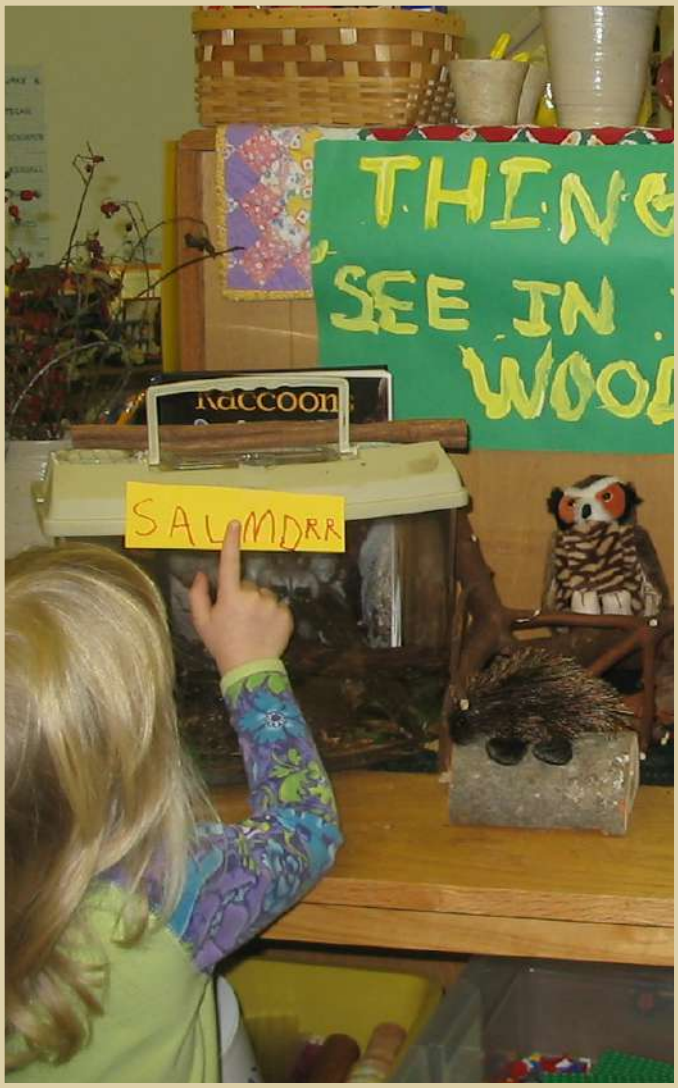

CAPITAL IMPROVEMENT PROGRAM

West Linn - Wilsonville School District, Department of Operations

February 6, 2008




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LETTER FROM OPERATIONS

WEST LINN-WILSONVILLE SCHOOL DISTRICT
DEPARTMENT OF OPERATIONS
2755 SW Borland Rd. – Tualatin, OR 97062
(P.O. Box 35, West Linn, Oregon 97068)
Phone: 503/673-7995
Fax: 503/638-9143

February 6, 2008

West Linn-Wilsonville School District
PO Box 35
West Linn, OR 97068

Attention: Roger Woehl, Superintendent

RE: 2008 Capital Improvement Program

On November 27, 2006, the Long Range Planning Committee was asked by the West Linn-Wilsonville School Board to explore future facility needs in the district. This report, entitled "2008 Capital Improvement Program" summarizes that effort and is respectfully submitted to support future planning by the Board.

The CIP covers capital improvements in response to growth, equity, safety & security, health & wellness, deferred maintenance, technology, energy conservation and community athletics; and is the result of scores of meetings with patrons and staff across the District.

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 scrutiny and comment. It is our recommendation that the Board continue that process.

Best Regards

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.

SCHOOL BOARD

Dale Hoogestraat, Chair
David Goode, Vice Chair
Tom Bruggere
Mary Furrow
Jeff Hallin
Roger Woehl, Superintendent

LONG RANGE PLANNING COMMITTEE

Binny Arcot
Lori Beight
Jerri Bohard
David Lake
Becky Luther
Tom Miller
Doris Wehler

COMMUNITY TASK FORCE

Sunset Primary Replacement Task Force; David Lake, Chair
Alternative Education Task Force; Margaret Allen, Chair
Music and Arts Partners; Jane Stickney
Community Athletics Task Force; Rob Holstrom/Mike Henderson

BUILDING PRINCIPALS

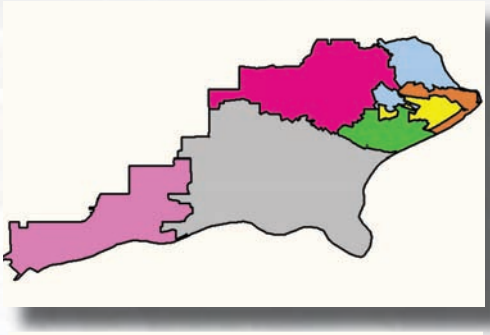
Carolyn Miller, Athey Creek Middle School
Charlotte Morris, Boeckman Creek Primary School
Holly Omlin-Ruback, Bolton Primary School
Michael Shay, Boones Ferry Primary School
Sharon Newman, Cedaroak Park Primary School
Debi Briggs-Crispin, Rosemont Ridge Middle School
Barbara Soisson, Inza Wood Middle School
Patrick Meigs, Stafford Primary School
Kathy Ludwig, Sunset Primary School
Katy Mayer, Willamette Primary School
Kim Noah, West Linn High School
Andy Sommer, Wilsonville High School
Mike Tannenbaum/Tom Dearborn, Art Tech High School


NE ARE RESPONSIBLE

TABLE OF CONTENTS

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 2008 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:



- Sunset Primary School
- Willamette Primary School
- Bolton Primary School
- Cedaroak Park Primary School
- Stafford Primary School
- Beockman Creek Primary School
- Boones Ferry Primary School

- 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?
- Next Steps - WHEN will the Capital Improvement Program projects be prioritized and implemented?

DISTRICT COMMITMENT TO EXCELLENCE

The West Linn-Wilsonville School District is committed to excellence in education. Our educational system must maximize human potential by providing high-quality basic education, which enables all children to function successfully in our changing world. Our strength lies in our ability to access information, to use that information, to communicate that information to others, and to function at high literacy levels. We want a high-quality education for all our children; one that provides a personalized education for all students and affords all learners the opportunity to capitalize on strengths, work on challenges, and maximize potentials.

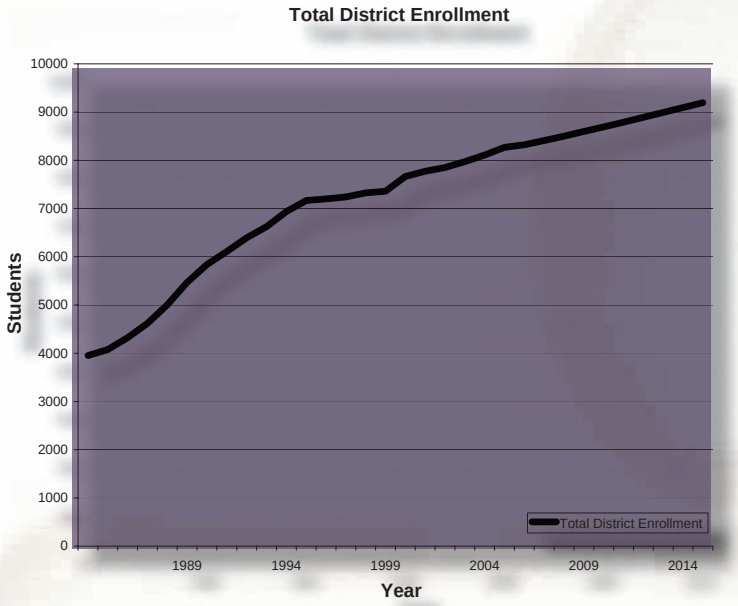
This unyielding commitment to excellence has produced a public education system that is second to none in the state. Students in the District have flourished, not only during their years as students, but in their adult lives as well.

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 92% from 4,324 students in 1987 to 8,322 students in 2007. 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 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 and 2006 to retain its value as a planning tool.

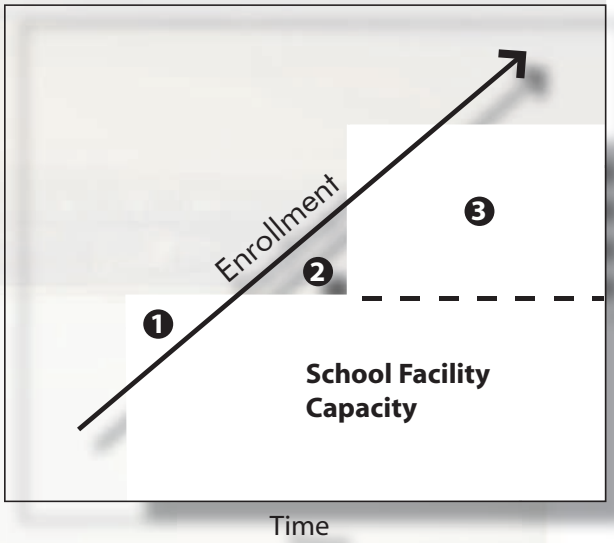
BALANCING ENROLLMENT GROWTH AND CAPACITY

As noted above, **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 has 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.** While overcrowded schools may be financially efficient, they compromise the student's ability to learn. The District must balance steady enrollment growth with capacity, which must occur in distinct increments because new facilities must be constructed at once, not incrementally.

The graph below demonstrates the balance the District must maintain between enrollment growth and capacity:

Stairstep Strategy

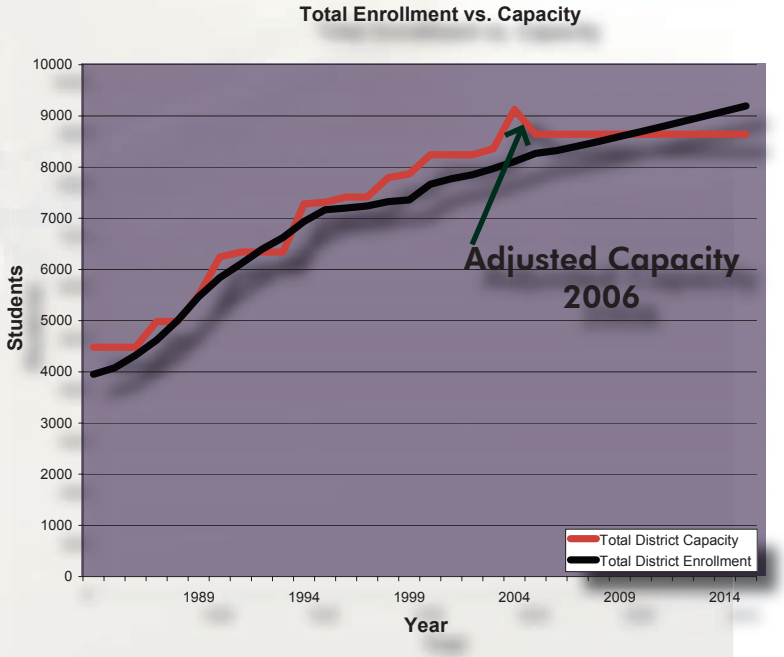


1. As enrollment exceeds capacity, the District constructs one or more facilities to increase capacity. There is excess capacity following construction, but because of associated operating expenses, this extra capacity should not be too large.
2. After completion, the enrollment continues to increase 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 quickly result.

As explained later in this report, **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 education
- All-day kindergarten
- Alternative education
- Personalized special needs education
- Teaming
- Innovative and accommodating facilities

The implementation of these programs has effectively changed the District's capacity because many of them have building space ramifications. For example, with half-day kindergarten, two classes can be accommodated using one classroom, but all-day kindergarten obviously will require two. **The capacity of each school in the District was re-evaluated and adjusted in 2006 to reflect how the buildings were actually being used for these programs.** This analysis demonstrated that these programs reduce school capacity by approximately 5% overall. However, this modest decline in capacity is 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 LRPC 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 on-going 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 bond (CIP) measures in 1979, 1988, 1989, 1992, 1997, and 2002. This pre-planned sequence of smaller bonds (rather than less frequent large bonds) has enabled the District to successfully balance enrollment and capacity in a way that minimizes public debt and provides lasting solutions in real time. The 2008 Capital Improvement Program represents the next step toward fulfilling the District's Long Range Plan first envisioned over 20 years ago.

1979 - Wood Middle School

1988 - Classrooms for Stafford and Wilsonville Primary Schools

DOWA

1989 - Boeckman Creek Primary and Athey Creek Middle Schools

1992 - Wilsonville High School

1997 - Boones Ferry Primary and Rosemont Ridge Middle Schools

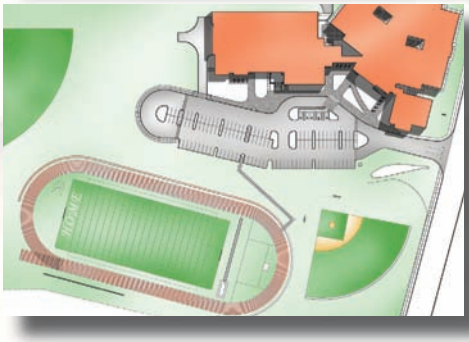

Janis Miglavs

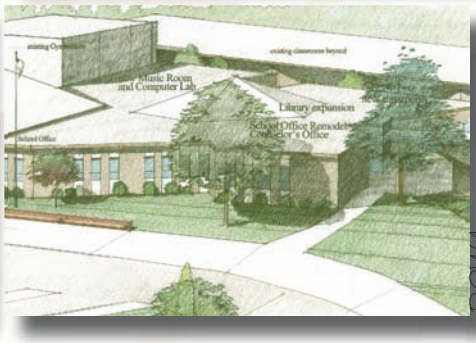

DOWA

2002 - Wilsonville and West Linn High Schools


DOWA

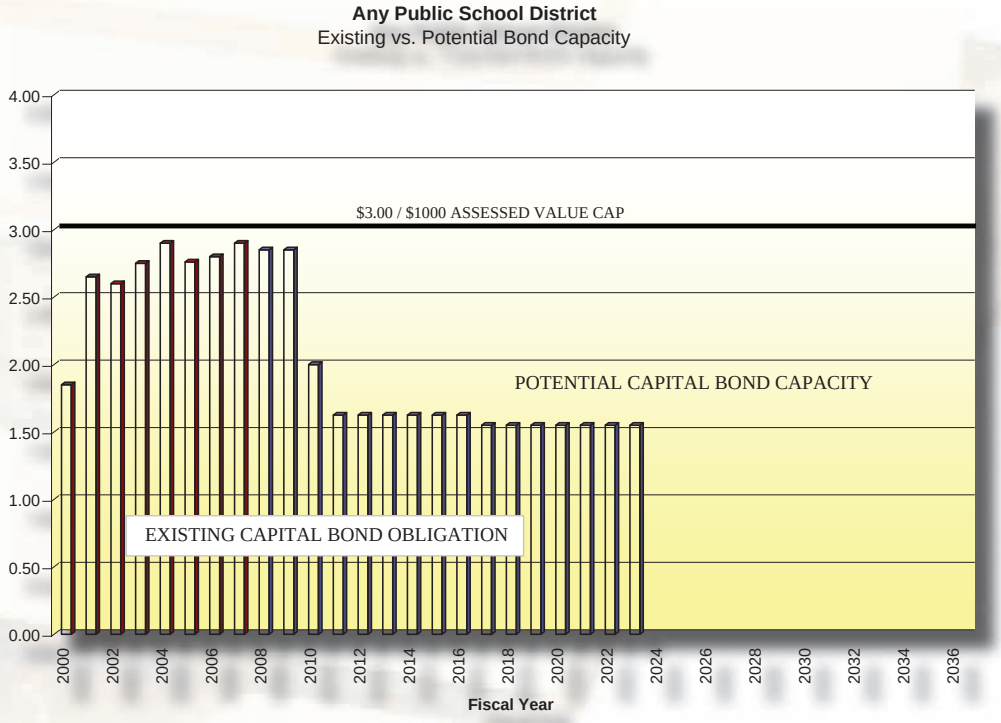
2008? - West Linn and Wilsonville Primary Schools





DOWA

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 2009, the LRPC sees both the opportunity and the need to gain voter approval for a bond in November 2008 to continue the excellence in education the communities of Wilsonville and West Linn have come to expect.



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. Programs strategies include:

- An early childhood education
- Optional all-day kindergarten
- Alternative education
- Personalized special needs education
- Teaming
- Innovative and accommodating facilities

EARLY CHILDHOOD EDUCATION

Research on the impact of Early Childhood education is compelling. It confirms what most parents and educators know from experience - a language rich, experience rich, childhood environment gives children the best place from which to launch successful school and life accomplishments.

Twelve years ago, the West Linn-Wilsonville School District began to develop an Early Childhood education with the offering of a single preschool class for four-year old children. Establishing a permanent home at Bolton Primary School five years ago enabled the District to expand this preschool program. Today, the program serves 95 preschoolers from ages one to four at Bolton, Boeckman Creek, and Cedaroak Park Primary Schools. Development of this educational program including the formats, environments, curriculum, parent partnership components, literacy and instructional frameworks, has made it a national model of excellence in Early Childhood education.

The goal of the Early Childhood education program will be advanced when it can serve 60 to100 preschool students in each primary school attendance area. The preschool facility needs include one or two classrooms in each primary school, connected outdoor learning space, and access to a parent gathering/ resource space.

ALL-DAY KINDERGARTEN

Early childhood education has a significant impact on lifetime learning and success in school. Full-day kindergarten provides significant benefits by extending quality learning time for young learners when they are at the peak of their brain development. It is offered as a tuition-based program because full-day kindergarten programs are not state-mandated, nor funded. The program has been offered for the past 15 years. Currently, approximately 200 of the District's kindergarten students, or approximately 35%, are enrolled in the all-day program. Every primary school in the District has at least one full-day kindergarten classroom. The School Board and administration strongly support full-day kindergarten for all students, and full-day kindergarten is now part of the preferred baseline for future facility needs. The School Board also supports legislative funding of all-day kindergarten in order to eliminate the need to charge tuition for the program.

Moving from half-day to full-day kindergarten presents a capacity issue in the primary schools. No longer will two classes (morning and afternoon) be able to share the same classroom and additional classroom and instructional space will be necessary. Also, kindergarten classrooms tend to have unique needs due to the interactive nature of the teaching, with children moving around the classroom throughout the day, making it difficult to use kindergarten classrooms for upper grades. Full-day kindergarten also has implications for transportation and food service as more children will need to be accommodated.

ALTERNATIVE EDUCATION

The purpose of the alternative education program is to serve students whose needs are best met in a different environment than the comprehensive middle or high school program. The greatest needs for an alternative education fall into three categories:

- Post High – the District is legally responsible to serve and support students who are ages 18 to 21 and have not received traditional high school diplomas, due to special needs circumstances. These students are typically identified for special services programs, which include a wide range of support, academic, and transition to work goals. Currently, there are at least 20 students identified in this group.

DOWA

- Short Term Placement and Support - Some students in our district have been expelled, suspended, or are unable (for a variety of reasons including medical) to attend regular classroom based programs and need short term placements to support their continued learning, along with academic, social, emotional, or drug and alcohol counseling to bring them back on track to graduation or GED completion. The number of students participating in this program vary over the course of the year.

- Alternative School Setting –For a variety of reasons, from family problems to academic access, some students' instructional needs are better served in smaller, more connected settings where there is strong community accountability and flexible structures, schedules, and strategies. Approximately 9 to10% of our high school students fall into this group, lower than the national average.

Some of these students are served in our middle and high school buildings. For example, credit recovery courses, early bird classes, summer school programs, a program for students from 18 to 21 years with identified disabilities, and two self-contained Life Learning Programs are offered in these schools. Some students are placed in programs outside our District, and others are in district-sponsored programs such as, ArtTech Charter High School, a district-sponsored charter school housed in a Wilsonville storefront space, and Academic Connections, a tutoring program for students, housed at Stafford School. Approximately, 166 students use these programs - 84 identified special education students and 82 general education students.

SPECIAL NEEDS EDUCATION

The need for specialized education is rising nationally, and the West Linn-Wilsonville District is no exception. Currently, there are 981 or 3.3% students who have Individualized Education Plans (IEP). The District designs a personalized education for each child through the IEP team process. Self-contained classrooms in a school setting focus on instructional methods for life skills, behaviors, academics, and/or job skills. Classroom sites are located throughout the District. These classrooms support a small number of students, but each utilize a full classroom space. Therefore, a classroom designed to support 25-30 students may be only be occupied by 10 or fewer students. **This decreases the capacity of our schools** because the classroom would otherwise be utilized as a core classroom supporting 25-30 students throughout the day. For example, Athey Creek Middle School has two additional program classes, AIM and Life Learning, in addition to the Applied Academics and Resource Room classrooms that are in all middle schools. Athey Creek's estimated program capacity of 624 was developed based upon supporting one additional special education program class. By increasing the program classes to two, the estimated capacity would be decreased to approximately 610 students.

The Applied Academics and Resource Room classrooms in each middle school allow special education teachers to work with students individually or in small groups. Resource programs offer a range of academic, language and behavioral services, and placements. Programs focus on maintaining a collaborative team approach and a strong general education connection. One of the roles of the special education teacher is to collaborate with the general classroom teacher in areas such as: teaching strategy, curriculum material, modified instruction, and learning environment. Special education teachers also work directly with students in small groups either in a resource room setting or in specially designed classes for a portion of the school day.

Because we have two special education programs here, we have portables to house regular classrooms. As our population expands, we will not be able house special education district programs. - Michael Shay, Boones Ferry Principal

DOWA

TEAMING

The District uses the Teaming Model of teaching in the middle schools. The Teaming Model allows middle school students to make a gradual transition from having one teacher all day, as is in the primary grade levels, to a different teacher per subject, as in high school. Each team consists of four teachers, each teaching a core subject (Language Arts, Social Studies, Math and Science) and 25 to 28 students per teacher, for a total of 100 to 120 students per team. Each teacher has his/her own classroom and the students move between classrooms for each subject. A porch, or "living room", area, located in the center of the classrooms, provides a gathering place for students, common location for student computers, and classroom use for joint projects between subject areas.

The Teaming Model allows the students to develop close relationships with the four teachers and provides a strong peer group, which is important for the emotional development of students and school success. Research has shown that when adolescents feel genuinely cared for by a group, their self esteem improves, their attitude about school is positive, and disruptive behavior decreases dramatically. Teaming provides the mechanism to create engaging, interdisciplinary learning environments to help adolescents reach their full learning potential. It also provides additional staff development for the middle school teachers, as they have dedicated time each day (while students are in the related arts classes) to use as individual class preparation time and to work as a team to discuss student needs and concerns, and collaborate on their teaching instruction.

Capacity is affected by teaming because in addition to the core classroom, students typically go outside the physical team location for related arts classes, such as music or physical education. In addition, common space is needed for each team. In a traditional junior high setting, the common space would be located in a central place in the school, such as in the main lobby or locker area, rather than within each team pod of four classes.

INNOVATIVE AND ACCOMMODATING FACILITIES

Early childhood education, all-day kindergarten, alternative education, special needs education, and team teaching not only affect building capacity but also require innovative and accommodating facilities to achieve ultimate success.

Beginning with the original design of Boeckman Creek Primary School in 1990, West Linn-Wilsonville School District, partnering with Dull-Olson-Weekes Architects, has created school facilities throughout the District that meet this challenge to provide personalized education for all kids.

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 poorly designed or poorly maintained provide an undesirable 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.

BACKGROUND

The capital improvement planning process focuses on how the District will support its primary mission of providing excellence in education through timely, well designed, functionally efficient, environmentally sustainable facilities.

In 1988, the Long Range Planning Committee (LPRC) was established and charged with projecting population and student growth patterns to identify future facility and land needs. The LRPC is a School Board appointed, citizen board responsible for reviewing the capital improvement and facility needs of the school district. In the past 20 years, LRPC input has been an integral part of each capital bond program.

The success of previous bond programs has enabled West Linn-Wilsonville School District to construct a solid foundation in both facilities and infrastructure. The most recent bond measure, in 2002, added 160,000 square feet of new space to the District.

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 maintaining the facilities we currently utilize. Through this process, the LRPC has compiled and categorized this information into this 2008 Capital Improvement Program.

Assess Needs

Solicit Public Input

Identify Priorities

BY THE NUMBERS

The District currently has seven primary schools, three middle schools, two high schools, and the Art Tech charter high school. Educational capacities for each school are first determined by class size as shown in these charts.

Primary School Average Class Size						
Grade	Kindergarten	1	2	3	4	5
Average	20	20	22	22	25	25

Middle School And High School Average Class Size							
Grade	6	7	8	9	10	11	12
Average	25	25	25	27.5	27.5	27.5	27.5

Total building capacity also considers building-specific circumstances such as the number of teaching stations; and other programs such as preschool, all-day kindergarten, music, life learning, AIM, alternative/special needs education, and physical education.

The total capacity figures for each school are based on teaching schedules and the physical accommodations of the schools for teaming and personalized education; not the number of teachers and students in a given classroom at a specific point in time.

Further, educational capacities of the schools are updated as existing schools are remodeled or different programs are placed in schools. For example, the trend to move from half-day kindergarten to full day kindergarten will reduce the capacity of kindergarten classrooms by half.

DISTRICT CAPACITY VS ENROLLMENT

This chart shows district-wide actual enrollment to date, projected enrollment at the growth rate(s) as shown, and capacity based on the class-size model described above.

Capacity		Enrollment		Projections						
Primary	**CAP**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
BOECKMAN	498	584	560	572	584	596	609	621	634	648
BOONES	633	778	774	790	807	824	841	859	877	895
Total WV		1362	1334	1362	1391	1420	1450	1480	1511	1543
Avail Cap	1131	-231	-203	-231	-260	-289	-319	-349	-380	-412
BOLTON	282	282	282	283	285	286	288	289	291	292
CEDAROAK	409	392	403	405	407	409	411	413	415	417
STAFFORD	520	559	572	575	578	581	584	586	589	592
SUNSET	479	462	429	431	433	435	438	440	442	444
WILLAMETTE	495	608	615	618	621	624	627	631	634	637
Total WL		2303	2301	2313	2324	2336	2347	2359	2371	2383
Avail Cap	2185	-118	-116	-128	-139	-151	-162	-174	-186	-198
Tot. K-5	3316	3665	3635	3675	3715	3756	3797	3839	3882	3926
Total Avail Cap		-349	-319	-359	-399	-440	-481	-523	-566	-610

Footnotes:

1. Wilsonville annual enrollment growth is projected at 2.1%

2. West Linn annual enrollment growth is projected at .5%.

3. Preschools are calculated at one or two per school .

4. Stafford preschool would be in Annex and will not change current capacity.

5. ELL classrooms are: one at BC; two at BF; one at Wood.

Capacity		Enrollment		Projections						
Middle	**CAP**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
WOOD	640	664	685	699	714	729	744	760	776	792
Avail Cap	640	-24	-45	-59	-74	-89	-104	-120	-136	-152
ATHEY	624	585	568	571	574	577	579	582	585	588
ROSEMONT	668	660	674	677	681	684	688	691	694	698
Tot. Cap	1292	1245	1242	1248	1254	1261	1267	1273	1280	1286
Avail Cap		47	50	44	38	31	25	19	12	6
Total Avail Cap										
WHS	1472	1013	1036	1058	1080	1103	1126	1149	1174	1198
Total Cap.	1472									
WLHS	1748	1549	1558	1566	1574	1581	1589	1597	1605	1613
Tot. Cap.	1748			182	174	167	159	151	143	135
	3220	2562	2594	2624	2654	2684	2715	2747	2779	2812
Total Avail Cap		658	626	596	566	536	505	473	441	408
Tot. Dist.Enrol.		**8136**	**8156**	**8246**	**8337**	**8429**	**8524**	**8619**	**8717**	**8816**

To interpret this chart, as an example; this Fall 2007, primary schools in Wilsonville were 203 students over capacity; and in West Linn, 116 students over capacity for a total district over-capacity of 319 primary students.

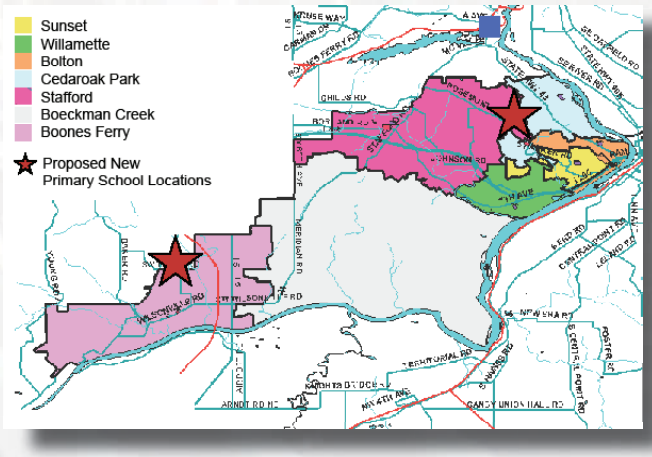
PRIMARY SCHOOLS

As demonstrated in the enrollment table, primary level enrollment today is 203 students over-capacity in Wilsonville and 116 students over-capacity in West Linn.

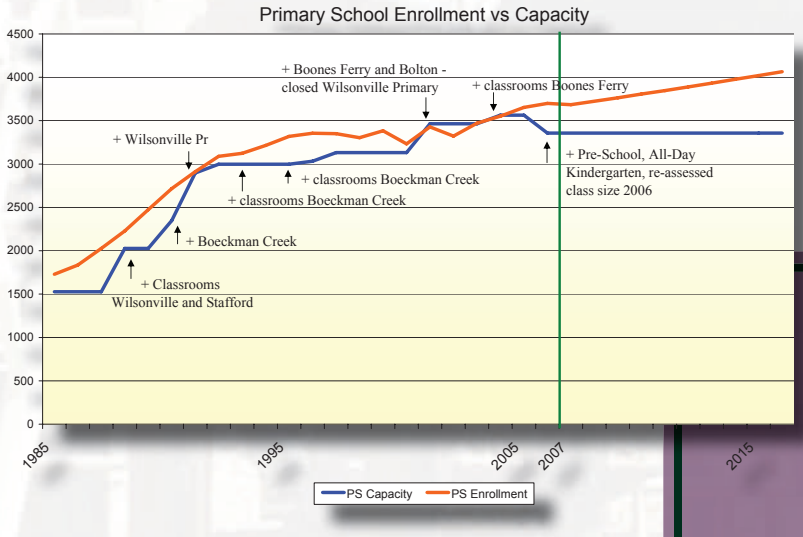
Since a new school takes one year to design and at least one year to build after funding is secured; the soonest permanent classroom space can be available is Fall 2011. Theoretically, when the next new primary school opens in the District it will have a student enrollment of 481 students if all other schools are also at capacity.

To respond to this condition, the Long Range Planning Committee recommends a new 500-student primary school be constructed as soon as possible in the Villebois area of Wilsonville.

The LRPC also recommends a new 300-student primary school be constructed on the district-owned "Erickson" Site located on Rosemont Road in West Linn. This school should be designed for a future addition of 200 students for a total build-out capacity of 500 students.



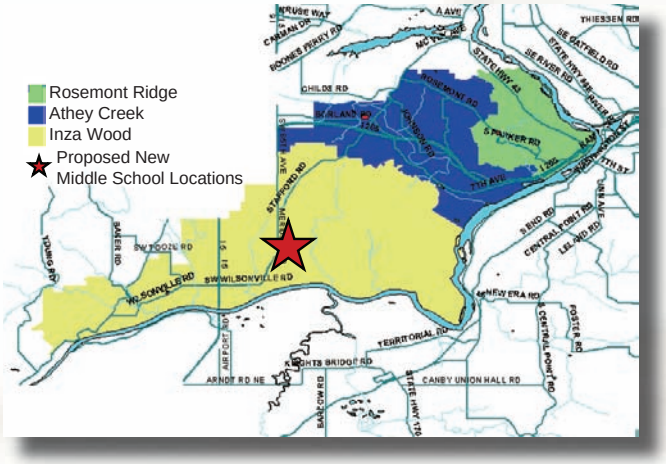
Together, these two schools would provide a 800 student increase in primary level capacity and accommodate projected growth through 2016.



MIDDLE SCHOOLS

Growth at the middle school level is increasing at the same rate as primary. However, since there are fewer grade levels involved, the growth evidences itself as a smaller number of additional children. The enrollment table (p. 15) shows 16 students over-capacity in 2008 and expands to 146 students over-capacity in 2014. All of these students are in Wilsonville.

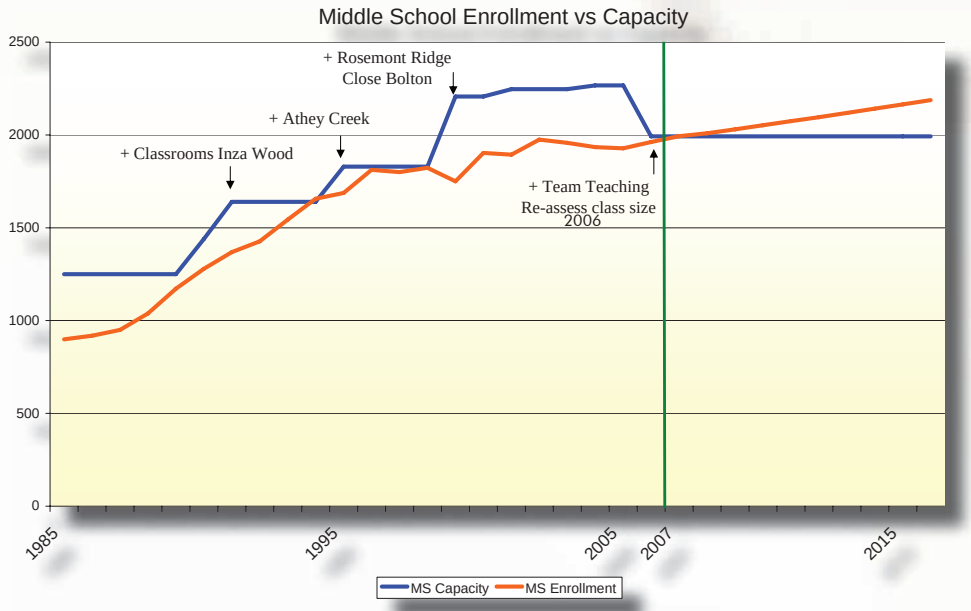
This makes decisions regarding construction of new classroom space more awkward. And, since all three district middle schools are as large physically as they will ever be, incrementally adding permanent classrooms to Rosemont, Athey or Wood is not an option; a new 300-student middle school is the only real solution.



