Superintendent's Bond Development Committee (SBDC)

Meeting #1



Meeting Agenda

Start	Agenda item
6:00	Welcome, introductions, group agreements
6:20	Role and purpose of the Committee, consensus model, timeline
6:30	District overview and Strategic Plan
6:40	Bond planning history (2018 bond)
6:50	2026 LRFP: guiding principles, CIP, site viability framework
7:05	Turn and Talk: Initial Reactions / Takeaways
7:10	Bonds 101
7:25	The five buckets and the givens / Why a bond even while we close schools?
7:40	Small Group Discussion: questions and information requests
7:50	Report back, wrap up, next steps

Introductions and Group Agreements

Introductions

PLEASE SHARE:

1. **Your name**
2. **Your role or relationship with the District**
   Staff member, parent, community member, etc.
3. **The school(s) you are most connected to**



Group Agreements

BE PRESENT!

Be present & participate. Try to refrain from checking email and doing other tasks as much as possible.

STEP UP, STEP BACK.

Be mindful of taking too much or too little space.

RECOGNIZE THAT INTENT IS DIFFERENT FROM IMPACT.

The things we say or do may have a negative impact on others, despite our intent. Be accountable for the impact of your actions and words.

CALL EACH OTHER IN AS WE CALL EACH OTHER OUT.

When challenging someone's ideas or behavior, give feedback respectfully. When your own ideas or behavior are challenged, receive feedback respectfully.

SHARE GRATITUDE FOR FEEDBACK.

It is a gift when someone takes the time and risk to give feedback.
Thank them for the learning opportunity and recognize you may have work to do.

CENTER LEARNING AND GROWTH.

This work is sometimes uncomfortable and uncertain. We may not always know the answers nor arrive at neat, tidy resolutions. We will make mistakes along the way. Remember we are all here to learn and grow, both individually and collectively. We won't "fix" it all in one meeting, but we will get closer if we are willing to be uncomfortable.

CREATE A SPACE FOR MULTIPLE TRUTHS.

Speak your truth and seek understanding of truths that differ from yours. Celebrate and embrace different perspectives.

NOTICE POWER DYNAMICS.

Power shows up in many different ways—be aware of how you might be unconsciously using your privilege and power.

Role and Purpose of the Superintendent's Bond Development Committee (SBDC)

Superintendent's Bond Development Committee (SBDC)

The purpose of the Superintendent's Bond Development Committee is to advise Salem-Keizer Public Schools in developing a bond package for the **November 2027 election**. Specifically, the Committee will:

Review

Review information related to the District's strategic vision, enrollment trends, and facilities needs. Consider public polling data gauging the community's priorities and price sensitivity.

Recommend

Help develop and refine a recommended bond package for the consideration of the Superintendent.

The SBDC is an **advisory** committee; it is ***not*** a decision-making body.

Superintendent's Bond Development Committee (SBDC)

COMMITTEE STRUCTURE

~20-30

Local Community Stakeholders

Community members, parents, students, teachers, local leaders

2

Board Liaisons

School Board members serving as liaisons to the Board:

- Lisa Harnisch
- Satya Chandragiri

1

Chair

Mark Shipman has been appointed as Chair

Supported by a team of District staff and administrators

Superintendent's Bond Development Committee (SBDC)

ROLES AND RESPONSIBILITIES

Participate

Attend and actively participate in seven (7) Committee meetings through March 2027.

Advocate

Serve as an advocate for the **process** in the Salem-Keizer community (with colleagues and neighbors).

DELIVERABLE

Provide the SKPS School Board with a recommendation for the November 2027 bond package, including proposed categories of facilities projects aligned with the bond amount established by the district.

Superintendent's Bond Development Committee (SBDC)

The Committee will operate using a **consensus model**.

Members collaboratively develop and agree to support facility recommendations that are in the best interest of the District and the broader community.

Consensus is not 100% agreement.

Reaching consensus is a cooperative process where each individual has the opportunity to voice their preferences, thoughts and opinions in the development of recommendations that can be supported, even if an individual may have made a different recommendation.

SBDC: What's in Our Lane? What isn't?

IN THE LANE · SBDC SHAPES OR ESTABLISHES

- Bond Visioning Statements
- Prioritization criteria
- Category sizes
- Priorities within categories
- Consolidation / replacement scenarios

→ **Bond package recommendation**

ALONGSIDE THE LANE · SBDC CONSIDERS THE IMPACTS; THE DECISION HAPPENS ELSEWHERE

- Capacity implications of consolidations
- Program space needs (SpEd, pre-K)
- Detailed project scoping at individual schools
- Land acquisition needs

OUT OF THE LANE · OFF THE ROAD: HANDLED BY OTHER DISTRICT PROCESSES (OWNERS TO BE CONFIRMED)

