

CITY OF KEIZER MISSION STATEMENT

KEEP CITY GOVERNMENT COSTS AND SERVICES TO A MINIMUM BY PROVIDING CITY SERVICES TO THE COMMUNITY IN A COORDINATED, EFFICIENT AND LEAST COST FASHION

A G E N D A

KEIZER CITY COUNCIL

SPECIAL WORK SESSION

Monday, July 10 1995

5:30 p.m.

Robert L. Simon Council Chambers
Keizer City Hall, Keizer, Oregon 97303

1. CALL TO ORDER

2. ROLL CALL

3. DISCUSSION

- a. Salem-Keizer Public School Facility Draft Plan Presentation

4. OTHER BUSINESS

This time is provided to allow Council members the opportunity to bring matters before the Council which are not on tonight's agenda.

5. WRITTEN COMMUNICATIONS

To inform the Council of significant written communications and petitions.

6. ADJOURN

Upon request, auxiliary aids and/or special services for those with disabilities will be provided. To request services, please contact us at 390-3700 or through Oregon Relay 1-800-735-2900 at least two working days (48 hours) in advance.

CITY COUNCIL MEETING: July 10, 1995

AGENDA ITEM NUMBER: 3a

TO: MAYOR AND CITY COUNCIL

THROUGH: DOTTY TRYK, *Dotty*
CITY MANAGER

FROM: JOHN N. MORGAN, AICP
COMMUNITY DEVELOPMENT DIRECTOR

SUBJECT: SALEM/KEIZER SCHOOLS PUBLIC FACILITY PLAN

DISCUSSION:

The 1993 Legislature revised the state land use laws to require schools districts prepare public facility plans as is done with other public facilities. These plans are to be adopted as elements of local Comprehensive Plans.

Salem/Keizer Public Schools has completed a draft public facility plan and will be presenting the draft to the Council, along with the Planning Commission and other community groups, this evening. A copy of the draft is attached.

The Council, and other participants, are asked to review the presented material and offer comments. These will be considered for incorporation into the final draft.

The final draft is scheduled to be before the Planning Commission for consideration in September, and before the Council for public hearing and adoption in late September or early October.

RECOMMENDATION:

It is recommended Council receive the presentation and then informally offer comments on the draft.

SCHOOL FACILITIES STUDY

CAPACITY, GROWTH,
AND SITING FOR FUTURE FACILITIES

DRAFT DOCUMENT
JUNE 6, 1995





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June 6, 1995

Dear Committee Members, City Councilors, Planning Commissioners, Board Members, and Interested Citizens:

The following document is the first DRAFT of the School Facility Study sponsored by Salem-Keizer Public Schools. For your information, the School District is still considering the class size, either 27 and 30 students per classroom, for use with the final document. A separate technical supplement is available for review at the Mid Willamette Valley Council of Governments and the School Facilities Planning offices.

On behalf of the School District, I invite your review and comment of the Study. The comment page provides four categories to aid the process of assimilating all suggestions.

- A. RECOMMENDED ADDITIONS,
- B. RECOMMENDED DELETIONS,
- C. RECOMMENDED CHANGES, AND
- D. OTHER.

Return all comments to the Mid Willamette Valley Council of Governments (COG), 105 High Street, Salem, OR 97301, by 5:00 p.m., Tuesday, August 8, 1995.

For additional information, please contact either Mike Unger or Marjorie Mattson at the COG office by telephoning 588-6177.

Sincerely:

Tom McMullen, Coordinator
Facilities Planning, Construction, and Property Management

SALEM-KEIZER PUBLIC SCHOOLS
SCHOOL FACILITY STUDY
DRAFT DOCUMENT COMMENT SHEET

Name, Address, and Telephone Number:

COMMENTS

RECOMMENDED ADDITION(S):

RECOMMENDED DELETION(S):

RECOMMENDED CHANGE(S):

OTHER:

DATE: _____

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Polk County Planning Commission

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The School Facility Study was prepared by the Mid Willamette Valley Council of Governments in Cooperation with the Salem-Keizer School District.

The Salem-Keizer School District would like to thank the Department of Land Conservation and Development for the Technical Assistant Grant to assist the District in funding the Study.

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EXECUTIVE SUMMARY

The Salem-Keizer School District, in cooperation with the Cities of Salem and Keizer, Marion and Polk Counties, and the Salem Area Transit District, worked cooperatively to develop a long range school facilities study (Study). The Study will help the School District and local governments plan for anticipated school age population growth over the next 20 years.

The Study inventories existing facilities, forecasts school age population growth within the School District, determines the number, by type, of schools needed over the planning period as well as the approximate location of the needed facilities, and sets forth a schedule for public improvements and site acquisition. The Study is designed to meet the school facility planning requirements of Oregon Revised Statute (ORS) 195.110.

The Salem-Keizer School District is at or near capacity for elementary, middle, and high schools. The school age population is expected to grow by an additional 38 percent (nearly 12,000 students) over the next 20 years. The greatest growth will be in South and West Salem areas. This growth translates into the need for nine additional elementary schools and two additional middle schools. The School District's 21st Century High School Advisory Committee recommends that future high school capacity demands be met by additions, remodeling, and operational changes at the existing high schools for the next five years.

The Study reaffirms the importance of anticipating the need for new facilities. The availability of suitable school sites will continue to decline as the Salem-Keizer urbanizable area develops. Therefore, the School District should attempt to acquire sites at least ten years in advance of the need for a new school. The Study identifies general areas where schools will be needed and establishes criteria to evaluate school sites.

The Study sets forth a framework for assessing needed facilities and improvements to existing facilities. However, the Study is just the starting point. It must be continually monitored and updated to reflect growth patterns and changes in educational programs.

SECTION 1 INTRODUCTION

1.1 Scope and Objectives

The Salem-Keizer School District, in cooperation with the Cities of Salem and Keizer, Marion and Polk Counties, and the Salem Area Transit District, developed a long range school facilities study (Study). The Study will help the School District and local governments plan for anticipated school age population growth over the next 20 years.

The Study is a comprehensive evaluation of future school facility requirements. Primary objectives include:

- Inventory of existing facilities to determine current capacity and needed improvements;
- Forecast of school age population growth within the Salem-Keizer metropolitan area over the next twenty years;
- Recommended siting criteria for new school facilities;
- Identification of potential areas for additional school facilities;
- Review and analysis of alternatives to new school construction and major renovation; and
- Development schedules and programs for public improvements, site acquisition, and facility development.

The Salem-Keizer metropolitan area is projected to grow from approximately 175,000 in 1995 to 245,000 in 2015. School age population is expected to grow from 30,968 to approximately 42,700 during the same period, a 38 percent increase.

1.2 Statutory Requirements (ORS 195.110)

In 1993, the Oregon Legislation enacted a law requiring long range facility planning for large, high growth school districts (ORS 195.110)¹. A high growth school district is defined as a district with:

¹A copy of ORS 195.110 is provided in Section __ of the Technical Supplement.

1. An enrollment of over 5,000 students; and
2. An increase in student enrollment of six (6) percent or more during the three (3) most recent school years.

The Salem-Keizer School District meets both criteria. District enrollment is nearly 31,000 and the student enrollment increased more than 10 percent over the last three years. The following table summarizes the School District's growth over the last eight years.

TABLE 1-1
SALEM-KEIZER SCHOOL DISTRICT FIRST QUARTER ENROLLMENT FIGURES
1986-87 TO 1993-94

Year	Enrollment	Annual Growth	Three-Year Growth Rate
1986-1987	25,213		
1987-1988	25,844	2.50%	
1988-1989	26,669	3.19%	
1989-1990	27,103	1.63%	7.50%
1990-1991	27,893	2.91%	7.93%
1991-1992	29,210	4.72%	9.53%
1992-1993	30,225	3.47%	11.52%
1993-1994	30,735	1.69%	10.19%

Source: Salem-Keizer School District

1.3 Process

Early in 1994, Salem-Keizer Schools applied for and received a Technical Assistance Grant from the Department of Land Conservation and Development to conduct a School Facilities Study. The School contracted with the Mid Willamette Valley Council of Governments (MWVCOG) to serve as project manager.

Staff members from the Cities of Salem and Keizer, Marion County, and the Salem Area Transportation District served on a Technical Advisory Committee (TAC). The TAC developed the Scope of Work and provided technical assistance.

The Salem-Keizer School Board, the Transit District, the Salem and Keizer City Councils, and the Marion and Polk County Board of Commissioners appointed representatives to a Coordinating Committee.

The Coordinating and Technical Advisory Committees reviewed and approved elements of the Study. Preliminary information regarding school age population projections, existing school facility capacity, alternative educational programs, and recommended siting criteria was presented to the public at six presentations in the Spring of 1995. Two additional public meetings were held in June, 1995 to allow for public review of the draft Study before it was forwarded to the School Board and local jurisdictions.

1.4 Study Outline

The Study is divided into five sections. Section 1 defines the scope and objectives, outlines the statutory requirements, and reviews the Study process.

Section 2 reviews existing school facilities. Facility capacity is assessed. Improvements completed as a result of a bond measure in 1992 are summarized. Needed facility improvements are outlined.

Section 3 analyzes future facility needs. The Study compares projected school age population with current building capacities. Needed facilities are assessed. Alternative educational programs are reviewed.

Section 4 reviews funding options for school facility development. Desirable site acquisition and development schedules are provided.

Finally, Section 5 summarizes Study findings and recommends future steps. The final decision on program designs and additional facilities is the responsibility of the Salem-Keizer School Board.

SECTION 2 EXISTING FACILITIES

2.1 Existing School District Facilities

During the 1994-1995 school year there were 39 elementary, six middle, and five high schools, serving nearly 31,000 students. The District is currently in a building program, funded by a \$96 million bond program passed in 1992. The building program funded numerous improvements to existing schools and provided for the development of four middle schools and two elementary schools.

