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Dallas School District
Long-Range Facilities Plan
Introduction

The Dallas School District Facilities Committee began meeting in April 2013 and was given the task by the Dallas School Board to develop a long-range facilities plan. The Committee met on a monthly basis and studied repair and maintenance issues, demographics and enrollment, school programs, and projected future program needs of our schools.

The following pages of this long-range facilities plan reflect the research the committee reviewed, the state of our facilities, and the challenges and opportunities at each school site. Important to this plan is the recommendation for the future. Included in the appendices are any source documents or reports important to the recommendations of the committee.

The committee consisted of the following members:

Bob Baxter, Chair
Alice Bibler
Larry Blair
Gerold Floyd
Lisa Mance
Dave Pederson
Gary Suderman
Kristi Tichenor
Matt Posey, School Board member
Jon Woods, School Board member
Kevin Montague, Facilities Manager
Christy Perry, Superintendent

Important to the work was development of beliefs about the purpose and use of schools. Prior to developing these beliefs, the committee received input from staff and community. The following belief statements guided the work of the committee and the recommendations for the facilities in Dallas School District:

- We believe the purpose of our school facilities is to provide a place for teaching and learning.
- We believe our school facilities should provide a safe and effective learning environment for our students.
- We believe our schools are a resource not only for our students, but for our community.
- We believe our students should have adequate facilities that are up to date and well maintained.
- We believe our school sites should be adequate for future growth.
- We believe our schools should be welcoming and a place of pride for our community and students.

EXECUTIVE SUMMARY

Dallas School District (DSD) has worked through a facility planning process with a committee made up of district staff and volunteer community members. The Facilities Committee began by seeking input and developing a series of belief statements regarding DSD facilities. The committee then studied demographics, reviewed each site for repairs and maintenance, reviewed educational standards and mandates, and completed a tour of each facility. The result of the seven-month committee work is a long range facilities plan and a series of recommendations.

Belief Statements

- We believe the purpose of our school facilities is to provide a place for teaching and learning.
- We believe our school facilities should provide a safe and effective learning environment for our students.
- We believe our schools are a resource not only for our students, but for our community.
- We believe our students should have adequate facilities that are up to date and well maintained.
- We believe our school sites should be adequate for future growth.
- We believe our schools should be welcoming and a place of pride for our community and students.

Demographics

The facilities committee has reached the following conclusions regarding the demographics of Dallas School District:

- History indicates there will be slow and steady growth overall. Since 1987, student enrollment has increased by 27%. This averages approximately 1% per year.
- Tracking birth rates, the percentage of children who attend Dallas School District, and cohorts of students as they travel through the school district, provides indicators regarding future facility needs and potential capacity issues.
- The regional and local data projects growth. The historical data on enrollment indicates plans are needed with multiple options (Plans A, B, and C) to provide flexibility for growth depending on the actual outcome.
- Important in the study of facilities is to not only understand demographic projections, but also to be clear on other factors (funding, class size, programs, mandates, etc.) that may have a greater immediate impact on facilities than enrollment growth.

Recommendations regarding future enrollment:

- Continue to annually monitor demographic data including birth rates and enrollment data to determine any changing trends.
- Plan for growth, which is expected to increase at a steady rate (based on historical data).

- Determine if there are ways to track and monitor (for facility and programming reasons) students who live within district boundaries but do not attend Dallas School District (home school, private school, out of district, online, or charter school).
- Include demographics information, school population, program requirements, and funding in any decisions regarding facilities.

Educational Standards and New Educational Requirements

A significant driver regarding facilities needs is the educational requirement. In the study of the facilities, the committee noted this as a more important driver than any immediate increase in student population. Immediate needs that will impact our facilities are as follows:

- Full-day kindergarten—The district has the option to implement a full-day kindergarten program and collect funding in 2015–16. If the district chooses to implement this option, there will be an immediate need for six additional classrooms. Full-day kindergarten, while not required at this time, has an education benefit to our students. We recognize the earlier we get young children in school, the quicker we can close the achievement gap for our most at-risk students.
- PE Instructional minutes—The state is requiring an increase to instructional minutes in 2016–17. When implemented, we will need to increase the time the gym is available for PE classes and decrease any use of the gym for activities such as lunch. This requirement puts an increase on common space demands across Lyle, Oakdale, Whitworth, and LaCreole. If this requirement becomes an Oregon Administrative Rule under Division 22, we would be at risk of losing state school funds if we did not meet the requirement.
- Increase in technology and assessment—The world is changing quickly for our students so there is a need to increase digital access for all students. Students need greater access to a variety of technologies to be prepared for college and careers and should be skilled in numerous platforms (desktops, mobile devices, etc.). The new assessment system in Oregon, Smarter Balanced Assessment Consortium (SBAC), requires students to have high levels of technical skills in order to manage the testing environment. Passing the essential skills requirements through SBAC is one way to meet the graduation requirements for a diploma.

In 2014–15, students will transition to a new state required testing system, which will demand students have greater instruction in and access to technology. A heavy blanket wireless system is needed at each site to accommodate testing. Library spaces may look different in the future and we will need an increase in computer labs for testing. Currently only Whitworth and LaCreole have a heavy blanket wireless system and only Whitworth has the technology equipment necessary for the expected digital literacy instruction. Important to note in the educational standards is the loss of programs and positions during the past decade. In part, the schools are not at capacity because there are fewer classroom teachers with more students in each classroom and fewer additional programs such as electives that typically have used classroom space. As additional funding is available, schools will reach capacity more quickly.

Community Use of Facilities

The community use of facilities are in high demand at each site. After-school programs, youth recreation, and adult community programing place an additional requirement on classroom and gym use each day, especially in the winter. In a community with a population of approximately 15,000, the schools are heavily used as community space. In each school, the number one articulated need is additional common space for PE, school assemblies, lunch, after-school programs, and community use.

At Lyle and Oakdale, there is one large space (gym) which is also used as the lunchroom, assembly location, TEAM time, harvest festivals, and any other activity within the school where more than one classroom of students is involved. The Facility Committee sees a need to increase the common space at each site by constructing a stand-alone gym. This recommendation serves all K-3 students in the district in addition to providing space for youth and adult recreation and competitive programs.

Although each school cited a specific need for more common space, the Facilities Committee also targeted Dallas High School as a site in need of renovation and an additional facility. The wrestling program has outgrown practice space, and the space is not ADA accessible. The weight room and locker rooms are also inadequate for the number of students who use the space. The Facilities Committee recommended a stand-alone building to accommodate wrestling, weight room, additional locker rooms, and PE classes. This facility would be available for additional community use as well.

Repair and Maintenance

Schools range in age from 39 years to 65+ years old. With the age of the facilities comes the constant need for repairs and maintenance. The 2009 bond updated boilers, parking lots, and roofing across all sites, but there is an ongoing list of maintenance and repair items to keep our schools in the necessary condition for long-term use.

American's with Disabilities Act (ADA)

We have a few remaining areas which are not ADA accessible. While some sites met the ADA requirements at the time they were built, they are not fully ADA compliant. As of March 15, 2012, we are required to bring each building's "path of travel" up to current ADA codes with any new construction, renovation, or renovation of space. The term "path of travel" also includes the restrooms, telephones, and drinking fountains serving the altered area.

Seismic Upgrades

Senate Bill 14 (2001) requires school buildings in Oregon identified as high-risk buildings to be in "life-safety" condition by January 1, 2032. The first step in the process was a Rapid Visual Assessment (RVS) by the State of Oregon Department of Geology and Mineral Industries (DOGAMI) to determine collapse potential for all school buildings in Oregon.

After performing the RVS, DOGAMI gave all schools in the Dallas School District a high potential collapse rating, with the exception of Oakdale, which received a moderate collapse rating. The next step in meeting this mandate is to have a comprehensive structural evaluation completed on each school in order to develop a plan for seismic rehabilitation and to be ready for state grant funding if it becomes

available. The cost of a structural evaluation to determine seismic rehabilitation is approximately $25,000–$35,000.

Prior Funding

In 2009, voters approved a bond for repairs and maintenance. The district financed this bond (2010 Series) in such a way as to not raise the property tax rate for property owners residing in Dallas School District. The 2010 series also qualified for low interest rates through the Qualified School Construction Bond program. The interest rate was 0.9%, which is one of the lowest interest rates in the state.

The district selected the projects in such a way as to maximize the available stimulus money available through the Americans Reinvestment and Recovery Act. This bond for $8.6 million when combined with federal and state grants and stimulus dollars yielded the community of Dallas $10.3 million dollars in projects completed. The projected ranged from parking lots, to roofing, to energy upgrades, to new boilers at each site. The final payment of the 2010 series is in June 2016.