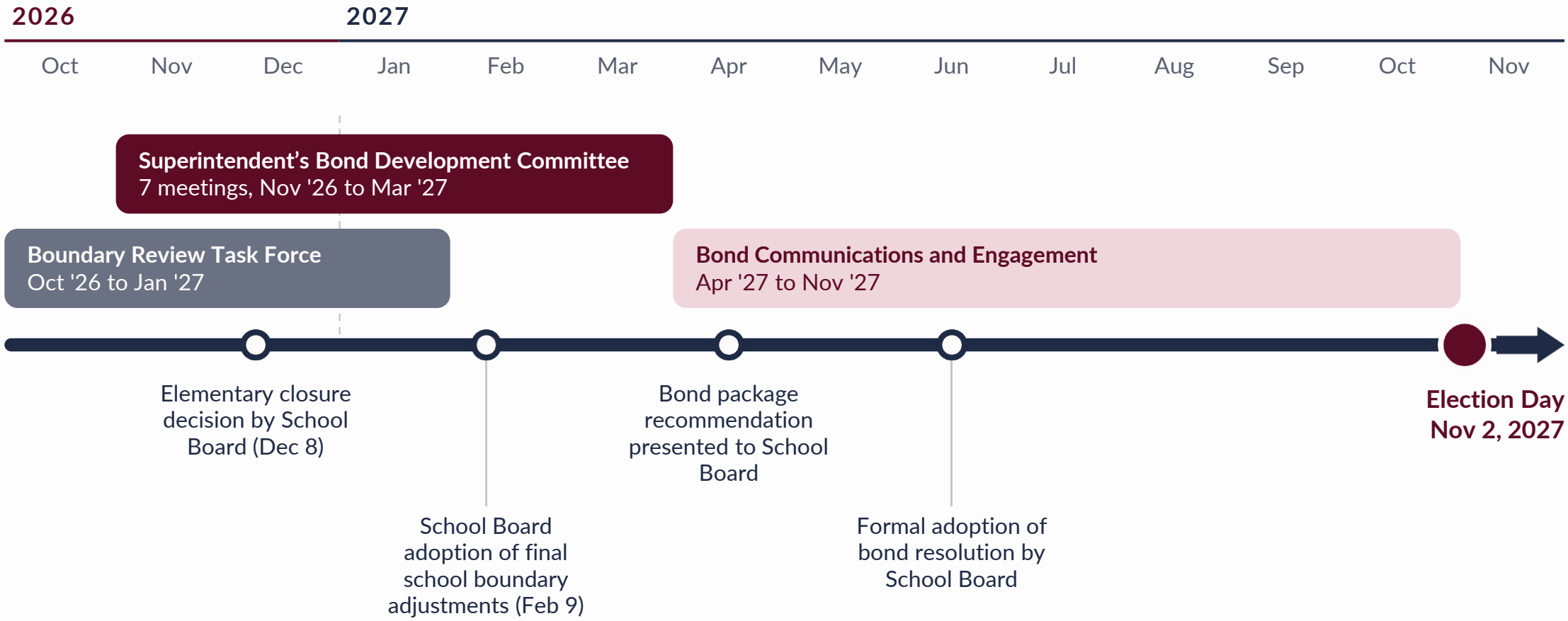
- Boundary adjustments
- Program placement decisions
- Staffing
- Curriculum
- Building design details
- Financing structure and tax rate
- Project phasing and sequencing
- What happens to recently closed school buildings

SBDC Schedule of Meetings

1	2	3	4	5	6	7
NOV	DEC	JAN	JAN	FEB	MAR	MAR
18	16	6	27	16	10	31
Wednesday	Wednesday	Wednesday	Wednesday	Tuesday	Wednesday	Wednesday
2026		2027				

All meetings: **6:00 to 8:00 pm**

The Road to November 2027



District Overview

Salem-Keizer Public Schools

Our Students - By the Numbers

Updated November 2026

Student Demographics

- 49% Hispanic
- 37% White
- 6% Multi-Ethnic
- 3% Pacific Islander
- 2% Asian
- 2% African American
- 1% American Indian

36,635 Students

879	15,169	8,671	11,916
Pre-K	Grades K-5	Grades 6-8	Grades 9-12

79.7%
Average graduation rate for 2025-25

154
Languages spoken in our schools

19%
Students receiving Special Education services.

80%
High school students in a CTE program

27%
High school students in an AP/IB class

21%
High school students enrolled in music

17%
High school students participating in sports

5%
Students part of the Talented & Gifted program

22%
Students who are English language learners

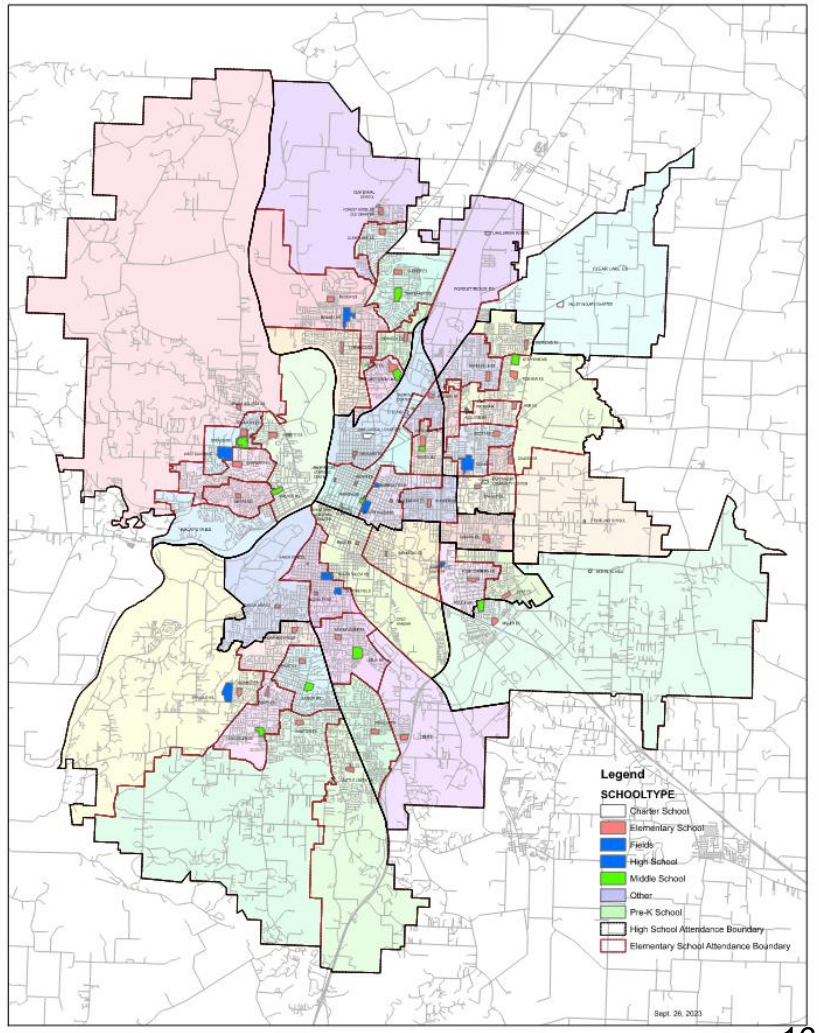
28%	19%	17%
Grades K-5	Grades 6-8	Grades 9-12