The improvements funded by the bond program will provide for the maximum utilization of existing school facilities. This Study does not contemplate the closure of any existing facilities with the exception of Leslie Middle School which is currently delayed pending a decision by Land Use Board of Appeals (LUBA). This decision is not anticipated prior to November 1995. Section __ of the Technical Supplement includes a complete list of funded improvements.

2.2 Criteria to Assess School Capacity

ORS 195.110 requires the School District to adopt objective criteria to assess facility capacity. The local jurisdictions are required to adopt the criteria, "to the greatest extent possible," to evaluate ordinance or comprehensive plan changes which impact residential densities. The capacity criteria cannot be used to enact a development moratorium.

School capacity is a function of:

- The number of classrooms and support facilities available;
- The number of students per classroom; and
- The operation of the school (i.e., hours of operation, school calendar, etc.).

The Study will establish a students per classroom ratio; however, the ratio has not yet been established. The Study evaluates capacity at both 26 and 29 students per

classroom for kindergarten through second grade (K-2) and 27 and 30 students per classroom for the third through the twelfth grades (3-12)².

The number of available classrooms is not a static figure. The School District uses portable classrooms to accommodate localized capacity constraints. The Study acknowledges that the use of portable classrooms continues as a method to increase capacity at certain schools. However, the Study maintains that portables are a temporary measure to bridge the capacity gap until new or expanded facilities are constructed. The inventory of facilities assesses individual sites and establishes the maximum number of portables each site can accommodate. The difference between the regular school facility capacity and the capacity including the use of portables is called "strain area."

The Study calculates capacity based on school operation. The Study assumes the continuation of the regular two semester school program, but also provides capacity calculations based on alternative school programs. The alternatives are further explored in Section 3.3.

2.3 Capacity of Existing Facilities

The following tables list the existing building capacity for elementary, middle, and high schools. The capacity is assessed using both the 27 and 30 student per classroom ratio (26.5 and 29.5 students per classroom for elementary schools). The strain area (capacity + the maximum number of portables) is also provided.

A. Elementary Schools

Elementary schools are divided into six geographically-based study areas. Study areas are further described in Section 3.1. The maximum building capacity for elementary schools is determined by the number of classrooms. District wide building capacity is multiplied by a factor of .93 based on the following:

1. Factoring in additional classrooms for special education, integrated social services, and high need studnets, and
2. Constraints on an even distribution of students due to geographical, transportation system boundaries, etc.

²The Study averages classroom capacity for elementary schools, using ratios of 26.5 and 29.5 students per classroom.

**TABLE 2-1A
ELEMENTARY SCHOOL BUILDING CAPACITY BY STUDY AREA
26.5 STUDENTS PER CLASSROOM**

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
1 - West Salem				
Brush College	20	493	2	542
Chapman Hill	22	542	0	542
Myers	18	444	4	542
Total	60	1,479	6	1,627
2 - Keizer				
Keizer	28	690	0	690
Cummings	16	394	6	542
Kennedy	15	370	6	518
Gubser	20	493	6	641
Clear Lake	17	419	10	665
Centennial	6	148	0	148
Total	102	2,514	28	3,204
3 - Hayesville				
Lake Labish	5	123	0	123
Hayesville	18	444	6	591
Middle Grove	5	123	0	123
Scott	19	468	6	616
Hazel Green	7	173	2	222
Yoshikai	17	419	10	665
Total	71	1,750	24	2,341

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
4 - SE Salem				
Swegle	20	493	6	641
Fruitland	4	99	0	99
Four Corners	18	444	4	542
Bethel	4	99	0	99
Auburn	20	493	4	591
M. Eyre	20	493	6	641
Total	86	2,119	20	2,612
5 - South Salem				
Salem Heights	18	444	0	444
Morningside	19	468	2	518
Schirle	19	468	6	616
Liberty	21	518	2	567
Wright	20	493	2	542
Sumpter	20	493	6	641
Pringle	22	542	6	690
Rosedale	9	222	4	320
Total	148	3,647	28	4,338

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
6 - Central Salem				
Candalaria	13	320	0	320
Baker	3	74	0	74
Highland	18	444	0	444
Grant	13	320	0	320
McKinley	15	370	0	370
Richmond	18	444	0	444
Bush	17	419	0	419
Hoover	18	444	6	591
Englewood	17	419	0	419
Washington	18	444	4	542
Total	150	3,697	10	3,943
District Total	617	15,206	116	18,065

* Capacity and Strain totals are multiplied by .93. (see page 5.)

**TABLE 2-1B
ELEMENTARY SCHOOL BUILDING CAPACITY BY STUDY AREA
29.5 STUDENTS PER CLASSROOM**

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
1 - West Salem				
Brush College	20	549	2	604
Chapman Hill	22	604	0	604
Myers	18	494	4	604
Total	60	1,646	6	1,811
2 - Keizer				
Keizer	28	768	0	768
Cummings	16	439	6	604
Kennedy	15	412	6	576
Gubser	20	549	6	713
Clear Lake	17	466	10	741
Centennial	6	165	0	165
Total	102	2,798	28	3,567
3 - Hayesville				
Lake Labish	5	137	0	137
Hayesville	18	494	6	658
Middle Grove	5	137	0	137
Scott	19	521	6	686
Hazel Green	7	192	2	247
Yoshikai	17	466	10	741
Total	71	1,948	24	2,606

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
4 - SE Salem				
Swegle	20	549	6	713
Fruitland	4	110	0	110
Four Corners	18	494	4	604
Bethel	4	110	0	110
Auburn	20	549	4	658
M. Eyre	20	549	6	713
Total	86	2,359	20	2,908
5 - South Salem				
Salem Heights	18	494	0	494
Morningside	19	521	2	576
Schirle	19	521	6	686
Liberty	21	576	2	631
Wright	20	549	2	604
Sumpter	20	549	6	713
Pringle	22	604	6	768
Rosedale	9	247	4	357
Total	148	4,060	28	4,829

Study Area/Schools	Classrooms	Building Capacity*	Maximum Portables	Capacity + Portables (Strain)*
6 - Central Salem				
Candalaria	13	357	0	357
Baker	3	82	0	82
Highland	18	494	0	494
Grant	13	357	0	357
McKinley	15	412	0	412
Richmond	18	494	0	494
Bush	17	466	0	466
Hoover	18	494	6	658
Englewood	17	466	0	466
Washington	18	494	4	604
Total	150	4,115	10	4,390
District Total	617	16,926	116	20,110

* Capacity and Strain totals are multiplied by .93 (see page 5).

Currently, there are two "starter" elementary schools in the Salem-Keizer area. A starter school equates to 17 classrooms. Five (5) additional classrooms may be added in the future to create a full elementary school.

B. Middle and High Schools

Maximum capacity for middle and high schools is based on the number of classrooms and the student per classroom ratio. In addition, capacity is based on other facilities available (i.e., science labs, media centers, etc.). The district does not propose any classroom additions to any existing middle schools. The following tables show the capacity of existing middle and high school facilities.

The maximum capacity (strain) for a middle and high school is determined by how many students the facility can accommodate at one time. This takes into account cafeterias, rest rooms, media centers, science labs, and facilities. May

include the use of portables. Strain is the point at which there is a serious impact on operations.

**TABLE 2-2
MIDDLE SCHOOL BUILDING CAPACITY**

Middle School	Building Capacity at 27 Students/Class	Building Capacity at 30 Students/Class	Maximum Capacity (Strain)*
Crossler	965	1,025	1,145
Houck	965	1,025	1,145
Judson	965	1,025	1,145
Leslie	580	620	710
Parrish	725	750	810
Stephens	965	1,025	1,145
Waldo	965	1,025	1,145
Walker	965	1,025	1,145
Whiteaker	965	1,025	1,325
TOTAL	8,060	8,545	9,715

* See page 11.

**TABLE 2-3
HIGH SCHOOL BUILDING CAPACITY**

High School	Building Capacity at 27 Students/Class	Building Capacity at 30 Students/Class	Maximum Capacity (Strain)*
McKay	1,625	1,700	1,750
McNary	1,625	1,700	1,750
North	1,625	1,700	1,750
South	1,650	1,725	1,775
Sprague	1,700	1,800	1,900
TOTAL	8,225	8,625	8,925

*See page 11.

During the 1994-1995 school year two new elementary schools opened and during the 1995-1996 school year three new middle schools will open.

2.4 Needed Facility Improvements

The School District and local jurisdictions inventoried needed on- and off-site improvements for existing school facilities. The information will help guide the District's facility improvement program. It will also help the School District and local governments coordinate off-site public improvements (i.e., streets, sidewalks, etc.)

A. Needed On-Site Improvements

The School District inventoried existing facilities prior to the passage of the 1992 bond measure that funded needed improvements. When complete, the improvements will result in the maximum utilization of existing school facilities. The following are funded improvements that will increase District-wide capacity:

- Classroom additions to eight elementary schools;
- Two new elementary schools;
- Three new middle schools (an additional middle school is planned to replace the Leslie Middle School) for a total of four; and
- Improvements to science, home economics, industrial arts and computer areas, gymnasiums, auditoriums, media/library centers, music rooms, and play fields.

B. Improvements Recommended by Local Jurisdictions

The Cities of Salem and Keizer, Marion County, and the Salem Area Transit District assessed the school sites located within their jurisdictions. The recommendations for off-site improvements include:

- Constructing sidewalks and bike paths;
- Installing traffic signals;
- Improving streets including dedicating additional right-of-way, widening and adding turn lanes;
- Adding bus shelters;
- Providing handicap accessibility to adjoining parks;
- Providing additional parking and paving and striping existing parking lots; and
- Removing vegetation that interferes with vision clearance.

The detailed evaluations of needed improvements are provided in Section ___ of the Technical Supplement.

