

# SCHOOL FACILITIES PLAN - 2019 EDITION

## WEST LINN-WILSONVILLE SCHOOL DISTRICT



# PREFACE

## WEST LINN-WILSONVILLE SCHOOL FACILITIES PLAN – 2019 EDITION

Originating in 1996, West Linn-Wilsonville School District has regularly published a Long Range School Facilities Plan that provides a summary of the District’s framework for facilities planning. Updates to this plan have occurred five times over the last 23-years culminating in this latest 2019 Edition. Each edition takes an in-depth look at current school educational programs and initiatives that shape the built environment in support of the highest quality public education for all district students.

The School Facilities Plan is divided into two Parts. **“Part 1 - West Linn-Wilsonville School District Long Range Plan”**. The part is broken into three sections:

Section A — Framework for Educational Excellence: Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

Section B — School Facilities: Identifies the existing school capacity, potential growth and educational trends and factors that could impact the future facility needs.

Section C — Capital Improvement: Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

The second part, **“Part 2 - West Linn-Wilsonville 2019 Capital Improvement Program”**. This part is intended to support consideration of a capital bond measure in the near future by providing background information relating to issues facing the District and the potential improvements that could address them. The report is divided into four key sections.

- Introduction
- Excellence in Education
- The Capital Improvement Planning Process
- Capital Projects

Together, Part 1 and Part 2 of the District Schools Facilities Plan provide a comprehensive overall picture of District educational aspirations, goals and the facilities that will support them.

Following a joint meeting between the School Board, Long Range Planning Committee, and staff, the School Board provided direction and action to combine both Part 1 and Part 2 into a single document that provides a complete, comprehensive view of the District Schools Facility Plan that will assure compliance with ORS 195.110-School Facility Plan for Large School Districts (2017). Toward that end, the School Board adopted Part 1 of the School Facility Plan on January 28, 2019.

Following a more public review of Part 2 during the Spring of 2019, the Board and Long Range Planning Committee will prioritize proposed capital projects that align with district goals, patron support and funding strategies. Once fully reviewed and edited, the Board has proposed to adopt Part 2 as a formal action precedent to moving forward with a Capital Bond initiative. Together, Part 1 and Part 2 will be the published and adopted “West Linn-Wilsonville School Facilities Plan-2019 Edition”.

# PART 1

## WEST LINN-WILSONVILLE SCHOOL DISTRICT

### 2019 LONG RANGE PLAN

JANUARY 28, 2019 - DRAFT





## **ACKNOWLEDGEMENTS**

West Linn-Wilsonville School District is deeply appreciative of the generous contributions freely given by patrons and staff.

In particular, we wish to extend recognition and thanks to the following individuals and groups for their tireless efforts in compiling the information contained in this report.

### **WEST LINN-WILSONVILLE SCHOOL BOARD**

Ginger Fitch, Chair                      Chelsea King Martin  
Dylan Hydes, Vice Chair              Betty Reynolds  
Regan Molatore

Dr. Kathleen Ludwig, Superintendent

### **LONG RANGE PLANNING COMMITTEE**

Michael Jones                              Kim Jordan  
Kent Wyatt                                  Samy Nada  
Grady Nelson                                David Lake  
Doris Wehler

Chelsea King Martin, School Board Liaison  
Tim Woodley, Director of Operations

### **EDUCATIONAL PROGRAM ADVISORS**

Dr. Kathy Ludwig, Superintendent  
Dr. Barb Soisson, Assistant Superintendent of Teaching and Learning  
Dr. Aaron Downs, Assistant Superintendent of Secondary Schools  
Dr. David Pryor, Assistant Superintendent of Primary Schools  
Dr. Jennifer Spencer-Iiams, Assistant Superintendent of Student Services  
Curtis Nelson, Chief Information Officer  
Lindsey Flores, Nutrition Services Manager  
Tim Woodley, Director of Operations  
Andrew Kilstrom, Director of Communications  
Pat McGough, Facilities Manager  
Jeff Chambers, Maintenance Supervisor

### **WITH PROFESSIONAL ASSISTANCE FROM**

Tyler Vick, FLO Analytics Enrollment Forecasting  
Keith Liden, Planning Consultant  
Rebecca Stuecker, Dull Olson Weekes - IBI Group Architects, Inc.  
Jim Fitzpatrick, Dull Olson Weekes - IBI Group Architects, Inc



## West Linn – Wilsonville Schools

To: Kathy Ludwig, Superintendent  
School Board

From: Long Range Planning Committee

Date: January 28, 2019

Subject: **Part 1-West Linn-Wilsonville School District Long Range Plan  
Second Reading & Adoption  
Resolution 2018-2**

The West Linn-Wilsonville School District **2019 Long Range Plan** dated January 2019 is organized in three sections with Section A describing values, themes and approaches that are the basis for facility planning. Section B identifies existing capacity, enrollment and growth using Fall 2018-2028 demographic data, and Section C outlines the capital improvement planning process.

First created in 1996, this document and the companion Part 2-2019 Capital Improvement Program represents the latest edition of the District's vision for district facilities that will support quality education into the future.

Over the last few months the Long Range Planning Committee, with assistance from DOWA-IBI Group Architects and district staff, has been updating the District Long Range Plan and Capital Improvement Program. This work has been supported by FLO Analytics for enrollment projections from 2018 to 2028; and, is in compliance with ORS 195.110-*School Facility Plan for Large School Districts (2017)*.

### Long Range Plan Adoption History

- *Original Long Range School Facility Plan* April 15, 1996
- *First Amendment* September 22, 2000
- *Second Amendment* February 7, 2005
- *Third Amendment* December 10, 2007
- *Fourth Amendment* January 13, 2014
- *Fifth Amendment* January 28, 2019 (pending approval)

The Long Range Planning Committee and staff recommend the Board adopt the *Part 1-January 2019 Edition of the District Long Range Plan* as submitted and recognized by Board Resolution 2018-2.

# WEST LINN- WILSONVILLE SCHOOL DISTRICT

## Resolution No. 2018-2

### Long-Term Facilities Plan – Part 1 Adoption of Amendment

**WHEREAS**, the school board adopted a long-term School Facilities Plan for the district on April 15, 1996; and,

**WHEREAS**, the first, second, third and fourth amendments to the district's long-term School Facilities Plan were adopted by the school board on September 22, 2000, February 7, 2005, December 10, 2007 and January 13, 2014; and

**WHEREAS**, the school board has reviewed and considered part 1 of a fifth proposed amendment to the district's long-term School Facilities Plan; and,


**WHEREAS**, the 2019 West Linn-Wilsonville School District School Facilities Plan will comply with ORS 195.110-*School Facility Plan for Large School Districts (2017)*; and,

**WHEREAS**, Oregon statutes allow a public school district, by resolution, to impose construction excise taxes on non-exempt new construction, provided that such district has first adopted a long-term School Facilities Plan.

Now, **THEREFORE, BE IT RESOLVED** that:

1. The West Linn-Wilsonville School Board hereby adopts, through this resolution, Part 1 of the fifth proposed amendment to the district's long-term School Facilities Plan: and
2. Until further amendment or other action of the school board, the district's long-term School Facilities Plan, as amended hereby, shall be current and effective for all purposes required or permitted under Oregon law.

Dated this 28<sup>th</sup> day of January 2019.

  
\_\_\_\_\_  
Chair, Board of Directors

  
\_\_\_\_\_  
Attest: Board Secretary

# PART 1 - LONG RANGE PLAN

## WEST LINN-WILSONVILLE SCHOOL DISTRICT

### Table of Contents

#### INTRODUCTION

Purpose.....	1
Long Range Plan History .....	2
Overview of the District.....	3
History of the District .....	4

#### PART A: FRAMEWORK FOR EXCELLENCE

Introduction .....	5
Our District Mission, Vision, and Values.....	6
School Board Commitment to Excellence .....	7
Citizen Committees .....	8
Programs that Shape Schools .....	9
Early Childhood Programs .....	10
Inclusive Services .....	12
Cultural Diversity: World Languages.....	13
Health and Wellness .....	14
Science, Technology, Engineering, Math (STEM) Education .....	16
Career and Technical Education (CTE) .....	19
Visual and Performing Arts.....	20
Center for Research in Environmental Sciences and Technologies CREST .....	22
Co-Curricular Enrichment and After-School Programs .....	24
The Library: A Center for Research and Inquiry .....	25
Initiatives that Build Resilient Schools .....	27
High Performing Schools .....	28
Safe and Welcoming Schools .....	30
Community Partnerships .....	32
Learning with Technology .....	34

#### PART B: SCHOOL FACILITIES

Introduction .....	37
Snapshot of Today.....	39
Long Range Plan - 2019 Update .....	40
Learning Space Capacity.....	41
Planning for the Future.....	44
Efficient Provision of School Facilities .....	44
Potential Capacity Impacts of School Programs.....	45
Potential Bonding Capacity.....	46
Accommodating Future Enrollment Growth.....	47



# Table of Contents (cont.)

- 10-Year Enrollment Forecast..... 49**
- Greater Than 10-Year Enrollment Potential..... 52**
  - Forecasting Elements ..... 52
  - Greater Than 10-Year Assumptions and Outcome ..... 54
- Future School Needs..... 56**
  - Translating Residential Development Into Enrollment Impact ..... 56
  - Enrollment Impact Across the District ..... 57
- District Properties..... 58**
- Accommodating School Facility Needs ..... 59**
  - 10-Year School Facility Needs ..... 59
  - School Facility Needs Beyond 10 Years ..... 60
  - Next Steps ..... 61

**PART C: CAPITAL IMPROVEMENTS**

- Introduction ..... 63**
- Capital Improvement Program (CIP) History..... 64**
- Linking the Long Range Plan and the CIP ..... 65**
- Capital Improvement Program Process ..... 66**
  - School Board Direction ..... 66
  - Identification of Facility Needs ..... 66
  - Project Evaluation Criteria ..... 67
- CIP Timing and Sequence ..... 68**
  - Updating the Long Range Plan ..... 68
  - Developing a New CIP ..... 69
  - Bond Summit and General Election ..... 70
- Capital Improvements ..... 71**
  - Capital Improvement Program ..... 72

**APPENDIX**

- October 31, 2018 FLO Analytics Enrollment Projection Report
- Learning Space Capacity Analysis Worksheet and Memo
- Local Planners Meeting Minutes
- Memo of compliance with ORS state requirements
- Oregon Revised Statute 195.110



New school in Wilsonville, 1912

# INTRODUCTION





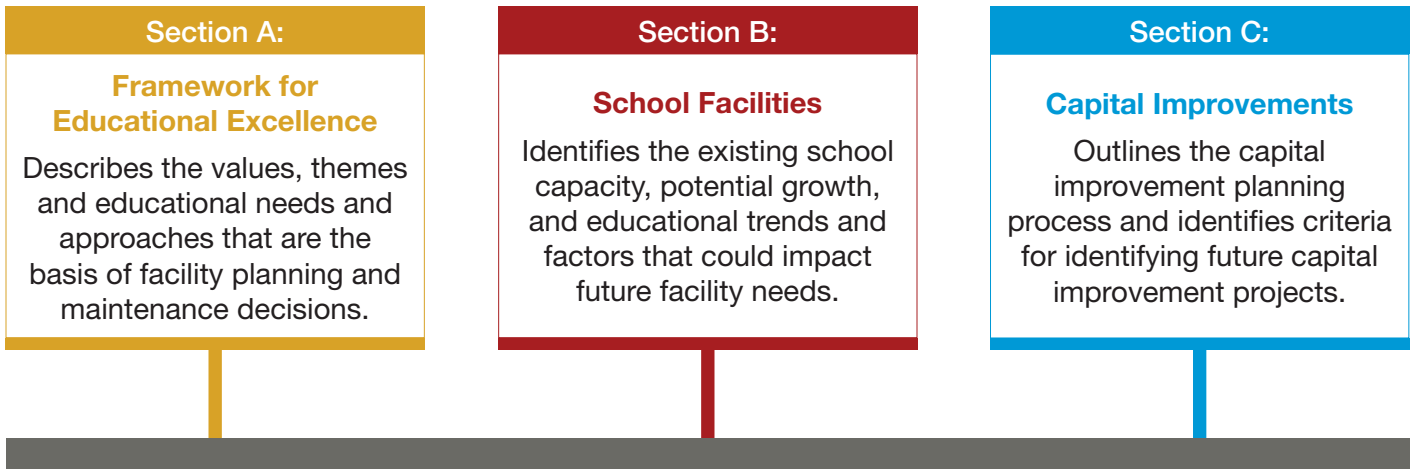
Trillium Creek  
Primary School  
Established 2012 - 2013



## 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:



Each section of the Long Range Plan builds off the previous section. Section A: Framework for Excellence details the educational values and programs that affect facility planning. Section B: School Facilities identifies school capacity based on the educational programs implemented in the District. Section C: Capital Improvements describes criteria for evaluating future capital improvement projects and the process for planning a capital improvement program.

### LONG RANGE PLAN HISTORY

The West Linn-Wilsonville School District 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 facility needs. The plan was updated in 2000, 2005, and again in 2014. The Long Range Plan is developed by the Long Range Planning Committee and adopted by the School Board.



WEST LINN UNION HIGH SCHOOL

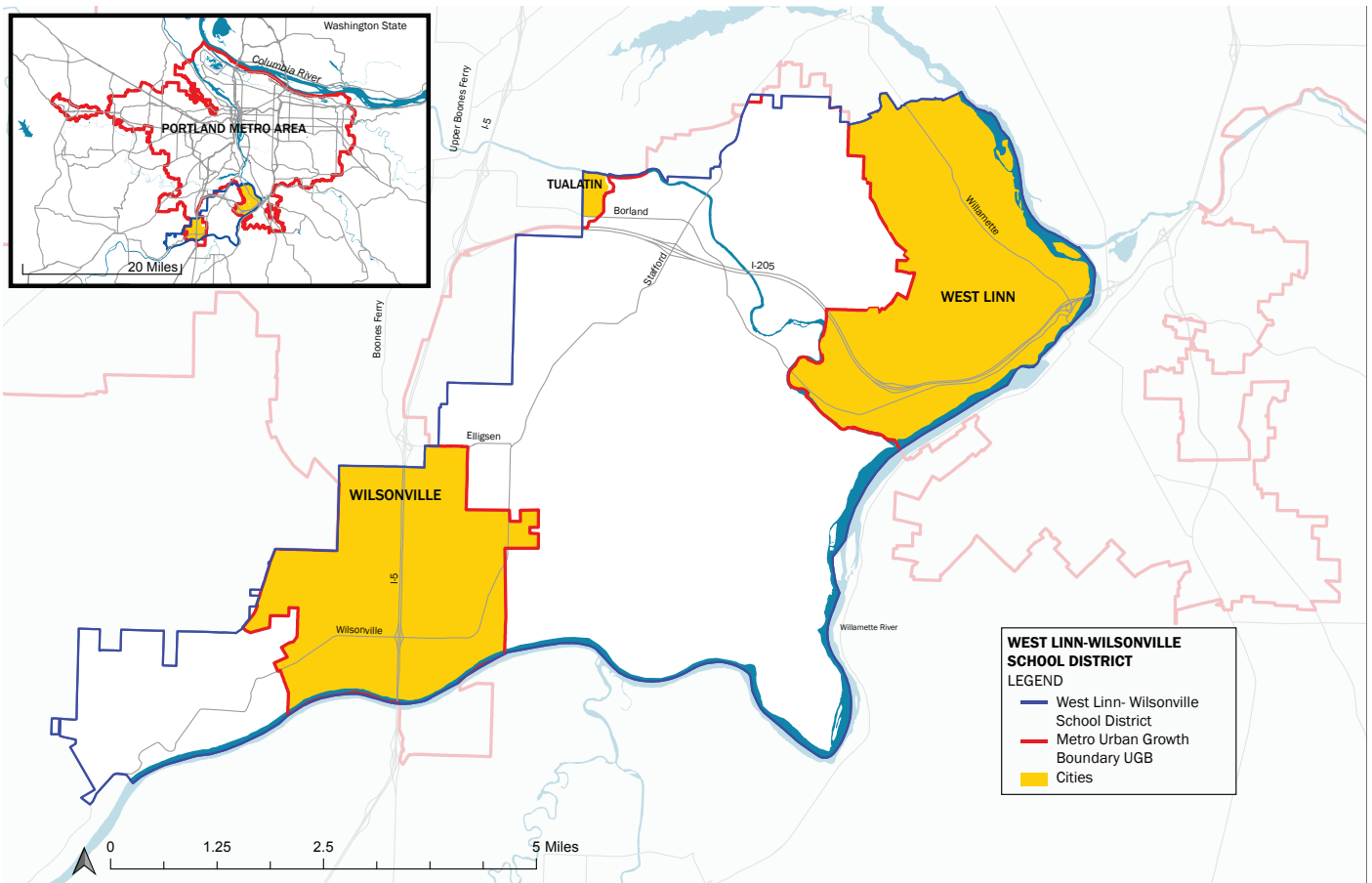
1920 BUILDING on Left. On the right is the 1923 Building.

## 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 county land is outside of the Portland metropolitan area’s Urban Growth Boundary (UGB). Figure 1, below, shows the District outlined in blue, with each city colored yellow and the UGB marked in red. The uncolored area within the District’ blue boundary is unincorporated county.

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 seen a significant level of growth over the last twenty years, with a total enrollment of over 9,000 students in pre-kindergarten through 12th grade (2018-2019). With the opening of a new middle school in 2017, the District now operates nine primary schools, four middle schools, two comprehensive high schools, one option high school, and one charter school. District facilities are in excess of 1,400,000 square feet on over 360 acres of land.



**1931: Ed Gross and his school buses.  
The one on the right was on the Wilsonville run.**



# PART A: FRAMEWORK FOR EXCELLENCE



Explora • Explore

Desafía • Challenge

Sueña • Dream





## INTRODUCTION

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

### Section A:

#### Framework for Educational Excellence

Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

### Section B:

#### School Facilities

Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs.

### Section C:

#### Capital Improvements

Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

### OUR DISTRICT MISSION, VISION, AND VALUES

#### 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:

- In 2017-18, the West Linn-Wilsonville School District achieved the highest four-year cohort graduation rate (93%) for the 25 largest school districts in Oregon and a drop-out rate of 1.3%.
- 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 more than 20 AP courses and regularly recognizes students who achieve qualifying scores in multiple subject areas.
- Award-winning performing arts, visual arts, and athletics in the schools receive enthusiastic support from the community.
- The Center for Research in Environmental Sciences and Technology (CREST) provides rich, hands-on, inquiry-based science education for all students and staff.
- The CREST-Jane Goodall Science Symposium showcases District STEM education. The symposium allows students to conduct original research in science and engineering. Students compete at the local, state, and international level for scholarships and recognition.
- Wilsonville High School Robotics team is nationally recognized, qualifying for the world championships several times in recent years. West Linn High School's Robotics team qualified for the world championships in its first year of competition in 2017-18, winning the "Rookie Inspiration Award."
- Robotics programs are offered at WLWV's two comprehensive High Schools and as an after-school program at most Primary and Middle schools.
- Preschool is offered at six of the District's nine primary schools.
- Science, Technology, Engineering and Mathematics (STEM) curriculum and enrichment opportunities at all grade levels.
- Broad community outreach and participation during the past 25 years have led to the successful passage of three local option funding initiatives and five 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 an exemplary public education system.

The District creates learning communities that nurture a growth 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 2018-19 school year are:

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.

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.

### CITIZEN COMMITTEES

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

- **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.
- **Budget Committee** - a ten-member citizen committee responsible for reviewing the annual budget, gathering feedback from the community, and providing a recommendation to the School Board for adoption.

The Long Range Planning Committee and the Budget 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 periodically 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 and community members, 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.

The District has a total enrollment of more than 10,000 students in preschool through 12th grade. There currently are nine primary schools, four middle schools, two comprehensive high schools, one option high school, and one charter school operated by the District.



## PROGRAMS THAT SHAPE SCHOOLS

The curriculum and instruction provided by the District are designed to educate the whole child, awaken the mind, and encourage children and adults to go where questions lead. Students develop a “growth mindset” allowing them to take on challenges while demonstrating performance character. 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. Some programs impact the architecture and design of the building and school site because they require a different type of space than a standard classroom or require a separate facility. The spaces and infrastructure needed to support the programs are outlined in the subsequent pages.

The following programs significantly enhance the overall quality of education offered to the students of West Linn-Wilsonville:

- Early Childhood Programs
- Inclusive Services: Learning for All
- Cultural Diversity: World Languages
- Health and Wellness
- Science, Technology, Engineering, Math (STEM) Education
- Career and Technical Education (CTE)
- Visual and Performing Arts
- The Center for Research in Environmental Sciences and Technologies  
CREST
- Co-Curricular Enrichment and After-School Programs
- The Library: A Center for Research and Inquiry



### EARLY CHILDHOOD PROGRAMS

#### Preschool

Preschool programs in the District are based on the belief that young children “learn by doing”. The goal of the program is to engage children in experiences that enhance the natural processes of physical and intellectual growth. The District has designated one classroom in six of the District’s nine primary schools for preschool. However, without preschool boundaries, prospective students can attend any of the District’s preschools. Locating preschools within the primary schools offer a natural sense of community connection and belonging with other children and families from the neighborhood.

The District offers scholarship opportunities to support families enrolling in the tuition-based program. The student age range and time of each preschool session differs by school according to the needs and participation of the community. The program currently serves approximately 200 students. Several language-integration classes are taught at the preschool level. The District constantly seeks to increase the diversity of its staff and actively recruits bilingual teachers into the preschool program. Preschool curriculum aligns with state requirements and the District’s pedagogy. Students in the program are being prepared to be socially, emotionally, and academically ready for Kindergarten. The preschool program is taught in a primary school classroom, but has several distinguishing elements:

- Learning is play-based with age-appropriate furniture
- Classrooms are adjacent to a separate outdoor play area with age-appropriate equipment
- The program is offered half-day (either morning or afternoon depending on location)
- Students have in-class snacks but do not receive lunch service from the school
- Parents organize pickup and drop off. There are no bus obligations for preschool students





### Early Intervention and Early Childhood Special Education

The West Linn-Wilsonville School District believes in the power of partnerships with families. The District partners with the Clackamas Education Service District (ESD) to provide individually designed services to address the needs of young children (birth to age 5) with developmental delays or disabilities. Developmental evaluations are provided by the West Linn-Wilsonville School District at no cost to families. The Clackamas ESD provides services once a child is found eligible.

Currently, the Early Childhood Center is housed in the Annex at Stafford Primary School. The center has a staff of dedicated professionals to connect with families early and reach those that may benefit most from District services. Some of the families arrive through referrals from their doctor or healthcare provider. Evaluations and parent coaching are primarily provided at the center, but the District also conducts home evaluations and preschool evaluations. The early childhood intervention and special education services are guided by the following four principles:

- We believe that every child is remarkable and each family has a unique story.
- Through the evaluation process, we highlight the child's development and strengths, allowing us to support parents in understanding their child as a learner.
- We connect families to the Clackamas Education Service District (ESD) for services and reconnect the family as they transition back to the district for kindergarten.
- By establishing positive relationships early with families, we begin the journey of supporting their child's growth in learning.



