

Memorandum

Date: March 30, 2016

To: West Linn Planning Commission

From: Darren Wyss, Associate Planner

Subject: CUP-15-03 – Supplemental Staff Report

At its March 16, 2016, Public Hearing, the Planning Commission was presented with numerous public comments and written testimony regarding the application for the Sunset Primary School Replacement. All materials received at the hearing have been incorporated into the record and are available on the City's website.

Questions regarding the application's compliance with several applicable West Linn Community Development Code (CDC) criteria, as well as the City's land use procedures, were included in the testimony referenced above. The applicant responded to the testimony in a Supplemental Submittal dated March 28, 2016. The Supplemental Submittal is attached and incorporated by this reference. In addition to addressing the necessary CDC criteria required to approve this project, the applicant also addressed procedural arguments in Section E-1 of its Supplemental Submittal.

The applicant addressed the following applicable West Linn Community Development Code criteria and provided further analysis and findings:

CDC 60.070.A(1)(b)	CDC 75.020.B(1)(a)
CDC 60.070.A(2)	CDC 75.020.B(1)(c)
CDC 60.070.A(3)	CDC 92.010.E
CDC 60.070.A(6)	

City staff reviewed the code provisions and recommends adoption of revised findings as found below.

60.070 APPROVAL STANDARDS AND CONDITIONS

A. The Planning Commission shall approve, approve with conditions, or deny an application for a conditional use, except for a manufactured home subdivision in which case the approval standards and conditions shall be those specified in CDC [36.030](#), or to enlarge or alter a conditional use based on findings of fact with respect to each of the following criteria:

- 1. The site size and dimensions provide:*
 - a. Adequate area for the needs of the proposed use; and*

b. Adequate area for aesthetic design treatment to mitigate any possible adverse effect from the use on surrounding properties and uses.

Staff Finding 109: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

2. The characteristics of the site are suitable for the proposed use considering size, shape, location, topography, and natural features.

Staff Finding 110: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

3. The granting of the proposal will provide for a facility that is consistent with the overall needs of the community.

Staff Finding 111: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

6. The supplementary requirements set forth in Chapters 52 to 55 CDC, if applicable, are met.

Staff Finding 112: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

75.020 CLASSIFICATION OF VARIANCES

B. Class II Variance. Class II variances may be utilized when strict application of code requirements would be inconsistent with the general purpose of the CDC and would create a burden upon a property owner with no corresponding public benefit. A Class II variance will involve a significant change from the code requirements and may create adverse impacts on adjacent property or occupants. It includes any variance that is not classified as a Class I variance or special waiver.

1. Class II Variance Approval Criteria. The approval authority may impose appropriate conditions to ensure compliance with the criteria. The appropriate approval authority shall approve a variance request if all the following criteria are met and corresponding findings of fact prepared.

a. The variance is the minimum variance necessary to make reasonable use of the property. To make this determination, the following factors may be considered, together with any other relevant facts or circumstances:

1) Whether the development is similar in size, intensity and type to developments on other properties in the City that have the same zoning designation.

Staff Finding 129: The applicant proposal is to build a new primary school on an existing school site. The proposal requires a conditional use, as do all schools in residential zones. West Linn contains four primary, one middle, and one high school, all in residential zones and similar in size and intensity. These criteria are met.

2) *Physical characteristics of the property such as lot size or shape, topography, or the existence of natural resources.*

Staff Finding 130: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

c. The need for the variance was not created by the applicant and/or owner requesting the variance.

Staff Finding 133: Staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. These criteria are met.

92.010 PUBLIC IMPROVEMENTS FOR ALL DEVELOPMENT

The following improvements shall be installed at the expense of the developer and meet all City codes and standards:

E. Surface drainage and storm sewer system. A registered civil engineer shall prepare a plan and statement which shall be supported by factual data that clearly shows that there will be no adverse impacts from increased intensity of runoff off site of a 100-year storm, or the plan and statement shall identify all off-site impacts and measures to mitigate those impacts commensurate to the particular land use application. Mitigation measures shall maintain pre-existing levels and meet buildout volumes, and meet planning and engineering requirements.

Staff Finding 136: The applicant submitted a Preliminary Stormwater Report that complies with City of West Linn Public Works Standards. The applicant shall install improvements to meet the Standards per Condition of Approval 2, including the proposed stormwater facility and overflow pipe the length of Bittner Street to connect at the existing infrastructure at Long Street.

Additionally, staff incorporates applicant findings as revised by Section E-1 in the applicant's supplemental submittal dated March 28, 2016. Subject to the Conditions of Approval, this criterion is met.

For ease of use, the applicant's Supplemental Submittal includes hyperlinks to each section from the table of contents, as well as a home page link in the top left corner of every page to get back to the table of contents.

Please feel free to contact me at dwyss@westlinnoregon.gov or 503-722-5512 with any questions regarding the materials or process.



March 28, 2016

West Linn City Planning Commission
West Linn City Hall
22500 Salamo Road
West Linn, OR 97068

Electronic Delivery

ATTENTION: Darren Wyss, Associate Planner

RE: Sunset Primary School Replacement
CUP-15-03, DR-15-17, VAR-15-01, VAR-15-02, VAR-15-03

Dear Planning Commission Members:

Following the initial Public Hearing for the Sunset Primary School Conditional Use Permit, additional testimony was introduced. The following supplemental submittal is provided by the Applicant School District to address various concerns brought forward.

This supplemental information is organized to address the following general topics:

- A. Public Process in chronologic order as related to specific events, meetings and ballot initiatives contained in the public record between 2007 and 2016.
- B. An in-depth discussion regarding the City/District Land Exchange Agreement (Article 9) as related to limitations and goals for the use of the Sunset Park 1.6-acre parcel.
- C. Site Design process and the evolution of the current design of the Sunset School Replacement Project including full architectural process. Also included is a construction management report discussing process and decision-making for construction strategy as related to use of existing building, phasing of construction, design and phasing of off-site improvements, cost/time constraints and public safety.
- D. Storm Water Management engineering supplemental report from registered engineer.
- E. Supplemental CDC submittal addressing various specific criteria relating to the initial school district application.
- F. Appendix with various exhibits as referenced.

This submittal is provided in electronic pdf format with embedded hyperlinks in the index and body of each narrative to assist in quickly moving through the report.

Thank you for your consideration. If you have questions please contact me at 503-673-7976.

Sincerely,

DEPARTMENT OF OPERATIONS

Tim K. Woodley, Director



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West Linn – Wilsonville Schools

A.1 Public Process History

The process to address the aging Sunset Primary School has been publicly discussed and planned for many years as identified in the following chronologic list:

1. July 2007-October 2007: Sunset Primary School Building Evaluation Report, Dull Olson Weekes Architects (Exhibit A.1). This study was commissioned by the school district to determine current status of the Sunset school building and site; and provided a comparative cost estimate to renovate the existing building vs replace the existing school with a new school.
2. September 2007-November 2007: WLWV Long Range Planning Committee: Sunset Primary School Task Force Report (Exhibit A.2). This task force of City residents, Sunset neighbors, district staff and architect met between September and November to determine best solutions to respond to the aging Sunset School. The Building Evaluation Report was used by the task force for consideration. In conclusion, the task force produced four conceptual solutions and cast votes for preference.
 - a. Option 1 (53 votes): Build New on Oppenlander Field
 - b. Option 2 (40 votes): Acquire Sunset Park and Build New Building on Current Site
 - c. Option 3 (11 votes): Build New of Current Site (without Park parcel)
 - d. Option 4 (0 votes): Remodel Existing Sunset School
3. February 2008: WLWV Capital Improvement Program (Exhibit A.3). Following the Fall 2007 Sunset Task Force Report (Item 2 above), the District Long Range Planning Committee prepared a Capital Improvement Program to be presented to District patrons and to assist the school board in planning for a capital bond program. This document itemizes a project labeled “Sunset Primary Replacement” with recommended location at Oppenlander Sports Fields (page 3). Between February 2008 and June 2008, the school board considered the Sunset Replacement project and, through public input, decided that additional study would be necessary before “Option 1” could be determined as best course of action.
4. November 2008: Clackamas County Ballot Measure 3-308 (Exhibit A.4). The School Board placed this ballot measure on the November 2008 general election that included funding to further consider the future of the Sunset school. The ballot measure passed.
5. October 2009-December 2009: Sunset School Siting Taskforce (Exhibit A.5). In the Fall of 2009 following successful passage of Ballot Measure 3-308, the school board and Superintendent called a citizen’s task force together of West Linn patrons (including Sunset neighbors) to respond to the questions: “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?” The conclusion of the task force provided the following recommendations:
 - a. Preferred Site: Current Sunset Primary location
 - b. Consider additional land for site through:
 - i. Right of Way Vacation
 - ii. Minimal Portion of Sunset Park
 - iii. Jointly plan the use of Sunset Park with City of West Linn
 - iv. Maintain and enhance Oppenlander as a continued playfield annex for all WL schools.



Sunset Primary Community Process July 2007 to Present

6. May 2010: Clackamas County Ballot Measure 3-358 (Exhibit A.6). On May 18, 2010, the City of West Linn placed this question on the ballot, “Shall the City sell 1.6 acres of Sunset Park to the West Linn/Wilsonville School District for \$483,000.” The City also provided a “summary” stating, “Agreeing to sell a portion of Sunset Park to the School District would provide sufficient land to allow the District to keep Sunset Primary School at this location”. Ballot Measure 3-358 passed with a City-wide vote of 4,849 yes-votes, and 2,160 no-votes (69.18%-30.82%). The Sunset precinct produced 615 yes-votes and 324 no-votes (65.5%-34.5%; Clackamas County Elections Data). [Note: Testimony at the 3/16/16 Planning Commission Hearing produced a petition in opposition with 200+ signatures. It has value to point out that at the time of the Ballot election to sell a portion of the park there were certainly voters in opposition. It is not surprising that there remain voters with the same opinion.]
7. February 2011: Exchange Agreement between City of West Linn and West Linn-Wilsonville School District (Exhibit A.7) Following the Fall 2009 Sunset School Siting Task Force report, with cooperation between City and District, a Land Exchange Agreement was created by City and District legal counsel to (in part) sell 1.6 acres of the Sunset Park to the school district to allow adequate acreage to rebuild the school on the same site. Article 9 of the Agreement states: “**City Property Use Limitations.** District Agrees to use its best efforts to cooperate with City when master planning the City Property and adjoining school property owned by District, so as to maximize recreational opportunities while preserving significant trees to the extent practical while meeting District’s requirements to replace the Sunset Primary School” (see Exhibits B.2, B.3)
8. September 2013-February 2014: WLWV 2014 Capital Improvement Program (Exhibit A.8) During the Fall/Winter 2013-14, the school district Long Range Planning Committee, in response to direction from the school board, conducted capital project planning to assist the school board as they considered and capital bond program for district schools. One significant project proposed in the CIP was “New Sunset Primary Replacement School” (page 19).
9. November 2014: Clackamas County Ballot Measure 3-456 (Exhibit A.9) The School Board placed this ballot on the November 2014 general election to provide funding to replace Sunset Primary School (along with other projects). The ballot stated: “Constructing, equipping, and furnishing a replacement of Sunset Primary School in West Linn”. The accompanying explanatory statement states: “Replace the ageing Sunset Primary School on its existing site.” The ballot measure passed.
10. March 2015-October 2015: Sunset Primary School Design Program (Exhibit A.10). Following passage of the 2014 Bond, the District went through a public process to select an architect for the Sunset project and then began design. The design process was inclusive and collaborative with staff, students and patrons of the Sunset community and produced a conceptual design that was publicly presented to the school board on October 19, 2015.
11. August 20, 2015: Sunset Neighborhood Meeting (Exhibit A.11). During the school design process the school district held a public meeting inviting 139 neighbors to present the most current design for the school. A conceptual drawing of the site was provided by the district architect and input was encouraged and received.
12. October 20, 2015: Sunset Neighborhood Association Meeting (Exhibit A.12). In response to comments and concerns from neighbors, the school district again presented the latest concept design for the new Sunset School to the Neighborhood Association. Again, comments and discussion was encouraged.



Sunset Primary Community Process **July 2007 to Present**

13. November 10, 2015: Sunset Neighborhood Association Meeting (Exhibit A.13). Again, in response to interests and concerns, the school district design team met with the Neighborhood Association and presented a final design that was in compliance with City code/ordinance/CDC and provided a discussion of the design features for the project and the rationale for the design. Note: Over the course of design, from March 2015 to November 2015, District staff and design professionals met with many individual neighbors, City Planning, Parks Department, Public Works, Building Department, City Engineer and Tualatin Valley Fire & Rescue to review site design for compliance with on-site and off-site requirements, and citizen comment.
14. December 2, 2015-February 1, 2016: CUP Application and Letter of Completeness (Exhibit A.14) Following the November 11th Sunset Neighborhood Association the district design team submitted the final conditional use application to City Planning and on February 1st received notice from City that the application was deemed complete starting the 120-day clock. That application with a City Planning Staff report was sent to Planning Commission members and notice was provided for a Public Hearing.



B.1 Land Exchange Agreement between City of West Linn and West Linn-Wilsonville School District

Dated: February 15, 2011

On February 15, 2011 the City of West Linn and West Linn-Wilsonville School District signed an Exchange Agreement (Exhibit A.7) whereby the city and school district agreed to exchange land within the City limits to further long range goals for both public agencies to keep Sunset School at its present location AND to increase City Use/Park property to the mutual benefit of City/District citizens. That visionary land exchange encompassed a 1.6 acre parcel of the existing Sunset Park and a 7.5 acre parcel on Parker Road with a combined acreage of 9.1 acres and a total value of \$2,490,500. The net result created a viable school site of 6.19 acres and increased city use/park property by 5.9 acres (net).

While no restrictions were imposed by school district on new city Parker Road parcel, city leaders did create a restriction on the use of the Sunset Park parcel. That restriction is described in Article 9.

Note: The Sunset Park property was gifted to the City of West Linn from Crown-Zellerbach (circa 1951) with a "reversionary" restriction (if disposed of by City, the property would revert to Crown-Zellerbach). ORS 105.772 provides that a deed restriction is extinguished after 30-years unless a notice of intent to preserve the restriction is recorded before the expiration of 30-years from creation. No "notice" was recorded, therefore the reversionary restriction has no legal force. Further, the current owner of Crown-Zellarbach, Geogia-Pacific, LLC, has on this date executed a quit claim deed in favor of the school district further nullifying this argument. (Exhibit B.1)

Article 9

City Property Use Limitations. District Agrees to use its best efforts to cooperate with City when master planning the City Property and adjoining school property owned by District, so as to maximize recreational opportunities while preserving significant trees to the extent practical while meeting District's requirements to replace the Sunset Primary School (Exhibit A.7)

Commentary:

Following the Sunset Task Force recommendation to purchase a portion of Sunset Park from City of West Linn, City and District leaders collaboratively worked to create an exchange agreement that would transfer ownership of 1.6 acres of the 5.1 acre Sunset Park to District ownership. A price was fixed at \$483,000 with proceeds dedicated to improvements on City parks. Ballot Measure 3-358 passed, title insurance was issued, a deed was conveyed and money was tendered.

At the time of this Agreement, discussion between City and District regarding use of the park parcel yielded the language in Article 9 (above). District preferred site size for a primary school is 10-acres. The original Sunset school parcel was 4+ acres and was clearly too small to accommodate new development as a school site and provide space for required parking, play structures, a valued community sports field, sidewalks, driveways, fire lanes and area for storm water management. With the addition of the 1.6 acre park parcel and vacated right-of-way, the district now had 6.19 acres and could, with efficient use of the entire parcel, rebuild Sunset School on this site as recommended by the task force.



Note: Some commentary from neighbors state that the park parcel was only intended to be used as “staging” during construction and then returned to current status. If this was the case, the District could have negotiated a temporary construction easement and saved school district tax payers \$483,000 and the Parker Road parcel may not have been made available for sale to City. The additional land was/is necessary to accomplish District and City-wide goals.

The “limitations” stated above places three responsibilities on the school district.

1. *“...use its best efforts to cooperate with City when master planning the City Property and adjoining school property owned by District...”* As presented in Supplemental Submittal section A.1-A.14, the school district has fulfilled this commitment over the course of almost 9 years with numerous public opportunities; and will continue as West Linn Parks & Recreation develops plans for the remaining Sunset Park site.
2. *“...so as to maximize recreational opportunities...”* (Exhibit B.2, B.3, C.10) The design and replacement of the Sunset School is of regional significance. There are over 25,000 citizens in the City of West Linn; and West Linn-Wilsonville School District 3jt includes almost 10,000 students, 20,000 parents and thousands more that support their schools. The school district Board of Directors and the citizen-based Long Range Planning Committee have contemplated and planned this important project for almost a decade along with City leadership and residents. While there is some belief that maximizing recreational opportunities is accomplished by maintaining the open space and small play equipment on the park parcel, the City and District believe that these recreational opportunities are a function of the entire school-park site. The value of the proposed design is to accommodate off-street parking to support both school and park activities. A new student playground with new play equipment located in a position to support safe recess play and provide off-hour/summertime enjoyment to children is also proposed. The existing sports field is used by over 3,700 community student athletes year-around and is proposed to be replaced with a new sports field that is marginally smaller yet still supports youth softball, baseball and soccer; and is available for City Parks & Recreation camps and events. This new sports field is currently just sized to allow these youth activities. Adding additional parking or storm water management footprints to the area west of the proposed new school building would significantly diminish “recreational opportunities” for the region by reducing the dimensional size of the sports field where soft-ball, baseball or soccer could not exist. The school building itself is very unique to other district schools in that it includes two community-use rooms at the front plaza of the school with its own entry, kitchenette and restrooms for city and neighborhood meetings as well as after-school/summer in-door recreational gathering. The inclusion of the Sunset park property allows these recreation opportunities to occur by providing space for a required fire lane, 11-parking spaces to achieve code compliance and an area at the lowest elevation of the site for modern, environmentally-responsible, gravity-fed, storm water management facilities. The design of this area is complimentary to a park setting and would not be unusual for any city park property (Exhibit C.10). Further, future improvements to Sunset Park will replace/move the existing, dated small play equipment on the district-owned (old park) parcel and add even more opportunities for recreation for the neighborhood and region. By virtue of the Exchange Agreement, funding (\$483,000) is available.
3. *“...while preserving significant trees to the extent practical while meeting District’s requirements to replace the Sunset Primary School.”* The easterly school/park site currently has an abundance



of trees. The School District values these trees and has taken steps to meet the intent of this commitment. The land use application includes arborist reports and concurrence by City arborist describing the existing trees with recommendations for management of trees during construction and after. The district landscape architect is also incorporating best management practice into the design/construction drawings to preserve and enhance existing trees, as well as add new trees in appropriate places. Some trees will require removal, however, many are preserved in excess of minimum required by city code. CUP Condition #10 requires the school district to provide and record a legal "tree conservation easement" that will protect the remaining trees for the future. The new school design, while perhaps not apparent, has responded to neighbors to the east to maintain as many trees as possible by moving the building as close to the street as possible. The location of the south fire-lane and required storm management area also are moved as far north and as close to the street as possible to minimize impact to the trees in this area. The proposed new school design preserves and celebrates the maximum trees possible given the constraints of the site, requirements of city code and the functional requirements of primary school design. Further, the location of the classroom wings and library closest to the existing forested area will provide for nature play experiences for students and the community alike. The existing area under the trees to the east of the proposed building is overgrown and largely inaccessible. By clearing the understory of the trees and providing appropriate groundcover for play and access, the proposed design will enhance school and community use of this significant resource. In closing, from a total school-park perspective, the current design for the south-eastern portion of the project site will create and preserve a natural, forest/park-like setting that encompasses 1.28-acres. When considering the 1.6 acres purchased, there is a net reduction of 0.32-acres of forest/park-like area. The Exchange Agreement essentially allows the school district to use 20% of the Sunset Park purchase for the purpose of keeping the school in the Sunset neighborhood and conveyed an additional 7.5-acres on Parker Road for City use. (Exhibit B.3).



Dull Olson Weekes - IBI Group Architects, Inc.
907 SW Stark Street
Portland OR 97205 USA
tel 503 226 6950
fax 503 273 9192

March 28, 2016

West Linn City Planning Commission
West Linn City Hall
22500 Salamo Road
West Linn, OR 97068

RE: Sunset Primary School Replacement

Dear Commissioners,

Prior to and during the Planning Commission hearing on March 16, oral and written testimony was provided regarding the building and site design of Sunset Primary School. This letter attempts to provide clarity as it relates to the nature of school design, the evolution of the Sunset Primary School design, the constraints and opportunities at Sunset Primary School, and the current proposed design response.

The nature of school design

The design of a new school is a complex and time consuming task that involves a wide variety of considerations. DOWA-IBI Group Architects has chosen to specialize almost exclusively in the design of public K-12 schools for over 30 years, primarily because of the complex and rewarding nature of this work. Our schools designs are guided by our educational planning expertise and our strong sustainability ethos. Our designs have resulted in numerous local, regional and national design, school planning and sustainability awards. First and foremost, the design of a school needs to consider how to create spaces to support teaching and learning while being sensitive to existing site and neighborhood considerations. All the schools designed in the West Linn – Wilsonville School District have been a result of hundreds of hours of conversations between designers and educators, students, administrators, city staff, parents & neighbors. Given the fluid nature of the design process and its reliance on greater and greater levels of detailed requirements, the design of a new school is an evolutionary process. It takes several months of study to develop the building and site programmatic requirements and this work does not begin in earnest until a project is funded and ready to move forward. Often the first step in determining a project's viability is to prepare a master plan. The nature of this master plan is to determine the general arrangement of the building and site elements on the property. Since city code requirements and programmatic conditions change regularly, it is often the case that the building and site elements change through the course of the design to respond to new information and design criteria. There are often elements that remain vague and general in nature until a project is in the formal design phases, such as building code requirements, storm water management guidelines and parking requirements.

The evolution of the Sunset Primary School Design

DOWA-IBI has been working on remodels and master planning projects at Sunset Primary School since 1993 and has become well-acquainted with the building, site and surrounding community. The history of the decision to tear down and replace Sunset Primary School on the existing site is well documented and resulted in the development of a conceptual site design for master planning purposes as early as 2007 (Exhibit C.1). The focus of these studies conducted for the task forces in 2007 & 2009 (Exhibits A.2 & A.5) was to determine the feasibility of fitting the building on the SE corner of the site and did not definitively contemplate all code required site features. Even in those early concepts studies, however (Exhibits C.1 & C.2), it was evident that siting the necessary building and site elements on the existing Sunset Primary site required more land. The concept drawings available prior to the May 2010 election to allow the City to sell





the 1.6 acre parcel to the District both contemplated improvements in this area (Exhibits C.1 & C.2). To claim that the District attempted to “bait and switch” the plans prior and after this election is patently untrue. The next illustrative plan was created in March 2012 (Exhibit C.3). The purpose of this plan was to illustrate how the prototype developed for Trillium Creek Primary School could be site adapted to the Sunset site and not meant to depict all of the necessary site elements. This plan was used at the pre-application conference with the City, to begin conversations on the latest code requirements (Exhibit C.4). The design of Sunset Primary School has continued to evolve ever since. As shown in the drawings that have been developed since July 2015, every effort has been made to balance the interests and concerns expressed by neighbors on all sides of site with our strong desire to minimize the impact to existing trees and address all code required site features. The changes to the plans between July 2015 and November 2015 (Exhibits C.5 through C.9) illustrate the efforts that were made to accommodate neighborhood concerns regarding parking on the SE corner of the site, loss of existing trees and proximity to neighbors on the north-eastern property line. They also reflect conversations with the District’s safety and security consultant regarding site layout. The District directed DOWA-IBI Group to study if code compliant parking could be provided while maintaining the existing park play equipment in the SE corner of the site and a plan was provided that accomplished that as shown in Exhibit C.8. This plan contemplated the use of an underground storm water management system to achieve this, but meetings with City engineering staff confirmed that such features would not comply with current code. This resulted in the final design which was presented to the community at the Neighborhood Association meeting on November 10, 2015 (Exhibit C.9) and provided the foundation for the land use submittal.

Constraints and Opportunities at Sunset Primary School

The constraints and opportunities presented at Sunset Primary School have been plentiful. Due to the capacity issues in neighboring schools, West Linn – Wilsonville School District decided prior to 2007 to house the existing Sunset Primary School students in their existing building while a new replacement building is constructed onsite. Given the compact nature of the site, the District recognized the need for additional land to accommodate the new building, parking, fields and storm water features and worked with the City to acquire more land in the adjacent Sunset Park in 2011. Since then, a team of school building and site designers with over 100 years of experience between them have been working to develop a design solution that balances the constraints with the incredible opportunities present at Sunset. Concerns about impacts to existing trees had to be balanced with the constraint of maintaining a safe construction distance from the existing school. City code requirements for parking had to be balanced against a desire to maximize play field access for students and the community. The north-eastern property owners concerns regarding the proximity of the building to their properties had to be balanced with the concerns from property owners along Bittner regarding the proximity of parking to the street in front of their homes. This is the nature of design and not unique to this project. It is the role of the building and site designers to address all concerns and design criteria and to attempt to mitigate any potential negative impact to the greatest extent possible.

Current Proposed Design Response

I have reviewed the evolutionary nature of school design in the paragraphs above. The current design of the new Sunset Primary School is an example of this process at work. Its roots lie in the legacy created by past projects in the District. The primary schools included in the 2008 WLWV Capital Improvement Bond provided the District with an opportunity to reimagine the primary school experience across the District. The resulting designs of the new Lowrie and Trillium Creek Primary Schools reflected next generation learning environments and since their completion in 2012 have served as a foundation upon which the design of Sunset Primary is built. The themes of transparency, distributed dining, research and inquiry at the heart of the school, connection to nature and environmental stewardship remain at the core of the design for Sunset. The site and building design presented in the current conditional use application has been influenced by the input from educators, students, administrators, neighbors, city staff and



district-level staff. It has been informed by increasingly specific and detailed requirements regarding city codes, development standards and storm water management. Often, these inputs and requirements are in conflict with each other and it is the job of the design team to develop a design response that address the majority of the concerns in the best possible way. Extensive work has been done to mitigate impacts to neighbors on all sides of the property. The building and site have been designed to work with the sloping topography of the site by stepping the building and the parking down to the south and east to better align with existing grades. The team has worked with a certified arborist and our landscape architect to minimize the impact to existing trees by greatly reducing the footprint of the parking and fire access loop in the SE corner of the site. Further, the understory of the existing tree canopy will be cleared of blackberries to allow greater access for students and the community. The storm water feature in the SE corner of the site has been designed to serve as a detention pond, but the renderings shown in Exhibits C.11 through C.13 illustrate how this can also become a wonderful natural amenity and educational opportunity. Great effort has been made to provide natural areas and play fields to compare to what is provided onsite today and to replicate and enhance opportunities for nature play, play grounds, fields and nature trails. The District has encouraged the City Parks Department to develop plans to address the loss of the play equipment in the 1.6 acre district property and this work is well underway (Exhibit B.2).

While it would be easy to judge a project exclusively from one perspective, to do so would ignore the multitude of other influencing factors that the team has been forced to consider. In the end, the District and its design team have worked to develop a building and site working in concert to provide modern, next generation teaching and learning environments that will be a community and city resource for years to come.

Thank you for your time and consideration.

Sincerely,
Dull Olson Weekes – IBI Group Architects, Inc.

B. Karina Ruiz, AIA, LEED AP BD+C
Senior Principal – Global Education Practice Lead



C.2 Building New Facility at Existing Facility Location:

When discussing the possibility of constructing the new school where the existing facility now sits, the question of where students would receive instruction during the course of construction must be considered. Sunset Primary School is the home of 304 students according to student counts completed in December 2015. Table 1 below details the enrollment and capacity of each other primary school in West Linn as of December 2015.

Table 1 – Enrollment vs Capacity of West Linn Primary Schools

School	Student Enrollment December 2015	Enrollment Capacity	Remaining Capacity
Bolton	378	341	-37
Cedaroak Park	281	385	104
Stafford	483	479	-4
Trillium Creek	588	454	-134
Willamette	565	479	-86
Total	2295	2138	-157

Of the five other primary schools only one, Cedaroak Park Primary School, is under capacity with space for an additional 104 students. The other four West Linn primary schools are currently over capacity. These numbers clearly show that there is a lack of capacity to house an additional three hundred students in the other primary schools. If the decision was made to relocate the Sunset students regardless, then the first school to receive them would be Cedaroak Park. The remaining students would need to add to the capacity constraints already experienced at Bolton and Stafford Primary Schools. That being the case no Sunset students would be within their walking boundary, necessitating several additional busses, and increased travel time for students.

Improvements in the economy have allowed the district to hire many additional teachers across the district to return class sizes to preferred levels. With few available classroom spaces in the district, the result of adding Sunset students to the other schools would be increased class sizes for the impacted schools. This would also require the district to put a large portion of the Sunset staff on paid leave or to terminate their positions pending the completion of the new Sunset Primary School facility.

Alternatively, the district could would have to attempt to place portable classroom buildings at the three primary schools. In addition to the significant financial cost of leasing these buildings (approximately \$100,000.00 per building, for seven buildings), the District would be required to seek Conditional Use Permits for them, which could not be obtained in time to order and install the portable classroom buildings for use in the fall of 2016. The logistics of designing and constructing the water, sewer, power, communications, and stormwater management systems for these facilities is a significant obstacle, and the proposal could experience opposition from the surrounding neighborhoods. The cost of this option is significant, with no lasting benefit at the target school sites.



All of these options are objectionable when only considering their financial impact. The disruption experienced by the students of not only Sunset Primary School but the students in the other schools only serves to compound the situation. The District has never broken up an existing school community and divided it among several others. The importance of neighborhood schools and the close knit school community cannot be understated.

The placement of all the portables at a single location, such as Cedaroak Park Primary, has also been mentioned. Assuming that the hurdles of locating seven portables and associated permits and utilities could be overcome, the core facilities of the host school such as the parking lots, gymnasium, library, kitchen and playground weren't designed to handle the increased volume of students. This option would create significant disruption and overcrowding at the targeted school site.

It has also been suggested by certain testimony that a group of portable classroom buildings could be used on the eastern portion of the Sunset Primary School site while the deconstruction of the existing facility and construction of the new facility is completed. This approach would, at a minimum, require 14 portable classroom buildings at an approximate cost of \$1,400,000.00. This cost excludes the additional demolition required to allow the new playfield, parking lots and stormwater management systems to be constructed. This solution would also deprive Sunset Primary School students from the use of core facilities such as a gymnasium, library and kitchen. The first two would compromise the educational opportunities of the students, and the latter would require the students' lunches to be cooked at another facility and delivered to the school. Due to state regulations the food would have to be sack lunches such as cold sandwiches rather than the full array of nutritious food choices available in the primary school menu. This plan would also fracture the school community due to the isolated nature of the portable classroom buildings and a complete lack of common areas and gathering spaces.

Due to the known constraints and logistical challenges mentioned above the school district has always affirmed that the new Sunset Primary School would be built on the eastern portion of the site with students attending the existing building during construction. (Note: All conceptual drawings for this project from 2007 forward confirm this strategy (Exhibits C.1-C.10).)



C.3 Right-of-Way Improvements:

A major component of the proposed application for Sunset Primary School is right-of-way construction. The District has coordinated with City staff to develop a public improvement design that will bring code compliance to the streets along the school frontage, provide safe pedestrian and bicycle routes, and replace aging utilities.

Streets and Sidewalks:

The most obvious portion of the public improvements will be the proposed streets and sidewalks. Approximately 240 feet of Bittner Street and 540 feet of Oxford Street will be repaved with new curb and gutter on each side. The proposed streets will also include width for on-street parking on each side of the streets. The combination of the correct width and curbs will respond to neighborhood concerns regarding vehicles parking on private property. Sidewalks will be installed on each side of the street to provide additional pedestrian access and replace the few narrow existing sidewalks that currently exist. Initially the proposal included total replacement of the street section including all asphalt paving and the aggregate base. The City performed testing at several locations along the school frontage and determined that total replacement was not necessary, and that a grind and overlay would be acceptable. This information combined with concerns from several neighbors regarding the increased elevation of the new streets and sidewalks relative to existing lawns and driveways lead to conversations between the District and City engineering. The City agreed to allow minor modifications to some standard street details. These modifications include small adjustments to curb and sidewalk elevations, and limited use of superelevated street sections. While this change has required additional design fees to redesign the street improvements, the District felt it was worth the cost to reduce the impact to the neighbors. The end result will be new streets and sidewalks with reduced transitions to existing neighborhood yards and driveways.

Driveways and Crosswalks:

The driveways along Oxford Street have been aligned to create four-way intersections with Exeter Street and Sussex Street. These intersections will include traffic-calming bulbs and crosswalks for safer pedestrian and bicycle travel. The design and location of the driveways and crosswalks was developed by professional traffic engineers to ensure compliance with all relevant codes including sight line distance requirements. The crosswalks crossing the school driveways will be elevated to reduce vehicle speed, further improving safety for pedestrians and bicyclists traveling to or from the school.

Street Lights:

The application includes a complete street lighting design provided by Portland General Electric. This modern system will utilize energy efficient LED lamps and underground powerlines. The increased number of fixtures and underground power transmission will improve neighborhood safety and aesthetics over the existing system which uses aerial power and lacks coverage.

Utilities:

Several deficiencies in existing utilities systems have been discovered over the course of design. The result is the placement and replacement of several pieces of infrastructure. A new eight-inch water line will replace an aging six-inch line in Oxford Street between Sussex Street and Bittner Street, and it will



continue down Bittner Street for the length of the school property frontage. The new building domestic and fire water supply will be served by this new water main. Additionally, residences along the new water line will be connected at no cost to the homeowners.

The public stormwater system improvements included in the application will provide significant benefit to the City and neighborhood. The City requested that a section of existing stormwater main under Oxford Street west of Sussex Street be replaced, due to its poor condition and location, to avoid replacing it after the new street paving occurs. Additionally, the stormwater for Oxford Street will be properly collected, treated and delivered to the existing public storm system in Exeter. A new stormwater main will also be installed in Bittner Street to manage the runoff from the onsite treatment and detention facility, terminating at an existing manhole in Long Street. The improvements in stormwater management are described in further detail in the application as well as the letter from KPFF Consulting Engineers which is Section D of this document, and shown visually in Exhibits D.1-D.4.

There are currently two available approaches for public sanitary sewer connection for the new school facility. One down Bittner Street to Long Street and another in Oregon City Loop using a public utility easement. The District has requested an additional Condition of Approval 12(b) to allow the Oregon City Loop option in a March 11, 2016 letter already submitted to the City.

In summary, public streets and utilities adjacent to the existing Sunset school are substandard and failing. The school district is prepared to construct new to the benefit of the school and adjacent neighbors at an approximate cost of \$1,400,000.00 with no cost to neighboring properties.



March 28, 2016

Tim Woodley – Director of Operations
West Linn – Wilsonville School District

Architecture
Engineering
Interior Design
Program Management
Construction Management
Commissioning

Re: Sunset Primary School Land Use Hearing –
Construction on occupied sites

Tim,

On March 16, 2016, a land-use hearing was held at West Linn City Hall for the Sunset Primary School Replacement Project. During the hearing, part of the public testimony included concerns related to the construction of the building on an occupied site. The concerns focused around contaminants that could be caused during construction, removal of existing materials during deconstruction, and also noise and general distraction from construction activities.

First and foremost, safety of the students and community is of the highest priority during construction of the bond projects. Heery has managed many construction projects both on occupied and constrained sites. Our experience and fine-tuned processes allow us to work with Owners and the design teams to include a planned approach and detailed requirements for site separation included in project specifications. The Sunset Project will only be offered for bid by prequalified General Contractors. Part of the qualifying criteria is related to experience on similar projects, site safety, and an approach to working on constrained sites. When selected, a Contractor is required to provide a detailed logistics plan and a site-specific safety plan that conforms to the requirements of the contract documents.

Building on an Occupied Site

Planning to build on an occupied site begins early in the design process; we think about how a contractor will approach the project, which allows us to include safety provisions in plans and specifications. Minimum requirements that need to be in place to allow complete separation and safe delivery of a project.

Heery International, Inc.

A group of professional service practices
Two Centerpointe Drive, Suite 250, Lake Oswego, Oregon 97035
Telephone 503 431-6180 Fax 503 598-1967



Dust Mitigation

Mass excavation and construction operations can cause dust and debris, especially in the dry months. Embedded in the construction documents are strict requirements related to operations and impact to adjacent properties. Included are erosion control plans and approaches that are managed and monitored throughout the construction process. The contractor will also be required to provide detailed temporary facilities and control plans for approval prior to the start of construction.

Noise Mitigation

Noise is a major factor when working adjacent to an existing facility and in dense neighborhoods. In addition to the City of West Linn's requirements for hours of work, the District has also included numerous requirements for a Contractor to coordinate work to minimize the impact to adjacent occupants. Mass excavation and deconstruction activities will likely be the loudest and most distracting activities; both are planned for summer when school is not in session. To further mitigate impacts from noise, the District will consolidate classroom locations to reduce the use of classrooms located directly adjacent to the construction site.

Safe Removal of Potentially Hazardous Materials

During program launch, the District selected PBS Environmental and Engineering Inc. as the program's Environmental Consultant. For the Sunset project, PBS has performed a detailed building investigation and completed a design for removal of hazardous materials. PBS will provide abatement monitoring and management during the deconstruction of the existing facility. The removal of asbestos-containing materials is highly regulated and strictly follows federal regulations. PBS provides management and oversight of abatement throughout the removal process, which includes continuous monitoring of spaces under full containment.

Phasing and Schedule

The District has completed the public process of prequalifying general contractors for the Sunset school project under the 2014 bond program. Successful contractors will be eligible to participate in the lump-sum bid process for Sunset Primary School. The list of eligible contractors will be available on March 30, 2016, and the lump-sum bid process will begin on April 19. Bids will be due on May 24, with a recommendation to the School



Board on June 6 to award the contract to the lowest responsive bidder. The District will then execute a contract for construction and issue a notice to proceed to the successful contractor. The construction will be divided into four phases. The first phase will occur during the summer of 2016. This phase will begin with mobilization to the site and setting up safety and erosion control measures. The bulk of the work during this phase will be site clearing, mass excavation and preparation of the building pad. The onsite stormwater system will be installed, and public utilities work completed. The second phase will be during the course of the 2016-17 school year, and will mostly involve the building construction. The third phase of the project will begin immediately after students and staff are released for the 2017 summer break. The abatement and deconstruction of the existing facility will occur within strict regulations and under the professional observation noted above. The site preparation of the western portion of the site will begin immediately after deconstruction is complete. The new facility will achieve completeness and building contents will be delivered and put in place, ready for students and staff to return in September. The eastern portion of the site improvements will be completed including paving and play equipment, trees and landscaping. The street improvements will also occur during this third phase (summer 2017), including streets, curb and gutter, sidewalks and crosswalks. The fourth and final phase will involve the completion of the site improvements on the western side of the site. The sports field will be graded, irrigated and seeded, and the parking lot will be paved. While there may be opportunities to complete this work in the late summer or early fall, the schedule currently anticipates a final completion of all scope in early December, 2017.



March 28, 2016

Khoi Le
City of West Linn Engineering
22500 Salamo Road
West Linn, OR 97068

Via Email: kle@westlinnoregon.gov

RE: Site Stormwater Narrative
Sunset Primary School

Dear Mr. Le:

In response to various oral and written testimony received over recent days regarding the design and performance of the proposed stormwater drainage design at the Sunset Primary School, this correspondence is offered as further clarification of the proposed new onsite storm drainage system and how it coordinates with offsite public systems and surrounding drainage patterns.

Per our discussions over the past months, the design of the proposed new stormwater collection, conveyance piping, treatment and flow control (detention) systems have been reviewed extensively with City Engineering staff and have been designed to conform to Section Two of the *City of West Linn Public Works Design Standards for Storm Drain Requirements*.

As you know, we have been working in consultation with City of West Linn staff over the last 6 months developing the strategy for addressing stormwater at the Sunset Primary School site. This letter is being provided as supporting narrative to the Conditional Use Permit process and to respond to comments and testimony received.

General City of West Linn Storm Requirements & Design Criteria

Per Sections 2.0010 and 2.00013 of the City Public Works Standards, the key applicable general design requirements and minimum criteria are outlined below (summarized for brevity).

- Surface or subsurface drainage caused by development shall not be allowed to flow over adjacent property in a volume or location materially different from that which existed before development occurred, but shall be collected and conveyed in an approved manner to an approved point of disposal.
- The approved point of disposal for all stormwater may be a storm drain, or detention or retention pond approved by the City Engineer. Existing open channels are approved points of disposal after the stormwater has been treated.
- The peak discharge from the property may not be increased from conditions existing prior to the proposed development.
- Retention/detention facilities are required where necessary to maintain surface water discharge rates at or below the existing design storm peak discharge rate.



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- Detention facilities shall be designed to provide storage up to the 25-year storm event, with the safe overflow and conveyance of the 100-year storm event. Allowable post-development discharge rate for the 2, 5, 10 and 25-year events shall not exceed the pre-development discharge rates.
- Water Quality (Treatment) Facilities are required to meet the design requirements of the current City of Portland Stormwater Management Manual.
- For onsite conveyance piping, the piping must be designed to safely convey the 100-year design storm.

Existing & Proposed Drainage Basins on the Sunset Primary School Site

For the purposes of additional clarification for this narrative, four exhibits have been prepared to graphically illustrate how stormwater drains from the Sunset Primary School site. The Sunset site is fundamentally divided into two drainage basins. **Exhibit D.1** demonstrates how stormwater is drained currently and **Exhibit D.2** illustrates how the basins would drain stormwater with the proposed new development. These pre-development and post-development configurations are described below.

Existing Site Drainage Basins

Drainage Basin 1, shown in **Exhibit D.1**, is comprised of the west side of the site and consists of the existing school building and surrounding paved area. This basin is approximately 2.3 acres, is largely impervious and currently includes no storm treatment or detention facilities. Due to the impervious nature of the basin (predominantly roofs and pavements), essentially all storm drainage is collected onsite and discharges in an uncontrolled manner to a relatively marginal public storm drainage system that runs down Exeter Street to the south. This public system is comprised of a combination of 8-inch gravity pipe segments with portions of open ditch sections. The Exeter Street system eventually is routed behind a row of residents and connects to a 24-inch main storm system in Long Street (shown in **Exhibit D.3**).

Drainage Basin 2 for the existing school is represented by the east and southeast portions of the site. These areas are predominantly open field and tree areas. As **Exhibit D.1** shows, this area is approximately 3.8 acres. There are no storm collection facilities in this area and all stormwater falling in this area drains down-gradient either by overland surface flow or infiltration subdrainage to the south east.

New Site Drainage Basins

As **Exhibit D.2** illustrates, in the new proposed school development, Drainage Basin 1 composing largely the new impervious paving and roof areas is expanded to the east. The overall area of Drainage Basin 1 is approximately 5.1 acres (or 2.8 acres larger than the pre-development condition). Note that with the reconfigured school layout, the proposed play field has been relocated to the west side of the site. The field is relatively flat and the majority of stormwater would be infiltrated within the soil prior to draining to a paved surface. This has been noted in the Exhibit.



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With the expansion of Drainage Area 1 to the east, the remaining Drainage Area 2 has been reduced from 3.8 acres to 1.2 acres. This reconfiguration of the site drainage basins will have the following impacts:

- A treatment and detention facility will be utilized for collection and treatment of stormwater from Drainage Basin 1. The impact of storm storage and potential infiltration from this facility is addressed in the next section.
- A new public storm sewer will be constructed in Bittner Street to convey the Sunset stormwater discharge from the treatment and detention facility to Long Street to tie into the same discharge location as the existing Sunset school site (shown in **Exhibit D.3**).
- **Exhibit D.4** shows the estimated entire drainage basin for the Long Street system. (Note that the boundaries are approximate and have been estimated from the City of West Linn map system.) This exhibit illustrates the additional area of 2.65 acres added to the overall 45 acre basin.
- The reduction of Drainage Area 2 will reduce the current level of area contributing to stormwater infiltration and migration down-gradient to the southeast. More rain water in this area will be captured and detained for offsite discharge.

Onsite Collection System & Conveyance Piping

The proposed new storm collection system onsite consists of standard pavement catch basins and plumbed roof drains from the building. Per the City of West Linn Public Works Design Standards, all new collection piping has been hydraulically designed to safely convey the 100-year storm. In addition, appropriate storm concentration times and “pipe roughness friction factors” have been used as defined in the Standards.

Size & Location of the Proposed Treatment & Detention Facility

The size of the proposed stormwater treatment and detention facility at the Sunset site is approximately 50 feet wide x 100 feet long (5,000 square feet of treatment and detention area) with a 48-inch depression. This is approximately 25% of the size of the similar facility at Rosemont Ridge Middle School. This represents approximately 2-3% of the overall 5 acre developed site for which it is providing stormwater treatment.

With respect to the grading of the facility, the surrounding top berm of the facility is at elevation 540.33 which is the approximate grade through the center of the existing play equipment area. The proposed location of the facility has been developed with regard to the existing site topography and has been influenced by the following factors:

- The facility needs to be positioned at the low point of the site to collect the complete runoff from all impervious areas of the site.
- The facility needs to be positioned to allow placement of the flow control and overflow structure to be connected to the public storm sewer system.
- The facility needs to be accessible and near a roadway for maintenance access.



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- The facility needs to be separated from school recess activities.

Design and Function of the Proposed Stormwater Treatment & Detention Facility

The selection of the stormwater treatment and detention facility at the Sunset site is a standard best-management practice for stormwater. These facilities are very common and typical to all new development, including schools. A rendering of the southwest corner of the new Sunset Primary School with the proposed stormwater facility is shown below. In addition, several examples of constructed facilities of similar size at school sites have also been included.



Figure 1: Rendering of Sunset Primary School



Figure 2: Stormwater Treatment & Detention Facility - Vernonia School



Figure 3: Stormwater Treatment & Detention Facility - Stafford Primary School



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RE: Sunset Primary School

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The function of these facilities is to provide both the water quality and water quantity requirements mandated by the City of West Linn Public Works Design Standards.

- **Water Quality:** Provide filtration treatment of the stormwater through a combination of plant bio-treatment and growing soil media filtration. The bottom of this facility is recessed 6 inches from the outlet pipe and becomes essentially a stormwater planter to hold a pre-determined quantity of water comprising the “treatment” storm as defined by regulation. For regular small storms, rainwater enters the planter and is cleaned by residence time within the plant environment and by percolating down through the soil media. An example of a typical treatment planter detail appears below.

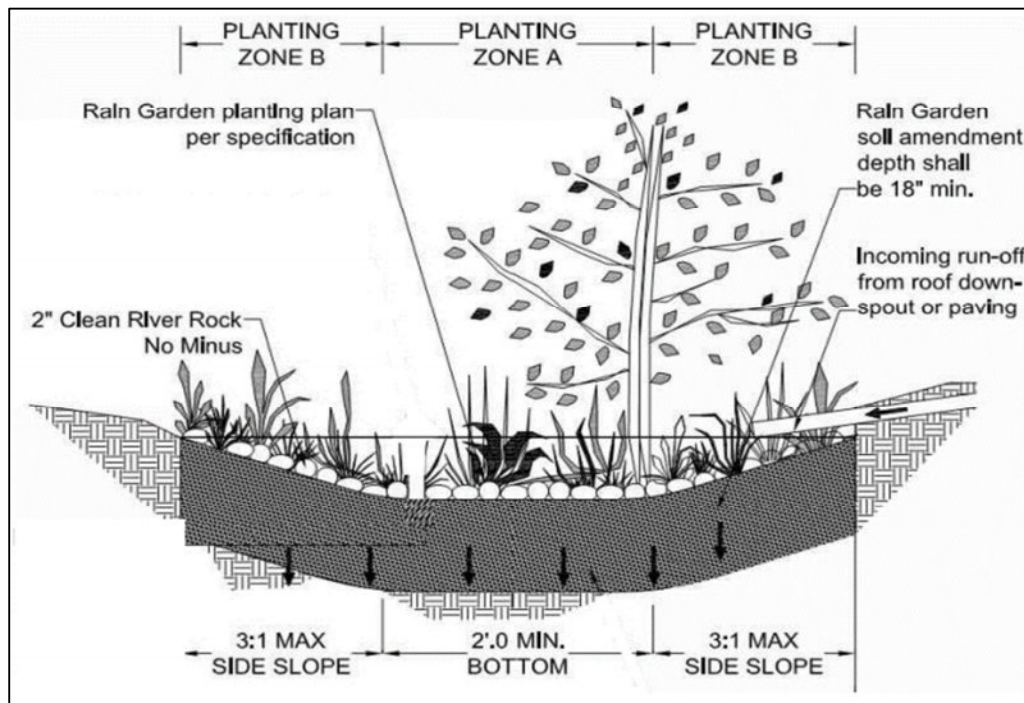


Figure 4: Infiltration Planter Cross-section

There are two types of stormwater treatment planters: flow-through planters and infiltration planters. The type depicted above used for the Sunset project is an infiltration planter. For storm treatment purposes only, rainwater is designed to percolate through the growing media and infiltrate into the native ground below. In the case of the Sunset facility, however, this infiltration will be limited. The growing media is specifically designed to have an infiltration rate range of 2 to 8 inches per hour. Typically, a conservative range of 4 to 6 inches per hour is assumed.

For the Sunset site, infiltration testing was performed in the natural soils in the vicinity of the proposed facility. The closest infiltration test (IT-3) indicated varying rates of onsite infiltration from 11 to 13 inches per hour. Based on these results, the infiltration through the planter is controlled by the percolation rate through the growing media...not by the natural soils underlying the site. Consequently, although some natural infiltration will occur, it will not be significant to the operation of the facility. The facility is designed to handle storm flows by temporary storage and slow-metered discharge out the outlet structure.



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- Water Quantity:** For temporarily detaining flows from heavy storms, this facility does NOT depend on infiltration. The facility is bermed to provide storage volume for onsite stormwater to be temporarily stored and metered out slowly so that peak discharge from the property is not increased from conditions existing prior to the proposed development. Commonly referred to as “detention,” this is accomplished by providing ponding capacity within the facility and routing the stormwater discharge through an outlet orifice structure that meters the flow out slowly. The table below illustrates the peak existing condition and proposed new development storm discharge rates.

Design Storm	Existing School Site Peak Stormwater Discharge Offsite		Proposed New School Site Peak Stormwater Discharge Offsite	
	Drainage Basin 1 (No detention – discharge to Exeter system)	Drainage Basin 2 (Downslope runoff from field & tree area)	Drainage Basin 1 (New detention to Lewis & Clark level– discharge to new Bittner storm sewer)	Drainage Basin 2 (Downslope runoff from field & tree area – including bottom of detention facility)
2-Year	1.22 cfs	0.27 cfs	0.32 cfs	0.10 cfs
5-Year	1.49 cfs	0.46 cfs	0.49 cfs	0.18 cfs
10-Year	1.72 cfs	0.63 cfs	0.75 cfs	0.25 cfs
25-Year	2.00 cfs	0.86 cfs	1.01 cfs	0.34 cfs
100-Year	2.34 cfs	1.16 cfs	1.62 cfs	0.46 cfs

Table 1: Sunset Primary School Peak Stormwater Discharge Rates

As Table 1 illustrates, offsite peak stormwater flow rates from the new school are significantly reduced below the existing discharge rates. Discharge to the City of West Linn Long Street storm sewer system has been detained to levels below the existing discharge flows to the Exeter system. And due to the reduction of area for Drainage Basin 2, runoff on the west side of the site has been reduced as well.

The proposed detention facility at Sunset has a maximum graded depth of 4.0 feet (bottom elevation of 536.0 to berm elevation of 540.33). The following table shows these ponding depths for the various design storms.

Design Storm	Water Surface Elevation	Water Depth	Freeboard
Facility Bottom	536.00	0.00'	4.33'
Treatment(6-Month)	536.50	0.50'	3.83'
2-Year	537.96	1.96'	2.37'
5-Year	538.44	2.44'	1.89'
10-Year	538.68	2.68'	1.65'
25-Year	539.01	3.01'	1.32'
100-Year	539.33	3.33'	1.00'

Table 2: Sunset Primary School Detention Storage Depths



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It is important to note that these “ponding” events occur infrequently. In general, the pond is designed to detain peak storm flows for storms greater than the 1-year storm. Consequently, ponding for detention occurs typically only a few times a year. Furthermore, even after peak storms, the facilities are designed to drain within 24 hours.

Proposed Stormwater Design Impact on Site Infiltration & Groundwater Hydrology

There has been significant testimony during the Sunset Primary School Conditional Use permitting process that the proposed treatment and detention facility could contribute to increased infiltration of stormwater in this location. Concerns have been voiced that the hydrology of the area could be impacted, that the facility could saturate the downslope soil, potentially killing trees and causing flooding.

Some infiltration will naturally occur out of the bottom of the facility. Maintaining this natural infiltration area will be a benefit to maintaining the remaining downslope trees. But, as explained above, the facility is not designed nor intended to infiltrate heavy storms into the ground. While it is true that a larger area of the site will now be routed to this facility, the facility itself has a relatively small footprint. As described in the section above, due to the porosity of the growing media, the infiltration rate out of the bottom of the pond will be limited to a rate below the naturally occurring infiltration rate of the subsoils. The facility is designed primarily to temporarily store heavy storm flows and meter them out slowly through the outlet pipe to the public storm sewer system rather than infiltrate significant amounts of water into the soil.

Furthermore, the general eastern and southern areas of the site (Drainage Basin 2) that drain downslope to the southeast have been reduced nearly two-thirds from 3.8 acres to 1.2 acres. Two thirds of this original area draining to the southeast will now be captured and routed to the site discharge via the treatment and detention facility. Table 1 above illustrates that calculated peak offsite flows to the southeast from this Drainage Basin 2 correspondingly decrease with the smaller area.

Consideration of Alternate Stormwater Treatment Best Practices

In addition to the concerns about groundwater hydrology and saturation, there has also been testimony indicating that other types of stormwater management practices could/should have been considered. Suggestions have included exploring concepts such as porous pavement, localized planters spread around the site, etc.

As has been stated on multiple occasions, this is a constrained site for the proposed elementary school. Moreover, although the student count is not changing, current code requirements regarding parking, setbacks and fire lane access consume more site area than the current school footprint. Note that the school play field has already been significantly compromised in order to satisfy these minimum code requirements and to preserve as many of the trees on the east side of the site as possible.



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As a result, the design team has been forced to optimize the layout on the site as efficiently as possible. This has led to a more centralized approach with respect to stormwater for the following reasons:

- Attempting to place small localized treatment planters around the site was examined and discarded early in the design process. Numerous small planters are not as efficient as one larger planter. Due to topography, irregularities in the building footprint, building code drainage setbacks and the physical realities of plumbing roof drainage, attempting to incorporate these numerous local planters around the perimeter of the building can consume significant real estate. In order to configure the numerous small planters into the layout around the site, the disturbed development area would have expanded further to the east and endangered more trees.
- In addition, if stormwater treatment were achieved in smaller planters throughout the site, a detention facility would still be required to restrict the discharge of heavy storm flows. It would require significantly more space and would be functionally impractical to incorporate multiple small detention facilities throughout the site with multiple access points, water management, flow control and overflow structures.
- Pervious paving is not a realistic alternative for the school. This type of paving has been used in the past for a number of school parking lots with disappointing results. Recent projects have revealed that this type of pavement spalls and unravels very easily with wheel-turning parking maneuvers, resulting in significant aggregate spread around the surface and poor life expectancy. In addition, with the low infiltration soil rates, some additional system of stormwater detention and disposal would still be needed. It would not be feasible to count on disposing of stormwater entirely by infiltration under the paving.
- The design team also considered employing an underground detention temporary storage facility concept for stormwater in lieu of the proposed surface water facility. Per Section 2.0045, surface storage facilities like the one proposed is the first preference listed of available detention options for the City of West Linn. Underground storage (such as a tank, vault or piping) were not desired by the City and would only be considered if native sloped surface enclosure was impracticable.

Brief Summary of Testimony & Design Response

The following is a brief summary of the testimony received to date surrounding the proposed project storm water design.

No.	Review Comment (Summarized)	Designer Response
1	Water drainage/infiltration from the proposed treatment and detention facility will increase drainage downhill and cause flooding.	As explained above, the facility is not designed to dispose of storm flows by infiltration. While some infiltration will occur from the facility, it will be limited to rates lower than the tested subsoil due to the 18-inches of topsoil growing media lining the facility.



SITE STORM WATER NARRATIVE

RE: Sunset Primary School

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No.	Review Comment (Summarized)	Designer Response
2	The proposed treatment and detention facility will affect groundwater hydrology in that area, saturate the downslope soil and potentially kill trees.	Again, there will not be increased infiltration associated with the storm facility. And the reduction of area discharging downslope to the southeast will result in less water saturating the ground than is happening currently.
3	Overflow from the detention facility will increase flooding and shorten travel time for water to reach Sunset Creek during large storm events.	The detention facility has been sized to temporarily store and detain heavy storm flows to below pre-development levels. The sizing of the facility has been modeled using unit-hydrograph methodology as required by 2.0013A of the Public Works Design Standards. Table 1 above illustrates that per 2.0013A, offsite discharges at all storm levels are held below pre-development levels. The only "overflow" that occurs is at the 100-year storm event. Even with this emergency overflow in operation, discharge levels are below pre-development flows.
4	Onsite piping conveyance system has not been designed to convey the 100-year storm?	Per 2.0013C, all on-site conveyance piping has been designed to convey flows at the 100-year storm level.
5	The facility could trigger landslides or reactivate existing landslides.	Although no evidence supporting this conclusion has been submitted, the testimony seems to center around the notion that the proposed Sunset project will result in increased discharge of stormwater offsite, either by infiltration or direct discharge, and this in turn would contribute to saturating lower areas and thereby causing landslides. While the design team cannot speculate on the likelihood of landslides in other areas, it has been demonstrated above that offsite discharge of stormwater, by infiltration, sheet flow runoff and direct discharge will all be reduced from the existing conditions.
6	The proposed new treatment and detention facility poses a hazard to students.	The school district has constructed similar stormwater facilities at 10 of its schools in the past 20 years with no reported incidents.
7	The facility could overflow in a severe (100-year) storm and cause a catastrophic failure.	The facility will have two overflow structures that will safely route the 100-year storm to the public storm sewer well before over-topping the facility. Per Paragraph 2.0044 of the Public Works Design Standards, the second overflow structure will be provided to provide a redundant overflow along with the normal outlet control structure.



SITE STORM WATER NARRATIVE

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No.	Review Comment (Summarized)	Designer Response
8	The proposed plan does not conform to the City of West Linn Community Development Code Paragraph 55.130B.	This paragraph requires that a registered civil engineer prepare a plan and statement that clearly shows that there will be no adverse impacts from increased intensity of runoff off site from a minimum 10-year storm. As demonstrated in this narrative, the project has been designed to restrict offsite flows to below pre-development levels for design storms up to the 100-year storm.
9	Where will the water go and will houses downhill be impacted?	As described in the above narrative, offsite discharge of stormwater will be directed to the same location it drains to now. Discharge rates for the post-developed condition are held to levels below the current condition. Houses downhill will not be impacted.
10	The facility will always be full of water?	During wet periods, the bottom few inches of the facility may be wet as is the case with any storm planter. Detention ponding in the facility will only occur a few times per year. The facility will be empty the majority of the time.
11	Discharge from the new development could cause downstream flooding in Sunset Creek.	As described in numerous locations above, storm drainage from the Sunset site will be piped to the same Long Street storm sewer it drains to now. Post-development flows have been restricted to substantially below pre-development levels.
12	The geotechnical report with the infiltration rates was not included with the land use materials.	The geotechnical report was provided, but was not required to be included in the CUP application for completeness. It is attached to this narrative as Exhibit D.5. Furthermore, as explained above, the infiltration rates of the existing site soils are not the limiting factor to the design of the facility. The facility is not depending on infiltration and, in fact, infiltration will be limited by the topsoil lining the facility.
13	Why was additional infiltration testing not performed?	As described above, the design of the facility requires it be lined with 18 inches of topsoil growing media. This has limited infiltration ability and the facility is not being designed to depend on infiltrating stormwater.
14	Were other storm treatment methods and locations considered?	See section entitled "Consideration of Alternate Stormwater Treatment Best Practices" above.
15	Infiltration testing performed in the summer. Would this indicate false results (dry period)?	Geotechnical engineer has confirmed that this is standard practice. In addition, infiltration out of stormwater facility is limited by growing media.



SITE STORM WATER NARRATIVE

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Conclusion

This technical letter has been developed as an explanatory narrative to address certain testimony received regarding the proposed Sunset Primary School permit. Referring to the key design requirements and criteria noted at the beginning, the conclusions are listed below.

- Drainage for the new development shall be collected and conveyed in an approved manner to an approved point of disposal. In the case of the Sunset site, storm drainage is being discharged and connected to the same Long Street system to which it is currently routed.
- Due to collection of stormwater on the new developed school site, limited infiltration available out of the treatment facility, and the designed outlet from the detention facility to discharge detention flows, the detention facility is not designed nor intended to infiltrate heavy stormwater events. Some natural infiltration will occur at the reduced rate of the facility growing media and the majority of stormwater flow will be collected and discharged offsite.
- The peak discharge from the school development has been appropriately detained and discharged to the City system such that peak flows discharged downstream (Long Street system) will not be increased from conditions existing prior to the proposed development. In fact, the flow table above shows the discharge will be significantly reduced.
- Detention facilities have been provided to maintain surface water discharge rates at or below the existing design storm peak discharge rate.
- Appropriate (redundant) overflow facilities will be incorporated into the discharge structures of the facility.
- Water Quality (Treatment) Facilities have been designed per the requirements of the current City of Portland Stormwater Management Manual.
- Onsite conveyance piping has been designed to safely convey the 100-year design storm.

If you have any questions or require additional information, please contact me.

Sincerely,

KPFF Consulting Engineers

Mark Wharry, PE

Associate

Exhibits:

- D.1 – Existing Site Drainage Basins*
- D.2 – Proposed New Site Drainage Basins*
- D.3 – Proposed Off-Site Drainage Plan*
- D.4 – Sunset Downstream Basin Plan*
- D.5 – Infiltration Test Results*

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E.1 Supplemental Responses to CDC Criteria

INTRODUCTION

During the March 16th hearing, a number of issues were identified by residents regarding the proposed primary school and its compliance with the relevant approval criteria in the West Linn Community Development Code (CDC). The purpose of this section is to provide supplemental responses to the CDC provisions brought into question in the written and oral testimony submitted.

The CDC criteria that were noted in the testimony are listed in numerical order below and addressed in the following section.

Chapter 55 - Design Review

- 55.130 B.
- 55.130 C.

Chapter 60 - Conditional Uses

- 60.070 A. 1. b.
- 60.070 A. 2.
- 60.070 A. 3.
- 60.070 A. 6.

Chapter 75 - Variances and Special Waivers

- 75.020 B. 1. a.
- 75.020 B. 1. c.
- 75.050 E.

Chapter 92 - Required Improvements

- 92.010 E.

Chapter 99 - Procedures for Decision Making: Quasi-Judicial

- 99.030 C. 2.

SUPPLEMENTAL RESPONSES

Design Review

55.130 Grading Plan

The grading and drainage plan shall be at a scale sufficient to evaluate all aspects of the proposal and shall include the following:

- B. A registered civil engineer shall prepare a plan and statement that shall be supported by factual data that clearly shows that there will be no adverse impacts from increased intensity of runoff off site, or the plan and statement shall identify all off-site impacts and measures to***



mitigate those impacts. The plan and statement shall, at a minimum, determine the off-site impacts from a 10-year storm.

The district contracted with KPFF Consulting Engineers to conduct the civil engineering work for the project, including the grading and storm drainage system design. Prior to submitting the application, the design of the on-site and public improvements was developed in close coordination with the Engineering Division of the West Linn Public Works Department. Because stormwater disposal is recognized as a critical component to evaluate, a *Preliminary Stormwater Drainage Report*, developed by KPFF, was submitted as Exhibit F in the application. The hydraulic analyses were performed in accordance with the *City of West Linn Storm Management Manual*, *City of West Linn Design Manual*, *City of Portland SWMM*, and analytical methods deemed appropriate by the Engineering Division. The report considered the 2-, 5-, 10-, 25-, and 100-year storm events. The report met or exceeded the requirements of this section. Because the storm water is proposed to flow into the existing city storm water system, which has sufficient capacity, downstream impacts are deemed to be insignificant.

In response to some of the comments submitted during the Planning Commission hearing on March 16th, KPFF provided additional clarification in Section D of this supplemental information packet. This criterion is met because the storm water plans were prepared by a registered civil engineer, including factual data regarding the potential off-site impacts for the 2-, 5-, 10-, 25-, and 100-year storm events.

C. *Storm detention and treatment plans may be required.*

This CDC section is satisfied because a *Preliminary Stormwater Drainage Report* was provided with the initial application, and supplemental information and clarification is provided in Section D of this supplemental information packet. This information includes plans for stormwater treatment and detention, which have been reviewed and approved by the Engineering Division.

Conditional Uses

60.070 Approval Standards and Conditions

A. *The Planning Commission shall approve, approve with conditions, or deny an application for a conditional use, except for a manufactured home subdivision in which case the approval standards and conditions shall be those specified in CDC 36.030, or to enlarge or alter a conditional use based on findings of fact with respect to each of the following criteria:*

1. *The site size and dimensions provide:*

a. *Adequate area for the needs of the proposed use; and*

The school has been in continuous use since the late 1800's, and the site has proven to be suitable for the primary school, its operation, and for maintaining a compatible relationship with the surrounding neighborhood. The suitability of the site for a primary school was confirmed by the expressed desire of the neighborhood to replace the school with a new facility on this site rather than moving it to another location (Exhibit A.5; Citizen Task Force, 2009). The new primary school will have the advantage of a larger site as a result of the 1.6-acre expansion.



Designed to accommodate the students in the existing attendance boundary, the new primary school will function similarly to the existing school.

The proposed school building will have a footprint that slightly less than the existing school (42,604 sq. ft. v. 43,185 sq. ft.). The major difference between the existing and proposed school is the introduction of on-site parking to bring this currently nonconforming situation (27 on-site spaces) into compliance with CDC standards (88 spaces with approval of a 10% exception per CDC 55.170 B.) and stormwater management facilities. The efficient school and parking design allows for suitable play fields and playground areas in addition to protecting most of the significant trees and natural features on the site.

Two Director's Exceptions and three Variances are requested as part of this application, but they are all minor in nature and intended to provide a school that is safe and functional while maximizing the retention of natural features on the site.

b. Adequate area for aesthetic design treatment to mitigate any possible adverse effect from the use on surrounding properties and uses.

The proposed design for the school satisfies this criterion because:

- The building will be less than the 50-foot maximum building height with heights generally ranging between 32 and 40 feet. In addition, the building height at the exterior walls is generally 32 feet. This will minimize the visual presence of the school.
- Coupled with the building height, the proposed building setbacks exceed the CDC standards. The only exception is a 12.3-foot high building canopy over the main entrance that is proposed to have a 17.1-foot setback instead of the required 20 feet. Because of the location on the outside corner of Oxford and Bittner, the distance between the canopy and the homes across the street will provide appropriate separation. From this building entrance, the building façades angle away from the street to maximize the building's distance from nearby homes. Considering the minimal height of the canopy and the location of the 2.9-foot front yard setback reduction, the building will be compatible with surrounding residential development. To put this request in perspective, the R-10 Zone allows a residential building to be 35 feet high with a 20-foot front yard setback.
- Landscaping along the property street frontage will provide buffering and screening compliant with CDC standards, and the majority of the significant trees on the site will be preserved. No variances or exceptions are requested regarding landscaping and screening.
- The majority of the trees on the site will be preserved. CDC 55.100 B. requires preservation of a minimum of 20% of the significant trees on the site. There were 62 significant trees identified on the site, and of those trees, 12 are proposed for removal and another 4 are identified as potentially requiring removal. The worst case would be a preservation rate of 74%, which far exceeds the city's 20% standard. The district retained an arborist to evaluate the trees and proposed tree removal on the site. The district staff, landscape architect and arborist met with Mike Perkins, the City of West Linn Arborist, on December 8, 2015 to review the proposed removal of trees on site. Based on the conversation during the field visit, and the arborists' knowledge of the proposed stormwater treatment and detention facility on the south side of the building, the proposed tree protection and removal plan was considered by all to be appropriate.



- The proposed stormwater treatment and detention facility will not be visually obtrusive because it is simply a depression, which will be landscaped. It will also be buffered by perimeter landscaping for the parking area that generally lies between it and Bittner Street. The renderings in Section C of this supplemental packet (Exhibits C.11-C.13) illustrate the natural and aesthetically pleasing appearance of this facility.

2. *The characteristics of the site are suitable for the proposed use considering size, shape, location, topography, and natural features.*

The existing primary school site has proven to be suitable for the district and the community. The approval of the new bond measure to provide the funding for the new school demonstrates continued community support for the proposed reconstruction of the school. Although the site is smaller than many of the existing primary school sites in the district, the school has demonstrated it can operate in a manner that is compatible with the surrounding neighborhood. Because the capacity of the school will be slightly reduced, the proposed improvements will not pose any new potential impacts for the surrounding neighborhood.

The site design balances the need to have a safe and functional primary school with environmental responsiveness, preservation of the site amenities, and neighborhood compatibility. As noted under criterion #1 above, the school facilities can be successfully accommodated on this site while respecting the property's natural features.

3. *The granting of the proposal will provide for a facility that is consistent with the overall needs of the community.*

The needs of the community are best expressed by its approval of the bond measure to finance these improvements. Sunset Primary School has been serving the Sunset community, the city of West Linn, and the School District in this location for decades, and there is overall public support to retain a primary school on this site.

The district met with neighbors on August 20, 2015 to review the first concept plan and received a great deal of input. Various changes were made to the design in response to public comment as well as feedback from regulating bodies. The district asked the Sunset Neighborhood Association to host a meeting on October 20, 2015 to review revised plans. The October presentation included many new details as well as various compromises in response to the public comments. The Sunset Neighborhood Association held a second meeting on November 10, 2015 to review and comment on the proposed school. Questions regarding specific aspects of the facility design were asked, but no significant concerns were raised (see pages 112-113 of City Planning Dept. Staff Report).

6. *The supplementary requirements set forth in Chapters 52 to 55 CDC, if applicable, are met.*

The requirements of these CDC sections were addressed in the application narrative as noted below (page references are according to 3/16/16 PC Meeting page numbers):

- Chapter 52 – Signs: pages 88-89
- Chapter 53 – Sidewalk Use: deemed inapplicable because it applies to commercial uses
- Chapter 54 - Landscaping: pages 89-91



- Chapter 55 – Design Review: pages 84-95

Variances and Special Waivers

75.020 Classification of Variances

- B. Class II Variance. Class II variances may be utilized when strict application of code requirements would be inconsistent with the general purpose of the CDC and would create a burden upon a property owner with no corresponding public benefit. A Class II variance will involve a significant change from the code requirements and may create adverse impacts on adjacent property or occupants. It includes any variance that is not classified as a Class I variance or special waiver.**
- 1. Class II Variance Approval Criteria. The approval authority may impose appropriate conditions to ensure compliance with the criteria. The appropriate approval authority shall approve a variance request if all the following criteria are met and corresponding findings of fact prepared.**
- a. The variance is the minimum variance necessary to make reasonable use of the property. To make this determination, the following factors may be considered, together with any other relevant facts or circumstances:**
- 1) Whether the development is similar in size, intensity and type to developments on other properties in the City that have the same zoning designation.**
 - 2) Physical characteristics of the property such as lot size or shape, topography, or the existence of natural resources.**
 - 3) The potential for economic development of the subject property.**

On-site Parking Space Location

For a facility like a school, it is extremely difficult to get all parking spaces within 200 feet of the main entrance. This could be possible, but it would mean locating the main entrance a significant distance from the street and surrounding it with parking. To maintain appropriate campus security, the play fields and playgrounds need to be directly adjacent to the school building. Separating the playfield from building with a surface parking lot would reduce the level of security for the students as well as introduce unnecessary conflicts between students crossing the parking area and vehicles. The disabled parking spaces are proposed to be the closest spaces to the building entrance, with a covered walkway to the main entrance. With its “L” shape and natural amenities concentrated on the eastern portion of the site, having the play field and parking on the west side of the site provides the most practical design.

On-site Bike Parking Space Location

Bicycle use at primary schools is relative low, and it will tend to be somewhat higher during good weather. With this in mind, 20 of the required spaces are proposed within 50 feet of the building entrance. The remaining spaces are covered, but approximately 130 feet from the entrance. Unless the proposed canopy is made exceptionally large, providing the required covered bike spaces near the entrance would interfere with pedestrian access in and out of the school. The proposed arrangement offers a reasonable combination of convenience and secure bike parking.



Wall Sign Area

The purpose of the sign regulations is to ensure that signs are sufficient to identify different land uses in a tasteful way that is not visually obtrusive. While the wall sign is proposed to be larger than allowed, it will be complimentary to the school's design and the surrounding neighborhood.

Although the school would be entitled to multiple signs, it only needs one to identify the school for the general public. The proposed sign area of 42 square feet would be comparable to having two conforming wall signs, which could total 36 square feet.

- b. The variance will not result in violation(s) of any other code standard, and the variance will meet the purposes of the regulation being modified.***

On-site Parking Space Location

Except for the exception to allow 88 parking spaces instead of 97, the proposed parking will meet all city standards.

On-site Bike Parking Space Location

Except for not having all of the bike parking within 50 feet of the main entrance, the bike parking will meet all other city standards.

Wall Sign Area

The proposed signs for the school, including the wall sign and one, single-sided monument sign, will satisfy all other city requirements for signs. In addition, the entire signage program is well within the desired maximums for total number of signs and sign area.

- c. The need for the variance was not created by the applicant and/or owner requesting the variance.***

The District did not create the need for the variances through any previous actions. The variances are requested to address unique conditions and desired design results for the school operation and appearance. It is recognized that the site does not represent the "ideal" primary school site, which theoretically would be 10-acres, square, and flat with no trees. Obviously, such "ideal" sites are typically unavailable. And in this case, the community supported keeping the school on this site. To sensitively and creatively design a new school while retaining the property's natural features is always a challenge. The variances requested regarding vehicle and bike parking location represent minor adjustment to the city's standards. The sign variance is proposed to afford clear identification of the school building while being clearly consistent with the intent of the sign requirements.

- d. If more than one variance is requested, the cumulative effect of the variances results in a project that is consistent with the overall purpose of the zone.***

The three variances represent requests to allow modest deviations from the CDC standards to achieve a practical result that is in keeping with the purpose and intent of the CDC and West Linn Comprehensive Plan. The variances will allow the District to achieve a more desirable result regarding the location of parking and total sign area.



75.050 Application

- E. Not more than two Class II variances may be approved for any one lot or parcel in a continuous 12-month period.**

The district requests three variances. On its face, this appears to conflict with CDC 75.050 E. However, CDC 75.050 D. states: “Requests for more than one Class II variance for the same lot or parcel shall be consolidated in one application and reviewed concurrently by the City.” If a maximum of only two variances is allowed, then CDC 75.050 D. should have reiterated that requirement instead of saying “more than one.” Obviously, interpretation of the CDC is the city’s prerogative, but it appears that a reasonable interpretation of these two sections is that: 1) more than one Class II variance may be combined into one application; and 2) more than two Class II variance applications may not be submitted sequentially as separate applications within a 12-month period.

The district will abide by the city’s interpretation. If it is determined that only two Class II variances may be requested, the district will offer to withdraw the sign variance.

Required Improvements

92.010 Public Improvements for All Development

- E. Surface drainage and storm sewer system. A registered civil engineer shall prepare a plan and statement which shall be supported by factual data that clearly shows that there will be no adverse impacts from increased intensity of runoff off site of a 100-year storm, or the plan and statement shall identify all off-site impacts and measures to mitigate those impacts commensurate to the particular land use application. Mitigation measures shall maintain pre-existing levels and meet buildout volumes, and meet planning and engineering requirements.**

This requirement is satisfied as discussed under CDC 55.130 B. above. (also see Section D of this supplemental information packet).

Procedures for Decision Making: Quasi-Judicial

99.030 Application Process

- C. The requirements for making an application.**
- 2. The application shall be complete and shall contain the information requested on the form, shall address the appropriate submittal requirements and approval criteria in sufficient detail for review and action, and shall be accompanied by the deposit or fee required by CDC 99.033. No application will be accepted if not accompanied by the required fee or deposit. In the event an additional deposit is required by CDC 99.033 and not provided within the time required, the application shall be rejected without further processing or deliberation and all application materials shall be returned to the applicant, notwithstanding any determination of completeness.**

This requirement is satisfied as discussed under CDC 55.130 B. above.



WEST LINN - WILSONVILLE
SCHOOL DISTRICT

SUNSET PRIMARY SCHOOL
BUILDING EVALUATION

OCTOBER 1, 2007



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- Attached at end of report





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 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 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 repellent 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.



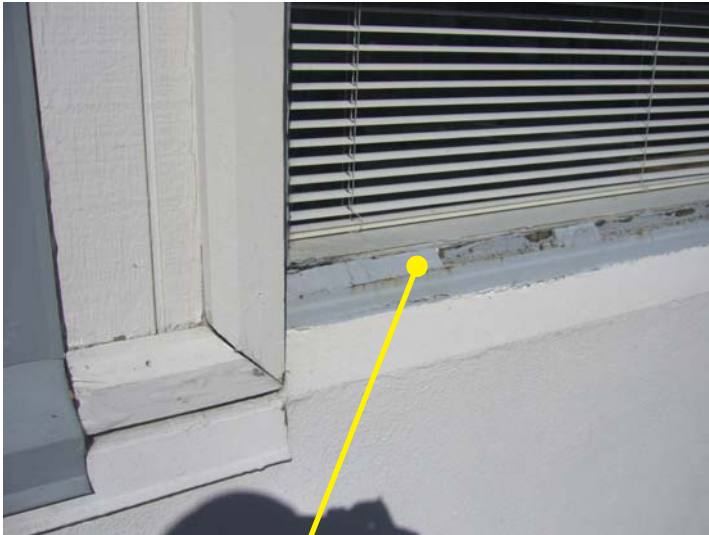
There is no intercom system other than the phones to call for assistance in an emergency or make emergency shutdown orders. Some areas, such as the gym and play areas outside, have no way to communicate in an emergency situation such as a lock down.

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

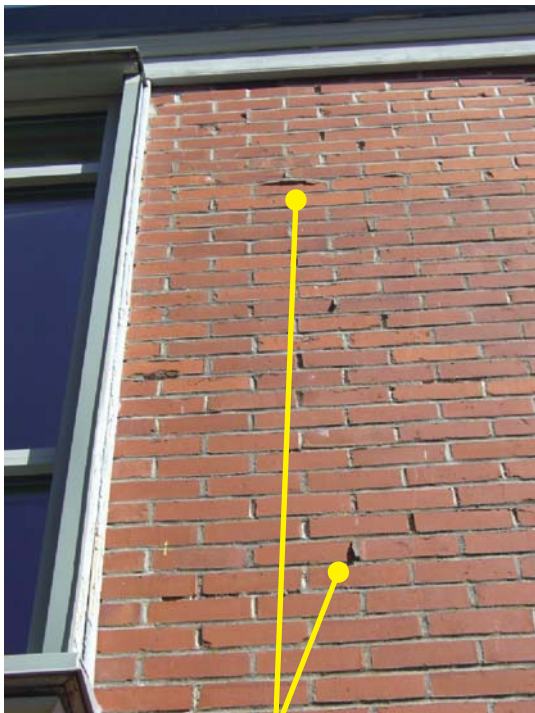
Wood infilled windows.



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 FT²
- 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 their 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 relieve 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 trespass 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.

	<i>Square Footage</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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	\$3,545,500
Project Cost			\$17,727,500

New School (Replacement)

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

	<i>Square Footage</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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

	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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	\$796,250
Project Cost			\$3,981,250



Long Range Planning

Special Committee

Sunset Primary School Task Force Report

September 14, 2007



WEST LINN-WILSONVILLE SCHOOLS MEMO

To: Sunset Primary Task Force Action Required
From: Roger L. Woehl Information Only
Subject: Sunset Primary School **Due:**
Date: September 14, 2007

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 rbledy@ups.com
Rob	Bledy	ROBNOELLE@Comcast.net
Jennifer	Butts	Jenbutts@msn.com
Norm	Dull	nornd@dowa.com
Noelle	Fels	FelsN@wlwv.k12.or.us
Norma	Galusha	galushan@wlwv.k12.or.us
Cindy	Garrison	garrisoc@wlwv.k12.or.us
Arthur	Gloer	raven1433@comcast.net
Scott	Howard	WSHoward@msn.com
Joelle	Meyer	meyerclan@verizon.net
Dana	Montgomery	bmontgomerys@comcast.net
Charlotte	Morris	morrisc@wlwv.k12.or.us
Chanon	Ogden	chanon.ogden@gmail.com
Sherri	Oswald	sherrioswald@comcast.net
Rosalynn	Pesicka	pesickar@wlwv.k12.or.us
Jeremy	Rower	jarower@yahoo.com
Janet	Runyan	RunyanM@wlwv.k12.or.us
Karen	Schrader	schradek@wlwv.k12.or.us
Carol	Shelby	carols@teamtLI.com
Jane	Stickney	sticknei@wlwv.k12.or.us
Gigi	Sweet	SweetG@wlwv.k12.or.us
Christine	Taylor	taylorc@wlwv.k12.or.us
Les	Taylor	CKLTaylor@msn.com
Kristina	Traffas	gktraffas@comcast.net
Sheryl	Watson	sheryl@watsonkids.com
Amber	Wedin	amberwedin@comcast.net woebkete@hotmail.com
Jackie & Terry	Woebke	woebkei@hotmail.com
Roger	Woehl	WoehlR@wlwv.k12.or.us
Tim	Woodley	woodleyt@wlwv.k12.or.us



SUNSET PRIMARY SCHOOL
2351 OXFORD STREET
WEST LINN, OR 97068

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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.

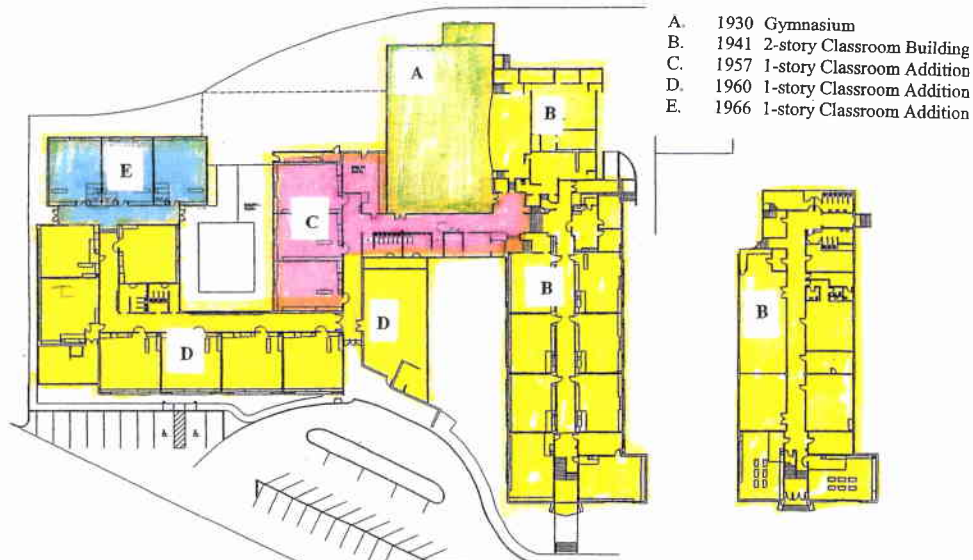
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Through the years the school has experienced several remodels; most notably in 1998-99 a new boiler, new computer network and phone system, electrical upgrades (to support technology), roofing, and some interior finishes were installed. In 2003-04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

[END OF DOCUMENT]



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

Oct. 23, 2007



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

Oct. 23, 2007



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

Oct. 23, 2007



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

Oct. 23, 2007



Option 2

Acquire Park New Building

40 votes

Costs

Benefits

Trees; Aesthetics, ADA

What would be the trade

Loss of public park and old growth
Trees

Will voters go for losing Sunset
Park for a non treed piece of land

Perceived loss of community park

Impact to neighbors (fences, noise, etc.)

Cost to level lot

What is the trade? Would community
support the trade?

Vote required to determine if public/city
would sell land – longer timeline

Neighborhood resistance

Trade off: school district parcel
that has limited use anyway (like
Parker Rd. for example)

Solve quite a few of the problems
with current site

Solve existing site issues, i.e.
utilities, parking, safety, two story
building

Stays on original site

Meet standard for lot size

Keep school in neighborhood

Allows for desired instructional
model

Larger site – more one level
possibilities

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

Oct. 23, 2007



Option 3

Build New Current Site

No Park

11 votes

Costs

Size constraints

Parking structure

Parking issues remain as current options – not appealing

Smaller site requires more Expensive parking solution

Parking issues

Community impact with building height

Investing millions of tax payer \$ into compromised site

Too little land

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

Benefits

School does not need to be much larger – could keep population size low

Won't have to wait for City to vote or decide (delay)

If continue to use Sunset site for school, other District land (Oppenlander, etc) stays available for future school

Cost effective

Emotional benefits met

Allows for desired instructional model

Oct. 23, 2007



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

Cheapest

Long term, probably not most cost effective

Site stays same

Could cost more \$ in the long run

Maintains “Community School”

Not completely fixing the problems -- bandaid approach

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

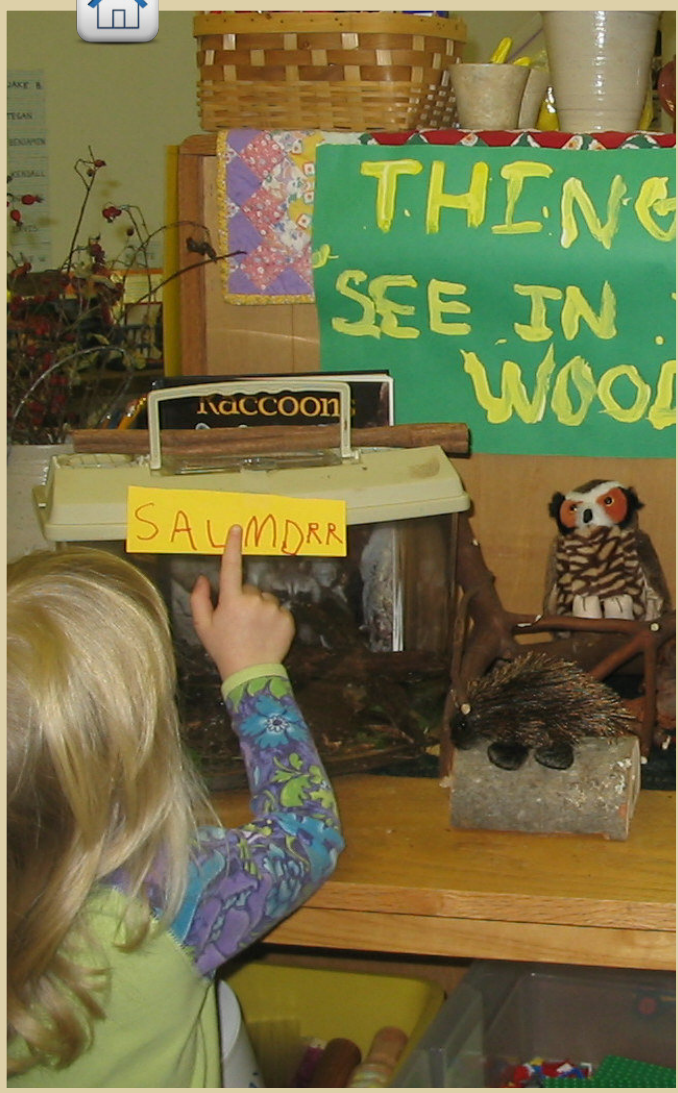
Instructional model cannot be satisfied using existing blueprint

Same parking issue

Cost efficiency; spend a lot of \$ for bandaids

Safety

Oct. 23, 2007



CAPITAL IMPROVEMENT PROGRAM

West Linn - Wilsonville School District, Department of Operations

February 6, 2008

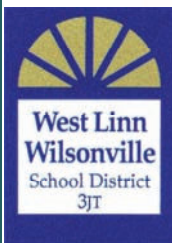
4/6/16 PC Meeting

88









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 Farrow
Jeff Hallin
Roger Woehl, Superintendent

LONG RANGE PLANNING COMMITTEE

Binny Arcot
Lori Beight
Jeri 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



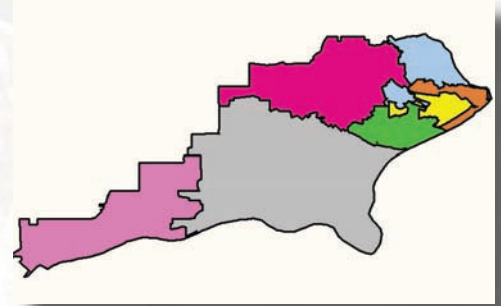









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The West Linn-Wilsonville School District is once again facing school capacity deficiencies due to continued growth in the District. Facility improvements will be necessary to maintain the excellent education programs, which are the District's trademark. 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.

VISION THEMES

HOW DO WE CREATE LEARNING COMMUNITIES OF THE GREATEST THINKERS AND THE MOST THOUGHTFUL PEOPLE FOR THE WORLD?

BY CREATING A SCHOOL LEARNING COMMUNITY WHICH:

- 1. DEMONSTRATES PERSONAL AND ACADEMIC EXCELLENCE**
- 2. PROVIDES A PERSONALIZED EDUCATION TO IMPROVE STUDENT PERFORMANCE**
- 3. ESTABLISHES COMMUNITY PARTNERSHIPS AND EXPANDS THE CLASSROOM BEYOND THE SCHOOL**
- 4. CREATES A CIRCLE OF SUPPORT FOR EACH STUDENT**
- 5. EDUCATES THE WHOLE PERSON--INTELLECTUALLY, EMOTIONALLY, PHYSICALLY, AND ETHICALLY**
- 6. INTEGRATES TECHNOLOGY IN DAILY LEARNING**

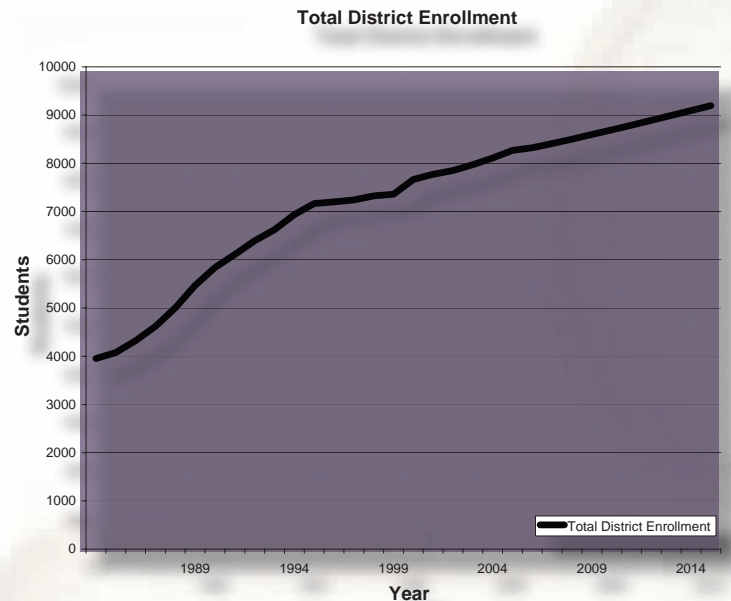


GROWTH-THE KEY CHALLENGE

Creating and maintaining a quality educational environment is constantly challenged by enrollment growth, which has increased by 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

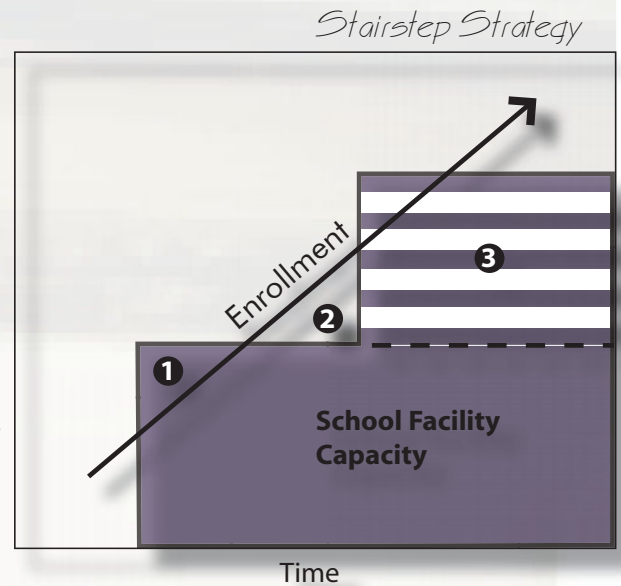
As noted above, **the District has experienced a steady increase in enrollment** over the past 20 years. To provide adequate school facilities for primary, middle, and high school students, the District has received voter approval of school bond measures during this same period to construct new facilities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

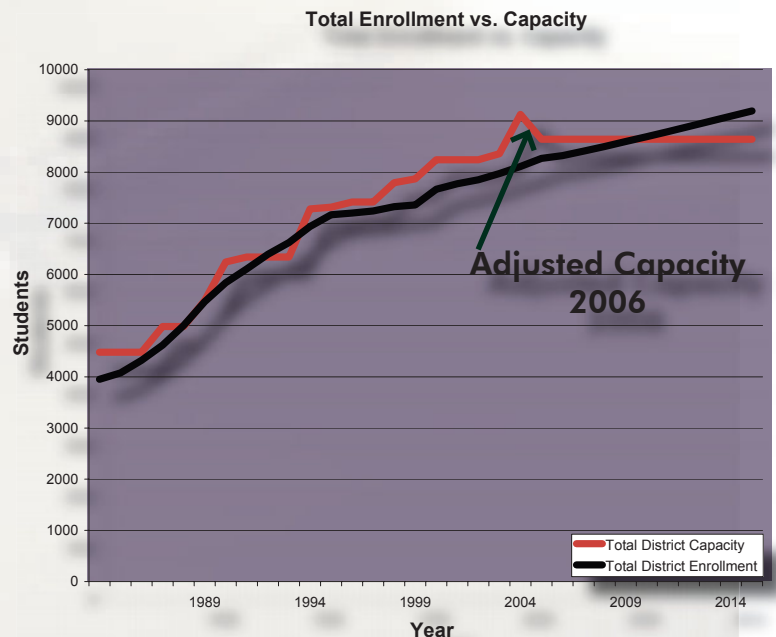
1. As enrollment exceeds capacity, the District constructs one or more facilities to increase capacity. There is excess capacity following construction, but because of associated operating expenses, this extra capacity should not be too large.
2. After completion, the enrollment continues to increase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



1989 - Boeckman Creek Primary and Athey Creek Middle Schools



1992 - Wilsonville High School



DOWA



1997 - Boones Ferry Primary and Rosemont Ridge Middle Schools



Janis Miglavs

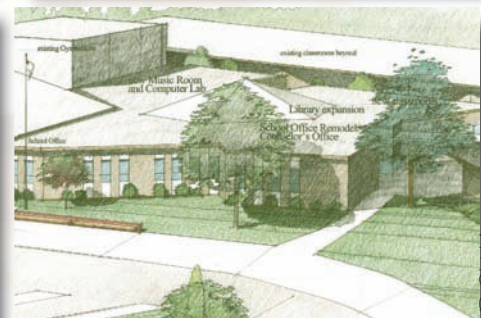
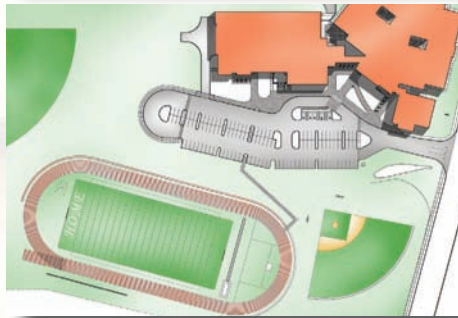
DOWA

2002 - Wilsonville and West Linn High Schools



DOWA

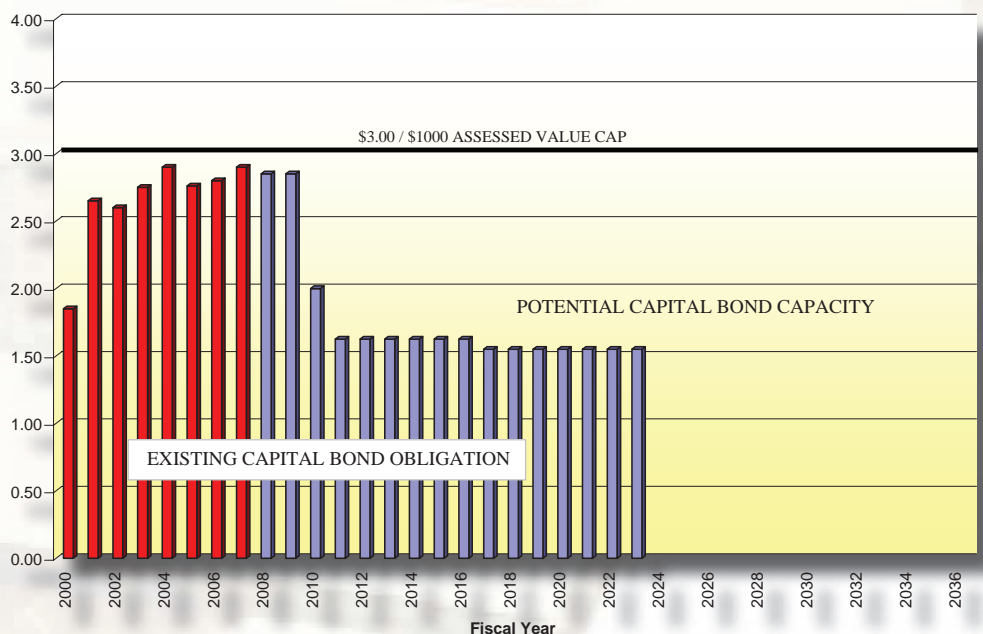
2008? - West Linn and Wilsonville Primary Schools



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.

Any Public School District
Existing vs. Potential Bond Capacity





Suitable school facilities are an essential prerequisite for providing a quality education. Virtually all educational programs rely on them. The District uses many programs to create a collaborative, integrated approach that provides a high-quality education. While these necessary programs increase the space needs for the District, they significantly enhance the overall quality of education offered to the students. 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 to 100 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.
- 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 to 10% of our high school students fall into this group, lower than the national average.



DOWA

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.





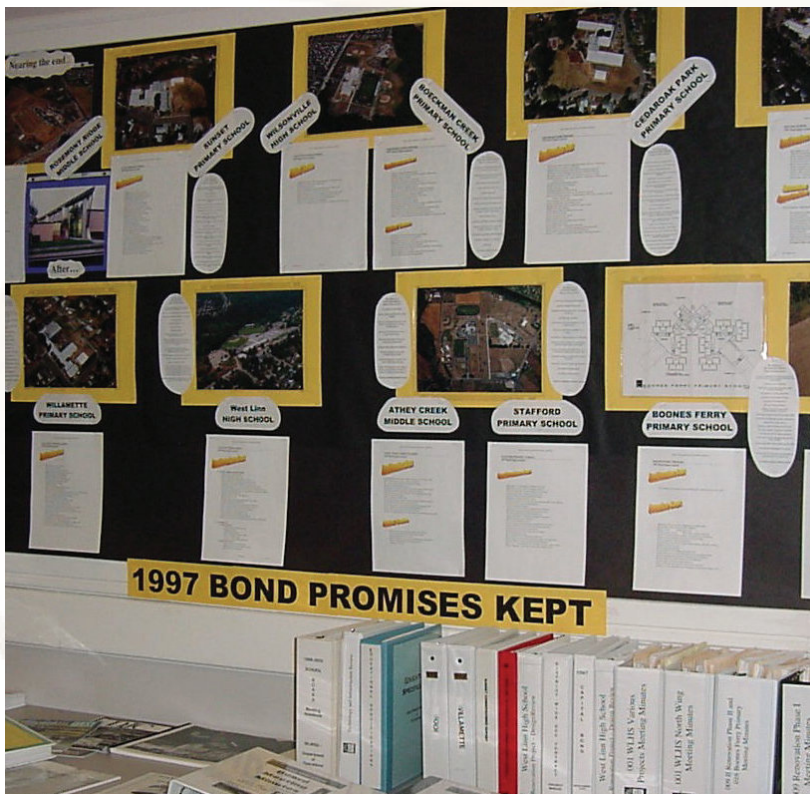
BACKGROUND

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 (LRPC) 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.



RESPONDING TO GROWTH



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
Tot. M.S.	1932	1909	1927	1948	1969	1990	2011	2033	2056	2078
Total Avail Cap		23	5	-16	-37	-58	-79	-101	-124	-146

Capacity		Enrollment		Projections						
High	CAP	2006	2007	2008	2009	2010	2011	2012	2013	2014
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
Tot. H.S.	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

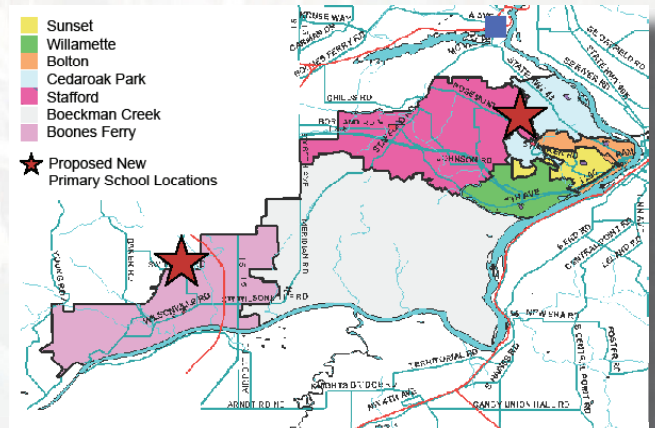
As demonstrated in the enrollment table, primary level enrollment today is 203 students over-capacity in Wilsonville and 116 students over-capacity in West Linn.

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.

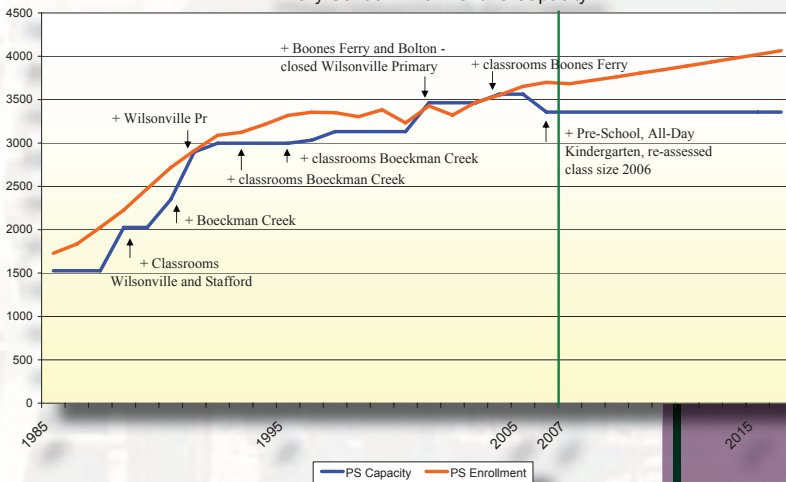
To respond to this condition, the Long Range Planning Committee recommends a new 500-student primary school be constructed as soon as possible in the Villebois area of Wilsonville.

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.



Primary School Enrollment vs Capacity



Villebois

Villebois is a 500 acre mixed-use development on the former Dammasch Hospital site. The development will include a mixed use residential community, featuring a variety of housing types, commercial activities, mental health housing, parks, open space, and a primary school site. Over 2,300 residences are planned for the area.

The District estimates that the enrollment from the Villebois Village will create the demand for one primary school along with demands on middle school and Wilsonville High School capacities.

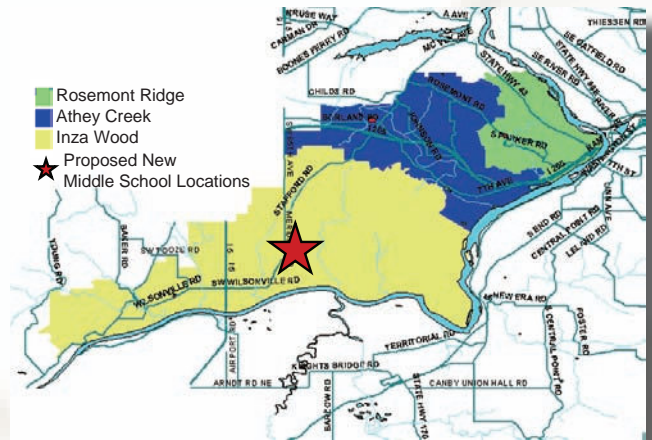


MIDDLE SCHOOLS

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.

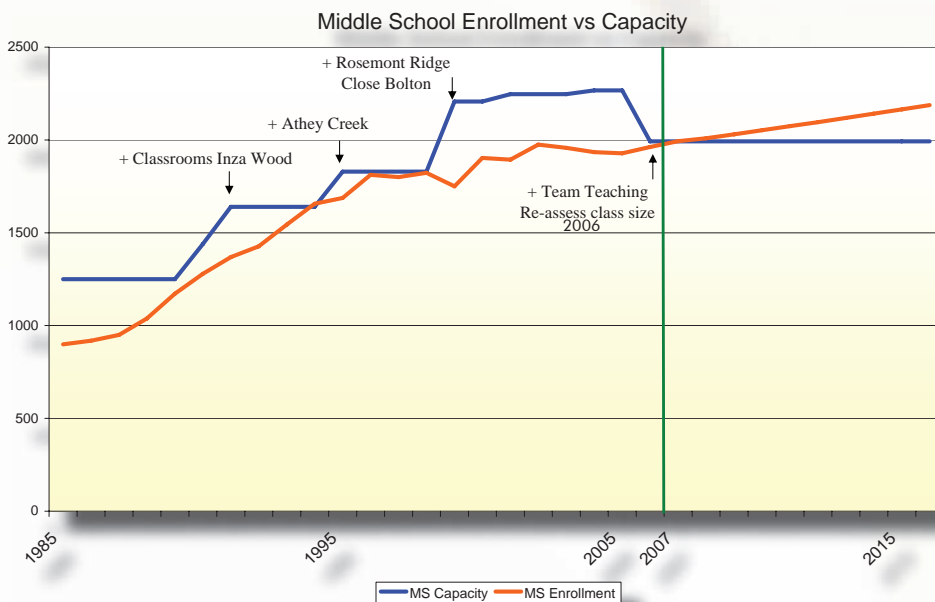
This makes decisions regarding construction of new classroom space more awkward. And, since all three district middle schools are as large physically as they will ever be, incrementally adding permanent classrooms to Rosemont, Athey or Wood is not an option; a new 300-student middle school is the only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

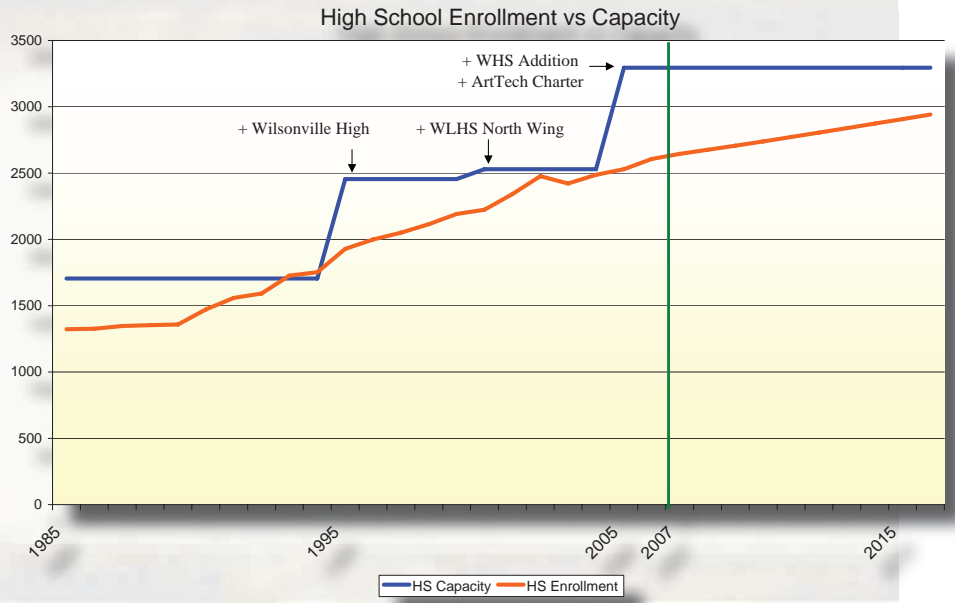


When this school should be built will be the subject of much conversation between the School Board, the Long Range Planning Committee and the community over the next several months.



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.

