



Oakdale Public School Board of Education Special Meeting

Thursday, July 9, 2020

6:00 PM

Room #430 next to Admin Offices, 10901 N. Sooner, 5701 E Hefner, Edmond, Oklahoma
73013

1. Call to Order / Roll Call / Establishment of a Quorum
2. Pledge of Allegiance & Moment of Silence
3. Recognition of Guests
4. Swear in Erin Hulseley as school board member in Post #1 for a three-year term.
5. Consideration, discussion and possible action upon reorganization of school board officers for 2020-21.
6. **Presentation:** "Return to Learn at Oakdale" Proposed Reopening Plan | August 2020
7. **Work Session:** Discussions about future projects, initiatives, master planning, and/or programs related to the short- and long-term goals/plans of the District.
8. Adjournment



Return to Learn at Oakdale

Reopening Plan | August 2020



Oakdale School has considered multiple pathways to reopen school this August in a responsible yet flexible manner. The plans we have created are not perfect; they may need to be adjusted or modified as we move forward with emerging data. Nevertheless, our intent is to enact proactive, yet practical measures to mitigate the spread of COVID-19 and concurrently resume a sense of normalcy for our students and staff.

We will continue to monitor the effectiveness of our plans and track data over the course of the school year. Subsequently, we ask for your support and cooperation as we may have to modify plans and progressively increase or decrease layered procedures when needed.

Dr. Joe Pierce, Superintendent



Approach

"We are all in this together," Dr. Anthony Fauci

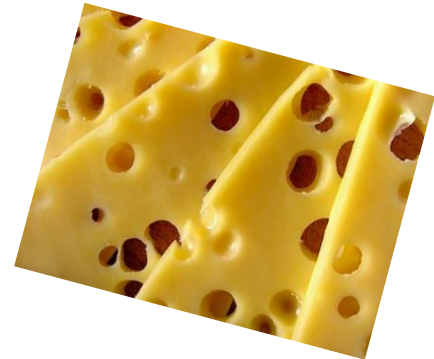
- Admin Team met with the state health leaders & experts
- Crosswalked recommendations with SDE guidance & other sources
- SuperSAC met three times to gather faculty feedback
- Second SuperSAC meeting included parents and students
- Parent survey distributed to gather community feedback
- Presentation to Board of Education in June & July
 - Safety and well-being of our community #1
 - Responsiveness with flexibility to maneuver and adjust plans
 - Consistency with state & local orders/guidance
 - Common sense approach meeting needs of most
- Second review by state health leaders & experts
- Voluntary faculty meeting for Q&A
- CDC Guidance for K-12 schools





Considerations

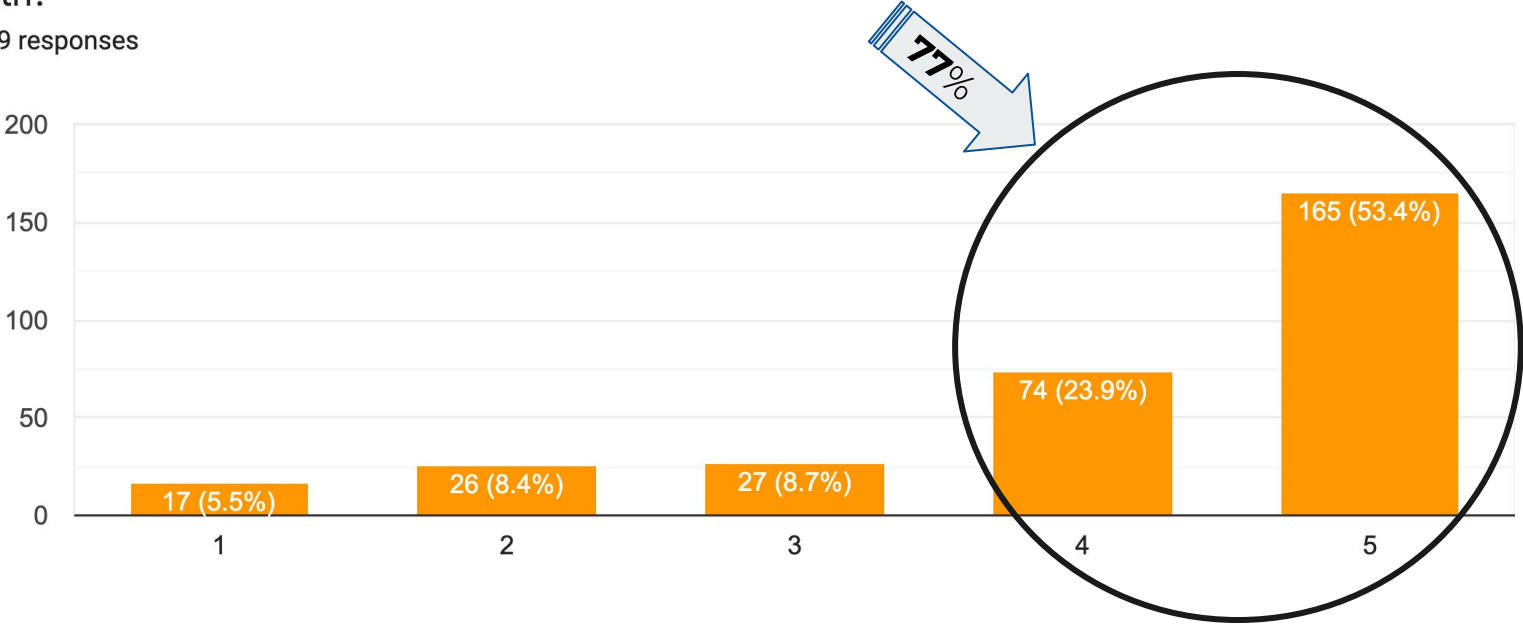
- No single plan will completely eliminate the risk of transmission, but multiple coordinated interventions can greatly reduce that risk.
- No plan is perfect. Not everyone will be 100% pleased
- Health and well-being of children, faculty, and community.
- Risk Factors:
 - Highest Risk: Traditional approach
 - Moderate Risk: Small group learning with social distancing
 - Lowest Risk: Virtual only learning
- Feasible & Practical yet Flexible & Adaptable
- Vulnerable populations: Additional considerations for those who are medically fragile, have developmental challenges, or have specific healthcare needs or disabilities, with the goal of a safe return to school.



Parent Survey Results

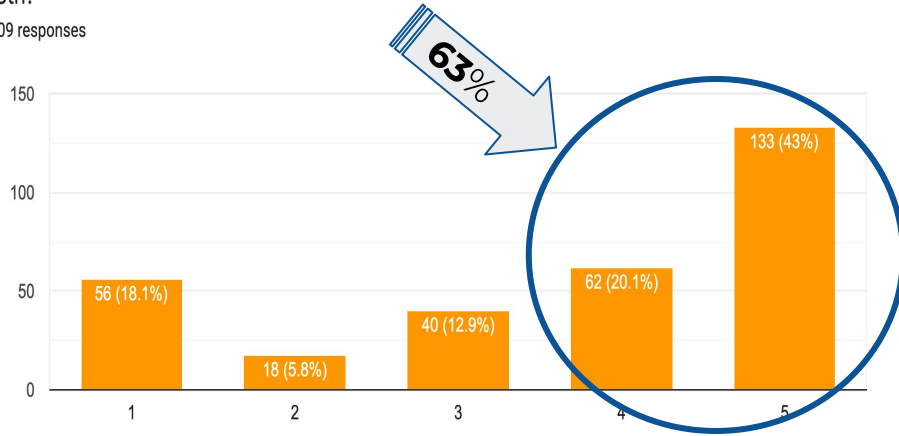
How comfortable do you feel with sending your child(ren) back to our school building on August 13th?

309 responses



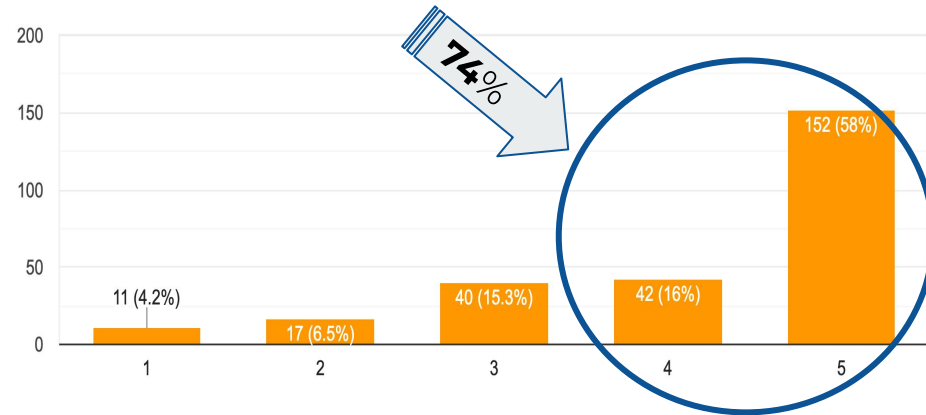
How comfortable are you with your child riding a school bus to and from school starting August 13th?