Recommendations

Based on current data, Dallas School District should continue to plan for a new school within the next 10 years.

- Monitor the demographics data annually to see if there are unexpected trends.
- Monitor and continue to plan for changes in educational programs that are required and affect facilities.
- Prioritize the list of maintenance upgrades, school renovation, and common space additions on the following:
    - Maximize the number and efficiency of projects within existing revenues
    - Critical maintenance issues
    - Renovation of space to maximize educational space
    - Safety/security upgrades
    - ADA upgrades
    - Add common area space if possible
- Continue to refine the facilities plan with an ongoing committee of community members.
- Develop educational specifications for future renovations and new school. This should be a committee of both school personnel and community members. Timeline one to two years.
- The School Board should ask the voters for a seven year repair and renovation bond. The amount of the bond should not increase the tax rate. The board should place this request on the ballot either November 2014 or May 2015.
- District and school specific recommendations for school renovations are found on page 35.
- District and school specific recommendations for expansion and siting are found on page 37.

DALLAS SCHOOL DISTRICT FACILITIES OVERVIEW

Dallas School District, located in Dallas, Oregon in the Mid-Willamette Valley, serves more than 3,200 students in kindergarten through grade 12. The city of Dallas is located 20 minutes west of Salem and is the county seat for Polk County. Dallas is a family-oriented community with a population of approximately 15,000. Over the past five to seven years, the community has lost a major employer and has been hit hard by the 2008 recession. As a result, our school district has experienced declining enrollment.

Dallas is a bedroom community to Salem, and the demographics include families who work in Dallas, Salem, and the surrounding area. Because of the livability in Dallas, a large percentage of the population are retirees.

Dallas School District serves students within the city limits of Dallas and the rural communities of Pedee, Bridgeport, and Rickreall. Dallas School District has two primary schools (grades K–3), one intermediate school (grades 4–5), one middle school (grades 6–8), one high school (grades 9–12), an alternative school that serves students in grades 11 and 12, and one K-8 charter school that serves students in rural Polk County.

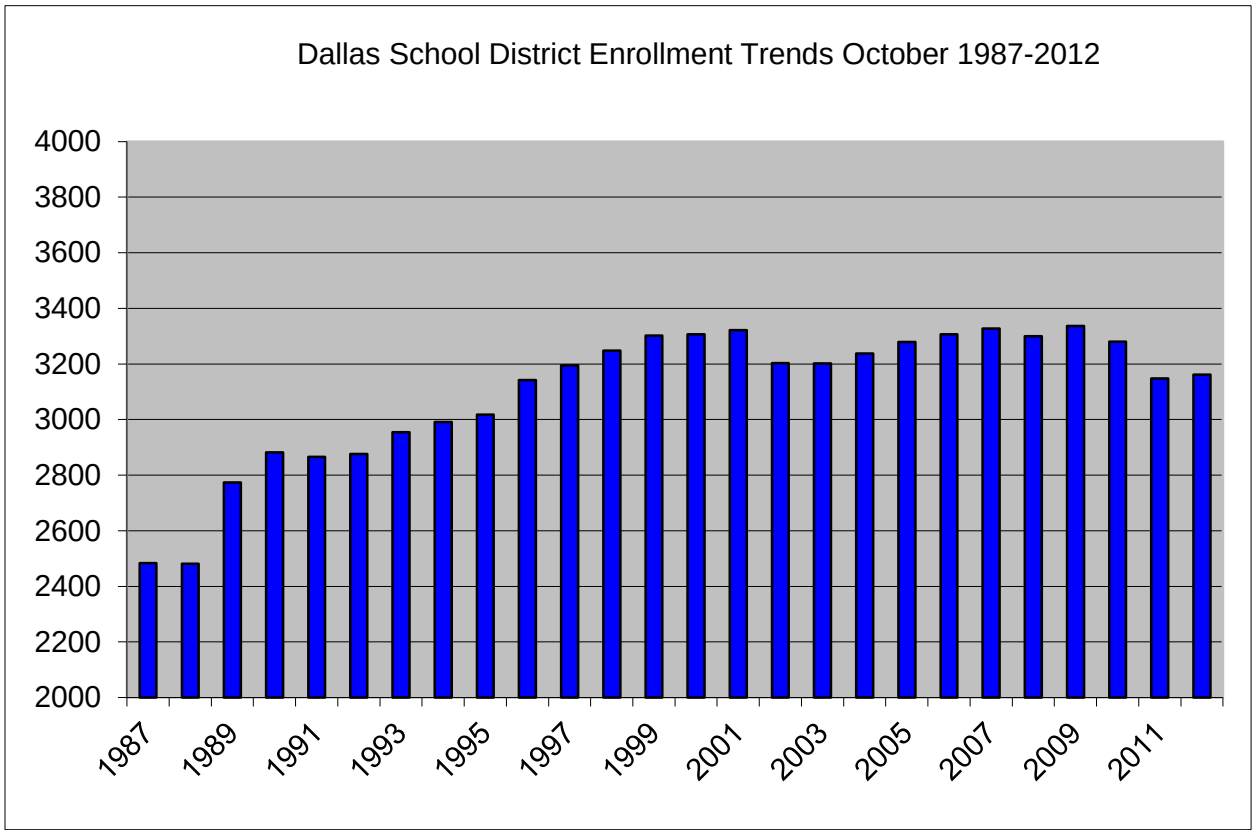
The following chart provides a brief overview of the facilities in Dallas School District:

School	Year Built	Additions	Insured Value	Modular	Total Acreage	Sq. Feet	Classrooms
Lyle Elementary School	1950	1953, 1969, 1975, 1995, 1998	6,010,860	1 unit/ 2 rooms	23.65	54,376	25
Oakdale Heights Elementary School	1975	1998	5,452,920	1 unit/ 2 rooms	14.77	46,376	25
Whitworth Elementary School	1956	1958, 1965, 1975, 1995, 1998	5,975,160	1 unit/ 2 rooms	8.35	50,540	25
LaCreole Middle School	1966	1975, 1996	15,853,820	None	27.43	115,806	44
Dallas High School	1953	1955, 1958, 1962, 1966, 1974, 1997, 2002	20,021,580	2	29.35	195,524	59

School	Year Built	Additions	Insured Value	Modular	Total Acreage	Sq. Feet	Classrooms
Daily Living Skills	1996	None	177,480	None	.20	1,372	1
*Bridgeport Elementary School	1915	1949, 1991	Insured by LVCS	2	1.07	8,377	6
*Pedee Elementary School	1930	1945, 1956	Insured by LVCS	None	2.51	10,280	4
District Office & Morrison	1935	1946, 1988		None	1.43	30,363	7 plus offices for district office

*Sold to Luckiamute Valley Charter School, Fall 2013

Enrollment in Dallas School District over the past 20 years has increased by 11%, an average of .5% per year. Since the recession of 2008 and the closing of a major employer in the community, we have been experiencing declining enrollment. The following graph shows actual enrollment since 1987.



Dallas School District has a high poverty level—over 50% at all three elementary schools, and all three schools are school-wide Title I programs. Dallas School District has a small percentage of English Language Learners (ELL)—below 2%.

Dallas School District serves roughly 450 students identified for special education services. Each school has a variety of programs that serve our special education students. Each program is defined in the educational standards portion of this document. The needs of special education students have changed drastically over time, and the amount of space needed for each student has also changed. Developing IEPs and placement depends on the students' needs; however, they also depend on the ability of the district to provide for those students. The Developmental Learning Center (DLC) classrooms are overcrowded to the point that students and staff have to find other areas to work on students' IEP goals. Each special education teacher in the DLC could use an additional classroom for programs.

The challenges of the facilities in Dallas School District include aging facilities, educational changes resulting from increased access to technology, state mandates, changes in educational standards and curricular focus, and changing student demographics. Each factor presents facility challenges and requires us to be creative in our use of resources and space.

It is difficult to put a number on the enrollment capacity of each school. The capacity depends upon the ability to staff programs, educational mandates, and priorities of spending within the budget. One example of educational impact is the implementation of full-day kindergarten. In 2015–16, Dallas School District will be able to offer full-day kindergarten and receive funding for this program. Full-day kindergarten immediately requires two to three additional classrooms at Oakdale and Lyle. From an educational perspective, we know it is the right thing for kids. From a facility perspective, implementation will require us to crowd other programs.

