



WEST LINN-WILSONVILLE SCHOOL DISTRICT **LONG RANGE PLAN**

APRIL 24, 2013





WEST LINN - WILSONVILLE SCHOOL DISTRICT LONG RANGE PLAN



ACKNOWLEDGEMENTS

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Introduction





How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?

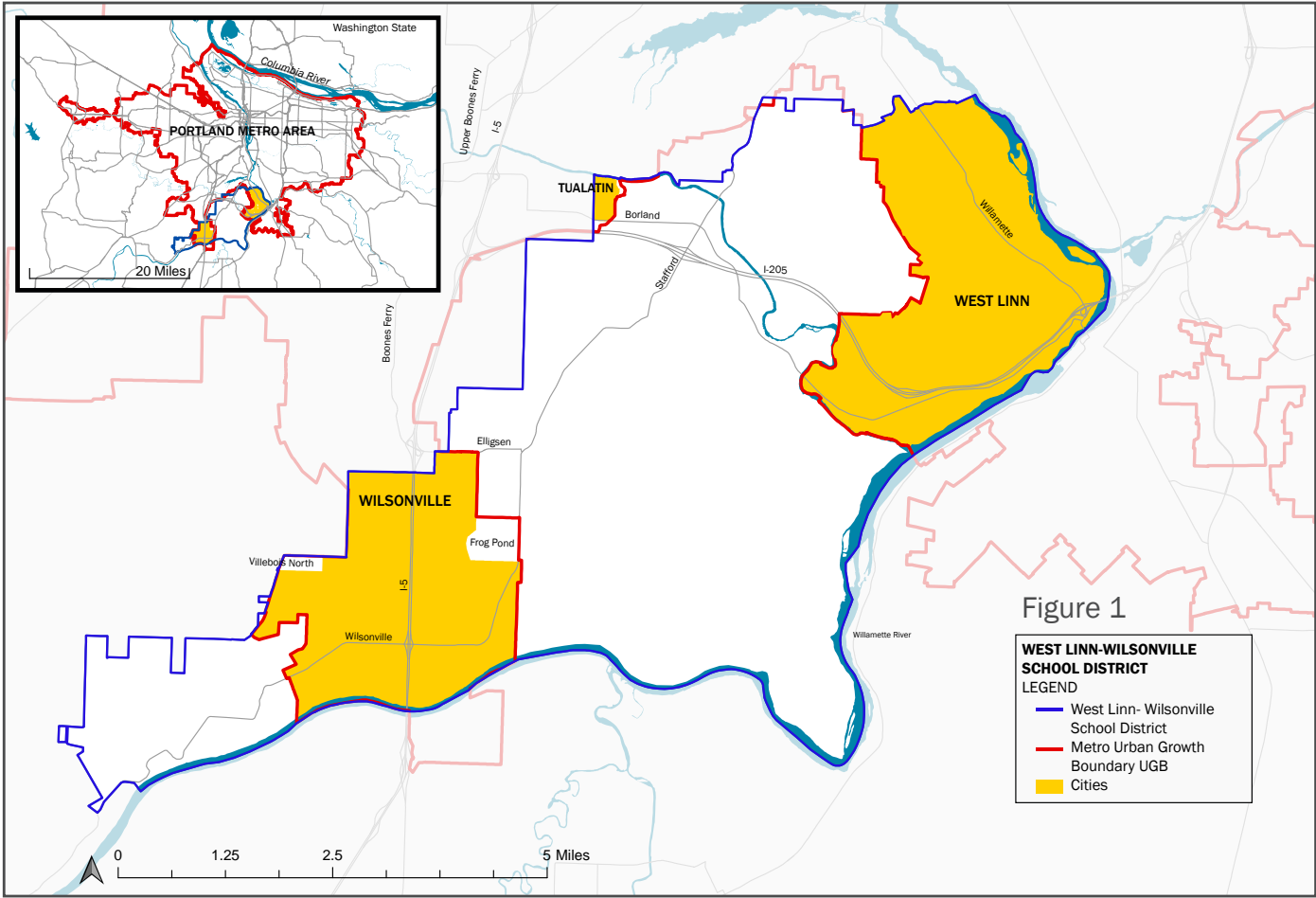
PURPOSE

Consistent with the West Linn-Wilsonville School District's mission question, "How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?", the District engages in an on-going process to evaluate the ability of its facilities to enable quality education for the current and future students within the District.

The purpose of this Long Range Plan document is to provide a summary of the District's framework for facilities planning. The Long Range Plan includes three sections:

- Part A: Framework for Educational Excellence – Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.
- Part B: School Facilities – Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs, and future facility needs.
- Part C: Capital Improvements – Outlines the capital improvement planning process and identifies future capital improvement projects.

Each section of the Long Range Plan builds off the previous section. The School Facilities section identifies school capacity based on the educational programs implemented in the District. The Capital Improvements section identifies the specific capital needs of the District, including the new school needs and priorities based on the timing of the projected capacity identified in the School Facilities section.



LONG RANGE PLAN HISTORY

The West Linn-Wilsonville School has a long-standing commitment to planning for the future and collaborating with the cities and counties within its boundaries. The first Long Range Plan, originally titled the Long Range School Facilities Plan, was finalized in 1996. It was the result of a joint planning effort between the District, the cities of West Linn and Wilsonville, and Clackamas County to address residential development in the District and related enrollment issues. An intergovernmental agreement (IGA) was approved by the participants. It called for improved planning coordination and it obligated the District to develop a facilities plan. The Long Range Plan has proved to be an enormously helpful tool to help guide the District in preparing for future student enrollment and school facilities needs. The

plan was updated in 2000 and again in 2005. The Long Range Plan is developed by the Long Range Planning Committee and accepted by the School Board.

OVERVIEW OF THE DISTRICT

Location and Boundaries

The West Linn-Wilsonville School District is located in the southwestern portion of the Portland metropolitan area, encompassing approximately 42 square miles. Approximately 40% of the land within the district is urbanized, and 60% of the land is undeveloped or in agricultural/resource use. The District includes the entire city of West Linn, the majority of the city of Wilsonville, an unincorporated area of Clackamas County between the two cities, and minor portions of Washington County and the city of Tualatin. The majority of the



Clockwise from top left: Frog Pond 1876 - Willamette School 1912 - School bus fleet 1931 - Willamette class, year unidentified

county land is outside of the Portland metropolitan area's Urban Growth Boundary (UGB). The District is shown in Figure 1.

HISTORY OF THE DISTRICT

Since its formation in 1933 through the consolidation of three smaller districts, the West Linn-Wilsonville School District has historically earned a reputation as one of the top academic performing public K-12 school districts in the state of Oregon. District patrons provide an unprecedented level of support for its schools as evidenced by very high volunteer rates at all schools, strong participation in local Parent Teacher Associations, enthusiastic support for the performing and visual arts, regular, unwavering commitment to school athletics, robust participation on various district-level committees,

task force work groups, and the school board. The District is also historically successful in gaining community support for regular passage of local option funding initiatives and capital improvement bonds through broad community outreach and participation. The result is a progressive high performing public school system with a deep commitment to, and connection with, the West Linn-Wilsonville community.

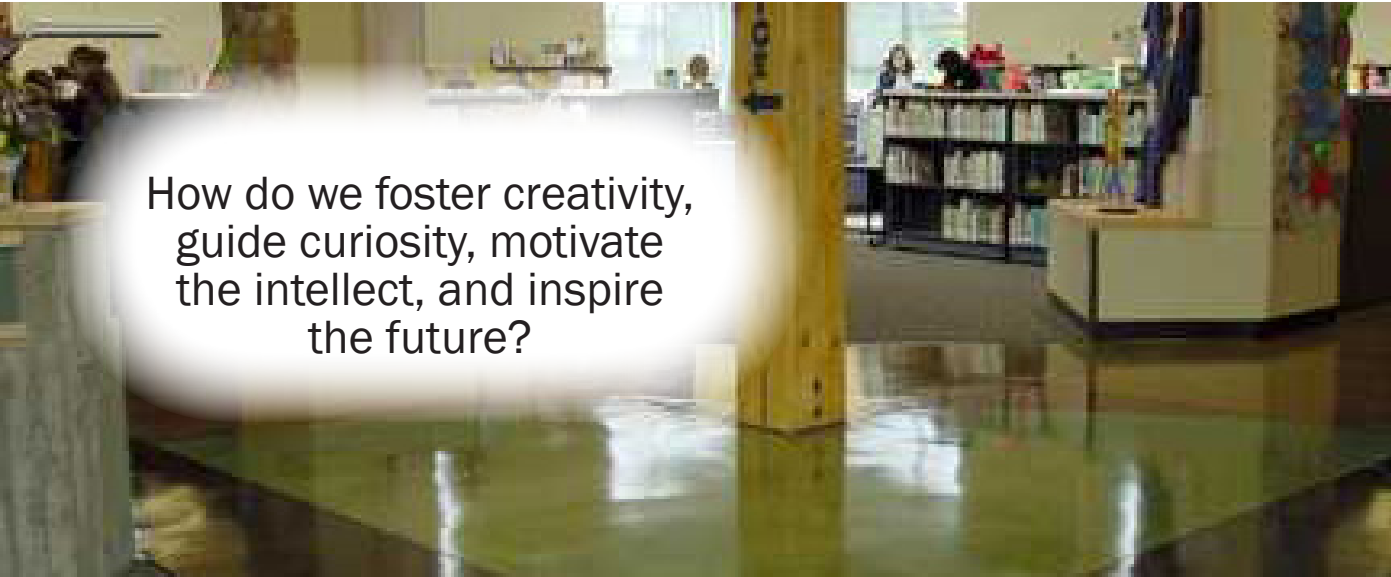
The District has a total enrollment of 8,400 students in kindergarten through 12th grade (2011-12). Beginning in the fall of 2012, there will be nine primary schools, three middle schools, three high schools, and one charter school operated by the District.





Framework for Excellence





How do we foster creativity,
guide curiosity, motivate
the intellect, and inspire
the future?

INTRODUCTION

This section, Framework for Excellence, is one of three documents that provide the framework for facilities planning, define the issues facing the District, and identify future facility needs and improvements. The three documents that collectively make up the District's Long Range Plan and provide the framework for school facility needs are:

- Part A: Framework for Educational Excellence – Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.
- Part B: School Facilities – Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs, and future facility needs.
- Part C: Capital Improvements – Outlines the capital improvement planning process and identifies future capital improvement projects.

DISTRICT MISSION

The result of the West Linn-Wilsonville community's dedication to "creating learning communities for the greatest thinkers and most thoughtful people... for the world", is a progressive, high performing public school system. In return for the community's dedication, the District maintains a deep commitment to serving its patrons efficiently and effectively. The West Linn-Wilsonville School District is one of the top academic performing public K-12 school districts in the state of Oregon. This reputation for excellence is the result of the teachers, staff and administrators in the District, dedicated students and parents, and long-time community support. Examples include:

- The West Linn-Wilsonville School district was honored by the College Board in 2011 and in 2012 by being one of two Oregon districts named to the second and third AP (Advanced Placement) Honor Roll. The honor recognizes increases in the number of students taking Advanced Placement classes and increases in the percentage of students achieving scores that qualify for advanced college credit. The District offers 26 AP courses and regularly recognizes students who achieve qualifying scores in multiple subject areas.



Originally formed in 1933 through the consolidation of three smaller districts, the West Linn – Wilsonville School District 3JT encompasses approximately 42 square miles in the southwestern portion of the Portland metropolitan area.

- In 2012, the West Linn-Wilsonville School District achieved the highest four-year cohort graduation rate (89%) for the 25 largest school districts in Oregon and a drop-out rate of 0.7%.
- Award winning performing arts, visual arts, and athletics in the schools receive enthusiastic support from the community.
- The District CREST-Jane Goodall Science Symposium is a showcase for the District STEM education. The symposiums allow students to conduct original research in science and engineering. Students compete at the local, state, and international level for scholarships and recognition.
- The Beauty and the Bridge Public Art project, completed in collaboration with the city of Wilsonville, exemplifies STEAM education with the intersection of the arts with science and engineering.
- Wilsonville High School Robotics team won the “Engineering Inspiration” award at the Autodesk Oregon Regional FIRST (For Inspiration and Recognition of Science and Technology) Robotics Competition earning them a spot at the world championships.
- Every school in the District has wellness and music programs.
- Full-day kindergarten is provided at all primary schools.
- A Farm-to-School Program that serves all students in the District.
- Science, Technology, Engineering and Mathematics (STEM) curriculum & enrichment opportunities at all grade levels.
- Broad community outreach and participation during the past 20 years has led to the successful passage of two local option funding initiatives and four capital improvement bonds.

This portion of the Long Range Plan provides a summary of the District’s programs and ways in which its facilities enable the achievement of the District’s mission.

Vision and Values

The West Linn-Wilsonville School District is committed to excellence in education. We want a high-quality education for all our students – one that provides a personalized education for all students and affords all learners the opportunity to capitalize on strengths, work on challenges, and maximize potentials. This unyielding commitment to excellence has produced a public education system that is second to none in the state. As testimony to the District’s commitment to excellence, the Oregon Department of Education rated all primary schools in the District “outstanding” for the 2010-11 school year.

The District creates learning communities that nurture a mindset for great thinking. In this environment we work to maximize human potential and enable all students to



function successfully in a changing world through access to a high-quality education that:

1. Demonstrates personal and academic excellence.
2. Provides a personalized education to improve student performance.
3. Establishes community partnerships and expands the classroom beyond the school.
4. Creates a circle of support for each student.
5. Educates the whole person--intellectually, emotionally, physically, and ethically.
6. Integrates technology in daily learning.

SCHOOL BOARD COMMITMENT TO EXCELLENCE

The five-member West Linn Wilsonville School Board is responsible for establishing educational goals that guide both the Board and staff in working together toward the continuing improvement of the District's educational program and lead to achieving the mission. The Board goals provide alignment and coherence throughout the organization. The Board goals for the 2012-13 school year are to:

1. Grow student achievement through the use of high leverage instructional strategies that raise rigor for all students while simultaneously closing achievement gaps.

2. Align systems of accountability, assessment, and evaluation to support the West Linn-Wilsonville vision of excellence.
3. Manage facilities and long range planning to optimize the student learning environment and the stewardship of assets.
4. Cultivate new and grow existing community partnerships in support of the District vision and values of excellence in education.
5. Recognize, discover, communicate, and celebrate the progress and accomplishments of our staff toward achieving the District vision of excellence in education.

Citizen Committees

As part of the Board's dedication to involve the citizens and engage stakeholders within the District, the Board has established several citizen committees to assist them with oversight of the District. Three of these committees play a significant role in future planning for the District:

1. Long Range Planning Committee - a seven-member citizen committee responsible for guiding the development of the Long Range Plan, that provides a rational framework for evaluating and addressing future school facility needs as the West Linn and Wilsonville areas grow.



<http://www.parentatthehelm.com/wp-content/uploads/2010/12/MPj040196600001.jpg>

The District has a total enrollment of 8,400 students in kindergarten through 12th grade. There currently are nine primary schools, three middle schools, three high schools and one charter school operated by the District.