309 responses



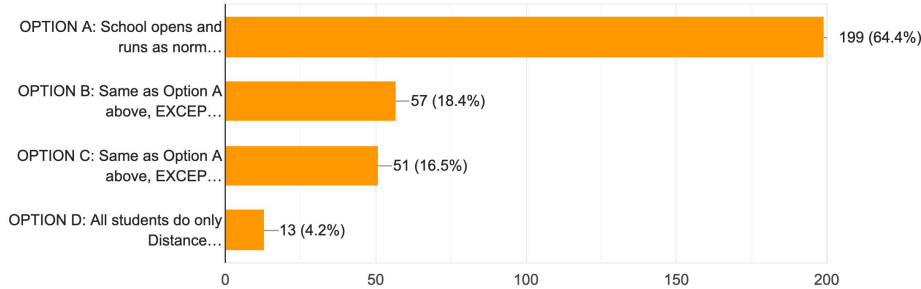
How comfortable are you with FINE ARTS extracurricular activities (e.g. band) proceeding as normal in 6th-8th grades?

262 responses



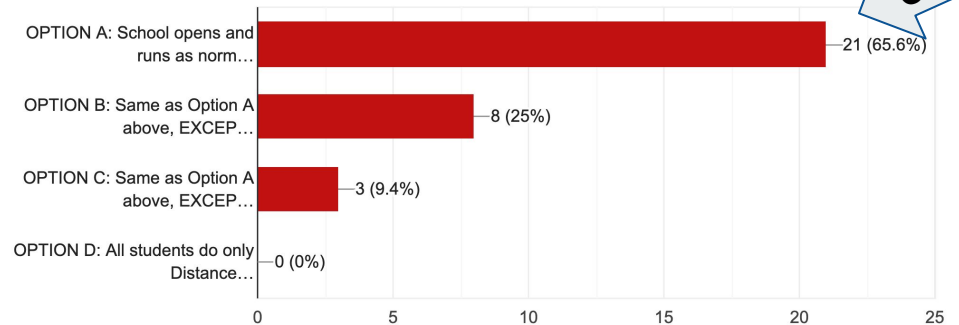
Parent Survey Results

Which of the following options do you feel is the BEST plan for reopening the school district in August? The District will not be offering all options...ain flexible to change or revise plans as necessary.
309 responses



Teacher Survey Results

four options suggested, which do you prefer? Choose one. See image above for options. For more detailed explanation, talk to me, your team rep. or principal.
10 responses





Return to Learn

Preferred Reopening Plan:

“Plan A”

Return to school in a traditional schooling model (bricks & mortar) on August 13th with added layers of precautions & protections, as practical.

- ❖ *We recognize that some Oakdale students may have pre-existing conditions or be immunocompromised that could make them more susceptible to a severe COVID outcome. For example, students with special needs, 504 plans, a positive COVID-19 diagnosis, comorbidities, or those with family healthcare situations, etc.*
- ❖ *Parents finding themselves in this situation should contact the building principal so we can discuss other options and work with you to determine the best educational plan for your child.*

Contingency Plans

Emphasizing Incremental Social Distancing

CONTINGENCY PLAN B:	<p>Predetermined Distance Learning “Firewall” Days</p> <p>Same as Option A above, except students will only attend brick & mortar school 150 out of the 170 instructional days during the year. Think of the remaining 20 days as built-in “firewalls” to mitigate, not eliminate, the spread of the virus. These days would be set in the school calendar and would be required distance learning (DL) days. (e.g. the remainder of the week after Labor Day or after Fall Break). See below.</p> <p>This plan offers parents some limited ability to prearrange work schedules or childcare; however, we must remain flexible on these dates as virus data emerges. Teachers would report to the school a portion of each DL day. Consideration would be given for staff members’ children and other at-risk students. Full school cleanings will occur on these days.</p> <p>“Firewall” Dates: Sept. 9, 10, 11 * Oct. 21, 22, 23 * Nov. 30 & Dec 1-4 * Jan. 5, 6, 7, & 8 * March 22-26</p>
CONTINGENCY PLAN C:	<p>2/1/2 Hybrid Distance Learning (DL)</p> <p>Same as Option A, except students will attend brick & mortar school two (2) days per week. The remaining three (3) days each week are required DL days and students will complete work remotely through Google Classroom. One group attends Monday & Tuesday, the other on Thursday & Friday. The groups would be assigned by family. Close and clean facilities thoroughly each Wednesday, or other specified day.</p> <p><i>*Alternative plan providing less physical distancing: 4 days brick & mortar attendance + 1 designated DL day each week.</i></p>
CONTINGENCY PLAN D:	<p>100% Distance Learning</p> <p>Students use Google Classroom entirely throughout the Fall semester, with the Spring semester to be determined. This would be a similar delivery model as last Spring except that instruction would be direct (e.g. live stream recorded lesson delivery), attendance and participation in schoolwork is <u>required</u>, and assignments would be graded and count towards report card grades.</p>



Virtual Learning Option

At this time, Oakdale Schools does not have the capacity to offer a comprehensive virtual online learning platform like larger school districts.

Further, we realize that some families may not be ready nor comfortable sending their child back to brick & mortar school, as described in Plan A.

Oakdale would like to offer families the opportunity to choose a program for their child from a menu of educational options; however, we do not have this capability at this time.



There is another option only available to Oakdale families:

Although we hope all Oakdale children will return to our school, this unique option may provide a viable choice for families with specific situations or concerns to consider during this time.

In conversations with EPS district administrators, we understand that EPS will be offering a virtual learning model through Apex next year.

Edmond Public Schools' current board [policy](#) permits consideration of out-of-district transfers to **ONLY** Oakdale students in grades PK-8.



“Mind the Gap”

- **Mind the Social-Emotional Gap**

- Need to be aware of any negative impact on children due to school closures and lengthy time away from school with associated social-emotional well-being.
- Mrs. Gina McCarthy is the main contact person and will help families as needed.
- She will also work closely with teachers on how to handle social-emotional issues

- **Mind the Learning Gap**

- Determine current academic level for each student
 - STAR Reading & STAR Math
 - SDE free resources tied to our current benchmark assessments
- What do we do if they have gaps?
 - Differentiate & personalize
 - Tier instruction & assignments
 - Create a plan & intervene
- What do we do if they already have it?
 - Extend/Apply/Enrich/Advance



EXACT PATH for Individualizing Learning

- The OSDE intends to invest a portion of state Elementary and Secondary School Emergency Relief (ESSER) funds to offer Edmentum Exact Path **free to districts** to set and achieve academic growth goals
- Exact Path combines adaptive diagnostics with individualized instruction and learning pathways for growth in math, reading and language arts.
- Exact Path may be used in classrooms, with blended learning or during periods of distance learning.
- Exact Path also links with our current assessment plan and will integrate our district data from Renaissance Star Reading & Math Assessments.



Precautions

- **Parents are to pre-screen children before heading off to school**
 - Safeguards students have no fever or respiratory symptoms before attending school rather than having the school conduct on site temperature taking, resulting in crowded lineups and delayed entry to school.
 - Current procedures for sending students home will remain in effect.
 - Our school nurse has created additional plans & procedures for sickness
- **Masks... general considerations:**
 - We realize that it is not feasible for most children to properly wear a mask an entire day.
 - Wearing of cloth face coverings should be prioritized at times when it is difficult to maintain an appropriate distance from others (e.g., during drop off or dismissal, standing in a line at school).
 - Social distancing for teachers may not be practical in the classroom. Therefore, wearing a mask for staff is a reasonable precaution, if close contact with others cannot be avoided.
 - Faculty & staff will be provided with a mask and/or face shield. They should social distance, particularly around other adults and wear a face covering as much as feasible.
 - Further, we fully respect a faculty member's choice to wear a mask *more* frequently.



Cleaning & Sanitizing

- The school hired an additional custodian and will change the crew's work schedules in order to have a nighttime crew for after-hours cleaning and during breaks.
 - Electrostatic sanitizing sprayers will be used daily during deep cleaning of rooms.
 - One sprayer is available. Two additional sprayers have been ordered
 - High touch areas will be sanitized at least 3x during the school day
 - Restrooms will be monitored and sanitized through the school day and cleaned at night
 - Lockers will be sanitized at least once a week
 - Lunch tables will be sanitized between each lunch period
- Proper hand hygiene and respiratory etiquette will be taught and encouraged.
- Teachers will create a schedule for more frequent than usual hand hygiene.
- Students will be greeted at the classroom door and offered hand sanitizer.
- Students are encouraged to bring their own personal water bottles daily.
- Water fountains with mouth pieces will not be used. Hands-free water bottle refill stations will remain available and cleaned regularly during the day.
- We are adding additional water bottle refill stations to our existing drinking fountains.
- Buses will be sanitized at least two times daily and between multiple routes.
- HVAC units will be set to maximum ventilation with outdoor air, where possible.



