



Accessible Facilities Task Force Recommendations for the 2025 Long Range Facilities Plan

Accessible schools promote engagement and achievement for all regardless of background, ability, or identity by providing access and opportunities.

Our Vision for Long Range Planning

Our vision is to ensure school facilities meet the needs of all learners and builds equity and inclusiveness into the spaces, inside and outside, which the student inhabits throughout the day. Universally designed facilities improve the experience of every student and fosters a culture that celebrates diversity and empowerment for every individual. We'll know we've been successful when the quality of every student's experience is independent, dignified, and equitable.

Recommendations for Capital Improvements

The Accessible Facilities Task Force Group recommends the following Capital Improvements.

Student Support Spaces

- Provide spaces to increase opportunities for self-regulation throughout every school and equipment for physical and occupational therapy work at all grade levels.
- Provide professional workspaces for specialists. Consider spaces for shared workstations that can also serve as meeting spaces for small groups.
- Consider the benefits of porches to extend learning support adjacent to classrooms.

Spaces Support Students

- Increase furniture options for students who prefer to stand or move so that they can continue to access learning with their peers.
- Reduce sensory stimulation. When upgrading building systems, consider changes to components that provide a high level of sensory stimulus including restroom fixtures and acoustics, light fixture dimmers, and large-volume spaces like gyms and dining areas. Assess school facilities with a sensory lens.

Outdoor Access

- All playgrounds and gardens should be accessible, inclusive, and universally designed for all students. Students must be able to access play independently, play alongside peers, and choose from a variety of activities.
- Provide universal access to playfields and athletic facilities. Create facilities that support inclusive and equitable participation in athletics programs. Provide accessible options for families and community members attending athletic events.

Restroom Access for All

- Distribute accessible restrooms throughout school facilities. Ensure students are not faced with challenges such as distance or elevator location that can increase the time needed to reach a restroom.
- Reduce sensory stimulation in restrooms. Consider ways to reduce acoustic and visual disturbance.
- Provide dignified and inclusive restroom options for every person.
- Provide accessible restrooms that are large enough to accommodate the student and support staff while offering dignity and privacy. Consider the space needed for equipment storage, changing, and clearances for wheelchairs and lifts.

Accessible and Welcoming Routes, Entries, and Navigation

- Honor the languages spoken by our community. Celebrate the languages of our multi-lingual schools at each facility and at the district office.
- Provide large clear directional signage for community visitors. Consider wayfinding at school facilities for activities like athletic events and performances. Consider wayfinding at other district facilities that provide resources and welcome families.
- Provide a welcoming entry experience to our schools. Consider the ways in which doors, elevators, fences, stairs, ramps, and gates impact welcoming and accessible routes.
- Offer accessible interior and exterior paths of travel at all school facilities. Ensure the route students take to access indoor and outdoor spaces are inclusive, equitable, and universally designed. Consider the routes taken during evacuation events.



Athletics & Recreation Task Force

Recommendations for the 2025

Long Range Facilities Plan

Athletic and Recreational facilities provide students, families, and the community with opportunities to engage in activities ranging from leisurely play to competitive athletics.

Our Vision for Long Range Planning

Our vision is for West Linn-Wilsonville School athletic and recreation facilities to provide equitable access for all regardless of ability, gender, grade level, or location. We envision athletic and recreation facilities designed to be a resource for our students, families and community year-round. Athletics and recreation facilities build community, connection, and a sense of belonging while supporting the physical, social, and play-based education of our students.

Recommendations for Capital Improvements

The Athletics & Recreation Task Force Group recommends the following Capital Improvements.

Equity and Access District-Wide

- Assess all facilities through an equity lens. Ensure equitable access to athletics and recreation opportunities regardless of ability, gender, grade level, or location.
- Provide accessible playgrounds and quality play opportunities at the primary and middle school level.
- Upgrade aging equipment and resources, such as artificial turf and gym floors. Consider flexibility of use and longevity when selecting new and replacement systems.

Athletic Facility Needs at the Secondary Level

- Provide restroom access at middle and high schools during outdoor athletic events.
- Develop high school level athletic opportunities at Riverside. Provide a stadium that can be used to support team sports and school events such as graduation ceremonies. Consider a stadium design that supports future growth as the enrollment of Riverside increases.
- Provide equitable access to artificial turf fields and field lighting between middle schools.

