



# Sheridan School District Long-Range Facility Plan

Growing a Tradition of Quality in Learning for the Sheridan School Community

A Blueprint for District Planning

Led by Steve Sugg, Superintendent

Supported by Day CPM and JLA Public Involvement



# Hello, everyone! Let us introduce ourselves.

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# Desired Outcomes

## What We Want

Review past district data and the best information available to develop a Long-range Facility Plan that will guide district planning and investments into the future.

## How We Want To Accomplish It

Develop and implement a planning process that is transparent, participatory and communicates effectively in a timely manner to parents, the community and district staff

## We Must Consider

Respond to ORS 195.110

Work in collaboration with the City of Sheridan and Yamhill County



# What is a Long-Range Facility Plan?

The plan will provide a **20-year vision and guidance** for improvements or changes related to buildings, grounds and all other District properties, as well as associated items such as smartboards or sports infrastructure. It provides **direction for future decisions** such as renovation, construction, demolition or sale of buildings. It includes recommended **projects, estimated costs and funding approaches**, which may include bond measures.



Correlate  
facilities  
planning with  
instructional  
planning

Support budget  
planning by  
leveraging  
shrinking dollars

Provide solid  
base for  
planning and  
meeting  
changing needs

Help District  
continue to  
achieve goals  
during  
challenging times

# A Long-Range Facilities Plan can...

# Things the planning process will consider

History of school and community

Student population

Community culture

Geographic location – proximity of school to students, parents, families

Individual preferences

Curriculum

Transportation

Teacher licensure

Unification

Decisions by other jurisdictions and elected officials

Influences of laws, policies, mandates

Voter choice





# Who benefits from a LRFP?

Educators

Collaborative partnerships

Taxpayers

Students

Staff

EVERYONE in the community



Q: Do schools and  
classroom spaces  
impact the learning  
process?

A: Yes.

Research clearly shows a strong correlation between adequate facilities and student learning.

*“The research is conclusive: school facilities have a measurable impact on the achievement of our children....While factors such as teachers and parental involvement have an indisputable impact on student achievement; school facilities—the places where our children spend the majority of their waking hours—can significantly weaken or bolster whatever human inputs our students receive.”*

*– CISF School Facilities and Student Achievement Issues Brief*



**Q: Do schools and classroom spaces impact the learning process?**

The design of teaching and learning spaces must be carefully planned to support their educational objectives as well as to provide safe, clean and technologically up-to-date facilities.

# A Long-Range Facilities Plan is NOT...

- A portable city master plan
- A committee to develop bond package
- Short- or long-term maintenance schedules
- List of needs from staff
- Wish list from staff / community
- A mandate to build
- A document developed in isolation of relevant partners and/or topics

# Assumptions for the planning process

- Development of the plan will consider topics and issues that are broader than facility concerns alone.
- To the degree possible, instruction drives design and function.
- Instructional scope and curricula are consistent and equitable for all students.
- The Board authorizes the Superintendent to complete the work with the necessary resources to reasonably accomplish the plan.
- Recommendations are based on the best available information at the time.

- The plan will be flexible enough to accommodate the Board's policies and the Superintendent's direction.
- The plan will comply with all state and federal laws and regulations and Sheridan School District policies and procedures.
- **Development of the plan is supported by an advisory committee.**



# Assumptions for the planning process

**Development of the plan is supported by an advisory committee:**

- Hearing and incorporating varied opinions will make the plan stronger. Everyone will be respected and is encouraged to speak out and be heard.
- Recommendations by the committee are developed through a consensus process.
- The Board will receive the committee's recommendations, which it will consider as it review the Long-Range Facilities Plan for adoption.



# Cornerstones of a successful planning process

- Community values / priorities
- Responsible facility assessments
- Student enrollment projections
- Instructional philosophy,  
and the reciprocal nature of  
instruction / facilities

The planning  
process begins  
with ....

a definition of educational goals and  
priorities through the development of  
**Guiding Principals** (values and priorities)  
that are aligned with desired outcomes.



# About ORS 195.110

**The Long-Range Facilities Plan should meet the standards of state law ORS 195.110.**

- Districts over 2,500 students must have school facility plans.
- Local governments must incorporate school facility plans into Comprehensive Plans.
- Intended to promote coordination between school districts and local land use planning agencies in facility decision-making.

*[www.oregonlaws.org/ors/195.110](http://www.oregonlaws.org/ors/195.110)*



# Building Consensus



## How this fits with Sheridan today

- Why Superintendent Sugg started this planning process
- Considerations and ideas so far