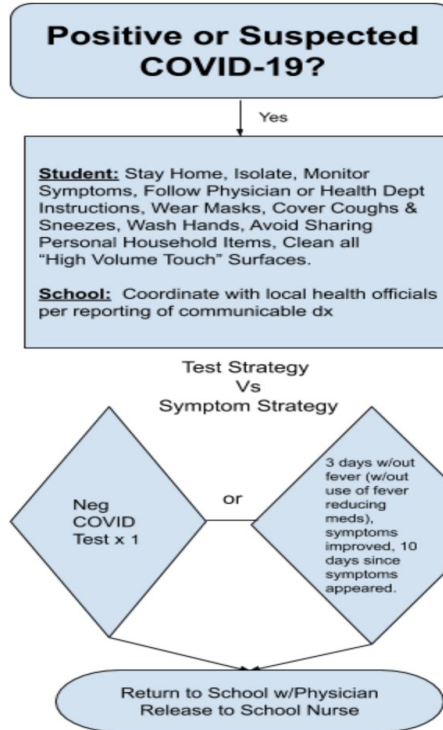
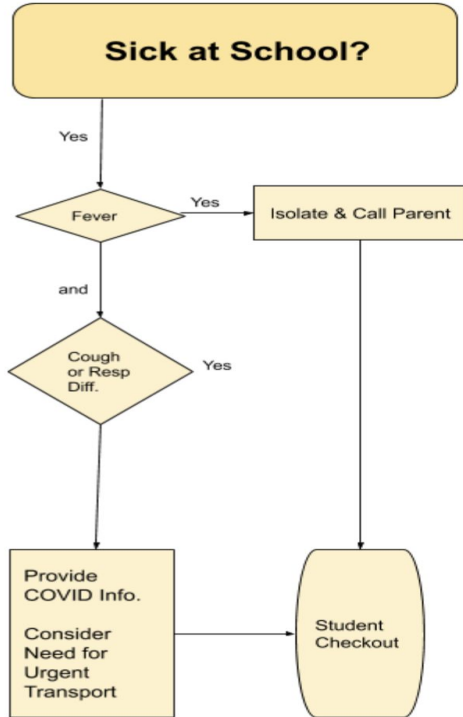
School Nurse

Temperature checks must balance the practicality of performing these checks for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings

- Plans created for confirmed exposure or diagnosed with virus (see flowchart)
- Relocating clinic to new 5th grade wing office area
 - A room is now available to quarantine a suspected COVID patient
 - Concerns about “littles” traveling to the nurse office:
 - Office aids may help - or text an administrator
 - Only send when absolutely necessary (put first aid supplies in classrooms)
- Parents will pick up using 5th grade entry doors... only used for sick students going home
- Multiple thermometers will be available in every pod area to use whenever needed.
- Adult employees will be asked to check their temperature each day upon arrival.
- Ordering additional PPE supplies to keep on hand.
- Various communication letters are already created and ready to use.

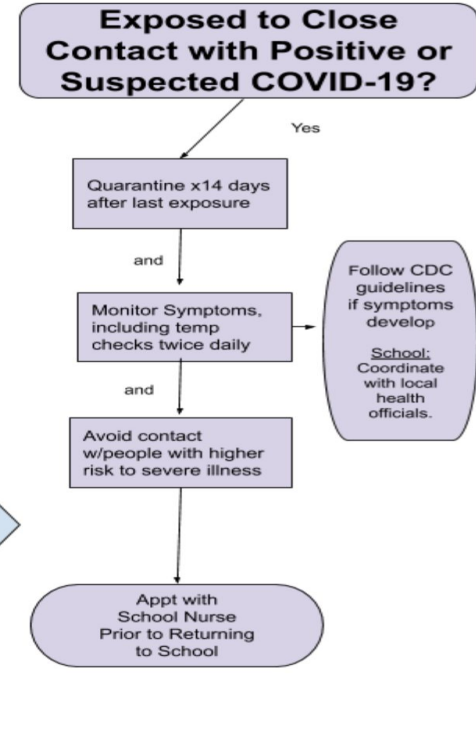
Oakdale Schools Flowchart for COVID-19

- Students and Staff/Faculty Daily Screen & Self Report
- COVID-19 Symptoms or Positive Tests



COVID-19 Emergency Warning Signs:

- * New confusion
- * Trouble Breathing
- * Persistent chest pain or pressure
- *Inability to wake or stay awake
- * Bluish lips or face





Closing School

A preliminary decision-making framework has been created with input and advice from health experts.

There are certain challenges in creating a definitive plan this early. The guidance is still emerging. Until more formal recommendations are made by state/local officials, we must begin preparing now.

- We strive for a reasonable yet practical, middle ground approach in our preliminary plans.
- We must have a starting point from which we can prepare to return to school safely, yet not having too great a risk of facilitating spread of the virus within the school.
- As cases arise, we will reach out to local health agencies and experts for their guidance before implementing quarantines or closing school.
- Much of our framework is contingent on the degree to which people in our school adhere to the layered precautions outlined in the Return to Learn at Oakdale reopening plan.
- In each case, we will take extra steps to learn about the timeframe, the context, the type of contacts, etc. that will inform real guidance about what next steps should be taken.



More about masks

Each student are required to have a clean face mask or other face covering (e.g. buffs) *available* to use daily and be able to use it independently. Teachers will create appropriate procedures for class.

On the bus? Yes, physical distancing is not feasible on our buses.

- We encourage parents to drop off & pick up students in order to create space for social distancing on buses.
- Bus procedures with additional cleaning & other precautions (e.g. ventilation and other procedures)

In classrooms during instructional times? Not mandatory but recommended, if physical distancing is not feasible.

- Masks should be school appropriate and not be a distraction.
- Students are expected to comply with teachers' directives about wearing masks in a variety of situations.
- Parents should practice with their child making sure they can manage their mask independently and responsibly.
- We fully support parent requests for their child to wear a face covering *more often*, even if able to physically distance.
- Students must be responsible for complying with their parent's request to wear a mask more frequently.

In common spaces/outdoors during non-instructional times? Yes, if physical distancing is not feasible.

- For example, in congested common areas (dismissal, passing periods, tornado drills, crowded hallways)
- Outdoor recesses have the ability for social distancing, so a mask would not be mandatory.



Entry to School

- Students will enter through the usual entrances.
- Doors will open at 8:10 AM and will be propped open until 8:25 AM
- Administrators will be on duty at the exterior doors with other teachers supervising pods/hallways.
- Upon entry, students will go directly to their classroom or to breakfast.
- Before & after care will remain available- with additional procedures for entry/check-in etc.
- Visitors & guests will be permitted in the school *only by appointment* and must wear a mask.
- Adult employees and visitors will be screened daily when they arrive in the building.
- PALS and Library volunteers will continue as normal with pre-scheduled shifts (an appointment) and additional protocols in place.
- No lunch guests permitted at this time. Lunch deliveries are discouraged.



Classrooms & Hallways

- Teachers will physically distance classroom seating/desks and face them in the same direction as much as feasible and practical.
- Students will not share objects or supplies and will use pencil bags/boxes.
- Until class begins, classroom doors will remain open to minimize touching handles and door knobs.
- Students will clean/wipe off their own desks and chairs before leaving a classroom.
- Specials classes teachers (band, music, art, etc.) will create their own protocols that are practical.
- Hallways will be marked with signage to have good flow in one direction.
- Amplification systems technology



Cafeteria

- Students will alternate seats or tables for physical distancing and served using appropriate distancing procedures (teacher developed- they know what works best for their students).
- Grades or classes may alternate eating in classrooms or in the lunchroom.
- 8th graders will eat in the middle school pod using physical distancing as above.
- Hand washing/sanitizing will occur before eating. Tables will be cleaned between lunches.
- Students may bring a lunch from home or purchase a meal at school.
- Students must independently open their own packaged foods brought from home.
- We are exploring meal options for ease and mobility (e.g. grab-n-go lunch options).
- No guests/visitors may join children for lunch at school at this time.
- Lunch deliveries are discouraged.
- Teachers and all administrators will be on lunch duty every day.



Outdoor Recesses

- **Elementary School:**
 - Each grade level plays at a different playground (rotated weekly).
 - At least one teacher will be on duty.
 - High risk/touch activities will be discouraged.
 - Indoor recess, when necessary, with procedures developed by the teachers.
- **Middle School:**
 - For outdoor recess, students will go to the track/football area.
 - For indoor recess, students stay in their 4th hour classrooms.
 - All students will go outside for fresh air/exercise as much as possible, unless they have indoor recess or occasional club meetings.
- **Recommended guidelines for indoor recess:** As usual, if the “feels like” temperature is < 32F or > 100F, or raining, students will have recess indoors.
- **Strict physical distancing will not be emphasized** as it is not practical and could cause social-emotional harm.
- **Masks will not be mandatory during outdoor activities**, although high-risk activities will be discouraged.