Sustainability

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



Janis Miralays



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



DOMA



CAPITAL PROJECTS

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*



DOMA



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



DOVA



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



DOWN



NEW LIBRARY @ STAFFORD

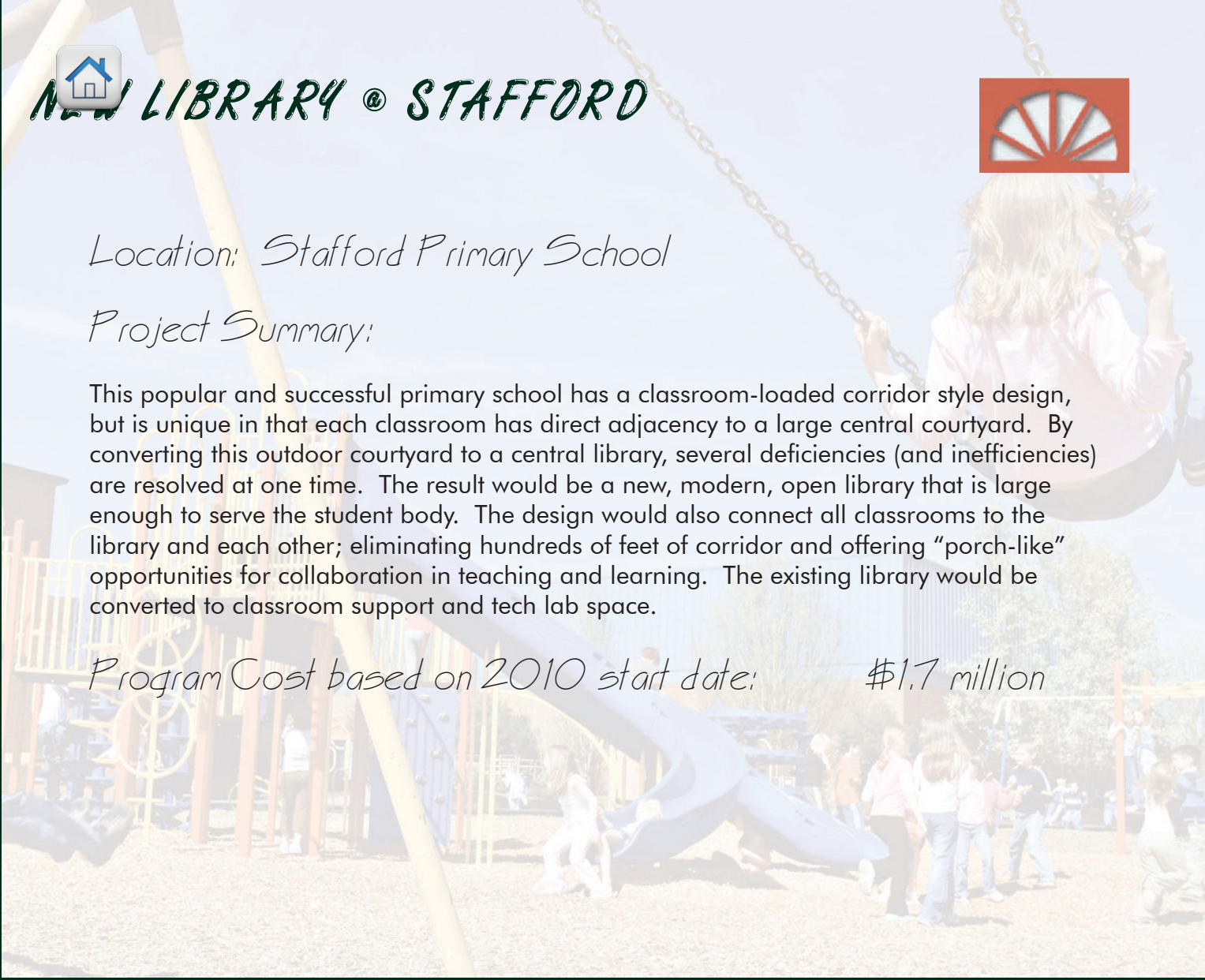


Location: Stafford Primary School

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 @ CEDAR OAK PARK



Location: Cedar Oak 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

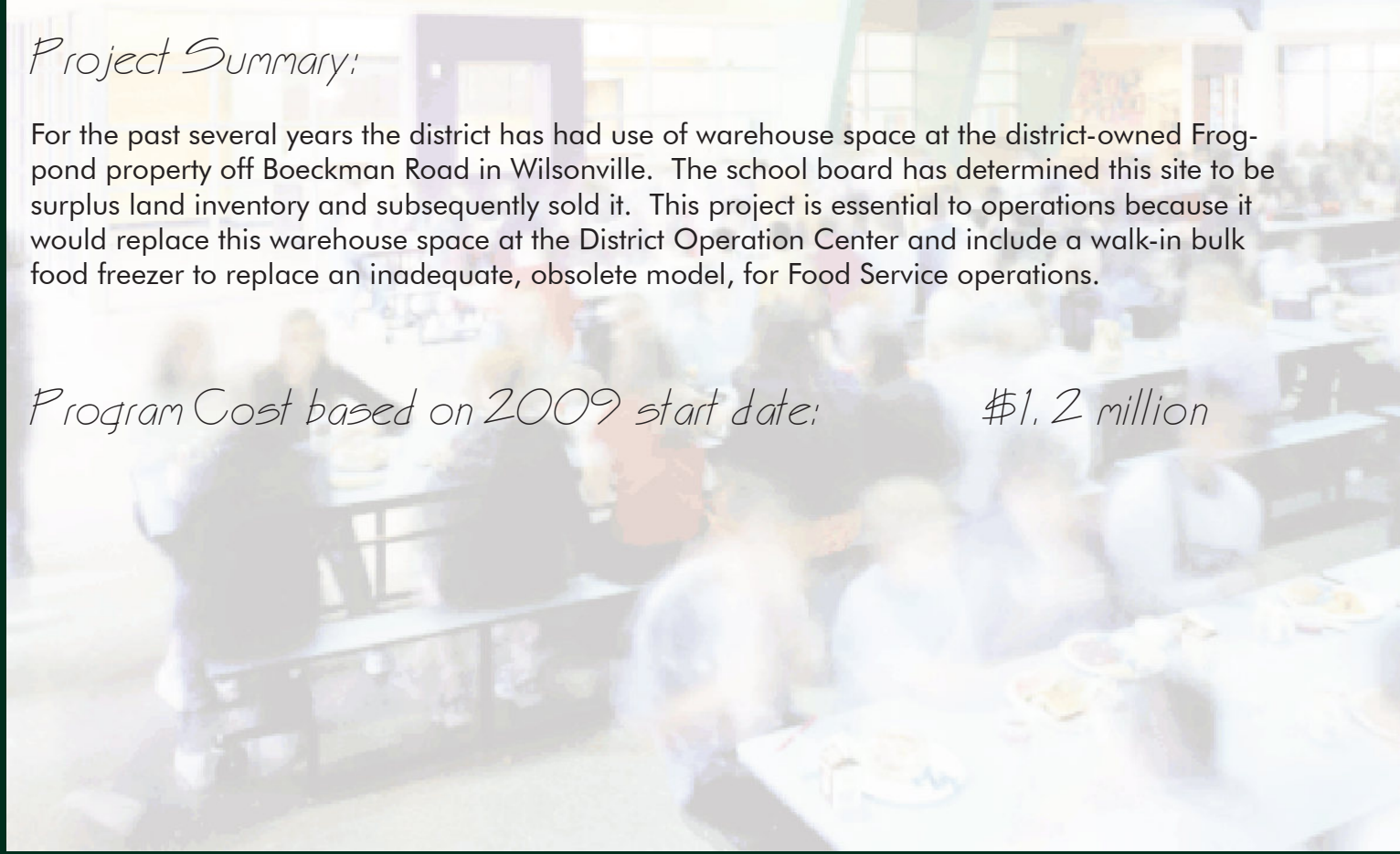


Location: District Operations Center, Borland Road

Project Summary:

For the past several years the district has had use of warehouse space at the district-owned Frogpond 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



4/6/16 PC Meeting
126



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:

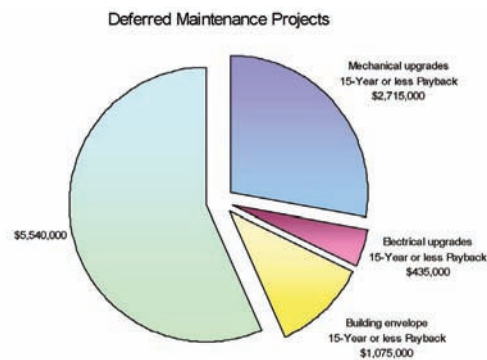
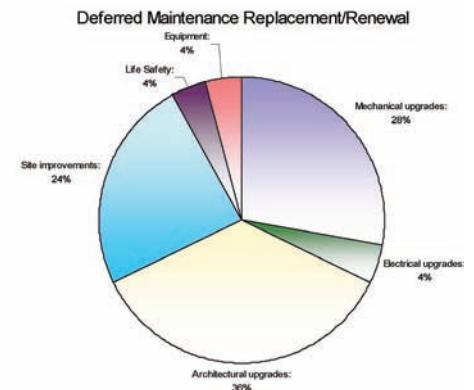
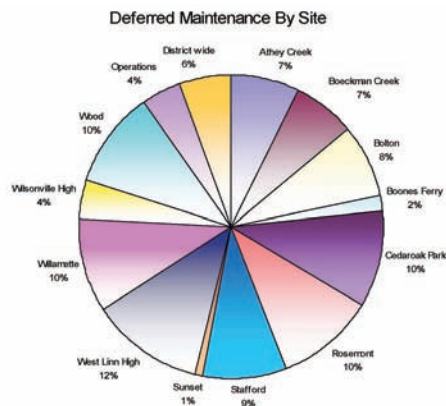
The costs to replace even basic features such as roofing, carpet, asphalt, boilers, mechanical systems, etc., have risen well beyond the General Fund's ability to absorb them. The District has prioritized annual operating budgets to teaching children, with the understanding that future bonds will provide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

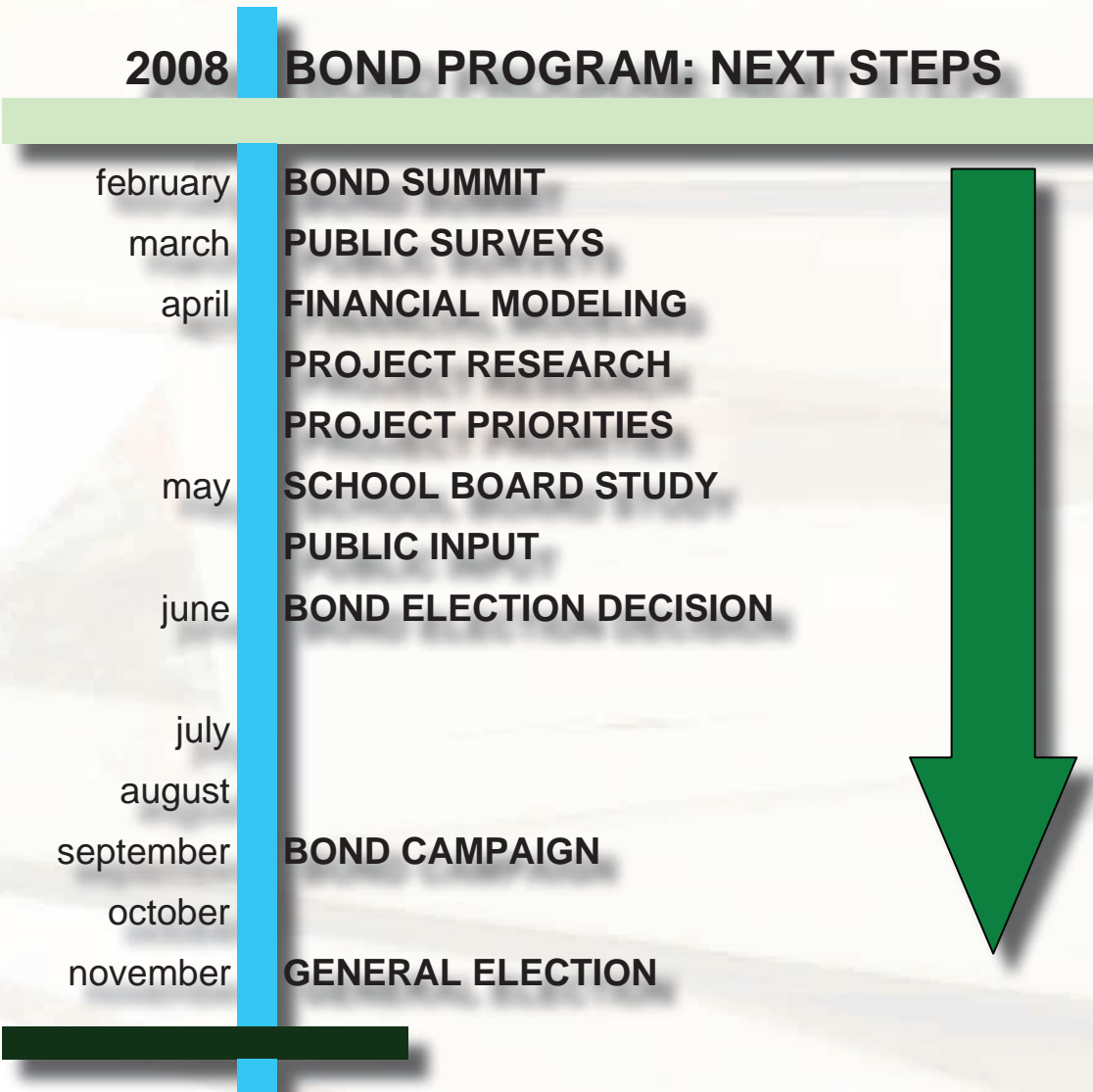




WHERE DO WE GO FROM HERE...

"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

<u>Dates</u>	<u>Meeting Description</u>
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



<u>Dates</u>	<u>Meeting Description</u>
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



<u>Dates</u>	<u>Meeting Description</u>
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 Action Required
From: Roger L. Woehl Information Only
Subject: Sunset Primary School **Due:**
Date: September 14, 2007

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 rbledy@ups.com
Rob	Bledy	ROBNOELLE@Comcast.net
Jennifer	Butts	Jenbutts@msn.com
Norm	Dull	nornd@dowa.com
Noelle	Fels	FelsN@wlwv.k12.or.us
Norma	Galusha	galushan@wlwv.k12.or.us
Cindy	Garrison	garrisoc@wlwv.k12.or.us
Arthur	Gloer	raven1433@comcast.net
Scott	Howard	WSHoward@msn.com
Joelle	Meyer	meyerclan@verizon.net
Dana	Montgomery	bmontgomerys@comcast.net
Charlotte	Morris	morrisc@wlwv.k12.or.us
Chanon	Ogden	chanon.ogden@gmail.com
Sherri	Oswald	sherrioswald@comcast.net
Rosalynn	Pesicka	pesickar@wlwv.k12.or.us
Jeremy	Rower	jarower@yahoo.com
Janet	Runyan	RunyanM@wlwv.k12.or.us
Karen	Schrader	schradek@wlwv.k12.or.us
Carol	Shelby	carols@teamtLI.com
Jane	Stickney	sticknei@wlwv.k12.or.us
Gigi	Sweet	SweetG@wlwv.k12.or.us
Christine	Taylor	taylorc@wlwv.k12.or.us
Les	Taylor	CKLTaylor@msn.com
Kristina	Traffas	gktraffas@comcast.net
Sheryl	Watson	sheryl@watsonkids.com
Amber	Wedin	amberwedin@comcast.net woebkete@hotmail.com
Jackie & Terry	Woebke	woebkei@hotmail.com
Roger	Woehl	WoehlR@wlwv.k12.or.us
Tim	Woodley	woodleyt@wlwv.k12.or.us



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,

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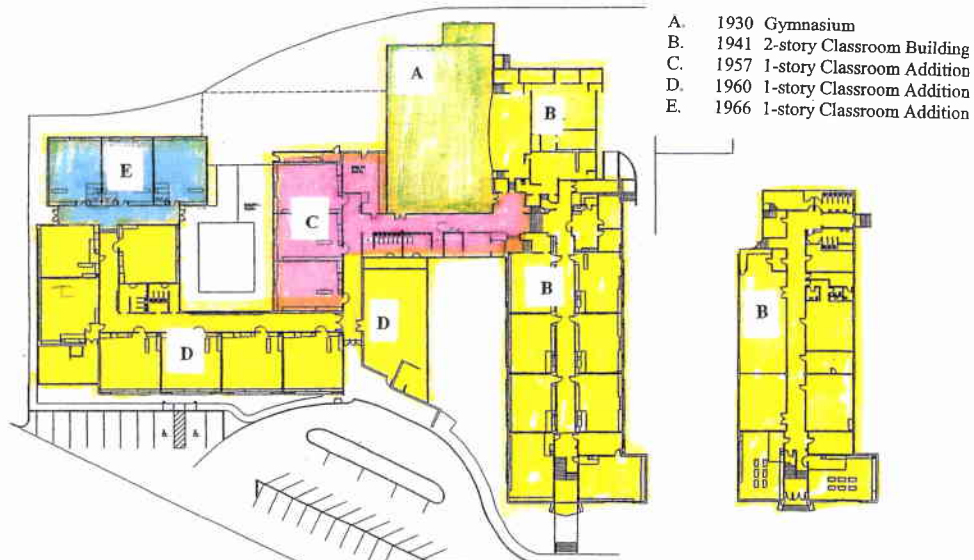
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Given the age and various construction methods used to construct this building; and the condition of utilities, mechanical, electrical and plumbing systems, the existing building has clearly outlived its intended life-span. Of equal significance is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

[END OF DOCUMENT]



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

Oct. 23, 2007



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 sidewalk
- 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

Oct. 23, 2007



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

Oct. 23, 2007



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

Oct. 23, 2007



Option 2

Acquire Park New Building

40 votes

Costs

Benefits

Trees; Aesthetics, ADA

What would be the trade

Loss of public park and old growth
Trees

Will voters go for losing Sunset
Park for a non treed piece of land

Perceived loss of community park

Impact to neighbors (fences, noise, etc.)

Cost to level lot

What is the trade? Would community
support the trade?

Vote required to determine if public/city
would sell land – longer timeline

Neighborhood resistance

Trade off: school district parcel
that has limited use anyway (like
Parker Rd. for example)

Solve quite a few of the problems
with current site

Solve existing site issues, i.e.
utilities, parking, safety, two story
building

Stays on original site

Meet standard for lot size

Keep school in neighborhood

Allows for desired instructional
model

Larger site – more one level
possibilities

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

Oct. 23, 2007



Option 3

Build New Current Site

No Park

11 votes

Costs

Size constraints

Parking structure

Parking issues remain as current options – not appealing

Smaller site requires more Expensive parking solution

Parking issues

Community impact with building height

Investing millions of tax payer \$ into compromised site

Too little land

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

Benefits

School does not need to be much larger – could keep population size low

Won't have to wait for City to vote or decide (delay)

If continue to use Sunset site for school, other District land (Oppenlander, etc) stays available for future school

Cost effective

Emotional benefits met

Allows for desired instructional model

Oct. 23, 2007



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

Cheapest

Long term, probably not most cost effective

Site stays same

Could cost more \$ in the long run

Maintains “Community School”

Not completely fixing the problems -- bandaid approach

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

Oct. 23, 2007





WEST LINN - WILSONVILLE
SCHOOL DISTRICT

SUNSET PRIMARY SCHOOL
BUILDING EVALUATION

OCTOBER 1, 2007



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- Structured parking

Roofing Report

- Attached at end of report





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 1920). This building was torn down in 1916.

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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 repellent 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.



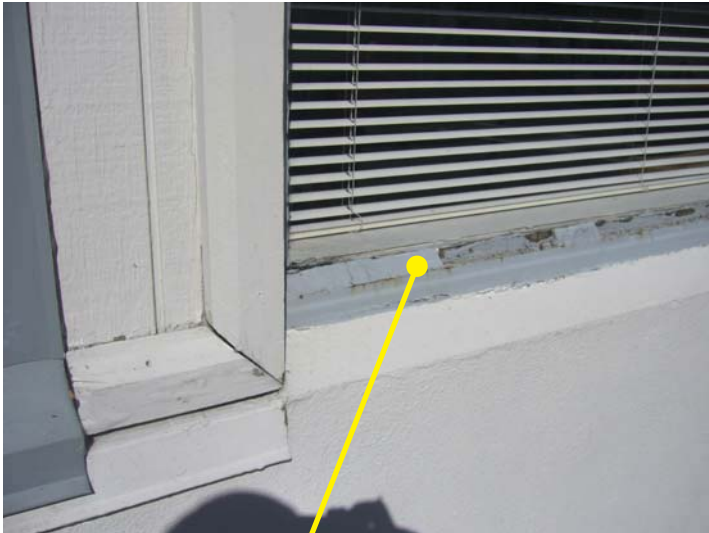
There is no intercom system other than the phones to call for assistance in an emergency or make emergency shutdown orders. Some areas, such as the gym and play areas outside, have no way to communicate in an emergency situation such as a lock down.

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

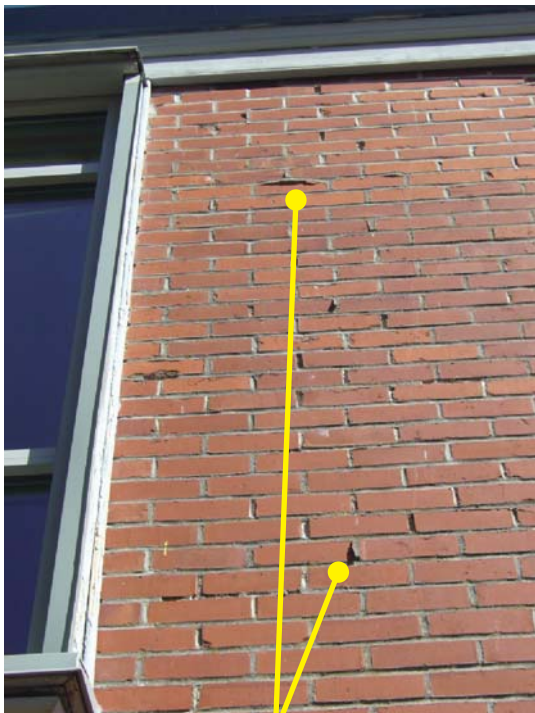
Wood infilled windows.



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 FT²
- 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 their 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 relieve 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 trespass 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.

	<i>Square Footage</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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	\$3,545,500
Project Cost			\$17,727,500

New School (Replacement)

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

	<i>Square Footage</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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

	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>
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	\$796,250
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.

Implications of Our Findings:

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 Wilsonville 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

1. Task Force Work and Process Timeline *
2. WLWV School District Board Policy IGBHB – *Establishment of Alternative Education Program* *
3. Summary of Alternative Schools Characteristics (sampling of 23 schools nationwide) *
4. WLWV Current Alternative Placements
5. Diagram of Student Groups
6. Demographics, Art Tech High School – 2007 Applicants
7. Learning Characteristics, Scores of Excellent or Good, Art Tech High School – 2007 Applicants
8. Adult and Student General Comments, Art Tech High School – 2007 Applicants
9. WLWV Middle School Case Study, Profile of 12 High-Risk Students
10. Service Commonalities (Alternative Education Student Groups)
11. Alternative Locations – Strengths and Challenges
12. Bibliography of Task Force Readings *
13. Key Qualities of Effective Programs
14. “Figure 4.1, HOW PEOPLE EXPERIENCE SMALLNESS”; Designing Places for Learning; Anne Meek, Editor; ACSD & CEFPI; 1995, p. 36

* 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

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

January 2008



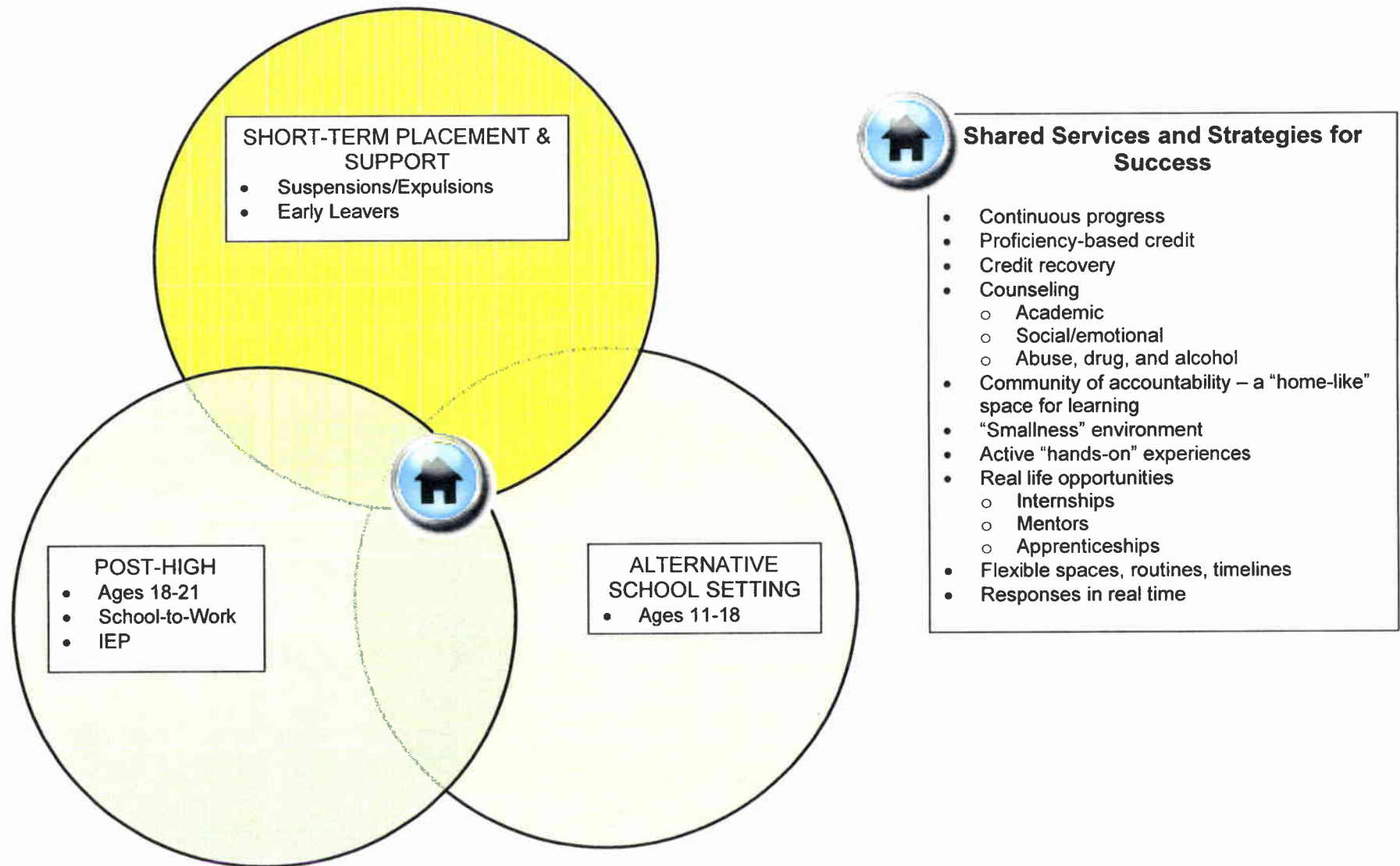
WLWV Current Alternative Placements

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

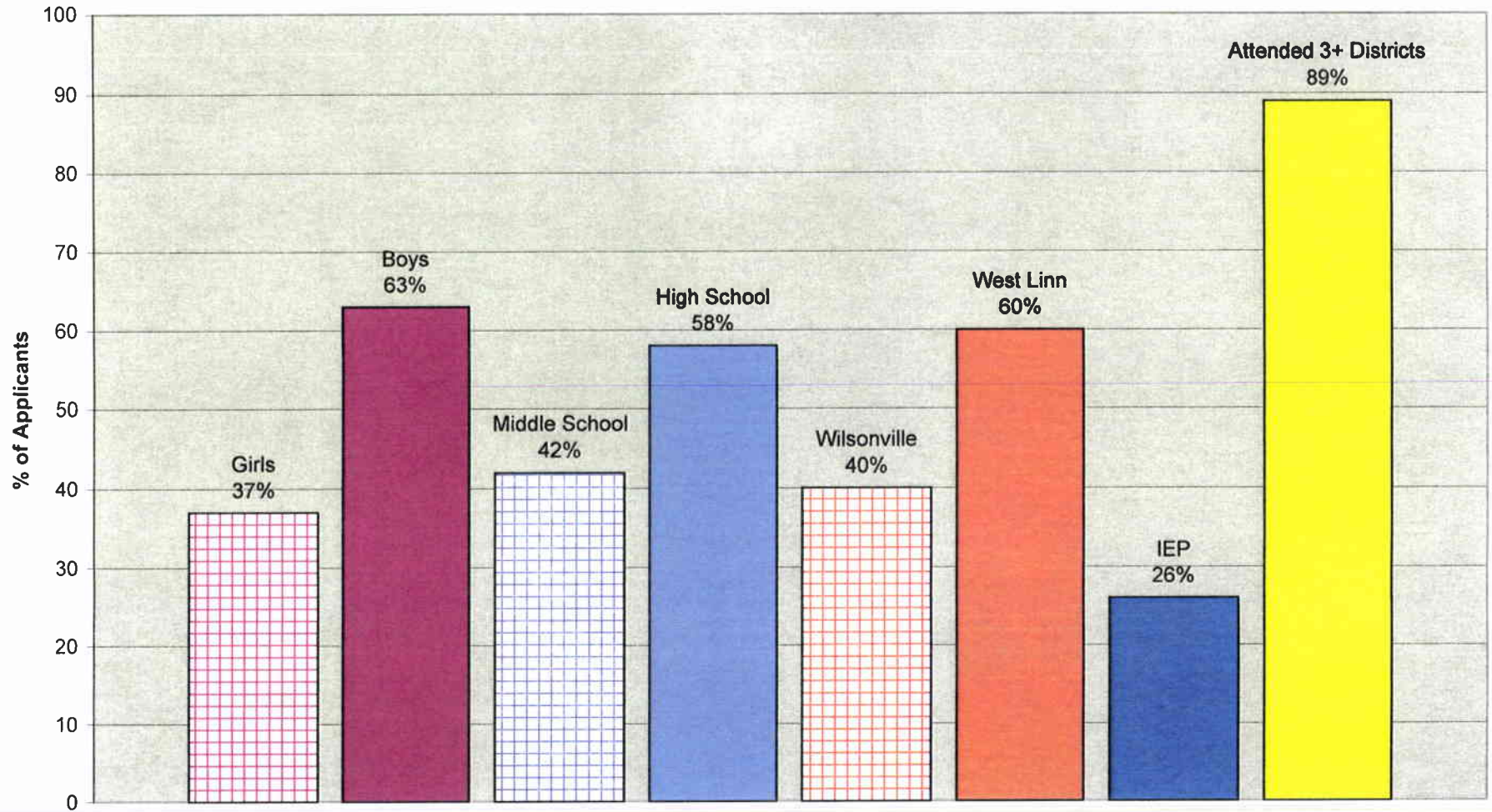


Diagram of Student Groups



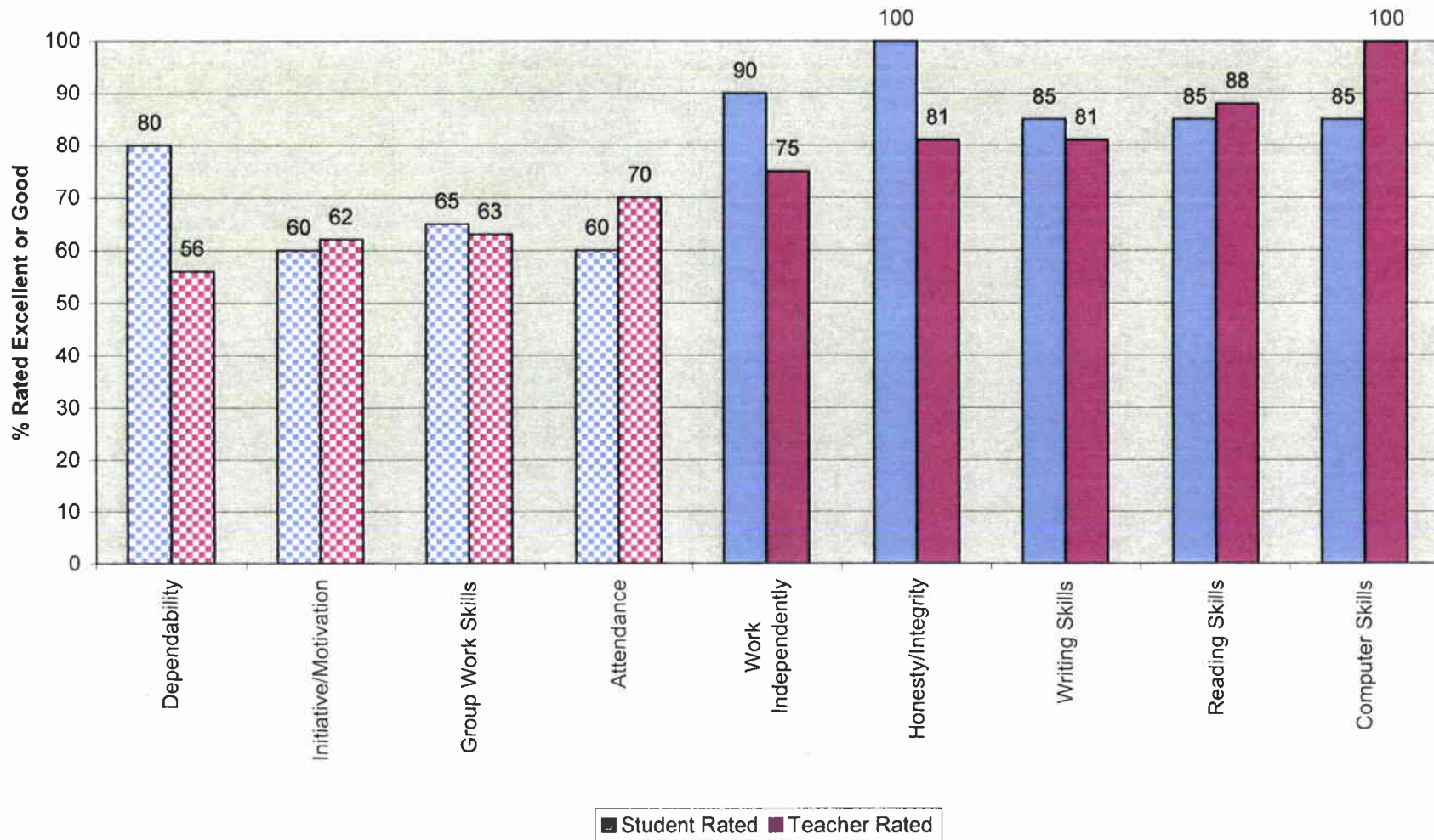


Demographics Art Tech High School - 2007 Applicants



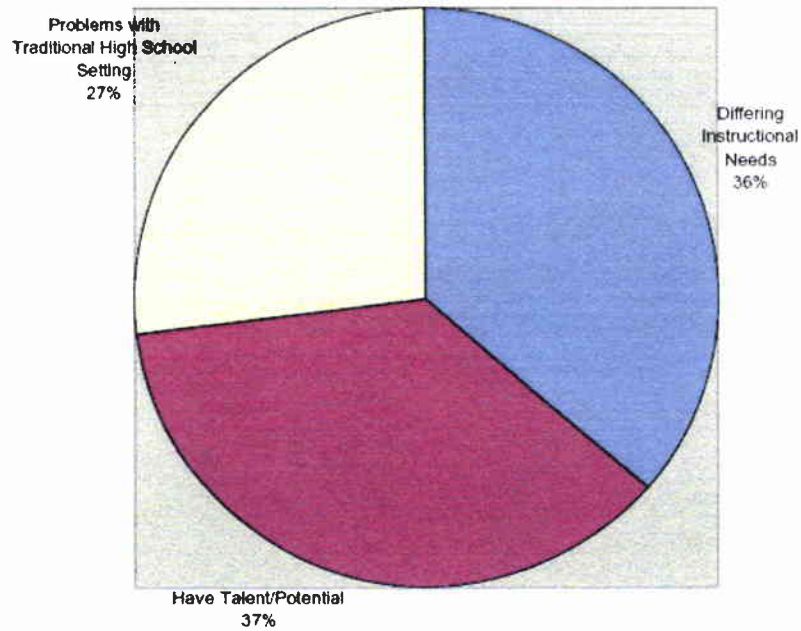


Learning Characteristics Scores of Excellent or Good Art Tech High School - 2007 Applicants

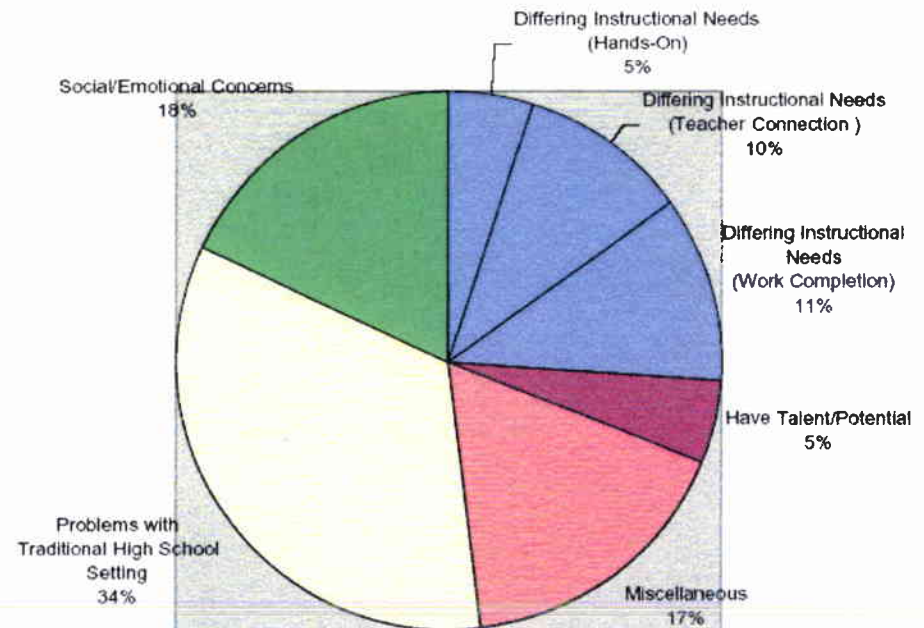




Adult General Comments Art Tech High School - 2007 Applicants

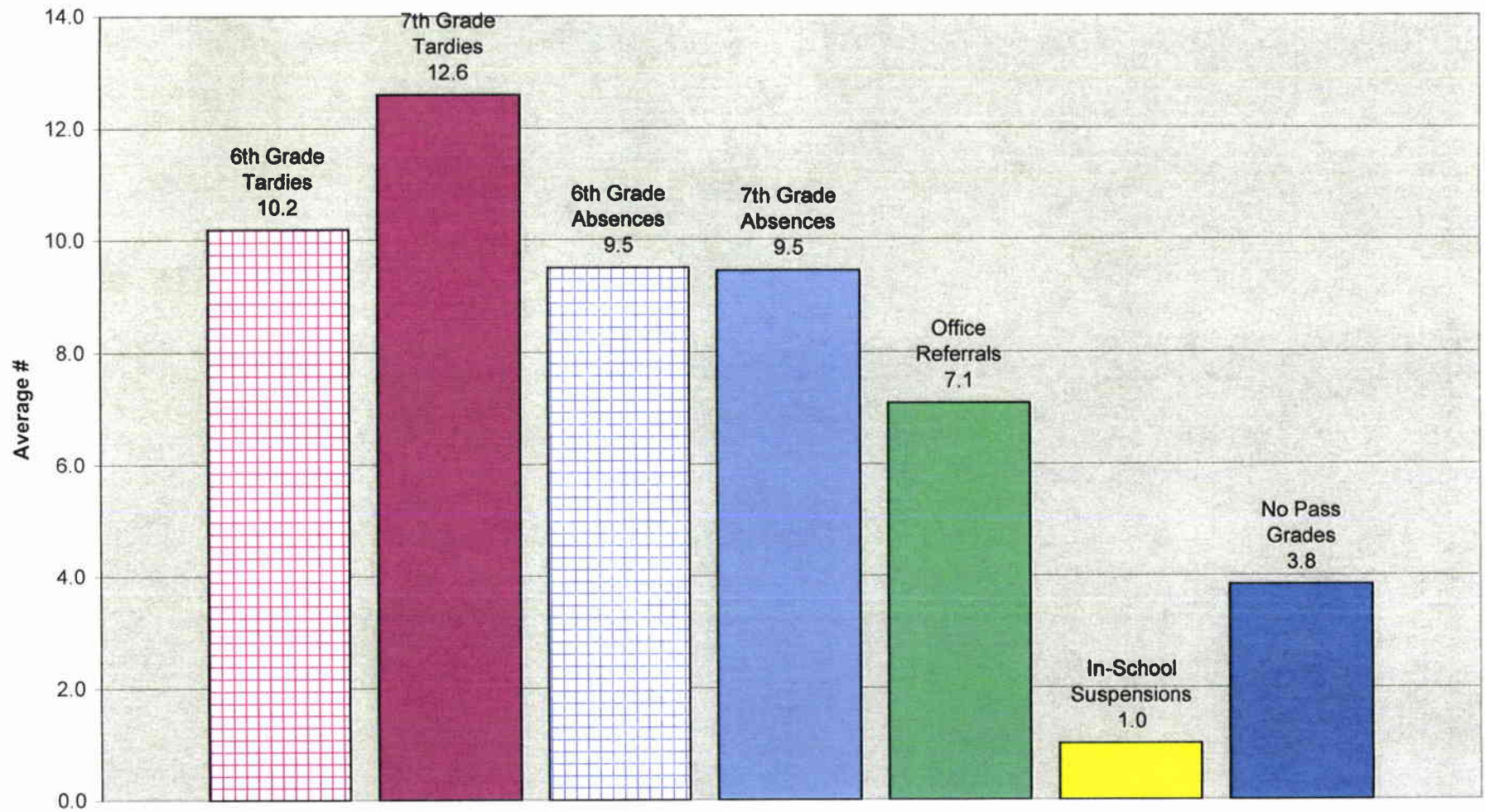


Student General Comments Art Tech High School - 2007 Applicants



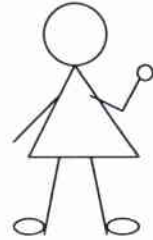


WLWV Middle School Case Study Profile of 12 High-Risk Students





Service Commonalities



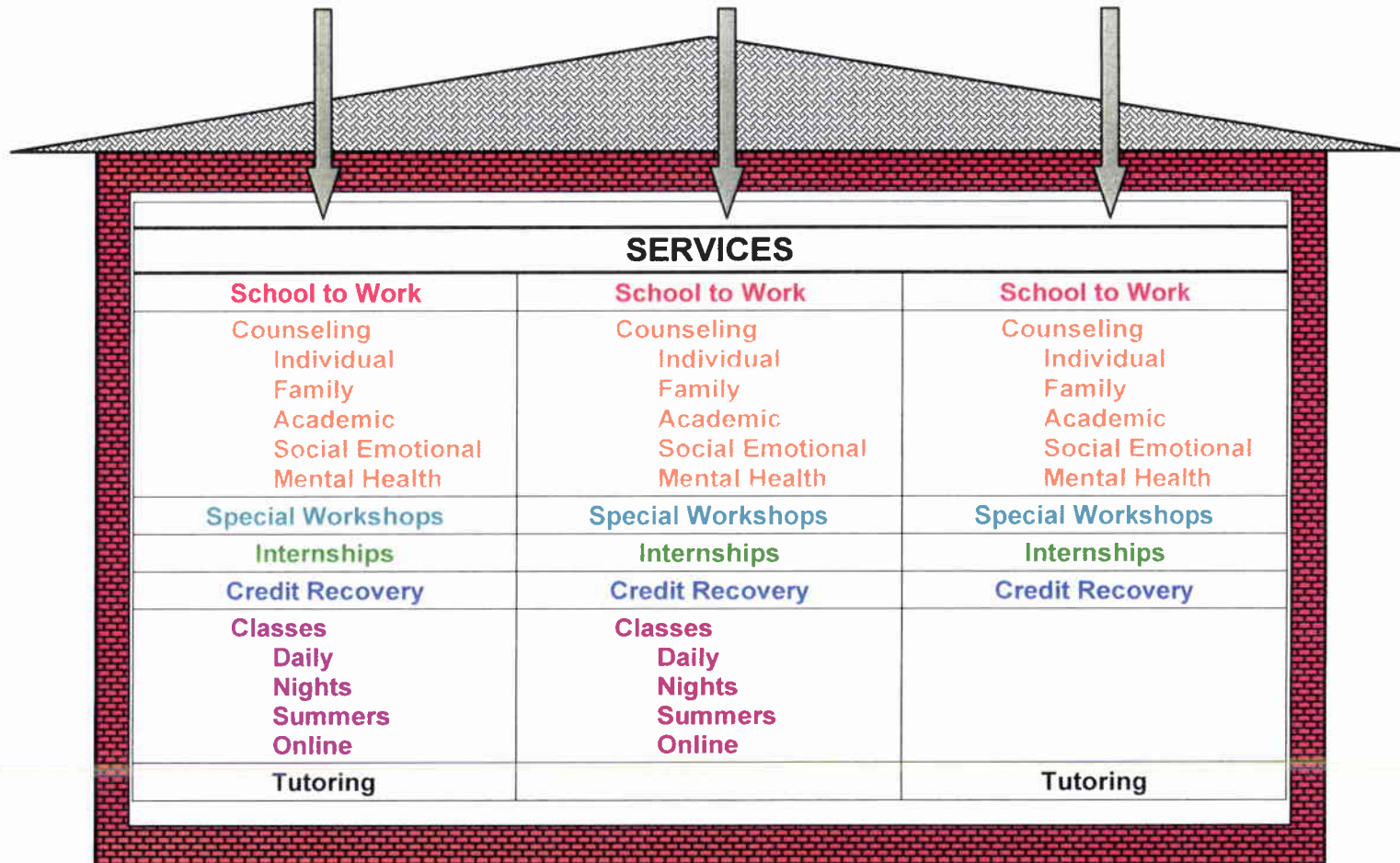
Alternative School Setting



Adult Transition



Short-Term Placement





LRP Task Force – Alternative Education

Alternative Locations – Strengths and Challenges

LOCATION	STRENGTHS	CHALLENGES
<p>#1 STATUS QUO</p> <p>Keep doing what we're doing in the same places</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>#2 Dedicated Space in Existing High Schools</p> <p>Implement alternative education vision (house programs at high schools)</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Space may become long-term problem • Kids and families who need alternatives might resist placement on high school campus – “stigma” <ul style="list-style-type: none"> ✓ 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
<p>#3 One Separate Facility</p> <p>Implement alternative education vision (house in one separate facility)</p>	<ul style="list-style-type: none"> Owned and managed by WLWW 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 	<ul style="list-style-type: none"> 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
<p>#4 Two Separate Facilities</p> <p>Implement alternative education vision (house in two separate facilities close to each high school)</p>	<ul style="list-style-type: none"> Owned and managed by WLWW 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 	<ul style="list-style-type: none"> 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)?

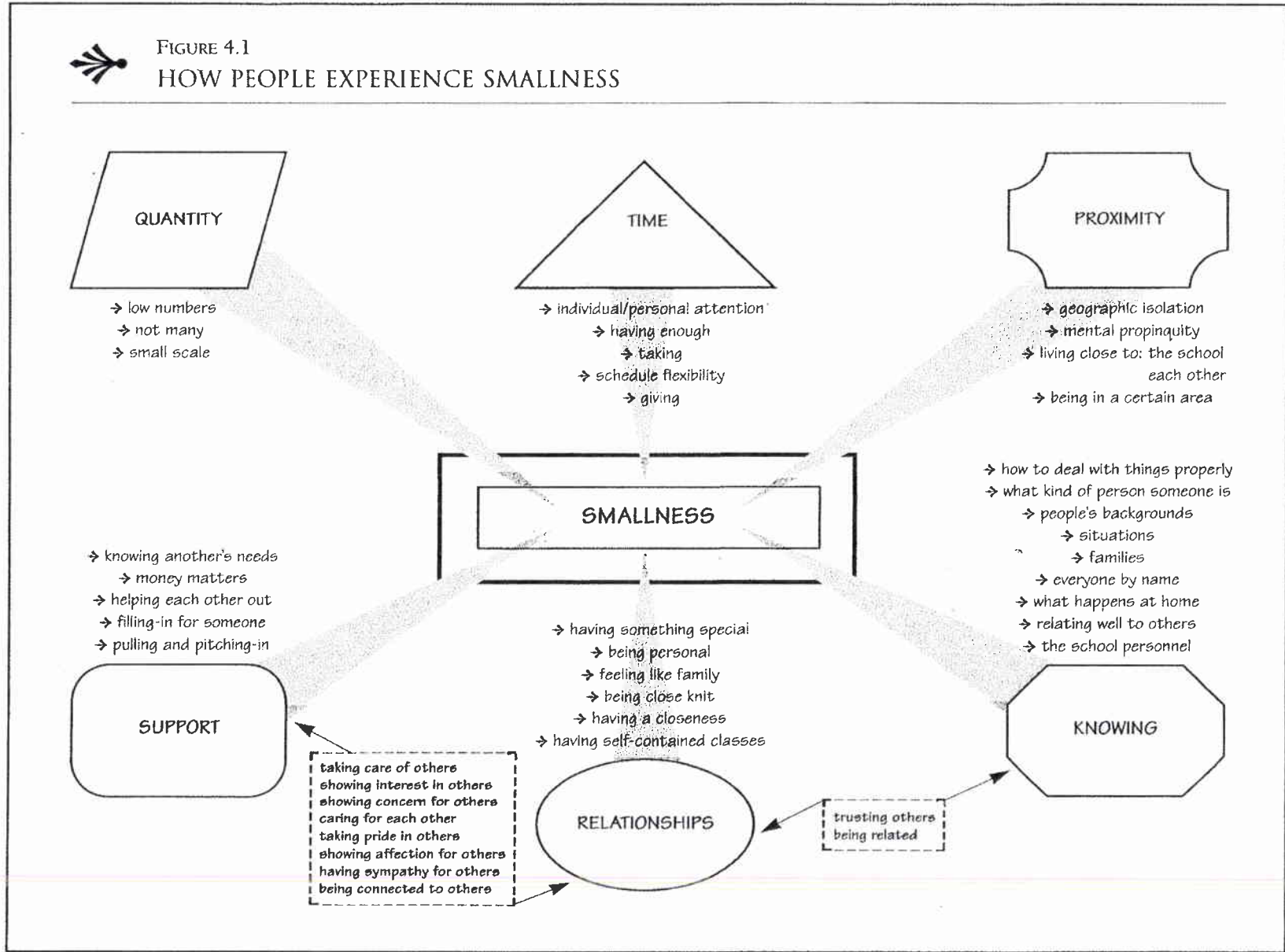
- (1) Strong reading, writing, math, and critical thinking skills
- (2) Confidence
- (3) Self motivated learners

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**



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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.

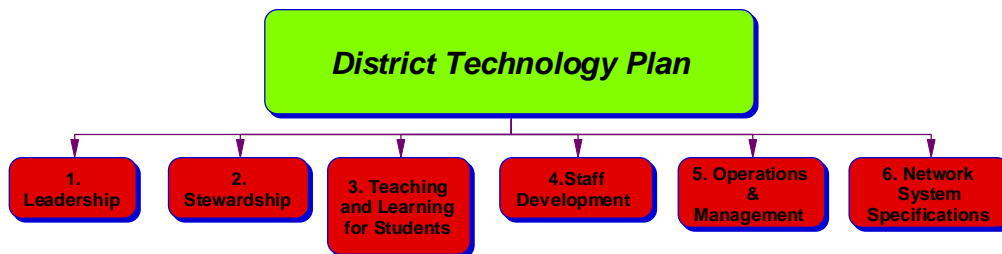
The **Staff Development** component emphasizes the need and process for effective professional learning. The goal is to prepare staff for the integration of technologies into the daily learning in the classroom incorporating the latest research on brain growth, learning and child development.

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

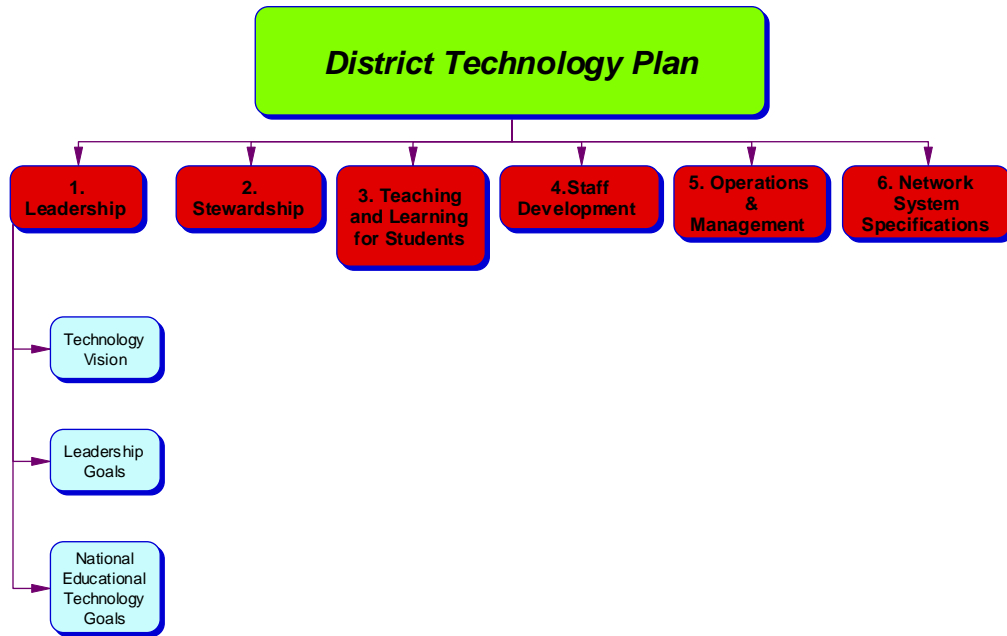
DISTRICT GOAL STATEMENTS

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 | 4) Staff Development |
| 2) Technology Stewardship | 5) Management and Operations |
| 3) Teaching and Learning for Students | 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:

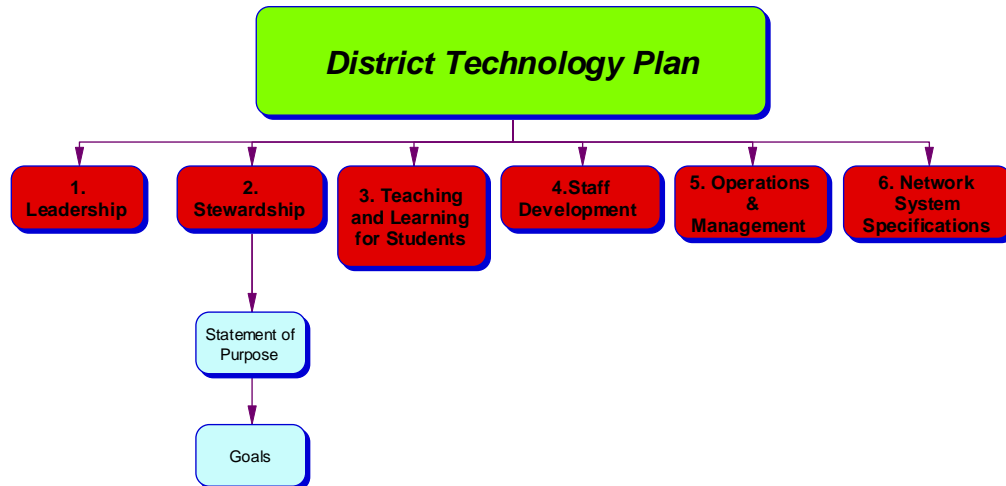
- 1) Ensure that curriculum design, instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching with a focus on the National Education Technology Goals (below).
- 2) Promote the shared vision for comprehensive integration of technologies.
- 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.

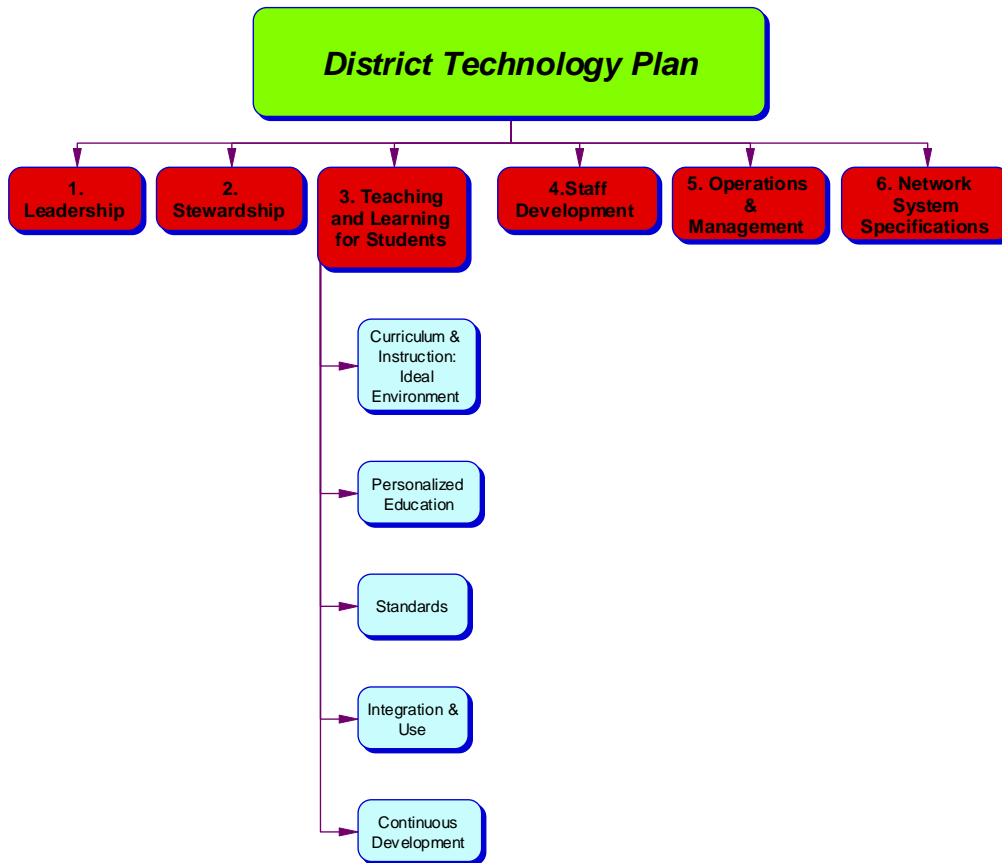


LEARNING AND TEACHING FOR STUDENTS

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 process 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	To
<u>Traditional Classroom</u>	<u>West Linn-Wilsonville Classrooms</u>
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*.

Techno **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

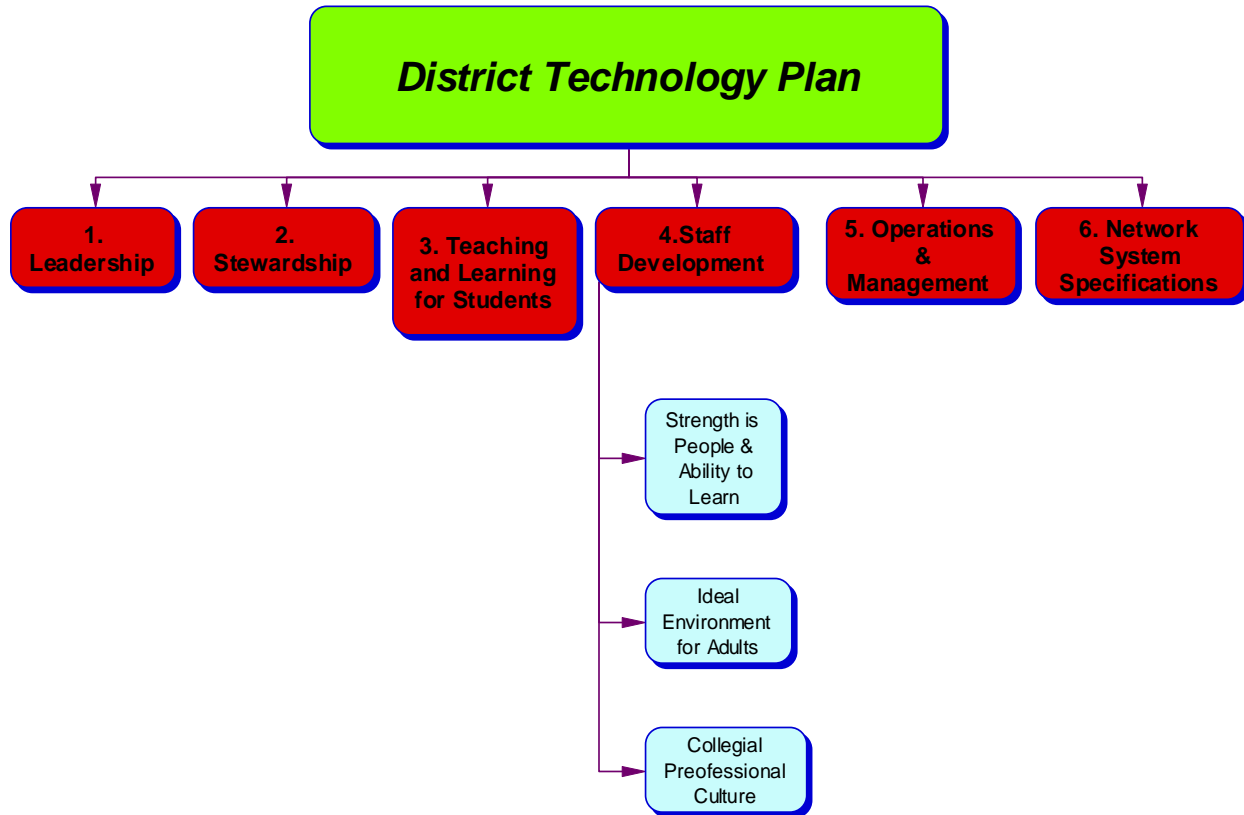


LEARNING AND TEACHING FOR STAFF

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 N 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/>)

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/>)

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. Assess 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.

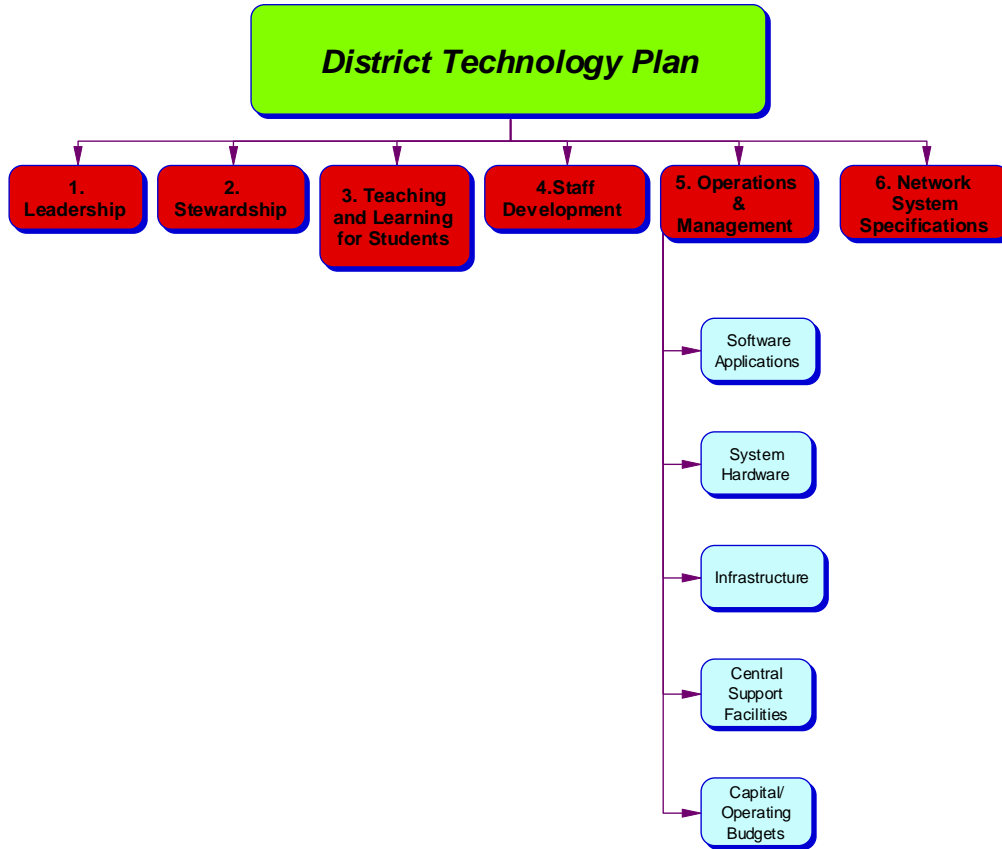
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OPERATIONS & MANAGEMENT



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
Printing & Publishing
Transportation
Facility Management
Capital Construction

Personnel
Technology Infrastructure Management
Geographic Distribution
Energy Conservation

Inventory
Food Service
Data Management
Environmental Safety
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.

Electrician



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.

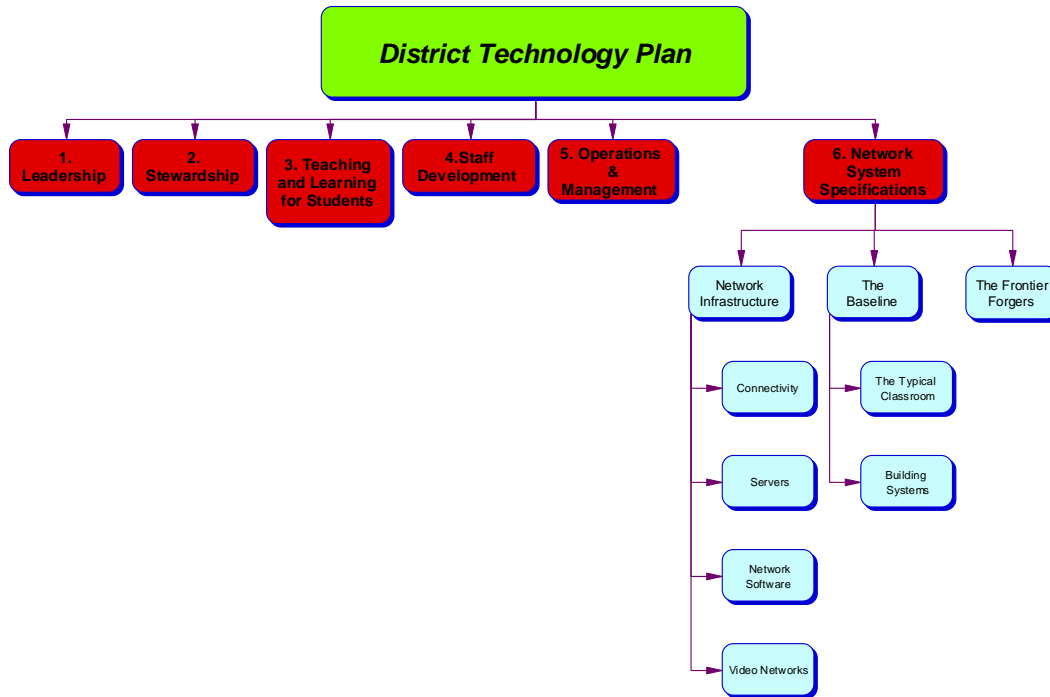
Conclusion

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

-  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 school immediately. The potential downside of this all-at-once acquisition is that equipment purchased in this manner will become obsolete 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

	Quantity	Cost		Total Figure	\$11,393,000.00
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 Proeware	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

	Qty	Cost	Extension	Total Figure	\$2,627,000.00
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



CCE-24

ORS 251.355

CLACKAMAS COUNTY EXPLANATORY STATEMENT FOR COUNTY VOTERS' PAMPHLET

[THIS INTERACTIVE FORM CAN BE FILLED IN ON-LINE]

ELECTION DATE November 4, 2008		MEASURE NUMBER 3-308	
BALLOT TITLE CAPTION General Obligation Bond for School Facility Additions and Improvements			
NAME OF PERSON RESPONSIBLE FOR CONTENT OF STATEMENT Roger L. Woehl			
NAME OF ORGANIZATION PERSON REPRESENTS, IF ANY West Linn - Wilsonville School District			
TELEPHONE (HOME) 503-557-8756		TELEPHONE (WORK) 503-673-7000	
FAX NUMBER 503-673-7001		E-MAIL ADDRESS woehlr@wlwv.k12.or.us	

West Linn - Wilsonville Schools continue to experience steady annual growth. The school district has nearly doubled in size over the past 20 years. The District enrollment is now at 8,300 students. A projected annual increase of 1.5% will grow the enrollment to approximately 9,200 students in 2015. District enrollment currently exceeds facility capacity. There are 14 portable classrooms housing 400 students across the District.

The School Board, in conjunction with a community Bond Summit and input from the citizen Long Range Planning Committee, has developed a \$98,000,000 Capital Construction Bond that would improve safety and efficiency as well as educational facilities for current and future students.

This Capital Bond would provide for:

- Two new primary schools—a 500 student school in Wilsonville and a 300 student school in West Linn. The expenditure planning for these schools includes all architectural design, permits, site development, furniture, technology, library and playground. Each school will be fully equipped and ready to receive students upon completion. The new primary in Wilsonville and the new primary in West Linn would open in 2011.
- Library renovations at Boeckman Creek Primary, Bolton Primary, and Wood Middle School.
- Kitchen renovations at Stafford Primary, Cedaroak Park Primary, Bolton Primary, Boeckman Creek Primary and Wood Middle School plus cafeteria renovation at Stafford, Cedaroak and Bolton primary schools.
- Technology upgrades in all schools and district facilities over a 4 year period.
- Improvements at all school district facilities. This component would address: safety, equity, energy conservation, health and wellness, roofs, playgrounds, parking lots and handicap accessibility.
- Planning and architectural design for the replacement of Sunset Primary school and site master planning for a future middle school in Wilsonville. Community involvement is a key component of this activity.
- Athletic field improvements for Women's Softball at both high schools, Baseball at WLHS, and Tennis at WHS. All weather turf and proposed lighting would be added to the Rosemont Ridge sports field. These additions are expected to create significant savings in annual watering and maintenance costs, and increase participation opportunities for the community.

The total word / number count may not exceed 500 words / numbers. Word / number count total: 345

Roger L. Woehl
SIGNATURE OF PERSON RESPONSIBLE FOR CONTENT OF STATEMENT

8/15/08
DATE



Notice of District Measure Election

SEL 803

rev 1/08: CRS 250.035,
250.041, 255.145, 255.345

Name of District West Linn-Wilsonville School District No. 3JT

Notice is hereby given on August 8, 2008, that a measure election will be held in

name of county or counties Clackamas and Washington County, Oregon on date of election November 4, 2008.

The following shall be the ballot title of the measure to be submitted to the district's voters on this date: November 4, 2008.

CAPTION 10 words

General Obligation Bond for School Facility Additions and Improvements

QUESTION 20 words

Shall West Linn-Wilsonville School District issue general obligation bonds totaling \$98,000,000 to finance additions and improvements to its facilities? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of section 11b, Article XI of the Oregon Constitution.

SUMMARY 175 words

Passage of measure would provide funds to finance capital construction and improvements. Specifically, this measure would:

- Update existing school district buildings by upgrading items such as roofs, heating and ventilation, safety and security, and ADA accessibility.
- Construct, equip and furnish a new 500-student primary school - Wilsonville
- Construct, equip and furnish a new 300-student primary school - West Linn
- New library at Stafford Primary
- New library and instructional classroom at Cedaroak Park Primary
- Site athletic improvements at West Linn High, Wilsonville High and Rosemont Ridge Middle School
- New district storage/freezer at Operations Center
- Library renovations at Boeckman Creek Primary, Bolton Primary and Wood Middle School
- Kitchen remodels at Boeckman Creek Primary, Bolton Primary, Cedaroak Park Primary, Stafford Primary and Wood Middle School
- Remodel lower level and cafeteria at Bolton Primary
- **New school planning and design for Sunset Primary and future middle school at the Advance Road site in Wilsonville**
- District-wide technology

Bonds would mature in 26 years or less from issuance date and may be issued in one or more series.

↓ **signature**

The following authorized district official hereby certifies the above ballot title is true and complete.

signature of authorized district official not required to be notarized

8/8/08

date signed mm/dd/yy

Roger L. Woehl

printed name of authorized district official

Superintendent

title



West Linn – Wilsonville Schools

Sunset School Project
October 5, 2009

The West Linn-Wilsonville School District has determined that the Sunset Primary School facility will need to be replaced in the near future. On September 14, 2007 the Superintendent formed a community patron-based task force to review all information available and make a recommendation for the school. The task force consisting of about 25 school district patrons met to study an architect's report about the condition of the present building. The comments from the Sunset Primary Task Force were used to formulate a strategy to replace Sunset Primary that became an element of the school district's Capital Improvement Program dated February 6, 2008.

In continuation of the previous work completed by the Task Force, the school district would now like to assemble a work-group of patrons and group representatives to help the school district think about a future location for a new Sunset Primary School facility. The two choices that have received some attention are (1) present location; or (2) Oppenlander Sports Fields. The date for any construction has not been determined.

Please join the school district and your fellow patrons for a series of work sessions to:

- ❖ Develop a community process to study the options
- ❖ Investigate the feasibility of site options
- ❖ Evaluate site options
- ❖ Develop a recommendation to the superintendent for siting a new Sunset Primary

The school district is looking for a group of 25-35 patrons willing to attend three work sessions to assist in this study. Meetings are planned on the following dates:

<u>Time</u>	<u>Date</u>
6:30 pm	Thurs. Oct. 22, 2009
6:30 pm	Mon. Nov. 9, 2009
6:30 pm	Mon. Nov. 23, 2009

The meetings will be held at the District Administration Building Boardroom located at 22210 SW Stafford Rd, Tualatin, OR 97062. They will be facilitated small group discussions focused on the bulleted items listed above. Meetings are expected to last about 2.5 hours each.

If you would like to join us and are able to commit to attend all three meetings, please provide the following information to Amy Berger, West Linn-Wilsonville School District, PO Box 35, West Linn, OR 97068, fax to 503-638-9143, or electronically to bergera@wlwv.k12.or.us on or before October 15, 2009. Please be sure to include: Name, Address, Phone Number, and email Address. We need to know how many will be attending to plan for adequate space accommodations and to organize the work sessions effectively.

Department of Operations
Mail: P.O. Box 35 • West Linn, Oregon 97068 • 503-673-7195 Fax 503-638-9143 • www.wlww.k12.or.us
Location: 2755 SW Borland Road, Tualatin, Oregon 97062



West Linn-Wilsonville Schools

Sunset Task Force Thursday, October 22, 2009

Overview

In the Spring of 2007, the LRPC report to the Board included the recommendation to consider the replacement of Sunset Primary school as part of the next capital bond election. Subsequently, the Board asked district administration to follow up with two specific activities.

First was 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 included structural, engineering, and mechanical considerations. In addition, playground needs were 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 was organized for the purpose of reviewing information pertinent to this question and preparing a recommendation for the School Board. The task force charge at that time was to:

1. Review the architectural study and recommendations.
2. Review the structural needs of a primary school in the West Linn - Wilsonville S.D. 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.

The recommendations of that task force were to:

1. Raze the current Sunset Primary facility and,
2. Rebuild a replacement school at Oppenlander field.



Background

Subsequent to the recommendations of the 2007 task force to the Board, several community meetings were held with Sunset NA and other interested groups. At the February, 2008 Community Bond Summit all potential items to be included in the Nov. 2008 Capital Bond election were discussed and input provided to the Board for final consideration.

The Board's decision for items to be included in the 2008 Capital Bond did not include funding for the replacement of Sunset Primary. However, the Board did include funding for revisiting the 2007 Sunset Primary Task Force recommendation to locate a replacement school at Oppenlander field. The LRPC, Board and Administration have determined that the evidence supporting the replacement of the current Sunset Primary facility is conclusive and that the location of the replacement has yet to be determined.

Administrative Direction to Sunset Primary Task Force 2009

The District has engaged the services of Mr. Greg McKenzie to facilitate the 2009 Sunset Primary Task Force. Mr. McKenzie has initiated, at the direction of District Administration, a three fold process.

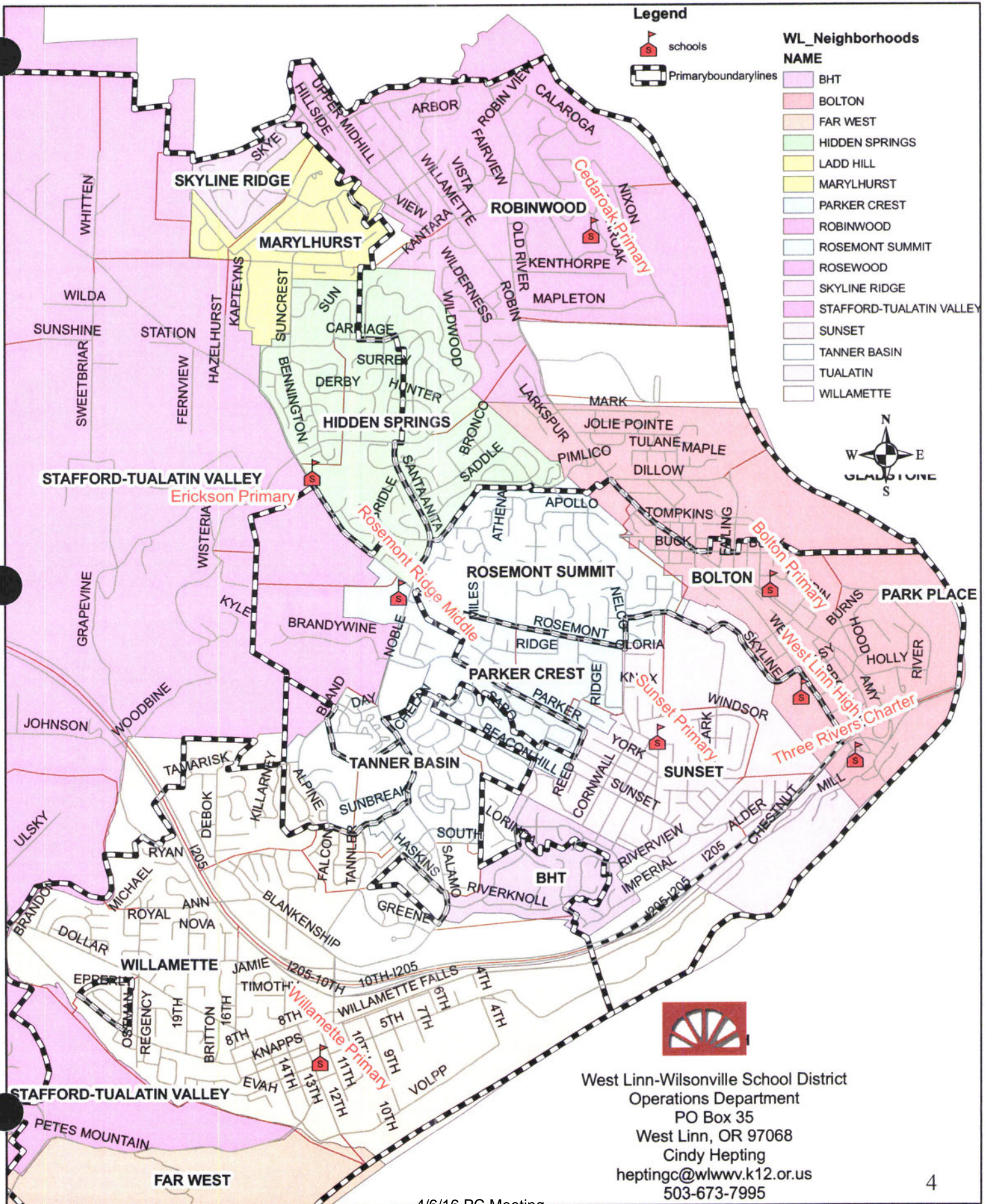
1. Determine the stakeholder groups that should be represented on the task force. Administration gave Greg a potential list of contacts and left open the potential for others. Included in the list were Neighborhood Associations, Parents of Sunset students, future parents of Sunset students, other Sunset area residents that are not active in the Sunset NA, members of the previous Task Force (not including Wilsonville members), David Lake of the LRPC and facilitator of the 2007 Sunset Task Force, neighbors adjacent to Oppenlander Field, Ken Worshester from City of West Linn, and youth recreation groups. We did not include elected officials from the Board or City Council specifically because these individuals will be in an official position to act on these recommendations in some manner.

Approximately 350 contacts and invitations went to community members inviting them to participate.

2. Bring the established stakeholder representation together to design and agree upon the process of answering the question of "Where should the replacement of Sunset Primary be located?" The task force will not begin the process of answering this question until there is agreement of the guiding principles, ground rules and protocols for the process. This is an important part of the process that must be completed successfully before moving on to the question at hand. The task force will need to develop a means to document and commemorate these agreements.

3. When the agreements are in place, the process of answering the question will begin. This process is to end with a recommendation to the Superintendent. The report will be prepared and presented by Mr. McKenzie. Administration will arrange for the presentation of the report and recommendation to the Board. The Board may consider an additional public hearing of the recommendation.

West Linn Neighborhood Associations and Primary School Boundaries



West Linn-Wilsonville School District
 Operations Department
 PO Box 35
 West Linn, OR 97068
 Cindy Hepting
 heptingc@wlwww.k12.or.us
 503-673-7995



West Linn – Wilsonville Schools

Sunset Siting Task Force

First Name	Last Name	Affiliation	email	Phone
Troy	Bowers	Sunset Neighborhood Association President	TLB@msa-ep.com	503-225-9010
Brandon	Burt	Sunset Neighbor	brandon.burt@live.com	503-723-6728
Eric	Cha	Sunset Neighbor	ericc@xenopi.com	503-919-8990
Tom	Crozier	Oppenlander Neighbor	crozierfam528@msn.com	503-657-0089 home 971-645-7416 cell
Bill	Dahl	Sunset Neighbor	dahlbv@hotmail.com	503-655-4352
Kristin	Donahue	Sunset Neighbor	kristindonahue@gmail.com	503-305-6225
Ann	Frazier	Oppenlander Neighbor	annfrazier41@comcast.net	503-657-0739
William Bill	Frazier	Oppenlander Neighbor	billcfrazier@comcast.net	503-657-0739
Arthur	Glore Gloer	Sunset Task Force Member	raven1433@comcast.net	503-657-8410
Carrie	Hansen	Sunset Neighbor	carriehansen1@yahoo.com	503-657-0787
Mike	Jones	LRPC	michaelkjones@comcast.net	503-344-4683 office 513-470-1492 cell
Phyllis & Stewart Smart	Kendall	Oppenlander Neighbor	sokendall@msn.com	503-656-5000
David	Lake	LRPC	orlaked.dbl@verizon.net	503-986-4163
Kathy	Ludwig	Sunset Primary Principal	ludwigk@wlwv.k12.or.us	503-673-7205
Val	Prothero	Sunset Neighbor	valprothero@yahoo.com	503-656-1865
Jeanette	Spence	Sunset Neighbor	jeanette.spence@comcast.net	503-821-7537
Dean	Suhr	Rosemont Summit Neighborhood Assoc. President	deansuhr@deansuhr.us	503-656-4808
Wayne	Tilley	Sunset Neighbor	BWT551@aol.com	503-657-7285 home 503-703-4676 cell
Ken	Worcester	City of West Linn Parks and Rec Director	kworcester@westlinnoregon.gov	503-557-4700
Diane	Wustrack	Former Board Member	wustrack@teleport.com	503-655-6463

503-703-7303

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Department of Operations

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Location: 2755 SW Borland Road, Tualatin, Oregon 97062

Also at the meeting:
Greg McKenzie

4/6/16 PC Meeting
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badley, Amy Berger,
Norm Dull, Roger
& Jane for 1
short time



West Linn – Wilsonville Schools

From: 2009 Sunset Primary School Siting Committee
Greg McKenzie, Facilitator
Tim K. Woodley, Director of Operations

To: Roger Woehl, Superintendent

Date: December 2, 2009

Subject: **Sunset School Siting Recommendation**
Report to Superintendent

Roger: The Sunset School Siting Committee has concluded their work and offer herein both the Committee recommendation and a summary of how the group reached this conclusion. This report is provided in the timeframe requested, for your information and use. Greg McKenzie, group facilitator, is prepared to provide an overview of the process and conclusion at the next regular board meeting.

Executive Summary

After studying the information available to compare construction of a primary school at either the current Sunset Primary site, or Oppenlander site, the Committee concluded the current site achieves comprehensive educational goals while optimizing community and neighborhood values. In making this decision the Committee recognizes that Oppenlander Field, beyond its value to community sports, is an important playfield annex for all West Linn schools. Therefore the 2009 Sunset Primary School Siting Committee recommends that the re-construction of Sunset Primary School be located on the current Sunset Primary School site.

As the time for building the new school approaches, the Committee also recommends the school board consider the following:

1. Additional land through:
 - Right of way vacation
 - Minimal portion of Sunset Park
 - Property acquisition
2. A smaller school building on the site, (if necessary) so long as program and space utilization are not compromised



West Linn – Wilsonville Schools

3. Jointly plan the use of Sunset Park with City of WL and the Sunset neighborhood.
4. Maintain and enhance Oppenlander (especially parking) as a playfield annex for all WL schools

Additionally, the Committee recommends that in order to generate strong support from the community, an information campaign be undertaken to inform the community about the work of this committee and its recommendation to rebuild at the current site.

In conclusion, the Committee suggests that even though the site is 4.5 acres and the school district's Long Range Facilities Plan recommends at least 10 acres for a primary school, the Superintendent and School Board should select the current site based on a comprehensive examination of the overall circumstances, the level of neighborhood support and the district's strong commitment to the neighborhood school concept.

Background

In the Spring of 2007, the LRPC report to the Board included a recommendation to consider the replacement of Sunset Primary school as part of the next capital bond election. Subsequently, the Board asked district administration to follow up with two specific activities.

First was 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. Additionally, playground needs were 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?”

A citizen task force was organized to review information pertinent to this question and prepare a recommendation for the School Board. The task force charge at that time was to:

1. Review the architectural study and recommendations.
2. Review the structural needs of a primary school in the West Linn - Wilsonville S.D. 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.

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4. Prepare a recommendation to be initially presented to the Long Range Planning Committee in November, 2007.

The recommendations of that task force were to:

1. Raze the current Sunset Primary facility and,
2. Rebuild a replacement school at Oppenlander field.

Subsequent to the recommendations of the 2007 task force to the Board, several community meetings were held with Sunset Neighborhood Association and other interested groups. Neighbors in the current Sunset Primary School area were unhappy with the task force's recommendation to relocate the new Sunset Primary to Oppenlander. The Board decided not to include funding for the replacement of Sunset Primary in the 2008 Capital Improvement bond. However, the Board did include funding for revisiting the 2007 Sunset Primary Task Force recommendation to locate a replacement school at Oppenlander field. The LRPC, Board and Administration determined that the evidence supporting the replacement of the current Sunset Primary facility was conclusive but that the location of the replacement facility remained an open question.

Administrative Direction to Sunset Primary Committee - 2009

The District engaged the services of Greg McKenzie to facilitate the 2009 Sunset Primary Committee work to examine the location on which to rebuild Sunset Primary. Mr. McKenzie initiated, at the direction of District Administration, a three-fold process.

1. Determine the stakeholder groups that should be represented on the task force.
2. Bring the established stakeholder representation together to design and agree upon the process of answering the question: "Where should the replacement of Sunset Primary be located?"
3. When the process agreements were in place, answer that question (item 2).

Approximately 350 contacts and invitations were sent to community members inviting them to participate. Included in the list were five Neighborhood Associations, parents of Sunset students, future parents of Sunset students, other Sunset area residents who are not active in the Sunset NA, members of the previous Task Force (not including Wilsonville members), David Lake of the LRPC and facilitator of the 2007 Sunset Task Force, neighbors adjacent to Oppenlander Field, neighbors adjacent to the current Sunset Primary School, senior citizens, Ken Worcester from City of West Linn, and youth recreation groups.

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The invitation proposed the following tasks for the Committee:

- Develop a community process to study the site options
- Investigate the feasibility of site options
- Evaluate site options
- Develop a recommendation for locating a new Sunset Primary

Committee Process

Nineteen (19) members of the school district community responded and became members of the Committee. A roster of the Committee members is attached to this Memo. The Committee members represented neighbors around both the current Sunset Primary School site and the Oppenlander Fields site. Representatives from the neighborhood associations closest to each site also participated. The City of West Linn was represented by Ken Worcester.

The Committee was staffed by:

Tim Woodley, Director of Operations
 Amy Berger, Bond Operations Assistant
 Kathy Ludwig, Principal at Sunset Primary School
 Norm Dull, architect (Dull Olson Weekes)

A series of four Committee meetings were held:

<u>Time</u>	<u>Date</u>	<u>Location</u>
6:30 pm	Thurs. Oct. 22, 2009	District Administration Building
6:30 pm	Mon. Nov. 9, 2009	District Administration Building
6:30 pm	Mon. Nov. 23, 2009	District Administration Building
6:30 pm	Tues. Dec. 1, 2009	District Administration Building

The meetings format consisted of facilitated small group discussions and whole group discussions. Each meeting lasted about 3 hours.

Committee Protocols

Committee members agreed to the following operating guidelines for the work of the Committee.

1. Keep an open mind
2. Engage active listening skills
3. Challenge assumptions - ask clarifying questions
4. Conversation and discussion will include all Committee members
5. Be courteous and respectful of other's opinions
6. Seek commonalities and areas of agreement

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West Linn – Wilsonville Schools

7. Stay focused on the task at hand
8. Have a parking lot for topics to be revisited at a later time
9. Keep discussion focused on the best interests of the students and community
10. Have a sense of humor
11. The facilitator presides with rules of order and process at the discretion of the facilitator
12. Meetings are open to the public, but not subject to the Public Meetings Law
13. Action by the Committee will be based on a strong consensus which is more than a simple majority, but less than unanimous
14. No Committee member is authorized to speak on behalf of the Committee to the media, unless authorized by the Committee
15. All recommendations from the Committee to the Superintendent are advisory only
16. Research material and other information requested by the Committee will be directed to the staff through the facilitator

First Meeting Summary (10-22-09)

At the first meeting, Superintendent Roger Woehl presented a Superintendent's Memo dated October 22, 2009 outlining the work of the Committee. He explained the link between the work of a prior task force in 2007 concluding that Sunset Primary needs to be replaced and the work of this Committee to make a recommendation about where the new facility should be located. This Committee was charged with developing a process to study and evaluate site options, then submit a recommendation to the Superintendent. The Committee needs to be confident that the recommendation will have strong support from the community.

Director of Operations, Tim Woodley discussed the recent work done at Sunset Primary school. The main concerns are that the building is safe for the children and staff. Work was done in the 2002 bond in the cafeteria, library, kitchen, and other upgrades. The 2008 bond addressed water quality, safety lighting, seismic reinforcement in the gym, remodeled bathrooms, window replacements, parking lot paving, and removing asbestos as well as technology upgrades. Sunset needs to be a viable place for students for the next few years until the school is replaced.

Facilitator Greg McKenzie divided the Committee into table work groups and posed these questions for their discussion with the responses recorded on flip chart:

Protocols Question: For the operation of this Committee, what guidelines or protocols should be followed for group interaction?

Question #1: What characteristics about Sunset Primary should be preserved?

Question #2: What elements about Sunset Primary need to be improved?

Question #3: What information do we need to make an informed decision about the location for a new Sunset Primary?



West Linn – Wilsonville Schools

The Committee agreed that others could be invited to join the group so long as new members studied the work to date, committed to attending the remaining meetings and notified the school district about their interest.

Information was requested from the staff by the Committee to begin its deliberations.

Information needed

1. Comparison of costs for constructing similar sized schools on each site
2. Zoning for each site: current & future
3. Parking requirements for a school on each site
4. Traffic impact on Rosemont Rd. if Sunset Primary moves to Oppenlander
5. Research studies about impact of larger vs. smaller primary schools
6. Seismic/Geologic status for each site
7. Information from prior work
 - Data from 2008 Bond Summit
 - Sunset neighborhood petition
 - Sunset Neighborhood Assn. complaints about parking
 - Information about neighborhood schools vs. busing
8. Criteria for determination that 8-10 acres are needed for a primary school
9. Impact on busing students at each site
10. Projected enrollments for the area

Other Questions

1. Is more land available to expand the current Sunset Primary site?
2. What options are available to replace any portions of Sunset Park lost to the school site?
3. Is the right of way behind Sunset Primary available to expand the site size?
4. What is amount of cost difference between constructions at each site amounts to a significant differential?
5. What is the impact on Sunset neighborhood if more parking is added at current Sunset Primary site?
6. Are any design plans already proposed for each site?
7. What is correct acreage of other primary schools in the district?

Second Meeting Summary (11-09-09)

At the second meeting of the Sunset Primary School Committee, the facilitator reviewed a Facilitator's Memo dated October 28, 2009 that had been circulated to Committee members electronically and by handout at the meeting. The Facilitator's Memo organized the first meeting discussions into a format that might be useful for the Committee's deliberations.

The Committee decided the following should be categories used to compare the two sites.



West Linn – Wilsonville Schools

Categories for Comparison

1. Community/neighborhood ambiance including school history
2. Total costs associated with re-construction of Sunset Primary
3. Traffic flow, safety and impacts
4. District's long-term plan for growth
 - Enrollment projections
 - Demographics
 - Walking vs. busing
 - Attendance area adjustments required
5. Utilization for non-selected site
6. Selected site characteristics
 - Sustainability
 - Parking
 - Program constraints
 - Site size

The school district staff and architect Norm Dull of DOWA provided information and handouts for the Committee in response to the requests for information from the first meeting. Committee members discussed the information and asked questions. For historical perspective Jeanette Spence shared a petition signed by approximately 125 neighbors, submitted to the Long Range Planning Committee from the Sunset Neighborhood Association after the 2007 Sunset Task Force, which proposed Oppenlander as the site for the re-built Sunset Primary.

Other Handouts

- Chart of acreages for WLWV primary schools
- Recent WL Tidings article about Parker Rd.
- Sunset site plan study July 22, 2009
- District capacity vs. enrollment chart
- Excerpts from Long Range School Facilities Plan for Primary site size
- History of Sunset Primary

Third Meeting Summary (11-23-09)

At the third meeting of the Sunset Primary School Committee Troy Bowers reported information from Oregon School Board Association about neighborhood schools and the master plan for the Sunset Neighborhood Association including elements directed at keeping Sunset Primary in its present location.

The facilitator led discussion about each of the Categories for Comparison recording the observations and comments about each site. Each category was evaluated by the Committee based on prior information provided by staff, Committee members and the architect. A preferred site choice for each category was determined.

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The results of the discussion about Categories for Comparison are:

Neighborhood/Community	
Sunset	Oppenlander
Already existing	New unknown issues
Status quo situation	School would be in back yard of neighbors
Neighborhood wants school	
Emotional attachment to school	
Neighbors already comfortable with the benefits and burdens	
School district should embrace neighborhood desire	
School would be in front yards of neighbors	
Neighbors moved in because of school	

Choice: **Sunset**

Total Costs	
Sunset	Oppenlander
Parking requires a creative solution	Infrastructure costs unknown
Infrastructure costs unknown	Building costs same per SF
Building costs same per SF	

Choice: **Undecided.** Note this topic probably received the most discussion over the course of 4 meetings. Based on the information available, the Committee concluded that the uncertainty of future infrastructure costs, parking, and other factors made differentiation of the two sites on a “cost” basis a difficult analysis. Please note that we will never know the cost of the un-chosen site. The consensus is that the overall infrastructure costs including parking facilities at both sites appear to be comparable or within the acceptable range.



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Traffic	
Sunset	Oppenlander
Would not significantly change traffic volume, patterns	Adds traffic burden to Rosemont Road
More kids within walking distance	Neighbors concerned about more traffic
Spanish Immersion program may increase transitory traffic	Compounds LDS church impacts, but primarily after school hours
	Ball field traffic already a problem
	Flow patterns more predictable
	Only one way in - one way out
	Rosemont Road only gets worse

Choice: **Sunset**

District's Plan for Growth	
Sunset	Oppenlander
	More changes in attendance areas required
	School not in center of attendance area
	Too close to Erickson (Note: for kids already in district and does not impact Sunset needs)

Choice: **Not a factor.** Future growth in Stafford triangle area will require additional schools. The Sunset Primary where ever located will not serve that enrollment need.



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Site Characteristics	
Sunset	Oppenlander
4.5 acres	10 acres
Small site	Ideal size site
Already integrated into "green space"	Avoids construction dislocation
Maybe options to expand site available	Districts comprehensive education goals can be met
District's comprehensive education goals can be met	

Choice: **Oppenlander.**

Other Site Future Use	
Sunset	Oppenlander
Unknown	Serves as playfield annex for all WL schools including Erickson
	Fields in middle of town
	Would need to replace fields at cost to community
	Would need to find replacement land
	More flexible for future uses

Choice: **Sunset**

Fourth Meeting Summary (12-1-09)

At the fourth and final Committee meeting, the group assembled to review their recommendation and finalize the written draft. Direction was provided to staff to produce a final draft, forward to Committee for review and submit to the Superintendent in preparation for a regular school board meeting scheduled December 7, 2009 in the district board room.

Overall Site Selection

After considering each of the Categories for Comparison, the facilitator led a general discussion about the Committee's overall preferred site for the re-built Sunset Primary School. A strong



West Linn – Wilsonville Schools

consensus without dissent favored the current Sunset Primary site, but the Committee felt that other considerations should be added to the recommendation to the Superintendent. The committee recognizes that Oppenlander fields, beyond their value to community sports are an important playfield resource to all site-constrained West Linn schools.

Therefore, the Committee concluded the following:

Preferred site:

Current Sunset Primary location

Recommended Considerations:

1. Consider additional land for site through
 - Right of way vacation
 - Minimal Portion of Sunset Park
 - Property acquisition
2. Consider a smaller school building on the site, (if necessary) so long as program and space utilization are not compromised
3. Jointly plan the use of Sunset Park with City of WL
4. Maintain and enhance Oppenlander (especially parking) as a continued playfield annex for all WL schools

[END OF REPORT]

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Notice of City Measure Election

City and Notice Information

Notice is hereby given on March 12, 2010, that a measure election will be held in

West Linn, Oregon

Oregon on May 18

, 2010.

Name of City or Cities

Date of Election

The following shall be the ballot title of the measure to be submitted to the city's voters:

Caption 10 words

SALE OF PORTION OF CITY PARK LAND TO SCHOOL DISTRICT

Question 20 words

Shall the City sell 1.6 acres of Sunset Park to the West Linn/Wilsonville School District for \$483,000?

Summary 175 words

This measure, if approved, would allow the sale of 1.6 acres of Sunset Park to the West Linn/Wilsonville School District for the amount of \$483,000. The School District has indicated that Sunset Primary School needs to be replaced soon and that it's the District's desire to maintain the school at its current location, provided that the School District's property at this location can be expanded. The City-owned Sunset Park property is adjacent to Sunset Primary School. Agreeing to sell a portion of Sunset Park to the School District would provide sufficient land to allow the District to keep Sunset Primary School at this location. The West Linn Charter requires that the sale of any park property be approved by a vote of the community. If this sale is approved by the voters, the City would commit to using the proceeds from the sale of this property for acquiring or developing parks for the use of the West Linn community.

The following authorized city official hereby certifies the above ballot title is true and complete, which includes publication of notice and the completion of the ballot title challenge process.

Signature of Authorized City Official not required to be notarized

3/12/2010

Date Signed mm/dd/yy

Tina Lynch

Printed Name of Authorized City Official

City Recorder

Title



3-358

CCE-24

ORS 251.355

CLACKAMAS COUNTY EXPLANATORY STATEMENT FOR COUNTY VOTERS' PAMPHLET

[THIS INTERACTIVE FORM CAN BE FILLED IN ON-LINE]

ELECTION DATE May 18, 2010		MEASURE NUMBER 3-358	
BALLOT TITLE CAPTION SALE OF PORTION OF CITY PARK LAND TO SCHOOL DISTRICT			
NAME OF PERSON RESPONSIBLE FOR CONTENT OF STATEMENT Tina Lynch			
NAME OF ORGANIZATION PERSON REPRESENTS, IF ANY City of West Linn			
TELEPHONE (HOME)		TELEPHONE (WORK) 503-657-0331	
FAX NUMBER 503-650-9041		E-MAIL ADDRESS tlynch@westlinnoregon.gov	

Voter approval is required for the sale of 1.6 acres of Sunset Park to the West Linn/Wilsonville School District for \$483,000 (Sunset Park is currently 5.1 acres).

The West Linn Charter Section 46 requires that the sale of any property owned by the City of West Linn and designated as a park be approved in advance by City voters. The West Linn City Council approved placing this measure on the May 18, 2010 ballot with a 5-0 vote.

This measure, if approved, would allow the sale of 1.6 acres of Sunset Park to the West Linn/Wilsonville School District. The School District has indicated that Sunset Primary School should be replaced soon. The School District would maintain Sunset Primary School at its current location, provided that the School District's property at this location could be expanded. The City-owned Sunset Park property is adjacent to Sunset Primary School. Agreeing to sell a portion of Sunset Park to the School District would provide sufficient land for the School District to keep Sunset Primary School at its current location.

The Sunset Neighborhood Association Neighborhood Plan includes a primary goal of keeping Sunset Primary School as an element of the Sunset neighborhood. If approved, the terms and conditions related to the sale would include Sunset neighbors in the school planning process, and would maximize recreational opportunities while preserving significant trees at the site. The City would use the property sale proceeds for acquiring or developing land for recreational use in West Linn.

In addition to this ballot measure, the West Linn City Council has also submitted for the May 18, 2010 election two related but separate ballot measures. One ballot measure would authorize the issuance of up to \$10.8 million in general obligation bonds to fund the land acquisition and to construct, furnish and equip a new police and court facility at the Parker Road location. The other ballot measure would annex 7.5-acres of real property located at 3332 and 3151 Parker Road. Voter approval is required for each of the ballot measures.

If the three ballot measures are approved, the City would:

- Sell a portion of Sunset Park to the West Linn/Wilsonville School District so Sunset Primary School could be replaced at its current location;
- Purchase the Parker Road property being annexed; and
- Construct a new police and court facility on a portion of the annexed property.

Voters can learn more about this ballot measure online at <http://westlinnoregon.gov>.

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The total word / number count may not exceed 500 words / numbers. Word / number count total: _____

SIGNATURE OF PERSON RESPONSIBLE FOR CONTENT OF STATEMENT

3/12/10

DATE



3-358

CCE-24		ORS 251.355	
CLACKAMAS COUNTY			
EXPLANATORY STATEMENT FOR COUNTY VOTERS' PAMPHLET			
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Tina Lynch
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3/12/2010

Signature of Authorized City Official not required to be notarized

Date Signed mm/dd/yy

Tina Lynch

City Recorder

Printed Name of Authorized City Official

Title



Measure 69: Amends Constitution: Continues authority for lowest cost borrowing for public colleges & universities
 Vote For 1
 Yes 50,652
 No. 18,982

3-354 INCORPORATION OF THE CITY OF GOVERNMENT CAMP
 Vote For 1
 Yes 35
 No. 48

34-177 CITY OF TUALATIN: Shall Tualatin annex into the Library District of Clackamas County
 Vote For 1
 Yes 435
 No. 405

3-356 CITY OF WEST LINN: West Linn police and court facility general obligation bond authorization
 Vote For 1
 Yes 3,146
 No. 3,865

3-357 CITY OF WEST LINN: Annexation of 3332 and 3151 Parker Road requiring voter approval
 Vote For 1
 Yes 3,771
 No. 3,137

3-358 CITY OF WEST LINN: Sale of portion of city park land to school district
 Vote For 1
 Yes 4,849
 No. 2,160

3-359 CITY OF OREGON CITY: Expands Oregon City boundaries to include additional land
 Vote For 1
 Yes 2,839
 No. 2,540

3-360 CITY OF OREGON CITY: Expands Oregon City boundaries to include additional land
 Vote For 1
 Yes 2,199
 No. 3,208

34-176 TIGARD-TUALATIN AQUATIC DISTRICT: Establishes Aquatic District and permanent rate limit for pools
 Vote For 1
 Yes 456
 No. 179

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WRITE-IN.	1

Auditor CITY OF PORTLAND

Vote For 1	
LaVonne Griffin-Valade	89
WRITE-IN.	0

Council President METRO

Vote For 1	
Bob Stacey	13,145
Rex Burkholder.	9,916
Tom Hughes	13,665
WRITE-IN.	214

Auditor METRO

Vote For 1	
Suzanne Flynn	26,832
WRITE-IN.	242

Councilor, METRO DISTRICT 1

Vote For 1	
Duke Shepard	891
Christopher Gorsek	226
Shirley R Craddick	1,890
Jeffery Reynolds	1,039
WRITE-IN.	19

Councilor, METRO DISTRICT 2

Vote For 1	
Carlotta Collette.	21,291
WRITE-IN.	301

Directors TIGARD-TUALATIN AQUATIC DISTRICT

Vote For 5	
Kathy Stallkamp	224
Janet M Larsen.	208
Mike Johnson	75
Michael T Daily	74
Thomas Macaulay	187
James Alexander	197
Debbie Arizala.	198
Marlece Watson.	47
WRITE-IN.	15

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Measures

Measure 68: Revises Constitution: Allows state to issue bonds for voter approved school capital costs

Vote For 1	
Yes	45,331
No.	24,221



Judge Circuit Court, 5th Dist, Pos 4	
Vote For 1	
Douglas Van Dyk	37,405
WRITE-IN.	440
Judge Circuit Court, 5th Dist, Pos 7	
Vote For 1	
Robert D Herndon	37,752
WRITE-IN.	428
Judge Circuit Court, 5th Dist, Pos 10	
Vote For 1	
Thomas J Rastetter	36,783
WRITE-IN.	399
County Commissioner, Position 2	
Vote For 1	
Paul Savas	15,819
Warren Kitchen.	12,207
Robert J Austin	26,866
WRITE-IN.	182
County Commissioner, Position 5	
Vote For 1	
Kevin C Strauser	6,837
Jim Bernard.	31,378
Dan Holladay	19,149
WRITE-IN.	169
County Clerk	
Vote For 1	
Barbara A Stringham	8,053
Sherry Hall.	27,491
Melody Thompson	22,005
WRITE-IN.	147
Justice of the Peace	
Vote For 1	
Karen Brisbin	36,267
WRITE-IN.	440
Councilors CITY OF GOVERNMENT CAMP	
Vote For 5	
Charles Sperr	48
Signe Lawrence.	37
Ulla B Brunette	42
John Bay.	24
Andrew Tagliafico.	42
WRITE-IN.	53
Commissioner, Position 2 CITY OF PORTLAND	
Vote For 1	
Jason Barbour	9
Walt Nichols	20
(TOY) Timothy O Youker	2
Nick Fish	114
WRITE-IN.	1
Commissioner, Position 3 CITY OF PORTLAND	
Vote For 1	
Rudy Soto	6
Dan Saltzman	93



State Representative, 40th District		
Vote For 1		
Deborah J Gerritzen		1,989
WRITE-IN.		42
State Representative, 41st District		
Vote For 1		
Hugo Schulz.		566
WRITE-IN.		10
State Representative, 48th District		
Vote For 1		
Kayla Fioravanti		585
WRITE-IN.		7
State Representative, 51st District		
Vote For 1		
Patrick Sheehan		2,575
John Swanson		1,744
WRITE-IN.		11
State Representative, 52nd District		
Vote For 1		
Mark Johnson		1,680
WRITE-IN.		15

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Nonpartisan

Superintendent of Public Instruction		
Vote For 1		
Susan Castillo.		30,339
Ron Maurer		33,625
WRITE-IN.		158
Judge of the Supreme Court, Position 5		
Vote For 1		
Jack L Landau		35,819
Allan J Arlow		14,824
WRITE-IN.		242
Judge of the Supreme Court, Position 4		
Vote For 1		
Rives Kistler		38,903
WRITE-IN.		495
Judge of the Ct of Appeals, Position 3		
Vote For 1		
Darleen Ortega.		38,978
WRITE-IN.		502
Judge of the Ct of Appeals, Position 7		
Vote For 1		
Robert Wollheim		37,122
WRITE-IN.		459
Judge Circuit Court, 5th Dist, Pos 2		
Vote For 1		
Eve L Miller		37,563
WRITE-IN.		503



William Ames Curtright	731
Chris Dudley	15,322
Bob Forthan.	43
Allen Alley.	10,569
Rex O Watkins	152
WRITE-IN.	113
State Treasurer	
Vote For 1	
Chris Telfer	20,283
WRITE-IN.	325
State Senator, 13th District	
Vote For 1	
Larry George	1,319
WRITE-IN.	7
State Senator, 19th District	
Vote For 1	
Mary Kremer.	3,999
Steve Griffith.	3,319
WRITE-IN.	11
State Senator, 20th District	
Vote For 1	
Alan R Olsen	5,746
WRITE-IN.	49
State Senator, 24th District	
Vote For 1	
Rob Wheeler.	805
WRITE-IN.	5
State Senator, 26th District	
Vote For 1	
Chuck Thomsen	4,393
WRITE-IN.	69
State Representative, 18th District	
Vote For 1	
Vic Gilliam.	1,804
WRITE-IN.	16
State Representative, 26th District	
Vote For 1	
Matt Wingard	1,367
WRITE-IN.	12
State Representative, 37th District	
Vote For 1	
Chael Sonnen	2,501
WRITE-IN.	24
State Representative, 38th District	
Vote For 1	
Rob Gardier.	2,255
WRITE-IN.	14
State Representative, 39th District	
Vote For 1	
Bill Kennemer	3,712
WRITE-IN.	36



Toby Forsberg	3,599
WRITE-IN.	74
State Representative, 40th District	
Vote For 1	
Dave Hunt	4,275
WRITE-IN.	41
State Representative, 41st District	
Vote For 1	
Carolyn Tomei	1,746
WRITE-IN.	35
State Representative, 48th District	
Vote For 1	
Mike Schaufler.	705
WRITE-IN.	21
State Representative, 51st District	
Vote For 1	
Cheryl Myers	3,194
WRITE-IN.	62
State Representative, 52nd District	
Vote For 1	
Suzanne VanOrman	1,998
WRITE-IN.	44

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Republicans

United States Senator	
Vote For 1	
Tom Stutzman	2,940
Robin S Parker.	1,281
Loren Later.	3,590
G Shane Dinkel.	3,054
Jim Huffman.	13,624
Walter H Woodland.	382
Keith Waldron	2,582
WRITE-IN.	162
Representative in Congress, 3rd District	
Vote For 1	
Delia Lopez.	6,454
WRITE-IN.	111
Representative in Congress, 5th District	
Vote For 1	
Scott Bruun.	14,187
Fred Thompson	5,315
WRITE-IN.	52
Governor	
Vote For 1	
Bill Sizemore	1,390
John Lim.	4,784
Darren Karr.	74
Clark Colvin	69



Roger Obrist	1,731
John Kitzhaber.	21,543
Bill Bradbury	10,841
WRITE-IN.	490
State Treasurer	
Vote For 1	
Rick Metsger	11,997
Ted Wheeler.	19,718
WRITE-IN.	159
State Senator, 13th District	
Vote For 1	
Timi Parker.	868
WRITE-IN.	12
State Senator, 19th District	
Vote For 1	
Richard Devlin.	6,564
WRITE-IN.	66
State Senator, 20th District	
Vote For 1	
Martha Schrader	8,354
WRITE-IN.	154
State Senator, 24th District	
Vote For 1	
Rod Monroe	423
Dave Mowry	310
Ron McCarty.	123
WRITE-IN.	4
State Senator, 26th District	
Vote For 1	
Brent Barton	5,474
WRITE-IN.	77
State Representative, 18th District	
Vote For 1	
Rodney E Orr	1,143
WRITE-IN.	14
State Representative, 26th District	
Vote For 1	
Sandy Webb	832
WRITE-IN.	13
State Representative, 37th District	
Vote For 1	
Gerritt Rosenthal.	626
Will Rasmussen.	2,067
Joelle Davis	467
WRITE-IN.	16
State Representative, 38th District	
Vote For 1	
Chris Garrett	3,496
WRITE-IN.	15
State Representative, 39th District	
Vote For 1	



Primary Election Results

May 18, 2010

May 18, 2010 Election Results

May 18, 2010 Election Results

Next update will be posted approximately 4:00 PM Friday, May 28, 2010.

[Democrats](#) | [Republicans](#) | [Nonpartisan](#) | [Measures](#)

SUMMARY REPORT		Clackamas County	Final
Run Date:05/28/10		Primary Election	
RUN TIME:04:14 PM		May 18, 2010	
STATISTICS			
			VOTES PERCENT
PRECINCTS COUNTED (OF 189)		189	100.00
REGISTERED VOTERS - TOTAL		213,152	
REGISTERED VOTERS - Democrat		85,719	40.21
REGISTERED VOTERS - Republican		75,869	35.59
REGISTERED VOTERS - NONPARTISAN		51,564	24.19
BALLOTS CAST - TOTAL		79,464	
BALLOTS CAST - Democrat		35,787	45.04
BALLOTS CAST - Republican		33,987	42.77
BALLOTS CAST - NONPARTISAN		9,690	12.19
VOTER TURNOUT - TOTAL			37.28
VOTER TURNOUT - Democrat			41.75
VOTER TURNOUT - Republican			44.80
VOTER TURNOUT - NONPARTISAN			18.79

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Democrats

United States Senator

Vote For 1		
Pavel Goberman	847	2.45
Loren Hooker	2,189	6.34
Ron Wyden	31,273	90.61
WRITE-IN	203	.59

Representative in Congress, 3rd District

Vote For 1		
John Sweeney	1,556	13.20
Earl Blumenauer	10,179	86.37
WRITE-IN	50	.42

Representative in Congress, 5th District

Vote For 1		
Kurt Schrader	17,963	98.24
WRITE-IN	322	1.76

Governor

Vote For 1



0138 138	457	393	0	41
0139 139	430	345	1	41
0140 140	198	118	0	24

(NONPARTISAN)

	VOTES		PERCENT	
3-358 CITY OF WEST LINN: Sale of portion of city park land to school district				
Vote For 1				
01 = Yes	4,849		69.18	03 = OVER VOTE
02 = No	2,160		30.82	04 = UNDER VOTE
	01	02	03	04
0130 130 - Willamette N	736	340	0	52
0131 131 - Willamette S	735	327	0	46
0132 132 - SUNSET	615	324	0	25
0134 134 - COP	548	293	0	37
0135 135 - Manghurst	413	157	0	28
0136 136	385	167	0	28
0138 138	600	257	0	34
0139 139	585	205	0	27
0140 140	232	90	0	18

(NONPARTISAN)

	VOTES		PERCENT	
3-359 CITY OF OREGON CITY: Expands Oregon City boundaries to include additional land				
Vote For 1				
01 = Yes	2,839		52.76	03 = OVER VOTE
02 = No	2,540		47.22	04 = UNDER VOTE
	01	02	03	04
0001 1	210	202	0	23
0002 2	228	197	0	37
0003 3	185	150	0	21
0005 5	169	123	0	27
0006 6	217	211	0	15
0007 7	392	439	0	55
0008 8	405	390	1	50
0009 9	260	223	0	25
0011 11	349	239	0	28
0012 12	424	366	0	44

(NONPARTISAN)

	VOTES		PERCENT	
3-360 CITY OF OREGON CITY: Expands Oregon City boundaries to include additional land				
Vote For 1				
01 = Yes	2,199		40.67	03 = OVER VOTE
02 = No	3,208		59.33	04 = UNDER VOTE
	01	02	03	04
0001 1	151	266	0	18
0002 2	181	246	0	35
0003 3	149	188	0	19
0005 5	153	145	0	21
0006 6	164	261	0	18
0007 7	317	515	0	54
0008 8	290	510	0	46
0009 9	192	296	0	20
0011 11	260	331	0	25
0012 12	342	450	0	42

(NONPARTISAN)

	VOTES		PERCENT	
34-176 TIGARD-TUALATIN AQUATIC DISTRICT: Establishes Aquatic District and permanent rate limit for pools				
Vote For 1				
01 = Yes	456		71.81	03 = OVER VOTE
02 = No	179		28.19	04 = UNDER VOTE
	01	02	03	04
0252 252	455	178	0	22
0327 327	1	1	0	0



West Linn Update

MAY 2010

The May 18, 2010 ballot will include three measures for voter consideration. These ballot measures impact West Linn public safety, schools, and parks. Learn more about the ballot measures in this newsletter, or log on to <http://westlinnoregon.gov/policestation> for more information.



Public Safety

GO Bonds for New Police Station

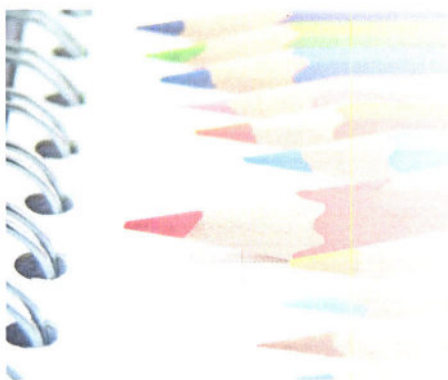
Approval of Measure 3-356 would authorize the sale of up to \$10.8 million in general obligation bonds for land acquisition and to construct, furnish and equip a new police and court facility located on Parker Road. The existing police station was constructed in 1936 and is an earthquake hazard. *Read more on page two...*



Parks

Annexation of Parker Road Property

Approval of Measure 3-357 would annex 7.5 acres of property on Parker Road. The City would purchase this property from the West Linn-Wilsonville School District and construct a new police station on a portion of the property on Parker Road, leaving the remainder of the property for parks and recreation. *Read more on page three...*



Schools

Sale of a Portion of Sunset Park to School District

Approval of Measure 3-358 would authorize the sale of a portion of Sunset Park to the West Linn-Wilsonville School District. If the City sells a portion of Sunset Park to the School District, there would be sufficient land to keep Sunset Primary School at its current neighborhood location. *Read more on page three...*



Information & Questions About Measure 3-356: **Police Station General Obligation Bond**

Approval of Measure 3-356 would authorize the sale of up to \$10.8 million in general obligation bonds for land acquisition and to construct, furnish and equip a new police and court facility. Tax rates would increase about 29 cents per thousand of assessed value.



The existing police station was built when President Roosevelt was in office.

The existing police station was constructed in 1936. The building is an earthquake hazard, and the emergency exit from the second floor of the building is a wooden fire escape over the dumpsters. A remodel of the current site is not feasible because of site constraints and lack of parking.

There is inadequate evidence storage, technology wiring is exposed, and replacement parts for the building's boiler must be reconditioned from demolished buildings because the boiler's parts are no longer commercially available. The building is poorly insulated and has mostly single pane windows, causing the building to be very cold in the winter and very hot in the summer. Much of the first floor does not meet current accessibility standards.

How much does the issuance of \$10.8 million in bonds cost West Linn residents?

Tax rates would increase about 29 cents per thousand of assessed value. For a home with an assessed value of \$200,000, the approximate cost would be:

- \$0.16 per day
- \$5.00 per month
- \$60.00 per year

Why can't the police station be built at the current location?

The City owns the footprint of the existing building but not the surrounding land or parking lot thus, there is no police vehicle parking and no room to expand on the existing site. Also, it is estimated that it would cost more to remodel the existing building given its current state of decay and the limitations of the current site.

What are the current interest rates right now?

Tax-exempt interest rates are currently approximately four percent. The standard term length for general obligation bonds is 20 years.

When was the last time a City general obligation bond was approved by the voters?

In 2000, for the Library remodel. The City has two outstanding general obligation bonds that are currently subject to annual debt service.

Will the operating costs of the new facility exceed the old facility?

Because of the condition of the old facility and the LEED Gold standard of the new facility, the operating costs are expected to be approximately

the same.



Information & Questions About Measure 3-357: **Parker Road Property Annexation**

Approval of Measure 3-357 would annex 7.5 acres of real property located at 3332 and 3151 Parker Road. If the sale of Sunset Park and the GO Bond for a new police station are approved, the City of West Linn would purchase this property from the West Linn-Wilsonville School District, and would construct a new police station on the portion of the property adjacent to Parker Road. The remainder of the property would be used for parks and recreation. This site was selected for the proposed new police station after an evaluation of potential West Linn sites that factored in cost, availability, accessibility and functionality factors.

What happens if the annexation and park sale are approved, but the GO bond is not approved?

The City of West Linn will purchase the Parker Road property if the annexation and park sale are approved, even if the GO bond is not approved. The City has funds budgeted for land acquisition and would proceed with that portion of the police station cost, and the City Council would likely consider available options to pursue the additional funding required. (If approved, a portion of the GO bond would be used to refund the money that was budgeted for land acquisition.)

My kids love playing lacrosse and soccer on the Parker Road fields - will they still have access?

Yes. If approved and constructed, the police station will only take up a portion of the Parker Road site, near the skate park. The remainder of the property will continue to be used for sports fields. In the future, if the City Council wishes to advance the issue to the ballot, voters may be asked to consider an aquatic center on this site.

Information & Questions About Measure 3-358: **Sunset Park Sale**

Approval of Measure 3-358 would authorize the sale of a portion of Sunset Park to the West Linn-Wilsonville School District. The City would sell 1.6 acres of the 5.1-acre park to the School District. The School District has indicated that Sunset Primary School should be replaced soon, and that the School District would maintain Sunset Primary School at its current location provided that the school property could be expanded. The City-owned Sunset Park property is adjacent to the school. Agreeing to sell a portion of Sunset Park to the School District would provide sufficient land to keep Sunset Primary School at its current location.