2. Budget Committee - a five-member citizen committee responsible for reviewing the annual budget, gathering feedback from the community, and providing a recommendation to the School Board for adoption.
3. The Long Range Planning Committee, the Budget Committee, and the Achievement Compact Advisory Committee study the issues and formulate options and recommendations for the School Board. These committees operate within the District policies and priorities. Ad hoc advisories are created to study and provide input to specific projects.

In addition to these citizen committees, the West Linn-Wilsonville Education Foundation is a non-profit community-based organization with the mission “to secure funding to advance the School District’s mission.” The 25-member organization, comprised of parents, teachers and administrators, is committed to preserving teaching positions and supporting academic success throughout the District. The Foundation is currently the only nonprofit fundraising entity with the ability to fund additional teaching positions for the District: individual school Parent Teacher Organizations support many enriching efforts at the schools but are limited by their bylaws in their ability to fund teaching positions within their individual school.

EDUCATIONAL PROGRAMMING

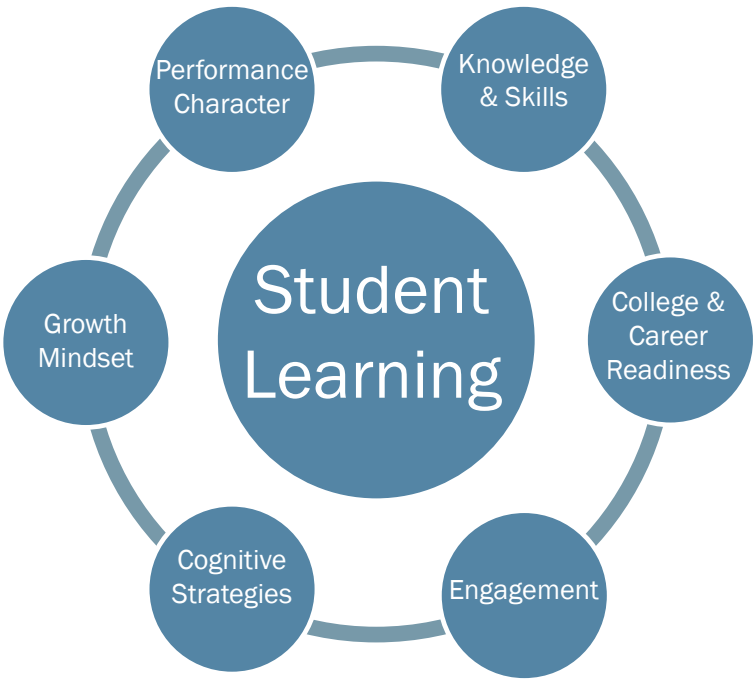
The curriculum and instruction provided by the District is designed to educate the whole child, awaken the mind and encourage children and adults to go where questions lead. The District values a personalized education, where all children are important, and each child is educated one child at a time. Students develop a growth mindset allowing them to take on challenges while demonstrating performance character.

Classroom instruction is organized to lead students on a path to a substantial high school diploma providing students with college and career readiness. Thinking and problem solving are learned through the core skills of reading, writing, and mathematics. A rigorous, enriched education blends:

- Knowledge and Skills
- College and Career Readiness
- Engagement
- Cognitive Strategies
- Growth Mindset
- Performance Character

At the primary school level, there is an emphasis on instruction, the classroom environment for learning,

LEARNING AND ASSESSMENT FRAMEWORK



and effective class size. Classroom education is enriched with physical education/wellness, music, library, world language, dual language, and programming for students with special needs.

The middle school instructional program continues to prepare for achievement of the high school diploma by engaging children in rigorous reading, writing, mathematics, and science. As middle school students more fully participate in and take responsibility for their own learning and assessment, they practice the cognitive strategies for disciplinary thinking. They learn to think like mathematicians and scientists, practicing the discipline and persistence required to produce excellent thinking. They are asked to integrate their thinking as they approach complex real world problems.

At the high school level, even more options are available to support and develop advanced study. Greater independence results in a higher expectation that high school students pursue high quality thinking and performance to support their aspirations.

In addition to the curriculum offered at the primary, middle, and high schools, other program strategies are used by the District to create a collaborative, integrated approach that provides a high-quality education. Some programs impact the overall capacity of the schools

because they require a deviation from standard classroom capacity, or require a separate facility. Other programs affect the footprint or architecture of the building or other facility or land needs, but not necessarily how many students can be served by a school. Regardless of their impact on the physical space, the following highlighted programs significantly enhance the overall quality of education offered to the students.

PROGRAMMING AFFECTING SCHOOL CAPACITY

Early Childhood Education

Research on the impact of early childhood education is compelling. It confirms what most parents and educators know from experience: a language rich, experience rich early childhood environment gives children the best place from which to launch successful school and life accomplishments. With this in mind, in 1997, the District developed an early childhood education program rooted in the understanding that young children learn by doing. The program currently serves approximately 130 children, ages one to four. Beginning with the 2012-13 school year, the program will be located at Bolton, Boones Ferry, and Lowrie primary schools serving approximately 130 children. Each program will have one or two designated classrooms with connections to outdoor



learning space and access to a parent gathering/resource space. Because of the unique nature of preschool classrooms, both in terms of the interactive nature of the teaching and the physically small size of the students, these classrooms cannot be shared by other programs in the primary schools. This program serves Head Start qualified children as well as families who pay tuition for the program.

All-Day Kindergarten

Early childhood education has a significant impact on lifetime learning and success in school. All-day kindergarten provides significant benefits by extending quality teaching time for young learners. Currently, all-day kindergarten is offered as a tuition-based program because full-day kindergarten programs are not yet state supported, nor funded. Students whose families qualify for free and reduced lunch, students who are learning English, and students who present a hardship are given a scholarship to all-day kindergarten. The tuition requirement will change with the 2015-16 school year when an Oregon State law changes if a district offers all-day kindergarten, the district will be reimbursed on a full-weight basis.

The all-day kindergarten program is offered in all primary schools. Currently, approximately 377 of the District's kindergarten students, or approximately 63%,

are enrolled in the all-day program. By fall 2015, the District will transition to offering all-day kindergarten programs at no additional cost to all students. Moving from half-day to all-day kindergarten presents a capacity issue in some primary schools. No longer will two classes (morning and afternoon) be able to share the same classroom and additional classroom and instructional space will be necessary. Also, kindergarten classrooms tend to have unique needs due to the interactive nature of the teaching, with children moving around the classroom throughout the day, making it difficult to use kindergarten spaces for upper grades. All-day kindergarten has implications for transportation and food service as mid-day bus runs are eliminated and more children will need to be accommodated at lunch.

Open Enrollment

In the 2012-13 school year, a new Oregon state policy took effect to allow "open enrollment" between school districts. Under the new policy, the state funds follow the student to the preferred school district and the student is not required to pay tuition. School districts are allowed to cap the number of transfer students they will accept under the new policy, and must do so annually by March 1. Requests by students to change districts must be made by April 1. Once a request to transfer under open enrollment has been granted, it is granted for the educational life of the student.



The School Board enacted an open enrollment process in 2012 and 2013 according to the state timelines. The District opened 180 seats to new students in all schools with the exception of Arts and Technology High School, Trillium Creek and Lowrie Primary Schools. The District enrolled 65 new students through the open enrollment program and 80 out-of-district students who were already attending West Linn-Wilsonville schools. The Board will have the option to reconsider open enrollment on an annual basis.

Alternative Education

The purpose of the alternative education program is to continue students' progress toward achievement of a high school diploma when their needs are best met with a different program or new environment. The greatest needs for an alternative education fall into three categories:

- Post High – the District is legally responsible to serve and support students who are ages 18 to 21 and have not yet received traditional high school diplomas, due to special needs. These students are typically identified for special education programs, which provide a wide range of support, and include transition to college or career. Currently, there are at least 25 students identified in this group who will be served in the Post High Program in the 2012-2013 school year.

- Short Term Placement and Support - Some students in our District have been expelled, suspended, or are unable for medical reasons to attend regular classroom based programs. These students need short term placements to support their continued learning, along with academic, social, emotional, or drug and alcohol counseling to bring them back on track to graduation or GED completion. The number of students participating in this program varies over the course of the year. Credit recovery courses, early bird classes, online learning, and summer school programs in the middle and high schools provide short term placement and support.
- Alternative School Setting – For a variety of reasons, some students' instructional needs are better served in smaller, highly connected settings where there is strong community accountability as well as flexible structures, schedules, and strategies. Approximately 1% of our high school students fall into this group, lower than the national average. Arts and Technology High School is designed to serve these students.

Arts and Technology High School

The Arts and Technology High School (ATHS) is an option school providing an alternative program for high school students. Arts and Technology students thrive in the small school/class size environment and unique course structure at ATHS. The environment and



support provided at ATHS is credited with a graduating rate of 76% for the 2011 graduating class. Of those who graduated last year, half have entered college or the military. There are currently 87 students enrolled at ATHS, in grades 9-12. In fall 2012, the Arts and Technology High School will serve 70-90 students along expanding the online and hybrid options for students.

Personalized Special Need Education

The value for a personalized education is clearly evident in the District. Currently our schools serve approximately 888 students on Individualized Education Plans (IEP) through the collaborative efforts of special and general education teachers, specialists, instructional assistants, administrators, and parents. The number of students served through Special Education represents 10.8% of our student population, a number that has doubled since 1992. For each student on an IEP, the District designs an Individualized Education Plan through a team process. For about 13% of these students, their IEP instruction occurs in a self-contained classroom, providing targeted instruction and support in the areas of life skills, social communication, behavior, academics, and/or job skills.

Programs that provide more intensive supports are located throughout the District's schools. The classrooms support a small number of students, but each utilizes a full classroom space. Therefore, a classroom designed to support 25-30 students may be occupied by ten or



fewer students. This decreases school capacity because the classroom would otherwise be utilized as a core classroom supporting 25-30 students throughout the day. For example, Athey Creek Middle School has three additional program classes, Behavior Support Program, Life Learning, and Applied, in addition to the Resource classrooms, where teachers can work with students individually or in small groups.

Resource programs serve students at every school in the District and offer a range of academic, language and behavioral services, and placements. These programs focus on maintaining a collaborative team approach and a strong general education connection. One of the roles of the special education teacher is to collaborate with the general education teacher in areas such as: teaching strategy, curriculum material, modified instruction, and learning environment. Special education teachers also work directly with students in small groups either in a resource room setting or in general education classrooms for a portion of the school day.

PROGRAMMING AFFECTING FACILITY SIZE, DESIGN, AND NEEDS

The District believes school design should create a welcoming and nurturing environment for learning. Schools are a visible and daily symbol to students and teachers of the community's commitment to education.



Schools that are well designed and maintained provide a supportive environment for learning and achievement.

In planning for new facilities, the District supports the following design recommendations:

- Design schools to support a variety of learning styles.
- Enhance learning by integrating technology.
- Foster a “small school” culture.
- Support neighborhood schools.
- Create schools as centers of community.
- Engage the public in the planning process.
- Make healthy, comfortable, and flexible learning spaces.
- Consider non-traditional options for school facilities and classrooms.

As the District continues to grow, new and remodeled school facilities will be created that express the values of our community and allow the best environment for teaching all children. In addition to the traditional auxiliary facility needs, such as administrative spaces, libraries, music rooms and gymnasiums to name a few, the following programs have implications for the size and design of future facilities.

World Languages

In an effort to increasingly connect students in the District with the world, a dual language Spanish program is offered beginning with kindergarten at Lowrie and Trillium Creek primary schools. The dual language kindergarten classroom operates alongside English language kindergarten classrooms. The dual language program will expand upward with the first class through grade 5. The dual language program will operate in a regular classroom at each grade level. Students study 50% of their day in English and 50% in Spanish. The dual language program will be filled with each kindergarten class by lottery from students across the District. The dual Language program is not open for open enrollment transfers. In addition, every primary school implemented a world language program K-5 in September 2012 studying either Spanish or Mandarin Chinese.

Interactive/Technology-Rich Learning Environments

Our vision asks us to consider the power of integrating technology into our classroom learning environments. Our students are digital learners. Information is at everyone’s fingertips and the effort required to obtain and synthesize information is far less than ever experienced by previous generations. Increasingly, students must have the ability to access information, to analyze it, to



find meaning in it, to apply it to new situations, and to be flexible learners in the face of rapid change. Technology has enhanced the teacher's role as a learning facilitator in the classroom, and in many cases has empowered students as teachers as well as learners.

Classrooms are increasingly learning spaces in which a wide variety of activities are occurring simultaneously. Students are taking ownership of their learning as they are encouraged to explore their own questions through the guidance and wisdom of the classroom teacher. Technology provides greater means for teachers to skillfully engage and motivate students by personalizing their invitations to inquiry.



The ability to work in groups, and individually at times, is enhanced when large displays of information, data, graphs, multimedia, and more can be employed. When these displays can smoothly be employed serendipitously and without the need for wired connections, these opportunities become even more powerful collaborative learning experiences.

Students are increasingly using a wide variety of devices. No longer is a computer "tool" of choice. Increasingly, technology use is a personal choice. Choice of platform, form factor, and interactivity is expanding rapidly.



With greater access to electronic resources and tools, staff is also developing higher degrees of effectiveness outside of the classroom. Electronic means of completing tasks are becoming more paperless. Documents do not need to travel between parties and data does not need to be re-entered. This is not only environmentally friendly but also reduces error. With information in electronic form as its primary means, leaders are better able to probe and explore data that helps inform instruction and direct policy and practice.

Learning Communities/Collaboration/ The Library

The District supports collaboration among teachers and students at all levels. Teaming helps teachers provide a coherent and aligned program K-12 and classroom to classroom. The library is the center of collaboration and inquiry in the school.

The library lives at the heart of the school connecting children and teachers to research, inquiry, wonder, and delight. The influence of the library is experienced in the center, out to the porches, and into each classroom. The Teacher Librarian works throughout the school as a leader and a partner with classroom teachers. The Teacher Librarian brings ideas and resources to the planning process with teachers supporting the development of information and research skills in the context of classroom studies. The Teacher Librarian teaches alongside classroom teachers supporting inquiry that awakens curiosity, sustains passion, engages all learners, and culminates with learning and accomplishment. Learners are guided to hone skills of inquiry that will serve them in any question they might encounter.

The library is interactive, inviting, open, and fun. It is abuzz with activity. Small groups and individuals are working on projects that challenge their imaginations. Teachers and children are working together to sharpen questions, expand students' background knowledge, and connect with experts near and far.

The library is a living children's museum. Amazing, beautiful work is displayed in the library and throughout the school along with explanations, process notes, reflective templates, and further questions. Interactive displays invite children to engage in interesting questions of their time. Questions highlight and explore ethical considerations, intellectually challenging content, add depth and connections from one study to another, and challenge children to extend and practice performance character. Craftsmanship in thought, process and products is given an honored place in the school.