Over the past several years, we have experienced a revenue shortfall. Because of this, we have cut teachers and programs. While harmful to education, this relieves facility crowding by opening up classrooms. Some cuts in staffing increased class size. This challenges our facilities because of classroom space. One clear example of this is the science classroom space at Dallas High School. The science classrooms were built for 28 students. Current class size ranges from 34 to 38 students. There is little room for movement in these classrooms, let alone conducting safe science labs to teach inquiry based science concepts.

In November 2009, the voters in Dallas School District passed a facilities repair and maintenance bond. The approved bond provided much-needed repairs and upgrades to all buildings in Dallas School District. Using the Qualified School Construction Bond (QSCB) program, Dallas School District sold the bonds at a state low rate of 0.9% interest. This saved taxpayers close to a million dollars in interest. The bonds were privately placed, so current federal budget issues do not affect the interest rate. Dallas School District was also able to capitalize on energy incentives and stimulus funding for energy projects to turn the voter-approved $8.6 million dollars into $10.4 million dollars in projects. The 2009 Bond will be paid off in June 2016.

The following sections in this document give more detail regarding each school and the surrounding property of Dallas School District.

DALLAS SCHOOL DISTRICT DEMOGRAPHICS

The Facilities Committee performed a comprehensive review of the demographic data from a variety of sources to draw conclusions regarding the future of enrollment for Dallas School District. The committee agreed to use the following data sources to draw potential predictions/conclusions regarding future enrollment:

- Birth rates in 97338 Zip Code (Source: 2010 US Census)
- City of Dallas Population (Source: 2010 US Census)
- Dallas School District Enrollment History (Source: Oregon Department of Education and Dallas School District)
- 97338 student enrollment (Source: 2010 US Census)
- Current Population and Population predictions for Polk County (Source: Oregon Office of Economic Analysis)

Observations and comments on the data:

- Since 1987, Dallas School District experienced a 27.2% growth in student enrollment. This averages to approximately 1% per year.
- Enrollment appears to be heavily affected by the economy. (To say this we need to insert key economics over our enrollment).
- The Oregon Office of Economic Analysis states that net migration (people moving into the state) has been a large driver of population growth in Oregon for the past few decades and this migration is expected to continue between now and 2025. In the Willamette Valley, migration is predicted to be 70% of the population growth between 2010 and 2025. Migration is predicted to account for a 7% increase in youth 19 and younger in the Willamette Valley between 2010 and 2025.
- The population in the city of Dallas has increased 71% since 1980 (1980 = 8,500, 2010=14,500).
- Birth rates in the 97338 zip code have been up and down since 1989 with a low of 153 births in 1993 and a high of 240 births in 1998. Since 2004, births in the 97338 zip code have been over 200 which may indicate an upward trend of births in the 97338 zip code.
- Approximately 76% of the eligible students are enrolled in Dallas School District K-8. The percentage of eligible students increases to 96% in grades 9-12. Parents of young students seem to educate their children outside of the public school system (home school, online charter schools, private schools, etc.) in the elementary grades, but have their children enter the public school at a higher rate in either middle or high school.

The Facilities Committee has reached the following conclusions regarding the enrollment of students in Dallas School District:

1. History indicates there will be slow and steady growth overall. Since 1987 student enrollment has increased by 27.2% growth. This averages approximately 1% per year.

2. Tracking birth rates, percentage of children who attend Dallas School District, and cohorts of students as they travel through the school district, provides indicators regarding future facility needs and potential capacity issues.
3. The regional and local data projects growth. The historical data on enrollment indicates plans are needed with multiple options (Plan A, B and C) to provide flexibility for growth depending on the actual outcome.
4. Important in the study of facilities is to not only understand demographic projections, but also to be clear on other factors (funding, class size, programs) that may have a greater immediate impact on facilities than enrollment growth.

Recommendations regarding demographics:

1. Continue to monitor demographic data annually including birth rates and enrollment data to determine any changing trends.
2. Plan for growth and develop Plan A and Plan B.
3. Determine if there are ways to track and monitor (for facility and programming reasons) students who live in the district boundaries, but do not attend Dallas School District (home school, private school, out of district, online, and charter school).
4. Include demographics information, school population, program requirements, and funding in any decisions regarding facilities.

FACILITY REQUIREMENTS TO MEET EDUCATIONAL STANDARDS

There are many factors to consider when determining the educational standards that give our students the best opportunity for a well-rounded education. First and foremost, the amount of space available in order to best meet the learning goals of our instructional staff must be considered. Dallas School District reviewed the educational standards defined in the 2008 Comprehensive Facilities Plan and further defined educational standards based on changes in service delivery, state mandates, and the rapid change in technology since 2008.

During this assessment it would be easy to forget about the programs that have been reduced because of inadequate funding. For the purposes of this facilities plan, we evaluated these programs not based on whether or not we could fund them, but based on whether or not we believed them to be core instructional programs in Dallas School District.

There are several key mandates that will significantly affect our facilities in the coming years, and they are discussed in greater detail in these standards. The following timeline outlines the timetable for new requirements:

Current	Digital literacy standards met by grade 8
2014–15	Smarter Balanced Assessment Consortium (SBAC)
2015–16	Full-day kindergarten
2017–18	New PE requirement

To continue delivering quality educational programs, a sufficient number of classrooms with appropriate square footage are essential. In order to establish an effective learning environment, we must consider our educational standards and our permanent capacity. Capacity for planning purposes is viewed in terms of our program standards for learning. The educational standards set forth in this document are not ideal, but rather are realistic views of our educational priorities, state mandates, and the learning environment we believe is best for the students of Dallas School District.

Due to the differences at the three distinct levels of facilities—elementary, middle school, and high school, the following outlines the unique needs.

The following guidelines are the standard for establishing class size recommendations as they pertain to capacity of the schools rather than funding or educational impact:

Elementary:

- 23 students per kindergarten classroom
- 25 students per classroom for grades 1–2
- 28 students per classroom for grades 3–5
- Classroom space for computer lab, music, Title I, counseling, and special education (DLC and ERC)
- Gym to accommodate PE requirements
- Lunchroom/multi-purpose room

Middle:

- 28 students per classroom for grades 6–8
- Science classrooms to accommodate labs, lectures, and demonstrations
- Classroom space for computer lab, band, choir, home economics
- Gym space to meet future PE requirements
- 800–1000 in Common Areas (lunch area and gym)

High School:

- 28 students per classroom for grades 9–12
- Science classrooms to accommodate labs, lectures, and demonstrations
- Space for technology and updated classrooms to accommodate professional, technical, and career education
- Classroom space appropriate to accommodate elective programs
- 1,200–1,500 in common areas (lunch area and gym)

Technology Infrastructure

In addition to sufficient space, there is an urgent need at all grade levels to have a greater number of our classrooms with ready access to technology. From a young age, students need to be taught what and how to use online tools as well as contribute constructively online. Proficiency should be achieved by the end of 8th grade, and Oregon has adopted digital literacy standards. In high school, students should be expected to integrate online tools and different types of hardware into their everyday, academic lives. They should also know when technology is and is not the best tool for the job. All this teaching should be done in the context of educational content, knowledge, and skills.

This urgent need comes in the form of wireless access that can be accessed by a large quantity and variety of mobile devices. Currently, through a grant from Spirit Mountain Community Fund, we are developing a saturated wireless blanket at Whitworth Elementary School and have over 100 mobile devices (iPads, chrome books, etc.) at this site. This allows for specific teaching in digital literacy and internet safety for all students in Dallas School District at the 4th and 5th grade levels. This level of technology infrastructure is essential in all schools in our district. Allowing the use of technology as a learning tool is essential for our students to be competitive after high school. Our facilities must accommodate this need for access to advanced technology. There is a pressing need to duplicate the Whitworth project in each of the other schools.

Dallas School District is uniquely poised to handle the increased demand on our network infrastructure because of strategic investments a few years ago. The District used a combination of district funds and grant funds to complete a build-out of a fiber infrastructure between all Dallas district properties and the District Office.

There are currently increasing demands on all computer labs within our district for the purposes of state assessments. In 2014–15, the state will change the assessment system to a system provided by the Smarter Balanced Assessment Consortium (SBAC). This new assessment system will force us to upgrade testing computers to accommodate the requirement for stylus input. In addition, SBAC testing must be completed in a 12-week window. The current testing window spans nearly seven months. The approved use of wireless devices for testing puts additional pressure on the need for a saturated wireless blanket at each building. Our schools would not be able to continue the current access to computer labs and meet the increased demand for testing in the final three months of school. If both instruction and

testing are to continue, additional computer labs and/or mobile devices (and the supporting infrastructure) will be required.