Do Sunset neighbors have an opinion on this measure?

The Sunset Neighborhood Plan includes a goal of keeping Sunset Primary School in the Sunset neighborhood. At a March 2010 Neighborhood Association meeting, neighbors voted 28-1 in support of "the City taking necessary action, including the sale of a portion of Sunset Park, to keep Sunset Primary School in its current location."

How can we be sure that Sunset Primary School will remain in its current location if voters agree to sell a portion Sunset Park?

The City and the School District have agreed to very specific terms and conditions related to the sale of the park property that clearly specify expectations for use of the property. Also, the District agrees to work with the City when master planning the Sunset School site to maximize recreational opportunities while preserving significant trees on the site.



This month in West Linn

May						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Police Station Open House

Please join the West Linn Police Department for a tour of the current police station. Displays and information on three upcoming ballot measures will be available. Information and activities for all ages. Also, free children's fingerprinting!

Open Houses:

- **Saturday April 24 10:00 - 12:00**
- **Sunday April 25 2:00 - 4:00**

22825 Willamette Drive, West Linn



May Calendar

- 3 - Book Club, 6:45, Library
- 3 - City Council Work Session, 6:00, City Hall
- 4 - Historic Resources Advisory Board, 7:00, City Hall
- 5 - Planning Commission, 7:30, City Hall
- 6 - Financial Planning and Options, 6:30, Library
- 7 - First Friday: Sherlock Holmes, 6:15, Library
- 10 - Music in the Stacks: WL Comm. Chorus, 6:30, Library
- 10 - City Council Meeting, 6:00, City Hall
- 11 - Parks & Rec Teen Advisory Comm., 4:30, City Hall
- 13 - Aging in Place, 6:30, Library
- 15 - Maddax Woods Restoration Work Party, 9:00
- 15 - Take Care of West Linn Day, 9:00
- 17 - Container Gardening Basics, 6:30, Library
- 17 - Bolton NA Meeting, 7:00, Bolton School
- 17 - City Council Work Session, 6:00, City Hall
- **18 - Election Day - Ballot Drop Off at City Hall & Library**
- 18 - Sustainability Advisory Board Mtg., 6:00, City Hall
- 18 - Hidden Springs NA Mtg., 7:00, Rosemont Ridge MS
- 19 - Utility Advisory Board Meeting, 6:00, City Hall
- 19 - Rosemont Summit NA Meeting, 7:00, City Hall
- 19 - Planning Commission, 7:30, City Hall
- 20 - The Next Chapter, 6:30, Library
- 24 - City Council Meeting, 6:00, City Hall
- 24 - Public Safety Advisory Board, 7:00, City Hall
- 25 - Marylhurst NA Meeting, 7:00, ACC
- 26 - Transportation Advisory Board, 6:00, City Hall
- 27 - Parks and Recreation Advisory Board, 7:00, City Hall
- 31 - Memorial Day - City offices closed

Celebrating Older Adult Month

A series of three programs celebrating Older Adult Month will be held at the West Linn Public Library in partnership with the West Linn Chamber of Commerce. All sessions will take place on Thursday evenings from 6:30-8:00 and the public is invited to attend these free events.

- "Financial Planning and Options" will discuss Medicaid spend-down, income cap trusts, veterans benefits, long term care insurance, financial planning, wills, and estate planning on **May 6**.
- "Aging in Place" will address medical versus non-medical home health care, home modifications and equipment, and estate sales on **May 13**.
- "The Next Chapter" will address placement options, independent retirement communities, assisted living, adult care homes, memory care, hospice, and funeral planning on **May 20**.

Please contact the Library for more information at 503-656-7853 or visit <http://westlinnoregon.gov/library>.

Utility Service Changes



The City of West Linn is committed to providing the best customer service possible. As a reminder, water meter service requests will be processed within two full business days from the date of receipt. To ensure proper account setup for utility accounts, the new customer is required to contact the City to provide billing information; otherwise the City will shut off service until such information has been received.



City of
West Linn

Published on *City of West Linn Oregon Official Website* (<https://westlinnoregon.gov>)

2010-03-09

Special Sunset Neighborhood Association Meeting Minutes

March 9, 2010

Location: West Linn City Hall, Council Chambers

CALL TO ORDER

Troy Bowers, President of the Sunset Neighborhood Association (SNA), called the meeting to order at 7:05 p.m.

PRESENT

29 members and 2 guests- Chris Jordan, City Manager; Keith Steele, West Linn - Wilsonville School Board. The meeting attendance sign-in sheet is in our files and is available upon request.

NO SECRETARY OR TRESURER REPORT GIVEN.

SUNSET SCHOOL DISCUSSION:

Troy Bowers began the meeting by giving a history of the task force that was organized to determine the best location for the Sunset School. The prior task force's recommendation was to move the school to the Oppenlander property on Rosemont Rd. because that site has ten acres which met the School District's standard site size. However, the majority of Sunset neighbors canvassed was strongly opposed to this plan, and asked the School Board to work with us in order to find a compromise that would allow the school to remain at the Oxford St. location. Accordingly, a second task force was convened. They recommended that the school should stay at its current location, and acknowledged that the school may need a portion of Sunset Park to allow for construction staging, and to allow students to be educated in the current building while the new school is constructed adjacent to it. The School District Administrator supported this recommendation and the School Board approved moving forward towards this end. Troy pointed out that one of the goals of the Sunset Neighborhood Plan is to keep the school at its current location as it is a centrally defining feature and asset to the neighborhood and because the vast majority of the residents appear to want it to remain here. He also pointed out the historic, current and future value of having the park and school facilities collocated and the synergy of the two assets supporting each other for the neighborhood and the City as a whole.

Concerns brought up: • Location of playground • If school doesn't need all of the 1.6 acres of park then will they maintain it as park land? • Size and location of fences around the



new school property • Noise abatement • Easements to Oregon City Loop and Oregon City Blvd. – will those still be available? • If a new school cannot be built at the Oxford Street location, and the district decides to sell all of its property and the city doesn't want to buy it, will the school district then sell the land to the highest bidder? • Will the new design provide enough parking to accommodate the staff plus visitors and guests? • What is our assurance that the school will not use the newly acquired land for a parking lot? • How will this affect the existing wading pool and play structure?

There was very good discussion on the above items at this site concept stage, and it was agreed the neighborhood would participate in the School District's process as things move forward and work with the School District and City to manage these and other interests to achieve the compromises which best serve the overall community and stakeholders. The City and School District representatives at the meeting were very supportive of further collaboration to manage these interests together. Following the above discussions, a motion was passed 28 -1 as follows; "The Sunset Neighborhood Association supports the City taking necessary action, including the sale of a portion of Sunset Park, to keep Sunset Primary School in its current location." This motion is essential to support for the passage of the bond measure on May 18, 2010.

Representatives from our neighborhood will be visiting other neighborhood association meetings to educate others as to the need for some park space to keep Sunset at Sunset. Informational Campaign Resources and how you can learn more about the trio of ballot measures: • Online: <http://westlinnoregon.gov/policestation> ^[1] • Twitter: #wlpolicestation • Phone: Bridget Saladino @ 503/657-0331 ADJOURNMENT With no further business before the SNA, the President adjourned the meeting at 8:43pm. **Next meeting will be Tuesday, April 27th 2010** Respectfully submitted by Doreen Vokes, Secretary of the SNA.

SNA OFFICERS

President, Troy Bowers 503-703-7303 bowerst@msa-ep.com ^[2]

Vice President, John Sramek 503-320-2077 johns@jsremodel.com ^[3]

Secretary/Treasurer, Doreen Vokes 503-650-2072 dsekov@msn.com ^[4]

For association info and meeting minutes, or for general city information, visit www.westlinnoregon.gov ^[5] ***please note new website address***

Site Design by aHa Consulting

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WESTLINN-WILSONVILLE SCHOOL DISTRICT

**Resolution No. 2011-08 LAND EXCHANGE AGREEMENT
BETWEEN CITY OF WEST LINN AND WEST LINN-
WILSONVILLE SCHOOL DISTRICT**

WHEREAS, West Linn-Wilsonville School District owns real property commonly known as the "Parker Road Property" (Tax Lot 00500) located in the City of West Linn that has been classified as "surplus" by the District; that is, such property is non-essential to future school facility development; and,

WHEREAS, the City of West Linn, by a majority public election ballot, has determined that a portion of Sunset Park (Tax Lots 6200 and 6300) adjacent to Sunset Primary School is non-essential to the function of the park and is available for disposition; and

WHEREAS, both public agencies find joint value in entering into an Exchange Agreement to convey these properties, one to another; and,

WHEREAS, good faith negotiations between the two agencies have resulted in an Exchange Agreement (attached) that provides equity and benefit to West Linn-Wilsonville School District and the City of West Linn.

Now, **THEREFORE**, the Board of Directors of West Linn - Wilsonville School District does hereby approve the Parker Road/Sunset Park Land Exchange Agreement and does hereby authorize the Superintendent to execute the Exchange Agreement and to fulfill the responsibilities and benefits as enumerated therein.

Dated this 7th day of February, 2011.



Chair, Board of Directors



Attest: District Clerk



EXCHANGE AGREEMENT

DATED: February 15, 2011 (“*Effective Date*”)
BETWEEN: CITY OF WEST LINN,
an Oregon municipal corporation (“*City*”)
AND: WEST LINN-WILSONVILLE
SCHOOL DISTRICT 3JT
an Oregon municipal corporation (“*District*”)

The parties agree as follows:

1. Acquisition and Transfer of Properties. City shall convey to District the real property commonly known as the “Sunset Park Property” (Tax Lots 6200 and 6300), more particularly described on the attached and incorporated Exhibit A (the “*City Property*”) and District shall convey to City the real property commonly known as the “Parker Road Property” (Tax Lot 00500), more particularly described on the attached and incorporated Exhibit B (the “*District Property*”), subject to the terms and conditions set forth in this Agreement. The City Property and the District Property are depicted on the maps attached and incorporated as Exhibit C.

2. Consideration. The purchase price for the City Property shall be Four Hundred Eighty-Three Thousand Dollars (\$483,000) and the purchase price for the District Property shall be Two Million Seven Thousand Five Hundred Dollars (\$2,007,500). The intent of this transaction is to provide an equal value exchange between City and District. As such, City shall also pay District cash in the amount of One Million Five Hundred Twenty-Four Thousand Five Hundred Dollars (\$1,524,500).

3. Closing.

3.1 Escrow Instructions. Upon execution of this Agreement, the parties shall deposit a copy of this Agreement with Pacific Northwest Title of Oregon, Inc., Attn: Elliott Potts, 222 SW Columbia Street, Suite 400, Portland, OR 97201 (“*Escrow Agent*”). City and District shall execute such reasonable additional and supplementary escrow instructions as may be appropriate to enable Escrow Agent to comply with the terms of this Agreement; however, in the event of any conflict between the provisions of this Agreement and any supplementary escrow instructions, the terms of this Agreement will control.

3.2 Closing Date and Location. Subject to the satisfaction of all conditions described in this Agreement, the closing of the exchange of property interests (the “*Closing*”) is to be held at the offices of Escrow Agent within sixty (60) days from the Effective Date (the “*Closing Date*”). Each party shall proceed with due diligence to remove or satisfy all conditions with all reasonable speed.

3.3 Closing Costs. The parties shall share equally the costs of escrow.



3.4 Recording Fees. Each party shall pay its own recording fees.

3.5 Attorney Fees. Each party shall pay the fees and costs of its own attorneys.

3.6 Prorations. All other costs (e.g. real property taxes, utilities if any) are to be prorated as of the Closing Date.

3.7 City's Obligations at Closing. On or before Closing, City shall deliver to the Escrow Agent and shall execute as necessary the following documents:

- a. A bargain and sale deed conveying the City Property to District substantially in the form attached and incorporated as Exhibit D;
- b. A signed and acknowledged acceptance by City of the conveyance of the District Property to City;
- c. City's supplemental escrow instructions;
- d. Any additional documentation required by the Escrow Agent in order to close; and
- e. Sufficient funds to close the transaction.

3.8 District's Obligations. On or before Closing, District shall deliver to the Escrow Agent and shall execute as necessary the following documents:

- a. A bargain and sale deed conveying the District Property to City substantially in the form attached and incorporated as Exhibit E;
- b. A signed and acknowledged acceptance by District of the conveyance of the City Property to District;
- c. District's supplemental escrow instructions; and
- d. Any additional documentation required by the Escrow Agent in order to close.

4. Preliminary Title Report; Title Insurance.

4.1 The parties acknowledge that each party has furnished to the other a preliminary title report showing the condition of title to the properties, together with copies of all exceptions listed in the report (the "**Title Report**").

4.2 Each party has fourteen (14) days following the Effective Date to review the Title Report and to notify the other party, in writing, of the notifying party's disapproval of any exceptions shown in the Title Report. If a party notifies the other party that it disapproves of any exceptions, the party receiving notice will have fourteen



(14) days after receiving the disapproval notice to either: (a) remove the exceptions; or (b) provide the notifying party with reasonable assurances of the manner in which the exceptions will be removed before Closing; or (c) inform the notifying party that the exceptions, or one or more of them, will not be removed.

4.3 If the party that has been notified does not remove the exceptions or provide the notifying party with such assurances, or if a party, in its sole discretion, is dissatisfied with any exception that the other party has said it will not remove, the dissatisfied party may terminate this Agreement by written notice to the other party given within fourteen (14) days after expiration of the fourteen (14) day period provided for in Section 4.2 above. If a party does not so terminate this Agreement, any exceptions which the other party has not agreed to remove will be "***Permitted Exceptions.***"

4.4 City may acquire, at its expense, an ALTA form owner's policy of title insurance from First American Title Company in the amount of the purchase price of the District Property, subject only to the customary printed exceptions and the Permitted Exceptions. District may acquire, at its expense, an ALTA form owner's policy of title insurance from Pacific Northwest Title of Oregon, Inc. in the amount of the purchase price of the City Property, subject only to the customary printed exceptions and the Permitted Exceptions.

5. Physical Inspection; Survey.

5.1 Either party may undertake at its own cost a survey of the City Property or the District Property. If a survey is conducted, the party commissioning the survey shall provide a copy to the other party.

5.2 Closing is contingent upon City's satisfaction and approval of its physical inspection and survey (if applicable) of the District Property. City and its agents shall have full access to the District Property prior to Closing for the purpose of conducting its physical inspection. If City or its agents cause damages or injury while inspecting the District Property, City shall indemnify District and hold District harmless for any damages or injury. Closing is contingent upon District's satisfaction and approval of its physical inspection and survey (if applicable) of the City Property. District and its agents shall have full access to the City Property prior to Closing for the purpose of conducting its physical inspection. If District or its agents cause damages or injury while inspecting the City Property, District shall indemnify City and hold City harmless for any damages or injury.

6. Conditions. Closing is conditioned upon each of the following:

6.1 City's Conditions.

- a. Satisfaction and approval of its title review, survey (if applicable) and physical inspection, as described in Sections 4 and 5; and
- b. District's performance of all of its obligations under this Agreement.



6.2 District's Conditions.

- a. Satisfaction and approval of its title review, survey (if applicable) and physical inspection, as described in Sections 4 and 5; and
- b. City's performance of all of its obligations under this Agreement.

These conditions are for the benefit of City and District as indicated above and may be waived, in whole or in part, only by the party benefited by the condition. Any waiver must be in writing. Unless waived, if these conditions are not satisfied by the Closing Date, this Agreement may be terminated only by the party who benefits from the condition. Neither party shall be liable to the other for damages arising from such termination.

7. Right-of-Way Vacation. Prior to the Effective Date, City has vacated the right-of-way between the land currently owned by District and the City Property (i.e., the Oxford Street Extension) and all other rights-of-way through or upon the City Property. In the event the Closing does not occur for any reason, District shall deliver a dedication deed to City which dedicates District's portion of the Oxford Street Extension to City. The delivery of such dedication deed shall take place either within fourteen (14) calendar days after this Agreement terminates or within fourteen (14) calendar days after written request from the City, whichever is later.

8. Possession. Possession of the District Property will pass to City upon Closing. Possession of the City Property will pass to District upon Closing.

9. City Property Use Limitations. District agrees to use its best efforts to cooperate with City when master planning the City Property and adjoining school property owned by District, so as to maximize recreational opportunities while preserving significant trees to the extent practical while meeting District's requirements to replace the Sunset Primary School.

10. Acknowledgment of Condition of Property.

10.1 City's Acknowledgment. City represents that it has executed this Agreement on the basis of its own examination and personal knowledge of the District Property; that District has made no representations, warranties or agreements concerning matters relating to the District Property other than as set forth herein. City acknowledges that City is acquiring the District Property "AS IS".

10.2 District's Acknowledgment. District represents that it has executed this Agreement on the basis of its own examination and personal knowledge of the City Property; that City has made no representations, warranties or agreements concerning matters relating to the City Property other than as set forth herein. District acknowledges that District is acquiring the City Property "AS IS".



11. Right of First Refusal. Following Closing, District plans to consolidate the City Property with the real property currently owned by District which is adjacent to the City Property and is more particularly described on the attached and incorporated Exhibit F (the “*Adjacent District Property*”). Once consolidated, the City Property and the Adjacent District Property will be referred to as the “*New District Property*”. If at any time following Closing, District wishes to discontinue use of, lease or sell the New District Property, before any lease or sale may be consummated or if District elects to discontinue use of the New District Property for school purposes, District shall notify City of such intent in writing (“*Option Notice*”). The giving of the Option Notice shall be deemed to create in favor of City an option to purchase the New District Property for a purchase price equal to the sum of (a) Four Hundred Eighty-Three Thousand Dollars (\$483,000) for the land value of the portion of the New District Property which was formerly the City Property, and (b) the current fair market land value of the portion of the New District Property which was formerly the Adjacent District Property and any building improvements to the New District Property. Such fair market value shall be determined by a licensed real estate appraiser mutually selected by City and District. If City and District cannot agree on an appraiser, each party shall appoint an appraiser and said appraisers shall mutually select a licensed real estate appraiser. The three appraisers shall then jointly determine fair market value. If City desires to exercise such option, it must, within ninety (90) days after the date of the Option Notice, notify District in writing of its election to exercise its option to purchase the New District Property (“*Exercise Notice*”). The failure of City to timely give the Exercise Notice shall be deemed to cancel the option to purchase the New District Property. If no Exercise Notice is given, District shall have one hundred eighty (180) days from the date of the option created by the Option Notice is terminated (either by deemed expiration or written termination or waiver) to sell or lease or commence an alternative use of the New District Property. If District is unable to sell or lease or commence an alternative use of the New District Property within such 180-day period, District must again comply with the provisions of this Section prior to selling or leasing the New District Property or discontinuing use of the New District Property for school purposes. Notwithstanding the foregoing, if for any reason District does not consolidate the City Property and the Adjacent District Property prior to delivery of the Option Notice, City’s rights pursuant to this Section 11 shall apply to the City Property only and the purchase price would be equal to Four Hundred Eighty-Three Thousand Dollars (\$483,000). The parties shall execute at Closing a recordable document evidencing the City’s rights under this Section 11.

12. Default Remedies. If either party fails to perform as required by this Agreement, the other party may, subject to Section 22, pursue specific performance or any other legal remedy against the defaulting party as may be allowed at law or in equity.

13. Instruments of Further Assurance; Good Faith. Each of the parties shall, at its own expense, execute and deliver to the other at or after Closing any further instruments and documents as either may reasonably request in order to carry out any of the provisions of this Agreement. City and District shall act in good faith in all respects relative to the transactions contemplated by this Agreement.

14. Notices. Any notice required or permitted by this Agreement must be in writing and will be deemed delivered if personally delivered or three business days after being sent by United States first class mail, postage prepaid, to City or District at the following



addresses:

To: City of West Linn
West Linn City Hall
Attn: Chris Jordan, City Manager
22500 Salamo Road, Suite 100
West Linn, OR 97068

with a copy to:

Jeff Bennett
Jordan Schrader Ramis PC
2 Centerpointe Drive, 6th Floor
Lake Oswego, OR 97035

To : West Linn-Wilsonville School District 3JT
Attn: Tim Woodley
2755 SW Borland Road
Tualatin, OR 97062

with copies to:

Superintendent
West Linn-Wilsonville School District 3JT
22210 SW Stafford Road
Tualatin, OR 97062

Peter Mersereau
Mersereau Shannon LLP
1 SW Columbia, Suite 1600
Portland, OR 97258

Notices may be addressed to any other person and address as may be specified from time to time by any party by written notice to the other party.

15. Brokerage. The parties represent that they have not employed any real estate broker or licensee in negotiating this Agreement and that no broker or licensee is entitled to receive a fee or commission as a result of the subject matter of this Agreement. In the event any claims for real estate commission or fees arise in connection with this transaction, the party so incurring or causing such claims shall indemnify, defend and hold harmless the other party from any loss or damage, including attorneys' fees, that said other party suffers because of said claims. The foregoing obligations are intended to survive Closing.

16. No Third-Party Benefits. This Agreement is not intended, and may not be deemed or construed, to confer any rights, power or privileges on any person, firm, partnership, corporation or other entity that is not named as a party to the Agreement.

17. Time of the Essence. Time is specifically declared to be of the essence of this Agreement, and of acts required to be done and performed by City and District.



18. Governing Law. This Agreement is executed and delivered and is to be performed in, and governed by and construed in accordance with the laws of the State of Oregon.

19. Entire Agreement. This Agreement constitutes and contains the entire agreement between City and District and supersedes any and all prior negotiations, correspondence, understandings, and agreements between the parties respecting the subject matter contained in the Agreement.

20. Amendment. This Agreement may be amended only by a writing signed by City and District.

21. Counterparts; Facsimile Execution. This Agreement may be executed in counterparts, each of which, when taken together, shall constitute fully executed originals. Facsimile or e-mail signatures shall operate as original signatures with respect to this Agreement.

22. Dispute Resolution. The parties agree to attempt to resolve any disagreements or disputes regarding this Agreement or their obligations hereunder with the minimum expenditure of funds and time. If the parties are unable to resolve any such disagreements or disputes, they agree to submit to binding arbitration by a single arbitrator. If the parties fail to agree upon an arbitrator, the arbitrator will be appointed by the Clackamas County Circuit Court. The party not prevailing will pay the arbitrator's fee, but the parties will be responsible for payment of their own attorney fees and other costs. However, if the arbitrator finds that the party not prevailing failed to exercise good faith regarding the disagreement or dispute at issue prior to or during arbitration, then the prevailing party will be entitled to recover reasonable attorney fees and costs incurred.

23. Statutory Disclaimer. THE PROPERTY DESCRIBED IN THIS INSTRUMENT MAY NOT BE WITHIN A FIRE PROTECTION DISTRICT PROTECTING STRUCTURES. THE PROPERTY IS SUBJECT TO LAND USE LAWS AND REGULATIONS THAT, IN FARM OR FOREST ZONES, MAY NOT AUTHORIZE CONSTRUCTION OR SITING OF A RESIDENCE AND THAT LIMIT LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, IN ALL ZONES. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO VERIFY THE EXISTENCE OF FIRE PROTECTION FOR STRUCTURES AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO



195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009.

The parties have signed this Agreement as of the date first written above.

City:
City of West Linn,
an Oregon municipal corporation

BY:

Name: Christopher Jordan
Its: City of West Linn

District:
West Linn-Wilsonville School District 3JT,
an Oregon municipal corporation

BY:

x

Name: Superintendent

Its: Roger L. Woehl



CONSENT OF ESCROW AGENT

The undersigned Escrow Agent hereby agrees to (i) accept the foregoing Agreement, (ii) be the Escrow Agent under said Agreement, and (iii) be bound by said Agreement in the performance of its duties as Escrow Agent; provided, however, the undersigned shall have no obligations, liability or responsibility under (i) this Consent or otherwise unless and until said Agreement, fully signed by the parties, has been delivered to the undersigned or (ii) any amendment to said Agreement unless and until the same shall be accepted by the undersigned in writing.

Dated: February 15, 2010

PACIFIC NORTHWEST TITLE OF
OREGON, INC.


By: 
Name: Rene Nicolesen
Title: Sr. Escrow Officer



EXHIBIT A
Legal Description
City Property

Real property in the County of Clackamas, State of Oregon, described as follows:

THE SOUTHERLY 9 FEET OF LOTS 5 AND 30 AND ALL OF LOTS 6, 7, 8, 9, 26, 27, 28 AND 29 OF BLOCK 2 AS SURVEYED AND LAID OUT ON THE PLAT OF WILLAMETTE HEIGHTS, OREGON, WHICH PLAT WAS RECORDED ON APRIL 21, 1913 IN BOOK 12 AT PAGE 20, RECORDS OF TOWN PLATS OF CLACKAMAS COUNTY, OREGON.

NOTE: This legal description was created prior to January 1, 2008.



EXHIBIT B
Legal Description
District Property

Real property in the County of Clackamas, State of Oregon described as follows:

PART OF THE JULIA ANN LEWIS D.L.C. NO. 54, IN SECTION 26, TOWNSHIP 2 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, IN THE COUNTY OF CLACKAMAS, AND STATE OF OREGON, DESCRIBED AS:

BEGINNING AT A POINT ON THE SOUTH LINE OF THE D.L.C. OF JULIA ANN LEWIS NO. 54, TOWNSHIP 2 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, SOUTH 65°00' EAST 10.50 CHAINS FROM THE SOUTHWEST CORNER OF SAID CLAIM, THENCE NORTH 19°45' EAST 35.50 CHAINS, MORE OR LESS, TO THE NORTH BOUNDARY LINE OF SAID D.L.C., THENCE SOUTH 63°00' EAST ON CLAIM LINE 6.50 CHAINS; THENCE SOUTH 19°45' WEST 35.50 CHAINS, MORE OR LESS, TO THE SOUTH BOUNDARY LINE OF SAID CLAIM, THENCE NORTH 65°00' WEST ON CLAIM LINE 5.25 CHAINS TO THE PLACE OF BEGINNING, EXCEPT THAT PART THEREOF LYING NORTH OF THE CENTER LINE OF PARKER COUNTY ROAD #373, AND EXCEPT THE SOUTH 60.00 RODS CONVEYED TO EUGENE H. FORD AND BESSIE C. FORD, HIS WIFE, BY DEED RECORDED DECEMBER 5, 1929, IN BOOK 203 AT PAGE 525, RECORDS OF CLACKAMAS COUNTY, OREGON.

EXCEPTING THEREFROM THAT PORTION OF LAND CONVEYED TO CITY OF WEST LINN, A MUNICIPAL CORPORATION WITHIN THE STATE OF OREGON, ITS SUCCESSORS AND ASSIGNS, BY DEED RECORDED ON FEBRUARY 24, 1999 AS FEE NO. 99018528.

NOTE: THIS LEGAL DESCRIPTION WAS CREATED PRIOR TO JANUARY 01, 2008.



EXHIBIT C

District Property

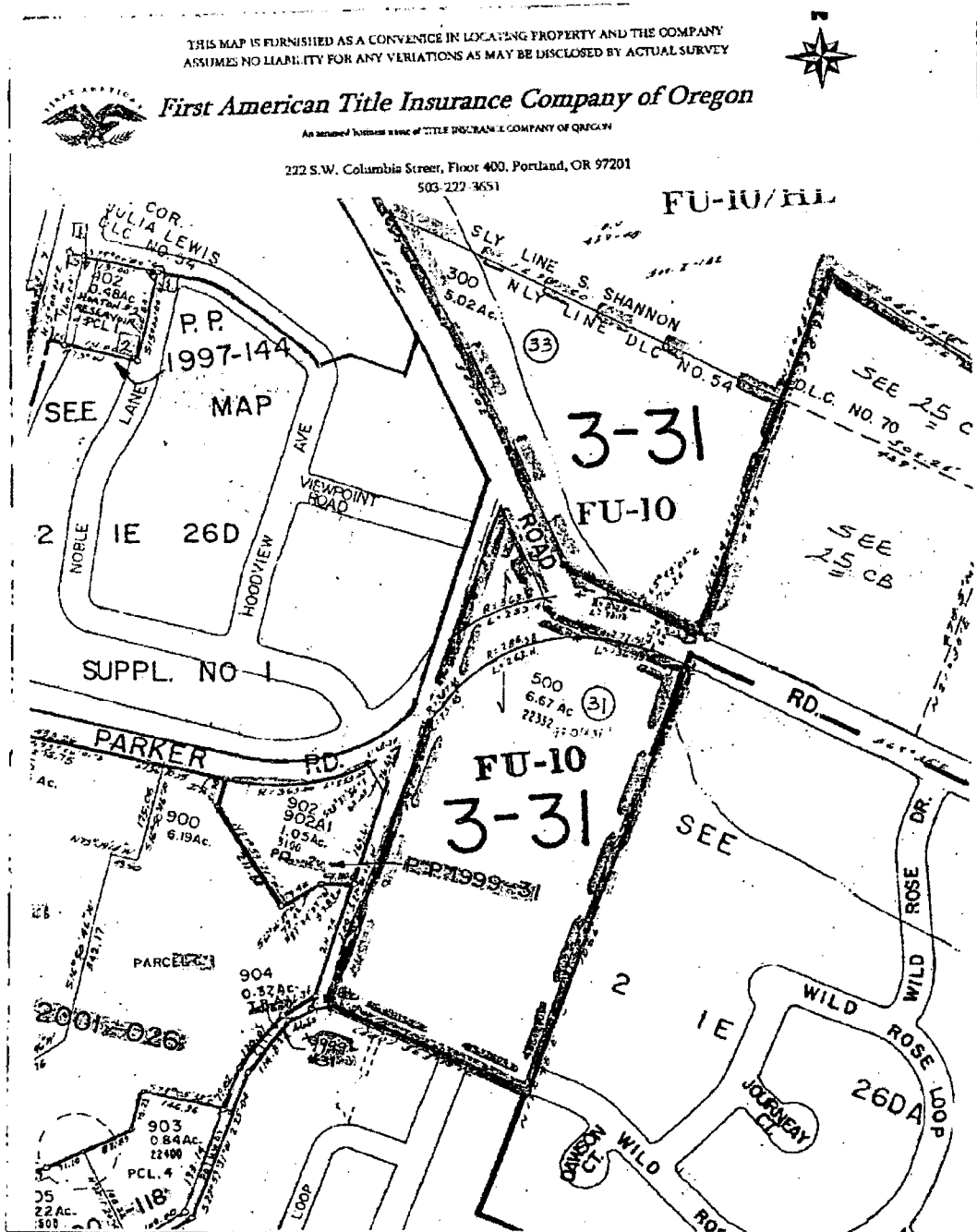
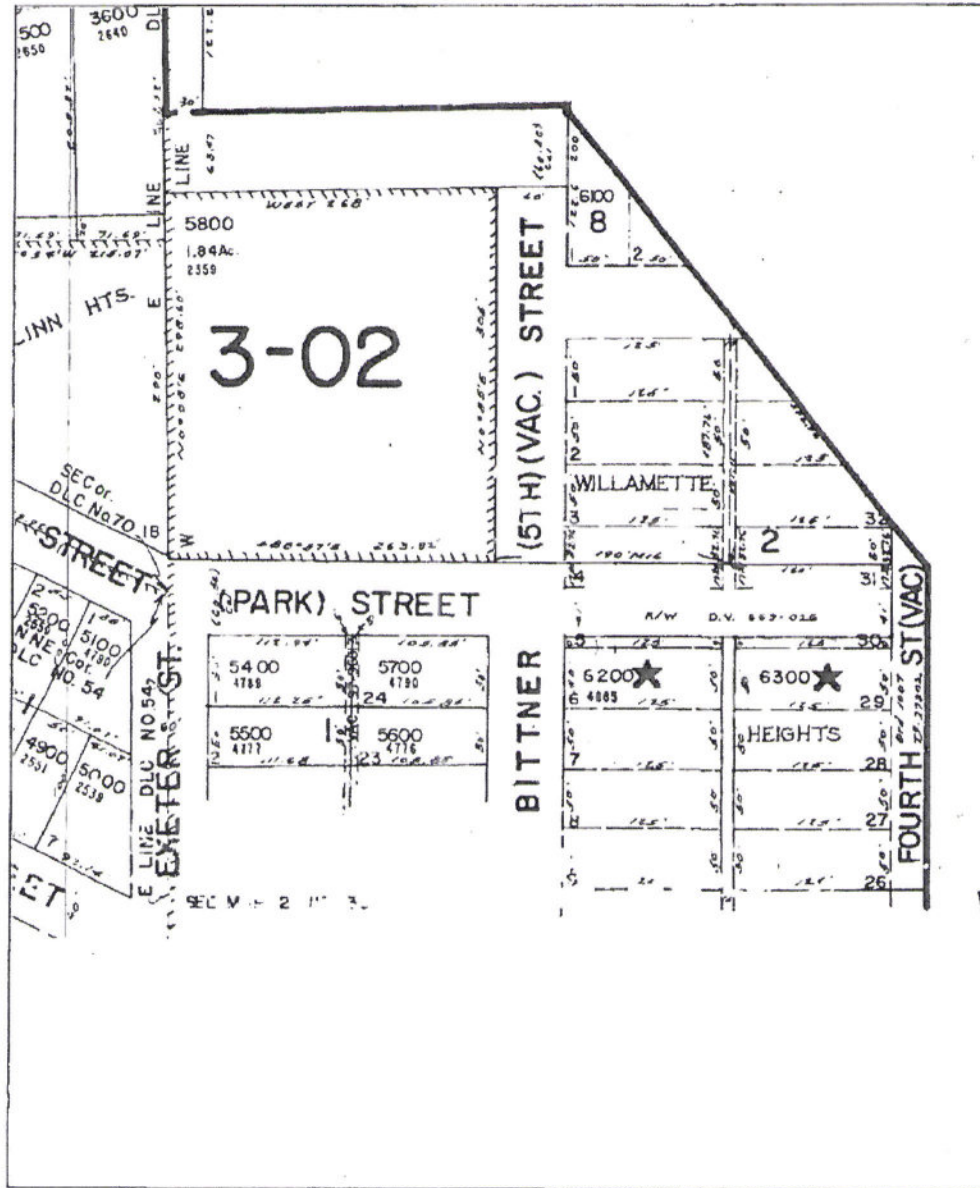




EXHIBIT C
City Property



THIS MAP IS FURNISHED AS A CONVENIENCE BY PACIFIC NORTHWEST TITLE

This map is not a survey and does not show the location of any improvements.
The company assumes no liability for errors therein.



MAP # 21E25DC06200



EXHIBIT D
Form of Bargain and Sale Deed
Conveying City Property to District

AFTER RECORDING RETURN TO:

Jordan Schrader Ramis PC
Two Centerpointe Dr Ste 600
Lake Oswego OR 97035
(50015-38880 – AMJ)

UNTIL A CHANGE IS REQUESTED
SEND TAX STATEMENTS TO:

West Linn-Wilsonville School District 3JT
P.O. Box 35
West Linn, OR 97068

This space is reserved for recorder's use.

BARGAIN AND SALE DEED

City of West Linn, an Oregon municipal corporation, Grantor, conveys to West Linn-Wilsonville School District 3JT, an Oregon municipal corporation, Grantee, the following described real property:

See **Exhibit A** attached and incorporated hereto.

The true consideration for this conveyance is Four Hundred Eighty Three Thousand And No/100 Dollars (\$483,000.00).

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND



SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009.

DATED this _____ day of _____, 2011.

GRANTOR

City of West Linn, an Oregon
municipal corporation

By: _____
Name _____
Its: _____

STATE OF OREGON)
) ss.
County of _____)

This instrument was acknowledged before me on _____, 2011,
by _____ as _____ of the City of West Linn.

NOTARY PUBLIC FOR OREGON
My Commission Expires: _____

The foregoing dedication is hereby **ACCEPTED**:

WEST LINN-WILSONVILLE SCHOOL DISTRICT 3JT
an, Oregon municipal corporation

By: _____
Name: _____
Title: _____

[Acknowledgement Page Follows]



STATE OF OREGON)
) ss.
 County of _____)

This instrument was acknowledged before me on _____,
 2011, by _____ as _____ of the West Linn-
 Wilsonville School District 3JT.

 NOTARY PUBLIC FOR OREGON
 My Commission Expires: _____



Exhibit A
Legal Description

Real property in the County of Clackamas, State of Oregon, described as follows:

THE SOUTHERLY 9 FEET OF LOTS 5 AND 30 AND ALL OF LOTS 6, 7, 8, 9, 26, 27, 28 AND 29 OF BLOCK 2 AS SURVEYED AND LAID OUT ON THE PLAT OF WILLAMETTE HEIGHTS, OREGON, WHICH PLAT WAS RECORDED ON APRIL 21, 1913 IN BOOK 12 AT PAGE 20, RECORDS OF TOWN PLATS OF CLACKAMAS COUNTY, OREGON.

NOTE: This legal description was created prior to January 1, 2008.



EXHIBIT E
Form of Bargain and Sale Deed
Conveying District Property to City

AFTER RECORDING RETURN TO:

Jordan Schrader Ramis PC
Two Centerpointe Dr Ste 600
Lake Oswego OR 97035
(50015-38880 – AMJ)

UNTIL A CHANGE IS REQUESTED
SEND TAX STATEMENTS TO:

West Linn City Hall
22500 Salamo Road, Suite 100
West Linn, OR 97068

This space is reserved for recorder's use.

BARGAIN AND SALE DEED

West Linn-Wilsonville School District 3JT, an Oregon municipal corporation, Grantor, conveys to City of West Linn, an Oregon municipal corporation, Grantee, the following described real property:

See **Exhibit A** attached and incorporated hereto.

The true consideration for this conveyance is Two Million Seven Thousand Five Hundred And No/100 Dollars (\$2,007,500.00).

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY



OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009.

DATED this _____ day of _____, 2011.

GRANTOR

West Linn-Wilsonville School
District 3JT, an Oregon municipal
corporation

By: _____
Name _____
Its: _____

STATE OF OREGON)
) ss.
County of _____)

This instrument was acknowledged before me on _____, 2011,
by _____ as _____ of West Linn-Wilsonville
School District 3JT.

NOTARY PUBLIC FOR OREGON
My Commission Expires: _____

The foregoing dedication is hereby **ACCEPTED**:

CITY OF WEST LINN
an, Oregon municipal corporation

By: _____
Name: _____
Title: _____

[Acknowledgement Page Follows]



STATE OF OREGON)
) ss.
County of _____)

This instrument was acknowledged before me on _____, 2011,
by _____ as _____ of the City of West Linn.

NOTARY PUBLIC FOR OREGON
My Commission Expires: _____



Exhibit A

Legal Description

Real property in the County of Clackamas, State of Oregon, described as follows:

PART OF THE JULIA ANN LEWIS D.L.C. NO. 54, IN SECTION 26, TOWNSHIP 2 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, IN THE COUNTY OF CLACKAMAS, AND STATE OF OREGON, DESCRIBED AS:

BEGINNING AT A POINT ON THE SOUTH LINE OF THE D.L.C. OF JULIA ANN LEWIS NO. 54, TOWNSHIP 2 SOUTH, RANGE 1 EAST, OF THE WILLAMETTE MERIDIAN, SOUTH 65°00' EAST 10.50 CHAINS FROM THE SOUTHWEST CORNER OF SAID CLAIM; THENCE NORTH 19°45' EAST 35.50 CHAINS, MORE OR LESS, TO THE NORTH BOUNDARY LINE OF SAID D.L.C.; THENCE SOUTH 63°00' EAST ON CLAIM LINE 6.50 CHAINS; THENCE SOUTH 19°45' WEST 35.50 CHAINS, MORE OR LESS, TO THE SOUTH BOUNDARY LINE OF SAID CLAIM; THENCE NORTH 65°00' WEST ON CLAIM LINE 5.25 CHAINS TO THE PLACE OF BEGINNING, EXCEPT THAT PART THEREOF LYING NORTH OF THE CENTER LINE OF PARKER COUNTY ROAD #373, AND EXCEPT THE SOUTH 60.00 RODS CONVEYED TO EUGENE H. FORD AND BESSIE C. FORD, HIS WIFE, BY DEED RECORDED DECEMBER 5, 1929, IN BOOK 203 AT PAGE 525, RECORDS OF CLACKAMAS COUNTY, OREGON.

EXCEPTING THEREFROM THAT PORTION OF LAND CONVEYED TO CITY OF WEST LINN, A MUNICIPAL CORPORATION WITHIN THE STATE OF OREGON, ITS SUCCESSORS AND ASSIGNS, BY DEED RECORDED ON FEBRUARY 24, 1999 AS FEE NO. 99018528.

NOTE: THIS LEGAL DESCRIPTION WAS CREATED PRIOR TO JANUARY 01, 2008.



EXHIBIT F
Legal Description
Adjacent District Property

Tax Lot 3700 (21E25DC03700)

Grantors: Franklin Hess and Gene Hess, husband and wife
Grantee: School District No. 3, Clackamas County, Oregon
Recorded July 14, 1955, Book 498, Page 284

All the following real property, with the tenements, hereditaments and appurtenances, situated in the County of Clackamas and State of Oregon, bounded and described as follows, to-wit:

Lot Eighteen (18), West Linn Heights, according to the duly recorded plat thereof.

Tax Lot 5800 (21E25DC05800)

Grantor: Willamette Pulp and Paper Company
Grantee: School District Number Thirty-four (34) of Clackamas County, Oregon
Recorded: January 8, 1913, Book 129, Page 420

The following described real estate situated in the County of Clackamas, State of Oregon, to-wit:

Commencing at the Southeast corner of the Samuel W. Shannon Donation Land Claim Number Seventy (70), Notification Number 652, Section 25, Township 2, South Range 1, East of the Willamette Meridian, said corner being North 671.41 feet from the Southwest corner of the Daniel Burns Donation Land Claim; thence North 0° 8' East, 26.72 feet to an iron pipe, the place of beginning and from said pipe as the point of beginning, thence North 0° 8' East 298.60 feet to a one inch iron pipe; thence East 268 feet to a one inch iron pipe, thence South 0° 55' West, 305 feet to a one inch iron pipe, thence North 88° 37' West, 263.82 feet to the place of beginning, containing 1.842 acres, more or less.

Tax Lot 6100 (21E25DC06100)

Grantor: Crown Zellerbach Corporation
Grantee: Consolidated School District No. 3 of Clackamas County, Oregon
Recorded: January 16, 1946, Book 358, Page 559

All of the following described real property situate in the County of Clackamas, State of Oregon, to-wit:

The following described property in Section 25, Township 2 South, Range 1 East of the Willamette Meridian, Clackamas County, Oregon, as surveyed and laid out on the Plat of Willamette Heights, Oregon, which plat was recorded on April 21, 1913, in Book 12 at Page 20, Records of Town Plats of Clackamas County, Oregon, to wit:

All of Lots 1, 2, 3 and 4, Block 2, Willamette Heights; Also the North 41 feet of Lot 5, Block 2, Willamette Heights; also the South 17.24 feet of Lot 31, Block 2, Willamette Heights; Also a part of Lots 1, 2, 3, 4, 5 and 6, Block 8, Willamette Heights, described as: Beginning at the Southwest corner of Lot 1 of said Block 8 a distance of 300 feet to the Southeast corner of Lot 6 of said Block 8; thence North 66° 56' West a distance of 324.1



feet to the West boundary of Lot 1 of said Block 8; thence South along the West boundary of said Lot 1, Block 8 a distance of 122.6 feet to the point of beginning.



WEST LINN - WILSONVILLE SCHOOL DISTRICT 2014 CAPITAL IMPROVEMENT PROGRAM



February 22, 2014

4/6/16 BC Meeting
221



West Linn – Wilsonville Schools

To: School Board
Bill Rhoades, Superintendent

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

Date: February 14, 2014

Subject: **2014 Capital Improvement Program**


At the regular September 2013 School Board Meeting the Board asked the Long Range Planning Committee to explore future facility needs for the District as related to a concurrent update of the District Long Range Plan. This report, entitled "2014 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, student security, STEM/robotics, technology and life-cycle replacement needs at all district sites. This document is the result of a true collaborative effort with district administration, staff, community members, private partners, the School Board and Long Range Planning members.

Every effort has been made to fairly and accurately represent the needs of the District. It should also be noted that this document is not prioritized in any way and has not yet been subjected to public scrutiny and comment. It is our recommendation that the Board continue that process.

Respectfully

DEPARTMENT OF OPERATIONS



Tim K. Woodley, Director

Department of Operations
503-673-7995 Fax 503-638-9143 • www.wlww.k12.or.us
2755 SW Borland Road, Tualatin, Oregon 97062



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

Keith Steele, Chair
Kristen Keswick, Vice Chair
Rob Fernandez
Regan Molatore
Betty Reynolds
Dr. William Rhoades, Superintendent

LONG RANGE PLANNING COMMITTEE

Jerri Bohard
Michael Jones
Gretchen Katko
David Lake
Tom Miller
Doris Wehler
Kent Wyatt

COMMUNITY TASK FORCE

Sunset Primary Replacement Task Force; Greg McKenzie, Chair
Alternative Education Task Force; Margaret Allen, Chair
Music and Arts Partners; Jane Stickney
Advance Road Masterplan; Greg McKenzie

BUILDING PRINCIPALS

Joel Sebastian, Athey Creek Middle
Lindy Sproul, Boeckman Creek Primary
Holly Omlin-Ruback, Bolton Primary
Jennifer Patterson, Boones Ferry Primary
Peter McDougal, Cedaroak Park Primary
Patrick Meigs, Lowrie Primary
Debi Briggs-Crispin, Rosemont Ridge Middle
Barbara Soisson, Inza Wood Middle
Jen Freeborn, Stafford Primary
Lisa Hawking, Sunset Primary
Charlotte Morris, Trillium Creek Primary
David Pryor, Willamette Primary
Lou Bailey, West Linn High
Aaron Downs, Wilsonville High
Saskia Dresler, Arts and Technology High

WITH PROFESSIONAL ASSISTANCE FROM

David Kaitz, Davis Demographics and Planning, Inc.
Keith Liden, Planning Consultant
Nick Collins, PAE Consulting Engineers, Inc.
Norm Dull, Dull Olsen Weekes - IBI Group Architects, Inc.
Stan Pszczolkowski, Architectural Cost Consultants, LLC

AND THANKS TO

City of West Linn
City of Wilsonville
County of Clackamas





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INTRODUCTION

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

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

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

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

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



Overview:

DISTRICT COMMITMENT TO EXCELLENCE

The West Linn - Wilsonville School District is committed to excellence in education. 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 children, one that provides a personalized education for students and affords all learners the opportunity to capitalize on strengths, meet 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.



VISION THEMES

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

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



GROWTH-THE KEY CHALLENGE

Creating and maintaining a quality education environment is constantly challenged by enrollment growth, which has increased by 61% from 5,644 students in 1990 to 9,076 students in 2013. 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 education 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.

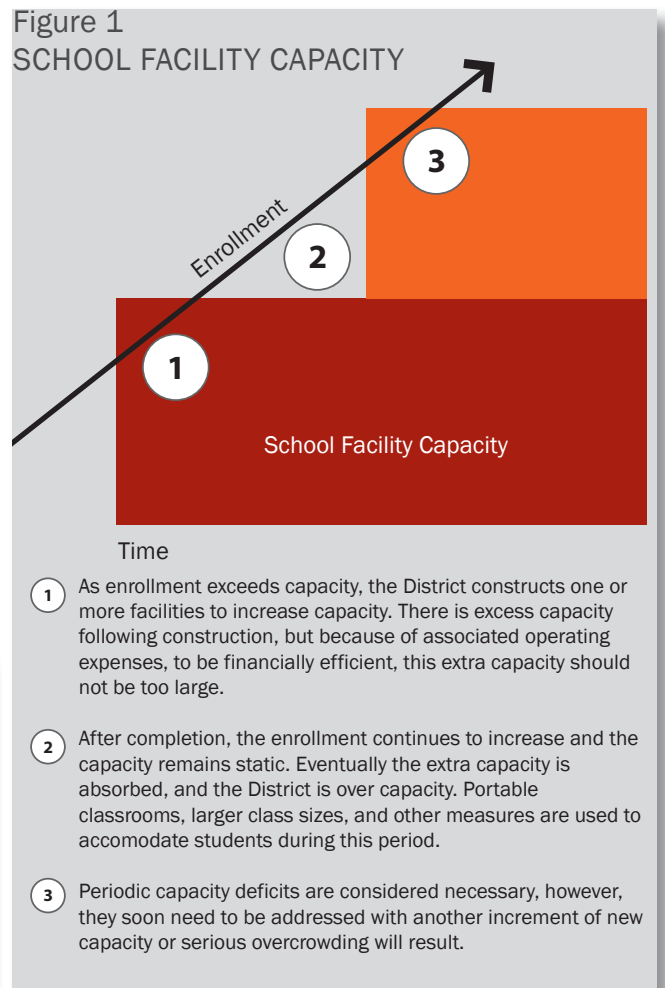
To further enhance the District's ability to proactively plan for the future, it developed the West Linn-Wilsonville School District Long Range School Facilities Plan in 1996, the first of its kind in the state. This plan, developed under the guidance of the LRPC, has provided a rational framework for evaluating and addressing future school facility needs as the West Linn and Wilsonville areas grow. The plan was updated in 2000, 2006 and 2013 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. Figure 1 demonstrates the balance the District must maintain between enrollment growth and capacity:



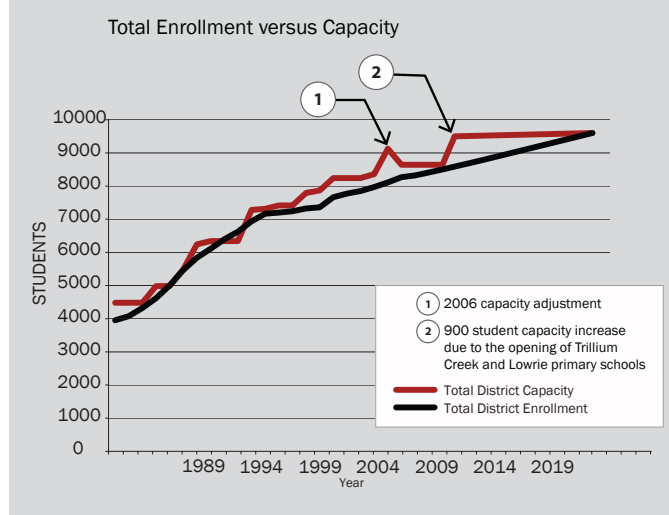


Facility capacity is directly influenced by educational programs. Following its commitment to provide educational excellence for all students, the District continually seeks to improve its teaching practices. The District has found that an inquiry-based, collaborative, and integrated approach to teaching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

- Early childhood education
- All-day kindergarten
- Open enrollment
- Alternative education
- Personalized special need education

The implementation of these programs has effectively changed the District's capacity because many of them have building space ramifications. For example, with half-day kindergarten, two classes can be accommodated using one classroom, but all-day kindergarten requires two classrooms to accommodate the same number of students. Improving educational programs may reduce school capacity. However, modest declines in capacity are outweighed by the improved educational results created by these programs.

Figure 2
TOTAL ENROLLMENT VERSUS CAPACITY





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 ongoing process for the District to successfully anticipate needs well in advance. Planning and efficiently providing educational services for the community go hand-in-hand. District residents have approved capital improvement bond (CIP) measures in 1979, 1988, 1989, 1992, 1997, 2002, and 2008. This pre-planned sequence of smaller bonds (rather than less frequent large bonds) has enabled the District to successfully balance enrollment and capacity in a way that minimizes public debt and provides lasting solutions in real time. The 2014 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



1989 - Boeckman Creek Primary and Athey Creek Middle Schools



1988 - Classrooms for Stafford and Wilsonville Primary Schools



1992 - Wilsonville High School





1997 - Boones Ferry Primary and Rosemont Ridge Middle Schools



2008 - Trillium Creek and Lowrie Primary Schools



2002 - Wilsonville and West Linn High Schools



Future - Sunset Primary Replacement and New Wilsonville Middle School

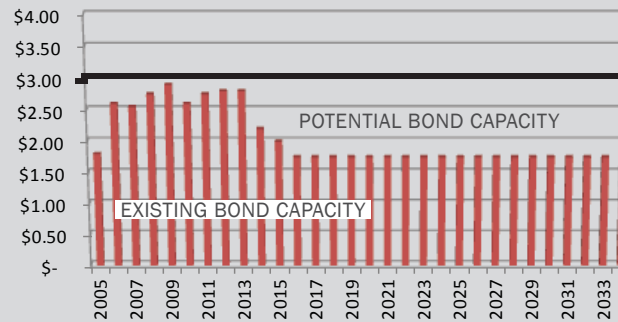




POTENTIAL BONDING CAPACITY

Since 2001, the District has held to its commitment to keep capital bond levies at or below \$3.00 per \$1,000 of assessed value at any given point in time. With previous bonds expiring in 2015, the LRPC sees an opportunity to present a capital bond to voters in the near future to continue the excellence in education the communities of Wilsonville and West Linn have come to expect, without increasing taxes.

Figure 3
ANY PUBLIC SCHOOL DISTRICT
EXISTING VS. POTENTIAL BOND CAPACITY





Excellence in Education:

PROGRAMMING AFFECTING SCHOOL CAPACITY

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

- Early childhood education
- Optional all-day kindergarten
- Open enrollment
- Alternative education
- Personalized special education



PROGRAMMING AFFECTING FACILITY SIZE, DESIGN, AND NEEDS

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

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

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



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

- World languages
- Interactive/technology-rich learning environments
- Learning communities/collaboration/the library
- Green schools initiative
- Center for research in environmental sciences and technologies (CREST)
- CREST farm to school program
- STEM education/maker spaces
- Robotics





Capital Improvement Planning Process:

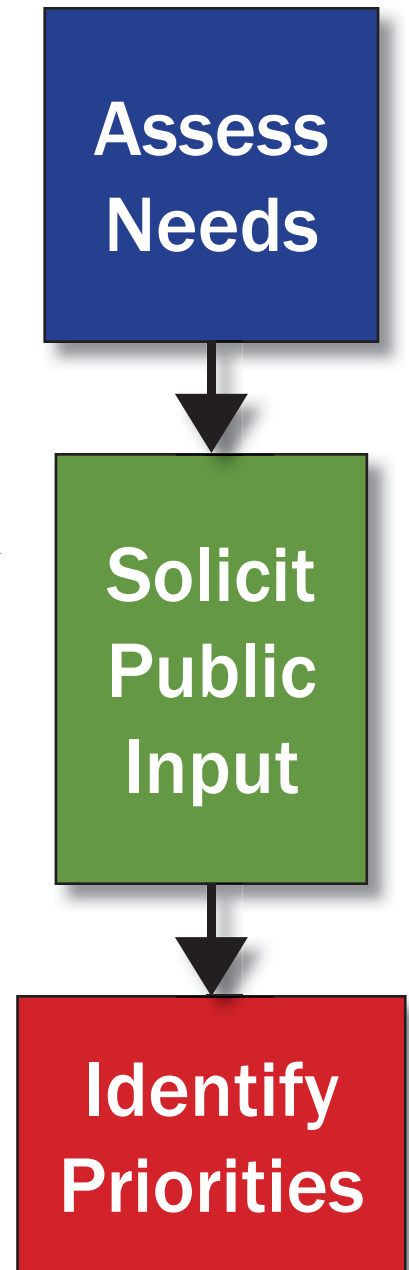
CAPITAL IMPROVEMENT PROGRAM (CIP) HISTORY

District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, and 2008. This pre-planned sequence of smaller bonds (rather than less frequent large bonds) has enabled the District to successfully balance ongoing maintenance, needed facility improvements, and expanding enrollment and capacity in a way that minimizes public debt and provides lasting solutions in real time.

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

The District's CIP is based on an over-arching strategy to "capitalize" general fund expenses by incorporating bond planning and spending with daily facility management. This allows for regularly occurring bond eligible expenses to be incorporated into the CIP thus preserving general fund monies. Over the bond's 5-year period, including bond eligible expenses in the CIP has freed up over \$6-million in expenses that otherwise would have been paid by the general fund. As a result, more annual resources are available for classroom instruction.

Building on that history, and the commitment to provide quality facilities, the LRPC has examined the existing functional needs of the District stemming from aging facilities, expected student population growth, equity for all students to learn in the most conducive environment and respect for the stewardship required to maintain the facilities we currently utilize. Through this process, the LRPC has compiled and categorized this information into this 2014 Capital Improvement Program.





RESPONDING TO GROWTH

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





Figure 4



SCHOOL	CAPACITY		ENROLLMENT			PROJECTIONS*				
	2013	2015	2011	2012	2013	2014	2015	2016	2017	2018
PRIMARY										
Boeckman	479	457	631	555	541	541	508	489	464	439
Boones Ferry	689	645	823	531	536	608	596	599	609	598
Lowrie	476	432	0	407	480	574	668	753	819	898
Wilsonville Subtotal			1,454	1,493	1,557	1,722	1,772	1,841	1,892	1,935
WV Available Capacity	1,644	1,534		151	87	-78	-238	-307	-358	-401
Bolton	363	341	269	278	300	284	284	282	290	299
Cedar oak	407	385	413	318	320	311	301	293	287	294
Stafford	501	479	525	450	512	436	434	423	422	387
Sunset	432	410	409	285	296	409	407	394	398	402
Willamette	501	479	609	510	549	594	602	591	570	571
Trillium Creek	498	454	0	458	492	444	433	416	409	387
West Linn Subtotal			2,225	2,299	2,469	2,478	2,460	2,398	2,376	2,339
WL Available Capacity	2,702	2,548		403	233	224	88	150	172	209
Subtotal			3,679	3,792	4,026	4,201	4,233	4,239	4,268	4,274
Total Available Capacity (K-5)**	4,346	4,082		554	320	145	-151	-157	-186	-192
MIDDLE										
Wood			706	737	715	831	869	934	994	1,048
Avail. Capacity	640	640		-97	-75	-191	-229	-294	-354	-408
Athey Creek			602	607	637	584	570	608	624	677
Avail. Capacity	624	624		17	-13	40	54	17	0	-53
Rosemont Ridge			692	684	714	769	765	767	749	719
Avail. Capacity	668	668		-16	-46	-101	-97	-99	-81	-51
Subtotal			2,000	2,028	2,066	2,184	2,204	2,308	2,367	2,444
Total Available Capacity (6-8)	1,932	1,932		-96	-134	-252	-272	-376	-435	-512
HIGH										
Wilsonville	1,472	1,472	1,084	1,121	1,162	1,232	1,313	1,315	1,351	1,451
West Linn	1,748	1,748	1,506	1,553	1,612	1,555	1,609	1,604	1,632	1,626
Art Tech	86	86	86	105	105	105	105	105	105	105
Subtotal			2,676	2,779	2,879	2,891	3,027	3,024	3,088	3,182
Total Available Capacity (9-12)	3,306	3,306		527	427	415	279	282	219	124
TOTAL			8,355	8,599	8,971	9,276	9,464	9,571	9,722	9,900
Total Available Capacity (K-12)	9,584	9,320		985	613	308	-144	-251	-402	-580

* Projections assume that current school attendance areas remain unchanged.

** Assumes full-day kindergarten beginning in 2015.



PRIMARY SCHOOLS

As demonstrated in Figure 4, primary level enrollment today is 87 below capacity in Wilsonville, and 233 below capacity in West Linn. When full day kindergarten becomes the standard in 2015 primary school capacities will be reduced by 264. As noted earlier in this report the most efficient way to balance enrollment and capacity is to allow enrollment to exceed capacity for a period of time before constructing an additional facility.

The Long Range Planning Committee recommends the replacement of Sunset primary school which has been a subject of public discussion for years. A Sunset Task Force was created to evaluate the various options available in 2009 and the decision was made to replace the school at it's current location in the sunset neighborhood. A key point in this plan was the procurement of a portion of the adjacent city park. This was accomplished as part of a land swap in 2010, clearing the path to a replacement school at the existing Sunset Primary school site. The original report submitted by the Sunset Task Force to the School Board is attached as part of the Appendix. This would provide an excellent, modern, and efficient school for the sunset neighborhood for many years to come.





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 shows the middle school level is 134 students over capacity as of September 2013, and is expected to continue to increase steadily for years to come. While the District placed portable classrooms at Wood Middle School, all district middle schools are experiencing pressure as a result of this crowding. The Long Range Plan has long predicted a fourth middle school, to be constructed in Wilsonville in response to growth. The property purchased on Advance Road just east of Wilsonville was purchased in 2003 with this facility in mind. The main barrier to use of this site has been that it was outside of the Urban Growth Boundary (UGB). District staff worked diligently in coordination with the City of Wilsonville and Metro to bring the site within the UGB in 2013. Staff will continue to work with the city to annex the site in to the City of Wilsonville.

Ultimately a new middle school will be built to address this problem. Therefore, the 2014 Capital Improvement Plan recommends construction of a new 700-student middle school at the Avance Road site in Wilsonville.





HIGH SCHOOLS

Capacity issues at the high school level have been resolved through the passage of capital improvement bonds in 1992, 1997 and 2002. As seen in Figure 4 the projections for enrollment capacity continue to show available capacity for the high schools.

The primary issue facing the high schools is the location of Arts and Technology High School. The District has leased a facility owned by the City of Wilsonville for several years. The lease for this building has been extended only with the understanding that the District will actively seek an alternative accommodation. The District needs to determine a new location for the school (Advance Road Site?).





PROJECT SELECTION:

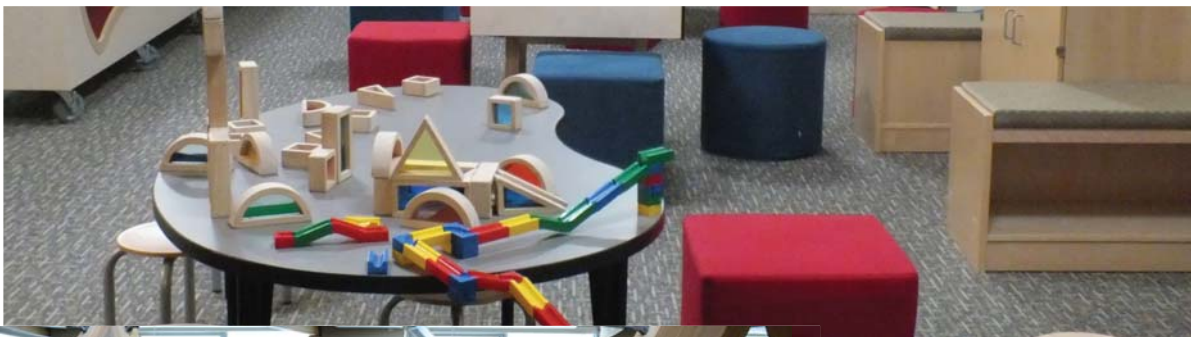
IDENTIFICATION OF FACILITY NEEDS

Discussions regarding future facility needs began in earnest in September 2013, when School Board members and administrative staff asked the LRPC to:

1. Review the West Linn - Wilsonville School District Long Range School Facilities Plan with a specific focus on growth in Wilsonville 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.
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, as well as 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 increases; also program and staff growth and expanded offerings.
- **Equity:** The notion that every patron's child should enjoy the same educational experience regardless of which school in the district they attend.
- **Teaching and Learning:** School facilities must be designed and have adequate capacity to accommodate successful educational programs, including special education, and early childhood development.
- **Health and Wellness:** New state and federal mandates require a health and wellness policy. The District adopted this new policy in 2006. It impacts health curriculum, physical education and food service.
- **Energy Conservation:** Technological advances in mechanical and electrical systems provide significant savings in annual operating costs.
- **Sustainability:** The CIP assumes all projects will be environmentally friendly and sustainable to the greatest extent feasible. The District recognizes that green buildings make a positive impact on the health and environment of children, as well as reduces operating expenses, and helps to create a sustainable community.
- **Safety & Security:** Prioritized responsibility paramount to all other operational details. Includes hazardous material management and abatement.
- **Technology:** Recognition that today's education requires knowledge and skill acquired through use of computer and electronic technology. Also relates to how the District carries out instruction and business responsibilities.
- **Stewardship:** The strong community support experienced over many years has provided the District with some of the finest public education facilities in the state. Stewardship contemplates measures needed to protect these investments, including capital-level maintenance and life cycle replacement.



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

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





CAPITAL PROJECTS:

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

2014 CAPITAL IMPROVEMENT LIST

A. New Wilsonville Middle School	\$ 44,150,000.00
B. New Sunset Primary Replacement School	\$ 24,250,000.00
C. New Arts & Technology High School Facility	\$ 9,000,000.00
D. New Wilsonville High School Auditorium	\$ 11,000,000.00
E. Remodel West Linn High School '700'-Building	\$ 5,750,000.00
F. Student Safety & Security	\$ 415,000.00
G. Technology	\$ 10,700,000.00
H. District-Wide Improvements (Range \$5,847,176.00 - \$10,624,526.00)	
I. Site Improvements: includes parking lots, playfields, sidewalks, storm drainage, covered play structures, stadium seating, etc.	\$ 1,765,500.00
II. Interior Improvements: includes carpet, painting, small remodels, casework, etc.	\$ 1,869,050.00
III. Furniture, Fixtures and Equipment	\$ 902,000.00
IV. Roofing / Exterior Envelope	\$ 1,422,476.00
V. Mechanical / Electrical / Plumbing	\$ 4,665,500.00
Total Estimated Value:	\$115,889,526.00





New Wilsonville Middle School

Location: Advance Road Site, Wilsonville

Project Summary:

The school district has three middle schools. Wood Middle School in Wilsonville was built in 1980 and has an educational capacity of 640-students with enrollment of 737. Athey Creek Middle School, built in 1990, is centrally located at Stafford/Borland Roads and has a capacity of 624-students with current enrollment at 637. The newest, Rosemont Ridge Middle School in West Linn, was built in 1999 and has a capacity of 668 with enrollment in 2013 of 714 students. Overall, these three middle schools have an educational capacity of 1,932 students. Fall 2013 enrollment is 2,066 with projections for a steady increase in enrollment to 2,444 in 2018. All three middle schools are over capacity and a long-planned fourth middle school is now necessary.

As an aid to the planning process, this project is described as a new middle school with a capacity of 700 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.

Conceptual estimate based on 2016 start date: \$44.15 million





New Sunset Primary Replacement School

Location: Current Sunset Primary School Site

Project Summary:

Sunset Primary School has an educational capacity for 410 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.

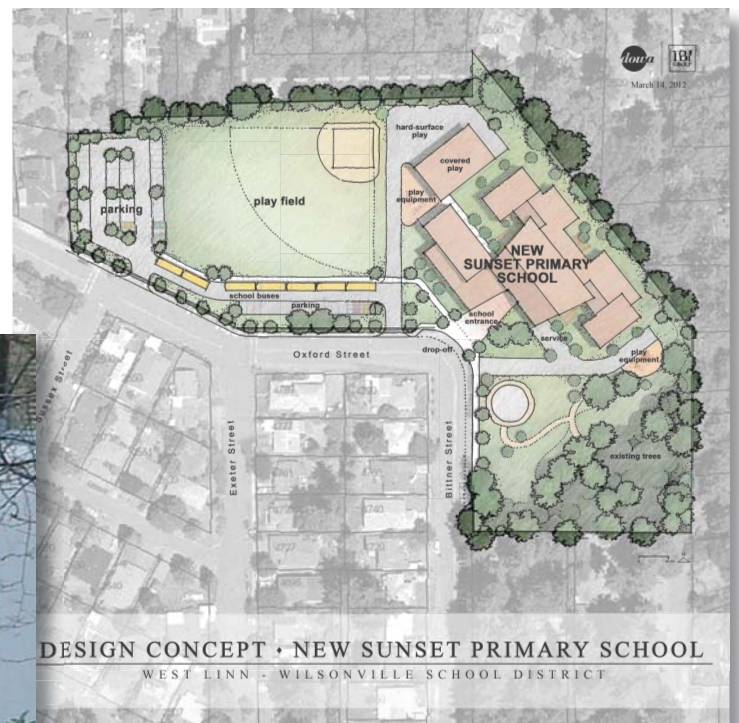
Given the current status of Sunset, the Superintendent formed a community patron-based task force to review all information available and make a recommendation for the future of this school, to be presented to the Long Range Planning Committee in 2009.

Following this public process, the following recommendation was submitted:

1. Replace Sunset School on the same site.
2. Consider options to increase the size of the existing site.
3. Consider a smaller school building so long as program and space utilization are not compromised.

Since that time, the City of West Linn and the School District entered into an Intergovernmental Agreement to jointly facilitate a land swap. In May of 2010 the City of West Linn voted affirmatively to sell 1.6 acres of Sunset Park to the school district thereby creating adequate land to rebuild on the same site.

Conceptual estimate based on 2016 start date: \$24.25 million





New Arts & Technology High School Facility

Location: To be Determined (Advance Road Site?)

Project Summary:

Started as a Charter School by the School District in 2005, Arts & Technology High School has a strong, successful history of providing an alternative style and setting for high school students apart from the traditional large high school. This program provides service for up to 100 full-time high school students at a leased property located in Wilsonville and owned by the CITY. Since its initial launch, various task forces and committees have provided in-depth research and guidance for the development of "Art Tech" High, and in 2008 forwarded a recommendation 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 high school model.

For the purpose of planning, it is recommended that a small, separate facility for approximately 150 students be designed and constructed at a permanent, district-owned location for Arts & Technology High School.

Conceptual estimate based on 2016 start date: \$9.0 million





New Wilsonville High School Auditorium

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).

Conceptual estimate based on 2016 start date: \$11.0 million





Remodel West Linn High '700'-Building

Location: West Linn High School

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.

Conceptual estimate based on 2016 start date: \$5.75 million





Student Safety and Security

Location: All District Locations

Project Summary:

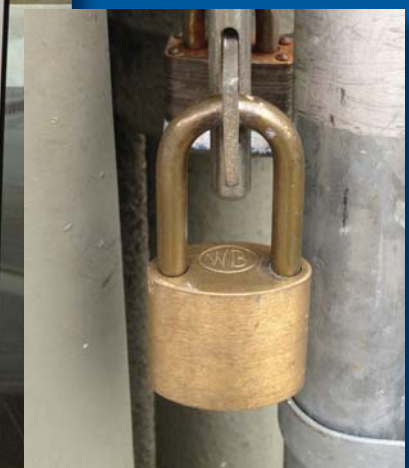
Providing the best education possible for our students also means creating a safe and secure environment for both students and staff. Over the past year there has been a heightened awareness regarding school safety and security at the national, state and local level. West Linn-Wilsonville School District is committed to creating and maintaining safe, secure facilities for students, staff and patrons as a partnership with our community, neighboring school districts, area law enforcement and emergency responders.

Under the leadership of the District Safety Committee, with cooperation from building principals, site emergency response teams and local law enforcement, our schools have been assessed for safety-related corrections and has identified the following themes that have identified specific improvements for each unique school facility.

- Building Communication Systems
- School Entrance Security
- Door Hardware and Locking
- Safe Classroom Accommodations
- School-grounds Exterior Security Measures
- Limited Video Surveillance
- Lighting and Controls

This category provides a budgeted amount of money to be used at all District facilities over a period of 2-4 years to equitably purchase and install specific safety/security related products, components, systems and assemblies; as identified and prioritized by the District Safety Committee.

Conceptual estimate: \$415,000.00





Learning with Technology

Location: All District Sites

Project Summary:

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

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



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. Video sources provide a window to worlds the student cannot visit, a seat in the great lecture halls of the world, and quick reference for review or expansion of concepts. Computer adaptive 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. Web quests 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 mathematics, science and the social sciences. Design software allows children to take on design challenges in robotics, geometry, graphic arts, art, and architecture. Quick access to references on line allows students to read dense text with more understanding.

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 teachers to use as feedback and actionable data to aid in planning. Computer adaptive assessment, particularly in a low stakes environment, has the power to provide students effective feedback on the learning.



The prophecy of every student having access to a device when and where they need it is not new. This has been the vision for years. However, it is only recently – perhaps accelerated by the power of personal, mobile technology – that this as a potential reality has been achievable. At the same time, Internet access is also spreading. Technology tools and the resources that are made available by these phenomena are increasingly ubiquitous and transparent.

When technology is deployed in a 1-to-1 fashion, the power of serendipity and immediacy can take effect. The impact of having a question now, and being able to pursue that question now cannot be overstated.



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

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

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

In Wellness, students can track their diet and exercise habits in order to influence their physical well-being.

The research and inquiry aspects provided by access to technology are clear as well and so too are the communication and collaboration opportunities provided by these resources.

Technology allows the engineering in STEM to come alive. When posed with a real-world problem – for example, program this robot to navigate through a maze of unknowns – the significance of doing something real causes the learning to come alive. The notion of a STEM Hub contemplates how the District can collaborate with partners to provide unique learning opportunities for students in STEM learning. Related to that, the District sees value in establishing a STEM center to strengthen existing programs and provide the space and flexibility for future endeavors. A STEM center would facilitate learning through robotics, sustainable agriculture, computer software courses, engineering design and other programs currently happening throughout the District. Cohesiveness and support around these programs will also provide important professional development opportunities for teachers looking to also expand their practice and integrate STEM education into their curriculum.

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

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

As we pursue the themes and values around teaching and learning as outlined in our comprehensive District Technology Plan, we intend to:

- Pursue one-to-one deployment models of devices to students
- Continue lab-based arrangements for certain activities
- Update core teaching and office systems
- Renew the infrastructure of the district to keep the core systems robust and stable

Conceptual estimate: \$10.7 million



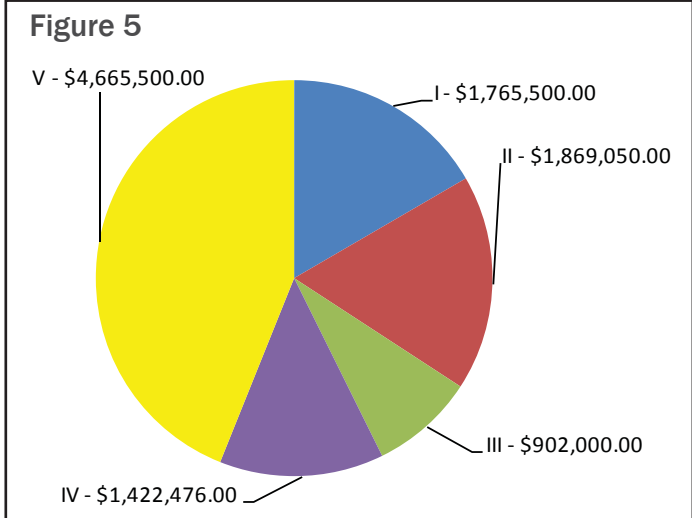


District-Wide Improvements

Project Types:

This category of projects represents work at all district sites that has been identified over time as improvements that respond to life-cycle replacement, upgrades required by code, changes in instructional models, growth in activity participation and obsolescence.

Project Type:	Total Value:
I - Site Improvements	\$1,765,500.00
II - Interior Improvements	\$1,869,050.00
III - Furniture, Fixtures & Equipment	\$902,000.00
IV - Roofing / Exterior Envelope	\$1,422,476.00
V - Mechanical / Electrical / Plumbing	\$4,665,500.00



Type I - Site Improvements:

This category of projects represents work at all district sites that has been identified over time as improvements that respond to life-cycle replacement, upgrades required by code, changes in instructional models, growth in activity participation and obsolescence.

- Highlights:**
- New Athletic Field Restroom/Concessions/Team Room at Rosemont Ridge
 - Stadium Seating Expansion at West Linn High and Wilsonville High
 - New Playground Equipment

Type II - Interior Improvements:

These include projects for minor interior remodels, carpeting, painting, finishes, ceiling replacement, doors, hardware, casework, etc.

- Highlights:**
- Convert Basement Locker Rooms into Instructional Space at Bolton
 - Fully Renovate 60-Classrooms at District Schools (walls, floors, ceilings, casework)
 - Remodel Main Office Area to include Testing Lab at Boeckman Creek
 - Renovate Main Office at Bolton

Type III - Furniture, Fixtures and Equipment:

These items are in constant use by students and staff every day and include classroom furniture, projection screens, wall coverings, tackboard/whiteboard, carts, lockers, office furniture/equipment, file cabinets, storage systems, etc.

- Highlights:**
- Aggregate dollar amount to be distributed at all District Schools

Type IV - Roofing / Exterior Envelope:

The 1997 Bond provided funding to repair/replace many district roofs. In 2014, funding is required at many district buildings to again ensure waterproof integrity. Also includes some repair/replacement of identified siding and windows at specific buildings.

- Highlights:**
- Aggregate dollar amount for itemized priority work.

Type V - Mechanical / Electrical / Plumbing:

Fairly self explanatory; includes repair/replacement of pumps, motors, boilers, fans, electrical components, plumbing components, etc. These projects provide both improved performance and reliability, and also capture energy savings.

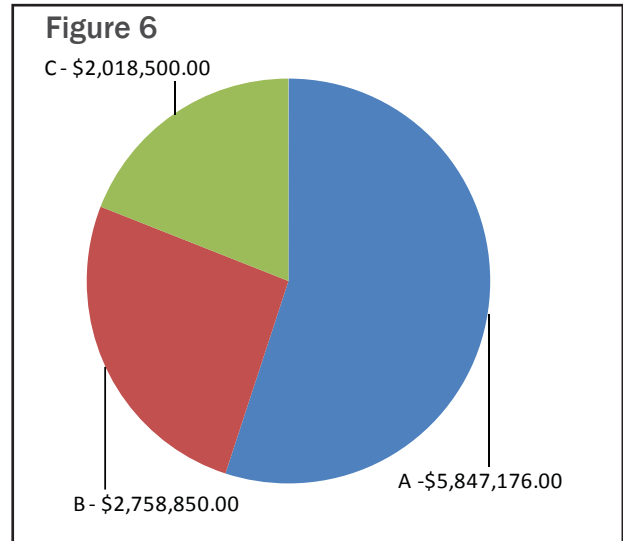
- Highlights:**
- New Gym Lighting
 - Various at all sites



Project Categories:

The total list of District Wide Improvement Projects is fairly extensive. To help determine which projects should have priority funding, each project Type line item has been assigned to one of three Categories:

A - Mission Critical	\$5,847,176.00
B - Mission Important	\$2,758,850.00
C - Deferrable	\$2,018,500.00



Category A - Mission Critical:

These project components represent work to correct issues that are in/near failure, are out of compliance with code thereby failing to pass critical inspections or cause inordinate labor/repair to keep operational.

- Examples:**
- T-12 light tubes are no longer manufactured. To remedy, many light fixtures require replacement or rebuild.
 - Fire Alarm System at Wilsonville High: Original system is obsolete and incompatible with newer system. Parts for frequent failure are non-existent or extremely expensive.
 - Carpet that is simply worn out.

Category B - Mission Important:

This Category of work, while not a threat to daily operations, does have significant value toward efficiency and effectiveness in operations and/or curriculum delivery.

- Examples:**
- Classroom renovations (paint, carpet, ceiling, floor, casework)
 - Restroom Upgrades (tile, fixtures, privacy stalls, etc)
 - Equipment replacement (window coverings, furniture)

Category C - Deferrable:

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

- Examples:**
- Athletic Field Seating at middle schools
 - Additional Storage
 - Window Replacements
 - Display Cases/Surfaces

Summary

All District-Wide Improvement Projects have a grand total conceptual value of \$10,624,526.00 that is broken out by Project Type; and each Type is broken out by Category. This strategy provides the ability to select projects for prioritized funding based on most important determination.

Type I - Site Improvements	Type III - Furniture/Fixtures/Equipment	Type V - Mechanical/Electrical/Plumbing
Category A \$815,500.00	Category A \$810,000.00	Category A \$2,495,000.00
Category B \$780,000.00	Category B \$42,000.00	Category B \$720,000.00
<u>Category C \$170,000.00</u>	<u>Category C \$50,000.00</u>	<u>Category C \$1,450,500.00</u>
Total Type I \$1,765,500.00	Total Type III \$902,000.00	Total Type V \$4,665,500.00
Type II - Interior Improvements	Type IV - Roofing/Exterior Envelope	
Category A \$603,800.00	Category A \$1,122,876.00	
Category B \$1,032,250.00	Category B \$184,600.00	
<u>Category C \$233,000.00</u>	<u>Category C \$115,000.00</u>	
Total Type II \$1,869,050.00	Total Type IV \$1,422,476.00	



The Advance Road Site

Imagine the Possibilities...

The advance road site northeast of Wilsonville presents forty acres of opportunity for the West Linn - Wilsonville community. The District has intended ten of the forty acres of land for a city park as part of a land swap for the Lowrie Primary School site. The remaining thirty acres could accommodate a number of the goals of this Capital Improvement Program in a move towards the latest design model in education design.

Combined sites is a concept the District has supported for many years as a way to gain efficiencies. Stafford Primary and Athey Creek Middle Schools share a site similar to Boeckman Creek Primary/Wilsonville High School and Wood Middle/Boones Ferry/CREST. These combined sites provide opportunity to share resources from parking lots and athletic facilities to classrooms and staff. The next iteration of this concept is the campus model. In K-12 schools this model brings multiple schools and/or programs into a single campus and even a single facility. This model would bring a number of significant benefits to the District.

- **Substantial Energy and Maintenance Savings:** A single building core with large efficient mechanical, electrical and plumbing (MEP) systems to support the two schools as well as additional programs as feasible.
- **More Community Use Opportunities:** Parking is a key constraint for community use, the campus model would accommodate more parking than single schools.
- **Staff Sharing:** Including personalized special need education, physical education, custodial and others to maximize efficiency and effectiveness.
- **Improved Access to Key Tools:** All students would have age-appropriate access to broader learning opportunities in an expanded library, additional gymnasiums and athletic fields and with an expanded technology inventory.





Applied to the Advance Road site, this model could provide main building infrastructure (gymnasiums, library, administrative offices, kitchen, mechanical room, electrical room, etc) to support a middle school classroom wing and a future primary school classroom wing, with expansion options for both as enrollment continues to grow. These basic shared building components would be constructed to support both schools, meaning a lower cost to expand the campus later. It would also be possible to contemplate additional programs housed on the same campus, minimizing both initial and recurring costs for these programs as well.

- **Arts and Technology High School replacement:** The opportunity exists to construct a new Art Tech High School building at the Advance Road site. Such a facility could have its own frontage, driveway, presentation and character while sharing spaces and infrastructure with the larger middle/primary school structure.
- **Robotics facility:** STEM programs and robotics in particular are a growing interest in the West Linn - Wilsonville community, and the Advance Road campus could support a variety of flexible “maker spaces” to support robotics for the schools and the community.
- **CREST Farm to School program:** The current location of the CREST Farm program is isolated with little staff/adult supervision and support. Relocating the “farm” to the Advance Road site as part of the initial design could help bring daily stewardship and active participation from teachers and students to provide real-time opportunity for learning.

As seen in the enrollment projections in Figure 4, the District anticipates crowding at the primary school level as soon as 2015. The campus model would provide the District with the flexibility to respond to enrollment growth at a much faster rate since design and permitting would have been accomplished.

AND, as the City of Wilsonville develops their own 10-acre athletic/recreation park at this site, there will be opportunity to plan shared facilities for site transportation, parking, restrooms and sport venues. Imagine the possibilities...

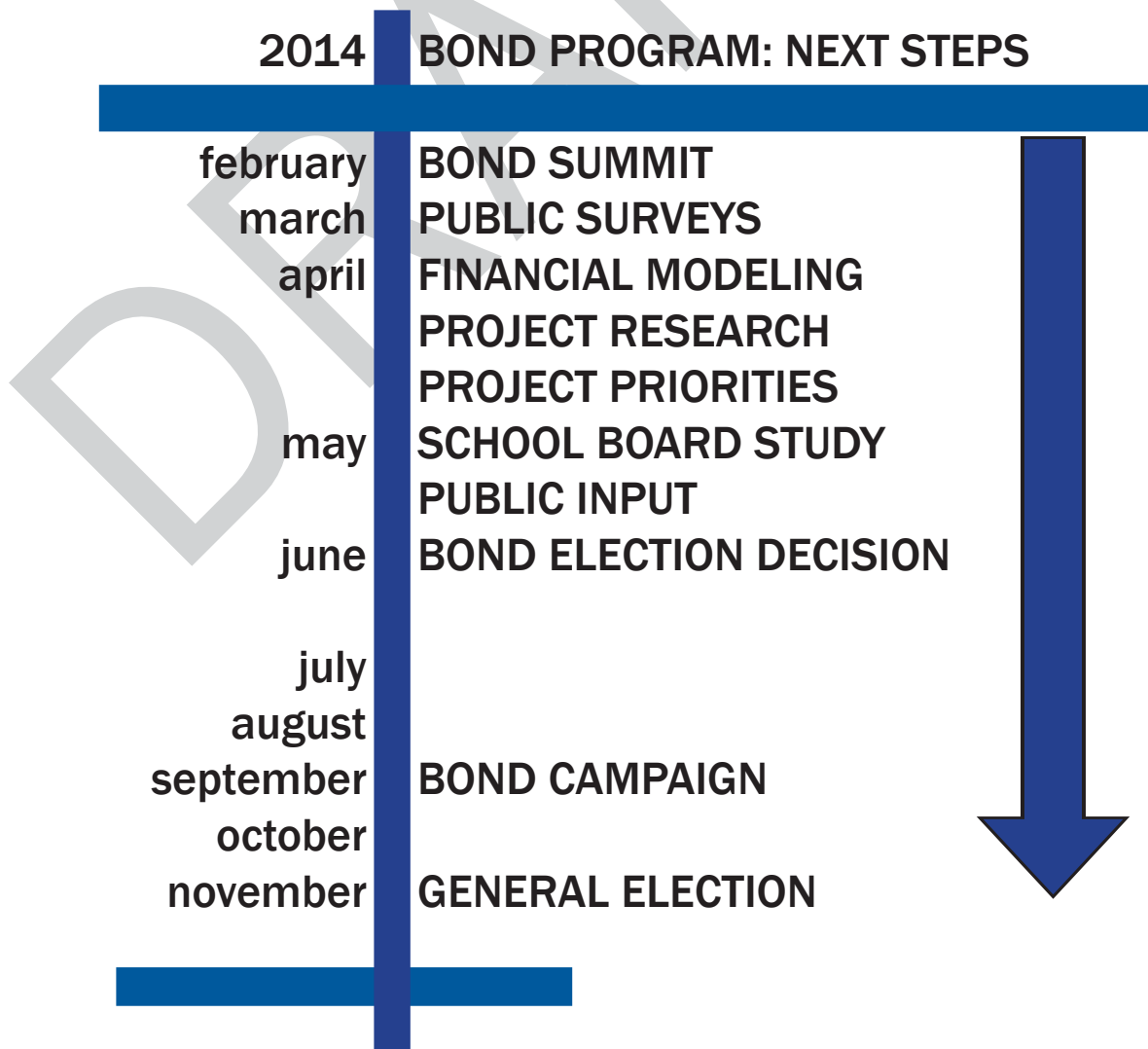




WHERE DO WE GO FROM HERE...

"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 2014 Capital Bond Campaign and the creation of a school district that elevates opportunities and success for every child.





West Linn – Wilsonville School District

December 2013 **DRAFT**



District Technology Plan



This Technology Plan is the collective work of the Technology Advisory Committee. The members of this committee include:

William Rhoades, Superintendent
Jane Stickney, Deputy Superintendent
Kathy Ludwig, Asst Superintendent
Tim Woodley, Operations Director
Jennifer Spencer-Iiams, Student Services Director
Curtis Nelson, IT Director
Nell Achtmeyer, STEM Coordinator
Aaron Downs, Principal – Wilsonville High
Barb Soisson, Principal – Wood Middle School
Peter McDougal, Principal – Cedaroak Oak Primary
David Pryor, Principal – Willamette Primary
Kathy Gregg, Asst Principal – Athey Creek Middle School
Stacy Erickson, Teacher Librarian – West Linn High
Stuart Levy, Teacher-Librarian – Wood Middle School
Tara Perkins, Teacher-Librarian – Cedaroak Park and Sunset Primary Schools
Patrick Minor, Instructional Coordinator – Stafford Primary
Emilie Bennett, Instructional Coordinator – Sunset Primary
Dave English, IT Specialist – Wilsonville High
Peggy Pricer, IT Specialist – Rosemont Ridge and Athey Creek Middle Schools
Joe Wade, Former IT Specialist – WLWV Schools
Jennifer Ziolkowski, Instructional Coordinator – Student Services

In addition to bringing their own voice and perspective to this work, each member was additionally charged with representing all groups that they associate with as well.



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EXECUTIVE SUMMARY

The West Linn - Wilsonville School District has a strong history of creating and implementing a dynamic and comprehensive technology plan that supports the district's technology systems and networks, efficient work environments, innovative and effective instructional practices, and trends in Science, Technology, Engineering & Mathematics (STEM) education (including increasingly robust robotics and engineering programs).

The West Linn – Wilsonville community has supported the evolution and updating of our instructional technology and technology systems through passage of capital and facilities improvement bonds in 1997, 2002, and 2008. As the district continues its inventory and needs assessment to inform the Technology Plan for 2013 and beyond, we find that the network and hardware remain relatively robust AND, as with all technologies, they are becoming dated and must be continually renewed and refreshed. As we do this we simultaneously keep abreast of new standards, applications, developments, innovative teaching and learning systems, wireless applications, personal desktop accessories, new specialized hardware and software, and the changing nature of supportive facilities.

This plan considers the current state as well as the next phases of technology of planning for the district. It includes review and revision in the areas of Leadership, Stewardship, Curriculum and Instruction, Management and Operations, and in the Physical Technology Structure and resource needs.

It is the role of **Leadership** to promote and provide the stimulus for creativity and innovation, integration, and utilization of technologies. We believe that 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 **Stewardship** of the plan is led by the **Technology Advisory Committee** who assists in setting direction and recommending strategies for technology acquisition, staff development, integration of best practices, and evaluation/assessment of technology and applications. Because this is a dynamic plan a major role of the Technology Advisory Committee is to keep abreast of and advise on current research on effective and efficient uses of technology to enhance our systems of teaching, learning, and work.

The **Learning and Teaching for Students** component is focused on creating effective and efficient curriculum models and standards, instructional applications and innovation, and a rich learning environment through collaborative instruction and interactive technologies. It includes achievement of technological and informational literacy as a strong focus on research and inquiry, and the development of digital citizenship. We believe strongly that instruction and high quality teaching and learning systems should lead the work of the district and that technologies should be considered as powerful tools to support that work.

The **Learning and Teaching for Staff** component emphasizes the need and process for effective professional learning. Our goal is to prepare staff for the integration of technologies into the daily learning of the classroom by incorporating the current understandings of research on best practices in using technology to enhance learning and child development. We understand that this is a rapidly evolving field and that our ability and willingness to learn and adapt is critical in our professional growth models.

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 **Networks and Systems** plan 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

Beginning In 1997, the West Linn - Wilsonville School District passed a series of bond measures that included significant and far-reaching upgrading of the district's technology systems and networks which supported efficient work environments, innovative and effective instructional practices, and trends in Science, Technology, Engineering & Mathematics (STEM) education (including an increasingly robust robotics program).

The results included the creation of an agile and adaptable networked district. The district supports an infusion of new computers in every classroom, fully supported data, voice, and video systems, upgraded electrical and network wiring at each school, the creation of a telephone system with its own prefix and telephone numbers, video systems that support a growing application for distance learning and video productions, extensive access to wireless networking, enhanced and updated web presence.... 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.

Technology integration to support student learning and STEM education is ever-evolving and planning must be dynamic in support of curriculum applications to enhance teaching and learning for students and staff. Professional development opportunities are provided in an ongoing and often "in-time" fashion to enhance staff and student use of technology and in understanding elements of information literacy, STEM, and digital citizenship. Curriculum for instructional technology has been aligned to the International Society for Technology in Education standards, the Common Core, the Next Generation Science Standards, and Oregon's Standards for Technology.

There are significant new technological application developments and research on effective teaching and learning with technology that are influencing future network, hardware, software, and curricular needs. These trends include wireless applications, rapid evolution of mobile technology, digital curriculum, on-line data bases and resources, distance learning, content specific technologies, research and data retrieval systems, assessment systems, one to one environments, assistive technology for children with special needs, and new specialized applications in teaching, learning, and management. Each of these trends influence and are addressed in the 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 2013-2014 projected enrollment is 9000. The District is made up of 9 primary schools, 3 middle schools, 3 high schools, and one charter school and employs approximately 470 licensed staff, 255 support personnel and 28 administrators.

District Vision and Vision Themes

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

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

- The demonstration of personal and academic excellence.
- A personalized education to improve each and every child's performance.
- The establishment of community partnerships that expand the classroom beyond the school.
- The creation of a "Circles of Support" for each child.
- The education and development of the whole child.
- The integration of technology into our daily learning and our work.



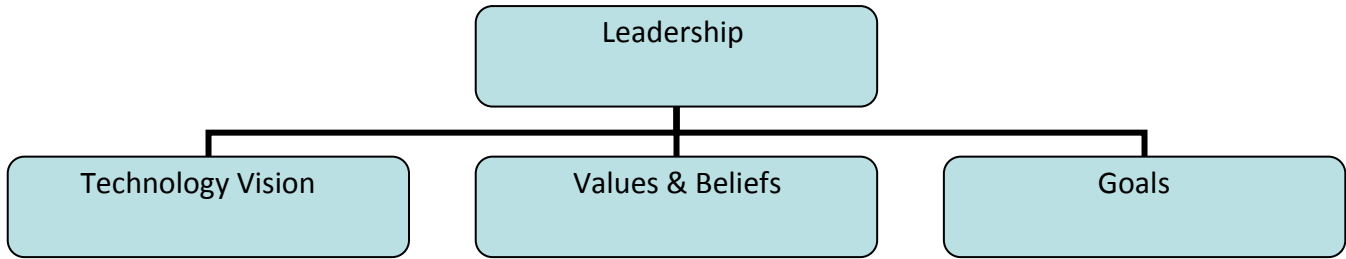
District Technology Goal Areas

The Technology Advisory Committee includes central office and building administrators, teachers, instructional coordinators, Teacher-Librarians, the Director of Information Services, Director of Operations, Bond Manager, IT Specialists, and Student Services Specialists. Their primary tasks have been to develop and update the district technology plan and curriculum, to monitor progress in implementing strategies, and to make recommendations for revision based on current research and review. The Technology Advisory Committee reviews and informs around six major goal areas. They are:

- 1) Leadership
- 2) Stewardship and Advisory
- 3) Teaching and Learning for Students
- 4) Teaching and Learning for Staff
- 5) Management and Operations
- 6) Network System Specifications



TECHNOLOGY LEADERSHIP SECTION



Technology Vision

Leaders of technology will inspire and lead development and implementation of a shared vision or comprehensive integration of technology to promote excellence and support transformation throughout the organization. We will create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. We will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. We will provide digital age leadership and management to continuously improve our organization through the effective use of information and technology resources. We will model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

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. Empower leaders at each level to 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 Standards.
2. Develop a shared vision and implement a systemic plan aligned with that shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources
3. Maintain ongoing professional learning and 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 and ensure equitable access.
5. Use technologies to plan and implement comprehensive systems of effective assessment and evaluation.
6. Promote ethical and responsible use, digital citizenship, and model responsible decision-making in the use of technologies.



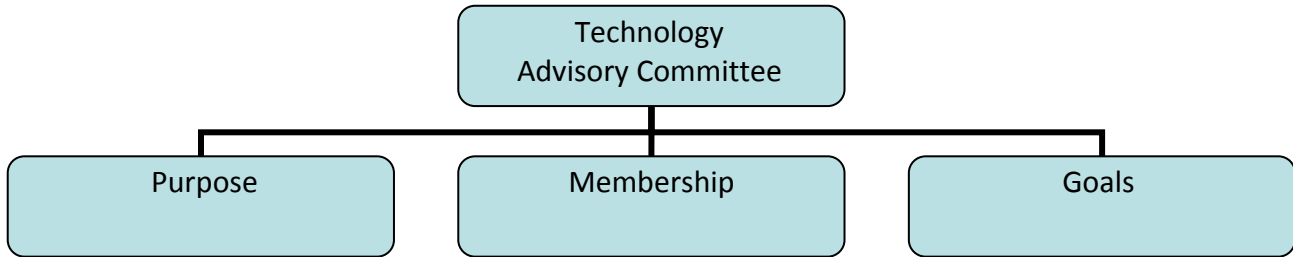
7. Promote policies, financial plans, accountability measures, and incentive structures support the use of information and communication technologies and other digital resources for learning and in district school operations

Goals for the Use of National Educational Technology Standards

1. Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity
2. Preparing students for their future in a competitive global job market
3. Designing student-centered, project-based, and online learning environments
4. Guiding systemic change in our schools to create digital places of learning
5. Inspiring digital age professional models for working, collaborating, and decision making



TECHNOLOGY STEWARDSHIP



The Technology Advisory Committee originated in 1994 as part of the stewardship of the district vision theme: **Integrating Technology into Daily Learning**. The work of this committee has been instrumental in developing, and implementing the long-range technology plan used to guide the 1997, 2002, and 2008 capital improvement efforts and have subsequently provided extensive guidance and leadership in the implementation of the plan. Activities have focused primarily on maintaining the technology vision through regular researching, progress monitoring and eventual advising and coaching district leaders to support their decision making in regards to the use of technology.

The Technology Advisory Committee has also 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 and needed skills, and studied issues of technology support, technology standards, instructional strategies, and safety and security issues related to technology.

Statement of Purpose

The purpose of the Technology Advisory Committee has been to assist the district in setting vision and direction and in developing and implementing action plans 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 and technology standards, the Technology Advisory Committee will meet monthly to give guidance to leadership for implementing goals in teaching, learning, and professional development. The Technology Advisory Committee will actively study best practices supporting the achievement of technology standards. The advisory committee will support the development of all aspects of the technology plan with a particular emphasis on teaching, learning, and professional development.



Members

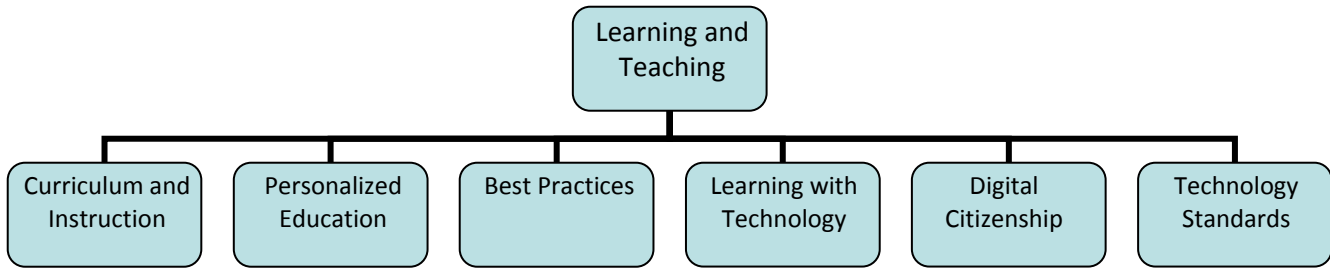
The Technology Advisory Committee includes central office and building administrators, teachers, instructional coordinators, Teacher-Librarians, the Director of Information Services, Director of Operations, Bond Manager, IT Specialists, and Student Services Specialists.

Goals

- 1) Meet regularly to monitor and update the implementation of the technology plan through the systematic review of current research on technological applications that enhance teaching, learning, and operations.
- 2) Create and support professional development programs that support the ongoing integration of the standards within the technology plan.
- 3) Provide guidance and support in the development and use of specialized applications as well as universal applications.
- 4) Develop systems to monitor progress and provide support for all students and teachers in continually improving technology and information literacy skills.
- 5) Evaluate annual progress toward the achievement of the standards and goals in the district technology plan with a focus on maximizing and optimizing usage.
- 6) Create partnerships with technology and business corporations (such as our South-Metro STEM partnership) in ways that enhance integration of technology into daily instruction and work flow.
- 7) Develop and implement a system-wide, collaborative process to provide recommendations for annual technology plan review and budget planning.
- 8) Make recommendations for the planning and implementation of technologies in both the instructional and operations of the district.
- 9) Support the development of leadership, technical expertise, knowledge, and systems that successfully support and integrate technology into school organizations.
- 10) Develop guidelines for cycles of equipment purchasing and consider specifications that insure maximum life and minimal maintenance requirements.



LEARNING AND TEACHING FOR STUDENTS



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 Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in each discipline. In each area of the curriculum the complex processes of learning is recognized with the habits and mind, mathematical, scientific and engineering practices and the literacy practices defined in the CCSS. 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.

- Classroom work with technology broadens children's experience and knowledge of the subject or area of study.
- Technology 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 a growth mindset 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.

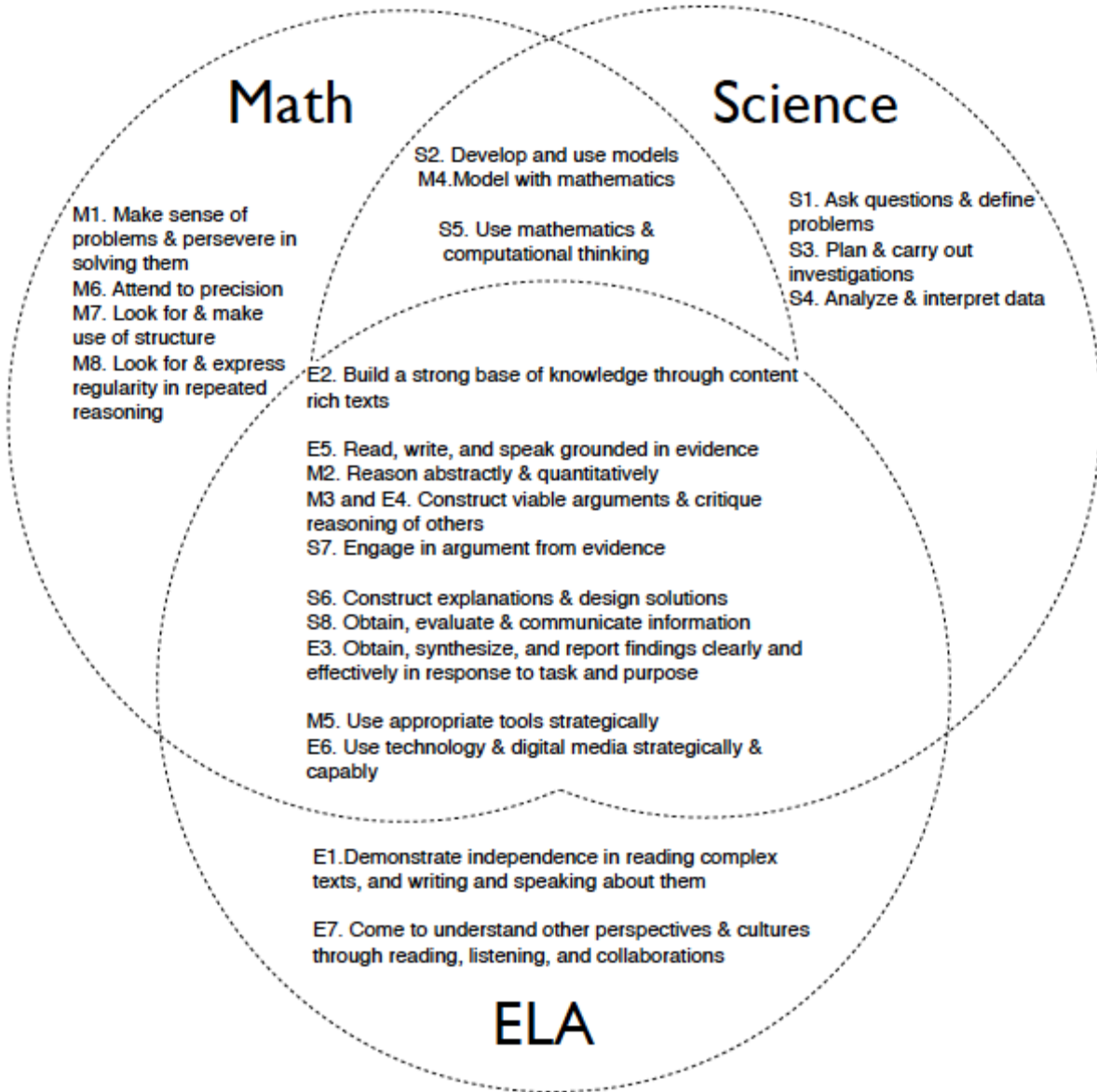


Instruction occurs in complex ways. After posing questions, children embark on an information search. They learn, within the context of the study, to locate, extract, record, interpret, interrogate, and integrate information leading to the construction of knowledge. With a purpose in mind, children explore 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. An educational experience crafted with these ideals provides students with the key cognitive strategies, key content knowledge, key learning skills and techniques and key transition knowledge and skills that define a student who is prepared for success in college and future careers (Conley, 2012).

The convergence of the standards and practices in a well crafted interdependent curriculum are represented in the graphic in chart 1. Students practice thinking within the disciplines and making connections between the disciplines throughout the school experience.

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. Since the 1990s, 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	To
<u>Traditional Classroom</u>	<u>West Linn-Wilsonville Classrooms</u>
Teacher centered instruction.....	Student-centered instruction
Serious, regimented drill	Challenging, purposeful, complex, joyful investigation
One perspective	Culturally responsive curriculum
Fixed Mindset	Growth Mindset
A single story	Culturally rich perspectives
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, culturally responsive, democratic, collaborative, rigorous, and challenging. Best Practices in instruction are clearly purposeful, managing the tools, tasks and talk that bring lessons alive. Best Practices are characterized by high leverage instructional strategies, those strategies that give access to all students, are most powerful for engaging all learners, and most likely to lead to deep connected understanding.

The Common Core mathematical practices, the scientific and engineering practices, and the literacy practices defined in the Common Core State Standards describe those high leverage strategies and practices that research tells us are most likely to raise rigor while simultaneously closing achievement and opportunity gaps.

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, synthesizing knowledge, creating content and 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 research, close reading and production. Students use the technological tools available to calculate, to read and write, to tap into streams of live information, to communicate with others, and to do so from school and from home.

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. Video sources provide a window to worlds the student cannot visit, a seat in the great lecture halls of the world, and quick reference for review or expansion of concepts. Computer adaptive 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. Web quests 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 mathematics, science and the social



sciences. Design software allows children to take on design challenges in robotics, geometry, graphic arts, art, and architecture. Quick access to references on line allows students to read dense text with more understanding.

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 teachers to use as feedback and actionable data to aid in planning. Computer adaptive assessment, particularly in a low stakes environment, has the power to provide students effective feedback on the learning.

Digital Citizenship

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. They learn to communicate with people who hold differing perspectives and prepare content to share with others around the world. Children now embrace the challenge to understand people from varied cultures and to communicate with wider audiences. They take on the challenge to evaluate sources and develop a thoughtful and discerning use of information that broadens the view capturing richness and complexity. A basis for deeper understanding comes with this wider view.

Digital citizenship compels attention to the ethical use of technologies and a strong family and school dialogue about what one ought to do with technology. Students' digital life reaches beyond classroom time into their home and beyond the school year. We attend to a process for creating the conditions for students to develop as safe and productive digital citizens. This learning advances and is nurtured by a strong partnership between the children, their parents and school. The conversation about digital safety and productive use of technologies is guided by the same values that guide other school and family behavior. Lessons at school and communication with families assist students as they consider the implications of decisions they will make with technology. In the classroom they practice citing sources, selecting appropriate language, following protocols of civility and demonstrating good judgment, respect, responsibility and courage. A coherent curriculum is defined to articulate the development from early years to more sophisticated uses of technology.

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*.

A Convergence of Standards

Our schools are educating learners to be technology-capable and information-literate digital citizens. We are educating children to be literate readers, writers, researchers, and creative and critical thinkers. We are educating children to be capable mathematicians and scientists. Schools live, learn, and work in an increasingly complex and information-rich society where Standards for students are defined by the Common Core State Standards, The Next Generation Science Standards, the National Educational Technology Standards, and State standards in the Arts, Social Studies, World Language, Physical Education and Health.

The STEM/STEM construct emphasizes the natural interconnectedness of four disciplines, Science, Technology, Engineering and Mathematics. The connections are made explicit through real and appropriate contexts integrated into instructional practices, curriculum and assessment. Addressing challenges and solving complex problems with critical and creative solutions is the heart of the STEM/STEAM movement.

Attached in Appendix E is the district STEM/STEAM Education Overview and Framework.

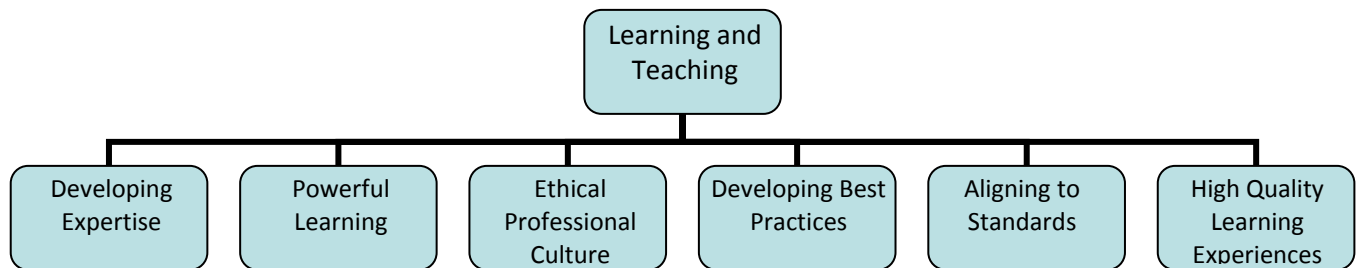


LEARNING AND TEACHING FOR STAFF

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 Learning Expertise and Teaching Expertise

Professional development in The West Linn-Wilsonville School District is both generous and engaging. It is based on the strength of each staff member to demonstrate Learning Expertise and Teaching Expertise. Staff members demonstrate *Learning Expertise* by continually refining skills and attitudes, practicing self-monitoring, and finding ways to avoid plateaus in his or her own learning. *Teaching Expertise* cultivates the ability to create conditions for learning for all students (Fink & Markholt, p.9-11, 2011).

Staff members are invited to participate in rigorous collaborative learning experiences that take on many forms and formats. Graduate level studies, studio and lesson study, essential readings discussion groups, cohort studies, new teacher study groups, action research projects, district-wide sponsored speakers and symposiums are some of the most powerful formats. These staff development opportunities engage teachers in wide and ongoing conversation about high leverage instruction, powerful assessment, effective feedback, school and classroom culture, equity of access, deep content, and culturally responsive instruction. These studies link members of the learning community to the mission of the school district and the important goals that define the district theory of action.

Professional development is designed with each teacher setting out professional goals. 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 and the state of Oregon. The goals are written in terms of impact on student performance.

Professional development offerings are designed to create a strong professional culture, characterized by value for growing teacher expertise. 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. Annual goals for certified staff address how the teacher will adapt to the new teaching and learning environment that is fostered by technology with information literacy and digital citizenship as a core concept.

The *Professional Teaching Standards*, defined by New Teacher Center, and *The Five Dimensions* from Center for Educational Leadership provide useful structures for thinking about teacher development. The *Professional Teaching Standards* define the teacher's responsibilities in six areas: engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students assessing student learning, and developing as a professional educator. The *Continuum of Teacher Development* is a tool for teacher reflection, for coaching conversations, and for formative assessment of a teacher's level of practice. Teachers and principals are using this framework to understand the dimensions of practice that contribute to strong learning and teaching. The new Professional Growth and Evaluation system is founded in these standards. *The Five Dimensions* framework provides a tool that allows teachers and principals to dive more deeply into purpose, engagement, curriculum, pedagogy, assessment, and classroom culture. This framework provides questions to lead the professional inquiry toward greater levels of instructional effectiveness.

The Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) define practices for disciplinary thinking that teachers use to ground every course and lesson. These practices and habits of mind deepen meta-cognitive processes and strengthen the opportunities students have to think deeply about the themes, trends, and crosscutting disciplinary concepts bringing meaning to their studies.

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** are 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 choose technologies to do the more simplistic tasks once required of teachers. More importantly, teachers select technologies that provide integrative 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 has become extraordinarily significant. Successful teachers are those who prepare for their students, not just for their lessons. Successful teachers are more skillful in knowing



and understanding individual learners. Successful teachers respond to diverse learners with varied culturally responsive approaches to instruction. Each teacher has a range of strategies and is able to choose the strategy to fit both the content and the learner. Teachers prepare student-centered, divergent learning experiences that draw each and every student to high standards of performance. Teachers in this *Age of Learning* work from student strengths rather than focusing on the weaknesses. Effective teachers carry the belief that every child can be successful. This mindset leads to a reorientation of teachers' role and disposition toward teaching.

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, studio and lesson study, 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 time, and grant money from several federal grants, all are designed to be responsive to teacher staff development needs.



Developing Best Practices

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

- Development and practice close to the classroom
- Connection to student learning
- Developing disciplinary expertise and content knowledge
- 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 topics are referenced in the list below. Each of these study areas has an implication for and connection to integrated use of technologies.

1. Mathematics
 - a. Algebra Structures
 - b. Math Best Practices
 - c. Productive Mathematical Collaboration
 - d. Growth Mindset
 - e. Common Core Standards and Practices

2. Science
 - a. STEM and STEAM
 - b. Engineering
 - c. Contextualized Field Study
 - d. Student research
 - e. Sustainability
 - f. Growth Mindset
 - g. Next Generation Science and Engineering Standards and Practice

3. English, Language, Literacy, Social Sciences
 - a. Culturally Responsive teaching and materials
 - b. Writing
 - c. Close reading



- d. Common Core Standards and Practices
 - e. Growth Mindset
 - f. World Language and culture for all students
 - g. Educating Emerging Bilingual Children
 - h. Best practices instructional strategies in the regular classroom
 - i. ELD Through Content
 - j. English Language Development
 - k. Dual Language
4. Educating children with Special Needs
- a. Best practices instructional strategies in the regular classroom
 - b. Growth Mindset
 - c. Circles of Support for all children
 - d. Intensive Expert Instruction in Reading
 - e. Intensive Expert Instruction in Writing
 - f. Intensive Expert Instruction in Mathematics
 - g. Intensive Expert Instruction in Social-Behavior
 - h. Special Education

Aligning to Standards

The emphasis at the district level is to increase 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 technology standards for students, teachers, administrators, and libraries in technology and information literacy. These standards documents are included in Appendix A.

- 1) *Technology Educational Standards for Students***
- 2) *Technology Educational Standards for Teachers***
- 3) *Technology Educational Standards for Administrators***

Through coursework and professional development experiences, the district is supporting the implementation of High leverage Instructional strategies. In this culture, teachers are expanding their expertise, tapping into the research base, adopting a scholarly approach to professional improvement, practicing with colleagues, and developing the natural collaborations that take advantage of brilliance within the learning community.

Diverse Training and Learning Opportunities

The district hosts a “Teaching and Working Summit” in the summer just before school begins. The summit is a full-day event of 45-60 minute sessions covering technology tools and resources as well as their integration into the Teaching, Learning, Administration, Curriculum, and Assessment of the district.



The structure and content of the event is determined based upon feedback received from teachers and administrators via electronic survey as well as from anecdotal conversation and the leadership of the district. Teachers are asked what topics they would like to attend and are also asked what sessions that they may be able to teach. The T&W Summit schedule of sessions is developed by the IT Director.