Green Schools Initiative

A green school, also known as a high performance school, is a community facility that is designed, built, renovated, operated, or reused in an ecological and resource-efficient manner. Green schools protect occupant health, provide productive learning environments and spaces, connect students to the natural world, increase average daily attendance,





reduce operating costs, improve teacher satisfaction and retention, and reduce impacts to the natural environment. Lowrie Primary and Trillium Creek Primary Schools, opened in September 2012. These schools are designed and constructed as green schools, and they are LEED® (Leadership in Energy and Environmental Design) certified. The LEED green building certification program is the nationally accepted benchmark for the design, construction, and operation of green buildings.

The design and construction of these new schools will have both short- and long-term impacts, including, but not limited to student performance, teacher and staff working environments, District operating and maintenance costs, and regional environmental quality. Green building features have benefits in several key performance areas:

- **Protect Student and Teacher Health** – Schools designed with attention to proper ventilation, material selection, acoustical quality, and other indoor environmental factors can expect improved student and teacher health and higher attendance.
- **Better Student Performance** – Attention to site planning and adequate daylighting has been shown to heighten student performance by as much as 25%.
- **Lower Operating Costs** – Operating costs for energy and water can be reduced by 20% to 40% through

efficient design and equipment, allowing more money to be used for teacher salaries, textbooks, and computers.

- **Provide a Unique Educational Opportunity** – When advanced technology and design in new schools are made visible, buildings can become teaching tools and important features of science, math, and environmental curriculum.
- The design and construction of these new schools will inform and engage all students in the District in learning opportunities and comparative studies about green school features within built and natural environments.

Center for Research in Environmental Sciences and Technologies (CREST)

The Center for Research in Environmental Sciences and Technologies (CREST) supports STEM education in learning communities within the West Linn-Wilsonville School District. Since its establishment in 2001, CREST staff has engaged thousands of students and teachers in meaningful learning and field based experiences. Programs focus on schoolyard environments, independent student research, garden-based education, service learning, engineering, and hands-on science inquiry. CREST staff also provides professional development and curricular support for District teachers in the areas of science, technology, engineering,



and mathematics. All CREST programs support individualized learning, community partnerships, and the education of the “whole person”. Program goals include:

- Support student research in STEM.
- Help students achieve science literacy and develop a lifelong appreciation for science and inquiry.
- Foster a sense of wonder, understanding, and stewardship for the natural world.
- Increase personal wellness through connections to local food systems and field science.
- Promote and inspire themes of sustainability through education and demonstrations.
- Support teachers in instructional best practices for science, technology, engineering, and mathematics.

The CREST facility, adjacent to Boones Ferry Primary and Wood Middle schools in Wilsonville, was dedicated in 2001 by Dr. Jane Goodall. Student programs that occur at the CREST facility use the site to study in all fields of science, technology, engineering, and mathematics education.

CREST FARM-TO-SCHOOL PROGRAM

The CREST Farm-to-School program illustrates how the District’s mission question can play out in the fields of a working, educational farm. In 2009, a group of District

administrators, teachers, staff, community members, and students saw an opportunity to enhance District initiatives in wellness, sustainability, and scientific research by connecting the community and students to the land, nature, and local food systems. Nested within the larger CREST mission and vision, the CREST Farm to School program expands on the successful platform of garden-based education that teachers, students, and staff have built within the District’s culture.

The CREST Farm-to-School program provides a unique opportunity to engage students in field-based science inquiry, principles of small business management, sustainable small farming practices, and studies about wellness, sustainability, entrepreneurship, and local food systems. Students improve understanding of personal wellness and local food systems by tasting a variety of fruits and vegetables during nutrition lessons offered by CREST educators in cafeterias and classrooms. Additionally, students shape their personalized education by developing an understanding of small business principles, procedures for safe and effective distribution of produce, and general farming operations during year round internship and field-based educational programs.



The CREST Farm-to-School program operates on an acre of land within a larger 10 acre parcel on the District's Frog Pond property in Wilsonville. Existing site infrastructure includes a residence and two pole barns. The program utilizes the residence, a small portion of the large barn, and the entire small barn to meet the needs of farm operations and the educational programs. Master planning efforts for the larger 10-acre parcel, completed in 2011, considered the future use of the large barn, long term water sources, site access, community partnerships, funding sources, production targets, and the development of educational programming. By establishing educational programs that utilize orchards, flexible spaces for animals and community markets, and food production gardens, the CREST Farm-to-School program provides a unique learning environment that supports the mission and vision of the District. Partnering with the cities of Wilsonville and West Linn, Clackamas County, and METRO will be important to ensure the long-term protection and development of this site for District and community use.

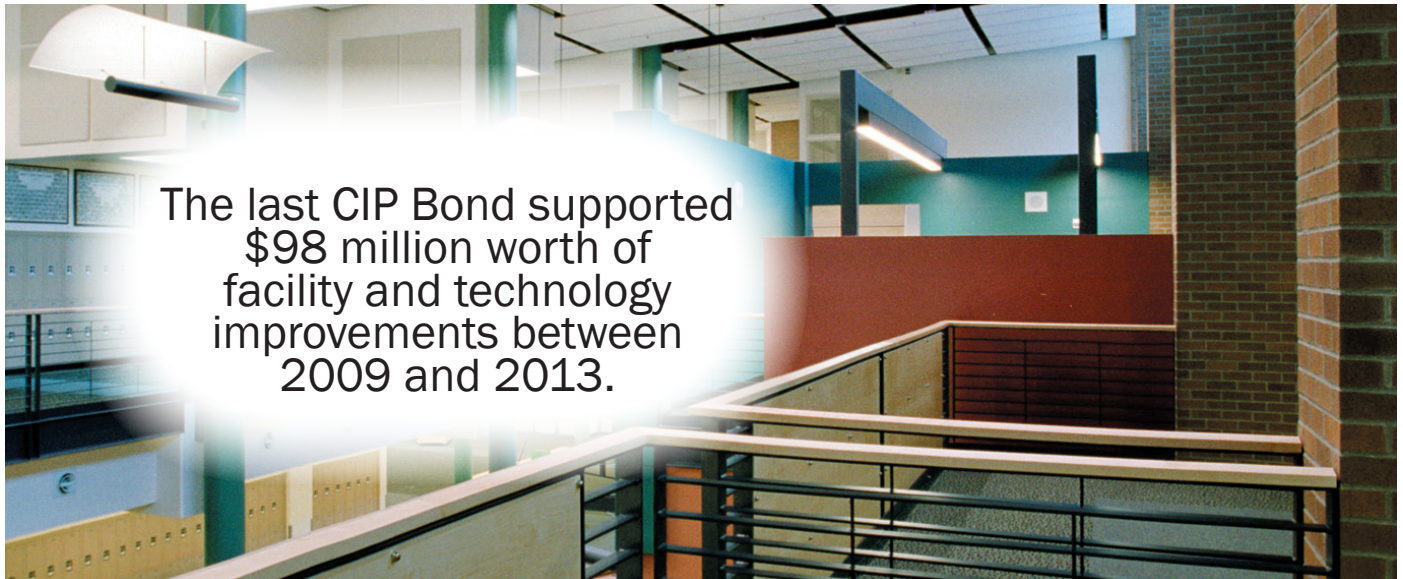




B

School Facilities





INTRODUCTION

This section, School Facilities, provides the framework for facilities planning, defines the issues facing the District, and identifies future facility needs and improvements. It is the second of three parts that collectively provide the framework for school facility needs are:

- Part A: Framework for Educational Excellence – Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.
- Part B: School Facilities – Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs, and future facility needs.
- Part C: Capital Improvements – Outlines the capital improvement planning process and identifies future capital improvement projects.

SNAPSHOT OF TODAY

EXISTING DEVELOPMENT AND ENROLLMENT

The 2010 Census shows there are approximately 19,033 residences within the District with a total enrollment that same year of 8,400 students. The majority of residences and development is located within the cities, with the city of West Linn accounting for the largest share. For planning purposes, the District is divided into four geographic sub-areas (Figure 1). Table 1 summarizes the number of residential units (single and multi-family) and students by sub-area.

To evaluate enrollment information at the neighborhood level, the District has developed a GIS (Geographic Information System) mapping framework for tracking existing development and enrollment, location of students, and anticipating future enrollment. The mapping system is based upon 175 “study areas” that include discrete neighborhoods (Figure 1). These study areas are the building blocks for the attendance areas for primary, middle, and high schools.



Figure 1
STUDY CELLS AND SUB-AREAS

- ① West Linn Sub-Area
- ② Stafford Basin Sub-Area
- ③ Clackamas County Sub-Area
- ④ Wilsonville Sub-Area

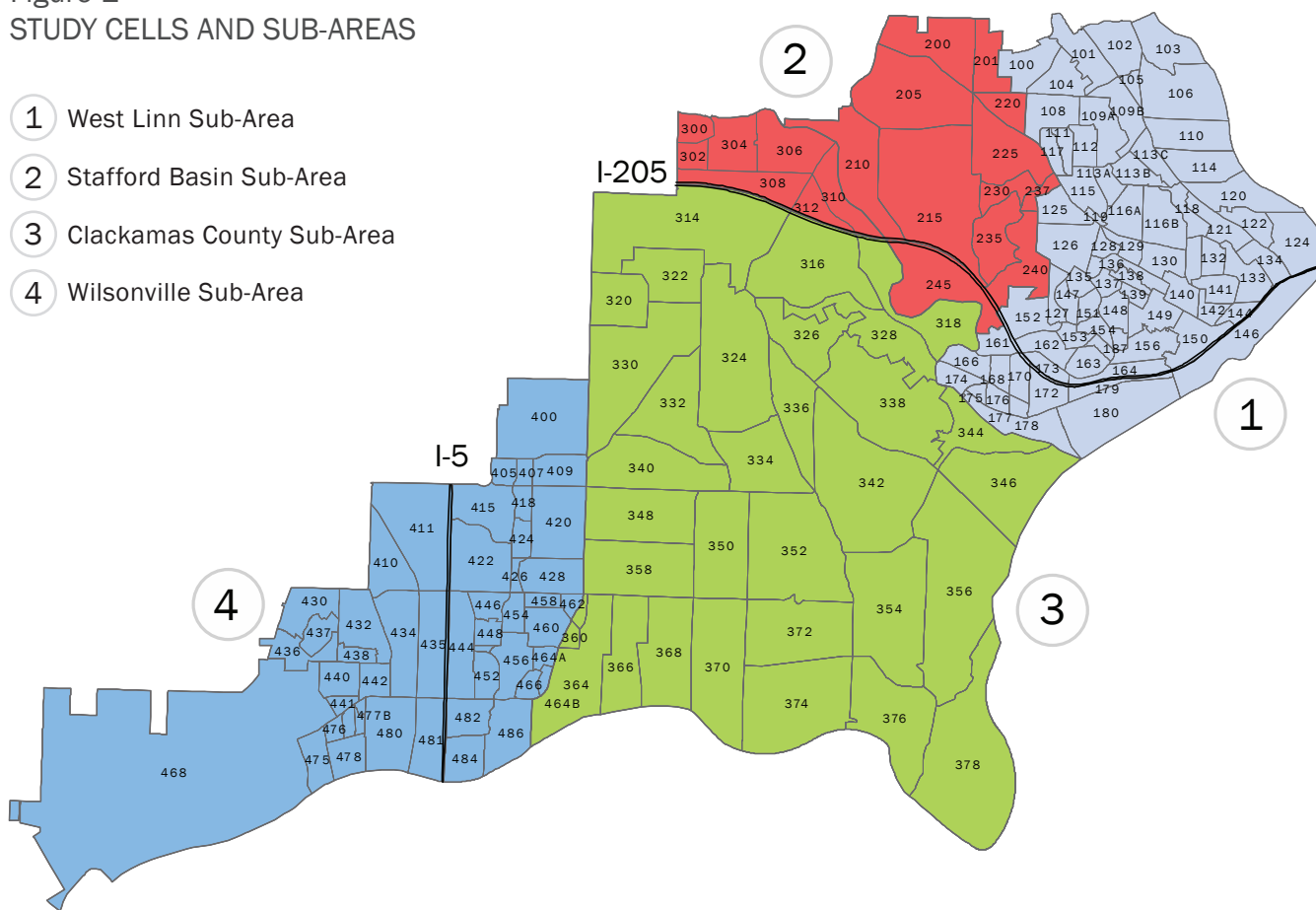


Table 1
ESTIMATED HOUSING UNITS AND
ENROLLMENT BY JURISDICTION - 2010

Area	Housing Units	Enrollment
① West Linn Area*	9,976	4,651
② Stafford Basin Area (north of I-205)	921	361
③ Clackamas County (south of I-205)	1,995	714
④ Wilsonville Area	6,141	2,674
TOTAL	19,033	8,400
TOTAL excluding Three Rivers Charter School		8,298

* The West Linn area is not exactly the same as the incorporated city.
The city of West Linn counted 10,217 housing units within its city limit in 2010.

The District collects quarterly enrollment data for each of the schools. On September 30, 2012, the District had a total enrollment of 8,599 students in kindergarten through 12th grade. Enrollment has steadily increased across the District with some of the highest growth rates occurring in the 1990's. Enrollment for September 2012 is shown in Table 2.

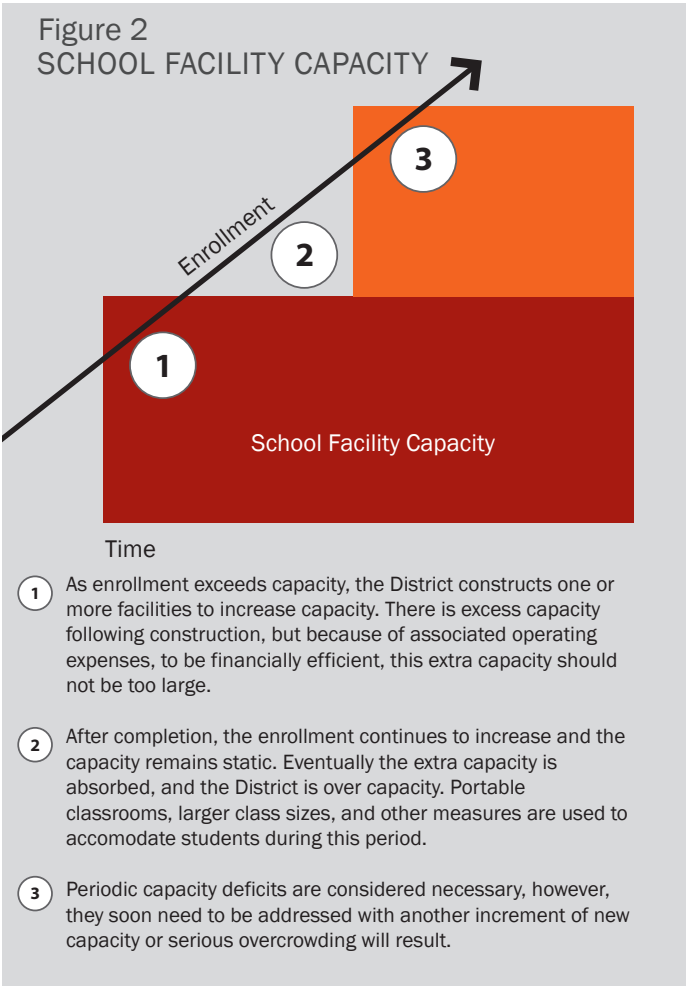
EXISTING FACILITIES

There are currently nine primary schools, three middle schools, three high schools, and one charter school operated by the District. Of the nine primary schools, two schools, Lowrie and Trillium Creek primary schools, are new facilities that opened in the fall of 2012. To better define the true educational capacity of each school, an evaluation of the facilities and programs was conducted

Table 2
2012 SCHOOL CAPACITY & ENROLLMENT

SCHOOL	CAPACITY (2013)	ENROLLMENT 9/30/12	AVAILABLE CAPACITY
PRIMARY			
Boeckman	479	555	-76
Boones Ferry	689	531	158
Lowrie	476	407	69
Wilsonville	1,644	1,493	151
Subtotal			
Bolton	363	278	85
Cedaroak	407	318	89
Stafford	501	450	51
Sunset	432	285	147
Willamette	501	510	-9
Trillium Creek	498	458	40
West Linn	2,702	2,299	403
Subtotal			
Primary Subtotal	4,346	3,792	554
MIDDLE			
Wood	640	737	-97
Athey Creek	624	607	17
Rosemont Ridge	668	684	-16
Middle Subtotal	1,932	2,028	-96
HIGH			
Wilsonville	1,472	1,121	351
West Linn	1,748	1,553	195
Art Tech	86	105	-19
High School Subtotal	3,306	2,779	527
TOTAL	9,584	8,599	985
Three Rivers Charter*	100	103	-3
* Not included as part of the District enrollment.			

in 2001, 2006, and 2013. to derive an accurate capacity figure for each school. Educational capacities of the schools are updated as existing schools are expanded, remodeled, or as curriculum and special education programs change. Primary school capacities will change in 2015 when all kindergarten students will attend full-day classes. The current school capacities are shown in Table 2. For the 2012-13 school year, the primary schools are operating under capacity, and middle schools are operating slightly over capacity. The high schools have room for additional enrollment growth. The opening of Lowrie and Trillium Creek primary schools for the 2012-13 school year, capacity of 974 students, alleviated the capacity shortfall at the primary level. Portable classrooms at Wood Middle School will remain to address the middle school capacity issue until permanent facilities are funded and constructed.