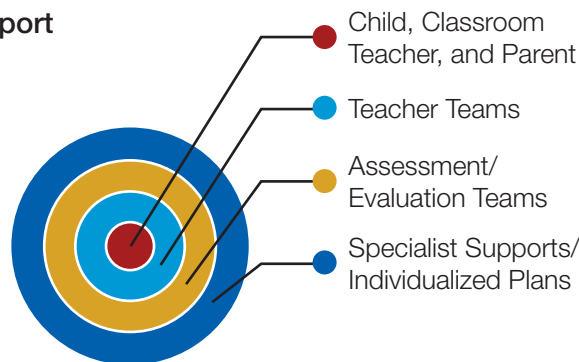
## INCLUSIVE SERVICES

West Linn-Wilsonville School District is committed to ensuring that each student becomes part of a learning community for the greatest thinkers and most thoughtful people for the world. Within the District’s vision is the theme of Circles of Support. In all cases, the student and the classroom teacher are at the center. If evidence suggests that current learning, whether academic, behavioral, or social, may need additional support or challenge, additional levels of supports may wrap around the student. Some students may need supports that rise to the level of an individual plan, which may include a TAG (Talented and Gifted) plan, a 504 plan, an ELD (English Language Development) plan, or an IEP (Individualized Educational Program). The child continues to have their learning nested within the general classroom.

West Linn-Wilsonville has worked hard to develop capacity at every school to provide the continuum of support that may be required by an individualized plan. The first and most high-leverage place to continue increasing capacity is in the general education classrooms. The District continues to focus on instructional strategies that engage all learners, help all students develop a growth mindset, and emphasize the moral and performance character development of students. The more that every student feels a sense of belonging in their classroom, the more inclusive our culture will be for the benefit of all students.

Special education is focused on increasing access to each general education experience. Sometimes, students may need specific, explicit instruction from a special education teacher or specialist to help accelerate their learning in the general education classroom or to support a particular individual need. The District has taken great care to ensure the 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. Facility design and operational decisions ensure each school is not only compliant with current codes, but provide a fully inclusive experience. The experience of every student is improved when the building is fully inclusive, fostering a culture that celebrates diversity. Learning neighborhoods are designed in a way that provides differentiated learning environments that reach each student’s learning style. Extended learning areas, or porches, provide flexible space just outside of the classroom. Because the porches are inclusive and used by all students, providing wrap-around support tied to a student’s individual plan in the porch connects directly the student’s everyday learning environment.

Circles of Support



## CULTURAL DIVERSITY: WORLD LANGUAGES

All students in WLWV are engaged in the world language program. There are cultural and language diversity appreciation aspects in:

- World language programs
- English Language Development (ELD) courses
- Dual Language programs

### World Language

All primary school children learn Mandarin or Spanish. The focus begins with language proficiency standards as well as cultural awareness and appreciation. In kindergarten and first grade, students have a world language experience once per week; in second through fifth grade, twice per week. In middle school, all students take a Mandarin or Spanish course for one semester each year. Some students chose to take the language course for the full year. French courses are also offered in middle school. All primary school instructors of a world language are native speakers.

There are heritage Spanish courses that begin in middle school (Spanish for Spanish Speakers) and continue to high school. In high school, students can take French, Japanese, Mandarin, or Spanish, with an increasing number earning the Biliteracy Seal every year. AP language courses in all four languages are also offered at both comprehensive high schools.

### English Language Development

The district approaches ELD learning for emerging bilingual students knowing their language proficiency and language learning is an asset. The approach ensures that students have opportunities to work with literacy in their native language as they develop English proficiency. The cultural contributions that emerging bilingual students and families bring are integral to school learning and activities. Many schools facilitate afterschool events to recognize the language and cultural diversity present in their schools. Schools host events and networks to engage and involve language diverse communities.

### Dual Language

The Dual Language Program that began in the 2012/13 school year has continued to be robust with virtually no attrition. Students in primary school have the opportunity to become bilingual and bi-literate in two languages, Spanish and English, through a District Dual Language Immersion Program. The Program is located at two schools: Lowrie Primary School in Wilsonville, and Trillium Creek Primary School in West Linn. Using the 50:50 model, students receive 50% of their instruction in Spanish and 50% in English. The dual language cohorts that began in the 2012/13 school year have transitioned to Middle School at Rosemont Ridge and Wood Middle School and will soon be transitioning to West Linn and Wilsonville High Schools. The cohort comprises a full class of students in each location. There is an opportunity for native speaking students to join the Middle School Dual Language Program if they have proficiency. Native speaking students in middle school enroll in English Language Arts, Spanish Language Arts, and Spanish Social Studies and are fully integrated into the middle school program.

## HEALTH AND WELLNESS

The West Linn-Wilsonville School District approach to wellness is whole child, whole school, whole district, and whole community. This means that with the adoption of the 2016 health standards, health and wellness is integrated into all aspects of learning and participation in school. The approach to health education is collaborative, holistic, based on engagement and involvement. Students learn skills that they can apply well beyond the classroom and into their experiences in the community.

The health and wellness curriculum is intertwined with nutrition, with social-emotional learning, with community partnerships, and brings together families and teachers. Using age-appropriate curriculum, the program includes topics such as physical, emotional, social, and mental health. Wellness education is focused on analyzing influences, being able to access information, use interpersonal communication skills, decision-making, and goal setting with the overall objective of learning healthful skills and promoting an overall healthy lifestyle. The curriculum is planned and taught to help students gain essential health skills and health-enhancing behaviors that they will use throughout their lives. This may involve gardening, cooking, setting personal exercise routines, and doing research.

Physical Education (PE) is one aspect of the health and wellness program. What had been offered previously as PE, is called Wellness and includes health class. Students K through 12 spend time in the classroom learning activities directly related to health, but also spend a significant amount of time in field experiences through the community to apply the skills learned in the classroom. Increasingly, students are learning health and wellness content in places where they can immediately apply skills and be actionable in the community. The facility needs surrounding the health and wellness program include spaces for many different kinds of movement and a broad use of media and technology. The District is committed to physical education inclusivity, requiring equipment, programs, and training offer opportunities for all students.



The District's Nutrition Services Program is compliant with all national standards and utilizes MyPlate to build healthy meals for students. School Garden Coordinators work closely with the District's Center for Research in Environmental Sciences and Technology (CREST) Program to ensure students have sampling and tasting experiences. The District partners with local farms to get locally sourced food and also uses the CREST center to grow food for schools. The nutrition services spaces are an extension of the learning environment. When a child has experience growing the food, they are more likely to eat that food and it has made a difference in how they taste the food.

There is a strong social-emotional learning opportunity in the style of lunch service. The District abides by nutritional requirements, but it is important to instill in the students the ability and knowledge they need to make healthy choices. The Nutrition Service Program offers free and reduced benefits for families and is compliant with Department of Education standards for reimbursable meals. The Nutrition Services Department offers different menus with a variety of products to make meals that kids like and can be served efficiently. In the 2017/18 school year, the District served 51,413 breakfasts and 427,434 lunches.

For the High School lunch service, students have ownership of the school building and are free to eat anywhere. There is a single lunch period at the high schools. The Nutrition Services Department works hard to find a balance between healthy food choices and meals students like. At the high schools, new food tastings are offered that students can vote on before they go on the menu. It is important that the program integrates student voice and choice into the options it provides.



### SCIENCE, TECHNOLOGY, ENGINEERING, MATH (STEM) EDUCATION

The West Linn-Wilsonville’s learning communities of great thinkers use science, technology, and mathematics to engineer solutions to problems for the world. STEM education supports the learning and development of essential and foundational skills and knowledge to support these learning communities of great thinkers and thoughtful global citizens. The District’s STEM education initiative considers the following elements.

**Best Practices and Instructional Leadership:** The district has engaged in professional learning to develop and implement Next Generation Science Standards (NGSS) and STEM units of study. Teachers work collaboratively to understand best instructional practices in their disciplines, deepen their understanding of state and national standards in content areas, and give and receive feedback to improve instructional practices and better integrate STEM disciplines to enhance student learning. There are ongoing evaluation and revision of units of study and design of experiences for students to apply their learning.

**PreK-12 STEM Experiences:** State and national standards in STEM disciplines provide important frameworks for best practices and the scope and sequence for content across the grade levels. These frameworks and curricular resources are used to design STEM education for students and to integrate science, math, engineering, and technology. The scope and sequence of preK-12 learning experiences are designed to engage all students and increase their interest and skills in STEM areas. Current and future STEM experiences include classroom and school day experiences, after-school clubs, independent research projects, and summer and non-school day experiences. STEM experiences are planned to interest and prepare students for pathways, courses of study, CTE programs, and post preK-12 learning.

**Exemplars of STEM Education Programs:** The District has many exemplars of STEM education programs currently across the schools and grade levels. In addition to a wide variety of STEM electives, students participate in robotics, and International Science and Engineering Fair (ISEF). These programs begin with primary school enrichment class experiences and science fairs. These programs and unique learning experiences for students integrate STEM disciplines in ways that provide hands-on, real world, and relevant learning experiences for students, often supported by community partners or STEM industry professionals. These exemplars set our work apart from other local initiatives and continue to inspire the development of additional STEM programs and experiences.



**Community Partners:** The district is part of the collaborative South Metro STEM Partnership and also works with local universities for professional learning. By working collaboratively with the Oregon Institute of Technology (OIT) and Clackamas Community College (CCC), the District develops courses and pathways that could allow students to earn dual credit and/or prepare for post-PreK-12. The district has and will continue to invest in the spaces and equipment needed to support these programs.

**National Standards:** Effective STEM education is grounded in teaching for deep and enduring understanding in all disciplines. We see the Common Core State Standards (CCSS) in Mathematics and English Language Arts, as well as the NGSS, as important resources in establishing frameworks for developing deep understanding and cognitive skills in the STEM disciplines. District Administrators, School Principals, CREST staff, and Teachers continue to work in collaborative groups to discharge and integrate the CCSS and NGSS into the District's work.

**STEM Learning Spaces and Contexts:** The Center for Research in Environmental Sciences and Technologies (CREST) is well positioned to support this larger STEM education initiative through the lens of sustainability and the environment. Grounding STEM education experiences in the environment and the context of sustainable development reinforces our District's mission of supporting great thinkers for the world. The arts also provide an important context for STEM education. Science, Technology, Engineering, Arts, Math (STEAM) education provides opportunities to interpret information, thinking critically, and ground their thinking about art in math, science, engineering and technology practices. Courses and programs integrate the arts so that students learn to apply them along with science, technology, engineering, and math. Facilities around the District support these unique and diverse learning experiences and contexts, providing not only the physical spaces but also the tools and resources needed to support meaningful learning for students.



**MakerSpaces:** Typically at the heart of the school and adjacent to the library, MakerSpaces are a place in which hands-on, play-based research takes place. It is a place where students get to choose what they do, with whom they do it, and sometimes for how long. They are the “intellectual playgrounds” of the school. There are often computers with access to coding activities: connected to devices or completely virtual. MakerSpaces have a variety of materials and equipment for experimentation, design iteration, and creation, both virtually and physically.

**STEM Learning Descriptors:**

SCIENCE PRACTICES (NGSS)	TECHNOLOGY (ISTE)	ENGINEERING (NGSS)	MATHEMATICAL PRACTICES (CCSS)
Make sense of phenomenon and ask questions	Act as an empowered learner, leverage technology to take an active role in choosing and achieving learning goals	Defining problems	Make sense of problems and persevere in solving them
Develop, use, evaluate, and revise models		Develop, use, evaluate, and revise models	Model with mathematics
Plan and carry out investigations	Be a digital citizen in the interconnected world	Plan and carry out investigations	Use appropriate tools strategically
Analyze and interpret data	Construct knowledge and curate resources	Analyze and interpret data	Attend to precision
Use mathematics and computational thinking	Innovate design solutions	Use mathematics and computational thinking	Reason abstractly and quantitatively
Construct explanations and storylines	Think computationally, use technology to develop and test solutions	Design solutions	Look for and make use of structure
Engage in arguments from evidence	Communicate and express oneself clearly and creatively	Engage in an argument from evidence	Construct viable arguments and critique the reasoning of others
Obtain, evaluate, and communicate information	Collaborate globally, use digital tools to broaden perspectives	Obtain, evaluate, and communicate information	Look for and express regularity in repeated reasoning



## CAREER AND TECHNICAL EDUCATION (CTE)

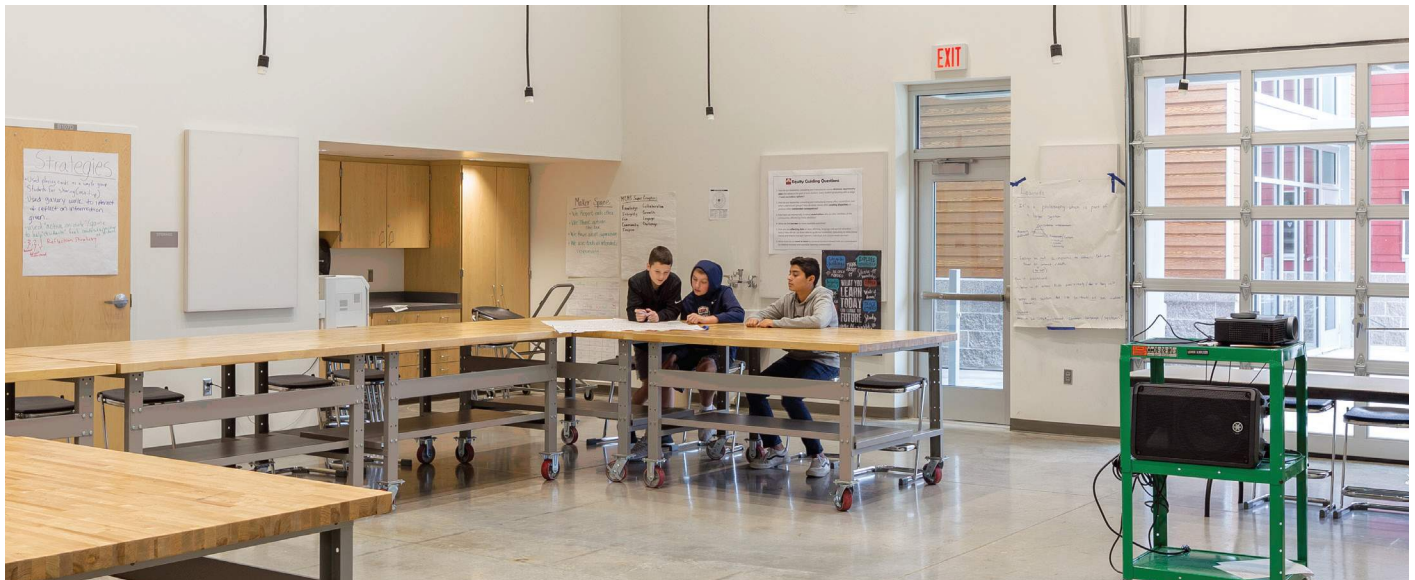
### Career & College Readiness

The district continues to expand its CTE courses of study. We currently offer two of the six CTE state-approved course areas: Arts, Information & Communication as well as Industrial & Engineering Systems.

STATE OF OREGON'S CTE COURSE AREAS	WLWV CURRENT CTE COURSE AREAS
Agriculture, Food and Natural Resource Systems	Environmental Science
Arts, Information and Communication	Arts, Information and Communication
Business and Management	
Health and Biomedical Services	
Human Resources	
Industrial and Engineering Systems	Industrial and Engineering Systems

The 2018-2019 High School Study revealed great interest on the part of students, parents, staff and community members in expanding both course offerings and as well complete CTE Course Areas. There is an emphasis on developing pathways and courses of study in addition to the formal work done by the CTE programs. Although not all expansion is or will lead directly to a new CTE program, there are individual courses within existing departments being developed that align with all six CTE areas. In creating new courses as well as CTE offerings, the district must first take steps to understand what students are interested in as well as what the community can support in terms of mentorships, internships, business and industry models.

The district uses Naviance, a college & career planning tool, for students to envision their future work. This tool will also be used to understand student interest and craft new pathway offerings.



### VISUAL AND PERFORMING ARTS

The Arts are a vital means of transmitting cultural heritage from generation to generation; students come to better understand the nature of the human experience, appreciating the diversity and similarities among people and cultures. An Arts education stimulates, develops, and refines critical cognitive and creative skills, invigorating the process of learning and promoting achievement across all academic subjects. As developing artists, students gain relevant workplace “know-how”, preparing them for jobs where imagination, critical thinking, adaptability, teamwork, and communication are key. The West Linn-Wilsonville school communities integrate art into the everyday experience of all students. Vibrant art classes and performing arts programs make school a place students want to be.

#### Visual Arts

Arts education is integrated with and extends the entire primary curriculum. The District employs a Discipline-Based Arts Education (DBAE) approach to learning and instruction enabling students to have broad and rich experiences with works of art. DBAE uses inquiry-based teaching and learning, tailored to specific ages and grade levels, and emphasizes students’ interests, judgment, reasoning, and critical thinking/problem-solving skills.

Art activities also offer an opportunity to engage community members. School PTA groups actively support art programs by funding materials, art literacy lessons which are taught by community members. Music and Arts Partners (MAP) support art exploration for students and teachers, and Artist-In-Residence Programs transform schools with temporary and permanent installations. At the primary level, learning neighborhood porches are used heavily to teach art lessons, especially in support of artist-in-residence activities. Some primary schools in the District have dedicated rooms used for this rather than porches. The design of porches includes storage for art supplies, durable flooring and furniture, and sinks for wet art activities.

At the Secondary Level, arts programs involve students in discipline-based arts process to develop an appreciation of aesthetics and critique, and further understanding of the relationships between ideas, society, and the arts. Middle School courses include art, drawing, graphic art, and digital design. At the High School level, a great variety of courses are offered in the visual arts. They include but are not limited to 19 fine arts courses and 4 photographic arts courses. Three Advanced Placement (AP) opportunities are offered in Studio Art: Drawing, Studio Art: 2D Design, and Art History. The spaces needed to support these highly successful programs are specific in their nature. Display opportunities throughout the school facility provide ways to highlight the work of students and broaden the benefits of the arts programs to all individuals of the school community. Through partnerships with cities, High School artists are also provided ways to display work publicly in their surrounding community.

## Performing Arts

Music, dance, and theater are all part of the primary arts program. There is a great deal of movement and dance associated with music education at the primary level. This requires the music rooms to be large enough and have adequate instrument storage in order to free up the floor space in the room to safely hold movement-based lessons. Because the District's programs are so well supported with the proper equipment and instruments, storage is of great importance: to ensure access to instruments, to protect them from damage, and for security. There is a strong investment in performances at the primary level. It is important that stages, even at the primary and middle school level, have appropriate theatrical lighting, acoustics, sound, data, projection screens, and robust audio/visual systems.

Music and wellness programs at the primary level work closely together. Music teachers are given training and support to create academic access points for students. Teachers in the arts have an opportunity to reach students that may not otherwise see themselves as academically successful. Success in a music class builds confidence in students that can be leveraged to increase their engagement with other academic programs throughout the day.

The Strings After-School Program meets twice a week with two classes housed in Boeckman Creek and two at Cedaroak Park. Students that take part in the program are bussed from neighboring primary schools. Due to the successful procurement of grant funding, the program was able to purchase a number of instruments. Proper equipment and storage is an integral component of a successful program. Students that take part in the Strings Program have the opportunity to grow their skills in the orchestra programs offered at the secondary level.

At the middle school Level, arts programs involve students in discipline-based arts process to develop an appreciation of aesthetics and critique, and further understanding of the relationships between ideas, society, and the arts. Courses include band, choir, guitar, percussion, play production, drama, orchestra, jazz band, and chamber choir. Middle schools have an annual musical which takes place in the High School auditoriums. The musical involves 200-300 students every year and is extremely well-attended.

Both West Linn and Wilsonville High School are home to vibrant art communities. Two large community performances are held each year in the high school auditoriums. A wide variety of courses are offered including but not limited to 5 vocal courses, 9 instrumental and general music courses, and 14 performing arts courses (theater, dance, film). Performing arts courses range from Symphonic Choir to Video Production and include one AP opportunity in Music Theory. The spaces needed to support these programs at the high school level are very specific in their design and operation. Two large theater performances are put on each year by both high schools and are very well attended. The theater arts program in Wilsonville, in particular, has grown significantly in the past several years and has outgrown its current performance space within the school. The District is committed to arts programs at all schools and seeks to provide places that meet the needs of the programs and are reflective of their excellence.

### THE CENTER FOR RESEARCH IN ENVIRONMENTAL SCIENCES AND TECHNOLOGIES (CREST)

The Center for Research in Environmental Sciences and Technologies (CREST) is an environmental education center that serves students and teachers of the West Linn-Wilsonville School District. The CREST site is located adjacent to Boones Ferry Primary and Wood Middle School and allows for the growing and harvesting of food crops. Since its establishment in 2001, CREST staff have helped thousands of students and teachers learn through doing – by engaging them in field experiences, independent student research, gardening, service learning, and hands-on, inquiry-based science. CREST staff work directly with students in the field, at school, or at the CREST site. CREST also provides curricular support for teachers in the areas of science and education for sustainability. With the exception of day camps and summer camps, CREST is a free resource for students, teachers, and parents of the West Linn-Wilsonville School District.

CREST programs offer an innovative approach to providing real-world and relevant learning experiences for students. Beginning in the 2018-2019 school year, The CREST site became the location for applying Science Technology Engineering and Math (STEM) curriculum, Next Generation Science Standards (NGSS), Career Technical Education (CTE) programs, and sustainability practices. Opportunities for students to engage in field work that applies concepts in science, wellness, and economics take place at the CREST site. Professional learning for teachers at CREST allows them to provide activities for students that include planting, harvesting, and learning about the principles of growing food.

CREST fully supports the mission statement of the district: How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?

Through its different programs, CREST strives to:

- Foster a sense of wonder, understanding, and stewardship for the natural world
- Help students achieve science literacy and develop a lifelong appreciation for science
- Increase personal wellness through connections to local food systems and outdoor activities
- Promote and inspire sustainability through education and demonstrations
- Support teachers in teaching science and environmental education

The District held a summit in May 2018 to gather input from all stakeholders about the continued and future programming at CREST. At that summit, the message communicated by stakeholders was a desire to have a CREST presence in every school. As a result, experiences at the CREST site are extended to each primary level through a School Garden Coordinator. At the middle and high school levels, CREST experiences are taught at CREST Headquarters, and future greenhouse spaces will be considered. Additionally, the CREST facility has a classroom for professional learning and provides a base for high school internships and co-curricular activities.