89.5%
Average Attendance Rate (YTD) for 2026-27

85%
9th grade students on track to graduate

Salem-Keizer Public Schools

- Students in Salem-Keizer Public Schools typically follow neighborhood school feeder patterns as they advance from elementary to middle to high school.
- Students can request to open enroll at another school in the district through an in-district transfer.
- A map of school and a listing of the school feeder pattern is provided in the Committee binder. **Boundaries shown are current; new boundaries will not be finalized until February 2027.**



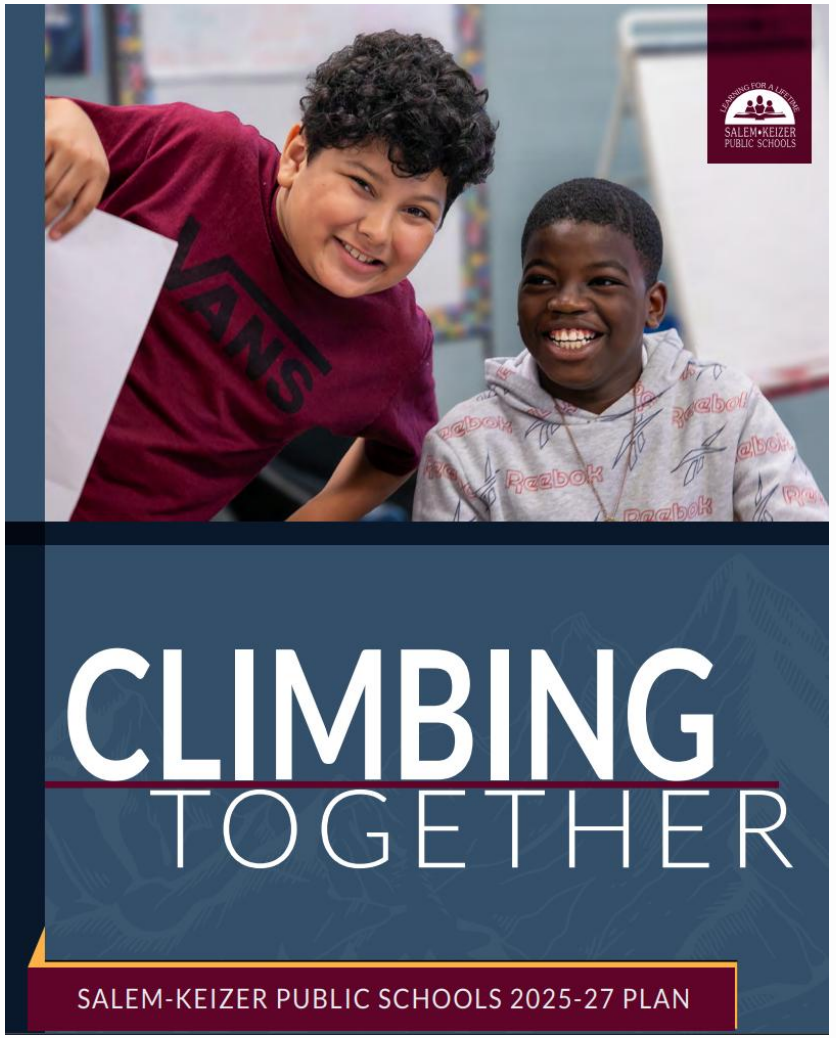
Salem-Keizer's 2025-27 Strategic Plan

SKPS 2025-27 Strategic Plan

Climbing Together is Salem-Keizer's 2025-2027 Strategic Plan.

- In the fall of 2024, the District started collecting information about the community's hopes and expectations for Salem-Keizer Public Schools.

- Based on the leadership and vision of the Salem-Keizer School Board of Directors, community feedback, and a review of K-12 research, a compact two-year vision and plan for Salem-Keizer Public Schools was developed.



SKPS 2025-27 Strategic Plan

GOALS

Third Grade Literacy	Ninth Grade on Track to Graduate	Four-Year Graduation	Regular Attenders	Student Sense of Belonging

OUR CORE VALUES

Our core values serve as a north star, guiding our actions and decision-making. These values were chosen based on the feedback of almost 1,700 members of our community.

Students at the Center: We prioritize student needs in our decision-making and actions. Being student-centered requires us to listen to student perspectives, study student outcomes and align our resources to student needs.

Excellence: We set high standards for everyone, and we support one another in reaching those standards. High standards, coupled with support, inspire a virtuous cycle of growth and achievement.

Equity: We see each student as an individual deserving of a tailored school experience that affirms their identity and story, cultivates their strengths and interests, and supports their growth through challenges and opportunities.