PLANNING FOR THE FUTURE

EFFICIENT PROVISION OF SCHOOL FACILITIES

As noted earlier, the District has experienced a steady increase in enrollment over the past 20 years. To provide adequate school facilities for primary, middle, and high school students, the District received voter approval of school bond measures during this same period to construct new facilities and upgrade and maintain existing assets.

The District is committed to providing educational facilities in the most financially prudent manner possible. The key is to balance efficiency with maintaining quality educational environments. The District must balance steady enrollment growth with capacity, which must occur in distinct increments because new facilities, such as a new school or school addition, must be constructed at once, not incrementally. The graph in Figure 2 demonstrates the balance the District must maintain between enrollment growth and capacity.

POTENTIAL CAPACITY IMPACTS OF SCHOOL PROGRAMS

In addition to the size of the facilities, school capacity is directly influenced by educational programs, such as early childhood education, all-day kindergarten, alternative education, personalized special needs education, and team teaching as described in Part A: Framework for Educational Excellence. The implementation of these programs has effectively changed the District's capacity because many of them have building space ramifications. For example, with half-day kindergarten, two classes can be accommodated using one classroom, but all-day kindergarten requires two classrooms to accommodate the same number of students. Improving educational programs may reduce school capacity. However, modest declines in capacity are outweighed by the improved educational results created by these programs.

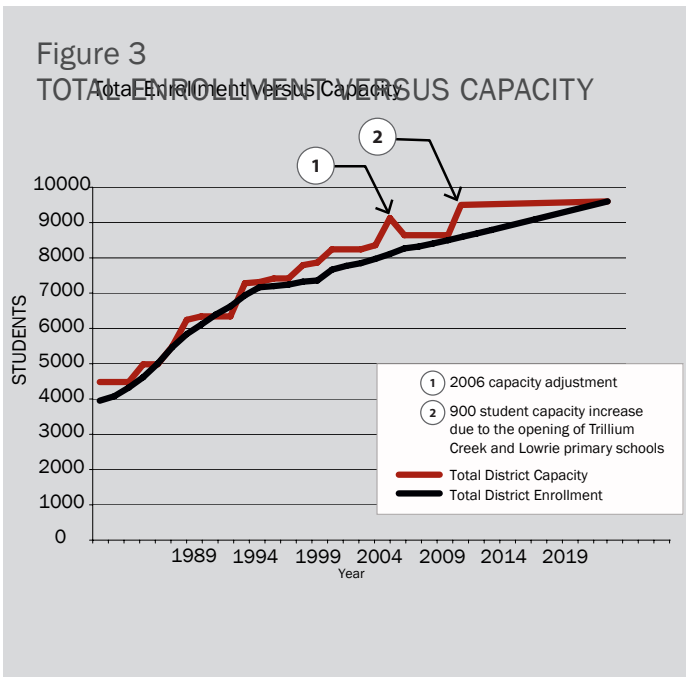


Figure 3 illustrates how the enrollment has grown steadily and capacity has increased in increments when new schools or school expansions were completed. The capacity adjustment to accommodate educational programs decreased capacity in 2006. The capacity increase related to the addition of Lowrie and Trillium Creek primary schools is shown in 2012.

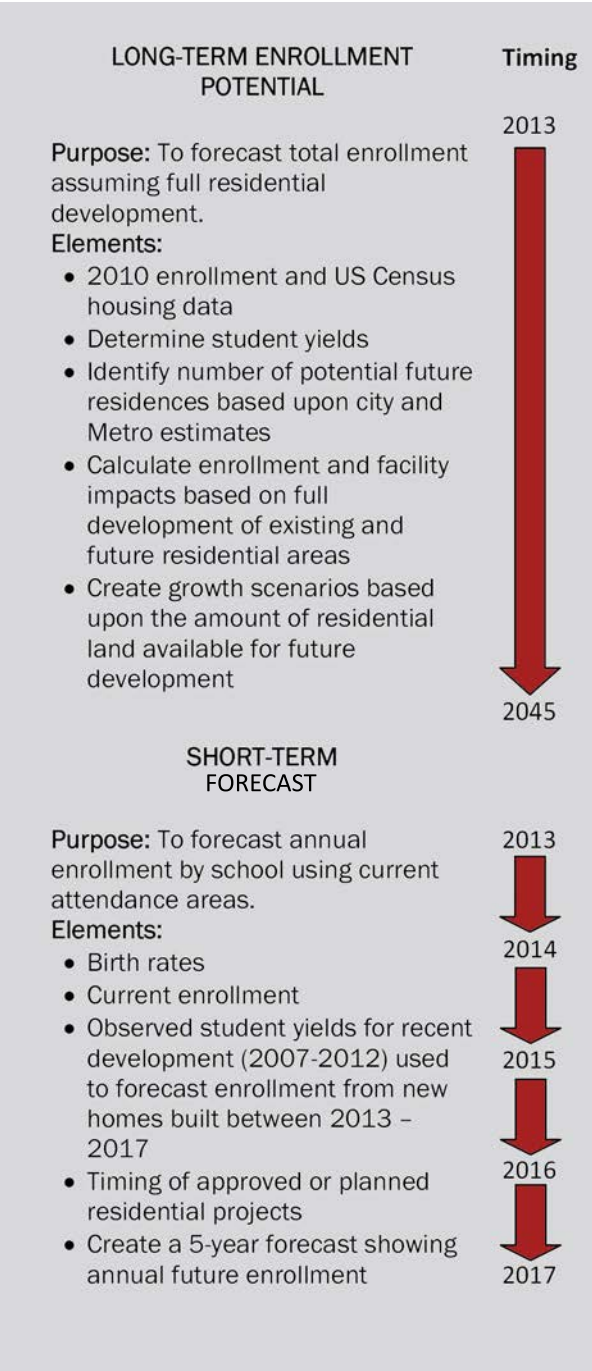
ACCOMMODATING FUTURE ENROLLMENT GROWTH

Creating and maintaining a quality educational environment is constantly challenged by enrollment growth, which has increased by approximately 50% from 5,644 students in 1990 to 8,599 students in 2012. In addition to providing the capacity to give each and every student a superior education, the District must also maintain and upgrade existing facilities and constantly look for ways to improve educational programs and techniques.

The District periodically evaluates demographic and land development trends assessing how they may affect enrollment and the ability of the schools to have the appropriate capacity to serve the students. These efforts involve understanding the potential enrollment impacts associated with full development of existing residential land within city limits and the Metro Urban Growth Boundary (UGB) as well as planned future expansion of the UGB and city limits. In addition to this long-term view of potential enrollment and associated facility needs, the District must also conduct short-term enrollment forecasts based upon the rate and location of new residential development for the next five years to respond to imminent enrollments demands. A summary of the purpose, elements, and timing associated with forecasts for long-term enrollment potential and short-term enrollment growth is provided in Figure 4.

The long- and short-term evaluations are explained in the following sections: Long-Term Enrollment Potential and Short-Term Enrollment Forecasts.

Figure 4
ENROLLMENT FORECASTS





LONG TERM ENROLLMENT POTENTIAL

Long-term enrollment forecasts are used by the District to estimate facility needs. They rely on existing regional and local plans to understand what the District enrollment could be once defined areas for future residential development are fully developed. This planning analysis enables the District to anticipate future facility demands and secure necessary school sites and/or financing to continue to provide additional school capacity in a timely manner. Because the rate of development and enrollment change is very difficult to predict more than a few years ahead, the long-term forecast is focused primarily on three elements: number of students per residence; number of potential future residences; and general timing for new residential development.

Understanding the number of students coming from all residences throughout the District is a key ingredient to estimating the impact of future residential development. Data from 2010 is used because it is the most recent year where US Census data for the number of housing units (single and multiple family) and District enrollment are available. This data is summarized in Table 1.

To create an estimate of students per household, or “student yield”, the 2010 District enrollment US Census housing count in Table 1 were compared to calculate

student yields. The student yields for 2010 are assumed to remain constant for the purposes of estimating future enrollment as more residences are built within the District. The student yields for the four sub-areas in the District are summarized in Table 3.

The potential for new residential development within the current UGB and city limits is the second critical element to forecasting future development potential and enrollment. Areas within the UGB, including the cities of West Linn, Wilsonville, and Tualatin are planned for urban development. To provide a greater level of certainty regarding which areas may be eligible for future UGB expansion, Metro completed a process with local governments in 2010 to designate “urban reserves.” These lands identify the locations where future UGB expansions can (urban reserves) and cannot (rural reserves) occur. Metro, in coordination with local governments, developed and adopted estimates in November 2012 for the residential development potential of these UGB expansion areas – several of which are located within the District. Any land brought into the UGB will come from areas designated as urban reserves. The estimated enrollment impact of the portions of the urban reserve areas within the District is summarized in Figure 5.

The third element considered is the general timing for expanding the UGB for urbanization. Following

Table 3
STUDENT YIELD FACTORS - 2010 ALL UNITS BY SUB-AREA

Grade Ranges	K-5	6-8	9-12	K-12
West Linn Sub-Area				
	0.21	0.11	0.15	0.47
Stafford Basin Sub-Area				
	0.17	0.10	0.12	0.39
Clackamas County Sub-Area				
	0.15	0.09	0.12	0.36
Wilsonville Sub-Area				
	0.20	0.10	0.13	0.44
District-wide Average				
	0.20	0.10	0.14	0.44

designation of urban and rural reserve areas in 2010, Metro considered potential expansion of the UGB. In 2011, Metro completed this review process, and no land in the West Linn-Wilsonville School District was added to the UGB. The next residential UGB evaluation for potential expansion, which is sponsored by Metro, is scheduled to occur in 2014-2016. In 2012, Metro reviewed the timing of when all designated urban reserves will likely be brought into the UGB based on the availability of public infrastructure and anticipated growth rates for the region. The time period considered extends to 2045. The Metro timing estimates for UGB expansion are used to form the District's long-term enrollment forecast and the growth scenarios described in the following section.

GROWTH SCENARIOS

Three long-term scenarios for future growth are considered. They are based upon adopted comprehensive plans and supporting information provided by the cities of West Linn, Wilsonville and Tualatin, Clackamas County, and Metro. The 2010 US Census was used to determine the number and general distribution of existing housing units. These scenarios provide a snapshot of how the District might change as additional development and redevelopment occurs within the current UGB and as urban reserve areas are brought into the UGB and fully urbanized.

Three scenarios are based on the following assumptions:

- The remaining undeveloped residential land

within the existing UGB will develop to the maximum current density allowable.

- Primary school capacities will change in 2015 with full-day classes for all kindergarten students.
- The capacity for existing middle and high schools will remain constant. Existing guidelines for future new school sizes will also remain constant. The guidelines for new school sizes are: primary school - 450 to 550 students (or up to 800 with a campus design); middle school - 600 to 800 students; and high school 1,200 to 1,500± students.
- The ratio of school age children per residence will be consistent with 2010 student yield ratios calculated for all housing units by comparing the 2010 US Census for residential units with the 2010 enrollment (Tables 1 and 3). Considering all residences provides a good indicator of how many students to expect in the long-term across the District.
- The urban reserve areas brought into the UGB will be developed at densities assumed by Metro (typically 10 to 15 units per acre).

Scenario 1 assumes no additional land is brought into the UGB, and all existing urban zoning designations remain



POTENTIAL ENROLLMENT OF FUTURE URBANIZED AREAS

Future Annexation of Urban Reserve Areas		Future Potential Dwelling Units		Future Enrollment Estimates*				
			Primary	Middle	High	Total		
Scenario 1								
Frog Pond	2,000	400	200	260	860			
Villebois North	976	195	98	127	420			
Subtotal	2,976	595	298	387	1,280			
Scenario 2								
4H Advance Road	2,400	360	216	288	864			
5H Wilsonville Southwest	600	120	60	78	258			
Subtotal	3,000	480	276	366	1,122			
Scenario 3								
4A Stafford	15,456	2,628	1,546	1,855	6,028			
4B Rosemont	1,200	204	120	144	468			
4C Bortland	6,200	1,054	620	744	2,418			
4D Norwood	9,718	1,458	875	1,166	3,498			
4F I-5 E. Washington Co.	1,919	384	192	249	825			
4G I-5 E. Washington Co.	4,089	818	409	532	1,758			
Subtotal	38,582	6,545	3,761	4,690	14,996			
Total	44,558	7,620	4,335	5,443	17,397			

* Estimates are derived by multiplying the Future Potential Dwelling Units by the student yield factors for the applicable sub-area shown in Table 3 (see Figure 1 for sub-area locations). For example, Scenario 1 Frog Pond enrollment is calculated as follows: 2,000 units X 0.20 = 400.