Current Computer Labs

DHS	LCMS	MC	Lyle	OH	WW
e2020	OAKS	Computer Lab	Computer Lab	Computer Lab	Library Lab
OAKS	7th Grade Lab				OAKS
Careers	Library Lab				
Library Lab					

Technology Space

Grades K–3: Space for technology education beginning in kindergarten and progressing through all grades is a priority. Technology labs to accommodate the educational needs of the K–3 population as well as provide space designated for state testing must be considered. Electrical upgrades are often required to support charging of mobile devices. Core education classrooms should also have sufficient space for a number of computer stations, charging stations, and secure storage of mobile devices. The development of technology skills at a young age will assist our students in their success in future educational experiences.

Grades 4–8: In addition to the needs of the K–3 level, students at the 4–8 level have additional needs when it comes to technology lab space because of SBAC testing that will occur at every grade level. Throughout the instructional day, students need to be able to access computers and mobile devices for learning purposes. Teachers need computer lab space to accommodate both group and independent work. Having the capability to offer mobile labs to accommodate classrooms for instruction, research, and testing is also important. For state assessment purposes, labs need to be dedicated to appropriately meet this requirement during a crucial instructional period of the school year.

High School: A building that supports Bring Your Own Device (BYOD) will become essential first at the high school level and eventually all levels. BYOD at the high school will require an extremely robust and secure wireless infrastructure. This is in addition to all the wireless device, computer lab, and classroom computing needs of the K-8 buildings.

Science Classroom Space

Elementary: Science is integrated in regular classroom. There should be adequate, safe storage for science materials.

Middle: Classrooms designed for science labs, both basic and advanced, is ideal. There must be sufficient electrical capacity to run a multitude of technologies as well as provide gas for increased teaching capacity of required science. In conjunction with appropriate and sufficient supplies to operate labs, space also needs to be available to accommodate direct instruction in these rooms. Rooms should be equipped with storage space to keep equipment safe and protected.

High School: With the increase in the number of lab sciences required for students to graduate, there is a need to provide space to accommodate these tasks. Design of the high school science classrooms needs to provide sufficient space to perform a multitude of science labs needed by the different

disciplines. Functioning workstations that are adequate for performing labs with full classes is a necessity. Configuration of a peninsula lab with additional floor space to provide for direct instruction is ideal. We currently have 34–38 students in our science classrooms. In classes where there are more than 30 students, labs are reduced and modified for safety. Current science classrooms were built to have 28 students in a class.

Physical Education Space

In 2016–17, the Oregon PE mandate will be required for all students in Oregon Public Schools. Students in K–5 must receive 150 minutes of physical education per week, and students in grades 6–8 must receive 225 minutes of physical education per week.

Elementary: Creating fit and healthy students is extremely important at all levels. Helping our students develop lifelong healthy habits must begin at an early age, and in Dallas School District this begins in kindergarten. Having sufficient space for every class to have access to physical education on a daily basis is a standard, and this standard must be considered when planning for future facilities. Gym space in conjunction with appropriate physical education instruction must be available for classes to access. Students must receive 150 minutes of physical education per week by 2016–17.

Middle: Gym space must be able to accommodate multiple physical education classes in any given period of the day as well as extracurricular activities for all seasons. Locker room space needs to allow for students to shower and store PE and athletic clothing and equipment. Main gym space should be large enough to seat at least the maximum capacity of the building for school-wide activities and special programs such as recognition ceremonies. Ample number of playing fields needed to be in close proximity to the main building with equal access to all participants. Students must receive 225 minutes of physical education per week by 2016–17.

Art, Music and Theater Space

Elementary: Art is integrated in the regular classroom. Classrooms need to be designed to incorporate art instruction on a regular basis as well as account for storage equipment and supplies. Classrooms designated specifically for music are a necessity. Music classroom space should be sufficient enough to account for full classrooms as well as safe equipment/storage and space for movement.

Middle/High School: Art classrooms need to be twice the space of normal classrooms for instruction to large classes and also have sufficient space for storage of supplies in a safe and secure manner. There is a great need for separate facilities for instrumental, vocal, and technical music. All music spaces need to be designed specifically to meet the needs for appropriate instruction in these areas. There needs to be sufficient space to meet the expectation that these will be high-demand classes. Space needs to be designated as technology workstations for recording and soundproof practice rooms. At each level, a designated on-site theater facility is needed to accommodate student productions. Theater technology areas for productions and instruction should be large enough to accommodate intermediate sized groups. Theater capacity needs to accommodate large groups such as class meetings as well as space enough for large community theatrical productions. Theater sets should be designed with fly lofts for storage and an orchestra pit to accommodate musical theater productions. Ideally, there should be dressing rooms incorporated into the facility for production activities.

Library/Media Service Space

Elementary: Our elementary schools need sufficient space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as an instructional support as well as an area that can be used as a common meeting place for the school and community.

Middle/High School: The secondary level needs space to provide a state-of-the-art library with incorporation of a media complex. The majority of this complex would be utilized as a traditional library space large enough to handle multiple classes at any given time. In addition, an incorporated technology lab and attached classrooms for independent or classroom instruction to meet the needs of the student population. This complex would also need to have space for media staff to house equipment as well as periodical and book offerings.

Career and Technical Education Space

Elementary: Career and technical education is integrated in the regular classroom.

Middle: Classroom space designated for career and technical education should be larger than a regular classroom and offer versatility as demands for professional, technical education change. The classrooms should handle current and future electrical and technology demands.

High School: Career and technical education space should be large enough to offer courses to meet basic skills for industry standards. The offerings should help students learn basic skills in woods, metals, and agriculture as well as family and consumer studies. Facilities of this nature need to reflect current applicable skill development as well as technical education to better prepare our students. Indoor floor space needs to be sufficient enough to accommodate building and indoor projects during the rainy season of Oregon. Design of the facilities need to account for the vast storage needs of career and technical education courses and that which can be both safe and secure. Family and consumer studies courses such as catering and culinary arts must have modern facilities and have enough space to safely provide instruction to large groups of students. Career and technical education is a rapidly changing curriculum and classrooms must be versatile to meet the evolving demands of this area in education.

Kindergarten

The implementation of full day kindergarten is something that our district values. In 2014–15, we will begin to collect full weighting for our kindergarten students (we currently collect .5) if we offer a full-day program. As the needs of our students are changing, preschool is becoming essential to the success of children in elementary school. Preschool should be incorporated into every elementary school to provide students service that they need at this age. Core classroom space needs to reflect this shift in the need for dedicated classrooms for both full day kindergarten and preschool education.

Special Education

Each school should provide three separate special education programs. The Developmental Learning Center (DLC) primarily serves students with more severe disabilities including development delays, autism, and mental retardation. The Educational Resource Center (ERC) serves students with learning disabilities and students who are not academically performing to their grade level. Each school should also serve students with behavior needs, and this classroom can be an Intensive Learning Center (ILC) or Structured Learning Center (SLP).

- **Educational Resource Center (ERC):** The unique needs of this group of students require specialized space. The ERC should be larger than a regular classroom and should include space for individual and small group instruction. This classroom should also provide areas for students to work without distractions. Each classroom should have an office space and adequate storage space for instructional materials. Each elementary school should have one classroom available for students served in the ERC. There should be three to four ERC classrooms at the middle/high school level.

- **Developmental Learning Center (DLC):** Each school also needs a larger classroom, with office space, for students served in the Developmental Learning Center (DLC). This space needs to be large enough for life skills instruction, physical and occupational therapy and space for small group and individual instruction. The DLC should have a workroom for the assistants who work in this classroom. There should be one specifically designed DLC classroom at each level (elementary/middle/high).

- **Behavior Classroom (ILC or SLP):** There is also a need for one behavior classroom at each level (elementary/middle/high). This space should be larger than a regular classroom and provide areas for quiet individual work and small group instruction. There should be office space and a room with windows and sound-proofing for work with individual students. Also attached to this classroom should be a small conference room for counseling work with small groups of students.