After School Dismissal

- Student will wear masks when:
 - Walking to the bus
 - Exiting the school
 - Waiting for a car in the parent pick-up line
- Carpool dismissal will continue as normal



Athletics, Events & Clubs

We will encourage participation in extracurricular activities such as sports, physical education, fine arts classes as well as all of our various clubs and/or events.

Participation in these activities is voluntary and we want parents and students to understand the risks associated with choosing to participate in these activities. Some activities present a higher risk than others. We are creating a list of school activities and their associated risk factor.

Athletics & Extracurricular Activities: A waiver regarding COVID will be added to permission forms. We will follow the guidance from conferences and other organizations.

Contests (e.g. band/choir) will be determined on a case-by-case basis. We will follow guidance from the host.

Assemblies: We do not expect to host large gatherings, unless social distancing and precautions can be observed.

Events: Some traditional events may have to be rescheduled or modified or held in other creative ways.

Field Trips: We do not anticipate taking field trips at this time. Virtual alternatives will be explored. The destination organizations will likely determine the availability of field trips.

Class Parties may not be held like usual. We will explore alternatives such as going outdoors and involve only a limited number of homeroom parents to help organize.

Flu shot clinic will be held in the fall as a service to students, families, and staff.



Information Day

- Jenna Foster & Jill Willhoite are planning this with teachers & PTC/OSF
- Some teachers have offered creative/alternative ideas
- Virtual only - no one in the building
- School supplies may be dropped off early - more info coming
- A teacher planning committee was created
- To be planned and communicated to families very soon



First Day of School

- Jenna Foster & Jill Willhoite are planning this with teachers & PTC/OSF
- Some teachers have offered creative/alternative ideas:
 - Parents and guests will not be permitted to come in the building
 - Special photographic opportunities leading up to the first day
 - A special fun event is being planned to be held on the football field/track to make this day extra special!
- A teacher planning committee was created
- To be planned and communicated to families very soon

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Date	Event or Holiday
August 5	New teachers report for pre-service orientation meetings
Aug 6-7 & 10-12	All teachers report: Contract Days (PD/Info Day/Work Days)
Aug 13	First day of school /1st semester begins
Sept 7	Labor Day Holiday (school closed)
Sept 8	Teacher Prof Dev & Work Day (no school for students)
Oct 15, 16, 19	Fall Break (school closed)
Oct 20	Parent-Teacher Conference Day (no school for students)
Nov 23-27	Thanksgiving Break (school closed)
Dec 21-Jan 1	Winter Break (school closed)/1st semester ends Dec 18
Jan 4	Teacher Prof Dev & Work Day (no school for students)
Jan 5	2nd semester begins
Jan 18	MLK Jr. Day (school closed)
Feb 15	President's Day (school closed)
March 12	Parent-Teacher Conference Day (no school for students)
March 15-19	Spring Break (school closed)
April 16	April Day (school closed)
May 20	Last day of school for students/2nd semester ends/8th Gr. Graduation
May 21	Teacher Work/Records Day (no school for students)
May 31	Memorial Day (offices closed until August)
June 1 - July 31	Summer Break (school closed). FY22 start date TBD

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170	Days Taught (students attend aqua colored days)
plus 2	P/T Conference Days
172	Total Days Taught for ASR
plus 8	Additional contracted work days for teachers
180	Total days for teachers
Days converted to hours:	
150	Traditional Instruction Days (brick & mortar)
20	Required distance learning days, if necessary
plus 12	Hours P/T Conferences (max. counted)
plus 30	Hours of Professional Development (max. counted)
1161.20	
Meets 1080 hours requirement. Exceeds by 81.2 hours	



Return to Learn at Oakdale

Reopening Plan | August 2020



OAKDALE PUBLIC SCHOOL

SCHOOL FACILITIES MASTER PLAN

2011



INDEX

INTRODUCTION

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D. TIME FRAME FOR FIRST PRIORITY PROJECTS

E. FINAL COMMENTS

Appendix - Programs of Spaces for New Buildings

INTRODUCTION

Oakdale Public School is a vibrant and essential part of the fabric of the community. Buildings that house our students are an important part of the teaching and learning process that allows for a quality educational experience for our students.

To make sure the campus fulfills these objectives, the Board of Education and school administration determined that a study needed to be made to evaluate the existing buildings, determine future needs and then develop a road map for facility improvements.

The Board of Education selected LWPB Architecture, to assist in the development of a Master Plan for the school district. Master Plans need not be overly sophisticated, but should analyze and address the basic facility challenges of the district. Part of this effort for Oakdale School was an on-site tour and analysis of the site and buildings by the architects. Evaluations were based on the following criteria:

1. School Site Issues
2. Environment for Education

With the evaluations and information received, the following Master Plan was developed.

Two major background areas were studied concurrent with visiting and analyzing the facilities. These background areas were:

1. Enrollment Projections to allow the board, staff and planners to anticipate how many students to plan for through the year 2016-17.
2. Financial Valuations and projections to allow all parties to know the current and future financial abilities of the district.

The Architect-Planners evaluated the priorities established by the administration and determined an Estimate of Probable Cost where feasible to do so.

A. BACKGROUND INFORMATION

1. Enrollment Projections

Membership in each grade level for each of the past eight years, 2004-05 to 2011-12, was the basis for the enrollment projections. The projections are based on the basic Cohort Survival Ratio Method, which is simply a calculation of the ratio of students from a grade level who return the following year. This ratio is then used to project the number which can be expected to return in future years. This method can be quite accurate in districts with fairly stable populations; however the planner must always be alert for indications of new trends.

Three projections were made for the next five year period (through 2016-17) with varying growth rate assumptions. The 5 Year Trend, chart "A", with no additional growth rate assumed, shows an overall annual growth rate of about $1\frac{3}{4}\%$. However, most of that growth occurs in the Middle School, particularly 8th grade. The 5 Year Trend shows smaller growth in the Elementary School grades, and actually shows a slight decrease in Third Grade enrollment.

The two 5 Year Trends, charts "B" and "C", show what would happen with additional growth rate assumptions of +2% and +4% respectively.

School enrollment by grade should to be analyzed annually to see if a new trend is evident and adjustments made accordingly.

OAKDALE PUBLIC SCHOOLS

KINDERGARTEN ENTERING CLASS TRENDS

School Year		Average Daily Mmbrshp	Annual Change	Annual Percent Change	Average Percentage Change (Total)
2004	2005	51			1.97%
			-3	-5.88%	
2005	2006	48			
			4	8.33%	
2006	2007	52			
			5	9.62%	
2007	2008	57			
			9	15.79%	
2008	2009	66			
			-13	-19.70%	
2009	2010	53			
			3	5.66%	
2010	2011	56			
			0	0.00%	
2011	2012	56			

PROJECTED AVERAGE DAILY MEMBERSHIP

2012	2013				57
2013	2014				58
2014	2015				59
2015	2016				61
2016	2017				62

Kindergarten entering enrollment trends for the past 8 school years have increased by an average of 1.97%. This growth trend results in the Projected Average Daily Membership numbers shown on the right.

OAKDALE PUBLIC SCHOOLS - 5 YEAR TREND																			A			
PUPIL POPULATION PROJECTION FOR:																						
Cohort Survival Plus Listed Assumptions																			Census:	Average Daily Membership		
MEMBERSHIP IN EACH GRADE																						
SCHOOL YEAR	Kindergarten	RR	First Grade	RR	Second Grade	RR	Third Grade	RR	Fourth Grade	RR	Fifth Grade	RR	Sixth Grade	RR	Seventh Grade	RR	Eighth Grade	K-1	2-5	6-8	TOTAL	
2004	2005	51		41		41		46		37		43		46		48		53	92	167	147	406
2005	2006	48		52		37		41		45		39		43		42		50	100	162	135	397
2006	2007	52		42		56		40		44		46		39		39		49	94	186	127	407
2007	2008	57		60		46		59		48		49		48		39		41	117	202	128	447
2008	2009	66		57		67		54		61		56		52		48		37	123	238	137	498
2009	2010	53		62		51		65		57		61		59		57		49	115	234	165	514
2010	2011	56		53		59		54		66		61		63		54		53	109	240	170	519
2011	2012	56		58		58		65		58		68		63		65		57	114	249	185	548
2012	2013	57	1.0026109661	56	1.0190735695	59	1.0568235294	61	1.0557103064	69	1.0614525140	62	1.0338028169	70	0.9828571429	62	1.0275229358	67	113	251	199	563
2013	2014	58		57		57		63		65		73		64		69		64	115	257	196	569
2014	2015	59		58		58		61		66		69		75		63		71	117	254	209	580
2015	2016	61		59		59		62		64		70		71		74		64	120	255	209	585
2016	2017	62		61		60		63		65		68		73		70		76	123	256	218	598

Assumptions:

1. Kindergarten will increase at 8 year average of 1.97%.
All other grades will follow the growth/loss history of their class established over the past 7 years.
2. established over the past 7 years.
3. Based on Seven transitions over the last Eight year period.