Boones

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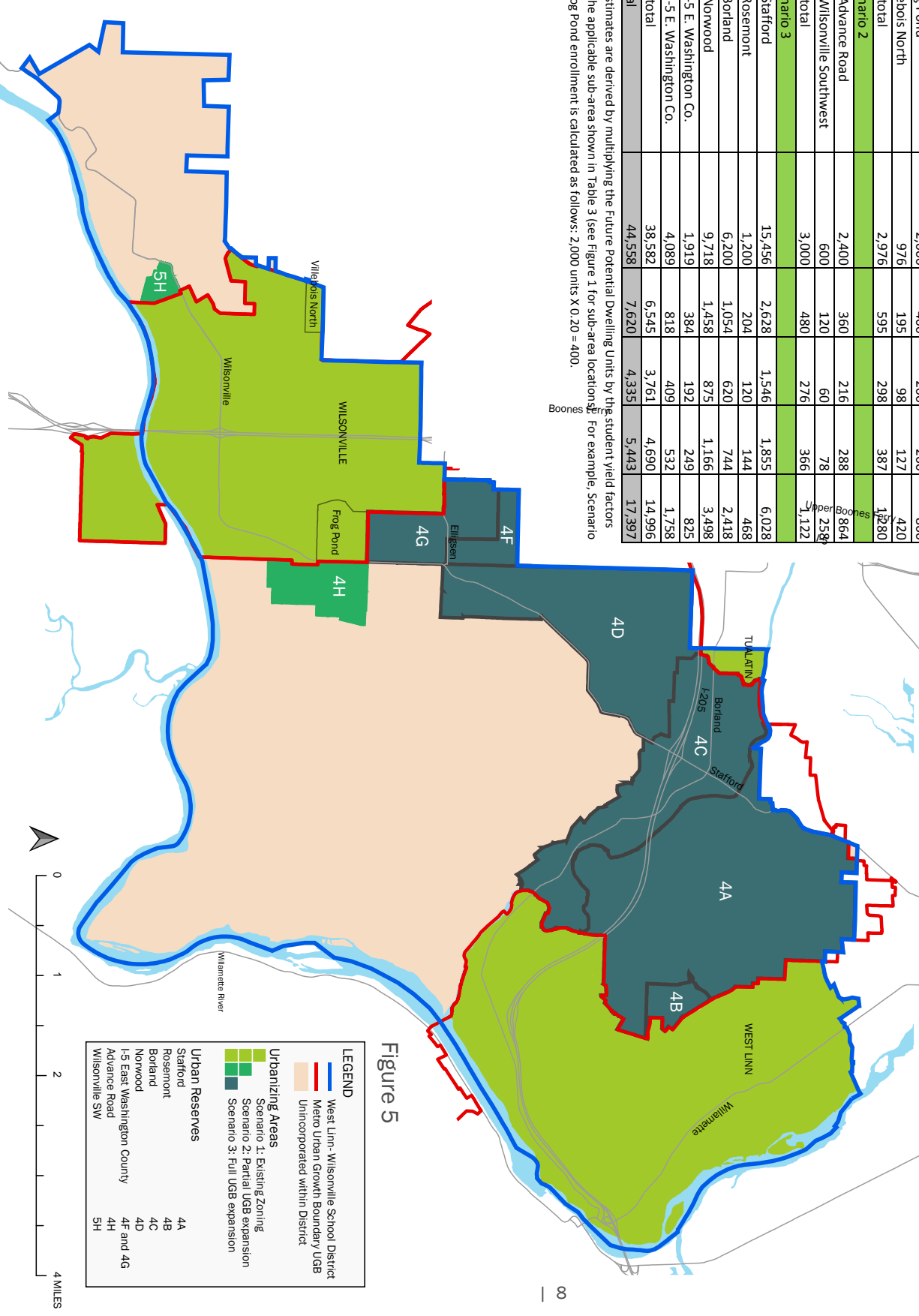


Figure 5

LEGEND

West Linn - Wilsonville School District

Metro Urban Growth Boundary UGB

Unincorporated within District

Urbanizing Areas

Scenario 1: Existing Zoning

Scenario 2: Partial UGB expansion

Scenario 3: Full UGB expansion

Urban Reserves

Stafford

Rosemont

Bortland

Norwood

I-5 East Washington County

Advance Road

Wilsonville SW

4A

4B

4C

4D

4F and 4G

4H

5H

GROWTH SCENARIOS

SCENARIO 1 - EXISTING ZONING WITHIN EXISTING UGB

existing zoning within existing UGB

in place (Figure 6). The student enrollment anticipated in the 2017 residential development (Table 4) is assumed to be within a few key areas within the Wilsonville city limit including Villebois Village and Brenchley Estates North and South. The remainder will be smaller redevelopment and infill projects. West Linn contains several smaller residential developments.

Two notable additions to these new units would be the Frog Pond area on the northwest corner of Boeckman Road and Stafford Road along with the northern portion of Villebois Village. Both of these areas are within the UGB, but have not been annexed. The northern portion of Villebois Village is part of the overall 2,300-unit master plan, and is simply awaiting annexation which will be initiated once development is imminent. Frog Pond is also within the UGB, but the city of Wilsonville must complete a concept plan before it may be annexed and developed. The city plans to initiate a concept planning process within the next two years. Preliminary city estimates suggest approximately 2,000 units once Frog Pond is fully redeveloped. All 2,300 residential units in Villebois Village are assumed to be built as part of Scenario 1.

Scenario 2 includes the development estimated in Scenario 1, and adds

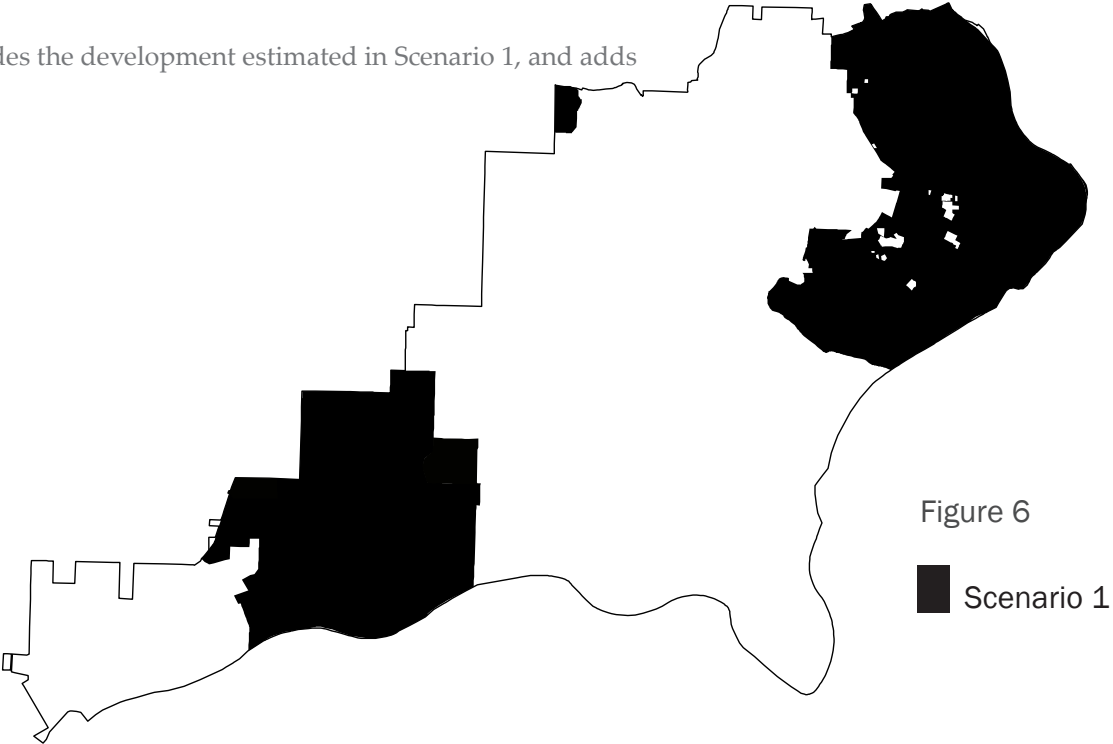
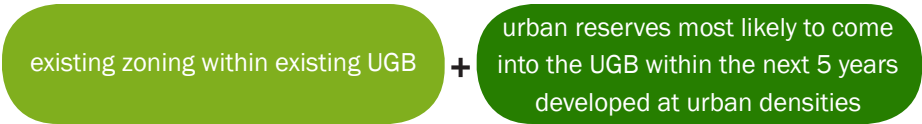


Figure 6
Scenario 1

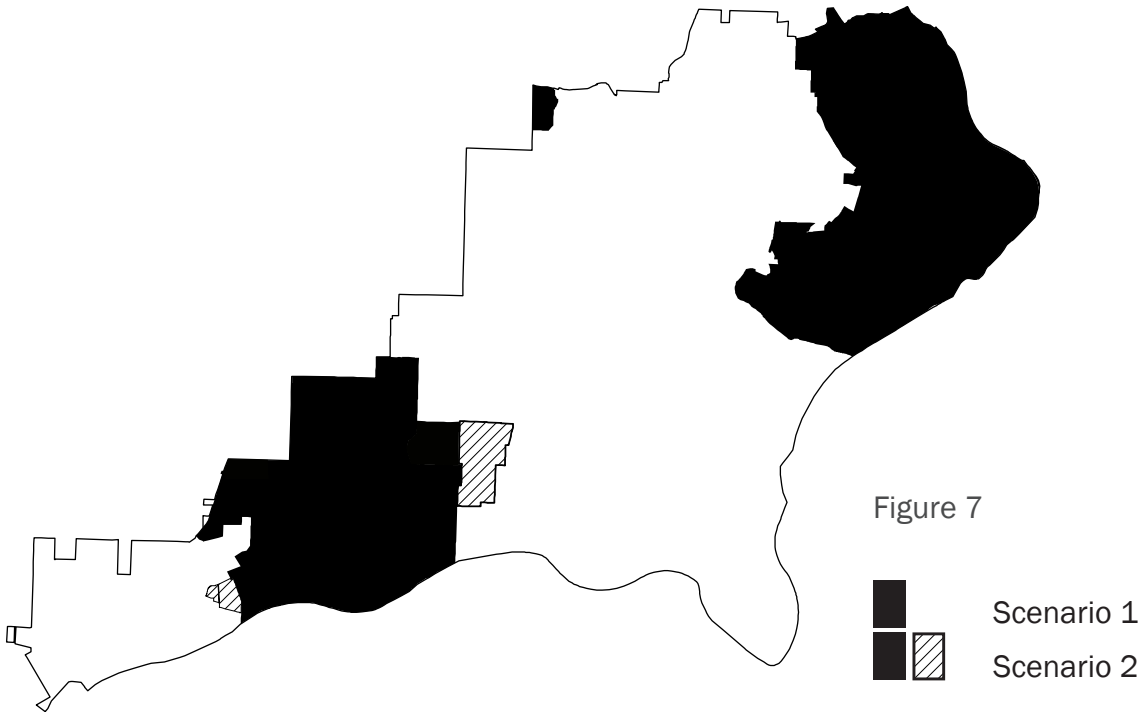


GROWTH SCENARIOS

SCENARIO 2 - EXISTING ZONING WITH EXISTING UGB, PLUS URBAN RESERVES MOST LIKELY TO COME INTO THE UGB WITHIN THE NEXT 5 TO 10 YEARS DEVELOPED AT URBAN DENSITIES



the assumption that the urban reserves identified by Metro as having infrastructure available in the short-term will also be developed at urban densities (Figure 7). Only the Advance Road and Wilsonville Southwest urban reserve areas in Wilsonville have been identified as likely sites to be ready within the next five to ten years. Advance Road includes a 40-acre site adjacent to the Wilsonville city limit, which has been jointly planned by the City and District for a community park, primary school, and middle school. These two areas are estimated to accommodate approximately 3,000 new housing units. Other than limited infill development and redevelopment, the change in residential units in West Linn is assumed to be minor. Scenario 3 includes the development estimates in Scenario 2 and assumes that all remaining urban reserves are developed at urban densities (Figure



GROWTH SCENARIOS

SCENARIO 3 - EXISTING ZONING WITH EXISTING UGB, PLUS ALL URBAN RESERVES WITHIN THE DISTRICT BOUNDARIES DEVELOPED AT URBAN DENSITIES

existing zoning within existing UGB

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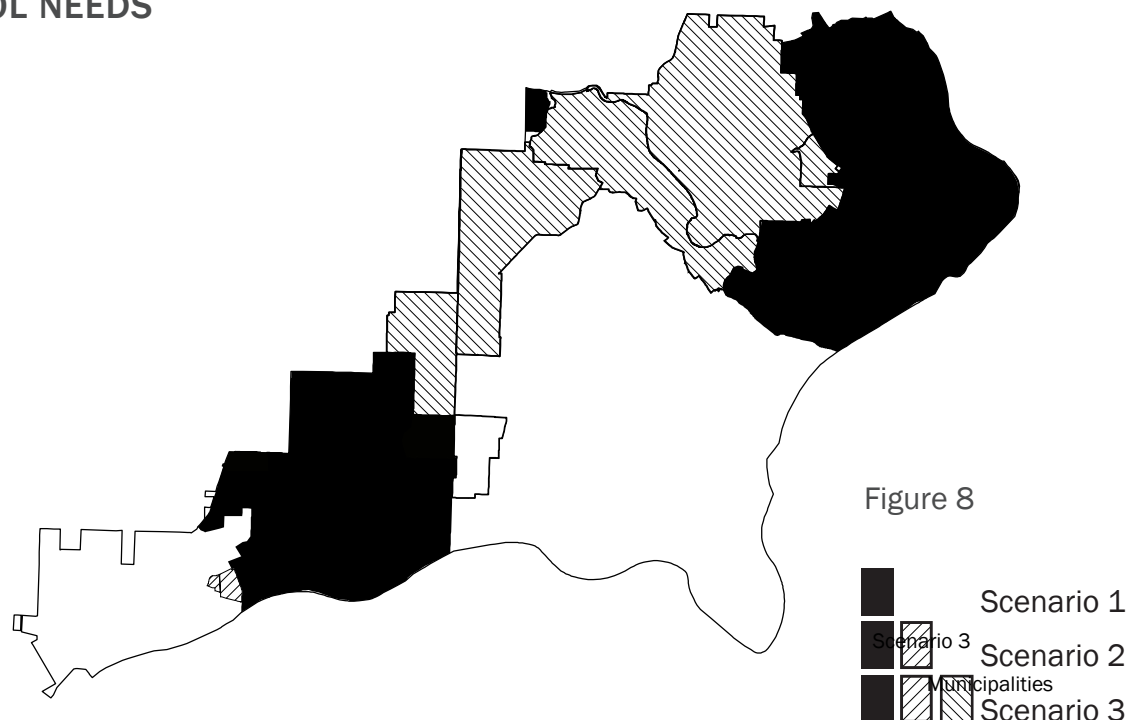
urban reserves most likely to come into the UGB within the next 5 years developed at urban densities

+

all urban reserves within the District boundaries developed at urban densities

8). This includes land located in the north-central portion of the District with Stafford Basin/Borland Road representing the major areas involved. Several of the urban reserve areas are only partially within the District. All of these areas are estimated to yield almost 34,000 residential units. Metro anticipates that development in these urban reserve areas will not occur until around 2045. This amount of development would clearly have an enormous impact on enrollment. The challenges will encompass much more than school facilities, including governance and providing a wide range of urban services and facilities. The issues related to urbanization of these areas will continue to be evaluated by Metro and local government. Subsequent updates of this plan will need to revisit the magnitude and timing of residential development in Scenario 3.