- Consider parking needs at all facilities, prioritizing accessible routes from the parking lot to athletic facilities and spectator seating.

Lifelong Fitness and Community Use

- Evaluate opportunities for fitness rooms at all middle schools to support student wellness and lifelong fitness habits of staff.
- Consider the myriad uses of our school facilities by the community. Evaluate ways to support the needs of community partners with all-season (artificial turf) fields, field lighting, gym access, and storage.
- Consider the ways in which school facilities support lifelong fitness habits. Assess opportunities like accessible walking paths that can be used by students, staff, and community members.



Facility Equity and Stewardship Task Force Recommendations for the 2025 Long Range Facilities Plan

Facilities equity is the notion that every child should enjoy the same educational experience regardless of which school they attend. Facilities stewardship speaks to the responsibility to care for the considerable investment in facilities already made by the community.

Our Vision for Long Range Planning

Our vision is to create equal opportunities through proactive planning in safe, welcoming spaces. We aim to foster a sense of belonging for students and families, ensuring equitable access to learning and the same opportunities for success. As stewards of school facilities, our goal is to provide equitable and reliable operations, equipment, and systems at all buildings. We want the school environment to propel learning, evolve with the needs of students, and instill pride in our community.

Recommendations for Capital Improvements

The Facilities Equity and Stewardship Task Force Group recommends the following.

Assess the Needs and Develop Recommendations for Capital Improvements

- Using the Planning Principles document developed by the Task Force, assess the adequacy of each facility to meet the common architectural language between grade levels. Historically, as new schools are designed with additional planning considerations in mind, an effort is made to “raise all boats” and ensure all schools are provided with similar spaces. Existing facilities should be assessed to determine the inequities in these key features and determine future Capital Improvements.
- Using the recommendations developed by the other Task Force Groups (Accessible Schools, STEM CTE and Career pathways, Safe & Welcoming Schools, Athletics & Recreation, Sustainable & Resilient Schools, and Learning with Technology), assess existing facilities to meet the recommendations.
- With the lens of Stewardship, assess the overall condition of each school facility. Ensure equity of interior materials and finishes including carpeting, lighting, casework, and paint. Assess facility infrastructure and systems. Develop a set of recommendations for capital improvements to replace and upgrade aging and inefficient components.



Facility Equity and Stewardship Task Force School Facility Planning Principles

This document describes the Educational Planning Principles for West Linn-Wilsonville schools. The purpose of this document is to align the District's vision for teaching and learning with the school environment, ensuring new and renovated school facilities support pedagogy. West Linn-Wilsonville School District is committed to ensuring that each student becomes part of a learning community for the greatest thinkers and the most thoughtful people for the world. These Planning Principles provide a common foundation for project-specific discussions, supporting parity and equity between school facilities while still providing flexibility to adapt the design to the unique conditions at each site.



The Learning Neighborhood

The learning neighborhood is the primary organizing structure of the teaching spaces in a school. The configuration and components of a neighborhood vary between grade levels, but the goals are the same.

- Learning neighborhoods are designed in a way that provides differentiated learning environments to reach every student's learning style. The neighborhood includes a group of classrooms organized around a central shared "porch". There is a direct connection and balanced transparency from classroom to porch.
- The porch is a space where learning extends beyond the classroom and accommodates grade level teams working together, small groups working simultaneously, and individual student-scaled zones. The porch includes storage and technology. Furniture in the porch is flexible and accommodates small group work.
- Classrooms are rectangular-shaped and include places for student self-regulation within the room.
- A Small Group room where students can receive more targeted support is also directly connected to the porch.
- Restrooms are located directly off the porch, within sight of the classrooms.
- At the Middle School level, porches are considered grade-level zones and include one science lab. There is also a grouping of arts programs (visual and performing arts) around a shared "arts porch".
- At the High School level, neighborhoods are zoned departmentally with specialized learning spaces such as science labs, CTE, and arts classrooms surrounding a shared department-focused porch.



Library at the heart of the school

The library is open, engaging, and welcoming. Located at the heart of the school, the library connects students and teachers to research, inquiry, wonder, and delight.