The answer to this question comes down to timing. The Long Range Plan has for many years predicted a fourth middle school for the Wilsonville area. Accordingly, the school district purchased a parcel of property on Advance Road, at the northeast edge of Wilsonville several years ago.

Several strategies are available to mitigate capacity issues for at least a few years as enrollment increases and construction of a new middle school becomes more feasible. The district will place portable classroom buildings at Wood during the summer of 2008, with an option to install more in coming years. Additional teaching and support staff with a focus on individualized education can also minimize the impact of growth, as well as encouraging balanced enrollment at all middle schools.

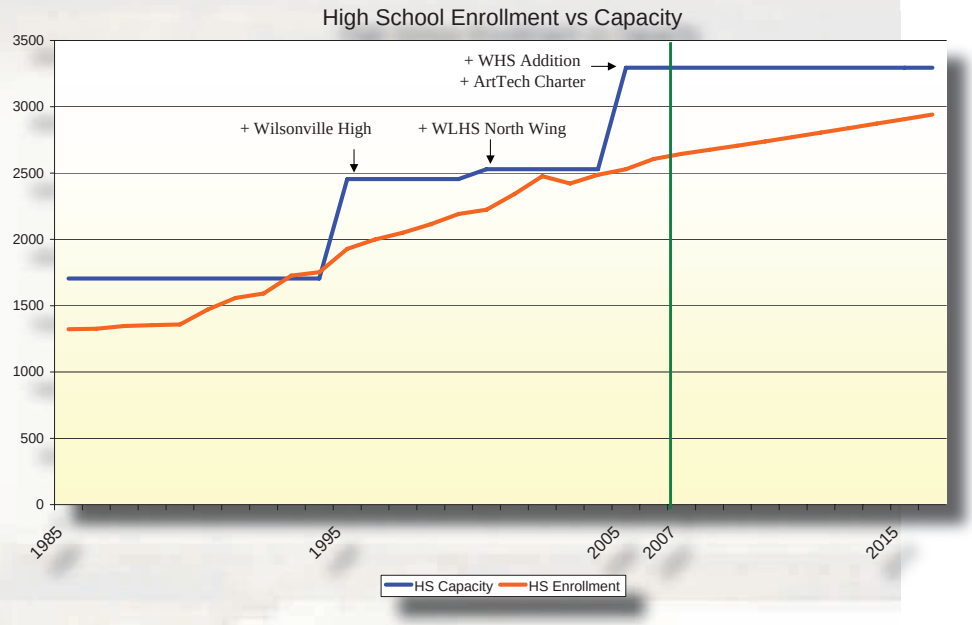
Ultimately a new middle school will be built to address this problem. Therefore, the 2008 Capital Improvement plan recommends construction of a new 300-student middle school at the Advance Road site. This school should be designed for a future addition for a total build-out capacity of 600 students.



When this school should be built will be the subject of much conversation between the School Board, the Long Range Planning Committee and the community over the next several months.

HIGH SCHOOLS

Through passage of capital improvement bonds in 1992, 1997 and 2002, accommodation for growth at West Linn High and Wilsonville High has been remedied. The chart below clearly shows adequate capacity at the High School level for many years to come.



DOWA

IDENTIFICATION OF FACILITY NEEDS

Discussions regarding future facility needs began in earnest in November 2006, when School Board members and administrative staff asked the LPRC to:

1. Review the West Linn-Wilsonville School District Long Range School Facilities Plan with a specific focus on determining the impact of Villebois growth and potential growth in the Stafford Basin area as well as "infill" development in West Linn and Wilsonville;
2. Develop a list of potential projects/capital items, which could be included in the next bond issue;
3. Develop possible strategies for a future bond issue; and
4. Re-calibrate student capacity at all schools.

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

Following the District's Vision Themes, the operations' staff canvassed the District to determine the current state of existing facilities and perceived near-term (five year) needs. To weigh this information, several evaluation criteria were developed. Each criterion has unique relevance to District goals and the Capital Improvement Program:

Project Evaluation Criteria

- *Growth:* Primarily related to student enrollment increase; 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, including special education and early childhood development.
- *Health & Wellness:* New state and federal mandates require health and wellness policy. The District adopted this new policy in 2006. It impacts Health curriculum, physical education and food service.
- *Energy Conservation:* Technological advances in mechanical and electrical systems provide significant savings in annual operating costs.

- *Safety & Security:* Prioritized responsibility paramount to all other operational details. Includes hazardous material management and abatement.

- *Technology:* Recognition that today's education requires knowledge and skill acquired through use of computer and electronic technology. Also relates to how the district carries out instruction and business responsibilities.

- *Deferred Maintenance:* Category comprised of building and property maintenance tasks that have been deferred awaiting funding. Attends to basic facility needs such as: mechanical, electrical, plumbing, architectural finishes, asphalt, roofing, insulation, etc.

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

- *Community Partnerships:* Joint ventures with in-district groups to further district mission and empower community interests to the benefit of all. Category of opportunity at school board discretion.

- *Community Athletics:* Limitations on district-sponsored athletics has caused significant growth in community sponsored athletic offerings. District facilities remain the primary venue for all organized sports in the district. Community expects the District will construct and maintain as required.

Janis Miglavs

Sustainability

An assumption of the Capital Improvement Program is that all projects will be environmentally friendly and sustainable to the greatest extend feasible. The District recognizes that green buildings make a positive impact on the health and environment of children, as well as reduces operating expenses and helps to create a sustainable community.

GREEN SCHOOLS INITIATIVE

A green school, also known as a high performance school, is a community facility that is designed, built, renovated, operated, or reused in an ecological and resource-efficient manner. Green schools protect occupant health, provide a productive learning environment, connect students to the natural world, increase average daily attendance, reduce operating costs, improve teacher satisfaction and retention, and reduce overall impact to the environment.

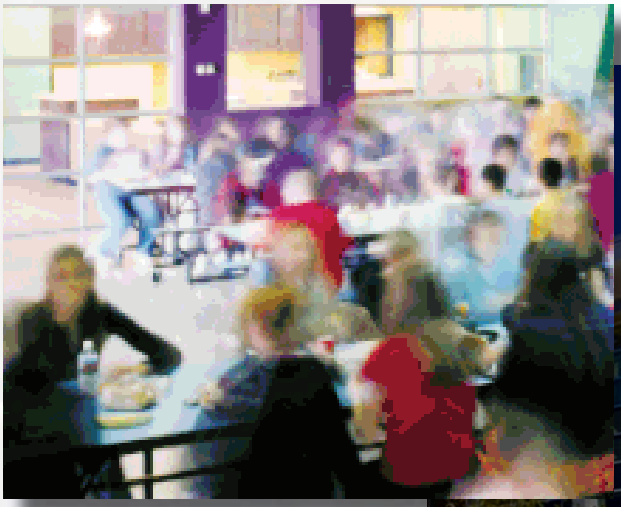
How these schools are built will have a tremendous impact on student performance, teacher and staff working environment, district operating and maintenance costs, and the region's environmental quality for decades to come.

Green schools lessen the impact of building construction on the environment and set an example for future generations that environmental quality is essential to our long-term well being. They also have benefits in several key performance areas:

- Protect Student and Teacher Health – Schools designed with attention to proper ventilation, material selection, acoustical quality and other indoor environmental factors, can expect improved student and teacher health and higher attendance;
- Better Student Performance – Attention to site planning and adequate daylighting has been shown to heighten student performance by as much as 25%;
- Lower Operating Costs – Operating costs for energy and water can be reduced by 20% to 40%, allowing more money to be used for teacher salaries, textbooks and computers;
- Provide a Unique Educational Opportunity – When advanced technology and design in new schools are made visible, buildings can become teaching tools and important features of science, math, and environmental curriculum.

Janis Miglavs

CAPITAL PROJECTS



DOWA

The following projects have been developed that represent the current needs of the school district. While all projects have the sponsorship of the Long Range Planning Committee, the Department of Operations and each building principal, the list is in no order of priority.

West Linn-Wilsonville School District
2008 Capital Improvement Program List

A	New 500-student Primary School-Wilsonville	$ 29.0
B	New 300-student Primary School-West Linn	$ 28.0
C	New 300-student Middle School-Wilsonville	$ 35.4
D	New Alternative Services Facility	$ 8.0
E	New 600-seat Auditorium @ WHS	$ 8.2
F	New Library @ Stafford	$ 1.7
G	New Library & Multi-use Classroom @ Cedaroak	$ 1.9
H	New All Weather Sports Fields	$ 5.7
I	New District Storage/Freezer Building	$ 1.2
J	Sunset Primary Replacement School	$ 27.0
K	Renovate District Administration Building	$ 2.3
L	Library Renovation Projects	$ 1.5
M	Kitchen Remodel Projects	$ 2.8
N	Remodel "700-building" @ WLHS	$ 3.1
O	Remodel Lower Level @ Bolton	$ 1.8
P	Community Athletics	$ 4.9
Q	District Technology	$ 13.7
R	Deferred Maintenance	$ 9.6
	Total (In Millions)	$185.8

NEW 500-STUDENT PRIMARY SCHOOL

Location: Villebois, Wilsonville

Project Summary:

Student enrollment data for the primary level indicates a need for a full primary school on the west side of I-5 in Wilsonville by 2011. Proposal is for a complete primary school with an enrollment of 500-students. Price includes all soft costs and hard construction costs; as well as instructional technology; and furniture, fixtures and equipment necessary to function at par with any school in the district.

Program Cost based on 2010 start date: $29.0 million

NEW 300-STUDENT PRIMARY SCHOOL

Location: "Erickson Site," Rosemont Rd, West Linn

Project Summary:

Student enrollment data for the primary level indicates a need for a starter primary school in West Linn by 2012. Proposal is for an initial enrollment of 300-students and a design to add future classrooms for a total build-out capacity of 500. Price includes all soft costs and hard construction costs; as well as instructional technology; and furniture, fixtures and equipment necessary to function at par with any school in the district.

Program Cost based on 2010 start date: $28.0 million

NEW 300-STUDENT MIDDLE SCHOOL

Location: : Advance Road Site, Wilsonville

Project Summary:

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

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

Program Cost based on 2010 start date: $35.4 million

NEW ALTERNATIVE SERVICES FACILITY

Location: TBD - Modeled on current Art Tech High School site

Project Summary:

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

The Task Force Report recommends a model similar to the building now occupied by Art Tech High School in the Town Center area of Wilsonville with a total area converted to instructional space of approximately 18,000 square feet. No exception is taken to whether the space is leased or owned.

Interior Tenant Improvement Estimate:	$2.7 million
Purchase Storefront Building:	To Be Determined
Lease Storefront Building:	To Be Determined
Build new (no site):	$7.6-$8.4 million

Program Cost based on 2010 start date: $2.7 million +

NEW 600-SEAT AUDITORIUM @ WHS

Location: Wilsonville High School

Project Summary:

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

These items are being recommended for consideration for inclusion in the bond and were developed by the principals with teachers and are supported by the community leaders who serve with Music and Arts Partners (MAP).

Program Cost based on 2010 start date: $8.2 million

NEW LIBRARY @ STAFFORD

Location: Stafford Primary School

Project Summary:

This popular and successful primary school has a classroom-loaded corridor style design, but is unique in that each classroom has direct adjacency to a large central courtyard. By converting this outdoor courtyard to a central library, several deficiencies (and inefficiencies) are resolved at one time. The result would be a new, modern, open library that is large enough to serve the student body. The design would also connect all classrooms to the library and each other; eliminating hundreds of feet of corridor and offering "porch-like" opportunities for collaboration in teaching and learning. The existing library would be converted to classroom support and tech lab space.

Program Cost based on 2010 start date: $1.7 million

NEW LIBRARY & MULTI-USE CLASSROOM @ CEDAROAK PARK

Location: Cedaroak Park Primary School

Project Summary:

This de-centralized, "California" classroom designed building has significant deficiencies related to security, access and adjacency. Team teaching, as a prioritized and successful strategy to ensure success of all students, is near impossible in this school. The existing library is small and isolated. Children are forced to go outside to move from classrooms to cafeteria, gym, library or other shared space. An innovative and efficient conceptual design has been proposed to resolve these issues. Improvements would include building a new library and classroom porch/tech lab between the isolated buildings and enclosing existing covered walkways thereby connecting all buildings through interior space.

Program Cost based on 2010 start date: $1.9 million

DOWA

NEW ALL-WEATHER SPORTS FIELDS

Location:

Rosemont Ridge Middle School: WLHS Women's Softball
Wilsonville High School: WHS Women's Softball
Rosemont Ridge Middle School: Football Field w/ Lights
Athey Creek Middle School: Football Field w/ Lights
Wood Middle School: Football Field w/ Lights

Project Summary:

West Linn-Wilsonville School District was an early adopter of all-weather sports fields in response to demand for use and conservation of resources. The existing fields at West Linn High School and Wilsonville High School have proven to be extraordinarily successful by allowing virtually 24/7 use and eliminating water and labor maintenance costs.

This proposal would extend this success by adding up to three (3) additional sports (football) fields with lights and/or two (2) women's softball fields.

Football Field w/ Lights: 3 @ $1.5 million = $4.5 million
Women's Softball Field: 2 @ $0.6 million = $1.2 million

Program Cost based on 2009 start date: $5.7 million

NEW STORAGE/FREEZER BUILDING

Location: District Operations Center, Borland Road

Project Summary:

For the past several years the district has had use of warehouse space at the district-owned Frog-pond property off Boeckman Road in Wilsonville. The school board has determined this site to be surplus land inventory and subsequently sold it. This project is essential to operations because it would replace this warehouse space at the District Operation Center and include a walk-in bulk food freezer to replace an inadequate, obsolete model, for Food Service operations.

Program Cost based on 2009 start date: $1.2 million

SUNSET PRIMARY REPLACEMENT

Location: Recommended at site of Oppenlander Sports Fields

Project Summary:

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

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

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

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

Following this public process, a recommendation was forwarded to build a replacement school of similar size at the Oppenlander Sports field site on Rosemont Road in West Linn.

Price includes all soft costs and hard construction costs; as well as instructional technology; and furniture, fixtures and equipment necessary to function at par with any school in the district.

Program Cost based on 2010 start date: $27.0 million

RENOVATE DISTRICT ADMINISTRATION BUILDING

Location: Stafford Road

Project Summary:

District-level administration is housed in the historic Stafford School. This building is registered on the National List of Historic Buildings and was the first recipient of annual Clackamas County Historic Landmark citation: "2007 Stewardship Excellence Award".

The building provides central service accommodation for the Office of the Superintendent, Human Resource Department, District Business Office, Student Services Department and Information Services. The School Board is based here as well as all central technology infrastructures.

While great care is given to this building, significant deficiencies are cause for concern; not the least of which is lack of any fire suppression whatsoever. This project would remedy serious safety and security problems as well as add needed space for expanded operations, ADA upgrades, technology improvements, plumbing and heating replacement, sanitary waste system replacement and parking lot expansion. All work would be done in a fashion to complement and preserve the historic qualities of the structure. Because of the serious nature of the above deficiencies, this is viewed as a priority by district operations staff.

Program Cost based on 2010 start date: $2.3 million

LIBRARY RENOVATION

Location:

Boeckman Creek Primary School
Bolton Primary School
Wood Middle School

Project Summary:

The school library represents the "town center" of a school and is accordingly used everyday for a variety of instructional activities including; computer lab instruction, research, reference, group/individual reading and socializing. The three schools identified are in need of minor library expansion and updating of finishes and equipment. These improvements include daylighting, electrical/technology infrastructure upgrades and accommodation for librarian office/storage space.

Program Cost based on 2010 start date: $1.5 million

KITCHEN REMODELS

Location:

Boeckman Creek Primary School
Bolton Primary School
Cedaroak Park Primary School
Stafford Primary School
Wood Middle School

Project Summary:

School District kitchens are used to serve over 4,300 hot lunches every school day. Since 1997, a plan has been in place to remodel existing kitchens and replace aging equipment at all schools. Most recently completed were Willamette Primary, Sunset Primary and West Linn High School. This project represents the last phase in that plan.

Program Cost based on 2010 start date: $2.8 million

REMODEL "700" BUILDING AT WEST LINN HIGH SCHOOL

Location: West Linn High School Campus

Project Summary:

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

Program Cost based on 2010 start date: **$3.1 million**

DOWA

REMODEL LOWER LEVEL AT BOLTON

Location: Bolton Primary School

Project Summary:

The Bolton facility, built in 1955, was used as a middle school up to 1999 when Rosemont Ridge Middle School was built. Since 2001, Bolton has developed into a very successful neighborhood primary school with a focus on early child education. The lower level of this school currently has a kitchen, cafeteria, pre-school classroom and unused locker rooms dating from the original construction. This project anticipates a remodel of the entire 8,080 square foot lower level to accommodate a new cafeteria, restrooms and district/community meeting space. Included are plumbing, mechanical and electrical upgrades.

Note: A companion project to remodel the Bolton kitchen is included in another section of this Capital Improvement Program.

Program Cost based on 2010 start date: $1.8 million

COMMUNITY ATHLETICS

Location:

West Linn High School Campus
Wilsonville High School
Wood Middle School
Rosemont Ridge Middle School
Athey Creek Middle School

Project Summary:

Over the past decade significant progress has been made to improve and enhance school district athletic facilities. Most notably, recent construction of all-weather sports fields for football, soccer, lacrosse and baseball at both high schools has expanded opportunities to all age levels and enhanced participation. These district facilities remain the primary venue for all organized sports within district boundary.

A list of proposed improvements, organized by school, is presented in no particular order of priority as an appendix to this report; and serves as a menu to be selected from; for inclusion in a funding package:

Wood Middle School Athletics:	$645,000
Rosemont Ridge Middle School Athletics:	$440,000
West Linn High School Athletics	$1,110,000
Wilsonville High School Athletics	$2,707,000

Total Program Cost based on 2010 start date: $4.9 million

DISTRICT TECHNOLOGY

Location: All District Sites

Project Summary:

Based on the District Technology Plan, a recommendation is herein provided to fund a variety of technology initiatives to upgrade infrastructure and purchase instructional hardware and software.

The Technology Plan and associated costs is included as an appendix to this Capital Improvement Program.

Total Program Cost based on 2009 start date: $13.7 million

DEFERRED MAINTENANCE

Location: All District Sites

Project Summary:

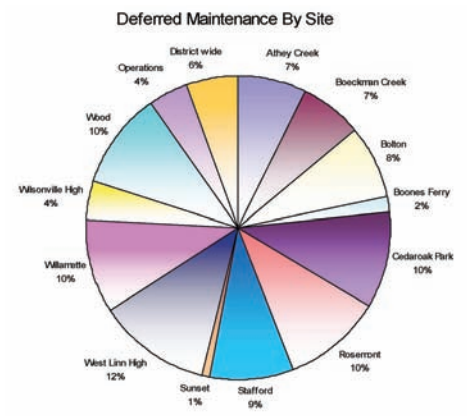
The costs to replace even basic features such as roofing, carpet, asphalt, boilers, mechanical systems, etc., have risen well beyond the General Fund's ability to absorb them. The District has prioritized annual operating budgets to teaching children, with the understanding that future bonds will provide necessary capital for basic and major repairs, and replacements and upgrades to existing buildings and grounds.

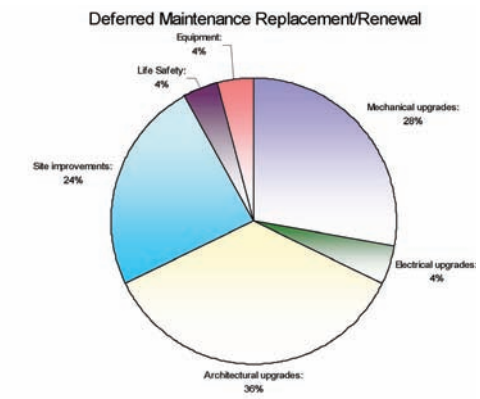
Deferred maintenance is defined as all maintenance work not funded by the annual operating budget.

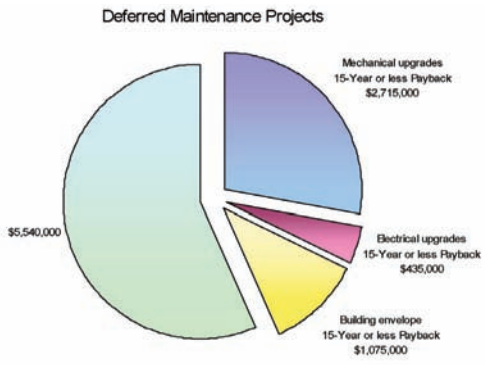
- Pat McGough, Facility Manager

Thousands of students move through district facilities each year with predictable degradation of buildings, equipment and furnishings. Each day, all known facility maintenance work is systematically recorded through the District work order system and is categorized into tasks for immediate response (funded by general fund) and tasks that require significant investment and thereby designated as "deferred maintenance". It is this list of deferred maintenance that makes up the bulk of this category. The primary detail report notebook is held at District Operations Center.

Program Cost based on 2009 start date: $10.1 million







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 2008 Capital Bond Campaign and the creation of a school district that elevates opportunities and success for every child.

APPENDICES

APPENDICES

WEST LINN-WILSONVILLE SCHOOL DISTRICT

DEPARTMENT OF OPERATIONS

2755 SW Borland Rd. – Tualatin, OR 97062
(P.O. Box 35, West Linn, Oregon 97068)
Phone: 503/673-7995
Fax: 503/638-9143

Bond Planning Meeting Schedule

Dates	Meeting Description
11/27/06	Joint session with School District Board - **7:00 PM** at the District Board Room
12/04/06	School District Board Meeting
12/12/06	LRPC Meeting - **7:00 PM** at the District Board Room
01/08/06	School District Board Meeting
01/22/06	School District Board Study Session
01/30/07	LRPC Meeting - **7:00 PM** at the District Board Room
02/12/07	School District Board Meeting
02/22/07	LRPC Meeting - **7:00 PM** at the District Board Room
02/26/07	School District Board Study Session
03/05/07	School District Board Meeting
03/06/07	LRPC Meeting - **7:00 PM** at the District Board Room
03/19/07	LRPC Meeting - **7:00 PM** at the District Board Room
04/02/07	LRPC Meeting - **7:00 PM** at the District Board Room
04/09/07	School District Board Meeting with LRPC
04/23/07	School District Board Study Session with LRPC - Capital Bond plans
05/07/07	School District Board Meeting

Bond Planning Meeting Schedule continued...

Dates	Meeting Description
05/21/07	School District Board Study Session
07/09/07	School District Board Meeting
08/06/07	School District Board Meeting
09/10/07	School District Board Meeting
09/11/07	Alternative Education Task Force Meeting
09/17/07	School District Board Study Session
09/25/07	Alternative Education Task Force Meeting
10/02/07	Sunset Task Force Meeting
10/08/07	School District Board Meeting
10/09/07	Alternative Education Task Force Meeting
10/15/07	LRPC Meeting - **7:00 PM** at the District Board Room
10/22/07	School District Board Study Session
10/23/07	Sunset Task Force Meeting
10/23/07	Alternative Education Task Force Meeting
10/30/07	Alternative Education Task Force Meeting
11/05/07	School District Board Meeting
11/06/07	Alternative Education Task Force Meeting
11/13/07	Alternative Education Task Force Meeting
11/19/07	Board Study Session with LRPC - **7:00 PM** at Art Tech High School, 8502 SW Main St., Wilsonville.
11/19/07	Alternative Education Task Force Meeting

Bond Planning Meeting Schedule continued...

Dates	Meeting Description
11/27/07	LRPC Meeting - **7:00 PM** at the District Board Room
12/04/07	Alternative Education Task Force Meeting
12/10/07	School District Board Meeting
12/11/07	Alternative Education Task Force Meeting
12/18/07	Alternative Education Task Force Meeting
01/07/08	School District Board Meeting
01/08/08	LRPC Meeting - **7:00 PM** at the District Board Room
01/08/08	Alternative Education Task Force Meeting
01/14/08	School District Board Study Session with LRPC: Alternative Ed Task Force
01/14/08	Alternative Education Task Force Meeting
01/21/08	LRPC Meeting - **7:00 PM** at the District Board Room
01/30/08	LRPC Meeting - **7:00 PM** at the District Board Room
02/04/08	School District Board Meeting with LRPC
02/07/08	LRPC Meeting - **7:00 PM** in Commons B at West Linn High School
02/09/08	Bond Summit – **8:00 AM – 4:00 PM** at West Linn High School Auditorium

Long Range Planning

Special Committee

Sunset Primary School Task Force Report

September 14, 2007

WEST LINN-WILSONVILLE SCHOOLS
MEMO

To: Sunset Primary Task Force

From: Roger L. Woehl

Subject: Sunset Primary School

Date: September 14, 2007

❑ Action Required

❑ Information Only

Due:

Overview

The District Administration recommended that the Long Range Planning Committee consider the replacement of Sunset Primary school as part of the next capital bond election. The LRPC included this recommendation in their final report to the Board in Spring 2007. Subsequently, the Board asked district administration to follow up with two specific activities.

First is a complete architectural and engineering review of the Sunset Primary facility to determine the extent of the needs of this facility if it were to be remodeled. This will include structural, engineering, and mechanical considerations. In addition, the playground needs will be reviewed.

Second, the Board asked district administration to organize a citizen's task force to review the findings of the architectural study in the context of the question:

Should Sunset Primary be remodeled to bring it up to current codes and academic standards or should it be razed and replaced with a new facility on the same site?

This task force is being organized for the purpose of reviewing information pertinent to this question and preparing a recommendation for the School Board.

Background

The first Sunset School was constructed sometime around 1890. It was the first school in Oregon to provide transportation for children. The conveyance was a horse and wagon which carried children to the school house from the Rosemont area. It was also the first public school in the West Linn – Wilsonville area (Stafford 1891, Bolton 1892, Willamette 1896, Wilsonville 1908, West Linn High School 1920). This building was torn down in 1916.

The next Sunset School was constructed in 1917. This building burned down in 1940.

In 1930, a gymnasium was built 20-feet to the west of the 1917 school house. The gym survived the fire of 1940 and remains in use today as the gym of Sunset School.

After 117 years Sunset School is still in use at the original site and consists of a gym built in 1930, a main 2-story classroom section built in 1941, and additions constructed in 1957, 1960, and most recently three classrooms in 1966. Today, this 54,030 square foot facility occupies 4.5 acres and has a student enrollment of 450.

Through the years the school experienced several remodels; most notably in 1998-99 a new boiler, new computer network and phone system, electrical upgrades (to support technology), roofing, and some interior finishes were installed. In 2003-04 the kitchen, cafeteria and library were remodeled.

Given the age and various construction methods used to construct this building; and the condition of utilities, mechanical, electrical and plumbing systems, the existing building has clearly outlived its intended life-span. Of equal significance is the failure of the existing interior design to accommodate contemporary teaching and learning strategies.

In the fall of 2007, a citizen task force will contemplate the future of the Sunset facility.

Task Force Charge

1. Review the architectural study and recommendations.
2. Review the structural needs of a primary school in the West Linn - Wilsonville School District. Consider issues of curriculum and academic needs and equity.
3. Weigh the options between remodeling and replacing the Sunset Primary facility. Consider cost/benefit of each option.
4. Prepare a recommendation to be initially presented to the Long Range Planning Committee in November, 2007.

West Linn-Wilsonville School District
Sunset Task Force Meeting Roster

Updated: 10/30/2007

First Name	Last Name	email
Michele	Beyer	marcouxbeyer@comcast.net
Rob	Bledy	rbledy@ups.com ROBNOELLE@Comcast.net
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SUNSET PRIMARY SCHOOL
2351 OXFORD STREET
WEST LINN, OR 97068

The first Sunset School was constructed sometime around 1890. It was the first school in Oregon to provide transportation for children. The conveyance was a horse and wagon which carried children to the school house from the Rosemont area. It was also the first public school in the West Linn, Wilsonville area (Stafford 1891, Bolton 1892, Willamette 1896, Wilsonville 1908, WLHS 1920).This building was torn down in 1916,

The next Sunset School was constructed in 1917. This building burned down in 1940.

In 1930, a gymnasium was built 20-feet to the west of the 1917 school house. The gym survived the fire of 1940 and remains in use today as the gym of Sunset School.

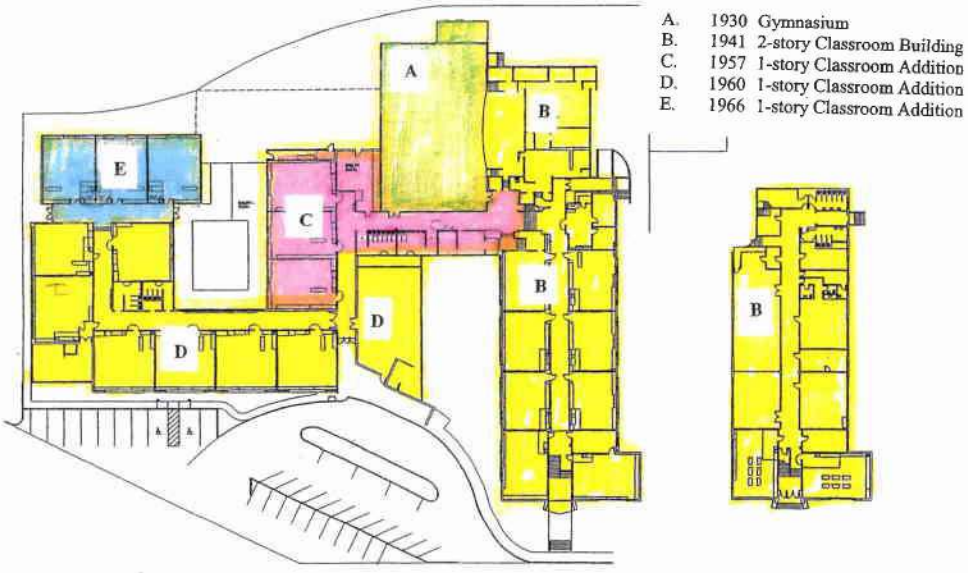
After 117 years Sunset School is still in use at the original site and consists of a gym built in 1930, a main 2-story classroom section built in 1941, and additions constructed in 1957, 1960, and most recently three classrooms in 1966. Today, this 54,030 square foot facility occupies 4.5 acres and has a student enrollment of 542.

Through the years the school has experienced several remodels; most notably in 1998-99 a new boiler, new computer network and phone system, electrical upgrades (to support technology), roofing, and some interior finishes were installed. In 2003-04 the kitchen, cafeteria and library were remodeled.

Given the age and various construction methods used to construct this building; and the condition of utilities, mechanical, electrical and plumbing systems, the existing building has clearly outlived its intended life-span. Of equal significance is the failure of the existing interior design to accommodate contemporary teaching and learning strategies.

In the fall of 2007, a citizen task force will contemplate the future of the Sunset facility.

Sunset Primary



Sunset Primary School Task Force
Tuesday, October 2, 2007
7:00-9:00 p.m.
Sunset Primary School - Library

Meeting Outline

Time	Topic	Person(s)
10 min 7:10p	1) Start-Ups: a) Introductions b) Agenda Review	D. Lake
10 min 7:20p	2) Review the Long-Range Planning Committee Process that got us to this point (Board Report available upon request, a few copies will be available at meeting) a) The Board has determined to go forward with a Bond issue in 2008.	D. Lake
15 min 7:35p	3) Present background information on Sunset Primary School 4) Present Task Force Charge and Timelines (next meeting scheduled on October 23, 2007 from 7-9p at Sunset Primary School) a) Review architectural study and recommendations b) Review the structural needs of a primary school in the West Linn-Wilsonville School District. Consider issues of curriculum and academic needs and equity. c) Weigh the options between remodeling and replacing the Sunset Primary facility. Consider cost/benefit of each option. d) Prepare a recommendation to be initially presented to the Long Range Planning Committee in November 2007	T. Woodley
	5) Questions/additions to charge or scope?	D. Lake/Group
30 min 8:05p	6) Architectural Study a) Study Presentation b) Questions	Dull, Olsen & Weekes Group
40 min 8:50p	7) Question of Remodel or Rebuild	D. Lake/Group
10 min 9:00p	8) Wrap-Ups: a) Action Items/Next Steps b) Next Meeting	D. Lake/Group

Questions from Meeting

1. What land is available in the area for a school to be built on?
2. What are the implications of building on this site?
3. How have other schools dealt with building on a constrained site?
4. Are there deal breakers in building a new school?
5. Is the city willing to consider a parking structure?
6. What is the baggage associated with a parking structure?
7. How would the community feel about moving the school to the Erickson site?
8. What are the busing costs of moving to the Erickson site?

9. What issues do non-student families/individuals have with this school proposal?
10. Can Sunset Park come into play?
11. Is a parking structure required and what other parking options are there?
12. What is the plan for other schools in the district?
13. Is this site too constrained for future expansion needs?
14. What are the emotional attachments of this community to this school? Is the emotion tied to the location, the facility, the name, etc.?

Sunset Task Force-Fall 2007
October 18, 2007

Questions from October 2, 2007 Task Force Meeting

1. Q: What land is available in the area for a school to be built on?

A: The school district owns (a) the 4.5-acre Sunset site, as well as (b) the 6.5-acre Parker Road site [0.85-miles]; (c) the 20.7-acre Erickson site [1.57-miles]; (d) the Oppenlander Sports Field site [0.84-miles]; and (e) the undeveloped southern portion of the 42-acre West Linn High School site [0.30-miles].

Other than district-owned property, there are no other known sites in the immediate vicinity that could be purchased that would accommodate a new primary school.

There is always a possibility of purchasing adjacent private homes with the hope of eventually amassing enough property to address additional parking/playgrounds.

2. Q: What are the implications of building on this site?

A: The school district has had extensive experience constructing and remodeling school facilities while those facilities remain operational. While the logistics (and associated cost) can be complex, rebuilding on the existing Sunset site is not unrealistic. It is possible to consider a phased building strategy where some portion of the old school is removed with a new portion constructed in its place; students move into the new portion and the remainder of the building is removed and then replaced. The school could also, possibly be sited at the far east edge of the site such that most/all of the new building is moved into, then the old building removed and playfields/parking is constructed.

Besides the implications of construction logistics, other factors that affect building on the existing site are: 1) the existing site is located in the neighborhood, within walking distance for many children; 2) the site is relatively small (half the size of an optimal site) thus requiring alternative design strategies; 3) while utilities to serve a school have been a constraining factor in the past, recent area infrastructure upgrades have greatly improved the viability of this site; 4) the site is relatively flat;

3. Q: How have other schools dealt with building on a constrained site?

A: There are plenty of examples of public schools on constrained sites. A successful solution probably incorporates a variety of different options. Most common strategies include multi level buildings, under-building parking and artificial turf playgrounds.