FUTURE SCHOOL NEEDS





Translating Residential Development into Enrollment Impact

The future development scenarios must be interpreted to estimate the enrollment impacts associated with each scenario. The number of estimated residential units is multiplied by the district-wide student yield factors presented in Table 3. Table 4 summarizes the district-wide future potential enrollment impact by school type. This information is then used to help identify the related school facilities necessary to accommodate future enrollment.

Enrollment Impact across the District

Table 4 Student enrollment across the District for the three scenarios is not evenly distributed, and the concentration

FUTURE POTENTIAL SCHOOL FACILITY NEEDS SUMMARY

	Primary	Middle	High	Total
Existing Conditions				
2015 Educational Capacity*	4,082	1,932	3,306	9,320
2010 Enrollment (9/30/10)	3,763	1,958	2,674	8,395
Remaining Capacity	319	-26	632	925
Schools	9	3	3	15
Scenario 1:				
Existing Zoning & UGB				
Enrollment in addition to existing conditions	1,714	864	1,098	3,676
Total enrollment district-wide	5,477	2,822	3,772	12,071
Additional educational capacity needed once remaining capacity is utilized	1,395	890	466	2,751
Schools required in addition to existing conditions	2.8	1.3	0.3	4.4
Total schools required district-wide	11.8	4.3	3.3	19.4
Scenario 2:				
Existing Zoning & Expanded UGB (Advance Road)				
Enrollment in addition to Scenario 1	480	276	366	1,122
Total enrollment district-wide	5,957	3,098	4,138	13,193
Schools required in addition to Scenario 1	1.0	0.4	0.2	1.6
Total schools required district-wide	12.8	4.7	3.6	21.0
Scenario 3:				
Existing Zoning & UGB				
Enrollment in addition to Scenario 2	6,545	3,761	4,690	14,996
Total enrollment district-wide	12,502	6,859	8,828	28,189
Schools required in addition to Scenario 2	13.1	5.4	3.1	21.6
Total schools required district-wide	25.8	10.0	6.7	42.6

* Educational capacity changes only for primary schools due to full-day kindergarten.



of students is expected to vary widely between sub-areas. In Scenario 1, the majority of the enrollment growth is forecast for the Wilsonville area with approximately 3,000 new students. West Linn is expected to see moderate growth with almost 500 new students, and the Stafford Basin and Clackamas sub-areas are anticipated to have insignificant enrollment gains.

For Scenario 2, enrollment growth is expected to be the strongest in the Wilsonville and Clackamas sub-areas with the development of the Advance Road and Wilsonville Southwest urban reserve areas, accounting for a potential of approximately 1,100 new students.

Scenario 3 would produce unprecedented enrollment growth totaling over 15,000 new potential students. Because of the uncertainty over the fate of the urban reserve areas and the distant horizon for their development, the potential enrollment and school facility impacts of Scenario 3 are not considered in the following evaluation of school facility needs. Scenario 3 should be revisited in future updates of the Long Range Plan.

SHORT-TERM ENROLLMENT FORECASTS



Short-term forecasts are designed to help the District anticipate enrollment looking out five years into the future. Forecasts are based on recent demographic trends, existing residences, and approved residential developments. A short-term forecast was prepared in January 2013 by Davis Demographics and Planning. The development data was created by interviewing city staff regarding approved residential developments and the timing for their completion, and the types of residences involved. As part of this analysis, a large sample of new housing units, built within the last five years, was taken to estimate the average number of students generated by new (built between 2007-2012) single family detached, multi-family attached (e.g., townhouses, condos, and apartments). These student yield factors shown in Table 5 were used in the projections. It shows that single family, detached residences typically generate approximately one student for every two homes while four or more multi-family attached or apartment units produce one student. The student yield factors were applied to the number and types of anticipated new homes to forecast future enrollment. The short-term projection anticipates modest enrollment growth from 8,599 students in September 2012 to 8,956 students in 2017. Table 6 summarizes the results of the short-term forecast.

With the opening of Lowrie and Trillium Creek primary



schools in September 2012, the primary school capacity is 4,346 students with approximately 3,800+ students to accommodate. Similarly, the high schools, with a capacity of 3,306 and an enrollment of approximately 2,800, will continue to be adequate. The primary problem will be the increasing enrollment pressure on middle schools, which is estimated to be over capacity by approximately 260 students in 2017.

DISTRICT PROPERTIES

Table 5
STUDENT YIELD FACTORS (students per household)
FALL 2012 PROJECTIONS

Grade Ranges	K-5	6-8	9-12	K-12
Single Family Detached Units (724 built*)				
Student Yield Factor	0.29	0.12	0.13	0.54
Multi-family Attached Units (475 built*)				
Student Yield Factor	0.09	0.05	0.05	0.19
Average				
Student Yield Factor	0.21	0.09	0.10	0.40

* From a sample of units built between 2007-2012

Table 6
2012 SCHOOL CAPACITY & ENROLLMENT FORECAST

SCHOOL	CAPACITY		ENROLLMENT			PROJECTIONS*				
	2013	2015	2010	2011	2012	2013	2014	2015	2016	2017
PRIMARY										
Boeckman	479	457	640	631	555	549	532	511	496	493
Boones Ferry	689	645	805	823	531	587	607	601	613	626
Lowrie	476	432	0	0	407	496	598	665	716	743
Wilsonville Subtotal			1,445	1,454	1,493	1,633	1,738	1,777	1,824	1,863
WV Available Capacity	1,644	1,534			151	11	-94	-243	-290	-329
Bolton	363	341	332	269	278	256	250	232	214	202
Cedaroak	407	385	415	413	318	284	283	275	270	257
Stafford	501	479	543	525	450	358	366	366	364	370
Sunset	432	410	427	409	285	394	375	368	346	343
Willamette	501	479	601	609	510	542	542	550	532	528
Trillium Creek	498	454	0	0	458	433	445	450	441	446
West Linn Subtotal			2,318	2,225	2,299	2,266	2,260	2,239	2,167	2,145
WL Available Capacity	2,702	2,548			403	436	442	309	381	403
Subtotal			3,763	3,679	3,792	3,899	3,997	4,016	3,992	4,008
Total Available Capacity (K-5)**	4,346	4,082			554	447	349	66	90	74
MIDDLE										
Wood			697	706	737	769	818	868	943	990
Avail. Capacity	640	640			-97	-129	-178	-228	-303	-350
Athey Creek			566	602	607	534	515	481	495	485
Avail. Capacity	624	624			17	90	109	143	129	139
Rosemont Ridge			695	692	684	732	729	719	721	716
Avail. Capacity	668	668			-16	-64	-61	-51	-53	-48
Subtotal			1,958	2,000	2,028	2,034	2,062	2,068	2,159	2,191
Total Available Capacity (6-8)	1,932	1,932			-96	-102	-130	-136	-227	-259
HIGH										
Wilsonville	1,472	1,472	1,049	1,084	1,121	1,123	1,133	1,182	1,164	1,203
West Linn	1,748	1,748	1,548	1,506	1,553	1,499	1,472	1,509	1,471	1,449
Art Tech	86	86	77	86	105	105	105	105	105	105
Subtotal			2,674	2,676	2,779	2,727	2,710	2,795	2,740	2,756
Total Available Capacity (9-12)	3,306	3,306			527	579	596	511	566	550
TOTAL			8,395	8,355	8,599	8,660	8,770	8,880	8,891	8,956
Total Available Capacity (K-12)	9,584	9,320			985	924	814	704	694	628

* Projections assume that current school attendance areas remain unchanged.

** Assumes full-day kindergarten beginning in 2015.



In anticipation of future school needs, the District has acquired several properties, which could potentially be used to accommodate new school facilities. The scenarios assume the District will use these available sites. Additional sites will need to be acquired, especially in Scenario 2. The properties owned by the District are shown in Table 7.

All of the District properties are available for future school use. As the enrollment and attendance area picture changes with future expansion of the UGB, the District may need to sell a property holding in favor of another more suitable location. However, the appropriateness of using any of the sites should be subject to a detailed review of the site selection criteria prior to committing a specific site for school use. The availability of school sites between 10 to 50 acres is very limited due to development that has occurred and the UGB, which prevents urban growth, including schools, on rural and resource lands. The constrained number of possible sites will often make it impractical for the District to construct new schools on or near an “ideal” location. In addition, future expansions of the UGB may cause significant shifts in future attendance areas and ideal school locations. Because of this uncertain future, it will be critical for the District to evaluate its land holdings for their value as future school sites. The District will work closely with local governments and property owners in the planning and development of these areas.



ACCOMMODATING SCHOOL

Table 7
SCHOOL DISTRICT PROPERTIES

Property	Total Acreage	Location
Dollar Street	23 acres	Between Dollar Street and Willamette Falls Drive
Oppenlander	15.6 acres	North side of Rosemont Road
Wilsonville - Frog Pond	25 acres	NW of Stafford and Boeckman Roads
Advance Road	30 acres	South side of Advance Road, immediately east of Wilsonville city limit

FACILITY NEEDS

SHORT-TERM: SCHOOL FACILITY NEEDS

The short-term enrollment forecast in Table 6 illustrates what the District should expect over the next five years. As noted above, the most acute capacity problems will be associated with middle schools, which are currently operating slightly above capacity. However, this forecast also indicates that primary school enrollment will probably need to be redistributed between schools to allow all primary schools to operate within their capacity limits.

LONG-TERM: SCENARIO 1

Looking beyond the next five years, the majority of the Scenario 1 enrollment growth (3,000 + students) is expected from the Wilsonville sub-area. West Linn will contribute almost another 500 students. Very little enrollment growth is expected from the other sub-areas.

Based on communication with Metro and local governments, full development of this scenario, which includes the enrollment growth estimated in the short-term forecast, could be anticipated between 2020 and 2030. Assuming that existing capacity is fully utilized before building new school capacity, a total of four new schools will be necessary. In addition, Sunset Primary



Table 8
SCENARIO 1 FUTURE POTENTIAL SCHOOL FACILITY NEEDS

	2015 Capacity	Additional Capacity Needed	New Schools	Location and Approximate Timing
Primary Schools	4,082	1,395	3.8	Replace Sunset - 2016 Frog Pond - 2020-2025 Advance Road - 2020-2025 Portables may be needed when Scenario 1 approaches full development.
Middle Schools	1,932	890	1.3	Advance Road - 2016 Portables may be needed when Scenario 1 approaches full development (2020-2025).
High Schools	3,306	466	0.3	Establish a new location for Arts and Technology High School - 2016 Portables may be needed when Scenario 1 approaches full development (2020-2025).
Total	9,320	2,751	5.4	



School is ending its useful life and must ultimately be replaced for a total of five new schools. The need for new schools will occur gradually over this time period. The most pressing need will be to construct the planned middle school site is on the Advance Road property and to replace Sunset Primary with a new school on the same site. The Advance Road urban reserve area is not planned to be included in the UGB for some time. The District will need to work with Metro and the city of Wilsonville to determine if the school site could be brought into the UGB at an earlier date. The Arts and Technology High School is operating in a leased building, and a new facility must be found within the next several years. A summary of the primary, middle, and high school needs for Scenario 1 is provided in Table 8.

LONG-TERM: SCENARIO 2

The majority of the enrollment growth (over 1,100 students) is expected from the Clackamas County sub-area near Wilsonville on the Advance Road site. The Wilsonville sub-area will also see growth due primarily to the Wilsonville Southwest urban reserve area. West Linn and Stafford Basin sub-areas will contribute very little additional enrollment.

Based on communication with Metro and local governments, full development of this scenario could be anticipated between 2025 and 2040. Assuming that existing capacity is fully utilized before building new school capacity, a total of 1.6 new schools will be necessary. Perhaps most significant will be the probable need for a third high school. Scenario 1 is expected to

exceed the capacity of the three existing high schools (including the Arts and Technology High School), but probably not enough to justify building a fourth school. However, the additional enrollment expected from Scenario 2 should create the need for a new facility. A summary of the primary, middle, and high school needs for Scenario 2 is provided in Table 9.

NEXT STEPS

The short-term enrollment forecast coupled with a longer-term evaluation of what potential lies ahead are essential for proactive planning and being prepared for future district needs. Our understanding of current enrollment, capacity, and short-term enrollment growth highlight the immediate needs for additional middle school capacity, replacement of Sunset Primary School, and finding a permanent home for the Arts and Technology High School. The long-term estimates, by their very nature, are not as clearly defined, and the timing for new facilities is only generally understood. Future influences, such as the economy, household demographics, and evolving educational programs, will influence the ultimate timing of these long-term facility needs.

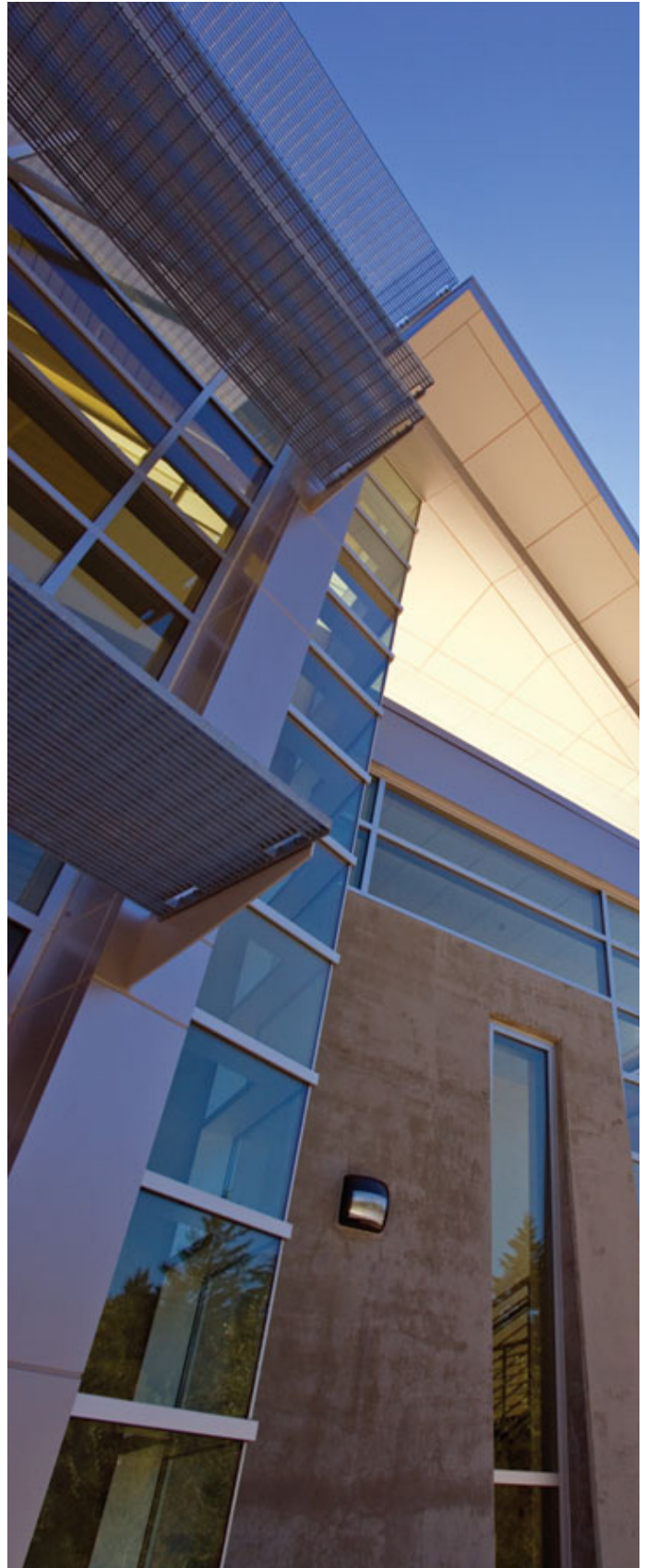
The District must continuously monitor future facility needs. Several “next steps” should be followed between

Table 9
SCENARIO 2 FUTURE POTENTIAL SCHOOL FACILITY NEEDS

	Additional Capacity Needed	New Schools	Location and Approximate Timing
Primary Schools	480	1.0	New facility to accommodate over capacity situation with full development of Scenario 1 (2030).
Middle Schools	276	0.4	New facility to accommodate over capacity situation with full development of Scenario 1 (2030).
High Schools	366	0.2	New facility to accommodate over capacity situation with full development of Scenario 1 (2025).
Total	1,122	1.6	

now and the next update of the Long Range Plan: Monitor the effect of open enrollment on facility capacity and needs. This program will begin in September 2012, and it will take some time to understand how it will impact the District. Evaluate the potential impact of all-day kindergarten on primary school capacity as it shifts from an optional to a standard program. Prepare a 5-year short-term enrollment forecast annually to enable the District to proactively anticipate future enrollment and related capacity issues. Continue coordination with the City of Wilsonville regarding the planning and development for Frog Pond and north Villebois. Monitor the urban reserves planning being conducted by Metro in coordination with local governments.