CREST has continued to evolve over its 18-year existence, adding learning opportunities for students while routinely evaluating the effectiveness and quality of programs. CREST includes all of the experiences students have come to know and love, including new student experiences as well:

- Robust Science Fair opportunities.
- Increased garden and farming opportunities as school gardens are expanded at all nine WLWV primary schools.
- Additional real-world learning experiences through partnerships with local farms and science-based organizations.
- Internship opportunities through high school studies in environmental and agricultural sciences.
- “Learning on the Go” Field Trips for primary-aged students throughout the school year.
- Hands-on summer camps for all ages.



### CO-CURRICULAR ENRICHMENT AND AFTER-SCHOOL PROGRAMS

Co-Curricular Enrichment is an integral part of establishing a culture of excellence, personalization, and support for the whole child that extends beyond the classroom. Participation in Co-Curricular Activities also has the benefit of improving student outcomes – including attendance, participation in class, sense of self-efficacy, and academic performance. In addition, Co-Curricular Activities are an essential part of our Student Services focus area of Creating Inclusive Cultures. Through participation in athletics, performing arts, leadership, enrichment programs, clubs and service activities, students served by Special Education can interact with peers in ways that benefit all participants and strengthen the overall culture of the school. Participation in Co-Curricular Activities can also support the development of Student Voice – another Student Services focus area.

There is a range of activities that can be considered Co-Curricular Activities. There is no single definition and no exhaustive list of activities, and indeed the list of offerings routinely changes based on student interest/need and staff expertise. In general, a Co-Curricular Activity is a school-based activity that is optional, and outside of the regular academic coursework. Also, a Co-Curricular Activity would be an ongoing activity with regular opportunities for participation over the course of weeks or months, and not a one-time event. Co-Curricular Activities can take place before or after school as well as during the school day (lunchtime clubs, for example).

Major categories of Co-Curricular Enrichment Activities:

- Athletics
- Performing Arts (Strings, Missoula Theater, etc.)
- Academic Activities (Science Fair, Lego Robotics, Oregon Battle of the Books, CREST programs, School Garden, etc.)
- Leadership
- Enrichment Programs
- Clubs (Art, Chess, etc.)
- Service Activities

The West Linn-Wilsonville School District is proud to partner with local, private (non-District) services for After School Activities and Childcare. These innovative programs are committed to community engagement and continued enrichment once the school day is complete. Providers are not hired by the district but allowed to rent space to offer their program.

Lego Robotics is offered at the primary level through a private organization and provides an opportunity for students to feed into the school-run robotics programs offered at the secondary level. MakerSpaces provide the optimal location for this program as it requires a flexible space where large tables can be set up with secure storage and robust power/technology infrastructure.

The District supports the communities' needs by allowing after-school community-based childcare programs in all of its primary schools. They are incredibly successful and in-demand with 10% or more student involvement and an extensive waiting list. The programs are mainly housed in the cafeteria/commons of each school and require the use of many types of spaces. These include spaces for wellness activities (outdoor or in the gymnasium), storage of snacks and materials including refrigerated storage and sinks, and restroom access.

## THE LIBRARY: A CENTER FOR RESEARCH AND INQUIRY

The District supports collaboration among teachers and students at all levels. Teaming helps teachers provide a coherent and aligned program kindergarten through 12th grade and classroom-to-classroom. The library is the center of collaboration and inquiry in the school. Seen through this lens, the culture of the school resonates from the library. The themes of school activities, the inquisitive methods of exploration, the wisdom of expert guidance, the joy of reading, the seamless integration of technology, the self-initiated investigation of a question of the moment, the fun of learning, the collaboration of students and staff – indeed, the very mood and ethos of the school – is unmistakable in the library and resonates from the library.

The library is located at the heart of the school connecting students and teachers to research, inquiry, wonder, and delight. The influence of the library is experienced in the center and extends out to the adjoining porches of each learning neighborhood, and into each classroom. The library connects classrooms and extends learning in all subject areas. 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 and supports 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, enjoy and explore reading, and collaboration around questions they might encounter.

The library is interactive, inviting, open, and fun. Activities that occur in the library include problem-solving, design, and collaborative literacy and can be an extension of a MakerSpace. District libraries are designed to allow small groups and individuals to work on projects that challenge their imaginations. Teachers and children work together to sharpen questions, expand students' background knowledge, and connect with local and global experts. Many of the library resources are available digitally. The library is a research base for the school that includes a balance of books and media technology to support literacy and research. MakerSpaces, typically adjacent to the library, are a place in which hands-on, play-based research takes place. (See also, STEM narrative, page 16)

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 are given an honored place in the school.





## INITIATIVES THAT BUILD RESILIENT SCHOOLS

Schools are a part of a larger ecosystem, the demands of which change over time. In addition to the programs outlined above, West Linn-Wilsonville School District embraces many initiatives that shape the design and use of its facilities. Through these four initiatives, the District builds resiliency within its schools, increasing their capacity to adapt to changing conditions.

- High-Performing Schools
- Safe and Welcoming Schools
- Community Partnerships
- Learning with Technology



### HIGH PERFORMING SCHOOLS

High performing buildings integrate and optimize all major performance attributes including durability, life-cycle performance, energy efficiency, and occupant productivity. There is a direct connection between the design and construction of school buildings that truly support the mission of the West Linn-Wilsonville School District: to create learning communities for the greatest thinkers and most thoughtful people...for the world.

### Inclusive Design and Construction Processes

The District is inclusive in the design and construction process. The entire operations, maintenance, and construction management team is integrated into the process. This helps the District get input, consider long-term maintenance ramifications and training, and build a knowledge base within the staff. As a result, when a new building is complete and the contractor hands it to the District to operate and maintain, the staff are much more knowledgeable about the products and systems and are ready to keep them functional throughout the life of their warranty. The District uses multiple strategies to withstand the rising costs of construction and lack of skilled labor in the workforce while maintaining the expectation that construction is of the highest quality. Decisions about initial costs are carefully weighed against long-term life-cycle costs of all products and systems.

There is a growing change in the workforce skills and technical knowledge required to maintain and use highly technical controls and systems for modern buildings. Security, mechanical, and electrical all have a high degree of computer-based and technical control requirements. Including the District IT department into the design and construction of buildings is critical to the overall success of any project. Integrating and blending staff between facility maintenance and IT is becoming the new cultural norm. Project Management Software and Building Information Modeling (BIM) are essential aspects of system maintenance. Resilient building design requires an understanding that a building is a living breathing thing and that there are major differences in how different ages of buildings in the District operate.

### Environmental Sustainability

The District is committed to energy conservation. Incentives in Oregon SB1149 and partnerships with the Energy Trust of Oregon (ETO) have enabled the production of a more resilient product. The District is currently conducting an energy audit of each building using incentive funding to help identify equipment and systems that can be improved. This audit will highlight several factors including the long-term considerations and ramifications of building envelopes, equipment, and operations on the facility's overall energy use. All new school buildings in the District take advantage of solar energy through photovoltaic panels.

Oregon's code requirements have elevated the energy efficiency of buildings as well as their seismic resiliency. The District relies on the design consultant team of architects and engineers as well as local and regional codes to design more energy efficient and resilient schools that perform well into the future.

The District is committed to providing learning opportunities through its buildings and surrounding site. Robust stormwater and water quality standards allow for the use of the site as a teaching tool. Natural features of the site like wetlands or forests are incorporated into the curriculum.

Schools are centers of community. The District partners with local jurisdictions and organizations such as Safe Routes to School to consider ways to make schools more accessible for students that bike, skateboard, or walk to school.

### Farsighted Decision-Making

The nature of buildings can be very rigid. Flexible spaces add to the long-term resiliency of the facility, enhancing its ability to provide places for uses that are not yet known. The spaces need to be simplistic, and not overly complex in their infrastructure so that the users can actually use the buildings – turn on the lights, use the projector, etc. The ramifications that technological advances have on design in schools is vast. The District is thoughtful in deciding what electronics and teaching tools go into schools in order to serve the current needs while also preparing for change.

The District does not build anything without investigating its effects on the educational environment. In all cases, form must follow function. The investment of the building must give the District a place that performs as a school in the end. A resilient building provides spaces that are flexible and can be modified and used differently as teaching and learning methods change. Modern buildings have the potential to enhance the teaching environment through current standards and products available for systems such as lighting, heating, air conditioning, air quality, temperature control, increased acoustical performance, etc.

Consistency in the design consultant team is an important part of the decision-making process, ensuring each new facility fits into the fleet of schools that must be maintained and used for decades. The District requires innovative design solutions, but does not “practice” on untested products or systems, using materials and methods that are compatible with the rest of the buildings it operates. There is a consistency with the specifications that are used for every new building to ensure durable and long life-cycle products and systems are provided in each school.

### SAFE AND WELCOMING SCHOOLS

Safety is a top priority within the West Linn-Wilsonville School District. Many factors are critical to fostering a Safe School Climate, all of which are included in the District's Safety Plan. The District utilizes a three-tiered approach to reviewing, revising, and implementing District-wide security procedures and protocols as well as security upgrades at WLWV schools.

#### Tier I

Tier I encompasses the building level, as well as the District Safety Committee, which is a representative group that proactively reviews current practices and procedures. Tier I includes School Emergency Response Teams (principals, secretaries, counselors, teachers, and staff trained in first aid), who meet monthly to review safety procedures and processes as well as aid in the practicing of those processes. Tier I implements directives given at the Tier II level.

#### Tier II

Tier II is made up of the District Safety Leadership Team, which is made up of District Administrators who regularly meet to review and evaluate district safety and security with guidance from Tier III. This is the group that determines District-wide improvements, how resources will be allocated and utilized, timelines for improvement plans, and review of the Emergency Operations Plan. Tier II includes community partners such as West Linn and Clackamas County Police, and Tualatin Valley Fire and Rescue, who meet quarterly.

#### Tier III

Tier III is the group that guides all District decisions related to safety and security. Tier III consists of a nationally recognized safety consultant that regularly reviews District and school security measures and practices. Elert and Associates ensure that WLWV is using best practices, has top facility safety features, and is in compliance with state and national standards, FEMA procedures, homeland security, and more. Elert and Associates conduct thorough audits, which provide the baseline for the District Safety Plan while influencing ongoing and future safety improvements.

In addition to these three Tiers, the District provides opportunities for public input to better understand the priorities of the overall community. There are ongoing opportunities for citizens and patrons to send safety concerns/ suggestions for all three tiers. The board may designate advisory groups to research or respond to specific safety topics.

### Safety Regulations, Measures, and Processes across the District

The District diligently complies with federal and state safety regulations, updating and upgrading safety measures and processes across these main areas:

- Student Support Systems
- Emergency Preparedness and Response
- Environmental Safety and Health
- Digital Safety
- Operational Safety

### Safe and Welcoming School Building Design

Safety and Security relies on 4 elements: Structures, Systems, Policies, and Practices. The structures and systems are supported by the built environment. Policies and practices rely on the structures and systems in place. There is a direct connection between District safety priorities and the long-range planning for school facilities. The District's design consultants use regional and national school safety design standards to inform their decisions. Teachers and parents are given opportunities to weigh-in on those design decisions throughout the process and engage in the conversation about the interplay between safety, security, teaching, and learning. The District partners with first responders, law enforcement, and city officials throughout the design process.

The District encourages parent involvement, solicits community involvement, and welcomes visitors and volunteers with a layer of security through background checks, etc. Schools welcome all families and provide resources through a culture of care and inclusiveness. The District considers the experience of the building through the lens of the student, family, and staff members. The building and surrounding site should have structures, systems, and practices of inclusion as well as structures, systems, and practices of safety. It is important to maintain a positive reception and consider the whole experience of entering and using a school.



### COMMUNITY PARTNERSHIPS

#### District Commitment to Community Partnerships

The West Linn-Wilsonville School District considers community partnerships not in how it forms partners, but how it can be a partner. Schools and facilities are a hub of the community and have a culture that supports community growth. As schools thrive and grow, so does the community. Schools are part of a greater ecosystem. The relationship between school and local communities and partners is symbiotic. Investment by cities and counties in community assets like parks and public transportation benefits schools just as District investment in shared spaces like athletic fields and theaters benefits the community. Schools don't have community partnerships, they are a community partner.

The District operates 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 (see School Board Commitment to Excellence). To do this, the District is committed to certain actions:

- Expanding communication to increase accessibility and transparency
- Developing “Leading Together” opportunities that foster community involvement
- Partnering with parents and service/community agencies to plan and support students and families
- Strengthen professional organization and university partnerships



### Educational Partnerships

Educational partners enrich the PreK-12 curriculum by linking teachers and students with the world outside of the classroom. Partners strengthen and support the teaching and learning experience of students every day to help it stay rich, connected, and relevant. The expertise and assets the community brings come into the classroom. Partners help improve and extend the systems for teaching and learning and provide additional opportunities through their expertise, research, and consultancy. Community partners push thinking and challenge the District to consider new technology/research/information. Some partnerships are simple on-time, one class/school visits. Others involve periodic or regular visits to classrooms/school or even semester or academic year-long collaborative ventures. Community partners may also host individual students at their workplace for career exploration. Or, they may host a class field trip to demonstrate how classroom subject matter is directly applied to their jobs or hobbies.

### Shared Facility Needs

Community partnerships play an integral role in the planning, design, and operation of school facilities. The District hosts many city, regional, and statewide community events in its facilities including conferences, Oregon School Activities Association OSAA events, Global Read Aloud, Robotics, concerts, Unified activities, etc. Similarly, local community venues also play host to several District events such as field trips, science exploration, and student art creation and display.

A long range plan considers not only the needs of the school district, but also the facilities that support the community at large. The city and school district have a collaborative understanding of the shared use of spaces like playfields, parks, libraries, and performance centers. When cities update their parks master plan, they consider the school sites. The Parks Departments of the City of West Linn and Wilsonville both utilize school facilities for recreational programs and organized community events. There is also a strong need for community arts venues. The high school performance venues fulfill a cultural need in both cities and highlight the need to have true collaboration in the design and use of facilities. Partnerships like those with the Missoula Children's Theater transform school performance venues and engage primary school students in a highly successful co-curricular enrichment program. Some partnerships, such as those formed through PTO and PTA groups, play an active role in fundraising and building facility assets such as playground and athletic equipment.

Capital improvement projects and bonds are brought to the community through bond summits. From the conceptual and planning phases through the design, our committees encourage and provide community input. The recent high school study included parents and an opportunity for both West Linn and Wilsonville Rotaries to give input. The permitting process ensures further outreach via neighborhood meetings and open house events. The District embraces this because it is aligned with the culture of inclusion and desire to listen to school neighbors. Our board is selected by and represents the community. They have a strong connection to listening and welcoming community voices regarding the prioritization of funds.

### LEARNING WITH TECHNOLOGY

Our schools have a long-standing tradition of excellence that is rooted in a culture of action research and innovative practices. It is a culture in which all members of the learning community participate and collaborate in the ongoing pursuit of the district's mission, visions, and goals.

Within this learning environment, technology is now widely used by our students for research, close reading and production. Students use the technological tools available to calculate, to read and write, to tap into streams of live information, to communicate with others, to explore theory and take it into practice, and to do so from school and from home.

Digital video, digital music, graphic multimedia presentations are daily activities in our classrooms. When children are invited to make public presentations of complex learning, the products become models for the next student, the next class. In this way, a rising standard of student performance emerges in the learning community. While certainly incorporating the flash, color, and style of new presentation systems, our students are introduced to this method of presentation early in their educational careers. The early exposure invites this exploration of the tools, but also allows students to move well beyond the whiz-bang of dynamic presentations to presentations that are rooted in content, research, and evidence.

Learning with technology allows children and teachers to do what they could not otherwise do. Technology is allowing the days of hard-bound, heavy, stale textbooks to be moving into the past. Resources for research and study are accessible via the web on robust and accessible tools provided to our students and also accessible on personal devices. Video sources provide a window to worlds the student cannot visit, a seat in the great lecture halls of the world, and quick reference for review or expansion of concepts. State of the art systems adapt and adjust to each student's current level of knowledge and understanding, and can level the playing field to allow students to address curriculum areas even as other skills are still developing. Curriculum developed from a constructivist approach allows students to explore concepts they do not yet understand, test ideas, fail, grow, and construct a useful understanding of the concept. Today's tools for writing help students review and refine their writing, while also providing word choice or sentence structure suggestions that help students learn new, clearer and more illustrative ways to present their thoughts.

Technology allows the "E" (engineering) in STEM to come alive, to move from theory to practice. When posed with a real-world problem – for example, program this drone to navigate through a maze of unknowns – the significance of doing something real causes the learning to come alive. STEM activities facilitate learning through robotics, sustainable agriculture, computer software courses, engineering design and other programs currently happening throughout the district. Cohesiveness and support around these programs also provides important professional development opportunities for teachers looking to also expand their practice and integrate STEM education into their curriculum.

Students are being exposed to CTE (Career/Technical Education) courses that bring real-world application of complex and rigorous concepts in authentic and skill-enhancing practice. Students have the opportunity to explore





graphic design, video production, web development, and a variety of other applied curriculum and pursue a career pathway that can lead to their ultimate livelihood. And, our recent high school study has provided valuable and genuine insight to the value of expanding these offerings.

“MakerSpaces” allow for more applied and authentic learning activities at all ages. To understand MakerSpaces, consider school recesses. There is much learning that takes place on playgrounds. Students are learning the nuances of many games and exploring dirt, puddles, insects, foliage and how they are learning to interact together, and so much more. Learning is real, self-directed, and fun! In an abstract sense, this is also the idea and philosophy associated with MakerSpaces. One could call them “Intellectual Playgrounds”. In West Linn – Wilsonville, MakerSpaces are often found near the center of the school, usually near the library. The MakerSpace may look messy. It will usually contain what seems to be a hodge-podge of craft-type materials (clays, wood blocks, etc) as well as some electronics (3D printer, SnapCircuits, Makey-Makey kits, and much more!). There are often computers with access to coding activities, sometimes connected to devices and sometimes completely virtual. In these environments, students can explore, experiment, and learn without the stressful expectation of a pre-defined outcome.

Assessment with technology escapes the boundaries of time, becoming timely, personalized, and adaptive. Adaptive assessment has greater power to yield useful assessment information for teachers to use as feedback and actionable data.

Every student uses some technology resource every day for their school activities. Access to devices and electronic resources is now ubiquitous and transparent in our schools. This allows the power of serendipity and immediacy to take effect and further enhance the personalized learning opportunities and experiences of students. There is significant impact, efficacy, and ownership to having a question now, and being able to pursue that question now – in that very moment. This happens every day!

With a technology tool in-hand, students can become more active readers who gain deeper understanding. For example, a student can actively access multiple definitions and the background of a word or term. Imagine reading a passage that refers to the Leaning Tower of Pisa. Within a few clicks, students can access a picture along with some quick facts about the building, the city, the area, and the culture. These insights bring deeper meaning and relevance to the original text.

In the social sciences, students can access varying viewpoints. They can research the history of a situation from various angles and gain deeper understanding.

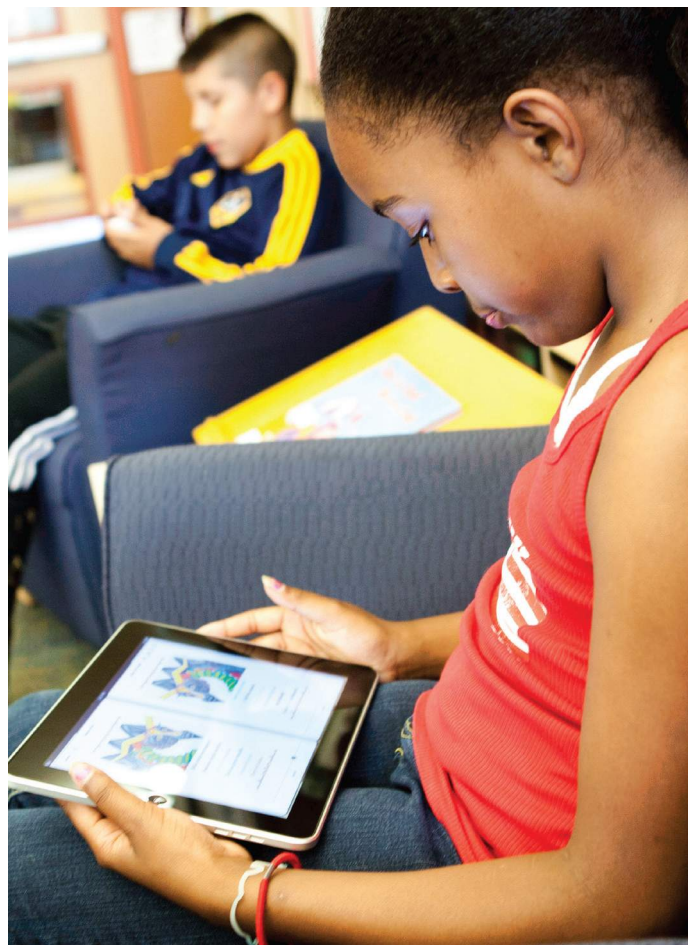
In the math classroom, technology can bring greater synthesis to the application of the theories being learned. For example, we can be told that linear algebra is actually the basis of most computer animation. But with a technology tool in hand, they can be given tasks that cause them to manipulate the mathematical model to create specific results in an animation.

The research and inquiry aspects provided by access to technology are clear as well. The acquisition of fact-based knowledge has been replaced by higher order processes of analysis and synthesis and increased the ability to retain a deeper and richer learning experience.

Teaching in this way is complex, sophisticated, challenging, and intensely intellectual work. The role of each individual teacher has become extraordinarily significant. Successful teachers are those who prepare for their students, not just for their lessons. Successful teachers are more skillful in knowing and understanding individual learners. Successful teachers respond to diverse learners with varied culturally responsive approaches to instruction. Each teacher has a range of strategies and is able to choose the strategy to fit both the content and the learner. Teachers prepare student-centered, divergent learning experiences that draw each and every student to high standards of performance. Teachers in this Age of Learning work from student strengths rather than focusing on the weaknesses. Effective teachers carry the belief that every child can be successful. This mindset leads to a reorientation of teachers' role and disposition toward teaching.

It is important to note that our technology plan is not about the technology itself. While much thought needs to be put into the selection of devices, it is not the device that should drive this. The improvement and enhancement of the pedagogical practices in the classroom that enhance the educational experiences of students toward the achievement and surpassing of initiatives like the Common Core Standards or the Next Generation Science Standards is the ultimate goal.

Technology has also become a vital component of virtually every aspect of our operation. Although perhaps a more indirect, schools that can operate more efficiently, increase safety, and promote responsible use of resources will also experience an enhanced learning environment.



# PART B: SCHOOL FACILITIES

---





GUIN TREE

Education



Please do NOT climb the rack or my body. Thank!