Another option that works for many schools is sharing space with neighboring properties to address parking, playgrounds and storm drainage.

4. Q: Are there deal breakers in building a new school?

A: Ultimately, Sunset School will need to be replaced or closed. The nature of the deficiencies will neither resolve themselves or go away. So, to restate the question; "Are there deal breakers in building a new Sunset school in the near future?", the answer is probably "yes". There could be a lack of funding; the neighborhood could adamantly oppose the notion; the City could refuse to allow the site to continue to be used for a public school. The reasons for any one of these scenarios are very diverse and would require further exploration.

5. Q: Is the city willing to consider a parking structure?

A: There are defensible reasons why a parking structure would be appropriate for the Sunset site. Regardless of how the district chooses to resolve the parking problems, the City will, a) require a solution, and 2) listen to any reasonable proposal.

6. Q: What is the baggage associated with a parking structure?

A: Critics of parking structures usually list cost as being prohibitive based on the perceived benefit. Other typical reasons are building height, aesthetics, security, management burden, etc.

In this case, what could be anticipated is the use of under building space (such as below a gymnasium) that could be available due to natural grade change on the site. This would also be a situation where parking would only be one-story, thereby minimizing building height concerns and extraordinary structural engineering.

One must also consider the availability of land to accommodate traditional parking lots. The Sunset property cannot accommodate all code-required parking and playground requirements. With research, it may well be that under-building parking is far less expensive than the purchase of land. Innovative parking solutions will be key to successful use of this site.

7. Q: How would the community feel about moving the school to the Erickson site?

A: This is clearly a question for the community. Clarification is needed in terms of whether Sunset would be moved permanently to Erickson site or just temporarily during reconstruction on the existing Sunset site.

From the school districts long range planning point of view, high value is placed on neighborhood schools that are within walking distance of most students. Moving the school out of this neighborhood would be contrary to this basic premise.

8. Q: What are the busing costs of moving to the Erickson site?

A: While there are costs associated with bussing students throughout the district, they would probably be negligible given that the Erickson site is located in a neighborhood whose students would be able to walk to school as opposed to being bussed as they are now.

If a new school was built at both sites, more children could walk to school than is currently the case.

9. Q: What issues do non-student families/individuals have with this school proposal?

A: It would be speculative to answer this question here. The Sunset Task Force, public School Board meetings, Long Range Planning Committee meetings, a Bond Summit and neighbor-to-neighbor conversations over the next few months will bring clarity to this issue.

10. Q: Can Sunset Park come into play?

A: The School/Park concept is well accepted in many communities including ours. The adjacency of Sunset Park lends itself well to shared use. There are some cautions however due to the heightened responsibility of schools to assure safety. Any arrangements would require clear agreement.

There may also be some possibility of the school district acquiring the Sunset Park site (all or part) through co-initiated conversations with the City and some sort of public process.

IF Sunset Park became available for use as a school site, many site-related problems suddenly become solvable without extraordinary design or cost.

11. Q: Is a parking structure required and what other parking options are there?

A: While site concept designs have not been initiated, it is fair to recognize that current City parking requirements would be very difficult to achieve without some innovative parking solutions, including street-side diagonal parking and under-building parking. It is also conceivable (although perhaps not likely) for the school district to purchase neighboring residential property and converting the lots into parking.

12. Q: What is the plan for other schools in the district?

A: The District has a well established theory for how primary school design should accommodate contemporary teaching methods. In general, primary schools should have large volume, central located libraries, and classrooms should ideally be organized in pods around shared learning "discovery" spaces. These schools should have minimal corridor space and have several resource and meeting rooms of various sizes to accommodate specialized learning.

Boeckman Creek and Boones Ferry are good examples of this design strategy. Other primary schools including Stafford, Willamette, Bolton and Cedaroak Park have all had architectural studies that lead us to know that with moderate renovation, these schools could be reconfigured to also meet these guidelines. The District's list of proposed Capital Improvements will include renovation projects at these four schools for consideration.

13. Q: Is this site too constrained for future expansion needs?

A: There is no plan to expand Sunset beyond its current student capacity of approximately 500 primary level (k-5) students. A new school in this location would have the same features of the current school but arranged in a more efficient floor plan. While this is a very constrained site, there is an expectation that the existing use can be accommodated; but expansion beyond that can not.

14. Q: What are the emotional attachments of this community to this school? Is the emotion tied to the location, the facility, the name, etc.?

A: This is a question individuals must ask themselves; and then carry that personal feeling to a larger, community-wide conversation. Sunset school has a long history in this community and to the extent the existing building elicits favorable (or unfavorable) emotion, people will balance that against the reasonableness of replacing the old with the new. The school district can bring factual information and create a process to evaluate the information and questions, but ultimately community members and patrons will decide the fate of Sunset Primary School.

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Sunset Task Force Meeting
October 23, 2007
7:00 pm Sunset Cafeteria

Agenda

1) Additional Questions
2) Community Findings
3) Decision Criteria
4) Options
5) Pros/Cons
6) Preferences

Community Feedback

- Little emotional connection to current building
- Not emotionally tied to site
- Concern about site constraints
- Want children in neighborhoods in same schools
- Concern about property tax impact by non-children families
- Most said "build new"
  - Prefer no parking structure
  - Prefer no artificial turf
  - Caution about how you build up
  - Concern about property use if not a school
  - Most not concerned about distance to school
- Lack of consistent sidewalking
- Want website for information
- Would city do a property swap for park or other
- Are there topography issues in the park
- Believe constrained site can be used
- Concern about fence in park
- Max school size should be 580
- Interested in cost/effective decision
- Like pod structure
- Could it be built in phases
- Concern about trees in the park

Additional Questions

1) Size of Oppenlander; approximately 10 acres
2) Value of Sunset Land is approximately $2.7 million
3) Where is Park Road?
4) How would community respond to using Park as part of school property?

Decision Criteria

- Instruction spaces
- Cost – Good stewards of taxpayer $; least impact to taxpayer over long term
- Efficiency – Use of property
- Timeline for the project – Luxury of time
- Site constraints – Utilities, topography
- Safety – Students now and future (arrival and dismissal)
- Sequencing/Transition – Build new on site, etc.
- Long term – Perceived length of the solution
- Community Impact
- Relation of site to school population

Option 1

Build New On Oppenlander

53 votes

Costs	Benefits
Too close to other schools attendance areas	Requires staff, students, etc. to only move once
Lose "neighborhood" school for Sunset community	Larger site; less than one mile from current site
Lose some playing fields	Big and flat
Boundary changes	No size constraints
Oppenlander is a swamp	Possibility of expansion
Does community want to trade field locations	Flat, large enough site; better than baseball use for neighbors
Traffic issues with church as well at location	Can design for optimal learning environment
Cost of field replacement	Room for parking
If new site constructed at Oppenlander what about traffic congestion on Rosemont with housing development and church being built?	Staying within existing area
	Less issue with transition during building
Community reaction to park removal	District owns land
What happens to Sunset property – if property is sold, possible housing development. Trade fence/trees for multiple houses.	Good long term solution in terms of site
	Flat and large

PRO – Perfect size, level

CON – Community gives up playing fields

Option 2

Acquire Park New Building

40 votes

Costs	Benefits
Trees; Aesthetics, ADA	Trade off: school district parcel that has limited use anyway (like Parker Rd. for example)
What would be the trade	
Loss of public park and old growth Trees	Solve quite a few of the problems with current site
Will voters go for losing Sunset Park for a non treed piece of land	Solve existing site issues, i.e. utilities, parking, safety, two story building
Perceived loss of community park	Stays on original site
Impact to neighbors (fences, noise, etc.)	Meet standard for lot size
Cost to level lot	Keep school in neighborhood
What is the trade? Would community support the trade?	Allows for desired instructional model
Vote required to determine if public/city would sell land – longer timeline	Larger site – more one level possibilities
Neighborhood resistance	Larger site
	Solution to transition issues of where to have kids while building the new school – provides option
	Emotional benefits met
	Eliminate site constraints

PRO – Makes perfect size

CON – Unleveled; I doubt WL voters will agree to give up old established park for sentimental reasons

Option 3

Build New Current Site

No Park

11 votes

Costs	Benefits
Size constraints	School does not need to be much larger – could keep population size low
Parking structure	
Parking issues remain as current options – not appealing	Won't have to wait for City to vote or decide (delay)
Smaller site requires more Expensive parking solution	If continue to use Sunset site for school, other District land (Oppenlander, etc) stays available for future school
Parking issues	
Community impact with building height	Cost effective
Investing millions of tax payer $ into compromised site	Emotional benefits met
Too little land	Allows for desired instructional model
Site too small	
Safety issue for bus transportation and pick up/drop off of kids	
Will this solution be the right one 10 years down the road – is it long term	
Neighborhood impact (going up – visual impact of parking structure)	
Parking – inventive solutions	

Option 4

Remodel Sunset

No Park — 0 votes

Costs	Benefits
Doesn't make sense – too many problems	Lowest initial cost
Safety	History preserved
Greater disruption for students/staff during process if they stay and more moves if they go to different location and then back	Spend $5 million less than building new
Long term, probably not most cost effective	Cheapest
Could cost more $ in the long run	Site stays same
Not completely fixing the problems -- bandaid approach	Maintains "Community School"
Unknown internal environmental Issues in building	
Possible continued issues with the various internal systems	
Has had multiple remodels and here we go again – it still does not meet the safety needs	
Can't resolve parking issue	
Student safety	
Instructional model cannot be satisfied using existing blueprint	
Same parking issue	
Cost efficiency; spend a lot of $ for bandaids	
Safety	

DULL OLSON WEEKES
architects inc.

WEST LINN - WILSONVILLE SCHOOL DISTRICT

SUNSET PRIMARY SCHOOL BUILDING EVALUATION

OCTOBER 1, 2007

319 SW WASHINGTON ST. #200 | PORTLAND, OR 97204
t: 503 226 6950 *f*: 503 273 9192 | *www.dowa.com*

TABLE OF CONTENTS

INTRODUCTION/PURPOSE OF STUDY

The West Linn-Wilsonville School District (WLWV) is considering asking voters to approve a construction bond in the fall of 2008. The district has been studying the needs throughout the district, looking at capacity, enrollment and facilities.

Part of this district wide study is to determine the existing condition and viability of Sunset Primary School now and into the future.

WLWV selected Dull Olson Weekes Architects, Inc. (DOWA) to conduct a site and building evaluation of the existing primary school to identify and quantify the existing conditions and to, in general, identify what challenges the current floor plan of the school presents to providing a personalized educational environment. DOWA in turn hired James G. Pierson, Inc to review the structural condition of the building, PAE Consulting Engineers to evaluate the mechanical, plumbing and electrical systems, and SJO Consulting Engineers to review on and off site conditions that would impact any further development. In addition, WLWV enlisted The Garland Company Inc. to evaluate the condition of the roofing.

A meeting was held on September 13, 2007 with a building tour following. District staff and Kathy Ludwig, the school principal, walked us through the school to identify problems and deficiencies.

DOWA and each consultant took the information presented, plus what we observed as well as information either known from past work on the school or from outside sources, and compiled it into this report.

EXECUTIVE SUMMARY

Given the age and general condition of this building's architectural components (exterior walls, roof and interior); and the condition of utilities, mechanical, electrical and plumbing systems, the existing building has reached the point where the cost to remodel is nearly equivalent to the cost of replacement. Of equal significance is the failure of the existing interior design to accommodate contemporary teaching and learning strategies.

A new facility would allow for the resolution of multiple current problems with the existing building's floor plan. Improvements to site issues such as the concern for safety with the conflicts between buses and parent pick-up could be resolved. A new building would allow for a better interior design to encourage a learning environment that takes advantage of the many and varied ways children construct knowledge, sharpen skills, and deepen understanding.

SCHOOL HISTORY

The first Sunset School was constructed sometime around 1890. It was the first school in Oregon to provide transportation for children. The conveyance was a horse and wagon which carried children to the school house from the Rosemont area. It was also the first public school in the West Linn, Wilsonville area (Stafford 1891, Bolton 1892, Willamette 1896, Wilsonville 1908, WLHS I920). This building was torn down in 1916.

The next Sunset School was constructed in 1917. This building burned down in 1940.

In 1930, a gymnasium was built 20 feet to the west of the 1917 school house. The gym survived the fire of 1940 and remains in use today as the gym of Sunset School.

After 117 years, Sunset School is still in use at the original site and consists of a gym built in 1930, a main 2-story classroom section built in 1941, and additions constructed in 1957, 1960, and most recently three classrooms in 1966. Today, this 54,030 square foot facility occupies 4.5 acres and has a student enrollment capacity of 498.

Through the years the school has experienced several remodels; most notably in 1998-99; a new boiler, new computer network and phone system, electrical upgrades (to support technology), roofing, and some interior finishes were installed. In 2003-04, the kitchen, cafeteria, and library were remodeled.

DISTRICT EDUCATIONAL GOALS & VIABILITY OF EXISTING BUILDING PLAN

(Prepared by Norm Dull of Dull Olson Weekes Architects Inc.)

Guiding Principles

When Boones Ferry Primary School was being planned, the following list of six Guiding Principles was developed and was used to form the basis upon which initial planning and design work was initiated. These were not merely idealistic goal statements, but rather were written representations of core values and basic ideas that would become expressed physically and experienced through the architecture of what the school district wanted of their primary schools. In the course developing and refining the Guiding Principles, the notion was developed to extend the concept of lifelong learning outward from the traditional school setting into the surrounding community. The school district embraces these same Guiding Principles for all of the primary schools in the district.

Develop a Sense of Community

Community embraces both emotional and physical aspects. Community is built when people share a tangible sense of place, of common purpose(s), inclusiveness, a sense of safety and respect for diversity. These elements cause individuals to come together with the desire and willingness to invest time, talent, and resources for the expressed purpose of further strengthening the learning community.

Communication and Relationships

The structure and design of the primary school will promote effective communication and strong relationships, as characterized by:

- Collaboration within, across, and beyond all facets of the school where ideas are shared.
- A dynamic culture of engagement and rigorous learning.
- Each child being understood and valued.

Physical Environment

The primary school will be a captivating place that will accommodate the needs of all learners in the community. The architecture will be integrated with the natural environment. The physical environment will:

- Create adaptable space, which can be changed over time.
- Invite discovery, free of barriers for learning and personal discovery.
- Invite lots of different kinds of learning activities…both “active” and quiet spaces.
- Be a safe place, in the image of home.
- Be fun!
- Have a presence of art, literature, math, and sciences expressed physically in the structure.
- Offer opportunities for student work to be incorporated into the structure.

Culture & Values

The primary school is a reflection of the culture and values of the community, including a connection to the natural world, sensitivity to multicultural needs, and a sense of purposeful learning. Character values are evident and the village celebrates individual and community accomplishments.

Develop a Partnership

The primary school will support learning partnerships that are rich, varied, and dynamic by:

Recognizing the concept of a single entity on campus.
Extending the learning of children and the adults who surround them.
Fostering contribution within both the school and the community at large.
Engaging in parallel learning through collaborative inquiry about significant things.

The Learning Environment

The primary school will provide lifelong educational opportunities for all individuals in the community.

Focus on children with opportunities for adults.
Honor, support, and celebrate personalized learners.
Encourage instruction that takes advantage of the many and varied ways children construct knowledge, sharpen skills, and deepen understanding.

In this personalized environment, each learner will hear his or her voice contributing to the community of learners.

Sunset Primary School Existing Floor Plan

The environment, flexibility, and arrangement of the school components have a direct impact on the learning opportunities of the students and can be related directly to the level of their success. Over the years, West Linn-Wilsonville School District has recognized certain organizational patterns and components that work best for their approach to education and the goals listed above. The flexibility and availability of commons spaces directly outside of the individual classrooms is a major component. In addition, having smaller conference rooms that can be used for teacher teaming rooms and other individualized learning opportunities has proven valuable. The arrangement of classrooms into clusters that support each other around the commons area, teaching teams, and the library are all components of providing an environment conducive to superior learning opportunities. Transparency within the school provides opportunities for greater understanding and generates excitement about what others in the school are experiencing. Sunset was constructed prior to these important components being recognized. Sunset is organized around linear corridors with classrooms lining both sides of that corridor. While there are possibilities for improving the current layout to more closely follow the guidelines identified by the school district, it would require rather extensive and expensive remodel to accomplish.

The existing floor plan offers several challenges to bringing it more in line with the district's vision and goals. The building is on several different levels and not fully ADA accessible. Recent remodels have improved both the ADA accessibility and safety at the school but there remain challenges that don't meet current building code requirements.

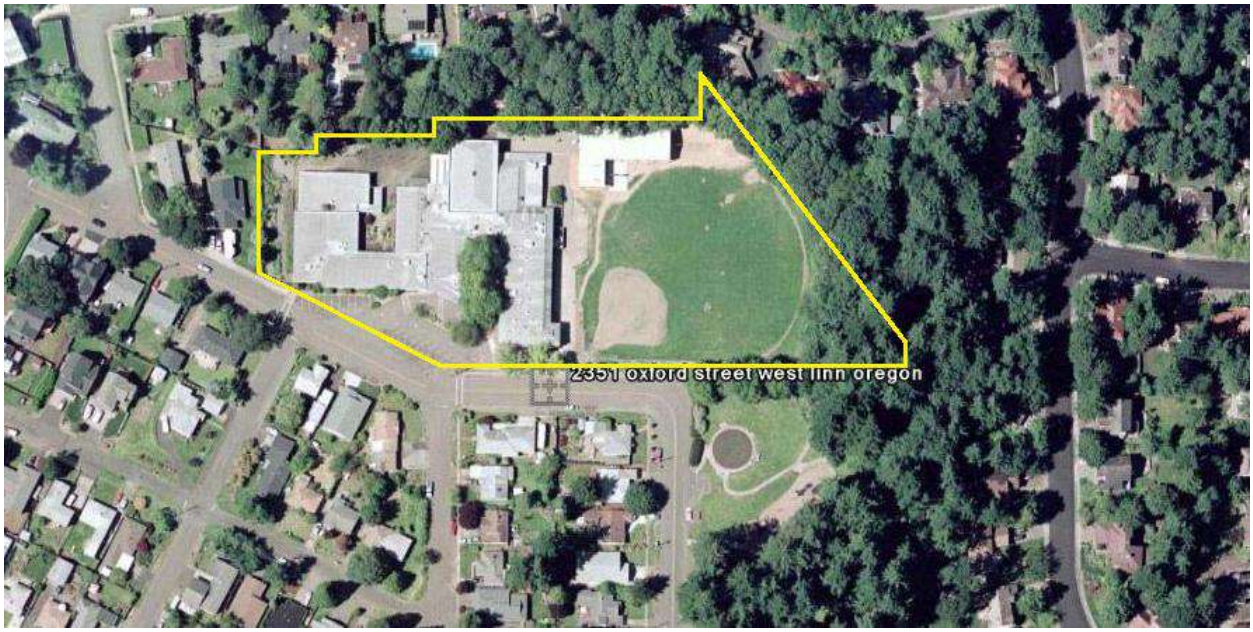
SITE

Site Limitations and Opportunities

(Prepared by Norm Dull of Dull Olson Weekes Architects Inc.)

The Sunset Primary School is sited on two tax lots consisting of a total of 4.5 acres. By today's standards, this is quite a small site for a primary school of this enrollment capacity. Normally for a new primary school, one would expect a site of 8 to 10 acres. The smallness of this site limits the opportunities for development of additional building, play fields, and parking facilities. Schools, today more than ever, have become the center for community activities including opportunities for many and varied sporting activities.

The school site has been developed basically into two halves. One half is the building and the small amount of parking that there is, the other half is a sports field, soft play and covered play structure.



The area in front of the school is very restricted and serves as the only on-site parking, parent pick-up/drop-off, as well as bus loading/unloading. There are understandably conflicts between buses and parents picking up/dropping off the children. The conflicts create safety concerns for the school administration. Because the area in front of the school is so restricted, the buses are staged in two shifts. The first shift of buses arrives and loads while the second shift waits in the neighborhood for the loading area to clear. Parking for the school is minimal and has been a continuing issue that usually requires volunteers and visitors to park in the adjoining neighborhood. Currently the site supports only 25 mostly non-conforming parking spaces. Parking for this primary school based on the City of West Linn's Community Development Ordinance would require one space per employee plus one space per 1,000 square feet of building. There are 50 (employees and student teachers) at the school and 54,000 square feet of building which calculates to be 54 spaces, for a total code required parking count of 104. Surface parking for 104 spaces would require approximately 40,000 square feet which is nearly one acre. A parking lot of this size would take a good portion of the play fields if developed on

that portion of the site. An option would be to build a parking structure under the play field and then put a synthetic sports surface over it.

In addition to parking issues, the fire truck access is substandard with large portions of the exterior of the building not reachable by fire trucks. Deliveries are problematic due to conflicts with delivery area being on the playground and in front of the school at the main entry.

Partially because the sports field is the schools only grass field and partially because of the extensive demands place on the field by students during the day and student athletes in the evenings and weekends, the field gets very muddy. It gets muddy enough that the staff require students have a second pair of shoes to wear while playing outside to help reduce the mud tracked into the school.

The paved areas around the building, including play and parking areas, are in poor condition with many uneven areas and areas where the pavement is breaking up. These irregularities create tripping hazards for people walking and kids running around the site.

BUILDING

Exterior

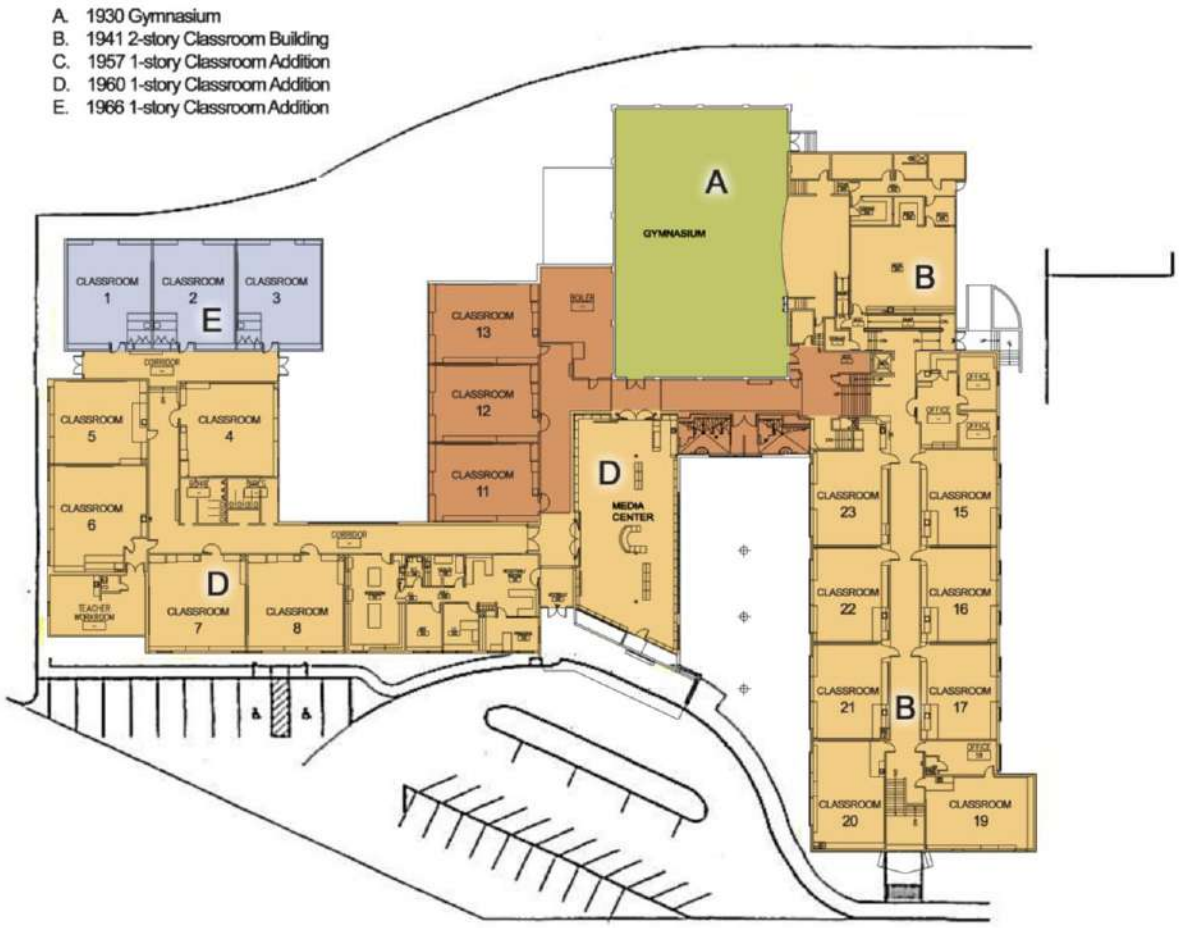
Sunset Primary School is the oldest school in the West Linn-Wilsonville School District. The school, probably because it was constructed over many years, has several different exterior wall types. Very little in the way of construction documents exist that shows the construction details of the various additions so most of this evaluation is based on what can be observed.

The gym (denoted as 'A' on the floor plan), built in 1930 with cast in place concrete walls, is painted on the inside and covered on the outside with stucco over the concrete and what appears to be brick used to create architectural, non-structural pillars. These walls appear generally in fair condition with some cracks currently visible in the stucco and evidence of others having been patched in the past. There are no exterior windows in the gym currently but it appears windows were in-filled at some point during the life of the building. To the east of the gym is a one story addition that may have been built at the same time but it is of different construction altogether. The exterior is painted beveled wood (probably cedar) siding over wood studs. The windows in this area are wood and in fair to poor condition.

The 2-story classroom building (denoted as 'B' on the floor plan) built in 1941 has brick exterior which needs some mortar joint work (tuck pointing) on the southwest corner. Treatment of the brick with water repellant every 5 to 10 years is necessary to maintain the brick in good condition. The majority of the windows were replaced with the 1998-99 remodel and are in good condition, except the wood window surrounds which were left in place. These surrounds need painting and possibly replacement in some cases. In an earlier remodel, what appear to have been full length windows in the classrooms were partially replaced with wood stud infill with a covering of T 1-11 painted plywood, probably in an effort to improve energy consumption and room comfort. These infill areas are also becoming a maintenance issue. In a south facing section, it appears that woodpeckers have made several holes in the siding. There is also a problem with what is likely ground water penetrating the walls of the lower level on the east side of this portion of the building. The west side of the lower level received a waterproofing treatment during the last remodel and seems to be preventing water intrusion along that wall.

Area 'C' was built in 1957 and is a one-story building. The exterior walls are constructed of cast in place concrete. The windows are the original steel frames with single pane glass. The glazing putty that holds the glass in place is falling out and operating sections are in poor condition. This type of window is very energy inefficient. It was noted that the skylights leak and have been a continual problem. The skylights probably don't meet OSHA regulations for loading to prevent someone from falling through them.

Area 'D' was constructed in 1960 and is also a one story building. The construction of this area is very similar to that of area 'C' noted above. A later remodel in-filled a good portion of the exterior windows, leaving some of the existing windows in place (without operable sections). This infill was probably undertaken at the same time as the infill work in area 'B'. In a subsequent remodel, new aluminum windows replaced some of the existing steel framed windows. The amount of operable window sections per room is minimal and is inadequate for natural ventilation. The remaining steel framed windows suffer from the same problems as those described in area 'C' above. A wood soffit and fascia board at the top of the wall are in fair to poor condition. The single, smaller classroom located in the southwest corner of the school appears to be a separate addition that I believe to have been built at the same time as area 'E' because of the similarities of exterior finish.



In 1966, a single story, 3-classroom addition was built (denoted as area 'E'). The exterior is vertical T&G cedar siding. The siding on the north side of the classrooms is in pretty good condition but the siding on the west has had more sun exposure and has developed dryrot in places and the paint has begun to peel. The windows are original, single paned, aluminum framed, energy inefficient and have probably reached the end of useful life.

Roof

Dell Turner with The Garland Company, Inc. visited the school and inspected the condition of the various roofing areas. His report breaks the building's roof areas into two halves. From his report, we understand that the western half of the roof is generally rated as good at the perimeter and fair in the field. In general, the roof needs some immediate repairs and is expected to last another five (5) years before needing to be replaced. The eastern half of the roof is rated as good at the perimeter and fair in the field. It was recommended that the roofing in this area be replaced in five (5) years as well. The translucent roofing sections in the metal roofing canopy and the old acrylic skylight most likely don't conform to OSHA loading requirements which are intended to prevent someone from falling through them. The insides of parapet walls need to be covered with metal sheeting to maintain watertight performance. For more details, see the full roofing report attached at the end of this report.

Interior

Because of the past remodels and work of the maintenance staff, the interior of the school appears to be in good condition. For the most part this is true. In general the floors, walls and ceilings are well maintained. There are concerns however. Some of the toilet rooms need to be fully upgraded to allow for proper clean-ability and ADA access. Ceiling tiles need to be replaced on a regular basis because of staining due to roofing leaks that can't seem to be stopped despite continued maintenance staff efforts. The walls in the corridors don't have wainscoting so there is considerable effort required to keep them painted and appearing clean and fresh.

The greatest needs come in the areas of HVAC systems and plumbing. The ability to maintain a comfortable temperature in the learning environment has proven extremely difficult. Temperatures just after school started this year reached 85 degrees in the classrooms and the outside temperature hasn't been warm enough to justify uncomfortable temperatures of this magnitude. In one portion of the school the staff runs the water for 30 minutes in the morning just to get clear water to start coming out of the drinking fountain. Plumbing fixtures need to be replaced and drainage improved so the urinals drain properly.

The cafeteria, while much improved with the last remodel, is too small. Currently the school is running five (5) lunch periods to accommodate the number of students.

Door hardware is old and will need to be replaced. In addition, most of the current hardware doesn't meet ADA requirements.

The boiler/electrical room has significant roof leaks that allow water to drip on some electrical equipment in the room. This has resulted in the need to shutdown some equipment within the room. Roof leaks have also damaged the wood floor in the gym.

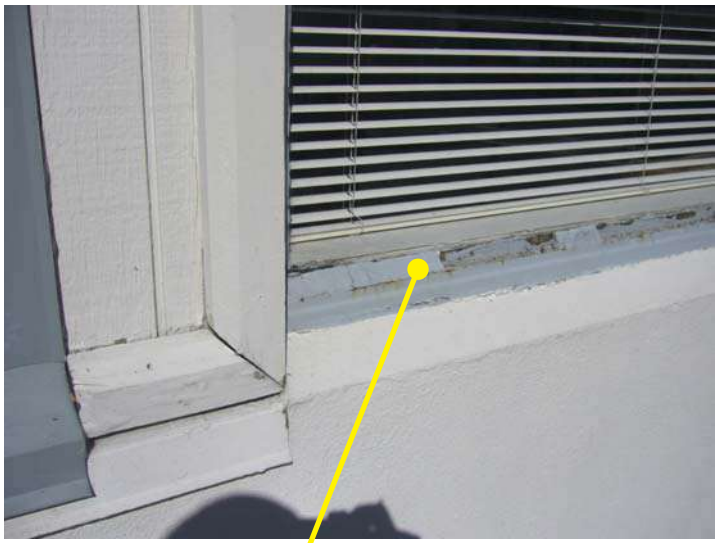
There is no intercom system other than the phones to call for assistance in an emergency or make emergency shutdown orders. Some areas, such as the gym and play areas outside, have no way to communicate in an emergency situation such as a lock down.

Because of past leaks, a minor amount of mold has developed.

The elevator pit fills with water, making it unusable a times.

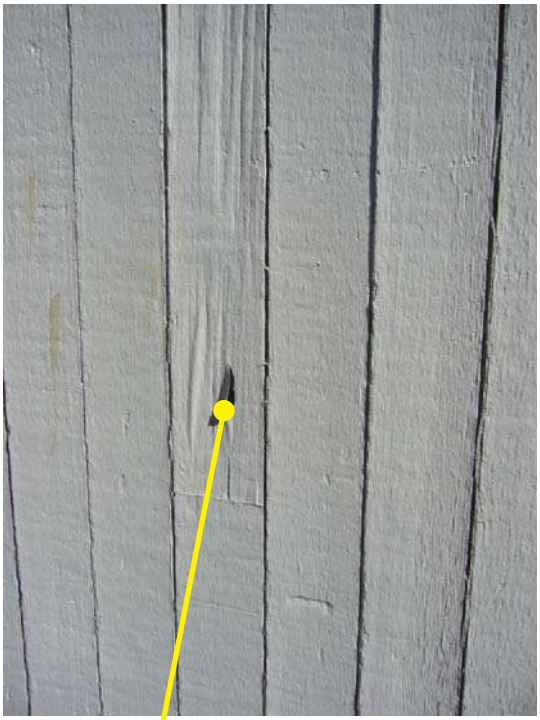
Code Considerations

The City of West Linn's building department and the Tualatin Valley Fire & Rescue have made it clear in the past that there will be no square footage added to the existing building without fire sprinklers being added to the building. Until recently, there hasn't been adequate water flow and pressure in the vicinity to make a fire sprinkler system viable. The emergency exit lighting is provided by a system that is backed up by batteries. While this system meets code, batteries are not as effective as a generator and require considerable maintenance to keep them operational. This is the system that is currently shutdown due to roof leaks. The staff use flashlights to direct students out of the school in case of emergency. This system needs immediate attention and the roof leaks need to be fixed to prevent further damage.



P1010380.JPG
Putty in steel framed windows falling out. (Building 'D')

P1010381.JPG
Dryrot along bottom edge of siding. (Building 'E')



P1010382.JPG
Peeling paint and dryrot on wood siding.
(Building 'E')

P1010383.JPG
Old and energy inefficient aluminum windows.
(Building 'E')

P1010384.JPG

Steel windows with putty failing. Energy inefficient. (Building 'C')

P1010385.JPG

School's main electrical panels.

P1010387.JPG

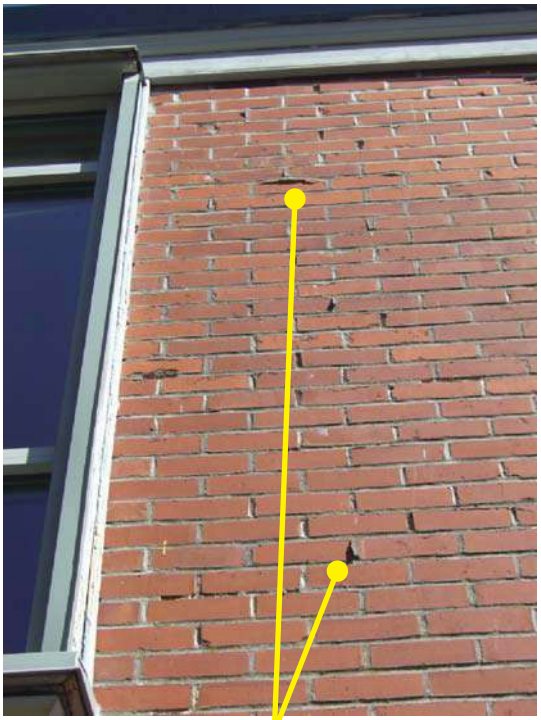
Wood framed windows in fair to poor condition. Single pane, energy inefficient. (Building 'B')

P1010388.JPG

Wood infilled windows.