Relationships: We thrive when we build meaningful connections with each other. Mutual respect, trust and care between students, families, staff and the broader community are essential for effective learning.

Community: We create a place where everyone feels seen, heard and welcomed. Students, families, staff and neighbors are all viewed as contributors to our schools.



OUR THREE STRATEGIES

3 ELEVATING ACADEMIC EXCELLENCE

- High-quality instructional materials and aligned instructional frameworks
- Comprehensive and useful classroom assessments
- Meaningful professional development at every level

2 IMPROVING STUDENT AGENCY AND WELLNESS

- Effective responses to student behavioral, social and emotional needs
- Understanding and engaging students, families, and communities
- Improve special education services

1 STRENGTHENING OUR FOUNDATIONAL CONDITIONS

- A modernized data system that works for schools and staff
- Improving human resource systems for staffing
- Aligning resources to student and school needs
- Safe schools for all

District Priorities

Attendance

Regular attendance helps students build essential skills, develop positive habits and grow socially and emotionally. Our goal is for each student to attend 90 percent or more days during the school year to stay on track.

56% Students who attended more than 90% of their enrolled school days.

"We love seeing high attendance rates because that means our students are consistently at school, accessing their education and connecting with their teachers and peers. Regular attendance sets them up for healthy habits and success in their future endeavors. While attendance has been a challenge in recent years, our staff remain committed to our students and their success first."

CHERICE COCHRANE
Principal, Keizer Elementary School

Sense of Belonging

A sense of belonging is essential for learning. When students feel connected to their school community, they can focus better on their learning, which often leads to improved achievement and a stronger foundation for success.

58% Elementary students who feel a sense of belonging at school.

"We foster belonging by connecting students with passions, creating inclusive learning environments, providing strong support systems and building relationships among students, staff, families and the community."

CHRIS MOORE
Director, Mental Health & Social-Emotional Learning

Ninth-Grade on Track

Being on track in ninth grade is a strong predictor of on-time graduation. Ninth-grade on track means a student has earned at least 25 percent of the credits needed for a high school diploma at the end of their freshman year.

80% Students earning a quarter of graduation credits in ninth grade.

"We focus on prioritizing low class sizes in ninth grade, support in core subjects for students learning English or receiving specialized services and more. These examples represent the layers of support our students need from day one to be successful."

LARRY RAMIREZ
Director, High School Education

Third-Grade Reading

The building blocks of growing strong literacy skills for all students starts with a strong focus on foundational learning. Our educators work to reinforce a focus on the science of reading, data and key intervention strategies to help all students achieve strong literacy skills.

24% Third-grade students meeting state grade-level expectations.

"Students must learn to read so they can read to learn. We don't just focus on the mechanics of reading, we wrap around those skills by giving reading meaning and purpose to help students thrive in their literacy development."

KIRSTEN MANNING
Foundational Skills Specialist, Battle Creek Elementary

Connection to Facilities Planning

Initiative #3: Aligning Resources to Student and School Needs

This initiative aims to create **safe, welcoming and well-maintained** schools by improving **facility planning** and budget Management. A **long-term facilities plan** will identify necessary upgrades to better support student learning, along with a simpler system for tracking **facility maintenance**.



Initiative #4: Safe Schools for All

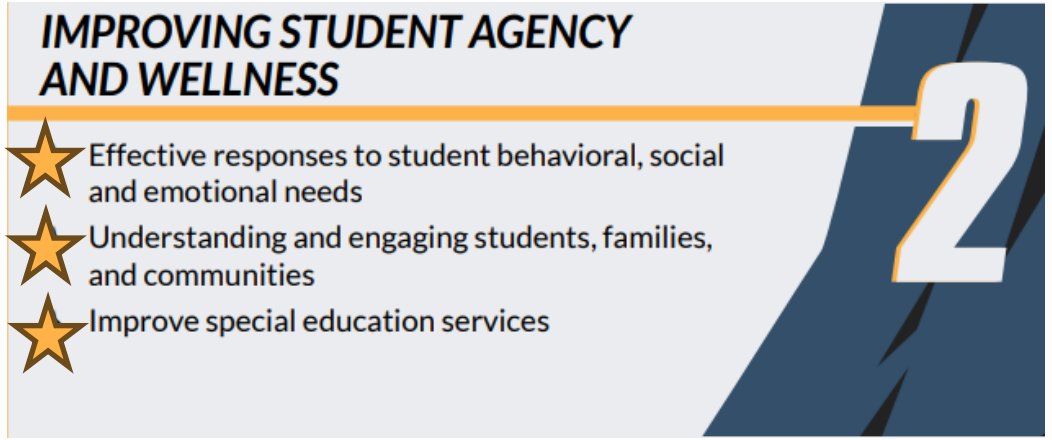
This initiative builds on existing safety practices by using data to better understand and prevent student and staff injuries and by **enhancing security measures** like cameras and weapons detection systems, layered security systems, and staff training.

Connection to Facilities Planning

Initiative #1: Effective responses to student behavioral, social, and emotional needs.
Support building stronger **social and emotional skills** in elementary schools.

Initiative #2: Understanding and engaging students, families, and communities.
Improve **school climate** and students' sense of **belonging**.

Initiative #3: Improve special education services.
Develop a continuum of students supports and **expand program capacity** to better meet demand. Ensure that every student is placed in an **environment that best supports their learning, emotional, and behavioral growth.**



Salem-Keizer’s Bond Planning History

Salem-Keizer's 2018 Bond

Delivering on our Commitments

- In May 2018, voters approved a $619.7 million bond to fund school renovations and expansions across the district.
- 20-year bond
- Tax rate increase of $1.24 per $1,000
- The bond addressed overcrowding, improved safety and security, expanded science and career-technical education opportunities, and helped protect public investments in school facilities.