- Monitor the effect of open enrollment on facility capacity and needs. This program will begin in September 2012, and it will take some time to understand how it will impact the District.
- Evaluate the potential impact of all-day kindergarten on primary school capacity as it shifts from an optional to a standard program.
- Prepare a 5-year short-term enrollment forecast annually to enable the District to proactively anticipate future enrollment and related capacity issues.
- Continue coordination with the City of Wilsonville regarding the planning and development for Frog Pond and north Villebois.
- Monitor the urban reserves planning being conducted by Metro in coordination with local governments.



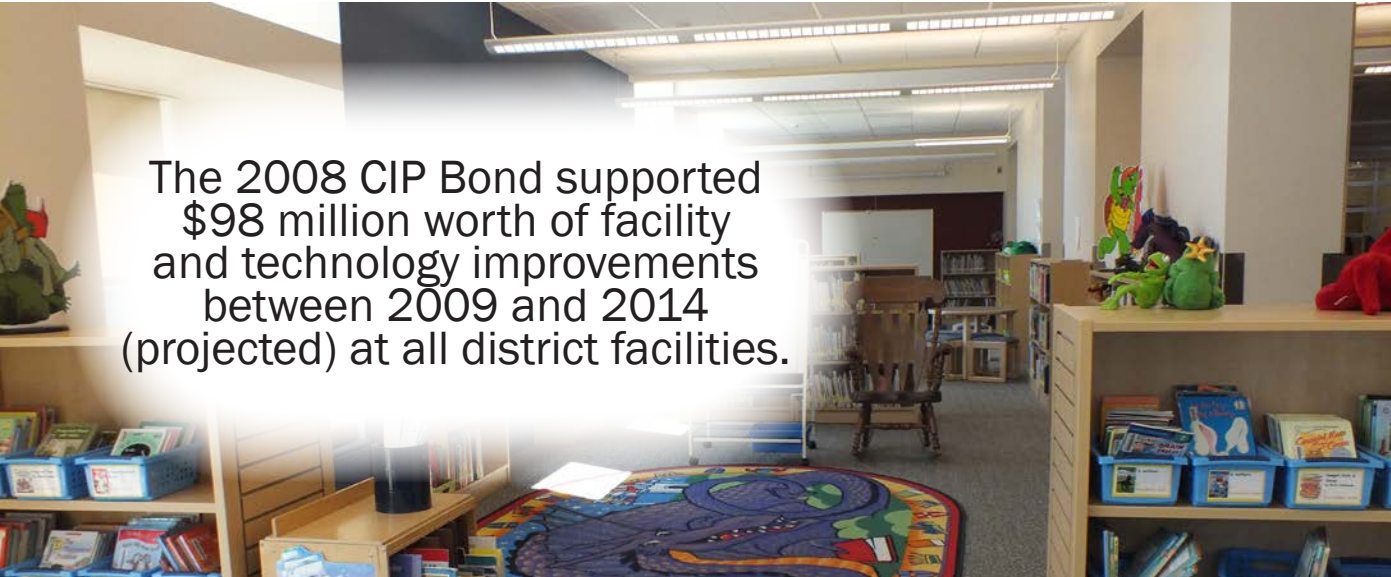


C

Capital Improvements

Lowrie Primary School under construction 2011-2012





The 2008 CIP Bond supported \$98 million worth of facility and technology improvements between 2009 and 2014 (projected) at all district facilities.

INTRODUCTION

This section, Capital Improvements, is one of three documents that provide the framework for facilities planning, define the issues facing the District, and identify future facility needs and improvements. The three documents that collectively make up the District's Long Range Plan and provide the framework for school facility needs are:

- Part A: Framework for Educational Excellence – Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.
- Part B: Facilities – Identifies the existing school capacity, potential growth and educational trends and factors that could impact future facility needs, and future facility needs.
- Part C: Capital Improvements – Outlines the capital improvement planning process and identifies projects included in the Capital Improvements Program.

CAPITAL IMPROVEMENT PROGRAM (CIP) HISTORY

District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, and 2008. This pre-planned sequence

of smaller bonds (rather than less frequent large bonds) has enabled the District to successfully balance ongoing maintenance, needed facility improvements, and expanding enrollment and capacity in a way that minimizes public debt and provides lasting solutions in real time.

The last CIP bond measure, passed in 2008, represents the most recent step toward fulfilling the District's Long Range Plan first envisioned over 20 years ago. Highlights of the bond included: construction of new libraries and kitchens at existing schools; various athletic field improvements; new technology district-wide; total renovation of the district administration building and technology hub center; and construction of a new primary school in West Linn and a new primary school in Wilsonville. The bond provided additional square footage in excess of 135,000 square feet to district facilities, as well as contributing to the local economy during an unprecedented local/regional/national economic downturn.

The District's CIP is based on an over-arching strategy to "capitalize" general fund expenses by incorporating bond planning and spending with daily facility management. This allows for regularly occurring bond eligible expenses to be incorporated into the CIP thus preserving general fund monies. Over the bond's 5-year period,



including bond eligible expenses in the CIP has freed up over \$6-million in expenses that otherwise would have been paid by the general fund. As a result, more annual resources are available for classroom instruction.

LINKING THE LONG RANGE PLAN AND THE CIP

Aided by the Long Range Plan, the CIP has successfully managed both growth and deferred maintenance in the District over the last 20 years. Long Range Plan recommendations have been folded into the District's CIP as specific school projects since the Plan's inception:

- In the mid 1990s, there was a need for middle school capacity. The 1997 bond responded to this need with the construction of Rosemont Ridge Middle School which opened in 1999.
- Similarly, an aging Wilsonville Primary School and growing primary level enrollment in Wilsonville prompted the construction of Boones Ferry Primary which opened fall 2001.
- The next greatest need identified by the Long Range Plan was overcrowding at the high school level. As part of the CIP, in 2000 and 2005, both West Linn High and Wilsonville High received needed upgrades and additions to complete their master planned

potential.

- The 2008 bond focus was on primary school crowding which will be eliminated well into the future by the opening of Lowrie Primary School in Wilsonville and Trillium Creek Primary School in West Linn in the fall of 2012.
- Each consecutive capital bond program over the past decades has included funding for land to accommodate future planned growth, money for instructional technology and funding to minimize/eliminate deferred maintenance to the extent possible. This attention to future risk has proven to be instrumental in preparing successive school boards with the tools needed to maximize classroom instruction while being able to respond effectively to meet facility needs.

CAPITAL IMPROVEMENT PROGRAM PROCESS

School Board Direction

The School Board is committed to engaging stakeholders in strategic planning and decision making. Part of this commitment is the appointment of the citizen Long Range Planning Committee (LRPC), which has been charged with continually examining existing functional needs stemming from aging facilities, expected student



population growth, and education program equity for all students. Under Board direction, the LRPC used the Long Range Plan to make recommendations for the 2008 Capital Bond Program. After the 2012 update of the Plan, the Board may again ask the LRPC to review the needs of the District and recommend projects for inclusion in the next CIP.

Identification of Facility Needs

Consistent with WLWV progressive planning mindset, the School Board created a set of goals in the summer of 2011 to provide guidance on prioritized district initiatives. Specifically, Board Goal #2 states; “Continue to manage bond projects for maximum value, and review, revise, and update the District’s Long Range Facilities Plan.”

With this goal in mind, discussions regarding future facility needs began in earnest when School Board members and administrative staff asked the LPRC to:

1. Review the West Linn-Wilsonville School District Long Range Plan with a specific focus on determining the impact of Villebois growth and potential growth in the Stafford Basin area as well as “infill” development in West Linn and Wilsonville;
2. Develop a list of potential projects/capital items, which could be included in the next bond issue;

3. Develop possible strategies for a future bond issue; and
4. Re-calibrate student capacity at all schools.

Throughout this study, the LRPC arranged interviews with Board members, administration, principals, building administrators, classified employees, certified employees, the District Safety Committee, the District Facility Use Fee Review Committee, the District Technology Stewardship Committee, and the District’s land-use planner, architect, and mechanical/electrical engineer.

Work has been ongoing to provide the 2012 Long Range Plan for acceptance by the School Board in June, 2012.

Project Evaluation Criteria

Following the District’s vision themes, the Operations Department staff routinely canvasses the district to determine the current state of existing facilities and perceived near-term (five year) needs. To weigh this information, several evaluation criteria have been developed. Each criterion has unique relevance to District goals and the CIP:

- Growth: Primarily related to student enrollment increases; also program and staff growth and expanded offerings.



GREEN SCHOOLS IN ACTION

The District is an advocate and long time participant in the State's SB1149-Energy Efficient Schools Program. During the last 10 years, the State Department of Energy has reimbursed the District \$1.1 million for energy efficiency improvement such as new boilers, water heaters, mechanical systems, electrical upgrades, and light fixtures in all existing schools. This program continues with a filed plan for energy efficiency measures over the next several years as funds are available. By incorporating this work into the capital bond program, the District has been very successful in leveraging State reimbursement to the benefit of the general fund in the form of significant reduction in operating costs.

- **Equity:** The notion that every patron's child should enjoy the same educational experience regardless of which school in the district they attend.
- **Teaching and Learning:** School facilities must be designed and have adequate capacity to accommodate successful educational programs, including special education, and early childhood development.
- **Health and Wellness:** New state and federal mandates require a health and wellness policy. The District adopted this new policy in 2006. It impacts health curriculum, physical education and food service.
- **Energy Conservation:** Technological advances in mechanical and electrical systems provide significant savings in annual operating costs.
- **Sustainability:** An assumption of the CIP is that all projects will be environmentally friendly and sustainable to the greatest extent feasible. The District recognizes that green buildings make a positive impact on the health and environment of children, as well as reduces operating expenses, and helps to create a sustainable community.
- **Safety & Security:** Prioritized responsibility paramount to all other operational details. Includes hazardous material management and abatement.
- **Technology:** Recognition that today's education requires knowledge and skill acquired through use of computer and electronic technology. Also relates to how the District carries out instruction and business responsibilities.
- **Deferred Maintenance:** Category comprised of building and property maintenance tasks that have been deferred awaiting funding. Attends to basic facility needs such as: mechanical, electrical, plumbing, architectural finishes, asphalt, roofing, insulation, etc.

In addition, the supplemental criteria regarding community partnerships and community athletics affect all CIP themes. These projects will provide the District with the ability to respond proactively to opportunities that arise to enable the District to continue to provide quality facilities in efficient ways.

- Community Partnerships: Joint ventures with in-district groups to further the District's mission and empower community interests to the benefit of all. Category of opportunity at school board discretion.
- Community Athletics: Limitations on district-sponsored athletics has caused significant growth in community sponsored athletic offerings. District facilities remain the primary venue for all organized sports in the District. The community expects the District will construct and maintain athletic facilities as required.

CIP Timing and Sequence

While only the School Board can initiate and implement a Capital Bond election, the LRPC remains engaged year-round in examining facility needs and contemplating next steps. One component of this on-going stewardship is recognition of the process the District has historically established leading up to successful passage and funding of Capital Bond Programs.

This process and timeline, as outlined below, is designed to solicit interest and feedback from internal and external stakeholders throughout the district in a very measured, deliberate and inclusive way. Over time District staff, students, parents, and patrons are introduced to the facility needs of the District with increasing detail, building consensus, and purpose toward successful funding outcomes.