Please do NOT climb the rack or my body. Thank!

Please do NOT climb the rack or my body. Thank!



**INTRODUCTION**

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

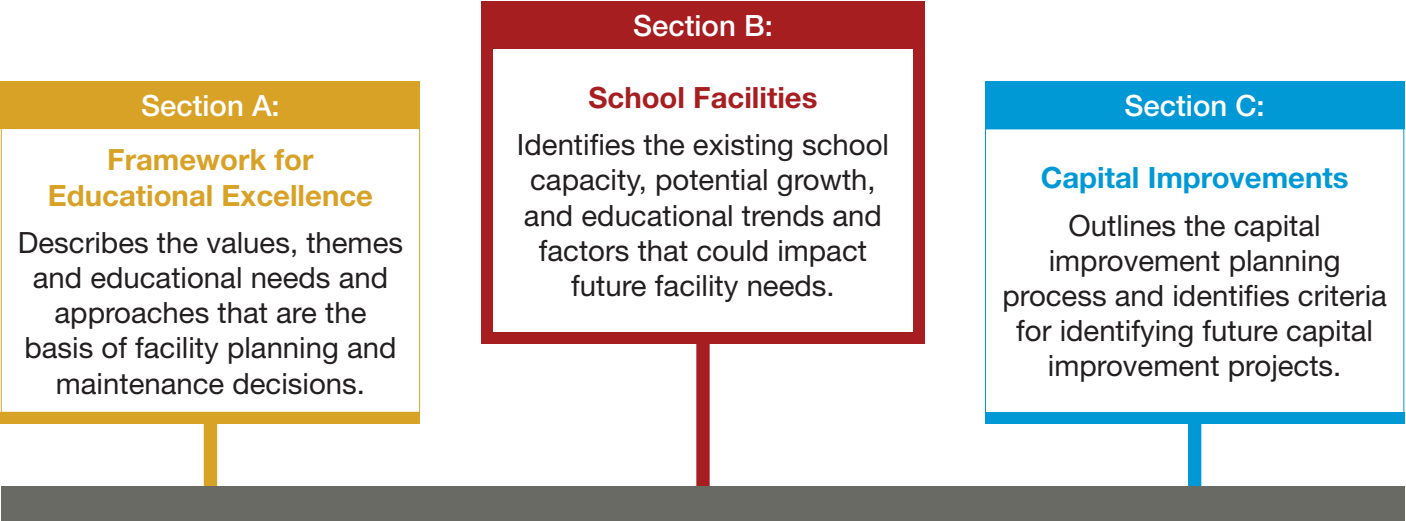
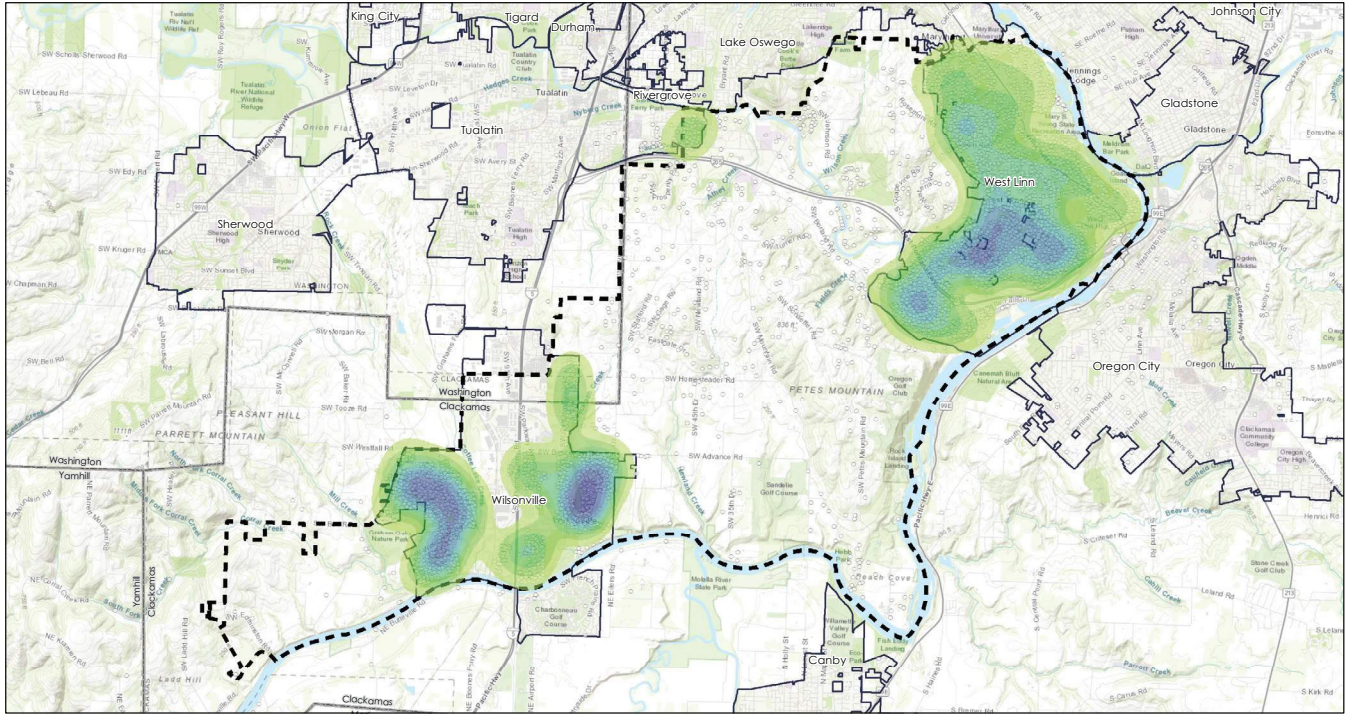


FIGURE 2



LEGEND		Student Density per Square Mile	
	District Boundary		0 - 175
	County Boundary		176 - 350
	Municipality		351 - 525
	Student Household		526 - 700
			701 - 875
			876 - 1,050
			1,051 - 1,225
			1,226 - 1,400
			> 1,400

FIGURE 2

Student Density



SNAPSHOT OF TODAY

Existing Development and Enrollment

The total enrollment for the District on September 30, 2018 was 9,836 K-12 students. The majority of residences and development is located within the cities, with the city of West Linn accounting for the largest share. The relative concentration of the student population in the District is shown in Figure 2.

To evaluate enrollment, the District contracted with FLO Analytics to evaluate existing and future development, resulting enrollment, and the location of students. The District collects quarterly enrollment data for each of the schools. The enrollment figures include 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 2018 is shown in Table 1.

TABLE 1  
2018 SCHOOL CAPACITY AND ENROLLMENT

	SCHOOL NAME	CURRENT ENROLLMENT (2018/19 YEAR)	LEARNING SPACE CAPACITY	AVAILABLE CAPACITY
PRIMARY	Boeckman Creek	550	550	0
	Boones Ferry	610	775	165
	Lowrie	571	575	4
	<b>Wilsonville Subtotal</b>	<b>1,731</b>	<b>1,900</b>	<b>169</b>
	Bolton	345	475	130
	Cedaroak Park	291	500	209
	Stafford	433	525	92
	Sunset	345	425	80
	Trillium Creek	583	575	-8
	Willamette	518	525	7
	<b>West Linn Subtotal</b>	<b>2,515</b>	<b>3,025</b>	<b>510</b>
	<b>Primary Subtotal</b>	<b>4,246</b>	<b>4,925</b>	<b>679</b>
MIDDLE	Athey Creek	702	669	-33
	Meridian Creek	414	490	76
	Rosemont Ridge	743	713	-30
	Wood	532	691	159
	<b>Middle Subtotal</b>	<b>2,391</b>	<b>2,563</b>	<b>172</b>
HIGH	Wilsonville	1,223	1,345	122
	West Linn	1,865	1,730	-135
	Arts & Technology**	111	80	-31
	<b>High School Subtotal</b>	<b>3,199</b>	<b>3,155</b>	<b>-44</b>
	<b>Total</b>	<b>9,836</b>	<b>10,643</b>	<b>807</b>
	Three Rivers Charter*	100	112	12

\*Three Rivers Charter is not included as part of the district enrollment

### LONG RANGE PLAN – 2019 UPDATE

The District currently operates nine primary schools, four middle schools, two comprehensive high schools, one option high school, and one charter school. The last evaluation of the learning space capacity of each school was conducted in 2013. In 2014, District voters approved a Capital Improvement Bond that funded additions, improvements, and new facilities, changing the capacity of many school locations. Specifically, Meridian Creek Middle School is a new facility that opened in the fall of 2017 and Sunset Primary school is a new replacement facility that also opened in the fall of 2017. Major remodel and expansion projects took place at four primary schools (Trillium Creek, Lowrie, Bolton, and Boeckman), and both comprehensive high schools.

Since the 2013 capacity analysis, the educational programs offered by the District have evolved in response to various research-based initiatives, state/federal requirements, and local program investments. The programs that affect capacity are outlined in Part A of the Long Range Plan.

During the fall of 2018, the District revised the Long Range Plan. This effort involved an update to all three parts of the plan:

**Part A: Framework for Excellence** – Describes the values, themes, and educational needs and approaches that are the basis of facility planning and operational decisions.

**Part B: School Facilities** – Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs.

**Part C: Capital Improvements** – Outlines the capital improvement planning process and provides a link between the Long Range Plan and future capital improvement projects that are identified by the Capital Improvement Program.





## LEARNING SPACE CAPACITY

District learning space capacity was first studied in 2007 then updated in 2013 and 2018. Over this 11-year period, changes in capacity occur due, in part, to construction. Two new primary schools were opened in 2012, and one new middle school in 2017. Major renovations and additions to schools provide additional teaching and support spaces. Changes in capacity also occur due to calculation methodology. In the 2007 and 2013 analysis, learning space capacity was calculated using a class size and room utilization method. In the 2018 analysis, capacity was calculated using a square-foot-per-student ratio. Although class size and room use were factors in developing the correct ratio, the analysis resulted in slightly different capacity numbers for each facility. The advantages of calculating building capacity using the sf/student ratio is that, once the ratios are established, they can easily be used to calculate the number of spaces needed in new construction to serve a specified student population.

Long range facility planning requires knowledge of the student capacity that each school can safely, effectively, and efficiently accommodate. The capacity analysis conducted in the fall of 2018 is based on the size of learning spaces and number of students the spaces can support. This square-foot-per-student ratio is derived through an analysis of many factors: national and regional standards, preferred class size, class schedules, academic programs, and District planning priorities.

The learning space capacity analysis is a planning tool that helps the District compare current enrollment to projected growth and the available capacity of its facilities. The analysis takes into account only those areas used for teaching and learning. At the primary level, that is the classroom. At the middle school level, it includes the gymnasium, music, art, science, general education, and makerspace rooms. At the high school level, it includes gymnasium, music, art, drama, science, general education, makerspace, CTE, and weight rooms. There are many spaces necessary for a school building to function that are not considered learning spaces such as the cafeteria, kitchen, locker rooms, administrative offices, hallways, and boiler rooms. The square-footage needed for these core support spaces differs for each building due to such factors as plan layout, site constraints, and program priorities during design. The learning space capacity analysis is not intended to be a tool for building design. Instead, during the planning stages for a new school building, the District uses the experience of the effective functioning of its existing facilities and works closely with architects to determine the area needed for each space and the gross building square footage.

It is also important to recognize that not all learning spaces in the schools are included in the capacity calculation. At the primary school level, one classroom is a designated preschool room. Preschool is currently offered as a tuition-based optional program for resident children, and the current and future enrollment projections are based on populations of students that are between Kindergarten and 12th grade. Therefore, preschool-aged students are not included in the overall K-12 capacity of the District. Additionally, one classroom in primary, middle, and high school buildings is designated as a special education support space. The District’s special education program maintains a fully integrated population of students at all levels, but uses one room in each building to provide additional support or instruction to students as needed. Further explanation of these programs and their facility needs is provided in the Long Range Plan.

During September/October 2018, several meetings were held with District operational and administrative staff to discuss how each building was being used. Floor plans of each building were developed to identify each space and assign the current use. The area of these spaces was calculated and square-foot-per-student (sf/student) ratio applied to determine the overall building capacity. Different ratios were used for primary, middle, and high schools due to the different building and educational functions at each level. The square foot per student needed is a factor of the types of spaces used for teaching. Therefore, at middle and high schools a different ratio is used to calculate the capacity of some teaching spaces due to their particular program needs. For instance, the area needed to safely accommodate a student in a PE class held in the gym is much larger than in a history classroom. The high school buildings have more of these types of large teaching spaces: gymnasiums, black box theaters to teach drama classes, weight rooms for PE class, etc. Although primary schools have gymnasiums, they were not considered an additional teaching space because students remain within their class groupings and attend PE as a support program. In other words, if one first grade class goes to Music, their classroom is left empty. Due to middle and high school schedules, it is possible to have every classroom in full attendance at the same time as PE spaces. As a result, the sf/student ratio is lowest at primary school buildings and highest at high school buildings.

Below is a list of the sf/student ratios used to calculate building capacity:

Primary Schools	37.5 sf/student
Middle Schools	40.6 sf/student
High Schools	46.2 sf/student

**Conclusion - Capacity Analysis**

It is important to recognize that learning space capacity is a planning tool used by the District to assist in comparing current enrollment and the needs projected by future growth. It is not an indication of the quality of the educational environment or programs provided at each school. Principals and teachers assess the needs of each student and use the building in very unique ways to provide a high quality learning environment while considering enrollment, transfers, schedules, staff availability, and district-wide program balance. As is the practice of every public school, actual students attending any given school will routinely fluctuate. This analysis is done concurrent to a demographic and enrollment projection report. Together, these documents are used by the District to understand the facility needs and plan for capital improvement projects.



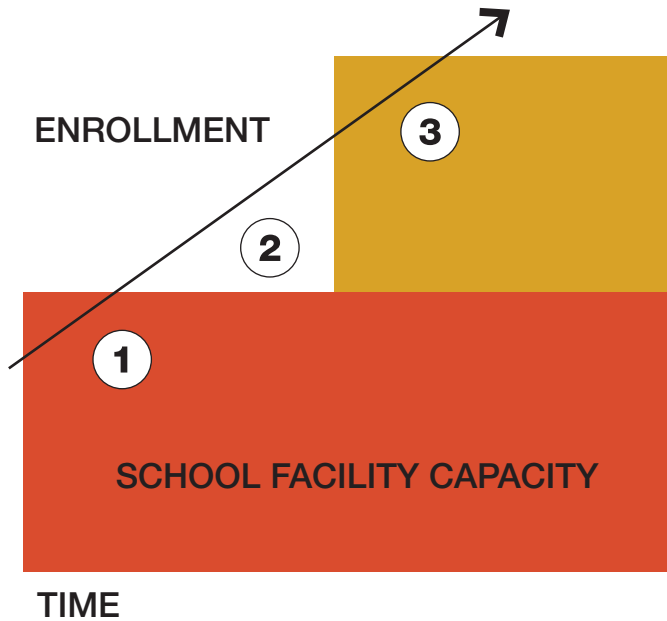
PLANNING FOR THE FUTURE

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 3 demonstrates the balance the District must maintain between enrollment growth and capacity. Figure 4 illustrates how the enrollment has grown steadily and capacity has increased in increments when new schools or school expansions were completed.

FIGURE 3  
SCHOOL FACILITY CAPACITY

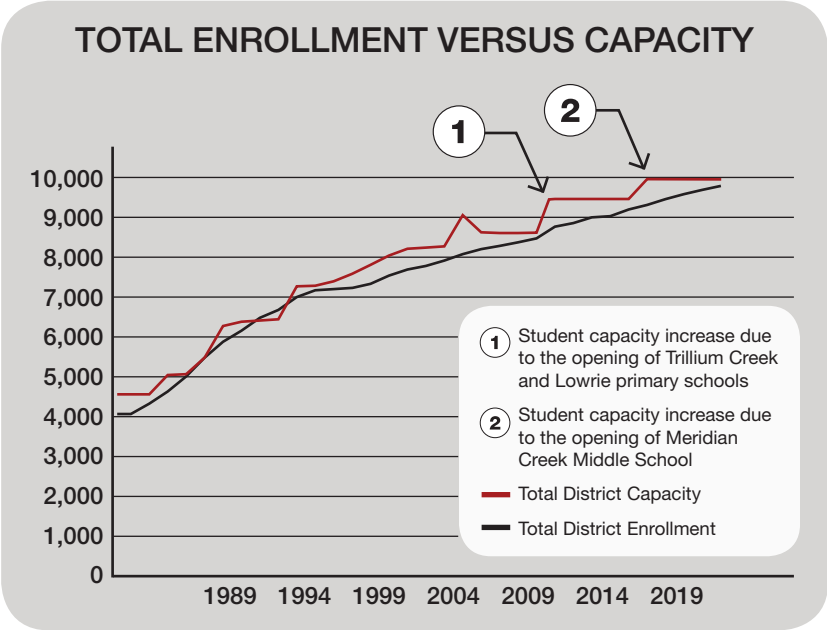


- 1 As enrollment exceeds capacity, the District constructs one or more facilities to increase capacity. There is excess capacity following construction, but because of associated operating expenses, to be financially efficient, this extra capacity should not be too large.
- 2 After completion, the enrollment continues to increase and the capacity remains static. Eventually the extra capacity is absorbed, and the District is over capacity. Portable classrooms, larger class sizes, and other measures are used to accommodate students during this period.
- 3 Periodic capacity deficits are considered necessary, however, they soon need to be addressed with another increment of new capacity or serious overcrowding will result.

### 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, co-curricular enrichment, inclusive services, visual and performing arts, and community partnerships as described in Part A: Framework for Excellence. The implementation of these programs has effectively changed the District’s capacity because many of them have building space ramifications. Improving educational programs may reduce or increase school capacity, depending on the program. It is important to note that any capacity changes are outweighed by the improved educational results created by these programs.

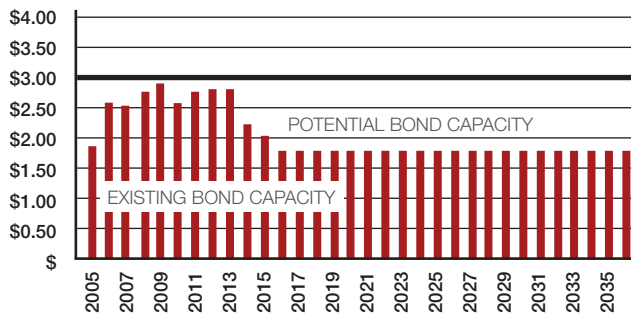
FIGURE 4



### POTENTIAL BONDING CAPACITY

Since 2001, the District has held to its commitment to keep capital bond levies at or below \$3.00 per \$1,000 of assessed value at any given point in time (Figure 5). With previous bonds expiring in 2019, the District sees an opportunity to present a capital bond to voters in the near future to respond to growth and to continue the excellence in education the communities of Wilsonville and West Linn have come to expect without increasing the tax rate.

FIGURE 5  
ANY PUBLIC SCHOOL DISTRICT  
EXISTING V. POTENTIAL BONDING CAPACITY



## ACCOMMODATING FUTURE ENROLLMENT GROWTH

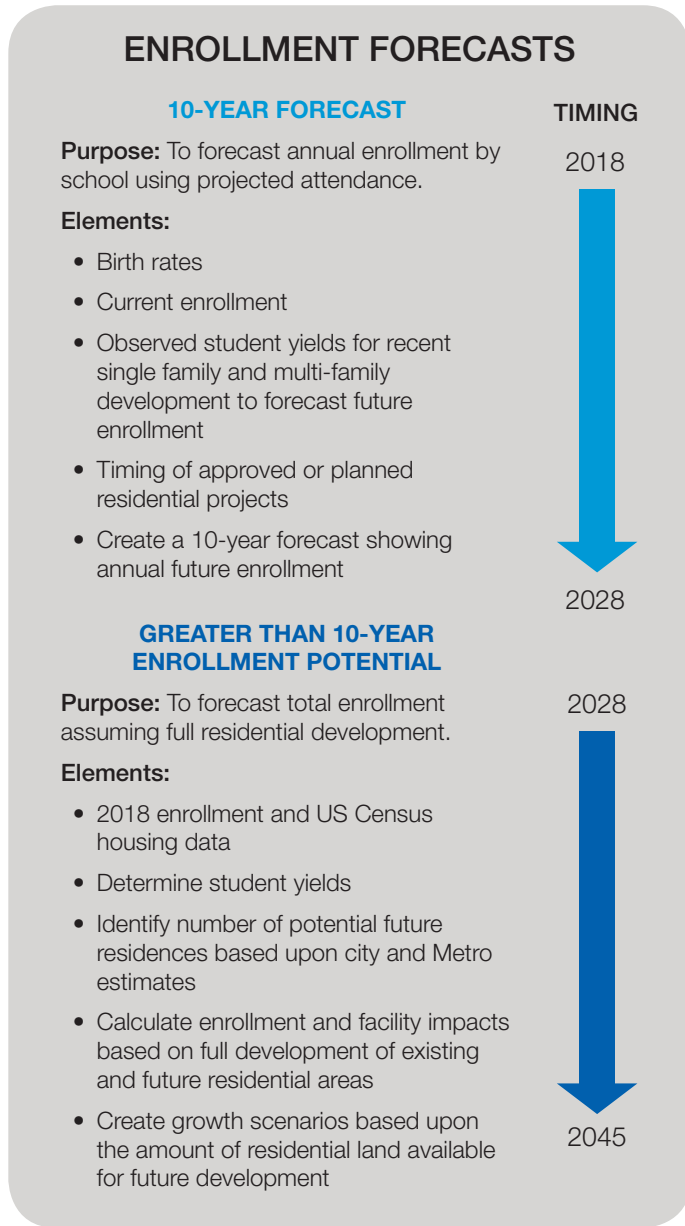
Creating and maintaining a quality educational environment is constantly challenged by enrollment growth, which has increased by approximately 74% from 5,644 students in 1990 to 9,836 students in 2018. In addition to providing the capacity to give each and every student a superior education, the District 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 to assess 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 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.

The District forecasts future enrollment potential in two ways: 1) a shorter-term 10-year forecast of enrollment growth; and 2) a longer-term evaluation well beyond ten years. The 10-year enrollment forecast is based upon the rate and location of new residential development. Understanding these factors is critical to enable the District to proactively respond to imminent enrollments demands. The greater than 10-year forecast considers the enrollment growth potential for areas that are planned for future urbanization. Its primary purpose is to keep the District mindful of the potential magnitude of future enrollment growth and associated facility needs.

A summary of the purpose, elements, and timing associated with forecasts for 10-year and greater than 10-year enrollment growth is provided in Figure 6. Both evaluations are explained in the following sections: 10-Year Enrollment Forecast and Greater than 10-Year Enrollment Forecast. Additional detail regarding the 10-year enrollment methodology utilized by FLO Analytics is provided in the Appendix.