Salem-Keizer's 2018 Bond

Delivering on our Commitments

OUR PROMISE:

RELIEVE OVERCROWDING

- Construct additional space including general education and special education such as Developmental Learning Center classrooms; and expand or renovate gyms, cafeterias and libraries
- Expand all six traditional high schools to increase student capacity
- Add space for music programs

EXPAND CAREER AND TECHNICAL EDUCATION AND SCIENCE

- Add or expand two CTE program spaces at high schools
- Add or renovate science classrooms at secondary schools, ensuring all middle schools have the capacity to offer a full year of science education

INCREASE SAFETY AND SECURITY

- Construct secured entries at many schools to improve staff ability to monitor and control who enters the building
- Upgrade intercom systems to improve communication between school offices and classrooms
- Address areas in buildings that are rated very high risk of collapse in an earthquake
- Construct new additions to the re-occupancy seismic standard, which would allow buildings to serve as a community shelter following a large earthquake

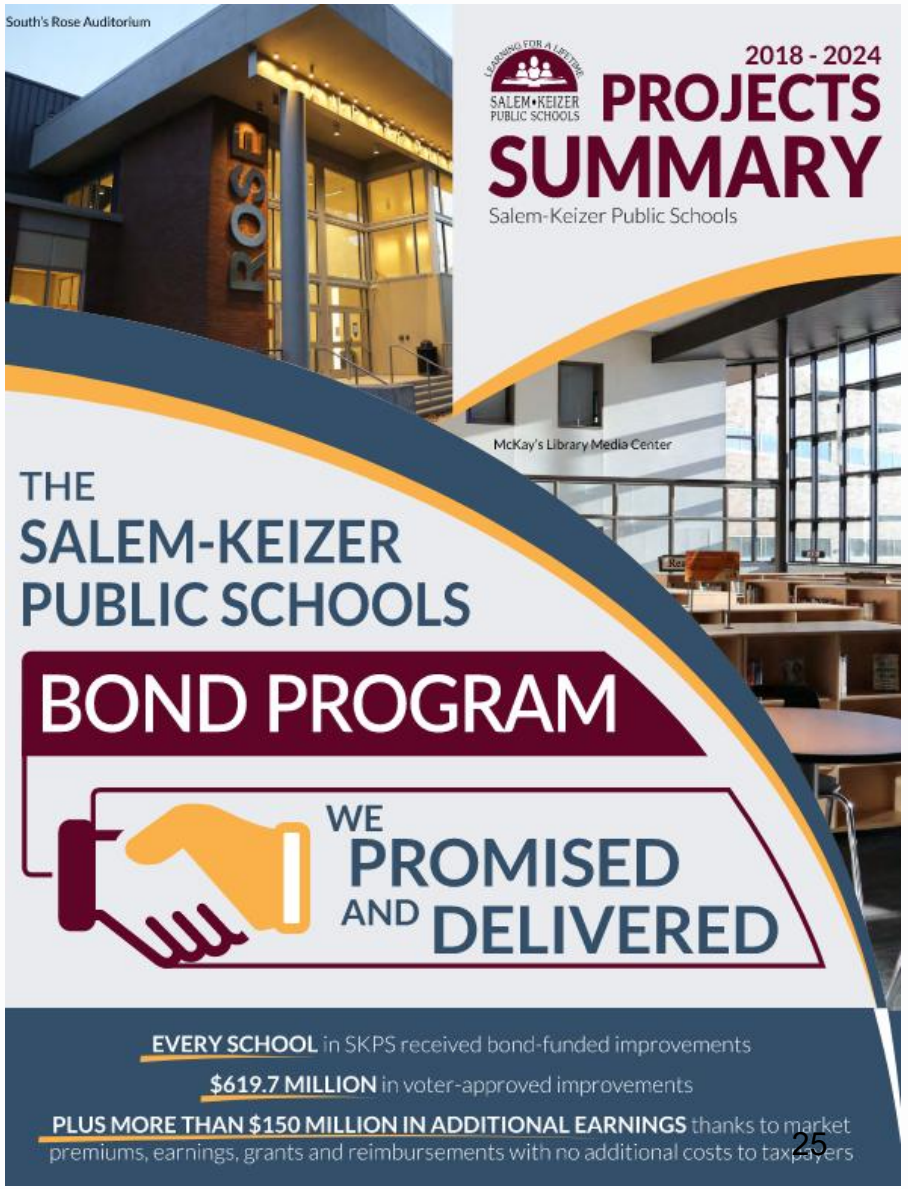
PROTECT PUBLIC INVESTMENT

- Plan for future repair or replacement of roofs, floors, heating/ventilation systems, electrical and plumbing systems, parking lots and more

ADDITIONAL IMPROVEMENTS

- Expand the wireless network for improved equity of access to technology
- Renovate many restrooms and building entrances to ADA standards

WE DELIVERED on ALL of our bond promises.



