



## West Linn – Wilsonville Schools

**Long Range Planning Committee Meeting  
Administration Building  
22210 SW Stafford Rd, Tualatin, OR 97062  
November 28, 2018 6:00 PM**

### Agenda

1. Call to Order                      6:13 pm Admin Boardroom
  
2. Roll Call:                      

<b>David Lake</b>	<b>Samy Nada</b>
<b>Doris Wehler</b>	<b>Grady Nelson</b>
<b>Kent Wyatt</b>	<b>Mike Jones</b>
<b>Andrew Kilstrom</b>	<b>Kim Jordan</b>
<b>Kathy Ludwig</b>	<b>Chelsea Martin (Board Liaison)</b>
<b>Remo Douglas</b>	<b>Tim Woodley</b>
<b>Keith Liden</b>	<b>Amy Berger</b>
  
3. Long Range Plan Update:
  - a. The update has been progressing with the help of DOWA-IBI Group Architects. The district team is doing a review of the draft November 29<sup>th</sup> and will present it to the Long Range Planning Committee (LRPC) at the December meeting.
  - b. Flo Analytics updated the enrollment projections with the updated 2018 school enrollment numbers.
  - c. School facility learning spaces have been worked on and updated over the last few months. That along with the enrollment projects are two big pieces that work into the updated long range plan.
  - d. There have been safety advisory committees meeting over the last year and that information is being brought forward to the update as well.
  - e. The high school study group report done by the superintendent was presented to the school board recently and this topic is moving forward within the long range plan.
  - f. The updated plan will go to the school board for a first reading at the January 14<sup>th</sup> school board meeting, and then to the school board for a second reading for adoption at the board work session on January 28<sup>th</sup>.
  
4. Capital Improvements Program:
  - a. The LRPC is the group that that school board has tasked with monitoring the community growth and project district facility needs.
  - b. The school board adopted a fourth goal directly related to the work the LRPC is tasked with. “Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.”

- c. In being responsive to community growth the district has looked at the district-wide capacity analysis for each school. The numbers show the projected 10-year enrollment for each school. From these numbers it seems there is a need for a primary level school in Wilsonville as well as a high school solution for growth by the 10-year projection.
- d. In response to student learning needs today, programs and offerings need to be relevant and include curriculum alignment. For example, adding dual language at Trillium and Lowrie in the 2008 Bond included examining all primary schools and incorporating the dual language program into the new build. In the 2014 Bond Meridian being added included a review of all district middle schools and what programs are offered district-wide. This year the high school level is being studied as well as what it means to be a high school student today and into the future, CTE, etc. What can the district do across all high schools to incorporate future learning possibilities?
- e. The six findings that came from the High School study group have been reviewed and are being further examined as to how the district can incorporate these findings in our existing high schools and into the programs and facilities into the future. Some of the findings included the incorporation of more flexible options, evening classes, and more technical classes. Options that incorporate the path of 4-year college as opposed to a 2-year program; or straight into a career right after high school. Expanding the CTE Areas (Career and Technical Education) is one way to do this. This is important that it's not a statement of a student's capabilities but about student interests and opportunity. The district currently has 2 CTE approved programs that match the State of Oregon's CTE areas. Arts, Information and Communication as well as Industrial and Engineering Systems. There are 4 more in the State's list of subjects. The district is exploring how to expand and where to offer these opportunities. Some might be a series of classes.
  - i. David Lake asked where Community colleges connect with high school class options. The state of Oregon is behind compared to other states; there aren't joint agreements for funding and tuition is a big negotiation. What certifications does a high school teacher have to have to teach a class with college credits? There are ways to create guided pathways in the county with Clackamas Community College. The district would like to leverage Clackamas Community College, Portland Community College and Oregon Institute of Technology. There is likely some legislative work around funding to make the agreements easier into the future. Forest Grove has a partnership with Western around the opportunity of teaching. WLWV has move leverage with funding of Measure 98 to improve graduation rates, lower dropout rates, and increase CTE opportunity.
- f. The district has already hired a College and Career Readiness Director as well as a CREST Internship Coordinator. The district would like to focus on the connection with CREST farms around agricultural, food and natural resource

systems. Linking CREST to STEM and pathways options to OSU Extension program.