- The library extends out into adjoining porches of each learning neighborhood. As the center for collaboration and inquiry in the school, the influence of the library is experienced in each neighborhood and into each classroom.
- The library is equipped with mobile and flexible storage and furniture. The library can support student socializing with comfortable seating, small group work with tables/chairs, independent focused work, and large group gatherings with the appropriate Audio-Visual equipment.
- The library is a central component of the school, anchoring the surrounding classroom neighborhoods, while remaining in proximity to the main entry and common areas of the school.
- At all grade levels the library includes a makerspace zone that can serve a full class of students and can enable students to work independently, having high visibility for passive supervision.
- At the middle school level, the makerspace is an enclosed, dedicated room with appropriate equipment and direct access to an outdoor learning area.
- The library is a place to connect to nature. Through views, daylight, and a direct connection to an outdoor learning area, the library provides a place for quiet contemplation and enjoyment of the natural world.
- The library is a showcase for art. It is a living children's museum.



Health, Wellness, Athletics, & Recreation

The health & wellness curriculum is intertwined with nutrition, physical and emotional wellbeing, and community partnerships. Facilities for athletics and recreation support both the educational needs of the school as well as after school programs and community events.

- At the primary and middle school level, regardless of their arrival method, all students gather in a common space at the start of the day. On one side of the commons is the main entry and parent drop off zone, on the other side is the secondary entry and bus drop off zone.
- At the primary and middle school level, the gymnasium/commons have connection to a fully accessible outdoor play area that includes a playground and field.
- At the secondary level, the commons is the primary dining area, though students are permitted to choose areas throughout the school for dining. The shape and volume of the commons and flexible furniture options support multiple dining zones to enable students to gather in multiple group sizes and configurations. Care is taken to reduce the acoustic reverberance of these large dining areas with the goal of reducing sensory stimulation. Dining extends outdoors with a covered area directly adjacent to the commons.
- At the middle school level, the commons includes a stage, which is the primary performance venue and is equipped with the appropriate A/V equipment. The stage is double-sided, facing both the commons and gym, with the potential for performances to be directed to either side.
- At the primary level, the wellness commons also serves as the teaching area for the physical education program and is equipped with a resilient flooring appropriate for primary-level play.
- At the primary level, the commons is equipped with storage for the PE program, storage for after school care programs, and direct access to restrooms.
- Middle and high schools have one main gym and one auxiliary gym. At both levels, the main gym includes bleacher seating to support school-wide gatherings and athletic competitions. Locker rooms are located between gyms to increase supervision and a fitness room is located near the gym.
- At the secondary level, the main athletic fields are equipped with artificial turf, lighting, and they have direct access to restrooms and concessions during sporting events.
- At the primary level, a walking path around the property's perimeter supports lifelong fitness.
- At all schools, the health room requires space for cots, secure storage for medication, laundry, workspace for nurses, and a restroom.



Inclusive Services

Inclusive services supports a learning community for all. School facilities use universal design ensuring all areas of the school are accessible, improving the experience of every student. This fosters a school culture that celebrates diversity and empowerment for every individual. Student support is provided primarily in the learning neighborhood with learning nestled in the general classroom, however some functions are best served by spaces other than the classroom or porch. The variety and distribution of spaces to support the Student Services program is different at each grade level.

- Restrooms that are large enough for students needing assistance are distributed appropriately throughout each school.
- Every learning neighborhood includes one small group room with a direct connection to the porch.
- All Student Services rooms are flexible and can be tailored to meet the specific needs of the students enrolled that year. Conference room-sized spaces may need to function as a motor room, sensory room, or shared workspace in any given year.
- At the primary level, there is one counselor office with an adjacent conference room, plus one additional conference room-sized space.
- At the secondary level, there is a student services suite with a welcoming lobby zone for students, conference rooms, and offices. Distributed throughout the school is one additional conference room-sized space or office near each learning neighborhood.
- At the high school level, a “café” (student support space) is located in the school where students enrolled in the Online Academy can go to access academic support.
- At the high school level, a College and Career Center provides students with access to staff guidance and the technology they need to do determine their path after graduation.



STEM, CTE, and Career Pathways

STEM, CTE, and Career Pathways education supports the learning and development of essential and foundational skills and knowledge to support learning communities of great thinkers and thoughtful global citizens. The variety and function of spaces varies greatly between grade levels.

- At the high school level, CTE Classrooms have a direct connection to a lab and are grouped together with similar-focused programs. For instance, large and loud manufacturing and shop spaces are grouped together while digital design labs are located elsewhere.
- Many CTE programs require a direct connection to the outdoors for labs, extended learning, and large materials storage.
- Makerspaces at all grade levels are connected to the library and benefit from an outdoor learning zone – see “Library at

the Heart of the School” planning principles.