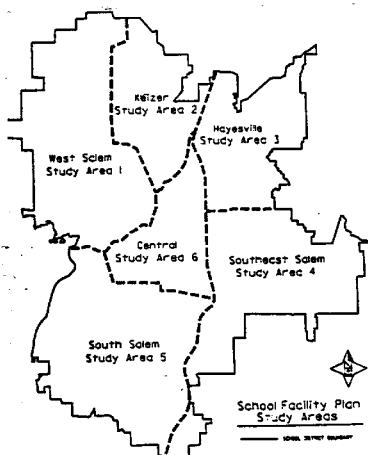
SECTION 3

FACILITY NEEDS

3.1 Study Areas

The Study divides the School District into six (6), geographically-based study areas. Areas include West Salem, Keizer, Hayesville, Southeast Salem, South Salem, and Central Salem. The use of study areas allows for a more localized analysis of elementary schools. Middle and high schools are studied on a district-wide basis because they are designed to serve a wider geographical area. The following map shows the six (6) school study areas.

**FIGURE 3-1
STUDY AREAS**

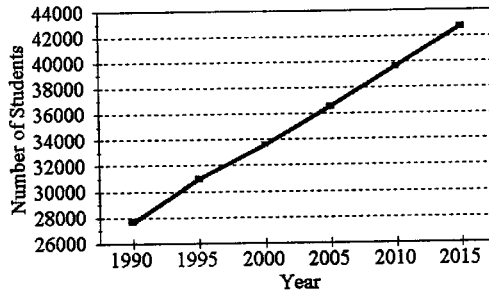


The study area boundaries are based on transportation analysis zones (TAZs) coupled with geographical boundaries. The use of TAZs allows for population and land use assumptions to be consistent with the Salem/Keizer area transportation model. The study areas do not reflect current attendance boundaries. Attendance boundaries are relatively fluid, moving as population fluctuates or school capacity changes.

3.2 Population Growth Projections

School age population growth was projected to the year 2015. The total school age population is projected to increase from 30,968 in 1995 to 42,700 in the year 2015, a 38 percent increase.

FIGURE 3-2
School Age Population Growth
1990 to 2015



The population growth is not expected to be evenly distributed throughout the School District. Growth in Keizer, which has been the fastest growing area in the metropolitan area, is expected to slow as vacant areas are developed. South and West Salem are expected to experience the greatest amount of growth. Below is a summary of school age population growth for elementary, middle, and high schools.

A. Elementary School Projections

Elementary school population is expected to increase by more than 5,800 students over the planning period. This equates to the need for nine (9) additional elementary schools, assuming the current school program and a 26.5 student per classroom ratio. Six (6) elementary schools are needed assuming a 29.5 student per classroom ratio. The following figures illustrate the District-wide elementary school population projection, as well as existing capacity and strain.

FIGURE 3-3A

Elementary School Projections

District Wide (Class size at 26.5)

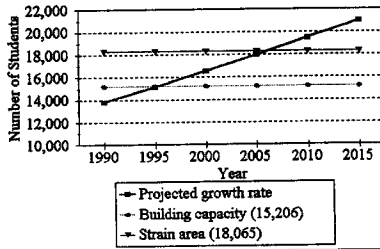
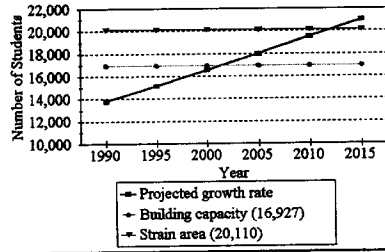


FIGURE 3-3B

Elementary School Projections

District Wide (Class Size at 29.5)



Elementary school projections, capacity, and facility needs are calculated for the individual study areas. Elementary school capacity within a study area is calculated based on the capacity of the elementary schools within each study area. The localized projections are possible since the attendance boundaries are generally coterminous with the study area boundaries. The following table lists the elementary school population projections and school capacity for the individual study areas.

**TABLE 3-1A
ELEMENTARY SCHOOLS (K-5) CAPACITY AT 26.5 STUDENTS PER CLASS
BY STUDY AREA**

WEST SALEM - AREA 1	1995	2000	2005	2010	2015
Population	1,442	1,820	2,190	2,675	3,167
Capacity	1,479	1,479	1,479	1,479	1,479
Students over capacity	***	341	711	1,196	1,688
KEIZER - AREA 2	1995	2000	2005	2010	2015
Population	2,464	2,730	2,956	3,020	3,085
Capacity	2,514	2,514	2,514	2,514	2,514
students over capacity	***	216	442	506	571
HAYESVILLE - AREA 3	1995	2000	2005	2010	2015
Population	1,803	1,986	2,159	2,321	2,483
Capacity	1,750	1,750	1,750	1,750	1,750
Students over capacity	53	236	409	571	733
SE SALEM - AREA 4	1995	2000	2005	2010	2015
Population	2,085	2,151	2,246	2,345	2,444
Capacity	2,119	2,119	2,119	2,119	2,119
Students over capacity	***	32	127	226	325
SOUTH SALEM - AREA 5	1995	2000	2005	2010	2015
Population	3,400	3,889	4,365	5,038	5,711
Capacity	3,647	3,647	3,647	3,647	3,647
Students over capacity	***	242	718	1,391	2,064
CENTRAL SALEM - AREA 6	1995	2000	2005	2010	2015
Population	3,936	3,971	4,043	4,054	4,064
Capacity	3,697	3,697	3,697	3,697	3,697
Students over capacity	239	274	346	357	367
DISTRICT WIDE TOTAL	1995	2000	2005	2010	2015
Population	15,130	16,547	17,959	19,453	20,954
Capacity	15,206	15,206	15,206	15,206	15,206
Students over capacity	***	1,341	2,753	4,247	5,748

Source: Salem-Keizer Schools and MWVCOG

*** denotes that area is UNDER capacity at the time

**TABLE 3-1B
ELEMENTARY SCHOOLS (K-5) CAPACITY AT 29.5 STUDENTS PER CLASS
BY STUDY AREA**

WEST SALEM - AREA 1	1995	2000	2005	2010	2015
Population	1,442	1,820	2,190	2,675	3,167
Capacity	1,646	1,646	1,646	1,646	1,646
Students over capacity	***	174	544	1,029	1,521
KEIZER - AREA 2	1995	2000	2005	2010	2015
Population	2,464	2,730	2,956	3,020	3,085
Capacity	2,798	2,798	2,798	2,798	2,798
Students over capacity	***	***	158	222	287
HAYESVILLE - AREA 3	1995	2000	2005	2010	2015
Population	1,803	1,986	2,159	2,321	2,483
Capacity	1,948	1,948	1,948	1,948	1,948
Students over capacity	***	38	211	373	535
SE SALEM - AREA 4	1995	2000	2005	2010	2015
Population	2,085	2,151	2,246	2,345	2,444
Capacity	2,359	2,359	2,359	2,359	2,359
Students over capacity	***	***	***	***	85
SOUTH SALEM - AREA 5	1995	2000	2005	2010	2015
Population	3,400	3,889	4,365	5,038	5,711
Capacity	4,060	4,060	4,060	4,060	4,060
Students over capacity	***	***	304	977	1,650
CENTRAL SALEM - AREA 6	1995	2000	2005	2010	2015
Population	3,936	3,971	4,043	4,054	4,064
Capacity	4,115	4,115	4,115	4,115	4,115
Students over capacity	***	***	***	***	***
DISTRICT WIDE TOTAL	1995	2000	2005	2010	2015
Population	15,130	16,547	17,959	19,453	20,954
Capacity	16,926	16,926	16,926	16,926	16,926
Students over capacity	***	***	1,033	2,527	4,028

Source: Salem-Keizer Schools and MWVCOG

*** denotes that area is UNDER capacity at the time

B. Middle School Projections

Middle school needs are examined on a district-wide basis. Middle school enrollment is expected to increase by nearly 2,500 students by 2015. The following figures illustrate the projected middle school population increase and the following table lists the projected middle school population growth.

FIGURE 3-4A

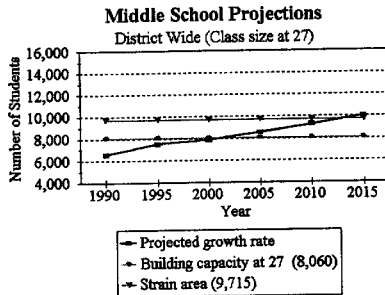
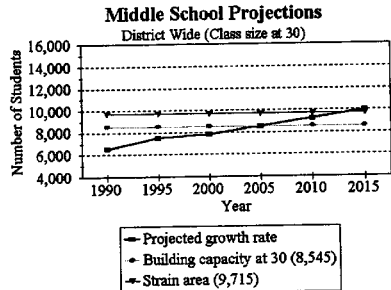


FIGURE 3-4B



Source: Salem-Keizer School District and MWVCOG

TABLE 3-2
PROJECTED MIDDLE SCHOOL POPULATION GROWTH
BY STUDY AREA

Study Area	1995 Middle School Population	2015 Middle School Population	% Increase
Area 1 - West Salem	750	1,436	91%
Area 2 - Keizer	1,201	1,425	19%
Area 3 - Hayesville	976	1,259	29%
Area 4 - SE Salem	1,126	1,318	17%
Area 5 - South Salem	1,876	2,842	51%
Area 6 - Central Salem	1,576	1,691	7%
TOTAL	7,505	9,971	33%

Source: Salem-Keizer School District and MWVCOG

C. High School Projections

High School enrollment is projected to increase by more than 3,400 students over the planning period. As with the elementary and middle school projections, South and West Salem are expected to experience the highest percentage of growth. The following tables show enrollment projections to the year 2015 and high school growth projections by study area.

**TABLE 3-3
HIGH SCHOOL (GRADES 9-12) ENROLLMENT PROJECTION
1995 TO 2015**

YEAR	ENROLLMENT*
1995-1996	8,334
1996-1997	8,609
1997-1998	8,842
1998-1999	9,047
1999-2000	9,236
2005	10,042
2010	10,901
2015	11,759

* Numbers include alternative high school students. All numbers are annual average membership.