FIGURE 6





## 10-YEAR ENROLLMENT FORECAST

A 10-year forecast is designed to help the District anticipate enrollment in the relative short-term. Forecasts are based on recent demographic trends, existing residences, and approved residential developments. This forecast was prepared in October 2018 by FLO Analytics (Appendix). 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, student yield estimates (Table 3) were calculated by comparing student enrollment associated with recently built single and multi-family residences. It shows that single family, detached residences typically generate approximately one student for every two homes while approximately four 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 projection anticipates significant enrollment growth from 9,832 students in September 2018 to 11,430 students in 2028. Table 2 summarizes the results of the 10-year forecast.

The primary school capacity is 4,925 students with a 2018 student enrollment of 4,246. Similarly, the middle schools, with a capacity of 2,563 and a current enrollment of approximately 2,387, will be adequate in the short-term, but will begin operating over capacity by around 2023. High school capacity is 3,155, and the current enrollment of 3,199 yields a slight over-capacity situation. The overall high school capacity in the District is anticipated to become significant unless additional facility solutions are provided.

While having a general understanding of enrollment potential in ten years is useful, the District must focus on a shorter five-year timeframe to proactively plan future capital bond measures to ensure that adequate school learning space capacities are provided across the District. In preparation for a potential new school bond, the District will be directing most of its attention to school capacity needs in 2023 rather than 2028.



TABLE 2  
2018 SCHOOL CAPACITY AND 10-YEAR ENROLLMENT FORECAST\*

	School Name	Capacity	Enrollment	5-Year Forecast				
			2018	2019	2020	2021	2022	2023
PRIMARY	Boeckman Creek	550	550	559	584	627	654	683
	Boones Ferry	775	610	595	594	601	608	613
	Lowrie	575	571	644	692	731	722	779
	Wilsonville Subtotal	1,900	1,731	1,798	1,870	1,959	1,984	2,075
	Wilsonville Available Capacity		169	102	30	-59	-84	-175
	Bolton	475	345	344	331	331	322	315
	CedarOak Park	500	291	325	329	335	321	318
	Stafford	525	433	423	416	428	436	436
	Sunset	425	345	316	320	324	332	334
	Trillium Creek	575	583	607	604	614	626	622
	Willamette	525	518	541	550	553	569	561
	West Linn Subtotal	3,025	2,515	2,556	2,550	2,585	2,606	2,586
	West Linn Available Capacity		510	469	475	440	419	439
	Subtotal		4,246	4,354	4,420	4,544	4,590	4,661
	TOTAL AVAILABLE CAPACITY (K-5)	4,925	679	571	505	381	335	264
MIDDLE	Athey Creek	669	702	735	751	712	694	720
	Meridian Creek	490	414	462	494	476	476	509
	Rosemont Ridge	713	739	716	702	703	710	743
	Inza Wood	691	532	558	549	565	583	601
	Subtotal		2,387	2,471	2,496	2,456	2,463	2,573
	TOTAL AVAILABLE CAPACITY (6-8)	2,563	176	92	67	107	100	-10
HIGH	Wilsonville	1,345	1,223	1,214	1,286	1,378	1,441	1,504
	West Linn	1,730	1,865	1,930	1,936	1,968	1,971	1,946
	Arts & Technology	80	111	80	80	80	80	80
	Subtotal		3,199	3,224	3,302	3,426	3,492	3,530
	TOTAL AVAILABLE CAPACITY (9-12)	3,155	-44	-69	-147	-271	-337	-375
Total		9,832	10,049	10,218	10,426	10,545	10,764	
TOTAL AVAILABLE CAPACITY (K-12)	10,643	811	594	425	217	98	-121	

\* Projections assume that current school attendance areas remain unchanged.

School Name	6-10-Year Forecast						
	2024	2025	2026	2027	2028		
Boeckman Creek	713	747	786	815	851	PRIMARY	
Boones Ferry	613	613	613	607	608		
Lowrie	781	785	794	800	802		
<b>Wilsonville Subtotal</b>	<b>2,107</b>	<b>2,145</b>	<b>2,193</b>	<b>2,222</b>	<b>2,261</b>		
<b>Wilsonville Available Capacity</b>	<b>-207</b>	<b>-245</b>	<b>-293</b>	<b>-322</b>	<b>-361</b>		
Bolton	312	310	307	299	296		
Cedaroak Park	316	315	310	307	310		
Stafford	438	442	448	452	450		
Sunset	333	330	328	323	318		
Trillium Creek	619	619	620	612	605		
Willamette	559	559	559	557	554		
<b>West Linn Subtotal</b>	<b>2,577</b>	<b>2,575</b>	<b>2,572</b>	<b>2,550</b>	<b>2,533</b>		
<b>West Linn Available Capacity</b>	<b>448</b>	<b>450</b>	<b>453</b>	<b>475</b>	<b>492</b>		
<b>Subtotal</b>	<b>4,684</b>	<b>4,720</b>	<b>4,765</b>	<b>4,772</b>	<b>4,794</b>		
<b>TOTAL AVAILABLE CAPACITY (K-5)</b>	<b>241</b>	<b>205</b>	<b>160</b>	<b>153</b>	<b>131</b>		
Athey Creek	740	752	729	740	755		MIDDLE
Meridian Creek	564	582	595	624	642		
Rosemont Ridge	764	760	737	739	740		
Inza Wood	606	623	627	640	639		
<b>Subtotal</b>	<b>2,674</b>	<b>2,717</b>	<b>2,688</b>	<b>2,743</b>	<b>2,776</b>		
<b>TOTAL AVAILABLE CAPACITY (6-8)</b>	<b>-111</b>	<b>-154</b>	<b>-125</b>	<b>-180</b>	<b>-213</b>		
Wilsonville	1,498	1,522	1,583	1,644	1,713	HIGH	
West Linn	1,962	1,971	2,025	2,049	2,067		
Arts & Technology	80	80	80	80	80		
<b>Subtotal</b>	<b>3,540</b>	<b>3,573</b>	<b>3,688</b>	<b>3,773</b>	<b>3,860</b>		
<b>TOTAL AVAILABLE CAPACITY (9-12)</b>	<b>-385</b>	<b>-418</b>	<b>-533</b>	<b>-618</b>	<b>-705</b>		
<b>Total</b>	<b>10,898</b>	<b>11,010</b>	<b>11,141</b>	<b>11,288</b>	<b>11,430</b>		
<b>TOTAL AVAILABLE CAPACITY (K-12)</b>	<b>-255</b>	<b>-367</b>	<b>-498</b>	<b>-645</b>	<b>-787</b>		

## GREATER THAN 10-YEAR ENROLLMENT POTENTIAL

### FORECASTING ELEMENTS

This second enrollment forecast is used by the District to estimate facility needs beyond the 10-year horizon. It relies upon existing regional and local plans along with development trends to understand what the District enrollment could be once identified residential areas are developed and redeveloped in the future. 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. The rate of development and enrollment change is very difficult to predict more than a few years ahead. Consequently, this forecast beyond 10 years is focused primarily on three elements: 1. number of students per residence; 2. number of potential future residences; and 3. general timing for new residential development.

1. **Understanding the number of students** coming from all residences throughout the District is key to estimating the impact of future residential development. To create an estimate of students per household, or “student yield”, the number and type of recent residential development (single family and multi-family) were compared to calculate the average number of students associated with each new residence. Although they are likely to change over time as household characteristics evolve, these student yields for 2018 are assumed to remain constant for the purposes of estimating future enrollment as more residences are built within the District. Student yields will be reassessed during subsequent updates of this plan. The student yields for new single family and multi-family residences in the District are summarized in Table 3.
2. **The potential for new residential development** within the current Urban Growth Boundary (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 Reserve Areas” (URAs) where future UGB expansions can occur and “Rural Reserve Areas” where they may not. Metro, in coordination with local governments, originally developed and adopted estimates in November 2012 for the residential development potential of these URAs – several of which are located within the District. These URAs are intended to provide capacity for urban development to 2060. Metro has recently updated its development estimates, and they are reflected in this longer-term forecast that looks beyond 10 years. Any land brought into the UGB over the next 25+ years is planned to come from these designated URAs. The estimated enrollment impact of the portions of the URAs within the District is summarized in Figure 7.

TABLE 3  
STUDENT YIELD FACTORS\*

Grade Ranges	K-5	6-8	9-12	K-12
Single Family Units Student Yield Factor	0.285	0.111	0.125	0.521
Multi-family Attached Units Student Yield Factor	0.111	0.055	0.071	0.237
Average Student Yield Factor	0.198	0.083	0.098	0.379

\*FLO Analytics evaluation of student ratios related to new development, information from local jurisdictions, and educated assumptions about new development trends.

3. **The general timing for expanding the UGB for urbanization** is the final element. Following 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. However, in December 2018 Metro approved a UGB expansion in Wilsonville by bringing URA 4H Advance Road/Frog Pond into the UGB. Future UGB expansions will be considered on a six-year cycle and are based on regional growth rates and the ability and willingness of local cities to provide needed public infrastructure. The time period considered extends to 2045. The Metro timing estimates and development potential for UGB expansion are used to form the District’s greater than 10-year enrollment forecast and the growth scenarios described in the following section.



### GREATER THAN 10-YEAR GROWTH ASSUMPTIONS AND OUTCOME

It is important to recognize that longer-range estimates are based upon very general information and will certainly be subject to re-evaluation and revision over time. The primary purpose of the forecast is to give the District some guidance regarding the approximate magnitude of future residential development and its potential impact on future enrollment.

This scenario is based on the following assumptions:

- Any remaining undeveloped residential land within the existing UGB, which did not develop during the 10-year forecast period to 2018, will develop to the maximum current density allowable.
- The learning capacity for existing schools (Table 1) will remain constant. For planning purposes, the learning capacities for new schools is assumed to be:
  - Primary school – 550 students
  - Middle school – 750 students
  - High school – 1,700 students
- The ratio of school age children per residence will be consistent with student yield ratios calculated for recently constructed housing units (Table 3 and FLO Analytics report in Appendix).
- The urban reserve areas brought into the UGB will be developed at densities assumed by Metro (typically 10 to 15 units per acre).

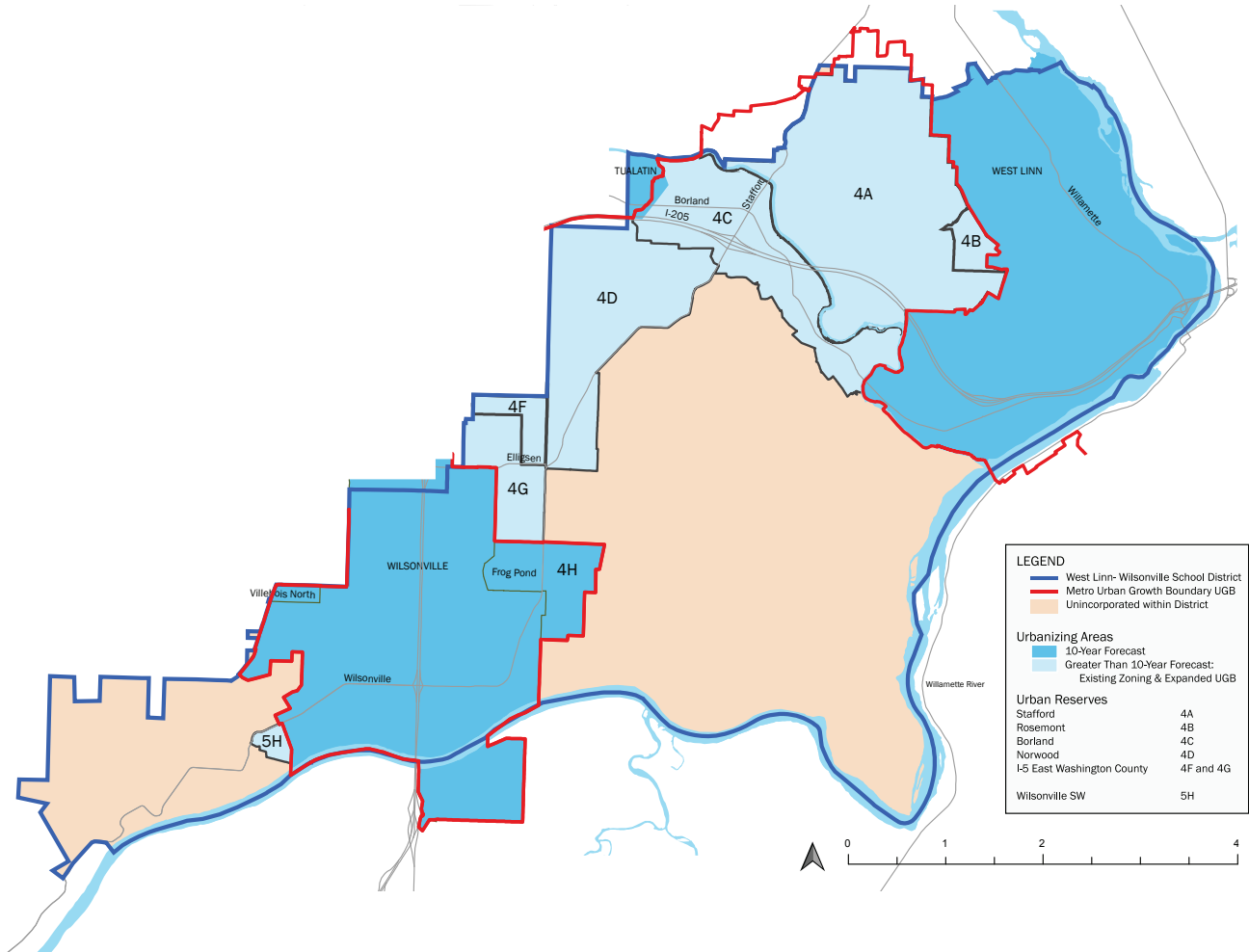
This growth scenario includes land located in the north-central portion of the District with Stafford Basin/Borland Road representing the major areas involved (Figure 7). Several of the urban reserve areas are only partially within the District. All of these areas are estimated to yield over 24,000 residential units. Metro anticipates that full development in these urban reserve areas will not occur until sometime after 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 as well as infill and redevelopment within the existing UGB, 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 within the District.



FIGURE 7  
 POTENTIAL ENROLLMENT OF FUTURE URBANIZED AREAS

Future Development	Future Potential Dwelling Units*	Additional Enrollment Estimates			
		Primary	Middle	High	Total
<b>10-Year Forecast (Table 2)</b>					
Subtotal		548	389	661	1,598
<b>Greater Than 10-Year Forecast</b>					
4A Stafford	7,389	1,463	613	724	2,800
4B Rosemont	826	164	69	81	313
4C Borland	4,326	857	359	424	1,640
4D Norwood	7,869	1,558	653	771	2,982
4F Elligsen North	2,808	556	233	275	1,064
4G I-5 Elligsen South	1,180	234	98	116	447
5H Wilsonville Southwest	252	50	21	25	96
Subtotal	24,650	4,881	2,046	2,416	9,342
<b>Total</b>	<b>24,650</b>	<b>5,429</b>	<b>2,435</b>	<b>3,077</b>	<b>10,940</b>

\*The housing mix has not been determined for, and it is assumed to be a 50/50 mix of single and multi-family. Therefore, an average student yield factor for single and multi-family is applied to the total number of anticipated housing units.



**FUTURE SCHOOL NEEDS**

**TRANSLATING RESIDENTIAL DEVELOPMENT INTO ENROLLMENT IMPACT**

The future development within the next 10 years and beyond 10 years must be interpreted to estimate the enrollment impacts associated with each forecast. 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.

**TABLE 4  
FUTURE POTENTIAL SCHOOL FACILITY NEEDS SUMMARY**

	PRIMARY	MIDDLE	HIGH	TOTAL
<b>Existing Conditions</b>				
2018 Capacity	4,925	2,563	3,155	10,643
2018 Enrollment (9/30/18)	4,246	2,387	3,199	9,832
Remaining Capacity	679	176	-44	811
<b>Schools</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>16</b>
<b>10-Year Forecast</b>				
Enrollment in addition to existing conditions	548	389	661	1,598
Total enrollment district-wide	4,794	2,776	3,860	11,430
Additional educational capacity needed once remaining capacity is utilized	-131	213	705	787
Schools required in addition to existing conditions	0.0	0.3	0.4	0.7
<b>Total schools required district-wide</b>	<b>9.0</b>	<b>4.3</b>	<b>3.4</b>	<b>16.7</b>
<b>Greater Than 10-Year Forecast: Existing Zoning and Expanded UGB</b>				
Enrollment in addition to 10-Year Forecast	4,881	2,046	2,416	9,342
Total enrollment district-wide	9,675	4,822	6,276	20,772
Schools required beyond the 10-year forecast	8.9	2.7	1.4	13.0
<b>Total schools required district-wide</b>	<b>17.9</b>	<b>7.0</b>	<b>4.8</b>	<b>29.7</b>



**ENROLLMENT IMPACT ACROSS THE DISTRICT**

The student enrollment is not evenly distributed, and the concentration of students is expected to vary widely across the District. During the timeframe of the 10-year forecast, the majority of the enrollment growth is anticipated to come from the Wilsonville area with approximately 1,400 new students coming from Villebois and Frog Pond in addition to smaller residential projects located throughout the city. West Linn is expected to see moderate growth related to infill development, and the unincorporated areas in the District are anticipated to have insignificant enrollment gains.

The greater than 10-year forecast would produce unprecedented enrollment growth totaling over 9,000 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 the greater than 10-year forecast are not considered in the following evaluation of the District’s more immediate school facility needs. This longer-range forecast should be revisited in future updates of this plan.



**DISTRICT PROPERTIES**

In anticipation of future school needs, the District has acquired several properties, which could potentially be used to accommodate new school facilities. The District assumes it will ultimately use these available sites. Additional sites will need to be acquired to meet long-term facility needs. The properties owned by the District are shown in Table 5.

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 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.

TABLE 5  
**SCHOOL DISTRICT PROPERTIES**

PROPERTY	TOTAL ACREAGE	LOCATION
Dollar Street	22 acres	Between Dollar Street and Willamette Falls Drive in West Linn
Oppenlander	10 acres	North Side of Rosemont Road in West Linn
Frog Pond West	10 acres	North of Boeckman Road in Wilsonville
Frog Pond South	9 acres	Southern portion of the Meridian Creek Middle School site in Wilsonville

ACCOMMODATING SCHOOL FACILITY NEEDS

10-YEAR SCHOOL FACILITY NEEDS

The enrollment forecast in Table 2 illustrates what the District should expect over the next ten years. As noted above, the most acute capacity problems will be associated with high schools, which are currently operating slightly above capacity. However, this forecast also indicates that a new primary school will be needed in Wilsonville as the Frog Pond west development accelerates. In order to focus on the anticipated school facility needs for a potential school bond, the school capacity needs forecast for 2023 are highlighted in Table 6.

TABLE 6  
FUTURE POTENTIAL SCHOOL FACILITY NEEDS IN 2023 AND 2028

	2018	2023		2028		LOCATION AND APPROXIMATE TIMING
	CAPACITY	ADDITIONAL CAPACITY NEEDED	NEW SCHOOLS	ADDITIONAL CAPACITY NEEDED*	NEW SCHOOLS	
Primary Schools	4,925	175	0.3	361	0.7	Frog Pond West - potential new primary school. In 2023, the District is forecast to have an overall capacity for 264 students, but the Wilsonville area will have a capacity deficit of 175 students. With the anticipated development of Frog Pond, this capacity shortage is expected to grow rapidly to approximately 361 students in 2028 (see Table 2). This could potentially be a partial primary school in Frog Pond - West designed for future expansion.
Middle Schools	2,563	10	0.0	213	0.3	Minimal middle school capacity needed by 2023, but some additional capacity will be necessary by 2028. This may potentially be satisfied by constructing the planned buildout of Meridian Creek Middle School to full capacity.
High Schools	3,155	375	0.2	705	0.4	Establish a new location for Arts and Technology High School. Providing for additional capacity will be in the near term.
Total	10,643	560	0.6	1,279	1.4	

\*Includes all additional capacity needs based on the 10-year forecast.

**SCHOOL FACILITY NEEDS BEYOND 10 YEARS**

The majority of the longer-term enrollment growth after 2028 is expected from the Urban Reserve Areas generally located on the northwestern and northern portions of the District. West Linn and the south-central areas of the District are expected to contribute very little additional enrollment.

Based on communication with Metro and local governments, full development of this scenario could be anticipated between 2028 and sometime beyond 2045. Assuming that existing capacity is fully utilized before building new school capacity, a total of approximately 13 new schools will be necessary. This will clearly create a need to acquire new school sites beyond what the District owns today to allow for the development of these additional schools. A summary of the primary, middle, and high school needs is provided in Table 7.