OAKDALE PUBLIC SCHOOLS - 5 YEAR TREND + 2%																			B			
PUPIL POPULATION PROJECTION FOR:																						
Cohort Survival Plus Listed Assumptions Census: Average Daily Membership																						
MEMBERSHIP IN EACH GRADE																						
SCHOOL YEAR	Kindergarten	RR	First Grade	RR	Second Grade	RR	Third Grade	RR	Fourth Grade	RR	Fifth Grade	RR	Sixth Grade	RR	Seventh Grade	RR	Eighth Grade	K-1	2-5	6-8	TOTAL	
2004	2005	51		41		41		46		37		43		46		48		53	92	167	147	406
2005	2006	48		52		37		41		45		39		43		42		50	100	162	135	397
2006	2007	52		42		56		40		44		46		39		39		49	94	186	127	407
2007	2008	57		60		46		59		48		49		48		39		41	117	202	128	447
2008	2009	66		57		67		54		61		56		52		48		37	123	238	137	498
2009	2010	53		62		51		65		57		61		59		57		49	115	234	165	514
2010	2011	56		53		59		54		66		61		63		54		53	109	240	170	519
2011	2012	56		58		58		65		58		68		63		65		57	114	249	185	548
2012	2013	57	1.0226109661	57	1.0390735695	60	1.0768235294	63	1.0757103064	70	1.0614525140	63	1.0538028169	72	1.0028571429	63	1.0475229358	68	114	255	203	573
2013	2014	58		58		60		65		67		76		66		72		66	116	267	204	588
2014	2015	59		59		61		64		70		73		80		66		75	118	267	221	607
2015	2016	61		60		62		65		69		76		77		80		69	121	272	226	619
2016	2017	62		62		63		66		70		75		80		77		84	124	274	240	639

2%

Assumptions:

1. Kindergarten will increase at 8 year average of 1.97%.
All other grades will follow the growth/loss history of their class established over the past 7 years.
2. Based on Seven transitions over the last Eight year period.
3. Based on Seven transitions over the last Eight year period.

OAKDALE PUBLIC SCHOOLS - 5 YEAR TREND + 2%																			C				
PUPIL POPULATION PROJECTION FOR:																							
Cohort Survival Plus Listed Assumptions Census: Average Daily Membership																							
MEMBERSHIP IN EACH GRADE																							
SCHOOL YEAR	Kindergarten	RR	First Grade	RR	Second Grade	RR	Third Grade	RR	Fourth Grade	RR	Fifth Grade	RR	Sixth Grade	RR	Seventh Grade	RR	Eighth Grade	K-1	2-5	6-8	TOTAL		
2004	2005	51		41		41		46		37		43		46		48		53	92	167	147	406	
2005	2006	48		52		37		41		45		39		43		42		50	100	162	135	397	
2006	2007	52		42		56		40		44		46		39		39		49	94	186	127	407	
2007	2008	57		60		46		59		48		49		48		39		41	117	202	128	447	
2008	2009	66		57		67		54		61		56		52		48		37	123	238	137	498	
2009	2010	53		62		51		65		57		61		59		57		49	115	234	165	514	
2010	2011	56		53		59		54		66		61		63		54		53	109	240	170	519	
2011	2012	56		58		58		65		58		68		63		65		57	114	249	185	548	
			1.0426109661		1.0590735695		1.0988235294		1.0957103064		1.1014525140		1.0738028169		1.0228571429		1.0675229358						
2012	2013	57		58		61		64		71		64		73		64		69	115	260	207	582	
2013	2014	58		59		62		67		70		78		69		75		69	117	278	212	607	
2014	2015	59		60		63		68		74		77		84		70		80	119	282	234	635	
2015	2016	61		62		64		69		74		81		83		86		75	123	289	244	655	
2016	2017	62		64		65		70		76		82		87		84		92	126	293	264	683	

4%

Assumptions:

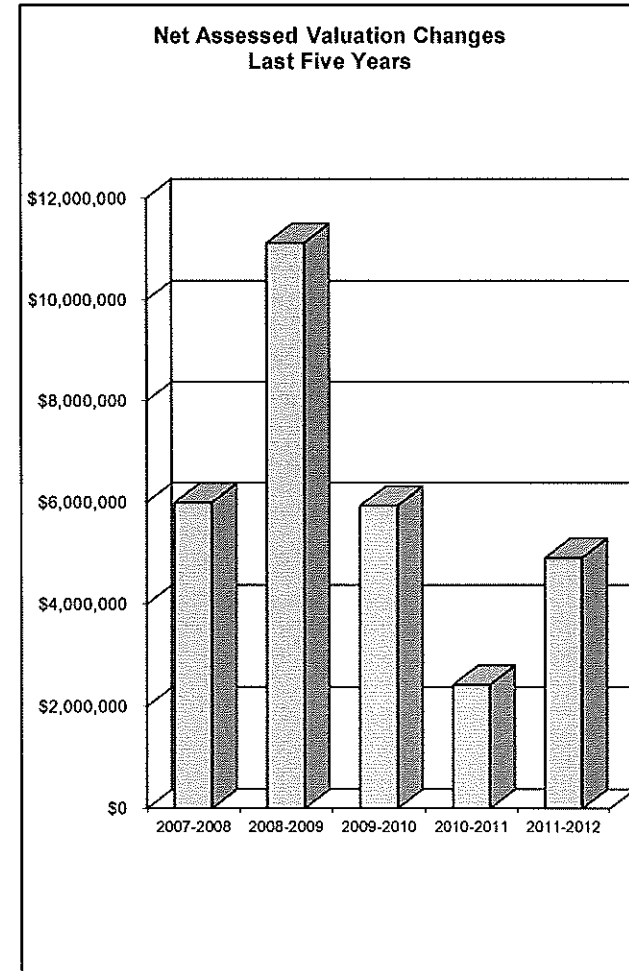
1. Kindergarten will increase at 8 year average of 1.97%.
All other grades will follow the growth/loss history of their class established over the past 7 years.
2. Based on Seven transitions over the last Eight year period.
3. Based on Seven transitions over the last Eight year period.

2. Financial Valuation Projections

The attached information, prepared by Stephen H. McDonald Associates, Inc., consists of two spreadsheets. The first shows the historical growth of the District's Net Assessed Valuations (NAV). The second is a projection of future NAV growth. Both the 26 year and the more recent 5 year historical averages indicate growth rates of over 11% per year. However, a conservative value of 3.77% is used for the future projection.