Salem-Keizer's 2018 Bond

Delivering on our Commitments

Additional earnings allowed us to expand the scope of work and enhance projects in the following areas:

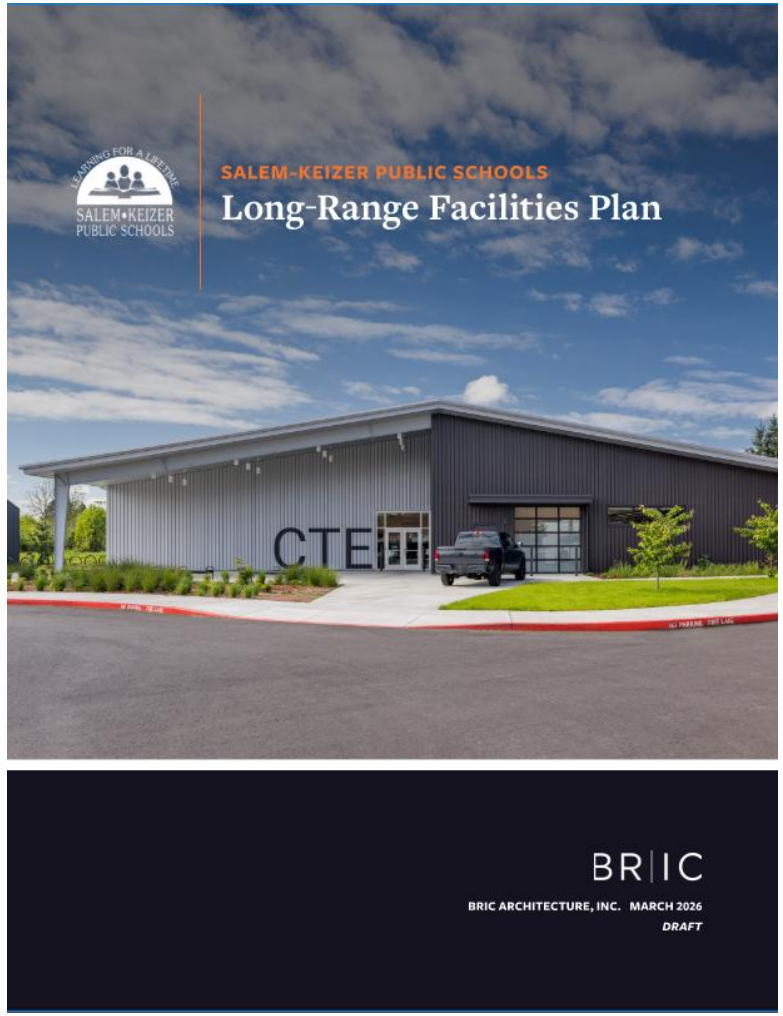
- Cafeteria, kitchen and library improvements
- Replacing portable buildings with new classrooms
- Additional support for performing arts
- Security vestibules at main entries
- Heating/ventilation system replacements and upgrades
- Fire alarm replacements
- Parking lot and traffic flow improvements
- Roofing improvements
- Exterior seal and site improvements
- Plumbing improvements

2026 Long Range Facilities Plan

2026 Long Range Facilities Plan

Long Range Facilities Plan Report

- Comprehensive planning document that incorporates the Task Force recommendations (including the CIP).
- Provides more detailed background on facility conditions, enrollment, and districtwide needs.
- Combines technical analysis with the Task Force's recommendations into a single, integrated plan.



Guiding Principles for Long Range Facilities Planning



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

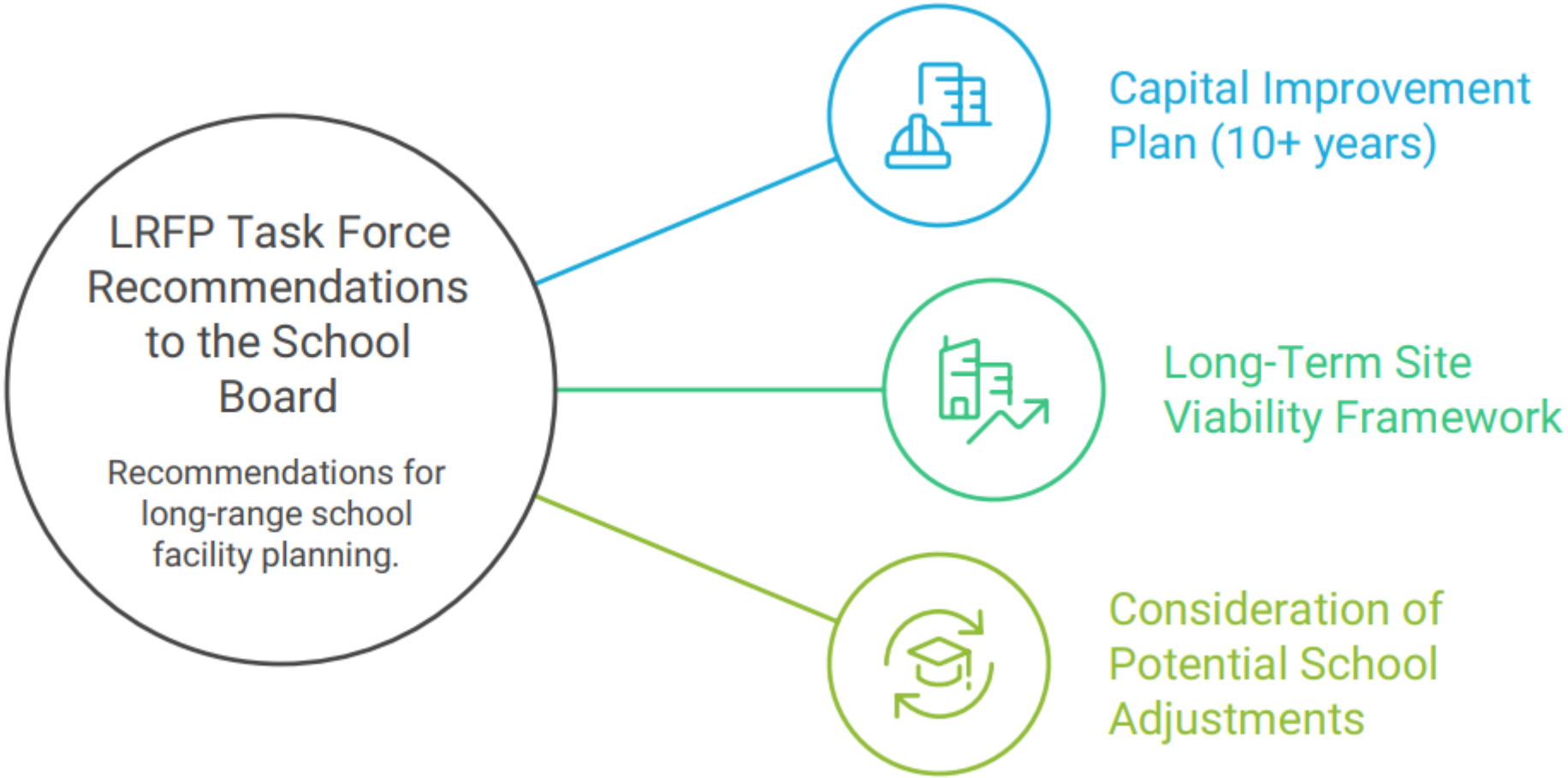
Promote equity and community connections by supporting diverse learning needs, engaging underserved communities in facilities planning efforts, and reducing barriers to participation so that students across all schools have comparable access to quality facilities, site amenities, educational and extracurricular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