**TABLE 7  
FUTURE POTENTIAL SCHOOL FACILITY NEEDS BEYOND 10 YEARS\***

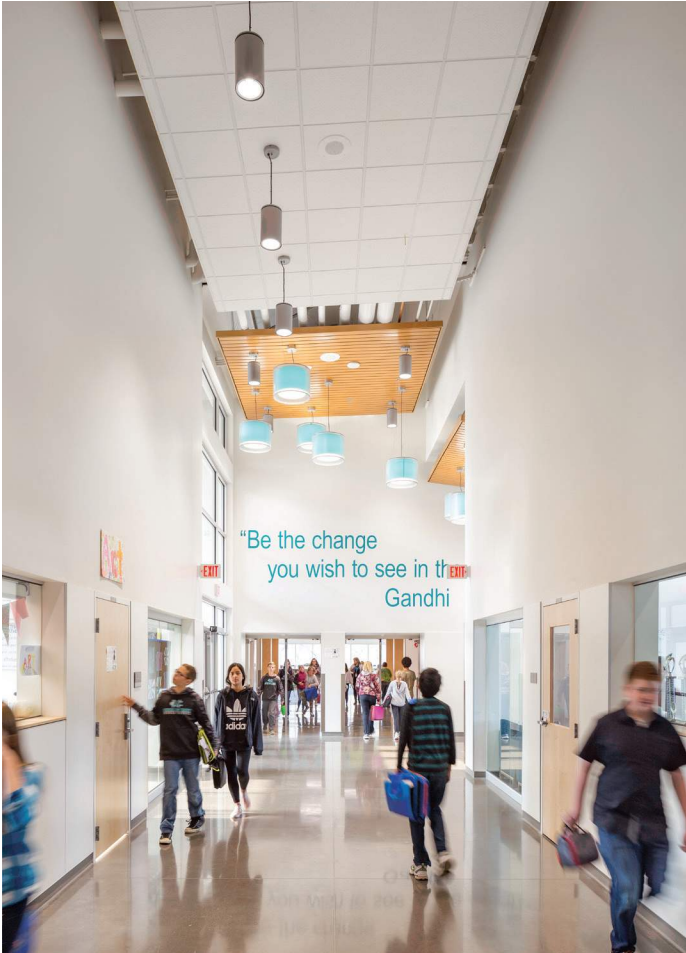
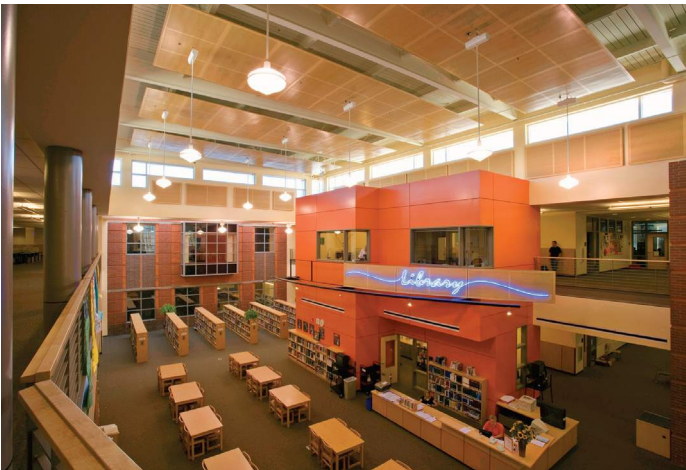
	ADDITIONAL CAPACITY NEEDED	NEW SCHOOLS	LOCATION AND APPROXIMATE TIMING
Primary Schools	4,881	8.9	Potentially utilize the remaining Meridian Creek Middle School site and the Oppenlander property to accommodate two of the additional primary schools needed.
			New facilities will be necessary to accommodate over capacity situation with full development (2045).
Middle Schools	2,046	2.7	Potentially utilize the Dollar Street site for a new middle school.
			New facilities to accommodate over capacity situation with full development.
High Schools	2,416	1.4	New facilities to accommodate over capacity situation with full development.
<b>Total</b>	<b>9,342</b>	<b>13.0</b>	

\*In addition to the 10-Year Forecast

**NEXT STEPS**

The 10-year enrollment forecast coupled with the beyond 10-year 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 primary school capacity in Wilsonville, additional high school capacity district-wide, and finding a permanent home for the Arts and Technology High School. The longer-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 now and the next update of the Long Range Plan:

- Prepare a 10-year 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 reserve area planning being conducted by Metro in coordination with local governments.





# PART C: CAPITAL IMPROVEMENTS



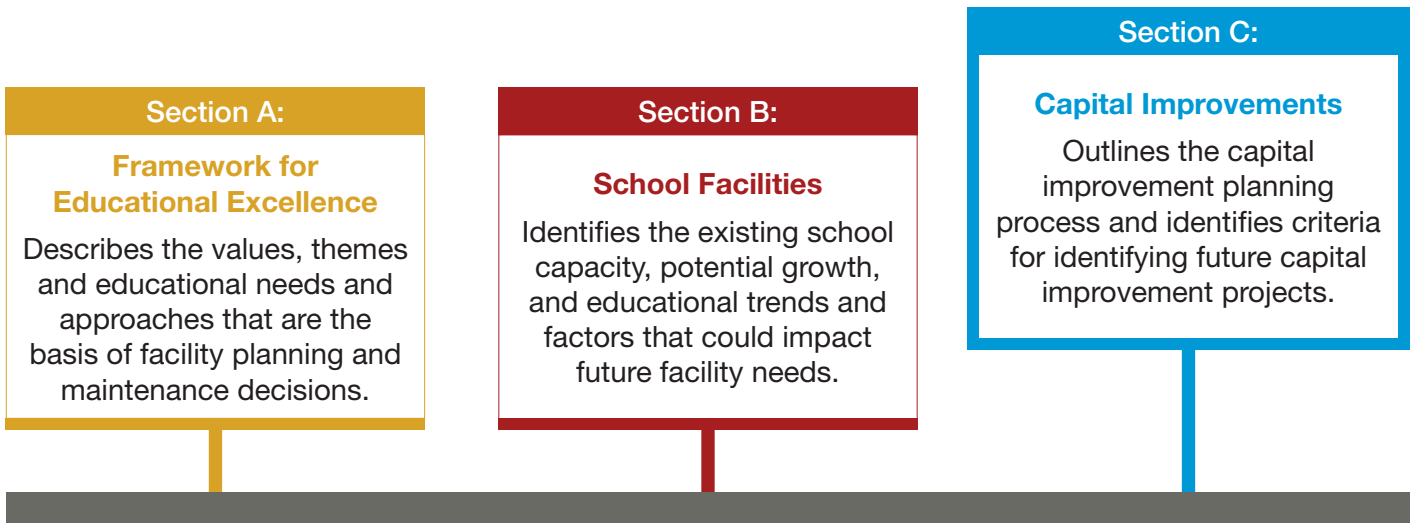






## INTRODUCTION

This section, Capital Improvements, is the third and final section of the Long Range Plan, and describes criteria for evaluating future capital improvement projects and the process for planning a capital improvement program. The three sections that collectively make up the District’s Long Range Plan and provide the framework for school facility needs are:



### CAPITAL IMPROVEMENT PROGRAM (CIP) HISTORY

District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, 2008, and 2014. 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 2014, 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 a new middle school, a replacement primary school, additions to both high schools, new technology district-wide, remodel and modernization of two primary schools, and various athletic and site improvements. The bond provided additional square footage in excess of 95,000 square feet to district facilities, as well as contributing to the local economy after 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 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 life cycle replacement in the District over the last 25 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. (1992 and 1997 bond)
- Similarly, an aging Wilsonville Primary School and growing primary level enrollment in Wilsonville prompted the construction of Boones Ferry Primary which opened fall 2001. (1992 and 1997 bond)
- 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. (1997 and 2002 bond)
- The 2008 bond focus was on primary school crowding by the opening of Lowrie Primary School in Wilsonville and Trillium Creek Primary School in West Linn in the fall of 2012. (2008 bond)
- To meet the needs of an aging primary school facility in West Linn and middle school crowding and projected growth in Wilsonville, the 2014 bond enabled the District to open Meridian Creek Middle School in Wilsonville and Sunset Primary School in West Linn in 2017. (2014 bond)
- Capital bond programs 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 2014 Capital Bond Program. After the 2019 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 the District's progressive planning mindset, the School Board has consistently provided guidance for long term capital needs through thoughtfully created and prioritized Board Goals. The Board has given priority to forward planning and facility stewardship by adopting the following 2018-19 goal: 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. (Board approved goal #4)

As District enrollment increases, and life-cycle replacement schedules narrow, the Board has provided more detail and direction to the Long Range Planning Committee with the following:

- 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;
- Develop a list of potential projects/capital items, which could be included in the next bond issue;
- Develop possible strategies for a future bond issue; and
- Re-calibrate student capacity at all schools.

Throughout this study, interviews were held with District administration, principals, building administrators, classified employees, certified employees, the technology leaders, local city planners, and the District's land-use planner, architect, and mechanical/electrical engineer.

The 2019 edition of the Long Range Plan recognizes the value of community involvement in developing long term vision and positive outcome through collaboration between patrons, the Long Range Planning Committee and the School Board.

## PROJECT EVALUATION CRITERIA

Following the District's vision themes, the Operations Department staff routinely canvass 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.
- **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. Part A of the Long Range Plan provides a comprehensive list and description of programs that shape school buildings.
- **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.
- **Stewardship:** The strong community support experienced over many years has provided the District with some of the finest public education facilities in the state. Stewardship contemplates measures needed to protect these investments, including capital-level maintenance and life cycle replacement.

In addition, supplemental criteria recognizes the role schools play in a larger community ecosystem and embrace these initiatives that shape the design and use of its facilities to build resiliency within its schools and increase their capacity to adapt to changing conditions.

- **High-Performing Schools:** Buildings must integrate and optimize all major performance attributes including energy efficiency, life-cycle performance, durability, and occupant productivity.
- **Safe and Welcoming:** Structures and systems for safe and welcoming schools are supported by the built environment. The policies and practices rely on those structures and systems to be in place.
- **Community Partnerships:** Joint ventures with in-district groups to further the District's mission and empower community interests to the benefit of all. District athletic facilities remain the primary venue for all organized sports in the District and for many community programs. As schools thrive and grow, so does the community.
- **Learning with Technology:** From classrooms to HVAC systems, every aspect of the District is enhanced with technology. It is integrated into and beyond the learning environment.

### CIP TIMING AND SEQUENCE

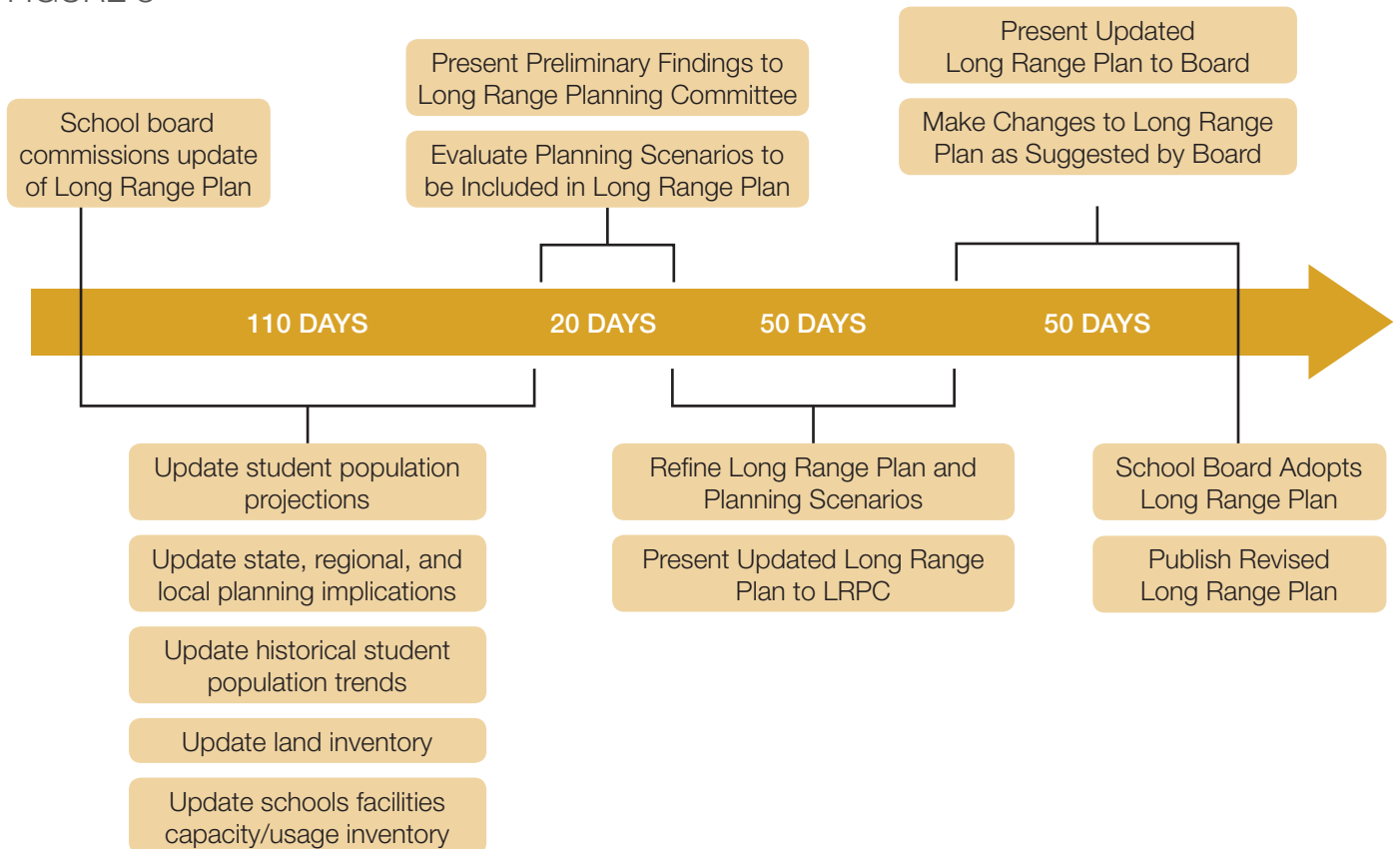
While only the School Board can initiate and implement a Capital Bond election, the LRPC remains engaged year-round in examining facility needs and contemplating next steps. One component of this on-going stewardship is recognition of the process the District has historically established leading up to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

This process and timeline 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.

### UPDATING THE LONG RANGE PLAN

The process of assessing the need for a Capital Bond Program is initiated when the School Board commissions an update of the Long Range Plan. District staff then gather the latest data and projections for student population, facility needs and land inventory. This information allows staff to develop a draft revision of the Long Range Plan. This draft is then reviewed with the LRPC, refined, and presented again for approval. The approved Long Range Plan is then presented to the School Board for final review, changes and adoption.

FIGURE 8

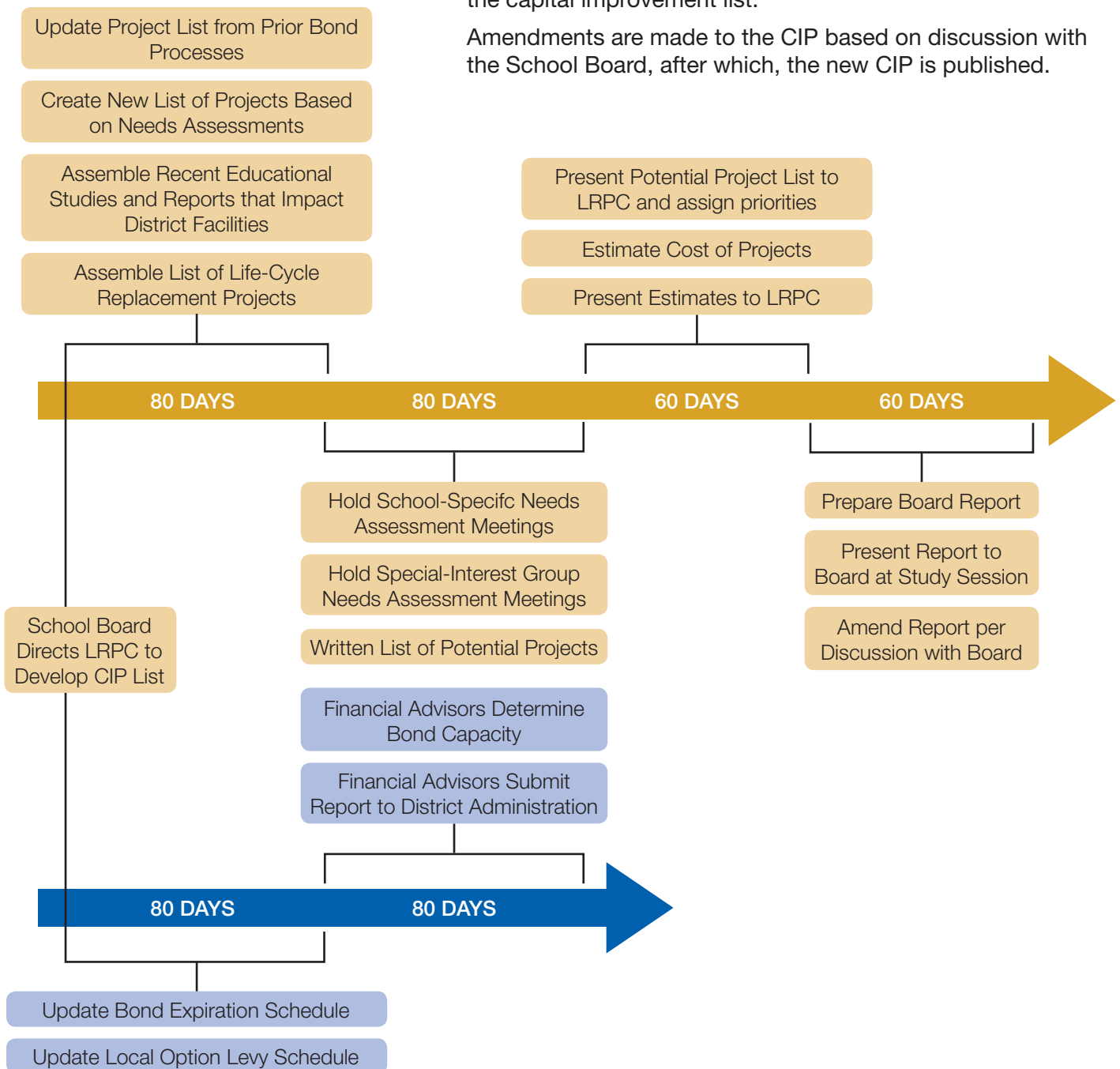


### DEVELOPING A NEW CIP

If the updated Long Range Plan demonstrates the need for significant capital improvements the School Board directs the LRPC to develop a new CIP. Improvements added to the new list include legitimate uncompleted projects from prior bond processes and projects discovered over time that await funding. Additional projects may be identified based on impacts to facilities due to enrollment projections, educational program changes and “needs assessment” meetings with each school and special-interest groups to discuss desired improvements. This list, and associated conceptual cost estimates, are brought to the LRPC for review and inclusion on the capital improvement list.

Amendments are made to the CIP based on discussion with the School Board, after which, the new CIP is published.

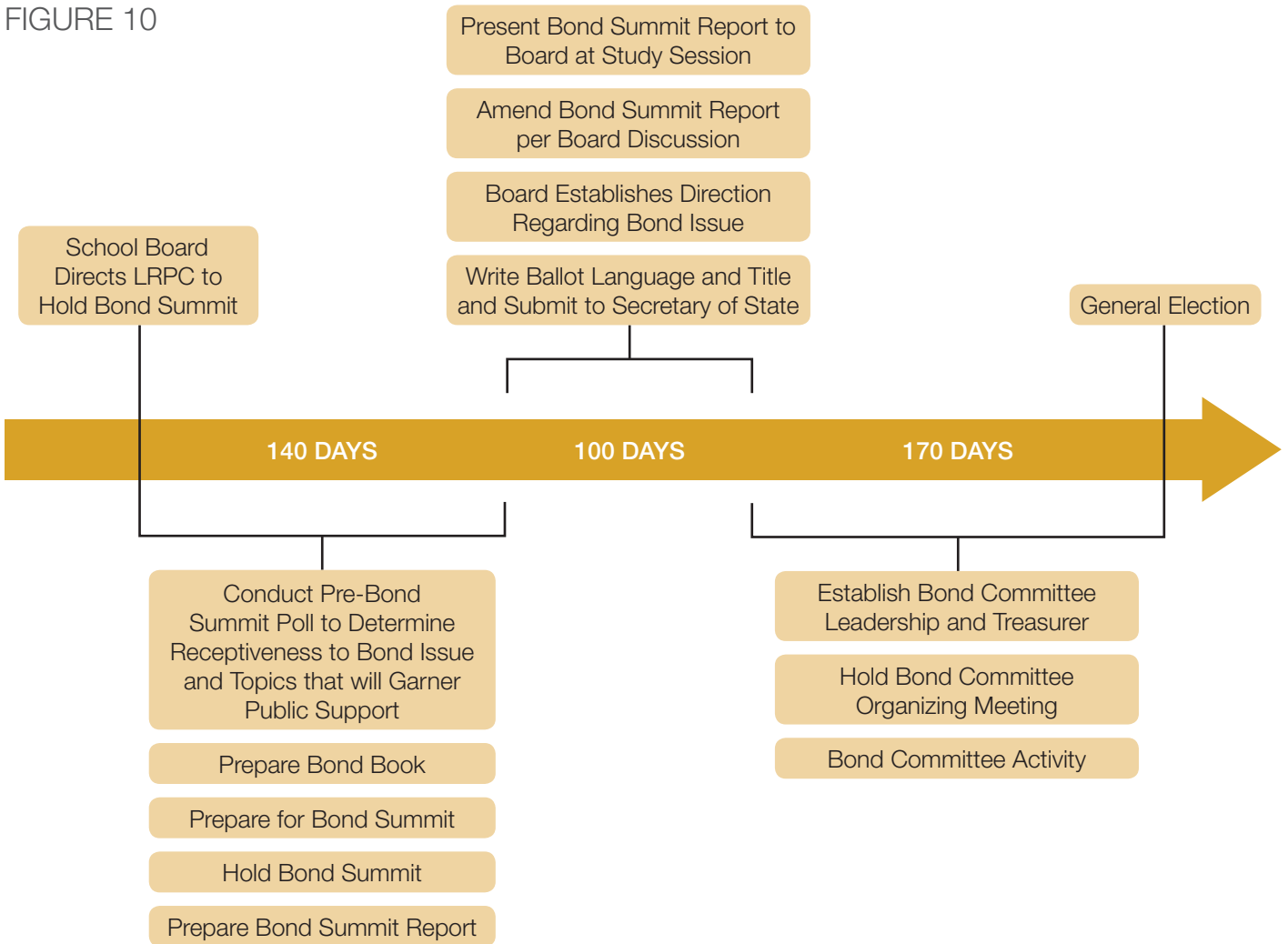
FIGURE 9



### BOND SUMMIT AND GENERAL ELECTION

In response to the published CIP, the School Board may direct the LRPC to hold a bond summit. The purpose of the bond summit is to provide stakeholders an opportunity to discuss the facility needs of the District and to voice preferences for what needs should be prioritized in the event of a bond election. After the bond summit, staff prepares a report of the findings which is brought to the School Board for review. The amended report is then used as the basis for determining direction regarding a bond issue. If the School Board decides to proceed with a bond measure, the language is drafted and submitted to county election officials. A bond committee is then established and the election process proceeds towards the vote.

FIGURE 10





## CAPITAL IMPROVEMENTS

Part C of the District Long Range Plan provides recognition that physical improvements to District facilities are necessary for the advancement of the school district in reaching its goals for quality instruction and learning for all children. This section also makes a strong connection between those instructional goals and the built environment.

While this section does not list specific projects that may be included in a Capital Improvement Program, it does provide appropriate background and a legitimate process by which important capital work can be processed, prioritized, funded and implemented.

West Linn-Wilsonville School District is committed to proactively engaging our community stakeholders in understanding long-term and short-term capital needs of the District. A companion document entitled “Capital Improvement Program”, provides background, motivation and detail as related to the immediate capital needs of the District based on this 2019 Long Range Plan.

In general, that document is created as described below and will be utilized as a resource for future planning.



### CAPITAL IMPROVEMENT PROGRAM

A capital improvement program (CIP) is a five-year plan for financing major public assets based on District-adopted master plans, goals and policies. The purpose of a CIP is to match scarce financial resources with the capital needs of a growing school-community and to preserve or enhance existing capital assets to provide efficient district services.

A CIP provides many benefits:

- Allows for a systematic evaluation of all potential projects at the same time.
- The ability to stabilize debt and consolidate projects to reduce borrowing costs.
- Serves as a public relations and education program development tool.
- A focus on preserving the school District's infrastructure while ensuring the efficient use of public funds.
- An opportunity to foster cooperation among departments and an ability to inform other units of government of the entity's priorities.