5. The next steps in the High School study are High School learning spaces locations.
  - i. Currently there are 2 large comprehensive high schools, boundaried by city. The district also has one small option high school without a boundary. Because of the small size there are some limitations on what classes and space can be offered.
  - b. Options of what to do with the high school enrollment problem.
    - i. Add on to each of the existing 2 comprehensive high schools. Build out more at WHS, build up at WLHS as there are site constraints outward. Both instances would also then add to the increased need for parking and the core facilities being taxed with higher enrollment. Art Tech High School is in a city-leased building with the lease expiring in June 2022.
    - ii. Keep the 2 larger comprehensive high schools as is and increase the size of Arts and Technology High School (ATHS), up to possibly 500 students. It would still be an option high school without a boundary but could then possibly offer more opportunity with CTE programming. Currently, students at ATHS do not start freshman year at ATHS. Instead they start at another high school and later choose to move to a smaller school with a different environment. Students apply and have a meeting before starting school there. One question brought up is if the school size is increased to 500 or so students, would that be a deterrent to some of the students who are used to a smaller 100 student school? According to ATHS Principal Saskia Dresler, students at ATHS can use public transit to attend internships around the business hub of Wilsonville. If a school were to move outside of a business district, there would be tradeoffs to connectivity to business but might increase some space advantages and be able to find new opportunities and find solutions to transportation issues. By moving the school location, the district would then also be including internships and opportunities to students not only at ATHS and increasing opportunities for all students.
      1. With the option of increasing ATHS, the big topic is where it would be located. Whether it would increase in size or stay at its current size, the current lease will run out and a move is needed. One option would be to lease another commercial space. Another option would be to use/buy land and build a new school. The third option is to look at space or a building the district currently has that might be ideal for the scenario. The district currently has a school on a large lot that could be ideal for this situation in Athey Creek Middle School. Athey Creek could then be relocated to an undeveloped location that the district owns at Dollar Street in West Linn. If ATHS was relocated it would then be changed to a 4-year

high school with several class options incorporated into it available to all high school students.

- a. Students could potentially go between the schools during the day for programs while still attending their boundary schools for sports, drama, etc. Some schools in the state have students start the day at their home school and then move throughout the day to the options high school for some classes based on classes and programs offered. Schools in Beaverton have different opportunities at different high schools so they can choose their courses based on interests. It is more practical not to have all courses offered at each high school due to limitations in space and the need for certified instructors at each space.
- b. Some history on the Dollar Street site: It has been owned for several years and was the original site location for Rosemont Ridge Middle School. The site is 21 acres on slope but has the ability to create a building with parking and track/field area. The site was originally a tree farm that is now viewed as an agricultural overgrown site. The neighborhoods around it are already existing and could create a close-knit, walkable and accessible school with the existing city park across the street. Street improvements and working with the city on traffic flow and engineering would be done if a school building was built at the Dollar Street site.
- c. If Art Tech was to be moved into the current Athey Creek Middle School building, the existing school would not need to be changed too much as it's already a secondary school. The school site is a very central location in the district, which could help both sides of the district. Generally, the district uses 10 acres for a primary school, 20 acres for a middle school and 40 acres for a high school site. This makes Athey already a good size at over 30 acres.
- d. One member suggested possibly growing ATHS at the current Meridian Creek Middle School site while also adjusting Athey Creek as well as Dollar Street options to cover all growth and keep ATHS very small. This is possibly a high-cost solution.
- e. One member asked if there is an enrollment limit to what the district would consider a large high school. There is no policy stated as the district has to be flexible with the growth of a school district. It's more about perception of what feels large. Surveys done show that students currently

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are feeling connected, but there are some that do feel it's starting to get too large. The district currently owns 2 pieces of land in West Linn: Dollar Street and Oppenlander. If the relocating of Athey Creek Middle School happened to Dollar Street, it could give the increased capacity for West Linn Middle Schools by building a larger, new Athey Creek Middle School at the Dollar Street site.

- If Athey Creek at the existing building was converted to a high school level school, it could be remodeled to increase the capacity due to the large lot size. That combined with the possibility of an added performing arts center at WHS would then increase the capacity at WHS. The lot size at Athey Creek has the potential to create a campus with separate buildings into the future.