  Current Special Education classrooms are as follows:
  - Oakdale Heights: one ERC, one DLC, OASIS (behavior) and Snapdragon (preschool) program from Willamette ESD.
  - Lyle Elementary: one ERC, one DLC
  - Whitworth: one ERC, one DLC, one ILC
  - LaCreole: three ERCs, one DLC, one SLP (accepts students from other districts)
  - Dallas High School: two ERCs, one DLC, one SLP (New Options)

Support Services

Sufficient space for interventions to include homework assistance, reading and lunch buddies, counseling, and Title I should be adequate at every level. Every school must have space available for interventions for students not meeting the standards. This should be classroom space for large- and small-group instruction and individual tutoring. Our facilities need to be versatile for offering extra support as the needs of our students change. Every school should have adequate computer lab space that is easy to supervise for those students who need to access these resources before, during, and after school.

Athletic Programs

Athletic programs are an important part of the educational program provided by Dallas School District. There should be ample field and gym space to provide the current level of athletic programs at the middle and high school levels. Consideration must be given to the gym and field space for both practice and games. If at any time land is acquired, careful consideration should be given to how athletic programs may be expanded in the future. In any expansions of athletic facilities, both male and female sports must be considered equally.

Community Use of Facilities

Dallas School District provides the community recreation space for both youth and adult recreation and a variety of other community events. Our facilities are open early morning to late in the evening, and during the winter months youth sports programs practice in every open space in our schools. This community use puts additional pressure on our space and our budget.

Lyle Elementary School

185 SW Levens Street
Dallas, OR 97338
503-623-8367

Grades K–3

Approximate Capacity	450
Current Enrollment	439
Site Size	23.65 acres
Building Area	54,376 square feet
Year Built	1950
Remodeled	1953, classroom addition; 1969, 1975 addition of gym and classrooms, renovation of media center and office; 1990, addition of play shed; 1995, addition of four classrooms and west parking lot; 1998, addition of two modular units.
Additional Structures	One modular unit with two classrooms; play shed on the playground not attached to the building.
Facility Improvements Completed since last Bond (2009)	2007 lighting retrofit, phase one asbestos floor replacement, exterior building paint, 2007 play-shed roof replacement after storm damage 2008 modular unit re-side after fire in one classroom New boiler Full direct digital controls on boiler and out to classrooms Replace all steam traps and add accessible hatches for steam trap access Replace main water service line Re-roof main classroom wing, kitchen, and boiler room (addition of insulation) Remove old chimney to reduce seismic risk Improve fire separation and egress from boiler room Remove and replace main rear parking lot and install safety crosswalks between Ellendale and the rear entry Expand front drop-off drive and expand pick-up loop Replace faucet and flush valves in restrooms Replace asbestos tile in hallways and kitchen Replace and repair siding and window on south and west walls of Quiet Park

Replace main entry doors
Install roof ladders
Replace wood window

Lyle Elementary School is a 63-year old building that currently serves students in Grades K–3.Lyle is currently slightly under capacity and does have the ability to facilitate full-day kindergarten in the current space. When music is added back to the elementary program, creating a space for a music teacher will require displacement of another program. The two modular classrooms currently on this site were used in calculating the permanent capacity for Lyle. The modular classrooms will be 15 years old in the summer of 2013. Lyle Elementary School is ADA accessible with the exception of the two basement classrooms which are only ADA accessible from the basement exterior doors.

Lyle currently has adequate classroom space (numbers of classrooms) for regular education, special education (ERC/DLC), and programs such as PE, media, counseling, and a computer lab. There is office space for speech and language, counselor, and PE teacher. The classrooms are adequate in size for no more than 28 students. With the increase of students with special needs and the need for specialized programs, Lyle could use a larger classroom for special education. The gym doubles as a multipurpose room. The gym is used for PE, lunch, TEAM time, and all additional school-wide activities such as school pictures and assemblies. The gym is used in the evening by multiple community groups including Dallas Basketball Association, Cub Scouts, Dallas Dance, and various other community requests.

The west end of the Lyle Elementary School property is currently leased to the City of Dallas for softball fields. The entire softball complex, although district property, is used for youth sports and recreation programs. This portion of the Lyle property is not used by students or staff during the school day.

The 2009 Bond work provided much-needed improvements to ingress and egress of the west parking lot off West Ellendale. The parking lot was slightly redesigned, and the circle drive on Leven's Street was expanded and renovated to provide for bus loading and unloading. These changes provide much improved traffic during arrival and dismissal for both parents and the community driving on Ellendale and Levens Street.

Lyle will be at capacity with the addition of full-day kindergarten.

Facility Recommendations for Lyle Elementary School

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.
- Complete structural assessment for seismic evaluation.
- Add multipurpose facility on the south side of the gym to include for students to eat both breakfast and lunch in this area, and to connect to the kitchen for serving breakfast and lunch. Multi-purpose facility should be built with versatile space to allow for small-group instruction, lunch and breakfast programs, use as a second gym, and be available for community use. Facility would be designed with restrooms so the modular classrooms have safer access to restroom facilities.
- Renovations:
    - Add small-group space to common area for small-group instruction (frees up one classroom for regular classroom use).

    - Storage for tables and chairs becomes custodial work area and storage (frees up one modular classroom currently used for custodial work area and custodial storage).
- Determine feasibility of ADA accessibility improvements for two basement classrooms.
- Improve safety and security:
    - Add permanent walls to classrooms 6, 7, 8, & 9, with locking doors.
    - Upgrade classroom door hardware.
    - Renovate front entrance to vestibule (second interior entrance).
    - Add basic keyless entry.

Ability to Expand on Site

If future expansion is necessary, Lyle Elementary could be expanded to the south on the Levens Street wing. An expansion may include two stories with two to three classrooms on each level (net gain of four to six classrooms). Any expansion should include water and restrooms for the basement classrooms and ADA accessibility for the lower level.

The Lyle softball complex could potentially be an area of expansion. The current recommendation would be to add on to Lyle if there was needed capacity prior to building a new school and reserve the Lyle complex as a potential school site.

Oakdale Heights Elementary School

1375 SW Maple
Dallas, OR 97338
503-623-8316
Grades K–3

Approximate Capacity	412
Current Enrollment	365
Site Size	14.77 acres
Building Area	46,375 square feet
Year Built	1975
Remodeled	1998 addition of two modular units
Additional Structures	Two modular units; play shed is attached to the building between the main structure and the east wing of the school.
Facility Improvements Completed since last Bond (2009)	2007 lighting retrofit, new carpet throughout building, exterior paint, mansard roofing replacement, gym siding replacement
	Direct digital controls to electric heating system
	Repair roof over locker rooms and portions of gymnasium
	Install ADA accessible crosswalk at the site's entry
	Replace weather-damaged sidewalks
	Separate bus and parent drop-off and pick-up zones to increase student safety
	Install a new canopy for students waiting in parent drop-off and pick-up zone
	Remove and replace failing asphalt in main parking lot
	Build a new parking lot with 46 spaces and lighting
	Restroom faucet and flush valve replacements
	Repair roof drains
	Replace and paint siding on main building
	Replace and paint siding on modular unit
	Install restroom doors in all restrooms
	Remove room 20 carpet, and seal concrete

Oakdale Heights Elementary School, built in 1975, is the newest facility in Dallas School District. Oakdale was built at the south end of town at a time when development in the city was expanding toward the south. Since that time, the development in the City of Dallas has expanded both to the east and to the west of town. Because of the change in development, Oakdale has the largest elementary attendance area, and the boundaries have been changed three times in the past 10 years. The modular units on site were used in calculating the permanent capacity for Oakdale. The modular units will be 16 years old in the summer of 2014. Oakdale Heights Elementary School is ADA accessible.

Oakdale Heights is a school-wide Title I school. The Title I program has an office space and a designated classroom. Oakdale also has three special education classrooms (ERC, DLC, and Oasis behavior classroom). Oakdale also provides space for the Willamette ESD preschool program, Dragon Fly. Although this program is an ESD program, many of our district students are served through these services.

Oakdale does not have a lunchroom. Students are served and eat in the gymnasium. This impacts gym use during the school day and limits the additional gym space for rainy day recesses. Breakfast is currently served in the hallway since the gym is being set up for PE class before school.

Oakdale was built with a "temporary wall" structure between classrooms. In the design of this building, it was thought that the moving walls would facilitate team teaching and more open classrooms. This has not been the reality, and educationally they are a distraction because of the noise between classrooms. This is especially true for those classrooms that are by nature noisier. We have added additional sound-proofing between a special education and regular education classroom. In addition, the classroom size of Oakdale Heights is small in comparison to other elementary schools. Once class size increases above 24 students in a classroom, the physical size of the classroom is too small.

The additional parking lot which was built in the summer 2010 provides much-needed parking for volunteers and parents during the school day and for large school events. In addition, the added crosswalk and separation of bus lane and parent pick up has made a vast improvement to the safety of this parking lot.