Proposed LRFP Task Force Recommendations



Capital Improvement Plan (CIP)

Capital Improvement Categories	Total ROM Project Costs in 2026 Dollars (rounded to nearest $1K)
Highest Priority: Address Early (0-5 Years)	
Highest Priority (0-5 Years) Total:	$733,382,000
Important but Flexible (5-10 Years)	
Important but Flexible (5-10 Years) Total:	$467,469,000
Lower Urgency - Could Defer (10+ Years)	
Lower Urgency (10+ Years) Total:	$68,067,000

Capital Improvement Plan (CIP): Tier 1

	Approx. ROM Direct Construction Costs	Soft Costs (40%)	Total ROM Project Costs (Rounded)
Highest Priority: Address Early (0-5 Years)			
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 IN ADDITION TO COSTS IN HVAC REPLACEMENTS ROW ABOVE	$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
Highest Priority (0-5 Years) Total:	**$523,843,361**	**$209,537,344**	**$733,382,000**

Capital Improvement Plan (CIP): Tier 2

	Approx. ROM Direct Construction Costs	Soft Costs (40%)	Total ROM Project Costs (Rounded)
Important but Flexible (5-10 Years)			
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
Important but Flexible (5-10 Years) Total:	**$333,906,963**	**$133,562,785**	**$467,469,000**

Capital Improvement Plan (CIP): Tier 3

	Approx. ROM Direct Construction Costs	Soft Costs (40%)	Total ROM Project Costs (Rounded)
Lower Urgency - Could Defer (10+ Years)			
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
Lower Urgency (10+ Years) Total:	**$48,619,732**	**$19,447,893**	**$68,067,000**

Long-Term Site Viability Framework

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.

Educational Adequacy

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

Enrollment Patterns

Under-enrollment or over-enrollment compared to capacity.

Operating Costs

Higher operating cost per student than similar schools.

Site Limitations

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

Transportation and Access

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

1 **Identify**

2 **Evaluate**

3 **Implement**

Recommendations



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 tradeoffs 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**

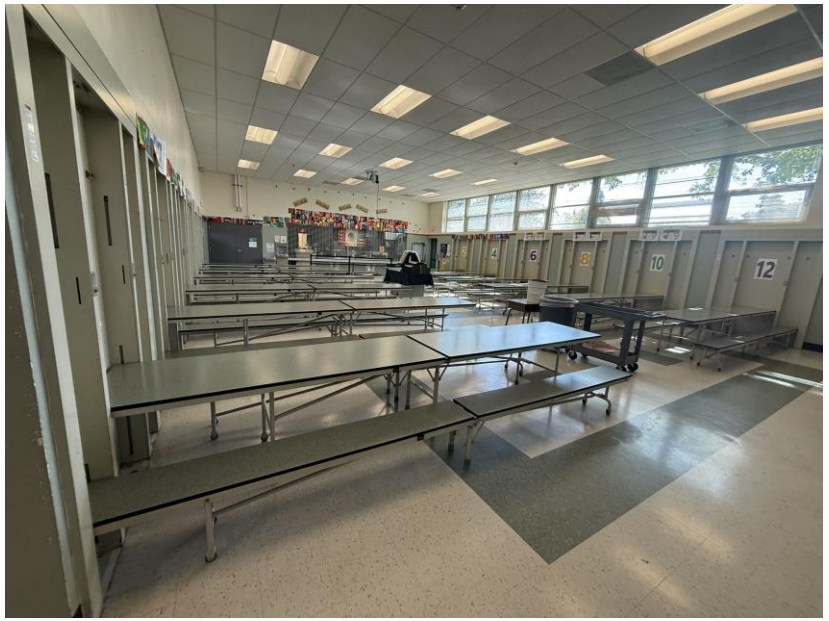
   Recognizing that the scale of identified capital needs extends well beyond what can be addressed through annual operating resources alone, the Task Force recommends that the District establish a Bond Planning Committee to initiate preparation for a potential future general obligation bond, using the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

Turn and Talk

Turn and Talk

What has stood out to you so far, and how does it connect to your own experience with our schools?