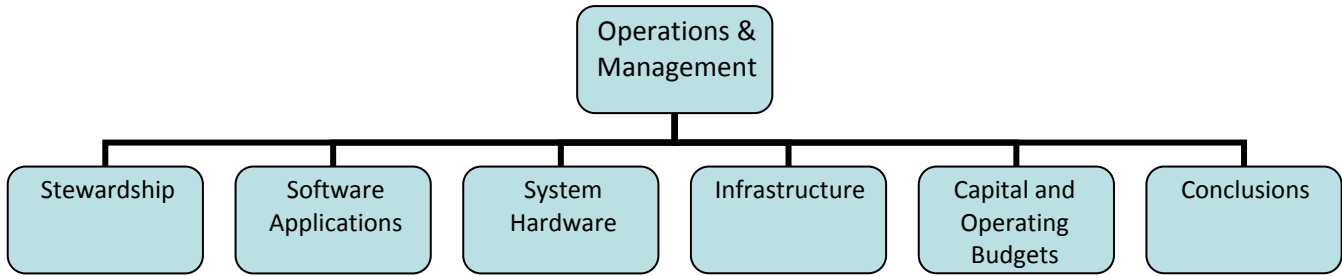
Additionally, each school – through the school leadership team – provides regular on-going training opportunities for all staff throughout the year. Although the specifics are slightly different, each school offers these workshops and trainings approximately every few weeks.

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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 including but not limited to the areas of:

Finance
Printing & Publishing
Transportation
Facility Management
Capital Construction
Communications

Personnel
Technology Infrastructure Management
Geographic Distribution
Energy Conservation
Public Law

Inventory
Food Service
Data Management
Environmental Safety
Public Relations
Student Records

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.
- Project Management software for maintenance and capital construction.
- Work Order software to manage and record daily maintenance activity.
- 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
- Mobile 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
- Public address system components
- Sound amplification and distribution systems
- Copiers, fax's, printers, routers, servers, monitors, etc.

Each of these hardware devices serves a specific purpose, increases safety 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.

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, Libraries, 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 all district libraries. Lowrie, Trillium Creek, Inza Wood, Athey Creek, Boeckman Creek, Cedaroak Park, West Linn High, Wilsonville 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.

Data Cabling

Generally, the district has an adequate data and telephone-cabling network. The demands of current applications into the future will continue to put a strain on the existing capacity though. The need to update the main in-building backbones of the buildings with higher capacity and throughput is upon us.

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.

Wireless Networking

Wireless access to the system is in place throughout all district facilities. The Wifi system currently consists of local wireless network controllers in each building and a distributed network of Wireless Access Points (WAPs). There are currently well over 300 WAPs deployed around the district’s facilities. The wifi network uses a combination of the 802.11a, b, g, and n standards. While adequate at this time, the reliance on wifi networking is exploding at a very high rate. We will need to deploy additional WAPs – perhaps doubling or even tripling the quantity – and we should take advantage of the newly adopted 802.11ac standard that brings increased throughput and stability.

Wide Area Network

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. With some intergovernmental



agency coordination, we hope to be able to tap into the county dark fiber project to replace our current service. This will include some costs to make the last legs of connections. It will also mean the need to update some electronics in our schools to connect into these new connections. The monthly costs of this ongoing WAN service should be dramatically reduced as a part of this, even as we take advantage of the dark nature of the fiber to increase the bandwidth with minimal costs into the future.

Electrical Power

All locations 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.

Heating/Ventilation/Air-conditioning

As of 2013 all of the fifteen schools and three support facilities in the district are new enough, or have been upgraded such that heating, ventilation and air-conditioning (HVAC) systems are adequate to sustain the heat loads produced by the technology equipment.

Intercom Systems

With recent current events, the need to be able to address the entire school, or portions thereof, has become heightened. While our phone systems provide some ability to perform this function, they are simply not adequate in many cases, sometimes simply due to volume. Also, where no phone exists or a space is large, a single phone cannot get the attention of everyone in the vicinity. Our middle and high schools (except for Arts & Technology High) have these building-wide, overhead intercoms, but we recognize the need for these systems in the primary schools as well. Integration of these systems with the phone systems, so as to be able to make announcements from anywhere inside or outside of the school is also important.

Cell Phone Coverage

The district, like many agencies, has become increasingly reliant on cellular phone communication in order to handle a wide-variety of activities. Currently, there are pockets of cell coverage issues throughout our schools. This particular technology also assists in communications for emergency service providers (police, fire, etc). We are working with providers to increase this coverage via strategically located towers, but may need to install DAS (Distributed Antenna Systems) within some locations in order to provide adequate coverage.

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 with district-wide refreshment between 2009-2012 from the 2008 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.

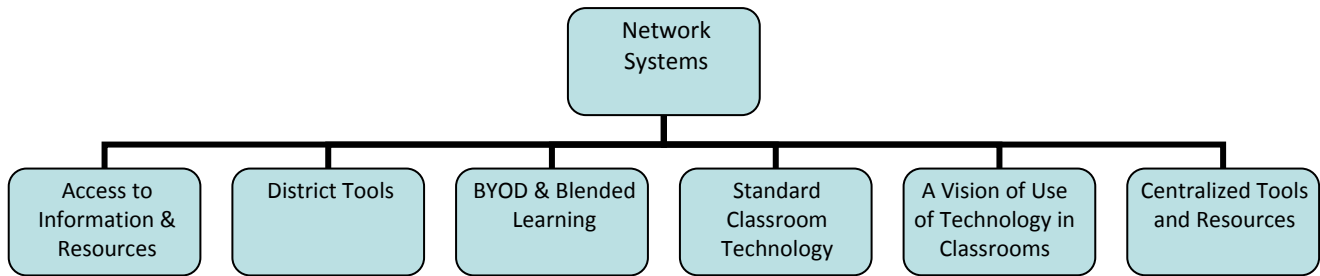
Conclusion

A “systems approach” requires 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.

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 quality of children’s education, “technology” and its successful application is primary to honor and maintain the public trust.



TECHNOLOGY NETWORK SYSTEMS



Access to Information and Resources

It has been argued that access to information and resources levels the playing field of educational opportunity. Students who are deprived of this access suffer from limited exposure to information, especially that of differing viewpoints. In a very real sense, we all have the ability to carry the enormity of access to virtually any piece of information in our pocket. Think about that – the resources of the Library of Congress at your fingertips. And yet, it is actually even way more than that. In our society, anyone with the right tool can access just about any piece of information desired and often within seconds.

Where the labor of that information retrieval consumes valuable time and energy, there is an inability to raise education beyond algorithm processing and information recollection. However, where the barriers to that information are removed, deeper analysis and synthesis of information can be achieved, additional points of view can be accessed and scrutinized, and collaborative opportunities can widen perspective and connections.

In order to reach these realities, students and staff must have access to the tools needed and also must have access to connect. The infrastructure as outlined in the previous section of this plan provides stable, high-speed access within our buildings.

While the district has some limitations in terms of our ability to provide online access in the home, we will attempt to influence and coax those who can help bridge this divide to do so, especially for those in need. That may include service providers themselves but also municipal and county governmental agencies and perhaps even providers of low-income housing locations.

The prophecy of every student having access to a device when and where they need it is not new. This has been the vision for years. However, it is only recently – perhaps accelerated by the power of personal, mobile technology – that this as a potential reality has been achievable. At the same time, Internet access is also spreading. Technology tools and the resources that are made available by them are increasingly ubiquitous and transparent.

When technology is deployed in a 1-to-1 fashion, the power of serendipity and immediacy can take effect. The power of having a question now, and being able to pursue that question now cannot be overstated.

With a technology tool in-hand, students can also become more active in their education. Consider the task of reading a chapter in a book. With hard copy, the student is constricted by the media. We have



developed lots of strategies to become a more active reader. For example, students learn to use context to build vocabulary.

However, with a multi-purpose tool in hand, a student can actively access multiple definitions of a word and beyond. Imagine reading a passage that refers to the Leaning Tower of Pisa. Within a few clicks, students can access a picture of it along with some quick facts. These insights bring deeper meaning and relevance to the original text.

In the science classroom, experiments can be simulated by simply adjusting variables. More simulations create better insight.

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

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

In Wellness, students can track their diet and exercise habits in order to influence their physical well-being.

Technology allows the engineering in STEM to come alive. When posed with a real-world problem – for example, program this robot to navigate through a maze of unknowns – the significance of doing something real causes the learning to come alive.

The research and inquiry aspects provided by access to technology are clear as well and so too are the communication and collaboration opportunities provided by these resources.

Near real-time assessment tools, like NWEA MAP, provide the opportunity for quick results to be obtained and discerning teaching adjustments to take place.

The debrief of our Studio Classroom projects often bring forward some aspect of the classroom experience that was either enriched by the insightful deployment of a technology resource or that could have been.

The possibilities are endless. Teachers need to come to understand these types of activities and others like them, and then allow/encourage them to be appropriately and masterfully used in their classrooms. As a district, we will continue to provide opportunities for our staff to learn of these types of activities from experts, but also from ourselves. As a leadership group extending to include the IT staff and Teacher-Librarians, we will foster this environment of exploration and innovation. While there may certainly be value to doing some things the “old way”, access to technology opens new opportunities.

The focus is on the experiences and outcomes that lead to better teaching and learning through inquiry and synthesis.

It is important to note that this plan is not about the technology itself. While much thought needs to put into the selection of devices, it is not the device that should drive this. The improvement and



enhancement of the pedagogical practices in the classroom that enhance the educational experiences of students toward the achievement and surpassing of initiatives like the Common Core Standards or the Next Generation Science Standards is the ultimate goal.

District-Provided Tools

While an environment of self-selected tools has some power, it is clearly preferable in the educational arena to have conformity and consistency of device and the abilities they provide. For example, if you have various devices and form-factors in play, a simple instruction such as “Turn to page 37” can mean vastly different things depending on the pagination methodologies of the particular tool.

In order to achieve this consistency and conformity of device, we plan to provide these devices to our students.

As things stand, our current student to computer ratio is nearly one-to-one in terms of sheer inventory and tallies. By comparison to most of our neighboring districts, this ratio is quite good. However, the age of our devices is an issue that limits this potential.

This is also wanting in that specific devices for specific purposes are not available when needed. For example, a school with 280 students, 250 PC computers, and 60 Macintosh computers would seem to have enough to accommodate everyone with a device. However, when movie editing is the desired task, there may simply not be enough of the preferred device (Macintosh computers) available. And, despite occasional thoughts to the contrary, there is a difference in some devices’ abilities to perform certain tasks.

Even as students have access to a device dedicated to them, there will be times when other devices are needed for specific tasks and learning activities. So, while numbers would seem to indicate that a computer/device per student should be “enough”, even that is simply not true.

As we move ahead, we intend to pursue:

- One-to-one deployment models of devices to students
- Lab-based solutions for certain activities
- Update/replace core teaching and office systems
- Updates to the infrastructure of the district to keep the core system robust and stable

Our intent is to have 3 rollouts of technology tools over the next 6 years. The first would occur in school year 2015-16 with subsequent purchases in summers of 2017-18 and then 2019-20. The specifics of each will be determined just before the actual purchases. In this way, we are most able to capitalize on the latest technological developments. However, in an effort to provide some insights as to the possibilities, a purchase in 2015-16 **might** include:

- Enough tablets to cover an entire grade level of students (or multiple grade levels)
- Sets of full-size traditional laptops (for standardized testing or other needs that would be best performed by specific abilities) for each school
- Replacement/updating of approximately 1/3 of core teaching systems
- Upgrades to the wifi system in our district



BYOD – A piece of the plan, but...

Our plan, as laid out in this document, will not rely on BYOD to achieve our goals. However, we will continue to allow personal devices into our environment within the guidelines of the individual school and classroom so long as they do not cause issues to the educational or technological environment.

We must be clear in our expectations about personal devices at school. In particular, students and families must understand that use of the tool should be safe and appropriate to their education. Students who bring their devices to school must understand that the devices may be confiscated and reviewed at any time by school staff. Students are responsible for the security of their device. Students must also understand that they should always follow the instructions of teachers and staff regarding the use of personal technology.

As we partner with parents, we ask that they take an active role in making sure that technology brought to school does not contain information or data that could be disruptive to the learning environment.

Blended Learning

Our buildings are constructed with learning porches, living rooms, and spaces that allow for various types of groupings and projects. This works well in a technology-rich environment in which varying and evolving tools necessitate different settings. It has also further opened the door to various forms of blending learning environments.

A blended learning environment is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and pace, AND at least partly at a supervised brick-and-mortar location away from home. Of significance here is that a blended learning environment is not a virtual school, at least not entirely.

In our schools, we have many variations of blended learning environments. At the younger ages, the educational environment is largely teacher driven and organized. Technology use is purposeful and periodic. As students get into the upper primary grades, they use technology tools more often and productively. Open-ended projects that incorporate technology begin. Students use technology to produce products of their learning.

As students enter middle school, technology begins to be used for more personal organization, a skill that is difficult to learn. They continue to use technology to perform research and produce products. However, they also begin to use technology tools to organize their contacts, maintain to-do lists, keep track of class assignments, and maintain a personal schedule. Students engage in peer review and collaborative activities using a variety of tools.

As we evolve into this more personalized technology world, our systems will adjust. We will take advantage of various online tools to help us deliver materials and communicate, and capitalize on the learning moments to discuss confidentiality and security of information. These tools might very well include RosettaStone, GoogleApps for Education, Edmodo, Moodle, and various others as well.



As mentioned in previous sections of this plan, students need to understand the concepts of Digital Citizenship, in its various domains. Students need to learn how to be safe. They also need to learn how to perform intricate web searches and be able to critically scrutinize sources. They need to be aware of copyright. They need to understand the etiquette of online collaboration. Students should realize that they can leave a digital footprint. We are using a resource called “Common Sense Media” (www.commonsensemedia.org) to help us develop a scope and sequence that will steer us further down the road as outlined by the ISTE Standards.

In this new environment, the value of teachers will be heightened. While students will have more access to data and information, they’ll still need direction in creating meaning from and interpreting the value of this information. Teachers will need to stay with students as they explore topics and materials that are sometimes new to the teachers themselves. They will need to help students at the learning moments that occur. They will need creatively frame inquiry and help students establish pathways for learning. The effective, innovative teacher will be willing and able to adjust and adapt as new opportunities become available and understood. The teacher’s ability to continually assess the effectiveness and availability of these tools will be paramount.

Standard Technology for all Classrooms

The typical classroom will have access to the following technologies:

- Data Projector
- Document Camera
- Phone
- Digital Camera
- Computer (at least one)

While we have occasional desires to mount equipment (projectors, sound systems) in rooms, we have come to discover that the need for the classroom to remain a flexible space, including the use and placement of the various technologies, makes permanent mounting solutions not as desirable as might be expected. Permanent mounts somewhat limit the ability to upgrade equipment in place as mounting locations may or may not be correct for the next generation device.

Many of our schools have wide-scale deployment of end-user devices in the classrooms themselves. This has proven to allow for serendipitous learning opportunities and also to further understand the usefulness of the device itself.

We also have schools that use carts of laptops or tablets to accomplish classroom tasks. This model allows resources to be pooled to provide access to full classes and, like the classroom deployment model, has also been effective but for slightly different uses.

A Vision of Use of Technology in Classrooms

In every classroom in the district, the teacher has a multimedia capable setup that includes projection of computer images as well as still and motion video on a display at least 60 inches in diagonal size. The room has adequate speakers for ease of listening and appropriate volume. Wherever possible, wireless technology is employed so as to reduce clutter and potential hazards.



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. Students, like many adults, are at least occasional creatures of “re-creation”. This means that students often pick up something that was worked on in the past and modify it. In this sense, they are being “re-creative”. The ability to access documents and projects from prior school years can be very valuable. And, as anyone who has changed devices over the years or suffered from accidental loss of information, storage on mobile devices themselves is sometimes unstable and occasionally problematic.

So, we will continue to provide personalized, centralized storage to our students and staff and will encourage its use for permanent storage. We acknowledge that having access to your data right on your device is often more convenient especially since Internet access, while increasingly pervasive, is not yet ubiquitous or necessarily fast. Being able to store documents and data on our system provides the security of it being backed up and also provides a method of sharing between users and potentially between an individual user’s many devices.

Our unique WLWV Cloud along with its related tools allows Macintosh and PC computers access to these locations. Third party tools allow similar access to these systems from iOS and Android devices as well.

Every student has a district provided email account. 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.

As we go further down the road of one-to-one computing, students and staff will focus less on the technology itself and more on the educational benefits it allows – collaboration opportunities, access to information, the ability to collect data in real-time, the reality of real-time documentation of processes and steps, and much more.

Some shared spaces will continue to have desktop computers available. 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 currently stand.

Our phone system includes wired, VoIP-based phones in every occupied room of the building with some additional in shared office spaces. The phones 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 are managed by our IT staff via a web-based configuration system.

Our video system will continue in its latest incarnation as an IP-based solution as well. Old style TVs, VCRs, and other similar equipment will naturally become less-used, but some will remain so as to allow the use of older sources.



Access to our resources will be 24 by 7 by 365. This is accomplished through redundancy of systems, connections, and power supply. Access to our licensed services is available via VPN access into the network thus allowing an outside computer to be accessible as if it were inside the network. File Servers are centrally located and managed taking advantage of virtualization technologies to reduce power use.

Centralized Technology Tools and Resources

As we expand and enhance our use of technology, our reliance on stable networking will continue to explode, especially in the wireless technologies. Our heavy reliance on our core server environment will be lessened as devices become more personal and the servers are increasingly focused on storage.

Our main links within our buildings need to be expanded as may be the case with the links between buildings and out to the Internet as well. We will continue to monitor this usage and already have begun plans to expand this access.

We will also be looking to retire some older equipment that has reached the end of its useful life. In a few cases, we will be replacing the equipment and system with newer hardware and software that is both more feature-rich and less expensive. In other cases, the systems will be discontinued.

Safety is always a paramount focus of our schools, and technology's role in that focus is even bigger than it ever has been before. Our need to communicate within our schools has never been higher. Many of our schools have only the phones to serve as their intercom system and many have no reliable cellular phone coverage.

We are looking at both short and long term solutions to both of these issues. We are exploring alternative intercom systems as well as attempting to quantify and fully comprehend the extent of our cell coverage issues.

As is always the case, we continue to pursue the most complete use of the systems that we already have as well. From our projectors and document cameras to our websites and email systems and everything in between and beyond, we are always seeking to exploit the full capabilities of all of our systems.

We continue to reap the benefits of core system upgrades invested in as part of the 2009 bond:

- Our virtual file server environment and SAN has kept us nimble and able to deploy new systems very quickly and at minimal expense
- Our core network electronics continue to run well and at necessary speeds

While our current technology has allowed us to explore the one-to-one environments and will continue to do so for another year or so, we will need to engage all stakeholders in helping us to achieve the one-to-one environments that we believe are the future, even as those end-user devices begin to reach obsolescence. Key partners in this are local parent-teacher organizations. As these organizations fund-raise for the various initiatives at a school, we ask them to help us pursue this one-to-one environment, especially in an ongoing sustainable way.



The Need for Ongoing Support

The district currently has approximately 5,000 computers in total; roughly 750 of those are primarily used by staff which leaves about 4,250 that are used primarily by students. There are about 1,250 desktops and 3,750 laptops. There are also an ever expanding number of iPads as well. At the time of this document, that number was approximately 750. There are about 475 data projectors and 450 document cameras. We also have nearly 800 digital cameras.

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.

Our frontline IT support staff of 8 full-time employees supports our 5,000 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 over 600-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, may need to expand as we make these leaps forward, especially in needing to help with a wider variety of devices and resources.



APPENDIX A

ISTE-NETS-S

International Society for Technology in Education
National Educational Technology Standards – Students

- **Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

- 2. **Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

- 3. **Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

- 4. **Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions



5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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ISTE-NETS-T

International Society for Technology in Education
National Educational Technology Standards – Teachers

Effective teachers model and apply the NETS-S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation



- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self renewal of the teaching profession and of their school and community

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ISTE-NETS-A

International Society for Technology in Education National Educational Technology Standards – Administrators

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning



4. Systemic Improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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APPENDIX B

Oregon Educational Technology Standards Adopted December 2008

1. Creativity and Innovation

Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology. Students:

- A. Apply existing knowledge to forecast possibilities and generate new ideas, products or processes.
- B. Create original works as a means of personal or group expression.
- C. Develop or apply models and simulations to explore complex systems, issues and trends.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, across the global community, to support individual learning and contribute to the learning of others. Students:

- A. Interact and collaborate with peers, experts, or others employing a variety of digital environments and media.
- B. Effectively communicate and publish to multiple audiences using a variety of media and formats.
- C. Engage with learners from other cultures to develop cultural understanding and global awareness.
- D. Contribute to project teams. Produce original works or solve problems in a team setting.

3. Research and Information Fluency

Students select and apply digital tools to gather, evaluate, validate, and use information. Students:

- A. Plan strategies to guide inquiry.
- B. Locate, organize and use information ethically from a variety of sources and media.
- C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- D. Analyze, evaluate, and summarize information or data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- A. Identify and define authentic problems and significant questions for investigation.
- B. Plan and manage activities to develop a solution or complete a project.
- C. Collect and analyze data to identify solutions and or make informed decisions.
- D. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to digital technology and practice legal, ethical, and responsible behavior. Students:

- A. Advocate and practice safe, legal, and responsible use of information and digital technology.
- B. Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.
- C. Demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students utilize technology concepts and tools to learn. Students:

- A. Select, use, and troubleshoot tools efficiently.
- B. Transfer current knowledge to learning of new technologies.



APPENDIX C

Technology Estimations for Remaining 2008 Bond Money

Wifi Upgrade	\$50,000.00
Mini Maintenance	\$30,000.00
Teacher Stations	\$400,000.00
Cell Boosting	\$250,000.00
Intercom	\$25,000.00
iPad Project	\$330,000.00
Total	\$1,085,000.00

Explanation of Items:

Wifi Upgrade: Mainly additional Wireless Access Points to support the more dense and increasing use of wifi devices

Mini Maintenance: Batteries and other repair components to keep as minis functional for as long as possible (we currently have about 3100 mini computers)

Teacher Stations: Computer, Projector, Doc Camera setups for teachers – some to be acquired in summer 13 for added teaching spaces, but mostly updating teaching systems in summer of 2014

Cell Boosting: Estimate of the cost to install cell phone boosting technology in schools where coverage is inadequate

Intercom: An intercom system at Athey Creek where there is no such system and internal communication needs are high

iPad Project: iPads and associated components to have at least a class set at each school



APPENDIX D

Estimating for Future Technology Needs

Wifi Upgrades	\$400,000.00		
10 GB Circuits	\$200,000.00		
Dark Fiber in WV	\$200,000.00		
User Devices - Rnd 1	\$1,625,000.00	30% of enrollment (~2500) @\$650 each	
User Devices - Rnd 2	\$1,625,000.00	30% of enrollment (~2500) @\$650 each	
User Devices - Rnd 3	\$1,625,000.00	30% of enrollment (~2500) @\$650 each	
Teacher Presentation Systems	\$2,350,000.00	Computer/Tablet	\$900.00
470 Stations		Projector	\$1,000.00
		Document Camera	\$500.00
		Classroom Interactivity System	\$2,000.00
		Amplification System	\$600.00
		Total per Teacher Presentation System	\$5,000.00
Server Updates/Upgrades	\$250,000.00		
Office Computer Systems	\$225,000.00	150 @ \$1500	
Salaries	\$1,650,000.00	\$275,000 for 6 years	
Network Upgrades	\$250,000.00		
Intercoms	\$300,000.00		
Total	\$10,700,000.00		

Explanation of Items:

Wifi Upgrades: Additional Wireless Access Points and replacement of some existing along with controllers to bring wifi technology to the AC standard (faster and more redundancy)

10 GB Circuits: Upgrade of existing 1 GB WAN circuits, includes cost of installation and equipment

Dark Fiber in WV: Cost to be able to join the Clackamas County fiber project in Wilsonville

User Devices: Specific items to be determined leading up to actual purchase *Round 1, 2, and 3* are intended to be 3 large purchases of these items spaced 2 years apart

Teacher Presentation Systems: These are teaching stations like what we have now, but with a couple added components – audio amplification and potential classroom interactivity systems. Each setup would be approximately \$5000 and there are 470 such teaching locations in



the district. The plan will be to update these systems in 3 stages synchronized with the User Devices.

Server Updates/Upgrades: Cost to keep current VM environment functional and augmented with some servers for specific applications

Office Computer Systems: Computers for staff who primarily work at their computers during the day (secretaries, counselors, etc)

Salaries: Costs associated with the staff needed to implement the items outlined above

Network Upgrades: Network components to support upgrading internal networking environments

Intercoms: Enhanced intercom systems within schools (10 schools @ \$30,000 each)



APPENDIX E

*WLWV STEM White Paper
follows over the next pages*



STEM Education and West Linn-Wilsonville School District: An overview and framework for development

Nell Achtmeyer
CREST, STEM Program Coordinator
Last Updated: February 4, 2014



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Executive Summary

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

Best Practices and Instructional Leadership. The District is exploring studio and lesson study models of professional development to support effective instructional improvement in mathematics and science across all levels. In these models, teachers collaborate and study together in order to understand best instructional practices in their disciplines, deepen their familiarity of state and national standards in content areas, and give and receive feedback during teaching observations to improve instructional practices and better integrate STEM disciplines to enhance student learning. These professional learning communities are essential to expanding our collective understanding of STEM education and how to create meaningful learning experiences for students.

K-12 STEM Experiences. State and national standards in STEM disciplines provide important frameworks for best practices and the scope and sequence for content across the grade levels. Using these frameworks and curricular resources is important to develop integrated STEM education experiences for kids and to see commonalities between science, math, engineering and technology practices, such as asking question, defining problems, and using models. The scope and sequence of K-12 experiences considers the diverse ways that students engage in STEM education and areas for further development. Current and future STEM experiences include school day experiences, after school clubs, independent research projects, and non school day experiences. While every student may not choose to enroll in a STEM related field of study or pursue a STEM career, all students will have the experiences to build the knowledge and skills in STEM disciplines to pursue those pathways if they choose.

Exemplars of STEM Education Programs. The District has many exemplars of STEM education programs currently across the schools and grade levels. These programs and unique learning experiences integrate STEM disciplines in ways that provide hands-on and relevant learning experiences that support innovative thinking and are often supported by community partners or STEM industry professionals. These exemplars set our work apart from other local initiatives and continue to inspire the development of additional STEM programs and experiences.

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

Career and College Readiness. STEM experiences work to deepen student understanding of STEM disciplines while also providing opportunities to develop entrepreneurial oriented skills for both career and college readiness. This includes, but is not limited to, supporting creative thinking and innovative design solutions, mentoring by industry professionals, internships with experts in STEM fields of study, and work experience in STEM settings. Career and Technical Education (CTE) programs also foster skills that are both relevant for STEM fields of study and career paths. The District is working to develop additional CTE programs that provide a unique approach to STEM education, such as a program of study in sustainable agriculture that blends course work with farming.

Community Partners. Fostering new and enhancing existing partnerships to support STEM education is important in collaborating around the development, funding, and mentorship for the District STEM education programs. The District currently works with Oregon Tech, Clackamas Community College, and Oregon State University Extension to provide dual credit offerings and support Oregon Department of Education's 40-40-20 initiatives. In addition, partnerships with METRO and the Cities of West Linn and Wilsonville support real world environmental and community based experiences. The District is part of the South METRO Salem STEM Partnership and gained access to STEM industry and community partners through this network.



Definition and Background on STEM Education

The Oregon STEM Education Initiative proposes the following as a new description of STEM Education:

An approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM (science, technology, engineering and mathematics) disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.ⁱ

Following research and data collection on STEM education, the Oregon Department of Education further articulated the needs for STEM education in our schools:

Our nation, state, and local communities face challenges that will only be solved with assistance from a well-trained and STEM educated citizenry. The growing world demand on energy has created a need to develop new and cost effective resources. An aging population will require increased services from the health care industry. Finally, driving an economy that thrives on innovation requires a growing number of innovators. Increasingly, the solutions to these problems have required a coherent and coordinated effort from all four disciplines in STEM. Many of the problems faced will require some form of engineered solution. However, these solutions will rely heavily on the knowledge base in science and mathematics as well as the analytical power of sophisticated technological tools.ⁱⁱ

District Mission, Vision Themes and STEM Education

The core elements of STEM education are inherent in the District's vision themes and mission question: *How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?* The West Linn-Wilsonville School District envisions a school learning community which:

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

Great thinkers will use science, technology, and mathematics to engineer solutions to problems for the world. A personalized education for all students that is inquiry-based, collaborative, and integrates technology in teaching and learning is important in providing real world connections to STEM disciplines. This approach allows teachers and students to extend learning from the classroom through field and community based experiences. Similarly, integrating technology into daily instruction and learning provides students with tools to make connections to and between science, math, and engineering disciplines. Considering a STEM program that is grounded in the District vision themes and the mission question provides a framework for a K-12 continuum that identifies milestones and learning opportunities for students to advance in STEM education. STEM education in the District, as described in the diagram below, integrates many existing programs, while also planning for expansion and the establishment of new learning opportunities and experiences for students. Practices in science, math, engineering, and technology are important for not only STEM education, but also supporting life long learners and thoughtful global citizens.





Best Practices and Instructional Leadership

The District sees the value and effectiveness in engaging teachers and administrators in a studio based, lesson study professional development experience. The District is exploring an approach for professional development in all STEM disciplines that is similar to what is used for instructional improvement in mathematics and literacy. A studio experience provides an opportunity to engage all teachers in a given disciplines or at a given grade level to study together and connect standards with instructional practices. It also allows teachers to work to identify commonalities in the practices and standards within science, math, engineering and technology and strengthen and create integrated STEM curriculum. Defining and documenting best practices in a discipline and then engaging in a year-long study of instructional strategies employed in the classroom, connections to curriculum, and assessment of student learning is critical in making professional development meaningful and relevant. In addition, the District sees this studio and lesson study approach as an important opportunity to explore the connections between STEM disciplines, a critical area for teachers to explore to make STEM education relevant and transdisciplinary.

Professional Learning Communities and Lesson Study in Primary Schools

The Center for Research in Environmental Sciences and Technologies (CREST) staff and District administrators are well positioned to work with teacher teams at primary schools to form professional learning communities (PLCs) at individual grade levels around the best instructional practices and standards within STEM disciplines. Teachers will collaborate with their PLCs and a STEM expert during an initial workshop that dissects best instructional practices and the standards based approach to STEM education. PLCs will then engage in deep lesson study, in which teachers review best instructional practices in science and work to develop lessons to implement in their classrooms. In subsequent years, PLCs will integrate the work from math studio to develop multidisciplinary lessons. Over time, studio work with technology and engineering practices will be folded into the PLC work and explorations to truly integrate STEM education into student learning. The PLC will provide feedback as they observe each other teach the lessons that they will create together to highlight best instructional practices. PLCs will either reviewing tapes or making first hand observations during class times depending on funding and scheduling. One example of organizing and supporting this type model is described below:

Year	School Year	Participants	Focus	Funding Requirements
1	2013-2014	STEM Coordinator, school principals, school ICs	Understanding the lesson study model	Subs for a District wide leadership STEM workshop in winter 2014
2	2014-2015	School ICs, grade level teams K-2	Lesson study for science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
3	2015-2016	School ICs, grade level teams 3-5	Lesson study for science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
		Grade level teams K-2	PLC during planning times and staff meetings and professional growth Wednesdays to continue lesson study work in less formal setting	None.
4	2016-2017	School ICs, grade level teams K-5	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
		Grade level teams 3-5	PLC during planning times and staff meetings and professional growth Wednesdays to continue lesson study	None.



			work in less formal setting	
5	2017-2018	School ICs, grade level teams K-5	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year

Lesson Study with District Middle Schools

The District will support an intensive lesson study model, aligned with what is described above for the primary level, with all middle schools in the District beginning in the early months of 2014. Based on the success from recent studies and programs in middle schools in Northern California, the District will support a lesson study model for instructional improvement with both math and science teachers. One example of organizing and supporting this type model is described below:

Year	School Year	Participants	Focus	Funding Requirements
1	2013-2014	STEM Coordinator, MS principals and assistant principals, MS science teachers	Understanding what is a lesson study model and best practices in science	Subs for a District wide leadership STEM workshop in winter 2014
2	2014-2015	Separate PLC of school/grade level team of science teachers	Year long workshop on NGSS and CCSS and understanding math and science practices	Extra pay for workshops or additional PLC times??
3	2015-2016	Grade level teams for science teachers	Lesson study for science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
		Grade level teams for math teachers	Lesson study for math	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
4	2016-2017	Grade level teams for both science and math teachers	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
		STEM Coordinator, MS principals and assistant principals, MS science and math teachers	District wide PLC for MS science and math teachers	Subs for a District wide STEM workshops and planning and observation times between Middle Schools
5	2017-2018	School teams with both science and math teachers to work across school departments	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year

Integrated High School STEM Experiences

The District also plans to support an intensive lesson study model with high school teachers as well. The District is continuing to research effective approaches to studio and lesson study models at the high school level, but will base an initial approach on the success seen at the primary and middle school levels. One example of organizing and supporting this type model is described below:

Year	School Year	Participants	Focus	Funding Requirements
1	2013-2014	STEM Coordinator, HS principals and assistant	Understanding what is a lesson study model	Subs for a District wide leadership STEM workshop in



		principals, math and science department heads		winter/spring 2014
2	2014-2015	Separate PLC of school/ department of math and science teachers	Year long workshop on NGSS and CCSS and understanding math and science practices	Extra pay for workshops or additional PLC times??
3	2015-2016	Grade level teams for science teachers	Lesson study for science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
4	2016-2017	Grade level teams for both science and math teachers	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year
5	2017-2018	School teams with both science and math teachers to work across school departments	Lesson study for integrated math and science	Subs for teachers to watch each other teach and meet during planning times at least 3-4x per year

CREST Summer STEM Professional Learning Community Experiences

In addition to supporting professional development and instructional improvement in STEM education during the school year, The Center for Research in Environmental Sciences and Technologies (CREST) is well positioned to adopt a studio model during its current Learning on the Go summer programs. This expansion to CREST’s current summer programs will allow a diverse population of students to have the change to engage in a STEM summer camp experience, while also providing a weeklong studio type setting for teachers to explore themes of environment and sustainability in STEM education. Groups of teachers will have the opportunity to work with CREST staff, high school and post-high school counselors, and students for a weeklong session of this hybrid STEM professional development and summer camp model. One day per session will occur at the CREST farm site to model instructional practices for garden-based education. In this model, teachers will have the opportunity to observe instructional practices modeled by CREST staff and work in grade level teams to review STEM practices and create integrated place-based and education for sustainability themed STEM lessons. Teachers will observe peers and provide feedback in this condensed lesson study experience. One example of organizing and supporting this type model is described below:

Participants: 10-15 teachers per session, HS and post-HS counselors, and CREST staff

Funding Requirements: Stipend for teachers, CREST staff, and HS and post-HS counselors during each session

Session	Month/Week	Grade Level
1	End of June	K-2
2	Beginning of July	3-5
3	Middle of July	6-7
4	End of July	7-8
5	Beginning of August	3-5

Books and Supplemental Resources

Below are some lists of recommended websites and books to integrate into presentations, workshop or additional reading during professional development in STEM education.

Websites

- [Videos about teaching science from UK](#)
- [TedTalk on Teaching Science](#)



- [STEM Video games](#)
- [Robotics](#)
- [Real World Internships and Career Readiness](#)
- [Technology integration](#)
- [Next Generation Science Standards](#)

Books

- *Lesson Study: A Japanese Approach To Improving Mathematics Teaching and Learning (Studies in Mathematical Thinking and Learning Series)* by Clea Fernandez and Makoto Yoshida
- *Leading Lesson Study: A Practical Guide for Teachers and Facilitators* by Jennifer Stepanek, Gary Appel, Melinda Leong, Michelle Turner Mangan, Mark Mitchell
- *Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction* by Jacqueline Hurd and Catherine Lewis
- *Supporting Grade 5-8 Students in Constructing Explanations in Science: The Claim, Evidence, and Reasoning Framework for Talk and Writing* by Katherine L. McNeill and Joseph S. Krajcik
- *The NSTA Reader's Guide to A Framework for K 12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* by Harold Pratt
- *STEM Lesson Essentials, Grades 3-8: Integrating Science, Technology, Engineering and Mathematics* by Jo Anne Vasquez, Michael Comer, and Cary Sneider



K-12 STEM Experiences

While every graduating student might not choose a STEM related field of study or career after high school, we want to ensure that every student has the creative and critical thinking skills and deep understanding to succeed should they choose a STEM pathway. Being scientifically literate, understanding the essential principles in mathematics, and graduating with meaningful experiences with engineering design and technological understandings are important components of STEM education, college and career readiness, and global citizenship.

State and National Standards

Effective STEM education is grounded in teaching for deep and enduring understanding in all disciplines. We see the Common Core State Standards (CCSS) in Mathematics and English Language Arts, as well as the Next Generation Science Standards (NGSS), as important resources in establishing frameworks for developing a deep understanding and cogitative skills in the STEM disciplines. District administrators, school principals, CREST staff, and teachers continue to work in collaborative groups to unpack and integrate the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) into the District’s work. Printed in the book *STEM Lesson Essentials*ⁱⁱⁱ, the table below shows how mathematical, scientific and engineering practices listed in these state and national standards are strongly related. Teachers and administrators continue to identify these commonalities as an initial step to integrate lessons and enhance STEM education across the grades levels.

Commonalities between STEM Practices

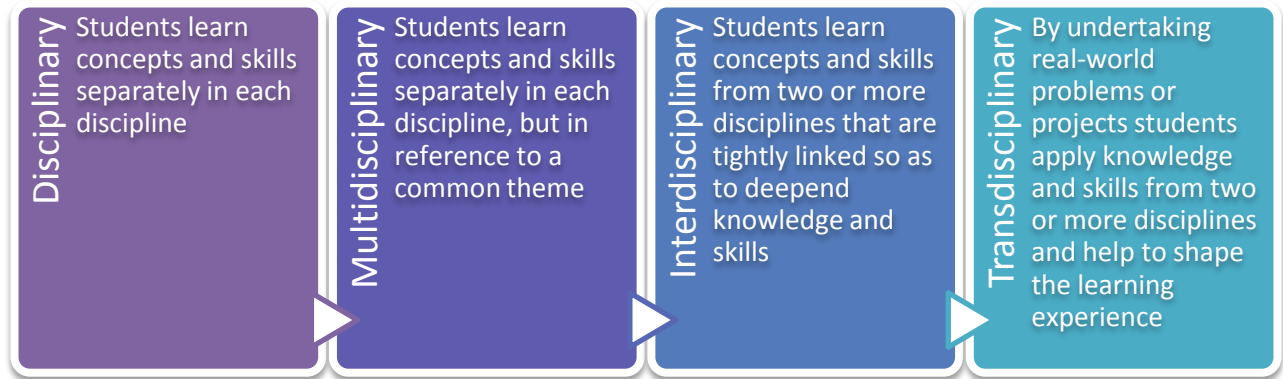
Scientific Practices (NGSS)	Engineering Practices (NGSS)	Technology (NETS)	Mathematical Practices (CCSS)
Ask questions	Defining problems	Become aware of the web of technological systems on which society depends	Make sense of problems and persevere in solving them
Develop and use models	Develop and use models		Model with mathematics
Plan and carry out investigations	Plan and carry out investigations	Learn how to use new technologies as they become available	Use appropriate tools strategically
Analyze and interpret data	Analyze and interpret data		Attend to precision
Use mathematics and computational thinking	Use mathematics and computational thinking	Recognize the role that technology plays in the advancement of science and engineering	Reason abstractly and quantitatively
Construct explanations	Design solutions		Look for and make use of structure
Engage in argument from evidence	Engage in argument from evidence	Make informed decisions about technology, given its relationship to society and the environment	Construct viable arguments and critique the reasoning of others
Obtain, evaluate, and communicate information	Obtain, evaluate, and communicate information		Look for and express regularity in repeated reasoning

Integrating STEM Disciplines

In the book, *STEM Lesson Essentials*, authors Sneider, Comer and Vasquez explore the relationship between STEM disciplines in teaching and learning. Considering the increasing level of awareness about the importance of STEM education in schools, *STEM Lesson Essentials* provides a continuum that outlines approaches to integrating STEM curriculum. This continuum is an important resource as we think about existing and future K-12 learning experiences and define our goals for STEM curriculum integration across the levels. While the format of the table below is different



from what is published in the book, the figure below using the language and concepts from *Figure 8.6 in STEM Lesson Essentials^{iv}*.



Our vision for STEM learning is based on the balance of this continuum of integrating STEM curriculum throughout the grade levels. There is a need to balance deep learning in independent disciplines with transdisciplinary lessons and learning to undertake real world, project based problems to solve through STEM education. STEM experiences vary across the grade levels, providing different opportunities to use real-world problems that students can use when engineering solutions. Considering the scope and sequence for K-12 STEM experiences is important as we think about students building on their understanding in STEM disciplines and having real world and relevant opportunities to reinforce that learning. Working through the lens of the environment and sustainability, as well as providing varied experiences for our diverse student population, the District has thought about how early elementary experiences prepare students for upper elementary and ultimately middle and high school skills and understandings.

Grade Level STEM Goals

The California Department of Education has articulated STEM goals for each grade band at the elementary (K-5), middle (6-8), and high school (9-12) levels. This language, as provided below, will inform the District’s thinking about similar goals and experiences within our K-12 STEM education continuum.

Elementary School Grades:

- Provides the introductory and foundational STEM courses that lead to success in challenging and applied courses in secondary grades
- Introduces awareness of STEM fields and occupations
- Provides standards-based, structured inquiry-based and real-world problem-based learning that interconnects STEM subjects
- Stimulates student interest in “wanting to” rather than “having to” take further STEM related courses
- Bridges and connects in-school and out-of-school learning opportunities

Middle School Grades:

- Introduces an interdisciplinary program of study consisting of rigorous and challenging courses
- Continues to provide standards-based, structured inquiry-based and real world problem-based learning that interconnects STEM-related subjects



- Bridges and connects in-school and out-of-school learning opportunities
- Increases student awareness of STEM fields and occupations, especially for underrepresented populations
- Increases student awareness of the academic requirements of STEM fields and occupations
- Begins student exploration of STEM related careers, especially for underrepresented populations

High School Grades:

- Provides a challenging and rigorous program of study focusing on the application of STEM subjects
- Offers courses and pathways for preparation in STEM fields and occupations
- Bridges and connects in-school and out-of-school learning opportunities
- Provides opportunities for student exploration of STEM related fields and careers, especially for underrepresented populations
- Prepares students for successful post-secondary employment, education, or both



Exemplars of STEM Education Programs

The District has many exemplars of STEM education programs across the schools and grade levels. The following descriptions provide a short overview of indicators of STEM education happening in the District. These programs and unique learning experiences integrate STEM disciplines in ways that provides hands-on, real world, and relevant learning experiences for students, often supported by community partners or STEM industry professionals. These exemplars set our work apart from other local initiatives and continue to inspire the development of additional STEM programs and experiences.

CREST Field Experiences

STEM education begins with fostering a sense of wonder and giving students place-based field experiences to have strong connections to the surrounding community. Exposing kids to their environment at the early grades is essential to support curiosity and inquiry about the interaction between STEM disciplines. Expanding field experiences to include a great part of the community and region during the upper elementary and middle school provides opportunities for students to focus and explore those interests. By high school, students have had diverse field experiences and can pursue specific opportunities related to their interests, whether through participation in ISEF (see below), AP classes, or internship experience with the CREST Farm to School site related to sustainable agriculture. In this model, all experiences are informed by and grounded in the CCSS Mathematical Practices, NGSS Scientific and Engineering Practices, and the Big Ideas in Education for Sustainability. Students integrate science and literacy across the grade levels by using the claim, evidence, reasoning and rebuttal framework for talking and writing in science and mathematics. This approach, widely accepted by the science education community, has been heavily researched and written about by Katherine L. McNeil. As such, teachers and CREST staff will continue to work to integrate these practices into instructional practices in science and the CREST field experiences.

Engineering Curriculum

Engineering courses and experiences take different forms across the grade levels. Engineering is Elementary is a resource that the District adopted with its most recent science adoption for the primary level. This curriculum, developed at the Museum of Science (Boston), provides units that integrate literacy and anchor texts with real world engineering design problems. As stated on their website, the mission of Engineering is Elementary “is to foster engineering and technological literacy among ALL elementary-aged children.” These units and experiences provide primary school students with experience in engineering design, as an extension of science units and concepts outlined in the NGSS. The Museum of Science (Boston) also develops curricular resources for engineering to be integrated into middle and high school mathematics courses. As primary school teachers implement Engineering is Elementary units, the District will continue to explore *Building Math* and *Engineering the Future* as another opportunity to provide STEM education experiences for middle and high school students.

Described in greater detail below, the District’s partnership with Oregon Tech (OIT) also provides an opportunity for high schools students to enroll in OIT’s Introduction to Engineering High School Transition course bundle. These college level courses will provide a strong foundation in a diverse range of engineering fields, while also giving students a chance to earn college credit. This partnership is important for our on-going development of dual credit opportunities for students. District teachers plan to work with OIT professors to develop more engineering courses at the middle and high school levels.

Science Inquiry, Research and the Intel International Science and Engineering Fair (ISEF)

Science inquiry and research takes place at every grade level. The interest and curiosity fostered at the younger grades is further supported with formalized inquiry projects and local science fairs at the upper grades. Students entering middle school and high school have a strong foundation in scientific and engineering design and the opportunity to participate in the District’s Science Symposium, which then prepares students for the state-level Northwest Science



Expo and Intel International Science and Engineering Fair (ISEF). Inquiry fairs and ISEF provide an opportunity for students to apply their understanding and interest in the STEM disciplines through meaningful inquiry and research projects that are grounded in real world applications. Presenting their research connects students with STEM professionals who mentor their projects and act as judges during the various fair competitions. College scholarships are also available for certain fair awards, making local universities more accessible for students following high school graduation.

Farm to School and Sustainable Agriculture

STEM education in the West Linn-Wilsonville School District has a strong history in the environmental sciences. We ground students' experiences in the natural world around our schools and in the community to provide meaningful and relevant design problems for engineering solutions, connections to science inquiry, and the use of local technologies. The CREST Farm to School site provides a unique opportunity to experience STEM in action. Students work with a resident farm manager and CREST educators on a 10 acre District owned property to understand components of sustainable agriculture. Students design and construct solutions related to the cultivation, harvest, and distribution of produce from the farm site and have opportunities for year round internships to extend their learning in the classroom. A deep understanding in STEM disciplines is required when learning about all of the components of vegetable production and distribution from the farm. Fifth grade classroom field experiences then encourage middle school and eventually high school students to gain relevant and important work and career skills through summer and year round internships at the farm.

US FIRST and LEGO Robotics Programs

Students experience disciplinary core ideas in science, technology, engineering and mathematics when they engage in the District's robotics program. Beginning at the primary level, all second grade students work with engineering design principles and experience authentic inquiry with the LEGO WeDo curriculum. Connected to Next Generation Science Standards, second grade classes explore programming, using models, and engineering design. Building on this universal experience, fourth and fifth grade students are able to participate in the For Innovation and Recognition of Science and Technology's (FIRST) LEGO League teams. These teams form as enrichment classes or after school clubs, working to solve problems commonly faced by scientists and engineers, as well as to build small LEGO robots. Continuing at the middle level, sixth through eighth grade students build on these foundational experiences and continue work and participation with FIRST LEGO League teams. These teams are supported by teachers, schools, and parents and prepare students for competitions. At the high school level, students from Wilsonville and West Linn High Schools combine forces on the District's FIRST Robotics Challenge team. With support from community partners, professional mentors, and a teacher advisor and coordinator, high school students have seen great success on the regional and national stage during these competitions. Through integrated learning in science, technology, engineering, mathematics, students design and build robots to meet certain criteria and functions for local and national competitions. The team's mission, *Building Robots. Building People*, reinforces how students and teachers believe that this team provides a unique opportunity for real world, leadership experiences through the deep understanding of STEM disciplines.

Providing experiences with robotics is important when integrating STEM education into student experiences across the grade levels. Continuing to foster partnerships with local educational providers, industries, and professionals, engage teachers at all levels in professional development around robotics and engineering, and support robotics teams throughout the District is important to the sustained growth of these teams and programs. Robotics programs throughout the District connect to other salient components of the District's STEM education program, such as coding and programming. In addition, robotics connects to the District Technology Plan, which outlines how technology supports teaching and learning for students and teachers at all levels.

Green Building Design and School Buildings



Green building design is an important piece of understanding elements of sustainable development, both at the local and global scale. Students around the District have an opportunity to explore sustainable design features that are demonstrated in buildings within our community. Trillium Creek and Lowrie Primary Schools, which opened for the 2012-2013 school year, are both Leadership in Energy and Environmental Design (LEED) Gold certified schools. This US Green Building Council (USGBC) rating system provides credits for a variety of design features and construction practices within six categories. Gold is the second highest rating. Trillium Creek and Lowrie Primary Schools were designed and built with student learning in mind and both provide opportunities for students and visitors to learn about and continue to tell the story of sustainability. These schools demonstrate a range of green building design strategies, from energy conservation to school gardens. Through partnership with DOWA-IBI Group, the architectural firm that has designed many of schools in the District, middle school students also have a unique opportunity to enter into a design competition as they are tasked with designing a new middle school to meet certain green building criteria. Green building and design is also an important focus and component of high school environmental science courses as students explore the relationship between the built environment and strains on natural resources, urban planning, and energy efficiencies. These themes continue to be important considerations for creating learning experiences for students, but also the Long Range Plan and current and future planning around District facilities, programs, and operations.

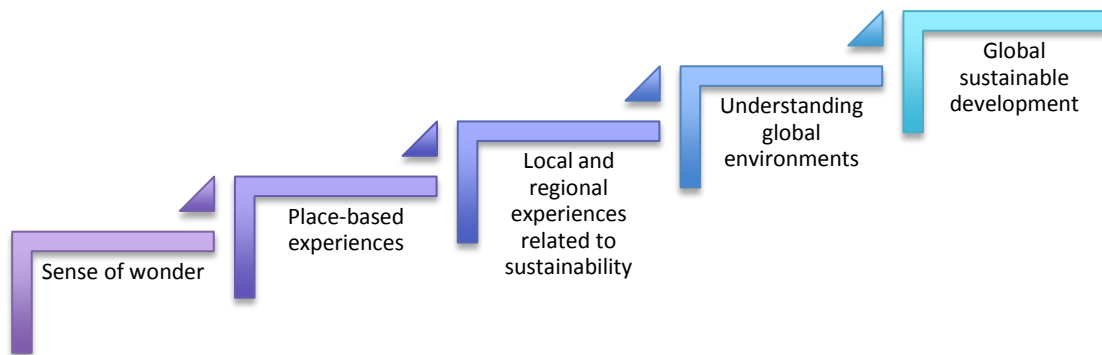


STEM Learning Spaces and Contexts

The Environment and Sustainability

With support from CREST, students in the District are engaged in science inquiry and field based experiences in the early primary grades to extend learning from the classroom. Place-based field experiences, garden-based and farm to school related education, and education for sustainability programs support the early development of scientific inquiry and wondering about the world around us. These programs occur both during the school day, as well as in the summer and non-school calendar to provide learning opportunities in science and engineering throughout the year. Highlighting the environmental threads and context within STEM education reinforces the interconnectedness of these disciplines. Transdisciplinary STEM education is necessary to achieve a deep understanding of sustainable agriculture, science inquiry and research, field based experiences involving long term data collection, hands-on science, and the “3 E’s” (environment, economy, and equity) of education for sustainability.

Based on current research in the fields of place-based education, environmental education, and education for sustainability, a continuum for student experiences in the environment has emerged. Beginning first with developing a strong sense of wonder and appreciation for the natural world, student experiences build to integrate long-term studies and experiences in the schoolyard and community. Applying that understanding and learning to the larger region and local natural phenomena and resources continues to build an understanding about principles of the natural world that can be applied to global environments. Following focused service-learning experiences at the middle school, concepts and notions of global sustainable development become more attainable for high school students. The diagram below captures and outlines this thinking.



CREST Program Coordinators and the CREST Director work to find community partners and grant opportunities to expand and develop student programs. CREST Program Coordinators are also actively involved with professional development in schools, working with teachers to better understand best practices in teaching science, and the practices and core ideas of the Next Generation Science Standards (NGSS). CREST staff model effective instructional strategies for science inquiry and field based experiences for students, working with teachers to build capacity and instructional improvement. Moving forward, CREST staff will integrate resources and additional trainings about STEM education as an important expansion of their work.

Learning with the Arts and STEAM

The arts provide an important context for STEM education. STEAM education gives students opportunities to think critically, interpret information, and engage other essential mathematic, science, engineering and technology practices. Arts education fosters collaboration between peers, but also with community members and artists in residence. One example of this is that Beauty and the Bridge STEAM project that took place in Wilsonville. During the 2011-2012 school



year, students from primary, middle and high schools in Wilsonville experienced the integration of STEAM disciplines in a community-based project. Following the development and expansion of Wilsonville's commercial area adjacent to the I-5 corridor, there was an opportunity to bridge the two sides of Wilsonville. In collaboration with the City of Wilsonville, students worked with City officials and staff to understand the need for connectivity in walking and biking paths, vehicular safety, and the master plan for the development of this area of Wilsonville. Collaborating and conducting in depth research on native flora and fauna of the North Willamette Valley, students at all grade levels in the Wilsonville schools worked to select various native plants, animals and landscapes for this community art project. With the support of art teachers and artists in residences, students researched, sketched, critiqued and refined their contribution to the project before ultimately painting the 7,200 tiles now installed in the underpass of I-5 at the Wilsonville interchange. Projects like this show how important the arts are in providing a real world context for STEM education.

The arts connect to STEM education also through the notion of artistic, innovative thinking being essential for engineering creative solutions to complex problems. Discussed in greater detail below in the College and Career Readiness section, creative thinking is essential for students when they will need to thinking critically about a problem they have defined, ask questions, and engineer a long-lasting solution.

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 research, close reading and production. Students use the technological tools available to calculate, to read and write, to tap into streams of live information, to communicate with others, and to do so from school and from home.

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. Video sources provide a window to worlds the student cannot visit, a seat in the great lecture halls of the world, and quick reference for review or expansion of concepts. Computer adaptive 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. Web quests 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 mathematics, science and the social sciences. Design software allows children to take on design challenges in robotics, geometry, graphic arts, art, and architecture. Quick access to references on line allows students to read dense text with more understanding.

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 teachers to use as feedback and actionable data to aid in planning. Computer adaptive assessment, particularly in a low stakes environment, has the power to provide students effective feedback on the learning.

Spaces for Innovative



The notion of spaces for innovation, or maker spaces, has generated widespread support within K-12 education. Initially referenced in the launch of the White House’s 2009 “Educate to Innovate” campaign, President Obama said, “I want us to think about new and creative ways to engage young people in science and engineering, whether it’s science festivals, robotics competitions, fairs that encourage young people to create and build and invent—to be *makers* of things, not just consumers of things.”^v Since then, non-profits such as *Maker Education Initiative* have formed with a mission to “create more opportunities for young people to develop confidence, creativity, and spark an interest in science, technology, engineering, math, the arts, and learning as a whole through making.”^{vi}

Taking the pulse of this initiative is important for our own thinking about maker spaces in the District. The design for the District’s multidimensional libraries and open, flexible spaces support this notion and have already started to support informal spaces for innovation in the primary schools. It will be important to think about the opportunity these flexible spaces provide as our on-going stewardship of District spaces and places and how they support important learning for students. An emerging idea to support this stewardship is to provide garage like spaces around the District. By providing flexible, open and somewhat ill defined places we encourage authentic invention to emerge from student ideas and creative thinking and their desire to create the STEM project that they see as truly innovative.

STEM Education and the Long Range Plan

There are strong connections between the STEM education initiative and the Long Range Plan. Our STEM education initiative supports and helps to frame a portion of the planning for future growth, both for enrollment and facilities, and the long-range operations of the District. Similarly, considering the components of STEM education programs when planning for current and future facilities and District owned property ultimately enhances student learning opportunities in STEM. Whether it is the notion of maker spaces, robotics, ISEF research projects, or farm to school and sustainable agriculture CTE programs, STEM education and our understanding of technology in education will continue to evolve as research in these fields is published. The Long Range Plan remains poised and prepared to support the needs of these initiatives and will be critical for the collective success of STEM education in the District.



College and Career Readiness

The regularly researched idea of supporting creative, entrepreneurial thinking in students of all ages applies directly to STEM education. As we engage in this discussion across curriculum and instruction topics, it resonates strongly with STEM education and the idea of college and career readiness. One of the most documented goals of STEM education is to prepare students to be able to pursue careers within STEM pathways and fields of study. While this aligns with District goals as well, we also inject the idea of entrepreneur-oriented education in addition to this more traditional idea of career-oriented education. Supporting engineering studies, for example, that supports and fosters the creative thinking needed to be innovative about solving problems and finding elegant solutions and engaging the creative brain is essential for all students regardless of their post high school pursuits.

Dr. Yong Zhao of the University of Oregon talks specifically about opportunities to support entrepreneurial thinking as an important component of career readiness. As Zhao writes in his book, *Catching up or leading the way: American education in the age of globalization*, “In the new era, we need more diverse talents rather than standardized laborers, more creative individuals rather than homogenized test takers, and more entrepreneurs rather than obedient employees.”^{vii} STEM education engages students in real world, meaningful experiences to develop critical thinking skills, gain job related skills, and experience the natural blend between science, math, engineering, and technology practices. Effective STEM education programs use these experiences to foster entrepreneurial and innovative thinking to solve problems for the changing world around them. Thinking towards the future is essential when applying STEM thinking and disciplines to solving problems in the ever changing landscapes of our global society.

STEM education is important for increasing the number of students leaving high school prepared to succeed in STEM fields of study and eventually STEM career pathways. High wage job opportunities in STEM fields outnumber non-STEM job opportunities currently in Oregon and are projected to increase as we understand that economic, environmental and social issues will continuously be solved through skills and knowledge in STEM disciplines.^{viii} Providing diverse STEM experiences throughout the grade levels that builds artistic and creative thinking skills to solve problems and think critically gives students opportunities to determine areas of interest, strengthen foundational skills and knowledge in STEM disciplines, and have meaningful internships in the community to better understand potential career and academic pathways.

David T. Conley writes about college readiness in his research. In a report prepared for the Bill and Melinda Gates Foundation, he outlines the four facets within his comprehension definition of college readiness: key cognitive strategies, key content, academic behaviors, and contextual skills and awareness.^{ix} Conley describes these facets in details in many of his publications, providing a framework for thinking about college readiness as more than course credits and standardized testing, but rather the “understanding and mastering key content knowledge... through the exercise of broader cognitive skills...”^x While this research is central to many leadership meetings and discussions in general, it is also important as we continue to define STEM education experiences. Like all courses and experiences, we believe that formative STEM experiences should include these facets of college readiness in order to best prepare students for success in their post high school fields of study.

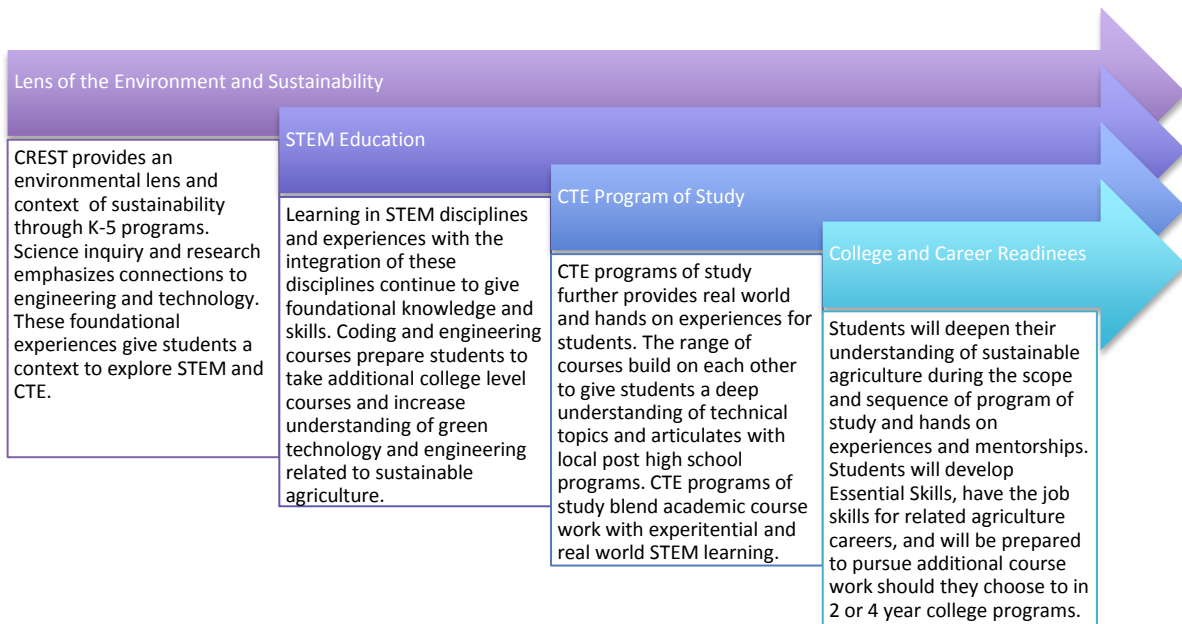
College and career readiness isn’t reserved solely for high school programs. Using STEM education as a lens and context, middle school students tour local college campuses, talk with college students about STEM fields of study, and engage in real world, project based learning that connects students with local STEM professionals. These experiences are essential for students to be able to see themselves as successful in rigorous STEM academic programs or as they define their interest in STEM career pathways.

Career and Technical Education (CTE) Programs

The District is working to revitalize its CTE programs, especially as we support students’ college and career readiness. One notion is to expand the CREST Farm to School program to include a vibrant CTE program in sustainable agriculture. This program of study would enhance existing learning and internship opportunities and



include additional academic courses related to career and technical education in agriculture. In general, CTE programs foster new and enhance existing partnerships with professionals and educational providers. A CTE program in sustainable agriculture would dovetail with existing partnerships. One possibility is that this CTE program could provide a larger context of sustainability and green engineering for eligible students to enroll in Oregon Tech’s (OIT) “Introduction to Engineering” course bundle as they gain college credit. Sustainable agriculture has strong connections to engineering and having a foundational understanding of various engineering fields as a result of the OIT course bundle will be essential for any student wanting to pursue studies or a career in sustainable agriculture. Finally, through this partnership with OIT, a CTE program in sustainable agriculture would also support professional development and provide opportunities for teachers to connect with OIT professors to create additional dual credit opportunities for student in the coming years. CTE programs are important for STEM education and learning in the District.





Community Partnerships

Fostering meaningful experiences for students to engage with their community aligns with the notion that STEM education is a joint responsibility of the larger community. The District has existing partnerships that we are actively expanding and redefining as our understanding of STEM education grows. In addition to educational providers and existing industry partners, the District is working to foster new partnerships with local organizations and companies working in STEM fields to provide additional mentorship opportunities between STEM professionals and students.

South Metro-Salem STEM Partnership

The District signed a memorandum of understanding to join the South Metro-Salem (SMS) STEM partnership at the end of the 2012-2013 school year. WLWV joins thirteen other school districts in a collective effort to shape STEM education in the region with the support from industry partnerships and PK-20 education providers. The mission of the partnership is to “collective optimize PK-20 STEM education by utilizing a full spectrum of public and private resources and model instructional practices to develop a career-ready, diverse, and adaptable workforce that enhances that enhances the regional economy and community.”^{xi}

As of January, 2014, the industry and community partners involved in this partnership and actively offering support to school districts include: Autodesk, Eaton, First Tech Credit Union, FLIR systems, Garmin AT, Intel, Legacy Meridian Park Hospital, Mentor Graphics, PGE Foundation, Xerox, Business Education Compact, Evergreen Aviation and Space Museum, Mad Science of Portland and Vancouver, MESA (Math Engineering Science Achievement), NASA Space Grant Consortium, Oregon ASK (After School for Kids), Oregon FIRST, and Project Lead the Way. The District is working to grow these partnerships and define ways students and schools can engage with industry professionals and these companies to enhance STEM learning.

In addition to participating in the larger partnership network, District staff and administrators participate in the planning and on-going work of the Professional Learning Communities sub-committee. This group of teachers, principals, and educators work towards developing a plan for professional development for teachers within the participating Districts. This partnership provides important resources and a forum to deepen our understanding about STEM education, how to support its development and integration in schools, and ways to expand educational and industry partnerships to enhance learning opportunities for students and professional development opportunities for teachers.

Regional STEM Hub and District STEM Center

Plans to support STEM education across the state are still in development, however, we know that partnerships between industry partners, secondary educational providers, and K-12 school districts are essential. The notion of a STEM Hub contemplates how an organization like the SMS STEM partnership can have a space, the needed materials, and resources to collaborate and provide unique learning opportunities for the community in STEM learning. Similarly, we see the value in establishing a District STEM center to strengthen our existing programs and provide the space and flexibility for future endeavors. A STEM center would facilitate learning through robotics, sustainable agriculture, computer software courses, engineering design and other programs currently happening throughout the District. Cohesiveness and support around these programs will also provide important professional development opportunities for teachers looking to expand their understanding and ability to STEM education into their curriculum. As we plan for existing and future facilities and District owned properties, supporting the design of a District STEM center allows us to strengthen existing programs by meeting distinct needs for infrastructure and technologies, while also providing future opportunities to expand STEM programs through connections to Career and Technical Education (CTE) programs, as one example. While the SMS STEM partnership is applying for



funds to support a regional STEM Hub, the District is concurrently considering how a similar notion would align with our Long Range Plan, Technology Plan, and other District initiatives and vision themes.

Clackamas Community College

Clackamas Community College (CCC) provides opportunities for our students to gain advanced college credit. Students have the opportunity to enroll directly in college level courses or gain credit through dual credit courses offered at the high schools and articulate with CCC programs. As the District continues to define our STEM education program, more specific opportunities in STEM disciplines and connected to STEM career pathways and field of study will emerge within the scope of this partnership.

Clackamas Career and Technical Education (C-TEC)

The Clackamas Career and Technical Education Consortium (C-TEC) provides education, training, and employment opportunities for low-income students with barriers to employment. As stated on their website, “C-TEC is a consortium of schools and partners Clackamas County committed to creating high quality pathways from education to the workforce. The consortium prioritizes partnership, collaboration, innovation and leveraged resources to provide high quality programs and efficient use of public resources. C-TEC supports Career and Technical Education programs, Advanced College Credit, School to Careers activities, and the Workforce Investment Act Youth Program (C-TEC Youth Services).” The District’s partnership with C-TEC is growing rapidly as we look to provide diverse ways for students to gain college credit, have meaningful work and career experiences, and support CTE and STED education in and out of school.

Oregon Tech (OIT)

The partnership with Oregon Tech (OIT) has possibilities around shared resources, mentorship by OIT professors for high school teachers in the District, and enrollment opportunities for eligible high school students. In thinking about supporting STEM education in the District and expanding learning opportunities for students, our partnership with OIT takes three forms: STEM High School Transition (HST) courses, dual credit offerings, and CTE course development. OIT hosted an Open House in January 2014 for District teachers, staff, administrators and community members to tour the new Wilsonville campus and learn more about OIT programs. We are working with high school counselors around scheduling and forecasting in order to help students take advantage of these enrollment opportunities in the years to come.

STEM HST Courses

We will initially focus on the “Introduction to Engineering Program” STEM HST Course bundle. This decision was made based on the void of classes currently offered at the high schools in engineering disciplines. This bundle is comprised of six courses designed to provide a solid foundation in engineering principles and an overview of the different engineering disciplines, including software and embedded engineering, electrical and electronics engineering, renewable energy engineering, and mechanical engineering. The District and OIT will work to streamline the enrollment process into three of the six courses in this bundle in the first years of this partnership. We hope to enroll a small number of eligible of students who have been identified by math teachers, high school counselors or advisors in the spring 2014 term. Courses are offered \$25 per credit, in addition to course books and material costs.

Dual Credit Offerings

By identifying the prerequisites students need prior to enrolling in the Introduction to Engineering Program STEM HST course bundle, OIT staff and professors will be able to work directly with high school teachers to align curriculum for future dual credit opportunities. This will be important to ensure that course curriculum is preparing those students who elect to enroll in classes at OIT, as well as creating the opportunity for all students taking these



certain high school math classes to receive dual or accelerated credit. Determining the needed teaching credentials for these high school teachers to be qualified to teach dual credit courses will be an important piece of this work.

CTE Course Development

Within the context of revitalizing the District's Career and Technical Education (CTE) programs, OIT staff and professors have expressed interest in working with District administrators and teachers to develop relevant courses at the high school level related to the proposed program of study. A long-term goal is to provide dual credit for these courses once the CTE program is further developed.

Oregon State University (OSU) Extension

CREST has been working with OSU Extension throughout the development of the CREST Farm to School program. Weston Miller, an Urban Horticulturist with the OSU Extension Horticulture Department, has supported the program, master-planning efforts, and provided professional development opportunities for the resident farm manager. This partnership will continue as the District considers the expansion of the Farm to School program to integrate a potential Career and Technical Education (CTE) sustainable agriculture program of study.

Intel and Science Inquiry and Research

CREST has supported science inquiry and independent student research since the program officially began in 2001. A component of the science inquiry and research program has been the Intel International Science and Engineering Fair (ISEF) and the District's CREST-Jane Goodall Science Symposium. The ISEF affiliated symposium is a regional high school exposition for student projects with the following goals:

1. To provide opportunities for our talented students to compete internationally & be recognized for their achievements in science, math & related fields.
2. To create opportunities for scholarships.
3. To engage students in dialogue with practicing scientists.
4. To encourage our students to embrace math and science as career goals.
5. To enrich our business community with high achieving students focused on math & science.



Footnote References

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West Linn – Wilsonville Schools

From: 2009 Sunset Primary School Siting Committee
 Greg McKenzie, Facilitator
 Tim K. Woodley, Director of Operations

To: Roger Woehl, Superintendent

Date: December 2, 2009

Subject: **Sunset School Siting Recommendation**
 Report to Superintendent

Roger: The Sunset School Siting Committee has concluded their work and offer herein both the Committee recommendation and a summary of how the group reached this conclusion. This report is provided in the timeframe requested, for your information and use. Greg McKenzie, group facilitator, is prepared to provide an overview of the process and conclusion at the next regular board meeting.

Executive Summary

After studying the information available to compare construction of a primary school at either the current Sunset Primary site, or Oppenlander site, the Committee concluded the current site achieves comprehensive educational goals while optimizing community and neighborhood values. In making this decision the Committee recognizes that Oppenlander Field, beyond its value to community sports, is an important playfield annex for all West Linn schools. Therefore the 2009 Sunset Primary School Siting Committee recommends that the re-construction of Sunset Primary School be located on the current Sunset Primary School site.

As the time for building the new school approaches, the Committee also recommends the school board consider the following:

1. Additional land through:
 - Right of way vacation
 - Minimal portion of Sunset Park
 - Property acquisition
2. A smaller school building on the site, (if necessary) so long as program and space utilization are not compromised



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3. Jointly plan the use of Sunset Park with City of WL and the Sunset neighborhood.
4. Maintain and enhance Oppenlander (especially parking) as a playfield annex for all WL schools

Additionally, the Committee recommends that in order to generate strong support from the community, an information campaign be undertaken to inform the community about the work of this committee and its recommendation to rebuild at the current site.

In conclusion, the Committee suggests that even though the site is 4.5 acres and the school district's Long Range Facilities Plan recommends at least 10 acres for a primary school, the Superintendent and School Board should select the current site based on a comprehensive examination of the overall circumstances, the level of neighborhood support and the district's strong commitment to the neighborhood school concept.

Background

In the Spring of 2007, the LRPC report to the Board included a recommendation to consider the replacement of Sunset Primary school as part of the next capital bond election. Subsequently, the Board asked district administration to follow up with two specific activities.

First was 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. Additionally, playground needs were 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?”

A citizen task force was organized to review information pertinent to this question and prepare a recommendation for the School Board. The task force charge at that time was to:

1. Review the architectural study and recommendations.
2. Review the structural needs of a primary school in the West Linn - Wilsonville S.D. 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.



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4. Prepare a recommendation to be initially presented to the Long Range Planning Committee in November, 2007.

The recommendations of that task force were to:

1. Raze the current Sunset Primary facility and,
2. Rebuild a replacement school at Oppenlander field.

Subsequent to the recommendations of the 2007 task force to the Board, several community meetings were held with Sunset Neighborhood Association and other interested groups. Neighbors in the current Sunset Primary School area were unhappy with the task force's recommendation to relocate the new Sunset Primary to Oppenlander. The Board decided not to include funding for the replacement of Sunset Primary in the 2008 Capital Improvement bond. However, the Board did include funding for revisiting the 2007 Sunset Primary Task Force recommendation to locate a replacement school at Oppenlander field. The LRPC, Board and Administration determined that the evidence supporting the replacement of the current Sunset Primary facility was conclusive but that the location of the replacement facility remained an open question.

Administrative Direction to Sunset Primary Committee - 2009

The District engaged the services of Greg McKenzie to facilitate the 2009 Sunset Primary Committee work to examine the location on which to rebuild Sunset Primary. Mr. McKenzie initiated, at the direction of District Administration, a three-fold process.

1. Determine the stakeholder groups that should be represented on the task force.
2. Bring the established stakeholder representation together to design and agree upon the process of answering the question: "Where should the replacement of Sunset Primary be located?"
3. When the process agreements were in place, answer that question (item 2).

Approximately 350 contacts and invitations were sent to community members inviting them to participate. Included in the list were five Neighborhood Associations, parents of Sunset students, future parents of Sunset students, other Sunset area residents who are not active in the Sunset NA, members of the previous Task Force (not including Wilsonville members), David Lake of the LRPC and facilitator of the 2007 Sunset Task Force, neighbors adjacent to Oppenlander Field, neighbors adjacent to the current Sunset Primary School, senior citizens, Ken Worcester from City of West Linn, and youth recreation groups.



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The invitation proposed the following tasks for the Committee:

- Develop a community process to study the site options
- Investigate the feasibility of site options
- Evaluate site options
- Develop a recommendation for locating a new Sunset Primary

Committee Process

Nineteen (19) members of the school district community responded and became members of the Committee. A roster of the Committee members is attached to this Memo. The Committee members represented neighbors around both the current Sunset Primary School site and the Oppenlander Fields site. Representatives from the neighborhood associations closest to each site also participated. The City of West Linn was represented by Ken Worcester.

The Committee was staffed by:

Tim Woodley, Director of Operations
 Amy Berger, Bond Operations Assistant
 Kathy Ludwig, Principal at Sunset Primary School
 Norm Dull, architect (Dull Olson Weekes)

A series of four Committee meetings were held:

<u>Time</u>	<u>Date</u>	<u>Location</u>
6:30 pm	Thurs. Oct. 22, 2009	District Administration Building
6:30 pm	Mon. Nov. 9, 2009	District Administration Building
6:30 pm	Mon. Nov. 23, 2009	District Administration Building
6:30 pm	Tues. Dec. 1, 2009	District Administration Building

The meetings format consisted of facilitated small group discussions and whole group discussions. Each meeting lasted about 3 hours.

Committee Protocols

Committee members agreed to the following operating guidelines for the work of the Committee.

1. Keep an open mind
2. Engage active listening skills
3. Challenge assumptions - ask clarifying questions
4. Conversation and discussion will include all Committee members
5. Be courteous and respectful of other's opinions
6. Seek commonalities and areas of agreement



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7. Stay focused on the task at hand
8. Have a parking lot for topics to be revisited at a later time
9. Keep discussion focused on the best interests of the students and community
10. Have a sense of humor
11. The facilitator presides with rules of order and process at the discretion of the facilitator
12. Meetings are open to the public, but not subject to the Public Meetings Law
13. Action by the Committee will be based on a strong consensus which is more than a simple majority, but less than unanimous
14. No Committee member is authorized to speak on behalf of the Committee to the media, unless authorized by the Committee
15. All recommendations from the Committee to the Superintendent are advisory only
16. Research material and other information requested by the Committee will be directed to the staff through the facilitator

First Meeting Summary (10-22-09)

At the first meeting, Superintendent Roger Woehl presented a Superintendent's Memo dated October 22, 2009 outlining the work of the Committee. He explained the link between the work of a prior task force in 2007 concluding that Sunset Primary needs to be replaced and the work of this Committee to make a recommendation about where the new facility should be located. This Committee was charged with developing a process to study and evaluate site options, then submit a recommendation to the Superintendent. The Committee needs to be confident that the recommendation will have strong support from the community.

Director of Operations, Tim Woodley discussed the recent work done at Sunset Primary school. The main concerns are that the building is safe for the children and staff. Work was done in the 2002 bond in the cafeteria, library, kitchen, and other upgrades. The 2008 bond addressed water quality, safety lighting, seismic reinforcement in the gym, remodeled bathrooms, window replacements, parking lot paving, and removing asbestos as well as technology upgrades. Sunset needs to be a viable place for students for the next few years until the school is replaced.

Facilitator Greg McKenzie divided the Committee into table work groups and posed these questions for their discussion with the responses recorded on flip chart:

Protocols Question: For the operation of this Committee, what guidelines or protocols should be followed for group interaction?

Question #1: What characteristics about Sunset Primary should be preserved?

Question #2: What elements about Sunset Primary need to be improved?

Question #3: What information do we need to make an informed decision about the location for a new Sunset Primary?



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The Committee agreed that others could be invited to join the group so long as new members studied the work to date, committed to attending the remaining meetings and notified the school district about their interest.

Information was requested from the staff by the Committee to begin its deliberations.

Information needed

1. Comparison of costs for constructing similar sized schools on each site
2. Zoning for each site: current & future
3. Parking requirements for a school on each site
4. Traffic impact on Rosemont Rd. if Sunset Primary moves to Oppenlander
5. Research studies about impact of larger vs. smaller primary schools
6. Seismic/Geologic status for each site
7. Information from prior work
 - Data from 2008 Bond Summit
 - Sunset neighborhood petition
 - Sunset Neighborhood Assn. complaints about parking
 - Information about neighborhood schools vs. busing
8. Criteria for determination that 8-10 acres are needed for a primary school
9. Impact on busing students at each site
10. Projected enrollments for the area

Other Questions

1. Is more land available to expand the current Sunset Primary site?
2. What options are available to replace any portions of Sunset Park lost to the school site?
3. Is the right of way behind Sunset Primary available to expand the site size?
4. What is amount of cost difference between constructions at each site amounts to a significant differential?
5. What is the impact on Sunset neighborhood if more parking is added at current Sunset Primary site?
6. Are any design plans already proposed for each site?
7. What is correct acreage of other primary schools in the district?

Second Meeting Summary (11-09-09)

At the second meeting of the Sunset Primary School Committee, the facilitator reviewed a Facilitator's Memo dated October 28, 2009 that had been circulated to Committee members electronically and by handout at the meeting. The Facilitator's Memo organized the first meeting discussions into a format that might be useful for the Committee's deliberations.

The Committee decided the following should be categories used to compare the two sites.



West Linn – Wilsonville Schools

Categories for Comparison

1. Community/neighborhood ambiance including school history
2. Total costs associated with re-construction of Sunset Primary
3. Traffic flow, safety and impacts
4. District’s long-term plan for growth
 - Enrollment projections
 - Demographics
 - Walking vs. busing
 - Attendance area adjustments required
5. Utilization for non-selected site
6. Selected site characteristics
 - Sustainability
 - Parking
 - Program constraints
 - Site size

The school district staff and architect Norm Dull of DOWA provided information and handouts for the Committee in response to the requests for information from the first meeting. Committee members discussed the information and asked questions. For historical perspective Jeanette Spence shared a petition signed by approximately 125 neighbors, submitted to the Long Range Planning Committee from the Sunset Neighborhood Association after the 2007 Sunset Task Force, which proposed Oppenlander as the site for the re-built Sunset Primary.

Other Handouts

- Chart of acreages for WLWV primary schools
- Recent WL Tidings article about Parker Rd.
- Sunset site plan study July 22, 2009
- District capacity vs. enrollment chart
- Excerpts from Long Range School Facilities Plan for Primary site size
- History of Sunset Primary

Third Meeting Summary (11-23-09)

At the third meeting of the Sunset Primary School Committee Troy Bowers reported information from Oregon School Board Association about neighborhood schools and the master plan for the Sunset Neighborhood Association including elements directed at keeping Sunset Primary in its present location.

The facilitator led discussion about each of the Categories for Comparison recording the observations and comments about each site. Each category was evaluated by the Committee based on prior information provided by staff, Committee members and the architect. A preferred site choice for each category was determined.



West Linn – Wilsonville Schools

The results of the discussion about Categories for Comparison are:

Neighborhood/Community	
Sunset	Oppenlander
Already existing	New unknown issues
Status quo situation	School would be in back yard of neighbors
Neighborhood wants school	
Emotional attachment to school	
Neighbors already comfortable with the benefits and burdens	
School district should embrace neighborhood desire	
School would be in front yards of neighbors	
Neighbors moved in because of school	

Choice: **Sunset**

Total Costs	
Sunset	Oppenlander
Parking requires a creative solution	Infrastructure costs unknown
Infrastructure costs unknown	Building costs same per SF
Building costs same per SF	

Choice: **Undecided.** Note this topic probably received the most discussion over the course of 4 meetings. Based on the information available, the Committee concluded that the uncertainty of future infrastructure costs, parking, and other factors made differentiation of the two sites on a “cost” basis a difficult analysis. Please note that we will never know the cost of the un-chosen site. The consensus is that the overall infrastructure costs including parking facilities at both sites appear to be comparable or within the acceptable range.



West Linn – Wilsonville Schools

Traffic	
Sunset	Oppenlander
Would not significantly change traffic volume, patterns	Adds traffic burden to Rosemont Road
More kids within walking distance	Neighbors concerned about more traffic
Spanish Immersion program may increase transitory traffic	Compounds LDS church impacts, but primarily after school hours
	Ball field traffic already a problem
	Flow patterns more predictable
	Only one way in - one way out
	Rosemont Road only gets worse

Choice: **Sunset**

District's Plan for Growth	
Sunset	Oppenlander
	More changes in attendance areas required
	School not in center of attendance area
	Too close to Erickson (Note: for kids already in district and does not impact Sunset needs)

Choice: **Not a factor.** Future growth in Stafford triangle area will require additional schools. The Sunset Primary where ever located will not serve that enrollment need.



West Linn – Wilsonville Schools

Site Characteristics	
Sunset	Oppenlander
4.5 acres	10 acres
Small site	Ideal size site
Already integrated into "green space"	Avoids construction dislocation
Maybe options to expand site available	Districts comprehensive education goals can be met
District's comprehensive education goals can be met	

Choice: **Oppenlander.**

Other Site Future Use	
Sunset	Oppenlander
Unknown	Serves as playfield annex for all WL schools including Erickson
	Fields in middle of town
	Would need to replace fields at cost to community
	Would need to find replacement land
	More flexible for future uses

Choice: **Sunset**

Fourth Meeting Summary (12-1-09)

At the fourth and final Committee meeting, the group assembled to review their recommendation and finalize the written draft. Direction was provided to staff to produce a final draft, forward to Committee for review and submit to the Superintendent in preparation for a regular school board meeting scheduled December 7, 2009 in the district board room.

Overall Site Selection

After considering each of the Categories for Comparison, the facilitator led a general discussion about the Committee's overall preferred site for the re-built Sunset Primary School. A strong



West Linn – Wilsonville Schools

consensus without dissent favored the current Sunset Primary site, but the Committee felt that other considerations should be added to the recommendation to the Superintendent. The committee recognizes that Oppenlander fields, beyond their value to community sports are an important playfield resource to all site-constrained West Linn schools.

Therefore, the Committee concluded the following:

Preferred site:

Current Sunset Primary location

Recommended Considerations:

1. Consider additional land for site through
 - Right of way vacation
 - Minimal Portion of Sunset Park
 - Property acquisition
2. Consider a smaller school building on the site, (if necessary) so long as program and space utilization are not compromised
3. Jointly plan the use of Sunset Park with City of WL
4. Maintain and enhance Oppenlander (especially parking) as a continued playfield annex for all WL schools

[END OF REPORT]



West Linn-Wilsonville School District Measure 3-456

BALLOT TITLE

GENERAL OBLIGATION BOND FOR SCHOOL FACILITY ADDITIONS AND IMPROVEMENTS

QUESTION: SHALL THE West Linn-Wilsonville School District issue general obligation bonds totaling \$84.5 million for facility additions and improvements to facilities? If the bonds are approved, they will be available for use for an indefinite period of time and will be subject to the terms of sections 14 and 15 of Article 10 of the Oregon Constitution.

SUMMARY: This measure is for the measure's purpose to increase current tax rates. The West Linn-Wilsonville School District proposes to issue bonds for:

- Student safety and security improvements, including upgrades of fire detection systems.
- Maintenance and repairs to all district school buildings.
- Classroom additions, renovations, and technology upgrades at existing school buildings.
- Construction of a new middle school in Wilsonville.
- Construction, equipping, and furnishing a new middle school in Wilsonville.
- Constructing, equipping, and furnishing a replacement of Sunset Primary School in West Linn.

Bonds would mature in 17 years or less from issuance date and may be issued in one or more series.

to add/renovate classrooms at existing schools, including projects to update technology and increasing instructional spaces for Science, Technology, Engineering, Arts, Mathematics, Music, and Drama.

- **Build New Schools:** Construct one new middle school on District-owned land in Wilsonville to meet current and anticipated enrollment. Replace the aging Sunset Primary School on its existing site.

Why

Nearly half the District's school buildings are more than 30-years old. Some were built more than 60 years ago, and the oldest was built in 1930. Though these buildings have been maintained, many are in need of major maintenance and repair to extend their life, make them safer, and more efficient to operate.

Student enrollment at West Linn-Wilsonville School District has more than doubled in the past 20-years and according to state and local projections enrollment will increase by nearly 1,000 students in the next five years. New schools and spaces will balance current and future enrollment and provide students and staff with safe and efficient learning environments. The bond measure proposes to fund classroom expansions at existing school buildings and make operational improvements at all existing schools.

How Much

Due to the retirement of existing bonds this bond measure is not expected to increase the current tax rate. This \$84.5 million bond is projected to be an average cost of \$0.87 per \$1,000 of assessed value annually, over the bond term. The anticipated amount is equal to approximately \$174 per year on a home with a \$200,000 taxable value.

EXPLANATORY STATEMENT

What

Your local school district has placed a construction bond on the 2014 ballot. With no increase to the current tax rate expected, the bond would provide funds to make safety upgrades, extend the life of existing schools, add instructional space at existing schools, build a new middle school to accommodate growth, and replace the aging Sunset Primary School.

How

West Linn-Wilsonville's Long-Range Planning Committee, led by citizen volunteers, reviewed enrollment forecasts and school facility conditions. The Committee prioritized recommendations based on facilities most in need of update and repair as well as the highest needs for new school buildings. Guided by the committee's 2014 recommendations, the West Linn-Wilsonville School District Board of Directors proposes the bond funds be used to:

- **Provide Safety Improvements:** Make health and life safety upgrades including fire sprinklers, security systems, electrical wiring, intercoms and entrance redesign to provide improved visibility of visitor access. Add safety improvements at all schools including security fencing, site lighting and playground safety improvements to enhance student security.
- **Maintain and Preserve Existing School Buildings:** District schools are used daily for instruction and community activities. Projects are proposed to repair or replace aging roofs, windows, paint, flooring, and mechanical/electrical systems. Projects will produce energy saving improvements to many of its schools and facilities.
- **Complete Classroom Additions, Renovations, and Technology Upgrades:** 80% of the District's classrooms are at least a decade old. The bond allows the community

Submitted by

William B. Rhoades
Superintendent
West Linn-Wilsonville School District No. 3JT

NO ARGUMENTS IN OPPOSITION TO THIS MEASURE WERE FILED

For complete filing of this measure visit our website at www.clackamas.us/election/November2014.html or visit us at 1710 Red Hills Ct, Suite 100, Oregon City, OR 97045

The above information has not been verified for accuracy by the county.

Official Clackamas County 2014 General Election Voters' Pamphlet

The above information has not been verified for accuracy by the county.

3-79

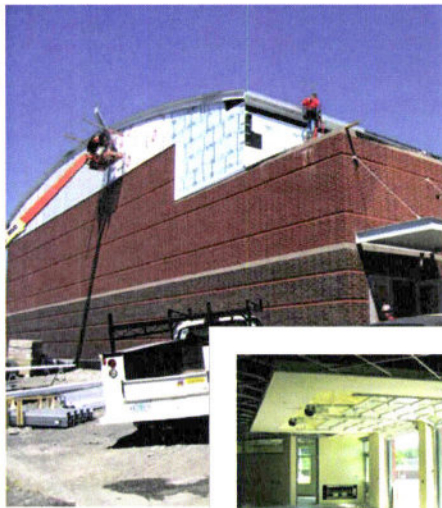


2014 BOND MEASURE

ON NOV. 4TH

West Linn-Wilsonville Schools area voters will vote on a \$84.5 million bond measure

This Bond Measure is not expected to increase the current tax rate



THE BOND MEASURE WOULD PROVIDE:



SAFETY IMPROVEMENTS AT ALL SCHOOLS

Make health and life safety upgrades including fire sprinklers, security systems, electrical wiring, intercoms and entrance redesign to provide improved visibility of visitor access. Add safety improvements at all schools including security fencing, site lighting and playground safety improvements to enhance student security.



MAINTAIN AND PRESERVE EXISTING SCHOOL BUILDINGS

District schools are used daily for instruction and community activities. Projects are proposed to repair or replace aging roofs, windows, paint, flooring, and mechanical/electrical systems. Projects will produce energy saving improvements to many of its schools and facilities.



CLASSROOM ADDITIONS, RENOVATIONS AND TECHNOLOGY UPGRADES

80% of the Districts' classrooms are at least a decade old. The bond allows the community to add/renovate classrooms at existing schools, including projects to update technology and increasing instructional spaces for Science, Technology, Engineering, Arts, Mathematics, Music, and Drama.



BUILD NEW SCHOOLS

Construct one new middle school on District-owned land in Wilsonville to meet current and anticipated overcrowding. Replace the aging Sunset Primary School on its existing site.

WHY

Nearly half the District school buildings are more than 30 years old and some were built more than 60 years ago. Student enrollment in the West Linn - Wilsonville School District has more than doubled in the past 20 years and is projected to increase by nearly 1,000 students in the next five years. New schools and spaces will balance current and future enrollment needs. The bond would provide students and staff with safe and efficient learning environments and make operational improvements at all existing schools.

HOW MUCH

Due to the retirement of existing bonds this bond measure is not expected to increase the current tax rate. This \$84.5 million dollar bond is projected to be an average cost of 0.87 cents per \$1,000 of assessed value annually over the bond term. The amount is equal to approximately \$174 per year on a home with a \$200,000 taxable value.



PROPOSED PROJECTS FOR WEST LINN-WILSONVILLE SCHOOLS

- Student Safety and Security Upgrades at Each School
- Facility Maintenance and Improvements at Each School
- Technology Hardware and Software Updates and Enhancements at Each School
- West Linn High School 700 Building Renovation to Support Science, Technology, Engineering, and Art
- Wilsonville High School Renovation and Expansion to Support Music and Theater Arts
- New Middle School in Wilsonville
- New Sunset Primary School Replacement





11/10/2014 02:35

Precincts Reporting 118 of 118 = 100.0%

Cumulative Report — Unofficial Clackamas County, Oregon — General Election — November 04, 2014

Page 30 of 31

Total Number of Voters : 158,715 of 229,859 = 69.05%

Party	Candidate	Early	Election	Total
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34-224 Five-year Local Option Levy Renewal for Teachers, Classroom Programs, Vote For 1

	YES	NO	Cast Votes:	Over Votes:	Under Votes:
	0	0	748	76.48%	748
	0	0	230	23.52%	230
	0	0	978	95.60%	978
	0	0	0	0.00%	0
	0	0	45	4.40%	45

Precincts			Voters		
Counted	Total	Percent	Ballots	Registered	Percent
2	2	100.00%	1,023	1,424	71.84%

3-455 Five-Year Local Option Operating Tax Renewal, Vote For 1

	YES	NO	Cast Votes:	Over Votes:	Under Votes:
	0	0	13,181	66.57%	13,181
	0	0	6,618	33.43%	6,618
	0	0	19,799	93.43%	19,799
	0	0	3	0.01%	3
	0	0	1,390	6.56%	1,390

Precincts			Voters		
Counted	Total	Percent	Ballots	Registered	Percent
13	13	100.00%	21,192	29,592	71.61%

3-456 General Obligation Bond for School Facility Additions and Improvements, Vote For 1

	YES	NO	Cast Votes:	Over Votes:	Under Votes:
	0	0	10,916	56.07%	10,916
	0	0	8,552	43.93%	8,552
	0	0	19,468	91.86%	19,468
	0	0	0	0.00%	0
	0	0	1,724	8.14%	1,724

Precincts			Voters		
Counted	Total	Percent	Ballots	Registered	Percent
13	13	100.00%	21,192	29,592	71.61%



RESOLUTION NO. 2013-30

A RESOLUTION OF WEST LINN-WILSONVILLE SCHOOL DISTRICT NO. 3JT, CLACKAMAS AND WASHINGTON COUNTIES, OREGON CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF CONTRACTING A GENERAL OBLIGATION BONDED INDEBTEDNESS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$84,500,000 TO FINANCE CAPITAL COSTS; DECLARING INTENT TO REIMBURSE EXPENDITURES; AND RELATED MATTERS.

WHEREAS, the Board of Directors (the "Board") of West Linn-Wilsonville School District No. 3Jt, Clackamas and Washington Counties, Oregon (the "District"), has determined that a need exists for the District to finance capital costs, as more fully described on the Notice of Measure Election (the "Notice") attached hereto (collectively, the "Project") and to pay costs of bond issuance; and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, the joint funding of such safety improvements with other public and private entities and the funding of such safety improvements in accordance with ORS 332.176; and

WHEREAS, the costs of the Project is estimated to be not more than \$84,500,000; and

WHEREAS, ORS 328.205, as amended (the "Act"), subject to voter approval, authorizes the District to contract a bonded indebtedness to provide funds to finance the costs of the Project and to pay bond issuance costs; and

WHEREAS, the District anticipates incurring expenditures (the "Expenditures") to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from District funds on the Project from the proceeds of voter-approved general obligation bonds (the "Bonds"), the interest on which shall be excluded from gross income under Section 103 of the Internal Revenue Code of 1986, as amended (the "Code"); and

NOW, THEREFORE, THE BOARD OF DIRECTORS OF WEST LINN-WILSONVILLE SCHOOL DISTRICT NO. 3JT, CLACKAMAS AND WASHINGTON COUNTIES, OREGON HEREBY RESOLVES:

1. A measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting a general obligation bonded indebtedness in the name of the District in an amount not to exceed \$84,500,000. Bond proceeds will be used to finance the costs of the Project and pay all Bond issuance costs. The Bonds shall mature over a period of 17 years or less from the date of issue and may be issued in one or more series.
2. The measure election hereby called shall be held in the District on the 4th day of November, 2014. The election shall be conducted by mail pursuant to ORS 254.465 and 254.470.
3. The District authorizes the Superintendent, Director of Operations or Business Manager as the authorized representatives (the "Authorized Representative") to act on behalf of the District to submit the final Notice and explanatory statement and to take such further action as is necessary to carry out the intent and purposes herein in compliance with the applicable provisions of law.
4. The Authorized Representative shall cause to be delivered to the elections officers of Clackamas and Washington Counties, Oregon, the Notice in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative, not later than September 4, 2014 (61 days prior to the election date).



5. The District hereby declares its official intent to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

6. The law firm of Mersereau Shannon LLP is hereby appointed to serve as bond counsel with respect to the Bonds. The District will pay the fees and expenses of bond counsel from Bond proceeds.

ADOPTED by the Board of Directors of West Linn-Wilsonville School District No. 3Jt, Clackamas and Washington Counties, Oregon this 16th day of June 2014.

**WEST LINN-WILSONVILLE SCHOOL DISTRICT NO. 3JT,
CLACKAMAS AND WASHINGTON COUNTIES, OREGON**

By: Keith Steele
Chair

ATTEST:

By: William B. Phoad
Superintendent/Clerk



Notice of Measure Election

District

SEL 803

rev 03/14: ORS 250.035,
250.041, 255.145, 255.345

Notice

Date of Notice	Name of District	Name of County or Counties	Date of Election
	West Linn-Wilsonville School District No. 3JT	Clackamas and Washington Counties	November 4, 2014

The following is the final ballot title of the measure to be submitted to the district's voters.

Ballot Title Prepare with assistance from the district attorney or an attorney employed by the district.

Caption 10 words which reasonably identifies the subject of the measure

General Obligation Bond for School Facility Additions and Improvements

Question 20 words which plainly phrases the chief purpose of the measure

Shall West Linn-Wilsonville School District 3JT issue general obligation bonds totaling \$84,500,000 to finance additions and improvements to facilities? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

Summary 175 words which concisely and impartially summarizes the measure and its major effect

This measure would provide funds to finance capital costs of additions and improvements to District facilities, including:

- Safety and security upgrades
- Technology upgrades
- Deferred maintenance projects to maintain investments in facilities across the District
- Additional classroom space at Wilsonville High School, including for music and drama programs
- Remodeling of the 700 Building at West Linn High School
- Construction, equipping and furnishing of a new middle school in Wilsonville
- Construction, equipping and furnishing of a replacement Sunset Primary School in West Linn

It is estimated that this measure would not increase current tax rates. Bonds would mature in 17 years or less from issuance date and may be issued in one or more series.

Explanatory Statement 500 words that impartially explains the measure and its effect, if required attach to this form

If the county is producing a voters' pamphlet an explanatory statement must be submitted for any measure referred by the district governing body and if required by local ordinance, for any initiative or referendum.

Measure Type	County producing voters' pamphlet	Local ordinance requiring submission	Explanatory statement required
<input checked="" type="checkbox"/> Referral	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Not applicable	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Initiative	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Referendum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Authorized District Official Not required to be notarized

→ By signing this document, I hereby state that I am authorized by the district elections authority to submit this Notice of Measure Election and I certify the above ballot title is true and complete.

Name William Rhoades Title Superintendent Work Phone 503-673-7000

William B Rhoades 6/17/14
Signature Date Signed

Notice of Measure Election District

SEL 803

rev 01/14: ORS 250.035,
250.041, 255.145, 255.345

Notice

Date of Notice	Name of District West Linn-Wilsonville School District No. 3JT	Name of County or Counties Clackamas and Washington Counties	Date of Election November 4, 2014
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Summary 175 words which concisely and impartially summarizes the measure and its major effect

It is estimated that this measure would not increase current tax rates. This measure would provide funds to finance capital costs for:

- Student Safety and Security Improvement projects at each of the existing school sites,
- Maintenance and Preservation Projects at each of the existing school sites,
- Classroom Additions/Renovations, and Technology Upgrades at each of the existing school sites. This would include the addition of classroom space and renovation of the 700 building at West Linn High School and the music and drama wing of Wilsonville High School,
- Building New Schools:
 - Constructing, equipping, and furnishing a new middle school in Wilsonville, and
 - Constructing, equipping, and furnishing a replacement of Sunset Primary School in West Linn.

Bonds would mature in 17 years or less from issuance date and may be issued in one or more series.

Explanatory Statement 500 words that impartially explains the measure and its effect, if required attach to this form

If the county is producing a voters' pamphlet an explanatory statement must be submitted for any measure referred by the district governing body and if required by local ordinance, for any initiative or referendum.

Measure Type	County producing voters' pamphlet		Local ordinance requiring submission		Explanatory statement required	
<input checked="" type="checkbox"/> Referral	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Not applicable		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Initiative	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Referendum	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Authorized District Official Not required to be notarized

→ By signing this document, I hereby state that I am authorized by the district elections authority to submit this Notice of Measure Election and I certify the above ballot title is true and complete.

Name William B. Rhoades	Title Superintendent	Work Phone 503-673-7034
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William B. Rhoades

Signature

6/17/14

Date Signed



West Linn -- Wilsonville Schools

To: Bill Rhoades, Superintendent
School Board

From: Tim Woodley, Director of Operations

Date: October 19, 2015

Subject: **October School Board Study Session
2014 Capital Bond Design Review**

The 2014 Capital Bond provides funding for four major construction projects that will be presented at the October 19th Board Study Session by DOWA-IBI Group Architects. Project managers, architects and engineers have completed Ed Spec work with District teachers and staff, technical assessment of each school site, public neighborhood meetings and meetings with City permitting agencies to develop site plans, floor plans and exterior designs for:

- 1) Wilsonville High School Performing Arts Addition/Remodel
- 2) West Linn High School 700-Building Renovation
- 3) A new "Reimagined" Sunset Primary School at its existing site in West Linn
- 4) A New Middle School at Advance Road in Wilsonville.

Karina Ruiz, Principal Architect, will provide a presentation to the School Board Monday evening beginning at 5:00 pm in the Board Room of all four projects. Discussion of these designs will be encouraged to affirm direction and prepare for submission of permit applications to appropriate permitting agencies.