History of Net Assessed Valuations

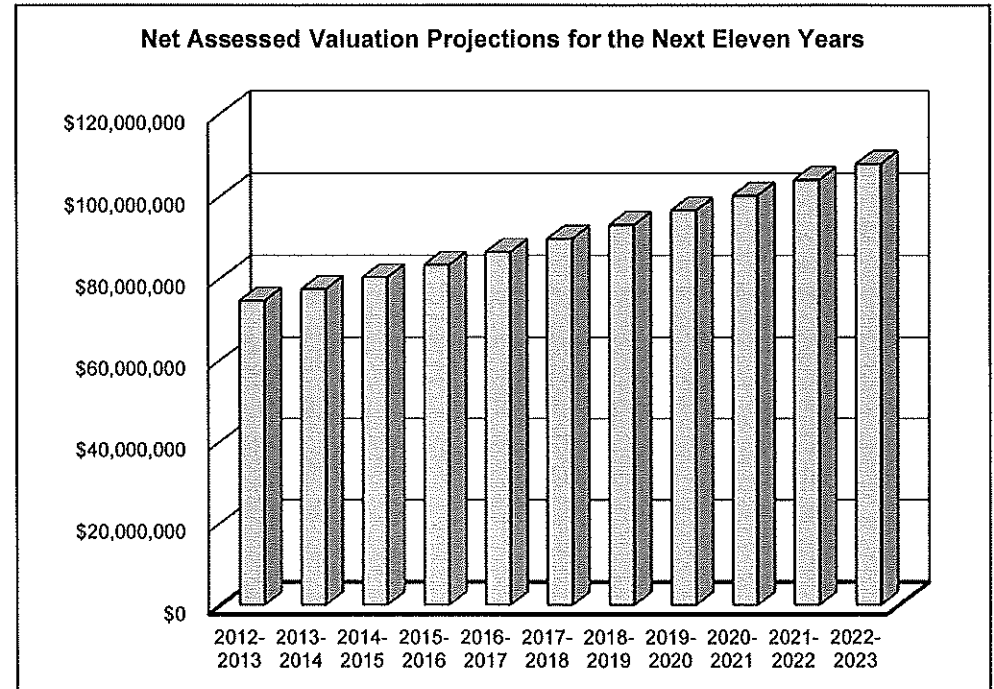
Fiscal Year	Net Assessed Valuation	Annual Change		Average Percentage Change	
		Dollar	Percent	Total	Five-Year
1985-1986	\$4,512,439				
1986-1987	\$5,011,677	\$499,238	11.06%		
1987-1988	\$5,810,419	\$798,742	15.94%		
1988-1989	\$6,064,681	\$254,262	4.38%		
1989-1990	\$6,389,785	\$325,104	5.36%		
1990-1991	\$6,378,644	(\$11,141)	-0.17%		
1991-1992	\$6,514,284	\$135,640	2.13%		
1992-1993	\$7,091,740	\$577,456	8.86%		
1993-1994	\$7,608,907	\$517,167	7.29%		
1994-1995	\$8,380,617	\$771,710	10.14%	11.42%	
1995-1996	\$10,433,672	\$2,053,055	24.50%		
1996-1997	\$10,743,321	\$309,649	2.97%		
1997-1998	\$12,212,513	\$1,469,192	13.68%		
1998-1999	\$13,454,121	\$1,241,608	10.17%		
1999-2000	\$15,258,102	\$1,803,981	13.41%		
2000-2001	\$18,590,569	\$3,332,467	21.84%		
2001-2002	\$22,334,922	\$3,744,353	20.14%		
2002-2003	\$25,781,432	\$3,446,510	15.43%		
2003-2004	\$29,572,019	\$3,790,587	14.70%		
2004-2005	\$35,191,299	\$5,619,280	19.00%		
2005-2006	\$38,005,953	\$2,814,654	8.00%		
2006-2007	\$41,364,537	\$3,358,584	8.84%		
2007-2008	\$47,356,590	\$5,992,053	14.49%		
2008-2009	\$58,478,251	\$11,121,661	23.48%		
2009-2010	\$64,410,815	\$5,932,564	10.14%	11.84%	
2010-2011	\$66,836,623	\$2,425,808	3.77%		
2011-2012	\$71,743,754	\$4,907,131	7.34%		



Subsequent schedules assume your Net Assessed Valuation grows at an annual rate of 3.77%.

Projection of Net Assessed Valuations

Fiscal Year	Net Assessed Valuation	Annual Change Dollar	Annual Change Percent
2012-2013	\$74,448,494	\$2,704,740	3.77%
2013-2014	\$77,255,202	\$2,806,708	3.77%
2014-2015	\$80,167,723	\$2,912,521	3.77%
2015-2016	\$83,190,046	\$3,022,323	3.77%
2016-2017	\$86,326,311	\$3,136,265	3.77%
2017-2018	\$89,580,813	\$3,254,502	3.77%
2018-2019	\$92,958,009	\$3,377,197	3.77%
2019-2020	\$96,462,526	\$3,504,517	3.77%
2020-2021	\$100,099,163	\$3,636,637	3.77%
2021-2022	\$103,872,902	\$3,773,738	3.77%
2022-2023	\$107,788,910	\$3,916,008	3.77%



08/25/11

Schedule: 1.2

B. Observations/Recommendations

The school facilities are addressed in the following pages. The Architect-Planners' evaluation is included as a summary statement for each site.

The site and main building are in excellent condition. Maintenance has been good, and most needs are related to improved function and future growth rather than deterioration. The observations in this Master Plan are focused on larger, more significant needs – a “big picture” view. These larger needs must be prioritized in relation to importance and funding capacity. This big picture view is further addressed in Part C – Priorities/Options.

Please note that all costs included in this report are estimated in 2012 dollars. Add 5% (estimated) per year for escalation, for constructing projects in future years.

1. Site

The site contains approximately 24 acres, and is attractive, with rolling terrain.

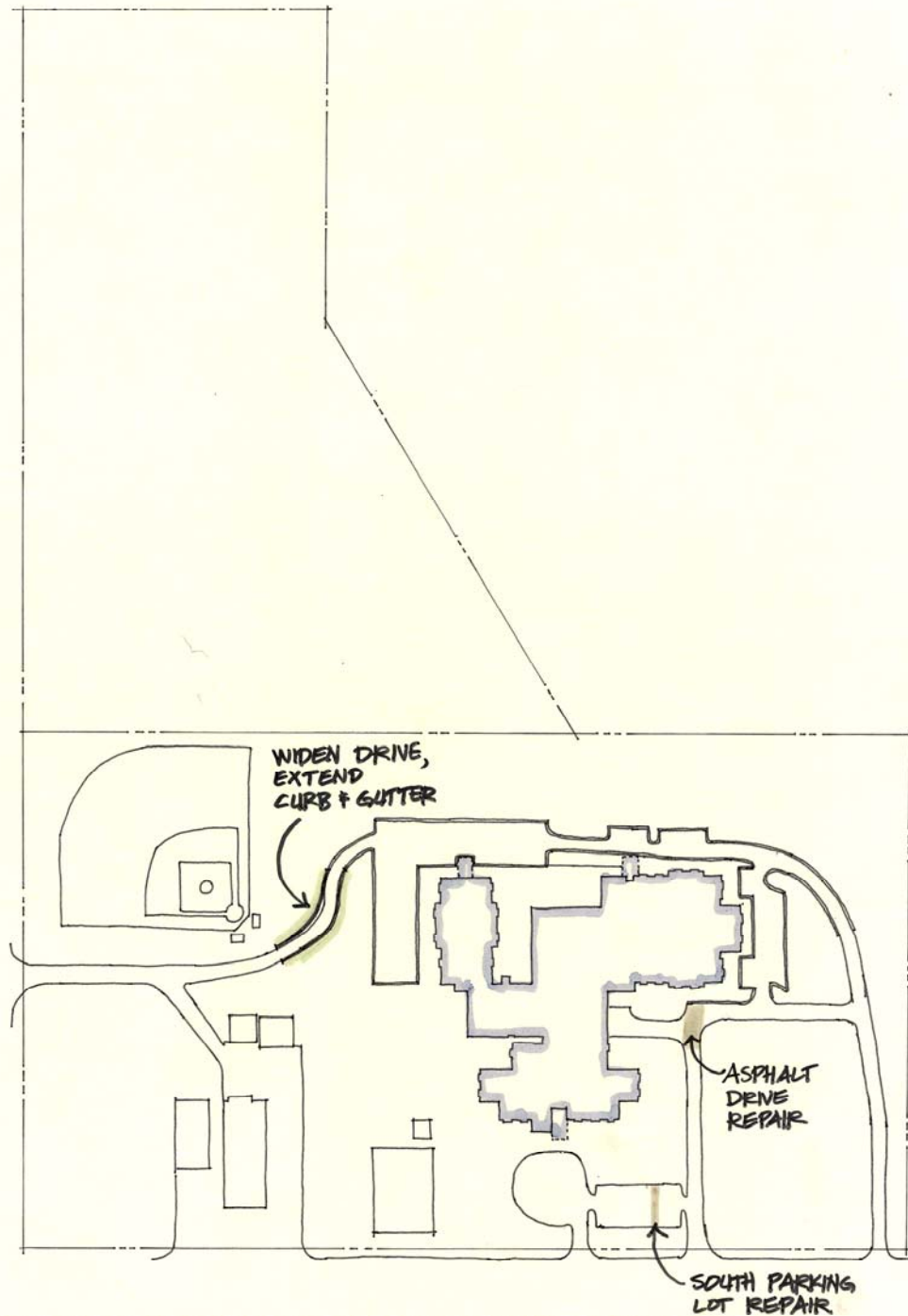
Observations

A. Overall Site

- Buildings near the intersection of Hefner and Sooner Road restrict views of the main school building. The school lacks good “presence” from this intersection.
- The amount of green, open space is good.
- There are some nice trees at the north and northeast part of the site. The rest of the site is very lightly treed.
- Traffic flow appears to be well organized, and working for the users.

B. Drives and Parking Lots

- Parking capacity appears to be adequate for daily needs, but grassed areas are used for overflow during major events.
- Paved drives and parking lots are generally in very good condition. Deterioration is occurring in the asphalt drive southeast of the school building (on turn near kitchen). Also, there is an area of asphalt deterioration where water is directed across the south parking lot.
- There is a gravel cross-drive in the southeast part of the site that is in fair condition.
- All of the asphalt drives near the main school building are curbed and guttered. Some of the outlying drives have no curbs.



- The west drive leading to Sooner has a curve that narrows at a tinhorn, which may create unsafe situations for inattentive or fast drivers. It is not curbed. A short section of white metal fencing has been installed at this spot. Drainage through the tinhorn does not work as it should (standing water).

C. Sidewalks

- Sidewalks are provided where needed, and are in good condition.

D. Drainage

- Site appears to drain adequately. Storm drain system exists on part of the site.
- Erosion is occurring on sloped grass areas immediately adjacent to north side of school building.