- c. Potential Capital projects for the next bond if the school board decides to go out for one includes the following:
  - i. New Primary School in Wilsonville
  - ii. Reimaging of High School Programs and Facility Scenarios, Art Tech High School – new location
  - iii. If a new performing arts building was added at WHS, the existing space would then be converted to additional classroom space which would then increase the enrollment capacity of the high school.
  - iv. Expanded parking at WLHS
  - v. High School Stadium Expansion at WLHS
  - vi. Safety Upgrades District-wide
  - vii. Technology updates District-wide
  - viii. District-wide Improvements including air-conditioning to the remaining 4 primary schools without it as well as accessible playgrounds.
- d. The question of bonding capacity came up as the district has historically not raised rates but also has not topped off the bonding capacity. By leaving room in the capacity you have the option to go out for bonds more often than if you top it off and then cannot go out for another bond for decades. Estimating is being done on possible projects and looking at that compared to bonding capacity and what might be needed without raising rates.
- e. The topic of the board buying more land for land bank for future school growth came up and the question of where that might be. There is not a lot of land currently available.
- f. A question of needing the numbers for the high school options came up. How big would the third high school be, how much would it cost, how much capacity space would be captured, etc.? The growing district theme seems to be that the existing 2 core high schools will not be enough into the future. The district could

continue to build up but eventually it won't work. The core facilities won't support it, the neighborhood won't support it, the parking won't support it, etc. The district should be wise in selecting the right thing to do for now as well as the future. What is the right thing to do, and when do we do it? The committee tasked itself with looking at what the possible next bond would be after contemplating the current bond possibility for next year. If you passed a next bond, what would you be setting the district up for after that?

6. There are 2 community forums next week around the topic of additional learning spaces at the high school level. Both meetings will be the same, one on Tuesday at Rosemont Ridge, and one Wednesday at Meridian Creek both starting at 6 p.m. The community will have a chance to see the PowerPoint from tonight's meeting as well as talk, ask questions, and give suggestions on the growing high school options. There would be no boundary changes, just talking about possibilities of location and solutions.
  - a. The menu of items going to a bond summit next year, if determined, would include a prioritized list of bond projects with dollar amounts. This list does not include solutions to the projects, just what is needed. So the high school questions don't need to be solved by the time the long range plan is updated, but the idea that something needs to be done is included.

Operations Director Tim Woodley included a piece of history about the district from when he started working in the district. Money was set aside in the 1997 bond to do work at WLHS. The only thing that was new was the entry. The classroom wing was "a maze," the auditorium and commons were old as well as the original 1920s classroom wing. At the time, the superintendent decided to spend resources to take a close look into the future of the school. If the time and money was going to be invested into the school, thoughtfulness needed to happen. Input concluded that the school site should remain the same while updating the school completely to fulfill the school to be around a 1500-1700 student school as was preferred at the time. Even at that time the district assumed there would be a day when there would be a need for a third high school.

Dr. Ludwig reminded the group that by increasing the size of the current comprehensive high schools, and by keeping ATHS at a small 100 student enrollment, you limit the opportunity for CTE courses, and the need to increase the programming possibilities and opportunities.

7. Next Steps:
  - a. Review Long Range Plan (draft) December
  - b. Review Capital Improvement Program (draft) December
  - c. Schedule Board Adoption of Long Range Plan January
  - d. Schedule Bond Summit (if requested) February-March

Next meeting December 19, 2018.

8. Adjourn 8:16 pm



## Planning For A Capital Bond

### School Board and LRPC: Timeline and Tasks

Timeline	Task
2017-2018 School Year	<input type="checkbox"/> Update and Calibrate Schools Facility Capacity <input type="checkbox"/> Update Demographic Data - 10 Year Plan <input type="checkbox"/> Superintendent High School Study Group
Spring 2018	<input type="checkbox"/> School Board commissions update of Long Range Plan <input type="checkbox"/> School Board Safety Advisory Groups (Summer)
Fall 2018 - December 2018	<input type="checkbox"/> Long Range Plan (LRP) Developed <input type="checkbox"/> Capital Improvement Plan (CIP) Developed <input type="checkbox"/> Supt. High School Study Report <input type="checkbox"/> Safety Advisory Groups Feedback/Report <input type="checkbox"/> Building Capacity Report <input type="checkbox"/> Title IX Review of Facilities Report <input type="checkbox"/> Financial Bond Capacity determined <input type="checkbox"/> Enrollment Projection Analysis Report <input type="checkbox"/> Future Schools Siting Study and Report
January 2019	<input type="checkbox"/> Updated Long Range Plan to School Board for adoption <input type="checkbox"/> Present CIP Report to School Board
<b>(if determined) 2019 BOND PROGRAM BEGINS</b>	
February	Bond Summit
March	Public Surveys; Public Communication
April	Financial Modeling Project Research Project Priorities
May	School Board Study Public Input; Listening Sessions
June	Bond Election Decision
July - August	Bond Campaign Committee recruitment
September	Bond Campaign
October	Bond Campaign
November	General Election