WEST LINN – WILSONVILLE SCHOOL DISTRICT



Reimagining Sunset PS



Landuse

Pre-application Meetings
Neighbor Meetings

Site Investigation

Soils Report
Traffic Study
Safety & Security Analysis

Educational Planning

Meetings with District Staff &
Ed Spec Committee to
refine design





Area of Building	Base Bid	Alternate
Administration	2,595 sf	2,595 sf
Academic (Classrooms)	18,500 sf	23,920 sf
Research & Inquiry	4,220 sf	4,220 sf
Related Arts & Maker	1,300 sf	3,500 sf
Resource	700 sf	850 sf
Athletics	8,500 sf	8,500 sf
Food Services	2,700 sf	2,700 sf
<u>Building Support</u>	<u>3,190 sf</u>	<u>4,940 sf</u>
Net Area	41,705 sf	51,225 sf

Total Gross Area **50,880 sf** **62,495 sf**
 350 students 450 students

TCPS & Lowrie Gross Area

67,322 sf
 500 students

Schematic Area Program – Sunset PS



site plan



WEST LINN - WILSONVILLE SCHOOL DISTRICT

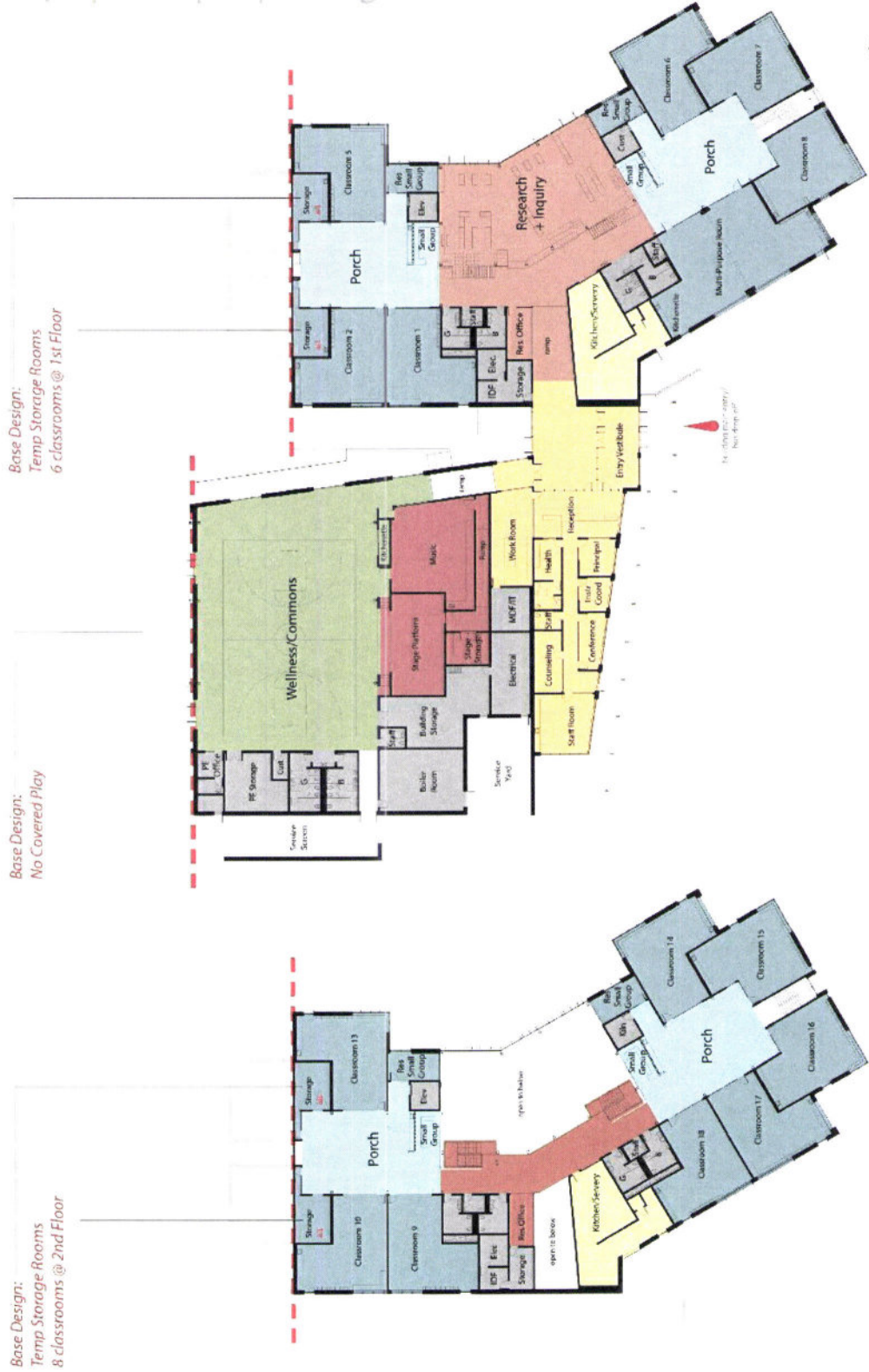
Total Parking - 97 (including 5 ADA)





floor plan base design

WEST LINN – WILSONVILLE SCHOOL DISTRICT



Base Design:
 Temp Storage Rooms
 6 classrooms @ 1st Floor

Base Design:
 No Covered Play

Base Design:
 Temp Storage Rooms
 8 classrooms @ 2nd Floor

Ground Floor Plan: Base Design

Upper Floor Plan: Base Design

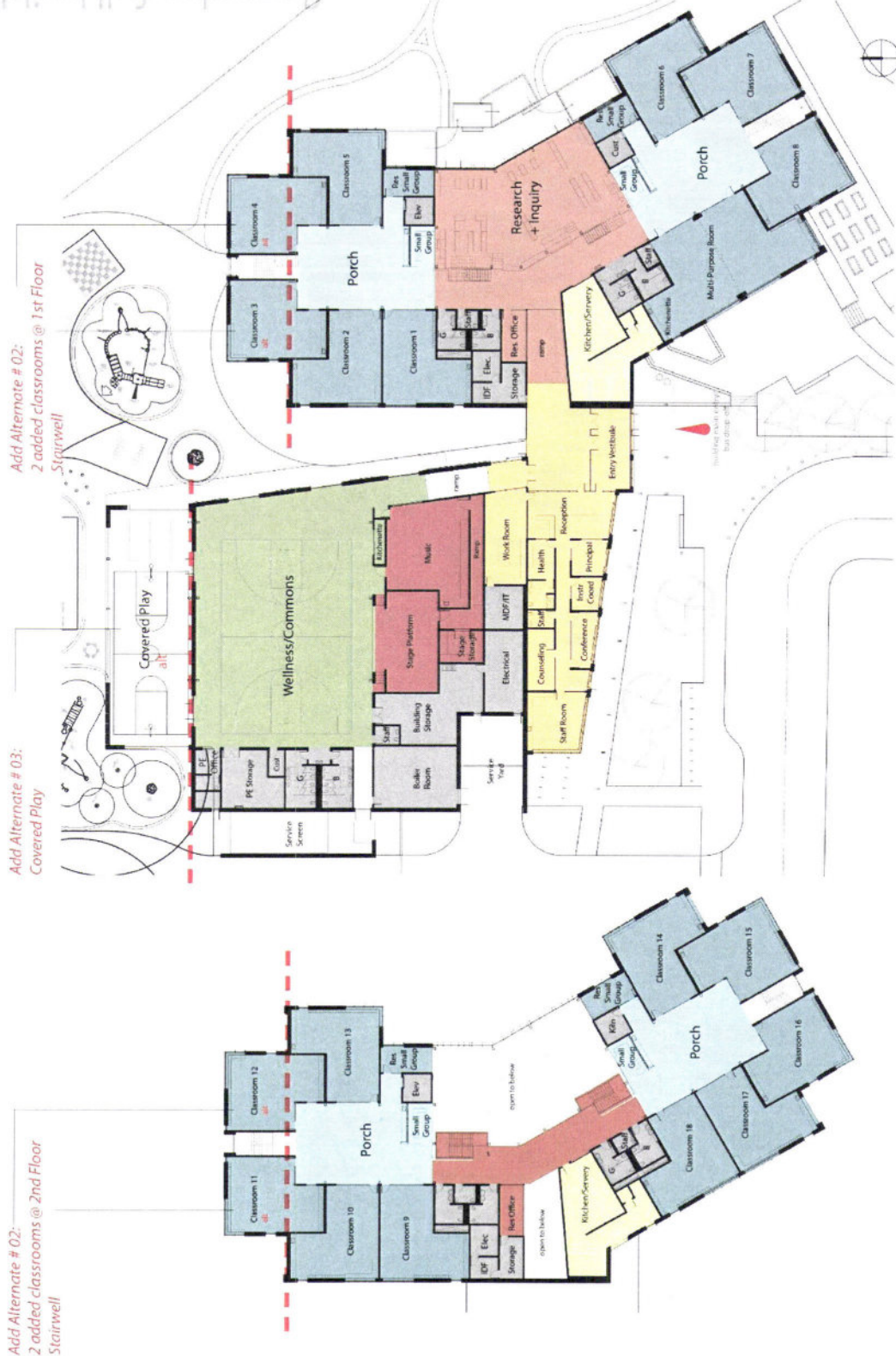
- Classrooms
- Commons / Perch
- Research + Inquiry
- Building Support
- Administration
- Food Service
- Athletics / Learning & Resource





floor plan full build

WEST LINN – WILSONVILLE SCHOOL DISTRICT



Add Alternate # 02:
2 added classrooms @ 1st Floor
Stairwell

Add Alternate # 03:
Covered Play

Add Alternate # 02:
2 added classrooms @ 2nd Floor
Stairwell

Ground Floor Plan: Full Design

Upper Floor Plan: Full Design

- Classrooms
- Commons / Porch
- Research + Inquiry
- Building Support
- Administration
- Food Service
- Athletics
- Learning & Resource



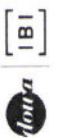


WEST LINN – WILSONVILLE SCHOOL DISTRICT

View from West Entry



sd tøsun s





View from South Entrance



WEST LINN – WILSONVILLE SCHOOL DISTRICT



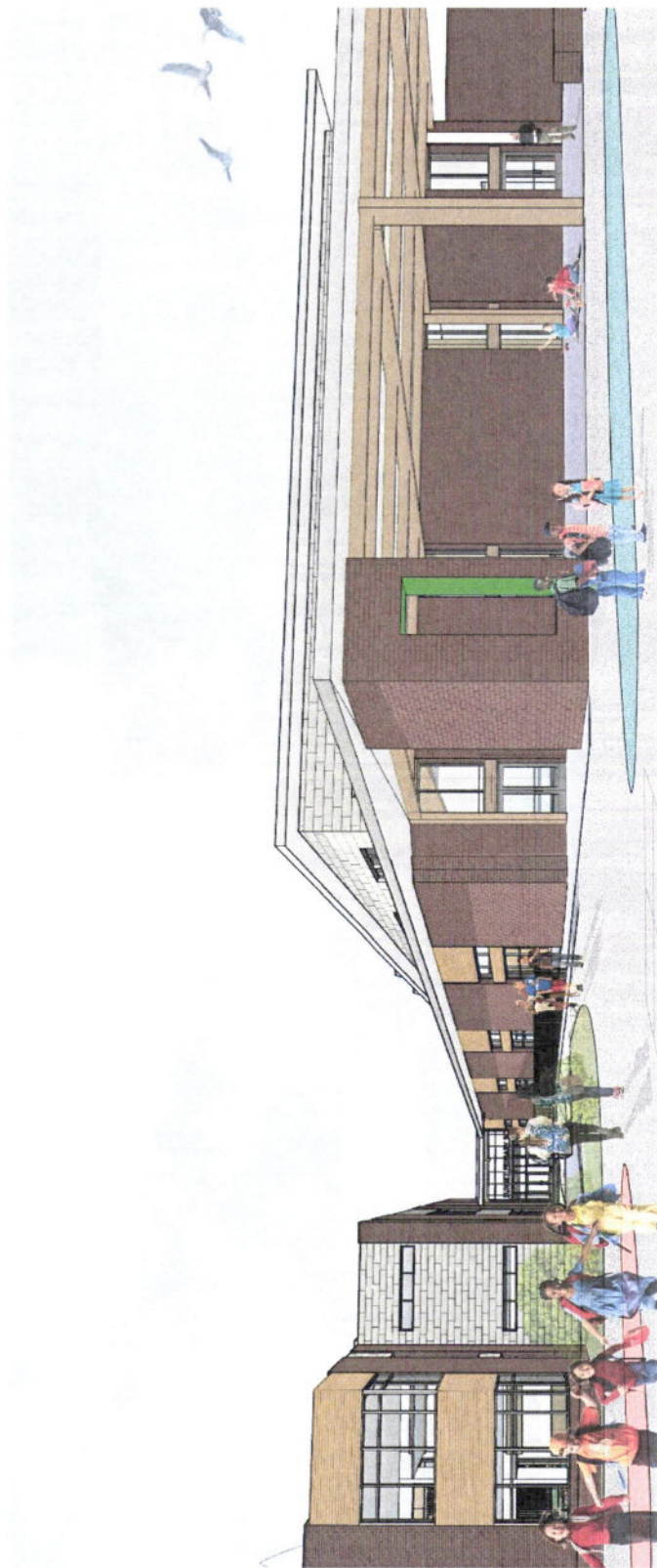
View towards Research + Inquiry



WEST LINN – WILSONVILLE SCHOOL DISTRICT



View towards Courtyard

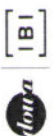


WEST LINN – WILSONVILLE SCHOOL DISTRICT



View at Lobby / Entry

WEST LINN – WILSONVILLE SCHOOL DISTRICT





View to North Research + Inquiry Wall



WEST LINN – WILSONVILLE SCHOOL DISTRICT



View to South Research + Inquiry Wall



WEST LINN – WILSONVILLE SCHOOL DISTRICT



View from North Porch to Research

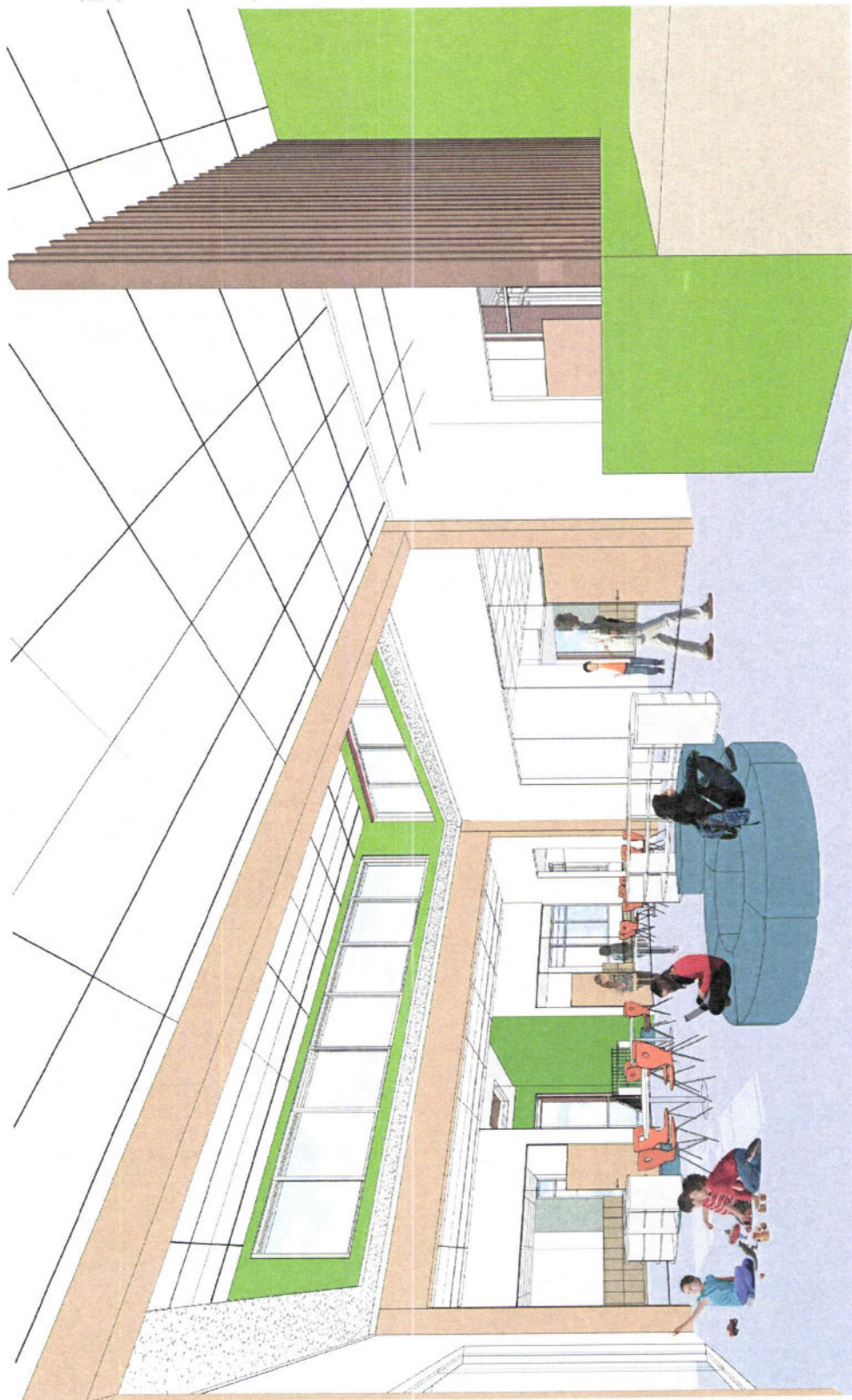


WEST LINN – WILSONVILLE SCHOOL DISTRICT





View from North Porch at 2nd Floor



WEST LINN – WILSONVILLE SCHOOL DISTRICT

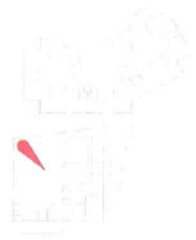




WEST LINN – WILSONVILLE SCHOOL DISTRICT



sunset ps





SUNSET REPLACEMENT PRIMARY SCHOOL

Ed Spec / Visioning Meeting

Agenda

- 1:00 PM Welcome & Introductions (Bill)
- 1:05 PM Roles, Responsibilities and Process
 - Ground Rules (Tim)
 - Givens (Tim)
 - The Design Process (Karina)
 - Schedule (Tony & Karina)
 - Review Meeting Days and Times
- 1:30 PM Wants, Needs & Expectations exercise (All)
- 2:00 PM Next Generation Learner Context (Karina)
- 2:15 PM Small Group work on critical questions (All)
- 2:55 PM Wrap-up



The Ground Rules

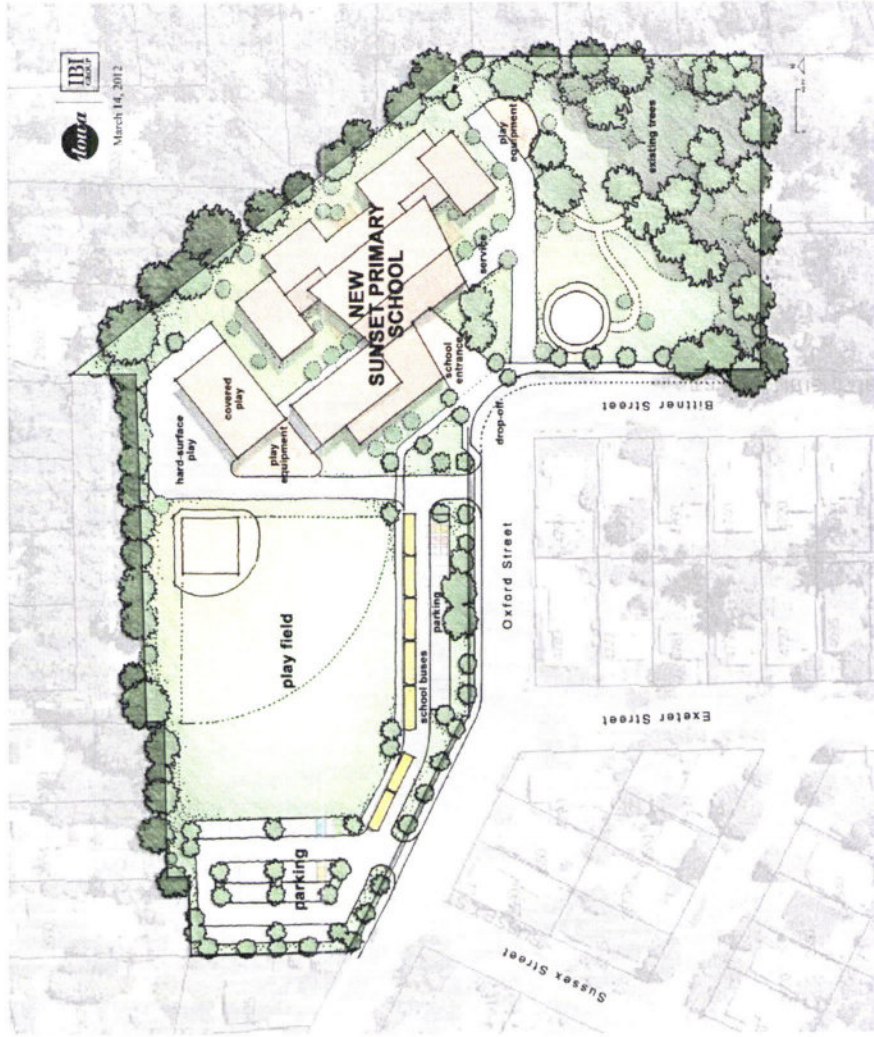
- Suspend Certainty
- Be a good listener
- Provide an opportunity for all voices to be heard
- Be respectful of different opinions
- Hold space for differences

SUNSET REPLACEMENT PRIMARY SCHOOL



The Givens

- Preservation of Historic Artifacts
- Additional site from City
- Potential reuse of TCPS Plan
- Existing Trees to be preserved
- Uninterrupted School Operation



DESIGN CONCEPT • NEW SUNSET PRIMARY SCHOOL
WEST LINN - WILSONVILLE SCHOOL DISTRICT

SUNSET REPLACEMENT PRIMARY SCHOOL

Ed Specs / Visioning

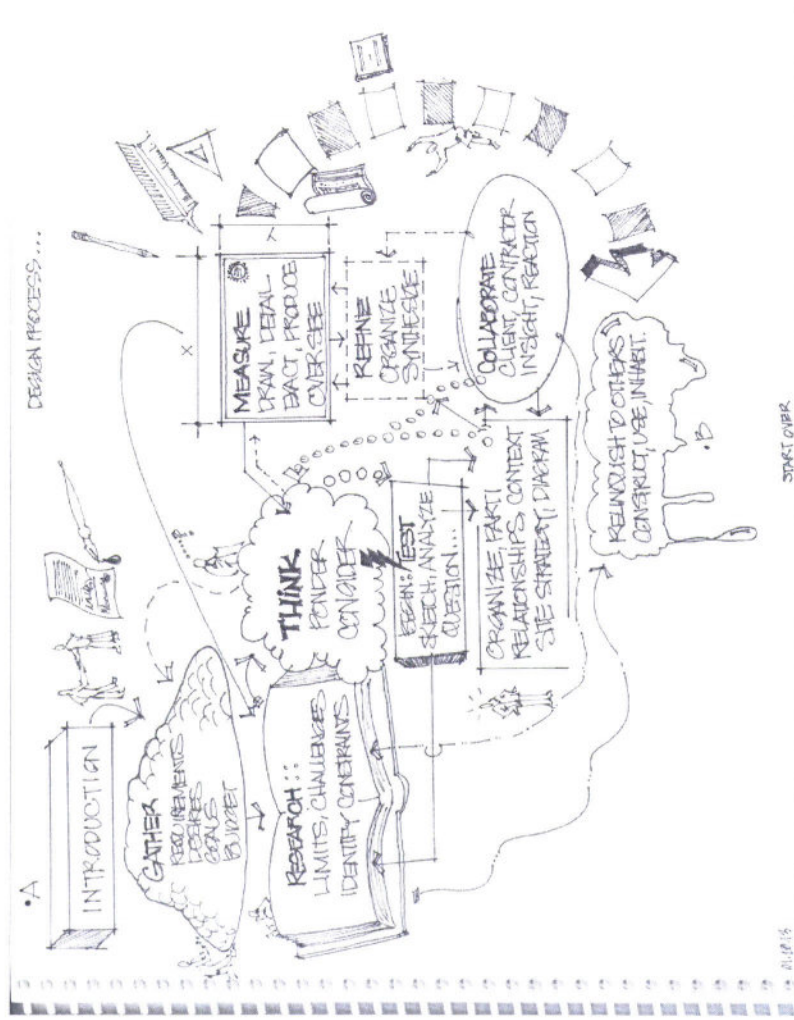
Masterplanning

Schematic Design

Design Development

Construction Documents

Construction



SUNSET REPLACEMENT PRIMARY SCHOOL

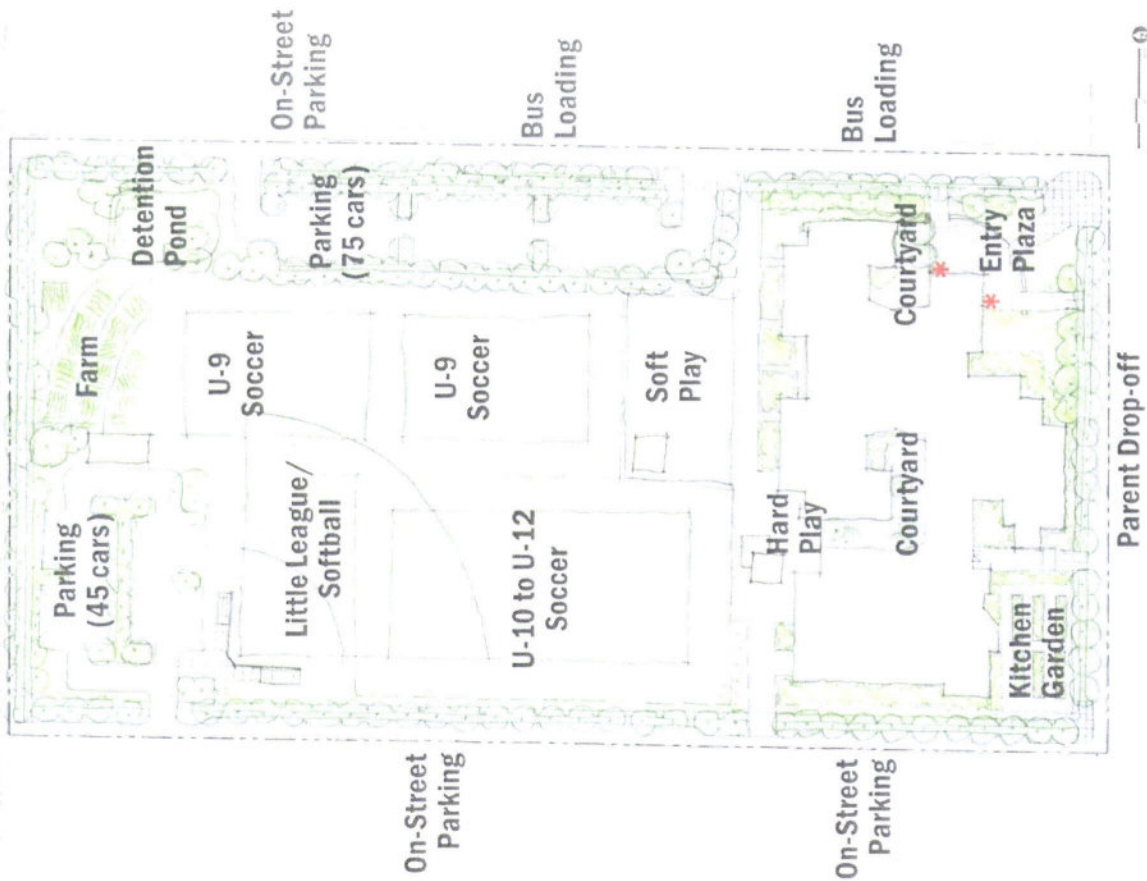
Ed Specs / Visioning



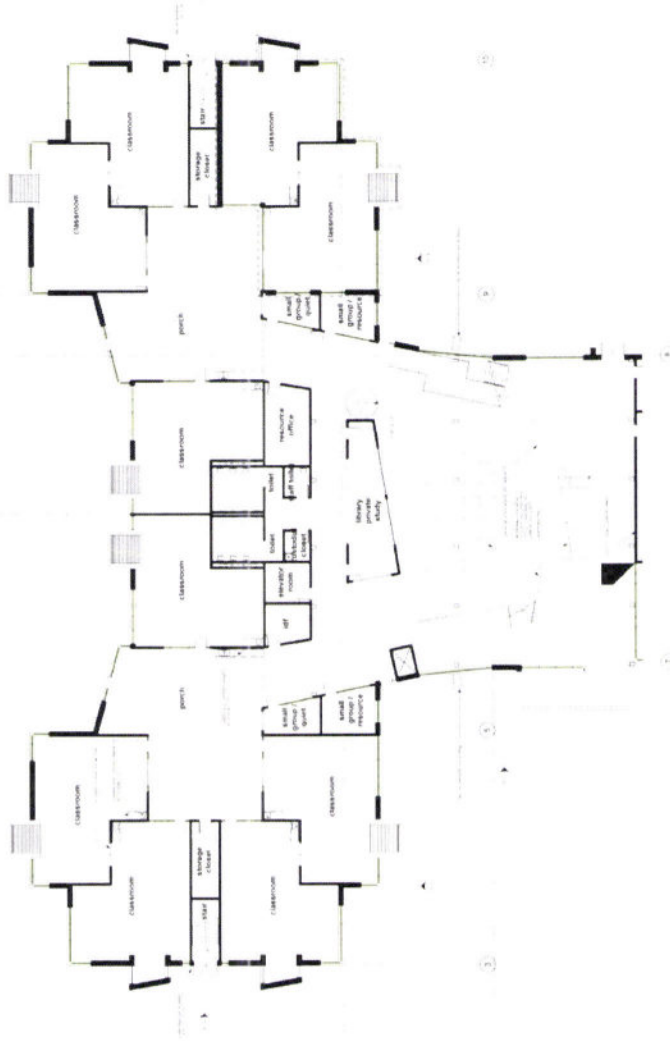
SUNSET REPLACEMENT PRIMARY SCHOOL



Masterplanning



SUNSET REPLACEMENT PRIMARY SCHOOL



Schematic Design

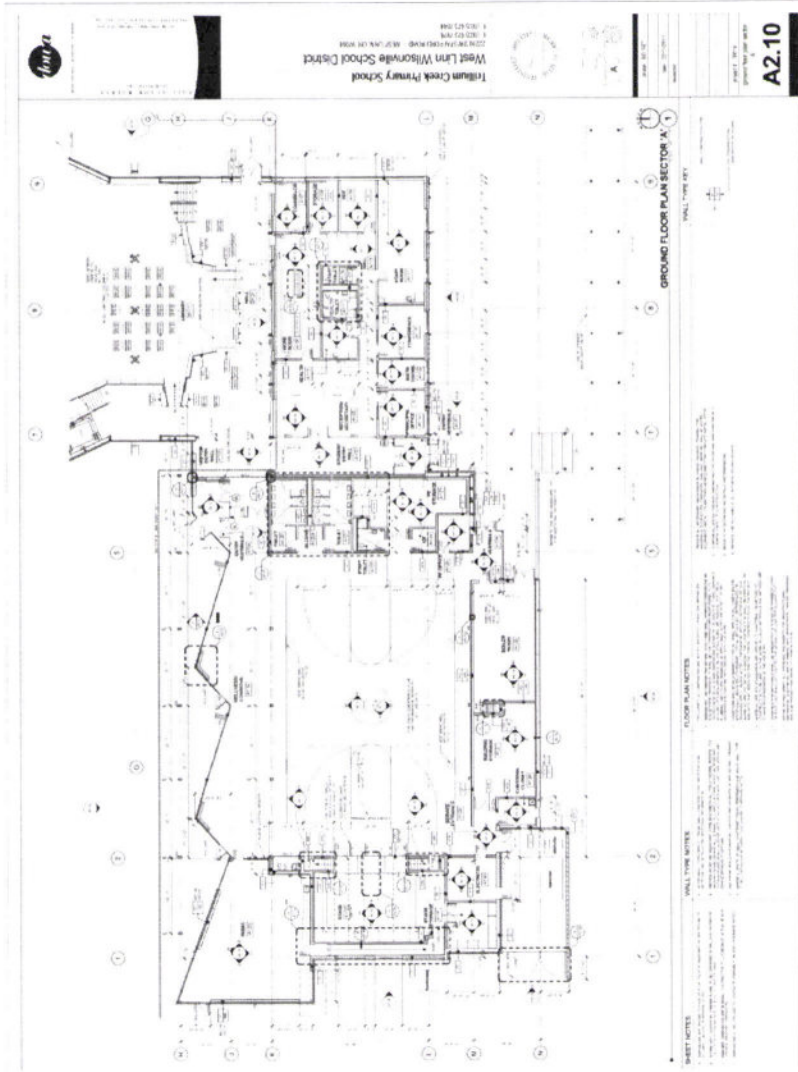
SUNSET REPLACEMENT PRIMARY SCHOOL



Design Development



SUNSET REPLACEMENT PRIMARY SCHOOL



Construction Documents



SUNSET REPLACEMENT PRIMARY SCHOOL

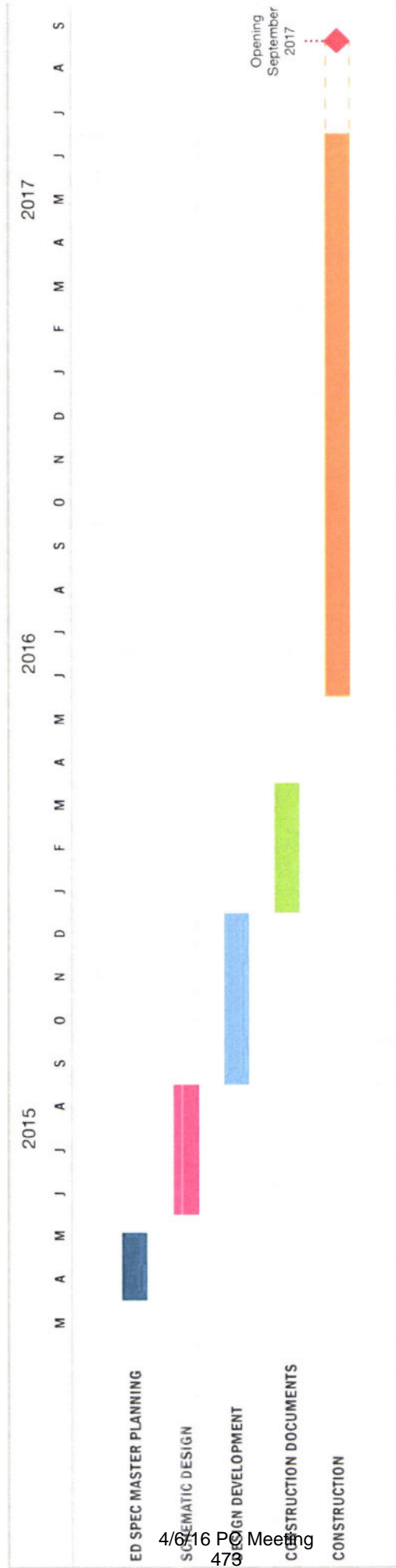


Construction

SUNSET REPLACEMENT PRIMARY SCHOOL



Schedule





Review Meeting Dates & Times

April 1, 2015	1-3PM	Program Launch
April 22, 2015		Guiding Principles / Vision / Ed Spec
April 23, 2015		Student Design Charrette*
April 29, 2015		TCPS & Lowrie Lessons Learned / Ed Spec
May 6, 2015		Ed Spec / Area Program
May 13, 2015		Conceptual Master Plan Charrette
May 20, 2015		Conceptual Master Plan Review & Approval

District Office – Boardroom

3PM – 5PM * Unless Otherwise Noted



Wants, Needs & Expectations

[Faint, illegible text, likely bleed-through from the reverse side of the page]



Wants, Needs & Expectations

What is your greatest wish for this project?



Wants, Needs & Expectations

What is your biggest fear / concern about the project?

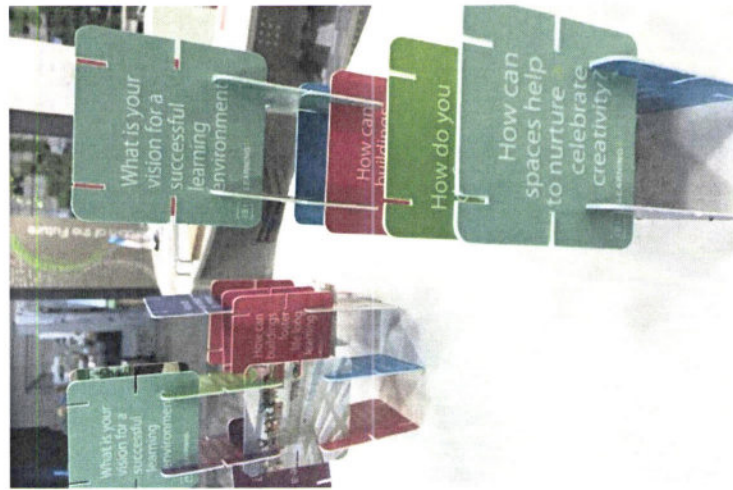


Wants, Needs & Expectations

How will we know if we are successful?



Critical Questions



How can spaces help to nurture + celebrate creativity?

How can a school transform students' lives?

How can we make learning fun?

How do you define next generation learning?

How can school be the most engaging place in a student's life?

How do we make a school secure + inviting?

How do we design for change?



REPLACEMENT OF SUNSET PRIMARY SCHOOL



Ed Spec / Visioning Meeting

Agenda

- 3:00 PM Agenda Review & Check-in from last meeting (Karina)
- 3:15 PM Critical Questions work presentation (Karina)
- 3:20 PM Critical Questions review & distillation (Small Group)
- 4:00 PM Guiding Principles Brainstorm (Small Group)
- 4:30 PM Guiding Principles report back (All)
- 4:55 PM Wrap-up & Next Steps





Last Meeting Check-In



4/6/16 PC Meeting
481

Greatest Wish:

A beautiful facility that the children ^{teachers} want to grow and learn in as well as a wonderful addition to the community!



GREATEST WISH
RAISING THOUGHTFUL
AND CARING STUDENTS
IN A COMMUNITY BASED
ENVIRONMENTALLY SUSTAINABLE
BUILDING



Critical Question Review

- Greatest Wish
- Biggest Fear
- How will we know if we are successful?
- Question Cards





Critical Question Review

What is your greatest wish for this project?

What is your biggest fear / concern about the project?

How will we know if we are successful?

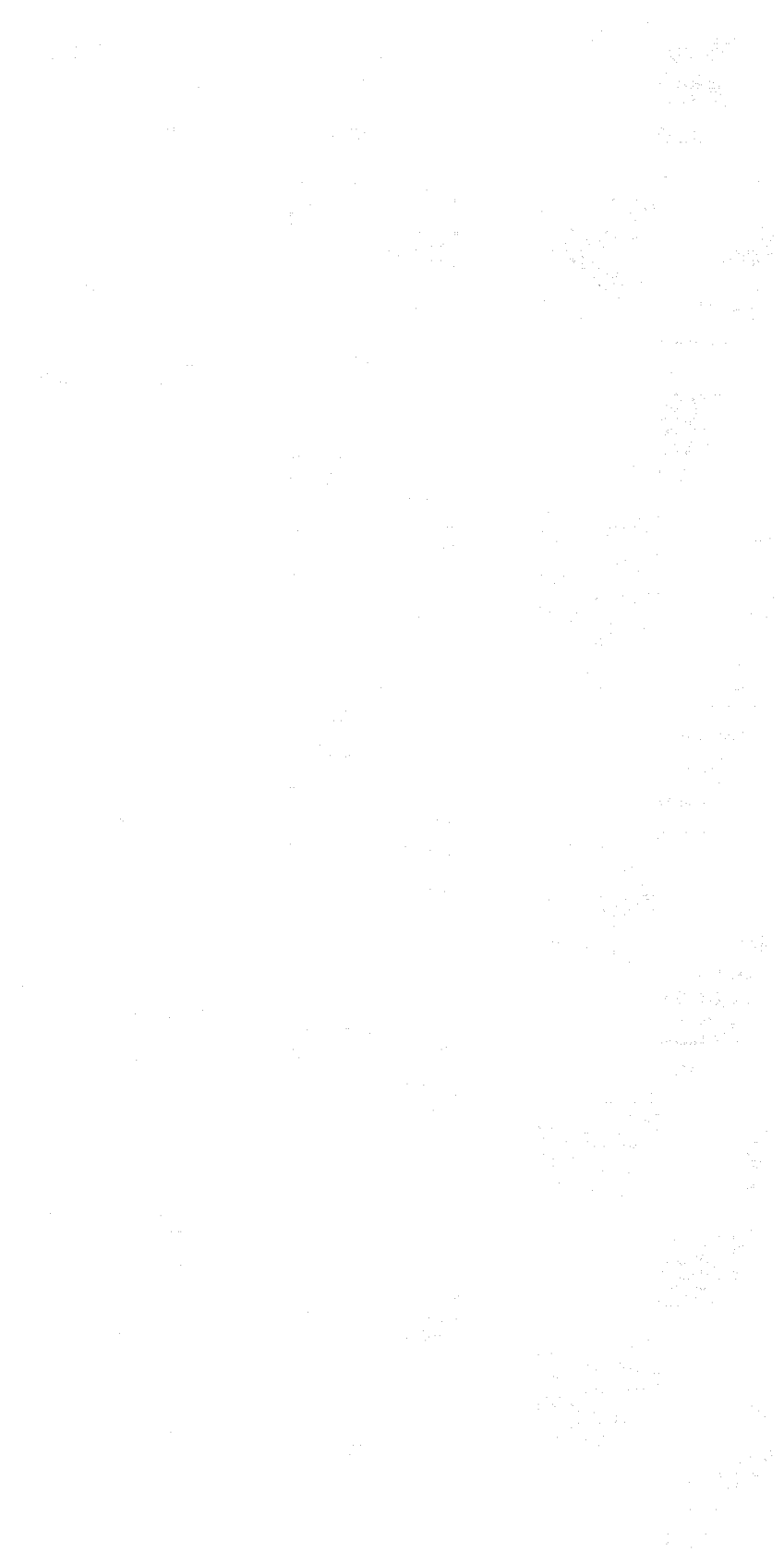
Critical Question Review

What is your greatest wish for this project?





Guiding Principles | Vision





Guiding Principles | Vision

What are the key questions/things we need to answer/consider as we process through the design?



Guiding Principles | Vision

What are the guiding principles that should guide the design of the new Sunset Primary school?



Guiding Principles | Vision

Based on what we learned about the next gen learner, what are the key physical characteristics we want to include in the new Sunset Primary school?



Review Meeting Dates & Times

April 1, 2015		Program Launch
April 22, 2015	3-5PM	Guiding Principles / Vision / Ed Spec
<i>April 23, 2015</i>		<i>Student Design Charrette</i>
April 29, 2015	3-5PM	TCPS & Lowrie Lessons Learned / Ed Spec
May 6, 2015	3-5PM	Ed Spec / Area Program
May 13, 2015	1-3PM	Conceptual Master Plan Charrette
May 19, 2015	3-5PM	Conceptual Master Plan Review & Approval

District Office – Boardroom

3PM – 5PM * Unless Otherwise Noted



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Replacement of Sunset Primary School Design Committee Critical Questions

What is your greatest wish for this project?

- Children can't wait to get into the building.
- The building inspires creativity and "free thinking".
- Create space that inspires and lets each child be the owner of his/her learning for their future.
- New ways for classrooms to interact with each other efficiently.
- Build a school that inspires that community and increases energy and participation.
- New, bright, spacious, with lots of opportunity includes the culture of the neighborhood.
- To create and design a school that embraces the rich history of Sunset while creating innovations and exceptional learning spaces for the future.
- Create diverse space that allows meets needs of all students (to work in a variety of ways), preserves.
- New and potential, preserves the community feel.
- That the new Sunset will continue to inspire great thinking, great hope, extraordinary learning and brilliant teaching – children and teachers who amaze themselves and others.
- A building that inspires students, parents and teachers to work and learn together.
- Connected to the past.
- Designed for today and the future.
- Nested thoughtfully in the neighborhood.
- Inspire students to find their path to learning and knowledge.
- Place inspires community and collaborative bringing the inside out and outside in.
- Built for the future of learning and teaching.
- Children's learning spaces inspire their belief in what is possible, fosters their growth mindset and helps them understand the relationships between the past and the future.
- Complete on time and budget.
- That Sunset looks, feels and is accepted as a neighborhood school that belongs.
- Add another quality school to the District and one that celebrates its rich history.
- That it remains the community that it is. A happy place. More space for special ed using technology.
- Raising thoughtful and caring students in a community based environmentally sustainable building.
- Beautiful space(s) that naturally inspire creativity engagement and belief in oneself for children and adults.



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- A beautiful facility that the children and teachers want to grow, thrive and learn in as well as a wonderful addition to the community!
- A student-centered, inspiring and forward-thinking environment that invites, excites and empowers every child to want to learn.
- Bring a contemporary design to the school and maintain the unique culture and school community that is Sunset and wires that actually land someplace and we can find them.



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Replacement of Sunset Primary School Design Committee Critical Questions

What is your biggest fear/concern about the project?

- Loss of intimate "neighborhood"/small community feel Sunset currently has.
- That we do not find a way to overcome or respond to any concerns/design problems that teachers, students, and families voiced in regards to TCPS & Lowrie.
- That we stay too much in our current experience of learning and not allow enough space for vision of our children's future.
- Loss of outdoor play space during construction.
- Not a stand-alone "my space" teaching room, vaulted ceiling = noise, interrupted teaching time with distractions.
- To not hear all the voices of each teacher in the trench. To lose the architecture that fits the neighborhood architecture.
- Part of the culture/identity of Sunset is lost.
- A building that limits potential in the future.
- That we will allow the fear of losing a proud history to limit the brilliant limitless future of Sunset.
- Not pushing the vision and goals of the district further.
- More children above 500 feet!
- Design oversight with consistent unanticipated challenges that interrupt rather than inspire learning.
- None-I've worked with DOWA over Operations Dept and know the quality of the thinking from District staff, students and parents that goes into these projects. But then, after thinking, stepping out of our comfort zones and communicating, carrying that into the future.
- Not complete on time and budget.
- Building is not used as a learning tool or creativity for years to come.
- That Sunset doesn't give off the neighborhood feel and isn't welcomed by neighbors and the community, like it's always been there.
- That the existing culture – including practices and processes – overly anchors the design of the building and dissuades steps into more innovations.
- Thinking of every possible need teachers will have in teaching spaces. Using space wisely to achieve a great learning environment while keeping it a happy learning environment.
- That we will have mis-estimated something important to learning, productivity, or satisfaction for teachers or students.
- That all culture is lost.
- That we just take "another" school and rebuild...not taking the special and unique feel of Sunset into account.



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- That we “limit” ourselves with the possibilities – staying safe or designing based on what is known versus what could be. (e.g. “another Trillium” versus “a newly reimagined Sunset”)



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Replacement of Sunset Primary School Design Committee Critical Questions

How will we know if we are successful?

- A school that meets the needs of teachers, students and the community now and in the future.
- This one we may only know long after the process ends when children, staff and parents are happy with the results. Community.
- If the students, staff and community voices are heard and executed! Teamwork!
- Engagement and visible learning in the spaces big and small.
- Smiling, joyful children, teachers and families.
- Students, teachers, parents and community members will tell us!
- Proud to call Sunset their school.
- Excited to enter it every day.
- Active, busy and joyful hub for the neighborhood.
- If the neighborhood and community are enhanced by the new school while students, staff and parents continue to add to the unique history of the space while preserving the existing history.
- Overwhelming awe and excitement of staff and students and community.
- Complete on time and budget.
- My wife still comes home smiling.
- When the students see the new spaces and it inspires and motivates them to reach their potential! ☺
- We won't – the true success will be evident in hindsight and in the year 2050. Or smiles all around – students, teachers, community.
- We'll be energized by the plans because they'll incorporate the ideas that reflect our highest priorities.
- Children don't want to leave at the end of the day.
- School changes the way in which children engage/learn.
- Listening to, watching and learning from the children and seeing the community's interaction with the new space.
- When the students and community feel honored by the significant environmental change when they feel inspired to learn and the space is used with safety and flow in mind.
- Do the kids on Day 1 feel inspired?
- Does the community feel connected to the learning environments ext./int.?
- Children and teachers will thrive in the new Sunset.
- Great accomplishments of children.



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- Teaching that sets the next standard for greatness.
- Sunset is/represents the heart of the community.
- We will know the time and time again on kinders 1st day of school and 5th gr. last and when this very same committee gathers years and years from now. When children are connected learning and loving their school.
- The excitement of having a new school matches "living" in the new school. 5-10 years down the road. The entire school community continues the vision laid out by the process. It's not the things built into the school, it's what's done by the students and staff because of the building.
- When we know we have listened to and learned about our children and they/we can see/feel



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Replacement of Sunset Primary School Design Committee Question Cards

What makes students feel like the captains of their own learning?

- "Self-service" classroom in terms of materials
- Project space, means of preserving work to return to
- Access means of getting together with peers who share interests
- Individual and collaborative space
- Technology friendly, having enough
- Ownership – entrepreneurial – choice
- Social emotional safety
- Understanding – craftsmanship leads to my learning
- Create safe spaces for learning
- Changing the space – more flexibility
- Spaces force choices so we can practice choice making
- Clusters, groups
- Leaving behind 1950's teaching
- Curriculum, technology
- Access to constructing own learning

How do we make a space feel secure **and inviting?**

- Connectivity
- More adults
- Current communications systems
- Subtle security measures
- Active community use
- Appropriate zoning
- Tree house

How do we design for change?

- Embrace technology – anywhere, anytime, personalized wireless everywhere
- Help adults see and make way for the future
- Embrace the ambiguity of not knowing
- Be flexible
- Connect with outside the world beyond the walls



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Replacement of Sunset Primary School Design Committee Question Cards

What are the pros and cons of transparency?

- Pros
 - Safety
 - Line of sight
 - Everything is public
 - Collaboration learning
 - Connection to other students/teachers
 - Observable culture
 - Lack of borders
 - Sharing performances
 - Making work public
 - Common experiences
 - Ownership of the whole
 - Dreaming – looking forward to
 - Acceleration – I see what I will be doing
 - Culture of trust
 - Supervision with a lighter hand
- Cons
 - Safety
 - Able to close line of sight
 - Sometimes not wanted to be public
 - Lack of borders

How can a school transform students' lives?

- Perceived ownership
- How could it not?
- Restrictive space → Restrictive mindset
- Flexible space → Flexible mindset
- Introduce creative thinking

How can schools be the most engaging place in a student's life?

- Choices
- "Yes" spaces
- Opportunities to learn outdoors, indoors, everywhere
- Access to outdoors and intriguing relevant learning within places to explore and be curious
- Visibility to others' learning and maximizing relationships





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Replacement of Sunset Primary School Design Committee Question Cards

How can space encourage positive social interaction + community engagement?

- Space for classrooms to combine, collectively learn
- Flexible spaces
- Comfortable, open
- Large and small spaces
- Space for assembling, presenting, performing
- True with purpose space – creating and sharing
- Communal and shared spaces
- Flexible spaces
- Multi-purpose spaces (school, classroom, nooks)
- Access that supports diverse learners

What is your vision for a successful learning environment?

- Intentional flexible means of displaying/sharing children's work and collective learning
- Appropriate, natural and inviting lighting
- Allowance for varied ages, groupings, activities
- Means of moving, interacting
- Attention to learning styles and needs

How can we make learning fun?

- Observe and watch the children – ask them active learning spaces
- Meaningful purposeful engagement is fun
- Challenge, puzzle, intrigue is fun
- Social emotional safety creates willingness to try – risk
- Changing space
- Multiple environment – visually connected extending learning space
- Outdoor learning space – connected in and out
- Color
- Hands on learning
- Interactive technology
- Self-guided learning
- Learning in response to passion





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Replacement of Sunset Primary School Design Committee Question Cards

How does a physical environment support the role of the teacher?

- Flexible stations, co-teaching
- Promotes access to tools, equipment
- Space for collective and individual learning
- Proximity to hardware, facilities, H2O!
- Open spaces for multiple learning experiences
- Spaces that are not designated classrooms

How can physical environment facilitate creative problem solving?

- Blank slates
- Safe spaces
- Flexible, durable
- The ability to go
 - Literal, figurative

How can space help to nurture and celebrate creativity?

- Visibility of design elements or features
- Attractive and inviting to children (colors, shapes, furniture) "It's a school for ME."
- Interactive, touch-friendly, visually inspiring
- Maker spaces, incubation spaces, design spaces
- Zip lines, swing (atrium)
- Visible to the environment or even including the environment

How do we support different learning styles?

- Flexible spaces for movement that permits and increases activity and interaction
- Spaces and design that supports auditory and kinesthetic needs
- Celebrating the richness of cultural and linguistic diversity





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Ed Spec / Visioning Meeting

Agenda

3:00 PM Agenda Review & Check-in from last meeting (Karina)

3:15 PM Guiding Principles (Karina)

3:30 PM TCPS & Lowrie Lessons Learned (All)

4:45 PM Wrap-up & Tour Logistics





Guiding Principles | Vision

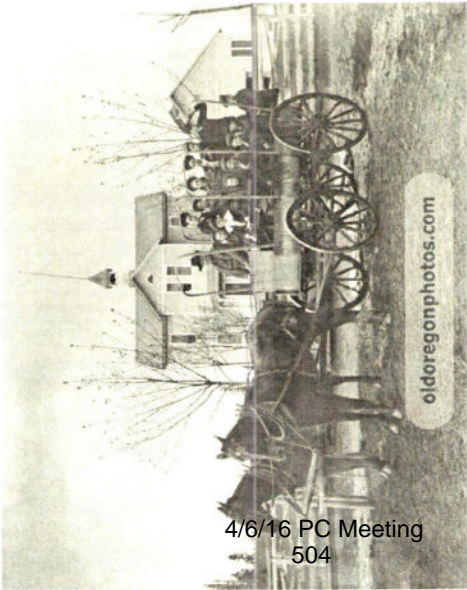
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REPLACEMENT OF SUNSET PRIMARY SCHOOL

Honor the Unique History of Sunset Primary School while Continuing its Ethic of Educational Innovation



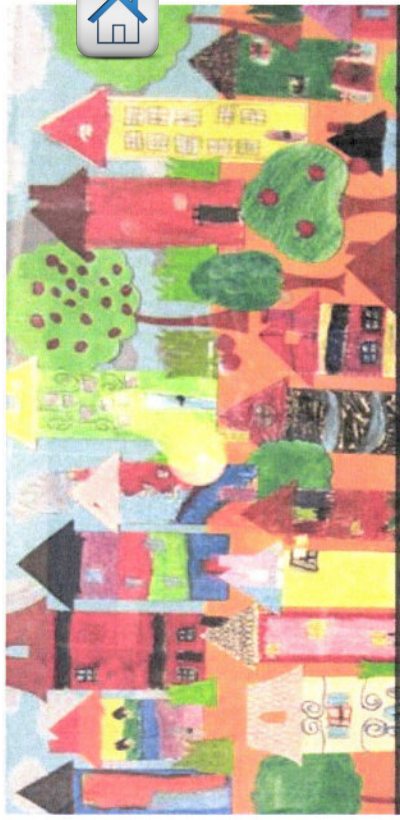
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504



Learning Environments for the Greatest Thinkers and Most Thoughtful People

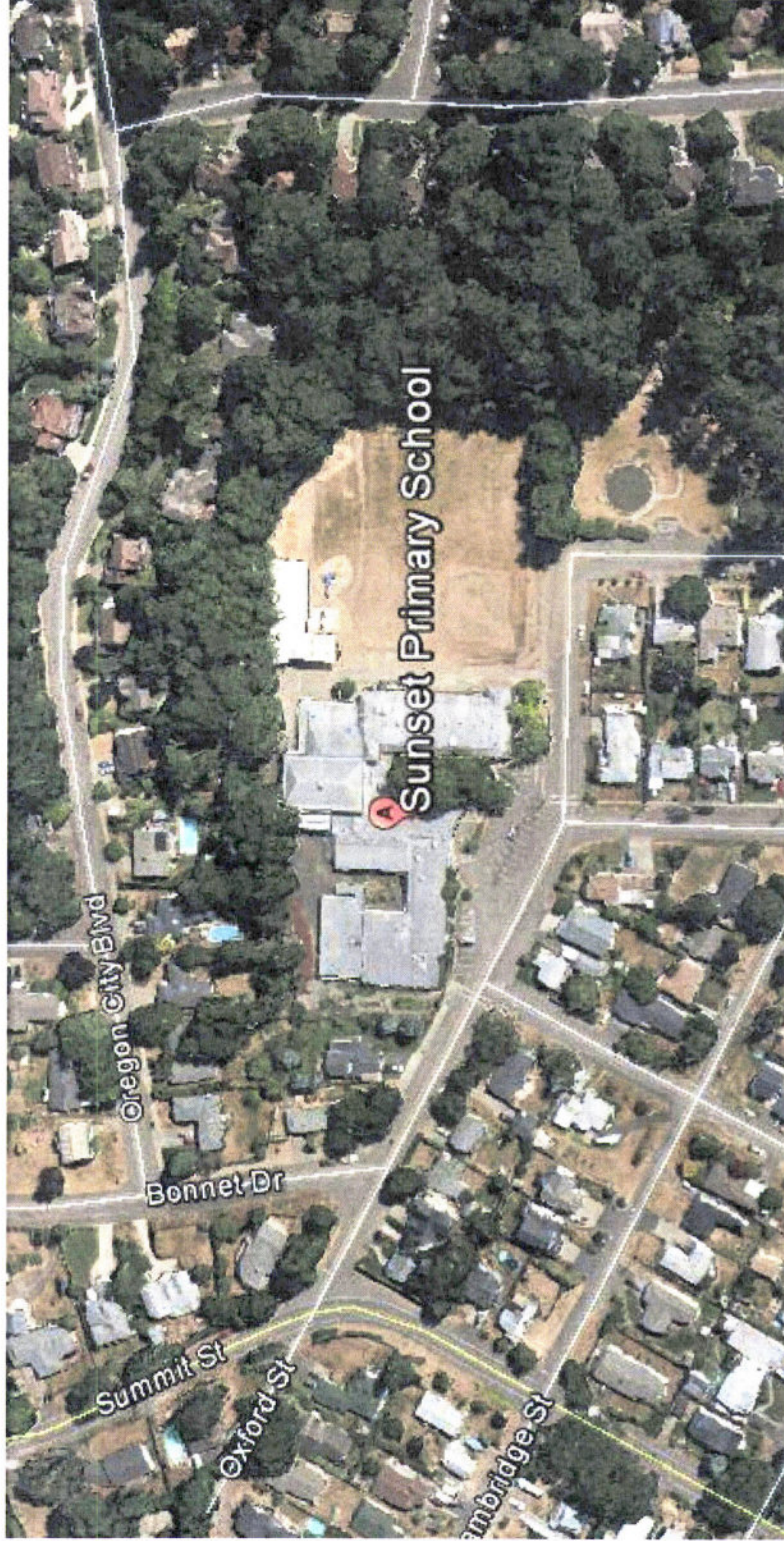
GUIDING PRINCIPLES





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Maintain a Strong Sense of Connection with the Sunset Neighborhood



GUIDING PRINCIPLES

Learning Environments for the Greatest Thinkers and Most Thoughtful People

Design Inspirational Environments that Invite Student Engagement and Autonomy



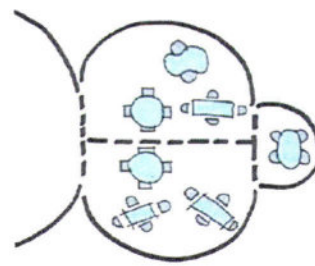
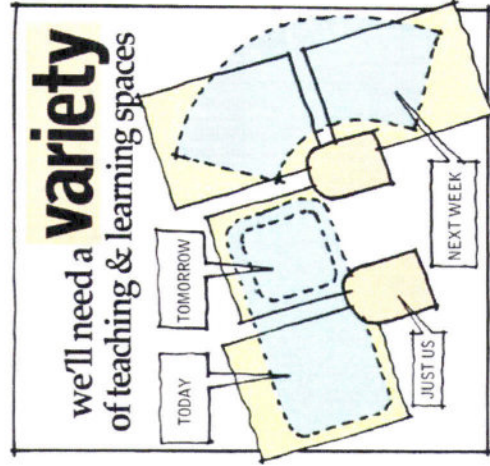
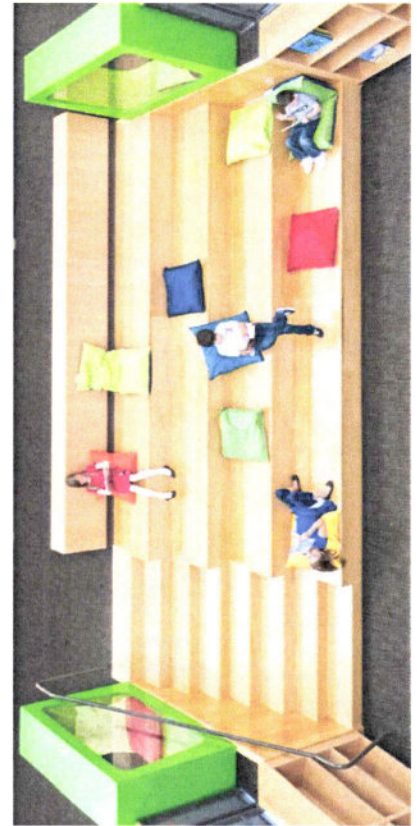
4/6/16 PC Meeting
506



Learning Environments for the Greatest Thinkers and Most Thoughtful People

GUIDING PRINCIPLES

Ensure that Learning Environments are Flexible & Varied



**VARIED
ADAPTABLE
SPACES**

GUIDING PRINCIPLES

Offer Spaces that Invite Collaboration and Sharing



GUIDING PRINCIPLES

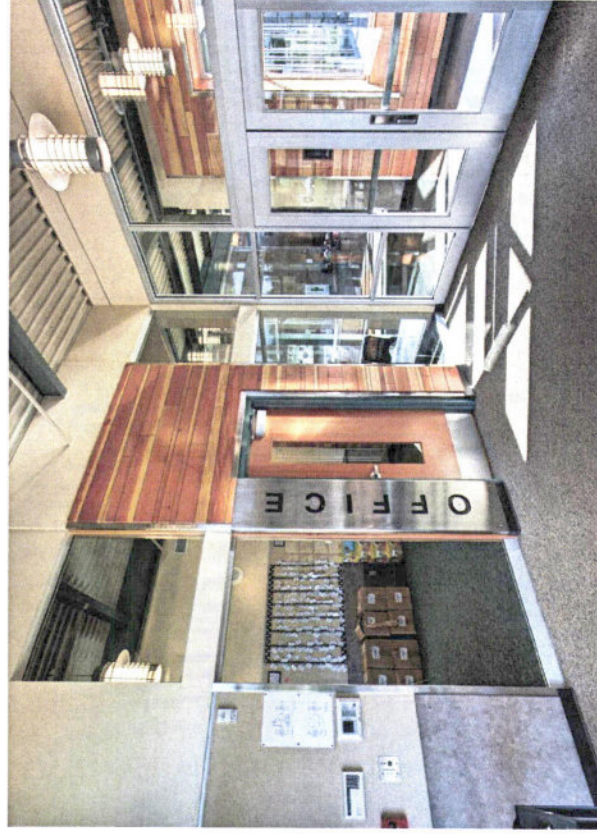
Learning Environments for the Greatest Thinkers and Most Thoughtful People

REPLACEMENT OF SUNSET PRIMARY SCHOOL

Enhance School Safety through Unobtrusive Design Approaches that Support a Culture of Trust



4/6/16 PC Meeting
509



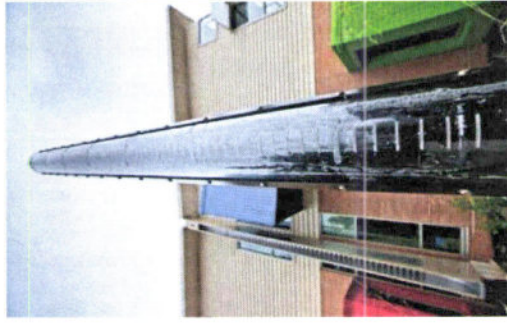
Learning Environments for the Greatest Thinkers and Most Thoughtful People



GUIDING PRINCIPLES

REPLACEMENT OF SUNSET PRIMARY SCHOOL

Invite Student Connection with the World Outside the Walls



4/6/16 PC Meeting
510



GUIDING PRINCIPLES

Learning Environments for the Greatest Thinkers and Most Thoughtful People



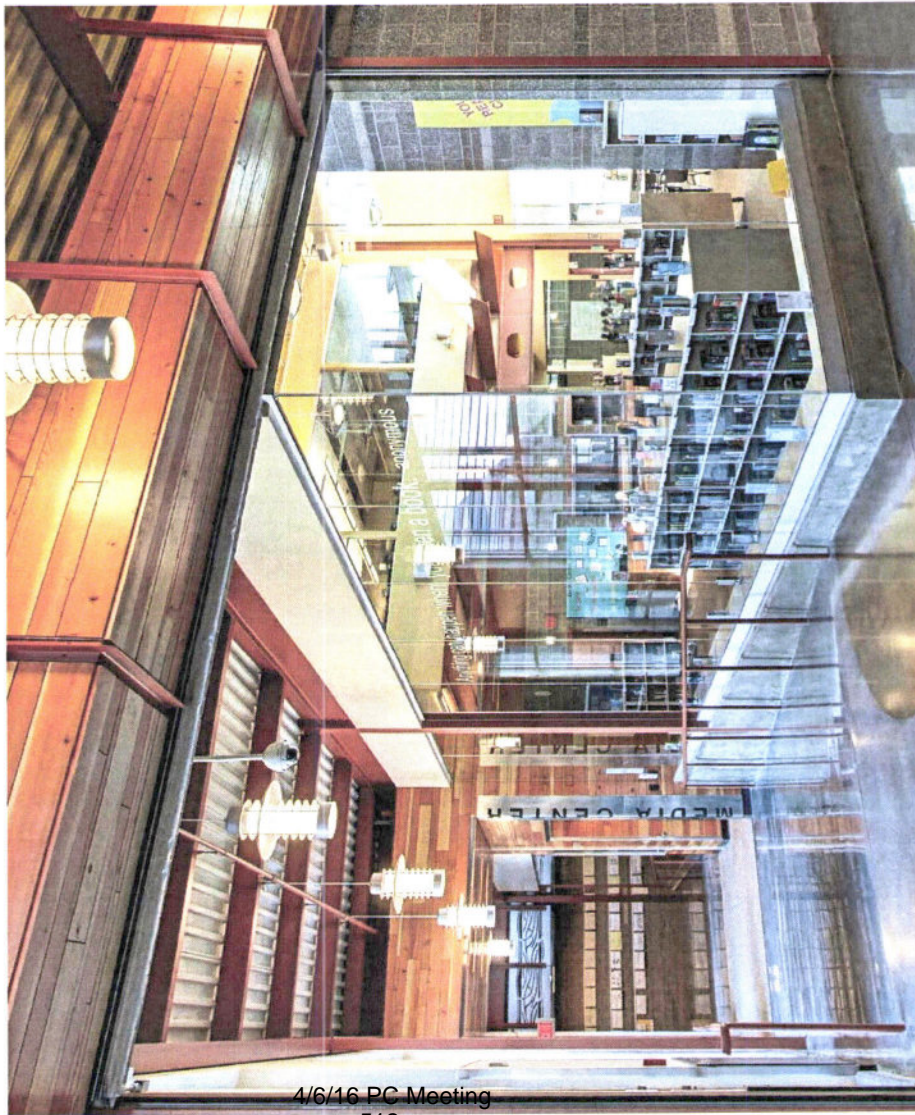
REPLACEMENT OF SUNSET PRIMARY SCHOOL

Provide Access to Anytime, Anywhere, Personalized Technology

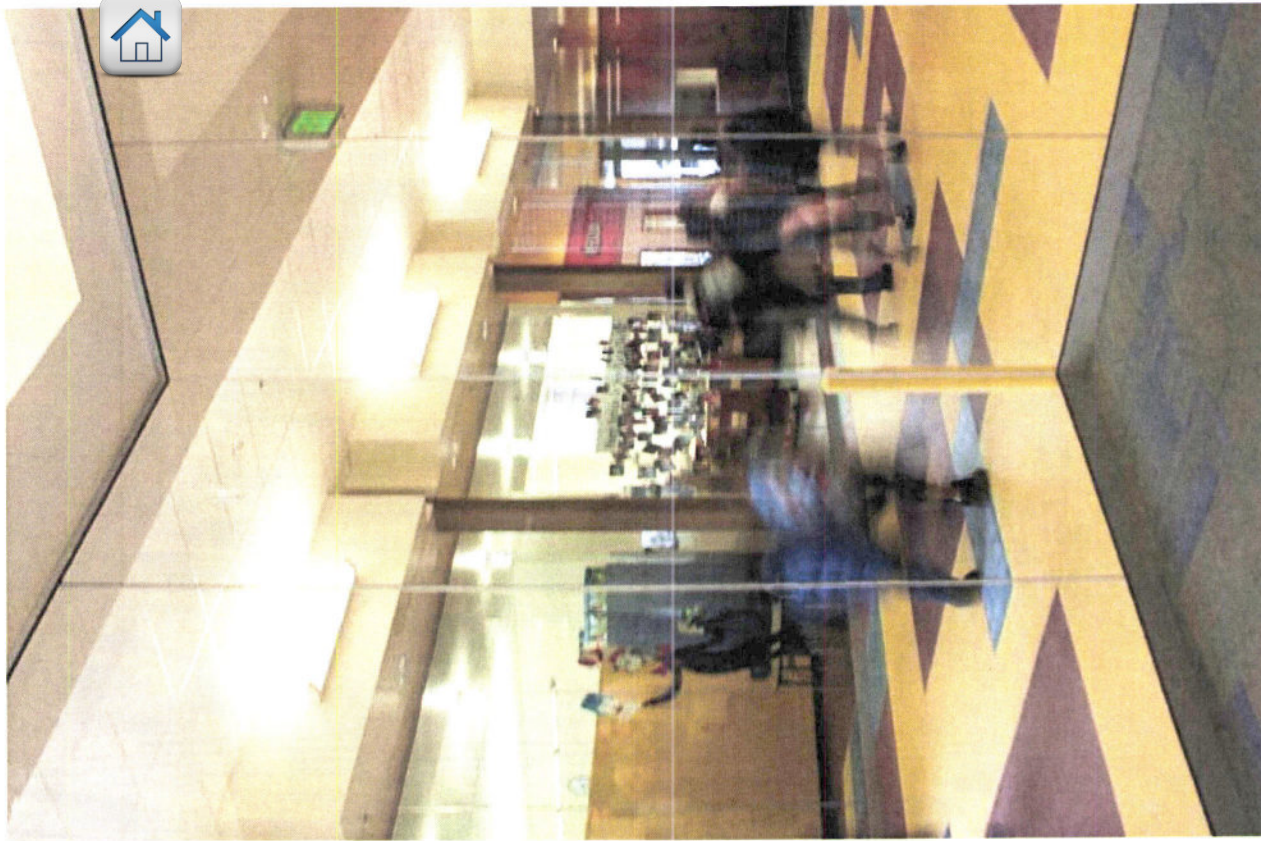


REPLACEMENT OF SUNSET PRIMARY SCHOOL

Adopt a Thoughtful, Balanced Approach to Transparency



4/6/16 PC Meeting
512

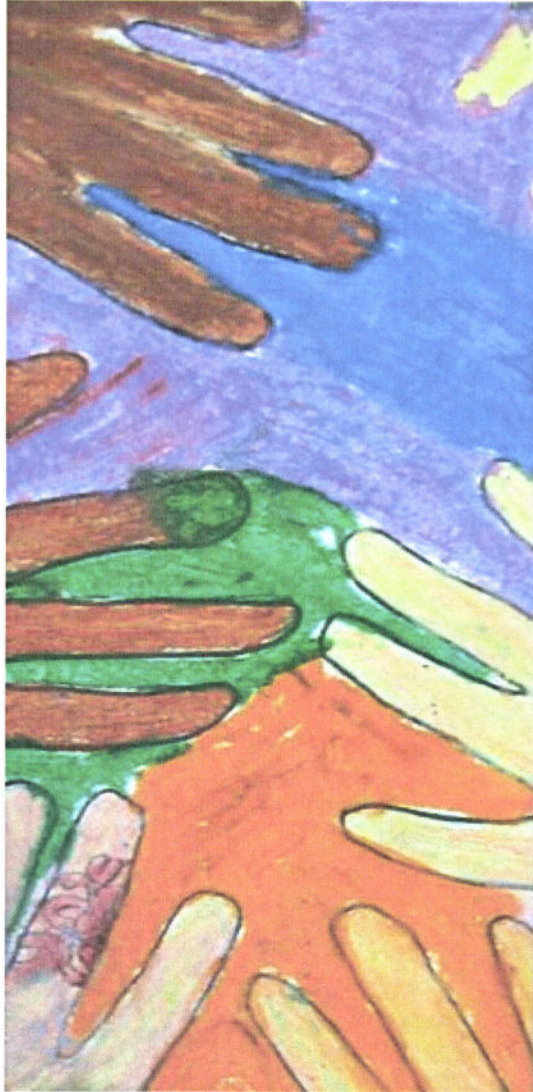
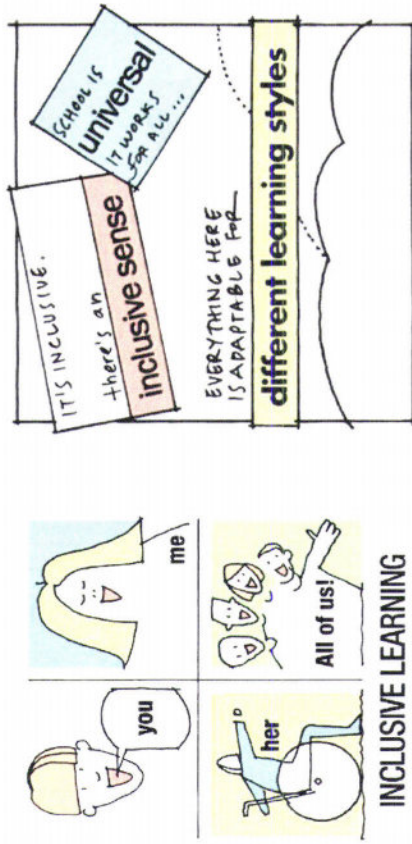


GUIDING PRINCIPLES

Learning Environments for the Greatest Thinkers and Most Thoughtful People



Support the Needs of Diverse Learners



Learning Environments for the Greatest Thinkers and Most Thoughtful People

GUIDING PRINCIPLES

Include Shared Instructional Spaces that are not Designated as Classrooms





Lessons Learned

What elements of the (E) Primary Schools work well and should be considered for the new Sunset PS?

What elements of the (E) Primary Schools do NOT work well and should be improved in the new Sunset PS?

Are there elements missing in the (E) Primary Schools that you think should be considered for the new Sunset PS?



Areas for Discussion

Eating / Servery

Classroom Shape / Configuration

Pick-Up / Drop-Off / Arrival / Dismissal

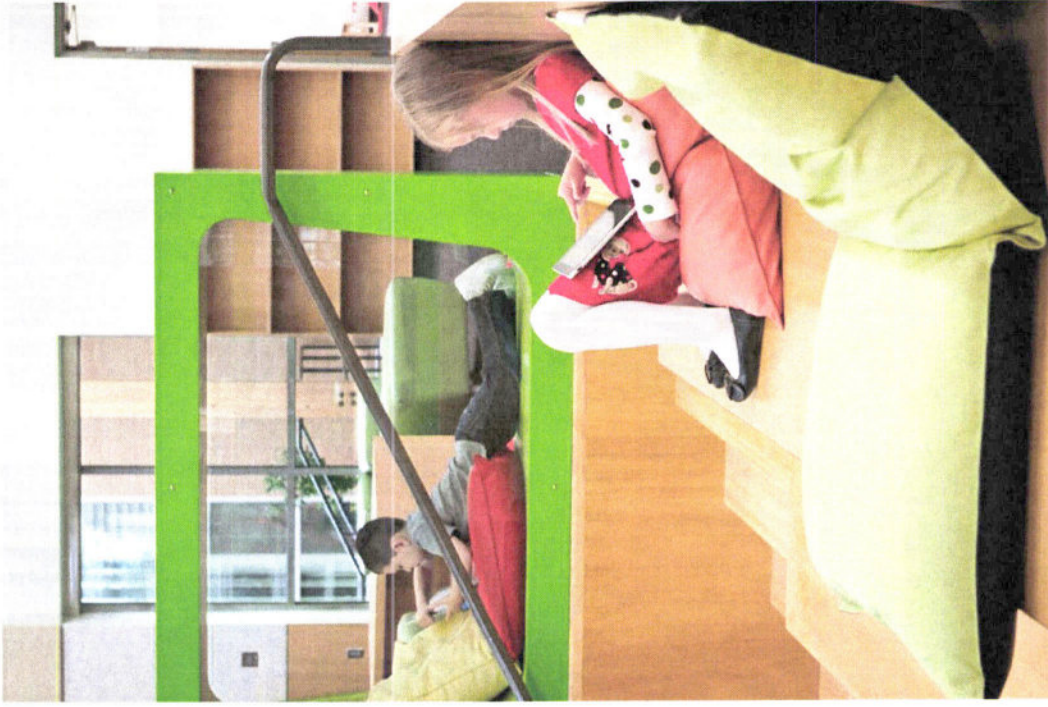
Variety and Types of Spaces

Outdoor Educational Experiences

Outdoor Play & Recreation

Quantity and Types of Storage

General





Lessons Learned

What elements of the (E) Primary Schools work well and should be considered for the new Sunset PS?

What elements of the (E) Primary Schools do NOT work well and should be improved in the new Sunset PS?

Are there elements missing in the (E) Primary Schools that you think should be considered for the new Sunset PS?



Review Meeting Dates & Times

April 1, 2015		Program Launch
April 22, 2015	3-5PM	Guiding Principles / Vision / Ed Spec
April 23, 2015		Student Design Charrette
April 29, 2015	3-5PM	TCPS & Lowrie Lessons Learned / Ed Spec
May 6, 2015	3-5PM	Ed Spec / Area Program
May 13, 2015	1-3PM	Conceptual Master Plan Charrette
May 19, 2015	3-5PM	Conceptual Master Plan Review & Approval

District Office – Boardroom

3PM – 5PM * Unless Otherwise Noted



West Linn Wilsonville – Sunset Primary School Replacement

Guiding Principles

Honor the Unique History of Sunset Primary School while Continuing its Ethic of Educational Innovation: As one of the oldest public schools in the State of Oregon, Sunset Primary School has a rich history extending over 100 years. The new school design should reflect the unique history of the school, as well as Sunset's enduring ethic of educational innovation. While the school's historical identity may be reflected in the building's aesthetics, it will be entirely modern in its approach to delivering next generational learning opportunities to students. Past and future shall coalesce to create a newly-imagined school that sets a new standard for greatness, and is unique from any other primary school in the District.

Maintain a Strong Sense of Connection with the Sunset Neighborhood: Sunset Primary School has always held the distinction of being a true community school, and a source of enduring pride for the Sunset neighborhood. The new school should celebrate and nurture the longstanding relationship with the Sunset community. Sunset Primary School will remain at the heart of the community and continue to serve as a neighborhood activity hub.

Design Inspirational Environments that Invite Student Engagement and Autonomy: School buildings should be designed to inspire student engagement and motivate students to take ownership of their own learning experiences. Schools should include spaces and features that encourage joyful exploration, discovery and creativity. Intentional, flexible display areas should be provided to showcase student projects, highlighting examples of craftsmanship and collective learning activities. Building and site features should provide multisensory opportunities that invite kinesthetic and tactile learning experiences. Students should be provided with the freedom to take risks and learn through trial and error, knowing that failure is part of the learning process.

Ensure that Learning Environments are Flexible and Varied: Fixed classroom environments constrain teachers' ability to vary their instructional approaches. The new school facility should support the goal of creating flexible and adaptable spaces that can be easily and quickly reconfigured. The school should include a variety of settings to accommodate a wide range of activities, including hands-on learning opportunities.

Offer Spaces that Invite Collaboration and Sharing: Sunset Primary School should support student interaction by providing a variety of designated formal and informal areas for collaboration and sharing. These spaces should meet the needs of varied ages, multiple group sizes, and different types of activities (e.g. discussing, presenting, performing, and socializing).

Enhance School Safety through Unobtrusive Design Approaches that Support a Culture of Trust: The new school shall be designed to be safe *and* welcoming, providing natural supervision of key areas and unobtrusive approaches access control. Community use shall be facilitated through careful zoning of public areas of the facility, with the ability to secure instructional areas during after-hour use. Interior transparency will enhance staff's ability to monitor activities in multiple areas of the facility simultaneously. The new school design will reflect and maintain the culture of trust that exists at the current school.

Invite Student Connection with the World outside the Walls: Student connections should be supported on multiple levels – from their connection to the natural environment, to their connection to the world at large. Ample interior and exterior windows shall provide an atmosphere of connection among learning spaces and to the greater outdoors. The school site should be designed as a discovery-rich environment that engages students and teaches important scientific concepts in natural settings.

Provide Access to Anytime, Anywhere, Personalized Technology: Technology is a driving force of educational change. It is vitally important that school facilities accommodate the flexible daily use of technology in a variety of settings. The new school facility shall provide a robust technological infrastructure to ensure that mobile access, streaming and projection capabilities are supported in instructional, administrative, and social settings.

Adopt a Thoughtful Approach to Transparency: Open designs and interior windows can provide a sense of visual transparency between areas of a school facility. Transparent environments enhance connectivity among building users, allow interior spaces to be easily supervised, and allow students greater autonomy in moving about the facility. However, excessive transparency can create privacy and security challenges. Thoughtful application of this design approach is needed to ensure that the new school realizes the benefits of transparency, yet avoids the pitfalls.



West Linn Wilsonville – Sunset Primary School Replacement

Support the Needs of Diverse Learners: Sunset Primary School is strengthened by its cultural and linguistic diversity. The new facility should to reflect an appreciation of different cultures, learning styles, physical/cognitive abilities, family backgrounds and identities. Sunset Primary School is committed to meeting the diverse needs of learners by providing innovative approaches to education through varied, multisensory, and hands-on activities.

Include Shared Instructional Spaces that are not Designated as Classrooms: The new school shall include shared instructional spaces for hands-on learning opportunities, such as makerspaces and wet labs. These spaces will not be used as general classrooms, but will be available to all classes on an impromptu or scheduled basis. These rooms will be designed to accommodate a wide range of STEAM-based activities, providing students with access to tools, materials, equipment, and technology to support a creative, tinkering mindset.

May 6, 2015



REIMAGINING SUNSET PRIMARY SCHOOL

Ed Spec / Visioning Meeting

Agenda

3:30 PM Agenda Review & Check-in from last meeting

3:40 PM Tours Debrief Review

4:00 PM Area Program Finalization

4:15 PM Sunset PS Design Charrette

5:15 PM Next Steps





Tour Debrief

What elements of the (E) Primary Schools & the virtual tour do you like & should be considered for the new Sunset PS?

What elements of the (E) Primary Schools & the virtual tour do NOT work well & should be improved in the new Sunset PS?

Are there elements missing in the (E) Primary Schools & virtual tour that you think should be considered for the new Sunset PS?

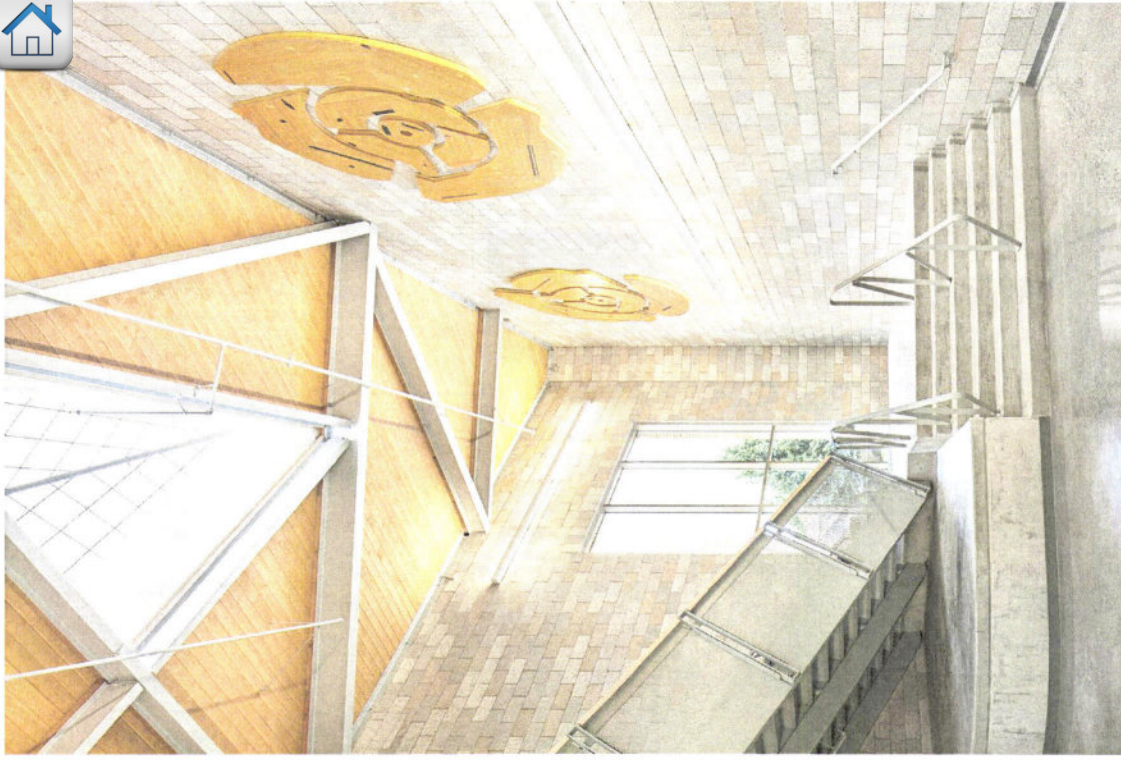
REIMAGINING SUNSET PRIMARY SCHOOL



Use of color and varied materials to create a visually stimulating and warm environment that appeals to elementary students. Provide spatial variation, such as curved spaces.

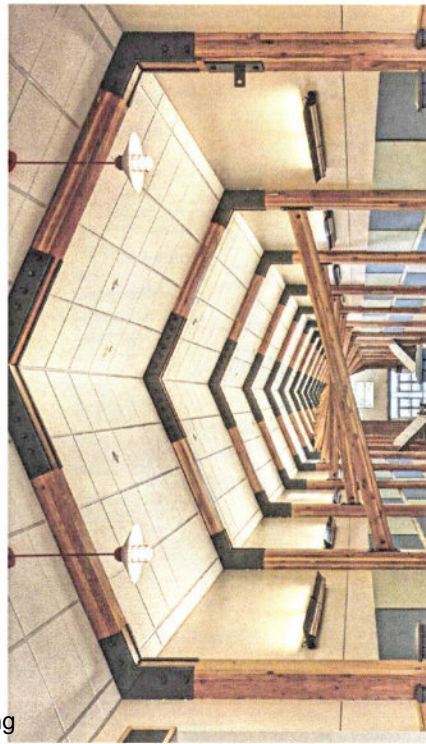
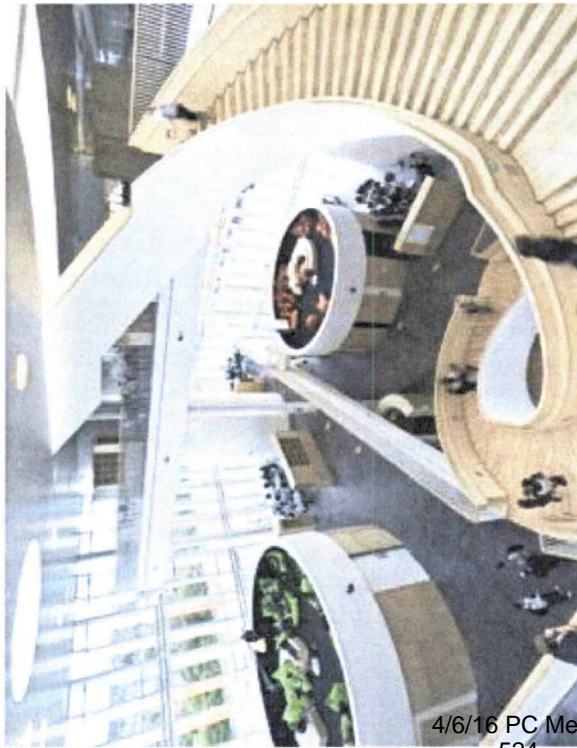
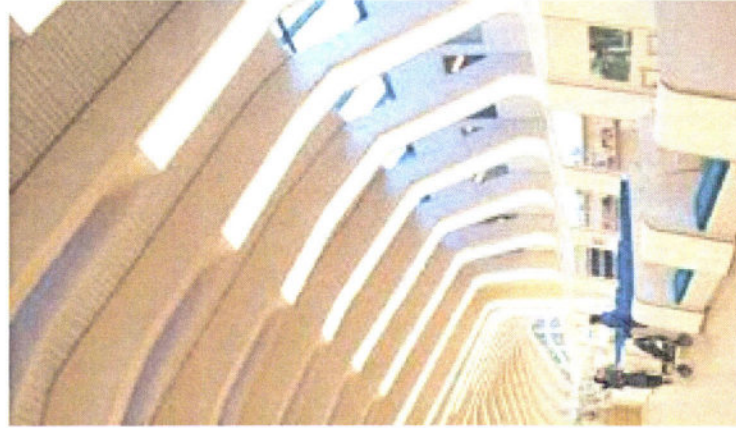
What We Liked





Incorporation of high ceilings, wide open spaces, ample daylighting, and/or exposed building components.

REIMAGINING SUNSET PRIMARY SCHOOL

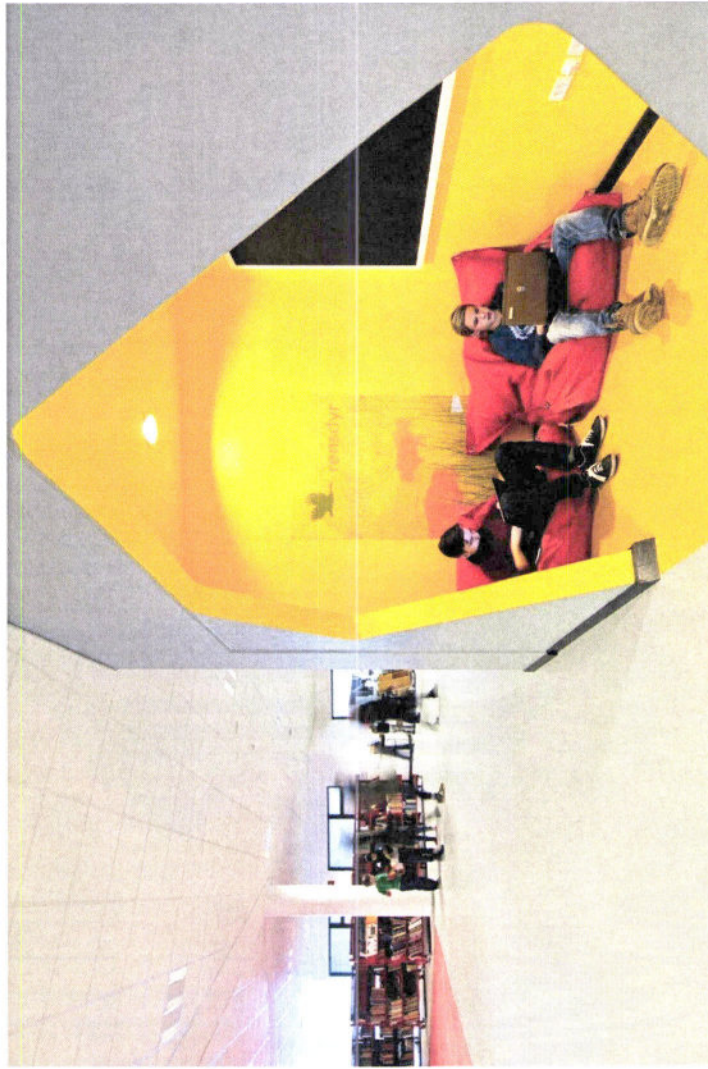


What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Agile spaces and child-friendly **flexible** furnishings to allow teachers and students to easily change space configurations to accommodate a variety of activities.

What We Liked

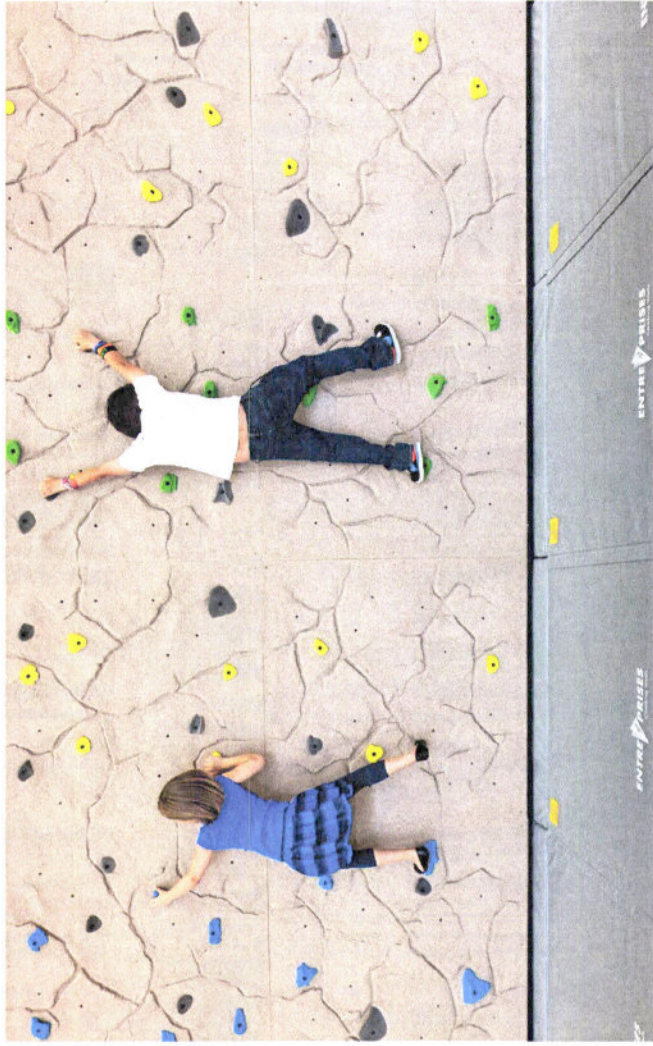




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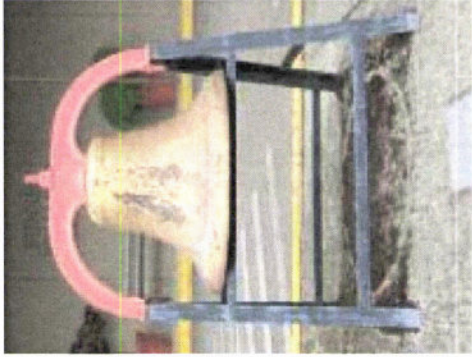
What We Liked



Balance safety with playfulness.



REIMAGINING SUNSET PRIMARY SCHOOL



Design features and aesthetics that provide of sense of school history and neighborhood identity.

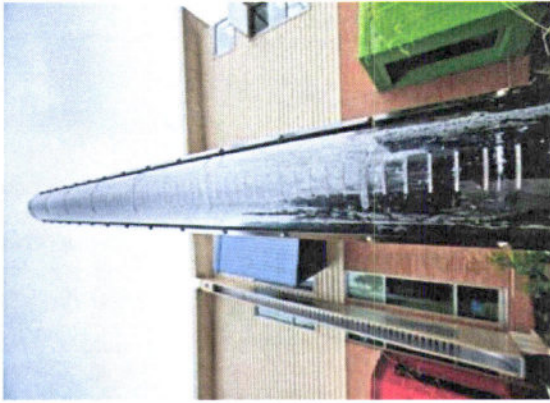
What We Liked





EXPLORE.

REIMAGINING SUNSET PRIMARY SCHOOL



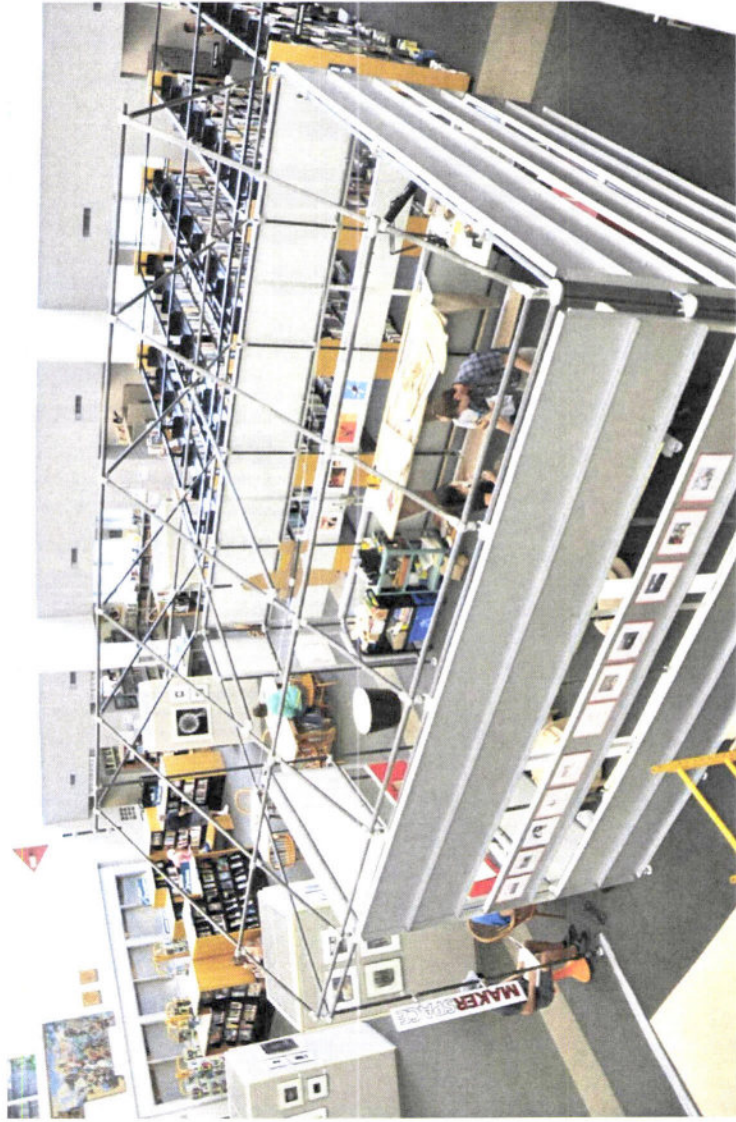
Provide a sense of **connection with the outdoors** with ample windows with exterior views, as well as the inclusion of natural elements within the building. Encourage outside activities by designing outdoor spaces for exploration, play and physical activity.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Include designated spaces for hands-on STEAM activities, such as makerspaces.

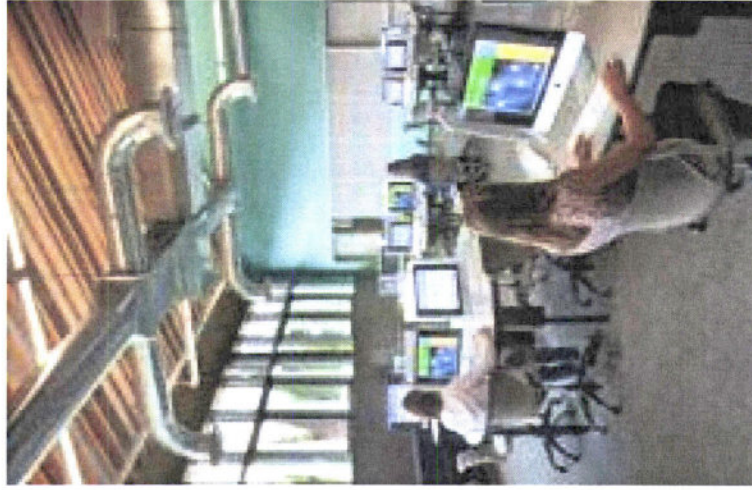


What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Provide a seamless integration of technology throughout learning spaces.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Include ample **display areas** for student work (e.g. walls, kiosks, all-surface areas). Integrate flexible performance spaces.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL

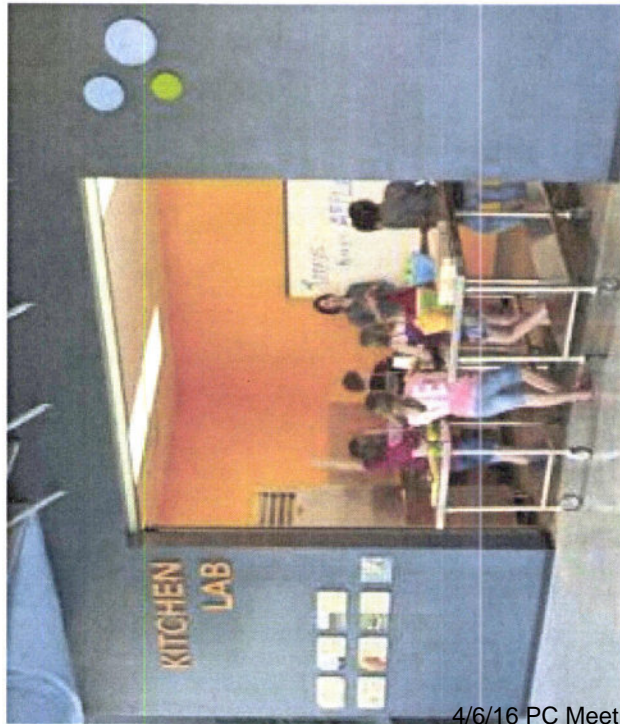


What We Liked



Arrange classrooms in learning neighborhoods.

REIMAGINING SUNSET PRIMARY SCHOOL



hands
ON



Create student-centered "Yes" spaces with engaging features.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Interior transparency to maintain lines of sight, and provide a sense of connection between spaces.

What We Liked



REIMAGINING SUNSET PRIMARY SCHOOL



Multidimensional spaces of various sizes, including raised spaces or “room within a room” environments, loud vs. quiet areas.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



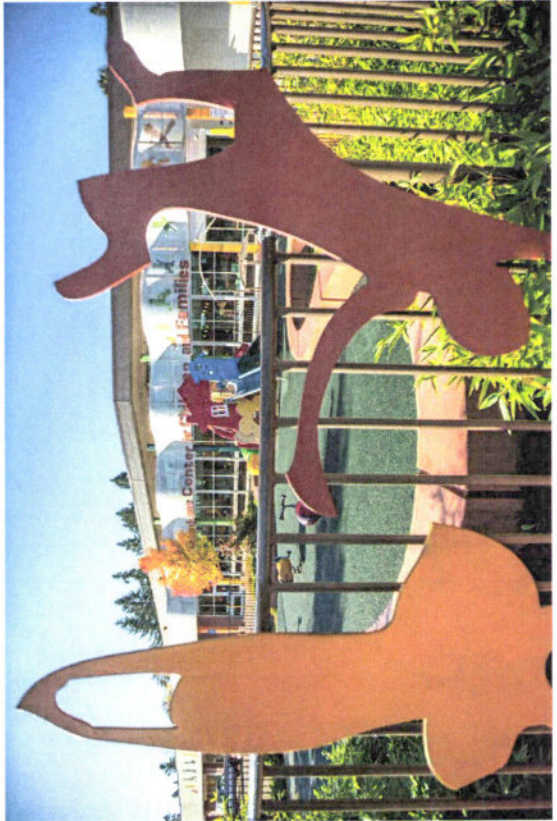
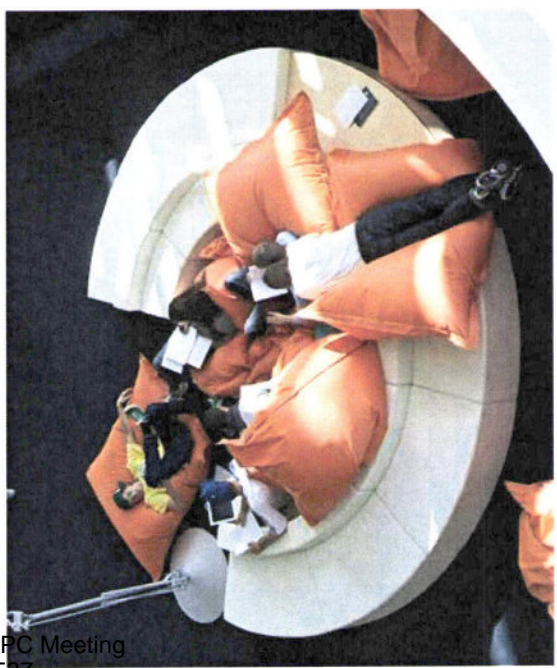
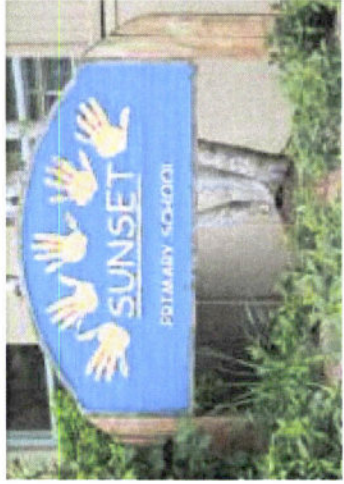
Provide a sense of flow through a planned adjacency of spaces.

What We Liked



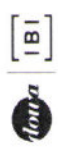


REIMAGINING SUNSET PRIMARY SCHOOL



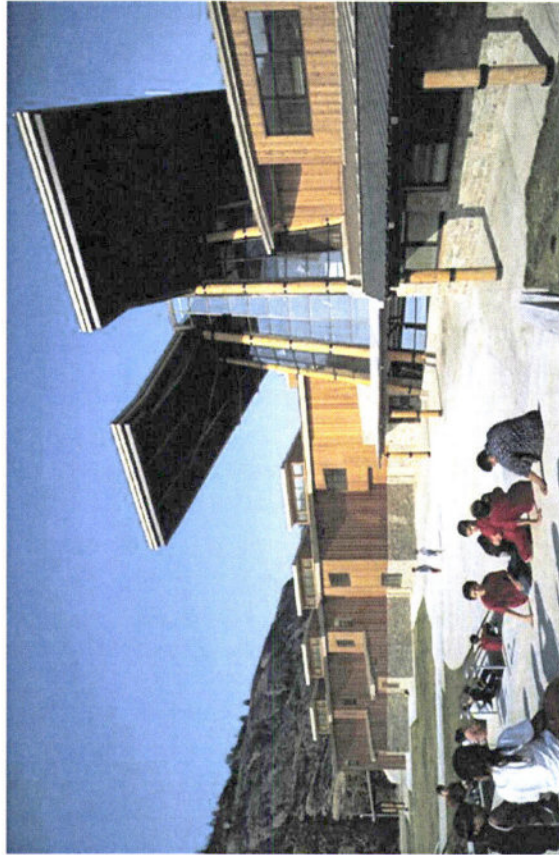
Integrate welcoming features to parents and community members, such as a hearth.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



Design an **inclusive environment** that celebrates **diversity**. Integrate special education spaces throughout the facility with multiple, distributed resource rooms.

What We Liked





REIMAGINING SUNSET PRIMARY SCHOOL



What We Didn't Like



Cold, institutional appearance.



REIMAGINING SUNSET PRIMARY SCHOOL



4/6/16 PC Meeting
540

Too much glass. Small group spaces are too exposed.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



Interior spaces with a dark, closed-in feeling.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



Lack of integrated display areas.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



4/6/16 PC Meeting
543

What We Didn't Like



Lack of visibility – hidden areas, corridors that are difficult to supervise. Too many “bends” interfering with line of sight.



REIMAGINING SUNSET PRIMARY SCHOOL



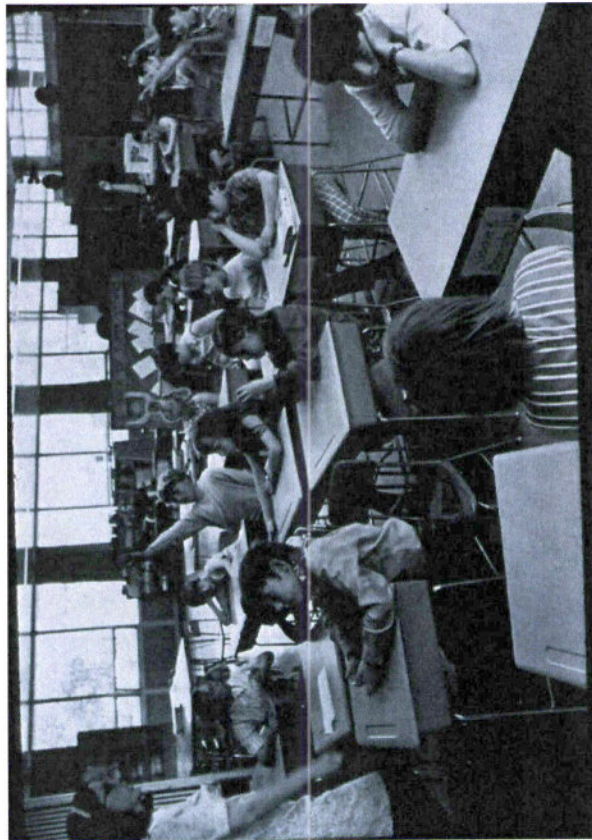
Outdoor areas far from school building and difficult to access.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



Isolated classrooms that feel disconnected from other areas of the building.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



Heavy, immovable furnishings that impede flexible arrangements.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



What We Didn't Like

Undersized and/or unimaginative outdoor play areas.





REIMAGINING SUNSET PRIMARY SCHOOL



One central SPED resource room (not well-integrated and dispersed throughout facility)

What We Didn't Like



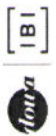


REIMAGINING SUNSET PRIMARY SCHOOL



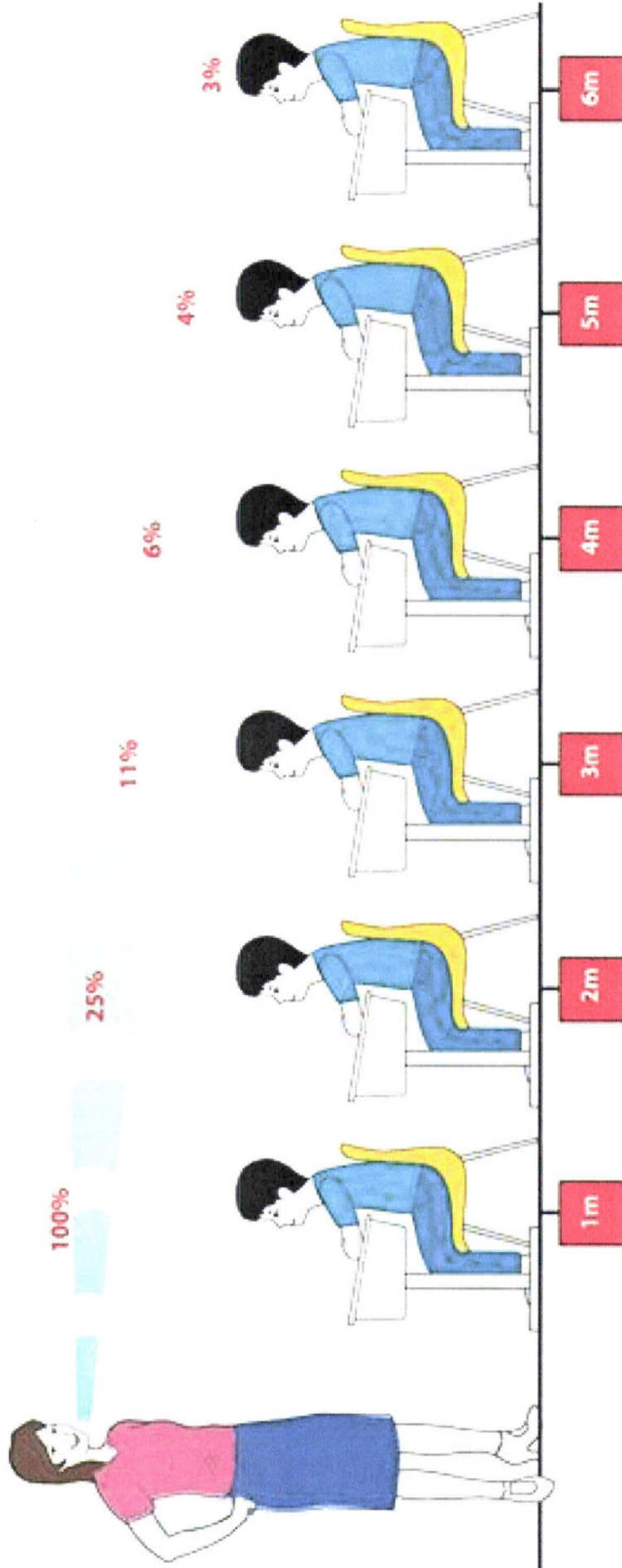
Main entry that is difficult to supervise where visitors can bypass front office.

What We Didn't Like





REIMAGINING SUNSET PRIMARY SCHOOL



What We Didn't Like



Poor classroom acoustics due to design characteristics or positioning near a public "noisy" space.