What has you thinking, “Yes, I’ve seen that” and what has surprised you?



Bonds 101

BONDS 101

Why bonds, and how one gets on the ballot

The state help fund school operations

State funding goes to teachers, programs and the day to day.

Buildings are up to us

In Oregon, a voter-approved bond is how districts pay for major repairs and construction.

Bond dollars stay in buildings

They pay for construction, repairs and equipment. They cannot pay for salaries.

HOW A BOND GETS ON THE BALLOT

01
Know the needs
The Long Range Facilities Plan.

→

02
Build the package
This committee recommends.

→

03
Board refers it
The board votes to put it on the ballot.

→

04
Voters decide
The community has the final say.

WRIGHT PUBLIC AFFAIRS

DEVELOPING A GREAT BOND

The Sweet Spot



- **What the district needs**
  The real facility needs, prioritized and professionally costed.
- **What voters want to pay**
  The price tag that holds up in good polling.
- **Community priorities**
  What people told us they wanted when we asked them first.

Where all three overlap is the only place a bond wins.

WRIGHT PUBLIC AFFAIRS

YOUR TOOLKIT

What this committee will use to get there

Long Range Facilities Plan / Facilities Conditions

The starting point. Understanding the conditions of your buildings.

Experts, inside and outside the district

District staff, architects and financial advisors.

Cost estimates

Costs drive everything in bonds. It is important not to guess.

Polling

What voters at large think, not just the loudest voices.

Community input

Ask for their opinion before you ask for their money.

Staff input

The people who work in these buildings every day.

Family input

The parents and students who count on them.

YOUR JOB

Put it all together and find the Sweet Spot.

WRIGHT PUBLIC AFFAIRS

AFTER IT' S ON THE BALLOT

Then it goes to the voters

That part comes later. Today is about building the right bond.

1

The board refers the bond

The package and the ballot language are set.

2

Two things happen at the same time

The district informs

Just the facts: the need, the cost and the plan.

The community advocates

A volunteer campaign asks for the vote.

3

Voters decide

Election Day.

Bonds Project Categories: The “Buckets”

Draft Bond Project Categories

Proposed as a starting point; the SBDC may potentially shape and/or expand these.



School Replacement(s) & Consolidation(s)

Build one or more schools to replace and consolidate aging select aging facilities.

Scenarios for the committee to explore



Building Condition & Deferred Maintenance

Replace end-of-life systems: HVAC, roofs, windows and exterior walls, electrical, plumbing, site work, etc.

Add cooling (air conditioning) where lacking.



Safety, Security & Technology

- Secure entries
- Cameras, access control, and intrusion detection
- Controlled campus access
- Technology infrastructure



Educational Adequacy

Learning spaces that support teaching and learning, such as: STEAM and CTE, libraries, performing arts, special education, Title IX, etc.



Hawthorne Building Renovation into New Alternative Education School

Renovate the district's Hawthorne building into a new alternative education school.

District commitment

Why a bond even as we close schools?

Challenges of Under-Enrolled Schools

Less Efficient Operations

Fixed costs (utilities, maintenance, custodial, etc.) are spread across fewer students. Cost-per-pupil for building operations rises significantly with lower enrollment levels. Operating more buildings than the district needs can spread staffing, programs and resources too thin and requires continued investment in buildings that may not be needed long term.

Funding Challenges

State funding for public schools is on a per-pupil basis. With fewer students enrolled, SKPS receives less money from the State of Oregon each year. Schools require baseline staffing regardless of size: a principal, office staff, counselor(s), librarian, and specialist teachers. As enrollment falls, staff-to-student ratios become less efficient and per-pupil costs increase.

Program Viability

Fewer students at a school can mean fewer programs and/or course options. Multiple elementary schools may have to share a single music teacher or library assistant. At the secondary level, advanced, elective, and specialized programs (CTE, arts, languages, AP/IB) are often the first to be reduced or eliminated, impacting educational quality.

Educational Equity

Disparities in program offerings at under-enrolled schools (compared to schools with strong enrollment) can create inequities, such as a greater likelihood of multi-grade "blend" classes in elementary schools due to smaller grade-based cohorts. This creates placement and scheduling challenges and can affect pacing and learning continuity for students.

Why a Bond, Even as We Close Schools?

Even as the district plans for fewer schools, the schools students will attend for years to come still need investment.

1

A bond is how major building needs get funded.

Large repairs, system replacements, renovations, and significant upgrades are funded through voter-approved bonds, not the district's day-to-day operating budget.

2

Every school we operate must serve students well.

Fewer students may mean fewer buildings, but every student still deserves a safe, healthy, well-maintained place to learn.

3

Good stewardship means investing for the long term.

Many schools and major building systems are aging. Planning now helps the district invest where it will best serve students and the community for the long term.

Potential Bond Planning Implications

Right-Sizing the Number of School Facilities

The SBDC may help the District consider whether consolidating, repurposing, or closing certain school buildings could be paired with new construction to provide better learning conditions for students.

Target Capital Investments Where they will have the Greatest Impact Long-Term

Capital dollars go further when they are focused where they will have a lasting impact, rather than on facilities that are costly to maintain, poor fits for modern educational delivery, inefficient to operate, and/or constrained by site limitations.

Small Group Discussion

Small Group Discussion

- After hearing tonight's presentation, what questions or uncertainties do you still have about the bond planning process?

- What information would help you feel ready for the next meeting?



Next Meeting:

Wednesday, December 16th

- Bond Financing Scenarios
- Enrollment / Capacity / Utilization
- Discussion of Buckets A and B
- Bond Visioning