 **West Linn-Wilsonville**  
School District



**Long Range Planning Committee**  
Capital Improvement Program  
November 28, 2018

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 **West Linn-Wilsonville**  
School District

**Role of Long Range Planning Committee**

1. Monitor school and community growth;
2. Project district facility needs;
3. Project district property acquisition needs;
4. Present an annual written report to the Board;
5. Participate with the district, cities of West Linn and Wilsonville and Clackamas County exploration and development of joint ventures to serve the needs of the residents, and the students of the district; and
6. Other duties as assigned by the Board.

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 **West Linn-Wilsonville**  
School District

**District and Board Goals 2018-2019**

1. Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.
2. Align, evaluate and update integrated systems of professional growth, assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student.
3. Operate in an accessible and transparent manner that encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district.
4. Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.

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**West Linn-Wilsonville School District**

### Be Responsive to Community Growth

- Recent 10-Year Enrollment Growth Projection by FLO Analytics
- Recent Updated Building Capacity Analysis




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**West Linn-Wilsonville School District**

### District-Wide Capacity Analysis - Primary

School	Current Enrollment	Projected 10-Year Enrollment	Projected 10-year Available Capacity
Boeckman Creek	550	851	-301
Lowrie	571	802	-227
Boones Ferry	610	608	167
Cedar oak Park	291	310	190
Bolton	345	296	179
Stafford	433	450	75
Sunset	345	450	75
Trillium Creek	583	605	-30
Willamette	518	554	-29

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**West Linn-Wilsonville School District**

### District-Wide Capacity Analysis - Secondary

School	Current Enrollment	Projected 10-Year Enrollment	Projected 10-year Available Capacity
Meridian Creek	414	642	-152
Inza Wood	532	639	52
Athey Creek	702	755	-86
Rosemont Ridge	743	740	-27
West Linn	1865	2067	-337
Wilsonville	1223	1713	-368
Arts & Technology	111		

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 West Linn-Wilsonville School District

### Be Responsive to Student Learning Needs

"No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy."



- Gov. Brad Henry, Oklahoma

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 West Linn-Wilsonville School District

### Findings from our High School Study

- Students value being known and having a relationship with teacher(s)
- CTE and career-based opportunities are of high interest
- A high school schedule that can be more flexible with offering more courses (day, evening, weekend) is of interest
- Access to real-world models, business and industry application of learning is of interest
- Academic and co-curricular activities and responsibilities contribute to a degree of stress
- Learning spaces should be designed to promote student-centered learning experiences, support instructional best practices and facilitate teacher collaboration

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 West Linn-Wilsonville School District

### High School Program: Next Steps

- Sustain Current Exceptional High School Programming
  - Expand course options towards future career opportunities




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**West Linn-Wilsonville**  
School District

**Learning that works for Oregon**  
**CTE**


### Career and Technical Education (CTE)

**State of Oregon's CTE Areas**

- Agriculture, Food and Natural Resource Systems
- Arts, Information and Communication
- Business and Management
- Health and Biomedical Services
- Human Resources
- Industrial and Engineering Systems

**WLWV Current CTE Areas**

- **Arts, Information and Communication**
- Industrial and Engineering Systems



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**West Linn-Wilsonville**  
School District

**Learning that works for Oregon**  
**CTE**

### WLWV CTE Expansion 2018-2019

- Hired College & Career Readiness Director
- Hired CREST Internship Coordinator
- Participate in the Clackamas CTE Consortium
- Increase Dual Credit Options through OIT, CCC, PCC
- Expand AP options
- Link CREST to STEM and pathways options to OSU Extension Program
- Create partnerships with local businesses: access to equipment, internships and hands-on learning