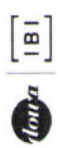


REIMAGINING SUNSET PRIMARY SCHOOL

West Linn Wilsonville School District Program New Sunset Primary Area Program - 450 Students May 11, 2015					
NP Prog. General	NP Prog. Specific	NP No.	NP Program Area	NP Net Area	Total
Administration	Reception/Secretary	1	600	600	
	Principal Office	1	180	180	
	Conference Room	1	215	215	
	Instruction Coordinator	1	170	170	
	Staff Room	1	500	500	
	Health Room/Toilet/Shower	1	180	180	
	Work Room	1	600	600	
	Staff Toilets	1	50	50	
	Counselor	1	150	150	2,585
Research + Inquiry	Library	1	3,900	3,900	
	Workroom/Office/Storage	1	200	200	
	Technology / Storage	1	120	120	4,220
Learning + Resource	Music	1	1,200	1,200	
	Kin Room	1	100	100	
	Multi-Purpose Room	1	1,200	1,200	
	Multi-Purpose Room Storage	1	300	300	2,800
Preschool/Kindergarten	Class Space - kindergarten	4	980	3,520	
	Class Space - preschool	1	980	980	
	Porch	1	1,750	1,750	
	Girls Restroom	1	120	120	
	Boys Restroom	1	120	120	
	Staff Restroom	1	50	50	
	Custodian	1	50	50	
	Outdoor Storage	1	100	100	7,050
Academic	Classrooms	13	980	12,740	
	Porch	4	1,600	6,400	
	Small Group	4	150	600	18,740
Special Programs	Resource Office (small)	1	250	250	
	Resource Small Group	4	150	600	950
Athletics	Wellness / Gym	1	6,784	6,784	
	Stage	1	900	900	
	PE Office with shower	1	150	150	
	PE Storage	1	500	500	
	Outdoor Storage	1	150	150	
	Chair Storage (under stage)	0	0	0	
	Stage Storage - Music (Instruments & Costumes)	1	300	300	8,784
Food Service	Comms	1	0	0	
	Toilet room / lockers	1	100	100	
	Kitchen/Serving	2	1,300	2,600	2,700
Building Support	Boiler Room	1	500	500	
	Custodial Office	1	70	70	
	Custodial Closets	3	50	150	
	MDF Room	1	180	180	
	IDF Room (s)	2	80	160	
	Electrical Room - Main	1	200	200	
	Electrical Room - Classroom Wing	1	80	80	
	Toilet Room (s)	5	200	1,000	
	Staff Restroom	3	50	150	
	Building Storage	1	700	700	
	Covered Play - calc at 50%	1	3,500	1,750	4,940
Net Area TOTAL				53,749	88,768

Net Area 3.25% = 6000 sq. ft. TOTAL

Draft Area Program





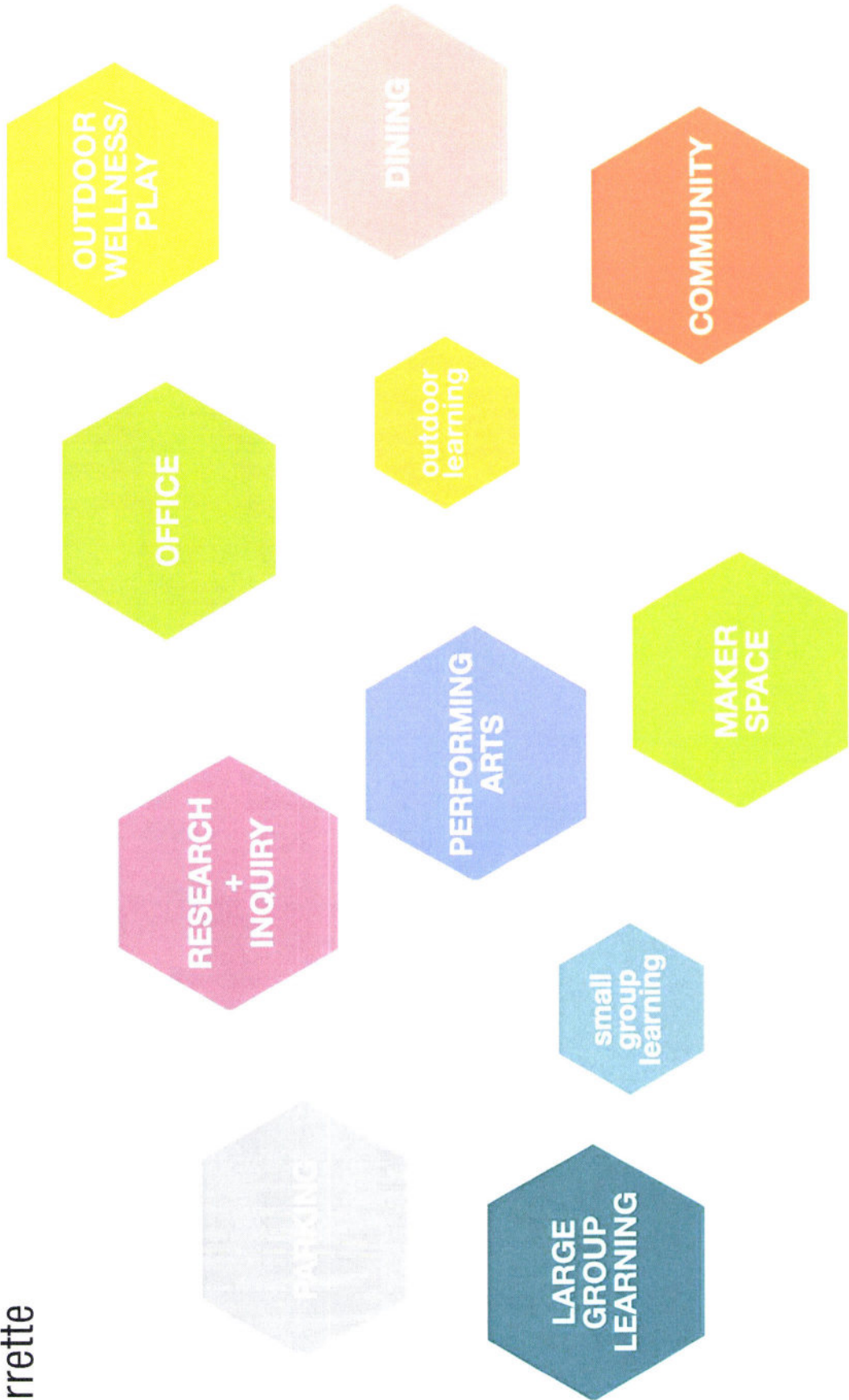
REIMAGINING SUNSET PRIMARY SCHOOL

Charrette



REIMAGINING SUNSET PRIMARY SCHOOL

Charrette





West Linn Wilsonville – Reimagining Sunset Primary School

Trillium Creek Lessons Learned

EATING/SERVERY

- Kids feel at home
 - Pleasant experience and kids are eating well
- There is a community feeling
- Can create mess
 - Carpet is “tacky”
- Students clean up themselves
- Eating available (snack) all day
- Recess prior to lunch has helped reduce feeling of being rushed
- Recycling/composting built-in station works well
- How are allergies addressed?
 - Kids clean their own eating area
 - No “nut free” zone
 - Has required more conversations with parents
- Shared class social time
- K-3 classes eat in classrooms
- 4-5 classes eat with social time & cross-class interaction

CLASSROOM SHAPE

- Concern about sightline
- Rectangle – more flexible furniture required
- Fat L – variety of “zones”/size spaces
- Wireless allows for multiple teacher locations
- Need more outlets/data distributed
- Focus on kids
- Mobile furniture
- Mobile storage/space creator

PICK UP/DROP OFF

- 2 points of arrival/dismissal is amazing!
 - Buses
 - Parents
- Multiple exits help a lot
- Parents part of morning meeting in wellness/commons
- Parents kept out of the school until 2:05 then go to wellness/commons for dismissal
- School needed to consider student flow
- Dismissal needs to be orchestrated
- Need longer drop off lane
- More parking next to building would be good
- Exterior courtyards would be great



Trillium Creek Lessons Learned

VARIETY/DIFFERENT TYPES OF SPACE

- Movement breaks occur in the neighborhood or classroom
 - Supervision is aided through glass
- Good balance of small/medium/large group space
- Like small rooms in each neighborhood
- Resource could use more small group rooms
- Grade level meetings ok, but need another room (multi-use)
 - Tiled – art
- Dedicated after-care space is vital with storage (multi-use)
- Tech everywhere
- Testing in classrooms
- Private resource room is good
- Central storage for foss kits is good
- Stand-up desks as options would be good. There is a good variety of seating/table options

OUTDOOR LEARNING

- Learning garden is great
- This site is unique and has incredible access to trees
- Learning garden would be better closer to playground (i.e. Bolton & Lowrie)
- Portable whiteboards
 - Drives learning outdoors
- Science – connection to wetlands
- Bioswales are good learning opportunities
- Double-door exits from porch are critical. Single door becomes a bottleneck

OUTDOOR PLAY

- Sports field close to school building is necessary
- Not having sports field has made kids get creative about play
- Nature play “backyard instruction”
- Imaginative play
- Bigger covered play and more of them
 - Spread out for elbow room
- Turf is good – more needed
- Kindergarten play not well used
- Sports field use is key for community



Trillium Creek Lessons Learned

STORAGE

- Wellness storage is huge, but they will always say they need more
- (E) storage room is good size, but could use 1 more room that size
- There was a culture shift around where stuff goes
- Make class mobile storage deep enough for crates
- Kid supplies housed in mobile storage works well
- 32 cubbies needed in classrooms – compared to 28 provided
 - These need to be bigger to fit paper and backpacks
- Some have classroom libraries and others rely on the main library
- Distributed libraries is great
- Chairs that FIT under stage
- Music storage for keyboards was custom-designed

GENERAL

- Centralized location is great for library
- Built-in amphitheater in library is nice
- Mobile book shelves in library are good
- Power/data throughout is key
- Natural light is awesome
- Need to consider layout for book collections in library
- Large space in library with smaller breakouts
- Access to reading room directly from library side
- Acoustics in library work well. There isn't too much sound bleed into the neighborhoods
- Teacher-Librarian and IT need space for connection to library
- Location of B/G restrooms needs better line of sight
- WiFi to outdoor areas
- Better black out shades
- Central PA system



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 1



LARGE GROUP INSTRUCTION

REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 2



LARGE GROUP INSTRUCTION



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 3



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 4





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 5

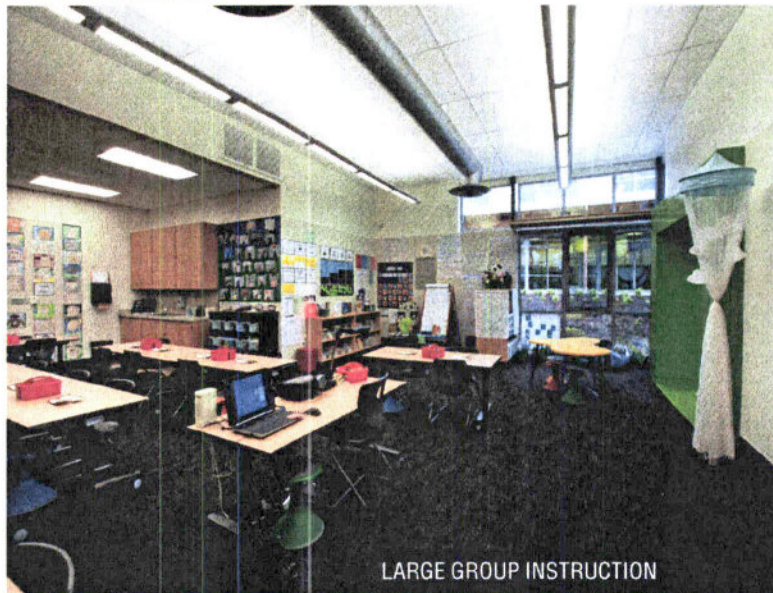


LARGE GROUP INSTRUCTION



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 6



LARGE GROUP INSTRUCTION





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 7

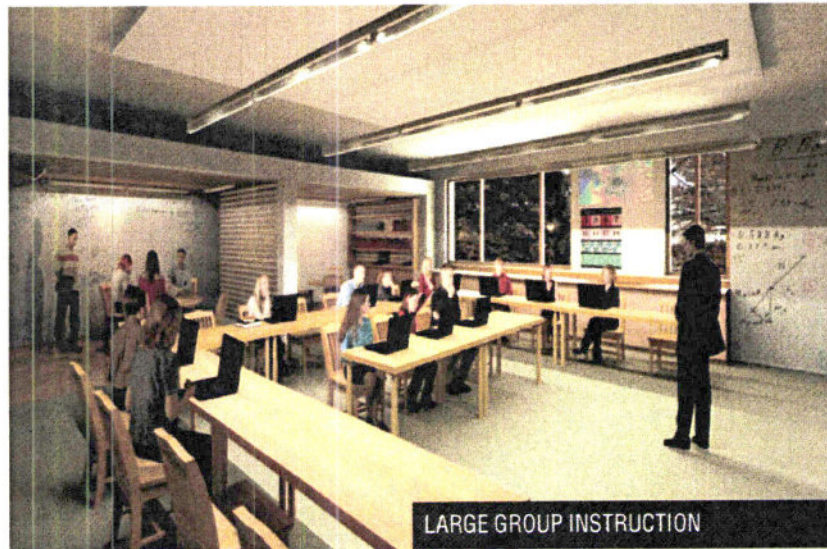


LARGE GROUP INSTRUCTION



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 8



LARGE GROUP INSTRUCTION





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 9



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 10





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 11



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 12





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 13



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 14



LEARNING NEIGHBORHOODS





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 15



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 16

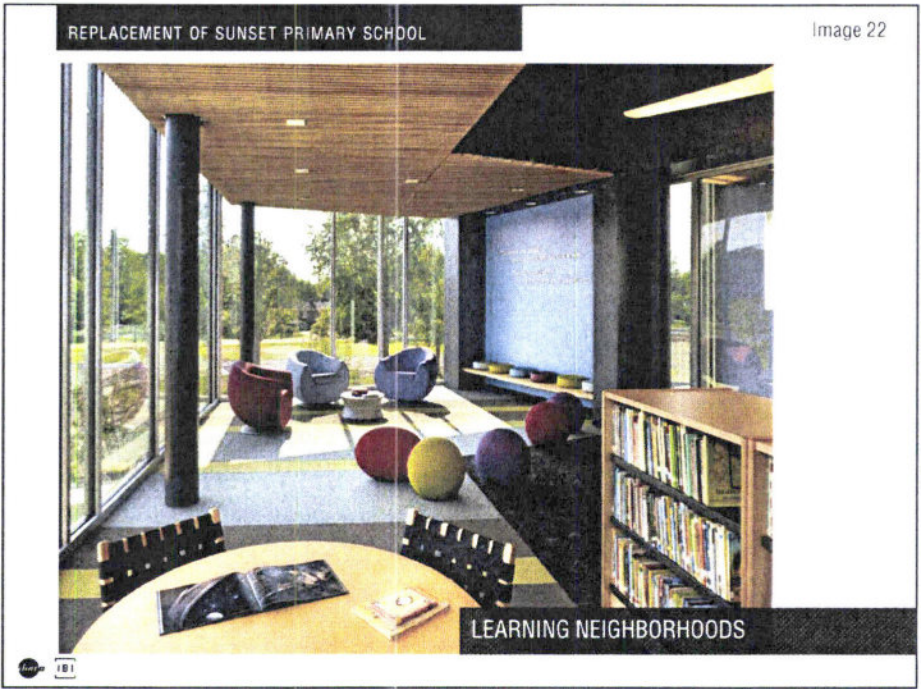
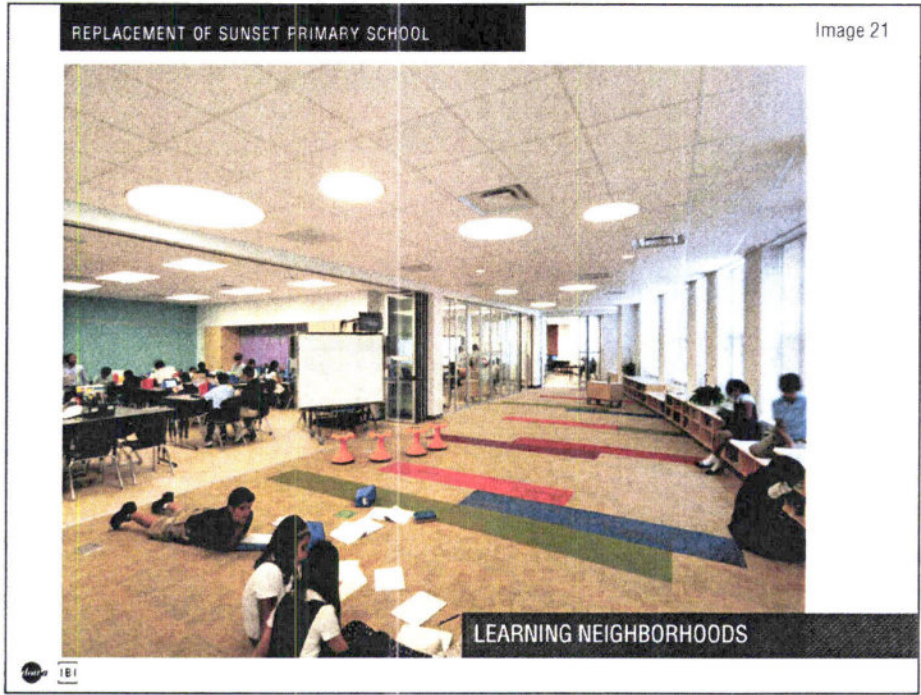


LEARNING NEIGHBORHOODS





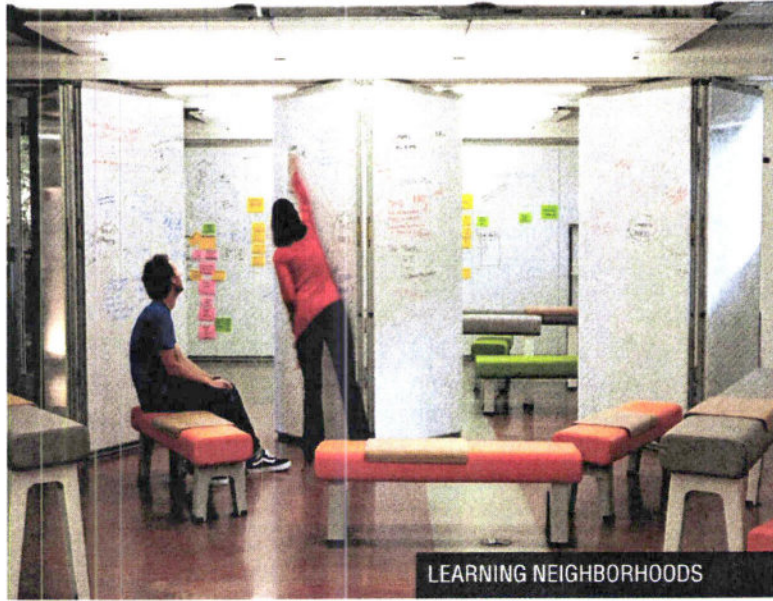






REPLACEMENT OF SUNSET PRIMARY SCHOOL

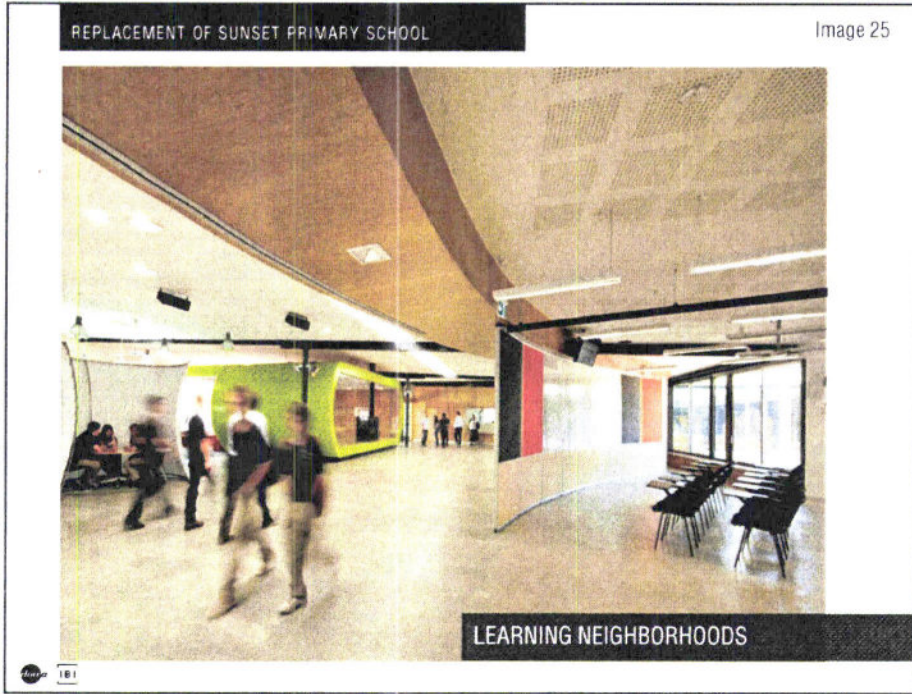
Image 23



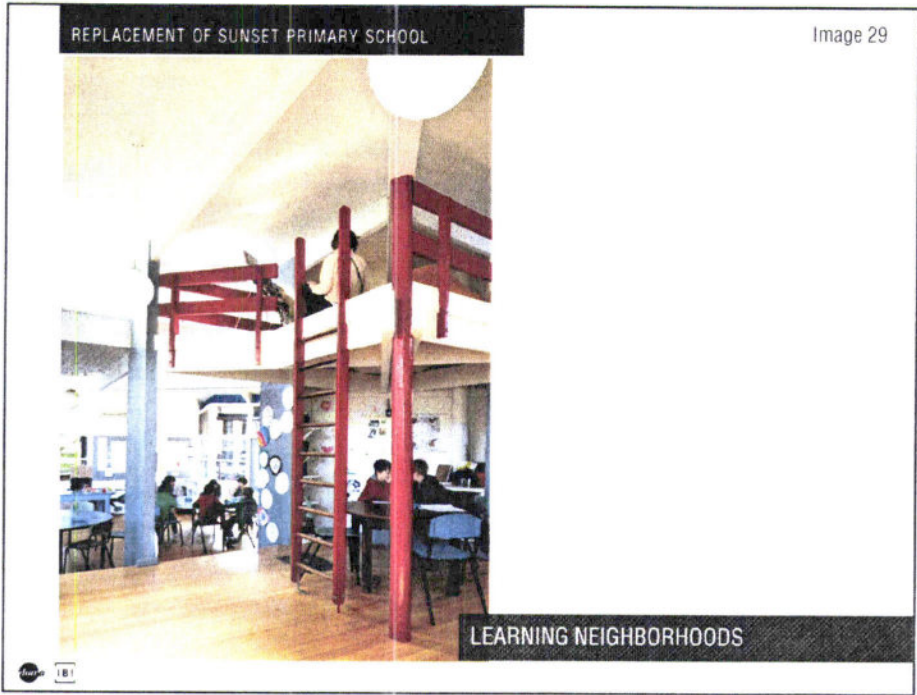
REPLACEMENT OF SUNSET PRIMARY SCHOOL

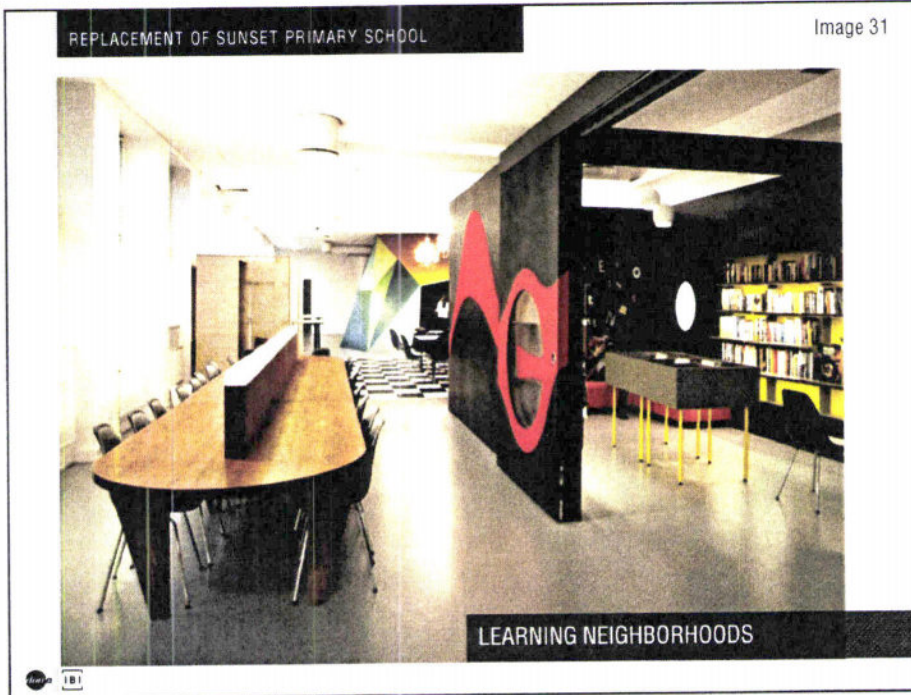
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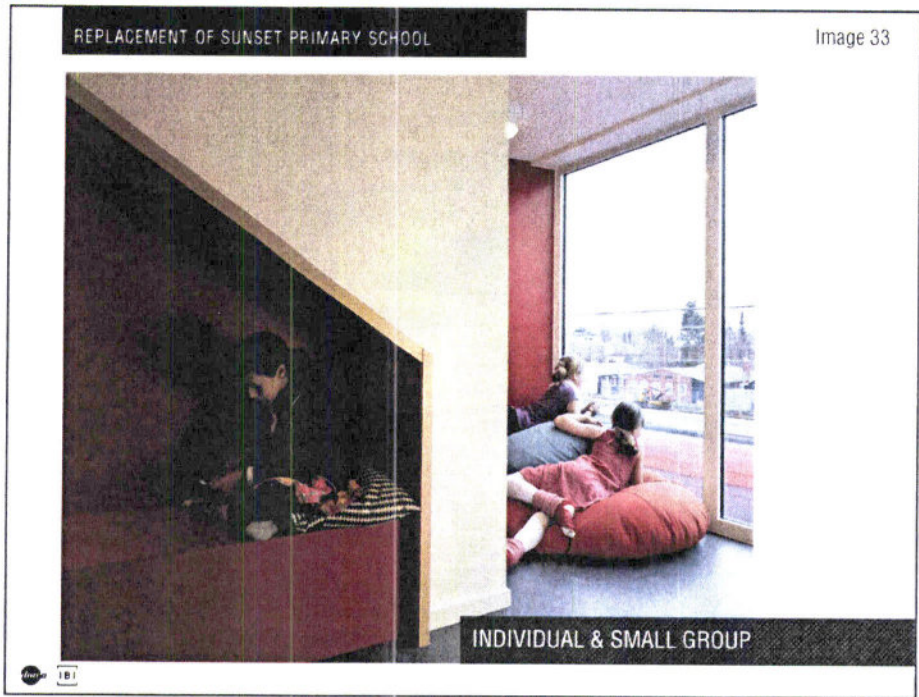














REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 35



INDIVIDUAL & SMALL GROUP



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 36



INDIVIDUAL & SMALL GROUP







REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 39



INDIVIDUAL & SMALL GROUP



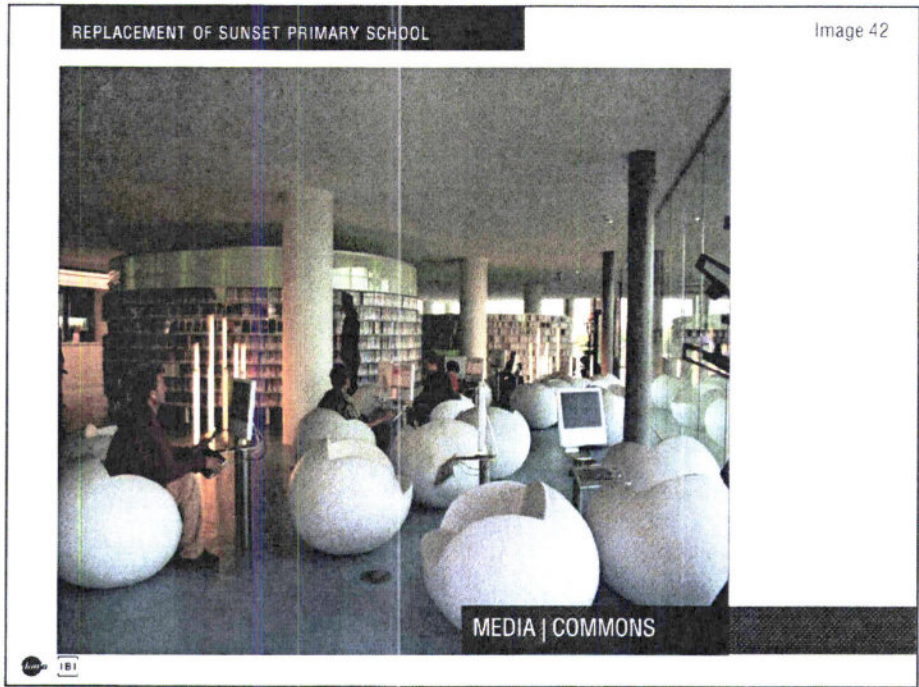
REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 40



MEDIA | COMMONS







REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 43



MEDIA | COMMONS

REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 44



MEDIA | COMMONS



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 45



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 46





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 47



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 48







REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 51



REPLACEMENT OF SUNSET PRIMARY SCHOOL

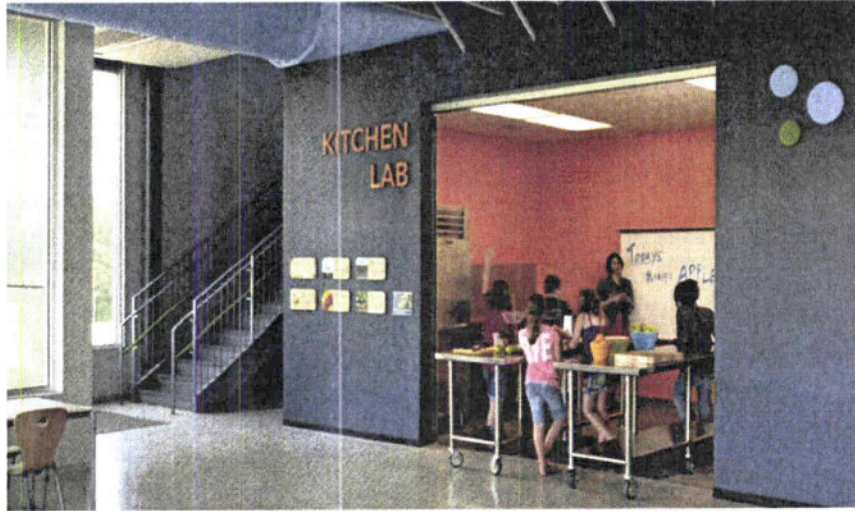
Image 52





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 53



MEDIA | COMMONS



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 54



MEDIA | COMMONS





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 55



MEDIA | COMMONS



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 56



MEDIA | COMMONS







REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 59



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 60





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 61



REPLACEMENT OF SUNSET PRIMARY SCHOOL

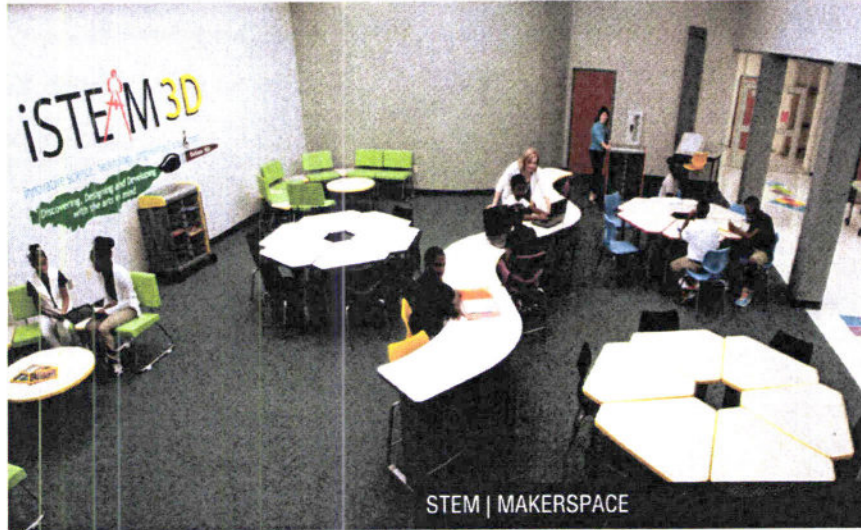
Image 62





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 63



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 64





REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 65



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 66





REPLACEMENT OF SUNSET PRIMARY SCHOOL

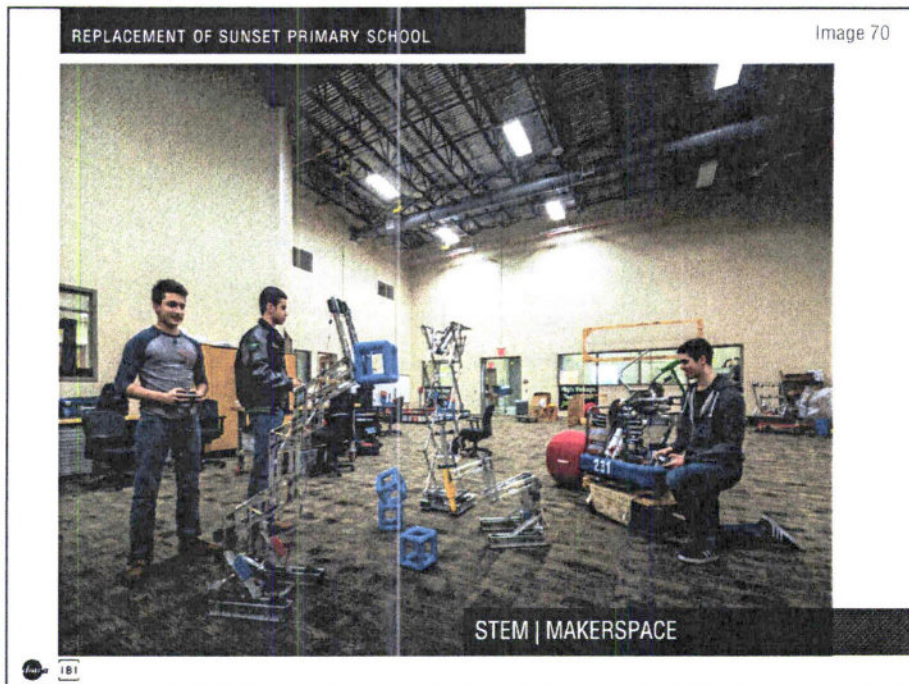
Image 67



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Image 68





May 11, 2015



REPLACEMENT OF SUNSET PRIMARY SCHOOL

Ed Spec / Visioning Meeting

Agenda

3:00 PM Agenda Review & Check-in from last meeting (Karina)

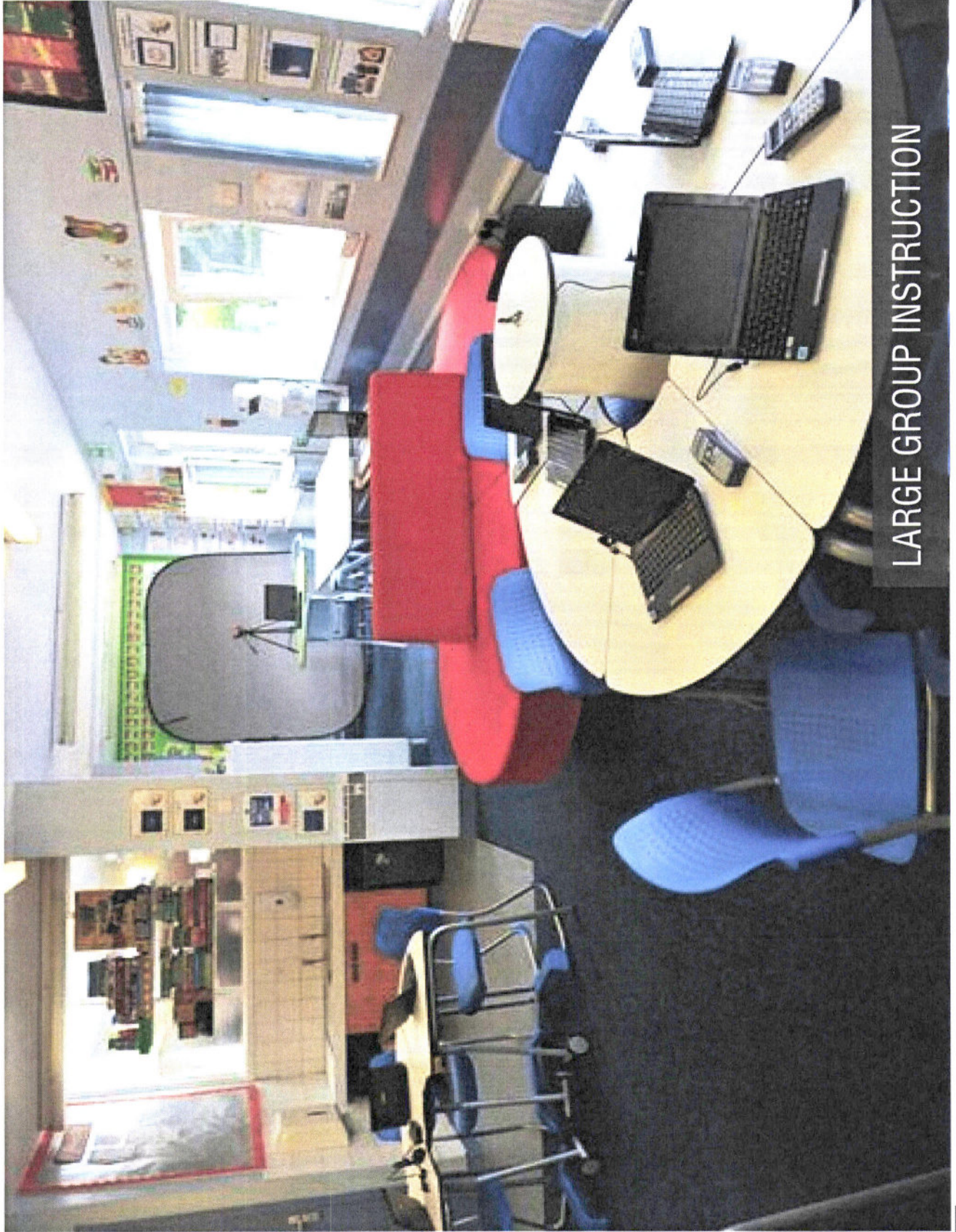
3:10 PM Virtual Tour(Karina)

3:25 PM Tours Debrief

4:15 PM Area Program Review

4:45 PM Next Steps



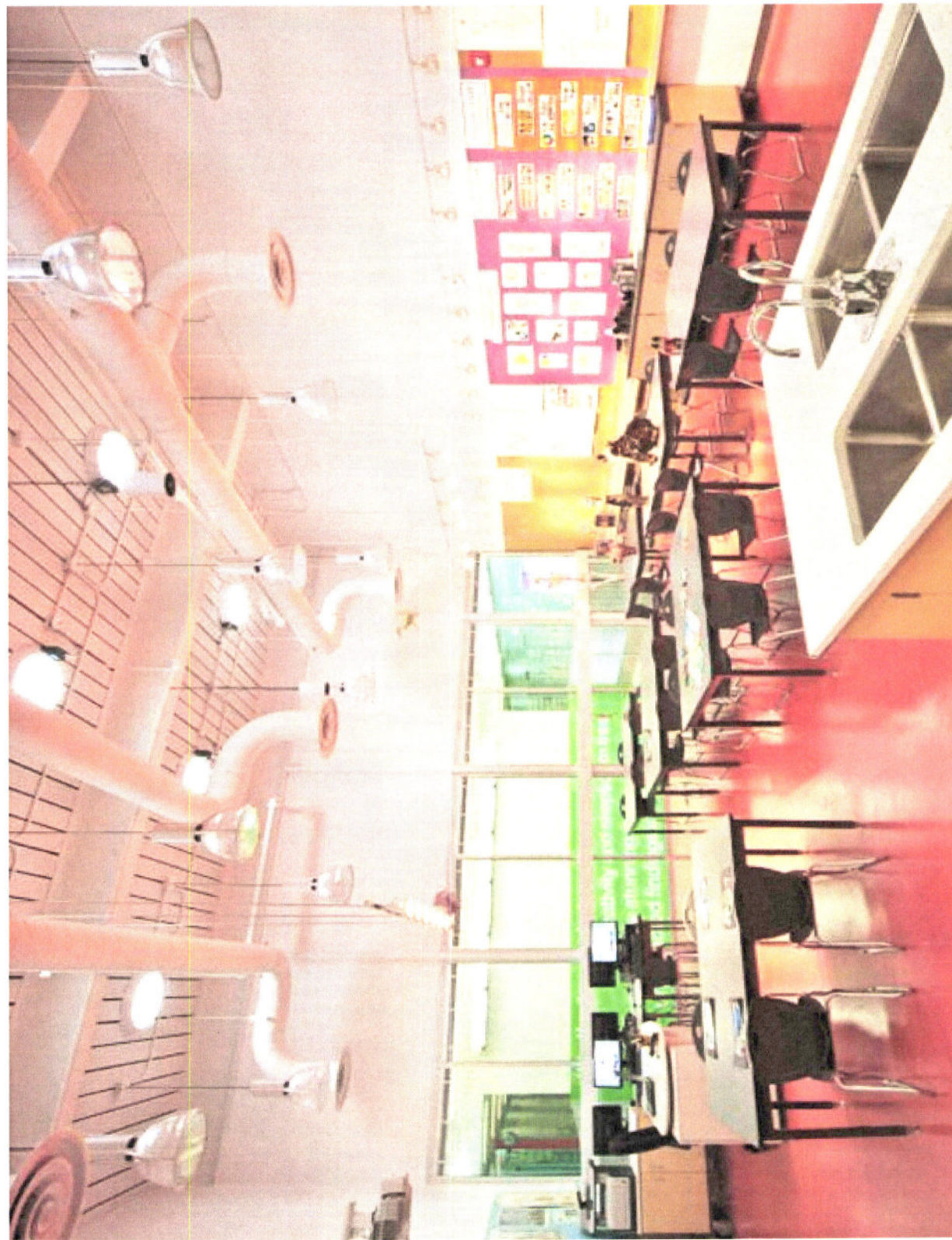


LARGE GROUP INSTRUCTION

Image 2



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION

Image 3



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION



LARGE GROUP INSTRUCTION

Image 5



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION



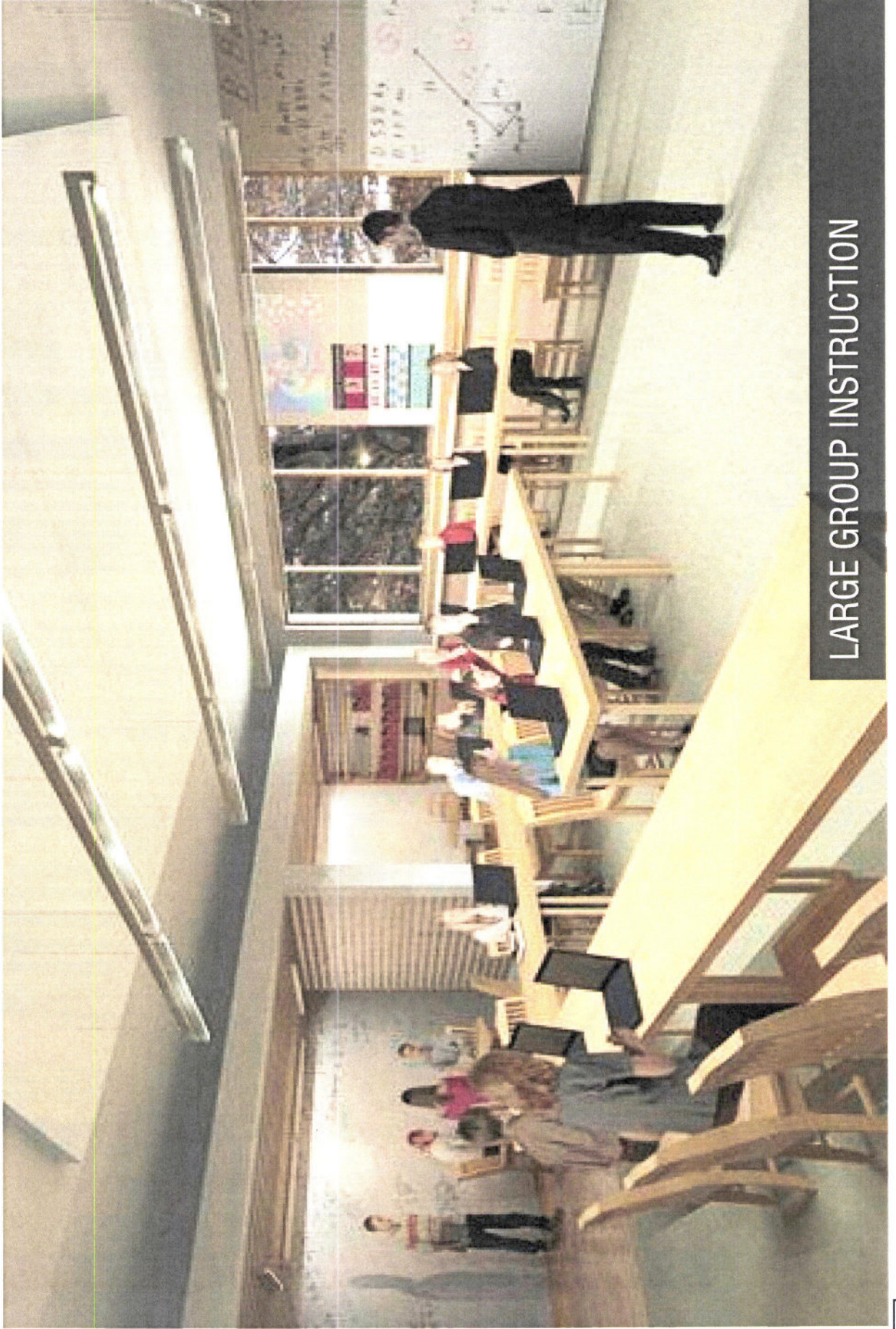
LARGE GROUP INSTRUCTION



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION



LARGE GROUP INSTRUCTION

Image 9



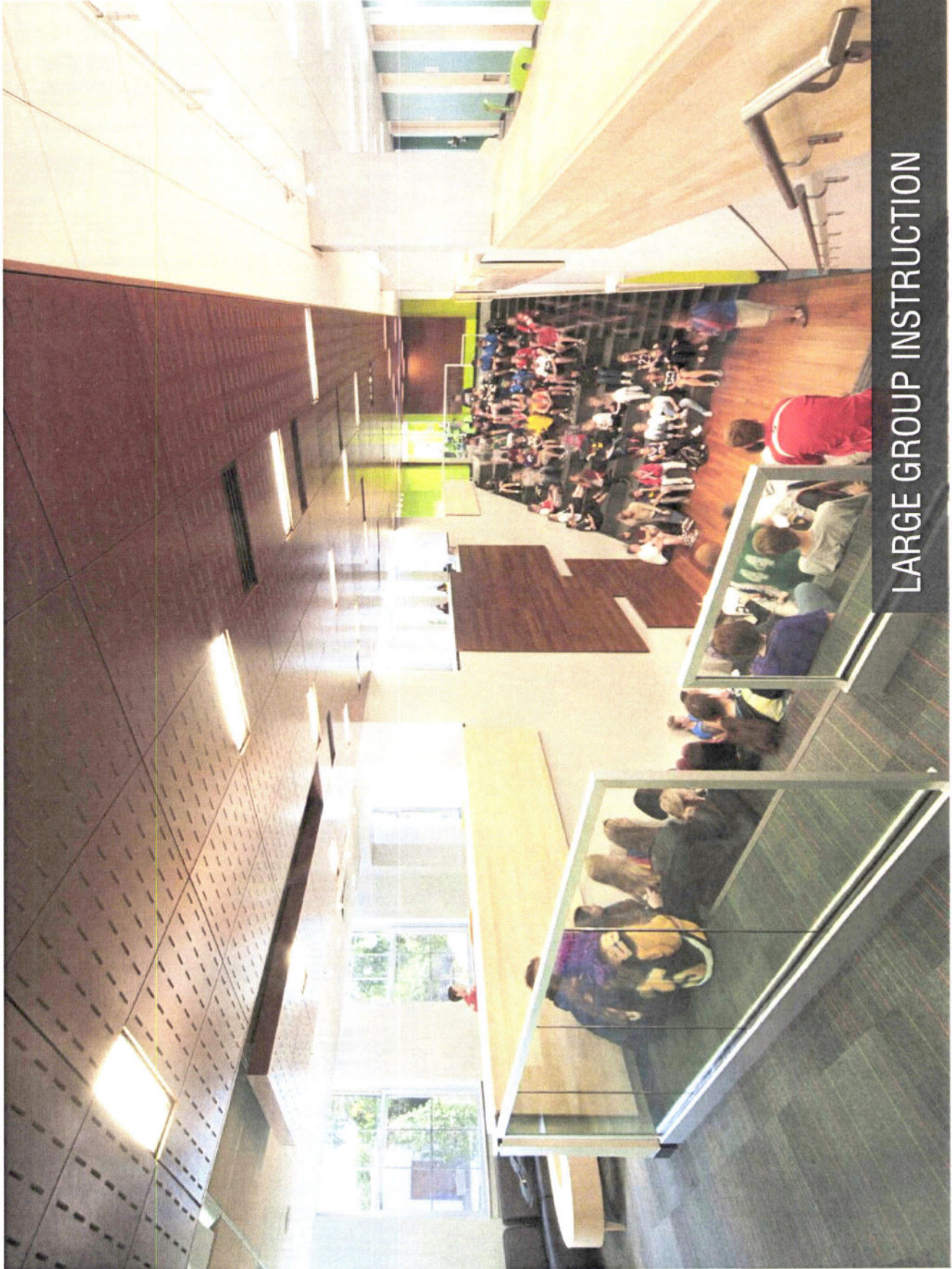
REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION

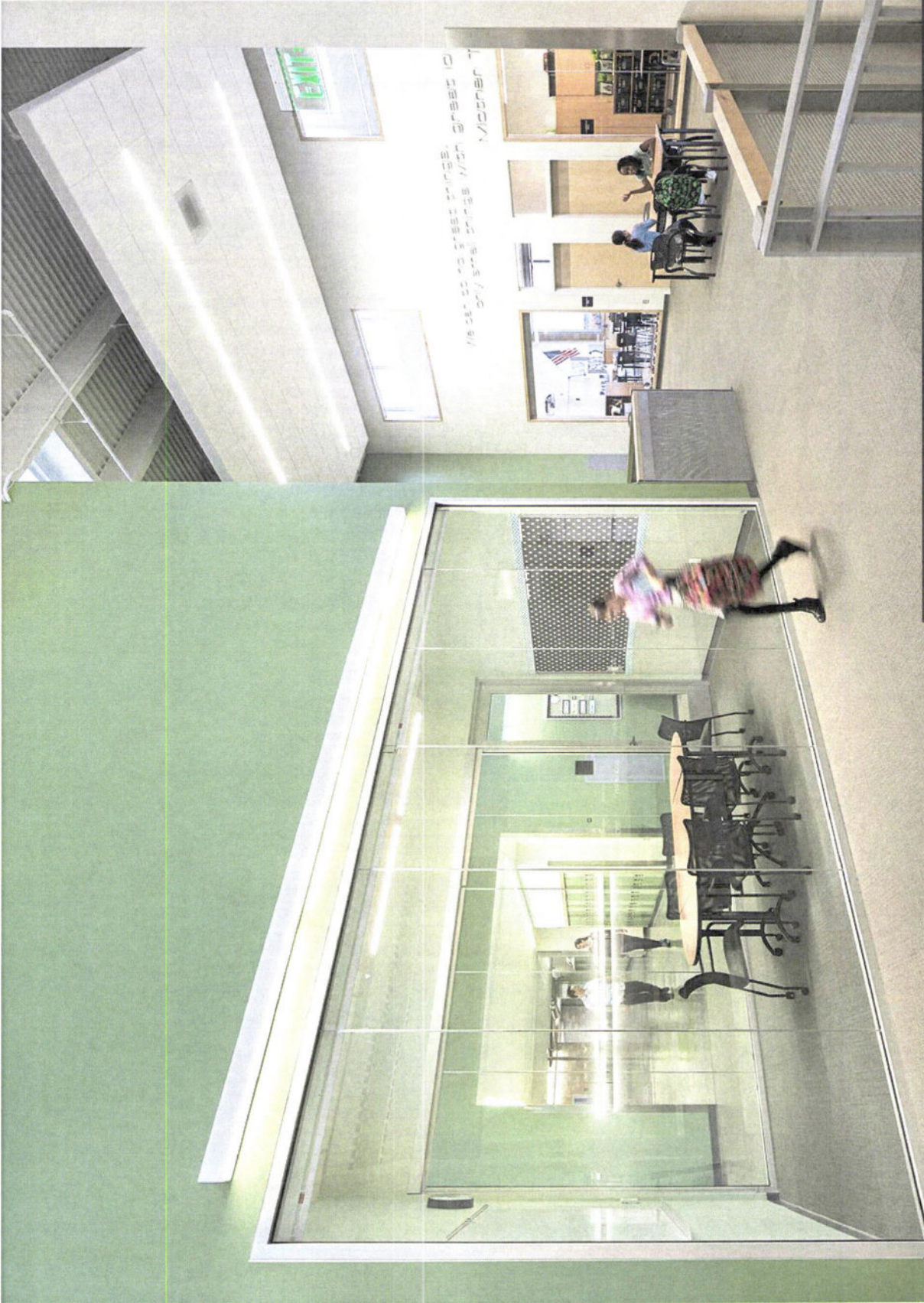
Image 11



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LARGE GROUP INSTRUCTION



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



LEARNING NEIGHBORHOODS



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



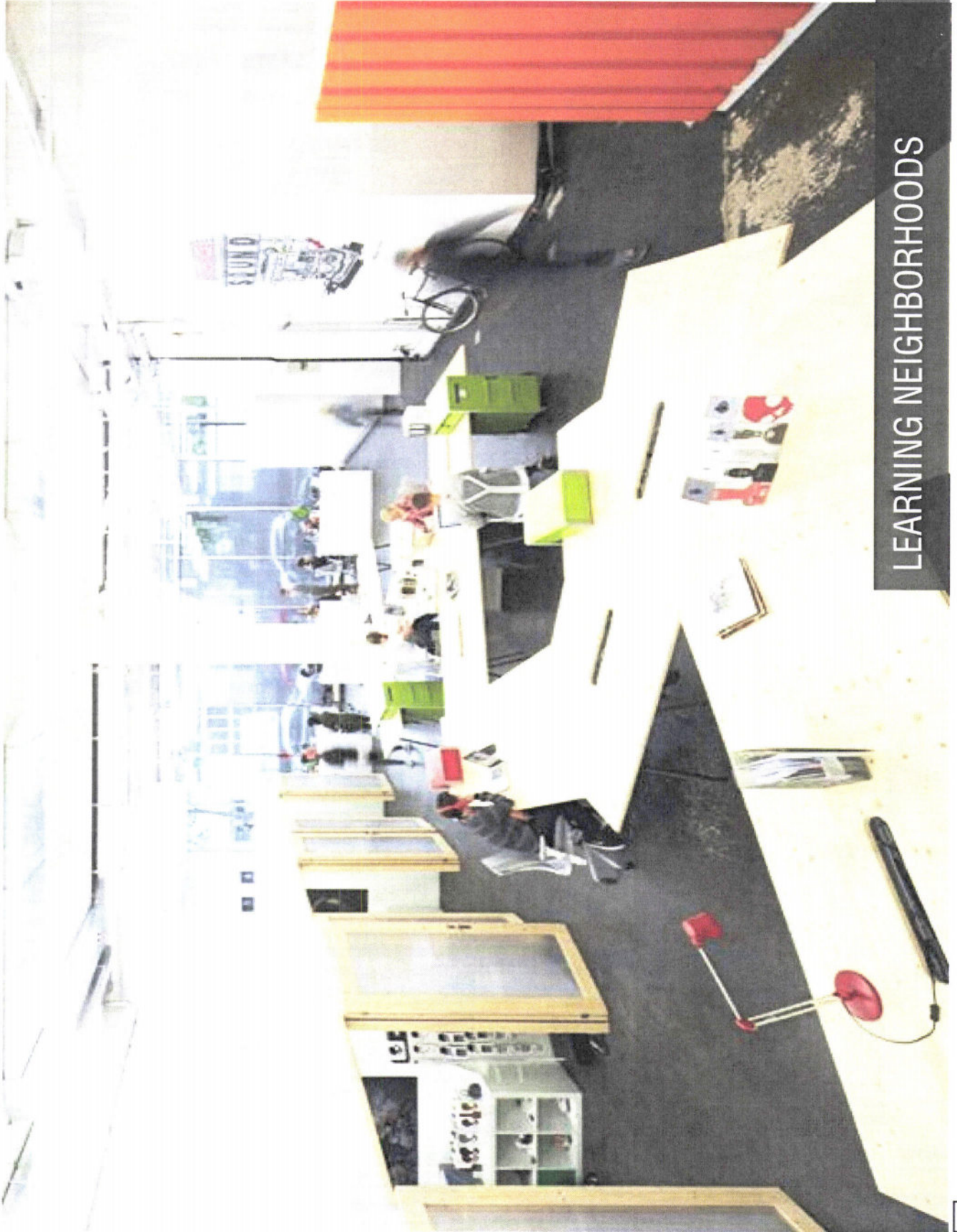
REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



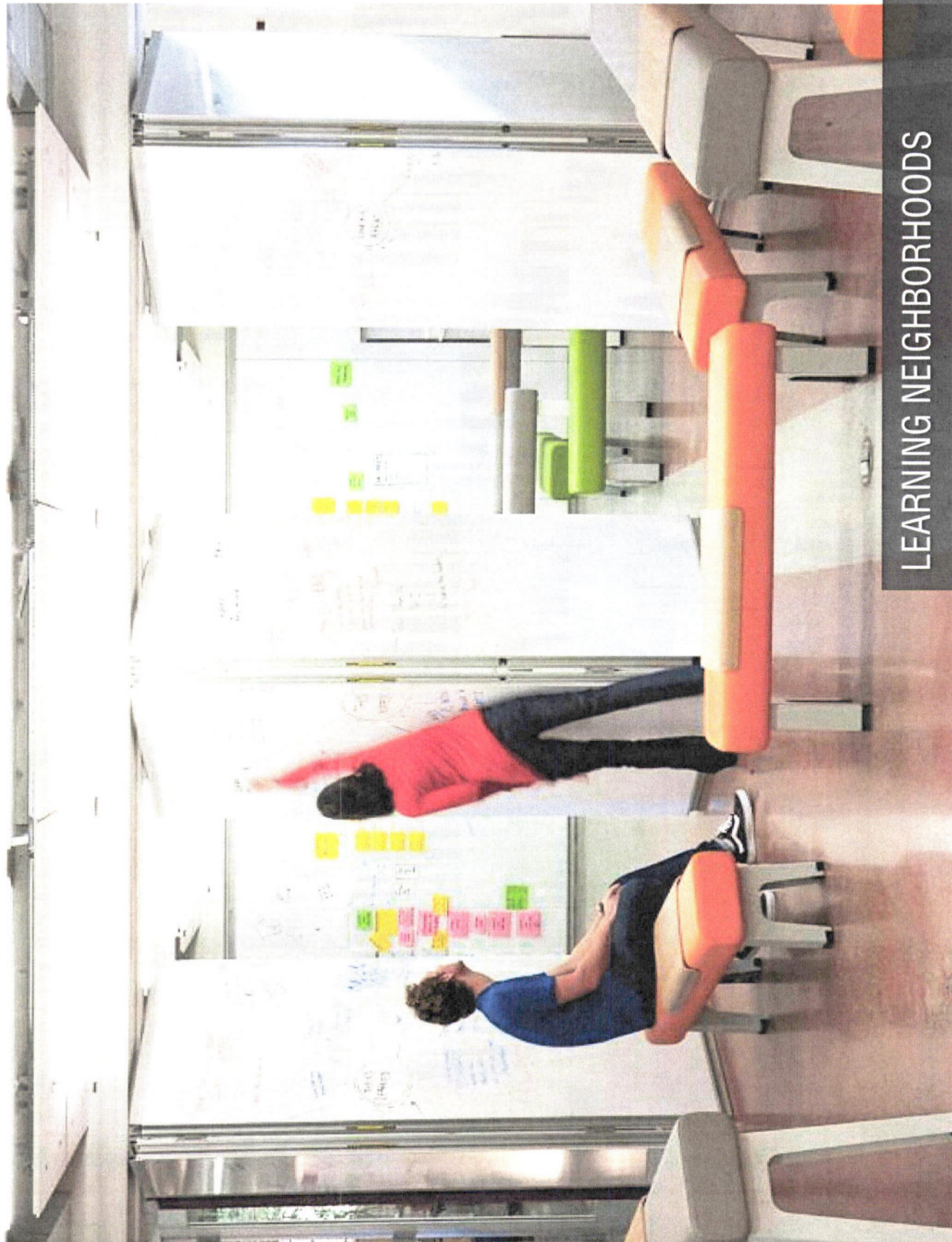
REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



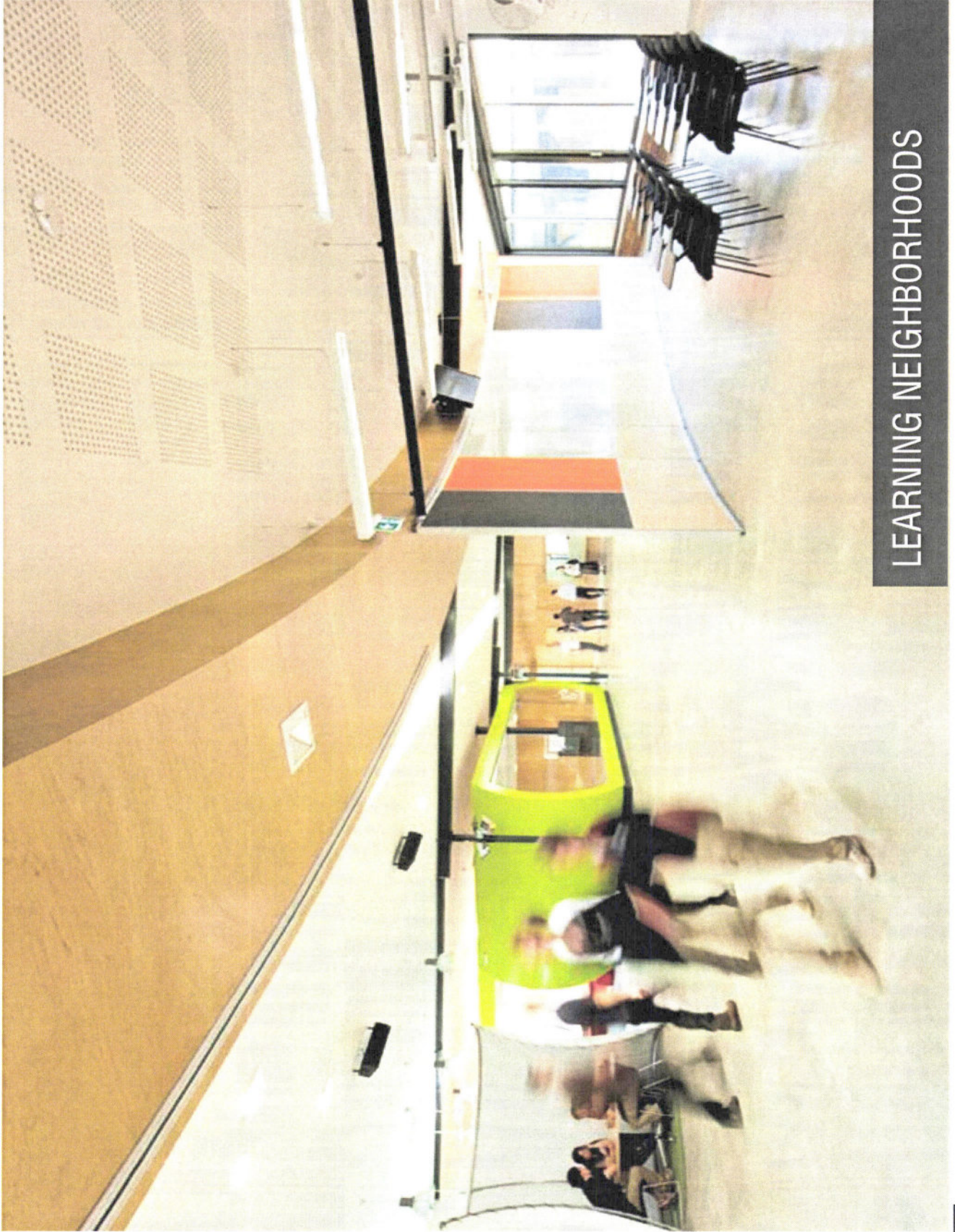
LEARNING NEIGHBORHOODS



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



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LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS

Image 31



REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



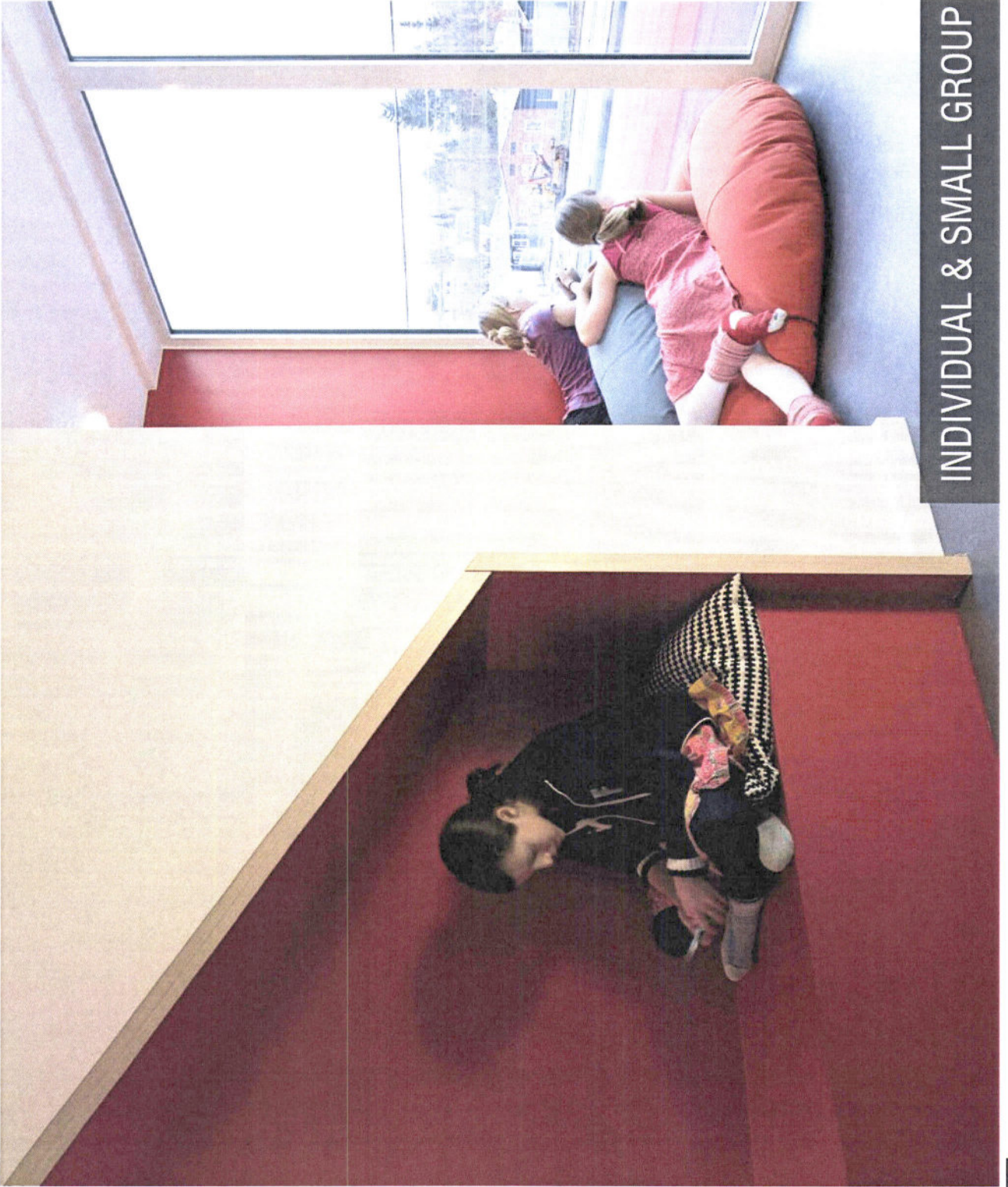
REPLACEMENT OF SUNSET PRIMARY SCHOOL



LEARNING NEIGHBORHOODS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



INDIVIDUAL & SMALL GROUP



REPLACEMENT OF SUNSET PRIMARY SCHOOL



INDIVIDUAL & SMALL GROUP



REPLACEMENT OF SUNSET PRIMARY SCHOOL



INDIVIDUAL & SMALL GROUP



INDIVIDUAL & SMALL GROUP



REPLACEMENT OF SUNSET PRIMARY SCHOOL



INDIVIDUAL & SMALL GROUP



INDIVIDUAL & SMALL GROUP



REPLACEMENT OF SUNSET PRIMARY SCHOOL



INDIVIDUAL & SMALL GROUP

REPLACEMENT OF SUNSET PRIMARY SCHOOL

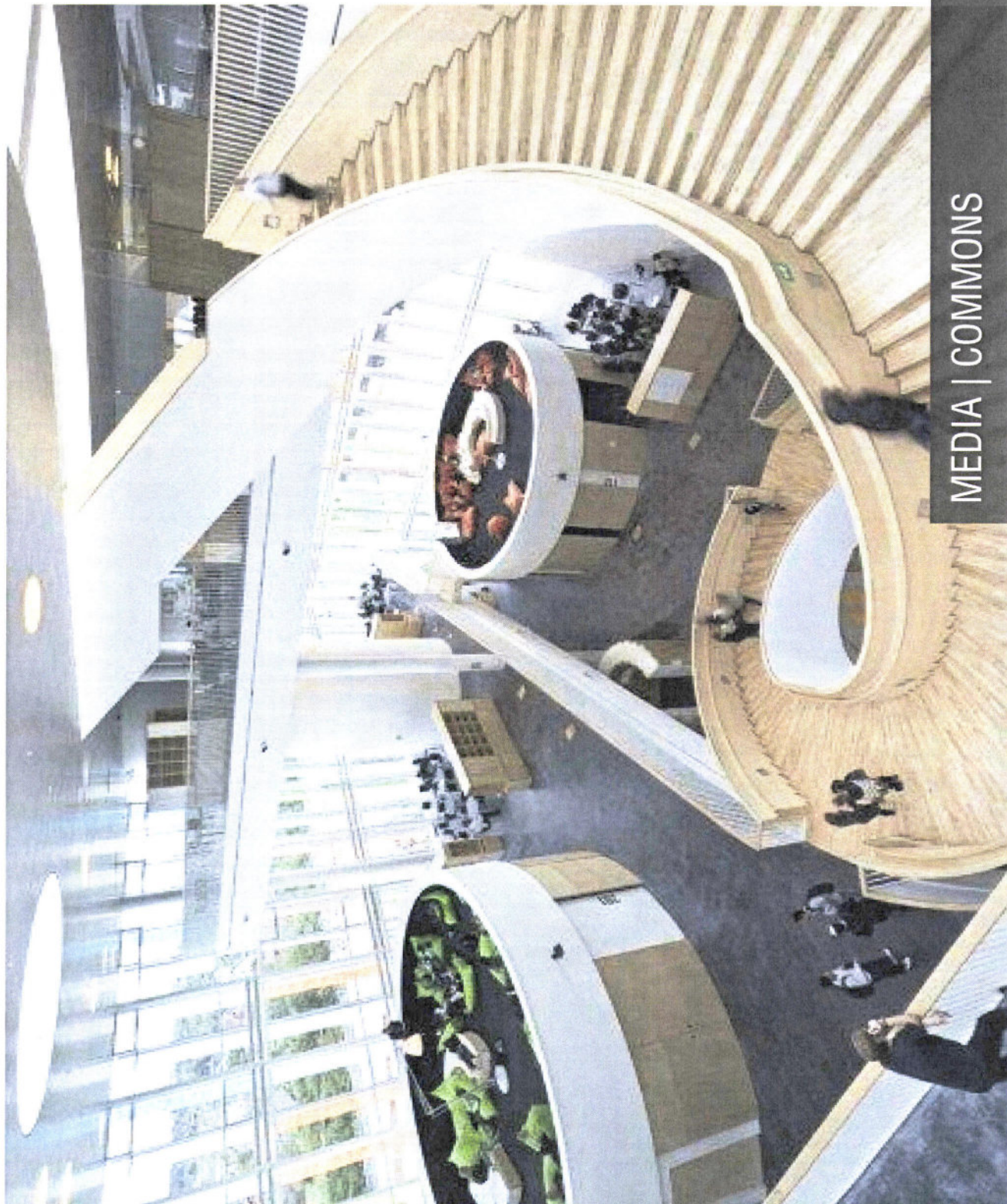
Image 40



MEDIA | COMMONS



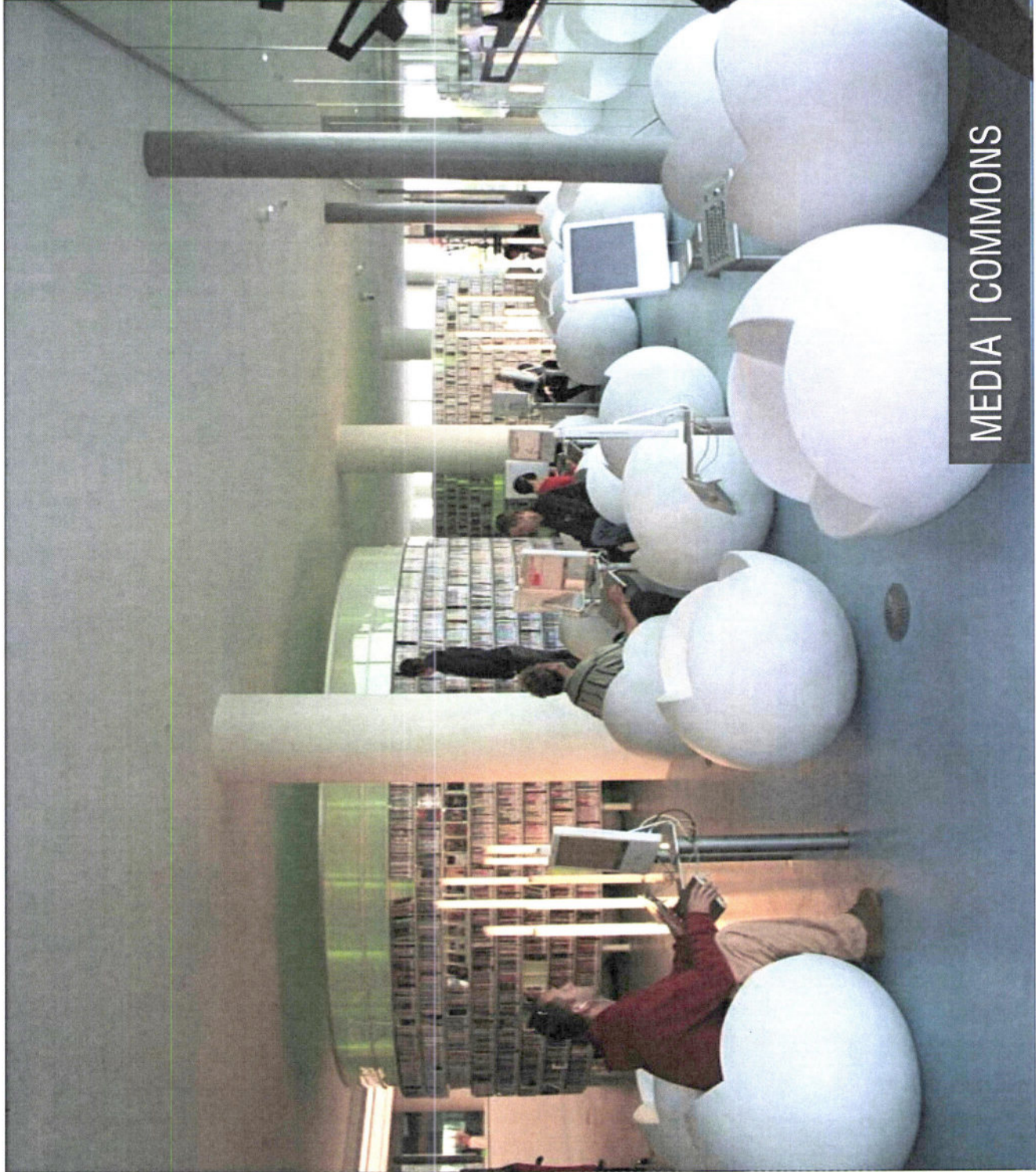
REPLACEMENT OF SUNSET PRIMARY SCHOOL



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REPLACEMENT OF SUNSET PRIMARY SCHOOL



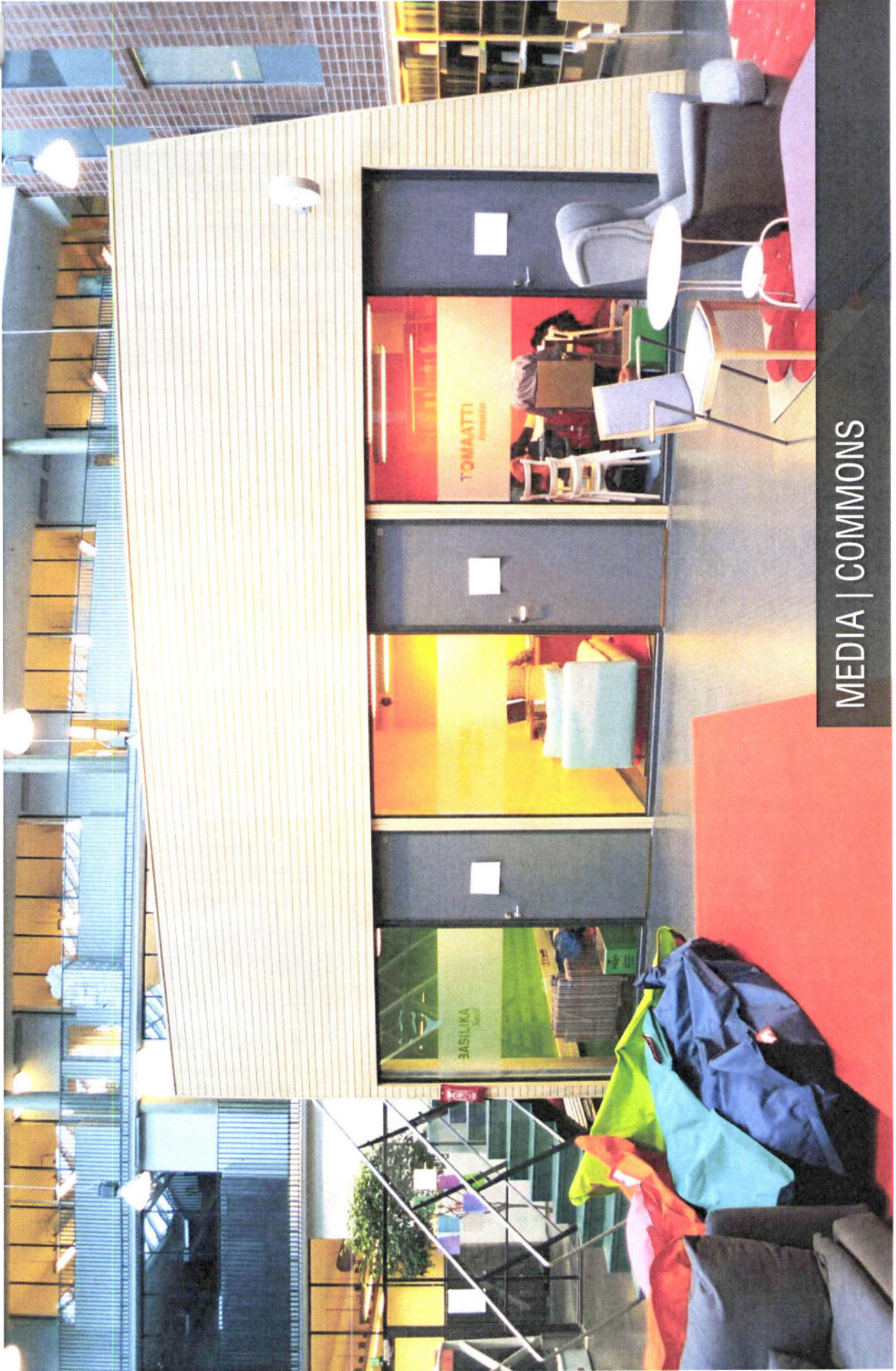
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REPLACEMENT OF SUNSET PRIMARY SCHOOL



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REPLACEMENT OF SUNSET PRIMARY SCHOOL



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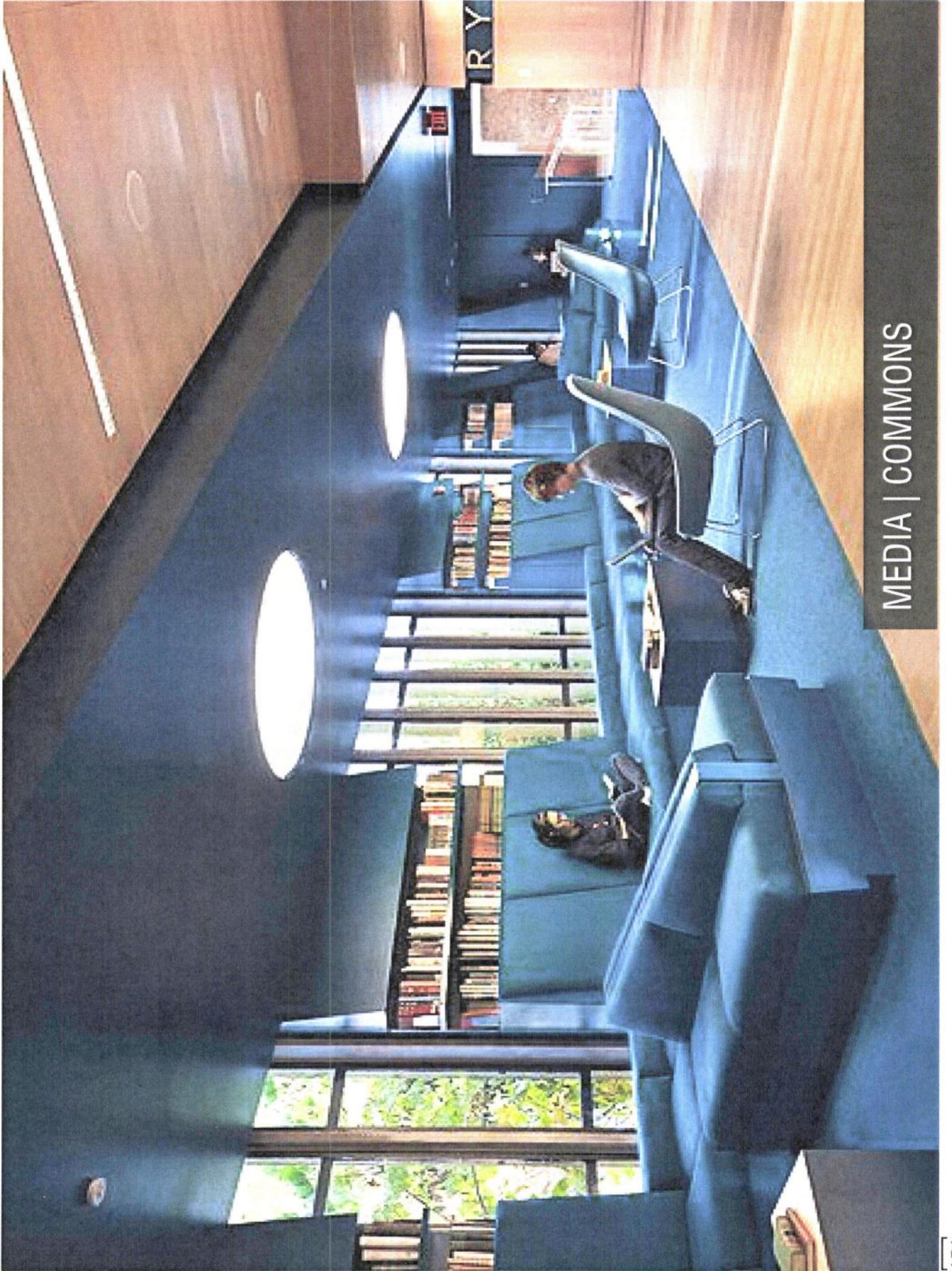


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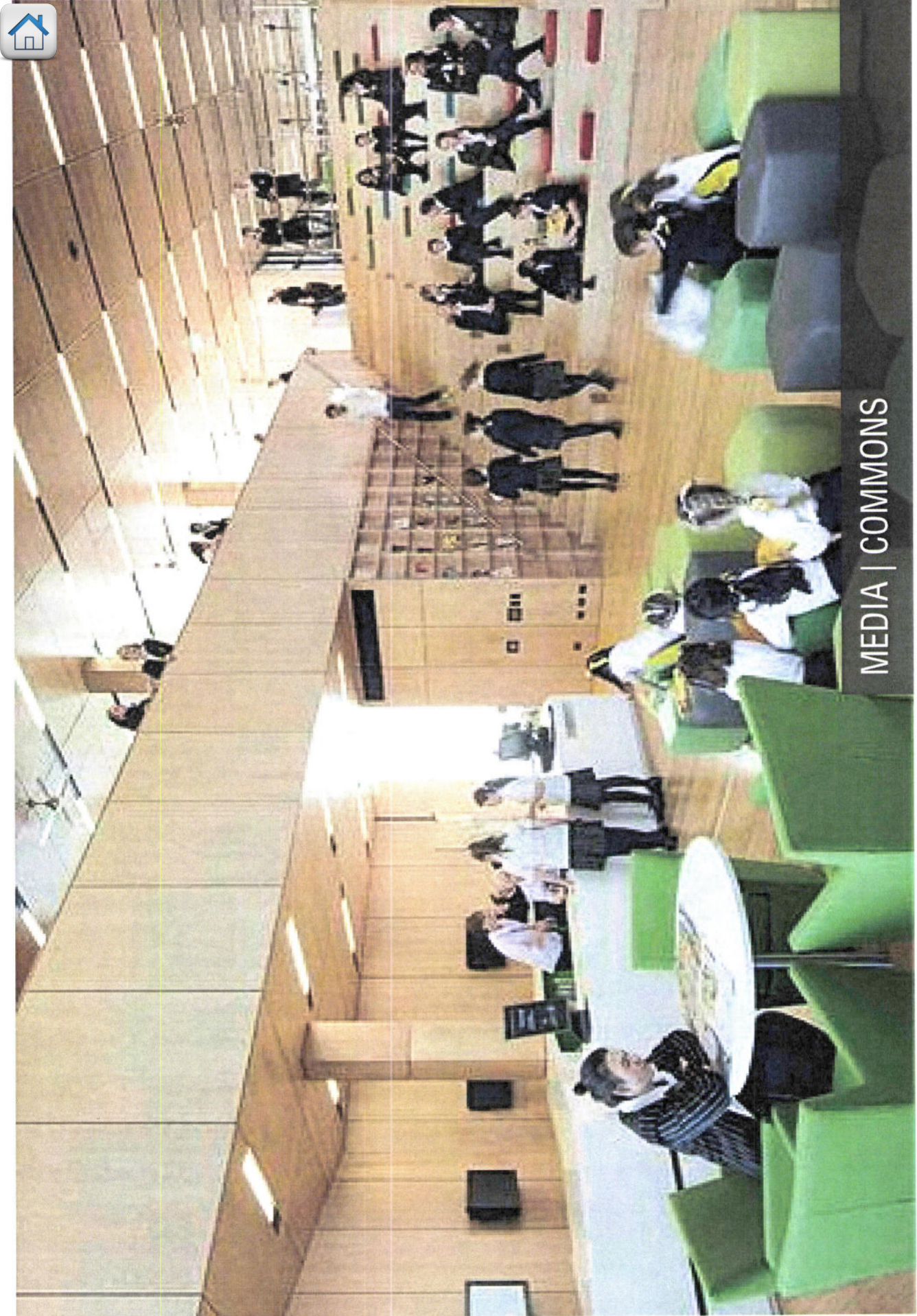
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REPLACEMENT OF SUNSET PRIMARY SCHOOL



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MEDIA | COMMONS



REPLACEMENT OF SUNSET PRIMARY SCHOOL



MEDIA | COMMONS

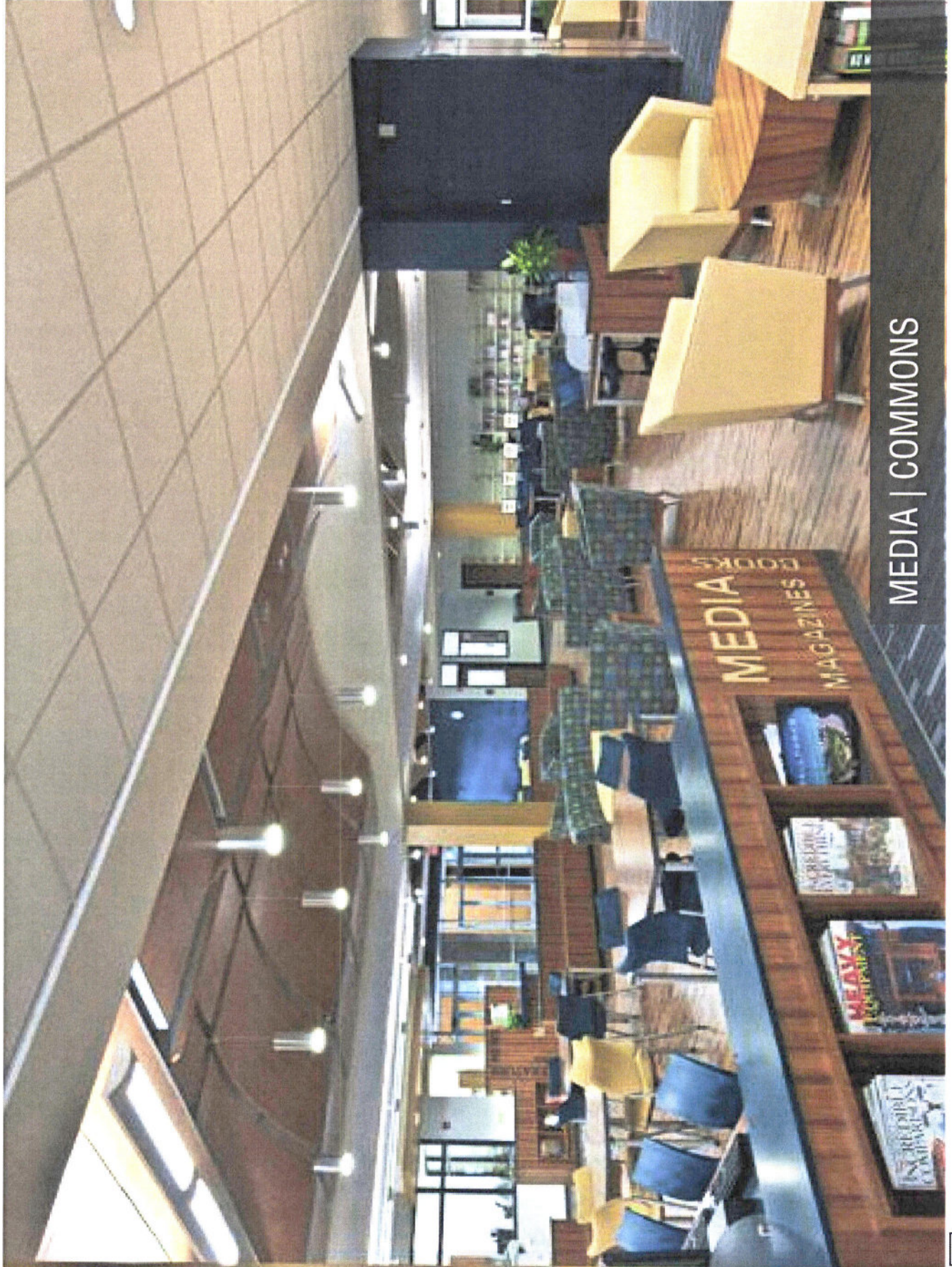


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Image 51



REPLACEMENT OF SUNSET PRIMARY SCHOOL



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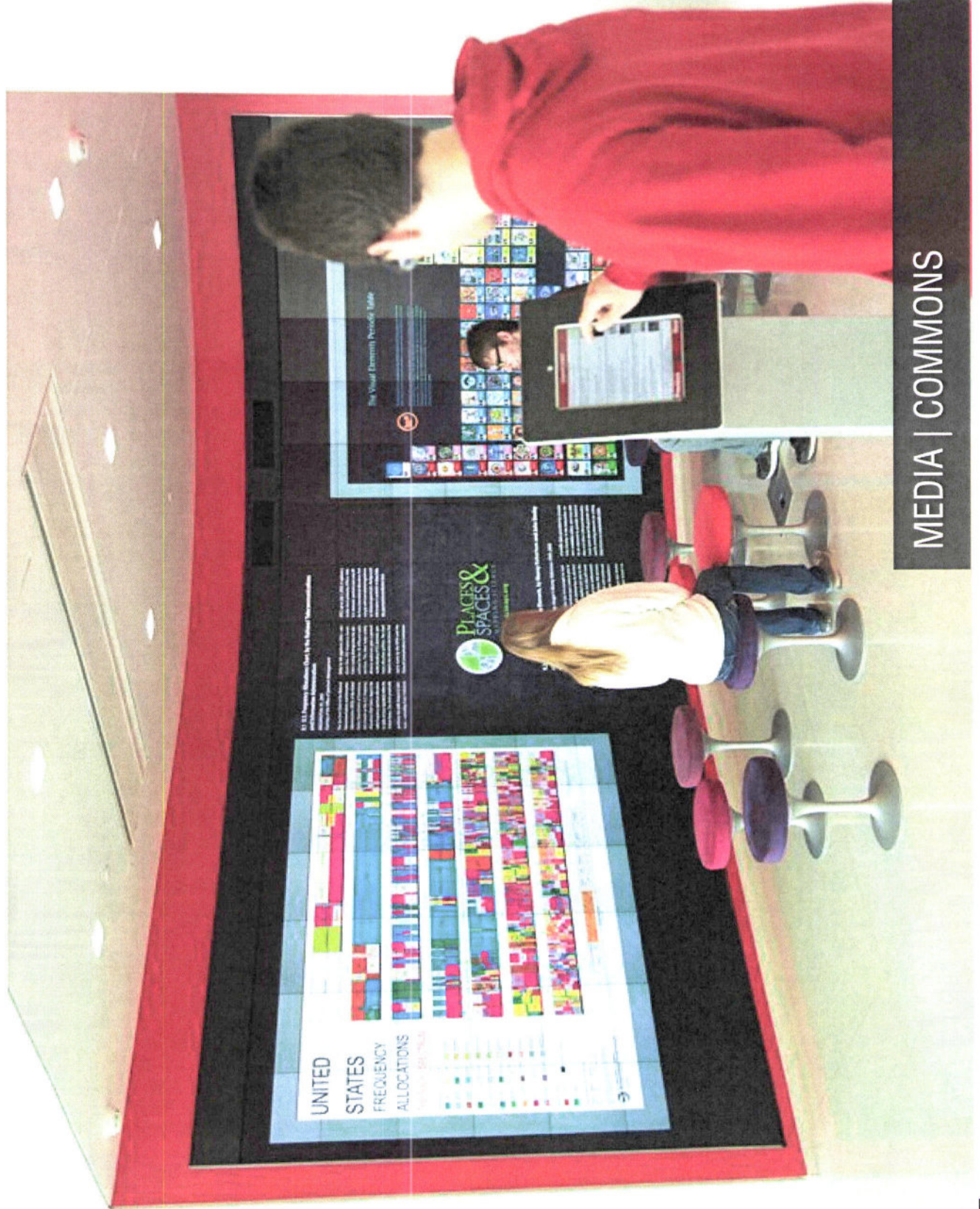


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REPLACEMENT OF SUNSET PRIMARY SCHOOL



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REPLACEMENT OF SUNSET PRIMARY SCHOOL



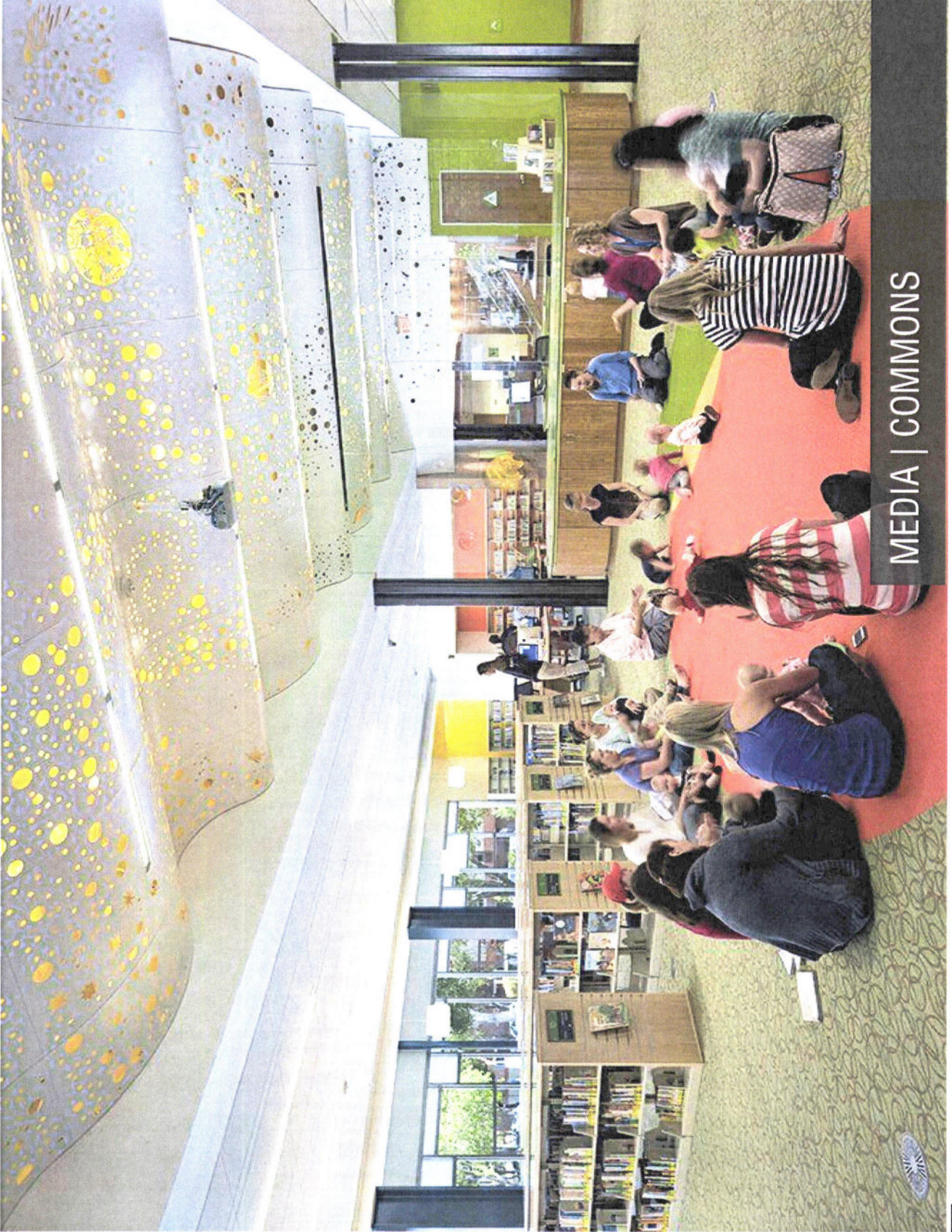
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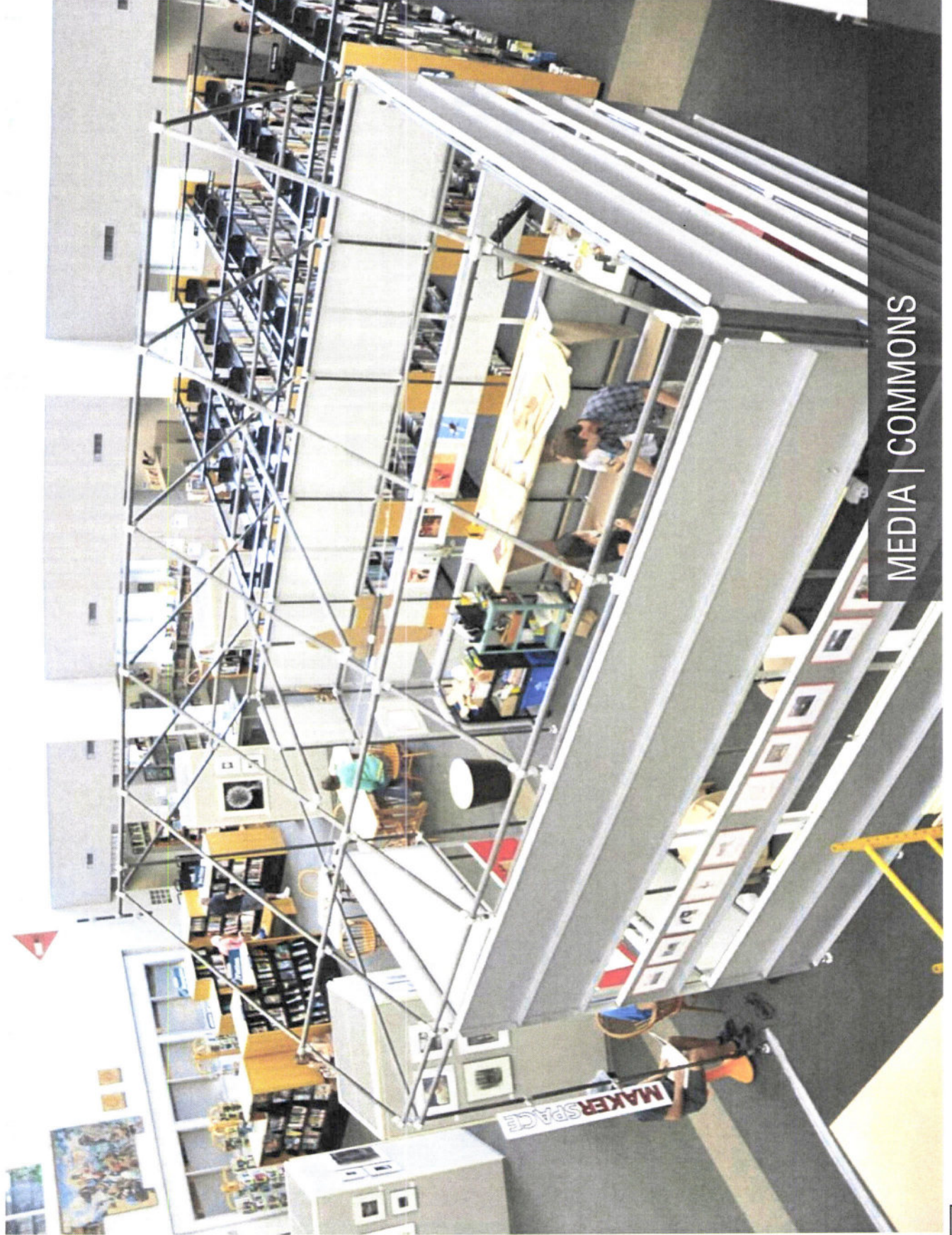
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MEDIA | COMMONS



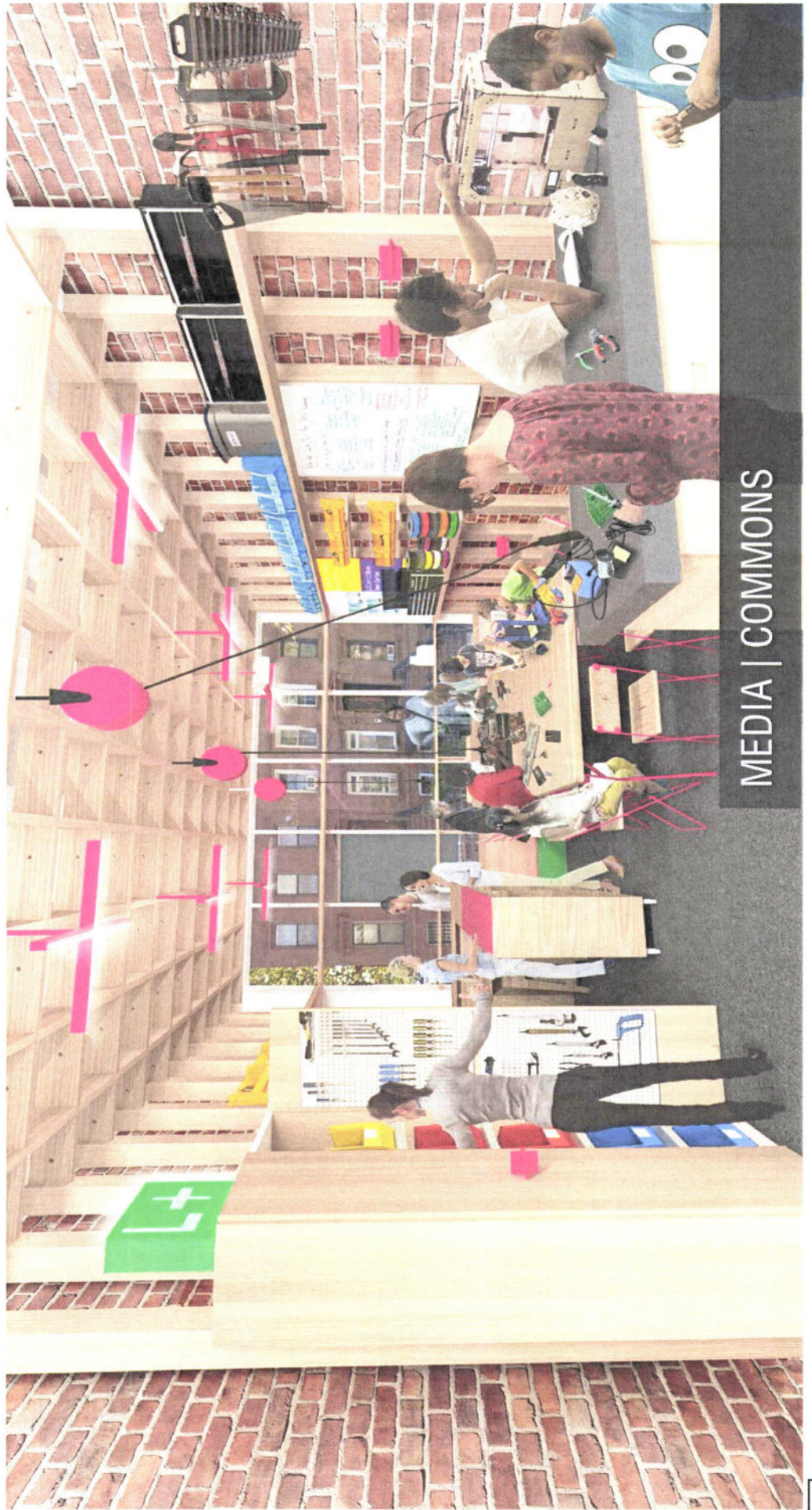
REPLACEMENT OF SUNSET PRIMARY SCHOOL



MEDIA | COMMONS

REPLACEMENT OF SUNSET PRIMARY SCHOOL

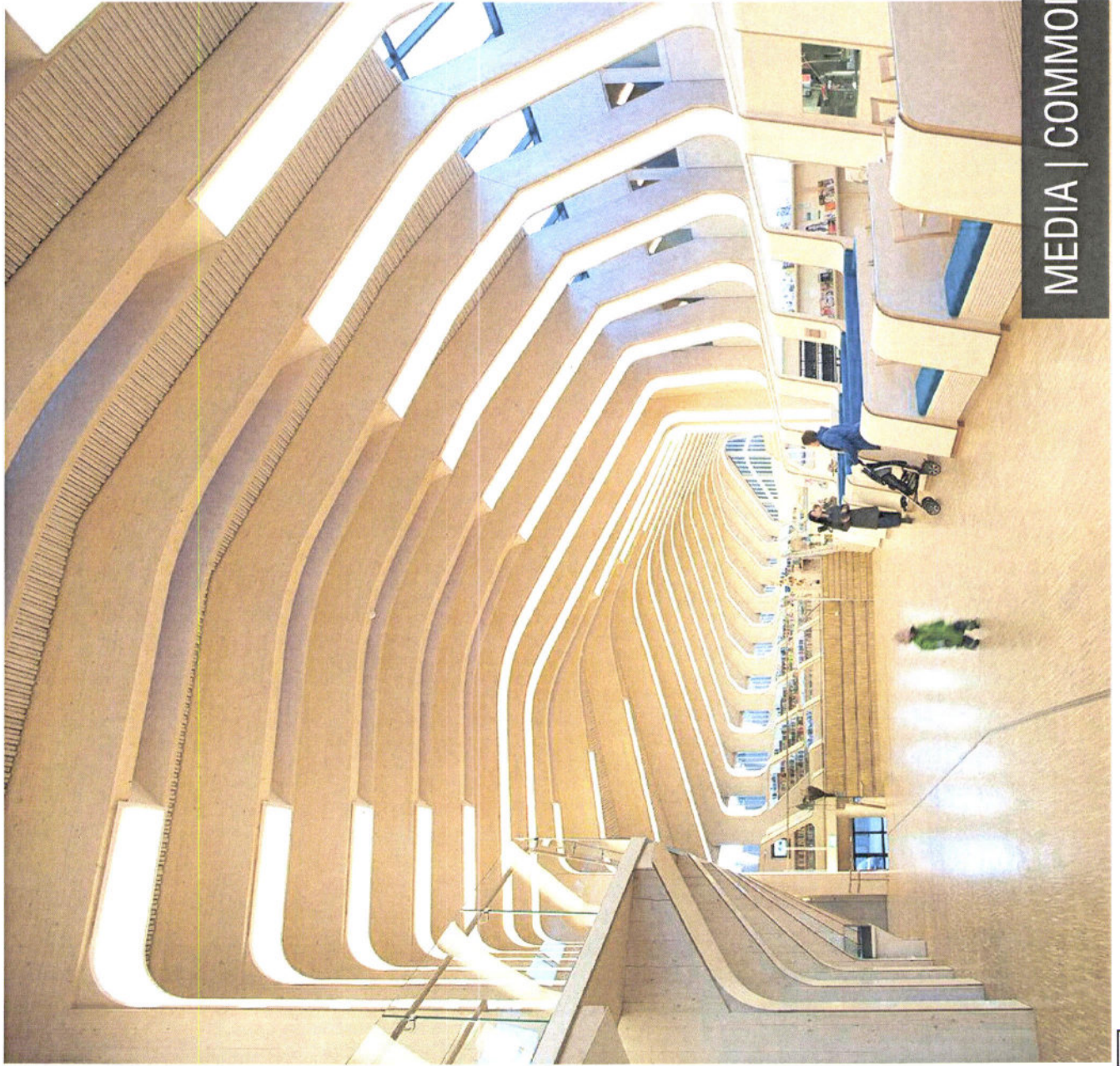
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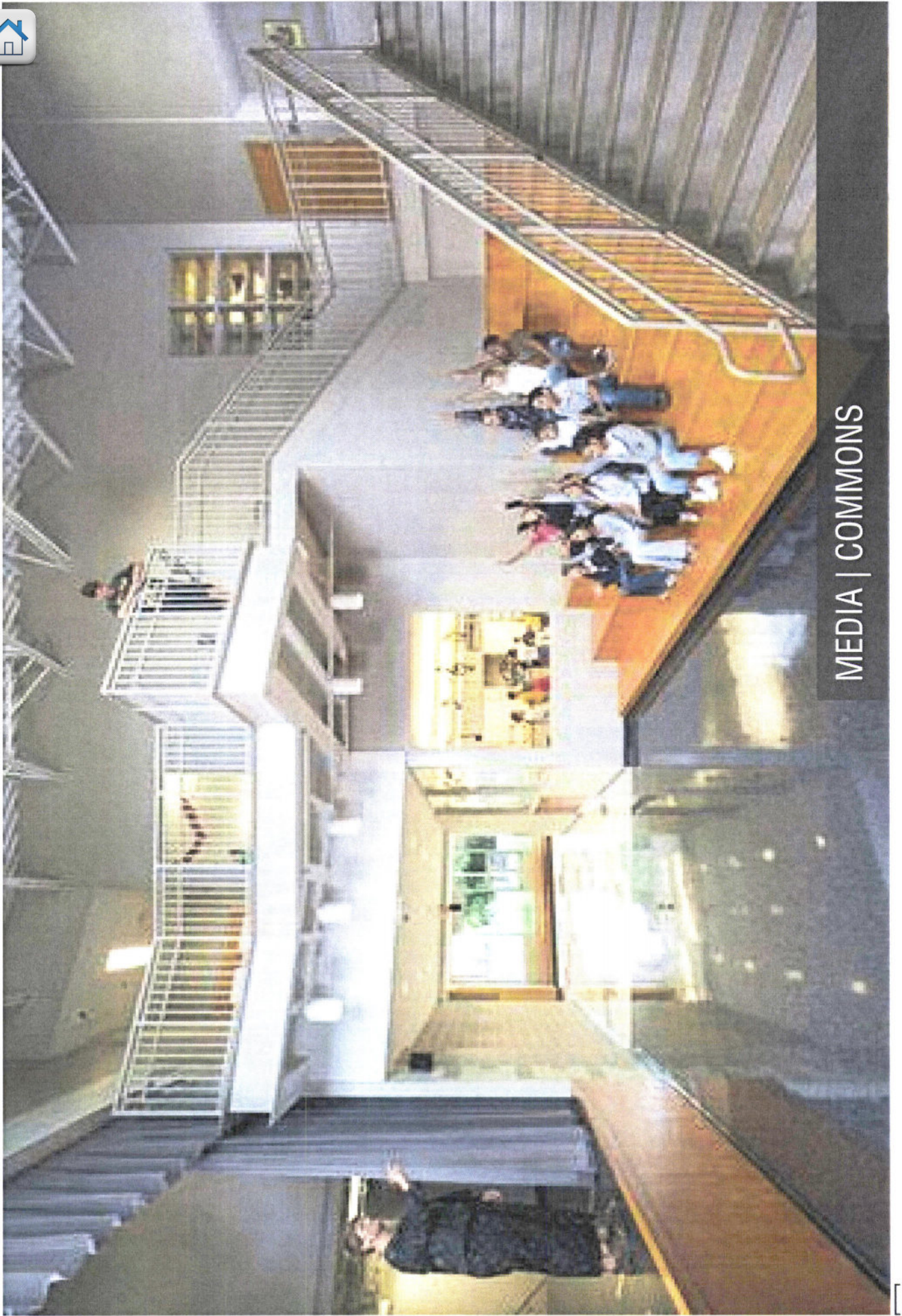
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REPLACEMENT OF SUNSET PRIMARY SCHOOL



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REPLACEMENT OF SUNSET PRIMARY SCHOOL



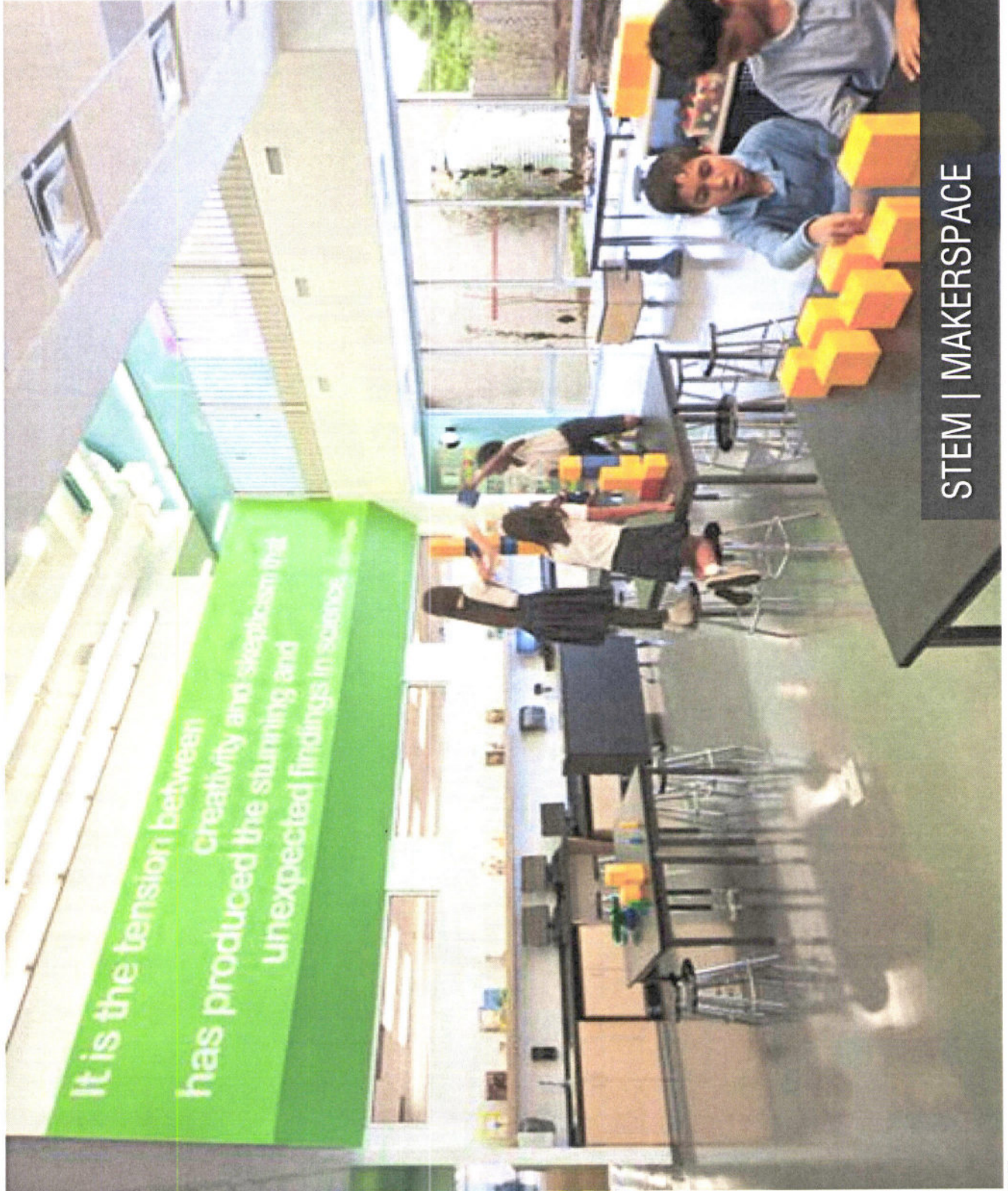
STEM | MAKERSPACE



STEM | MAKERSPACE



REPLACEMENT OF SUNSET PRIMARY SCHOOL



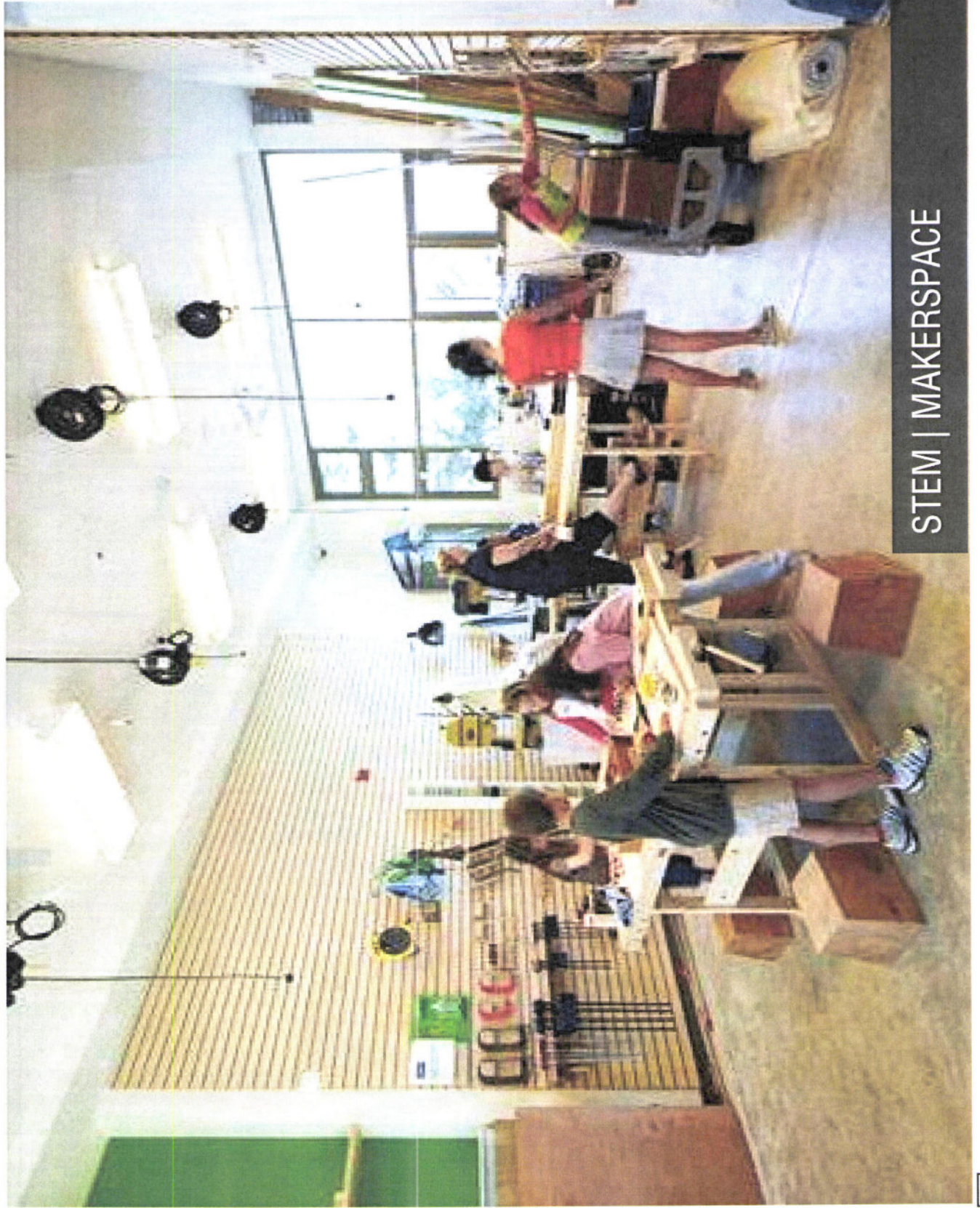
STEM | MAKERSPACE



STEM | MAKERSPACE



REPLACEMENT OF SUNSET PRIMARY SCHOOL

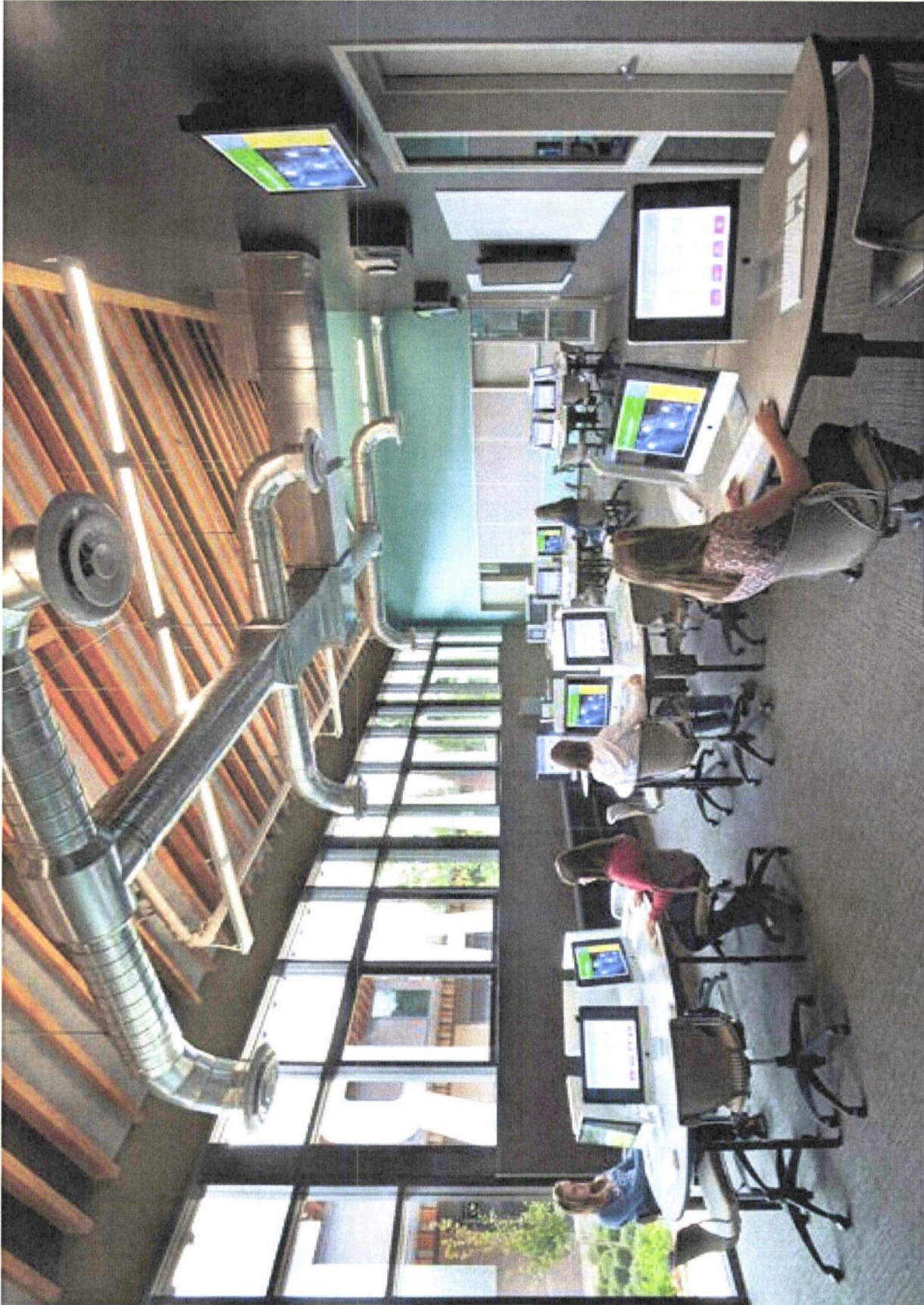


STEM | MAKERSPACE

Image 67



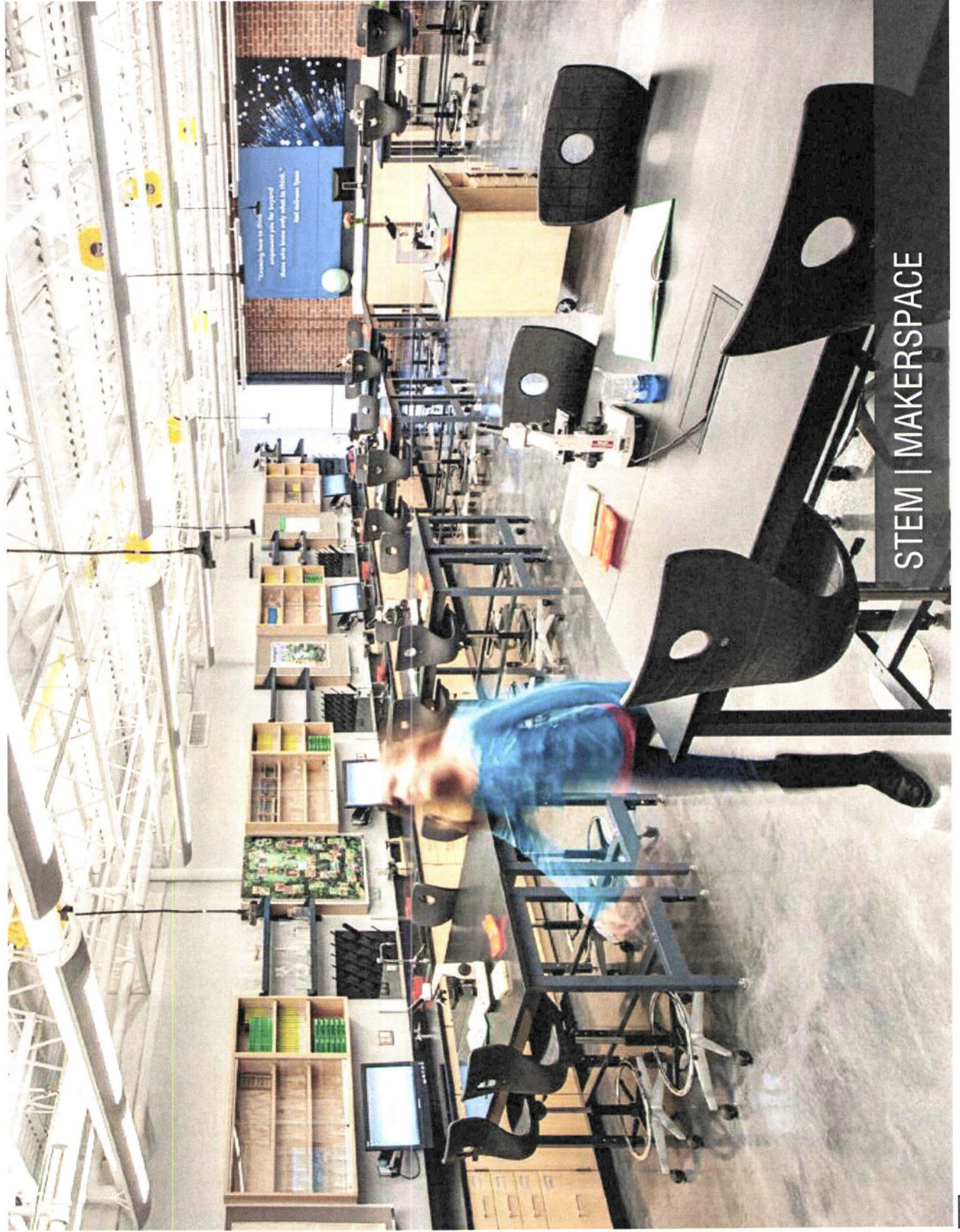
REPLACEMENT OF SUNSET PRIMARY SCHOOL



STEM | MAKERSPACE

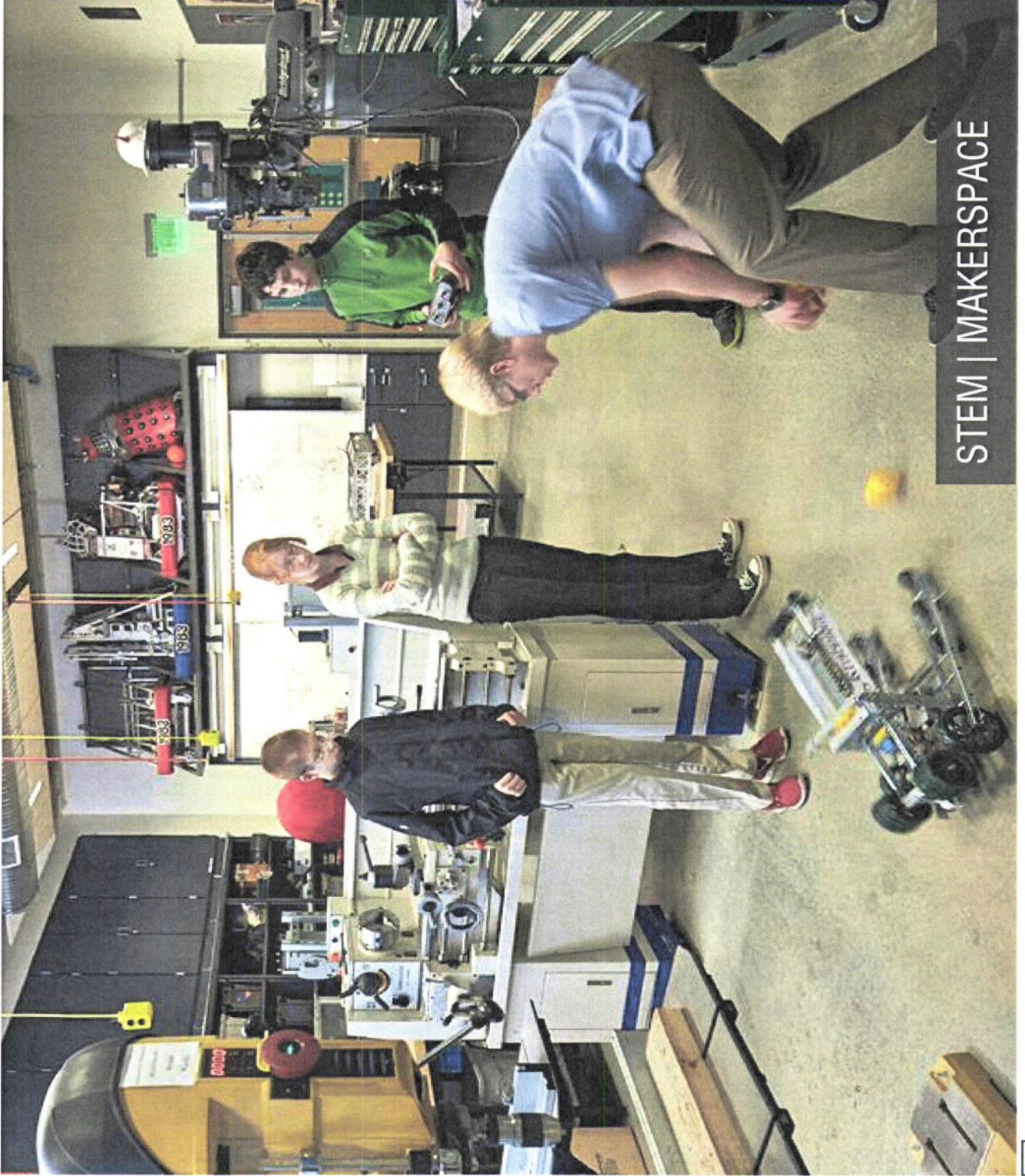


REPLACEMENT OF SUNSET PRIMARY SCHOOL





REPLACEMENT OF SUNSET PRIMARY SCHOOL



STEM | MAKERSPACE



REPLACEMENT OF SUNSET PRIMARY SCHOOL



STEM | MAKERSPACE



Areas for Discussion

Eating / Servery

Classroom Shape / Configuration

Pick-Up / Drop-Off / Arrival / Dismissal

Variety and Types of Spaces

Outdoor Educational Experiences

Outdoor Play & Recreation

Quantity and Types of Storage

General





Tour Debrief

What elements of the (E) Primary Schools & the virtual tour do you like & should be considered for the new Sunset PS?