- Labs are grouped together at the high school level into a “STEM”-focused learning neighborhood with a porch.
- At the middle school level, there is one science lab in each learning neighborhood that is directly adjacent to the porch and surrounded by other classrooms.
- At the primary school level, outdoor garden beds are accessible and separated from outdoor play.



Visual & Performing Arts

Arts education stimulates, develops, and refines critical skills. Vibrant art classes and performing arts programs make school a place students want to be and provides opportunities for school communities to gather in a shared celebration and appreciation of the arts.

- Space to display student artwork is distributed throughout the school to expose all students to the arts

At the primary level:

- A music room is adjacent to the performance space and equipped with appropriate storage.
- Visual art lessons happen in the learning neighborhood: classrooms and porches. The classroom and porch are both equipped with storage to support art projects.

At the middle school level:

- The Choir, Band, and Art classrooms form a neighborhood with an “arts porch” that also serves as a gallery to display student work.
- Choir and Band rooms are connected by a shared music office / storage area and small practice rooms. Choir and Band rooms are in close proximity to the stage in order to facilitate transporting instruments and equipment to the stage for performances and to provide a “backstage” area for performers.

- The stage is two-sided and performances can face either the Commons or the Main Gym.

- The visual art classroom is near choir and band and includes a storage and kiln room.

At the high school level:

- Choir, Band, Orchestra, and Drama rooms are grouped together in a performing arts learning neighborhood with music offices, storage, and practice rooms.
- The performing arts neighborhood is adjacent to the primary performance venue, the auditorium.
- A blackbox theater is the primary teaching space for the drama program. It also serves as a venue for more intimate performances.
- Visual arts includes a classroom each for 2D art and 3D art. Unlike middle school, visual arts is not located near the music rooms but is instead near digital design and photography / journalism CTE classrooms with a shared gallery zone to showcase student work.



2024 Long Range Planning

Safe & Welcoming

Safety is a top priority within the West Linn-Wilsonville School District. School entries are warm, welcoming, and safe.

- At all grade levels, school buildings have a single point of entry during the school day. The main entry is welcoming, giving visitors a personal connection as they check in and are greeted by the front office staff.
- The main entry has a security vestibule that has a direct connection to the reception area in the main office. Visitor check-in happens in the reception area. Staff buzz visitors into the building to begin the check-in process. Once they have signed in, visitors may enter the rest of the school. Staff also have a line of sight to, or video monitoring, of the parking lot and entry doors to see who is approaching.
- Car pickup and drop off happens at the main entry; bus pickup and drop off happens at a secondary entry. There is safe and adequate queueing at the bus and car drop off areas.
- The entry of the school provides a warm welcome to everyone through multi-lingual signage, visible updates and announcements, and a family-friendly waiting area.
- From the main entry, visitors can access the more public areas of the school (commons and athletic facilities) or the less public zones of the school (library and learning neighborhood). The main entry is the connection point between the two areas, while area separation doors provide an additional layer of security to various zones of the building.



Building Support Spaces

All facilities require rooms to support the basic systems and functions within them. These include spaces like boiler rooms, custodial closets and storage, and can make up a large percentage of the overall area of a school building.

- Support space for Technology is needed in all facilities. Because air circulation and cooling is important to the longevity of technology equipment, IDF and MDF (server) rooms should not be shared with custodial or storage functions. Storage for e-waste and equipment that is in the queue to be serviced should be located near the IT workroom. The workroom supports one IT professional who is servicing multiple devices at a time.
- One important component of school resilience is the need for redundant systems. For instance, boiler rooms in the district accommodate three boilers in order to ensure the failure of one does not cause a disruption to the learning environment.
- Building storage rooms hold many items including furniture (cafeteria tables, event chairs, etc.). Building supplies, custodial equipment and supplies, educational materials (science kits, book sets, math manipulatives, etc.) also need to be stored in the building storage spaces.
- A custodial storage and workstation space is located near the main electrical and mechanical rooms. This space supports the building engineer and custodians who perform daily cleaning and maintenance of their facility.



Learning With Technology Task Force Recommendations for the 2025 Long Range Facilities Plan

Technology is a vital component of virtually every aspect of the School District. Teaching and learning is enhanced by technology and efficient building operations require a reliable technological infrastructure.