The property of Oakdale is 14.77 acres, and the original design planned for a future addition of a pod area. There is space on the site for expansion, but the growth in this area of the community along with the access challenges does not lead to a recommendation of expansion to increase the permanent capacity.

It is anticipated that during the 2015–16 school year we will reach full capacity. With the addition of full-day kindergarten in 2016–17, we will need to make adjustments to the placement of the WESD program and the behavior classroom.

Facility Recommendations for Oakdale Heights Elementary School

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.
- Complete structural assessment for seismic evaluation. Installation of permanent walls between classrooms.
- Renovate play shed to become multipurpose room for lunch and breakfast. The facility should

be renovated with versatile space to allow for small-group instruction, multiple classroom use as needed, and be available for community use.

- Improve safety and security:
    - Upgrade classroom and exterior door hardware.
    - Renovate front entrance to vestibule (combine with play shed renovation).
    - Add basic keyless entry.
- Construct a play shed on the playground.
- Renovate former locker room to become usable space.
- Remodel one student restroom for ADA compliance.

Ability to expand on site

If future expansion is necessary, Oakdale Heights Elementary could be expanded to the north side of the building, replacing the modular unit with a wing of three to five classroom with restrooms. Any expansion to the south would best occur in a stand-alone facility, or alternatively this field would be a place for a community-based multipurpose facility.

Whitworth Elementary School

1151 SE Miller
Dallas, OR 97338
503-623-8351
Grades 4–5

Approximate Capacity	470
Current Enrollment	415
Site Size	8.35 acres
Building Area	50,540 square feet
Year Built	1956
Remodeled	1958, 1965, 1975 1995, addition of gym, east parking lot, restrooms, and three classrooms. Renovation of office, lobby area, and restrooms; 1998 addition of two modular units
Additional Structures	Two modular units; play shed attached to the multipurpose room.
Facility Improvements Completed since last Bond (2009)	2006 lighting retrofit New boiler Full direct digital controls on boiler and out to classrooms Replace all steam traps and add accessible hatches for steam trap access Re-roof above corridors and main entry Replace dry-rotted siding in the cafeteria and a dry-rotted beam in the library Remove old chimney stack to reduce seismic risks Improve fire separation and safe egress out of boiler room Improve crosswalk at main entry Improve bus lane for bus drop off and pick up Replace failing asphalt Replace concrete and sidewalks in west lot Replace asbestos tile in hallways and kitchen Replace roof and skylights of covered play area Replace restroom faucet and flush valve Repair restroom ventilation Replace siding on south side of building

Replace and paint siding on modular unit
Replace windows on south side of building

Whitworth Elementary School is a 57-year old building currently serving students in Grades 4–5. Since Whitworth is an intermediate school and has larger class sizes, the permanent capacity has increased since the elementary schools were reconfigured. Whitworth was built on the east end of the high school campus. In the 1995 renovation, in addition to classroom space, a full size gym was added with a wood floor. The Whitworth gym and fields in the Whitworth complex are used by the high school athletic teams. Whitworth is the school that is used the most for after-school, evening, and summer activities. The summer lunch program and the summer enrichment program all use Whitworth June through August.

Whitworth is currently under capacity because class size is above the recommended size of 28. Current class size is between 30 and 33 students per classroom. The modular units on site were used in calculating the permanent capacity for Whitworth. The modular units will be 16 years old in the summer of 2014. Whitworth Elementary School is ADA accessible. Whitworth is the only elementary school with a multipurpose room used for lunch. This large space can be used for a variety of activities and offers additional space when needed. Having this space also takes pressure off the gym for any school activities that require a larger venue. The stage, shower rooms, and storage on the stage are underutilized spaces and represent a large area that could be used for offices, staff room, and custodial storage.

Facility Recommendations for Whitworth Elementary School

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.
- Complete structural assessment for seismic evaluation.
- Renovate counseling room and staff room and convert to additional classroom space.
- Renovate stage and old shower rooms and reconfigure for offices, small classrooms, and storage.
- Improve safety and security:
    - Upgrade classroom and exterior door hardware.
    - Renovate front entrance to vestibule.
    - Add basic keyless entry.
- Add fire suppression system in hallways.

Ability to expand on site

If future expansion is necessary, Whitworth Elementary could be expanded to include three to five additional classrooms on the south side of the building. Some expansion of the playground would need to occur, but this would not interfere with the varsity fields.

LaCreole Middle School

701 SE LaCreole Ave.
Dallas, OR 97338
503-623-6662

Grades 6–8

Approximate Capacity	728
Current Enrollment	690
Site Size	27.43 acres
Building Area	115,806 square feet
Year Built	1966
Remodeled	1975 1996 Major renovation with net increase of 18 classrooms
Additional Structures	Track, track shed and fields for both middle school and high school athletics. JV Soccer and baseball programs play games on the field south of LaCreole School. The field directly behind LaCreole is used for youth soccer programs, and the field northwest is used for youth baseball programs (Strader Field).
Facility Improvements Completed since last Bond (2009)	2006 track resurfaced 2006 bus lane resurfaced 2008 lighting retrofit New main and back up boilers Full direct digital controls on boiler and out to classrooms Remove and replace failed asphalt in parking lot Remove trees and renovate center island of parking lot Remove and replace failed asphalt at the main parking lot and rear gym access Re-roof the entire school with exception of gym/added roofing insulation Replace rotted fascia boards throughout the school Repair dry-rotted members of the student commons areas along front facing canopies and interior courtyard Repair rotted beam in 7th grade commons Replace asbestos tiles in hallways, cafeteria, and kitchen Seal south gym wall

Replace some restroom stall doors, faucets, and flush valves
Add shields to electrical breakers
Repair stucco and painted southwest exposure of school

LaCreole Middle School is a 47-year old building currently serving students in grades 6–8. Because of reductions in enrichment programs LaCreole, it is within its capacity to serve the current number of students. In the 2014–15 school year, our goal is to add elective programs at the middle school, which will put LaCroele near capacity.

LaCreole was initially built to serve students in grades 8 and 9 and has been remodeled twice since the original building was constructed in 1966. Most areas of LaCreole Middle School are ADA accessible with the exception of the upper gym, which is difficult for patrons or students with disabilities to access games. Staff are able to modify programming for students with disabilities and use another gym if necessary.

Currently, LaCreole is able to accommodate the facility needs of its students and staff. With the recent elimination of enrichment programs from the curriculum, this has provided space to accommodate classroom needs. We currently have special education classes utilizing space that was intended for art and family and consumer studies (FACS) classes. This is not an ideal use for these rooms, but it takes pressure off other parts of the building.

A strong middle school program also includes extracurricular activities. During the winter months, we are at capacity not only in meeting the demands of the middle school program, but also those of our community. The wrestling program has recently renovated the old shop space (former special education), which is a much improved practice space over the school cafeteria, even though it is still undersized. The gyms are in use from early in the morning to late at night, and many young teams practice late into the evening.

The reduction of FTE has created class sizes that surpass space capacity of some classrooms, making movement difficult in the majority of classrooms.

Our goal is to integrate technology into all curricular areas in the future. With half of our current computers being dedicated to state testing, this decreases our options for students accessing labs.

LaCreole Middle School has reached its capacity with common area space (lunch room and gym), especially during the winter months. The number of students in each physical education class at one time can be as high as 40 students, and we have two to three physical education classes at one time. During fair weather, these students can be on the fields as well as in one of the gyms or weight room. During the winter, however, all 80 to 120 students must be in one of two gyms or the weight room. LaCreole has two separate lunches because of the cafeteria size. After lunch, students have 15 to 20 minutes of unstructured time and are primarily on the playground. There is no covered play area at LaCreole or enough time in the schedule for all students to access the gym during lunch.

Facility Recommendations for LaCreole Middle School

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.
- Complete structural assessment for seismic evaluation.
- Renovate library to allow for classroom space and book checkout. Refurbish conference room off library to allow for a classroom to be used for technology instruction with mobile devices.
- Remove existing floor to roof windows (which have been on the list for replacement) and reconstruct to have smaller windows in cafeteria, hallway and libraries.
- Add additional gym. Move wrestling room to upper gym during wrestling season and convert wrestling room/old woodshop to classroom space. The addition of a gym would be on the south end of the existing gym. Included would be a locker room renovation and the space for an entire school event.
- Add ADA accessibility to upper gym.
- Improve safety and security:
    - Add keyless entry and camera system.
    - Renovate front entrance to vestibule and improve visibility for office staff.