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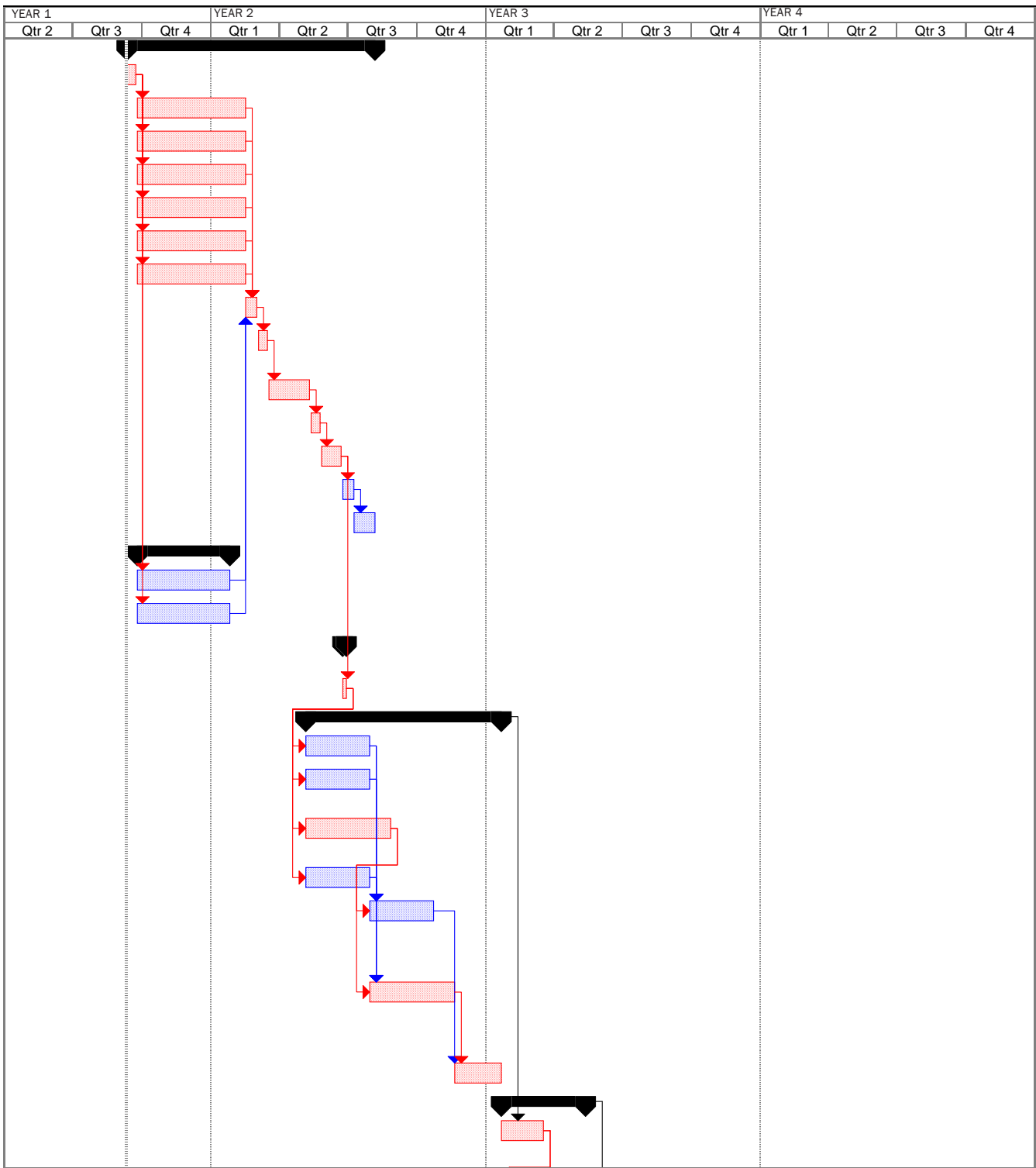




BOND PLANNING SCHEDULE

DRAFT-INTENDED FOR ILLUSTRATION						
ID	Trigger/Decision Points	Task Name	Est. Duration	Deliverable(s)	Delivered to	Responsible Party(s)
1		Long Range Plan	230 days			
2	X	Board Commissions Update of Long Range Plan	10 days			LRPC,District Administration
3		Update State, Metro, County and City Planning Implications	100 days			Consultant
4		Update Student Population Projections	100 days	Update written Student Population Projections		District Administration
5		Update Historical Student Population Trends	100 days	Updated written Student Population Trends		District Administration
6		Update Land Inventory	100 days	Updated written Land Inventory		District Administration
7		Update School Facilities Capacity/Usage Inventory	100 days	Updated written School Facilities Capacity/Usage Inventory		District Administration
8		Update Technology Plan	100 days	Updated written Technology Plan		District Administration
9	X	Present Preliminary Findings to LRPC	10 days	Preliminary Long Range Plan Update Findings	LRPC	District Administration,Consultant
10		Evaluate Number of Planning Scenarios to be Included in Long Range Plan	10 days			LRPC
11		Refine Long Range Plan and Planning Scenarios	40 days			District Administration
12		Present updated Long Range Plan to LRPC	10 days	Updated written Long Range Plan	LRPC	District Administration
13	X	Present updated Long Range Plan to Board	20 days	Updated written Long Range Plan	Board	LRPC,District Administration
14		Make changes to Long Range Plan as suggested by Board	10 days	Revised written Long Range Plan	Board	District Administration
15		Publish revised Long Range Plan	20 days	Electronic written Long Range Plan	Public	District Administration
16		Other Preparatory Steps	85 days			
17		Update Bond Expiration Schedule	85 days	Updated written Bond Expiration Schedule		District Finance
18		Update Local Option Levy Schedule	85 days	Updated written Local Option Levy Schedule		District Finance
19		Board Direction: LRPC to Develop Potential Project List	5 days			
20	X	Board directs LRPC to develop list of recommended projects	5 days			Board
21		Potential Project List	180 days			
22		Update Unfunded Project List from Prior Bond Processes	60 days	Written list of Unfunded Projects from previous bond processes		District Operations
23		Create list of projects excluded from current bond because of cost over-runs	60 days	Written list of projects excluded from current bond process		District Operations
24		Assemble recent educational studies and reports that impact district facilities	80 days	Binder of studies and reports		District Administration
25		Assemble list of deferred maintenance projects	60 days	Written list of deferred maintenance projects		District Operations
26		Hold school-specific needs assessment meetings	60 days	List of potential projects from meetings		District Operations
27		Hold special-interest group needs assessment meetings	80 days	List of potential projects from meetings		LRPC,District Operations
28		Create comprehensive, un-prioritized list of potential projects	40 days	Written list of potential projects	LRPC	LRPC,District Operations
29		Initial Project Prioritization	80 days			
30	X	Present Potential Project List to LRPC and assign high level priorities (A, B and C)	40 days	Written list of prioritized potential projects		Various Parties

DATA FOR ILLUSTRATION PURPOSES ONLY





CAPITAL IMPROVEMENT PROJECT LIST

Accomplishments

At passage of the 2008 Capital Bond election, the following projects were funded with design, permitting, and construction taking place over the next several years. The accomplishments of the 2008 Bond are listed below to commemorate the significant progress made in attending to the needs of students, staff, and patrons in West Linn-Wilsonville School District. [Status 5/9/12]

ACTIVE

08000 - 2008 CAPITAL BOND PROGRAM
 09005 - FLOORING @ D-W
 09006 - ARBORIST @ BC,CO,SU
 09040 - DEMO @ Dollar
 09041 - PAVING @ D-W
 09042 - TRASH MASH @ BO,CO,WM,RR,ER,VB
 09046 - MASTERPLAN @ ADV
 09048 - MASTERPLAN @ SU
 09056 - FIELD IMPROVEMENTS @ D-W
 09057 - TECH @ D-W
 09059 - NEW MAINT @ D-W
 09066 - TENNIS/STORAGE @ WHS
 09067 - INTERIORS @ D-W
 10035 - Lowrie Primary School
 10036 - Trillium Creek Primary School
 10043 - M/E @ D-W
 10049 - PARKING @ WLHS
 10055 - Willamette Phase 3
 11072 - Site Drainage @ CO
 11073 - Bolton Site Stabilization
 11074 - Energy Efficient Lighting @ D-W
 11075 - WLHS Commons HVAC
 11076 - Siding @ BC
 11077 - Interiors @ AC
 11078 - Portable Removal @ BC, BF



CLOSEOUT

09002 - RENOVATION @ ADMIN
 09016 - SOFTBALL @ WHS, RR
 09023 - STORAGE @ DOC
 09028 - Willamette Phase 1&2
 09058 - COPIERS @ D-W
 09063 - FF&E @ D-W
 10032 - ADDITION/RENOVATION @ ST, BO, CO
 10054 - BASEBALL @ WLHS
 11071 - SOFTBALL LIGHTS @ RR

COMPLETE

08001 - MECH @ DOC
 09003 - GYM FLOOR @ BO,BC,WD,WM,WH
 09004 - FLEET @ D-W
 09007 - AUD/GYM FINISHES @ WHS
 09008 - TRACK @ IWD,WLHS,WH
 09009 - CLERESTORY/ROOFING @ IWD
 09010 - TENNIS @ AC
 09011 - COLUMNS @ WLHS,WH
 09012 - WEIGHT RM @ WLHS
 09013 - PARKING @ CO
 09014 - PAVING @ SU
 09015 - TENNIS @ CO
 09017 - GYM INTERIOR @ BC
 09018 - CAFETERIA TABLES @ IWD

09019 - ROOF REPAIRS @ WM
 09020 - MEP @ AC, RR, WHS
 09021 - ASBESTOS @ D-W
 09022 - ENTRY REPAIRS @ WLHS, RR
 09024 - STADIUM LIGHTING @ WHS
 09025 - BLINDS @ RR
 09026 - SIESMIC @ SU
 09027 - SEPTIC @ ST
 09029 - SITE IMPROVE @ CREST
 09030 - FENCING @ SU
 09031 - SITE IMPROVE @ RR
 09034 - ROOF REPAIRS @ BC
 09037 - RENOVATION @ TC
 09038 - PARKING @ ST
 09039 - ROOF SAFETY @ WLHS
 09060 - RESTROOM RENOVATION @ SU
 09061 - PEST CONTROL @ WHS
 09062 - F/A @ WD
 09064 - PORCHES @ D-W
 09065 - PAVING @ BO
 09068 - TECH INFRASTRUCTURE @ RR
 09069 - OCCUPANCY REPAIRS @ SU
 10033 - RENOVATION @ BC,IWD



Bringing Historic Needs Forward

During the CIP development stage of the 2008 Capital Bond Program, an all-inclusive list of projects was brought forward for consideration. Through a series of meetings and discussions with community members and District leadership, it was determined the District had capacity and interest in a prioritized group of sub-set of these projects that was estimated to cost \$98-million; thus the funding result for the 2008 Bond.

The following list of projects itemizes the remaining unfunded projects contemplated at that time and provides a beginning list of initiatives relating to future capital bond programs.

NEW 300-STUDENT MIDDLE SCHOOL

Location: Advance Road Site, Wilsonville

Project Summary:

Current enrollment projections for the middle school level recognize minimally adequate capacity through 2012. However, depending on demographics, an argument could be made for starting construction on a new middle school between 2012 and 2015. Timing of this school is difficult in relation to enrollment, alternative teaching/scheduling strategies, and willingness to install portable classrooms at existing middle school locations.

As an aid to the planning process, this project is described as a new middle school with initial enrollment of 300-students and a design to add future classrooms for a total build-out capacity of 600. Program includes all soft costs and hard construction costs; as well as instructional technology; and furniture, fixtures and equipment necessary to function at par with any school in the district.

NEW ARTS & TECHNOLOGY HIGH SCHOOL

Location: TBD – Modeled on current Arts and Technology High School Site

Project Summary:

During Fall/Winter 2007/08 an Alternative Education Task Force met regularly to determine the needs of the district relating to alternative education and the Arts and Technology High School. Extensive research and study was undertaken to conclude that the next capital bond should include a special facility for the purpose of serving students whose needs would best be met in an alternative setting to the current comprehensive middle or high school model. Further, the Task Force recommended a small, separate facility that might house approximately 150 students at any one time (total enrollment across all programs of 200 full and part-time students with some programs only enrolling as few as 20 students).



The Task Force Report recommends a model similar to the building now occupied by Arts and Technology High School in the Town Center area of Wilsonville with a total area converted to instructional space of approximately 18,000 square feet.

NOTE: Current (Spring 2012) location of Arts & Technology High School is at 29796 SW Town Center Loop E, Wilsonville. The property and building are owned by City of Wilsonville with a lease to June 30, 2013 with a one-year optional extension to be agreed to by both parties.

NEW 600 SEAT AUDITORIUM @ WHS

Location: Wilsonville High School

Project Summary:

The major project for this school is a large performance theater with the accompanying support spaces for band, choir, and drama instruction, stagecraft and production. Project would construct a new 600-seat theater (similar to WLHS) and remodel existing choir, band and arena theater. Convert existing performance theater to support space. Reconfigure drive and pedestrian ways, and convert existing practice soccer field into parking.

These items are being recommended for consideration for inclusion in the bond and were developed by the

principals with teachers and are supported by the community leaders who serve with Music and Arts Partners (MAP).

SUNSET PRIMARY REPLACEMENT

Location: On existing Sunset Primary School site.

Project Summary:

Sunset Primary School serves 430 students, kindergarten through fifth-grade; plus special services programs and pre-school throughout the school year. Portions of the current Sunset School were constructed in 1930, 1941, 1957, 1960 and 1966.

Maintaining Sunset at a consistent and adequate operational level requires an ever increasing investment in time, energy and capital. While cleanliness and surface presentation is acceptable, the rate of basic infrastructure failure is increasing. Exposure of building occupants to safety hazards has not necessarily increased over the past few years. To the contrary, hazardous materials, such as asbestos, have been incrementally removed since 1998. However, exposure to the ever-present hazard of fire (with no sprinkler system) and earthquake (un-reinforced structures) cannot be eliminated or even mitigated without significant effort.



An architectural study of the Sunset facility was conducted by Dull Olson Weekes Architects and results were published October 1, 2007. Deficiencies of all systems were documented and attested by certified registered architects and engineers and resulted in a recommendation by District Operations to consider major reconstruction or total replacement of the facility.

Given the current status of Sunset, the Superintendent, in a memo dated September 14, 2007, formed a community patron-based task force to review all information available and make a recommendation for the future of this school, to be presented to the Long Range Planning Committee in November 2007. Following this public process, a recommendation was forwarded to build a replacement school of similar size.

During 2009-10, a community task force again convened to study the future of the Sunset school and produced a recommendation to rebuild the school on the same site, with consideration for a smaller enrollment (400-student) and procurement of additional land to make the site more viable. Subsequent to this action, the city of West Linn and WLWV Board of Directors entered into a Land Exchange agreement where the District-owned Parker Road site transferred to city ownership and a portion of Sunset Park was transferred to district ownership.

When funded, the program for the replacement of Sunset Primary School will include all soft costs and hard construction costs; as well as instructional technology and furniture, fixtures and equipment necessary to function at par with any school in the district.

REMODEL “700” BUILDING AT WEST LINN HIGH SCHOOL

Location: West Linn High School Campus

Project Summary:

West Linn High School has undergone major reconstruction in 3-phases beginning with a new Entry and Commons in 1992, a new North Classroom Wing and Administration in 2000 and most recently new Gymnasium, Kitchen/Cafeteria, Weight Room, Dance Studio, and Performing Arts Building in 2005. This project represents the last phase to complete the campus master plan. The 700 Building, built in 1959 as an industrial arts building, will be remodeled to accommodate classroom space for Art, Environmental Science, and Health/Wellness. Site and utility construction in this area will also be included.

DISTRICT TECHNOLOGY

Location: All District Sites

Project Summary:

Based on the District Technology Plan, a recommendation

is herein provided to fund a variety of technology initiatives to upgrade infrastructure and purchase instruction hardware and software.

NOTE (Spring 2012): Total technology need in 2008 was \$14-million, with \$7-million funded by the 2008 Bond. The balance of \$7-million remains unfunded.

Current CIP

The following list is a “work-in-progress” as facility needs are identified using the established criteria of assessment. This list will continue to be developed until funding for each project is provided and work is accomplished.



<http://www.crest.wlww.k12.or.us/Pictures/Gardening/explorers%204.jpg>





	DATE ADDED	LOCATION	PROJECT
1	1/08	Advance road site	New middle school
2	1/08	Site to be determined	New Arts & Technology High School
3	1/08	Wilsonville High School	New 600-seat theater
4	1/08	Sunset Primary School	Replace existing with new 400-student primary school
5	1/08	West Linn High School	Renovate 700 building
6	1/08	District-wide	Technology upgrades/replacements
7	1/08	WLHS, WHS	All-weather turf replacement
8	6/11	Rosemont Ridge	Athletic field restroom/concessions/storage
9	5/12	District-wide	Deferred maintenance (list accumulating)