P1010389.JPG
Bird damage.

P1010390.JPG
Substandard handrails. (Building 'B')



P1010391.JPG
Mortar failing on Building 'B'.

P1010392.JPG
Electrical run on exterior. Cracks in concrete.
(Building 'C')

CIVIL ENGINEER'S REPORT

(Prepared by SJO Consulting Engineers, Inc.)

Introduction

SJO Consulting Engineers has developed design work at the Sunset Elementary School over the past years and recently visited the facility on September 14th, 2007 to review and assess the condition of the existing site development as part of an overall facility assessment process. The purpose of the review was to examine the status and condition of existing utilities, paving, and site improvements at the facility and to develop recommendations for site development requirement necessary to support a potential comprehensive reconfiguration of the elementary school. This significant reprogramming could potentially include a complete renovation of the existing school or the demolition of the existing facility and construction of a new elementary school.

The assessment included review of existing drawings, discussions with staff, investigation of adjacent public utilities with the City of West Linn, and a site walk-through. Whenever possible, manholes, vaults and access ports were opened to confirm the utility configurations.

Development History

The Sunset Elementary School consists of approximately 4.5 acres of property with building and site improvements. The improvements include an existing elementary school and gym, detached covered play structure, grass play field, associated support utilities, site paving for hard play areas, circulation and approximately 25 parking stalls, curbing, sidewalks, and landscaping. The school building itself is an irregular shaped footprint with numerous wings that have been added over the years. The original school and gym was constructed in the 1920's. The brick classroom annex was added around 1930. There have been more recent classroom wing additions that we added in the 1950's. The site is relatively small for an elementary school and there are no excess unimproved land areas.

Site Storm Drainage

The existing storm drainage facilities on the site are very basic. They are also difficult to document because record utility drawings are not available for much of the site. On the south side of the site (front building entrance along Oxford and Park Streets), there are existing catch basins in the street which connect to a City storm sewer that ultimately runs down Exeter Street to the west. The paved parking area drains immediately to this street system. There are no developed sidewalk curbs or pavement storm collection facilities within the Sunset ES parking lot. Downspouts around the west and south sides of the building are collected in small storm piping and conveyed to this City system in Oxford.

Paving around the back east side of the side essentially drains to the perimeter landscaping for the most part. Downspouts along the building and within the courtyards on this east side are collected and drained to an existing offsite unimproved ditch on private property along the east property line of the school. It is not believed that a drainage easement exists for this discharge.

In general, the storm system is very minimal to drain the site properly. In addition, there has been historical evidence of leakage of downspout connections and piping which has resulted in flooding within the building.

There are currently no provisions for onsite detention (quantity control) or treatment (quality improvement) for the existing storm system. The storm water implications of extensive site redevelopment were discussed briefly with Boris Pietski at the City of West Linn. If additional impervious area is created on the site or if existing impervious paved areas are "redeveloped", storm water detention and treatment facilities will be required per Section 2.000 of the City of West Linn Public Works Design Standards (Storm Drain Requirements) and Section 33.000 of the City of West Linn Community Development Code (Storm Water Quality & Detention). Redevelopment is defined as "a project that proposes to add, replace, and/or alter impervious surface for purposes other than routine maintenance on a site that is already developed".

At the writing of this report, detention and treatment facilities would only be required for any new or redeveloped impervious areas. It is worth noting, however, that more and more jurisdictions are requiring that new detention treatment facilities be sized for the complete site impervious areas (proposed new and all existing impervious areas) when the site is being upgraded. This would particularly be true if the existing site was extensively reconfigured to provide a new elementary school facility.

Currently, the City of West Linn detention requirements are that onsite storm quantity detention facilities shall be designed to capture and detain runoff from the 2-year, 5-year, 10-year, and 25-year 24-hour, post-developed runoff rate to the corresponding design storm pre-developed discharge rate. Furthermore, the City requires that water treatment facilities also be provided to treat runoff for storm events per the City of Portland Stormwater Management Manual. These type of water quality systems typically use vegetation for treatment. Accepted types of vegetated treatment facilities include vegetated swales and filter strips.

There are currently no storm drainage facilities at the east end of the site in the location of the existing play fields. It does not appear from the City information or from site visits that there are any public storm collection facilities in this vicinity. If impervious development is configured in this region of the site, further study will be needed to determine an offsite discharge concept.

Subdrainage System

The existing building has experienced sub-drainage intrusion problems into the lower daylight basement classroom wing that have been difficult to diagnose. It is unclear whether recent flooding problems are attributed to sub-drainage issues, improper downspout connections, or even unknown cross-connection conditions. If major remodeling is considered for the existing building, the perimeter of the brick classroom wing would need to be completely exposed and water-proofed and the associated downspout and footing drain piping would need to be reconstructed. Obviously, competent subdrainage systems and downspout connections would need to be provided for any proposed new construction.

Water Supply

The existing elementary school building currently does not have a fire sprinkler system. This has become a barrier to proposed building additions in the recent past. A new building fire sprinkler system would be a basic requirement as part of any significant remodel or reconfiguration of the facility if additional area was added. The implications of potential public improvements necessary to provide adequate fire flow at the existing site were discussed with Jim Whynot, the City of West Linn Supervisor of Water Operations.

Jim indicated that the general City system would provide the necessary flow and pressure needed for the site. Furthermore, there is an existing 12" relatively new ductile iron water line within Oxford Street in front of the school. The existing water line in Park Street, however, is a very old 6" line that would need to be replaced as a public frontage improvement to provide an adequate looped water system for the school. A new 8" or 10" ductile iron water line would need to be installed in the Park Street right-of-way. The line would be connected to an existing tee at Exeter Street at the north end and to an existing 6" line in Bitner Street at the south of Park Street. The new public water line would be approximately 300 linear feet long and would require reconnection of any existing water services as well as normal street repair.

In addition to the water main in Park Street, there are also two existing hydrants along the school frontage that would need to be replaced. There are no existing fire hydrants on the school site for perimeter protection of the back areas of the building. Any significant new redevelopment or reconfiguration would likely require extension of a fire hydrant main into the site for perimeter building protection.

Sanitary System
There is an existing sanitary main sewer line that runs in Oxford and Exeter Streets in front of the existing school. There is currently a 4" gravity connection from the City manhole in the street into the school site to service the existing building. The public line is relatively deep (8' deep at the City manhole) and would be adequate to service a new building. The 4" service, however, would likely need to be replaced.

Paving & Site Features
The general condition of the paving in front of the site is in poor repair. Furthermore, the configuration and size of the parking facilities are extremely minimal. There are only 25 onsite parking spaces for the school and many of these are configured such that cars must maneuver into and out of parking spots by using the public right-of-way. This type of access would not be allowed today and any significant site redevelopment or reconfiguration will require that the general parking count and configuration be upgraded per Section 46.000 of the City of West Linn Community Development Code (Off-Street Parking, Loading, and Reservoir Areas).

ADA Access
In general, the existing school has made a reasonably good attempt to provide ADA access to the facility. There are a few areas, however, that would not meet today's requirements. In particular, the two handicapped parking spaces in the front parking lot have a slope that exceeds 2% and they need a pedestrian ramp to access the adjacent sidewalk.

Summary of Recommendations

A. Installation of stormwater detention and treatment facilities per Clackamas County Service District Surface Water Management Regulations will be necessary if expansion or redevelopment of impervious areas is planned.

B. Identification and public improvement of offsite storm discharge facilities will be needed for impervious development at the east play field side of the school site.

C. Potential offsite improvements and acquisition of drainage easement may be needed for existing offsite school storm discharge to the north of the site.

D. Installation of onsite fire hydrants to provide building perimeter coverage per Clackamas Fire Department and Oregon Fire Code will be necessary if expansion is planned.

E. Installation of 300 feet of new public water main will be required in Park Street to complete the upgrade of the City looped water system and provide adequate public water flow and pressure to the school.

F. In the event of significant redevelopment or reconfiguration of the site, the general onsite parking and traffic circulation would need to be redone to provide adequate onsite parking and maneuvering per the City of West Linn Development Code.

G. In the case of significant new development or reconfiguration of the site, new upgraded general utility services will be needed for sanitary sewer, domestic and potable water supply.

STRUCTURAL ENGINEER'S REPORT

(Prepared by Brad Connelly, S.E. of James G. Pierson, Inc.)

This report provides a summary of the structural issues that would need to be addressed at Sunset Primary School if it was to be upgraded to meet the needs of the school district. Although the non-structural deficiencies of the facility appear to be the focus of the recent evaluation of Sunset, the structural aspects will play a role in the comprehensive outlook of the facility's future. Because it is unknown at this time what the modifications and upgrades would need to be in order to meet the district's needs, the structural issues raised in this report deal only with the building as it sits today. There will obviously be modifications architecturally and otherwise, and these modifications will have an unknown impact on the current structural system.

From a structural standpoint, the primary challenge that many aging buildings and their components face is the ability to remain standing during and immediately after an earthquake, long enough for the occupants to exit the building. The seismic aspects of this building will be the sole focus of this report. Recommendations will be made as to the requirements necessary to upgrade the building to resist the current seismic design forces of the Oregon Structural Specialty Code. Estimates of cost for the recommended work are provide at the end of this report.

1930 Gymnasium

This portion of the school has concrete walls and a combination steel and wood roof. Limited seismic work was completed in 1999, which included adding plywood sheathing to the roof and tying the roof diaphragm to the concrete walls, as part of the re-roofing of this area of the school. Although this provides a means for connecting the concrete walls to the roof, the walls themselves are deficient, as is the case with most all concrete walls of this height built during the era. A typical solution for this problem is to add steel "strong-back" columns, continuously connected to the concrete walls. These will extend from the ground to the roof to provide the necessary strength to resist lateral earthquake forces from the weight of the walls shaking out-of-plane. These can be installed to either side of the walls, depending on architectural needs. This would also be necessary around the stage opening, with steel strong-backs at each side of the opening and across the top that would transfer the seismic forces. If the concrete walls can be braced out-of-plan in this manner, the concrete can still be utilized to resist seismic forces acting in-plane to the walls. In addition to these measures, the portions immediately adjacent to the gymnasium should be well connected to the concrete walls.

1941 2-Story Classroom Building

This portion of the building is a combination of wood and steel-framing with brick veneer as the exterior facade. This wing underwent a major remodel in 2004 to expand the lower-level cafeteria by removing corridor walls that supported the 2nd-level framing. These walls were replaced with steel beams and columns, in order to open the lower floor space for a larger cafeteria.

A preliminary analysis shows that the exterior walls will need supplemental plywood sheathing. It would be most cost-effective to install this sheathing to the inside face of the framing, which would require the removal of interior finishes. This would be less expensive than removing the exterior brick veneer and installing the sheathing on the outside face of the studs.

The roof would require plywood sheathing, with adequate connections created between the exterior and interior walls as well.

To continue to provide adequate seismic resistance, the walls separating the classroom spaces would need to stay intact, unless major changes to the seismic system were made by adding steel frames or other components.

1957-1966 Classroom Additions

These three additions were done by an architectural firm that did many schools of similar design throughout the area during the late 50's and 60's. This particular design typically has classrooms on either side of a central corridor, and very open windows on the exterior walls opposite the corridor. This creates a condition where the seismic resistance of the building in the direction of the corridors must be handled by the corridor walls, due to the absence of seismic resistance in the window walls. The current configuration of these additions provides for enough wall lengths along the corridors to accomplish this. However, the connection between the roof diaphragm and the corridor walls is insufficient to transfer forces, and must be strengthened. For seismic forces transverse to the corridors, the walls between classrooms need to be attached to the roof diaphragm, similar to the corridor walls. The roof diaphragm, according to the existing drawings, is diagonal shiplap sheathing, which would not require an overlay of plywood sheathing.

Estimated Cost for Seismic Work
Below is summary of the seismic work that we recommend to be completed for each portion of the facility. These costs are based, where applicable, on the presumption that removing and replacing roofing, wall, and/or floor finishes is included in the structural cost estimate. A 40% markup has been added for general conditions, contractor's fees, permit fees, and district overhead and financing.

1930 GYMNASIUM

STRENGTHEN ROOF-TO-WALL CONNECTION CURRENTLY EXISTING
BRACE WALLS (INCLUDE ALLOWANCE FOR BOILER ROOM AS WELL) FOR OUT-OF-PLANE
CRACK & SPALL REPAIR
REPLACE FINISHES/PAINTING/SEALING

TOTAL $260,400

1941 2-STORY CLASSROOM BUILDING

ADD ROOF PLYWOOD FOR DIAPHRAGM STRENGTHENING (INCLUDE REMOVAL AND REPLACING ROOFING), APPROX. 11,900 FT^2
ADD EAVE BLOCKING
ADD PLYWOOD SHEATHING TO INTERIOR FACE OF EXTERIOR WALLS
ADD SHEARWALLS IN ATTIC ABOVE CLASSROOM DEMISING WALLS
BRICK VENEER ATTACHMENT UPGRADES NEAR EXITS

TOTAL $833,700

1957 - 1966 CLASSROOM ADDITIONS

ADD BLOCKING ABOVE CORRIDOR WALLS TO TIE ROOF DIAPHRAGM TO WALLS (WILL REQUIRE CUT AND PATCH TO ROOF AND WORKING ABOVE CEILINGS)
ADD EAVE BLOCKING AT EXTERIOR WALLS USED FOR LATERAL RESISTANCE
ATTACH DEMISING WALLS TO ROOF DIAPHRAGM

TOTAL $407,400

TOTAL SEISMIC UPGRADE ESTIMATE $1,501,500

Disclaimer
This report does not address structural issues that may arise as a result of unforeseen conditions, such as, but not limited to, damage from rot and/or mold, asbestos abatement, inconsistencies between existing drawings on record and actual conditions uncovered. There are limited drawings on record for this school, and much of the recommendations contained herein are based on prior experience with buildings of similar construction and age, plus our knowledge of the facility in having been involved in upgrade work over the years.

MECHANICAL ENGINEER'S REPORT
(Prepared by Nick Collins, PAE Consulting Engineers)

Mechanical Summary: The mechanical systems in Sunset Primary School are in various states of repair and are many different types. The school is mostly un-air conditioned. Many systems have been replaced during remodels in 2000 and 2002. The systems work, but functionally are not coordinated as one system that can be easily maintained and be energy efficient. Some of the major upgrade work remaining is: replacing the old steam and condensate piping now used as heating water piping, replacing the remaining unit ventilators and updating the controls, and replacing the remaining domestic water piping in the school. Even with the upgrades described, the building is lacking in wall and roof insulation and modern high performance glazing. The systems would be energy inefficient, difficult to maintain, and many of the existing comfort issues in the school would remain.

Mechanical Opinion of Probable Costs:

- Heating water piping replacement: $ 250,000
- Replace and upgrade HVAC equipment: $ 1,500,000
- Replace domestic water piping: $ 110,000
- Replace plumbing fixtures: $ 85,000
- Fire sprinklers, fire pump and tank: $ 230,000

I. HEATING VENTILATING AND AIR CONDITIONING

A. Boiler / Heating System:

1. Boiler Room: A 2400 MBH water tube boiler provides hot water heating to the building. The boiler was installed in 1999. The heating water is distributed in a utility tunnel and overhead to heating water coils in unit ventilators, finned tube radiators, and air handlers throughout the school. The majority of the piping in the school is old steam and condensate piping converted to heating water piping. The piping is beginning to leak and beyond it service life. The current pumping system is variable speed pumping systems with two building circulation pumps that circulate heating water through the building and one constant volume boiler recirculation pump.

B. Central Fan Systems:

1. Media Center (old library, computer room, toilet room): The library is currently served by two unit ventilators (UV-9, 10) that are 38 years old. The computer room is currently served by a rooftop air conditioning unit (RTU-3) installed in 1999. Fin tube radiators (FTR-1) serve the toilet rooms. Two exhaust fans serve the toilet rooms.

   The media center is served from a packaged rooftop unit, including a DX cooling coil, hot water heating coil, filters and outside air economizer. A new split-system air conditioning unit will serve the tele/data closet adjacent to the media center. Both units are connected to the school's DDC system.

2. Cafeteria / Kitchen: The east portion of the Cafeteria is served by a rooftop unit (RTU-6) which used to serve the old Classroom 27. The west portion of the Cafeteria is served by a rooftop unit (RTU-3) which used to serve the old computer room. A make up unit provides the Kitchen, as well as a grease hood exhaust with makeup air. Both units are installed on the roof. Ductwork for each is routed down via a chase through the second floor to the Kitchen. All units are connected to the school's DDC system.

3. Gymnasium: The Gymnasium unit is located in the attic behind the Gym. The Gym unit is a heating and ventilation unit (HV-1) with the supply air ductwork running out into the Gym and down the center through the existing truss space. Access to the room and for the unit is very limited.

   A separate rooftop unit is proposed to provide heating and ventilation to the stage.

4. Teacher's Lounge: The Teacher's Lounge, located on the west side of the building, is served by a rooftop air handling unit with DX coils and a gas heat exchanger is provided as well as an exhaust fan in the Restroom.

5. Toilet Room East (old office/vault): The toilet rooms south of the Gym are served by exhaust fans and fin tube radiators. They are connected to the school's DDC system.

6. Main Office, Reception and Work Room: This area is served by two rooftop air conditioning units (RTU-1, 2), which include a DX cooling coil, filters and outside air economizer. The units were installed in 1999 and getting near the end of there service life. The restroom, work room, and health offices are served by an exhaust fan (EF-4) that was installed in 1999.

D. Classroom Units:

1. The classroom spaces utilize unit ventilators with heating coils for ventilation and temperature control. Heating water is fed to the units from the utility tunnel which routes from the boiler room throughout the school.

2. Classrooms 1, 2, and 3 are currently served by unit ventilators equipped with heating coils, mixing dampers, and economizer capability. The unit ventilators and existing exhaust fan are connected to the school's DDC system.

3. Classroom 4 is served by a unit ventilator that was added in 1995 and is currently working properly. It is connected to the school's DDC system. An exhaust fan (EF-2), installed in 1999, is located on the roof and exhausts relief air from each classroom and the west toilet rooms.

4. Classrooms 5, 6, 7, and 8 are currently served by unit ventilators that were added in 1995 and are currently working properly. They have been connected to the school's DDC system. An exhaust fan (EF-3), installed in 1999, is located on the roof and exhausts relief air from each classroom.

5. Classrooms 15, 16, 17, 21, 22, and 23 are currently served by unit ventilators equipped with heating coils, mixing dampers, and economizer capability. They are connected to the school's DDC system.

6. Classroom 11, 12, 13, 19, and 20 are currently served by unit ventilators that were added in 1995 and are currently working properly. They are connected to the school's DDC system.

7. Classrooms 24, 25, and 26 are currently served by fan coil units located in the attic space and are heating only units. The units are connected to the schools DDC system.

8. Classroom 27 is currently served by unit ventilator. It is connected to the school's DDC system.

9. The path for relief air from the classrooms was observed to be restricted in some classrooms, and completely obstructed or non-existent in some classes.

10. Exhaust fans are installed on the roof in the location of the old relief air gravity hoods. Each exhaust fan serves multiple classrooms. The exhaust fans are interlocked with the unit ventilators, and will operate whenever the ventilators operate. During 100% outside air (economizer) operation, either a second exhaust fan can operate, or gravity hoods can relief the air. The exhaust fans are connected to the school's DDC system.

E. Controls

1. A DDC controls system serves and is connected to all HVAC components, including temperature sensors for the zones.

II. PLUMBING SYSTEMS

A. General:

1. Plumbing Systems: The plumbing systems for this school include public and staff bathrooms, classroom sinks, a locker area east of the gym, and a satellite kitchen. Most of the bathroom fixtures installed with the original buildings show signs of heavy use and are in various states of repair. The supporting infrastructure for these older systems is in poor condition.

   There have been several building additions since the original construction. The additions include an extension to the south classroom wing, extension and remodel east of the gym, a library addition south of the gym, and at least four classroom additions west of the gym building.

B. Domestic Water:

1. Domestic Cold Water: The water for this facility is provided from the public water main located in the street south of the main building. A 2-inch meter feeds a 2-½-inch main which enters the building through the mechanical room at the north end of the basement. There is no evidence of backflow protection on the main water supply, but there is a backflow preventer on the boiler make-up water supply. A backflow preventer will be installed on the main water service.

   The original construction and most of the additions furnished galvanized steel piping for the cold water systems. These systems are providing marginal service, and some of the piping has already been replaced. Some of the damaged and worn steel piping is replaced with copper piping. The steel piping is now almost fifty years old in some areas. Piping in the tunnels has been replaced.

2. Domestic Hot Water: Two gas water heaters were installed in 1999. The units are operating properly. The same piping problems that were found in the older sections of the cold water system also occur in the hot water system. Some of the damaged and worn steel water piping has been replaced with copper piping (south wing). The hot water piping in the tunnels has been replaced.

C. Plumbing Fixtures and Miscellaneous Equipment:

1. Plumbing fixtures and miscellaneous drains in the school are showing signs of wear. The china is cracked on several fixtures. The wash fountains and the drinking fountains are not ADA compliant.

III. FIRE PROTECTION SYSTEMS

A. Sprinklers and Standpipes:

1. Sprinklers: The school is not protected with a fire sprinkler system. The flow and pressure for the system needs to be verified by the Civil Engineer.

2. Standpipes: There are no standpipes installed or required at the school.

ELECTRICAL ENGINEER'S REPOT
(Prepared by Ken Smith, PAE Consulting Engineers)

Electrical Summary: The electrical systems in Sunset Primary School have had significant upgrades since 1999 to accommodate added use and improve life safety, most notably the electrical service and the fire alarm system. The electrical power load demand has remained steady in recent years in spite of added load in part due to efficiency upgrades to mechanical and lighting systems. Future building flexibility, maintainability and life safety will be improved by providing additional improvements as outlined below.

Electrical Opinion of Probable Costs:

- Replace central battery inverter with generator: $ 80,000
- Replace and upgrade lighting and controls: $ 80,000
- Replace single phase panelboards and feeders: $ 51,000
- Add paging to the Gym and Cafeteria: $ 35,000
- Added electrical for mechanical upgrades $ 90,000

I. ELECTRICAL

A. Service and Distribution:

1. General: In 1999 a new main service (MDP), 1600 Amp, 208Y/120V was installed to replace an old 240V/120V system. The main service switchgear is located outside behind the building to the East within a fenced enclosure. The load on the service is 103 kVA demand or 358 Amps leaving 1242 Amps of spare capacity. The old main service three phase switchboard (SDP2) remains and is re-fed from the MDP.

   An elevator was connected recently.

   The service has adequate spare capacity for the future, and appears to have adequate fault current bracing.

2. Distribution: The electrical distribution system throughout the building is a mix of various types of equipment installed starting in the 1940's, 1960's and the 1990's. Panels are manufactured by Costal, Square D, General Electric and others. We recommend the single phase panels and feeders be replaced with new.

   Kitchen and Library branch panels were recently replaced.

3. Emergency Distribution: The central battery inverter is no longer operational. This system provided power to the emergency powered egress lighting and exit signage. The charger cannot be repaired and the batteries require replacement. We recommend an exterior located diesel generator with automatic transfer switch be installed to replace the existing system, similar to that installed at Bolton Primary School recently. Temporary battery ballasts installed in corridor lighting as a temporary fix would be removed and wiring revised as required.

4. Mechanical Equipment: The mechanical equipment is connected to the electrical distribution at branch panels near the load served.

5. Technology Upgrades: In 1999 the Technology Upgrade Project provided for new branch panelboards dedicated for computer loads. Branch circuit wiring for each classroom consists of 3 circuits and 12 duplex receptacles. The branch circuit wiring is provided via surface raceway (G4000 Wiremold), coordinated with the data workstation drops.

B. Lighting:

1. Corridors: Corridor lighting consists of recessed or surface fluorescent luminaires.

2. Exit Signs and Egress Lighting: Exit signs consist of LED type installed in 1999.

3. Classroom Lighting: Modern cable suspended direct/indirect fluorescent T8 luminaires provide illumination in the classrooms.

4. Exterior Lighting: Site lighting for security, parking, and material delivery is provided by limited miscellaneous building mounted luminaires. The west area of the site has minimal lights to reduce trespass lighting due to the building being situated close to property line. The parking area of the building has no dedicated lighting. We recommend upgrade of lighting to improve access in evening and morning, improve security, and reduce tresspass illumination.

5. Controls:

   a. Corridor, existing controlled manually with circuit breaker. We recommend relay computer controlled system be added.
   b. Classroom, existing wall switching.
      Library and cafeteria include occupancy sensor control. We recommend occupancy sensors be added to turn lights off in classrooms when they are unoccupied.
   c. Exterior: existing time clock, photoelectric cell, and replays. We recommend a relay computer controlled system with clock and photoelectric cell be installed to control exterior lights. This system would be shared with the corridor control system.

C. Fire Alarm:

1. In 1999, a new fire alarm system (Simplex 4010 series, addressable) was installed including new horn/strobe notification appliances throughout the building. The present system alarm initiating devices include manual pull stations, corridor mounted smoke detection, and duct smoke detection on air handlers over 2000 CFM. The existing system is addressable and expandable.

D. Communication

1. Technology Upgrades: Data pathways are provided using surface mounted raceway (G4000 Wiremold) in the corridors. Cables are routed on suspensions rings in accessible attic spaces where access is available. In 1999, the installation of power wiring and data pathways to two locations per classroom occurred. Periodic additions have been made.

   Paging is provided over the telephone system to classrooms and corridor speakers. Gym and cafeteria do not have paging capability. We recommend adding paging to Gym and Cafeteria.

E. Signal:

1. Existing program bells and clock are Simplex 2100 series and are operational and expandable.

2. Existing security door and occupancy sensing monitoring is by Sonitrol.

NPC/kms
07-1082/Narr.

PROBABLE COSTS

Remodel and Addition

In developing this probable cost, many assumptions are being made regarding estimating the costs associated with remodeling and adding to the existing school. A school of 498 students, if built on a green field, could be estimated at around 120 square feet per student. This would equate to a new school in the neighborhood of 60,000 square feet. The existing school's total square footage is 54,030 square feet, so that equates to approximately 6,000 square feet needing to be added at the school. However, we can assume that because the existing building, if remodeled, can't be made as efficient as a fully new design. In order to get the building reconfigured to promote the delivery of education as desired by the school district, we are allowing for a 10% less efficient plan or the need to add another 5,400 square feet. New construction for a primary school is currently costing about $205 per square foot. It is anticipated that inflation will be at 8% per year. This project probably won't go to bid until March of 2009 at the earliest, which is 1.5 years or 12% inflation to start of construction. For remodel, we are planning on some areas being more intense, while others will be less intense. On average, we are allowing $125 per square foot based on today's dollar. The on-site allowance for site improvements anticipates pavement improvements and a new synthetic sports field.

	Square Footage	*Unit Cost*	*Total Cost*
New Construction	11,400	$230/SF	$2,622,000
Remodel	54,000	$140/SF	$7,560,000
Site Improvements			
On-site	Allowance		$2,000,000
Off-site	Allowance		$2,000,000
Construction Total			**$14,182,000**
Soft Costs		25% of construction cost	$3,5455,500
Project Cost			**$17,727,500**

New School (Replacement)

For new construction, figure a new building of 60,000 square feet for 500 students.

	Square Footage	*Unit Cost*	*Total Cost*
Demo of existing	54,000	$8/SF	$432,000
New Construction	60,000	$230/SF	$13,800,000
Site Improvements			
On-site	Allowance		$2,000,000
Off-site	Allowance		$2,000,000
Construction Total			**$18,232,000**
Soft Costs		25% of construction cost	$4,558,000
Project Cost			**$22,790,000**

Parking Structure

The existing parking situation is very substandard. We would anticipate that the City of West Linn will require, with the addition of square footage to the existing building, that parking be brought up to code. Unless the school district is willing to lose the play field to parking, a parking structure would be a likely solution. For this estimate, we are anticipating that the parking structure would be located under the play field or possibly under a new building if that option is selected. The cost for installing a synthetic sports field is included in the construction costs under the two options above, for on site improvements. This estimate is based on parking for 100 cars. The remaining need for loading and other cars would be located somewhere on site. This estimate is not anticipating any additional costs associated with rock removal

	Quantity	*Unit Cost*	*Total Cost*
Excavation	15,000 CY	$23/CY	$345,000
Parking Structure	40,000 SF	$50/SF	$2,240,000
Lighting/Misc	40,000 SF	$15/SF	$600,000
Construction Total			**$3,185,000**
Soft Costs		25% of construction cost	$796250
Project Cost			**$3,981,250**

Task Force Report

Long Range Planning Special Committee

Alternative Education

Final Report

January 14, 2008

"There is never a border to what you can learn, the mind is always open and ready to obtain new information – your job is to keep it [your mind] open and reach towards challenges, not shrink away."

Daniella Ohnemius
Rosemont Ridge Middle School
Editor, "*The Ridge*"
7th Grader

We dedicate this report to **Kim Noah** (Principal, West Linn High School) and **Andy Sommer** (Principal, Wilsonville High School). Eight years ago, despite their very significant success with high school students in our district, they brought to our attention a handful of capable students who were not learning and thriving in their schools – capable students with credit deficits and ideas about leaving high school early. Kim and Andy believe, like Martin and Halperin suggest, that *"reconnecting [kids to school] is not rocket science. Rather it is more an exercise in imagining what might be, of having the skills, will, and the stamina to shape reality in more creative and positive directions."*[1] For their insight, stamina, will, and imagination, we say thanks!

[1] *Whatever It Takes: How Twelve Communities Are Reaching Out-of-School Youth,* Martin and Halperin, American Youth Policy Forum, 2006

Task Force Report

Long Range Planning Special Committee

Alternative Education

Challenge and Summary:

The district administration recommended to the Long Range Planning Committee that the next capital bond include a special facility for the purpose of serving students whose needs would best be met in an alternative setting to the current comprehensive middle or high school model. This committee was formed for the purpose of exploring the extent of the need for alternative programs and the range of possibilities for program design to meet those needs.

As we began to look more closely at the challenge the district administration laid out, it was quickly apparent that the task was more complicated than considering only the specific facility needs of one of our alternative education programs, ArtTech Charter High School. What emerged in our process was a better understanding of the needs of students who either drop out of formal learning systems or leave our schools to continue their learning in other places, as well as an understanding of how important it is to look at the task of addressing those students' needs more systemically with a clear eye on our district guiding mission question and vision themes. **Are we helping every learner become the greatest thinker and most thoughtful person for the world?**

Our study included the following four components: (1) research that describes data and patterns for kids over time, (2) existing alternative school programs in and outside Oregon, (3) data collected from our district's middle and high school programs, and (4) knowledge of best practices for teaching and learning. This report will summarize the key understandings generated from our study, examine existing practices, and consider the efficacy of locating alternative options in a separate facility. This report will acknowledge several strong implications for practice, the existence of a small group of students who would benefit from these services, and make the following two recommendations for action.

First, we hope to continue to increase the numbers of students who learn and thrive in our schools, by more intentionally paying attention to the implications included in this report. **We recommend the creation of an Alternative Education Stewardship Committee** appointed by the district superintendent and composed of diverse stakeholders from across our district and community. Their role will be threefold: (1) to advocate personalized education and the development of larger circles of support for each child; (2) to champion the implications included in this report; and (3) to continue the study and conversations around quality learning and teaching begun by this task force.

Second, we acknowledge that there exist a small group of high school students whose needs require a more intense, coordinated set of interventions. **We recommend that the district dedicate district funds to find a permanent location/facility to house this set of services** – a small, separate facility that could house approximately 150 students beginning at 9th grade whose programs, structure, and leadership would be based on the key qualities successfully used in schools across the country.

Task Force Members:

Margaret Allen, Special Projects & Facilitator
Thayne Balzer, Assistant Superintendent
Debi Briggs-Crispin, Principal, Rosemont Ridge Middle School
Saskia Dresler, Instructional Coordinator, Cedaroak Park Primary School
Peter McDougal, Assistant Principal, Wood Middle School
Patti Millage, Secretary, Curriculum & Instruction
Curt Scholl, Assistant Principal, West Linn High School
Carlos Sequeira, Assistant Principal, Wilsonville High School
Cathy Smith/Cheri Canfield, Adult Transition Program, Student Services
Mike Tannenbaum, Principal, Art & Technology Charter High School
Ken Welch, Director/Dawn Bolotow, Assistant Director, Student Services
Tim Woodley, Director of Operations

Meeting Dates: *(see appendix chart, "Work and Process Timeline")*

September 11	September 25	October 9	October 23
October 30	November 6	November 13	November 19
December 4	December 11	December 18	January 8
January 14			

Task Force Guiding Questions:

How do we (the West Linn-Wilsonville School District) help all students learn and thrive – academically, socially, emotionally, and as members of communities?

How do we (the West Linn-Wilsonville School District) help those students (from ages 11 to 21), who struggle in our comprehensive middle or high school models, learn and thrive – academically, socially, emotionally, and as members of communities?

What is the breadth and depth of these needs? What are we currently doing to support students? Should we house existing and future programs in our current schools or at alternative sites?

Historical Perspective:

Comprehensive High Schools
High schools began in the late 1800s with the coming of the industrial age. During this time, only a small percentage of students stayed in school long enough to go to high school. And, these students took a traditional academic course load, in preparation for becoming the professionals and managers in our society.

In the early 20th century, with immigration rates skyrocketing and the industrial economy booming, new social understandings developed around the purpose of high school. The new immigrants were considered unprepared to take classes offering the usual academic rigor. Progressives, like John Dewey, saw this as an opportunity to broaden the scope of high schools – a place to advance our democratic way of life, while training the influx of immigrants to

become the large potential workforce to feed the industrial machine. A proliferation of different kinds of course offerings ensued, less than half of them involving the traditional academic focus. Over a relatively short period of time, the comprehensive high school developed into an efficient sorting mechanism preparing students for very different roles in the work force and our society.