What elements of the (E) Primary Schools & the virtual tour do NOT work well & should be improved in the new Sunset PS?

Are there elements missing in the (E) Primary Schools & virtual tour that you think should be considered for the new Sunset PS?

REPLACEMENT OF SUNSET PRIMARY SCHOOL



West Linn Wilsonville School District Program
 New Sunset Primary Area Program - 450 Students
 May 6, 2015

NP Prog. - General	NP Prog. - Specific	NP No.	NP Program Area	NP Net Area	Total
Administration	Reception/Secretary	1	600	600	
	Principal Office	1	180	180	
	Conference Room	1	215	215	
	Instruction Coordinator	1	120	120	
	Staff Room	1	500	500	
Research + Inquiry	Health Room/Toilet/Shower	1	180	180	
	Work Room (combined w/ library workroom)	1	600	600	
	Staff Toilets	1	50	50	
	Counselor	1	150	150	2,595
Learning + Resource	Library	1	3,900	3,900	
	Workroom/Office/Storage (combined w/ admin workroom)	0	0	0	
	Technology / Storage	1	120	120	4,020
	Music	1	1,200	1,200	
Preschool/kindergarten	Klin Room	1	100	100	
	Multi-Purpose Room	1	1,200	1,200	
	Class Space - kindergarten	4	980	3,920	2,500
	Class Space - preschool	1	980	980	
Academic	Porch	1	1,750	1,750	
	Girls Restroom	1	120	120	
	Boys Restroom	1	120	120	
	Staff Restroom	1	50	50	
	Custodian	1	50	50	
	Outdoor Storage	1	100	100	7,090
	Classrooms	13	980	12,740	
	Porch	4	1,600	6,400	
	Small Group	4	150	600	19,740
	Resource Office (small)	1	250	250	
Special Programs	Resource Small Group	3	150	450	
	Sensory Room	1	150	150	850
Athletics	Wellness / Gym	1	6,784	6,784	
	Stage	1	900	900	
	PE Office with shower	1	150	150	
	PE Storage	1	500	500	
	Outdoor Storage	1	150	150	
	Chair Storage (under stage)	0	0	0	
	Stage Storage	1	200	200	8,684
	Commons	1	0	0	
	Toilet room / lockers	1	100	100	
	Kitchen/Serving	2	1,300	2,600	2,700
Building Support	Boiler Room	1	500	500	
	Custodial Office	1	70	70	
	Custodial Closets	3	50	150	
	MDF Room	1	180	180	
	IDF Room (s)	2	80	160	
	Electrical Room - Main	1	200	200	
	Electrical Room - Classroom Wing	1	80	80	
	Toilet Room (s)	5	200	1,000	
	Staff Restroom	3	50	150	
	Building Storage	1	700	700	
Covered Play - calc at 50%	1	3,500	1,750	4,940	
Net Area TOTAL				53,119	
Net Area X 25% = Gross Area TOTAL				67,992	





Review Meeting Dates & Times

April 1, 2015		Program Launch
April 22, 2015	3-5PM	Guiding Principles / Vision / Ed Spec
April 23, 2015		Student Design Charrette
April 29, 2015	3-5PM	TCPS & Lowrie Lessons Learned / Ed Spec
May 6, 2015	3-5PM	Ed Spec / Area Program
May 11, 2015	3:30-5:30 PM	Conceptual Master Plan Charrette (KIVA)
May 19, 2015	3-5PM	Conceptual Master Plan Review & Approval

District Office – Boardroom
3PM – 5PM * Unless Otherwise Noted



West Linn Wilsonville – Reimagining Sunset Primary School

Design Features to **Consider** in the Reimagined Sunset Primary School

“What We Liked”

1. Use of **color** and **varied materials** to create a visually stimulating and warm environment that appeals to elementary students. Provide spatial variation, such as curved spaces.
2. Incorporation of **high ceilings**, wide **open** spaces, ample **daylighting**, and/or exposed building components.
3. **Agile** spaces and child-friendly **flexible** furnishings to allow teachers and students to easily change space configurations to accommodate a variety of activities. Provide movable walls to create rooms of various sizes.
4. **Balance safety** with playfulness.
5. Design features and aesthetics that provide of sense of **school history** and neighborhood identity.
6. Provide a sense of **connection with the outdoors** with ample windows with exterior views, as well as the inclusion of natural elements within the building. Encourage outside activities by designing outdoor spaces for exploration, socialization, play and physical activity.
7. Include designated spaces for **hands-on STEAM activities**, such as **makerspaces**.
8. Provide a **seamless integration of technology** throughout learning spaces.
9. Include ample **display areas** for student work (e.g. walls, kiosks, all-surface areas). Integrate flexible performance spaces.
10. Arrange classrooms in **learning neighborhoods** to provide a feeling of connectedness.
11. Create student-centered **“Yes” spaces** with engaging features.
12. Use **transparency** to provide **lines of sight** for connectedness and natural supervision.
13. **Multidimensional spaces** of various sizes, including raised spaces, “room within a room” environments, and loud vs. quite spaces.
14. Provide a **sense of flow** through a planned adjacency of spaces.
15. Integrate **welcoming** features to parents and **community** members, such as a hearth.
16. Design an **inclusive environment** that celebrates **diversity**, particularly the Chinese language and culture. Integrate special education spaces throughout the facility with multiple, distributed resource rooms.



West Linn Wilsonville – Reimagining Sunset Primary School

Design Features to **Avoid** in the Reimagined Sunset Primary School

“What We Didn’t Like”

1. Cold, **institutional** appearance – excessive use of hard surfaces (unless it is a makerspace).
2. **Too much glass**. Small group space too exposed.
3. Interior spaces with a **dark, closed-in** feeling.
4. Lack of integrated **display** areas.
5. **Lack of visibility** – hidden areas, corridors that are difficult to supervise. Too many “bends” interfering with **line of sight**.
6. **Outdoor areas far from school building** and difficult to access.
7. Isolated classrooms that feel **disconnected** from other areas of the building.
8. Heavy, **immovable furnishings** that impede flexible arrangements.
9. Undersized and/or **unimaginative outdoor play** areas.
10. One **central SPED resource room** (not well-integrated and dispersed throughout facility)
11. **Main entry** that is **difficult to supervise** where visitors can bypass front office.
12. **Poor classroom acoustics** due to design characteristics or positioning near a public “noisy” space.

May 27, 2015



REIMAGINING SUNSET PRIMARY SCHOOL

Ed Spec / Visioning Meeting

Agenda

- 3:30 PM Agenda Review & Check-in from last meeting
- 3:40 PM Sunset Staff Meeting & Edy Ridge ES Tour Review
- 4:10 PM Design Charrette Review
- 4:30 PM Concept Design Review
- 5:15 PM Wrap up & Next Steps

REIMAGINING SUNSET PRIMARY SCHOOL

EATING/SERVING
- Protocol around spills

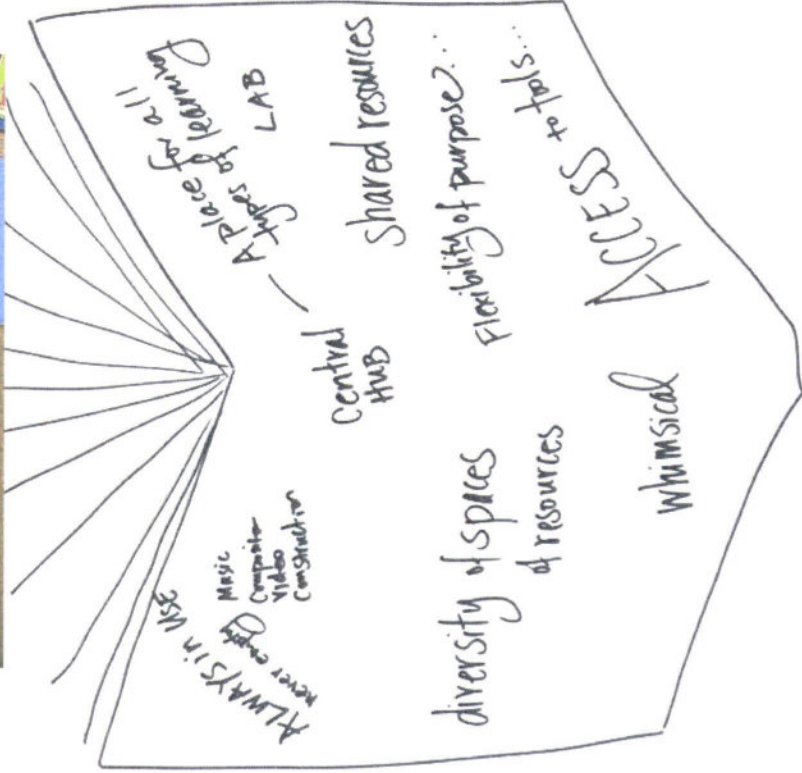
- TIMING OF LUNCH/SERVING

CLASSROOM SHAPE

'FAT "L" CONFIGURATION
Play

- BALANCE SPORTS & CREATIVE PLAY

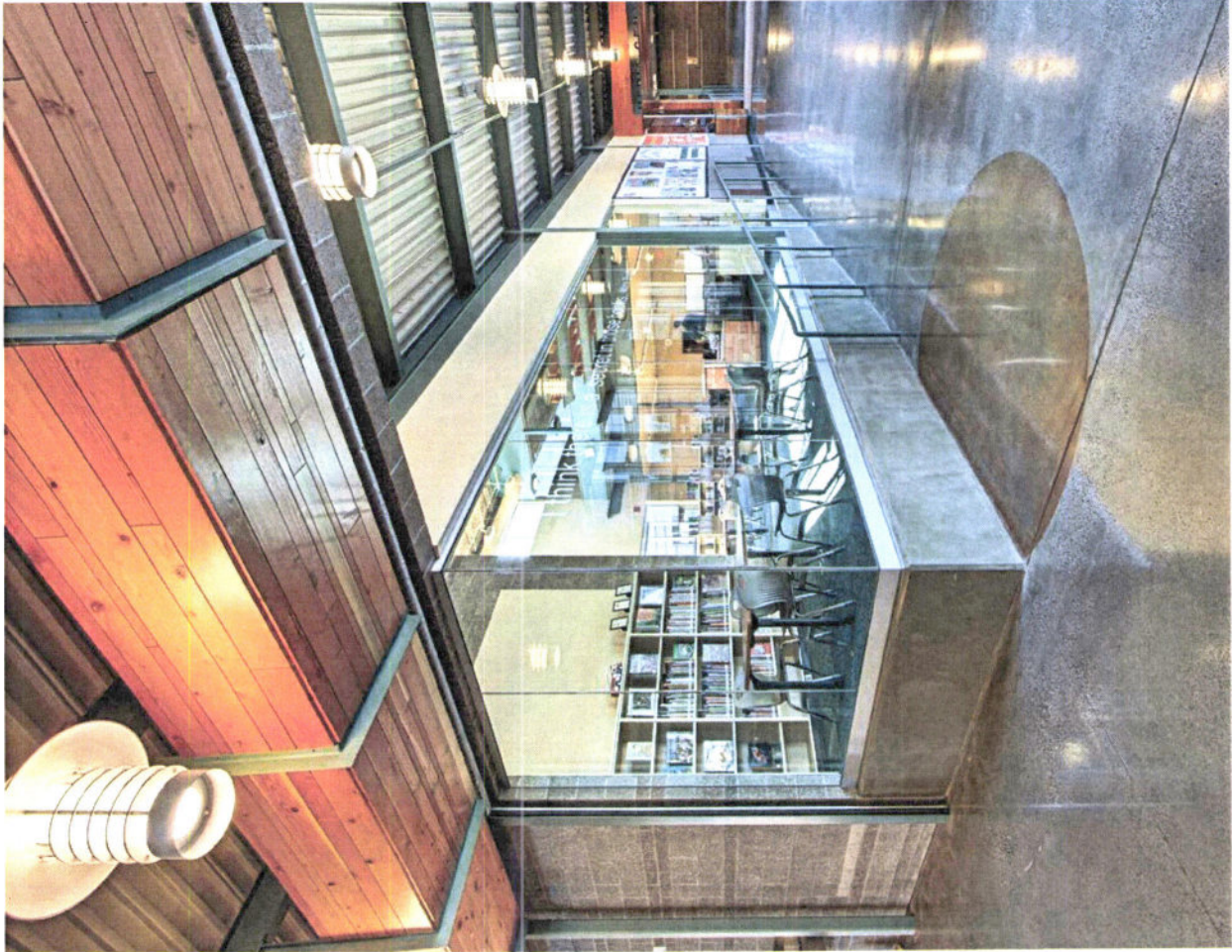
Lessons Learned



Virtual Tour

Sunset Staff Meeting

REIMAGINING SUNSET PRIMARY SCHOOL





Student Charrette Themes

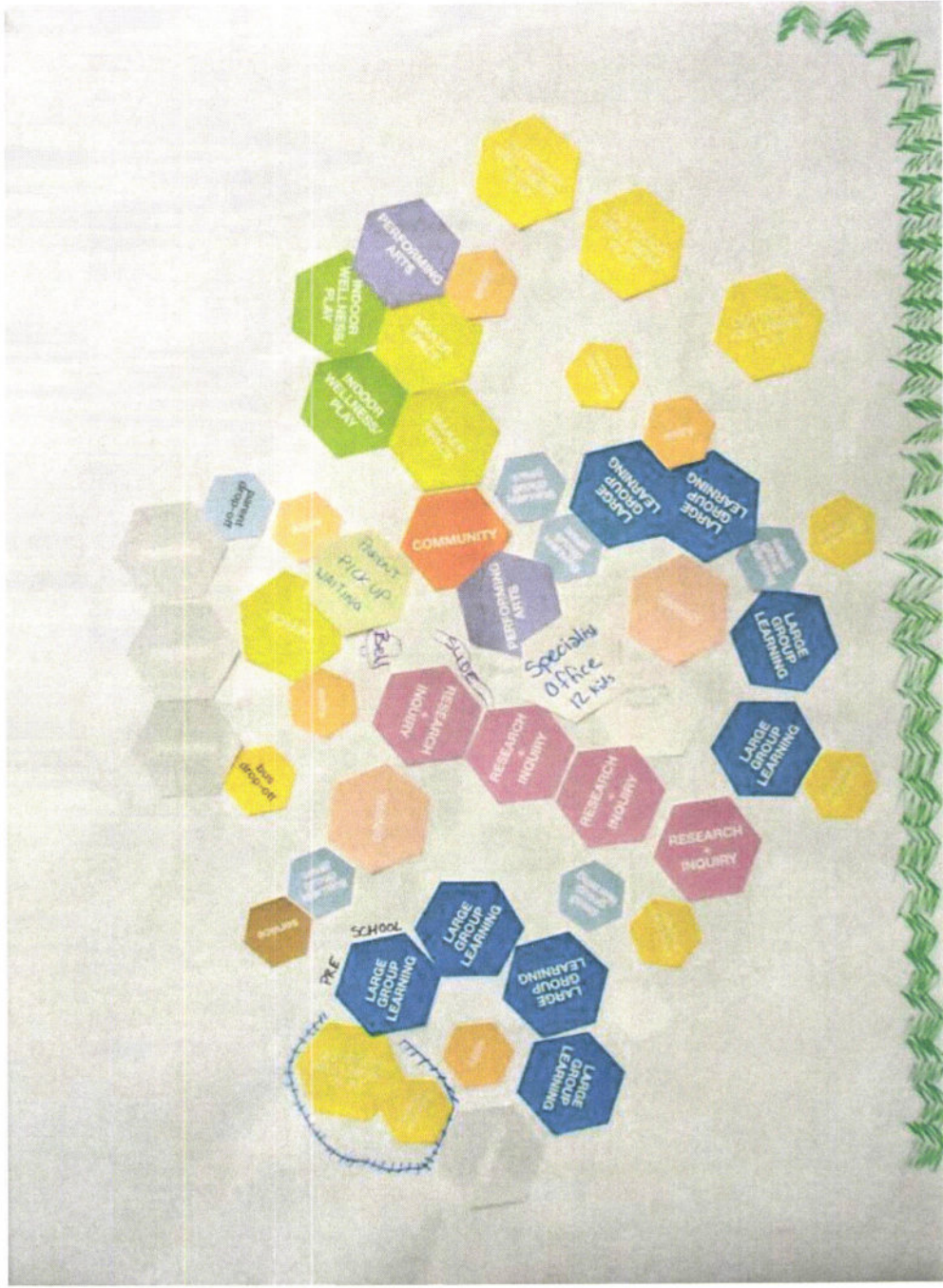
- Connection to Nature
- Restaurant Dining
- Tunnel with History walls
- Play space is important
- Natural Light





Design Committee Charrette Themes

- Classrooms connected to R+I at center of school
- Separate Pre-KI wing
- Separate Bus & Student Drop off
- Outdoor Learning tied to all classrooms
- Connections & Transparency





REIMAGINING SUNSET PRIMARY SCHOOL



Conceptual Plans

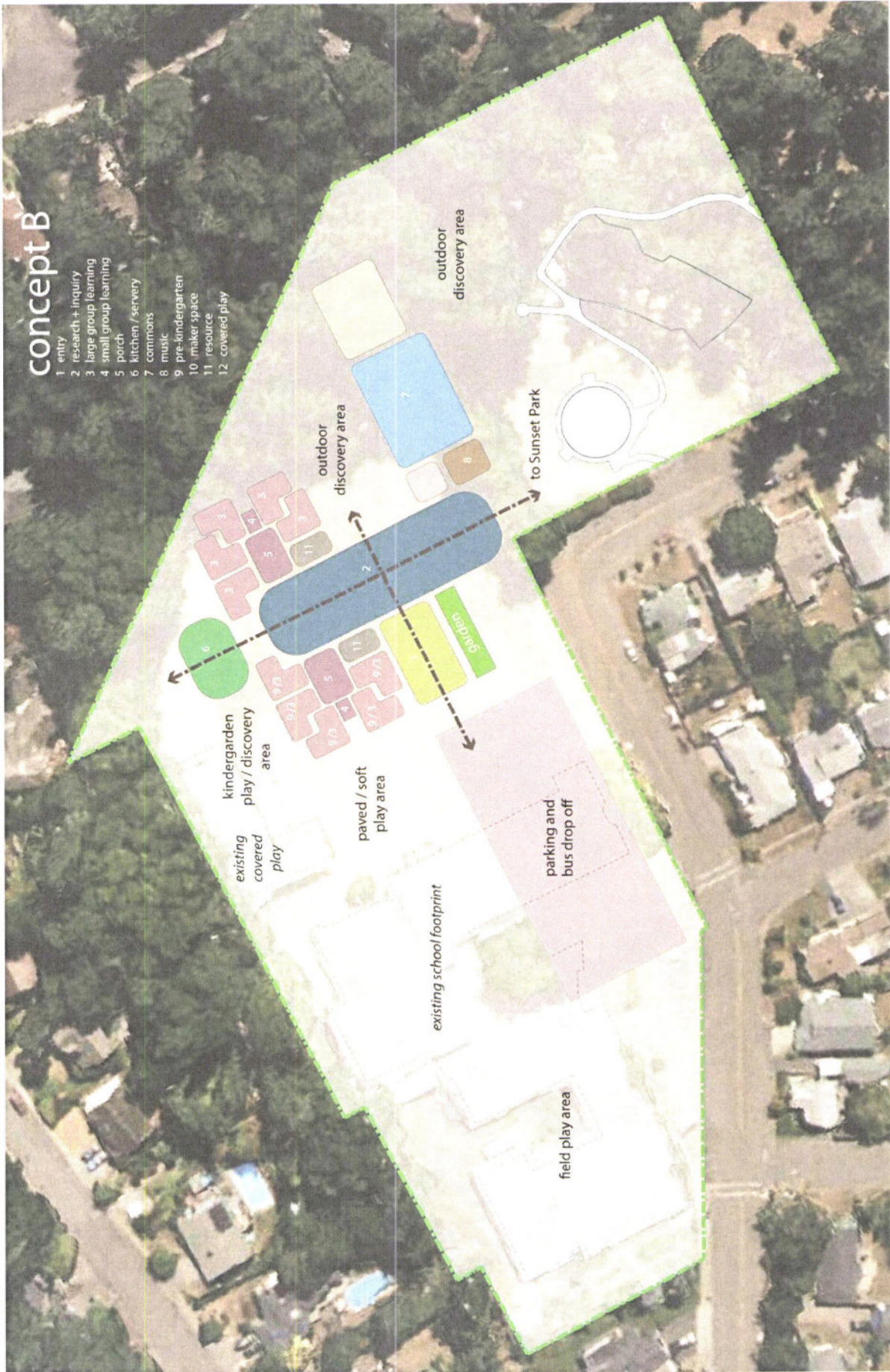


REIMAGINING SUNSET PRIMARY SCHOOL





REIMAGINING SUNSET PRIMARY SCHOOL



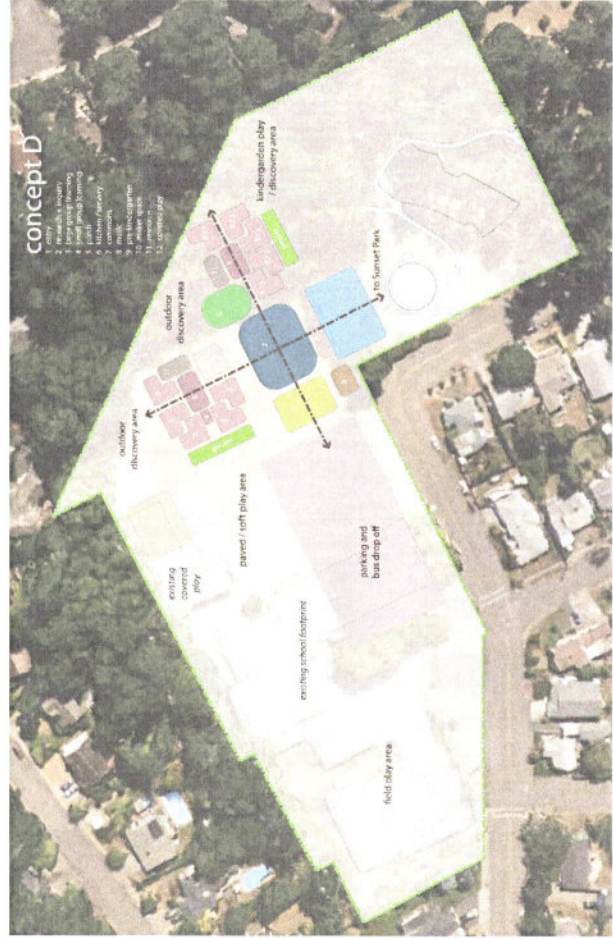


REIMAGINING SUNSET PRIMARY SCHOOL



Conceptual Plans

REIMAGINING SUNSET PRIMARY SCHOOL



Conceptual Plans



West Linn – Wilsonville Schools

August 10, 2015

Dear Neighbor:

You are personally invited to join the West Linn – Wilsonville School District for informational meeting about the proposed replacement of Sunset Primary School. It is important to the District that we interact with our neighbors such that you are fully aware of the conditions that are being designed for the new community school.

Please join us Thursday, August 20, 2015, 5:30 PM at the Sunset Primary School at 2351 Oxford Street, West Linn, OR 97068.

Meet with the District and Architects to go over the conceptual site plan. We will also talk about our schedule for the construction process.

You will be given the opportunity to meet and talk with the professionals that are managing the construction project for the school district; and exchange contact information.

For further information, please contact Amy Berger, West Linn-Wilsonville School District 503-673-7977, bergera@wlwv.k12.or.us; or visit us on the web at <http://www.bond.wlwy.k12.or.us/domain/1992>

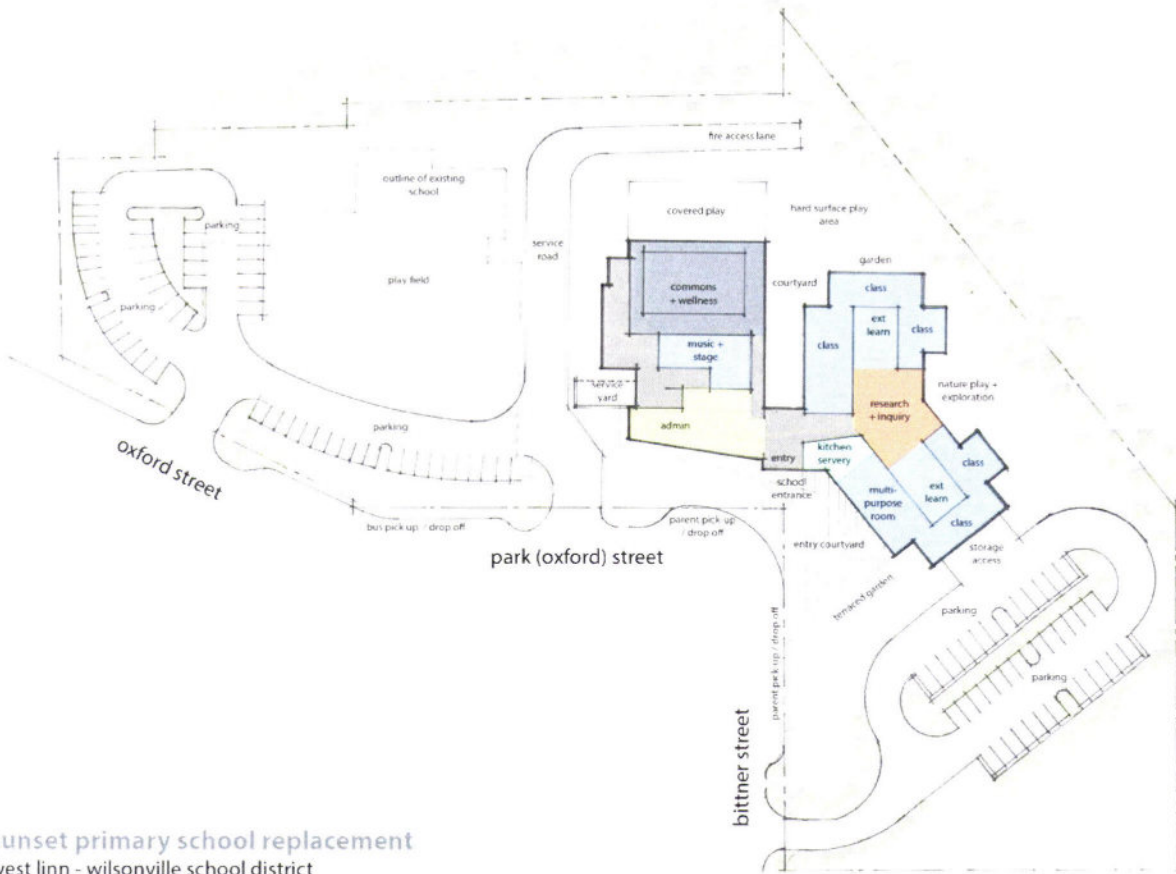
Hope to see you then,

Best Regards,

Remo Douglas, Project Manager



West Linn – Wilsonville Schools



sunset primary school replacement
west linn - wilsonville school district



West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'

OWNER1	NEIGHBOR	OWNER/ADDR	OWNER/CITY	OWNER/STATE	OWNER/ZIP	SITESTRNO	SITEADDR	SITE/STATE	SITE/ZIP
BRYNELSON RICHARD W & JANET E	To Our Neighbor	2151 LONG ST	WEST LINN	OR	97068-3416		2151 2151 LONG ST	WEST LINN	OR 97068-3416
SUPPRESSED NAME	To Our Neighbor	PO BOX 154	WEST LINN	OR	97068-0154		2170 2170 LONG ST	WEST LINN	OR 97068-3403
WILLIAMSON FRANK P	To Our Neighbor	2174 LONG ST	WEST LINN	OR	97068-3403		2174 2174 LONG ST	WEST LINN	OR 97068-3403
CITY OF WEST LINN	To Our Neighbor	22500 SALAMO RD #600	WEST LINN	OR	97068-8306		2175 2175 LONG ST	WEST LINN	OR 97068-3403
CHASWAM PAUL CO-TRUSTEE	To Our Neighbor	173 E BACHELOR ROCK DR	PORT ANGELES	WA	98363-8532		2186 2186 LONG ST	WEST LINN	OR 97068-3405
BUCK ANNE M	To Our Neighbor	2208 LONG ST	WEST LINN	OR	97068-3405		2208 2208 LONG ST	WEST LINN	OR 97068-3405
SOKOL JASON E	To Our Neighbor	2224 LONG ST	WEST LINN	OR	97068-3405		2224 2224 LONG ST	WEST LINN	OR 97068-3405
MORRISON JENNIFER J TRUSTEE	To Our Neighbor	22510 OREGON CITY LOOP	WEST LINN	OR	97068-3418		22510 22510 OREGON CITY LOOP	WEST LINN	OR 97068-3418
DWINELL GEORGE K & DEBRA M	To Our Neighbor	22531 OREGON CITY LOOP	WEST LINN	OR	97068-3440		22531 22531 OREGON CITY LOOP	WEST LINN	OR 97068-3440
ALKAYED NABIL J	To Our Neighbor	22550 OREGON CITY LOOP	WEST LINN	OR	97068-3418		22550 22550 OREGON CITY LOOP	WEST LINN	OR 97068-3418
ULRICH CANDACE	To Our Neighbor	22601 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22601 22601 OREGON CITY LOOP	WEST LINN	OR 97068-3404
CONVERSE TYLER S & LORRAINE L	To Our Neighbor	22651 CLARK ST	WEST LINN	OR	97068-3451		22651 22651 CLARK ST	WEST LINN	OR 97068-3451
STARR MILO A TRUSTEE	To Our Neighbor	22651 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22651 22651 OREGON CITY LOOP	WEST LINN	OR 97068-3404
LEONARD PATRICK F	To Our Neighbor	22691 CLARK ST	WEST LINN	OR	97068-3451		22691 22691 CLARK ST	WEST LINN	OR 97068-3451
HUDSON LARRY M & VINA C WINTERS	To Our Neighbor	22691 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22691 22691 OREGON CITY LOOP	WEST LINN	OR 97068-3404
BUIZZ GADY & DAWN	To Our Neighbor	22705 OREGON CITY LOOP	WEST LINN	OR	97068-3419		22705 22705 OREGON CITY LOOP	WEST LINN	OR 97068-3419
KLINKENBERG CHARLES E & DIANE P	To Our Neighbor	22710 OREGON CITY LOOP	WEST LINN	OR	97068-3421		22710 22710 OREGON CITY LOOP	WEST LINN	OR 97068-3421
ASH FREDERICK & SUSAN	To Our Neighbor	PO BOX 246	WEST LINN	OR	97068-0246		22741 22741 OREGON CITY LOOP	WEST LINN	OR 97068-3419
MATTIS MARIA H	To Our Neighbor	22750 OREGON CITY LOOP	WEST LINN	OR	97068-3421		22750 22750 OREGON CITY LOOP	WEST LINN	OR 97068-3421
FREDRICKS BRIAN M & RACHEL R	To Our Neighbor	22751 CLARK ST	WEST LINN	OR	97068-3447		22751 22751 CLARK ST	WEST LINN	OR 97068-3447
HOHL TIMOTHY D & VALERIE J	To Our Neighbor	22771 CLARK ST	WEST LINN	OR	97068-3447		22771 22771 CLARK ST	WEST LINN	OR 97068-3447
LEWIS MARK A	To Our Neighbor	22791 CLARK ST	WEST LINN	OR	97068-3447		22791 22791 CLARK ST	WEST LINN	OR 97068-3447
BURCH SHIRLEY A	To Our Neighbor	991 E MT WRIGHTSTON LOOP	GREEN VALLEY	AZ	85614-6051		22791 22791 CLARK ST	WEST LINN	OR 97068-3447
COWAN CARL C & CATHERINE R	To Our Neighbor	22820 OREGON CITY LOOP	WEST LINN	OR	97068-3447		22791 22791 CLARK ST	WEST LINN	OR 97068-3447
TOROK JOAN M & THAVORN	To Our Neighbor	22821 OREGON CITY LOOP	WEST LINN	OR	97068-3447		22821 22821 CLARK ST	WEST LINN	OR 97068-3447
CRAFT SCOTT A & MARLA M	To Our Neighbor	22821 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3438
MALISZEWSKI STEPHEN P	To Our Neighbor	7316 SW VIRGINIA AVE	PORTLAND	OR	97219-3039		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3437
GODDARD TERESA	To Our Neighbor	5665 RIVER ST	WEST LINN	OR	97068-3240		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3437
SMITH JOHN W II & S	To Our Neighbor	22851 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3438
JONES MICHAEL K & DENISE M	To Our Neighbor	22860 OREGON CITY UNIT LO	WEST LINN	OR	97068-3437		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3437
BELL ELENA S & ROBERT J	To Our Neighbor	22871 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3438
MITCHELL MELVIN C TRUSTEE	To Our Neighbor	27130 SE CURRIN RD	ESTACADA	OR	97023-8721		22821 22821 OREGON CITY LOOP	WEST LINN	OR 97068-3438
THOMPSON CHRISTOPHER L TRUSTEE	To Our Neighbor	22890 OREGON CITY LOOP	WEST LINN	OR	97068-3437		22890 22890 OREGON CITY LOOP	WEST LINN	OR 97068-3437
WILSON MARC A & EMILIE JO	To Our Neighbor	2290 LONG ST	WEST LINN	OR	97068-3405		2290 2290 LONG ST	WEST LINN	OR 97068-3405
LEE CHRISTOPHER S & ELIZABETH	To Our Neighbor	22911 CLARK ST	WEST LINN	OR	97068-3445		22911 22911 CLARK ST	WEST LINN	OR 97068-3445
HANSON MARK R & MOLLY JOHAN	To Our Neighbor	22931 CLARK ST	WEST LINN	OR	97068-3445		22931 22931 CLARK ST	WEST LINN	OR 97068-3445
HATHWAY JEFF	To Our Neighbor	2294 LONG ST	WEST LINN	OR	97068-3405		2294 2294 LONG ST	WEST LINN	OR 97068-3405
SHROYER JAMES B & SHAUNA L	To Our Neighbor	2320 LONG ST	WEST LINN	OR	97068-3407		2320 2320 LONG ST	WEST LINN	OR 97068-3407
SPEAR GARY V & BARBARA J	To Our Neighbor	2340 LONG ST	WEST LINN	OR	97068-3407		2340 2340 LONG ST	WEST LINN	OR 97068-3407
WEST LINN-WILS SCH DIST #3J	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738		2351 2351 OXFORD ST	WEST LINN	OR 97068-3899
CALLAHAN JAMES & AMANDA	To Our Neighbor	2481 OREGON CITY BLVD	WEST LINN	OR	97068-3411		2380 2380 LONG ST	WEST LINN	OR 97068-3407
GROVES JENNIFER A F & FREDERICK	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2503 2503 OREGON CITY BLVD	WEST LINN	OR 97068-3400
BURKE DAVID M TRUSTEE	To Our Neighbor	3000 STONBRIDGE WAY	LAKE OSWEGO	OR	97034-5142		2507 2507 YORK ST	WEST LINN	OR 97068-3852
PANICHELLO JOHNNY S TRUSTEE	To Our Neighbor	2510 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2510 2510 OREGON CITY BLVD	WEST LINN	OR 97068-3410
ARAUJO CHRISTOPHER & FRANCES L	To Our Neighbor	2513 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2513 2513 OREGON CITY BLVD	WEST LINN	OR 97068-3400
FADDIS BONNIE J & WILLIAM L	To Our Neighbor	2513 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2513 2513 YORK ST	WEST LINN	OR 97068-3852
BURT BRANDON & MEGAN	To Our Neighbor	1165 SW BORLAND RD	WEST LINN	OR	97068-9143		2520 2520 OREGON CITY BLVD	WEST LINN	OR 97068-3400
MCKAY KEVIN S & SHARON R	To Our Neighbor	2523 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2523 2523 OREGON CITY BLVD	WEST LINN	OR 97068-3400
PALACIOS ANDRES F	To Our Neighbor	2533 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2533 2533 OREGON CITY BLVD	WEST LINN	OR 97068-3400
HOUSTON MARC R J TRUSTEE	To Our Neighbor	801 NICOLE CT	WEST LINN	OR	97068-4042		2533 2533 YORK ST	WEST LINN	OR 97068-3852
DOCKAL ANTHONY F	To Our Neighbor	2539 CAMBRIDGE ST	WEST LINN	OR	97068-3805		2539 2539 CAMBRIDGE ST	WEST LINN	OR 97068-3805
GOMEZ MICHAEL R & CHRISTINA	To Our Neighbor	2540 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2540 2540 CAMBRIDGE ST	WEST LINN	OR 97068-3810
BARBER CAROL A	To Our Neighbor	2543 YORK ST	WEST LINN	OR	97068-3852		2543 2543 YORK ST	WEST LINN	OR 97068-3852
PEET PAMELA J	To Our Neighbor	2550 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2550 2550 CAMBRIDGE ST	WEST LINN	OR 97068-3810
BROWN TIMOTHY A	To Our Neighbor	2550 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2550 2550 OREGON CITY BLVD	WEST LINN	OR 97068-3410
VANDOMELEN CAROLE	To Our Neighbor	2550 OXFORD ST	WEST LINN	OR	97068-3840		2550 2550 OREGON CITY BLVD	WEST LINN	OR 97068-3410
HARRINGTON PATRICK R	To Our Neighbor	2551 CAMBRIDGE ST	WEST LINN	OR	97068-3805		2551 2551 OXFORD ST	WEST LINN	OR 97068-3840
MILLER IRENE	To Our Neighbor								
MITCHELL LEORA E	To Our Neighbor								



West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'

OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITESTATE	SITEZIP
ROGERS JUSTIN	To Our Neighbor	2560 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2560 2560 OREGON CITY BLVD	OR	97068-3410
ABERCROMBIE GREGORY P	To Our Neighbor	2567 YORK ST	WEST LINN	OR	97068-3852		2567 2567 YORK ST	OR	97068-3852
HORN REBECCA M TRUSTEE	To Our Neighbor	2675 LANCASTER ST	WEST LINN	OR	97068-3832		2570 2570 CAMBRIDGE ST	OR	97068-3810
SPENCE KIRK C & JEANNETTE M	To Our Neighbor	2570 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2573 2573 CAMBRIDGE ST	OR	97068-3805
BRADLEY TRAVIS DANIEL	To Our Neighbor	227 HORIZON AVE APT 1	VENICE	CA	90291-5320		2580 2580 CAMBRIDGE ST	OR	97068-3810
HINNEBERG RENE O	To Our Neighbor	2580 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2580 2580 OREGON CITY BLVD	OR	97068-3410
TILLEY BILL W	To Our Neighbor	2580 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2590 2590 OREGON CITY BLVD	OR	97068-3410
ATKIN PHILIP J & LYNDIA A	To Our Neighbor	2590 OREGON CITY BLVD	WEST LINN	OR	97068-3840		2593 2593 OXFORD ST	OR	97068-3852
PYLATE NATHAN J & SARA P	To Our Neighbor	2590 OXFORD ST	WEST LINN	OR	97068-3852		2611 2611 YORK ST	OR	97068-3854
SILLS CASSANDRA M	To Our Neighbor	2593 YORK ST	WEST LINN	OR	97068-3854		2620 2620 OXFORD ST	OR	97068-3803
WATTS LILLA	To Our Neighbor	2611 YORK ST	WEST LINN	OR	97068-3803		2621 2621 YORK ST	OR	97068-3854
MARI KIM J	To Our Neighbor	2620 OXFORD ST	WEST LINN	OR	97068-3854		2625 2625 OXFORD ST	OR	97068-3842
GASKILL JASON M	To Our Neighbor	2621 YORK ST	WEST LINN	OR	97068-3854		2631 2631 OXFORD ST	OR	97068-3148
WOEBKE TERRY L & JACKIE A	To Our Neighbor	2625 OXFORD ST	WEST LINN	OR	97068-3842		2634 2634 CAMBRIDGE ST	OR	97068-3807
OWENS CARL R & JUDITH M	To Our Neighbor	5885 SKYLINE DR	WEST LINN	OR	97068-3122		2636 2636 OXFORD ST	OR	97068-3803
TROST JENNIFER L	To Our Neighbor	2634 CAMBRIDGE ST	WEST LINN	OR	97068-3807		2640 2640 OREGON CITY BLVD	OR	97068-3114
HOLLYCREST PROP OF OR LLC	To Our Neighbor	16836 CHERRY CREST DR	LAKE OSWEGO	OR	97034-5973		2650 2650 OREGON CITY BLVD	OR	97068-3114
DAHL WILLIAM V & GENEVA E	To Our Neighbor	2640 OREGON CITY BLVD	WEST LINN	OR	97068-3114		2658 2658 OXFORD ST	OR	97068-3803
DONAHUE TY J & KRISTIN M	To Our Neighbor	2650 OREGON CITY BLVD	WEST LINN	OR	97068-3114		2660 2660 CAMBRIDGE ST	OR	97068-3807
RAMAGE WESLEY A JR & JOANN M	To Our Neighbor	2658 OXFORD ST	WEST LINN	OR	97068-3803		2662 2662 OXFORD ST	OR	97068-3114
5656 LLC	To Our Neighbor	PO BOX 507	BEAVERCREEK	OR	97004-0507		2665 2665 CAMBRIDGE ST	OR	97068-3803
HARDING TODD B	To Our Neighbor	PO BOX 507	WEST LINN	OR	97068-3114		2666 2666 OREGON CITY BLVD	OR	97068-3114
KUEHN JOANN C TRUSTEE	To Our Neighbor	PO BOX 5252	BEAVERTON	OR	97006-0252		2668 2668 OXFORD ST	OR	97068-3803
CHAO SAMBATH U	To Our Neighbor	2664 OXFORD ST	WEST LINN	OR	97068-3803		2671 2671 OREGON CITY BLVD	OR	97068-3114
CLAYTON JAMES W & VERONIKA G	To Our Neighbor	2670 OREGON CITY BLVD	WEST LINN	OR	97068-3114		2680 2680 CAMBRIDGE ST	OR	97068-3807
BURKE DAVID M TRUSTEE	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2680 2680 OREGON CITY BLVD	OR	97068-3114
HAYS PATRICIA E	To Our Neighbor	2680 CAMBRIDGE ST	WEST LINN	OR	97068-3807		2681 2681 OREGON CITY BLVD	OR	97068-3123
MONAHAN MATTHEW & KELLENE	To Our Neighbor	2680 OREGON CITY BLVD	WEST LINN	OR	97068-3114		2685 2685 CAMBRIDGE ST	OR	97068-3863
GALLUSHA RONALD D & NORMA J	To Our Neighbor	2681 OREGON CITY BLVD	WEST LINN	OR	97068-3123		2690 2690 OXFORD ST	OR	97068-3803
FREE DANA M	To Our Neighbor	2685 CAMBRIDGE ST	WEST LINN	OR	97068-3863		2711 2711 OXFORD ST	OR	97068-3809
FRANCIS JEFFREY D	To Our Neighbor	PO BOX 644	GLADSTONE	OR	97027-0644		4614 4614 BITTNER ST	OR	97068-3401
CONTLA MITCHELL R & JENNIFER	To Our Neighbor	2711 OXFORD ST	WEST LINN	OR	97068-3809		4615 4615 EXETER ST	OR	97068-3824
TRJAX MICHAEL J & JAN M	To Our Neighbor	4614 BITTNER ST	WEST LINN	OR	97068-3401		4626 4626 BITTNER ST	OR	97068-3401
HANSEN SUSAN K	To Our Neighbor	4615 EXETER ST	WEST LINN	OR	97068-3824		4627 4627 EXETER ST	OR	97068-3824
SANDERS DEBORAH D	To Our Neighbor	8700 SW YAKIMA CT	TUALATIN	OR	97062-9365		4642 4642 BITTNER ST	OR	97068-3401
GROSS J DARRIN & ANNE K	To Our Neighbor	5201 SW WESTGATE DR STE 300	PORTLAND	OR	97221-2424		4645 4645 EXETER ST	OR	97068-3824
MOYAL NATHAN	To Our Neighbor	941 2ND ST	MUKILTEO	WA	98275-1637		4650 4650 BITTNER ST	OR	97068-3401
FIFE JAMES CAMERON	To Our Neighbor	4645 EXETER ST	WEST LINN	OR	97068-3824		4655 4655 BITTNER ST	OR	97068-3824
DAVIS ROBERT & SHANA	To Our Neighbor	4650 BITTNER ST	WEST LINN	OR	97068-3401		4665 4665 BITTNER ST	OR	97068-3401
WEST LINN-WILS SCHOOL DIST #3JT	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738		4666 4666 BITTNER ST	OR	97068-3401
LAMB NANCY J	To Our Neighbor	4666 BITTNER ST	WEST LINN	OR	97068-3401		4667 4667 EXETER ST	OR	97068-3824
SWERDLICK ROBERT & TERESA	To Our Neighbor	18891 SE SEMPLE RD	DAMASCUS	OR	97089-7841		4669 4669 EXETER ST	OR	97068-3824
MEIER VICTORIA LEE	To Our Neighbor	4669 EXETER ST	WEST LINN	OR	97068-3824		4680 4680 EXETER ST	OR	97068-3819
PULLIAM LEON	To Our Neighbor	4680 BITTNER ST	WEST LINN	OR	97068-3401		4682 4682 SUSSEX ST	OR	97068-3846
SPRAY GLENNA FAE	To Our Neighbor	4680 EXETER ST	WEST LINN	OR	97068-3819		4695 4695 EXETER ST	OR	97068-3824
HEAGY NIKOLAS W & ERICA J	To Our Neighbor	4682 SUSSEX ST	WEST LINN	OR	97068-3846		4696 4696 BITTNER ST	OR	97068-3401
MEYERS FRANK H & KELI D	To Our Neighbor	4695 EXETER ST	WEST LINN	OR	97068-3824		4715 4715 CORNWALL ST	OR	97068-3806
MINKLER JAMES & MUIREL	To Our Neighbor	4696 BITTNER ST	WEST LINN	OR	97068-3401		4720 4720 BITTNER ST	OR	97068-3402
GROSS J DARRIN	To Our Neighbor	16905 CHAPIN WAY	LAKE OSWEGO	OR	97034-6303		4723 4723 CORNWALL ST	OR	97068-3806
WESTENBERGER GRETTA E TRUSTEE	To Our Neighbor	756 ROSEWOOD DR	PALO ALTO	CA	94303-3637		4727 4727 CORNWALL ST	OR	97068-3806
HOMER DAVID C & CANDYCE A	To Our Neighbor	34469 COLVILLE PL	FREMONT	CA	94555-3316		4734 4734 SUSSEX ST	OR	97068-3826
DOBROTH BARBARA J	To Our Neighbor	4727 EXETER ST	WEST LINN	OR	97068-3826		4735 4735 SUSSEX ST	OR	97068-3826
BERRY JENNIFER	To Our Neighbor	4734 SUSSEX ST	WEST LINN	OR	97068-3823		4739 4739 EXETER ST	OR	97068-3848
JOHNS LORRAINE K	To Our Neighbor	4735 SUSSEX ST	WEST LINN	OR	97068-3848		4740 4740 BITTNER ST	OR	97068-3402
BRUNGARDT LISA Y	To Our Neighbor	4739 EXETER ST	WEST LINN	OR	97068-3826		4760 4760 BITTNER ST	OR	97068-3402
VARVEL RICHARD & CHERYL	To Our Neighbor	23842 S BEATIE RD	OREGON CITY	OR	97045-8553		4761 4761 EXETER ST	OR	97068-3826
KHOOC HOCK CHEE & HANSEN CARRIE M	To Our Neighbor	4760 BITTNER ST	WEST LINN	OR	97068-3402		4776 4776 BITTNER ST	OR	97068-3402
GADOTTI BARBARA A	To Our Neighbor	306 SE JUNIPER CT	PRINEVILLE	OR	97754-2328		4777 4777 EXETER ST	OR	97068-3826
BLEDY ROBERT J & NOELLE C	To Our Neighbor	4776 BITTNER ST	WEST LINN	OR	97068-3402				
NICKELSON COLIN L	To Our Neighbor	4777 EXETER ST	WEST LINN	OR	97068-3826				



West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'

OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITECITY	SITESTATE	SITEZIP
GREENLEE DARRELL D	To Our Neighbor	4789 EXETER ST	WEST LINN	OR	97068-3826		4789 4789 EXETER ST	WEST LINN	OR	97068-3826
BLEDY JULIUS M & KATHY M	To Our Neighbor	4790 BITTNER ST	WEST LINN	OR	97068-3402		4790 4790 BITTNER ST	WEST LINN	OR	97068-3402
OTANI KEITH J	To Our Neighbor	4790 EXETER ST	WEST LINN	OR	97068-3821		4790 4790 EXETER ST	WEST LINN	OR	97068-3821
JORDAN STEPHEN WODEHOUSE & ANNE	To Our Neighbor	4833 SUMMIT ST	WEST LINN	OR	97068-3126		4833 4833 SUMMIT ST	WEST LINN	OR	97068-3126
TUCKER WILLIAM H & HELEN B	To Our Neighbor	921 W CLINTON ST	ELMIRA	NY	14905-2155		4835 4835 BONNET DR	WEST LINN	OR	97068-3107
KELLY DAN M & BEVERLY	To Our Neighbor	4239 PHILLIPS CT	LONGVIEW	WA	98632-5176		4839 4839 SUMMIT ST	WEST LINN	OR	97068-3126
HAWKINS DALE A & CLARENCE A	To Our Neighbor	19363 WILLAMETTE DR	WEST LINN	OR	97068-2010		4952 4952 PROSPECT ST	WEST LINN	OR	97068-3125
HASTINGS JANE C	To Our Neighbor	4961 PROSPECT ST	WEST LINN	OR	97068-3116		4961 4961 PROSPECT ST	WEST LINN	OR	97068-3116
SPANKS GARY WILSON & RACHEL	To Our Neighbor	4962 PROSPECT ST	WEST LINN	OR	97068-3125		4962 4962 PROSPECT ST	WEST LINN	OR	97068-3125
GUIST NICHOLAS A	To Our Neighbor	PO BOX 2283	GRESHAM	OR	97030-0636		4965 4965 BONNET DR	WEST LINN	OR	97068-3115
BUBLIES MANFRED W	To Our Neighbor	4971 PROSPECT ST	WEST LINN	OR	97068-3116		4971 4971 PROSPECT ST	WEST LINN	OR	97068-3116
VOKES DOUGLAS R & DOREEN M	To Our Neighbor	4972 PROSPECT ST	WEST LINN	OR	97068-3125		4972 4972 PROSPECT ST	WEST LINN	OR	97068-3125
KIRSCHMANN JEFFERY S & LORI A	To Our Neighbor	4975 BONNET DR	WEST LINN	OR	97068-3115		4975 4975 BONNET DR	WEST LINN	OR	97068-3115
TUFTS ROBERT B	To Our Neighbor	4981 PROSPECT ST	WEST LINN	OR	97068-3116		4981 4981 PROSPECT ST	WEST LINN	OR	97068-3116
STULL DOUGLAS A	To Our Neighbor	4982 PROSPECT ST	WEST LINN	OR	97068-3125		4982 4982 PROSPECT ST	WEST LINN	OR	97068-3125
MARTIN DOUGLAS H & NANCY N	To Our Neighbor	5111 CROWN ST	WEST LINN	OR	97068-3408		5111 5111 CROWN ST	WEST LINN	OR	97068-3408
WINFIELD GERRY & MADONNA RIE	To Our Neighbor	5150 CROWN ST	WEST LINN	OR	97068-3429		5150 5150 CROWN ST	WEST LINN	OR	97068-3429
OLSON SCOTT & KARA GATTO-OLSON	To Our Neighbor	5151 CROWN ST	WEST LINN	OR	97068-3408		5151 5151 CROWN ST	WEST LINN	OR	97068-3408
HINKEL RANDY L & LORI	To Our Neighbor	5190 CROWN ST	WEST LINN	OR	97068-3429		5190 5190 CROWN ST	WEST LINN	OR	97068-3429

Event: Sunset Neighborhood Meeting
 Date: August 20, 2015, 5:30 PM



Name	Address	email	Phone
Sherri Minker	4696 Bittner St	jmink@comcast.net	503-305-7121
Larry Hudson / Nina Winters	22641 Oregon City Lp	LHudson57@comcast.net	503-722-8694
Fred Ash	22741 Oregon City Lp	wepaddle2@comcast	503-616-2760
Carol Van Dornelen	2550 Cambridge St	reetha@aol.com	503 656.7869
Jackie Weebke	2625 Oxford St,		503 655 7540
Terry Weebke	"	woebkete@hotmail.com	"
Ammanda Callahan	2380 Long St	amanda.r.callahan@gymnast.com	503 657-4863
Phil & Lynn Brown	25305 Oregon City Blvd	atkin726@comcast.net	503-557-7623
Hugh Tucker	4835 Bonnet Dr.	whugh.tucker@gmail.com	
Lirk Spence	2570 Oregon City Blvd	kcspence@comcast.net	
Bonnie Faddis	2513 Oregon City Blvd	bonniefaddis@q.com	503-657-4550
Bill & Geneva Dahl	2640 OR CTRY BLVD	dahlbve@hotmail.com	503-655-4352
Troy Bowers	22095 Chelan Lp	Troy.Bowers@msa-exp.com	503.225.9010
Wayne Sparks	22510 Oregon City Loop	Wayne.Sparks1@gmail.com	503-344-4958
Susan Ash	22741 Oregon City Loop	ouchycat@comcast.net	503-342-8730

Event: Sunset Neighborhood Meeting
 Date: August 20, 2015, 5:30 PM



Name	Address	email	Phone
Veronica Clayton	2670 Oregon City Blvd		503-655-3710
Victoria Meier	4669 Exeter Street		503-656-8612
Julius Bledy	4790 Bittner St		503 722 9637
Kristi Donahue	2650 Oregon City Blvd.	kristidonahue@gmail.com	503-939-0548
Jennifer Morrison	2256 Bugachsky Ln	j.morrison.prl@gmail.com	503-344-4958
Candy Ulrich	28501 OC Loop	candylulrich@comcast.net	503-657-2850
Muller, Wendy	28821 Oregon City Loop	over3sons99@comcast.net	503-548-7142



Special Sunset Neighborhood Association Meeting Minutes October 20, 2015

Location: Sunset Primary School - cafeteria

CALL TO ORDER

Randall Jahnsen, President of the Sunset Neighborhood Association (SNA), called the meeting to order at 7:05 p.m.

PRESENT

31 members and guests: WLWV School District representatives and DOWA-IBI Group Architects

The meeting attendance sign-in sheet is in our files and is available upon request.

NO SECRETARY OR TREASURER REPORT GIVEN.

SUNSET SCHOOL DISCUSSION:

Randall Jahnsen introduced officers and guests.

The DOWA-IBI Group Architects presented designs of the new Sunset Primary School to those in attendance. The designs included an overhead view, layouts for both floors, locations and sizes of play field and parking lot, playground equipment configurations, and fire access lanes. Also shown were perspective street level views looking toward the main entrance. The landscape architect went over the location of trees and shrubs on the property.

Concerns and questions brought up:

1. The height of trees around the entrance
2. Will Bittner St be widened? Yes
3. Why do we need 97 parking spots? It's the city's development code based on the size of the school
4. Playground equipment will be open to the public after school hours just like now
5. What the nature play area on the east side of the building going to look like?
They will clear out the undergrowth and trees will be trimmed. And install a 6ft linked fence and work with the neighbors
6. How much is the southern parking subject to change?
7. Water run-off down Exeter St and by the new playing fields will be mitigated with storm water management – treated and 'dripped' out. In addition, several drainage pipes will be installed throughout the property site.
8. The preliminary plan presented at the May 5, 2015 meeting showed that there would be no parking places in the area of Sunset Park purchased by the school. That plan is consistent with the understanding that this would be a staging area to allow for construction, and that it would be returned to its park-like setting. Did the school mislead the public?
9. Location of playground equipment behind the school not visible to the street
10. Can a few of the parking spaces from the south parking lot be moved to the western lot but still retain the fire lane only?
11. Dropping-off and picking-up students near the service road. School will have staff and safety patrol monitor the traffic.
12. Will accommodations be made for a new play structure near the old Sunset Park?



There were very good discussions on the above items at this site concept stage, and it was agreed the neighborhood would participate in the School District's process in order to ensure the mutual interests of the school and the neighborhood are met. The next meeting on November 10th is to permit these discussions to continue.

ADJOURNMENT

With no further business before the SNA, the President adjourned the meeting at 8:48pm.

****** Special meeting – Remo Douglas, project manager for the new Sunset Primary School – Tuesday, November 10th @ Sunset School cafeteria @ 7pm ******

****Next quarterly meeting Tuesday, January 26, 2016 @ 7pm****

Respectfully submitted by Doreen Vokes, Secretary of the SNA.

Association info and meeting minutes, or for general City information, Visit www.ci.west-linn.or.us Please see the link for our new Facebook page <https://www.facebook.com/sunsetneighborhoodwestlinn>

SNA OFFICERS

President,	Randall Jahnsen	SunsetNA@westlinnoregon.gov
Vice President,	<i>open</i>	SunsetNA@westlinnoregon.gov
Secretary/Treasurer,	Doreen Vokes	SunsetNA@westlinnoregon.gov

For association info and meeting minutes, or for general city information, visit

www.westlinnoregon.gov





West Linn - Wilsonville School District
 Sunset Neighborhood Association Meeting
 Tuesday, October 20, 2015

Name	Address	Email
Bruce Kerr	2540 Oregon City Blvd	bruce.kerr@volspa.com
Amanda Callahan	2380 Long St	amanda.r.callahan@gmail.com
Dona + Doreen Vokes		
Frank Craft	22821 Oregon City Ip Wl	Frank.Craft4500@gmail.com
Richard/Cheryl Varvel	23842 S Bearie Rd OC	richardvarvel@hotmail.com
Terry + Jackie Woeblee	2625 Oxford St. WL	woebkete@hotmail.com
Suzie + Eliza Rogers	2560 Oregon City Blvd	aeranes02@gmail.com
Jennifer Morrison	12510 Oregon City Lp	jmorrison.pt1@gmail.com
Bill + Genevieve Dahl	2640 Oregon City Blvd.	dahlbv@hotmail.com
Nancy Lamb	4666 Pittner St.	
Stephanie		
Stephanie + Natalie Chs	22790 Oregon City Lp	stephce.xenopi.com
Rob + Noelle Bledy	4726 Pittner St	robnoelle@comcast.net
Kristin Dromb	2650 Oregon City	kdromb@monklyn.com
Fred + Susan Ash	2274 Oregon City Lp	wepaddie26@gmail.com
KIM KUSMANN	2170 Long St. WL, OR	INSPECTORKL50@COMCAST.NET
Rob + Noelle Bledy	4776 Pittner St. WL.	robnoelle@comcast.net
Matt + Janne Wolf	5350 Windsor Terrace	janne.wolf@gmail.com
Jennie + Eddie Khoo	4760 Pittner St	Carichansoni@gmail.com

West Linn - Wilsonville School District
 Sunset Neighborhood Association Meeting
 Tuesday, October 20, 2015



Name	Address	Email
Emily Guerrero	4563 Exeter Street	emilyguerrero@gmail.com
Barbara Sabrota	4727 " "	bobrota@comcast.net



West Linn – Wilsonville Schools

PUBLIC NOTICE

THE PUBLIC IS INVITED to attend a Sunset Neighborhood Association Meeting to discuss the proposed Construction of a New Sunset Primary School at West Linn – Wilsonville School District's Sunset Primary School site

**November 10, 2015 at 7:00 pm
Sunset Primary School
2351 Oxford St
West Linn, OR 97068**

Property Information:

- LOCATION: Sunset Primary School
- ADDRESS: 2351 Oxford St
West Linn, OR 97068
- DESCRIPTION: Parcel Number 00386987
Assessor's Map 21E25DC05800

Improvements Description:

The major elements of this work include:

- Construction of new Sunset Primary School at the current school site
- New playground and playfield
- New parking and student drop-off areas
- New sidewalks along school frontage

This is an informal meeting to discuss the improvements planned for the Sunset Primary School site. This meeting is in support of a Conditional Use and Class I Design Review application to the city of West Linn. The plan may be modified or altered prior to actual submittal.

For further information, please contact Amy Berger, West Linn – Wilsonville School District 503-673-7977; or visit us on the web at www.bond.wlww.k12.or.us. Concerned citizens are also encouraged to contact their neighborhood association president, or their association designee, with any questions that they may want to relay to the school district.

Notice Dated October 20, 2015

Department of Operations
2755 SW Borland Road • Tualatin OR 97062 • 503-673-7995 • www.wlww.k12.or.us



Re-Imagining Sunset





West Linn-Wilsonville School District



DULL OLSON WEEKES
architects inc.

October 1, 2007

WEST LINN - WILSONVILLE
SCHOOL DISTRICT

SUNSET PRIMARY SCHOOL
BUILDING EVALUATION

OCTOBER 1, 2007

519 SW WASHINGTON ST. #200 | PORTLAND, OR 97204
P: 503 226 6950 F: 503 273 9192 | www.dowk.com



Sunset Primary Committee Report to Superintendent

November 19, 2007

The Task force charge at the time was to:

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.
 - Committee in November, 2007

The recommendations of that task force were to:

1. Raze the current Sunset Primary facility and,
2. Rebuild a replacement school at Oppenlander field.



November 2009 Task Force

- Develop a recommendation for locating a new Sunset Primary.
- Task Force Recommendation:
 1. Reconstruct at current Sunset site
 - With additional land
 - Smaller school building if necessary
 - Jointly planned use of Sunset Park with City of West Linn
 - Maintain Oppenlander for all West Linn Schools



May 18, 2010

- Ballot Measure 3-358
- Voters approve sale of portion of Sunset Park to school district



Exchange Agreement between City of West Linn and West Linn – Wilsonville School District February 15, 2011

- City Property Use Limitations. District agrees to use its best efforts to cooperate with City when master planning the City Property and adjoining school property owned by District, so as to maximize recreational opportunities while preserving significant trees to the extent practical while meeting District's requirements to replace the Sunset Primary School.

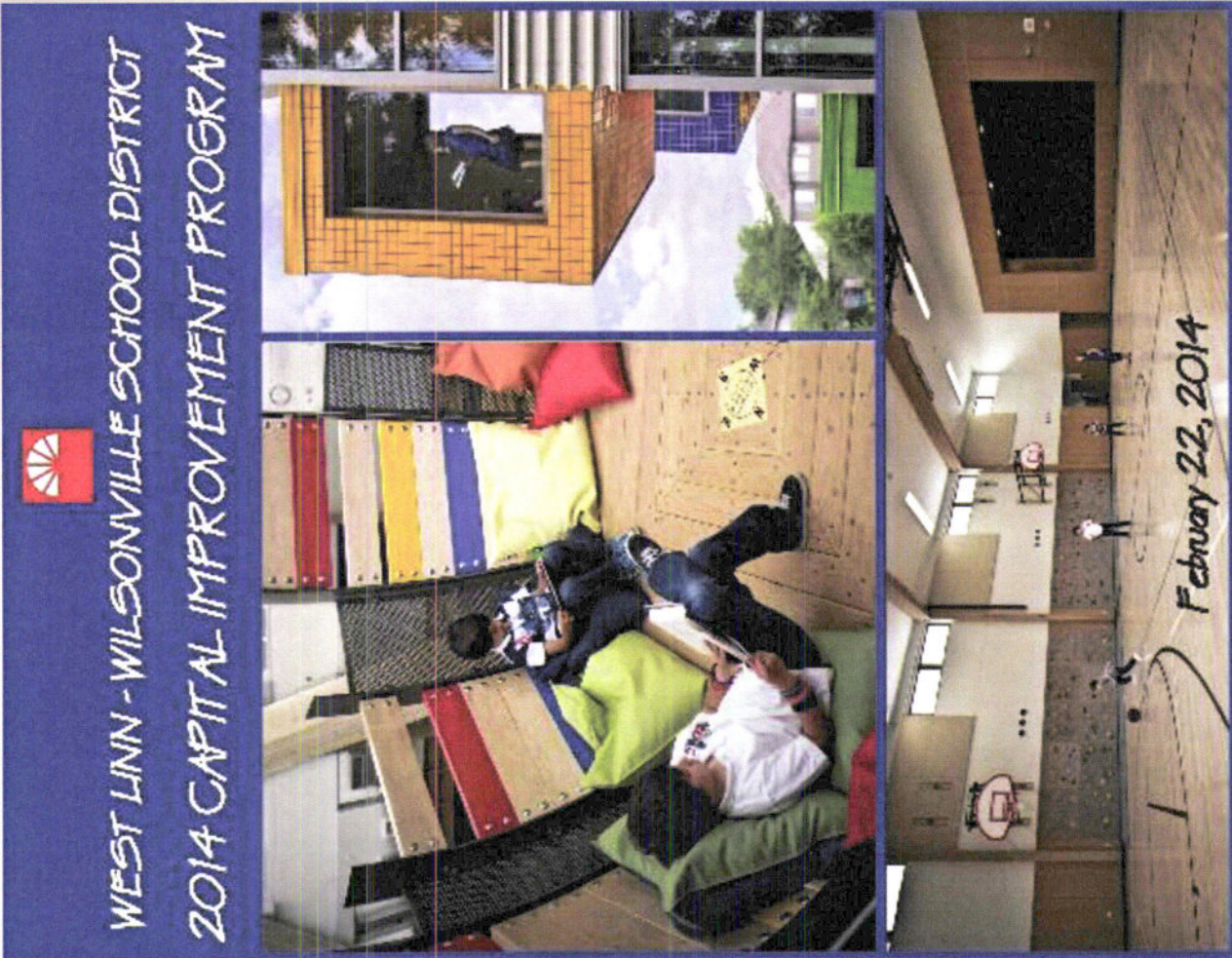


West Linn-Wilsonville
School District



New Sunset Primary Replacement School

November 2014
Ballot Measure 3-456





West Linn-Wilsonville School District





West Linn-Wilsonville School District





West Linn-Wilsonville School District



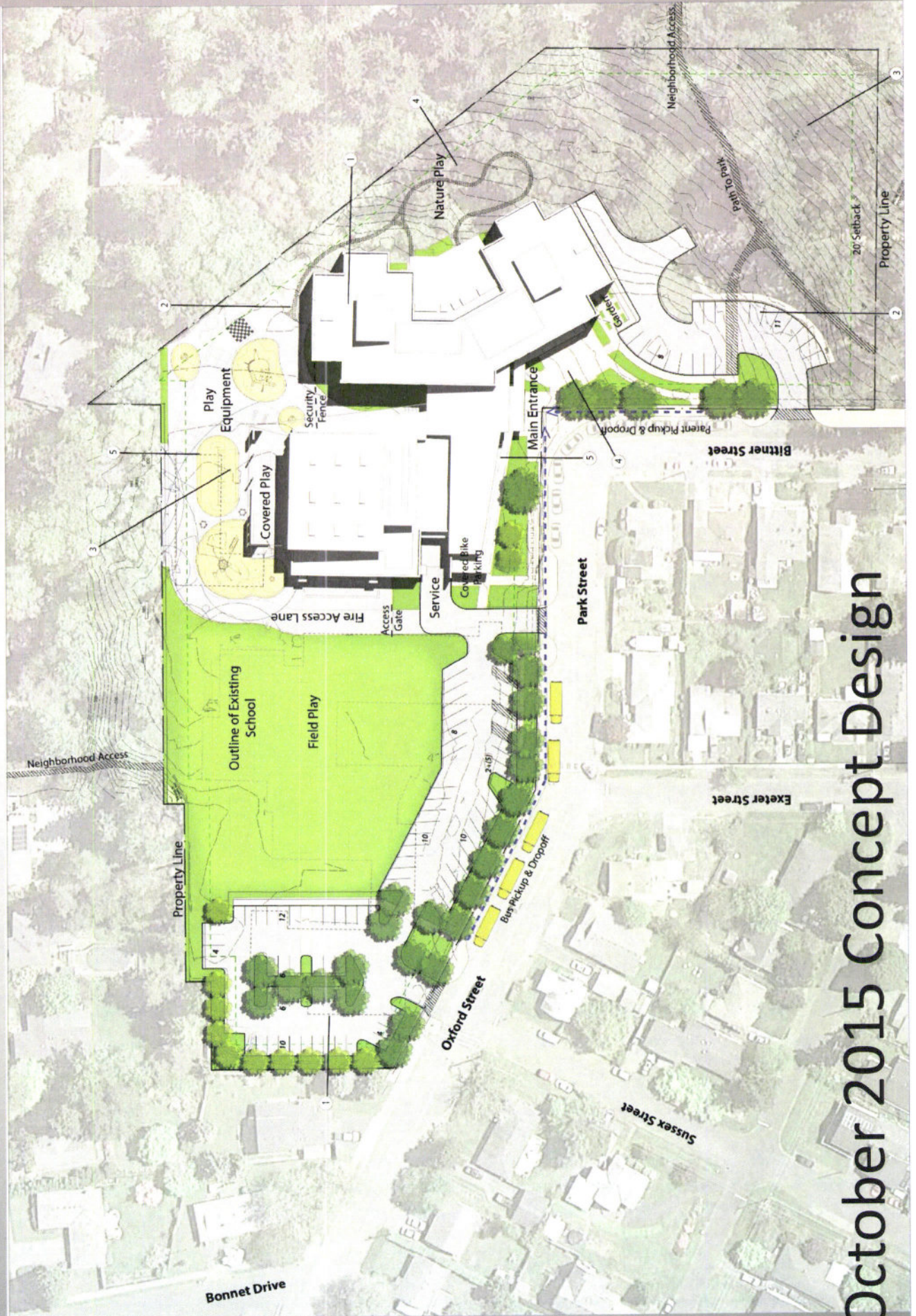


West Linn-Wilsonville School District





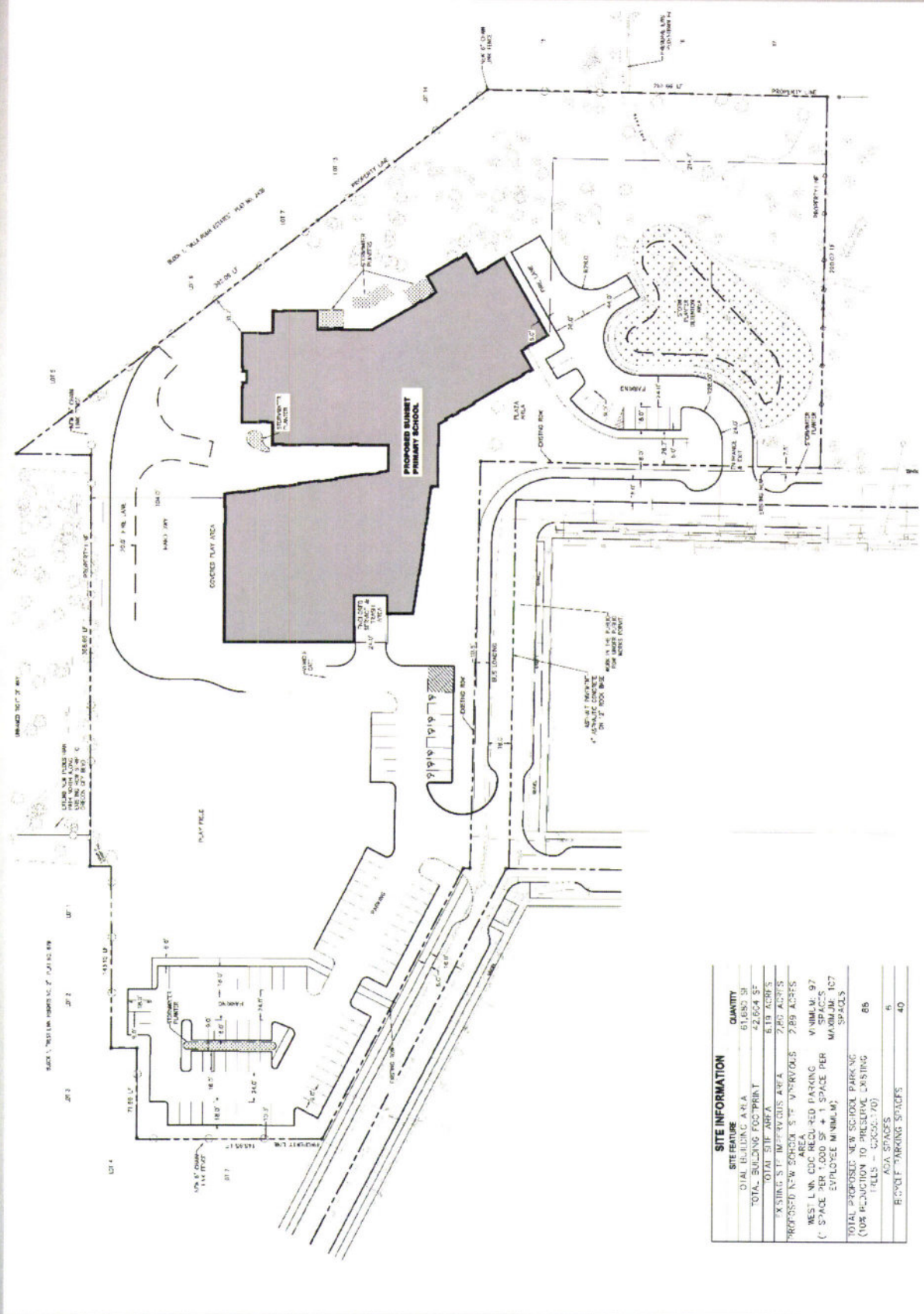
West Linn-Wilsonville School District



October 2015 Concept Design



West Linn-Wilsonville School District



SITE INFORMATION	
SITE FEATURE	QUANTITY
TOTAL BUILDING AREA	61,680 SF
TOTAL BUILDING FOOTPRINT	42,664 SF
TOTAL SITE AREA	6.19 ACRES
EXISTING SITE IMPROVEMENTS AREA	2.89 ACRES
PROPOSED NEW SCHOOL SITE IMPROVEMENTS AREA	3.29 ACRES
WEST Linn COCKED PLAY DECK	MINIMUM 97 SPACES
PLAY FIELD	MINIMUM 107 SPACES
TOTAL PROPOSED NEW SCHOOL PARKING (NOW REDUCED TO PRESERVE EXISTING TREES AND SPACES TO GO)	65
EXISTING PARKING SPACES	6
TOTAL PARKING SPACES	40



AFFIDAVIT

I, Remo Douglas so hereby solemnly attest that the following statement is true.

Signage for the public notice of the West Linn – Wilsonville School District land use application presentation to the Sunset Neighborhood Association meeting was posted on or before October 20, 2015. A copy of the sign is attached.

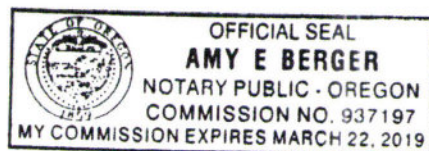
Remo Douglas:  Date: 10-21-15

State of Oregon

County of Clackamas

Signed or attested before me on October 21, 2015
by Remo Douglas, Notary Public State of Oregon.
My Commission expires: March 22, 2019

Notary: 





AFFIDAVIT

I, Remo Douglas so hereby solemnly attest that the following statement is true.

A copy of the letter to officers of the Sunset Neighborhood Association and property owners within 500 feet of the proposed structure was mailed on October 19, 2015. A copy of the mailing list with names and addresses is attached.

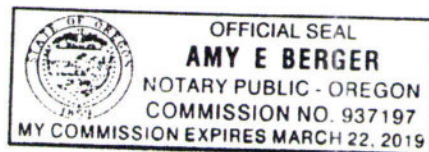
Remo Douglas: *R.D.G.* Date: 10-21-15

State of Oregon

County of Clackamas

Signed or attested before me on October 21, 2015
by Remo Douglas, Notary Public State of Oregon.
My Commission expires: March 22, 2019

Notary: *Amy E Berger*





West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'

OWNER1	NEIGHBOR	OWNERADDR	OWNERCTCY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITESTATE	SITEZIP
BRYNELSON RICHARD W & JANET E	To Our Neighbor	2151 LONG ST	WEST LINN	OR	97068-3416		2151 2151 LONG ST	OR	97068-3416
SUPPRESSED NAME	To Our Neighbor	PO BOX 154	WEST LINN	OR	97068-0154		2170 2170 LONG ST	OR	97068-3403
WILLIAMSON FRANK P	To Our Neighbor	2174 LONG ST	WEST LINN	OR	97068-3403		2174 2174 LONG ST	OR	97068-3403
CITY OF WEST LINN	To Our Neighbor	22500 SALAMAO RD #600	WEST LINN	OR	97068-8306		2175 2175 LONG ST	OR	97068
CHASMAN PAUL CO-TRUSTEE	To Our Neighbor	173 E BACHELOR ROCK DR	PORT ANGELES	WA	98363-8532		2186 2186 LONG ST	OR	97068-3403
BUCK ANNE M	To Our Neighbor	2208 LONG ST	WEST LINN	OR	97068-3405		2208 2208 LONG ST	OR	97068-3405
SOKOL JASON E	To Our Neighbor	2224 LONG ST	WEST LINN	OR	97068-3405		2224 2224 LONG ST	OR	97068-3405
MORRISON JENNIFER J TRUSTEE	To Our Neighbor	22510 OREGON CITY LOOP	WEST LINN	OR	97068-3418		22510 22510 OREGON CITY LOOP	OR	97068-3418
DWINELL GEORGE K & DEBRA M	To Our Neighbor	22531 OREGON CITY LOOP	WEST LINN	OR	97068-3440		22531 22531 OREGON CITY LOOP	OR	97068-3440
AIKAYED NABIL J	To Our Neighbor	22550 OREGON CITY LOOP	WEST LINN	OR	97068-3418		22550 22550 OREGON CITY LOOP	OR	97068-3418
ULIRICH CANDACE	To Our Neighbor	22601 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22601 22601 OREGON CITY LOOP	OR	97068-3404
CONVERSE TYLER S & LORRAINE L	To Our Neighbor	22651 CLARK ST	WEST LINN	OR	97068-3451		22651 22651 CLARK ST	OR	97068-3451
STARR MILO A TRUSTEE	To Our Neighbor	22651 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22651 22651 OREGON CITY LOOP	OR	97068-3404
LEONARD PATRICK F	To Our Neighbor	22691 CLARK ST	WEST LINN	OR	97068-3451		22691 22691 CLARK ST	OR	97068-3451
HUDSON LARRY M & VINA C WINTERS	To Our Neighbor	22691 OREGON CITY LOOP	WEST LINN	OR	97068-3404		22691 22691 OREGON CITY LOOP	OR	97068-3404
BUTZ GADY & DAWN	To Our Neighbor	22705 OREGON CITY LOOP	WEST LINN	OR	97068-3419		22705 22705 OREGON CITY LOOP	OR	97068-3419
KLINKENBERG CHARLES E & DIANE P	To Our Neighbor	22710 OREGON CITY LOOP	WEST LINN	OR	97068-3421		22710 22710 OREGON CITY LOOP	OR	97068-3421
ASH FREDERICK & SUSAN	To Our Neighbor	PO BOX 246	WEST LINN	OR	97068-0246		22741 22741 OREGON CITY LOOP	OR	97068-3419
MATTIS MARIA H	To Our Neighbor	22751 CLARK ST	WEST LINN	OR	97068-3447		22751 22751 CLARK ST	OR	97068-3447
FREDRICKS BRIAN M & RACHEL R	To Our Neighbor	22750 OREGON CITY LOOP	WEST LINN	OR	97068-3421		22750 22750 OREGON CITY LOOP	OR	97068-3421
HOHL TIMOTHY D & VALERIE J	To Our Neighbor	22790 CLARK ST	WEST LINN	OR	97068-3447		22790 22790 OREGON CITY LOOP	OR	97068-3447
CHA STEPHANIE & ERIC	To Our Neighbor	22790 OREGON CITY LOOP	WEST LINN	OR	97068-3421		22790 22790 OREGON CITY LOOP	OR	97068-3421
LEWIS MARK A	To Our Neighbor	22791 CLARK ST	WEST LINN	OR	97068-3447		22791 22791 CLARK ST	OR	97068-3447
BURCH SHIRLEY A	To Our Neighbor	991 E MT WRIGHTSTON LOOP	GREEN VALLEY	AZ	85614-6051		22791 22791 OREGON CITY LOOP	OR	97068-3438
COWAN CARL C & CATHERINE R	To Our Neighbor	22820 OREGON CITY LOOP	WEST LINN	OR	97068-3437		22820 22820 OREGON CITY LOOP	OR	97068-3437
TOROK JOAN M & THAYORN	To Our Neighbor	22821 CLARK ST	WEST LINN	OR	97068-3447		22821 22821 CLARK ST	OR	97068-3447
CRAFT SCOTT A & MARLA M	To Our Neighbor	22821 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22821 22821 OREGON CITY LOOP	OR	97068-3438
MALUSZEWSKI STEPHEN P	To Our Neighbor	7316 SW VIRGINIA AVE	PORTLAND	OR	97219-3039		22831 22831 OREGON CITY LOOP	OR	97068-3438
GODDARD TERESA	To Our Neighbor	5665 RIVER ST	WEST LINN	OR	97068-3240		2284 2284 LONG ST	OR	97068-3405
SMITH JOHN W II & S	To Our Neighbor	22851 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22851 22851 OREGON CITY LOOP	OR	97068-3405
JONES MICHAEL K & DENISE M	To Our Neighbor	22860 OREGON CITY UNIT LO	WEST LINN	OR	97068-3437		22860 22860 OREGON CITY LOOP	OR	97068-3437
BELL ELENA S & ROBERT J	To Our Neighbor	22871 OREGON CITY LOOP	WEST LINN	OR	97068-3438		22871 22871 OREGON CITY LOOP	OR	97068-3438
MITCHELL MELVIN C TRUSTEE	To Our Neighbor	27130 SE CURRIN RD	ESTACADA	OR	97023-8721		22881 22881 OREGON CITY LOOP	OR	97068-3438
THOMPSON CHRISTOPHER L TRUSTEE	To Our Neighbor	22890 OREGON CITY LOOP	WEST LINN	OR	97068-3437		22890 22890 OREGON CITY LOOP	OR	97068-3437
WILSON MARC A & EMMIE JO	To Our Neighbor	2290 LONG ST	WEST LINN	OR	97068-3405		2290 2290 LONG ST	OR	97068-3405
LEE CHRISTOPHER S & ELIZABETH	To Our Neighbor	22911 CLARK ST	WEST LINN	OR	97068-3445		22911 22911 CLARK ST	OR	97068-3445
HANSON MARK R & MOLLY JOHAN	To Our Neighbor	22931 CLARK ST	WEST LINN	OR	97068-3445		22931 22931 CLARK ST	OR	97068-3445
HATHAWAY JEFF	To Our Neighbor	2294 LONG ST	WEST LINN	OR	97068-3405		2294 2294 LONG ST	OR	97068-3405
SHROYER JAMES B & SHAUNA L	To Our Neighbor	2320 LONG ST	WEST LINN	OR	97068-3407		2320 2320 LONG ST	OR	97068-3407
SPEAR GARY V & BARBARA J	To Our Neighbor	2340 LONG ST	WEST LINN	OR	97068-3407		2340 2340 LONG ST	OR	97068-3407
WEST LINN-WILS SCH DIST #3J	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738		2351 2351 OXFORD ST	OR	97068-3899
CALLAHAN JAMES & AMANDA	To Our Neighbor	2380 LONG ST	WEST LINN	OR	97068-3407		2380 2380 LONG ST	OR	97068-3407
BURKE DAVID M TRUSTEE	To Our Neighbor	2481 OREGON CITY BLVD	WEST LINN	OR	97068-3411		2481 2481 OREGON CITY BLVD	OR	97068-3411
PANICHELLO JOHNNY S TRUSTEE	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2503 2503 OREGON CITY BLVD	OR	97068-3400
ARAUJO CHRISTOPHER & FRANCES L	To Our Neighbor	3000 STONEBRIDGE WAY	LAKE OSWEGO	OR	97034-5142		2507 2507 YORK ST	OR	97068-3852
FADDI BONNIE J & WILLIAM L	To Our Neighbor	2510 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2510 2510 OREGON CITY BLVD	OR	97068-3410
BURT BRANDON & MEGAN	To Our Neighbor	1163 SW BORLAND RD	WEST LINN	OR	97068-3400		2513 2513 YORK ST	OR	97068-3852
MCKAY KEVIN S & SHARON R	To Our Neighbor	2520 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2520 2520 OREGON CITY BLVD	OR	97068-3410
PALACIOS ANDRES F	To Our Neighbor	2523 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2523 2523 OREGON CITY BLVD	OR	97068-3400
HOUSTON MARC R J TRUSTEE	To Our Neighbor	2533 OREGON CITY BLVD	WEST LINN	OR	97068-3400		2533 2533 OREGON CITY BLVD	OR	97068-3400
DOCEKAL ANTHONY F	To Our Neighbor	801 NICOLE CT	WEST LINN	OR	97068-3805		2533 2533 YORK ST	OR	97068-3852
GOMEZ MICHAEL R & CHRISTINA	To Our Neighbor	2539 CAMBRIDGE ST	WEST LINN	OR	97068-3805		2539 2539 CAMBRIDGE ST	OR	97068-3805
BARBER CAROL A	To Our Neighbor	2540 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2540 2540 CAMBRIDGE ST	OR	97068-3810
PEET PAMELA J	To Our Neighbor	2540 OREGON CITY BLVD	WEST LINN	OR	97068		2540 2540 OREGON CITY BLVD	OR	97068-3410
BROWN TIMOTHY A	To Our Neighbor	2543 YORK ST	WEST LINN	OR	97068-3852		2543 2543 YORK ST	OR	97068-3852
VANDONMELEN CAROLE	To Our Neighbor	2550 CAMBRIDGE ST	WEST LINN	OR	97068-3810		2550 2550 CAMBRIDGE ST	OR	97068-3810
HARRINGTON PATRICK R	To Our Neighbor	2550 OREGON CITY BLVD	WEST LINN	OR	97068-3410		2550 2550 OREGON CITY BLVD	OR	97068-3410
MILLER IRENE	To Our Neighbor	2550 OXFORD ST	WEST LINN	OR	97068-3840		2550 2550 OXFORD ST	OR	97068-3840
MITCHELL LEORA E	To Our Neighbor	2551 CAMBRIDGE ST	WEST LINN	OR	97068-3805		2551 2551 CAMBRIDGE ST	OR	97068-3805



West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'

OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERSZTRNO	SITEADDR	SITESTRNO	SITECTY	SITESTATE	SITEZIP
ROGERS JUSTIN	To Our Neighbor	2560 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2560 2560 OREGON CITY BLVD		WEST LINN	OR	97068-3410
ABERCROMBIE GREGORY P	To Our Neighbor	2567 YORK ST	WEST LINN	OR	97068-3852	2567 2567 YORK ST		WEST LINN	OR	97068-3852
HORN REBECCA M TRUSTEE	To Our Neighbor	2675 LANCASTER ST	WEST LINN	OR	97068-3832	2570 2570 CAMBRIDGE ST		WEST LINN	OR	97068-3810
SPENCE KIRK C & JEANETTE M	To Our Neighbor	2570 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2570 2570 OREGON CITY BLVD		WEST LINN	OR	97068-3410
BRADLEY TRAVIS DANIEL	To Our Neighbor	227 HORIZON AVE APT 1	VENICE	CA	90291-5320	2573 2573 CAMBRIDGE ST		WEST LINN	OR	97068-3805
HINNEBERG RENE O	To Our Neighbor	2580 CAMBRIDGE ST	WEST LINN	OR	97068-3810	2580 2580 CAMBRIDGE ST		WEST LINN	OR	97068-3810
TILLEY BILL W	To Our Neighbor	2580 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2580 2580 OREGON CITY BLVD		WEST LINN	OR	97068-3410
ATKIN PHILIP J & LYNDA A	To Our Neighbor	2590 OREGON CITY BLVD	WEST LINN	OR	97068-3840	2590 2590 OREGON CITY BLVD		WEST LINN	OR	97068-3410
PLYLATE NATHAN J & SARA P	To Our Neighbor	2590 OXFORD ST	WEST LINN	OR	97068-3852	2593 2593 YORK ST		WEST LINN	OR	97068-3852
SILLS CASSANDRA M	To Our Neighbor	2593 YORK ST	WEST LINN	OR	97068-3852	2611 2611 YORK ST		WEST LINN	OR	97068-3854
WAITS LILLA	To Our Neighbor	2611 YORK ST	WEST LINN	OR	97068-3803	2620 2620 OXFORD ST		WEST LINN	OR	97068-3803
MARI KIM J	To Our Neighbor	2620 OXFORD ST	WEST LINN	OR	97068-3854	2621 2621 YORK ST		WEST LINN	OR	97068-3854
GASKILL JASON M	To Our Neighbor	2621 YORK ST	WEST LINN	OR	97068-3842	2625 2625 OXFORD ST		WEST LINN	OR	97068-3842
WOBEBE TERRY L & JACKIE A	To Our Neighbor	2625 OXFORD ST	WEST LINN	OR	97068-3803	2631 2631 OREGON CITY BLVD		WEST LINN	OR	97068-3803
OWENS CARL R & JUDITH M	To Our Neighbor	5885 SKYLINE DR	WEST LINN	OR	97068-3122	2634 2634 CAMBRIDGE ST		WEST LINN	OR	97068-3148
TROST JENNIFER L	To Our Neighbor	2634 CAMBRIDGE ST	WEST LINN	OR	97068-3807	2636 2636 OXFORD ST		WEST LINN	OR	97068-3807
HOLLYCREST PROP OF OR LLC	To Our Neighbor	16836 CHERRY CREST DR	LAKE OSWEGO	OR	97034-5973	2640 2640 OREGON CITY BLVD		WEST LINN	OR	97068-3114
DAHL WILLIAM V & GENEVA E	To Our Neighbor	2640 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2650 2650 OREGON CITY BLVD		WEST LINN	OR	97068-3114
DONAHUE TY J & KRISTIN M	To Our Neighbor	2650 OREGON CITY BLVD	WEST LINN	OR	97068-3803	2658 2658 OXFORD ST		WEST LINN	OR	97068-3803
RAMAGE WESLEY A JR & JOANN M	To Our Neighbor	2658 OXFORD ST	WEST LINN	OR	97068-3803	2660 2660 CAMBRIDGE ST		WEST LINN	OR	97068-3807
5656 LLC	To Our Neighbor	PO BOX 507	BEAVERCREEK	OR	97004-0507	2660 2660 CAMBRIDGE ST		WEST LINN	OR	97068-3807
HARDING TODD B	To Our Neighbor	2660 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2660 2660 OREGON CITY BLVD		WEST LINN	OR	97068-3114
KUEHN JOANN C TRUSTEE	To Our Neighbor	PO BOX 5252	BEAVERTON	OR	97006-0252	2663 2663 CAMBRIDGE ST		WEST LINN	OR	97068-3863
CHAO SAMBATH U	To Our Neighbor	2664 OXFORD ST	WEST LINN	OR	97068-3803	2664 2664 OXFORD ST		WEST LINN	OR	97068-3803
CLAXTON JAMES W & VERONIKA G	To Our Neighbor	2670 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2670 2670 OREGON CITY BLVD		WEST LINN	OR	97068-3114
BURKE DAVID M TRUSTEE	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2671 2671 OREGON CITY BLVD		WEST LINN	OR	97068-3123
HAYS PATRICIA E	To Our Neighbor	2680 CAMBRIDGE ST	WEST LINN	OR	97068-3807	2680 2680 CAMBRIDGE ST		WEST LINN	OR	97068-3807
MONAHAN MATTHEW & KELLENE	To Our Neighbor	2680 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2680 2680 OREGON CITY BLVD		WEST LINN	OR	97068-3114
GALLUSHA RONALD D & NORMA J	To Our Neighbor	2681 OREGON CITY BLVD	WEST LINN	OR	97068-3123	2681 2681 OREGON CITY BLVD		WEST LINN	OR	97068-3123
FREE DANA M	To Our Neighbor	2685 CAMBRIDGE ST	WEST LINN	OR	97068-3863	2685 2685 CAMBRIDGE ST		WEST LINN	OR	97068-3863
FRANCIS JEFFREY D	To Our Neighbor	PO BOX 644	GLADSTONE	OR	97027-0644	2690 2690 OXFORD ST		WEST LINN	OR	97068-3803
CONTLA MITCHELL R & JENNIFER	To Our Neighbor	2711 OXFORD ST	WEST LINN	OR	97068-3809	2711 2711 OXFORD ST		WEST LINN	OR	97068-3809
TRUAX MICHAEL J & JAN M	To Our Neighbor	4614 BITTNER ST	WEST LINN	OR	97068-3401	4614 4614 BITTNER ST		WEST LINN	OR	97068-3401
HANSEN SUSAN K	To Our Neighbor	4615 EXETER ST	WEST LINN	OR	97068-3824	4615 4615 EXETER ST		WEST LINN	OR	97068-3824
SANDERS DEBORAH D	To Our Neighbor	8700 SW YAKIMA CT	TUALATIN	OR	97062-9365	4626 4626 BITTNER ST		WEST LINN	OR	97068-3401
MOYAL NATHAN	To Our Neighbor	5201 SW WESTGATE DR STE 300	PORTLAND	OR	97221-2424	4627 4627 EXETER ST		WEST LINN	OR	97068-3824
FIFE JAMES CAMERON	To Our Neighbor	4645 EXETER ST	MUKILTEO	WA	98275-1637	4642 4642 BITTNER ST		WEST LINN	OR	97068-3401
DAVIS ROBERT & SHANA	To Our Neighbor	4650 BITTNER ST	WEST LINN	OR	97068-3401	4645 4645 EXETER ST		WEST LINN	OR	97068-3824
WEST LINN-WILS SCHOOL DIST #31T	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738	4650 4650 BITTNER ST		WEST LINN	OR	97068-3401
LAMB NANCY J	To Our Neighbor	4666 BITTNER ST	WEST LINN	OR	97068-3401	4656 4656 BITTNER ST		WEST LINN	OR	97068-3401
SWERLUCK ROBERT & TERESA	To Our Neighbor	18891 SE SEMPLE RD	DAMASCUS	OR	97089-7841	4667 4667 BITTNER ST		WEST LINN	OR	97068-3401
MEIER VICTORIA LEE	To Our Neighbor	4669 EXETER ST	WEST LINN	OR	97068-3824	4669 4669 EXETER ST		WEST LINN	OR	97068-3824
PULLIAM LEON	To Our Neighbor	4680 BITTNER ST	WEST LINN	OR	97068-3401	4680 4680 BITTNER ST		WEST LINN	OR	97068-3401
SPRAY GLENNA FAE	To Our Neighbor	4680 EXETER ST	WEST LINN	OR	97068-3819	4680 4680 EXETER ST		WEST LINN	OR	97068-3819
HEAGY NIKOLAS W & ERICA J	To Our Neighbor	4682 SUSSEX ST	WEST LINN	OR	97068-3846	4682 4682 SUSSEX ST		WEST LINN	OR	97068-3846
MEYERS FRANK H & KELI D	To Our Neighbor	4695 EXETER ST	WEST LINN	OR	97068-3824	4695 4695 EXETER ST		WEST LINN	OR	97068-3824
MINKLER JAMES & MURIEL	To Our Neighbor	4696 BITTNER ST	WEST LINN	OR	97068-3401	4696 4696 BITTNER ST		WEST LINN	OR	97068-3401
GROSS J DARRIN	To Our Neighbor	16905 CHAPIN WAY	LAKE OSWEGO	OR	97034-6303	4715 4715 CORNWALL ST		WEST LINN	OR	97068-3806
WESTENBERGER GRETTA E TRUSTEE	To Our Neighbor	756 ROSEWOOD DR	PALO ALTO	CA	94303-3637	4720 4720 BITTNER ST		WEST LINN	OR	97068-3806
HOMER DAVID C & CANDYCE A	To Our Neighbor	34469 COLVILLE PL	FREMONT	CA	94555-3316	4723 4723 CORNWALL ST		WEST LINN	OR	97068-3806
DOBROTH BARBARA J	To Our Neighbor	4727 EXETER ST	WEST LINN	OR	97068-3826	4727 4727 EXETER ST		WEST LINN	OR	97068-3826
BERRY JENNIFER	To Our Neighbor	4734 SUSSEX ST	WEST LINN	OR	97068-3823	4734 4734 SUSSEX ST		WEST LINN	OR	97068-3823
JOHNS LORRAINE K	To Our Neighbor	4735 SUSSEX ST	WEST LINN	OR	97068-3848	4735 4735 SUSSEX ST		WEST LINN	OR	97068-3848
BRUNGARDT LISA Y	To Our Neighbor	4739 EXETER ST	WEST LINN	OR	97068-3826	4739 4739 EXETER ST		WEST LINN	OR	97068-3826
VARVEL RICHARD & CHERYL	To Our Neighbor	23842 S BEATIE RD	OREGON CITY	OR	97045-8553	4740 4740 BITTNER ST		WEST LINN	OR	97068-3402
KHOO HOCK CHEE & HANSEN CARRIE M	To Our Neighbor	4760 BITTNER ST	WEST LINN	OR	97068-3402	4760 4760 BITTNER ST		WEST LINN	OR	97068-3402
GADOTTI BARBARA A	To Our Neighbor	306 SE JUNIPER CT	PRINEVILLE	OR	97754-2328	4761 4761 EXETER ST		WEST LINN	OR	97068-3826
BLEDY ROBERT J & NOELLE C	To Our Neighbor	4776 BITTNER ST	WEST LINN	OR	97068-3402	4776 4776 BITTNER ST		WEST LINN	OR	97068-3402
NICKELSON COLIN L	To Our Neighbor	4777 EXETER ST	WEST LINN	OR	97068-3826	4777 4777 EXETER ST		WEST LINN	OR	97068-3826

West Linn-Wilsonville School District
Sunset Primary Neighbors within 500'



OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITECITY	SITESTATE	SITEZIP
GREENLEE DARRELL D	To Our Neighbor	4789 EXETER ST	WEST LINN	OR	97068-3826		4789 4789 EXETER ST	WEST LINN	OR	97068-3826
BLEDY JULIUS M & KATHY M	To Our Neighbor	4790 BITTNER ST	WEST LINN	OR	97068-3402		4790 4790 BITTNER ST	WEST LINN	OR	97068-3402
OTANI KEITH J	To Our Neighbor	4790 EXETER ST	WEST LINN	OR	97068-3821		4790 4790 EXETER ST	WEST LINN	OR	97068-3821
JORDAN STEPHEN WODEHOUSE & ANNE	To Our Neighbor	4833 SUMMIT ST	WEST LINN	OR	97068-3126		4833 4833 SUMMIT ST	WEST LINN	OR	97068-3126
TUCKER WILLIAM H & HELEN B	To Our Neighbor	921 W CLINTON ST	ELMIRA	NY	14905-2155		4835 4835 BONNET DR	WEST LINN	OR	97068-3107
KELLY DAN M & BEVERLY	To Our Neighbor	4239 PHILLIPS CT	LONGVIEW	WA	98632-5176		4839 4839 SUMMIT ST	WEST LINN	OR	97068-3126
HAWKINS DALE A & CLARENCE A	To Our Neighbor	19363 WILLAMETTE DR	WEST LINN	OR	97068-2010		4952 4952 PROSPECT ST	WEST LINN	OR	97068-3125
HASTINGS JANE C	To Our Neighbor	4961 PROSPECT ST	WEST LINN	OR	97068-3116		4961 4961 PROSPECT ST	WEST LINN	OR	97068-3116
SPANIKS GARY WILSON & RACHEL	To Our Neighbor	4962 PROSPECT ST	WEST LINN	OR	97068-3125		4962 4962 PROSPECT ST	WEST LINN	OR	97068-3125
GUIST NICHOLAS A	To Our Neighbor	PO BOX 2283	GRESHAM	OR	97030-0636		4965 4965 BONNET DR	WEST LINN	OR	97068-3115
BUBLIES MANFRED W	To Our Neighbor	4971 PROSPECT ST	WEST LINN	OR	97068-3116		4971 4971 PROSPECT ST	WEST LINN	OR	97068-3116
VOKES DOUGLAS R & DOREEN M	To Our Neighbor	4972 PROSPECT ST	WEST LINN	OR	97068-3125		4972 4972 PROSPECT ST	WEST LINN	OR	97068-3125
KIRSCHMANN JEFFERY S & LORI A	To Our Neighbor	4975 BONNET DR	WEST LINN	OR	97068-3115		4975 4975 BONNET DR	WEST LINN	OR	97068-3115
TUFTS ROBERT B	To Our Neighbor	4981 PROSPECT ST	WEST LINN	OR	97068-3116		4981 4981 PROSPECT ST	WEST LINN	OR	97068-3116
STULL DOUGLAS A	To Our Neighbor	4982 PROSPECT ST	WEST LINN	OR	97068-3408		4982 4982 PROSPECT ST	WEST LINN	OR	97068-3408
MARTIN DOUGLAS H & NANCY N	To Our Neighbor	5111 CROWN ST	WEST LINN	OR	97068-3429		5111 5111 CROWN ST	WEST LINN	OR	97068-3429
WINFIELD GERRY & MADONNA RIE	To Our Neighbor	5150 CROWN ST	WEST LINN	OR	97068-3408		5150 5150 CROWN ST	WEST LINN	OR	97068-3408
OLSON SCOTT & KARA GATTO-OLSON	To Our Neighbor	5151 CROWN ST	WEST LINN	OR	97068-3408		5151 5151 CROWN ST	WEST LINN	OR	97068-3408
HINKEL RANDY L & LORI	To Our Neighbor	5190 CROWN ST	WEST LINN	OR	97068-3429		5190 5190 CROWN ST	WEST LINN	OR	97068-3429



2nd Special Sunset Neighborhood Association Meeting Minutes November 10, 2015

Location: Sunset Primary School - cafeteria

CALL TO ORDER

Doreen Vokes, Secretary/Treasurer, of the Sunset Neighborhood Association (SNA), called the meeting to order at 7:05 p.m.

PRESENT

21 members and guests: WLWV School District representatives and DOWA-IBI Group Architects

The meeting attendance sign-in sheet is in our files and is available upon request.

NO SECRETARY OR TREASURER REPORT GIVEN.

SUNSET SCHOOL DISCUSSION:

The DOWA-IBI Group Architects displayed designs of the new Sunset Primary School to those in attendance. The designs included an overhead view, layouts for both floors, locations and sizes of play field and parking lot, playground equipment configurations, and fire access lanes. Also shown were perspective street level views looking toward the main entrance.

Tim Woodley, Director of Operation, opened the meeting by talking about the history of the school, ballot measures, and the task force that lead to the decision to keep the school at the Oxford St location. He presented via Power Point the latest design and noted the various changes:

- Moved 8 parking spots from the south lot to the western lot
- With the City allotted 10% reduction, the total new parking spots would now be 88 instead 97, if approved.
- New on-street parking on Oxford St, Park St, and Bittner, including sidewalks
- A multi-way stop at the intersection of Oxford, Park and Exeter St
- Storm planter detention area near the south parking lot
- The school district will talk to every neighbor whose property abuts the school district property to help with creating a buffer zone such as fencing, trees, shrubbery, etc.

Concerns and questions brought up:

1. Number of new on-street parking spaces created on the streets? Unknown
2. Would those parking spaces offset the required number of spaces on the school property? No
3. Why is there a new design for each meeting? That's part of the iterative design process.
4. Why is the school being designed for 450 students? It supports the number of kids within the Sunset boundary.
5. How much smaller will the field be after reduction? No full size baseball field
6. Security concerns? Police will have access to the playground; cameras installed



- 7. It was mentioned that the deed for the property has a restriction that the Sunset Park property purchased by the school is to be used only for recreation purposes. Note that the original property was deeded to the City by Crown Zellerbach, now Georgia Pacific. Mr. Woodley felt that the land usage is covered by the (IGA) Inter Governmental Agreement signed as part of the land sale.
- 8. Will remnants of the old school be displayed in the new structure? Yes
- 9. Over-all security for the occupants of the building? A portion of the money for the bond is to hire a National School Safety Consultant. The front door to the building might be controlled with possible card access, security cameras, etc. Mr. Woodley has been meeting with the Clackamas County Sheriff Dept. to help formulate a security plan for all the schools within the Clackamas area. It is anticipated that the concepts developed here will become a model for the state of Oregon.

The design shown today will be part of the package submitted to the city planning department. Once all the paperwork has been finalized, there will be a four month window for additional public input. The school would like to begin construction June, 2016.

The parks and recreation department supervisor Ken Worcester has agreed to attend our next neighborhood meeting in January to discuss the new master plan for Sunset Park.

ADJOURNMENT

With no further business before the SNA, the President adjourned the meeting at 8:20pm.

****Next quarterly meeting Tuesday, January 26, 2016 @ 7pm****

Respectfully submitted by Doreen Vokes, Secretary of the SNA.

Association info and meeting minutes, or for general City information, Visit www.ci.west-linn.or.us Please see the link for our new Facebook page <https://www.facebook.com/sunsetneighborhoodwestlinn>

SNA OFFICERS

President,	Randall Jahnsen	SunsetNA@westlinnoregon.gov
Vice President,	<i>open</i>	SunsetNA@westlinnoregon.gov
Secretary/Treasurer,	Doreen Vokes	SunsetNA@westlinnoregon.gov

For association info and meeting minutes, or for general city information, visit

www.westlinnoregon.gov



Event: Sunset Neighborhood Meeting
 Date: November 10, 2015, 7:00 PM

Name	Address	email	Phone
Tim Woodley	2755 SW Boxland Rd 97062	woodleyt@willam.k12.or.us	503-572-5444
Amy Berger	"	bergera@willam.k12.or.us	503-673-7977
KARINA RUIZ	907 SW START ST. PDX 97205	KARINA.RUIZ@BIGGROUP.COM	503-226-6950
Debbie Jones/Dawn Bill & Geneva Dahl	2640 O.C. Blvd	dahlbu@hotmail.com	503-655-4352
Amanda Callahan	2380 Long St	amanda.r.callahan@gmail.com	503-657-4813
R. Vantel	2740 Bittner	r.vantel@hotmail.com	503-655-5322
BRUCE KERR	2540 OREGON CITY BLVD.	brucebkerre@comcast.net	503-744-0572
KEW RIBBUE	907 SW STARK ST 97205	KEW.RIBBUE@BIGGROUP.COM	503-226-6950
Sherri Minkler	4696 Bittner St	ysherri@comcast.net	503-305-7121
Terry & Jackie Wobke	2655 Oxford St	wobkete@hotmail.com	503-655-7540
Fred & Susan Ash	22741 Oregon City Lp	wepad@comcast.net	503-616-2760
Elise Rogers	2500 Oregon City Blvd	elise.rogers82@gmail.com	503-805-2038
Noelle Bledy	4776 Bittner St.	robnoelle@comcast.net	503-657-7587
Bambura Dolovich	4727 Exeter St.	bdolovrth@comcast.net	503-650-4333
Ernie Kuo	4760 Bittner St	eddiecoolmar1@gmail.com	503-657-0787
Garnie Hansen	4760 Bittner St		503-657-0787





CITY OF West Linn

February 1, 2016

Tim Woodley
WLWV School District
2755 SW Borland Rd.
Tualatin, OR 97062

SUBJECT: CUP-15-03/DR-15-17/VAR-15-01/VAR-15-02/VAR-15-03 application for Conditional Use Permit, Class II Design Review, and three Variances to construct a new Sunset Primary School on existing school site at 2351 Oxford Street

Dear Tim:

You submitted this application on December 2, 2015. The Planning and Engineering Departments found that this application was incomplete on December 18, 2015. Additional information was subsequently provided on January 7, 2016 and the application has now been deemed **complete**. The city has 120 days to exhaust all local review; that period ends May 31, 2016.

Please be aware that a determination of a complete application does not guarantee a recommendation of approval from staff for your proposal as submitted – it signals that staff believes you have provided the necessary information for the Planning Commission to render a decision on your proposal.

We are determining with our Planning Commission, the best date for which to schedule this project for a public hearing. You will receive written notice of the actual hearing date at least 20 days prior to the hearing.

Please contact me at 503-722-5512, or by email at dwyss@westlinnoregon.gov if you have any questions or comments.

Sincerely,

Darren Wyss
Associate Planner



SUNSET PRIMARY SCHOOL

Conditional Use, Design Review, Director's Exception, and Class II Variances

January 7, 2015

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EXHIBITS

- Exhibit A – Property Information
- Exhibit B – Neighborhood Meeting
- Exhibit C - Sunset Primary School Transportation Analysis and Safe Routes to School Plan, DKS
- Exhibit D – Arborist Report
- Exhibit E - Noise Study
- Exhibit F – Preliminary Storm Water Drainage Report



APPLICATION SUMMARY

For approval of the following three related applications:

- Conditional Use approval to construct a new primary school and related facilities on the existing Sunset Primary School site.
- Design Review approval for the new school and facilities.
- Director's Exception as provided in West Linn Community Development Code (CDC) Section 55.170 A. to allow a 17.1-foot front yard setback where 20 feet is required in CDC Section 11.070.
- Director's Exception approval per CDC Section 55.170 B. to allow 88 parking spaces where 97 spaces are required.
- Class II Variance to allow on-site parking spaces to be located beyond the 200-foot maximum distance to the building entrance as required in CDC Section 46.070.
- Class II Variance to allow on-site bike parking spaces to be located beyond the 50-foot maximum distance to the building entrance as required in CDC Section 46.150.
- A Class II Variance to allow a wall sign of approximately 28 square feet where a maximum of 18 feet is required in CDC Section 52.300.

GENERAL INFORMATION

Location

Sunset Primary School property - 2351 Oxford Street (2S 1E Section 25 DC, Tax Lots 600, 3700, 5800, 6200, and 6300). Its location is shown in Figure 1.

Comprehensive Plan and Zoning Designations

The Comprehensive Plan designation is Low Density Residential.

Consistent with the Comprehensive Plan, the property is zoned Single Family Residential Detached (R-10).