Our Vision for Long Range Planning

We envision school technology that reduces barriers to learning, is seamlessly integrated into the learning environment, and fosters a balanced and safe relationship with technology for all students. We aspire to provide equitable access to reliable, up-to-date tools while empowering students and staff to use technology to enhance teaching and learning. We envision technology infrastructure that is standardized across the district and provides reliable building operations and security systems in every school.

Recommendations for Capital Improvements

The Learning with Technology Task Force Group recommends the following Capital Improvements.

Technology Infrastructure

- Assess IT spaces across the District and develop standards for IDF/MDF rooms and technology storage/workrooms, including environmental controls.
- Recable the schools with the oldest data cables. Replace 1990's-era cables.
- Upgrade and Replace communications and security systems including phones, intercom expansion, radio, WiFi, video monitoring, and distributed digital signage.
- Update and expand the network and server environment and electronics.

Integration into the Learning Environment

- Replace outdated student and staff devices including classroom display technology, device upgrades, and printer/copier fleet. Standardize devices and equipment across the district.
- Upgrade and standardize AV systems for large group gathering and performance venues at all facilities.
- Consider options to support learning experiences that are less reliant on technology while maintaining equitable access to learning.

- Evaluate training opportunities for staff and students. Provide easy access to training videos for systems, devices, and technology equipment. Encourage students to be masters and creators rather than consumers of technology.

Increase Access

- Provide portable FM classroom audio enhancement as needed. Standardize the audio enhancement system across facilities to ensure an equitable experience for all students. Assess current devices to determine use and preference among students and staff. Consider providing devices in classrooms that are inherently noisy such as CTE manufacturing and band rooms.
- Assess the current availability of educational support apps, subscription services, and extensions used to meet student needs. Maintain a database of available tools that can be used and accessed by students to reduce barriers to learning.



Safe and Welcoming Schools Task Force Recommendations for the 2025 Long Range Facilities Plan

Safe and welcoming schools provide a secure environment for staff and students while maintaining a comfortable and welcoming experience for all.

Our Vision for Long Range Planning

Our vision is to maintain secure and welcoming school environments where the safety and well-being of students and staff are paramount. We are committed to providing facilities that support modern security measures for school buildings and sites, seamless door access control, smooth and safe entry sequence, and district-wide safety protocol. Safety measures are thoughtfully woven into every school, producing a secure environment that is also warm, welcoming, and centered on the learner.

Recommendations for Capital Improvements

The Safe & Welcoming Schools Task Force Group recommends the following Capital Improvements.

Interior Upgrades

- Where needed, provide window coverings (shades) on all exterior-facing windows.
- Assess buildings and provide interior window coverings and lockdown hardware in routinely occupied spaces.
- Replace existing exterior glass with intrusion-limiting glass, prioritizing building entries.
- Ensure students have access to the places and staff they need during a time of crisis or escalation. Upgrade health rooms to meet modern medical protocol and ensure student privacy, provide space where students can self-regulate.

Site Upgrades

- Provide safe and secure pickup and drop off for all schools. Upgrade pickup and drop off areas where possible to separate vehicles and buses.
- Provide secure, fenced sites at all K-8 school facilities. Prioritize student-occupied areas such as playgrounds, fields, and gardens. Ensure school sites continue to be a community resource after school hours. Evaluate the need for additional fencing at high school sites.
- Support visitor wayfinding with highly visible directional signage.

- Provide adequate lighting at all school sites.

Building Access

- Assess the visitor experience at all schools. Evaluate the protocol, check-in process, visitor management system technology, etc.
- Provide vestibules to all district facilities including non-school buildings.
- Assess the security needs of particular building spaces that would benefit from access control.
- Develop recommendations for access control upgrades based on assessment findings.
- For school facilities with multiple buildings, provide a secure connection between buildings and secure entry to each building.

Cameras & Communication

- Expand and upgrade safety and security technology components. Provide hi-fi cameras at site entry points that display enough detail to distinguish individuals and vehicles. Increase camera coverage at all sites, prioritizing building entries at each school.
- Upgrade communications systems such as district radio and public address systems to ensure adequate reception throughout all facilities.