Ability to expand on site

If future expansion is necessary, LaCreole Middle School could be expanded to include two to four additional classrooms on the west side adjacent to the playground/electrical room. Strader Field could be a potential expansion site, but may be better suited for a new school.

Dallas High School

1250 SE Holman Ave.
Dallas, OR 97338
503-623-8336

Grades 9–12

Approximate Capacity	1020
Current Enrollment	997
Site Size	29.35 acres
Building Area	195,523 square feet
Year Built	1953
Remodeled	1958, 1962, 1966, 1974 1997 Major renovation to increase capacity by 300 students built Forum and Bollman Auditoriums; 2002 Professional Technical Center
Additional Structures	Two modular units (New Options and Snap Dragons Preschool) Two greenhouses for FFA, track and stadium, garage facility, maintenance shop, concession stand for stadium, java hut, concession stand for baseball
Facility Improvements Completed since last Bond (2009)	2003 track resurface 2005 tennis courts resurface New boiler Full direct digital controls on boiler and out to classrooms Replace all steam traps and add accessible hatches for steam trap access Re-roof auditorium, gymnasium, boiler room, and health classrooms with additional insulation added Repair and replace dry-rotted members and decking near the library, health classrooms, science classrooms, gymnasium, and boiler rooms Remove old chimney stack to reduce seismic risks Remove and replace failed asphalt at the rear perimeter drive and student parking area ADA improvements to crosswalk

New floors in five classrooms, library, wrestling practice area, and social studies commons
Stadium structural and siding upgrades
Upgrade restrooms faucets and flush valves
Paint exterior of auxiliary gym, weight room, band room, and south auditorium wall
Replace theatre carpet
Repair and replace asbestos floor tile in wrestling room
Replace windows and repair dry rot
Repair and replace football field lighting (assess poles for stability)
Upgrade stadium lighting (donor paid for new lights)
New siding and paint on modular unit (New Options)

Dallas High School was built in 1953 and has been renovated seven times. The last major renovation was in 1995 and included a change in the front entrance, new forum, Bollman Auditorium, and additional classroom space. There are two modular classrooms on site, one for Snapdragons preschool and one for the behavior classroom, New Options.

The capacity for Dallas High School is 1020 students because of the capacity of the common areas. The maximum capacity for the gym is 1020 students. If the enrollment surpasses 1020 students, Dallas High School will not be able to have the entire student body in one area at a given time.

There is less than adequate space for students to eat lunch in the student forum/cafeteria. Hallways are filled with students who sit on the floor to eat lunch and socialize. This presents problems for both the physical movement of students and sanitation, not to mention challenges for safety and supervision of students. Also, the cafeteria provides too few serving line locations to serve students quickly and efficiently, although our food service contractor has worked to be creative and improve this for our students.

The facility challenges at Dallas High School are related to the age of the facility, the extensive remodeling, and the current educational standards for a modern high school education. The seven remodeling events at Dallas High School range in age from 12 to 54 years, and while the structure is architecturally solid, there are a number of issues that make the facility less than ideal. We were able to remedy a number of these issues in the 2009 bond work.

With 29.35 acres of land, every square foot of open space is used for athletic facilities. Any addition of athletics teams or practice fields for existing teams is nearly impossible without encroaching on another sport's facility or field. Gallaspy stadium was built in 1965; and through extensive renovation with the 2009 bond work, we have significantly extended the life of this building. Through generous donations, we have a new scoreboard at Ron August Field and new lights in the stadium. There are some remaining issues at the stadium complex and a variety of issues related to space and ability to handle the demands on the athletic complex (including gyms).

Facility Recommendations for Dallas High School

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list for both Dallas High School and athletic complex.
- Complete structural assessment for seismic evaluation.
- Upgrade equipment and complete necessary maintenance in Bollman Auditorium.
- Renovate little theatre to make it usable space (i.e. testing center).
- Reconfigure rooms 110, 111, staff room, and social studies commons to add additional common space. Social studies commons would be converted to a classroom.
- Upgrade foods room.
- Renovate rooms 630 and 631 to combine to one classroom of suitable size for art.
- Add multipurpose facility for weight room and wrestling. Recapture upper gym for additional gym and athletic space. The multi-use facility would be located by the maintenance shops.
- Remove garage by greenhouse and add pole building to be used as maintenance shop and DHS and athletic storage.
- Complete underground drainage project at stadium complex.
- Redo surface tennis courts (back court needs new surface and asphalt).
- Improve safety and security:
    - Upgrade classroom door hardware.
    - Install wireless entry system.
    - Research feasibility of vestibule entrance.

Ability to expand on site

If future expansion is necessary, it is important to note this site has had six renovations/expansions. There is space on this site for a muli-use athletic facility and/or the addition of four to six classrooms. Two areas to consider for expansion are between the gym and science wing and between the computer lab, third hall wing and shop.

Dallas School District/ Morrison Campus

111 Ash Street
1251 Main Street
Dallas, OR 97338

Administrative Office/
Alternative Program Grades 11–12

Approximate Capacity	100
Current Enrollment	60
Site Size	1.43 acres
Building Area	30,363 square feet
Year Built	1935
Remodeled	1946, 1988
Additional Structures	none
RVS Seismic Assessment	None completed

Facility Improvements Completed since last Bond (2009)

Wood windows replacement, lighting upgrade, and carpet replacements while Morrison Charter School
New boiler
Direct digital controls for boiler
Replace all steam traps and add accessible hatches for access to stream traps
Remove chimney stack to reduce seismic risks
Improve fire separation and safe egress out of the boiler room
Make minor roof repairs around the gym and boiler room
Replace siding on west end of District Office and south end of Morrison
Partial exterior paint
Replaced wood windows in District Office
Remove trees and replace with size-appropriate trees
Repair and replace side walk
Slurry coat finish to parking lot and restripe
Complete window replacement at Morrison

The Morrison Building was built in 1935. Morrison Campus Alternative Program and the Dallas School District administrative offices share the Morrison building. This 78-year old building was previously a K–8

elementary school and also housed the district kindergarten program for nine years.

The facility issues for Morrison are related to ongoing maintenance because of the age of the facility. The district office side of the facility is at capacity and provides office and work space for the following departments: Maintenance; Technology; Special Education; Business Office; and Superintendent/Assistant Superintendent, with no additional office space for an increase in technology, maintenance, or overall district services.

Facility Recommendations for District Office/Morrison

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.

Ability to expand on site

If future expansion is necessary, the District Office/Morrison does have space for some expansion. Likely the expansion would be the addition of storage for district-wide commodities or maintenance equipment.

SCHOOL RENOVATIONS

Facility Recommendations District Wide

- Complete necessary repairs and maintenance as outlined in the maintenance/repairs list.
- Complete structural assessment for seismic evaluation.
- Prioritize repair and renovations list for the athletic facility and determine their priority in the bond projects.

Lyle Elementary School

- Add multipurpose facility on the south side of the gym to include for students to eat both breakfast and lunch in this area, and to connect to the kitchen for serving breakfast and lunch. Multi-purpose facility should be built with versatile space to allow for small-group instruction, lunch and breakfast programs, use as a second gym, and be available for community use. Facility would be designed with restrooms so the modular classrooms have safer access to restroom facilities.
- Renovations:
    - Add small-group space to common area for small-group instruction (frees up one classroom for regular classroom use).
    - Storage for tables and chairs becomes custodial work area and storage (frees up one modular classroom currently used for custodial work area and custodial storage).
- Determine feasibility of ADA accessibility improvements for two basement classrooms.
- Improve safety and security:
    - Add permanent walls to classrooms 6, 7, 8, & 9, with locking doors.
    - Upgrade classroom door hardware.
    - Renovate front entrance to vestibule (second interior entrance).
    - Add basic keyless entry.

Oakdale Heights Elementary School

- Installation of permanent walls between classrooms.
- Renovate play shed to become multipurpose room for lunch and breakfast. The facility should be renovated with versatile space to allow for small-group instruction, multiple classroom use as needed, and be available for community use.
- Improve safety and security:
    - Upgrade classroom and exterior door hardware.
    - Renovate front entrance to vestibule (combine with play shed renovation).
    - Add basic keyless entry.
- Construct a play shed on the playground.
- Renovate former locker room to become usable space.
- Remodel one student restroom for ADA compliance.

Whitworth Elementary School

- Renovate counseling room and staff room and convert to additional classroom space.
- Renovate stage and old shower rooms and reconfigure for offices, small classrooms, and storage.