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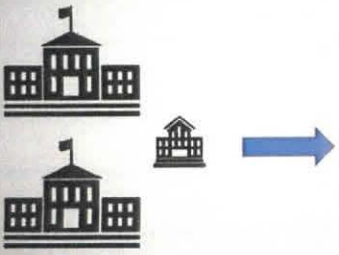
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**West Linn-Wilsonville**  
School District

### High School Learning Spaces: Next Steps




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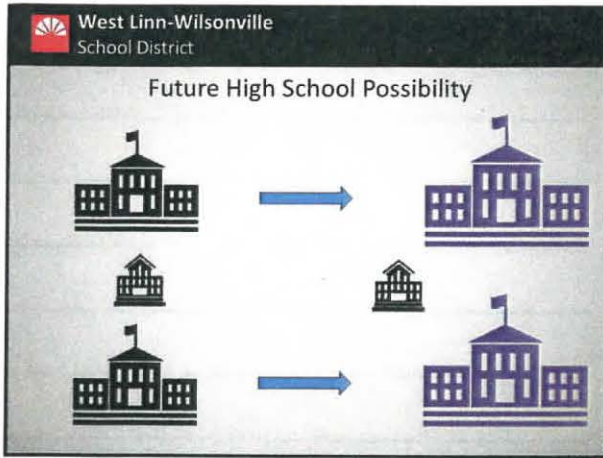
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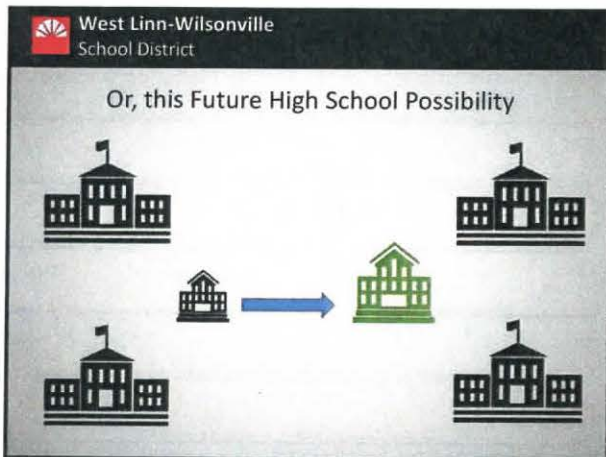
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**West Linn-Wilsonville School District**

## No High School or Middle School Boundary Changes

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**West Linn-Wilsonville School District**

### Potential Capital Projects List for Discussion

Project	Schools	Cost
• New Primary School in Wilsonville	Frog Pond Area	
• Reimagining of High School Programs and Facility Scenarios	WLHS	
• Arts & Technology HS - new location	WLHS A&THS	
• New Performing Arts Auditorium	WLHS	
• Expanded Parking	WLHS	
• High School Stadium Expansion	WLHS	
• Safety Upgrades	District-wide	
• Technology: Updates, replenishment, software, information systems	District-wide	
• Districtwide Improvements (including air-conditioning to four primary schools; accessible playgrounds)	District-wide	

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**West Linn-Wilsonville School District**

## What's Coming Up Next...

- Two Community Forums (12/4 & 12/5) to explore high school possibilities – you are invited.
- Additional community feedback
- Board will consider community feedback in their exploration of a Capital Bond and potential projects.

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## **West Linn – Wilsonville Schools**

**Long Range Planning Committee Meeting  
Administration Building  
22210 SW Stafford Rd, Tualatin, OR 97062  
Wednesday, November 28, 2018 6:00 PM**

### **Long Range Planning Committee Meeting**

#### Agenda

1. Call to Order
2. Roll Call

Mike Jones	Samy Nada
David Lake	Kim Jordan
Doris Wehler	Kent Wyatt
Grady Nelson	Chelsea Martin, Board Liaison
	Kathy Ludwig, Superintendent
3. Long Range Plan Update: Status Tim
4. Capital Improvement Program: Presentation Kathy/Tim
5. Next Steps:
  - a. Review Long Range Plan (draft) December
  - b. Review Capital Improvement Program (draft) December
  - c. Schedule Board Adoption of Long Range Plan January
  - d. Schedule Bond Summit (if requested) February-March

Next meeting December 19, 2018

Adjourn

## Findings

The High School Study Group acknowledges the district's current high school programming and graduation outcomes to be particularly strong; and, encourages district leadership and staff to continue striving towards improvement, innovation, and unprecedented outcomes.