Development of a CIP that will insure sound fiscal and capital planning requires effective leadership and the involvement and cooperation of all community stakeholders. For that reason, the District School Board and Long Range Planning Committee actively work every day toward responsible leadership and decision-making for the future of West Linn-Wilsonville schools.



# APPENDIX

---









CRESS

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**

22210 SW Stafford Road  
Tualatin, OR 97062

tel 503 673 7000

fax 503 673 7001



# PART 2

## WEST LINN-WILSONVILLE SCHOOL DISTRICT 2019 CAPITAL IMPROVEMENT PROGRAM

JANUARY 28, 2019 - DRAFT









## West Linn – Wilsonville Schools

To: Kathy Ludwig, Superintendent  
School Board

From: Long Range Planning Committee  
Tim Woodley, Director of Operations

Date: February 23, 2019

Subject: **Part 2-West Linn-Wilsonville 2019 Capital Improvement Program**

In the spring of 2018 the School Board asked the Long Range Planning Committee to explore future facility needs for the District as related to a concurrent update of the District Long Range Plan. This report entitled **Part 2-West Linn-Wilsonville 2019 Capital Improvement Program** summarizes that effort and is respectfully submitted as Part 2 to the District Long Range Plan to support future planning by the Board.

The CIP covers capital improvements in response to growth, equity, student security, CTE/STEM, technology and life-cycle replacement needs at all district sites. This document is the result of a collaborative effort with district administration, staff, community members, private partners, the School Board and Long Range Planning members.

Every effort has been made to fairly and accurately represent the needs of the District. It should also be noted that this document is not prioritized in any way and has not yet been subjected to public review and comment. It is our recommendation that the Board continue that process with a goal of finalizing proposed Capital Projects prior to adoption of Part 2 later in the Spring-2019.

Respectfully

DEPARTMENT OF OPERATIONS

Tim K. Woodley, Director

## **ACKNOWLEDGEMENTS**

West Linn-Wilsonville School District is deeply appreciative of the generous contributions freely given by patrons and staff.

In particular, we wish to extend recognition and thanks to the following individuals and groups for their tireless efforts in compiling the information contained in this report.

### **WEST LINN-WILSONVILLE SCHOOL BOARD**

Ginger Fitch, Chair                      Chelsea King Martin

Dylan Hydes, Vice Chair              Betty Reynolds

Regan Molatore

Dr. Kathleen Ludwig, Superintendent

### **LONG RANGE PLANNING COMMITTEE**

Michael Jones                          Kim Jordan

Kent Wyatt                              Samy Nada

Grady Nelson                          David Lake

Doris Wehler

### **WITH PROFESSIONAL ASSISTANCE FROM**

Tyler Vick, FLO Analytics Enrollment Forecasting

Keith Liden, Planning Consultant

Jim Fitzpatrick, Dull Olson Weekes - IBI Group Architects, Inc.

Rebecca Stuecker, Dull Olson Weekes - IBI Group Architects, Inc.

Nick Collins, PAE Consulting Engineers, Inc.

Stan Pszczolkowski, Architectural Cost Consultants, LLC

Dennis Lawler, CBRE | Heery

Brent Schafer, Todd Construction

### **AND THANKS TO**

City of West Linn

City of Wilsonville

Clackamas County

Washington County

# PART 2 - CAPITAL IMPROVEMENT PROGRAM

## WEST LINN-WILSONVILLE SCHOOL DISTRICT

### Table of Contents

<b>INTRODUCTION</b> .....	1
<b>OVERVIEW</b>	
District Commitment to Excellence .....	3
Growth - The Key Challenge .....	4
Balancing Growth and Capacity .....	5
Capital Improvement Program .....	6
<b>EXCELLENCE IN EDUCATION</b>	
Programming Affecting School Capacity .....	7
Programming Affecting Facility Size, Design and Needs .....	8
<b>THE CAPITAL IMPROVEMENT PLANNING PROCESS</b>	
CIP History .....	9
Responding to Growth .....	9
Primary Schools .....	13
Middle Schools .....	13
High Schools .....	13
Expanding Opportunities and Addressing Capacity at Secondary Level .....	14
Project Selection .....	16
Identification of Facility Needs .....	16
Project Evaluation Criteria .....	17
District-Wide Improvements Project Evaluation .....	18
<b>CAPITAL PROJECTS</b>	
Capital Projects .....	21
Safe & Welcoming Schools .....	22
Increasing Access to the Arts - Wilsonville High School Auditorium Addition .....	23
Expanding Opportunities and Addressing Enrollment Growth at Secondary Level .....	24
West Linn High School Stadium Improvements and Parking .....	26
Addressing Growth at Primary Level - New Wilsonville Primary School .....	27
Learning with Technology .....	28
District-Wide Improvements .....	29
<b>NEXT STEPS</b> .....	31
<b>APPENDIX</b>	
Bond Planning Meetings Log	
Superintendent’s High School Study Group	
Future High School Possibilities	
Memo on Safety Advisory Group Findings and Next Steps	
Initial Recommendations for CREST Programs and Staffing	
Overview of Land History	
District Turf History	



## INTRODUCTION

The West Linn-Wilsonville School District is once again facing school capacity deficiencies due to continued growth in the District. Facility improvements will be necessary to maintain the excellent education programs, which are the District's trademark. The public is invited to help the District determine which improvements should be made and how they should be accomplished. This report is intended to support consideration of a capital bond measure in the near future by providing background information relating to issues facing the District and the potential improvements that could address them.

This report is divided into four key sections:

### OVERVIEW

**WHAT** is the District's mission, what are the challenges, and what is the capital improvement program?

### EXCELLENCE IN EDUCATION

**WHY** does the District's goal for excellence in education serve as the basis for the Capital Improvement Program?

### CAPITAL IMPROVEMENT PLANNING PROCESS

**HOW** is the Capital Improvement Program developed and how will the proposed projects support the District's commitment to excellence?

### CAPITAL PROJECTS LIST AND NEXT STEPS

**WHEN** will the Capital Improvement Program projects be prioritized and implemented?





# OVERVIEW

---







### District Commitment to Excellence

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 potential. This unyielding commitment to excellence has produced an exemplary public education system.



### VISION THEMES

The District creates learning communities that nurture a growth 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.

### Growth - The Key Challenge

Creating and maintaining a quality educational environment is constantly challenged by enrollment growth, which has increased by approximately 74% from 5,644 students in 1990 to 9,836 students in 2018. 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.

To meet this challenge, the School Board first created the Long Range Planning Committee (LRPC) made up of District residents in 1988. The committee's key responsibility is to review the capital improvement and facility needs of the District and to advise the School Board regarding these needs and the priorities for addressing them.

To further enhance the District's ability to proactively plan for the future, it developed the West Linn-Wilsonville School District Long Range School Facilities Plan in 1996, the first of its kind in the state. This plan, developed under the guidance of the LRPC, has provided a rational framework for evaluating and addressing future school facility needs as the West Linn and Wilsonville areas grow. The plan was updated in 2000, 2006, 2014, and again in 2019 to retain its value as a planning tool.

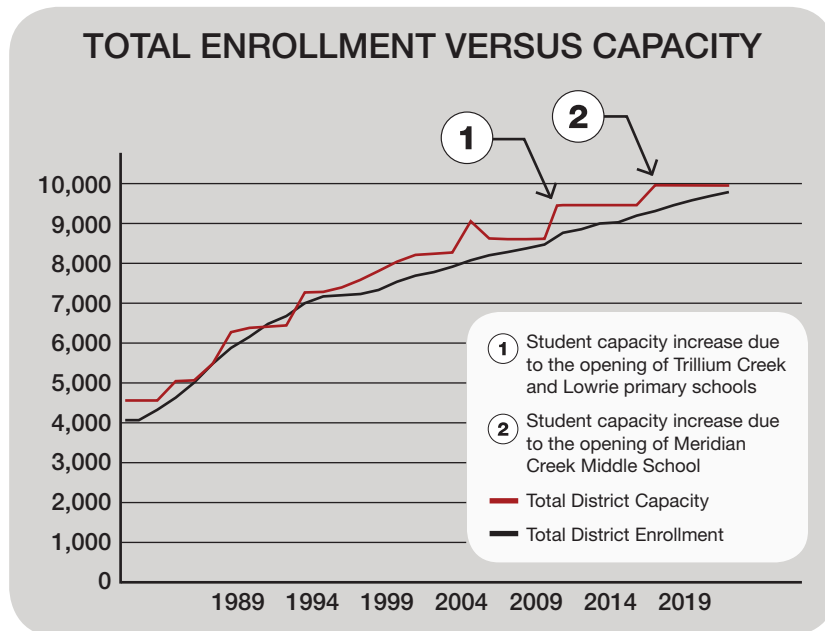


### Balancing Enrollment Growth and Capacity

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 1 demonstrates the balance the District must maintain between enrollment growth and capacity. It illustrates how the enrollment has grown steadily and capacity has increased in increments when new schools or school expansions were completed.

FIGURE 1



## OVERVIEW

---

Facility capacity is directly influenced by educational programs. Following its commitment to provide educational excellence for all students, the District continually seeks to improve its teaching practices. The District has found that an inquiry-based, collaborative, and integrated approach to teaching and learning actively engages students in their education. This well-balanced approach for creating quality education includes the following basic programs:

- Early Childhood Programs
- Inclusive Services: Learning for All
- Cultural Diversity: World Languages
- Health & Wellness
- Science, Technology, Engineering, and Math (STEM) Education
- Career and Technical Education (CTE)
- Visual and Performing Arts
- The Center for Research in Environmental Sciences and Technologies (CREST)
- Co-Curricular Enrichment and After-School Programs
- The Library: A Center for Research and Inquiry

The implementation of these programs has effectively changed the District's capacity because many of them have building space ramifications. Improving educational programs may reduce or increase school capacity, depending on the program. It is important to note that any capacity changes are outweighed by the improved educational results created by these programs.

### Capital Improvement Program


With the District committed to educational excellence and efficiently providing quality facilities, the Long-Range Planning Committee continually examines existing functional needs stemming from aging facilities, expected student population growth, and education program equity for all students. This must be treated as an ongoing process for the District to successfully anticipate needs well in advance. Planning and efficiently providing educational services for the community go hand-in-hand. District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, 2008, and 2014. 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, maintains a stable tax rate, and provides lasting solutions in real time. The 2019 Capital Improvement Program represents the next step toward fulfilling the District's Long Range Plan first envisioned over 25 years ago.

### Potential Bonding Capacity

Since 2001, the District has held to its commitment to keep capital bond levies at or below \$3.00 per \$1,000 of assessed value at any given point in time. With previous bonds expiring in 2019, the District sees an opportunity to present a capital bond to voters in the near future to continue the excellence in education the communities of Wilsonville and West Linn have come to expect.

# EXCELLENCE IN EDUCATION





“Be the change  
you wish to see in the world.”  
Gandhi

EXIT

EXIT

### Programming Affecting School Capacity

Suitable school facilities are an essential prerequisite for providing a quality education. Virtually all educational programs rely on them. The District uses many programs to create a collaborative, integrated approach that provides a high-quality education. While these necessary programs increase the space needs for the District, they significantly enhance the overall quality of education offered to the students. District programs and strategies include:

- Early Childhood Programs
- Inclusive Services: Learning for All
- Cultural Diversity: World Languages
- Health & Wellness
- Science, Technology, Engineering, and Math (STEM) Education
- Career and Technical Education (CTE)
- Visual and Performing Arts
- The Center for Research in Environmental Sciences and Technologies (CREST)
- Co-Curricular Enrichment and After-School Programs
- The Library: A Center for Research and Inquiry



### 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.

- High Performing Schools
- Safe & Welcoming Schools
- Community Partnerships
- Learning With Technology





# THE CAPITAL IMPROVEMENT PLANNING PROCESS

---





## Capital Improvement Program (CIP) History

District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, 2008, and 2014. 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 2014, 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 a new middle school, a replacement primary school, additions to both high schools, new technology district-wide, remodel and modernization of two primary schools, and various athletic and site improvements. The bond provided additional square footage in excess of 95,000 square feet to district facilities, as well as contributing to the local economy.

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 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.

Building on that history, and the commitment to provide quality facilities, the LRPC has examined the existing functional needs of the District stemming from aging facilities, expected student population growth, equity for all students to learn in the most conducive environment and respect for the stewardship required to maintain the facilities we currently utilize. Through this process, the LRPC has compiled and categorized this information into this 2019 Capital Improvement Program.

## Responding to Growth

The District currently operates nine primary schools, four middle schools, two comprehensive high schools, one alternative high school, and one charter school. The last evaluation of the learning space capacity of each school was conducted in 2013. In 2014 District voters approved a Capital Improvement Bond that funded additions, improvements, and new facilities, changing the capacity of many school locations. Specifically, Meridian Creek Middle School is a new facility that opened in the fall of 2017 and Sunset Primary school is a new replacement facility that also opened in the fall of 2017. Major remodel and expansion projects took place at four primary schools (Trillium Creek, Lowrie, Bolton, and Boeckman), one middle school (Wood), and both comprehensive high schools.

The enrollment forecast in Table 1 illustrates what the District should expect over the next ten years. As noted above, the most acute capacity problems will be associated with high schools, which are currently operating slightly above capacity. However, this forecast also indicates that a new primary school will be needed in Wilsonville as the Frog Pond west development accelerates. In order to focus on the anticipated school facility needs for a potential school bond, the school capacity needs forecast for 2023 and 2028 are summarized in Table 2.

TABLE 1  
2018 SCHOOL CAPACITY & 10-YEAR ENROLLMENT FORECAST\*

	School Name	Capacity	Enrollment	5-Year Forecast				
			2018	2019	2020	2021	2022	2023
PRIMARY	Boeckman Creek	550	550	559	584	627	654	683
	Boones Ferry	775	610	595	594	601	608	613
	Lowrie	575	571	644	692	731	722	779
	Wilsonville Subtotal	1,900	1,731	1,798	1,870	1,959	1,984	2,075
	Wilsonville Available Capacity		169	102	30	-59	-84	-175
	Bolton	475	345	344	331	331	322	315
	CedarOak Park	500	291	325	329	335	321	318
	Stafford	525	433	423	416	428	436	436
	Sunset	425	345	316	320	324	332	334
	Trillium Creek	575	583	607	604	614	626	622
	Willamette	525	518	541	550	553	569	561
	West Linn Subtotal	3,025	2,515	2,556	2,550	2,585	2,606	2,586
	West Linn Available Capacity		510	469	475	440	419	439
	Subtotal		4,246	4,354	4,420	4,544	4,590	4,661
TOTAL AVAILABLE CAPACITY (K-5)	4,925	679	571	505	381	335	264	
MIDDLE	Athey Creek	669	702	735	751	712	694	720
	Meridian Creek	490	414	462	494	476	476	509
	Rosemont Ridge	713	739	716	702	703	710	743
	Inza Wood	691	532	558	549	565	583	601
	Subtotal		2,387	2,471	2,496	2,456	2,463	2,573
	TOTAL AVAILABLE CAPACITY (6-8)	2,563	176	92	67	107	100	-10
HIGH	Wilsonville	1,345	1,223	1,214	1,286	1,378	1,441	1,504
	West Linn	1,730	1,865	1,930	1,936	1,968	1,971	1,946
	Arts & Technology	80	111	80	80	80	80	80
	Subtotal		3,199	3,224	3,302	3,426	3,492	3,530
	TOTAL AVAILABLE CAPACITY (9-12)	3,155	-44	-69	-147	-271	-337	-375
Total		9,832	10,049	10,218	10,426	10,545	10,764	
TOTAL AVAILABLE CAPACITY (K-12)	10,643	811	594	425	217	98	-121	

\* Projections assume that current school attendance areas remain unchanged.

# THE CAPITAL IMPROVEMENT PLANNING PROCESS

School Name	6-10-Year Forecast						
	2024	2025	2026	2027	2028		
Boeckman Creek	713	747	786	815	851	PRIMARY	
Boones Ferry	613	613	613	607	608		
Lowrie	781	785	794	800	802		
<b>Wilsonville Subtotal</b>	<b>2,107</b>	<b>2,145</b>	<b>2,193</b>	<b>2,222</b>	<b>2,261</b>		
<b>Wilsonville Available Capacity</b>	<b>-207</b>	<b>-245</b>	<b>-293</b>	<b>-322</b>	<b>-361</b>		
Bolton	312	310	307	299	296		
Cedar oak Park	316	315	310	307	310		
Stafford	438	442	448	452	450		
Sunset	333	330	328	323	318		
Trillium Creek	619	619	620	612	605		
Willamette	559	559	559	557	554		
<b>West Linn Subtotal</b>	<b>2,577</b>	<b>2,575</b>	<b>2,572</b>	<b>2,550</b>	<b>2,533</b>		
<b>West Linn Available Capacity</b>	<b>448</b>	<b>450</b>	<b>453</b>	<b>475</b>	<b>492</b>		
<b>Subtotal</b>	<b>4,684</b>	<b>4,720</b>	<b>4,765</b>	<b>4,772</b>	<b>4,794</b>		
<b>TOTAL AVAILABLE CAPACITY (K-5)</b>	<b>241</b>	<b>205</b>	<b>160</b>	<b>153</b>	<b>131</b>		
Athey Creek	740	752	729	740	755		MIDDLE
Meridian Creek	564	582	595	624	642		
Rosemont Ridge	764	760	737	739	740		
Inza Wood	606	623	627	640	639		
<b>Subtotal</b>	<b>2,674</b>	<b>2,717</b>	<b>2,688</b>	<b>2,743</b>	<b>2,776</b>		
<b>TOTAL AVAILABLE CAPACITY (6-8)</b>	<b>-111</b>	<b>-154</b>	<b>-125</b>	<b>-180</b>	<b>-213</b>		
Wilsonville	1,498	1,522	1,583	1,644	1,713	HIGH	
West Linn	1,962	1,971	2,025	2,049	2,067		
Arts & Technology	80	80	80	80	80		
<b>Subtotal</b>	<b>3,540</b>	<b>3,573</b>	<b>3,688</b>	<b>3,773</b>	<b>3,860</b>		
<b>TOTAL AVAILABLE CAPACITY (9-12)</b>	<b>-385</b>	<b>-418</b>	<b>-533</b>	<b>-618</b>	<b>-705</b>		
<b>Total</b>	<b>10,898</b>	<b>11,010</b>	<b>11,141</b>	<b>11,288</b>	<b>11,430</b>		
<b>TOTAL AVAILABLE CAPACITY (K-12)</b>	<b>-255</b>	<b>-367</b>	<b>-498</b>	<b>-645</b>	<b>-787</b>		

**TABLE 2  
FUTURE POTENTIAL SCHOOL FACILITY NEEDS IN 2023 AND 2028**

		2018	2023		2028		
		CAPACITY	ADDITIONAL CAPACITY NEEDED	NEW SCHOOLS	ADDITIONAL CAPACITY NEEDED*	NEW SCHOOLS	LOCATION AND APPROXIMATE TIMING
PRIMARY SCHOOLS	Wilsonville	1,900	-175	0.3	-361	0.7	Frog Pond West - proposed new 350-student primary school in response to current and projected primary level enrollment on city's east side.
	West Linn	3,025	+439	0.0	+492	0.0	Adequate capacity available in West Linn area.
MIDDLE SCHOOLS	Wilsonville	1,181	+71	0.0	-100	0.1	Meridian Creek Middle School - potential need to build out MCMS by 2028.
	West Linn	1,382	-81	0.1	-113	0.2	Dollar Street Site - proposed new 850-student middle school to replace Athey Creek facility will provide additional 181-student capacity and would respond to minimal growth in West Linn.
HIGH SCHOOLS		3,155	375	0.2	705	0.4	Renovate the current Athey Creek Middle School for a Career and Technical Education-focused high school for Arts and Technology High School. Construct a new Performing Arts Theater at Wilsonville High School and convert existing theater area to instructional classroom to increase capacity +/-200 students.
Total		10,643	560	0.6	1,279	1.4	

\*Includes all additional capacity needs based on the 10-year forecast.  
Minus (-) indicates capacity needed and plus (+) indicates capacity surplus.

## Primary Schools

As demonstrated in Table 1, primary level enrollment today is 169 below capacity in Wilsonville, and 510 below capacity in West Linn. This is due to the recent completion of Lowrie and Trillium Creek primary schools. However, as shown in Table 2, the anticipated development in Wilsonville is expected to turn this available capacity into a deficit of 59 students by 2021, growing to approximately 360 students by 2028. Capacity in West Linn also diminishes, but it is expected to have available capacity for approximately 490 students in 2028.

The Long Range Planning Committee recommends the construction of a new primary school in Frog Pond - West on the site currently owned by the District. This would provide for the rapidly growing enrollment triggered by developing the remainder of Villebois and a large percentage of Frog Pond – West, East, and South.

## Middle Schools

Growth at the middle school level is increasing at a similar rate to primary. However, since there are fewer grade levels involved, the growth evidences itself as a smaller number of additional children. The enrollment in Table 1 shows the middle school level is 176 students under capacity as of September 2018. The available capacity is due to the 2018 opening of Meridian Creek Middle School, which is located in Frog Pond – South. This property was brought into the UGB ahead of the remainder of this area (often referred to as Urban Reserve Area 4H Advance) specifically to allow for the construction of this school. After 2023, middle schools are again expected to begin operating over capacity.

## High Schools

The District has a growing capacity issue at the high school level. Table 1 shows that the three high schools are operating over capacity by 44 students. Only Wilsonville High School is operating within its 1,345-student capacity. The high schools are anticipated to be over capacity by approximately 375 students in 2023 and by over 700 students in 2028. By 2021, all three high schools are expected to be operating beyond their designed capacity.

In addition to capacity, another critical issue facing the high schools is the location of Arts and Technology High School. The District has leased a facility owned by the City of Wilsonville for several years. The lease for this building has been extended to 2022 only with the understanding that the District will actively seek an alternative accommodation. The District needs to determine a new location for the school along with addressing the overall high school capacity issue, which is expected to intensify district-wide over the next 10 years.

The 2018-2019 High School Study revealed great interest on the part of students, parents, staff and community members in expanding both course offerings and as well complete CTE Course Areas. The uniqueness of these programs requires specific equipment, fixtures, and spaces. As the district develops its pathways and courses of study, the spaces supporting CTE programs will need to be considered.

## Expanding Opportunities and Addressing Capacity at Secondary Level

As noted above, both middle school enrollment and high school enrollment will exceed existing capacity in the near term. To respond to this expected growth, district leadership and the Long Range Planning Committee have proposed various solutions to provide adequate school capacity.