- Improve safety and security:
    - Upgrade classroom and exterior door hardware.
    - Renovate front entrance to vestibule.
    - Add basic keyless entry.
- Add fire suppression system in hallways.

LaCreole Middle School

- Renovate library to allow for classroom space and book checkout. Refurbish conference room off library to allow for a classroom to be used for technology instruction with mobile devices.
- Remove existing floor to roof windows (which have been on the list for replacement) and reconstruct to have smaller windows in cafeteria, hallway and libraries.
- Add additional gym. Move wrestling room to upper gym during wrestling season and convert wrestling room/old woodshop to classroom space. The addition of a gym would be on the south end of the existing gym. Included would be a locker room renovation and the space for an entire school event.
- Add ADA accessibility to upper gym.
- Improve safety and security:
    - Add keyless entry and camera system.
    - Renovate front entrance to vestibule and improve visibility for office staff.

Dallas High School

- Upgrade equipment and complete necessary maintenance in Bollman Auditorium.
- Renovate little theatre to make it usable space (i.e. testing center).
- Reconfigure rooms 110, 111, staff room, and social studies commons to add additional common space. Social studies commons would be converted to a classroom.
- Upgrade foods room.
- Renovate rooms 630 and 631 to combine to one classroom of suitable size for art.
- Add multipurpose facility for weight room and wrestling. Recapture upper gym for additional gym and athletic space. The multi-use facility would be located by the maintenance shops.
- Remove garage by greenhouse and add pole building to be used as maintenance shop and DHS and athletic storage.
- Complete underground drainage project at stadium complex.
- Redo surface tennis courts (back court needs new surface and asphalt).
- Improve safety and security:
    - Upgrade classroom door hardware.
    - Install wireless entry system.
    - Research feasibility of vestibule entrance.

SCHOOL EXPANSION AND LAND AVAILABLE FOR SCHOOL SITING

Each school is currently within the acceptable capacity. School programs and increases in student enrollment will drive a future need to either expand at several sites or build a new school. The following summarizes the proposed expansion of each school if an expansion becomes necessary at the direction of a future committee.

Recommended Expansion by School

Lyle Elementary School: Build two-story addition south of the Levens Street wing, adding two to three classrooms on each level (net gain of four to six classrooms). Any expansion should include water and restrooms for the basement classrooms and ADA accessibility for the lower level.

Oakdale Heights Elementary School: Build a wing with three to five classrooms to include restrooms to the north side of the building, replacing the modular unit.

Whitworth Elementary School: Build three to five additional classrooms on the south side of the building, including expansion of the playground.

LaCreole Middle School: Build two to four additional classrooms on the west side adjacent to the playground/electrical room.

Dallas High School: This site has had six renovations/expansions. There is space on this site for a muli-use athletic facility and/or the addition of four to six classrooms. Two areas to consider for expansion are between the gym and science wing and between the computer lab, third hall wing and shop.

District Office/Morrison: Expansion for storage or maintenance equipment.

Siting of a New School

There is land adjacent to Lyle Elementary School, Oakdale Heights Elementary School, and LaCreole Middle School. The Lyle complex and Strader field are currently used for youth sports and recreation programs. At each site there would be an ability to site a new elementary school provided the right design for the site size.

- Lyle Complex = approx. 17 acres
- Strader Field = approx. 8.6 acres
- Oakdale Field = approx. 9.6 acres

FUNDING FOR CAPITAL PROJECTS, REPAIRS, AND MAINTENANCE

Fund 100 General Fund: Each year the district budgets enough funds to maintain 18.5 FTE in facility maintenance, grounds-keeping, and custodial staff. This includes building engineers, custodial staff, and district maintenance. Additionally, we budget an average of $250,000 to address minor repairs, paper products, cleaning supplies, and equipment replacement. The 2012-13 budget for these items is $210,700. The 2013-14 budget for these items is $235,600.

Fund 102 Facilities, Repairs, and Maintenance Fund was established to specifically target revenue and expenditures for facilities. It was first established to track expenditures from a loan the district received to address some deferred maintenance projects in the early 2000s. Those funds were fully expended in 2007--08. The board subsequently transferred two amounts from general fund for a total of $450,000. A portion of the transferred funds was from the sale of Rickreall School. The board has expressed the intent that these funds be used to fund major repairs, deferred maintenance issues, and other projects related to the improvement and upkeep of district facilities. There is currently a balance in this account of $215,000. Transfers are expected from Cool Schools SB 1149 of $432,000 and remaining bond funds of approximately $300,000 in 2013-14. A prioritized project list is being developed to manage expenditure of these funds.

Bond November 2009: The voters in Dallas School District passed an $8.6 million bond for repairs and maintenance. The bond was placed in 2010. Taxes were first assessed in November 2010 and will be paid off in June 2016. We layered this new bond on top of a bond passed by voters in 1995 so there would be little tax increase to the community. Once the 1995 bond was paid in full, we began paying off the 2010 bond. We pay about $2.2 million per year, which we receive from tax payments that come to us from the county in addition to our regular fixed tax rate to operate schools. We cannot use these funds to do anything else except pay the tax debt service. The rate for the 2010 bonds to the individual homeowner or business is approximately $1.75/$1000 of assessed value.

Fund 401 Capital Projects Fund was established after the passage of the 2010 bond to track expenditures of bond funds. A citizens' advisory committee provided oversight of these expenditures to ensure the promises to the tax payers were met. The committee made recommendations to the board about project prioritization. At its last meeting, the committee recommended funds remaining after finalization of the direct digital controls installation and a remaining window project at Whitworth be transferred to Fund 102 Facilities, Repairs, and Maintenance. The remaining amount is expected to be approximately $300,000.

Fund 202, called Cool Schools Senate Bill 1149, was established by the district to collect payments we receive from PacifiCorp, which is required to pay a percentage of their revenues as public-purpose fees to continue conservation programs. The district will receive about $80,000 a year for the next several years. Of the amount the district has collected or will collect in the future, $936,626 of it is allowable to be spent as the board directed toward facility repairs and maintenance projects. There is currently approximately $432,000 that will be available for expenditures by the end of 2013–14 through transfer

to Fund 102 Facilities Repairs and Maintenance. In order to spend the remaining $250,000, which will not be available until 2022, the district will need to identify and complete energy savings projects.

SEISMIC ASSESSMENT

Senate Bill 14 (2001) requires school buildings in Oregon identified as high-risk buildings to be in "life-safety" condition by January 1, 2032. Oregon Senate Bill 2 (2005) directs Oregon Department of Geology and Mineral Industries to develop a statewide seismic needs assessment that includes seismic safety surveys of K–12 public school buildings and community college buildings that have a capacity of 250 or more persons, hospital buildings with acute inpatient care facilities, fire stations, police stations, sheriffs' offices, and other law enforcement agency buildings.

The statewide needs assessment consists of a Rapid Visual Assessment (RVS) by the State of Oregon Department of Geology and Mineral Industries (DOGAMI) to determine collapse potential for all school buildings in Oregon, including all schools in Dallas School District. Generally this type of information influences the score (higher is better):

- Flexible materials get higher numbers, e.g., wood and steel vs. concrete and masonry.
- Plan and vertical irregularities lower the score, i.e., lots of corners or building of different heights cause buildings to tear themselves apart or pound on each other in an earthquake.
- The type of soil on which the building stands. Too soft is not good, but too hard is not either.
- Year built has a big influence. Oregon didn't really have a seismic code until after about 1972. Buildings built before that get a reduction in score because it is assumed they did not tie things together as well as those built under more current seismic codes.

LaCreole's concrete gym and masonry music room were rated lower for material, irregularity, and soil type. A wood-framed area can obtain a low score because of irregularity and soil, but the newer additions have higher scores because of wood construction and they were designed under new codes, as is the case of LaCreole Middle School.

These reports are prepared by an engineer walking around the outside for 30 minutes and making some broad and conservative assumptions about how the buildings are built. The RVS assessment is meant to give local agencies a place to start. The RVS assessment allows us the ability to rank our facilities in order of potential risk and determine how to proceed with an additional assessment. Further assessment must be completed on each school in order to have a fully accurate assessment.

After performing the RVS, DOGAMI gave all schools in the Dallas School District a high potential collapse rating, with the exception of Oakdale, which received a moderate collapse rating. The next step in meeting this mandate is to have a comprehensive structural evaluation completed on each school in order to develop a plan for seismic rehabilitation and to be ready for state grant funding if it becomes available. The cost of a structural evaluation to determine seismic rehabilitation is approximately $25,000–$35,000.