



Guiding Change Document – Long Range Facility Planning Process

<p>Current Reality <i>The Why – Where we are at?</i></p>	<p>Unacceptable Means <i>The Not How</i></p>	<p>Results <i>The What – Where we want to be?</i></p>
<ul style="list-style-type: none"> • The district is at the midpoint of the 2014-2023 (10 year) facility plan. Items from that plan that have been successfully addressed include the construction of a new middle school, expansion and improvements to the 3 remaining middle schools, acquiring Valley Crossing Elementary School, the renovation of the former Oltman Middle School to Nuevas Fronteras Spanish Immersion School, and the attendance boundary adjustments at all levels. • As a result of Question 3 being unsuccessful on the 2015 bond referendum, multiple projects at the high school level have not been completed. This includes additions onto our three high schools to accommodate projected growth. As a result, schools are at or near capacity and improvements to 	<ul style="list-style-type: none"> • We will not bring multiple plans forward, rather one final plan that is being recommended by the Steering Committee. This will be done so plans are not viewed as winning and/or losing. The Board will have the opportunity to make any final adjustments based on the options reviewed, discussed and presented. • We will not alter the existing grade configurations of K-5, 6-8, or 9-12. 	<ul style="list-style-type: none"> • Create a Long Range Facility Plan that achieves the best possible learning environments for current and future students. • Evaluate and determine if the completed projects, from the first five years of the 2014-2023 Long Range Facility Plan, have successfully addressed the current and future needs of the district at the middle school level and how the changes in the district’s current reality, since 2014, will impact the needs at the middle schools. • Evaluate and Determine whether the unmet needs included in the 2014-2023 Long Range Plan at the elementary level are viable given the district’s expanded elementary capacity with the purchase of VCES and the space available in some of the district’s southern elementary schools.

<p>enhance instruction and address structural and aesthetic needs have gone unmet.</p> <ul style="list-style-type: none"> • Previously, Hazel Reinhardt, demographer, projected that enrollment in 2017 at the elementary and middle level would be stable to slightly growing, while high school enrollment would increase by 600-800 students over the next 10 years. The district is currently contracting with Davis Demographics to update the enrollment (anticipated completion is July 2019). • Housing developments continue at a rapid pace in Woodbury, Cottage Grove, and Newport. • At the elementary level, there is adequate space for the next several years. Specific elementary schools in areas of high housing construction will, however, have space constraints as housing development continues. It is anticipated that areas on the southern end of the district will experience a decline in overall enrollment. • Increased elementary enrollment are expected at: Red Rock, Grey Cloud, and Pine Hill schools. Decreased elementary enrollment include: Newport, Crestview, Hillside, and Armstrong. • Unmet needs exist at the elementary level as a result of Question 3 being unsuccessful. This includes the need to enhance space for collaboration and performances, adding bathrooms, and the creation of additional 	<p style="font-size: 48px; opacity: 0.2; letter-spacing: 0.5em;">DRAFT</p>	<ul style="list-style-type: none"> • Evaluate and determine whether the unmet needs at the high school continue and explore alternatives to address capacity concerns at ERHS and WHS. • Create teaching and common spaces that integrate special education and general education programming. • Design equitable learning spaces that will provide consistent programming based on the district program of study and/or course offerings at the elementary, middle or high school level. • Evaluate the current efficiencies of facilities with a focus on best meeting the needs of students. • Analyze the merits of shifting projects from the Long Term Facility Maintenance Budget to a future bond referendum budget if one is considered. • Expand on the 2014-2023 facility plan to incorporate the capacity, structural and aesthetic facility needs through 2028 based on the results of the Davis Demographic enrollment projections, the updated long term facility maintenance plan and the needed renovations to existing schools to address changes in curriculum and/or instructional delivery methods. • Ensure appropriate space for Early Learning, Preschool Programs, and Adult Learning, while keeping in mind the financial support required through Community Education.
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high needs instructional spaces.

- Community Education, including our Early Learning programs and Kids Club, have specific space needs that are difficult to meet due to inconsistencies in the number of available classrooms and spaces in existing schools.
- A large number of new housing units across the district currently fall in the ERHS attendance area which is already experiencing significant capacity concerns.
- High Needs special education space: currently each school has 2-3 classes and many referrals each year, classes are full and kids often need more space to regulate due to behavior concerns and reducing proximity to other students. There is currently no more space available in schools.
- ECSE space, largest growing special education program, is constantly competing for space with ECFE, general education and K-5 special education center based spaces.
- Federal Setting 4 - due to higher level needs of students, space issues with 916 and increased costs of Federal Setting 4 programs, the district needs to explore and create internal and sustainable program options.

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- Create learning spaces that support college and career ready students by providing flexible, adaptive spaces for learning to occur. This should include learning environments that inspire social interactions and support diverse instructional styles and accommodate multiple forms of collaboration.