Source: Salem/Keizer School District and MWVCOG

**TABLE 3-4
PROJECTED HIGH SCHOOL POPULATION GROWTH
BY STUDY AREA**

Study Area	1995 High School Population	2015 High School Population	% increase
Area 1 - West Salem	833	1,694	103%
Area 2 - Keizer	1,333	1,680	26%
Area 3 - Hayesville	1,192	1,605	35%
Area 4 - SE Salem	1,142	1,434	26%
Area 5 - South Salem	2,167	3,445	59%
Area 6 - Central Salem	1,667	1,901	14%
TOTAL	8,334	11,759	41%

Source: Salem Keizer School District and MWVCOG

District-wide capacity for existing high school facilities, without portable classrooms or use of interim spaces, is 8,225 for a 27 to 1 staffing ratio and 8,625 for a 30 to 1 staffing ratio.

The District-wide operational capacity can be increased to 8,925 by adding portable classrooms, using spaces such as libraries, meeting rooms, and workrooms for classroom space, and limiting some subject offerings. High school populations beyond this will require limitations in classroom offerings, and areas such as the media center, restrooms, office space, and parking will no longer function adequately.

3.3 Alternatives to New School Construction

Oregon Revised Statute 195.110 requires a school district to provide an "analysis of the alternatives to new school construction and major renovation." The following potential alternatives are explored:

- Implementing Year Round Education (YRE)
- Providing double shifts at school sites
- Increasing the number of students per classroom

- Implementing other trends and innovations, including contracting with businesses and agencies, allowing college-type scheduling for high schools, and expanding the use of instructional computer technology
- A. Year Round Education (YRE)

A Year Round Education (YRE) program changes the traditional nine-month school year by eliminating the summer break and replacing it with shorter breaks staggered throughout a twelve-month period. Actual school day hours remain similar to the traditional program.

Another potential element of YRE is dividing students into groups called "tracks" and rotating the attendance schedules. One group attends classes, called an "instructional block" while another group is on vacation, called an "intersession."

The Study chose to consider the options of both four- and five-track systems. Three (four-track) or four groups (five-track) of students attend classes while one group is on intersession. Breaks between instructional blocks average about two weeks per intersession. The potential to increase capacity using a four-track system is approximately 33 percent and a five-track system is approximately 25 percent. The following table lists some pros and cons for a four-track and five-track year round education program.

TABLE 3-5

**PROS AND CONS
YEAR ROUND EDUCATION (FOUR AND FIVE TRACK ARRANGEMENT)**

PROS

- Relieves overcrowded conditions creating a better learning environment. Using a four-track system in a school of 1,000 students has 750 students attending at one time.
- Creates the potential of additional building capacity at an existing facility ranging from 25 to 33 percent.
- Maximizes the available space and delays the need for new construction or expanded facilities.
- Eliminates school facilities remaining vacant over the summer months.
- Has been shown to enhance academic achievement levels.
- May reduce teen vagrancy and school vandalism during summer months.
- Allows shorter, more frequent vacations throughout the school year for families and teachers.

CONS

- Increases, initially, operating costs. (There is the potential for a "break-even" point. Consider increases in comparison with the cost of constructing new facilities.) Air conditioning and supply storage units are examples of "start-up" costs.
- Creates an initial need for additional public outreach programs to counter the initial resistance from parents.
- Establishes a need for non school supported youth activities for students on intersession.
- Requires renegotiating contracts with all levels of school employees.
- Disrupts traditional summer activities by families and students.

B. Double Shifting

Double shifting (or split days) breaks an actual full class day into either morning-only or afternoon-only sessions.

According to the Oregon Administrative Rules, a school year is defined in instructional hours versus a required number of days of attendance. Instructional hours do not include breaks between classes or lunch breaks. Based upon the current calendar year, the morning session would begin before 8:00 a.m. and the afternoon session would not end until after 5:00 p.m.

The following table lists the pros and cons of double shifting.

TABLE 3-6

**PROS AND CONS
DOUBLE SHIFTING****PROS**

- Creates the potential for doubling school capacity.
- Maintains a more traditional school year and summer vacation.
- Provides better employment opportunities for older students.

CONS

- Doubles the number of required school personnel.
- Changes the school cafeteria schedule by adding morning and afternoon snack times.
- Requires additional space for off-duty teachers and storage of their materials.
- Impacts sports and extracurricular activities. Early morning and evening hours are available for activities.
- Establishes a need for non school supported youth activities for students on either a morning or afternoon break.
- Increases the "wear and tear" on a facility by doubling the number of students.
- Creates a school day that either begins early in the morning or ends early evening.
- Impacts bus schedules and parking facilities due to the potential overlap in hours between the two sessions.

C. Increasing Class Size

An increase in class size allows for greater capacity. Capacity increases approximately 3.5 percent for each additional student per classroom. The following tables illustrates some of the pros and cons of increasing classroom size.

TABLE 3-7

**PROS AND CONS
INCREASED CLASS SIZE****PROS**

- Increases building capacity 3.5 percent for each additional student per classroom
- Delays the need to enlarge current buildings or construct new facilities.
- Allows the current school schedule for classes, extracurricular activities, and personnel contracts to remain constant.

CONS

- Increases impact on classrooms and non classroom areas, such as cafeterias, libraries, computer labs, etc.
- Increases teacher workload and may require the addition of teacher aides for individual classrooms.
- Decreases individualized attention for students.
- Requires additional student supplies.

D. Other trends and innovations.

Contracting with private businesses and other agencies. Articles published in business and school journals discuss cooperative efforts between the private sector and the public school systems. However, the programs may have a negligible affect on school capacity.

For programs that do include off-site training in the Salem-Keizer area, up to several hundred students participate. The potential changes in education specifications may create more opportunities to instruct students off-campus. The design of those programs determine the extent that students attend classes at their own high school.

Salem-Keizer Public Schools lease with other facilities for unique educational programs, such as alternative educational programs for teen parents. Approximately 200 students are involved annually. These programs may be expanded and combined to the point of creating an alternative high school.

While there may be vacant off-site space available, establishing that inventory requires research to determine if the space:

- Is usable during regular school hours;
- Meets appropriate codes and regulations for classroom use by children;
- Is central to the student population; and
- Is physically accessible and safe for use by area youth.

College-type scheduling for high school students. A college schedule for high school students allows on campus students to attend school during scheduled classes. The total number of students that could attend during each scheduling block would need to be limited before it would have any effect on actual building capacity. While this may provide for additional classes, the impact on other facilities would not decrease, such as use of libraries, study areas, cafeterias, parking lots, etc. Expanding the hours for an earlier start time and delayed end allows more flexibility. Changing the program design from two semesters to four quarters and scheduling classes over a full year could increase high school capacity by up to 20 percent.

Computer technology. The access to networked computer systems and educational bulletin boards may change the educational process and the traditional classroom. Innovations using this technology are at best still experimental. One private school program in British Columbia allows students to choose their own curriculum, hire their own teachers, and meet with the teacher only once a week. The computer assisted education designs have not been implemented, and are under consideration by the school district committee evaluating educational specifications.

3.4 Facility Needs

The existing school facilities are at or near capacity. Capacity constraints vary throughout the District. To a degree, the School District is able to adjust attendance boundaries to compensate for localized capacity constraints. However, geography (i.e., distance, major streets, and the Willamette River) limits the School District's ability to move students from over capacity schools to schools with surplus capacity.

Based on the existing educational program, additional facilities will be required. The number and timing of additional facilities will depend on population growth, class size, and the educational program. The following is an assessment of needed facilities based on the status quo conditions and the implementation of the alternatives discussed in the previous section.

A. Elementary Schools

Elementary school needs can be evaluated at a study area level since they serve smaller, more localized populations. Based on a ratio of 26.5 students per class, nine (9) additional elementary schools are needed by 2015. Six (6) schools are needed if the classroom size is 29.5 students. The implementation of a year round program or use of a double shifting program will reduce the number of facilities needed. The following table shows the needed facilities by study area based on the educational program alternatives.

**TABLE 3-8
ELEMENTARY FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES
IN THE YEAR 2015**

EDUCATIONAL PROGRAM	STUDY AREAS						TOTAL
	Area 1 West Salem	Area 2 Keizer	Area 3 Hayesville	Area 4 SE Salem	Area 5 South Salem	Area 6 Central Salem	
Class size at 26.5	3	1	1	*	3	*	9
Class size at 29.5	2	0	1	0	3	0	6
5 - track YRE	2	0	0	0	2	0	4
4 - track YRE	2	0	0	0	1	0	3
Double shifting	0	0	0	0	0	0	0

* Growth in SE Salem and Central Salem generates the need for one additional school.

B. Middle Schools

The School District's recent building program will accommodate most of the demand for middle schools over the next twenty years. Two (2) middle schools are needed assuming a 27 student per class capacity; one (1) middle school is needed assuming a 30 student per class capacity. No new schools are needed if the other alternatives are implemented. The following table shows the needed middle schools in the year 2015, based on the alternatives.

**TABLE 3-9
MIDDLE SCHOOLS NEEDED
BY STATUS QUO AND ALTERNATIVES
IN THE YEAR 2015**

EDUCATIONAL PROGRAM	NEEDED SCHOOLS
Class size at 27	2
Class size at 30	1
5 - track YRE	0
4 - track YRE	0
Double shifting	0

C. High Schools

For the last year there has been considerable discussion and study regarding the evolution of the high school program. The 21st Century High School Advisory Committee evaluated the construction of a completely new facility, as well as the improvement of the existing facilities to meet a significantly different program than currently offered.

The committee is not recommending the construction of a new high school at this time. They believe that the five existing facilities should be upgraded to meet program needs and increased capacity through a combination of additions, remodeling, and operational changes. The committee recommendation has not yet been forwarded to the School Board for review. This approach does not assume that all high schools will be the same size. The School District will continue to study the complex issues associated with program delivery, the movement of students between facilities, and the impact of alternative delivery methods.