As high school enrollment continues to grow beyond the capacity of both West Linn High School and Wilsonville High School; and, the current lease with City of Wilsonville for the Arts & Technology High School will terminate in 2022, district administration brought the issue forward to the public and offered two scenarios as possible solutions:

- Grow both high schools and build/lease a new location for a small ATHS, or;
- Keep both high schools in the 1550 to 1750 enrollment capacity range and grow ATHS to +/-500-students. For this scenario, the options are:
  - Purchase/lease an existing larger facility
  - Build a new larger facility
  - Repurpose an existing school facility

Community Forums were held with district staff, City leadership, community partners and parents to discuss and determine preferred options. Additionally, an on-line survey was conducted over a period of several weeks with responses recorded and summarized. (see appendix “Future High School Possibilities”)





Following a presentation of all materials and deliberation, the Long Range Planning Committee agreed with district patrons and have made the following recommendations for inclusion in the 2019 Capital Improvement Program:

- To accommodate enrollment projections at the high school level, and to expand learning opportunities for students, the proposed project would renovate the current Athey Creek Middle School for a Career and Technical Education-focused high school for Arts and Technology High School. This action would provide additional high school capacity of 500 high school students at the Athey Creek site.
- Construct a new 600-seat performing arts theater at Wilsonville High School similar to the performing arts center at West Linn High School. The theater would be adjacent to the performing arts entrance that was constructed under the 2014 capital bond. The project would convert the existing auditorium, stage, and arena theater into instructional space. This action would provide an additional capacity of +/-200 students bringing the facility total student capacity to 1545 students. The additional space would also lend itself well to Career Technical Education learning.
- An 850-student Athey Creek Middle School replacement facility would be built on the district's Dollar Street property, bringing it into West Linn so that students can walk and bike to school. The 21-acre Dollar Street site would allow for a track, turf field and lights, parking and street frontage improvements, and appropriate site circulation for the new Athey Creek Middle School. Currently, Athey Creek has a student capacity of 669 students. With construction of a new 850-student middle school, capacity would be increased by 181 students and would be responsive to the projected growth in middle school students in the West Linn area for the next 10-plus years.
- While not necessary at this time, projected middle school enrollment increases in the Wilsonville area can readily be accommodated by building out Meridian Creek Middle School from its current capacity of 490 students to 750-850 students as master-planned when the school was originally designed.

## PROJECT SELECTION

### Identification of Facility Needs

As District enrollment increases, and life-cycle replacement schedules narrow, the Board has provided more detail and direction to the Long Range Planning Committee with the following:

- 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 such as the Frog Pond development;
- Develop a list of potential projects/capital items, which could be included in the next bond issue;
- Develop possible strategies for a future bond issue; and
- Re-calibrate student capacity at all schools.

Throughout this study, interviews were held with District administration, principals, building administrators, classified employees, certified employees, the technology leaders, local city planners, and the District’s land-use planner, architect, and mechanical/electrical engineer.

The 2019 edition of the Long Range Plan recognizes the value of community involvement in developing long term vision and positive outcome through collaboration between patrons, the Long Range Planning Committee and the School Board.



## Project Evaluation Criteria

Following the District's vision themes, the Operations Department staff routinely canvass 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.
- **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. Part A of the Long Range Plan provides a comprehensive list and description of programs that shape school buildings.
- **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.
- **Stewardship:** The strong community support experienced over many years has provided the District with some of the finest public education facilities in the state. Stewardship contemplates measures needed to protect these investments, including capital-level maintenance and life cycle replacement.

In addition, supplemental criteria recognize the role schools play in a larger community ecosystem. They embrace many initiatives that shape the design and use of its facilities to build resiliency within its schools and increase their capacity to adapt to changing conditions.

- **High-Performing Schools:** Buildings must integrate and optimize all major performance attributes including energy efficiency, life-cycle performance, durability, and occupant productivity.
- **Safe & Welcoming:** Structures and systems for safe and welcoming schools are supported by the built environment. Policies and practices rely on those structures and systems to be in place.
- **Community Partnerships:** Joint ventures with in-district groups to further the District's mission and empower community interests to the benefit of all. District athletic facilities remain the primary venue for all organized sports in the District and for many community programs. As schools thrive and grow, so does the community.
- **Learning With Technology:** From classrooms to HVAC systems, every aspect of the District is enhanced with technology. It is integrated into and beyond the learning environment.

## DISTRICT-WIDE IMPROVEMENTS PROJECT EVALUATION

This category of projects represents work at all district sites that has been identified over time as improvements that respond to project evaluation criteria. The total list of District-Wide Improvements projects is fairly extensive. In order to organize and prioritize this work two labels are applied to each. The projects are first grouped into one of six types, clarifying the nature of the work involved.

### Type I - Site Improvements

These projects include outdoor improvements such as paving, sidewalks, play equipment, athletic venues, irrigation, and landscaping. **Conceptual estimate: \$5,200,000**

### Type II - Interior Improvements

These include projects for minor interior remodels, carpeting, painting, finishes, ceiling replacement, doors, hardware, and casework. **Conceptual estimate: \$1,800,000**

### Type III - Furniture, Fixtures and Equipment

These items are in constant use by students and staff every day and include classroom furniture, projection screens, wall coverings, tackboard/whiteboard, carts, lockers, office furniture/equipment, kitchen equipment, file cabinets, storage systems, etc. **Conceptual estimate: \$580,000**

### Type IV - Roofing / Exterior Envelope

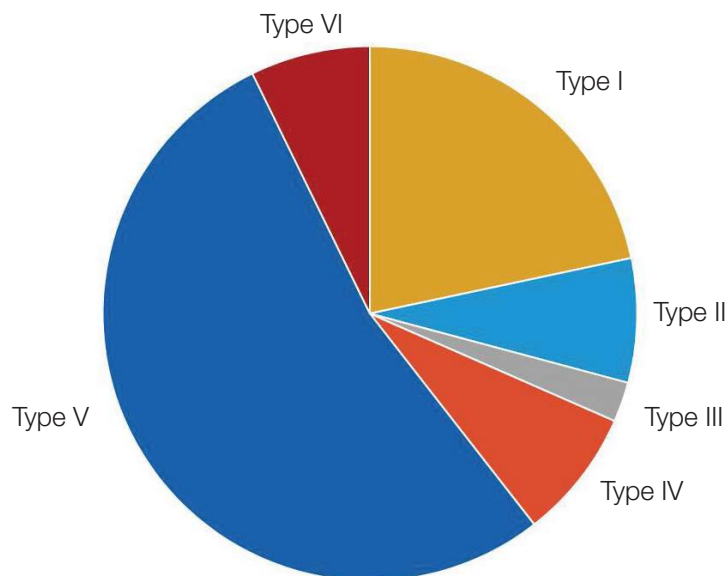
Funding is required at many district buildings to ensure waterproof integrity. Also includes some repair/ replacement of identified siding and windows at specific buildings. **Conceptual estimate: \$1,890,000**

### Type V - Mechanical / Electrical / Plumbing

Fairly self-explanatory; includes repair/replacement of pumps, motors, boilers, fans, electrical components, plumbing components, digital controls, etc. These projects provide both improved performance and reliability, and also capture energy savings. **Conceptual estimate: \$12,790,000**

### Type VI - Fire / Life / Safety

Includes the repair/replacement of building emergency systems and components including fire alarms, emergency generators and fire suppression systems. **Conceptual estimate: \$1,740,000**



Project evaluation criteria are then used to assign each project to one of three categories.

### Category A: Mission Critical

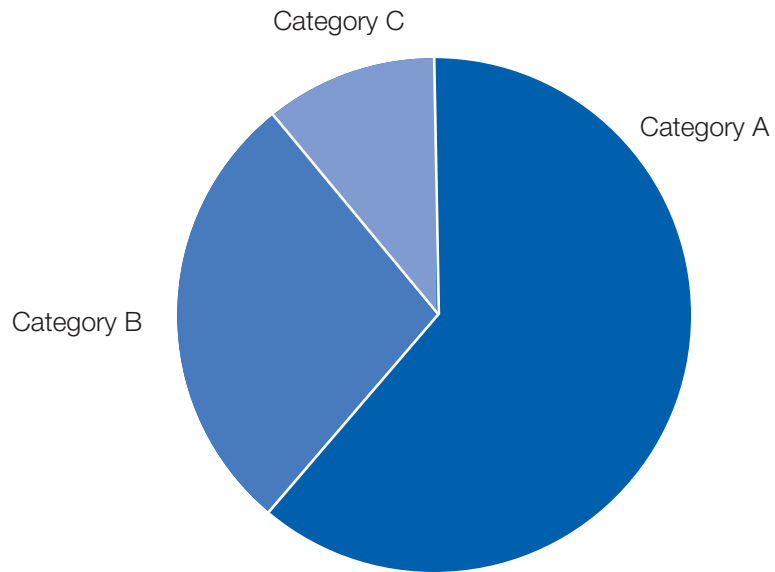
These projects represent work to correct issues that are in/near failure, are out of compliance with code thereby failing to pass critical inspections, cause inordinate labor/repair to keep operational, or otherwise necessary to improve instruction or student performance. **Conceptual estimate: \$14,630,000**

### Category B: Mission Important

This Category of work, while not a threat to daily operations, does have significant value toward efficiency and effectiveness in operations and/or curriculum delivery. **Conceptual estimate: \$6,760,000**

### Category C: Deferrable

This Category represents work that is not in failure, nor necessary to improve instruction or student performance. This list contains items that are currently functional but may require repair/replacement in the next 10-years or are suggested as upgrades that would be useful but not critical. **Conceptual estimate: \$2,610,000**





# CAPITAL PROJECTS

---







**CAPITAL PROJECTS**

The Long Range Planning Committee and operations staff utilized these criteria to bring forward projects that were not funded previously, add new projects, as well as address facilities needs for the next five years.

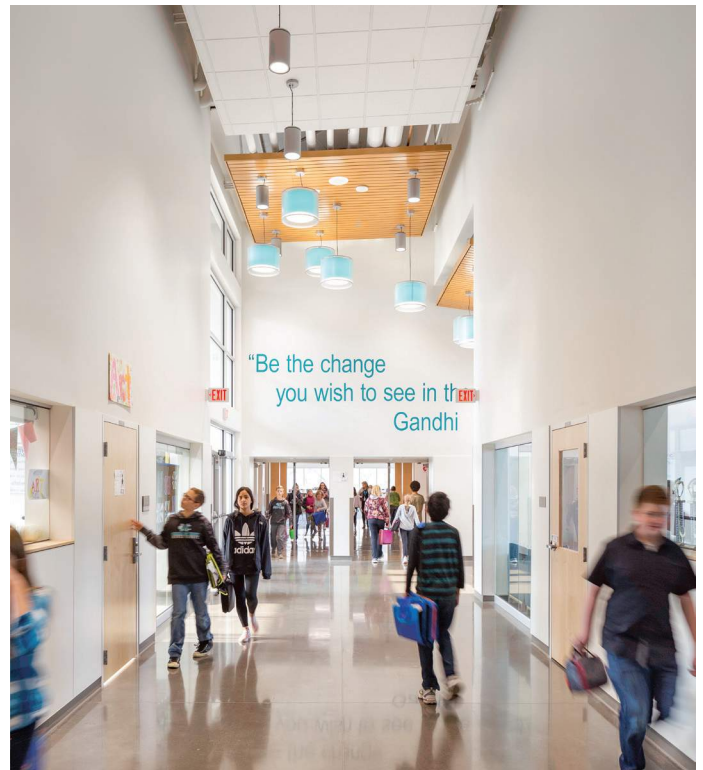
**2019 Capital Improvement List:**

Safe & Welcoming Schools	\$15,250,000
Increasing Access to the Arts - Wilsonville High School Auditorium Addition	\$25,000,000
Expanding Opportunities and Addressing Enrollment Growth at Secondary Level	\$88,000,000
West Linn High School Stadium Improvements and Parking	\$8,300,000
Addressing Growth at Primary Level - New Wilsonville Primary School	\$39,000,000
Learning With Technology	\$18,000,000
District-Wide Improvements	\$13,250,000
 Total Estimated Value:	 \$206,800,000



# SAFE AND WELCOMING SCHOOLS

<p><b>Location</b></p>	<p>All District Locations</p>	
<p><b>Project Summary</b></p>	<p>Providing the best education possible for our students requires a safe, secure, healthy, and welcoming environment for both students and staff. Over the past several years there has been a heightened awareness regarding school safety and security at the national, state and local levels. West Linn-Wilsonville School District is committed to creating and maintaining safe, secure facilities for students, staff and patrons, including the best environment for optimal student learning. West Linn-Wilsonville prides itself on welcoming schools that provide optimal comfort, allowing students to become the best learners they can be. The following themes and projects have been selected for schools across the district.</p> <ul style="list-style-type: none"> <li>• Secure School Entrances</li> <li>• Classroom Lockdown Hardware</li> <li>• Shelter-in-Place Curtains</li> <li>• Intrusion Limiting Glass</li> <li>• Accessible Playgrounds</li> <li>• Air-Conditioning in Primary School Classrooms</li> <li>• Emergency Power Generators</li> </ul> <ul style="list-style-type: none"> <li>• Expand Emergency Power Coverage</li> <li>• Replace Fire Alarm Systems</li> <li>• Replace Fire Sprinkler Systems</li> <li>• Site Lighting</li> <li>• Video Monitoring</li> <li>• Communication Upgrades</li> <li>• Replace Electrical Panels</li> <li>• Hazardous Material Management</li> </ul>	
<p><b>Conceptual estimate: \$15.25 million</b></p>		



# INCREASING ACCESS TO THE ARTS

## WILSONVILLE HIGH SCHOOL AUDITORIUM ADDITION

<b>Location</b>	Wilsonville High School
<b>Project Summary</b>	<p>The major project for this school is a large performance theater with the accompanying support spaces for performing arts including drama instruction and stagecraft. Project would construct a new 600-seat theater (similar to WLHS) adjacent to the new performing arts entrance constructed under the 2014 bond program. This will also convert the existing auditorium, stage and arena theater to instructional space increasing total building capacity of the high school. The nature of that new instructional space will allow for increased Career Technical Education opportunities for Wilsonville High students. This project also includes appropriate site circulation and additional parking in the existing soccer field adjacent to the gyms.</p>
<p>Conceptual estimate: \$25 million</p>	



# EXPANDING OPPORTUNITIES AND ADDRESSING

## RELOCATE AND EXPAND ARTS AND TECHNOLOGY HIGH SCHOOL TO ATHEY CREEK SITE

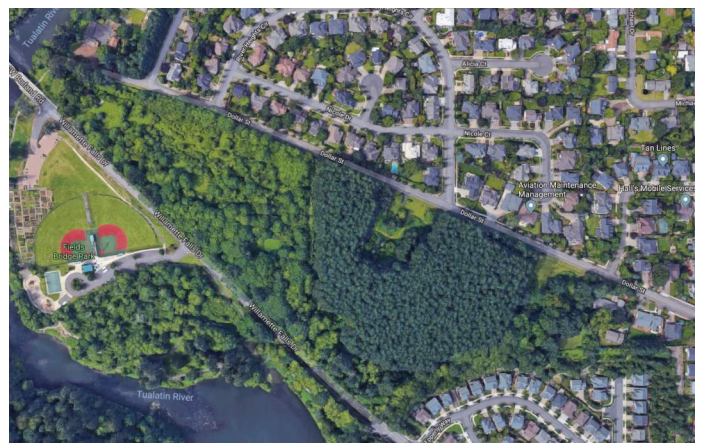
<p><b>Location</b></p>	<p>Current Athey Creek Middle School Site</p>
<p><b>Project Summary</b></p>	<p>The concept for this project is to expand the enrollment of the Arts and Technology High School from its current 100 students to approximately 500 students. The new size would still maintain a smaller feel than the other high schools; and, the increased enrollment could allow for expanded courses and programs to be offered at the school.</p> <p>The plan is to relocate this option high school to the current Athey Creek Middle School building site. This would include:</p> <ul style="list-style-type: none"> <li>• An administration suite would be constructed at the front of the school to assure safety and security for students similar to other schools in the District.</li> <li>• The existing area that houses the current administration suite will be converted to learning space.</li> <li>• Learning space will be designed with Career Technical Education in mind, allowing for diverse programming.</li> <li>• Renovating this existing building for the Arts and Technology High School does not involve a boundary change for middle or high school.</li> </ul>
<p>Conceptual estimate: \$10 million</p>	



# ENROLLMENT GROWTH AT SECONDARY LEVEL

## RELOCATE ATHEY CREEK MIDDLE SCHOOL

<p><b>Location</b></p>	<p>Dollar Street Site Site, West Linn</p>
<p><b>Project Summary</b></p>	<p>This new facility is proposed to be a replacement building for the existing Athey Creek Middle School that is planned to be converted to a new option high school as indicated in the previous project sheet. The new middle school facility will be designed on the 21-acre District-owned Dollar Street site at the southwestern edge of West Linn and is proposed to accommodate 850 students. Construction of this new school will not affect current middle school boundaries.</p> <p>The site components will include:</p> <ul style="list-style-type: none"> <li>• Modern, contemporary middle school. Due to the size and shape of the site, the building is expected to be designed with two stories.</li> <li>• Track, Turf field with lights, and appropriate site circulation</li> <li>• Parking and street frontage improvements.</li> </ul>
<p><b>Conceptual estimate: \$78 million</b></p>	



# WEST LINN HIGH SCHOOL STADIUM IMPROVEMENTS AND PARKING

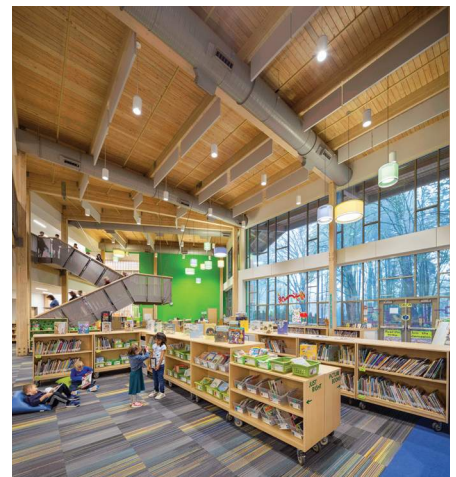
<p><b>Location</b></p>	<p>West Linn High School</p>
<p><b>Project Summary</b></p>	<p>The community of West Linn has demonstrated strong support of District athletics. A capacity increase has been identified as a need for the West Linn High School stadium. This project will include expanded covered home-side seating, as well as additional visitor bleachers. The new seating will accommodate more than 1,000 additional spectators.</p> <p>In order to accommodate the additional stadium capacity, as well as address concerns regarding the availability of off-street parking for students, this project will also include an expansion of the existing south parking lot. The lot will be furnished with appropriate storm-water management, pedestrian paths, landscape, and site lighting. The new lot will accommodate 120 vehicles.</p>
<p>Conceptual estimate for stadium expansion: \$4.8 million                  Conceptual estimate for additional parking: \$3.5 million                  Total conceptual estimate: \$8.3 million</p>	



# ADDRESSING GROWTH AT PRIMARY LEVEL

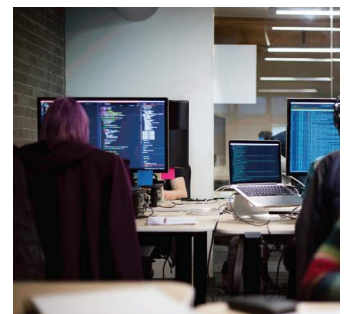
## NEW WILSONVILLE PRIMARY SCHOOL

<p><b>Location</b></p>	<p>Frog Pond Site, Wilsonville</p>
<p><b>Project Summary</b></p>	<p>New housing developments in this area of Wilsonville are impacting enrollment projections. The construction of a new primary school would allow for this growth and limit the potential overcrowding of other primary schools in the area.</p> <p>As an aid to the planning process, this project is described as a new starter primary school with a capacity of 350 students with room for a future buildout of approximately 500 students. Price includes all construction costs; as well as instructional technology; and furniture, fixtures, and equipment necessary to function at par with any school in the district. The site is 10 acres, relatively flat, and has streets on three sides where utilities are readily available. Demolition of a residential structure and pole barns will be required.</p>
<p>Conceptual estimate: \$39 million</p>	



# LEARNING WITH TECHNOLOGY

Location	District-Wide
Project Summary	<p>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. Below is a summary list of technology and systems to be upgraded, replaced, or added.</p>
	<ul style="list-style-type: none"> <li>• Re-wiring existing schools</li> <li>• Network electronics</li> <li>• WiFi upgrades</li> <li>• Server environment</li> <li>• Phone system update</li> <li>• District-wide distributed digital signage</li> <li>• MDF/IDF power redundancy</li> <li>• Intercom system enhancement</li> <li>• Video monitoring</li> <li>• Radio network/system</li> <li>• New clock systems</li> <li>• Updated classroom display technologies</li> <li>• Auditorium/commons/MPR AV systems</li> <li>• Student and staff device rollouts</li> </ul>
<p><b>Conceptual estimate: \$18 million</b></p>	





# DISTRICT-WIDE IMPROVEMENTS

<p><b>Location</b></p>	<p>District-Wide</p>
<p><b>Project Summary</b></p>	<p>The District works tirelessly to protect the community’s investment in facilities. District-Wide improvements include a wide range of projects that address critical issues such as accessibility upgrades, equitable access and Title IV compliance, energy code and building efficiency upgrades, and fire &amp; life safety improvements, and renovations for Career Technical Education (CTE) learning environments. Below is a summary list of highlighted projects.</p> <ul style="list-style-type: none"> <li>• Instructional greenhouses at each middle school</li> <li>• Wet Lab / Classroom addition and site improvements at CREST</li> <li>• Synthetic Turf, lighting, and practice facility at Wilsonville High School women’s softball field</li> <li>• Improved Career Technical Education (CTE) spaces, equipment, and fixtures at all high</li> <li>• Resurface tennis courts</li> <li>• Replace track surface at multiple schools</li> <li>• Select interior improvements at all schools</li> <li>• Select student furniture replacement</li> <li>• Kitchen equipment replacement</li> <li>• Athletic scoreboard replacement</li> <li>• Select roofing replacement</li> <li>• Select exterior painting</li> </ul>
<p>Conceptual estimate: \$13.25 million</p>	





# NEXT STEPS

---





## WHERE DO WE GO FROM HERE?

*“Today’s understanding leads to tomorrow’s reality. We strive to accomplish for our children that which we did not have for ourselves.”*

Continuing conversations between district leaders and our community will focus and prioritize an action plan to cement a vision that leads toward a 2019 Capital Bond Campaign and the creation of a school district that elevates opportunities and success for every child.

2019	BOND PROGRAM: NEXT STEPS
February	Bond Summit
March	Public Surveys
April	Financial Modeling Project Research Project Priorities
May	School Board Study Public Input
June	Bond Election Decision
July	
August	
September	Bond Campaign
October	
November	General Election



# APPENDIX

---





Language Arts  
Mrs. Larry







**WEST LINN-WILSONVILLE SCHOOL DISTRICT**

22210 SW Stafford Road  
Tualatin, OR 97062

tel 503 673 7000

fax 503 673 7001

