playground surfacing replacement with new rubber play tile is needed.

School Site Limitations

The sloped site results in upper and lower playground areas with ADA limitations traveling between the two areas.

Capital Investment Needs

The cost of replacing all assets and/or systems nearing the end of their useful life at this school (with escalation) is approximately \$3.8 M within the next five (5) years.

Cost estimates reflect like-for-like replacement of existing systems only. They exclude necessary educational adequacy improvements, seismic upgrades, most ADA improvements, interior finishes, and the addition of new systems to bring the building to modern standards.

Upcoming capital needs include:

- Many HVAC units are past their expected service life and due for replacement.
- The fire alarm system and fire sprinkler system are due for replacement.
- Roofing repairs or replacements are needed.
- Water heater replacements are due.



Parking lot at school entry

¹ Enrollment and capacity figures reflect the most current data available and may differ from figures included in the 2025-26 Long-Range Facilities Plan. Enrollment changes over time, and capacity figures may be updated as facility use, programs and other factors change.



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Transportation and Access

No significant transportation issues were noted in the educational adequacy assessments. A low percentage of students live within the non-transportation zone. There is an off-street bus loading area that mixes with parent vehicles in the parking lot, and a steep downgrade upon exiting.

Educational Adequacy

- The age, design, and layout of Brush College's building present significant challenges in meeting current and future student educational needs.
- The building's design and layout do not include open pods or extended learning areas by design, limiting the ability for students to collaborate or engage in small group work outside of general classrooms.
- Music is taught in a portable classroom.
- The building design does not accommodate the creation of a secure entry vestibule, which presents a safety vulnerability and complicates access control.
- The cafeteria is undersized if the school were at full capacity and fixed furnishings limit circulation.
- Some areas of the building have limited access to natural daylight.
- The library is dated in appearance and has fixed mid-floor shelving that limits the flexibility of the space.

Equity and Demographics

School Demographics

Student demographic factors at Brush College relative to district-wide averages for elementary schools are listed below:

DEMOGRAPHIC DATA	BRUSH COLLEGE ELEMENTARY	DISTRICT AVE - ELEM SCHOOLS
STUDENTS OF COLOR	39%	65%
STUDENTS WITH DISABILITIES	21%	20%
ENGLISH LEARNERS	5%	28%
EXPERIENCING POVERTY	34%	60%

Barriers to Access and Inclusion

- The oldest section of the facility is only accessible by stairs which limits students' use of those rooms.
- The Emotional Growth Center (EGC) special education classroom lacks direct access to a dedicated ADA restroom for EGC students.

Enrollment and Utilization

Brush College is significantly under-enrolled, with a current utilization rate of 46%. Enrollment is projected to continue to decline through 2032.

Operational Efficiency and Financial Stability

Brush College has higher than average operating costs per student, compared to other district elementary schools.

School Boundary Adjustment Considerations

As a starting point for the public process, an initial boundary adjustment concept has been developed. In this concept, the boundary for Brush College would be added to Kalapuya with some of the current boundary area of Kalapuya being moved to Chapman Hill and Myers. This boundary concept better aligns the geographic proximity of students to their school and balances enrollment in the West Salem area. No changes are proposed to middle school and high school boundaries. A map illustrating this concept may be viewed at <https://salkeiz.k12.or.us/schools/closure-consolidation>; more information will be provided in the boundary process.



BRUSH COLLEGE ELEMENTARY SCHOOL



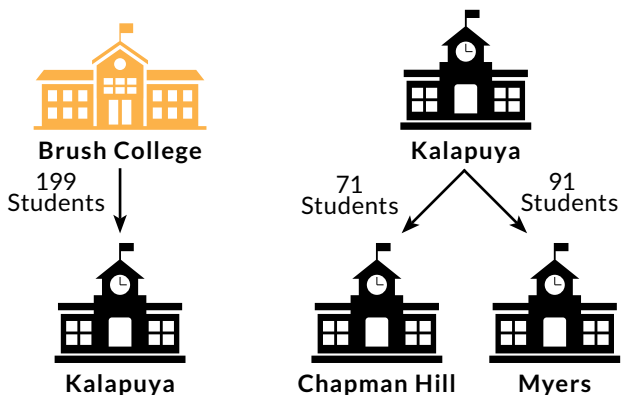
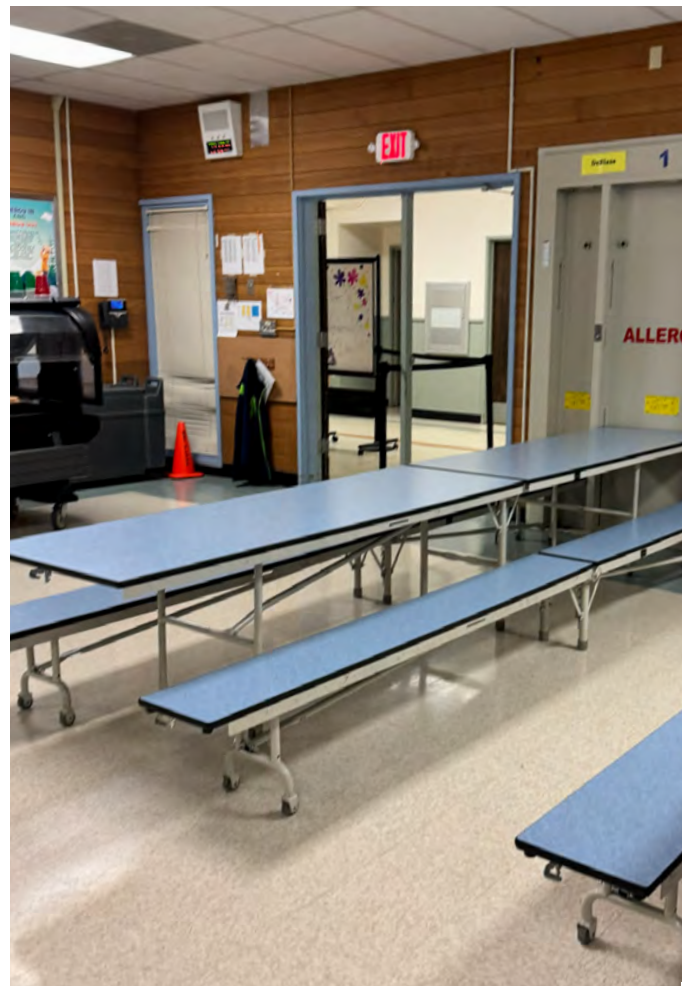
Interior stairs required to reach upper classrooms

Program Relocations

If closed, Brush College's Emotional Growth Center (EGC) special education class for grades 3-5 is tentatively planned to move to Harritt. Harritt is a newer school with more accessible features and air conditioning for year-round thermal comfort.

Harritt's current Life Skills Center (LSC) special education class for grades K-2 would then move to Myers Elementary. Myers currently has an LSC serving grades 3-5. The relocation of the K-2 LSC class would provide the West feeder with a continuum of care for life skills students from K-5.

The school boundary adjustment process will include multiple listening and learning sessions with affected families and the community. A stakeholder-based committee will provide school boundary recommendations designed to keep receiving schools appropriately utilized while maintaining flexibility for future enrollment fluctuations, minimizing the need for blended classrooms. Per the School Board's direction, boundary adjustments will prioritize equitable proximity to schools across the district, avoiding excessive travel distances for students. Effective transition planning will help ensure the school community's culture carries over into students' newly assigned elementary schools.



Small cafeteria with inflexible seating



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