Operational changes under consideration include an extended day providing more periods to deliver the program and a four quarter program instead of the two semester program now in place. The four quarter program would provide for a modified calendar approach and a degree of selectivity for individual student needs and special programs. A multiple track "year round" school system seems to have less promise at this time, but is worth additional study.

Trends affecting facility capacity include an increased emphasis on off-site education, such as "on the job" experiences, and extended learning opportunities using computers for off-site interface to the facility.

There is a growing need for an alternative high school to house special programs. The District currently runs the Structured Learning Center for students expelled from school, a Teen Parent Program for parents and expecting parents, and the Downtown Learning Center for students seeking different choices for completing their high school education. Some students go to Chemeketa Community College for completion of their G.E.D. (General Equivalency Diploma). Programs such as the Emotional Growth Center need a special environment to be successful.

An alternative high school would house about 400 students. This facility would need to be reasonably accessible to the entire district, including access by public transportation. The site would not need physical education spaces or athletic fields to meet program needs and would fit on a three acre site. The building would be about 55,000 square feet.

3.5 Future Facility Locations

The Study evaluated areas which may be suitable for future school development. Specific sites are not evaluated. Instead, general areas appropriate for future school sites are identified based on the following factors:

- Need for additional facilities generated by population growth of surrounding areas;
- Availability of land capable of supporting the educational program (approximately 12 acres for an elementary school and 20 acres for a middle school);³ and
- Geographical relationship to existing schools.

A. Elementary School Locations

The following maps identify potential locations of future elementary school facilities. Separate maps are provided, based on classroom capacities of 26.5

³

Section __ of the Technical Supplement provides an inventory of buildable lands in the Salem-Keizer area.

and 29.5 students. The School District owns a site in West Salem which is deemed suitable for a future elementary school.

FIGURE 3-5A
POTENTIAL ELEMENTARY SCHOOL LOCATIONS
(26.5 STUDENTS PER CLASS)

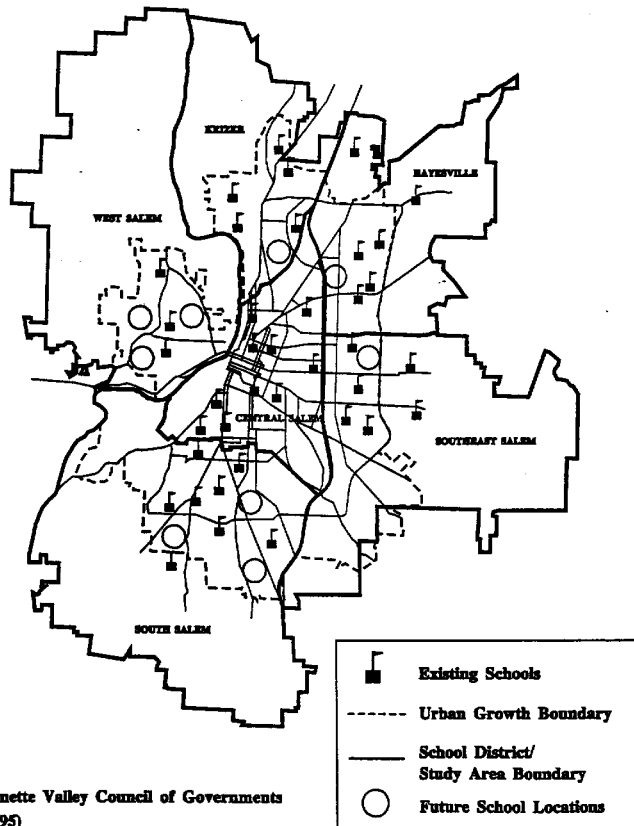
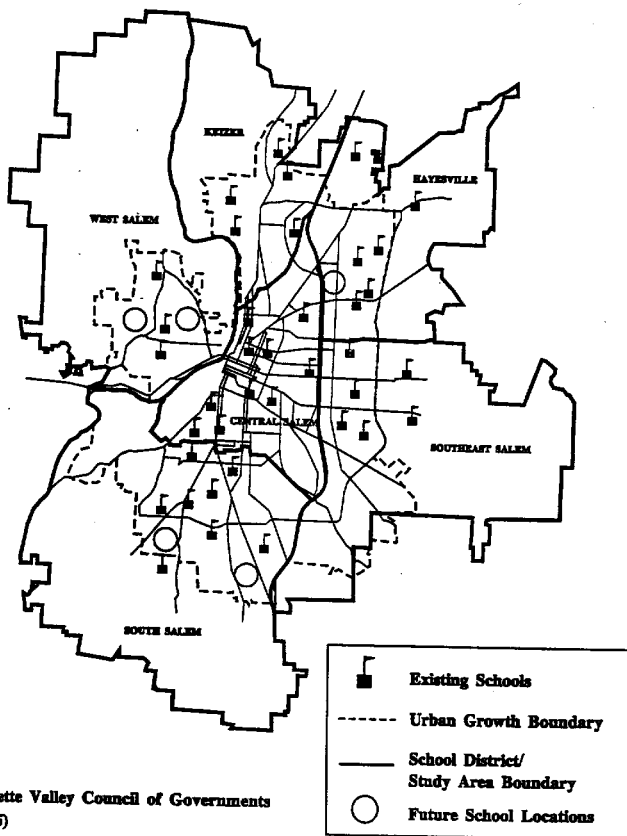


FIGURE 3-5B
POTENTIAL ELEMENTARY SCHOOL LOCATIONS
(29.5 STUDENTS PER CLASS)

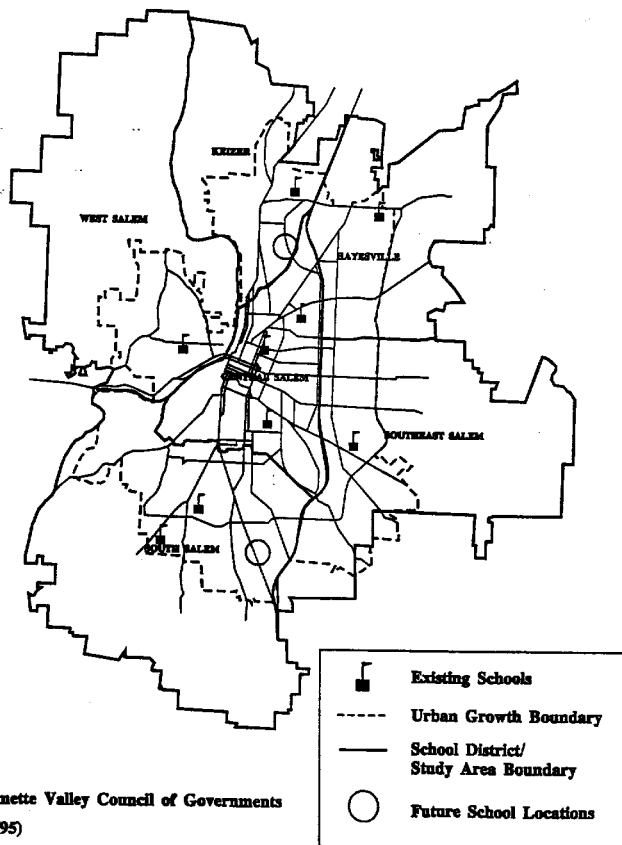


Mid-Willamette Valley Council of Governments
Draft (6/2/95)

B. Middle School Locations

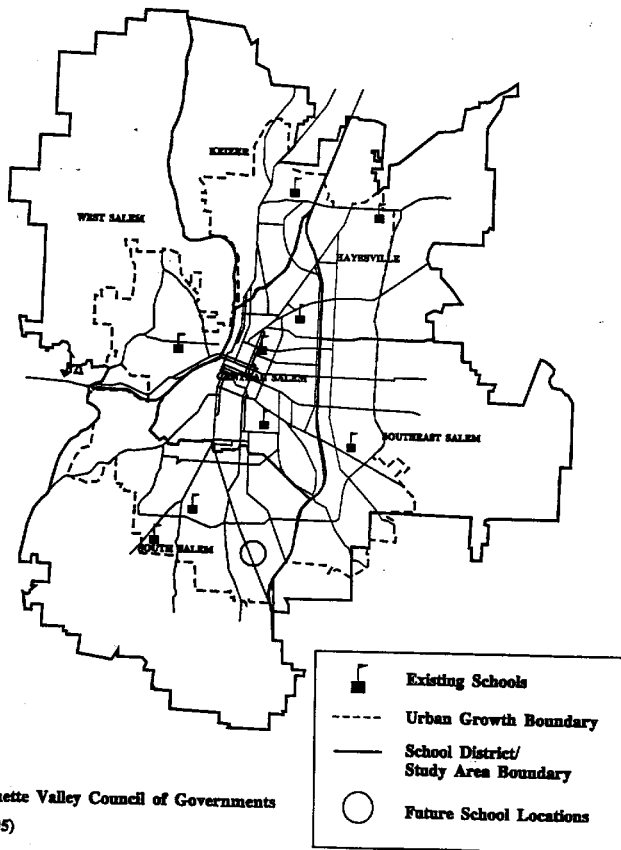
The following maps identify potential middle school locations based on classroom capacities of 27 and 30 students.

**FIGURE 3-6A
POTENTIAL MIDDLE SCHOOL LOCATIONS
(27 STUDENTS PER CLASS)**



Mid-Willamette Valley Council of Governments
Draft (6/2/95)

FIGURE 3-6B
POTENTIAL MIDDLE SCHOOL LOCATIONS
(30 STUDENTS PER CLASS)



Mid-Willamette Valley Council of Governments
Draft (6/2/95)

3.6 Siting Criteria

Development of standards for school site selection requires flexibility. The siting criteria are designed to help evaluate potential school sites. The criteria do not apply to the existing school facilities.