Over most of the 20th century, the large comprehensive high school has been seen as an efficient and egalitarian way of educating masses of students. In the mid-1980s, the federal government released a report called, "A Nation at Risk." This lengthy document called into question, among other things, the effectiveness of the large comprehensive high school, and reignited debate about the purpose of schooling in general, and more recently, intense discussions about how to measure student performance.

The West Linn-Wilsonville School District, of course, has been impacted by this larger historical picture. And, in the last decade, our school district has made learning for all students a moral imperative. Our mission question and vision themes are alive with the notion that we are creating a community responsible to and for the learning of all. In 2000, high school principals, Kim Noah and Andy Sommer, began a conversation with Mike Tannenbaum, district Assistant Superintendent, about how to meet the needs of students who were not experiencing success in our high schools. This year, the school board adopted policy IGBHB, "Establishment of Alternative Education Program", dedicated to providing educational options for all students *(see appendix, WLWV School District Board Policy IGBHB).*

Art & Technology Charter High School

During the 2002-03 school year, the school board and district administration commissioned a year-long study of high school graduation requirements. At the conclusion of their work, "The study group, composed of students, parents, teachers, and administrators unanimously agreed that an alternative secondary school was the greatest educational need in the school district" *(see readings handout, "Exhibit A of a 'Proposal to ODE for [Art Tech] Charter School' ", page 1).* This group recognized a need to support ". . . students who feel disconnected or alienated from the two comprehensive high schools."

In June of 2003, the committee submitted a proposal to the Oregon Department of Education and was granted $50,000 in start-up funds and $300,000 in implementation funds to start an alternative secondary school called the O'Brien Learning Center. The committee then spent the next two years finding a home, hiring teachers, and creating a curriculum for the new school. In May of 2005, ArtTech High School accepted applications from 58 students for the 50 available spaces. A store front in Wilsonville was leased in the summer of 2005. The West Linn-Wilsonville School Board allocated additional FTE to accommodate eight additional students and the use 2002 Bond Funds to create a physical learning environment within the storefront shell. ArtTech Charter High School opened in the fall of 2005. From the start (and especially, after the enrollment grew to eighty students), this facility's space was too small to serve the educational needs of enrolled students. Administrators and teachers creatively managed their way through this dilemma by using space in Wilsonville Public Library, holding physical education classes in Memorial Park, holding science classes at CREST, and making changes to the curriculum and schedules. Entering its third year with students, ArtTech Charter High School currently serves 82 students, celebrated their first group of graduates in the spring of 2007, and continues to carry a list of students waiting for enrollment.

Task Force Process and Findings:

Andre Gide writes that, "One does not discover new lands without consenting to lose sight of the shore for a very long time." Our task was no less complex; it was accomplished through our joint commitment to reading, reflection, and collaboration over time. There were times that required our group to look outside our current contexts toward new possibilities. Our journey included asking hard questions of ourselves, the readings, and our district data. Are we helping every learner become the greatest thinker and most thoughtful person for the world? The findings and implication you are about to read are based on our belief that we need to do everything in our power to help prepare students to be those strong thinkers and thoughtful people – able and confident enough that they'll consent to lose sight of the shore and journey beyond the safety of their home, circumstances, and school setting to become the members of our community we envision.

The challenge set before this task force was accomplished over the last four months through the intentional study of: (1) research described in literature that depicts the patterns of behavior for kids over time, (2) existing programs in and outside Oregon, and (3) data collected from our district's middle and high school programs. We interviewed the principals of all three district high schools, Ken Welch, Director of Student Special Services, and consultants in the greater Portland area, collecting information about needs and current alternative options available to students.

The term "alternative" is an often used term connected to education. For the intent of this report, "alternative education" means the application of options or possibilities to support the educational process for students – one can develop options, "other educational pathways" that help students learn and thrive in schools. Alternative education schools come in a variety of organizational structures including schools within schools, charter schools, magnet schools, focus schools, or alternative high schools. These programs might be housed within comprehensive high schools or in separate facilities. These programs might be private or district sponsored. Programs are classified as either "progressive" (with the objective of trying a new approach) or "retrieval/continuation" (with the objective of bringing students back and helping them finish high school).

What Are Other Programs Within and Outside Oregon?

Finding alternative options (including programs and services) to help students learn and thrive is not a new endeavor and becomes a focus of many school districts as they reach or exceed enrollment of 10,000 students. Larger districts that offer multiple focus schools and alternative schools have wrestled over the course of many years with the same questions that face our task force. Schools range in size, in their degree of partnership with the existing school district, and in the variety of programs they offer.

We examined alternative education schools both within and outside Oregon. Our comparison group of schools included twenty-three alternative schools in Oregon, Washington, Nebraska, New York, Iowa, Massachusetts, Colorado, Illinois, Virginia, Indiana, Idaho, and Kansas. We read two research reports that summarized program options and organizational characteristics of 85 schools in Minnesota (*Characteristics of Alternative Schools and Programs Serving At-Risk Students*, Lange & Sletten, 1995) and 153 in Kentucky (*Academic Success of At-Risk*

Students in an Alternative School Setting: An Examination of Students' Academic Success Out of the Mainstream School Environment, Turpin & Hinton, 2000). We also read two reports that helped us understand other programs: *Final Report, Alternative Education Committee (An Advisory Committee to the Seattle School Board*), June 30, 2005 and *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*, American Youth Policy Forum, 2006.

While organizational characteristics varied across programs, we found some common elements worth noting *(see appendix table, "Summary of Alternative Schools Characteristics")*. Programs enrolled varied numbers of students from 38 to 280, but most ranged from 50 to 150 students. All programs were managed by a director or principal, housed in facilities separate from their sponsoring high schools, and were completely self-contained (except for a very small percent of schools in Kentucky). Their hours ranged from 8:00am until 8:00pm, and mostly began with programs at 9th grade. Only 23% of programs that included students from 7th and 8th grade and services for this age range were separated from the high school, self-contained, and more structured than the alternative high school that housed their program. All schools were "re-entry" or "recovery" schools that included progressive options to attract dropouts ("early leavers"). None of the schools we examined were magnet or charter schools for general populations of high school students.

All schools included a wide variety of programs – multiple options within an optional school. They used similar terms to describe the uniqueness of their schools: longer, flexible blocks for scheduling; choice; individualized instruction; smaller class size; admission procedures; fewer electives; and dedicated, committed staff. All schools included advisory program periods, credit recovery, and activities to support families. Fewer programs included apprenticeships or internships, service learning components, online courses, transition to work programs, or pregnancy and parenting programs. It is important to note that there were several schools (including Centennial Learning Center in Oregon, Bryan Community School in Nebraska, and Dutchess Alternative High School in New York) that included all of the above options.

What are the Key Qualities of Effective Alternative Schools?

Our study of existing alternative schools within and outside Oregon, while showing the common organizational characteristics and program options, point to strong key elements of effective programs. These key elements are affirmed in research that describes effective alternative schools. The following lists, taken from a study of twelve communities across the nation, *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth,* are a summarize these key qualities.

Observations of Programs Attempting to Reconnect Out-of-School Youth

(1) Obstacles to student success include the quality of prior schooling and social, economic, and psychological barriers – students need ready access to multiple forms of support especially in the areas of health, nutrition, teen parenting, child care, substance abuse, mental health and sometimes instruction in English

(2) Focus on the acquisition of literacy, numeracy, and communication skills for students to be adequately prepared for adult life

(3) Effective programs are comprehensive, flexible, intentional, pragmatic, and include post high follow-up

(4) Young people want to learn and succeed
(5) Service to others and the community is a key element of many programs
(6) "Committed adults, steadfast in their support of young people's success, are the key element of dropout recovery"
(7) School districts take responsibility for the education of all their young people
(8) Many practices successful in the alternative schools, if adopted by all schools in the district, could improve the academic success of every student
(9) Most attractive program features include flexibility and adaptability
(10) Most programs are funded through local or state revenues
(11) High quality programs are possible for any community to implement

Characteristics of Effective School Efforts

(1) Open-entry/open-exit – students proceed through programs at their own pace with graduation occurring at multiple points in time
(2) Flexible scheduling and year-round learning
(3) Teachers as coaches, facilitators, and crew leaders
(4) Real world career-oriented curricula
(5) Opportunities to link employment with educational programs
(6) Clear codes of conduct with consistent enforcement
(7) Extensive support services
(8) A portfolio of options

What Are the Needs and Challenges in our District?

Currently, our response to those groups of students (ages 11 to 21), who struggle academically, socially, emotionally, or as members of our learning communities, is well intentioned and varied. Programs are located in a variety of settings within and outside the district.

A wide range of alternative options exist for students in our district *(see appendix list, "Current Alternative Placements")*. Some of these groups are housed in our middle and high school buildings; for example, credit recovery courses, early bird classes, summer school programs, a program for students from 18 to 21 years with identified disabilities, and two self contained Life Learning Programs. Some of these students are placed in programs outside our district; for example, Clackamas Community College, Cascade Academics, and other private alternative high school programs. And, some are district sponsored programs currently housed in a variety of locations; for example, ArtTech Charter High School, a district sponsored charter school housed in a Wilsonville storefront space, and S.T.E.P., a tutoring program for students, housed at Stafford School. These programs generally lack centralized access to families, and vary in their quality and overall effectiveness. Approximately, 166 students use these programs - 84 identified special education students and 82 general education students.

Our greatest needs exist with three groups of students: (1) Adult Transition ("Post High"), (2) Short Term Placement and Support, and (3) Alternative School Setting (*see appendix graphic, "Diagram of Student Groups"*).

(1) Adult Transition Needs – We hold legal responsibility (through IDEA requirements) to serve and support students who are ages 18 to 21, have an IEP, and have not received traditional high school diplomas. Mostly, these students are identified for special services programs that include a wide range of support, academic, and transition to work goals. A very small number of these students need daily programs; most need less frequent support that might range from a location to hold a meeting to other needs (e.g. counseling, training) two or three days each week. Since they are past typical graduation age, a strong concern with these young adults is their reluctance to continue attending programs housed on high school campuses. Currently, there are at least 20 students identified in this group. Finding a place to house this program outside the high school is a challenge; in fact, there is no identified location for this program next school year (2008-09).

(2) Short Term Placement and Support Needs – We know that some students in our district have been expelled, suspended, or are unable (for a variety of reasons including medical) to attend regular classroom based programs. While we attempt to work with these families to find alternatives outside their school, we are beginning to more intentionally pursue formal learning options for these students. The numbers of these students varies over the course of the year. While the number of students expelled from school is relatively small (9 to 10 over the year), students suspended for 5 or more days can be as many as 50 to 60 over the school year. These students need short term placements to support their continued learning, along with academic, social-emotional, or drug and alcohol counseling to bring them back on track to graduation. They also need venues for credit recovery or access to programs that offer certificates leading to GED completion. We would like to provide district sponsored programs for these learners, more formally identified re-entry points for these students.

Other students included in this category are dropouts ("early leavers") and homeless students who are not currently enrolled in other school settings. The number of homeless students in our district is very small, less than .1% (approximately 14 students across the district). The number of "early leavers" identified in our district has ranged over the last four years from .7% to 3% (approximately, 5 to 50 students). These students need academic credit recovery programs, and often, individually designed environments and programs. Students from this group may end up in the first or third groups over time. While we know that these are relatively low numbers compared to other districts, we would like to provide stronger, more effective options for these students in our district.

(3) Alternative School Setting Needs – Like the study five years ago described at the beginning of this report, our task force study of literature and district data revealed the need for alternative options and school settings for some students. For a variety of reasons, from family problems to academic access, some students' instructional needs would be better served in smaller, more connected settings where there is strong community accountability and flexible structures, schedules, and strategies. National research assumes that 12 to 14% of enrolled high school students fall in this group. While we have significant numbers of students who might fall in this group, our numbers (9-10%) do not match national averages. The data we collected from two groups (2007 ArtTech applicants and middle school at-risk students) helps us add depth and breadth to our understanding of this group's needs.

First, we collected data from the 2007 applicants of ArtTech Charter High School (*see appendix charts: "Demographics, ArtTech High School", "Learning Characteristics Scores of Excellent or Good", and "Student/Adult General Comments").* Data was collected from both boys and girls and both West Linn and Wilsonville residents. Their needs strongly match those described for students in other alternative middle and high school settings described in literature. For example, the recurring comments of applicants attempting to enroll at ArtTech Charter High School describe varied and intense needs. Their comments describe problems with school anxiety, attendance, isolation and lack of connection to their peers and teachers, failing classes, and family counseling need. Students see themselves heading to school beyond high school, but are unable to complete assignments, manage timelines, and monitor their goals. They know that they need to work on skills that will help them be successful in school and life, but often do not have the confidence to attain their goals. As Koca states, they have a "strong desire to get out of their predicament" and are seeking ways to get back on track and complete graduation requirements.[2]

Data from this case study of students makes us wonder about the mobility of their families and its impact on student learning. Eighty-nine percent describe attending 3 or more districts over the course of their time in public school. Several described 3 or more high schools in the last two years. Clearly, it is hard to know a place and the people who are willing to help you or to become connected to activities and people when you know you may leave. We also know from research that those students who move frequently in their school experience often lack the integrated, consistent approach to learning and skill development that successful students possess. This group of students, not only came to our middle and high school programs with a propensity to leave (a "moving habit"), but we suspect with holes in the sequence of their skills. They became the "alienated and disconnected students" described by principals Andy Sommer and Kim Noah at the beginning of this report. We need more district sponsored options for this group of students.

Second, our data also suggests that students show "early warning signals" (of their upcoming struggle) along their way in their school experience before they enter high school. Neild, Blefanz, & Herzog state that, "sixth graders with even one of the following four signals had at least a three in four chance of dropping out of high school: a final grade of F in mathematics, a final grade of F in English, attendance below 80 percent for the year, and a final 'unsatisfactory behavior' mark in at least one class" *(See readings handout, "An Early Warning System", Neild, Blefanz, & Herzog, Educational Leadership, October, 2007).* These signals are patterns that incrementally intensify over time, as they enter 9th and 10th grade. If a middle school student received a failing grade in one subject, he becomes a high school student with multiple failing grades.

Our study of identified at-risk students at both Rosemont Ridge and Wood Middle School affirm the existence of these warning signs. In comparison to their cohorts of students, they are often tardy, absent, fail classes, and are referred to the office for disruptive behavior *(see appendix chart, "Middle School Case Study – Profile of 12 Students").* Literature suggests (and we suspect) that these "early warning signals" have strong implications for us as educators in the West Linn-Wilsonville School District. We need to pay close attention

[2] *PBS: The News Hour with Jim Lehrer*, "Group Helps Homeless Children, a Profile of Rick Koca"

to these 45 middle school students, and develop more programs to prevent them from becoming the future "early leavers" in our high schools in the years to come.

How Might the Three Groups Interact?

The needs of the three groups described above, although distinct, have commonalities that make it possible for their services to be housed in one location (*see appendix chart, "Service Commonalities").* All three display strong needs related to support services, especially mental health, family, and substance abuse counseling programs. Currently, support in these areas is not specifically addressed through district sponsored programs (although available through private sources). More severe students who might benefit from these types of programs on a daily, consistent basis attend programs outside our district that include day treatment and drug/alcohol rehabilitation. Also, the district does not provide safe programs for children experiencing homes with addictions and abuse.

It is also relevant to note that there are students in our high schools who learn more effectively through direct hands-on approaches. They need opportunities to apply their learning in real world settings, small class settings, and more connected relationships with adults. Professional technical opportunities, partnerships, apprenticeships, and internships of a variety of types would fall in these categories. We do not have formal programs to support these needs.

Research supports our finding that there is a distinct advantage in housing these services together – an economy of effort to support students, clearer communication lines for parents, and just-in-time access for students that might not be achieved when housed in various locations across the district. Research based on student feedback states that there are distinct benefits to housing these programs in facilities outside the comprehensive high school. Students say that there is a feeling of a fresh start, new beginning, or second chance by attending a program in a different location to the current high school. There is a value in going to school someplace other than the building where they did not find success. A program in a separate facility can give them a fresh start with friendships and academic expectations, while providing the supportive community that is so important for at-risk youth.

Although distinct for our purposes in this report, all three mentioned groups have intersection points across time where they might merge, mix, and interact. This makes the distinctiveness around estimates of enrollment numbers less precise. Within these groups and across groups, you will find all kinds of work/school combinations – full time students, part time students attending partial days at school or work, part time students who might attend specialized workshops/seminars once a month, or simply groups that need monthly access to counseling or meeting rooms. These groups of student might interact, mix, and merge over time in their journey to become productive members of their community. For example, students who need short term placement outside school for suspension or expulsion might reenter their current high school settings or alternative school settings. If their needs become more intense or elongated over time, they might become part of those students seeking help to transition academically or socially to the world of work during their post high years. Some students from comprehensive high schools might benefit from the shorter or extended time periods to complete their graduation requirements that alternative schools provide. This is especially true for those students involved in internships, apprenticeships, and transition to work programs.

Location – Challenges and Implications:

We explored four specific scenarios that might serve as homes for the services described above. Strong implications arose from our belief that it is not in the best interest of the district economically to (1) continue leasing commercial property to house district programs or (2) continue paying for outside placements. We also recognize due to increasing enrollment demands, that in the long term, our current high school facilities may not have room to house alternative services and programs. The appendix table, *"Alternative Locations – Strengths and Challenges"*, summarizes the major points described below.

Location #1 Status Quo

This option considers the implications of continuing our current programs in existing settings including programs outside our school district setting. This option keeps some students (for those interested) at our high schools when possible, and is not limited by a prescribed space. Our history shows that these existing programs are effective for some students – for example, the eight students who graduated from ArtTech Charter High School the spring of 2007.

The challenge of option #1 is its sustainability over time (due to the long term impact of enrollment demands over the next ten years) and the lack of effectiveness for a percentage of students who are currently enrolled outside our school settings. It is economically expensive to send these students outside our district to alternative programs, like Herron Creek Academy. Our district sponsored charter school has limited space, and rental of their existing storefront property is expensive. Since some of these programs are outside our district, we cannot impact the quality of the programs that accept their enrollment. Currently, there are limited programs (and spaces to house them) for students who are expelled or suspended, or support services for students (and their families) seeking counseling or drug/alcohol abuse treatment.

Location #2 Dedicated Spaces at Each District High School

This option considers the creation of alternative programs that would be housed within both Wilsonville and West Linn High School buildings. A dedicated program/space in each high school building shows our commitment to these students in a visible way to the entire community. Some areas might be shared, for example, library and computer services, maintenance, custodial, while providing opportunities for some support programs (especially counseling services) to be shared with the greater school community. Space demands in these building might make it necessary to stretch the use of existing physical spaces beyond typical classroom hours – evening, late afternoon, Saturdays, and during the summer.

The challenge of this option lies in its sustainability over time – will space be available to house these programs in the long term. We also question the ability of a larger school setting to accomplish the flexibility and personal connection that alternative education programs provide for students and their families. Other questions that should be considered: What is the impact on the experiences of traditional students and their families? Will families and students resist placement in a traditional setting when they have already experienced failed relationships? Could a new setting create the feeling of a fresh start for some students?

Location #3 One Separate Facility
This option considers the creation of a symphony of alternative services, programs, and options that would be housed in one separate facility outside our district high school buildings. The strength of this option is its long term commitment to both a dedicated space and instructional identity for learners. If designed with our vision in mind, it could become a place for a fresh start - a home that breaks the cycle/habits/fixed mindsets some have experienced in our schools. Since programs would be owned and managed by the district, accountability of costs and effectiveness can be monitored. It would be our program – with all the benefits and challenges that entails. As well, support programs would be centrally located, integrated, and readily available in real time to students and their families.

The challenge of this option lies in its lack of visibility to those in our comprehensive high schools – a center of this type could be construed as a "dumping place", and would entail costs to maintain, clean, and manage a program in a separate new facility. As well, creating the identity described above will require a team with shared vision, commitment, a willingness to stretch their imagination and resourcefulness. This option might be the biggest risk, but the biggest payoff!

Location #4 Two Separate Facilities (Located Near Existing High Schools)
This option considers the creation of alternative programs that would be housed in two separate facilities – within proximity to each district high school building. The strength and challenges of this option are similar to those described in option #3. The unique difference will be our ability to create identities and visions for students and their families that might more specifically match the needs of these neighborhoods.

While this option provides flexibility for the creation of programs that more closely align with the populations of West Linn and Wilsonville, two separate facilities will entail double the expense to maintain and sustain two additional facilities, and to provide services and personnel to each site.

<u>Implications of Our Findings</u>:
Understanding the breadth and depth of the needs in our district (from our readings, data, and analysis of the three groups mentioned above), has strong implications for all of us as educators, parents, and community members in Wilsonville and West Linn. While the students described in this report represent a very small percent of learners in all of our schools, the "moral imperative" to be responsible for the learning of all described at the beginning of this report cannot be ignored. It is those few (the handful) that generate our concern. Our ultimate goal can only be to "help every student learn and thrive" in our schools. The following implications will help us reach that goal:

(1) Reduce the numbers of students ages 11 to 21 who need alternative education options by the time they reach middle or high school settings – help every learner every day thrive in our schools;

(2) Use varied interventions, flexible options, and alternatives to formal fixed assessment at all levels in our schools that are both individually and systemically organized. Literature calls these types of support systems, "nested series of interventions" – systematic and coherent practices across grade levels, schools, groups, and district programs. Intervention needs to begin with children and families from the time they

are born, and for some, until they reach the age of 21. It should be "nested" within a variety of levels and structures across all programs in our district;

(3) Continue our district initiative begun 12 years ago to bring toddler/preschool programs that are nestled in each primary school;

(4) Continue our district initiative to bring quality instructional practices and whole school practices that support learning for every learner every day;

(5) For some students (and their families), build a larger circle of support and more intense system of intervention over time;

(6) Help every student experience the sense of belonging, competence, and optimism that people experience through supportive relationships, proximity to helpful adults, personal attention over time, and a sense of being known;

(7) Build belief in the inherent ability of every learner, every day;

(8) Study and learn from our early attempts to alter instruction for at-risk learners;

(9) Bring the learning of this task force to every school and teacher in our district;

(10) Find ways to support learners who come to our district from a variety of educational settings over the course of their educational career – especially those who have been enrolled in three or more district before they come to high school programs;

(11) Monitor the "early warning signals" described by Neild, Blefanz, and Herzog; and

(12) Continue the high quality of some existing interventions, while creating new options for 11 to 21 year olds who are not currently thriving in our schools.

Our Vision for Alternative Education:

While our study suggests that the greatest impact for helping all students learn and thrive are the implications described above, we also know that there is a group of students currently struggling in West Linn-Wilsonville School District's comprehensive middle or high school programs. This group is broader than those currently being served at ArtTech Charter High School.

This group (a subset of the three groups described previously in this report) includes 11 to 21 year olds – boys and girls, both Wilsonvillle and West Linn residents. Some of these students will move to our district in the next few years with records that show enrollment in multiple districts over the life of their school career. They may have poor attendance, problems with work completion, failing grades, credit deficits, and sometimes, disruptive behaviors that send them to the principal's office. Some of these students need a daily program (approximately 100 to 150 students); some require interim options over the course of the week (approximately 30 to 50 students); and some need the use of counseling services for academic, mental health, or family issues. Most importantly, they are a group of learners whose mind set about themselves as learners is negatively fixed.

For the most part, our work with these students has been reactive. It should be built on the "nested series of interventions" over time that will keep them learning. This group needs alternative forms of intervention today and in the near future. We hope to make our efforts on behalf of these students, not only thoughtful and intentional, but more effective and targeted. The place we envision is based on our research of effective alternative programs *(see*

appendix list, "Bibliography of Task Member Readings"). We believe this place should mirror the characteristics described in this literature *(see appendix list, "Key Qualities of Effective Programs", and appendix graphic, "Figure 4.1, How People Experience Smallness").* While these characteristics are important for every learner in every school, they are especially important, relevant, and timely for those learners who currently struggle in our programs or who may have left our school district for alternative programs.

We envision a place – a home designed to help them become confident learners with the power and confidence that is built from belonging and accomplishing meaningful work in a caring community. This place would include spaces for offices, classrooms, a community area for groups to gather and greet each other, flexible spaces that might be used for consulting or rented to private businesses, and centers for real time hands on projects. For example, there might be a math/engineering center, a visual arts center, a wellness center – including counseling and mental health services. We want students to be involved in powerful learning – active, relevant, customized, fun, relational, and rigorous. Programs should develop their skills as strong readers, writers, mathematicians, and critical thinkers, and build their confidence and motivation to learn. We envision a place – a home where every student will find a sense of belonging and accomplishment.

We specifically envision:

(1) A facility full of options – for example: counseling services, short term tutoring, adult transitions and other IEP meetings, credit recovery classes in the evening or summer, and an apprenticeship program;

(2) A facility with flexible spaces and schedules from more intensive time commitments, like daily classes, to one time needs for meeting spaces;

(3) Space to house approximately 150 students at any one time (total enrollment across all programs of 200 full- and part-time students with some programs only enrolling as few as 20 students);

(4) 5-6 smaller classroom spaces;

(5) Stronger, more interactive partnership for students and their families;

(6) Conference rooms, offices, kitchen, reception area and other amenities;

(7) Several specialized areas for hands-on learning;

(8) Full access to technology;

(9) A common area for community gatherings;

(10) A place that begins with 9th graders;

(11) A place that lets students complete graduation requirements as early as 11th grade and extending beyond the traditional graduation timeline of their 13th or 14th year; and

(12) A set of dedicated, committed staff.

Task Force Recommendation:

Based on our study of national research, existing programs in and outside Oregon, and data collected from our district's middle and high school programs, **we acknowledge**:

(1) That we need to continue to work towards creating high quality academic environments nestled among a larger circle of support for every student;

(2) That we need to be more intentional about how we serve those students who struggle in our schools;

(3) That our current responses are well intentioned, but vary across settings both within and outside our district;

(4) That we need to continue to pursue and use an even wider variety of interventions and options at all levels in our schools;

(5) That we should be less reactive and more disciplined in our support of students, so that fewer of them find themselves needing alternative options when they get to high school;

(6) That it is not in the best economic interest of the district to lease commercial property or pay for outside placements of services;

(7) That services for adult transition learners ("Post High Learners") and short term placement (S.T.E.P. Program) do not have "a home" in our current facilities;

(8) That as our district reaches a student population of 10,000 or more, the number of students needing alternative options increases to the point that their services can be merged in one location;

(9) That when services are combined in one space, we gain economy of effort to support students, clearer lines of communication for parents, and easier access for students and their families; and

(10) That the key qualities of successful programs can be replicated in our schools, including committed staff, small scale, flexibility of options, and communities that nurture care, rigor, and a sense of belonging.

Based on our study, **we recommend**:

(1) The creation of an Alternative Education Stewardship Committee appointed by the district superintendent and composed of diverse stakeholders from across our district and community. Their role will be threefold: (1) to advocate personalized education and the development of larger circles of support for each child; (2) to champion the implications included in this report across the district; and (3) to continue the study and conversations around quality learning and teaching begun by this task force.

(2) The district dedicates sufficient funds to find a permanent location/facility for the alternative options and services mentioned in this report. We recommend a small, separate facility that might house approximately 150 students at any one time (total enrollment across all programs of 200 full- and part-time students with some programs only enrolling as few as 20 students). We recommend that the programs, structures, and leadership be based on the task force's vision and the key qualities described in research and successfully used in schools across the country.

Appendix Contents

* Updated/added since 11/19/07

LRP Task Force – Alternative Education

Work and Process Timeline

* Task Force Meetings – Tuesday at 8:00

August, 2007	September, 2007	October, 2007	November, 2007
August 1 - 3 Initial Meeting (Superintendent Roger Woehl)		October 1 – 5 Continue research, study of literature, and review of data.	
August 6 - 9 Planning for Task Force - set meeting dates, timeline, and process schedule Initial Contact: Task Force Members and District High School Principals	September 3 - 7 Research – Gather data from national research and related literature.	October 8 - 12 Task Force Meeting (10/9 – 9:00) (blue room) Continue research, study of literature, and review of data.	November 5 - 9 Synthesis of Information and Vision Statement Task Force Meeting (11/6 – 8:20) (Wilsonville High School)
August 13 - 17 District Administrative Retreat	September 10 – 14 Task Force Meeting (9/11 – 8:00) (board room) Gather data from national research and related literature.	October 15-19 Continue research, study of literature, and review of data. Compile data and charts for task force review.	November 12 - 16 Compile Draft Report; Review Implications and Recommendations Task Force Meeting (11/13 – 8:00) (blue room)
August 20 - 24 Interview High School Principals regarding: (1)history, (2)needs and current practices; (3)update task force process; (4)suggestions for contacts; and (5)look at available data.	September 17 – 21 Gather District Data: (1)Middle school study (Rosemont Ridge and Wood Middle School); (2) Demographics; (3)Applicants to Art Tech High School; (4)List of Current Alt. Ed. Options	October 22 - 26 Continue research, study of literature, and review of data. Task Force Meeting (10/23 – 8:00) (board room)	November 19 - 20 Distribute Initial Task Force Report Meet with Long Range Planning Committee and School Board (11/19 – 7:00 p.m.) (board room)
August 27 - 31 Research – Gather data from national research and related literature.	September 24 - 28 Continue research, study of literature, and review of data. Task Force Meeting (9/25 – 8:00) (board room)	October 29 - 2 Continue research, study of literature, and review of data. Synthesis of Information and Vision Statement Task Force Meeting (10/30 – 8:00) (blue room)	November 26 - 30 Planning next steps Contacts alternative education specialist/consultants Planning Meeting Roger/Tim/Thayne/Margaret (11/27 – 1:00) (office)

* Task Force Meetings – Tuesday at 8:00

December, 2007	January, 2008
December 3 – 7 Research Alternative Sites and Programs Task Force Meeting 12/4 8:00 – 10:00 Blue Room (Ad. Building)	December 31 – January 4 Report Planning and Writing Task Force Meeting (Schedule if needed) 8:00 – 10:00 Blue Room (Ad. Building)
December 10 – 14 Meet with Alternative Education Consultants Task Force Meeting 12/11 8:00 – 10:00 Blue Room (Ad. Building)	January 7 - 11 Draft Report and Editing Task Force Meeting 1/8 8:00 – 10:00 Blue Room (Ad. Building)
December 17 – 21 Finalize Recommendation – Program Specifics & Location Task Force Meeting 12/18 8:00 – 10:00 Blue Room (Ad. Building)	January 14 - 18 Finalize Report Task Force Meeting School Board & Long Range Planning Committee 1/14 7:00 p.m. Board Room (Ad. Building)
December 24 – 28 Winter Break	January 21 - 25
	January 28 - 31

WEST LINN-WILSONVILLE SCHOOLS
MEMO

TO: Roger

FROM: Thayne

SUBJECT: Approval of Alternative Programs

DATE: January 7, 2008

[X] **Action Required**

[ ] **Information Only**

Due:

In 2007, the Oregon Department of Education approved new administrative rules defining alternative education programs and the manner in which they are approved and registered with the State. Additionally, the rules require school districts to evaluate the specific alternative programs and schools in which students from the respective districts are enrolled, and establishes criteria by which they are to be approved.

The Policy IGBHB, which is on the agenda for first reading, satisfies ORS 336.615-336.665 and OAR 581-022-1350 regarding board policy for alternative education programs. Additionally, we have joined a consortium of Clackamas County School Districts to share in the annual evaluation and approval of public and private alternative programs to which we send students. The Clackamas Education Service District has committed to facilitating this process. We meet annually to consider the programs which must be evaluated, divide up the programs among the 10-12 participants, and coordinate the sharing of information so school districts can approve specific programs.

At this point in time, 14 alternative programs are being evaluated: Alpha High School, Cascade Academics, Clackamas Community College, Crossroads, Lents Educational Center, Mt. Scott, Learning Center, Oregon Outreach (Molalla), Oregon Outreach (N. Clackamas), Quest, Portland Youth Builders, Serendipity, Job Corps, Life Works, and Helensview.

The school board is asked to approve the programs we are using – located at Cascade Academics and Clackamas Community College. These programs have been evaluated and approved by the consortium, and the programs are registered with the Oregon Department of Education. We presently have contracts with each of these organizations.

WEST LINN-WILSONVILLE SCHOOL DISTRICT
SCHOOL BOARD POLICY

Current File Code: **IGBHB**
Date Policy Adopted: **1-07-08**

Establishment of Alternative Education Program

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

The superintendent will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
2. For students who have not met or who have exceeded all of Oregon's academic content standards;
3. When necessary to meet a student's educational needs and interests;
4. To assist students in achieving district and state academic content standards;
5. When a public or private alternative education program is not readily available or accessible.

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure and pedagogy.

1. A separate school;
2. Evening classes;
3. Tutorial instruction;
4. Small group instruction;
5. Large group instruction;
6. Personal growth and development instruction;
7. Counseling and guidance;
8. Computer-assisted instruction;
9. Professional technical programs;
10. Cooperative work experience and/or supervised work experience, in accordance with the student's educational goals;
11. Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges;
12. Supervised community service activities performed as part of the instructional program;
13. Supervised independent study in accordance with a student's educational goals; and
14. The district's Expanded Options Program.

The superintendent will develop administrative regulations for establishing alternative education programs.