STEAM, CTE, and Career Pathways Task Force

Recommendations for the 2025 Long Range Facilities Plan

STEAM, CTE, and Career Pathways programs help students at all grade levels discover their passions, gain technical skills, and obtain knowledge vital for career success.

Our Vision for Long Range Planning

Our vision is to ensure school facilities provide purpose-built STEAM, CTE, and Career Pathways learning environments that ignite curiosity at every grade level, cultivate thriving partnerships with community and industry, and provide students with project-based learning opportunities that connect them to the real world. Facilities will support engagement in these programs by all students and are equipped with the technology, equipment, and resources to take their learning to the next level.

Recommendations for Capital Improvements

The STEAM, CTE, and Career Pathways Task Force Group recommends the following Capital Improvements.

Meeting Program Needs

- Ensure equipment and technology meet the program needs. Consider a replacement cycle that provides students with an experience relevant to the modern world.
- Design purpose-built spaces to meet the needs of specific programs and curriculum goals. Ensure spaces are designed with adequate infrastructure, lighting, outdoor access, volume, storage, equipment, etc.

Cultivating Partnerships

- Community and industry partners should feel embedded in the program to present or work in spaces that support the real-world activities they carry out with students.

Student Access at All Levels

- Provide facilities that support a progression of continuous project-based learning for students K through 12. Primary school students are exposed to maker concepts, middle school students explore interests more deeply, and high school students expand their view with focused coursework and real-world activities.
- Invest in middle school programs. Ensure all middle schools have flexible makerspaces where students can experiment, explore, and be exposed to new ways of making and learning. Provide an equitable experience between middle school facilities.
- Provide dedicated spaces to support CTE and STEAM programs at high schools. Ensure programs are available and accessible to all students during the school day.
- Provide places for year-round outdoor learning. At the primary level, incorporate the school garden and provide outdoor learning areas that are a natural extension of the classroom.



Sustainable and Resilient Facilities Task Force

Recommendations for the 2025 Long Range Facilities Plan

Sustainable & resilient schools reduce environmental impact while maintaining system reliability and redundancy to reduce disruptions to school operations every day.

Our Vision for Long Range Planning

We envision healthy school facilities that utilize sustainable systems and serve as a teaching tool to increase awareness and environmental stewardship in future generations. We aim to design and build schools with the infrastructure and technology to reduce energy, water, and natural resource consumption. Lastly, we aspire to provide facilities that are reliable and resilient, minimizing disruptions to teaching and learning.

Recommendations for Capital Improvements

The Sustainable and Resilient Facilities Task Force Group recommends the following Capital Improvements.

Sustainable Systems

- Decrease waste including paper, food, and single-use items in everyday school activities. Consider systems and equipment that reduce consumption and apply these systems district-wide to ensure all facilities have equitable practices. Build with materials and equipment that have long lifespans.
- Upgrade aging and inefficient systems such as HVAC and lighting. Utilize technology and automated controls to reduce energy consumption in these systems.
- Increase the use of green energy technology such as solar panels and consider use of electric vehicles for District fleets.
- Utilize site and landscape design that reduces water usage and considers water quality from runoff.

Increased Resilience

- Replace aging systems, equipment, and technology with products that are more reliable. Prioritize replacement systems that have better long-term performance, longevity, and reliability.
- Maintain functional schools. Provide redundant systems to ensure the school day and facility operations are not disrupted. Increase readiness in a natural disaster or other unforeseen external stressors. Consider redundancy in HVAC components, communication loops, and provide stand-by generators at all schools.
- Consider the role schools can play in emergency preparedness. Assess opportunities to partner with local jurisdictions and provide a resource for nearby communities.

Healthy Schools

- Prioritize the design and construction of schools that consider the health and wellbeing of students and staff.
- Consider the impact of air quality, views of nature, and access to daylight on building users.

Increased Awareness

- Utilize the building as a teaching tool through signage, metering, and auditing. Provide opportunities for occupants to understand the impact their building use has on the environment by exhibiting the energy use, water use, photovoltaic output, etc. Select systems and tools that are highly visible and can be woven into the curriculum.
- Consider the status of facilities in green school rating systems. Assess opportunities to increase awareness through involvement in green school programs.
- Upgrade the current Trillium and Lowrie Primary School teaching tool systems so that they are functional. Consider applying the upgraded systems to other facilities.
- Evaluate the training and protocol of district operations and maintenance staff to increase the use of sustainable and resilient processes.