A. Elementary School (650 students)

Preferred Site Size:

With park: 15 acres
 10 acres for school
 5 acres for park

Without park: 12 acres

Location:

Elementary schools should be sited in areas planned for residential development. Schools should be within a reasonable proximity to the anticipated population served.

Access:

Vehicle access should be from a local street. Public transportation needs should be coordinated with the Transit District.

B. Middle Schools (925 students)

Preferred Site Size: 20 acres

Location:

Middle schools should be sited in or contiguous to residential areas. Schools should be within a reasonable proximity to the anticipated population served.

Access:

Primary access should be from a collector street. Public transportation needs should be coordinated with the Transit District.

C. General Development Standards

Utilities:

The full complement of utilities (i.e., sewer, water, and storm drainage) must be available and capable to serve the site at the time of development.

Site Conditions:

The minimum site size must be evaluated with regard to topography, configuration, hazards, and other possible encumbrances. The preferred site sizes refer to the minimum developable area, free of encumbrances.

Park Sites:

The School District, in cooperation with the City or County, should attempt to acquire park sites contiguous to school sites.

Bike and Pedestrian Access:

Multiple bike and pedestrian accesses shall be provided to school sites.

Location within the Urban Growth Boundary:

Schools primarily serving the urban area should be located within the urban growth boundary.

Site Design Criteria:

School site and facility planning shall be proposed according to the appropriate jurisdiction's design criteria including, but not limited to, zoning regulations, buffering, screening, etc.

SECTION 4

FACILITY DEVELOPMENT

4.1 Financing Options

The construction of new school facilities or expansion of current facilities requires a funding source for the improvements. The School District's tax base and state support do not provide adequate funds to develop new school facilities. The financing mechanisms available to Salem-Keizer Schools include general obligation bonds, lease-purchase agreements, and tax and revenue anticipation notes.

A. General Obligations Bonds, Notes

School districts can authorize issuance of general obligation bonds and notes to finance capital construction and improvements. After voter approval, the method for securing these bonds and notes is the full faith and credit of the school district. A school district unconditionally pledges to pay the principal of, and interest on, the bonds and notes. The revenue is from property taxes levied on all taxable property within the boundaries of the school district. Most school districts sell bonds that mature over 15 to 20 year periods.

Issuing general obligation bonds is the method currently used by the Salem-Keizer School District to finance the construction of new or expanded facilities. The school board decides the type of bonding.

B. Lease-Purchase and Certificates of Participation

Monies are available through lease-purchase and similar financing agreements to fund a variety of capital items. Examples for using funds include purchasing equipment or modular buildings, constructing new facilities, and renovating and conducting major maintenance of existing facilities.

In many respects a lease-purchase agreement is very similar to a general obligation bond. An investor lends the money and repayment from the district's general fund through lease payments according to the terms of the agreement.

C. Tax and Revenue Anticipation Notes

School districts may authorize the issuance of short-term notes to meet current expenses in anticipation of the collection of taxes or other budgeted revenues. Under Oregon Law, the dollar amount of notes issued cannot exceed 80 percent of the school district's budgeted basic school support, tax levies and other budgeted revenues. The issuance of such notes can temporarily cure cash flow deficits in the general fund.

D. Systems Development Charges

Systems Development Charges (SDC's), also known as impact fees, require a developer to pay a user fee for a particular community service. These are most common when dealing with water systems, sewer systems, and roads. This gives local jurisdictions the power to exact fees for services made necessary due to increased development. This is not currently permitted for schools in the State of Oregon.

4.2 Financial Plans

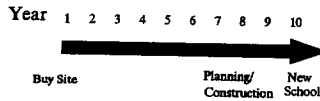
In conjunction with this Study, the Salem-Keizer School Board will adopt a financial plan to meet upcoming school facility needs. The five-year capital improvement plan is a supplemental document to the School Facilities Plan.

4.3 Development Schedules and Programs

A primary objective of the Study is to assist the School District and local governments anticipate facility needs. As the urbanizable area of Salem and Keizer is developed, it will become increasingly difficult for the School District to acquire sites suitable for new school development. The lack of funds has limited the School District's ability to acquire sites in advance. At present, the District has a future elementary school site in West Salem. Other sites owned by the School District are deemed less suitable for school development.

A site should be acquired approximately ten years in advance of need. Planning and construction for new schools takes approximately 30 months for an elementary school, 36 months for a middle school, and 40 months for a high school, using commercial methods of development.

Figure 4-1
School Development Schedule



A. Projected Development Schedule

The following are the projected school development schedules for elementary and middle schools. The schedules are based on the school facility needs shown in Section 3.4. Separate schedules are provided based on a 27 student per classroom ratio and a 30 student per classroom ratio.¹ The schedules are based on the population projections and will need to be adjusted in the future to reflect actual population growth.

¹Elementary schools are calculated using a 26.5 student per classroom ratio and a 29.5 student per classroom ratio.

FIGURE 4-2A
AREA 1 - WEST SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS

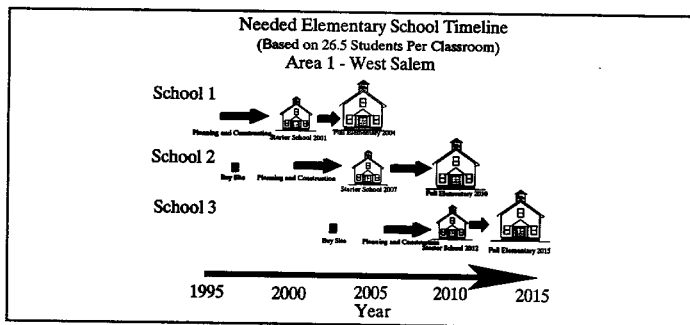
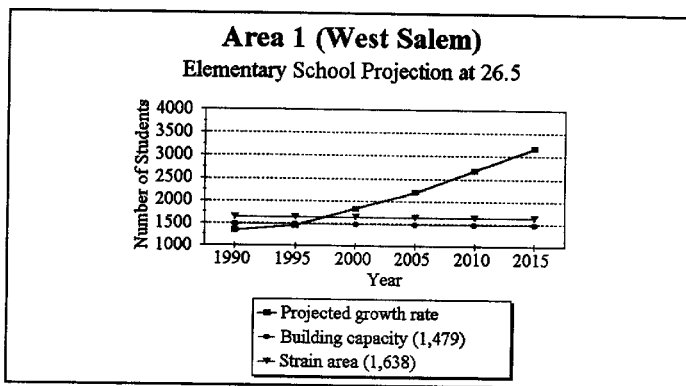


FIGURE 4-2B
AREA 1 - WEST SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS

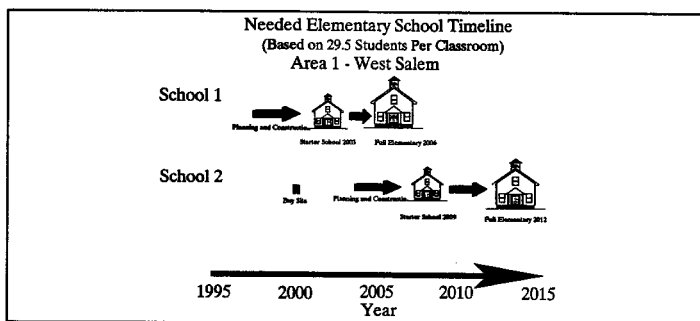
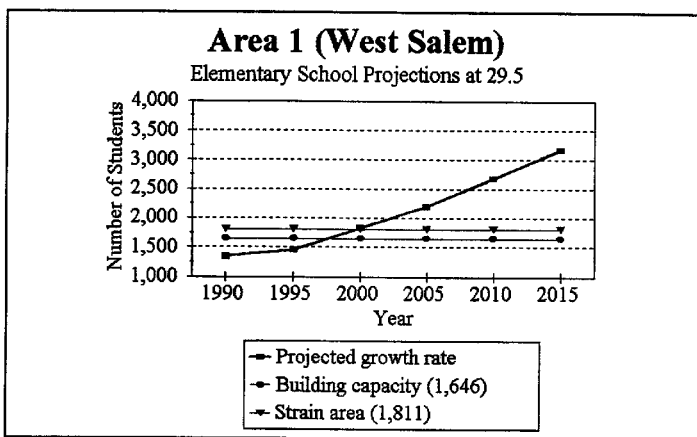


FIGURE 4-3A
AREA 2 - KEIZER
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS

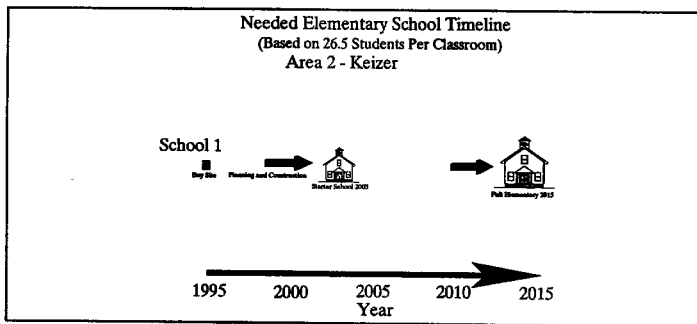
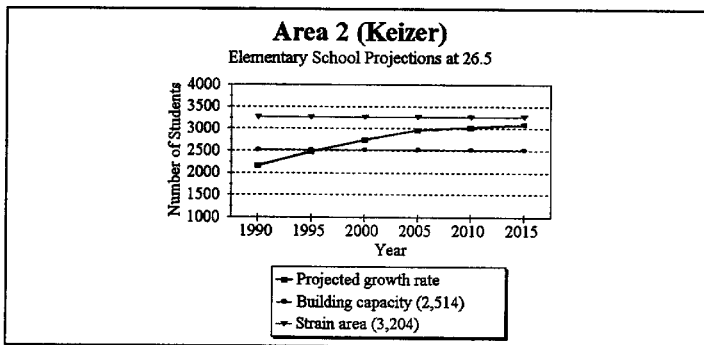
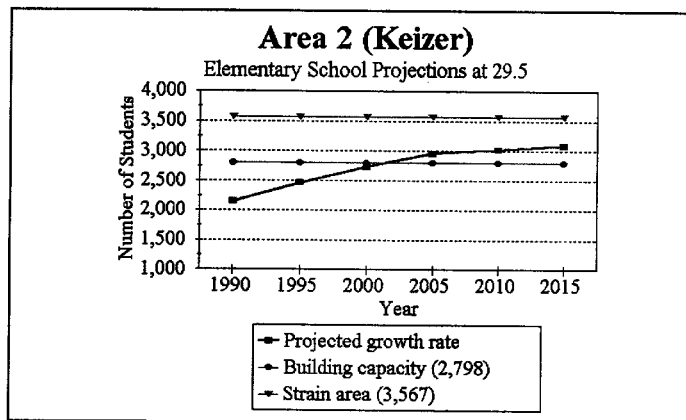


FIGURE 4-3B
AREA 2 - KEIZER
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS



No additional schools are needed during the planning period.