END OF POLICY

Legal Reference(s):

ORS 329.035
ORS 329.485
ORS 332.072
ORS 336.135 – 336.183
ORS 336.615 – 336.665
ORS 339.250

SB 300 (Chapter 674), effective January 1, 2006

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-1350
OAR 581-022-1620
OAR 581-023-0006
OAR 581-023-0008

Summary of Alternative Schools Characteristics
(From sampling of 23 programs nationwide)

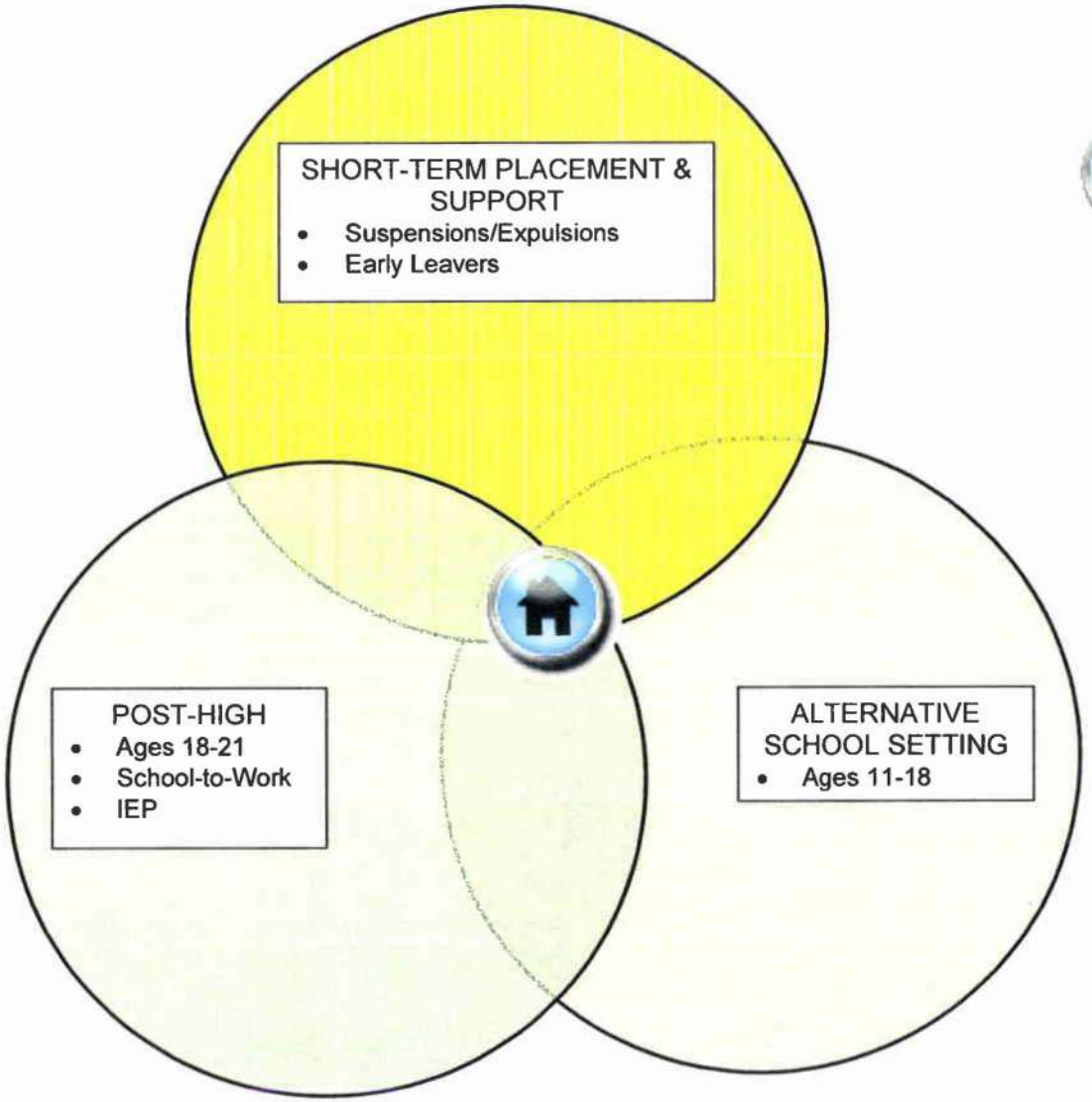
SCHOOL ORGANIZATIONAL CHARACTERISTICS	
Has principal or director	All
Number of students	Range: 38 to 280
Housed with (another) traditional school	None
Operating hours/periods	Range: 8am – 8pm 9-12 months
Grade levels served	Range: 7 to 15
High school only	86%
Middle and high school	23%
PROGRAM CHARACTERISTICS/OPTIONS	
Student advisory	All
Apprenticeships/internships	48%
Service learning	35%
Online courses	39%
Credit recovery	All
Transition to work	52%
Pregnant teens and parenting	26%
Counseling	82%
Family education activities	All

WLWV Current Alternative Placements

Student Numbers: 2007-08
Costs: Mix of 2006-07 and 2007-08

Placement	Grades	Type	Agency	GenEd #s	SpEd #s	Cost / Student	Expense
Academic Connections	K-12	Alternative Placement	WLWV		4		N/A for last yr.
Alliance Charter Academy	K12	Charter	Oregon City SD		1		?
Art Tech High School	9-12	Charter	WLWV	67	15		$587,000
Carus Elementary	K-6	Leep	Clackamas ESD	0	1	$30,065	$30,065
Cascade Academics	6-12	Private	Private	3	1		$11,800
Cascade Heights	K-7	Charter	N. Clackamas		1		
Clackamas Comm College	9-12	Alternative Placement	CCC	6	1		$71,700
Young Parent Opp. Program	15-21	Pregnant & Parenting	CCC		1		
Clackamas Web Academy	1-12	Charter	N. Clackamas		1		
Gladstone High School	9-12	Leep	Clackamas ESD	0	2	$30,065	$60,130
Heron Creek	K-6	Day Treatment	Clackamas ESD	0	1	$32,200	$32,200
Heron Creek Academy	7-12	Day Treatment	Clackamas ESD	0	4	$32,200	$128,800
Home School	K-12	Parent Decision	WLWV		2		
HomeTutor	K-12	Alternative Placement	WLWV	6	10		$21,800
Lake Grove Elementary	K-6	Leep	Clackamas ESD	0	2	$30,065	$60,130
Lakeridge High School	9-12	Interdistrict Transfer	Lake Oswego		1		
Lifeworks	PreK-Adult	Day Treatment	Private	0	1	$29,500	$29,500
Ogden Middle School	7-8	Leep	Clackamas ESD	0	1	$30,065	$30,065
Oregon City High School	9-12	Interdistrict Transfer	Oregon City		1	$30,065	$30,065
Oregon Connections Academy	K-12	Charter	Scio SD		3		?
WLWV Post High	T	Transition	WLWV	0	30		$133,788
Total				82	84		$1,227,043

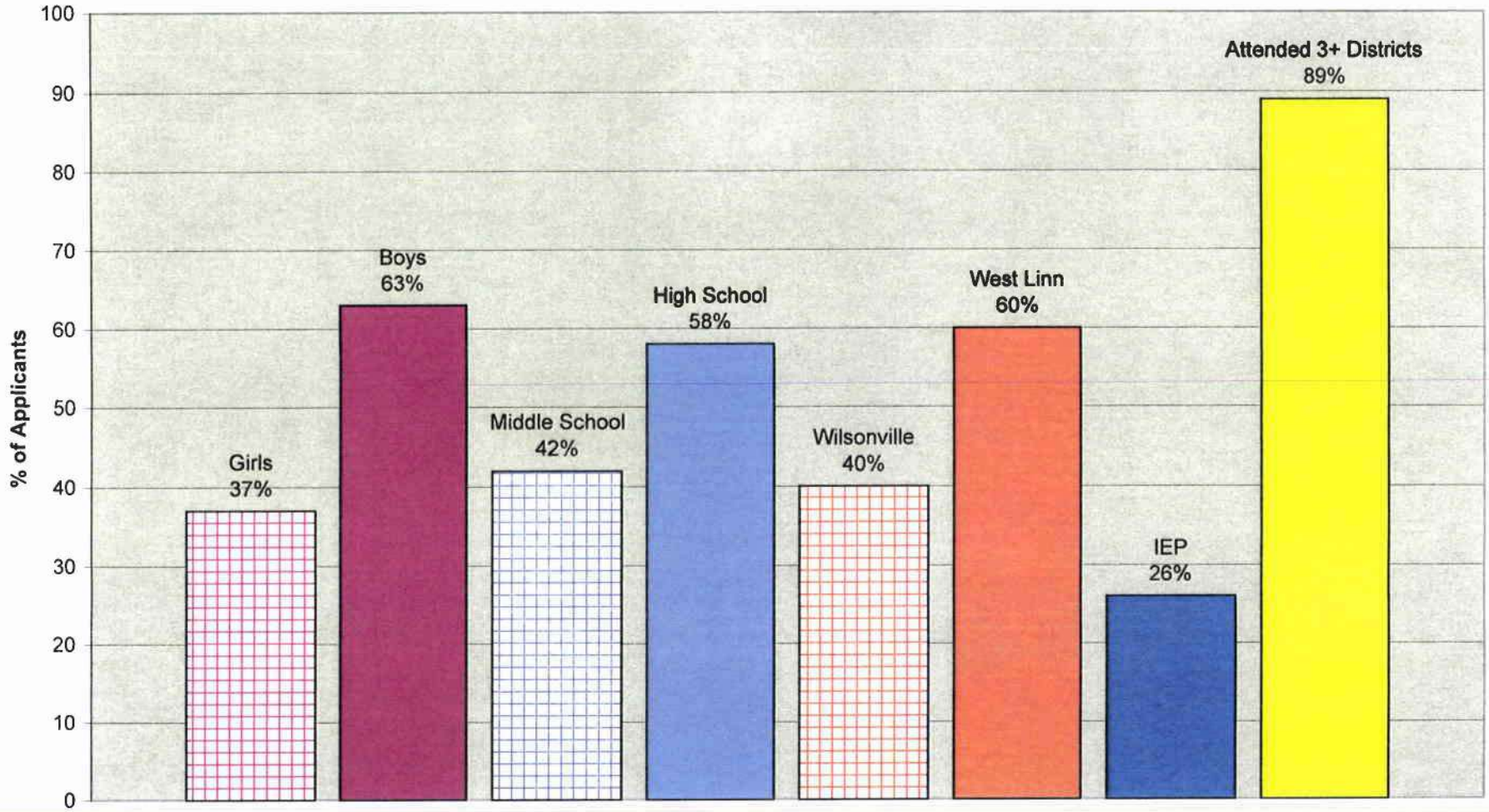
Diagram of Student Groups



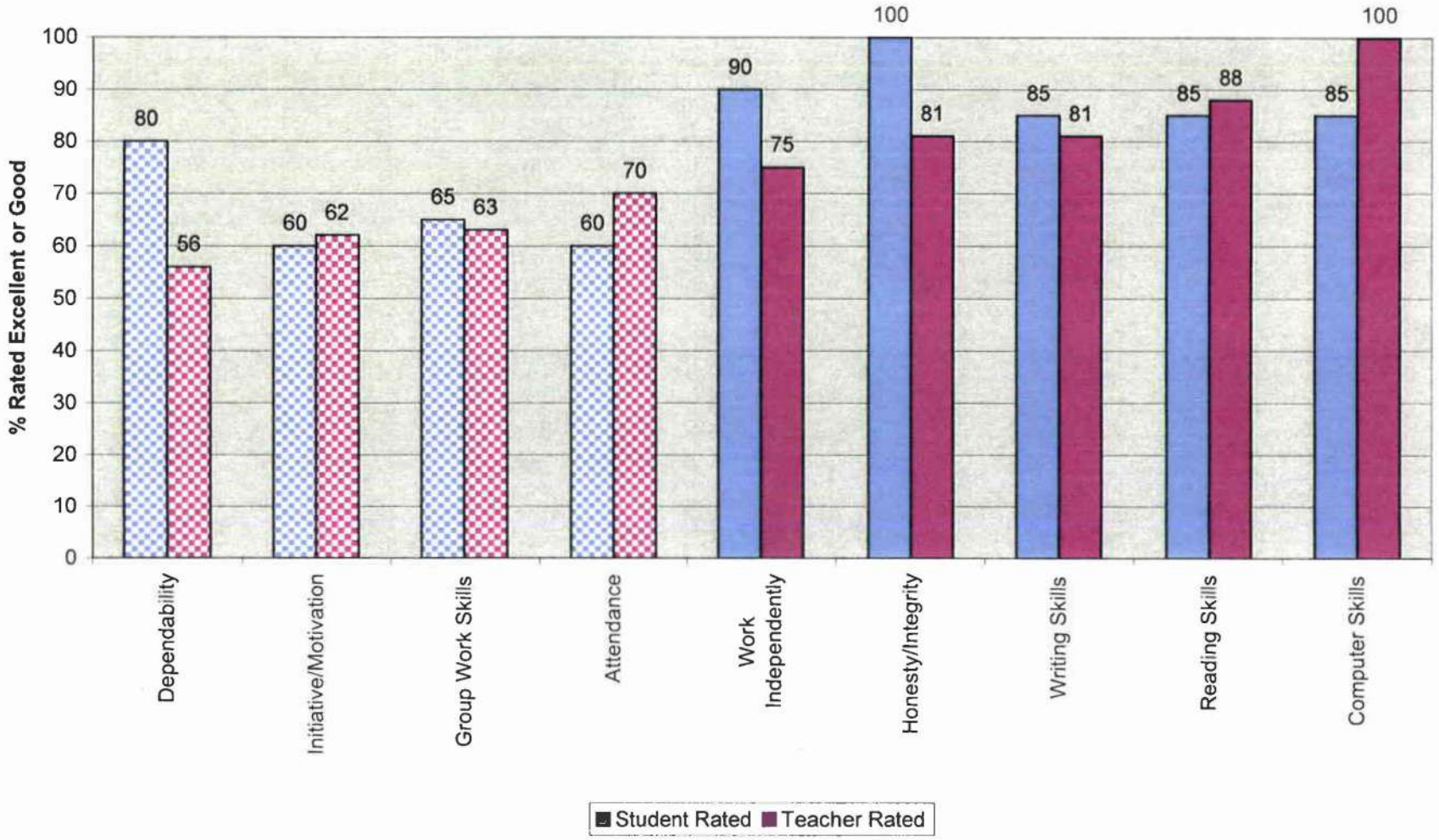
Shared Services and Strategies for Success

- Continuous progress
- Proficiency-based credit
- Credit recovery
- Counseling
  - Academic
  - Social/emotional
  - Abuse, drug, and alcohol
- Community of accountability – a "home-like" space for learning
- "Smallness" environment
- Active "hands-on" experiences
- Real life opportunities
  - Internships
  - Mentors
  - Apprenticeships
- Flexible spaces, routines, timelines
- Responses in real time

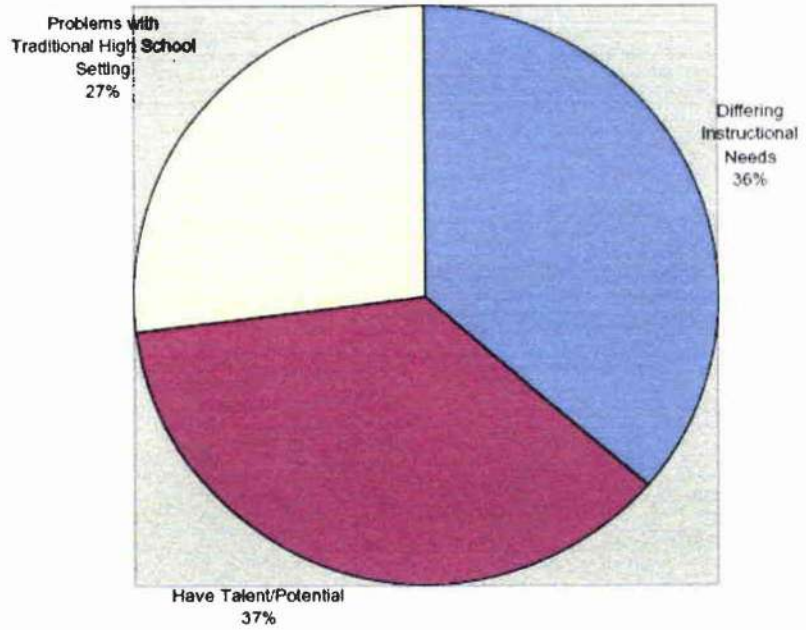
Demographics
Art Tech High School - 2007 Applicants



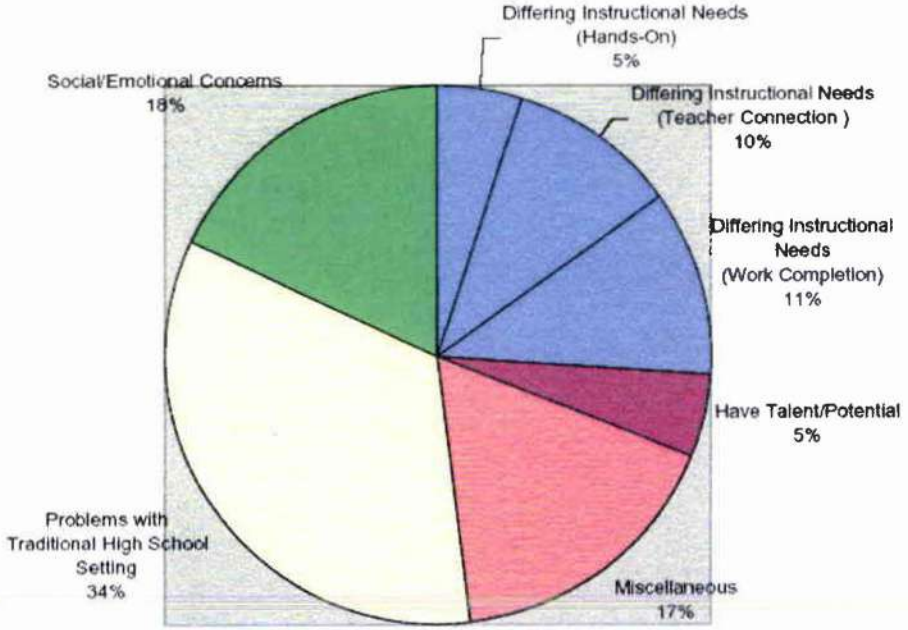
Learning Characteristics
Scores of Excellent or Good
Art Tech High School - 2007 Applicants



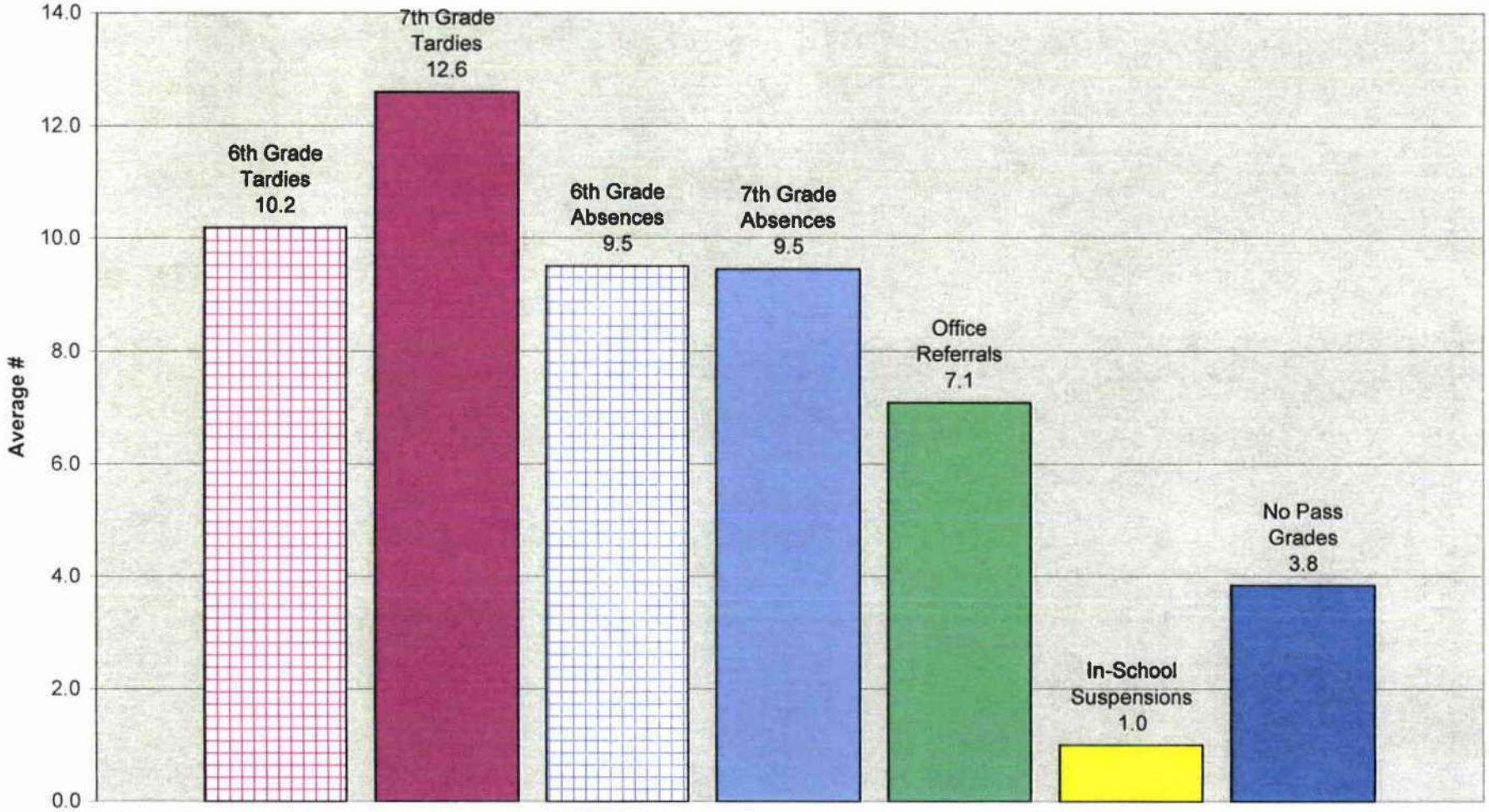
Adult General Comments
Art Tech High School - 2007 Applicants



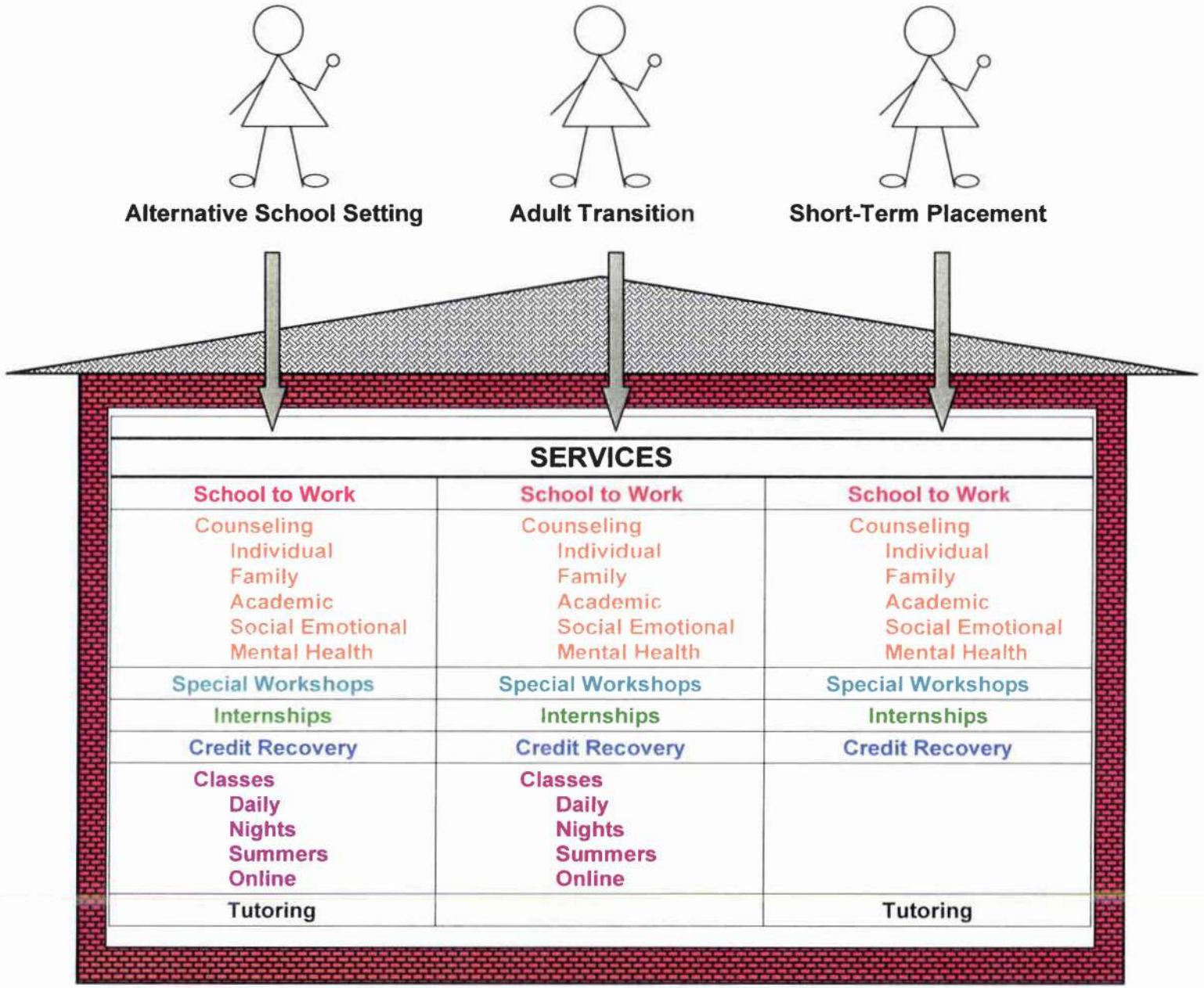
Student General Comments
Art Tech High School - 2007 Applicants



WLWV Middle School Case Study
Profile of 12 High-Risk Students



Service Commonalities



LRP Task Force – Alternative Education

Alternative Locations – Strengths and Challenges

LOCATION	STRENGTHS	CHALLENGES
#1 **STATUS QUO** Keep doing what we're doing in the same places	• Keeps some post-high population at the high school (for those that are interested) • Works for some that need alternative education opportunities (i.e. ArtTech High School graduates) • Continues awareness/recognition of needs for more people • Not limited by a single facility (able to move between our existing buildings year-to-year based on needs) • Efficiency of services (maintenance, technical, clerical, etc.) – these already exist at these sites	• Cost of sending students to services outside the district • Limited/no control over quality of services • Lease rental for ATHS expensive • Some post-high students not willing to come to high school campus • No place for suspended/expelled students (who have to be outside school facilities) • No alcohol/drug/family counseling, day treatment programs – have to go outside the district • This option may not be sustainable based on increased growth/limited space/priority of needs
#2 **Dedicated Space in Existing High Schools** Implement alternative education vision (house programs at high schools)	• Demonstrates commitment to serving needs by having a dedicated space • More ownership due to visibility to all • Efficiency of services (maintenance, technical, clerical, etc.) – these already exist at these sites • Support services (counseling, etc.) could be shared by all students and even families (i.e. ALNON program) • Could use spaces outside typical school hours (i.e. nights, Saturdays and summers)	• Space may become long-term problem • Kids and families who need alternatives might resist placement on high school campus – "stigma" ✓ Already tried that ✓ Damaged relationships ✓ Don't attend existing facilities ✓ Size (too big) ✓ Too structured (class periods, etc.) • Feel of the place could conflict with "traditional" high school identity for students and their families (parents asking why we need these programs/services in their children's high school)

LOCATION	STRENGTHS	CHALLENGES
#3 **One Separate Facility** Implement alternative education vision (house in one separate facility)	• Owned and managed by WLWV School District • Considers population growth and changing space needs • Commitment to an on-going space • Can be a "home" – a fresh place to start – to break the failure cycle • Efficiency of support services (counseling, work experience, etc.) – centralized, cohesive, integrated and readily accessible to students & families • Opportunity to create a new identity/culture • More personal curriculum – smaller can be more flexible & responsive • Qualified/special skills people used most effectively	• Costs of services (maintenance, technical, clerical, etc.) for another building • Less visibility to others within the school district • Could be construed as a "dumping place" – care needed in creating the right identity of this program • Finding the right people (administrators, teachers, professionals, etc.) to staff this facility • Stretches us – biggest risk but could be the biggest pay-off
#4 **Two Separate Facilities** Implement alternative education vision (house in two separate facilities close to each high school)	• Owned and managed by WLWV School District • Considers population growth and changing space needs • Commitment to an on-going space • Can be a "home" – a fresh place to start – to break the failure cycle • Efficiency of support services (counseling, work experience, etc.) – centralized, cohesive, integrated, and readily accessible to student & families • Variety of locations could provide different "feels": personality, focus, identity that matches needs of the neighborhood • More personal curriculum – smaller can be more flexible & responsive to needs in real time	• Costs of services (maintenance, technical, clerical, etc.) for <u>two</u> buildings • Additional ("doubles") personnel for two sites • Cost to build and sustain <u>two</u> buildings • Could be construed as "dumping places" – care needed in creating the right identities • Finding the right people (administrators, teachers, professionals, etc.) to staff this facility

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** Included in distributed readings packet (11/19/07)
Distributed with final report (1/14/08)

Key Qualities of Effective Programs

Research says (generally). . . if these qualities are present that learning works. While they suggest that it is important for all learning situations, literature highlights the incredible importance of these qualities for alternative education programs. This is especially true at the high school level.

Powerful learning is described by Ross & Plastnik as:

(1) **Active** – engaging learners in the task;
(2) **Relevant** – real world settings and authentic issues and tasks;
(3) **Customized** – suits learners style, pace, and interests;
(4) **Fun** – enjoyable (people look forward to it);
(5) **Relational** – close working relationships with adults and collaboration with other students; and
(6) **Rigorous** – demands high quality thinking and work.

Generally, the components of quality education programs include (McNulty & Quaglia – *My Voice Survey*, "Eight Conditions That Make a Difference"):

(1) Sense of **belonging** – student a valued member of a community;
(2) heroes – people with whom a student can **connect**;
(3) Sense of **Accomplishment** – Recognition for different types of success including hard work and being a good person;
(4) **Fun** and Excitement – Students actively engaged and emotionally involved;
(5) **Curiosity and Creativity** – Students ask why or why not about the world around them;
(6) **Spirit of Adventure** – Students willing to tackle something new without fear of failure;
(7) **Leadership and Responsibility** – Students can make decisions and accept responsibility for their actions; and
(8) **Confidence** to Take Action – Students believe in themselves, dream about their future, and are motivated to set goals in the present.

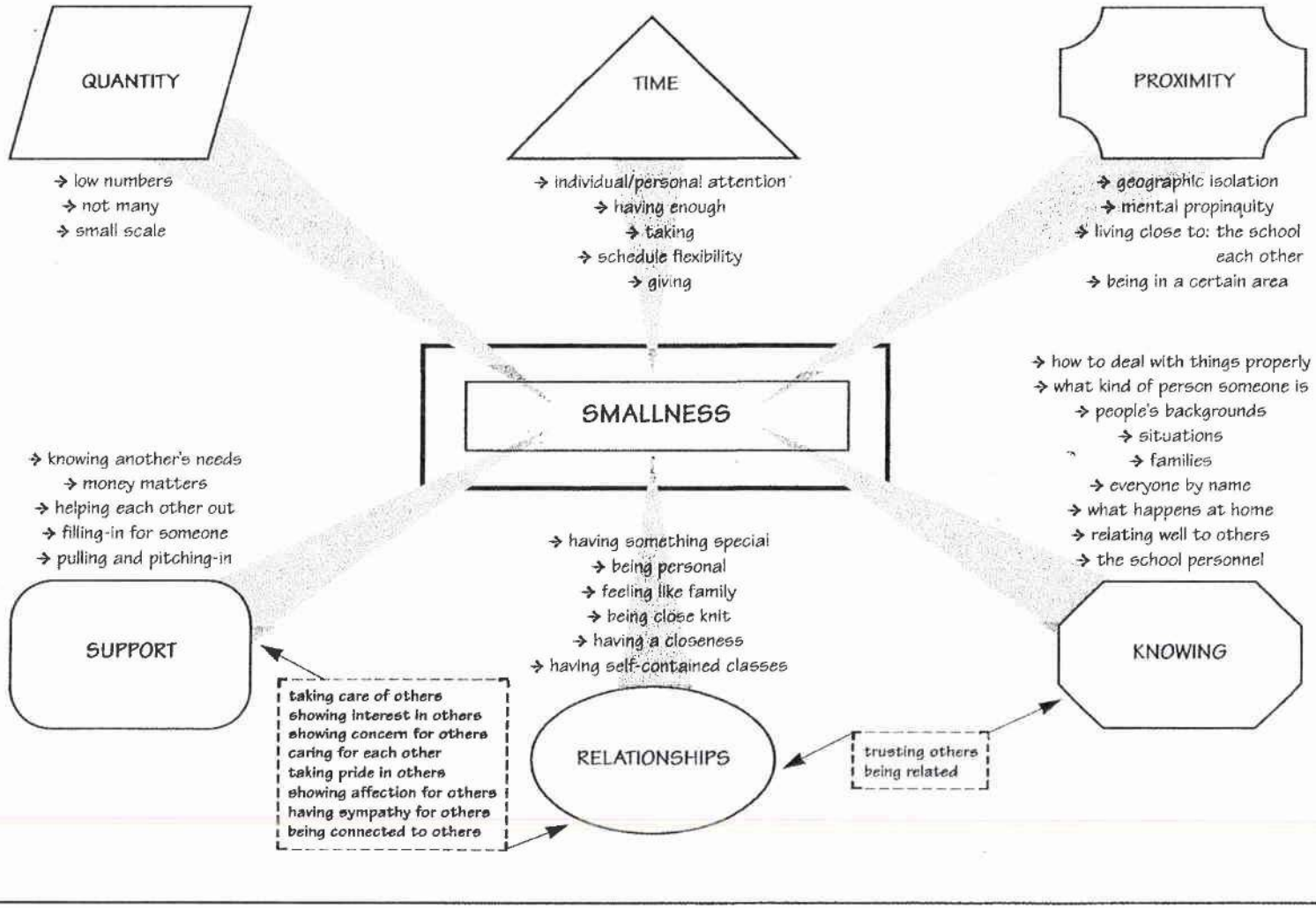
What are the Skills Needed to Succeed in College/Work Settings (Ross & Plastrik)?