E. Playgrounds

- Playground space is adequate.

F. Athletics

- Tennis courts are in poor condition.
- Baseball facilities appear to be adequate for Middle School use.
- There is no football field or track.

Recommendations

First Priority Needs

1. Deteriorated asphalt areas need to be repaired. Deterioration in south parking lot should be replaced with concrete to best resist water drainage wear.
2. West drive should be partially widened and curbed to better contain drivers.
3. Gravel cross-road should be replaced with permanent all-weather surfacing.

Budget to implement First Priority Needs (per sketches):

Asphalt drive repair:	\$4,300
South parking lot repair:	\$5,500
Curb & gutter at curved west drive	\$20,000
Pave gravel cross-road (no C&G)	<u>\$24,000</u>
Subtotal	\$53,800
Fees, expenses, contingency - LS	<u>\$10,000</u>
Total	\$63,800

Future

1. Pave grassed overflow parking area.
Coordinate with placement of new Auditorium.

Budget to implement Future needs (per sketches):

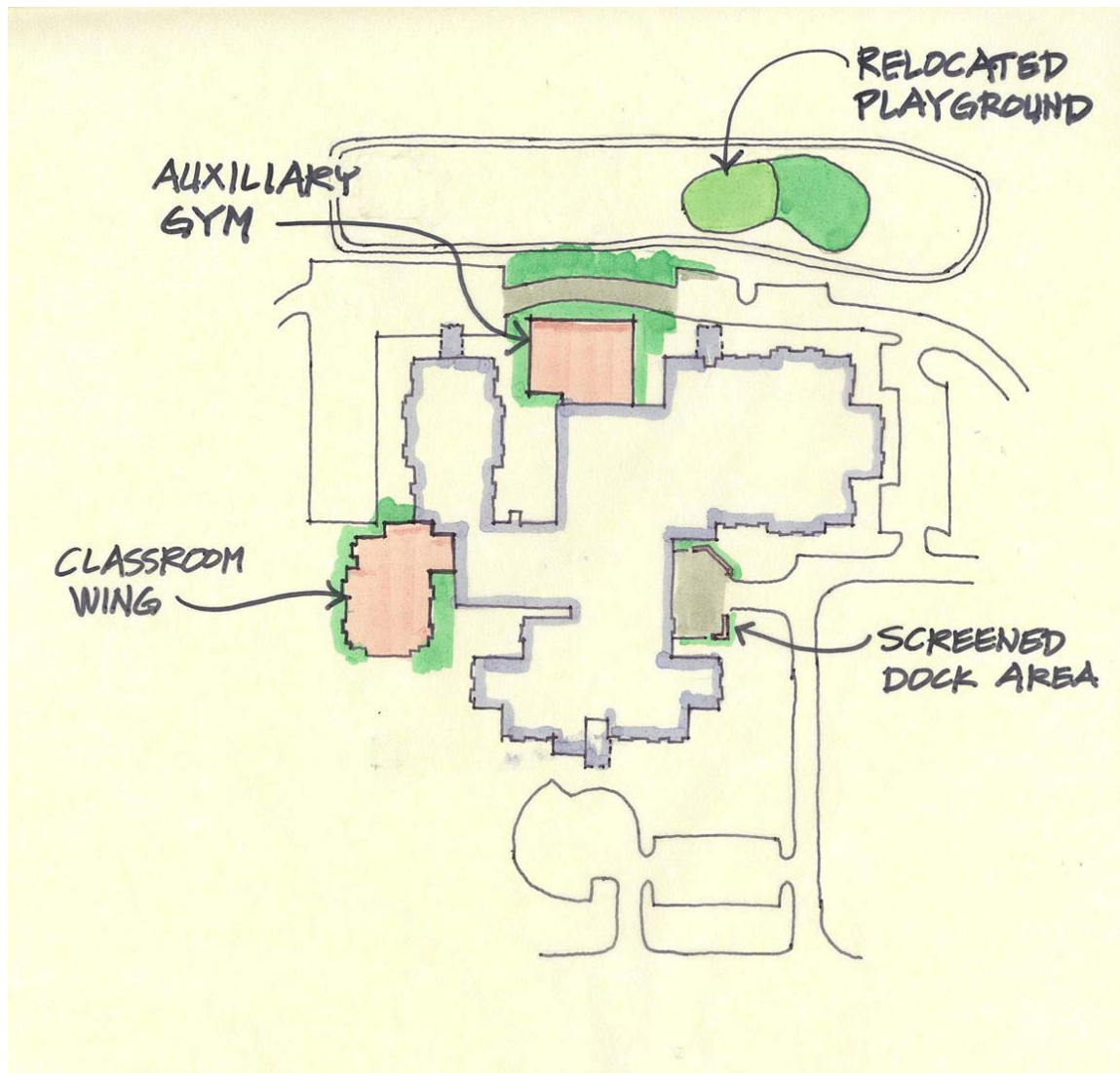
Pave grassed parking area:	\$130,000
Fees, expenses, contingency at 15% =	<u>\$19,500</u>
Total	\$149,500

2. Main School Building

The school building contains 99,960 sq ft. and houses approximately 545 students.

Observations

- Building Maintenance and Condition
 - Building has been constructed in phases. The first phase was built in 1995, and all are in good condition and well-maintained.
- Environment for Education
 - All classrooms are at capacity.
 - One classroom has been converted for locker area.
 - Special Needs classroom (Middle School area) is a standard classroom – oversized for its current use.
 - Computer lab is being eliminated – plan is for increased use of mobile carts with laptops.
 - Music room, in 3rd & 4th grade area, is a general purpose classroom converted for music use. Sound is not contained in this room.
 - It has been reported that the Art Room floor is slippery.
 - Speech Therapy has exterior wall, but no window.
 - Performing Arts program has excellent reputation, but there is no good performance space. Cafeteria has a stage, but not a large seating area. Gym is not a good performance space.
 - Current gym is excellent for competition, but does not accommodate increasing PE needs.