FIGURE 4-4A
AREA 3 - HAYESVILLE
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS

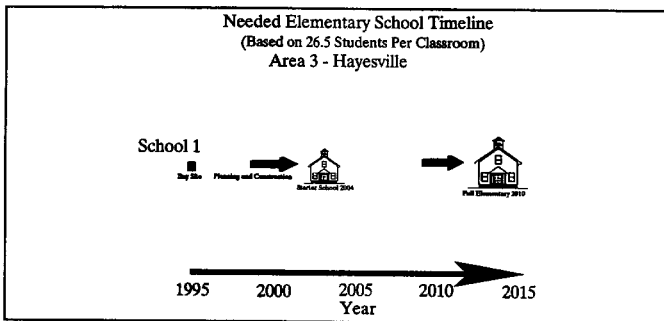
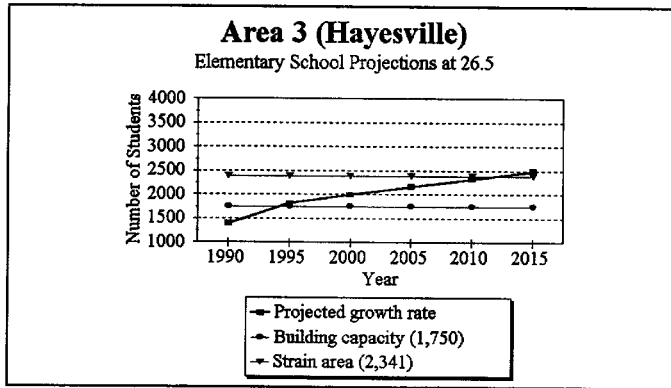


FIGURE 4-4B
AREA 3 - HAYESVILLE
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS

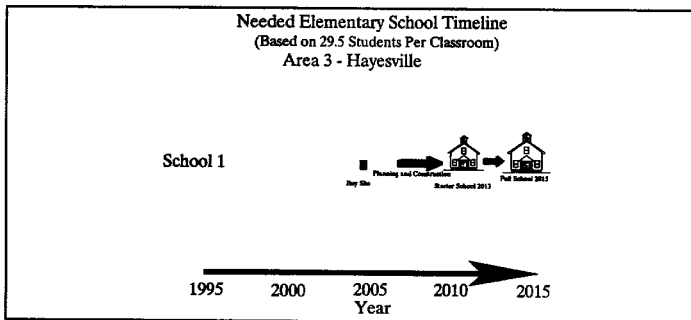
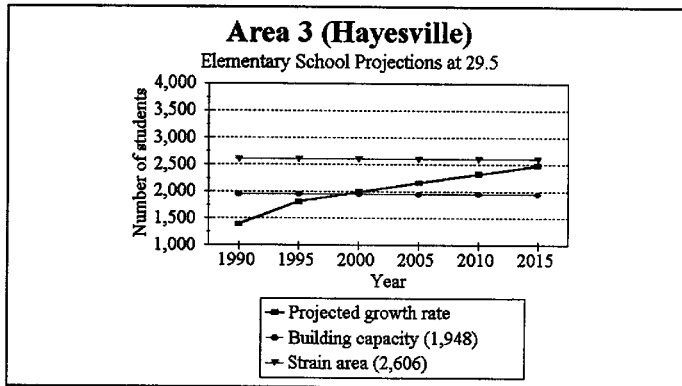
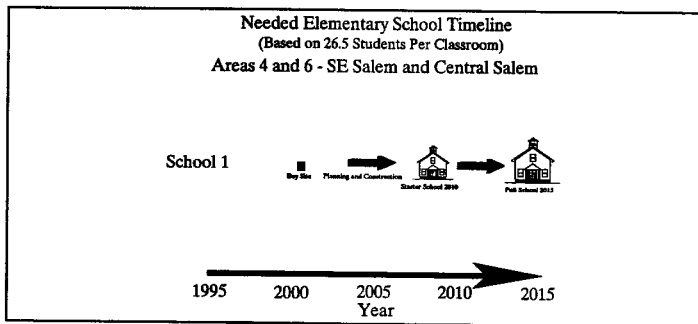
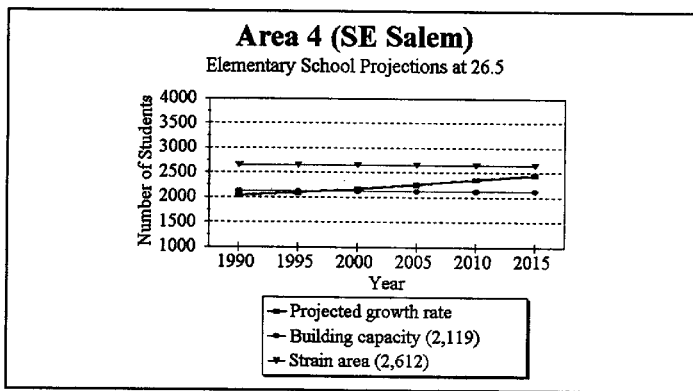
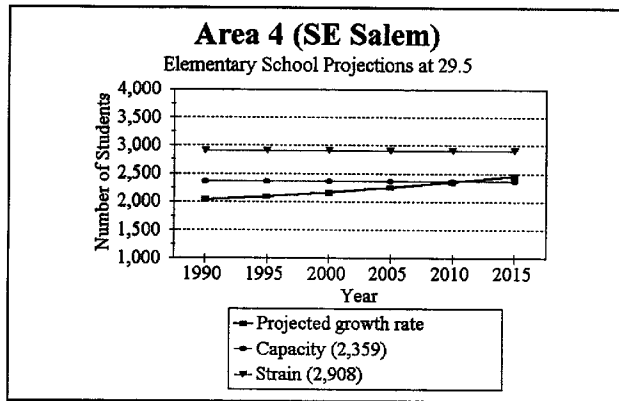


FIGURE 4-5A
AREA 4 - SE SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS



Note: The needed school is to accommodate growth in SE and Central Salem.

FIGURE 4-5B
AREA 4 - SE SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS



No additional schools are needed during the planning period.

FIGURE 4-6A
AREA 5 - SOUTH SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS

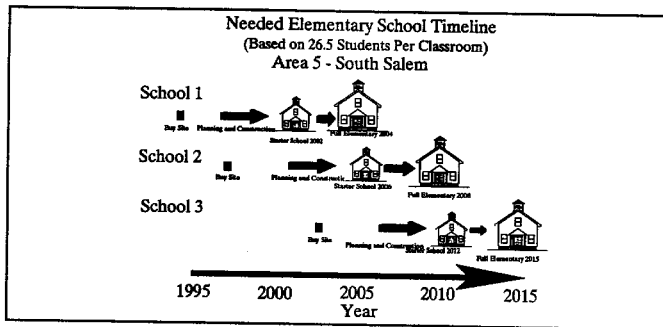
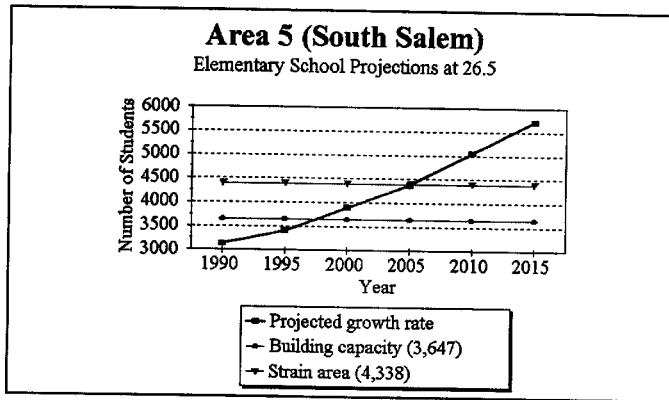


FIGURE 4-6B
AREA 5 - SOUTH SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS

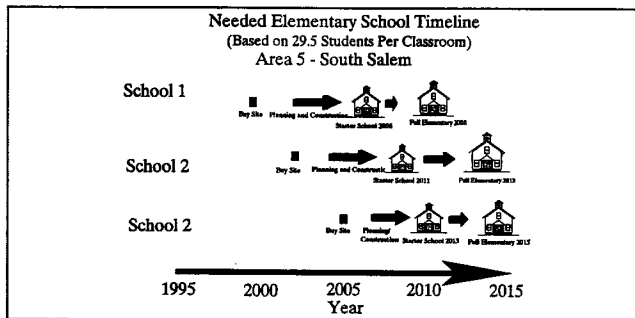
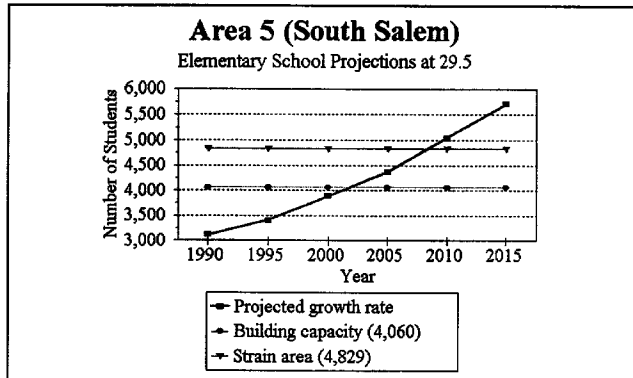
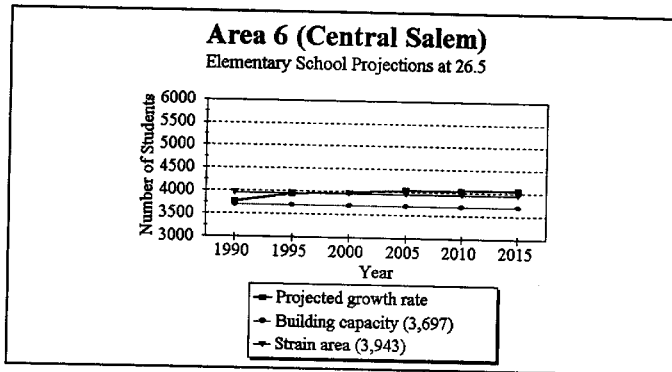
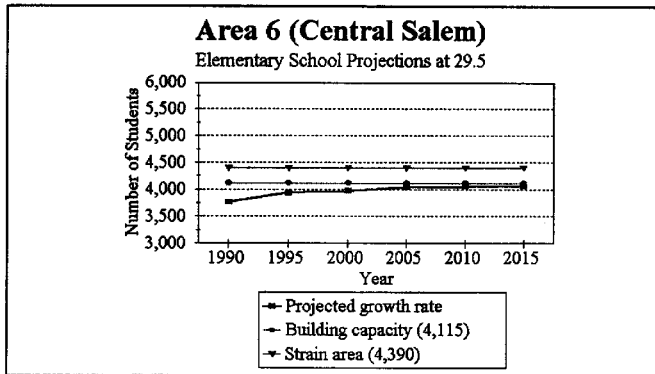


FIGURE 4-7A
AREA 6 - CENTRAL SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
26.5 STUDENTS PER CLASS



Needed facilities are shown on the SE Salem development schedule (Figure 4-5A).

FIGURE 4-7B
AREA 6 - CENTRAL SALEM
ELEMENTARY SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
29.5 STUDENTS PER CLASS



No additional schools are needed during the planning period.

FIGURE 4-8A
MIDDLE SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
27 STUDENTS PER CLASS

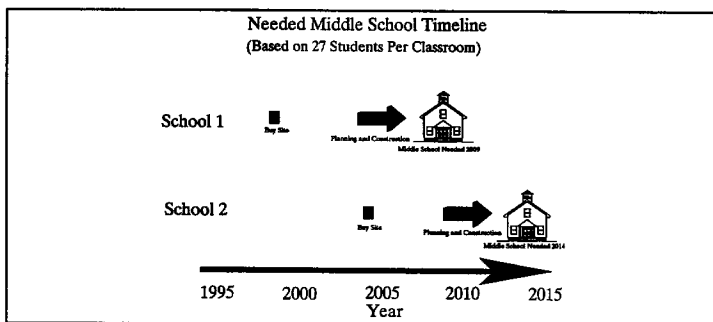
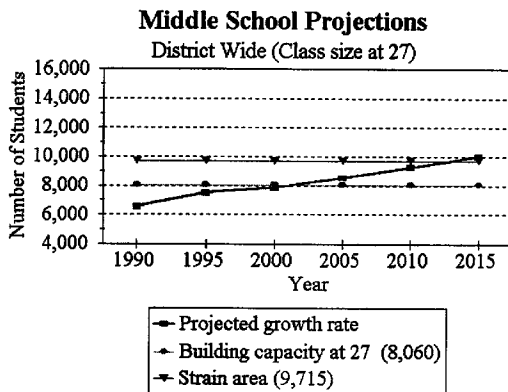
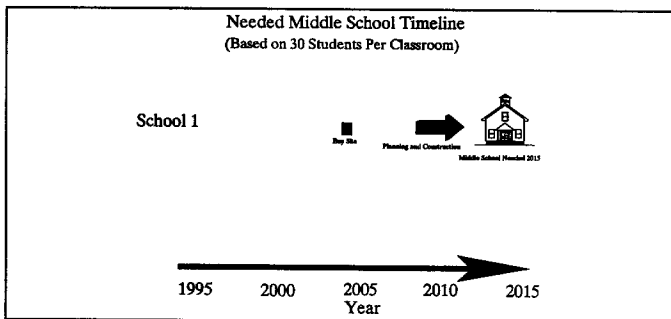
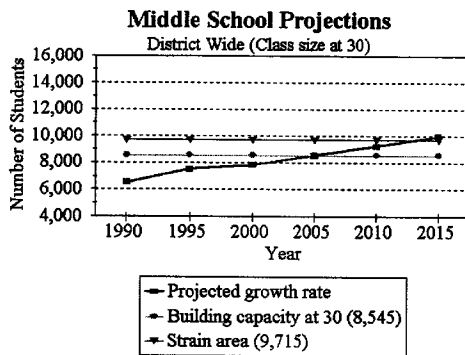


FIGURE 4-8B
MIDDLE SCHOOL GROWTH PROJECTIONS AND FACILITY NEEDS
30 STUDENTS PER CLASS



B. Alternative Development Schedules

The following tables outline the projected development schedules assuming the implementation of alternative education programs (i.e., year-round school and double shifting). The tables assume the complete conversion to one of the alternative programs.

TABLE 4-1
AREA 1 - WEST SALEM
ELEMENTARY FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						3
Class size at 29.5																						2
5 - track YRE																						2
4 - track YRE																						2
Double shifting																						0

TABLE 4-2
AREA 2 - KEIZER
ELEMENTARY FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						1
Class size at 29.5																						0
5 - track YRE																						0
4 - track YRE																						0
Double shifting																						0

■ = One school needed
Source: MWVCOG

TABLE 4-3
AREA 3 - HAYESVILLE
ELEMENTARY FACILITIES NEEDED
BY STATUS QOQ AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						1
Class size at 29.5																						1
5 - track YRE																						0
4 - track YRE																						0
Double shifting																						0

TABLE 4-4
AREA 4 - SE SALEM
ELEMENTARY FACILITIES NEEDED
BY STATUS QOQ AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						*
Class size at 29.5																						0
5 - track YRE																						0
4 - track YRE																						0
Double shifting																						0

■ = One school needed

* Growth in SE Salem and Central Salem will result in the need for one (1) school between the two study areas.
Source: MWVCOG

TABLE 4-5
AREA 5 - SOUTH SALEM
ELEMENTARY FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						3
Class size at 29.5																						3
5 - track YRE																						2
4 - track YRE																						1
Double shifting																						0

TABLE 4-6
AREA 6 - CENTRAL SALEM
ELEMENTARY FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 26.5																						*
Class size at 29.5																						0
5 - track YRE																						0
4 - track YRE																						0
Double shifting																						0

■ = One school needed

* Growth in SE Salem and Central Salem will result in the need for one (1) school between the two study areas.

Source: MWVCOG

TABLE 4-7
DISTRICT WIDE
MIDDLE SCHOOL FACILITIES NEEDED
BY STATUS QUO AND ALTERNATIVES

	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	TOTAL
Class size at 27																						2
Class size at 30																						1
5 - track YRE																						0
4 - track YRE																						0
Double shifting																						0

■ = On school needed
Source: MWVCOG

C. Capital Improvement Programs

The School District is in the process of developing a capital improvement program. The adopted capital improvement program will be provided in the final version of this Study.

SECTION 5 CONCLUSION

The Salem-Keizer School District, in cooperation with the Cities of Salem and Keizer, Marion and Polk Counties, and the Salem Area Transit District, recognized the need to plan for needed school facilities over the next 20 years. School age population is expected to increase by 38 percent over this period. Based on the current education program, nine (9) new elementary schools and two (2) new middle schools will be needed to accommodate the projected growth. The School District's High School Advisory Committee recommends that future high school needs be met by operational changes and by adding an alternative high school.

The School District's current building program will provide for the maximum utilization of existing facilities. Therefore, future growth must be accommodated by program and/or operational changes or by new facility development. Alternatives to new school development include increasing classroom sizes, implementing a year round education program, or "double stacking" schools.

Areas suitable for new school development are diminishing as the Salem-Keizer urbanizable area develops. It is increasingly important for the School District to anticipate facility requirements and attempt to acquire school sites at least ten years in advance of development. The Study sets forth a framework for assessing needed facilities and improvements to existing facilities. However, the Study is just the starting point. It must be continually monitored and updated to reflect growth patterns and changes in educational programs.

The School District and local jurisdictions must continue to work closely together work together to improve communication and cooperation. Areas of particular importance include:

- Development of objective procedures for the siting of new facilities;
- Coordination of capital improvement programs; and
- Cooperation on future updates of the Facilities Study.

TECHNICAL SUPPLEMENT
(Available under separate cover.)

1. Scope of Work
School Facility Study Scope of Work (November 1, 1994)
2. Technical Assistance Grant
Department of Land Conservation and Development
1994 Technical Assistance Grant Application for School Facilities Study
3. Oregon Revised Statutes
ORS 195.110 (School Facility Planning)
4. Oregon Administrative Rules
OAR 581-22-502
5. Coordinating and Technical Advisory Committees members
6. Population Projections Addendum
 - a. Methodology
 - b. Additional Maps and Tables
 - c. TAZ map
7. Alternatives to Development
 - a. Selected primary material
 - b. Annotated Bibliographies
8. Public Outreach materials
9. Existing Facility Improvements
1992 Bond Measure Improvements
10. Off-site Improvements Inventories:
 - a. City of Salem
 - b. City of Keizer
 - c. Salem Area Transit District