(1) Strong reading, writing, math, and critical thinking skills
(2) Confidence
(3) Self motivated learners

Five Strategies (Tools) of Effective Alternative High School Programs (Ross & Plastrik)
Alternative Education Programs should include the following components:

(1) Advisory: The Power of Relationships
(2) Individual Learning Plans: The Power of Customization
(3) Small School Communities: The Power of Intimate Settings and a Human Scale
(4) Learning Through Internships: The Power of Real World Settings
(5) Learning Through Rigorous Expectations: The Power of Academic Rigor

FIGURE 4.1
HOW PEOPLE EXPERIENCE SMALLNESS



West Linn-Wilsonville School District

Community Athletics Project List

ROSEMONT RIDGE MIDDLE SCHOOL		
WOMEN'S SOFTBALL STORAGE, RESTROOMS	400,000	
SOFTBALL FIELD FENCING REVISIONS	10,000	
FOOTBALL/TRACK SCOREBOARDS	30,000	
		440,000
WOOD MIDDLE SCHOOL		
BLEACHERS & TEAM STORAGE	35,000	
FOOTBALL/TRACK SCOREBOARDS	30,000	
TRACK EVENT REVISIONS	50,000	
IN-BANK STORAGE & BLEACHERS AT TRACK	50,000	
TRACK/SOCCER/FOOTBALL FIXED EQUIPMENT	30,000	
COVERED PLAY STRUCTURE	450,000	
		645,000
WEST LINN HIGH SCHOOL		
EXPAND STADIUM	430,000	
COVER TENNIS COURTS	60,000	
BASEBALL FIELD NETTING	30,000	
NEW BASEBALL FIELD LIGHTING	400,000	
ATHLETIC FIELD EQUIPMENT	50,000	
SCOREBOARDS, ELECTRONIC TIMING SYSTEM	50,000	
REFURBISH STADIUM RESTROOMS, CONCESSION	60,000	
STADIUM SOUND SYSTEM	30,000	
		1,110,000
WILSONVILLE HIGH SCHOOL		
EXPAND STADIUM	430,000	
REPLACE TRACK SURFACE	250,000	
REPLACE STADIUM SCOREBOARD	25,000	
REPLACE MEN/WOMEN BATTING CAGES	600,000	
ADD TWO NEW TENNIS COURTS	100,000	
COVER TENNIS COURTS	60,000	
ATHLETIC STORAGE BUILDING	120,000	
ENLARGE DUGOUTS	50,000	
ADD JV BASEBALL SEATING	50,000	
REPLACE BASEBALL SCOREBOARDS	50,000	
ADDITIONAL IN-BANK STORAGE	75,000	
TRACK EVENT IMPROVEMENTS	50,000	
ELECTRONIC TRACK TIMING	10,000	
STADIUM SECURITY/CROWD CONTROL	10,000	
REPLACE SOFTBALL BLEACHERS	10,000	
REPLACE SOFTBALL SCOREBOARDS	50,000	
NEW ANNOUNCER/SCOREKEEPER BOOTH	30,000	
REBUILD SOFTBALL DUGOUTS	150,000	
ADD LIGHTS TO VARSITY SOFTBALL FIELD	400,000	
ADD TENNIS SEATING	5,000	
CONVERT GYM SCOREBOARDS TO WIRELESS	10,000	
REPLACE GYM COURT SOUND JACKS	15,000	
REPLACE BLEACHER MOTORS	60,000	
REPLACE MAIN BASKETS W/CRANKUP	20,000	
ADD ON TO ROCK CLIMBING WALL	50,000	
EXCHANGE METAL BACKBOARDS FOR GLASS	12,000	
TEAM ROOM/COACH OFFICE FINISHES	15,000	
		2,707,000
ATHLETICS TOTAL		**4,902,000**

WEST LINN - WILSONVILLE PUBLIC SCHOOLS

TECHNOLOGY PLAN

"Moving with the future."

Updated by the
Technology Stewardship Committee
during the
2007-08 School Year

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The West Linn - Wilsonville School District has a strong history of creating a comprehensive technology network that supports data, voice and video through sophisticated programs and equipment. The West Linn – Wilsonville community has continued to support technology through passage of capital bonds in 1997 and 2002. As the district completes the Technology Plan as adopted in 2001, the network and hardware remain relatively robust however, as with all technologies, they are becoming dated and must be continually refreshed to keep abreast of new applications and developments such as innovative teaching systems, wireless applications, personal desktop accessories, and new specialized hardware and software.

This plan identifies the next phase of technology of planning for the district. It includes the major goal areas of Leadership, Stewardship, Curriculum and Instruction, Management and Operations, and the Physical Technology Structure and budget needs.

It is the role of **Leadership** to promote and provide the stimulus for innovation, integration and utilization of technologies. Technologies should be integrated through all district areas, levels, and functions; be available and accessible as needed; and be a powerful and exciting enhancement to teaching, learning, and leadership.

The **Technology Stewardship Team** is designed to set direction and implement action for technology acquisition, staff development and evaluation/assessment of technology and applications. One of its major ongoing functions is to keep abreast of current research on effective and efficient uses of technology to enhance the teaching and learning process.

The **Teaching and Learning for Students** component is focused on creating effective and efficient curriculum models, instructional applications and innovation, and a rich learning environment through collaborative instruction and interactive technologies. It includes achievement of technological and informational literacy and a strong focus on research and inquiry.

The **Staff Development** component emphasizes the need and process for effective professional learning. The goal is to prepare staff for the integration of technologies into the daily learning in the classroom incorporating the latest research on brain growth, learning and child development.

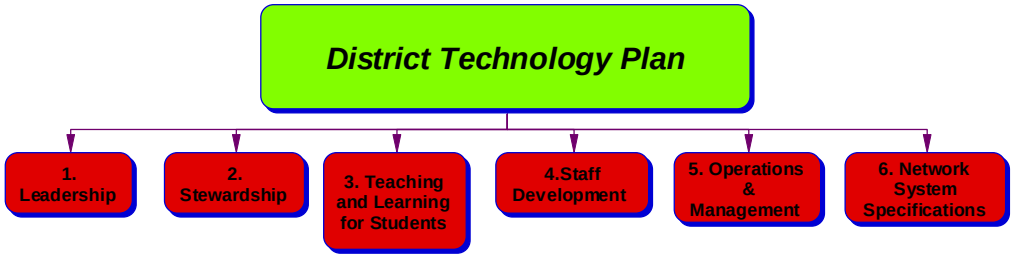
The purpose of the **Management and Operations** plan is to imagine, fund, create, implement, and deploy technology infrastructure, hardware and software to streamline decisions and maximize resources in the daily operation of the school district. Special focus will be made on minimizing time demands for external reports and other management tasks.

The **Technology Network System Specifications** outlines a system that significantly increases student access to technology and its related resources. The specifications outline a dynamic classroom environment in which use of technology is seamless, transparent, and non-disruptive.

It is important to note a couple of distinguishing characteristics of this plan:

1) This plan is intended to be more than the purchase and infusion of technology – the concepts incorporated in this plan embrace an evolving classroom environment characterized by the district's six vision themes. We believe that instructional strategies and learning environments are undergoing rapid and exciting improvements and that technology is a core piece of these new environments.

2) This plan provides our district with a path for moving forward with these new environs. It creates the path, provides methods, and creates the organizational culture for opportunity and growth in teaching and learning. There will be a renewal process to continue to move ahead even as we implement new technologies.



INTRODUCTION

In 1997, the West Linn - Wilsonville School District passed a bond measure that included significant and far-reaching upgrading of the district's technology system and networks. The result of that bond was the creation of a fully networked district with an infusion of new computers in every classroom. In 2002, the community passed another bond measure to move to the next level of technology.

Today, as a result of those bonds, the district network fully supports data, voice and video systems. Each school facility received appropriate electrical and network wiring upgrades. The district created its own telephone system with its own prefix and set of telephone numbers. Video systems provided a growing application for distance learning and video productions.

Extensive work was done to support curriculum applications to enhance teaching and learning for students. Numerous staff development opportunities were offered to enhance staff technology and information literacy. The technology network and systems are fully supported through the district Information Services Department and building technology experts support the network and applications at each school.

While the network system and technologies are still generally robust and effective, as with all technologies, they become dated and need to be refreshed regularly to keep abreast of current technological applications and developments for all components of the district.

There are significant new technological application developments and research on effective teaching and learning with technology that are influencing future network, hardware, and software needs. These trends include wireless applications, rapid growth in PDA applications, specific curriculum hardware and software, assistive technology for children with special needs, and new specialized applications in teaching, learning, and management. Each of these trends will affect the contents of this district technology plan.

Demographics of the District

The West Linn - Wilsonville School District serves a 42 square mile area in Clackamas County, Oregon, serving the communities of Wilsonville, West Linn, and a large unincorporated area between the two cities. The 2006-2007 enrollment is 8340 as of September 2007. Annual enrollment growth has averaged a little over 1% per year for the past 7 years. The District operates 7 primary, 3 middle, 2 high schools, and one charter high school. The District employs 453 teachers, 264 support personnel and 26.5 administrators.

District Mission and Vision Themes

The Mission of the West Linn - Wilsonville School District is: ***How do we create a learning community for the greatest thinkers and the most thoughtful people for the world?***

The West Linn - Wilsonville School District community shapes our children's future with knowledge and hope, with tradition and vision. We envision a school learning community which:

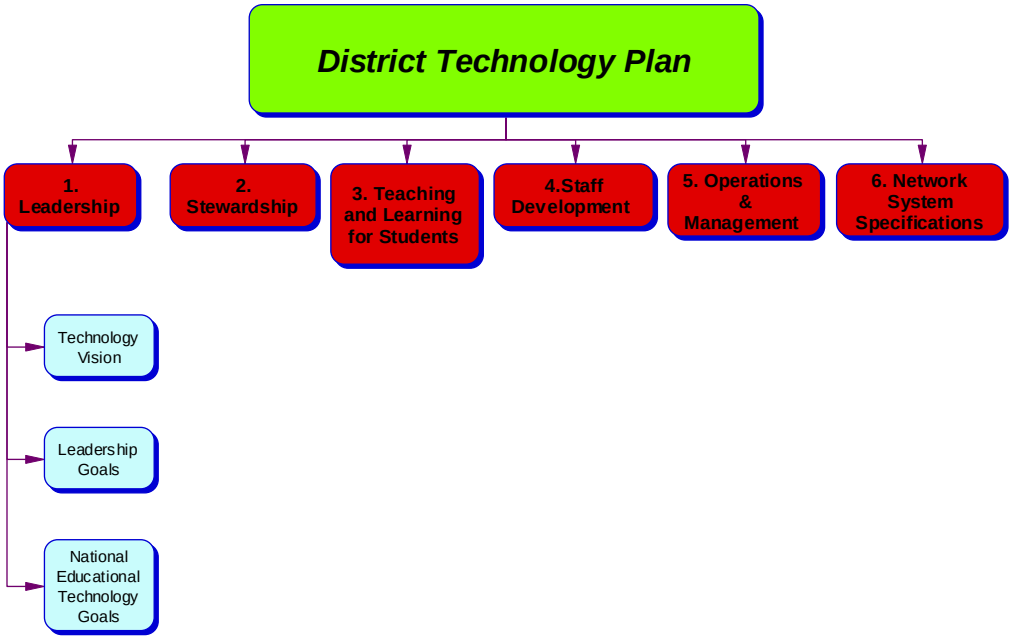
- Demonstrates personal and academic excellence
- Provides a personalized education to improve student performance
- Establishes community partnerships and expands the classroom beyond the school
- Creates a "Circle of Support" for each student
- Educates the whole child
- Integrates technologies in daily learning

DISTRICT GOAL STATEMENTS

The Technology Stewardship Team takes into account the influence of central office and building administrators, Teacher-Librarians, the Director of Information Services, and other representatives as needed. Their primary task has been the updating of the district technology plan. Through a series of meetings, the Technology Stewardship Team identified six major goal areas for long range planning:

1) Leadership
2) Technology Stewardship
3) Teaching and Learning for Students
4) Staff Development
5) Management and Operations
6) Technology Structure

LEADERSHIP



Technology Vision

Teachers, students, administrators, and others engaged in the education community must have access to the knowledge, understanding, information, and communication systems that enable and promote high quality teaching, learning, and leadership. We believe technologies must be generalized and specific; universal and specialized; and be capable of "anywhere connectivity." It is the role of leadership to promote and provide the stimulus of integration and utilization of technologies in the West Linn - Wilsonville School District.

Technologies should be integrated through all district areas, levels, and functions; be accessible and available to all at the level and intensity needed; and, be a powerful and exciting enhancement to teaching, learning, and leadership.

Leadership goals for the implementation of the district vision are:

1) Ensure that curriculum design, instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching with a focus on the National Education Technology Goals (below).
2) Promote the shared vision for comprehensive integration of technologies.
3) Gather, communicate and provide venues for the implementation of contemporary research on use of technologies to enhance professional practices, student learning and effective and efficient management systems.
4) Integrate the use of technologies to support productive systems for learning, teaching, administration, management, and operations.
5) Use technologies to plan and implement comprehensive systems of effective assessment and evaluation.
6) Promote ethical and responsible use of technologies and model responsible decision-making.

NATIONAL EDUCATIONAL TECHNOLOGY GOALS

Goal 1: All students and teachers will have access to information technology in their classrooms, schools, communities and homes.

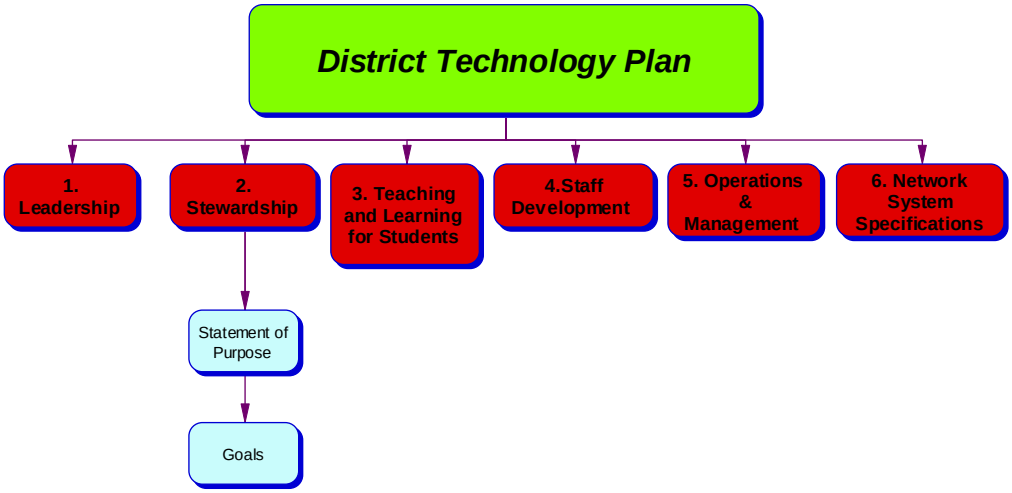
Goal 2: All teachers will use technology effectively to help students achieve high academic standards.

Goal 3: All students will have technology and information literacy skills.

Goal 4: Research and evaluation will improve the next generation of technology applications for teaching and learning.

Goal 5: Digital content and networked applications will transform teaching and learning.

TECHNOLOGY STEWARDSHIP



The Technology Stewardship Team originated in 1994 as part of the stewardship of the district vision theme: **Integrating Technology into Daily Learning**. The actions of the Technology Stewardship Team have been instrumental in delivering the long-range technology plan used for the 1997 and 2002 bond and have subsequently provided extensive guidance and leadership in the implementation of the plan. Activities have ranged from planning the Intel Challenge Grant of 1998, which led to the purchase of over 1800 computers, to assessments of use and distribution. Significant effort has been placed on equity across the district, and universal and seamless access to all services.

The Technology Stewardship Team has engaged in development of the district's web pages, created software purchase guidelines, prepared hardware purchase guidelines and procedures, studied aspects of distance learning, conducted surveys of current skills and needed skills, and studied issues of technology support.

Statement of Purpose

The purpose of the Technology Stewardship Team has been to assist the district in setting directions and implementing action for technology acquisition, staff development, and evaluation/assessment of technology and technology applications in the district.

Integrating Technology into Daily Learning is one of the district's guiding vision themes. As the district moves into the next generation of technology, the Technology Stewardship Team's role will enliven and give guidance to leadership for implementing goals in teaching, learning, and professional development. The TechStew committee will actively study current research of effective teaching and learning with technology, communicate that information through professional development programs, and action research opportunities.

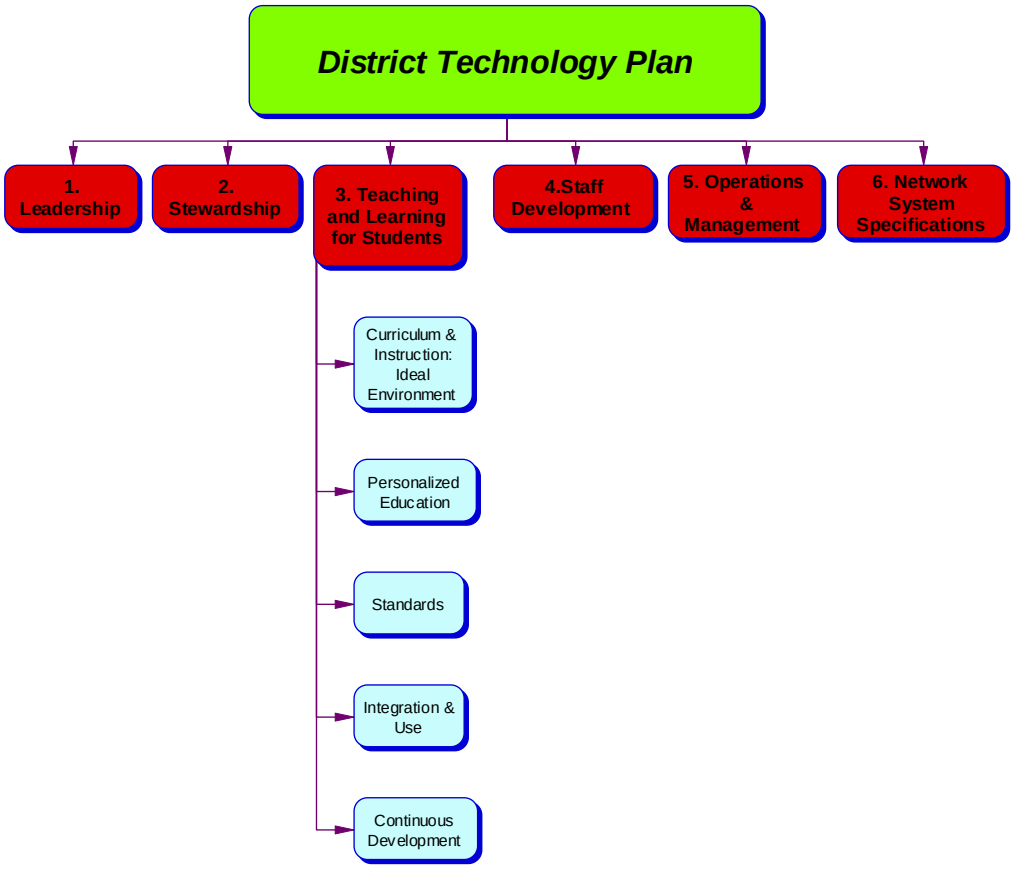
Goals

1) Structure and implement an annual study group for reviewing current research on technological applications which enhance teaching and learning.
2) Create professional development programs which support the research findings in #1 above.
3) Provide guidance in the development and use of specialized applications as well as universal applications
4) Assess and provide support for all students and teachers to continually improve technology and information literacy skills.
5) Evaluate annual progress toward goal achievement of the district technology plan with a focus on maximizing and optimizing usage.
6) Set priorities and guidelines to optimize efficiency of usage.
7) Create partnerships with technology and business corporations and integrate them into daily instruction.
8) Develop and implement a system-wide, collaborative process to provide recommendations for annual technology budget planning.
9) Assist with the planning and implementation of technologies in both the instructional and operations of the district.
10) Identify and develop internal and external people and knowledge, and change paradigms to support and integrate technology.
11) Develop guidelines for equipment purchasing specifications that insure maximum life and minimal maintenance requirements.

LEARNING AND TEACHING FOR STUDENTS

CURRICULUM AND INSTRUCTION

Today's digital divide occurs at a higher level – between those who can use a computer to do valuable work and those who cannot.
-Frank Levy and Richard Murnane



Curriculum and Instruction:

The West Linn-Wilsonville Schools have a well-developed curriculum framework defined by:

- major conceptual themes
- specific content knowledge
- academic research skills
- intellectual skills for inquiry, analysis, and innovative thought

The curriculum is linked to state and national standards in each discipline, and in each area the curriculum recognizes the complex processes of learning. Each discipline is mapped from Kindergarten through grade 12 for coherence. The curriculum is embedded in instruction that is both integrative and inquiry-based. In our classrooms, curriculum arising from children's questions is a way of learning and a way of teaching. It is open, flexible, and responsive to children's interests and developing capabilities. Assessment is authentic and formative, giving children the keys to their own improvement in learning.

Such an approach to learning draws upon children's concerns and questions, actively involving them in planning, executing, presenting, and evaluating a negotiated learning experience. These investigations provide meaningful and purposeful contexts in which the basics like reading, writing, mathematics, and technology are essential tools for discovering and communicating the results of a study.

Broadly, the work of learning advances children's understanding in several ways.

- The study enlarges children's experience and knowledge of the subject or area of study.
- Skills are developed through which the children can control and direct their own learning, including their linguistic, numeric, and manipulative skills.
- Children build concepts that enable them to generalize, organize and relate ideas, and make informed judgments.
- Attitudes, or dispositions, which foster active learning for life are developed, including the willingness to question, listen and observe, concentrate on a task in hand, and deal with ambiguity and complexity.
- Children learn to work individually and cooperatively, engage in multiple revisions, celebrate successes, and use their experience as springboards to further inquiry.

Instruction occurs in complex ways. After posing questions, children embark on an information search. They learn, within the context of the study, to locate, extract, record, interpret, interrogate, and integrate information leading to the construction of knowledge. With a purpose in mind, children explore organizational patterns and select formats that most closely and powerfully match their identified audience and message. They work through draft, revision, and editing phases, completing their efforts with reflection, evaluation, and presentation of their thinking.

These ideals incorporate more than simple technology skills or knowledge. Children are invited to engage in higher-order *expert thinking*. *Expert thinking* requires sustained reasoning, managing complexity, testing solutions, evaluating information, and collaborative thinking in team learning environments. Students are increasing their ability to *use computers as tools that facilitate expert thinking and complex communication.* (Levy and Murnane, 2004). Technology enables the development of learning environments in which these ideals are modeled and practiced. In these learning environments each student's personal access to technology facilitates communication, analysis, creativity, thinking, and decision-making. Educational technologies and relevant curriculum content are interwoven to create the conditions for deep understanding and powerful learning.

The secret joy in work is excellence. -Pearl Buck

Toward Powerful Learning and a Personalized Education

The development of an Ethic of Excellence has a significant history in the West Linn-Wilsonville School District. For most of the last 20 years, the school district has been moving toward more democratic, student-centered schools. Constructivist learning engages children in a process for making meaning. Children develop personal schema and the ability to reflect on their experiences through shared inquiry. Unique outcomes are expected and encouraged as children find their passions, and develop their own voices. Assessment is integral to the learning process and most effective when children are supported in taking control of their journey toward high standards of performance, valuing craftsmanship in thinking and the production of *beautiful work* in every setting. Children increasingly learn to place a personal signature on their own learning.

This approach to learning and the redefinition of roles and responsibilities emerges from and contributes to the district vision for ***Personalized Education.*** In this environment, student achievement is soaring.

The following chart shows the movement that now exemplifies most classrooms in West Linn-Wilsonville schools.

From Traditional Classroom	To West Linn-Wilsonville Classrooms
Teacher centered instruction	Student-centered instruction
Serious, regimented drill	Challenging, purposeful, complex, joyful investigation
Rule based tasks	Sustained reasoning, managing complexity, testing solutions
Compartmentalized instruction	Integrative instruction
Part to whole	Whole to parts to whole
Assigning work	Workshop strategies
Single sources/textbooks	Multiple resources/books/digital content
Single entry points	Multiple points of access
Isolated work	Individual and collaborative work
Passive learning	Active, inquiry-based learning
Factual knowledge based	Knowledge creation, research, critical thinking
Single way of learning	Multiple intelligences
Individual classroom focus	School/community focus
Separated environments	Inclusive environments
Autocratic classrooms	Democratic classrooms
Private work completion	Public demonstrations of learning/portfolios
Rules/punishment	Guidelines/group agreements and logical consequences

Work of Excellence is transformational.
Once a student sees that he or she is capable of excellence,
that student is never quite the same. -Ron Berger

Best Practices **for Instruction**

In West Linn-Wilsonville schools, the learning culture mirrors the new world of interactive technologies and character-based collaborative organizations. Many elements of successful corporate and public sector cultures are being transformed from the broadcast, talk-down, authoritarian model to a culture that is open, interactive, collaborative, principle-centered, and thoughtful.

Best Practices in teaching have often been debated and politicized in the United States. The West Linn-Wilsonville School District seeks to maintain coherence with *the strong consensus* among *the major professional organizations, research centers, and subject-matter groups in American education. The term "Best Practices"* is *a shorthand emblem of serious, thoughtful, informed, responsible, state-of-the-art teaching* (Zemelman et al, 2005). *Best Practices* in instruction are characterized as student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging.

Some instructional technologies from the past worked only in one direction, to disseminate information. The lecture, broadcast TV, and commercial film are examples. The instructional technologies of the present and future are more open and interactive. Each student is an actor on the stage, a player in the game, interacting in powerful ways with diverse ideas and diverse people.

Learning with Technology

Technology has the potential to change the learning and the learner. In the earliest days with computers in schools, the workbook style activity was transferred to the computer format. Very little changed in the learning, in fact, research showed that basic facts practice, as it was presented in its simple form, did nothing to increase the quick recall of facts.

Technology is now widely used by our students for production. Students use the technological tools available to calculate, to read and write, to tap into streams of live information, to communicate with others, and to do homework. The goals of previous times have been met and now students use technology for so much more.

Teachers and students in West Linn-Wilsonville schools are harnessing the power of graphic organizers for analysis and synthesis. The morphological chart formerly drawn on paper can now be transferred to a database where sorting and analysis take the student to a more complex form of thinking.

Digital video, digital music, graphic multimedia presentations are becoming common in our classrooms. When children are invited to make public presentations of complex learning, the products become exemplars for the next student, the next class. In this way, a rising standard of student performance is emerging in the learning community. These multimedia presentations have become more polished and are used more extensively with new production technologies.

Learning with technologies allows children to do what they could not otherwise do. Well designed software coaches children in mathematics. The Cognitive Tutor software allows students to explore mathematics they do not yet understand, test ideas, fail, and construct a useful understanding of the concept. Well designed writing software coaches children through the complexity of written composition. Webquests and research software link questions to resources and help students juggle the use of multiple sources in a recursive research process.

Simulation software allows children to manipulate and tweak the parameters of the variables in complex situations gaining an understanding of the principles of science and the social sciences. Design software allows children to take on design challenges in robotics, geometry, graphic arts, art, and architecture.

Information search broadens the view from the classroom to global sources. Children have wide access to print, video, and live contact with people and places around the world. Children now take on the greater challenge to evaluate sources and develop a thoughtful and discerning use of information.

Assessment with technology escapes the boundaries of time, becoming timely, personalized, and adaptive. Computer adaptive assessment has greater power to yield useful assessment information for learning.

Learning Into The Future

We live in a time of vast changes that include the accelerating globalization, mounting quantities of information, the growing hegemony of science and technology, and the clash of civilizations. These changes call for new ways of learning and thinking in school, business, and the professions. -Howard Gardner

Gardner suggests five capacities, five minds, needed by professionals in the future:

- *The disciplinary mind* – mastery of major schools of thought (including science, mathematics, history) and of at least one professional craft
- *The synthesizing mind* – ability to integrate ideas from different disciplines or spheres into a coherent whole and to communicate that integration to others
- *The creating mind* – capacity to uncover and clarify new problems, questions, and phenomena
- *The respectful mind* – awareness of and appreciation for differences among human beings
- *The ethical mind* – fulfillment of one's responsibilities as a worker and a citizen

To prepare children for the world they will inherit, the learning experiences we design for them should cultivate facility with the major disciplines. Students should be invited into integrative and creative thinking within and between disciplines. Students' experiences at school and in their wider life should develop the skills and dispositions to use ideas and information for worthy purposes to accomplish *beautiful work*.

Technology Standards

Our schools are educating learners to be technology-capable and information-literate students. To live, learn, and work in an increasingly complex and information-rich society, students must consider information critically and use technology effectively. In alignment with the National Educational Technology Standards (NETS), The West Linn-Wilsonville School District educates students to:

- Use information technology skillfully
- Seek, analyze, synthesize and evaluate information
- Solve problems and make decisions
- Use productivity tools creatively and effectively
- Communicate, collaborate, publish and produce
- Be informed responsible and contributing citizens

The *Technology Foundations Standards* for all students defined by National Educational Technology Standards (NETS) include the following six broad categories.

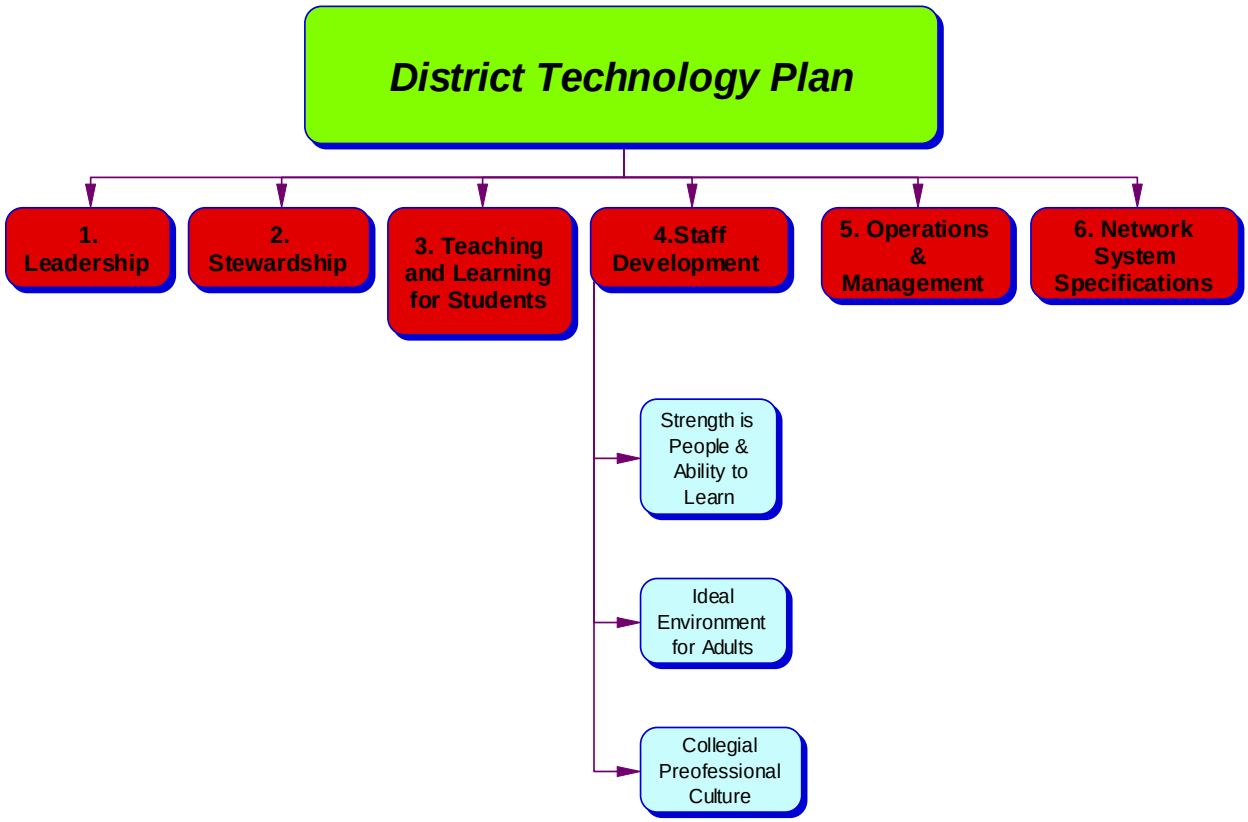
1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communication Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

LEARNING AND TEACHING FOR STAFF

PROFESSIONAL DEVELOPMENT

Too many organizations have spent too much time obsessing on the information they want their networks to carry and far too little time on the effective relationships those networks should create and support.

- Michael Schrage, MIT



Our Strength Lies in our People and in Our Ability to Learn

Professional development in The West Linn-Wilsonville School District is both generous and engaging. Staff members are invited to participate in rigorous collaborative learning experiences that take on many forms and formats. Graduate level studies, essential readings discussion groups, cohort studies, new teacher study groups, action research projects, and district-wide sponsored speakers and symposiums are some of the most powerful formats used in the past several years. These staff development opportunities engage teachers in wide and ongoing conversation about child development, teaching and learning, and link members of the learning community to the vision themes of the school district.

Professional development is designed in a personalized format with each teacher setting out a professional development plan to guide his or her development. Each year, the teacher and principal agree upon professional development goals to advance teacher learning. The professional goals coordinate with the school goals and contribute to the goals of the school district.

Professional development offerings are designed to create a strong professional culture. In the professional culture of the district, teachers are invited to go where their questions lead. Teachers operating on the edge of their own learning provide leadership for the entire professional community. In this culture of inquiry, teachers ask questions about and grapple with the significant issues of technology in student learning. Far more than simple courses about how technology works, the emphasis for professional development in technology is on the changing role of the teacher, the active role of the learner, and the interface between technology and daily learning.

The *Framework for Teaching*, defined by Charlotte Danielson in Enhancing Professional Practice, provides a useful structure for thinking about teacher development. It provides definition of the teacher's responsibilities in four large domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The framework is a tool for teacher reflection,

for coaching conversations, and for formative assessment of a teacher's level of practice. We have been using this framework with new teachers and their mentors for several years. Many teachers and principals are now using this framework to understand the dimensions of practice that contribute to strong learning and teaching.

Toward Powerful Learning

Effective learning for the staff parallels the elements of learning and teaching for students.

The learning environments described in the section on **Learning and Teaching for Children** is both capital-intensive and people-intensive. The widespread infusion of technologies calls for a significant capital outlay. But, boxes and wires do not educate. Integration of technologies creates a compelling need for more highly educated teachers – teachers who know how to personalize student learning. Peter Drucker suggests that we are in an *Age of Learning*. In this *Age of Learning*, he asserts, technology can do some of the simpler tasks so that teachers are free to do what teachers do best – to attend to the intellectual, emotional, and ethical development of the child. Teachers will choose technologies to do the more simplistic tasks once required of teachers. More importantly, teachers will select technologies that provide learning opportunities that were not previously available.

Teaching in this way is complex, sophisticated, challenging, and intensely intellectual work. The role of each individual teacher is becoming 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 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 belief leads to a reorientation of teachers' role and disposition toward teaching.

Highlight my strengths, and my weaknesses will disappear. Maori saying

An Ethical Professional Culture

A vibrant collegial culture takes advantage of formal learning teams, natural collaboration, and differing expertise.

Learning teams for adults, as for children, mean that people have formal connections defined by assignments, roles, and responsibilities. The development of the skills of team learning is a deliberate focus. Teams are developing collective responsibility for the success of each member and of the whole team. Teams reflect on their work and in the planning process ask themselves, "How could we make this better, stronger?" The *Culture of Critique* and the skills of teaming are being taught and practiced through dialogic processes, action research, critical friendship techniques, dialogue, and varied protocols for group inquiry.