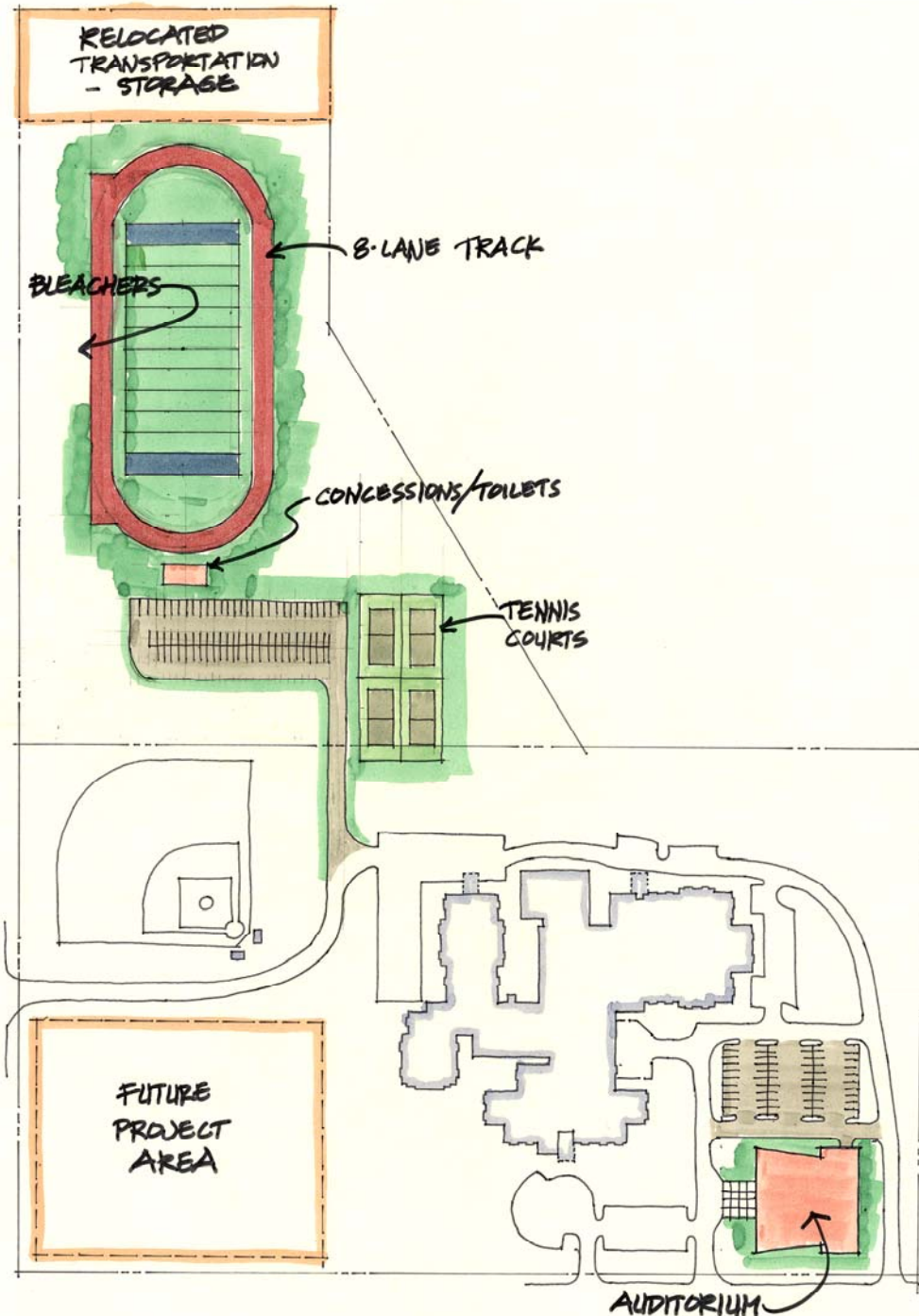


- Kitchen
 - Not enough dry goods storage space
 - Rear door is too narrow for deliveries.
 - There is no direct “dirty” path from Cafeteria to exterior, and trash is being stored in main hall of the Middle School.
 - There is no loading dock or dock lift, for easier unloading of trucks at the kitchen.
 - Dumpsters are currently located at Maintenance, and trash is hauled daily to dumpster via pickup truck. Need dumpster area near kitchen.
 - There is a parent drive near the kitchen, and no site screening for this area.

Recommendations

First Priority Needs

1. Auxiliary gym should be constructed to accommodate PE. See sketch.
2. Kitchen area should be expanded into adj. classroom, to accommodate dry storage needs and better handling of trash. Dock area can be reconstructed to accommodate dumpsters and better delivery of goods. See sketch. (Classroom adjacent to kitchen is a small PE space, which will not be required after construction of auxiliary gym.)
3. Screening should be provided for dock area.
4. Additional classroom wing needs to be constructed to accommodate current and anticipated growth. Relocate playground to accommodate new classroom wing.
5. The additional classroom wing can also house a new Music Room, with proper sound isolation. This will free up a classroom in the main building.
6. Add exterior window at Speech Therapy Rm.



Budget to implement First Priority Needs (per sketches):

Auxiliary Gym: 7,535sf x \$125/sf =	\$941,875
Extra fill at Gym =	\$20,000
Kitchen Remodel / Dock: lump sum =	\$200,000
New CR wing: 11,985sf x \$200/sf =	<u>\$2,397,000</u>
Subtotal	\$3,558,8756
Fees, expenses, contingency at 15% =	<u>\$533,831</u>
Total	\$4,092,706

Future

1. Auditorium should be constructed to accommodate 600 seats. Locate auditorium near existing parking, to minimize overbuilding of parking lots. See sketch.
2. Construct Track/Football Field. Use adjacent property to the north. See sketch.
3. Construct four new Tennis Courts. Use adjacent property to the north. See sketch.
4. In acquiring adjacent land, negotiations should include discussions regarding possible golf course reconstruction and possible exposure to errant golf balls.

Budget to implement Future needs (per sketches):

Auditorium

Auditorium: 17,363sf x \$200/sf =	\$3,472,600
Auditorium seats (600 x \$150ea)	\$90,000
Curtains, rigging	\$140,000
Stage lighting	\$150,000
Sound system & acoustical panels	<u>\$80,000</u>
Subtotal	\$3,932,600
Fees, expenses, contingency at 15% =	<u>\$589,890</u>
Total	\$4,522,490

Football Field/Track:

8 lane track with drainage system =	\$800,000
Field lighting =	\$200,000
Bleachers (300 seats at \$180) =	\$54,000
Concessions/Toilets (1000sf x \$200) =	\$200,000
Drives and parking =	<u>\$220,000</u>
Subtotal	\$1,474,000
Fees, expenses, contingency at 15% =	<u>\$221,100</u>
Total	\$1,695,100

Tennis Courts:

Four tennis courts	\$200,000
Fees, expenses, contingency at 15% =	<u>\$30,000</u>
Total	\$230,000

NOTES:

1. Costs do not include loose furniture, fixtures, or equipment (except as noted).
2. Costs are shown in estimated 2012 dollars. Add 5% per year for inflation.
3. Approval may be required by City of OKC to allow existing school parking to double for auditorium parking.
4. These cost estimates are conceptual, and have been prepared for general planning purposes. Real construction costs will vary based on actual designs and competitive climate at the time of bidding.

C. PRIORITIES/OPTIONS

The “Recommendations” portion of this Master Plan has been divided into First Priority Needs and Future. Some of the first priority needs address current growth needs and the academic mission of the school. We understand the Board of Education has already called a bond election for:

- Kitchen Remodel
- Auxiliary Gym
- Classroom Wing

Some of the other needs categorized as “first priority” are small site issues that, if not addressed, may lead to further deterioration. They are relatively small in cost and hopefully can be addressed if bond funds remain, or by use of building funds.

We understand that negotiations are underway for adjacent property to the north. This purchase will be necessary in order to accommodate the track/football field needs. However, the auditorium can be accommodated on existing property as described in this plan. The adjacent property to the north contains a flood zone in its southwest corner; however, current regulations allow it to be reclaimed with fill. Coordinated with any purchase, a submittal should be made to the City of OKC for the rough grading and reclaiming of the flood zone area.

If other, unforeseen building needs arise in the future, we recommend that room be left at the far north part of the land purchase, for the purpose of relocating the transportation/maintenance/storage buildings. This will “clean up” the front part of the site, and provide room for new construction. This has been reflected in the sketches.

D. TIME FRAME FOR FIRST PRIORITY PROJECTS

Recommended time frame for First Priority Projects is as follows:

Bond Election	Oct, 2011
Funds Available	Jan, 2012
Issue Drawings	mid-Apr, 2012
Take Bids	mid-May, 2012
Construct New Additions	Jun, 2012 thru Jun, 2013
Remodel Kitchen	Jun, 2013 thru Jul, 2013

E. FINAL COMMENTS

A Master Plan, although a plan of the future, can rapidly become a plan of the past if not updated periodically. Each year, much of the basic background information changes; student enrollment, district valuation base, shifting population within the district, etc., rarely stay constant and sometimes take major turns that have massive effects on schools. In recent years, safety and handicap codes have evolved and continue to impact planning. New educational innovations and requirements such as student/teacher ratios, information technology, etc., have created many new planning challenges and opportunities.

Building construction and renovation is such a time consuming process that school districts must plan at least 18 months to 2 years in advance of addressing a need. If addressing needs is delayed, problems grow over time and construction costs escalate.



Program of Spaces

OAKDALE SCHOOL

New Classroom Wing

DEPARTMENT & SPACES	Number of People	Number of Rooms or Spaces	Square Ft Each	Total Area	Subtotal	Comments
Music						
Office/Music Library		1	200	200		
Storage Room		1	200	200		
Choir Practice Room	30	1	18	540		normally 20sf per person
					940	
Teacher Work Room						
Teacher Work Room		1	165	165		
					165	
Classrooms						
1st and 2nd Grade	20	6	758	4,548		need 4 to 8 classrooms
Storage		3	128	384		shared, one per two classrooms
					<u>4,932</u>	

6,037

Assignable Area 6,037 60% of gross

Non Assignable Area* 4,025 40% of gross

Subtotal **10,062**

* Corridors, partition thickness, mech/elec rooms, student toilets, etc., and large circulation areas (commons).

New Auxiliary Gym

Gymnasium						
Gymnasium						
Seating						
Folding	200		4.5	900		
Basketball Court				5,760		50 x 80 with 8' ends, 5' sides
					<u>6,660</u>	

6,660

Assignable Area 6,660 90% of gross

Non Assignable Area* 740 10% of gross

Subtotal **7,400**

* Corridors, partition thickness, mech/elec rooms, student toilets, etc.

Auditorium

DEPARTMENT & SPACES	Number of People	Number of Rooms or Spaces	Square Ft Each	Total Area	Subtotal	Comments
Auditorium						
Seating	600		8	4,800		
Lobby	600		1.5	900		
Concessions		1	200	200		
Concessoins Storage		1	50	50		
Trophy Case/Display		1	60	60		
Piano Storage		1	100	100		
Stage		1	2625	2,625		55 x 35 stage, 10 x 35 side stages
Stage Front		1	1000	1,000		
Scene Shop		1	500	500		
Scene Shop Storage		1	200	200		
Light Vestibule		1	200	200		
Control Booth		1	200	200		
Follow Spot		2	80	160		
Make-up Area		2	180	360		10 to 20 total
Dressing		2	60	120		
Costume Storage		1	100	100		
					11,575	

11,575

Assignable Area	11,575	66% of gross
Non Assignable Area*	<u>5,788</u>	33% of gross
Subtotal	17,363	

* Corridors, partition thickness, mech/elec rooms, student toilets, etc.