Based on the research, visitations, and surveys conducted through this study, the High School Study Group offers these findings, which hopefully will serve as key information to guide current and future program decisions, learning models, and facility designs for our community's high school students.

**Finding One:** High school students value relationships with their teachers and peers, being known and being connected to their school community in at least one or many ways.

**Finding Two:** Current high school students communicate that their academic and co-curricular activities and responsibilities contribute to a degree of stress.

**Finding Three:** CTE and career-based opportunities that expand business and industry partnerships and include internships/externships for high school students are of high interest.

**Finding Four:** Rethinking or adjusting the high school schedule to expand upon current course offerings throughout the day, as well as outside the typical school day, increases student choice while maintaining a priority for teacher collaboration.

**Finding Five:** Teaching models and structures that promote flexibility of class size; expanded course offerings; access to real-world models, artifacts, and application of learning; and differentiated instruction are highly valued by students, teachers, and parents.

**Finding Six:** Future high school learning spaces should be designed to promote student-centered learning experiences, accommodate program priorities, support instructional best practices, and facilitate teacher collaboration.

## Research/Texts

In addition to primary research, the High School Study Group reviewed research on high school program and design, Generation Z, model facilities, and ways to maximize student engagement. Those texts, articles, and research studies include:

1. Conley, David T. *College and Career Ready: Helping All Students Succeed beyond High School*. Jossey-Bass, 2010.
2. Corrigan, Paul T. "Preparing Students For What We Can't Prepare Them For." *Teaching & Learning in Higher Ed.*, 23 Dec. 2013, [teachingandlearninginhighered.org/2013/07/15/preparing-students-for-what-we-cant-prepare-them-for/](http://teachingandlearninginhighered.org/2013/07/15/preparing-students-for-what-we-cant-prepare-them-for/).
3. Gallup, Inc. "2015 Gallup Student Poll -- Overall Report." *Gallup.com*, 6 Jan. 2016, [www.gallupstudentpoll.com/188036/2015-gallup-student-poll-overall-report.aspx](http://www.gallupstudentpoll.com/188036/2015-gallup-student-poll-overall-report.aspx).



## District-Wide Capacity Analysis

West Linn - Wilsonville School District

Last Updated: Nov 5, 2018

School Name	Current Enrollment (2018/19 year)	Building Capacity	Available Capacity	Projected 2022 Enrollment*	Projected 2022 Available Capacity	Projected 10-year Enrollment* (2028)	Projected 10-year Available Capacity
Boeckman Creek	550	550	0	654	-104	851	-301
Lowrie	571	575	4	772	-197	802	-227
Boones Ferry	610	775	165	608	167	608	167
Wilsonville Enrollment	1231	1920	169	2031	134	2261	361
Cedar Oak Park	291	500	209	321	179	310	190
Bolton	345	475	130	322	153	296	179
Stafford	433	525	92	436	89	450	75
Sunset	345	425	80	332	93	318	107
Trillium Creek	583	575	-8	626	-51	605	-30
Willamette	518	525	7	569	-44	554	-29
West Linn Enrollment	2515	3025	510	2806	49	2533	492
Meridian Creek	414	490	76	476	14	642	-152
Inza Wood	532	691	159	583	108	639	52
Wilsonville Enrollment	946	1181	235	1059	122	1281	-100
Athey Creek	702	669	-33	694	-25	755	-86
Rosemont Ridge	743	713	-30	710	3	740	-27
West Linn Enrollment	1445	1382	-63	1404	-22	1495	-113
West Linn	1865	1730	-135	1971	-241	2067	-337
Wilsonville	1223	1345	122	1441	-96	1713	-368
Arts & Technology	111	**		80		80	
Total High School	3199	3075	-13	3492	-337	3860	-705
Three Rivers Charter	112	**					

Total Enrollment                    9836                    10562                    837                    10595                    47                    11430                    -788

\*Building Attendance Forecasts provided by FLO analytics demographic report dated Oct 31, 2018

\*\*Arts & Technology High School and Three Rivers Charter are not included in Building Capacity Analysis