Natural collaboration for adults, as for children, means that people work together in varied and flexible groups. Everyone comes to the table, the task, or the discussion with a unique interest and piece of the truth. Natural collaboration requires openness, respect, a relentless drive to improve, and an unlimited capacity for inquiry.

Differing expertise is a concept that recognizes the unique contributions of each learner. Different questions, different experiences, different lenses through which one makes meaning all contribute to differing expertise. When adults working together recognize each other for their differing expertise, a rich culture of collaboration develops.

The West Linn-Wilsonville School District is uniquely prepared to support the requests of a single teacher or a group of teachers who identify an interest or staff development need. The tuition reimbursement format, the PDC grant format, staff development days, summer curriculum money, and grant money from several federal grants, all are designed to be responsive to teacher staff development needs. One of the most prominent forums for teacher learning is the *Celebration of Collaborative Inquiry*, our annual action research symposium.

Professional Development is designed with the following components of effective professional development in mind.

- Connection to student learning
- Hands-on technology use
- Curriculum-specific applications
- New roles for teachers
- Collegial learning
- Active participation of teachers
- Ongoing process
- Sufficient time
- Technical assistance and support
- Adequate resources
- Continuous funding

Teachers in the West Linn-Wilsonville School District are engaged in the study of many critical issues. Some of the current readings exploring these issues are referenced in the list below. Each of these study areas has an implication for and connection to integrated use of technologies.

1. Brain research and the implications for learning
   a. Caine and Caine, Sylwester, Jensen
2. Learning theory and the implications for instruction
   a. Berger, Lickona and Davidson, Gardner, Perkins
3. Discipline-based studies
   a. Current studies in the content and pedagogy of each discipline: Calkins, Routman, Keene, Painter, NCTM focus documents, First Steps Mathematics, TIMSS report for mathematics and science teachers, Project 2061, First Steps Literacy, Every Child a Reader, McREL Teaching Reading in the Content Areas, Guided Language Acquisition (GLAD), sheltered instruction (SIOP), and proficiency-based assessment for teachers of world languages
4. Issues-based studies
   a. Ethical dilemmas in schools, assessment for learning, portfolios, conferring and reporting, intrinsic and extrinsic reward, school culture and character education, performance and moral character, using time and space, including all children, the English language learner
5. Systems thinking and schools that learn
   a. Wheatley, Kellnor-Rogers, Senge, Handy, Barth, Sergiovanni

The District Plan

The emphasis at the district level is to increase our attention to the role of technologies in integrative student research, mathematics and science inquiry, and deep literacy learning. Staff development is designed to address the national standards for students, teachers, administrators, and libraries in technology and information literacy. These are:

1) ***Technology Foundation Standards for Students*** *as outlined in the curriculum document and the companion documents*
2) ***Technology Standards for Teachers***
3) ***Technology Standards for School Administrators***

Through coursework and professional development experiences, the district is supporting the implementation of expanded pedagogical strategies. In this culture, teachers are expanding their expertise, learning to harvest the richness of serendipity, and developing the natural collaborations that take advantage of brilliance within the learning community.

ISTE NETS Project: Technology Foundation Standards for ALL Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. **Basic operations and concepts**
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.
2. **Social, ethical, and human issues**
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. **Technology productivity tools**
   - Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. **Technology communications tools**
   - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. **Technology research tools**
   - Students use technology to locate, evaluate, and collect information from a variety of sources.
   - Students use technology tools to process data and report results.
   - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. **Technology problem-solving and decision-making tools**
   - Students use technology resources for solving problems and making informed decisions.
   - Students employ technology in the development of strategies for solving problems in the real world.

Source: ISTE National Educational Technology Standards (NETS) for Students and Profiles for Technology Literate Students (http://www.cnets.iste.org/students/)

ISTE NETS Project: Technology Standards for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
B. apply current research on teaching and learning with technology when planning learning environments and experiences
C. identify and locate technology resources and evaluate them for accuracy and suitability
D. plan for the management of technology resources within the context of learning activities
E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

A. facilitate technology-enhanced experiences that address content standards and student technology standards.
B. use technology to support learner-centered strategies that address the diverse needs of students
C. apply technology to develop students' higher order skills and creativity
D. manage student learning activities in a technology-enhanced environment

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
C. apply technology to increase productivity
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. model and teach legal and ethical practice related to technology use
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
C. identify and use technology resources that affirm diversity
D. promote safe and healthy use of technology resources
E. facilitate equitable access to technology resources for all students.

Source: ISTE National Educational Technology Standards (NETS) for Teachers and Performance Indicators for Teachers (http://www.cnets.iste.org/teachers/)

ISTE NETS Project: Technology Standards for School Administrators

Framework, Standards, and Performance Indicators

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology
D. use data in making leadership decisions
E. advocate for research-based effective practices in use of technology
F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement
B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills
E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

A. model the routine, intentional, and effective use of technology
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity
D. engage in sustained, job-related professional learning using technology resources
E. maintain awareness of emerging technologies and their potential uses in education
F. use technology to advance organizational improvement

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies
B. implement and use integrated technology-based management and operations systems
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources
E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions
D. use technology to assess, evaluate, and manage administrative and operational systems

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology
C. promote and enforce privacy, security, and online safety related to the use of technology
D. promote and enforce environmentally safe and healthy practices in the use of technology
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources

This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.

Source: ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators (http://www.cnets.iste.org/administrators/)

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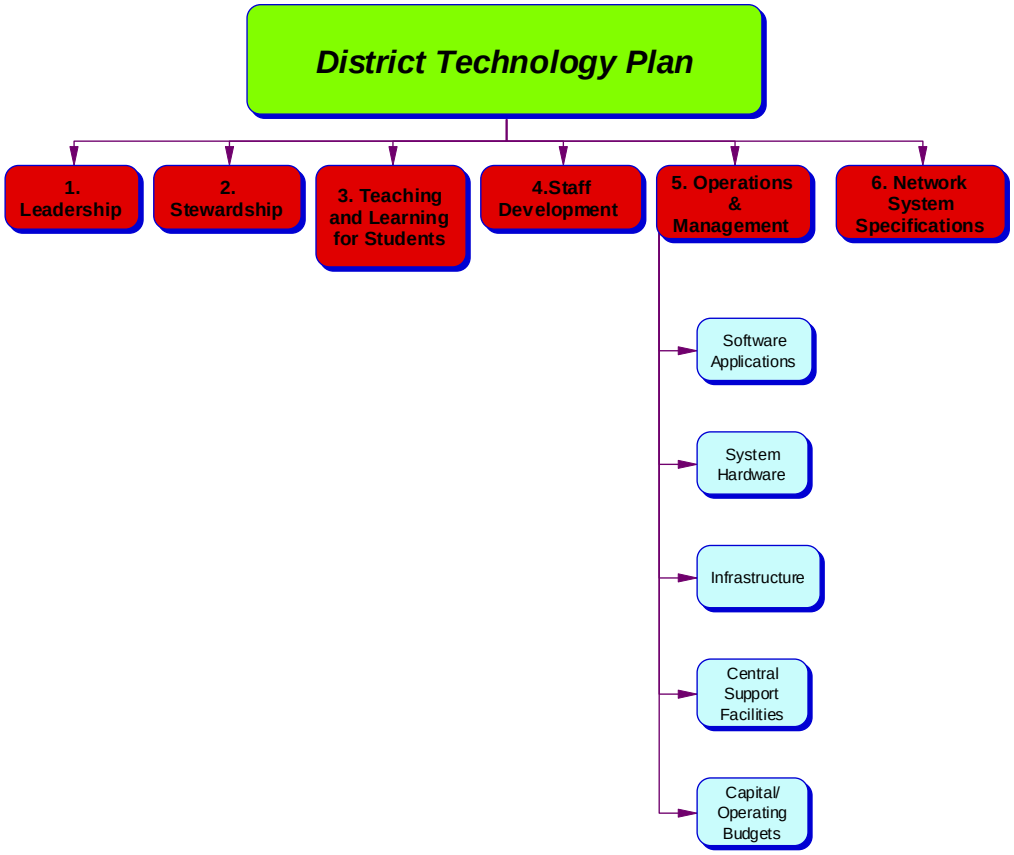
OPERATIONS & MANAGEMENT



The "business" of operating and managing a modern high-performance public school system requires the professional application of technological tools at a level equal to or higher than that associated with any successful business enterprise.

To support necessary and expected educational and curriculum goals, school districts must create and implement basic business strategies in the areas of:

Finance	*Personnel*	*Inventory*
Printing & Publishing	*Technology Infrastructure Management*	*Food Service*
Transportation	*Geographic Distribution*	*Data Management*
Facility Management	*Energy Conservation*	*Environmental Safety*
Capital Construction		*Public Relations*

These fundamental imperatives must be carried out in the most efficient and effective way possible. Advanced technology, as a tool, provides the best, and possibly the only, means by which the public's business can be routinely assured.

This section of the Technology Plan, therefore, responds to these elementary needs by laying the framework, aside from, but not totally independent of, the educational goals associated with public education.

Stewardship Goals

The term "stewardship" best describes the role the district plays in operating and managing the district's technological assets. The following goals support that notion:

1. Construct and maintain technology systems that support and enhance learning.
2. Create technology-based solutions to efficiently manage daily operations.
3. Identify and resolve network system inefficiencies.
4. Develop effective funding strategies and budgets to support operational and long-term Technology Plan goals.

Software Applications

Each of the various operational functions of the school district relies on technology to carry out individual department goals in coordination with the district wide vision. Many software components are readily interchangeable between departments and between operations and instruction.

In some cases however, software is not compatible, or applications are specialized for the intended purpose only. Examples include:

- Boundary software that enables forecasting and planning for school attendance boundaries.
- Direct Digital Control software that monitors, manages, and troubleshoots all HVAC equipment district wide.
- Inventory software that manages and records district moveable assets.
- Food Service software that keeps track of lunch tickets and accounts receivable.
- Scheduling Software for extra-curricular and Community Ed building use.
- Student Information Databases for Attendance and Grading, Special Education Tracking, and Standardized Test Score Tracking.
- Variety of financial, personnel, and business programs tailored to specific functions.

Each of these applications requires a process for purchasing, training, daily usage, licensing and upgrading over time. Budgets to support current applications as well as future opportunities must be accommodated.

System Hardware

Similar to software applications, in some cases specialized hardware is necessary to carry out non-instructional functions. Examples include:

- Computers with exceptional speed and/or memory (PC and/or laptop)
- Application software specific computers
- PDA devices to manage personal time and resources
- Digital photo and video equipment
- Projection devices
- Telephone system hardware components and handsets
- Cellular telephones
- Paging devices
- Security system hardware
- Fire alarm system hardware
- Video head-end and distribution equipment
- Public address system components
- Sound amplification and distribution systems
- Copiers, fax's, printers, routers, servers, TVs, monitors, etc.

Each of these hardware devices serves a specific purpose and greatly enhances the educational experience of students, as well as the productivity and effectiveness of district staff.

Infrastructure

Related to all technology is the built environment in which it is installed and operated.

Furnishings, floor space, voice/data/video connections, electrical power and cooling/ventilation are necessitated by each hardware purchase.

Voice/Data/Video Cabling

Overall, the district has an adequate data and telephone-cabling network. The demands of current applications into the future will put a strain on the existing capacity though. The need to update this wiring with higher capacity and throughput is upon us. Wireless access to the system is in place throughout all district facilities. The district's local area networks are interconnected via Gigabit wide area circuits provided by Comcast. These circuits support all data and voice traffic in the district.

All buildings have video cabling to each classroom as well as connection to the area cable network. All classrooms have TVs connected to the network.

Although the district is currently wired for most applications and is reasonably flexible in terms of location availability, installation and/or relocation of data/voice port connections is fairly routine. In many cases, the district currently uses private contractors to make these changes.

Electrical Power

All locations except the District Administration building have new adequate line-power electrical entrances. Internal distribution in the older schools remains problematic; however, the addition of circuits and receptacles is achievable. The district does not have an electrician on staff and therefore must contract for all electric technical installation.

The Administration Building is severely limited due to inadequate and aged electrical equipment. Since the main switchgear for telephones and all data network servers are located in the basement, a new electrical entrance, internal switchgear, circuit boards and branch circuits is necessary to maintain the integrity of the entire district technology system.

Heating/Ventilation/Air-conditioning

Eight of the twelve schools in the district are new enough that heating, ventilation and air-conditioning (HVAC) systems are adequate to sustain the heat loads produced by the technology equipment. Sunset, Stafford, Cedaroak Park, Willamette and the Administration Building cannot expand nor sustain these added loads. The result is interior air quality problems and accelerated degradation of technology hardware due to chronic overheating.

Architectural Design and Construction

Since 1989, the district has been in an almost constant state of construction due to increased enrollment. For this reason, the district has become fairly sophisticated in regard to contemporary design for K-12 educational facilities and has led the Pacific Northwest in cutting-edge design. A significant amount of energy and time has been devoted to integrating technology into the architectural design of all buildings, whether new or remodeled.

Classrooms, Media Centers, Offices and general building spaces have been designed such that technology is a central theme. Examples of successful building design that supports technology based curriculum includes media centers at Rosemont Ridge, West Linn High and Boones Ferry. Athey Creek, Boeckman Creek, West Linn High, Rosemont Ridge and Boones Ferry all take advantage of classroom pods clustered around versatile technology-friendly “porches” that facilitate collaborative teaching and learning.

As the district expands and is renovated, unique and innovative architectural design solutions that respond to technology use should continue.

Capital and Operating Budgets

Fiscal 2001-2002 was the first year the district identified specific budget line items for technology. The operating budget includes funding for technology support personnel, supplies and materials, and minimal equipment replacement due to failure. In Fiscal 2004-05, additional funds were budgeted for expansion of the tech support staff. In Fiscal 2005-06, additional budgetary items were added for software license renewal.

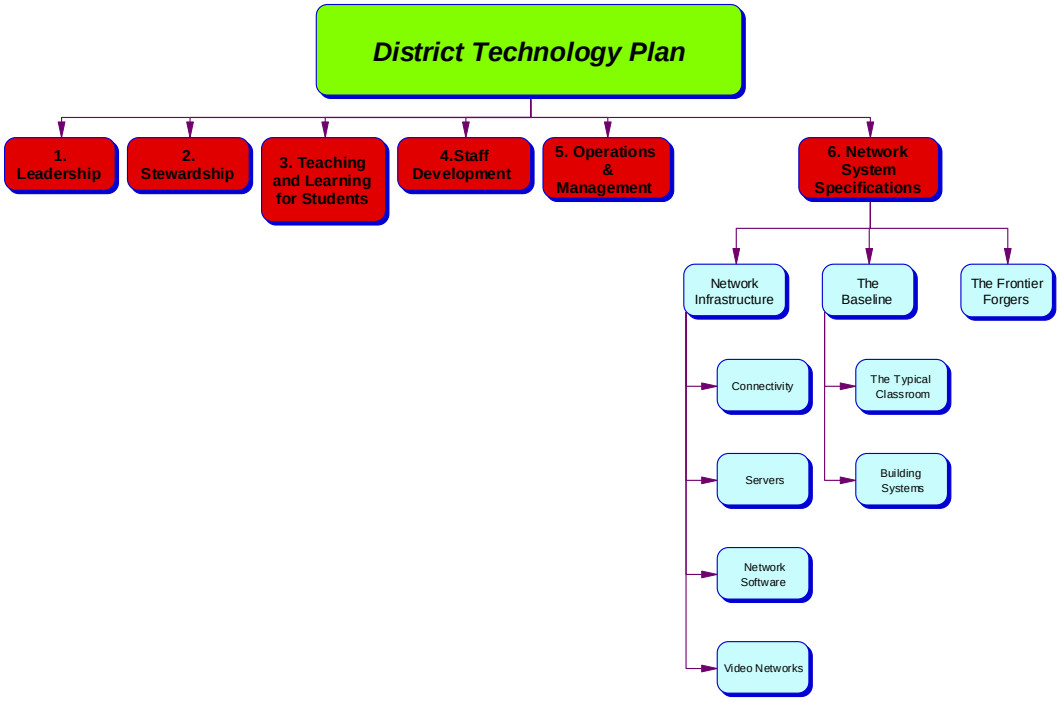
Capital funds come to the district primarily through local bond elections. The 1997 bond provided the infrastructure and some of the hardware/software components in use today. Major upgrades to those components began in 2003 via funds from the 2002 bond. As is typical of all technology, obsolescence is inherent in the industry. As the district expands in both enrollment and capacity to use technology, capital funds for upgrades, enhancement, expansion and system component replacement will be necessary on a regular basis.

Conclusion

Recognizing that the School District is a multi-million dollar business that is held to the highest level of accountability for both public assets and children’s education, ”technology” and its successful application is primary to honor and maintain the public trust.

A “systems approach” would require stewardship of the district technology plan in all areas that support education; from academics to support services. Creating, funding, and implementing flexible strategies to maintain and expand these services is imperative; and will assure success for generations to come.

TECHNOLOGY NETWORK SYSTEM SPECIFICATIONS



Overview

As we move ahead with our technology systems, it is clear that we need to go further. Our student to computer ratio is approximately 3.5 to 1. By comparison to our neighboring districts, this ratio is quite good. However, this ratio also means that there are approximately 2.5 students at any time who cannot use our technology. Teachers tell us that one of the biggest obstacles to their daily integration of technology is a simple lack of access, that we need more access.

Our buildings are constructed with learning porches, living rooms, and spaces that allow technology resources to be shared. This has provided access to technology in large groups, small groups, and individually both by direct instruction and by student self-directed use.

However, we have come to realize that our staff and students would use even more, if they could get their hands on it, especially serendipitously. ***Increasing student access to our technology is goal #1 of the System Specifications portion of this plan.***

Our core technology system is robust and strong. We are the only district in the area that provides students with network personal and shared storage space. Every student has a district provided email account and web space. Students can print things in both color and black-and-white. Teachers can distribute notes, worksheets, and other materials to students in their home directory and then collect it back. Teachers can email their entire class with a single address. Teachers can email all parents of the students in their class with a single address. Schools send periodic newsletters and announcements to the students and to the homes via email.

Less Paperful

A recent push is to pursue a paperless environment. And yet, realizing that a true paperless environment does not exist in the near future, we are attempting to become “less paperful”. Students and staff are becoming more aware of paper use by periodic consumption reports. Upon discovery of any form that is in use, we engineer an electronic version that increases effectiveness and encourages better tracking. In the near future, this will stretch all the way to online registration for school itself!

The Standard Classroom

The typical classroom as created will have access to the following technologies:

- Data Projector
- Document Camera
- Phone

- Built-in Speakers
- Multimedia control center
- Digital Camera
- 15 laptops
- Laptop storage cabinet with recharging capabilities

At times, teachers will design lessons that require all students to use a computer (in which case they may borrow a neighboring teacher's set). At other times, the teacher will have students pair up to work on a project. And at still others, students will be allowed to use computers as they deem appropriate. Having ready access to the computers right in the same room as the class will provide opportunity for any and all such uses.

What does it look like…

In every classroom in the district, a teacher will have a full multimedia capable setup that includes projection of computer images as well as still and motion video on a display at least 60 inch in diagonal size. The room will have mounted speakers in the ceiling for ease of listening and appropriate volume. There will be multiple connection types available either in the floor or in the wall. The connections will accept S-Video, RCA video signal, and VGA input as well as DVI and HDMI. The system will integrate with document cameras. Every room will also have remote control of the computer mouse on the projection system and may include the ability to over-draw on the computer images.

Every grade 3-12 classroom will have access to laptops to be used by individuals, groups, or the entire class in a quantity such that no less than 1/2 of the students in the school could be simultaneously using them. Every classroom will also have access to a class set of student response systems.

Because computer needs in grades K-2 are different, each school will have a classroom set of laptops available to all of the K-2 classrooms with one set for the school (two sets at Boones Ferry due to its size).

When this plan is fully realized, we will have somewhere near 6,000 computers in total, probably more.

Shared spaces will continue to have desktop computers available as well. These spaces may be used in a variety of ways, much like they are now. However, they will not be dominated by entire class usage as is often the case as things stand now.

Our phone system will include wired, VoIP-based phones in every occupied room of the building with some additional in shared office spaces. The phones will integrate with the computer network so that a computer with microphone/headphones could become anyone's phone as needed or desired. Phone system changes, modifications, and additions will be managed by our IT staff via a web-based configuration system.

Our video system will migrate to an IP-based solution as well. All video (and the associated audio) will be available via a computer.

Access to our resources will be 24 by 7 by 365. This will be accomplished through redundancy of systems, connections, and power supply. Access to our licensed services will be available via VPN access into the network thus allowing an outside computer to be accessible as if it were inside the network. This opens the door to easier outside access to our subscription-based services.

Some students will bring their own set of electronic tools with them. We will allow and encourage this with great care paid to potential damage and theft of a physical, intellectual, or copyright nature.

Students will use email as a fundamental means of communicating with teachers and each other. Email will also be used as a means of distributing and collecting class materials and assignments. Teachers will also make use of the "My Classes" system to perform these functions as well.

The Web 2.0 technologies of blogging, wikis, and interactive web presence will allow for more timely and integrated discussions and announcements.

Goals:

1. Upgrade the entire core system, and
2. Preserve and enhance end-user applications through a reflective, cyclical infusion process.

Core Implementation

As we expand and enhance our use of technology, the reliance and demands on the core system increases. As such, we plan to update and upgrade the core systems so that they will support the expanded uses of technology into the future. In order to do this, our currently adequate infrastructure will require a boost of stability and currency. In the first summer after the bond (Summer 2009), we would intend to:

1) Replace all file servers with latest versions of network software and implement redundant clustering.
2) Replace all core network electronics with GB capable devices that handle a higher level of management and support broadcast, multicast, and point-to-point communications. Build in failover redundancy of devices.
3) Upgrade existing LAN backbones segments from 1 GB to 10 GB.
4) Replace CAT5 and CAT5e in-the-wall network wiring in all buildings with CAT7 (10 GB) or better capable.
5) Upgrade network wireless access points to the "N" standard (300 MB-capable) and deploy in a more systematic way that incorporates the benefits of meshing.
6) Add remote manageable UPS devices to all wiring closets.
7) Add larger grade network manageable UPS devices in main wiring closets of all buildings.
8) Add failover power capabilities (alternative power supply) at district office to keep systems functioning through prolonged power outages.
9) Install and implement VoIP phone system.
10) Install and implement IP-based video/broadcast system.
11) Implement LDAP-authenticated VPN access into the district's network.
12) Implement Blackberry Server for Groupwise for handheld device integration and synchronization.

End-User Device Implementation

At the end of the implementation of the 1997 bond money, we realized that the big bang approach of buying a bunch of stuff and then hoping that it would survive/live well into the future, while appropriate at the time when big inadequacies had to be surmounted, has the significant downside of a large quantity of equipment that withered and died near simultaneously with no funding available to replenish/replace the equipment.

We encountered new software and technologies that we could not pursue because the computers themselves were not capable of handling the newer versions of things. Sometimes, the new software itself was not a problem, but things that it required were.

For example, let me describe the saga of something as simple and standard as Adobe Acrobat. In our baseline technology, we licensed a version of Acrobat Standard so that we would be able to create our own PDF files with flexibility above what a PDF print driver provides. As you might expect, Acrobat Standard integrates with Acrobat Reader. As newer versions of Acrobat Reader have become available and "required", our licensed version of Acrobat Standard costs significant money to be upgraded. If you try to run the new version of Reader with the old version of Standard, neither program will work. They must be on the same major version. Since we did not have the financial means to acquire the updated licenses of Standard, we were stuck not only with an older version of it, but with an older version of Reader as well. This meant that we were simply unable to read some PDF files. Some well-intentioned end-users would update Reader on their own and then experience frustrations with Standard not working. This increased our support costs as we had to spend valuable time rolling things backward, which hardly felt like progress.

With the implementation of the 2002 bond, we slowed ourselves down and implemented a "phasing in" approach that allowed us to have current equipment available at virtually any point in time. It meant that we were able to keep up with the technological advances of the industry. It also acknowledged the differentiated needs and readiness of our staff.

One unexpected consequence of this approach was the way that it encouraged the additional support of parent-teacher groups as well as other external groups. When a new technology was acquired as a part of a rollout and had then proven its worthiness, these groups stepped up with the additional financial support to complete the implementation. For example, in the first rollout, we acquired only a few document cameras. However, shortly after they were in place, some schools immediately experienced their tremendous positive impact. These schools approached their parent groups who provided the means to bring more of these

items into the school immediately. The potential downside of this all-at-once acquisition is that equipment purchased in this manner will reach obsolescence at the same time. However, it was a technology that the school and culture was collectively ready for and thus we have experienced high value from it. In short, the downside was offset because of the significant and immediate upside.

On the flip-side, a slowed-down approach has allowed us to better understand appropriate deployment strategies. This is best manifested through the experimental use of real potential strategies. We have long realized that, even with a phasing in approach, technology often evolves much faster than our collective ability to be discerning users of it. However, there is much wisdom that can be gained from the experience of use. There is nothing quite as significant as "we know it works and is appropriate because we have tried it". As such, we want to be able to make sure that our staff feels encouraged to pursue and experiment with new technologies. Individuals who go down these roads help the system as a whole understand what is wise, reasonable, and appropriate.

As our curriculum evolves, we continue to move toward a more dynamic and fresh set of materials. Many publishers are providing their materials electronically which has allowed them to deliver more current materials that can evolve over the life of an adoption. However, in order to support this migration, we must have adequate hardware. Sometimes, these things occur as a part of a formal curriculum adoption. However, they can occur due to a particular emphasis of the district as well as evidenced by the district's recent emphases on wellness and research.

As the infrastructure work is completed and stabilized, we will infuse a relatively small percentage of current technology. Since the plan is to dramatically increase the access to and use of technology, we want to be able to gain the wisdom of experience before a large purchase. As such, we will implement approximately 25% of the plan's ultimate goals immediately upon completion of the core system updating.

This should provide us with much valuable experience as we then implement the biggest infusion of technology planned in year two. This will include an additional 50% of the plans ultimate goals.

And, so that we don't reach simultaneous obsolescence throughout our systems, we will introduce an additional 25% of the plans goals in year four.

The district currently has approximately 3,300 computers in total; roughly 750 of those are primarily used by staff which leaves about 2,550 that are used primarily by students. There are about 800 laptops and 2,500 desktops. There are about 400 data projectors and 350 document cameras. We have nearly 800 digital cameras and a growing number of video cameras as well.

There are several important things that we have done that make such an inventory of equipment continue to thrive:

1. We have an outstanding staff of well-versed IT support people,
2. We have held strong to hardware and software standardization whenever possible,
3. We maintain a hard drive imaging system which dramatically reduces implementation timelines and support demands, and
4. We have had stability and consistency in our system and our staff.

Our frontline IT support staff of 7 full-time employees supports our 3,300 computers. In the industry, the preferred computer-to-tech support ratio is approximately 60-to-1. According to Justine Nguyen of CNET, in extremely efficient environments, this ratio can approach 125-to-1. In WLWV, this ratio is 470-to-1. As a package, the strategies outlined above have allowed us to expand our system without increasing our IT staff even while keeping it functional and thriving. The size of our support staff, however, will need to expand as we make these leaps forward.

As we build, open, and expand schools in the district, we will accommodate the technological needs of the school through the construction's Furniture, Fixtures, and Equipment budget. The intent will be to bring the new school to par with the other schools of the district without impacting the technology of other schools in any way.

APPENDIX A

ADDITIONAL ODE REQUIRED PASSAGES

School-to-Home Communication

The district has robust, active websites for each building as well as the district as a whole. Every staff member has an Internet email address and most have a web presence. Every room is equipped with a phone, with a direct number to the outside world. Each facility has a current listserv to communicate electronically with all subscribers (the email addresses are solicited during registration at the start of each year). The district is encouraging teachers to send classroom newsletters and associated materials via email and teacher-level websites. All of our schools provide school-to-home access to student records, including attendance, transcripts, current progress reports, test scores, and financial account balances.

Fulfillment of CIPA Requirements

The school district fully complies with the Children's Internet Protection Act (CIPA). This is accomplished using the Clackamas ESD's filtering system. Our Internet Safety Policy is based, though, not on the filtering technology, but on the education of appropriate uses. All student use of the Internet is to be done under the supervision of staff. Students are instructed to not provide any personal information when using email, chat rooms, or other similar electronic communication tools. Although the system is filtered, students are instructed to immediately turn off the monitor and notify an adult when any accidental access to inappropriate material occurs.

Collaboration with Adult Literacy Providers

Our schools and many of the associated technologies are regularly used by members of our community for a wide variety of events and workshops. The district also attempts to work with the local community college and various other community organizations to help insure that the adult community is supported in their technological development. Our relatively high socio-economic community still has pockets in which technology is not readily available. We support that community through keeping our schools open long hours and offering retired equipment to the community. In addition, the district provides on-going public awareness training through our wide variety of means of accessing the home. Among these are our district, school, and teacher websites, our highly developed use of email listservs, and our use of our community access TV channel.

APPENDIX B

APPROXIMATE BUDGET – TECHNOLOGY BUDGET

Total Figure **$11,393,000.00**

	Quantity	Cost	
Servers	30	$ 15,000.00	$ 450,000.00
Backup System	1	$ 75,000.00	$ 75,000.00
Network Electronics	70	$ 2,000.00	$ 140,000.00
Video System	70	$ 2,500.00	$ 175,000.00
VoIP Phone System	1000	$ 850.00	$ 850,000.00
UPS Power Units	100	$ 500.00	$ 50,000.00
Router (DO)	1	$ 10,000.00	$ 10,000.00
VPN Access into the Networks	14	$ 2,000.00	$ 28,000.00
Laptops	5500	$ 950.00	$5,225,000.00
Desktops	1000	$ 750.00	$ 750,000.00
Projectors	450	$ 1,200.00	$ 540,000.00
Smartboards	100	$ 1,500.00	$ 150,000.00
Doc Cameras	450	$ 1,200.00	$ 540,000.00
Digital Camera	450	$ 200.00	$ 90,000.00
Workgroup Switches	800	$ 100.00	$ 80,000.00
Wireless Access Points	250	$ 200.00	$ 50,000.00
Video Recording/Editing System	12	$ 15,000.00	$ 180,000.00
MS Office Licenses	6500	$ 75.00	$ 487,500.00
Anti-Virus Licenses	6500	$ 10.00	$ 65,000.00
Various Software Licenses	6500	$ 125.00	$ 812,500.00
Student Response Systems	150	$ 2,500.00	$ 375,000.00
Vernier Probeware	24	$ 10,000.00	$ 240,000.00
Channel 28 Controlling System	1	$ 15,000.00	$ 15,000.00
Web Filtering System	1	$ 15,000.00	$ 15,000.00

APPROXIMATE BUDGET – CONSTRUCTION BUDGET

Total Figure **$2,627,000.00**

	Qty	Cost	Extension
WAN Upgrade	1	$ 20,000.00	$ 20,000.00
WAN Upgrade - others	10	$ 7,500.00	$ 75,000.00
Video Security/Surveillance Cameras	30	$ 300.00	$ 9,000.00
Surveillance Computer	1	$ 3,000.00	$ 3,000.00
Diesel Power Generator (DO)	1	$150,000.00	$ 150,000.00
Board Room Upgrade	1	$ 75,000.00	$ 75,000.00
DO Re-wiring	1	$ 20,000.00	$ 20,000.00
Projector Mounts	450	$ 200.00	$ 90,000.00
Ceiling-Tile Speakers	450	$ 200.00	$ 90,000.00
Multimedia Control Panel	450	$ 1,000.00	$ 450,000.00
Classroom Control System Install	450	$ 1,500.00	$ 675,000.00
Laptop Cabinets	350	$ 200.00	$ 70,000.00
Rewiring Existing Buildings	12	$ 75,000.00	$ 900,000.00

APPROXIMATE BUDGET –BUDGET TO EQUIP NEW SCHOOLS WITH TECHNOLOGY

Primary School (20 Classrooms)				
Computers (15*Nbr of Classrooms)	300	$ 950.00	$ 285,000.00	
Projectors (Nbr of Classrooms+5)	25	$ 1,200.00	$ 30,000.00	
Doc Cameras (Nbr of Classrooms+5)	25	$ 1,200.00	$ 30,000.00	
Phones (Nbr of Classrooms + 50%)	30	$ 850.00	$ 25,500.00	
WAN Connection	1	$ 25,000.00	$ 25,000.00	
Servers	2	$ 15,000.00	$ 30,000.00	
Core Electronics	1	$ 25,000.00	$ 25,000.00	
Wiring of Building ($1500 * Nbr of Classrooms + $10000)	1	$ 50,000.00	$ 50,000.00	
Misc Cables, Wires, smaller electronics	1	$ 75,000.00	$ 75,000.00	
Video System	1	$ 15,000.00	$ 15,000.00	
Total				**$ 590,500.00**
Middle School (30 Classrooms)				
Computers (25*Nbr of Classrooms)	750	$ 950.00	$ 712,500.00	
Projectors (Nbr of Classrooms+5)	35	$ 1,200.00	$ 42,000.00	
Doc Cameras (Nbr of Classrooms+5)	35	$ 1,200.00	$ 42,000.00	
Phones (Nbr of Classrooms + 50%)	45	$ 850.00	$ 38,250.00	
WAN Connection	1	$ 25,000.00	$ 25,000.00	
Servers	2	$ 20,000.00	$ 40,000.00	
Core Electronics	1	$ 35,000.00	$ 35,000.00	
Wiring of Building ($1500 * Nbr of Classrooms + $20000)	1	$ 65,000.00	$ 65,000.00	
Misc Cables, Wires, smaller electronics	1	$100,000.00	$ 100,000.00	
Video System	1	$ 15,000.00	$ 15,000.00	
Total				**$1,114,750.00**
High School (60 Classrooms)				
Computers (25*Nbr of Classrooms)	1500	$ 950.00	$1,425,000.00	
Projectors (Nbr of Classrooms+10)	75	$ 1,200.00	$ 90,000.00	
Doc Cameras (Nbr of Classrooms+10)	75	$ 1,200.00	$ 90,000.00	
Phones (Nbr of Classrooms + 50%)	100	$ 850.00	$ 85,000.00	
WAN Connection	1	$ 25,000.00	$ 25,000.00	
Servers	2	$ 30,000.00	$ 60,000.00	
Core Electronics	1	$ 50,000.00	$ 50,000.00	
Wiring of Building ($1500 * Nbr of Classrooms + $40000)	1	$130,000.00	$ 130,000.00	
Misc Cables, Wires, smaller electronics	1	$200,000.00	$ 200,000.00	
Video System	1	$ 15,000.00	$ 15,000.00	
Total				**$2,170,000.00**