Property Owner and Applicant's Representative

West Linn-Wilsonville School District 3JT
Tim Woodley, Director of Operations
2755 SW Borland Road
Tualatin, OR 97062
Phone: 503.673.7976
E-mail: woodleyt@wlwv.k12.or.us

Keith Liden, AICP
Bainbridge
319 SW Washington Street, Suite 914
Portland, OR 97204
Phone: 503.757.5501
E-mail: keith.liden@gmail.com



Applicant's Design Team

Architect

Bill Conboy, AIA
Dull Olsen Weekes/IBI Group
903 SW Stark Street
Portland, OR 97205
Phone: 503.226.6950
E-mail: bill.conboy@IBIGroup.com

Civil Engineer

Mark Wharry, PE
KPF Consulting Engineers
111 SW 5th Avenue, Suite 2500
Portland, OR 97204
Phone: 503.806.3317
E-mail: mark.wharry@kpff.com

Traffic Engineer

Scott Mansur
DKS Associates
117 Commercial Street NE, Suite 310
Salem, OR 97301
Phone: 503-391-8773
E-mail: smm@dksassociates.com

Surveyor

Mike Rademacher, PLS
Compass Engineering
4107 SE International Way, Suite 705
Milwaukie, OR 97222
Phone: 503.653.9093
E-mail: miker@compass-engineering.com

Landscape Architect

Kristina Durant
Walker Macy
111 SW Oak Street, Suite 200
Portland, OR 97204
Phone: 503.228.3122
Email: kdurant@walkermacy.com

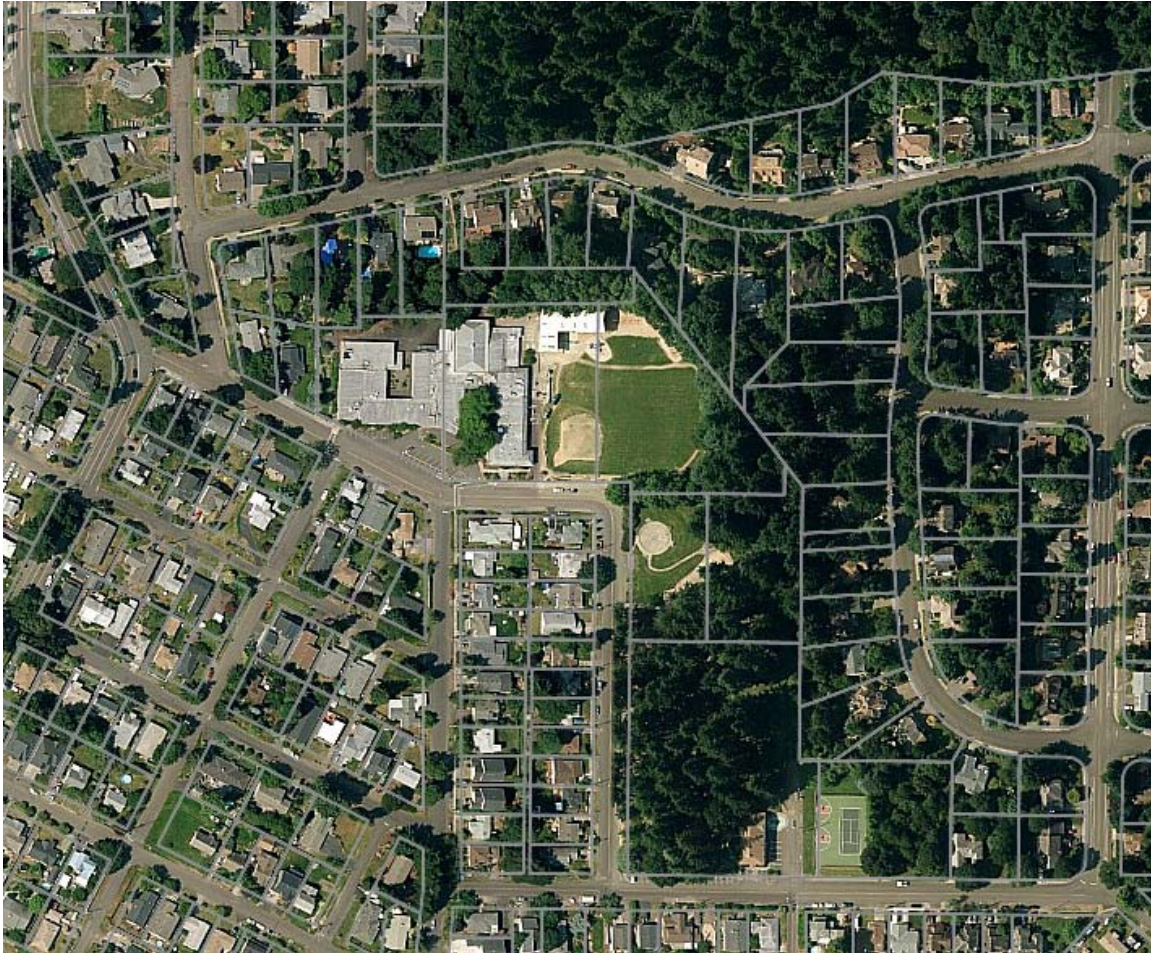


Application Plan Sheets

Sheet Number	Description
LU1.00	Site Analysis Map and site Circulation
LU1.01	Existing Conditions
LU1.02	Site Plan
LU1.03	Grading Plan
LU1.04	Utility Plan
LU1.05	Storm Plan
LU1.06	Oxford and Park ROW Plan
LU1.07	Bittner ROW Plan
LU1.08	Slope Analysis
LU2.01	Tree Removal Plan
LU2.02	Landscape Plan
LU2.03	Landscape Planting Plan
LU3.01	Main Floor Plan
LU3.02	Second Floor Plan
LU3.03	Exterior Elevations
LU3.04	Building Sections and Sign
LU3.05	Exterior Materials
LU4.01	Light Coverage Plan
LU4.02	PGE Street Lighting Plan
IL-1	Illumination Plan



Figure 1: Vicinity Map



Source: Metro

BACKGROUND INFORMATION

Site Description

The site is developed with Sunset Primary School, one of the older facilities in the District. The property includes a 54,000 square-foot building, driveways, parking, and play areas. The entire "L"-shaped site is approximately 6.19 acres. The property was recently expanded to the southeast through the acquisition of approximately 1.6 acres from the city of West Linn. Property boundaries and easements are shown in Exhibit A. Primary access to the school is provided by Oxford Street, which runs along the south side of the school building. Bittner Street borders the west side of Sunset Park and the southeastern portion of the school property (Sheets LU1.00 and LU1.01). There are two pathway connections with Oregon City Boulevard to the north and Oregon City Loop to the east.



Vicinity Information

The zoning designations and current land use of the surrounding area are summarized in Table 1.

Table 1
Zoning and Land Use Summary

PARCELS	ZONE DESIGNATION	LAND USE
Subject Property	R-10	Primary school building, ancillary facilities, and parking
North/Northwest	R-10	Single family residences
East	R-10	Single family residences
South/Southwest	R-10/R-7/R-5	Single family residences and Sunset Park

COMMUNITY ENGAGEMENT

The District provided notice, as required by the CDC, and held a meeting with the Sunset Neighborhood Association on November 10, 2015 to review the proposed design for the new school. The materials pertaining to this required meeting are provided in Exhibit B.

This meeting was the most recent in an on-going dialogue with the neighborhood about how to best replace the aging Sunset Primary School. In 2007, the school district commissioned a building evaluation of the Sunset Primary School facility by Dull Olson Weekes Architects. The October 1st report recommended replacement of the school rather than renovation of the existing facility based on anticipated cost. A task force was then assembled to review the architectural study, review the structural needs of a primary school, weigh the options of renovation and replacement, and prepare a recommendation to the Long Range Planning Committee in November 2007. Ultimately, the recommendation was to demolish the existing building and build a new facility at Oppenlander field. After considerable response from the community another task force was brought together in 2009 to develop a recommendation for locating a new Sunset Primary School. The recommendation from that task force was to reconstruct the school on the current site with additional land, a smaller school, jointly planned use of Sunset Park with City of West Linn, and to maintain usefulness of Oppenlander field for all West Linn schools.

Given this recommendation, Ballot Measure 3-358 in May 2010 asked voters to approve the sale of a portion of Sunset Park to the school district. After the sale was approved the district



and city of West Linn negotiated a land exchange in February 2011, which included use limitations on the Sunset Park property to be sold to the district. The district agreed to use its best efforts to cooperate with the City when master planning the city property and adjoining school property owned by the district, so as to maximize recreational opportunities while preserving significant trees to the extent practical while meeting the district’s requirements to replace Sunset Primary School.

Having obtained the necessary land, the school district then included the replacement of Sunset Primary School in the 2014 Ballot Measure 3-456 as part of an \$84.5 million dollar capital improvement program. The ballot measure was approved by voters in November 2014.

After a series of meetings with parents, students, teachers, and administrators to develop educational specification in the spring of 2015, the design team spent the summer drafting plans for the school and site. The school district then held a meeting with neighbors on August 20, 2015 to review the first concept plan and received a great deal of input. Various changes were made to the design in response to public comment as well as feedback from regulating bodies. The district asked the Sunset Neighborhood Association to host a meeting on October 20, 2015 to review revised plans. The October presentation included many new details as well as various compromises in response to the public comments. The Sunset Neighborhood Association graciously agreed to host another presentation on November 10th to review the latest plans before submitting the project to the city of West Linn for Land Use.

PROPOSED IMPROVEMENTS

The proposed Sunset Primary School site improvements include three major elements:

- Replacing the existing school building with a new primary school building.
- New on-site circulation and parking.
- New sports field and play areas.

The project will be conducted in two construction phases to allow the school to operate continuously on the site. The first phase will include construction of the new school building in the general location of the existing playground and sports field. The second phase will commence once the new school building is complete to include demolition of the existing school building and construct a new sports field in that location to replace the sports field and play areas lost during the first phase.

**Table 2
New Primary School - Approximate Areas**

LAND USE	AREA
School District Site	6.19 acres
Primary School total building area	61,680 sq. ft.
Primary School total building footprint	42,604 sq. ft.
Existing site impervious area	2.80 acres
Proposed site impervious area	2.89 acres



New Primary School

The new school building will be constructed to the east of the existing school (Sheets LU1.01 and LU1.02). It is proposed to have a 450-student architectural capacity (25 students per classroom) and 30- to 35-person staff. The architectural capacity of the existing school is 575 students. The new school will have fewer classrooms and devote more space to common instruction areas and common facilities, such as gymnasium/commons, library, and multi-purpose rooms. The September 2015 enrollment was 305 students, but it has been significantly higher in the past. The new school will have a total floor area of approximately 61,680 square feet (foot print = 42,604 SF), compared to 54,000 square feet (foot print = 43,185 SF) for the existing school.

The main building entrance and plaza will be oriented to the corner of Park Street and Bittner Street. The building will have a two-story east wing of classrooms and kitchen service, and a one-level west wing including administration, performing arts, physical education, wellness and commons area, mechanical equipment, and enclosed service yard. The maximum building height will be 40 feet (Sheet LU3.03). Open space, playground, and sports field will be located to the south, north, and west of the new school building (Sheet LU1.02).

The minimum building setbacks to the east and north are 31.7 feet and 104 feet respectively. These setbacks exceed the CDC minimums in the R-10 Zone for side yards (7.5 feet) and rear yards (20 feet). The main front building entry will have a 32.3-foot setback from the existing Park Street right-of-way line. The front entry will also feature a 15.2-foot canopy extending from the front wall a 17.1-foot setback from the right-of-way line (Sheet LU1.02). The minimum front yard setback standard for the R-10 Zone is 20 feet. An exception, as provided in CDC Section 55.170 A., is requested to allow this reduced setback.

Integrating the building with the site is an important aspect to sustainability and was a major goal of the school district. All attempts have been made to allow the building to work with the natural contours of the site and orient the teaching spaces in ways to collect the appropriate amount of daylight. This includes sizing and locating windows in a manner that provides natural daylighting for each of the learning environments; reducing the need for artificial lighting through parts of the day. The building location also facilitated the integration of sun screening devices as part of the storefront and curtain wall window systems. Along the east and west are vertical sunshades and the south facades have horizontal shading devices as part of their design. Siting the building with the large gym roof facing south also allows for a large open roof surface that could hold arrays of photovoltaic (PV) panels oriented to maximize their efficiency.

Circulation – On and Adjacent to the Site

Driveways

Access will be provided by three driveways, with one each located on Oxford and Bittner streets. These driveways will be 24 feet wide to accommodate two-way traffic. They will be aligned with Sussex Street and Exeter Street. The Exeter Street driveway will also provide access for emergency and service vehicles to the rear of the new school building and to the service and trash area on the west side of the building. The alignment of the school site access



driveway opposite Exeter Street was developed specifically at the request of the city of West Linn Engineering. The third driveway, which provides required fire access from Bittner Street, will also be 24 feet wide (Sheet LU 1.02).

Street Frontage Improvements

Full street improvements are proposed for the portions of Oxford, Park, and Bittner streets that are adjacent to the school property. The District would normally be responsible for half-street frontage improvements, but the City and District will cooperatively construct full street improvements to provide improved access to the school and for the neighborhood. The improvements will include curbs, street lighting, sidewalks, and crosswalks (Sheets LU1.02, LU1.06 and LU1.07).

The sidewalk adjacent to the school site will have a minimum width of 6 feet along the street frontages to the west of the middle driveway and south of the Bittner Street driveway. The sidewalk will be 10.5 feet adjacent to the bus loading area on Park Street and 8 feet on the remainder of the Bittner Street frontage (Sheets LU1.02, LU1.06 and LU1.07). Street lights are designed to meet applicable city standards for local streets.

Pedestrians and Bicyclists

The *Sunset Primary School Transportation Analysis and Safe Routes to School Plan* developed by DKS (Exhibit C) shows that the sidewalk and bicycle facility system in the vicinity of the school site is not complete. The proposed school improvements Sheets LU1.02, LU1.06, and LU1.07 will make a significant contribution to improving the pedestrian and bicycle facilities in the vicinity by:

- Constructing full street improvements along the entire site frontage including sidewalks, and crosswalks in front of the new school building.
- Creating an on-site pathway connection between the school entrance and the existing pathway connection with Oregon City Loop.
- Enhancing the existing pathway between the property and Oregon City Boulevard by providing a more direct and safe route to the school property.

Emergency Access

Emergency access will be provided via the parking lot driveways plus a driveway and fire lane, which will be located on the west, north and south sides of the school building. These driveways will provide suitable emergency access to all portions of the property.

Traffic Impacts

The *Sunset Primary School Transportation Analysis and Safe Routes to School Plan* (Exhibit C) analyzes the potential traffic impacts associated with the proposed primary school. The primary DKS conclusions are summarized below:

- Based upon an architectural capacity of 575 students for the existing school, a total of 742 daily trips would be anticipated.
- With an architectural capacity of 450 students for the new school, a total of 581 total daily trips would be estimated, representing a decline of 161 trips (DKS report, Tables 1 and 2).



- The existing pedestrian crossings on Oxford Street at Sussex Street and Exeter Street should be removed and replaced with new crosswalks near the new middle driveway on Park (Oxford) Street and the new driveway on Bittner Street.
- The report identifies desirable sidewalk infill to be completed in the neighborhood. The District and City will be cooperating to create full street improvements on the street segments adjacent to the school. These improvements, along with the vastly improved crosswalks, will be a significant first step toward providing a more complete pedestrian network.

Circulation – Safe Routes to School

In addition to making significant right-of-way improvements along the frontage, the district will create a safe routes plan for distribution prior to the opening of the school. This plan will note the locations of sidewalks and preferred walking paths to walk or bicycle to and from the school. Circulation routes are illustrated on Sheet LU1.00.

Parking and Loading

During the first construction phase, the existing on-site parking will remain. Once the new school building is in place, the parking will be reconfigured and expanded to include a new 11-space lot immediately south of the east wing and a 77-space lot, including 5 handicapped spaces, on the west side of the property and along Oxford Street. This will represent a significant increase from the current 27 spaces (including 2 handicapped) to a total of 88 spaces (Sheet LU1.02).

CDC 46.090 B requires one space for each employee plus one space for every 1,000 square feet of floor area. With a maximum of 35 employees and a total of 61,680 square feet of floor area, the school is required to have 97 parking spaces. The district could provide an additional 9 parking spaces in the southern parking lot to meet the CDC requirements, but it would necessitate removing additional trees, which neighborhood representatives would like to remain. In response, the district is requesting a Director's Exception to allow 88 on-site parking spaces where 97 are normally required.

The western parking spaces will be located between approximately 180 and 560 feet from the main building entrance. The parking spaces in the southern lot are approximately 110 to 200 feet from the main building entrance. The city's standard for the maximum distance between parking spaces and the primary building entrance is 200 feet. Therefore, a variance is requested to allow parking at distances greater than 200 feet.

CDC Section 46.150 D. requires 2 bicycle parking spaces per classroom with a minimum of 50% being covered. With 18 classrooms, the total required bicycle parking is 36 spaces. Forty bicycle parking spaces are proposed in two locations. Twenty uncovered spaces will be located within 50 feet of the front entrance, and the remaining 20 spaces will be covered and located approximately 130 feet to the west of the front entrance (Sheet LU1.02). A variance to the 50-foot distance standards is requested for the 20 covered bike spaces.



One loading space is required for a school of less than 100,000 square feet. The proposed primary school will have approximately 61,680 square feet. The required loading space will be provided in a service area located in the west wing with direct access to the central access drive and fire lane (Sheets LU1.02 and 3.01).

Sports Field and Play Areas

The existing school has a grass sports field, play area, and covered play area located in the northeastern portion of the property. These existing facilities are all proposed to be replaced with new play areas between the school building and the north property line, a sports field between the school and western parking lot, and a pathway loop on the east side of the building (Sheets LU1.01 and LU1.02). There is currently a small recreational area and play structures located in the southern part of the property along Bittner Street. These facilities are proposed to be removed to accommodate the required storm treatment and detention facility (Sheet LU1.02).

Trees

There are 133 trees over a 6-inch diameter on the site. Of the 133 trees, 62 fir trees were considered to be significant. To accommodate the new school and related facilities, 12 significant trees and 40 other trees are proposed to be removed to accommodate the new school. In addition, 4 of the significant trees may need to be removed, but this determination will be made after construction has commenced. The remaining trees will be protected in place (LU2.01). The retention of trees near the property line will retain important visual buffering for adjacent properties.

In addition to accommodating the new building and parking lots, some of the tree removal is necessitated by a required, storm water detention/treatment area located immediately south of the southern parking lot (Sheets LU1.02 and LU1.05). Every effort has been made to minimize the extent of the tree removal and to maintain existing visual buffers for surrounding properties.

The District retained an arborist to evaluate the trees and proposed tree removal on the site (Exhibit D). The district staff and arborist met with Mike Perkins, the City of West Linn Arborist, on December 8, 2015 to review the proposed removal of trees on site. Based on the conversation during the field visit, the proposed tree protection and removal plan was considered by all to be appropriate.

Landscaping

Understory brush and weeds beneath existing trees along the east property boundary will be removed and replaced with bark mulch, groundcover, shrubs, site trees, and street trees will be provided in the quantities, size and location required by the CDC (Sheets LU2.02 and LU2.03). A 6-foot galvanized chain link fence is proposed along the entire east, north, and west boundary of the site (Sheet LU2.02).



Potential Noise

Potential noise issues have been studied and evaluated by the district. A memorandum of anticipate site noise conditions was prepared by BRC Acoustics and Audiovisual Design was prepared as part of this application (Exhibit E). The study evaluated three primary noise sources: 1) traffic and vehicles, 2) outdoor play areas, and 3) on-site equipment and mechanical systems. The memorandum concludes that the city's noise standards will be met.

Utilities

A number of public facility improvements are proposed as part of the new school construction. Many of them will be part of the street improvements.

Oxford Street Public Improvements

Overall street improvements provided by the District and the City are proposed to include a fully improved street section including two travel lanes, curbs, planter strips in some locations, sidewalks, and several marked crosswalks. No other public utility improvements are proposed for Oxford Street (Sheet LU1.06). A public utility easement (PUE) will be placed for underground extension of power and franchise utilities.

Park Street Public Improvements

Overall half-street improvements provided by the District are to include a 16-foot wide pavement for travel lane and bike lane, 6-inch curb, 5.5-foot wide planter strip and 10-foot wide sidewalk. Bus drop-off will be configured along the sidewalk within the Park Road ROW. Just outside the right-of-way, a 5-foot wide (PUE) will be placed for underground extension of power and franchise utilities. Similar to Oxford Street, the City will provide the remaining street improvements (Sheet LU1.06).

An 8-inch water line will also be extended as part of the Park Street public improvements. Line extension size was confirmed by water modeling provided by city staff. The water line will be extended down Bittner Street as well to complete a loop connection at the intersection of Bittner and Long Streets. Because much of the water system work is intended to improve service in the general area, the city will be financing the water line between the property frontage and Long Street to the south.

Bittner Street Public Improvements

Overall half-street improvements provided by the District are to include a 16-foot wide pavement for travel lane, 6-inch curb, 5.5-foot wide planter strip and 8-foot wide sidewalk. Parent drop-off will be configured along the sidewalk within the Bittner Street right-of-way. Similar to the other streets, the City will provide the remaining street improvements. These surface street improvements are proposed for the length of the school property frontage on Bittner Street.

As described above, the new 8-inch water line will also be extended as part of the Bittner Street public improvements. The new water line will extend south to Long Street. In addition, a 12-inch public storm sewer extension will be installed the length of Bittner to provide a new storm



drainage connection from the school site to the intersection of Bittner and Long Streets to the south.

A 6-inch sanitary line will be extended across Bittner Street and will tie into an existing sanitary sewer on the west side of the street. This has been reviewed with the city's Engineering Department. The proposed Bittner Street surface and utility improvements are shown on Sheet LU1.07.

On-site Storm Water Treatment and Drainage

On-site treatment, detention and discharge from the site will be needed for treatment of storm water. Discussed with the city of West Linn, the site is very constrained for the proposed school development. After consultation with city of West Linn Engineering, storm water treatment and detention is proposed for the project with a new storm water facility pond located at the southeast corner of the site (at the location of the existing playground area). The construction of this facility will require removal of the existing playground and a number of the existing trees.

The proposed new water quality planter facility will be designed to provide the required water quality treatment and detention for the entire school site prior to discharge to the city system (new proposed storm sewer extension down Bittner described above).

Note that the site is currently developed and storm water runoff currently drains to an existing system that runs down Exeter Street to Long Street. There is no treatment or detention for the existing development. The new system will be designed to treat stormwater runoff per city requirements and to detain peak flows to pre-development levels (natural undeveloped state - not the existing condition). Consequently, stormwater discharge flows from the new school development will be significantly less than from the existing school site.

The existing public storm drain system currently serving the Sunset Primary School site is underdeveloped and a number of alternatives were evaluated to provide an adequate new storm drain connection for the proposed school development. The proposed option of extending a new public storm main down Bittner was selected for a number of reasons:

1. It was deemed the least disruptive to the neighborhood. The project is already extending a new public water main down Bittner as well, so that street will already be impacted.
2. It is the shortest route (and consequently the least costly) for a new storm sewer extension.
3. It will convey the new school runoff to a system and drainage where it currently goes.

Additional information regarding the storm water analysis is provided in Exhibit F.

Lighting

On-site lighting will be provided for the driveways, parking lots, play areas, and building, but the play field will not be illuminated. The lighting is designed to only cast light onto the property and not adjoining properties. The lighting plan (Sheet LU4.01) indicates the expected light levels and how light will not escape beyond the property boundary. Lighting plans for the public



street were also obtained from PGE, demonstrating how the streets will be properly illuminated (sheets LU4.02 and IL-1).

Refuse and Recycling

This area will be located in the southwestern corner of the building. There will be an enclosed area for a compactor, refuse, and recycling storage. Access will be provided by the central driveway and fire lane located on the west and north sides of the new school building. It will be partially enclosed to reduce its visibility and any potential noise impacts. The separation and storage of these materials will be consistent with the solid waste hauler and DEQ.

Signs

The district proposes one raised letter building sign above the main building entrance (Sheet LU3.03). This sign is proposed to use 18-inch tall metal letters along the top of the canopy over the front entrance. With a proposed length of approximately 28 feet, the sign would be approximately 42 square feet. It is considered as a wall sign, which has a maximum size requirement of 18 square feet. A variance is requested to allow a wall sign, which is greater than 18 square feet.

A monument sign is also proposed in front of the main building entrance near the corner of Park and Bittner streets (Sheets LU2.02 and LU3.04). It would have only one side facing the street. The entire sign structure would be approximately 65 square feet with a maximum height of 6 feet and a 12-foot length. The concrete sign would include a prominent place for the historic bell and a message "Sunset Primary School, 2351 Oxford Street" totaling approximately 6 square feet. The sign would employ recessed cut out letters, and it would be illuminated by recessed exterior lighting that is flush with the sidewalk. A 13.5 square-foot, manual, backlit reader board sign is also proposed above the address sign for a total sign area of approximately 19.5 square feet.

Application Elements

To gain city approval for the above improvements, the application contains four elements.

Conditional Use

Schools are categorized as conditional uses in the R-10 Zone. The applicable review criteria are found in Chapter 60 of the CDC.

Design Review

Design review is required for non-residential development. CDC Chapter 55 contains the applicable review criteria along with references to relevant criteria in other portions of the CDC, which must also be satisfied.

Exceptions

An exception to allow a 17.1-foot front yard setback where 20 is required in CDC Section 11.070.



An exception to the required number of parking spaces is requested to allow 88 on-site parking spaces where 97 spaces are required by CDC Section 46.090.

Class II Variances

A Class II Variance to allow on-site parking spaces to be located beyond the 200-foot maximum distance as required in CDC Section 46.070.

A Class II Variance to allow on-site bike parking spaces to be located beyond the 50-foot maximum distance to the building entrance as required in CDC Section 46.150.

A Class II Variance to allow a wall sign of approximately 28 square feet where a maximum of 18 feet is required in CDC Section 52.300.

APPLICABLE CRITERIA - CONDITIONAL USE REVIEW

The relevant review criteria in the CDC include the Single Family Residential Detached, R-10 requirements (Chapter 11), Conditional Use evaluation criteria (Chapter 60), Comprehensive Plan policies, Design Review (Chapter 55), and Variance (Chapter 75). These criteria are addressed below.

Chapter 11 Single Family Residential Detached, R-10

Section 11.060 Conditional Uses

Schools are listed as a conditional use in the R-10 zone. The entire property is located within the R-10 Zone, and therefore, the proposed new primary school is eligible to receive conditional use approval.

Section 11.070 Dimensional Requirements

With the exception of the front yard setback of 17.1 feet where 20 feet is required, the proposed school building exceeds all of the minimum setback standards. The normal maximum height in the R-10 Zone is 35 feet, however, CDC Section 41.040 allows school to have a maximum height of 50 feet, subject to criteria, which are addressed below.

Section 11.080 Dimensional Requirements, Conditional Uses

This section gives the Planning Commission the authority to determine the appropriate parcel size and dimensions for a conditional use.

The school site historically was smaller than it is today. It has operated effectively and in a manner compatible with the surrounding neighborhood for decades. Following the District's acquisition of a portion of a property owned by the city to the southeast, the total property size is now 6.19 acres. This additional land area will allow the school to enhance its operation and benefit the neighborhood.

This property has proven to be suitable for a primary school, and the neighborhood has



expressed its support for retaining a primary school on the site. The new school building will not be significantly larger than the existing school, and the actual enrollment capacity of the building will decrease due to more space being programmed for common facilities. The additional site area will also enable the district to provide significantly more on-site parking. Finally, the proposed street and pathway improvements will provide greatly enhanced multi-modal access to and from the school, which will be less disruptive to the surrounding neighborhood.

Section 11.090 Other Applicable Development Standards

This section lists the other CDC Chapters that apply or potentially apply to all development in the R-10 Zone. The applicable CDC chapters are addressed later in this narrative under Design Review.

Chapter 60 Conditional Uses

Section 60.070 Approval Standards and Conditions

This code section states that the applicant must provide evidence substantiating that the proposed use satisfies seven criteria, which are addressed below:

A. The following criteria shall be satisfied.

1. The site size and dimensions provide:

a. Adequate area for the needs of the proposed use.

The school has been in continuous use for many years, and this site has proven to be suitable for the primary school, its operation, and for maintaining a compatible relationship with the surrounding neighborhood. As mentioned above, the new primary school will have the advantage of a larger site as a result of the 1.6-acre expansion. The new primary school will function similarly to the existing school by maintaining an enrollment comparable to the existing school.

b. Adequate area for aesthetic design treatment to mitigate any possible adverse effect from the use on surrounding properties and uses.

As shown on the site plan information, the setback distances for buildings, parking, play areas, and related facilities from all property lines will continue to be substantial. The new school will address several problems related to the existing school including:

- More than tripling the deficient on-site parking.
- Improving the safety and convenience of access to the site for all modes.
- Improved bus loading and parent drop-off areas.
- Maintaining the majority of the trees on the site.
- Providing improved landscaping that meets city standards.



2. *The characteristics of the site are suitable for the proposed use considering size, shape, location, topography and natural features.*

The existing primary school site has proven to be suitable for the district and the community. The approval of the new bond measure to provide the funding for the new school demonstrates continued community support for the proposed reconstruction of the school. Although the site is smaller than many of the existing primary school sites in the district, the school has demonstrated it can operate in a manner that is compatible with the surrounding neighborhood. Because the capacity of the school will be slightly reduced, the proposed improvements will not pose any new potential impacts for the surrounding neighborhood.

3. *The granting of the proposal will provide for a facility that is consistent with the overall needs of the community.*

The needs of the community are best expressed by its approval of the bond measure to finance these improvements. In addition, the Sunset Neighborhood Association held a meeting on November 10, 2015 to review and comment on the proposed school. Questions regarding specific aspects of the facility design were asked, but no significant concerns were raised. The association did not take a formal vote on the proposal. The relevant city policies are addressed under criterion 7 below.

4. *Adequate public facilities will be available to provide service to the property at the time of occupancy.*

Transportation

As noted in the project description, significant street, sidewalk, and pathway improvements will be made as part of the project. These improvements will vastly improve the safety and convenience for all transportation modes.

Water

Water service is presently adequate, and because no additional demands will be placed on the system, it will adequately continue to serve the school.

Sanitary and Storm Sewer

Sanitary and storm sewer service is currently satisfactory. In coordination with the city, facilities will be upgraded to comply with current standards. In particular, storm drainage will now receive more thorough treatment and detention.

5. *The applicable requirements of the zone are met except as modified by this (Conditional Use) chapter.*

The applicable CDC requirements for building setbacks and lot coverage will continue to be satisfied as explained above.



The appropriate lot size is confirmed as part of the conditional use review. Because the use is proposed to remain essentially as it is today, the expanded 6.19-acre site continues to be appropriate for a primary school.

Two exceptions and three variances are requested as part of this application. As noted later in this narrative, they all satisfy the applicable approval criteria.

6. *The supplementary requirements set forth in Chapters 52 to 55 CDC, if applicable, are met.*

Chapter 52 - Signs

One wall sign and one freestanding sign are requested as part of this application. The applicable approval criteria are addressed later in this narrative.

Chapter 55 – Design Review

CDC Section 55.100 A. includes a list of CDC chapters, which must be satisfied as part of Design Review. The applicable approval criteria are addressed later in this narrative.

7. *The use will comply with the applicable policies of the Comprehensive Plan.*

The relevant city policies for schools are found in the West Linn Comprehensive Plan. The relevant policies are addressed below.

Policy 4 (Section 1: Air Quality – GOAL 6: Air, Water, and Land Resources Quality)

Encourage the use of alternative modes of transportation, including mass transit, walking, and bicycling.

In the design of the school, the supporting transportation infrastructure, and pathway improvements will facilitate safe and convenient multi-modal access.

Policy 1 (Section 2: Water Quality – GOAL 6: Air, Water, and Land Resources Quality)

Require that new development be designed and constructed to prevent degradation of surface and ground water quality by runoff.

Appropriate erosion control and water quality measures will be taken to comply with this policy and related regulations. These measures will be reviewed by the city as part of the building permit process.

Policy 4 (Water Quality)

Require that new development be connected to the City's sanitary sewer system.



The school will continue to be connected to sanitary sewer.

Policy 2 (Section 4: Noise Control)

Require development proposals that are expected to generate noise to incorporate landscaping and other techniques to reduce noise impacts to levels compatible with surrounding land uses.

Policy 3 (Section 4: Noise Control)

Require new commercial, industrial, and public facilities to be designed and landscaped to meet Department of Environmental Quality (DEQ) and City noise standards.

Policy 4 (Section 4: Noise Control)

As part of the land use application submittal for a noise-generating use, require the applicant to include a statement from a licensed acoustical engineer, and, if necessary, from DEQ, declaring that all applicable standards can be met.

Noise policies 2, 3, and 4 above will be satisfied because the proposed improvements will not appreciably change use patterns on the site or increase associated noise. Most important, the building function, orientation, and capacity will remain essentially as it is today. The noise analysis, provided in Exhibit C, shows that all applicable noise standards can be met.

Policy 3 (Section 3: Storm Drainage - GOAL 11: Public Facilities and Services)

Protect downstream areas from increased storm water runoff by managing runoff from upstream development and impacts on adjacent natural drainageways and their associated vegetation.

The proposed site work has been designed to meet this policy. The proposed site work will not have any appreciable impact on storm water runoff because the amount of impervious surface will remain virtually the same as it is today. In addition, a new storm water treatment and detention facility is proposed in the southern portion of the site.

Policy 1: (Section 7: Schools - GOAL 11: Public Facilities and Services)

Encourage the School District to build schools on collectors or arterial streets and, where possible, along transit lines.

As noted in this application, the school has been in this location for a long time, and it is well-integrated with the neighborhood. Access to the school has been provided without undue impacts on the neighborhood. The multi-modal access improvements coupled with slight decrease in the potential enrollment will enhance accessibility and compatibility with the surrounding neighborhood.



Policy 2: (Section 7: Schools - GOAL 11: Public Facilities and Services)

Encourage the use of energy-responsive materials and processes in the design of schools where economically feasible.

As noted in the project description, the school will employ energy-saving design features. In addition, the school will be required to meet current building and energy codes, which will result in vastly superior energy and resource conservation compared to the existing building.

Policy 4: (Section 7: Schools - GOAL 11: Public Facilities and Services)

School design, use, and parking will be responsive to and compatible with surrounding neighborhoods and existing land uses.

As noted in this application, the school has been in this location for a long time, and it is well-integrated with the neighborhood. The proposed school will further enhance its relationship with the neighborhood by having a slightly reduced enrollment capacity, greatly improved street and multi-modal accessibility, significantly more on-site parking, and an improved building design.

Policy 4: Bicycles (GOAL 12: Transportation)

Require new commercial, industrial, and institutional development to provide on-site facilities for bicycle parking and storage.

The proposed bicycle parking spaces will continue to provide improved parking convenience for cyclists, including a combination of covered and uncovered spaces near the front entrance.

Policy 1b: Pedestrians (GOAL 12: Transportation)

Provide connections to schools, recreation facilities, community centers, and transit facilities.

The public street and on-site walkway system will be enhanced significantly, including new sidewalks, crosswalks, and pathway improvements.

Policy 1c: Pedestrians (GOAL 12: Transportation)

Use off-street pedestrian "short-cut" pathways to provide routes where physical constraints or existing development preclude the construction of streets with sidewalks.

The school site will continue to take advantage of the two existing pathway connections with Oregon City Boulevard to the north and Oregon City Loop to the east. The northern pathway will be improved to create a straight, more visible, and safer route in and out of the site. Connection between the eastern pathway and the school entrance will also be provided.



Policy 1e: Pedestrians (GOAL 12: Transportation)

Eliminate gaps in the existing walkway network and provide pedestrian linkages between neighborhoods.

The existing school does not have full half-street improvements including sidewalk. In partnership with the City, the District will provide full street improvements for the portions of Oxford, Park, and Bittner streets, which abut the school property. This will include sidewalk on both sides of the street and new, clearly delineated crosswalks. These improvements, along with the pathways noted above, will greatly improve the safety and convenience of walking or bicycling to school.

Policy 2: Pedestrians (GOAL 12: Transportation)

Employ a variety of methods to promote safe and convenient pedestrian access in addition to, or instead of, sidewalks in older developed areas of West Linn without sidewalks.

The school site will continue to take advantage of the two existing pathway connections with Oregon City Boulevard to the north and Oregon City Loop to the east. The northern pathway will be improved to create a straight, more visible, and safer route in and out of the site. A better connection between the eastern pathway and the school entrance will also be provided.

Policy 6: (GOAL 13: Energy Conservation)

Encourage the use of energy-conscious design and materials in all public facilities.

As noted in the project description, the building design incorporates methods to reduce energy demand for lighting, heating, and cooling. It also features a roof design that can accommodate solar energy equipment.

Policy 7: (GOAL 13: Energy Conservation)

Encourage the construction and maintenance of sidewalks and bike paths/ways to promote alternative modes of transportation.

As noted above, the new school will include improvements to the existing pathway connections in addition to the full street improvements to Oxford, Park, and Bittner streets.

B. Development review provisions in Chapter 55 shall be satisfied.

These criteria are addressed below.



C. The Planning Commission may impose conditions.

The District understands that the Planning Commission has the authority to impose conditions.

D. Aggregate extraction uses.

This subsection is not relevant because aggregate extraction is not proposed.

E. Historic review.

This subsection is not relevant because the school is not a designated historic resource.

Section 60.100 Additional Criteria for Schools and other Government Facilities

This code section states that schools and other government facilities, which will attract a regular and significant volume of users should be centrally located relative to the population to be served.

The Sunset Primary School has been serving the central West Linn neighborhoods for decades, and the community has expressed a desire to replace, not move, the school so the new school may continue to serve this area of the city. It is centrally located within its attendance area.

APPLICABLE CRITERIA - DESIGN REVIEW

At the conclusion of the pre-application conference, the planning staff determined that a Class II Design Review application would be necessary. The application must meet criteria in CDC Chapter 55 as identified and responded to below:

CDC 55.100 Approval Standards – Class II Design Review

A. The provisions of the following chapters shall be met:

1. Chapter 34 – Accessory Structures, Dwelling Units, and Uses

This chapter is not applicable because no accessory structures or uses are proposed.

2. Chapter 38 – Additional Yard Area

Section 38.030 requires minimum setbacks from street centerlines of 25 feet plus the required yard setback. The design of Oxford, Park, and Bittner streets have been developed in coordination with the city staff and the proposed building will provide the setbacks required in this section. The City Engineer expressed the desire to improve the street according to the TSP revisions that are anticipated for adoption this year. Sheet LU1.02 demonstrates how the school building will provide the required 25 feet from the centerline plus the required 20-foot front yard setback except for the small portion of the front façade that is the subject of the Director’s Exception for a 17.1-foot setback.



3. Chapter 41 – Building Height, Structures on Steep Lots, Exceptions

Section 41.040 states that a school may be a maximum of 50 feet in height subject to meeting three approval criteria, which are met by the school design featuring a maximum height of 40 feet because:

- A. The total floor area represents less than 25% of the 6.19-acre site area based upon the following calculation: 61,680 sq. ft. (total floor area) ÷ 269,636 sq. ft. (total site area) = 22.9%. This is well under the maximum floor area of 1.5 times greater than the site area.
- B. This section requires minimum setbacks, which are greater than or equal to two-thirds of the building height. Because the building height varies for different portions of the building, the required minimum setback also varies accordingly. The maximum building height at the exterior walls is generally 33 feet. Portions of the east wing of the building reach approximately 41 feet. Table 3 below summarizes how this minimum setback standard is satisfied for all yard areas.

**Table 3
Demonstration of Setback Compliance**

SETBACK	BUILDING HEIGHT	BUILDING SETBACK	REQUIRED SETBACK
Front (entrance)	12.3 ft.	17.1 ft.	8.1 ft.*
Front (east)	41 ft.	42 ft.	27 ft.
Side (east)	41 ft.	33 ft.	27 ft.
Side (west)	33 ft.	380 ft.	22 ft.
Rear (north)	33 ft.	104 ft.	22 ft.

* It is assumed the normal 20' setback still applies.

- C. This request for additional building height is included as part of a conditional use application.

4. Chapter 42 – Clear Vision Areas

Section 42.040 requires that a 30-foot triangular area be kept clear of obstructions and vegetation, which would inhibit visibility for motorists and other street users. These clear vision requirements adjacent to street intersections and driveways will be provided as indicated in site and landscaping plans.

5. Chapter 44 – Fences

Section 44.020 contains the requirements for fence heights in front, side, and rear yards. The proposed 6-foot high chain link fencing on the boundaries of the site satisfy the requirements of this CDC chapter.



6. Chapter 46 – Off-Street Parking and Loading

Section 46.070 B. requires parking spaces to be within 200 feet of main building entrances, and as indicated, some of the required parking spaces are farther from main building entrances up to 560 feet. Therefore, a variance is requested. The variance criteria are addressed later in this application narrative.

Section 46.090 requires 1 vehicle parking space for every employee, plus 1 space for every 1,000 square feet of floor area. With a maximum of 35 staff and a total of 61,680 square feet, a total of 97 spaces is required based upon the following calculation: 35 spaces (1 per employee) + 62 spaces (1 per 1,000 sq. ft. of floor area) = 97 spaces. The district is proposing to provide 88 spaces. Section 55.170 allows for parking exceptions for reductions of no more than 10%. The exception criteria are addressed later in this application narrative.

Section 46.120 requires a driveway to accommodate forward traffic flow for the purpose of loading/unloading passengers. This function is accommodated with a parent/student loading area along the Bittner Street frontage as illustrated on the site plan and the circulation plan (sheets LU1.00 and LU1.02).

Section 46.130 requires one loading berth for the school, which is provided on the west side of the building.

Section 46.150 contains design standards for parking lots, and the proposed site plan complies with these standards. Section 46.150 A. contains a number of standards for parking, loading, and access, which are all satisfied:

1. A minimum of the required parking spaces must be standard (9' X 18'), and the remainder may be compact (8' X 16'). The site plan (Sheet LU1.02) identifies 14 compact spaces in the center of the western parking lot. This is well within the 50% maximum for compact spaces.
2. Disabled parking must be located as close as possible to building entries, and this has been satisfied as shown in the site plan.
3. Repealed.
4. The one service drive is located in a way to minimize potential conflict with other vehicular traffic and pedestrians.
5. The loading area is not near any parking spaces, and therefore conflicts with parked vehicles will not occur.
6. As indicated, the parking, loading, and driveway surfaces will be paved and appropriately marked as required by the city.
7. Not relevant because no park or trailhead parking is proposed.
8. Not relevant because it relates only to residential development.
9. The access drives have been limited to three, and they are found to be appropriate in the DKS report and the City Engineer.
10. The driveways will meet vision clearance requirements as noted under CDC 42 Clear Vision Areas, which is contained in this narrative.
11. Perimeter parking spaces shall include wheel stops.
12. The utility plans indicate how surface storm water will be collected and treated on the



- site in a manner consistent with City Engineer requirements.
13. The parking areas shall be illuminated in a manner that will not adversely affect adjoining properties, as shown on Sheet LU4.01.
 14. Directional and traffic control devices shall be provided as recommended in the traffic study and the City Engineer.
 15. All parking lot and driveway grades are significantly less than 15%.
 16. Not relevant because no visitor or guest parking is proposed.
 17. The parking lots are all less than a 5% maximum allowable grade as shown in the plans.
 18. None of the parking spaces are located in front of the building.
 19. Paved parking spaces are provided in groups of 12 or less.
 20. Pedestrian walkways will be provided, as shown in the plans to link parking lots and primary building entrances and activity areas on the site. Street and driveway crossings will be identified with paint markings.
 21. The parking lot layouts are very basic and will allow safe circulation for vehicles, emergency vehicles, pedestrians, and bicyclists.
 22. The on-site parking spaces have been located as close as possible to the building entrances. However, due to the size and configuration of the site, some spaces will exceed the standards in 46.070, and a variance is requested.
 23. Not applicable because the parking spaces will not have a permeable surface.

Section 46.150 B. requires 4 accessible parking spaces (including 1 van space) for the school. Five accessible spaces are proposed near the front building entrance, will be ADA design requirements, and will have access aisles as specified in this section.

Section 46.150 C. refers to the landscaping standards in CDC 54 Landscaping, which are addressed herein.

Section 46.150 D. requires two bike parking spaces per classroom with the parking located within 50 feet of the building entrance and a minimum of 50% of the spaces covered. The proposed bike parking will include 20 uncovered spaces within 50 feet of the building entrance and another 20 covered spaces within 130 feet of the front entrance. A variance is requested to exceed the distance standard for the 20 covered spaces. The variance criteria are addressed later in this narrative.

Section 46.150 E. only applies to office and industrial development.

Section 46.150 F. contains the parking lot design standards, which are satisfied as demonstrated in the plan sheets.

7. Chapter 48 – Access, Egress and Circulation

Section 48.025 B. contains several requirements pertaining to access controls, which are satisfied:

1. A traffic impact analysis is provided with this application.
2. Working with the City Engineer, the proposed new school will consolidate and organize access to the city street in a manner that will greatly enhance safety and convenience for all travel modes.



3. Of the access options allowed in this section, the school will continue to obtain access directly from city streets.
4. Not applicable because a subdivision is not proposed.
5. Not applicable because no double frontage lots are involved.
6. Access spacing is designed to satisfy TSP requirements, and this has been confirmed in the traffic study.
7. The number of driveways has been minimized and located in coordination with city staff and the recommendations in the traffic study.
8. This section encourages providing driveway access to adjoining properties. In this case, all adjoining properties are developed with access from other streets, making this inapplicable to this application.

Section 48.025 C. includes standards relating to connectivity and formation of blocks. Subsection 1. is not applicable, because the property does not have frontage on an arterial. Subsection 2. will be satisfied because the property street frontage is designed to be rebuilt to current city standards. Subsection 3 allows exceptions, but in working with the City Engineer regarding the design of public improvements, the need for any exceptions has not been identified.

Section 48.040 requires driveway widths of 24 feet for 2-way and 15 feet for 1-way traffic. The proposed driveways and on-site circulation will satisfy the standards in this section, which require minimum driveway widths, adequate maneuvering space on-site, average gradients of less than 10 percent, and parking spaces and service areas that will not require backing into a public street.

Section 48.060 regulates curb cut location and widths, the proposed driveway locations, spacing and widths meet these standards as illustrated on the plan sheets. Vision at driveway intersections will be provided with locations recommended in the traffic study. In addition, the landscaping plan does not feature any plantings that would interfere with vision clearance.

8. Chapter 52 – Signs

Section 52.210 contains several approval standards that must be met. The wall sign and freestanding sign proposed for the Sunset Primary School meet the sign permit approval standards as noted below:

- A. The scale of the signs and their components is appropriate for their location near the main building entrance. At 6 feet tall with an approximate 19.5 square-foot message for the school name, address, and reader board, the freestanding sign is well within the maximum size requirement of 24 square feet in CDC 52.300. The lighting and materials will be very low-key and in keeping with the surrounding residential neighborhood.

At approximately 15 feet in height with 18-inch metal letters, the proposed wall sign on the front entrance canopy satisfies all of the code standards except for the maximum area standard of 18 square feet. A variance is requested to exceed this standard.



- B. The signs are consistent with this standard because the freestanding sign will be illuminated by lights directed at the sign and a backlit reader board, and the light will not shine directly to any off-site location. The proposed wall sign will not be illuminated.
- C. The signs will not be within a clear vision area as demonstrated in the plan sheets.
- D. This criterion is not applicable because the signs will not be located over or adjacent to vehicle driveways or roadways.
- E. This criterion is satisfied because the freestanding lighting will be shielded from any off-site vantage point, and the wall sign will not be illuminated.
- F. The signs will not cause the removal of any trees or affect any natural features on the site.
- G. This criterion is met because the signs will be located within a landscaped area, and the concrete construction will be able to withstand weather and insects.
- H. This standard is not applicable because changeable copy is not proposed.
- I. This standard is not applicable because changeable electronic copy is not proposed.
- J. This criterion is not applicable because the signs shall only be visible from one side.

52.300 Permanent Sign Design Standards

Section 52.300 contains design standards for permanent signs. The proposed freestanding sign is significantly smaller than the allowed maximum 20-foot height and 24 square-foot sign area. As indicated above, the wall sign requires a variance because it exceeds the maximum sign area of 18 square feet.

9. Chapter 54 - Landscaping

Section 54.020 contains several approval standards that must be met. The proposed landscaping satisfies the approval standards as noted below:

- A. The majority of the existing trees on the site will be preserved. As demonstrated in Sheet LU2.01 Tree Removal Plan and LU2.02 Landscape Plan, the retained trees will be incorporated into the landscaping theme for the entire site. The tree removal and protection plans were reviewed in the field by a consulting arborist and the City Arborist, and they both found the plan shown on LU2.01 to be appropriate.
- B. The parking area is proposed to be reduced by 9 spaces to help minimize the number of trees to be removed. Providing 88 spaces in lieu of the required 97 spaces represents a 9% reduction, which is within the 10% reduction allowed in this section.
- C. The District has complied with the municipal code requirements for tree protection. As noted above the tree protection was reviewed by the City Arborist.



- D. This criterion is not applicable because there are no heritage trees on the site.
- E. Subsection 2. requires a minimum landscaped area of 20%. This is exceeded with 33% landscaped area. The remaining dimensional and design requirements for landscaped areas are satisfied as illustrated in the landscaping plans. Subsection 3. Criteria are satisfied:
- a. Defined landscape areas are evenly distributed throughout the parking areas and along the street frontage. As noted in the landscaping plans, shade trees are well-distributed at a ratio of more than the required 1 tree per 8 parking spaces. The western parking lot is over 20 spaces and it meets the minimum 10% interior landscaping standard by providing internal landscaped island of 14% of the parking lot area. The eastern parking lot is between 10 and 20 spaces and it meets the minimum 5% interior landscaping standard by providing internal landscaped islands of 11% of the parking lot area.
 - b. All of the landscaped areas have dimensions that are greater than or equal to the minimum 5-foot dimension requirement.
 - c. As shown in the plans, a significant percentage of the eastern portion of the site will be retained in its current condition, and very little soil improvement or supplemental irrigation will be needed. For the remainder of the site, which will be redeveloped and re-landscaped, appropriate soil amendment and irrigation will be provided.
 - d. The requirement for a landscaped strip of at least 10 feet between parking and loading areas and the street is satisfied with landscaped areas with dimensions in excess of 10 feet. In addition, appropriate street tree species are proposed with spacing of less than the 50-foot maximum, and other ground cover and shrubs are proposed.
 - e. Not applicable because it applies to properties with a main street or arterial street frontage.
 - f. A landscaped buffer of 5 feet is required along adjoining properties, and a minimum of 10-foot landscaped buffers is provided.
 - g. All areas in the parking lots not used for parking and maneuvering are proposed to be landscaped.
 - h. Vision clearance will be provided at all driveways and crosswalks because only low shrubs, groundcover, and lawn are proposed adjacent to these areas.
 - i. The loading and service area will be buffered by the building and the trees proposed along the site frontage.
 - j. Overall security is of the utmost importance to the district. The landscaping plan will not create any "hidden" areas or security issues for students, staff, and visitors.



- k. This district will install appropriate irrigation facilities to properly maintain the vegetation specified in the landscape plans.
 - l. The criteria in this subsection are met because many existing trees on the site will be protected. In addition, the landscape plan was prepared by an experienced landscape architecture firm, which has specified trees that will not cause the potential problems noted in this subsection.
- F. This subsection is not applicable because it applies to subdivisions.
- G. This criterion is not applicable because there are no water resource areas on the site.

B. Relationship to the Natural and Physical Environment

Section 55.100 B. 1. and 2. are not relevant because there are no heritage trees on the site. The location of Type I and II land is shown on Sheet LU1.08 and the tree removal and protection information is shown on Sheet LU2.01, including calculations regarding trees to be retained or removed. The significant trees in these areas are to be protected using the drip line standard in this section. With the majority of the significant trees on the site being protected, the 20% protection standard (and ability to provide the easement or dedication protection) will be satisfied. The impact of removing the trees noted in this application will be mitigated by the new landscaping proposed.

Section 55.100 B. 3. is satisfied because the existing grade, drainage pattern, and the amount of landscaped area will remain consistent with the overall grade and drainage patterns of the existing site.

Section 55.100 B. 4. is satisfied because the property generally features very gentle terrain and is geologically stable. It is not identified on the city's hazard map.

Section 55.100 B. 5. is satisfied because the school building will provide setbacks, which exceed minimum standards, with the exception of a canopy over the front entry area. As noted in the plans, the trash and recycling area is partially enclosed with significant setbacks from any neighboring residences.

Section 55.100 B. 6. is satisfied because the school building and development of the site will meet the applicable criteria:

- a. This criterion, pertaining to architecture, is satisfied because the new building will be of similar scale to the existing school. The site arrangement will utilize the existing trees, along with significant building setbacks, will buffer the tallest portions of the building from adjoining properties. The contemporary design offers a pleasing design with a variety of quality building materials and façade treatments.
- b. The proposed design provides an appropriate transition with adjacent residences by providing a combination of substantial setbacks, retention of many of the existing trees, and a landscaping plan that features substantial buffering and quality materials throughout the site.



- c. The proposed design of the school naturally will be a contrast to surrounding residences. Compatibility with the neighborhood will be accomplished by providing a superior design to the existing school, a more distinct and welcoming entrance, quality exterior finish materials, and landscaping that will provide superior buffering to what is present on the site today.
- d. The proposed school will create a much more human scale environment by providing significantly improved pedestrian facilities, a much more visible and welcoming entrance, and public spaces surrounding the building – particularly along the street frontage.
- e. Main front level transparency applies to commercial and office buildings and is not directly relevant to the school. However, the school design and its orientation to the street are consistent with these standards.
- f. The criterion calls for roofline variations and avoiding continuous flat elevations over 100 feet. As demonstrated in the building plans, the school building design easily complies with the standards along with providing pleasing visual interest and design excellence.
- g. This criterion is satisfied because the main building entrance is oriented toward the sun while including an extensive canopy to provide protection from the elements.
- h. As is evident in this application, significant improvements are proposed to provide a safe and attractive pedestrian environment, including new sidewalks, crosswalks, improved pathways, and pedestrian amenities such as public spaces, landscaping, and street trees.
- i. This criterion deals with commercial uses and pedestrian amenities in commercial districts, and it is not relevant to the school.

Section 55.100 B. 7. regarding Transportation Planning Rule compliance is satisfied because the school building and development of the site will meet the applicable criteria:

- a. This criterion relating to street orientation applies to commercial and office development and is not relevant.
- b. This criterion relating to parking lot location applies to multi-family development and is not relevant.
- c. This criterion relating to building location applies to commercial, office, and multi-family development and is not relevant.
- d. This criterion requires accessways, parking lots, and internal driveways to accommodate pedestrian circulation. The proposed site plan includes clearly delineated pedestrian routes, which are direct and separate from vehicular traffic. In



addition, the number of potential conflict points is minimized to the extent possible.

- e. The two existing pathways to the school will both be improved to provide greater utility, convenience and safety.
- f. This criterion requires at least one main building entrance on the main street. This is satisfied because the building will have a prominent front building entrance, which will be located near, and oriented to, the street.
- g. This criterion calls for providing good pedestrian access between a transit stop and the main entrance. The school buses represent a form of transit and the proposed bus loading area along the street frontage will provide excellent access to and from the main building entrance without any potential vehicle/pedestrian conflicts.
- h. This criterion requires portions of building projects to be oriented towards the main street. As described in this application, the main building entrance is directly oriented to the street. Access driveways and parking are located to the side, allowing an exceptionally welcoming building entrance and relationship to the public realm.
- i. This criterion applies to public utilities and infrastructure and is not relevant to the school.
- j. This criterion applies to trailhead parking and is not relevant to the school.

C. Compatibility between Adjoining Uses, Buffering, and Screening

This section calls for buffering and screening to minimize potential visual and noise impacts affecting adjoining uses. The proposed building architecture and site design provide the necessary buffering in the following ways:

- The potential noise sources identified in the noise evaluation (Exhibit E) will be installed and/or buffered to meet applicable noise standards.
- On-site parking will be landscaped and screened in accordance with CDC standards.
- Existing trees will be protected and new landscaping will be installed to provide desirable buffering for surrounding residences.
- All rooftop equipment will be screened as shown in the architectural plans.

D. Privacy and Noise

School activities and associated noise will continue to be compatible with the surrounding neighborhood. Building entrances and vehicle circulation will continue the current orientation to Oxford, Park, and Bittner streets. The trash and recycling area will be located within an enclosed space to minimize noise and visual impacts. Other noise-generating sources will be able to satisfy applicable noise requirements. The proposed lighting plan for the parking lots and public spaces surrounding the school will be designed to not shed light on surrounding properties. In addition, the sports field will not have lights.



E. Private Outdoor Area

This section only applies to multi-family development and is not relevant.

F. Shared Outdoor Recreation Area

This section only applies to multi-family development and is not relevant.

G. Demarcation of Public, Semi-Public and Private Spaces

The operation, main school entry, and playground layout will emphasize safety and surveillance, and their boundaries will continue to be clearly delineated. All exterior spaces will be visible from multiple directions inside and outside of the building.

H. Public Transit

This section only applies to development on a public transit route and is not relevant.

I. Public Facilities

Suitable public facilities shall be provided in conjunction with the new school including:

- Streets will be improved to meet city standards and comply with the recommendations in the DKS transportation analysis (Exhibit B).
- Municipal water and sanitary sewer are currently available to the site, and they will be upgraded as necessary.
- Solid waste and recycling storage will be provided with sufficient area and accessibility to accommodate service providers.

J. Crime Prevention and Safety/Defensible Space

The operation, main school entry, building windows, exterior lighting, and playground layout will emphasize safety and surveillance, and the boundaries of public spaces will be clearly delineated. All exterior spaces will be visible from multiple directions inside and outside of the building.

K. Provisions for Persons with Disabilities

Provisions for persons with disabilities will be greatly improved compared to the current situation. Full street improvements and crosswalks, ADA parking near the front entrance, and the entire building design will be in full compliance with today's standards.

L. Signs

This section is satisfied because the two signs will be consistent with the overall building architecture. The freestanding sign will include the old school bell to convey a sense of history related to the school site and neighborhood identity. The graphics and lettering will



be simple, tasteful, and only large enough to be legible from the street. Traffic control markings and signs will be installed as desired by the city.

M. Utilities

As noted in this application, the necessary utility facilities will be provided to serve the new school.

N. Wireless Communication Facilities

This section only applies to these types of facilities and is not relevant.

O. Refuse and Recycling Standards

As described in this application:

1. The proposed service yard will provide adequate spaces for recycling equipment and receptacles.
2. The service area is designed to adequately handle recycling and solid waste on a level concrete surface and in a manner acceptable to the fire marshal and waste collection company.
3. Recycling and solid waste will be handled in the services yard.
4. Special waste is not anticipated.
5. The service yard is completely screened from surrounding properties as shown on the plans.
6. Litter receptacles are not proposed in the public right-of-way.

APPLICABLE CRITERIA - EXCEPTION

Director's Exception approvals are sought for the following:

- Approval per CDC Section 55.170 A. to allow a 17.1-foot front yard setback where 20 feet is required in CDC Section 11.070.
- Approval per CDC Section 55.170 B. to allow 88 parking spaces where 97 spaces are required.

Front Yard Setback Exception

The exception criteria in Section 55.170 A. are satisfied based upon the following:

1. The front yard setback is not is not greater than 20%. The requested setback reduction from 20 to 17.1 feet is less than a 15% reduction.
2. At 6.19 acres, available space on this school site is limited. The reduction allows for a more efficient use of the site because the play and buffer areas on the rear of the building can be slightly larger.
3. The exception will allow for greater buffering for neighboring properties. In addition, because of the 90 degree bend in the street at the building entrance, the effective front setback is consistent with the normal 20-foot setback. The properties on the opposite



side of the street will not experience any visual encroachment from the minor reduction in the front yard setback.

4. As demonstrated in the site plan, the front entrance orientation and distance to the street will actually enhance pedestrian access by establishing a direct route to the front entry and eliminating any potential vehicle-pedestrian conflicts in this area.

Off-Street Parking Exception

The exception criteria in Section 55.170 B. are satisfied based upon the following:

1. The reduction of required parking spaces is not is not greater than 10%. The requested parking reduction from 97 to 88 spaces is approximately a 9% reduction.
2. The school is a permanent use, which does not have a high daily demand with 35 staff and a student body that does not drive. Parking demand for special school events will always exceed on-site parking available at virtually any school. The parking represents a significant increase compared to the current situation.
3. The opportunity for shared parking is not applicable in this case.
4. Public transportation, in the form of school buses, is available to the site. In addition, substantial improvements will be made to further encourage walking and bicycling to school. Finally, the required parking could be provided in the southeastern portion of the site, but it would require removal of several additional trees.

APPLICABLE CRITERIA - VARIANCE

Class II Variance approvals are sought for the following:

- Class II Variance to allow on-site parking spaces to be located beyond the 200-foot maximum distance to the building entrance as required in CDC Section 46.070.
- Class II Variance to allow on-site bike parking spaces to be located beyond the 50-foot maximum distance to the building entrance as required in CDC Section 46.150.
- A Class II Variance to allow a wall sign of approximately 28 square feet where a maximum of 18 feet is required in CDC Section 52.300.

These variance requests must be found to comply with the criteria in CDC 75.020 B. 1. The variance criteria are noted below followed by the findings for each of the variance requests noted in the order above.

Chapter 75 requires that a variance will only be approved if it meets four criteria:

- 1. The variance is the minimum variance necessary to make reasonable use of the property.***

On-site Parking Space Location

For a facility like a school, it is extremely difficult to get all parking spaces within 200 feet of the main entrance. This could be possible, but it would mean locating the main entrance a significant distance from the street and surrounding it with parking. The western parking lot could be brought closer to compliance, but it would mean that the



sports field would be removed from the school by a significant distance. The school is different from a commercial development, which would have multiple building entrances and the ability to locate all spaces within 200 feet of at least one entrance.

On-site Bike Parking Space Location

Bicycle use at primary schools is relative low, and it will tend to be somewhat higher during good weather. With this in mind, 20 of the required spaces are proposed within 50 feet of the building entrance. The remaining spaces are covered, but approximately 130 feet from the entrance. Unless the proposed canopy is made exceptionally large, providing the required covered bike spaces near the entrance would interfere with pedestrian access in and out of the school. The proposed arrangement offers a reasonable combination of convenience and secure bike parking.

Wall Sign Area

The purpose of the sign regulations is to ensure that signs are sufficient to identify different land uses in a tasteful way that is not visually obtrusive. While the wall sign is proposed to be larger than allowed, it will be complimentary to the school's design and the surrounding neighborhood.

Although the school would be entitled to multiple signs, it only needs one to identify the school for the general public. The proposed sign area of 28 square feet would be less than two conforming wall signs, which could total 36 square feet.

- 2. The variance will not result in violation(s) of any other code standard, and the variance will meet the purposes of the regulation being modified.***

On-site Parking Space Location

Except for the exception to allow 88 parking spaces instead of 97, the proposed parking will meet all city standards.

On-site Bike Parking Space Location

Except for not having all of the bike parking within 50 feet of the main entrance, the bike parking will meet all other city standards.

Wall Sign Area

The proposed signs for the school, including the wall sign and one, single-sided monument sign, will satisfy all other city requirements for signs. In addition, the entire signage program is well within the desired maximums for total number of signs and sign area.

- 3. The need for the variance was not created by the applicant and/or owner requesting the variance.***

The District did not create the need for the variances through any previous actions. The variances are requested to address unique conditions and desired design results for the school operation and appearance.



- 4. If more than one variance is requested, the cumulative effect of the variances results in a project that is consistent with the overall purpose of the zone.***

The three variances represent requests to allow modest deviations from the CDC standards to achieve a practical result that is in keeping with the purpose and intent of the CDC and West Linn Comprehensive Plan. The variances will allow the District to achieve a more desirable result regarding the location of parking and total sign area.

Chapter 99 Procedures for Decision-Making: Quasi-Judicial

This chapter requires the applicant to contact the affected neighborhood to present the proposed development application. In addition to the required neighborhood meeting, the district held several neighborhood meetings to inform the community about the new school and to solicit input.

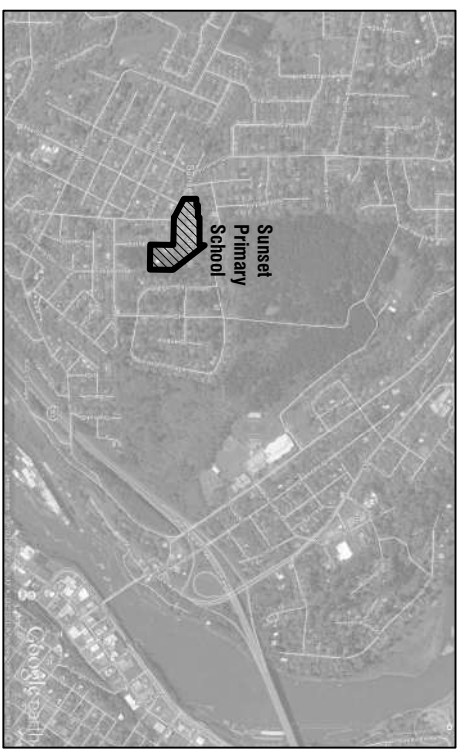
CONCLUSION

The proposed applications satisfy the relevant criteria for approval. The long-awaited replacement of the Sunset Primary School will meet the needs of the students and neighborhood.

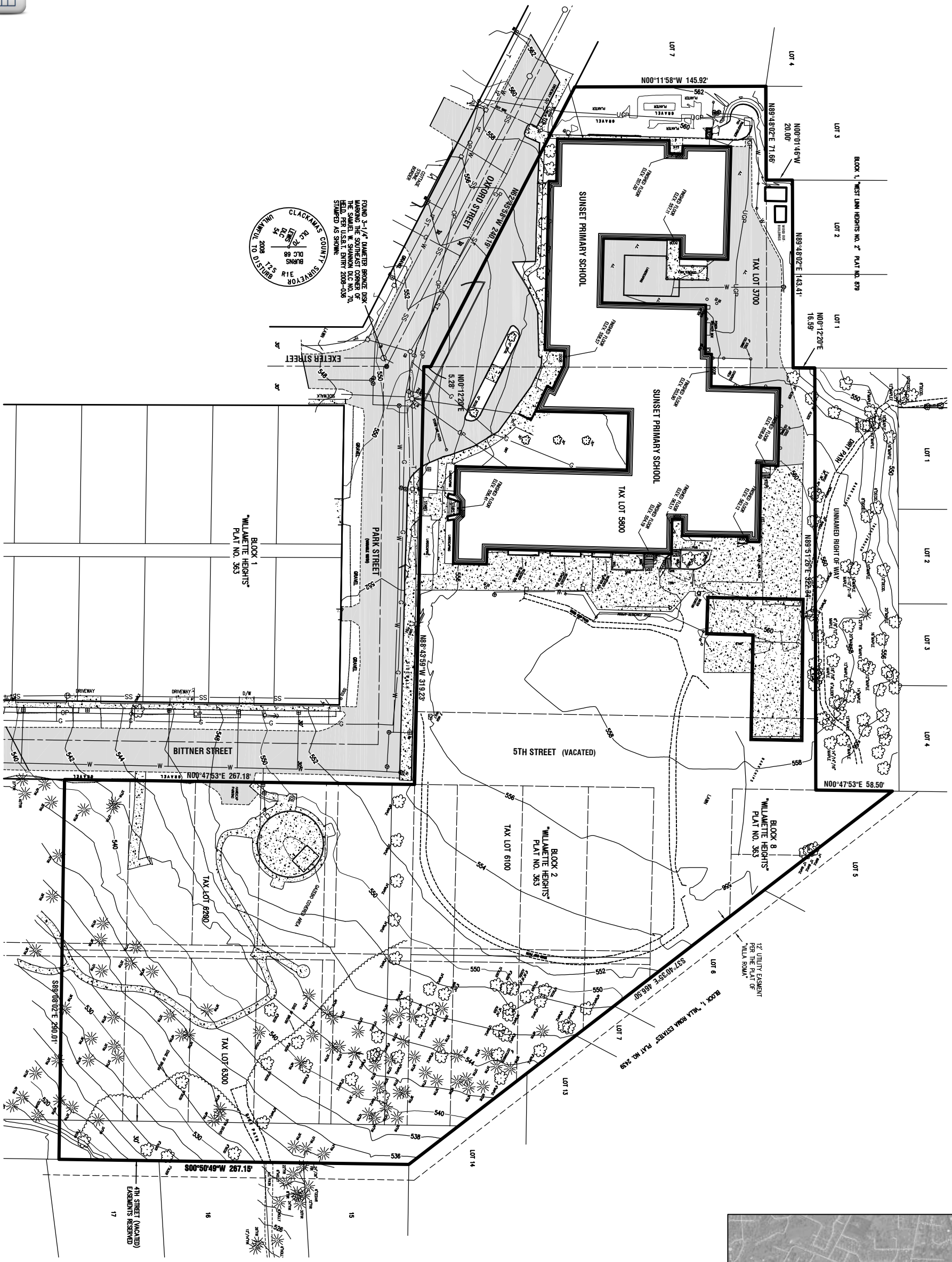


EXHIBIT A

Property Information



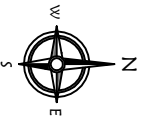
Vicinity Map



FOUND 3-1/4" DIAMETER BRONZE DISK MARKING THE SOUTHWEST CORNER OF THE SQUARE W. SWANSON D.C. NO. 70, BEING PART OF THE TRACT ENTERED 2006-038, SITUATED AS SHOWN.



Scale: 1" = 40'



Notes:

1. BASIS OF ELEVATIONS IS NAVD 88 UTILIZING GPS OBSERVATIONS ON HIGH STATION "TEMP" IN OREGON CITY, UPRATED 2-25-08.
2. CONTOUR INTERVALS ARE TWO FEET.
3. SITE AREA = 273,468 SQUARE FEET (6.28 ACRES).

Legend:

- G GAS LINE
- T OVERHEAD PHONE LINE
- OP OVERHEAD POWER LINE
- SS SANITARY SEWER LINE
- ST STORM SEWER LINE
- W WATER LINE
- - - - - EDGE OF PARCEMENT

**TENTATIVE PLAN
FOR A ONE-PARCEL PARTITION PLAT**

SUNSET PRIMARY SCHOOL
2351 OXFORD STREET
WEST LINN, OREGON 97068

WEST LINN - WILSONVILLE SCHOOL DISTRICT
PO BOX 35
WEST LINN, OREGON 97068

COMPASS Land Surveyors
4107 SE International Way, Suite 705
Milwaukie, Oregon 97222 503-653-9093

DATE	NO.	REVISION
DRAWN	MM/M	CHECK
SCALE	1" = 40'	DATE
PLAN	5367 Prelim Partition Plat	





EXHIBIT B
Neighborhood Meeting



AFFIDAVIT

I, Remo Douglas so hereby solemnly attest that the following statement is true.

Signage for the public notice of the West Linn – Wilsonville School District land use application presentation to the Sunset Neighborhood Association meeting was posted on or before October 20, 2015. A copy of the sign is attached.

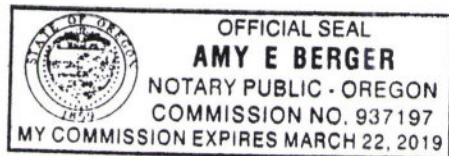
Remo Douglas:  **Date:** 10-21-15

State of Oregon

County of Clackamas

Signed or attested before me on October 21, 2015
by Remo Douglas, **Notary Public State of Oregon.**
My Commission expires: March 22, 2019

Notary: 





AFFIDAVIT

I, Remo Douglas so hereby solemnly attest that the following statement is true.

A copy of the letter to officers of the Sunset Neighborhood Association and property owners within 500 feet of the proposed structure was mailed on October 19, 2015. A copy of the mailing list with names and addresses is attached.

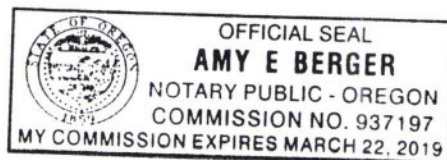
Remo Douglas:  Date: 10-21-15

State of Oregon

County of Clackamas

Signed or attested before me on October 21, 2015
by Remo Douglas, Notary Public State of Oregon.
My Commission expires: March 22, 2019

Notary: 





West Linn – Wilsonville Schools

PUBLIC NOTICE

THE PUBLIC IS INVITED to attend a Sunset Neighborhood Association Meeting to discuss the proposed Construction of a New Sunset Primary School at West Linn – Wilsonville School District's Sunset Primary School site

**November 10, 2015 at 7:00 pm
Sunset Primary School
2351 Oxford St
West Linn, OR 97068**

Property Information:

- LOCATION: Sunset Primary School
- ADDRESS: 2351 Oxford St
West Linn, OR 97068
- DESCRIPTION: Parcel Number 00386987
Assessor's Map 21E25DC05800

Improvements Description:

The major elements of this work include:

- Construction of new Sunset Primary School at the current school site
- New playground and playfield
- New parking and student drop-off areas
- New sidewalks along school frontage

This is an informal meeting to discuss the improvements planned for the Sunset Primary School site. This meeting is in support of a Conditional Use and Class I Design Review application to the city of West Linn. The plan may be modified or altered prior to actual submittal.

For further information, please contact Amy Berger, West Linn – Wilsonville School District 503-673-7977; or visit us on the web at www.bond.wlww.k12.or.us. Concerned citizens are also encouraged to contact their neighborhood association president, or their association designee, with any questions that they may want to relay to the school district.

Notice Dated October 20, 2015

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

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Postage	\$ \$0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



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RANDALL JAHNSON
Street, Apt. No.;
or PO Box No. 4723
City, State, ZIP+4
WEST LINN, OR 97068-3806

4/6/16 PO Meeting
765

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- For an additional fee, delivery may be restricted to the addressee or addressee's authorized agent. Advise the clerk or mark the mailpiece with the endorsement "*Restricted Delivery*".
- If a postmark on the Certified Mail receipt is desired, please present the article at the post office for postmarking. If a postmark on the Certified Mail receipt is not needed, detach and affix label with postage and mail.

IMPORTANT: Save this receipt and present it when making an inquiry.

4/6/16 PC Meeting
766

7009 0820 0000 9577 4455

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Certified Fee	\$3.30
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Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To
DOUG & DOREEN VOKES
 Street, Apt. No.;
 or PO Box No. **4972 Peninsula ST**
 City, State, ZIP+4 **WEST LINN, OR 97068-3125**

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- For an additional fee, a *Return Receipt* may be requested to provide proof of delivery. To obtain Return Receipt service, please complete and attach a Return Receipt (PS Form 3811) to the article and add applicable postage to cover the fee. Endorse mailpiece "Return Receipt Requested". To receive a fee waiver for a duplicate return receipt, a USPS® postmark on your Certified Mail receipt is required.
- For an additional fee, delivery may be restricted to the addressee or addressee's authorized agent. Advise the clerk or mark the mailpiece with the endorsement "*Restricted Delivery*".
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IMPORTANT: Save this receipt and present it when making an inquiry.

PS Form 3800, August 2006 (Reverse) PSN 7530-02-000-9047

4/6/16 PC Meeting

768

West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

POSTPAID
OR 970
19 OCT '15
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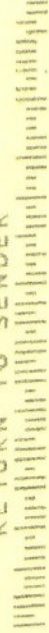


~~WESTENBERGER GRETTA E TRUSTEE
756 ROSEWOOD DR
PALO ALTO, CA 94303-3637~~

Annex Doc

970 N7E 1 514I0010/20/15
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WESTENBERGER GRETTA E
11670 TIMBER SPRING CT
CUPERTINO CA 95014-5145

RETURN TO SENDER



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9706207738

West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

4/6/16 PC Meeting
770

RAMAGE WESLEY A JR & JOANN M
2658 OXFORD ST
WEST LINN, OR 97068-3803



NIXIE 970 7E 1 0010/23/15
RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
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West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

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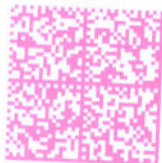
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Our Neighbor at

4965 BONNET DR

WEST LINN, OR 97068-3115

4/6/16 PC Meeting
772

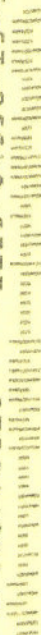
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West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

4/6/16 PC Meeting
773

Our Neighbor at
4665 BITTNER ST
WEST LINN, OR 97068

PORTLAND OR 972
19 OCT 2015 PM 9 L

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NO SUCH NUMBER
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BC: 97062773810 *2229-11243-19-39

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West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

4/6/16 PC Meeting
774

Our Neighbor at
2175 LONG ST
WEST LINN, OR 97068

PORTLAND
OR 970
19 OCT '15
PM 4 L



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NIXIE 970 5E 1 0010/23/15

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NO SUCH NUMBER
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97062773810



West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

4/6/16 PC Meeting
776

FIFE JAMES CAMERON
4645 EXETER ST
WEST LINN, OR 97068-3824



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MAILED FROM ZIP CODE 97068

\$ 00.495



970 N7E 1 614C0010/22/15
FORWARD TIME EXP RTN TO SEND
FIFE
3701 BRISTOL ST
BELLINGHAM WA 98226-5618

RETURN TO SENDER

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9706207738

406

West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

PORTLAND OR 972
19 OCT 2015 PM 9 L



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\$ 00.488
MAILED FROM ZIP CODE 97068



HAWKINS DALE A & CLARENCE A
19363 WILLAMETTE DR
WEST LINN, OR 97068-2010

NIXIE 970 7E 1 0010/27/15

RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD

BC: 97062773810 *2229-11271-19-39



WJL
97062-0738

West Linn-Wilsonville School District
ADMINISTRATION BUILDING
22210 SW Stafford Road
Tualatin, OR 97062

PORTLAND
OR 970
19 OCT '15
PM 4 L



Our Neighbor at
4835 BONNET DR
WEST LINN, OR 97068-3107

NIXTE 970 7E 1 0010/31/15

RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD

BC: 97062773810 *1429-10304-19-46

970620975835



2nd Special Sunset Neighborhood Association Meeting Minutes

November 10, 2015

Location: Sunset Primary School - cafeteria

CALL TO ORDER

Doreen Vokes, Secretary/Treasurer, of the Sunset Neighborhood Association (SNA), called the meeting to order at 7:05 p.m.

PRESENT

21 members and guests: WLWV School District representatives and DOWA-IBI Group Architects

The meeting attendance sign-in sheet is in our files and is available upon request.

NO SECRETARY OR TREASURER REPORT GIVEN.

SUNSET SCHOOL DISCUSSION:

The DOWA-IBI Group Architects displayed designs of the new Sunset Primary School to those in attendance. The designs included an overhead view, layouts for both floors, locations and sizes of play field and parking lot, playground equipment configurations, and fire access lanes. Also shown were perspective street level views looking toward the main entrance.

Tim Woodley, Director of Operation, opened the meeting by talking about the history of the school, ballot measures, and the task force that lead to the decision to keep the school at the Oxford St location. He presented via Power Point the latest design and noted the various changes:

- Moved 8 parking spots from the south lot to the western lot
- With the City allotted 10% reduction, the total new parking spots would now be 88 instead 97, if approved.
- New on-street parking on Oxford St, Park St, and Bittner, including sidewalks
- A multi-way stop at the intersection of Oxford, Park and Exeter St
- Storm planter detention area near the south parking lot
- The school district will talk to every neighbor whose property abuts the school district property to help with creating a buffer zone such as fencing, trees, shrubbery, etc.

Concerns and questions brought up:

1. Number of new on-street parking spaces created on the streets? Unknown
2. Would those parking spaces offset the required number of spaces on the school property? No
3. Why is there a new design for each meeting? That's part of the iterative design process.
4. Why is the school being designed for 450 students? It supports the number of kids within the Sunset boundary.
5. How much smaller will the field be after reduction? No full size baseball field
6. Security concerns? Police will have access to the playground; cameras installed



7. It was mentioned that the deed for the property has a restriction that the Sunset Park property purchased by the school is to be used only for recreation purposes. Note that the original property was deeded to the City by Crown Zellerbach, now Georgia Pacific. Mr. Woodley felt that the land usage is covered by the (IGA) Inter Governmental Agreement signed as part of the land sale.
8. Will remnants of the old school be displayed in the new structure? Yes
9. Over-all security for the occupants of the building? A portion of the money for the bond is to hire a National School Safety Consultant. The front door to the building might be controlled with possible card access, security cameras, etc. Mr. Woodley has been meeting with the Clackamas County Sheriff Dept. to help formulate a security plan for all the schools within the Clackamas area. It is anticipated that the concepts developed here will become a model for the state of Oregon.

The design shown today will be part of the package submitted to the city planning department. Once all the paperwork has been finalized, there will be a four month window for additional public input. The school would like to begin construction June, 2016.

The parks and recreation department supervisor Ken Worcester has agreed to attend our next neighborhood meeting in January to discuss the new master plan for Sunset Park.

ADJOURNMENT

With no further business before the SNA, the President adjourned the meeting at 8:20pm.

****Next quarterly meeting Tuesday, January 26, 2016 @ 7pm****

Respectfully submitted by Doreen Vokes, Secretary of the SNA.

Association info and meeting minutes, or for general City information, Visit www.ci.west-linn.or.us Please see the link for our new Facebook page <https://www.facebook.com/sunsetneighborhoodwestlinn>

SNA OFFICERS

President,	Randall Jahnsen	SunsetNA@westlinnoregon.gov
Vice President,	<i>open</i>	SunsetNA@westlinnoregon.gov
Secretary/Treasurer,	Doreen Vokes	SunsetNA@westlinnoregon.gov

For association info and meeting minutes, or for general city information, visit www.westlinnoregon.gov



OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITECITY	SITESTATE	SITEZIP
BRYNELSON RICHARD W & JANET E	To Our Neighbor	2151 LONG ST	WEST LINN	OR	97068-3416	2151	2151 LONG ST	WEST LINN	OR	97068-3416
SUPPRESSED NAME	To Our Neighbor	PO BOX 154	WEST LINN	OR	97068-0154	2170	2170 LONG ST	WEST LINN	OR	97068-3403
WILLIAMSON FRANK P	To Our Neighbor	2174 LONG ST	WEST LINN	OR	97068-3403	2174	2174 LONG ST	WEST LINN	OR	97068-3403
CITY OF WEST LINN	To Our Neighbor	22500 SALAMO RD #600	WEST LINN	OR	97068-8306	2175	2175 LONG ST	WEST LINN	OR	97068
CHASMAN PAUL CO-TRUSTEE	To Our Neighbor	173 E BACHELOR ROCK DR	PORT ANGELES	WA	98363-8532	2186	2186 LONG ST	WEST LINN	OR	97068-3403
BUCK ANNE M	To Our Neighbor	2208 LONG ST	WEST LINN	OR	97068-3405	2208	2208 LONG ST	WEST LINN	OR	97068-3405
SOKOL JASON E	To Our Neighbor	2224 LONG ST	WEST LINN	OR	97068-3405	2224	2224 LONG ST	WEST LINN	OR	97068-3405
MORRISON JENNIFER J TRUSTEE	To Our Neighbor	22510 OREGON CITY LOOP	WEST LINN	OR	97068-3418	22510	22510 OREGON CITY LOOP	WEST LINN	OR	97068-3418
DWINELL GEORGE K & DEBRA M	To Our Neighbor	22531 OREGON CITY LOOP	WEST LINN	OR	97068-3440	22531	22531 OREGON CITY LOOP	WEST LINN	OR	97068-3440
ALKAYED NABIL J	To Our Neighbor	22550 OREGON CITY LOOP	WEST LINN	OR	97068-3418	22550	22550 OREGON CITY LOOP	WEST LINN	OR	97068-3418
ULRICH CANDACE	To Our Neighbor	22601 OREGON CITY LOOP	WEST LINN	OR	97068-3404	22601	22601 OREGON CITY LOOP	WEST LINN	OR	97068-3404
CONVERSE TYLER S & LORRAINE L	To Our Neighbor	22651 CLARK ST	WEST LINN	OR	97068-3451	22651	22651 CLARK ST	WEST LINN	OR	97068-3451
STARR MILO A TRUSTEE	To Our Neighbor	22651 OREGON CITY LOOP	WEST LINN	OR	97068-3404	22651	22651 OREGON CITY LOOP	WEST LINN	OR	97068-3404
LEONARD PATRICK F	To Our Neighbor	22691 CLARK ST	WEST LINN	OR	97068-3451	22691	22691 CLARK ST	WEST LINN	OR	97068-3451
HUDSON LARRY M & VINA C WINTERS	To Our Neighbor	22691 OREGON CITY LOOP	WEST LINN	OR	97068-3404	22691	22691 OREGON CITY LOOP	WEST LINN	OR	97068-3404
BUTZ GADY & DAWN	To Our Neighbor	22705 OREGON CITY LOOP	WEST LINN	OR	97068-3419	22705	22705 OREGON CITY LOOP	WEST LINN	OR	97068-3419
KLINKENBERG CHARLES E & DIANE P	To Our Neighbor	22710 OREGON CITY LOOP	WEST LINN	OR	97068-3421	22710	22710 OREGON CITY LOOP	WEST LINN	OR	97068-3421
ASH FREDERICK & SUSAN	To Our Neighbor	PO BOX 246	WEST LINN	OR	97068-0246	22741	22741 OREGON CITY LOOP	WEST LINN	OR	97068-3419
MATTIS MARIA H	To Our Neighbor	22750 OREGON CITY LOOP	WEST LINN	OR	97068-3421	22750	22750 OREGON CITY LOOP	WEST LINN	OR	97068-3421
FREDRICKS BRIAN M & RACHEL R	To Our Neighbor	22751 CLARK ST	WEST LINN	OR	97068-3447	22751	22751 CLARK ST	WEST LINN	OR	97068-3447
HOHL TIMOTHY D & VALERIE J	To Our Neighbor	22771 CLARK ST	WEST LINN	OR	97068-3447	22771	22771 CLARK ST	WEST LINN	OR	97068-3447
CHA STEPHANIE & ERIC	To Our Neighbor	22790 OREGON CITY LOOP	WEST LINN	OR	97068-3421	22790	22790 OREGON CITY LOOP	WEST LINN	OR	97068-3421
LEWIS MARK A	To Our Neighbor	22791 CLARK A	WEST LINN	OR	97068-3447	22791	22791 CLARK ST	WEST LINN	OR	97068-3447
BURCH SHIRLEY A	To Our Neighbor	991 E MT WRIGHTSTON LOOP	GREEN VALLEY	AZ	85614-6051	22791	22791 OREGON CITY LOOP	WEST LINN	OR	97068-3419
COWAN CARL C & CATHERINE R	To Our Neighbor	22820 OREGON CITY LOOP	WEST LINN	OR	97068-3437	22820	22820 OREGON CITY LOOP	WEST LINN	OR	97068-3437
TOROK JOAN M & THAVORN	To Our Neighbor	22821 CLARK ST	WEST LINN	OR	97068-3447	22821	22821 CLARK ST	WEST LINN	OR	97068-3447
CRAFT SCOTT A & MARLA M	To Our Neighbor	22821 OREGON CITY LOOP	WEST LINN	OR	97068-3438	22821	22821 OREGON CITY LOOP	WEST LINN	OR	97068-3438
MALISZEWSKI STEPHEN P	To Our Neighbor	7316 SW VIRGINIA AVE	PORTLAND	OR	97219-3039	22831	22831 OREGON CITY LOOP	WEST LINN	OR	97068-3438
GODDARD TERESA	To Our Neighbor	5665 RIVER ST	WEST LINN	OR	97068-3240	2284	2284 LONG ST	WEST LINN	OR	97068-3405
SMITH JOHN W II & S	To Our Neighbor	22851 OREGON CITY LOOP	WEST LINN	OR	97068-3438	22851	22851 OREGON CITY LOOP	WEST LINN	OR	97068-3438
JONES MICHAEL K & DENISE M	To Our Neighbor	22860 OREGON CITY UNIT LO	WEST LINN	OR	97068-3437	22860	22860 OREGON CITY LOOP	WEST LINN	OR	97068-3437
BELL ELENA S & ROBERT J	To Our Neighbor	22871 OREGON CITY LOOP	WEST LINN	OR	97068-3438	22871	22871 OREGON CITY LOOP	WEST LINN	OR	97068-3438
MITCHELL MELVIN C TRUSTEE	To Our Neighbor	27130 SE CURRIN RD	ESTACADA	OR	97023-8721	22881	22881 OREGON CITY LOOP	WEST LINN	OR	97068-3438
THOMPSON CHRISTOPHER L TRUSTEE	To Our Neighbor	22890 OREGON CITY LOOP	WEST LINN	OR	97068-3437	22890	22890 OREGON CITY LOOP	WEST LINN	OR	97068-3437
WILSON MARC A & EMMIE JO	To Our Neighbor	2290 LONG ST	WEST LINN	OR	97068-3405	2290	2290 LONG ST	WEST LINN	OR	97068-3405
LEE CHRISTOPHER S & ELIZABETH	To Our Neighbor	22911 CLARK ST	WEST LINN	OR	97068-3445	22911	22911 CLARK ST	WEST LINN	OR	97068-3445
HANSON MARK R & MOLLY JOHAN	To Our Neighbor	22931 CLARK ST	WEST LINN	OR	97068-3445	22931	22931 CLARK ST	WEST LINN	OR	97068-3445
HATHAWAY JEFF	To Our Neighbor	2294 LONG ST	WEST LINN	OR	97068-3405	2294	2294 LONG ST	WEST LINN	OR	97068-3405
SHROYER JAMES B & SHAUNA L	To Our Neighbor	2320 LONG ST	WEST LINN	OR	97068-3407	2320	2320 LONG ST	WEST LINN	OR	97068-3407
SPEAR GARY V & BARBARA J	To Our Neighbor	2340 LONG ST	WEST LINN	OR	97068-3407	2340	2340 LONG ST	WEST LINN	OR	97068-3407
WEST LINN-WILS SCH DIST #3J	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738	2351	2351 OXFORD ST	WEST LINN	OR	97068-3899
CALLAHAN JAMES & AMANDA	To Our Neighbor	2380 LONG ST	WEST LINN	OR	97068-3407	2380	2380 LONG ST	WEST LINN	OR	97068-3407
GROVES JENNIFER A F & FREDERICK	To Our Neighbor	2481 OREGON CITY BLVD	WEST LINN	OR	97068-3411	2481	2481 OREGON CITY BLVD	WEST LINN	OR	97068-3411
BURKE DAVID M TRUSTEE	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2503	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400
PANICHELLO JOHNNY S TRUSTEE	To Our Neighbor	3000 STONEBRIDGE WAY	LAKE OSWEGO	OR	97034-5142	2507	2507 YORK ST	WEST LINN	OR	97068-3852
ARAUJO CHRISTOPHER & FRANCES L	To Our Neighbor	2510 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2510	2510 OREGON CITY BLVD	WEST LINN	OR	97068-3410
FADDIS BONNIE J & WILLIAM L	To Our Neighbor	2513 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2513	2513 OREGON CITY BLVD	WEST LINN	OR	97068-3400
BURT BRANDON & MEGAN	To Our Neighbor	1165 SW BORLAND RD	WEST LINN	OR	97068-9143	2513	2513 YORK ST	WEST LINN	OR	97068-3852
MCKAY KEVIN S & SHARON R	To Our Neighbor	2520 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2520	2520 OREGON CITY BLVD	WEST LINN	OR	97068-3410
PALACIOS ANDRES F	To Our Neighbor	2523 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2523	2523 OREGON CITY BLVD	WEST LINN	OR	97068-3400
HOUSTON MARC R J TRUSTEE	To Our Neighbor	2533 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2533	2533 OREGON CITY BLVD	WEST LINN	OR	97068-3400
DOCEKAL ANTHONY F	To Our Neighbor	801 NICOLE CT	WEST LINN	OR	97068-4042	2533	2533 YORK ST	WEST LINN	OR	97068-3852
GOMEZ MICHAEL R & CHRISTINA	To Our Neighbor	2539 CAMBRIDGE ST	WEST LINN	OR	97068-3805	2539	2539 CAMBRIDGE ST	WEST LINN	OR	97068-3805
BARBER CAROL A	To Our Neighbor	2540 CAMBRIDGE ST	WEST LINN	OR	97068-3810	2540	2540 CAMBRIDGE ST	WEST LINN	OR	97068-3810
PEET PAMELA J	To Our Neighbor	2450 OREGON CITY BLVD	WEST LINN	OR	97068	2540	2540 OREGON CITY BLVD	WEST LINN	OR	97068-3410
BROWN TIMOTHY A	To Our Neighbor	2543 YORK ST	WEST LINN	OR	97068-3852	2543	2543 YORK ST	WEST LINN	OR	97068-3852
VANDOMELEN CAROLE	To Our Neighbor	2550 CAMBRIDGE ST	WEST LINN	OR	97068-3810	2550	2550 CAMBRIDGE ST	WEST LINN	OR	97068-3810
HARRINGTON PATRICK R	To Our Neighbor	2550 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2550	2550 OREGON CITY BLVD	WEST LINN	OR	97068-3410
MILLER IRENE	To Our Neighbor	2550 OXFORD ST	WEST LINN	OR	97068-3840	2550	2550 OXFORD ST	WEST LINN	OR	97068-3840



OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITECITY	SITESTATE	SITEZIP
MITCHELL LEORA E	To Our Neighbor	2551 CAMBRIDGE ST	WEST LINN	OR	97068-3805	2551	2551 CAMBRIDGE ST	WEST LINN	OR	97068-3805
ROGERS JUSTIN	To Our Neighbor	2560 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2560	2560 OREGON CITY BLVD	WEST LINN	OR	97068-3410
ABERCROMBIE GREGORY P	To Our Neighbor	2567 YORK ST	WEST LINN	OR	97068-3852	2567	2567 YORK ST	WEST LINN	OR	97068-3852
HORN REBECCA M TRUSTEE	To Our Neighbor	2675 LANCASTER ST	WEST LINN	OR	97068-3832	2570	2570 CAMBRIDGE ST	WEST LINN	OR	97068-3810
SPENCE KIRK C & JEANETTE M	To Our Neighbor	2570 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2570	2570 OREGON CITY BLVD	WEST LINN	OR	97068-3410
BRADLEY TRAVIS DANIEL	To Our Neighbor	227 HORIZON AVE APT 1	VENICE	CA	90291-5320	2573	2573 CAMBRIDGE ST	WEST LINN	OR	97068-3805
HINNEBERG RENE O	To Our Neighbor	2580 CAMBRIDGE ST	WEST LINN	OR	97068-3810	2580	2580 CAMBRIDGE ST	WEST LINN	OR	97068-3810
TILLEY BILL W	To Our Neighbor	2580 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2580	2580 OREGON CITY BLVD	WEST LINN	OR	97068-3410
ATKIN PHILIP J & LYNDA A	To Our Neighbor	2590 OREGON CITY BLVD	WEST LINN	OR	97068-3410	2590	2590 OREGON CITY BLVD	WEST LINN	OR	97068-3410
PYLATE NATHAN J & SARA P	To Our Neighbor	2590 OXFORD ST	WEST LINN	OR	97068-3840	2590	2590 OXFORD ST	WEST LINN	OR	97068-3840
SILLS CASSANDRA M	To Our Neighbor	2593 YORK ST	WEST LINN	OR	97068-3852	2593	2593 YORK ST	WEST LINN	OR	97068-3852
WAITS LILLA	To Our Neighbor	2611 YORK ST	WEST LINN	OR	97068-3854	2611	2611 YORK ST	WEST LINN	OR	97068-3854
MARI KIM J	To Our Neighbor	2620 OXFORD ST	WEST LINN	OR	97068-3803	2620	2620 OXFORD ST	WEST LINN	OR	97068-3803
GASKILL JASON M	To Our Neighbor	2621 YORK ST	WEST LINN	OR	97068-3854	2621	2621 YORK ST	WEST LINN	OR	97068-3854
WOEBKE TERRY L & JACKIE A	To Our Neighbor	2625 OXFORD ST	WEST LINN	OR	97068-3842	2625	2625 OXFORD ST	WEST LINN	OR	97068-3842
OWENS CARL R & JUDITH M	To Our Neighbor	5885 SKYLINE DR	WEST LINN	OR	97068-3122	2631	2631 OREGON CITY BLVD	WEST LINN	OR	97068-3148
TROST JENNIFER L	To Our Neighbor	2634 CAMBRIDGE ST	WEST LINN	OR	97068-3807	2634	2634 CAMBRIDGE ST	WEST LINN	OR	97068-3807
HOLLYCREST PROP OF OR LLC	To Our Neighbor	16836 CHERRY CREST DR	LAKE OSWEGO	OR	97034-5973	2636	2636 OXFORD ST	WEST LINN	OR	97068-3803
DAHL WILLIAM V & GENEVA E	To Our Neighbor	2640 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2640	2640 OREGON CITY BLVD	WEST LINN	OR	97068-3114
DONAHUE TY J & KRISTIN M	To Our Neighbor	2650 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2650	2650 OREGON CITY BLVD	WEST LINN	OR	97068-3114
RAMAGE WESLEY A JR & JOANN M	To Our Neighbor	2658 OXFORD ST	WEST LINN	OR	97068-3803	2658	2658 OXFORD ST	WEST LINN	OR	97068-3803
5656 LLC	To Our Neighbor	PO BOX 507	BEAVERCREEK	OR	97004-0507	2660	2660 CAMBRIDGE ST	WEST LINN	OR	97068-3807
HARDING TODD B	To Our Neighbor	2660 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2660	2660 OREGON CITY BLVD	WEST LINN	OR	97068-3114
KUEHN JOANN C TRUSTEE	To Our Neighbor	PO BOX 5252	BEAVERTON	OR	97006-0252	2663	2663 CAMBRIDGE ST	WEST LINN	OR	97068-3863
CHAO SAMBATH U	To Our Neighbor	2664 OXFORD ST	WEST LINN	OR	97068-3803	2664	2664 OXFORD ST	WEST LINN	OR	97068-3803
CLAXTON JAMES W & VERONIKA G	To Our Neighbor	2670 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2670	2670 OREGON CITY BLVD	WEST LINN	OR	97068-3114
BURKE DAVID M TRUSTEE	To Our Neighbor	2503 OREGON CITY BLVD	WEST LINN	OR	97068-3400	2671	2671 OREGON CITY BLVD	WEST LINN	OR	97068-3123
HAYS PATRICIA E	To Our Neighbor	2680 CAMBRIDGE ST	WEST LINN	OR	97068-3807	2680	2680 CAMBRIDGE ST	WEST LINN	OR	97068-3807
MONAHAN MATTHEW & KELLENE	To Our Neighbor	2680 OREGON CITY BLVD	WEST LINN	OR	97068-3114	2680	2680 OREGON CITY BLVD	WEST LINN	OR	97068-3114
GALUSHA RONALD D & NORMA J	To Our Neighbor	2681 OREGON CITY BLVD	WEST LINN	OR	97068-3123	2681	2681 OREGON CITY BLVD	WEST LINN	OR	97068-3123
FREE DANA M	To Our Neighbor	2685 CAMBRIDGE ST	WEST LINN	OR	97068-3863	2685	2685 CAMBRIDGE ST	WEST LINN	OR	97068-3863
FRANCIS JEFFREY D	To Our Neighbor	PO BOX 644	GLADSTONE	OR	97027-0644	2690	2690 OXFORD ST	WEST LINN	OR	97068-3803
CONTLA MITCHELL R & JENNIFER	To Our Neighbor	2711 OXFORD ST	WEST LINN	OR	97068-3809	2711	2711 OXFORD ST	WEST LINN	OR	97068-3809
TRUAX MICHAEL J & JAN M	To Our Neighbor	4614 BITTNER ST	WEST LINN	OR	97068-3401	4614	4614 BITTNER ST	WEST LINN	OR	97068-3401
HANSEN SUSAN K	To Our Neighbor	4615 EXETER ST	WEST LINN	OR	97068-3824	4615	4615 EXETER ST	WEST LINN	OR	97068-3824
SANDERS DEBORAH D	To Our Neighbor	8700 SW YAKIMA CT	TUALATIN	OR	97062-9365	4626	4626 BITTNER ST	WEST LINN	OR	97068-3401
GROSS J DARRIN & ANNE K	To Our Neighbor	5201 SW WESTGATE DR STE 300	PORTLAND	OR	97221-2424	4627	4627 EXETER ST	WEST LINN	OR	97068-3824
MOYAL NATHAN	To Our Neighbor	941 2ND ST	MUKILTEO	WA	98275-1637	4642	4642 BITTNER ST	WEST LINN	OR	97068-3401
FIFE JAMES CAMERON	To Our Neighbor	4645 EXETER ST	WEST LINN	OR	97068-3824	4645	4645 EXETER ST	WEST LINN	OR	97068-3824
DAVIS ROBERT & SHANA	To Our Neighbor	4650 BITTNER ST	WEST LINN	OR	97068-3401	4650	4650 BITTNER ST	WEST LINN	OR	97068-3401
WEST LINN-WILS SCHOOL DIST #3JT	To Our Neighbor	22210 SW STAFFORD RD	TUALATIN	OR	97062-7738	4665	4665 BITTNER ST	WEST LINN	OR	97068
LAMB NANCY J	To Our Neighbor	4666 BITTNER ST	WEST LINN	OR	97068-3401	4666	4666 BITTNER ST	WEST LINN	OR	97068-3401
SWERDLICK ROBERT & TERESA	To Our Neighbor	18891 SE SEMPLE RD	DAMASCUS	OR	97089-7841	4667	4667 EXETER ST	WEST LINN	OR	97068-3824
MEIER VICTORIA LEE	To Our Neighbor	4669 EXETER ST	WEST LINN	OR	97068-3824	4669	4669 EXETER ST	WEST LINN	OR	97068-3824
PULLIAM LEON	To Our Neighbor	4680 BITTNER ST	WEST LINN	OR	97068-3401	4680	4680 BITTNER ST	WEST LINN	OR	97068-3401
SPRAY GLENNA FAE	To Our Neighbor	4680 EXETER ST	WEST LINN	OR	97068-3819	4680	4680 EXETER ST	WEST LINN	OR	97068-3819
HEAGY NIKOLAS W & ERICA J	To Our Neighbor	4682 SUSSEX ST	WEST LINN	OR	97068-3846	4682	4682 SUSSEX ST	WEST LINN	OR	97068-3846
MEYERS FRANK H & KELI D	To Our Neighbor	4695 EXETER ST	WEST LINN	OR	97068-3824	4695	4695 EXETER ST	WEST LINN	OR	97068-3824
MINKLER JAMES & MURIEL	To Our Neighbor	4696 BITTNER ST	WEST LINN	OR	97068-3401	4696	4696 BITTNER ST	WEST LINN	OR	97068-3401
GROSS J DARRIN	To Our Neighbor	16905 CHAPIN WAY	LAKE OSWEGO	OR	97034-6303	4715	4715 CORNWALL ST	WEST LINN	OR	97068-3806
WESTENBERGER GRETTA E TRUSTEE	To Our Neighbor	756 ROSEWOOD DR	PALO ALTO	CA	94303-3637	4720	4720 BITTNER ST	WEST LINN	OR	97068-3402
HOMER DAVID C & CANDYCE A	To Our Neighbor	34469 COLVILLE PL	FREMONT	CA	94555-3316	4723	4723 CORNWALL ST	WEST LINN	OR	97068-3806
DOBROTH BARBARA J	To Our Neighbor	4727 EXETER ST	WEST LINN	OR	97068-3826	4727	4727 EXETER ST	WEST LINN	OR	97068-3826
BERRY JENNIFER	To Our Neighbor	4734 SUSSEX ST	WEST LINN	OR	97068-3823	4734	4734 SUSSEX ST	WEST LINN	OR	97068-3823
JOHNS LORRAINE K	To Our Neighbor	4735 SUSSEX ST	WEST LINN	OR	97068-3848	4735	4735 SUSSEX ST	WEST LINN	OR	97068-3848
BRUNGARDT LISA Y	To Our Neighbor	4739 EXETER ST	WEST LINN	OR	97068-3826	4739	4739 EXETER ST	WEST LINN	OR	97068-3826
VARVEL RICHARD & CHERYL	To Our Neighbor	23842 S BEATIE RD	OREGON CITY	OR	97045-8553	4740	4740 BITTNER ST	WEST LINN	OR	97068-3402
KHOO HOCK CHEE & HANSEN CARRIE M	To Our Neighbor	4760 BITTNER ST	WEST LINN	OR	97068-3402	4760	4760 BITTNER ST	WEST LINN	OR	97068-3402
GADOTTI BARBARA A	To Our Neighbor	306 SE JUNIPER CT	PRINEVILLE	OR	97754-2328	4761	4761 EXETER ST	WEST LINN	OR	97068-3826



OWNER1	NEIGHBOR	OWNERADDR	OWNERCITY	OWNERSTATE	OWNERZIP	SITESTRNO	SITEADDR	SITECITY	SITESTATE	SITEZIP
BLEDY ROBERT J & NOELLE C	To Our Neighbor	4776 BITTNER ST	WEST LINN	OR	97068-3402		4776 4776 BITTNER ST	WEST LINN	OR	97068-3402
NICKELSON COLIN L	To Our Neighbor	4777 EXETER ST	WEST LINN	OR	97068-3826		4777 4777 EXETER ST	WEST LINN	OR	97068-3826
GREENLEE DARRELL D	To Our Neighbor	4789 EXETER ST	WEST LINN	OR	97068-3826		4789 4789 EXETER ST	WEST LINN	OR	97068-3826
BLEDY JULIUS M & KATHY M	To Our Neighbor	4790 BITTNER ST	WEST LINN	OR	97068-3402		4790 4790 BITTNER ST	WEST LINN	OR	97068-3402
OTANI KEITH J	To Our Neighbor	4790 EXETER ST	WEST LINN	OR	97068-3821		4790 4790 EXETER ST	WEST LINN	OR	97068-3821
JORDAN STEPHEN WODEHOUSE & ANNE	To Our Neighbor	4833 SUMMIT ST	WEST LINN	OR	97068-3126		4833 4833 SUMMIT ST	WEST LINN	OR	97068-3126
TUCKER WILLIAM H & HELEN B	To Our Neighbor	921 W CLINTON ST	ELMIRA	NY	14905-2155		4835 4835 BONNET DR	WEST LINN	OR	97068-3107
KELLY DAN M & BEVERLY	To Our Neighbor	4239 PHILLIPS CT	LONGVIEW	WA	98632-5176		4839 4839 SUMMIT ST	WEST LINN	OR	97068-3126
HAWKINS DALE A & CLARENCE A	To Our Neighbor	19363 WILLAMETTE DR	WEST LINN	OR	97068-2010		4952 4952 PROSPECT ST	WEST LINN	OR	97068-3125
HASTINGS JANE C	To Our Neighbor	4961 PROSPECT ST	WEST LINN	OR	97068-3116		4961 4961 PROSPECT ST	WEST LINN	OR	97068-3116
SPANKS GARY WILSON & RACHEL	To Our Neighbor	4962 PROSPECT ST	WEST LINN	OR	97068-3125		4962 4962 PROSPECT ST	WEST LINN	OR	97068-3125
GUIST NICHOLAS A	To Our Neighbor	PO BOX 2283	GRESHAM	OR	97030-0636		4965 4965 BONNET DR	WEST LINN	OR	97068-3115
BUBLIES MANFRED W	To Our Neighbor	4971 PROSPECT ST	WEST LINN	OR	97068-3116		4971 4971 PROSPECT ST	WEST LINN	OR	97068-3116
VOKES DOUGLAS R & DOREEN M	To Our Neighbor	4972 PROSPECT ST	WEST LINN	OR	97068-3125		4972 4972 PROSPECT ST	WEST LINN	OR	97068-3125
KIRSCHMANN JEFFERY S & LORI A	To Our Neighbor	4975 BONNET DR	WEST LINN	OR	97068-3115		4975 4975 BONNET DR	WEST LINN	OR	97068-3115
TUFTS ROBERT B	To Our Neighbor	4981 PROSPECT ST	WEST LINN	OR	97068-3116		4981 4981 PROSPECT ST	WEST LINN	OR	97068-3116
STULL DOUGLAS A	To Our Neighbor	4982 PROSPECT ST	WEST LINN	OR	97068-3125		4982 4982 PROSPECT ST	WEST LINN	OR	97068-3125
MARTIN DOUGLAS H & NANCY N	To Our Neighbor	5111 CROWN ST	WEST LINN	OR	97068-3408		5111 5111 CROWN ST	WEST LINN	OR	97068-3408
WINFIELD GERRY & MADONNA RIEE	To Our Neighbor	5150 CROWN ST	WEST LINN	OR	97068-3429		5150 5150 CROWN ST	WEST LINN	OR	97068-3429
OLSON SCOTT & KARA GATTO-OLSON	To Our Neighbor	5151 CROWN ST	WEST LINN	OR	97068-3408		5151 5151 CROWN ST	WEST LINN	OR	97068-3408
HINKEL RANDY L & LORI	To Our Neighbor	5190 CROWN ST	WEST LINN	OR	97068-3429		5190 5190 CROWN ST	WEST LINN	OR	97068-3429



EXHIBIT C
Sunset Primary School Transportation Analysis and
Safe Routes to School Plan



117 Commercial Street NE
 Suite 310
 Salem, OR 97301
 503.391.8773
 www.dksassociates.com

MEMORANDUM

DATE: November 23, 2015

TO: Remo Douglas, West Linn-Wilsonville School District

FROM: Scott Mansur, P.E. *Sm*
 Jordin Ketelsen, E.I.T.

SUBJECT: **Sunset Primary School Transportation Analysis and Safe Routes to School Plan** P15142-001

A bond was recently passed for the West Linn-Wilsonville School District which created funding to replace Sunset Primary School (K-5). The school is located at 2351 Oxford Street in the City of West Linn, Oregon. As part of this school replacement, the City of West Linn agreed to sell 1.6 acres of Sunset Park to the school district thereby creating adequate land to rebuild on the same site. The school boundary extends to the south to I-205, to the east to West A Street, west to Wild Rose Drive, and to the north near Rosemont Road. Oxford Street provides access to the current school site and is classified as a Neighborhood Route by the City of West Linn. Details regarding the existing conditions project trip generation, safe routes to school assessment, site circulation and loading review, and project recommendations summary can be found in the following sections.



Existing Conditions

Evaluation of the existing pedestrian and bike environment can be used to identify where gaps in the network exist as well as identify locations where improvements are needed to improve safe routes to Sunset Primary School. Identifying the key routes that Sunset Primary School students are most likely to frequent while traveling to and from school will also be considered to improve safety for the high use facilities and accessibility.



Existing Sidewalk Connectivity

The existing sidewalk inventory can be seen in Figure 1. As shown, the only streets that have complete sidewalks on both sides of the facility are to the northeast of the school including Windsor Terrace, Clark Street, Crown Street, and Kobuk Court. Many significant sidewalk gaps exist within the walking boundary, especially in the immediate vicinity of Sunset Primary School between Cornwall Road and Walden Road. Furthermore, as shown in the image to the top right, the existing sidewalks are in poor condition, are very narrow, and have frequent gaps. The lack of standard sidewalks, narrow streets, and lack of bike facilities is likely due to the age of the surrounding neighborhood.



Existing Sidewalk Quality in the School's Vicinity

Sunset Park is directly adjacent to the existing Sunset Primary School building and has several paths connecting neighborhoods to Sunset Primary School via Sunset Park. One path connects from the east side of Sunset Park to Windsor Terrace (see figure in the bottom right). Another pedestrian path exists north of the existing Sunset Primary School and connects to Windsor Terrace. These paths do not have any pathway lighting and do not meet ADA standards. Two additional paths on the south side of Sunset Park connect to Long Street but are not ADA accessible.

School Crossing Evaluation

Two marked crossings currently exist adjacent to Sunset Primary School; one on the west leg of the Sussex Street/Oxford Street intersection and one on the east leg of the Exeter Street/Oxford Street intersection. As shown in the figures at the top of the next page, the Sussex Street crossing does not connect to any sidewalks on Sussex Street and the Exeter Crossing does not directly connect to the building causing students to also have to cross the busy drop off entrance before reaching the School's sidewalks. The south leg of this crossing (Exeter Street) does have sidewalks.



Pedestrian Path Connecting Windsor Terrace to Sunset Park

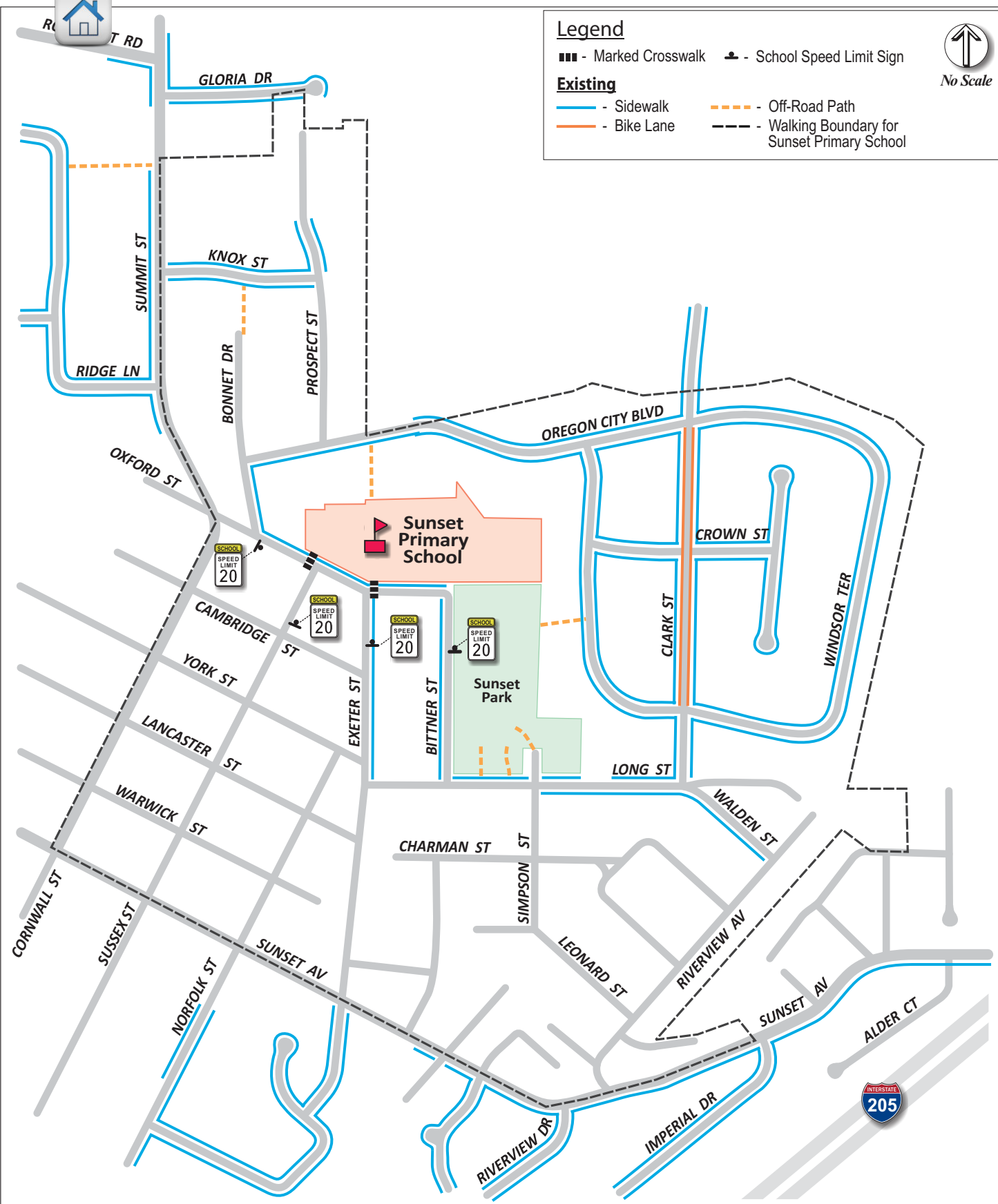


Legend

- - Marked Crosswalk
- ⬇ - School Speed Limit Sign
- Existing
- - Sidewalk
- - Off-Road Path
- - Bike Lane
- - Walking Boundary for Sunset Primary School



No Scale



DKS

Figure 1

Existing Conditions

Sunset Primary Safe Routes to School



Sussex Crossing with No Sidewalks on South Side



Exeter Crossing does not Connect Directly to the Building

School Speed Zone Evaluation

Due to the residential land uses surrounding the school, the posted speed along the majority of the roads within the walking boundary are 25 mph which is the default statutory speed for a residential street.¹ School zones (speed 20 mph) are signed adjacent to Sunset Primary School along Oxford Street as well as the approaches to Oxford Street on Sussex Street, Exeter Street, and Bittner Street.

Existing Bicycle Network

Bike lanes currently exist along Clark Street between Long Street and Windsor Terrace (See Figure 1). No other bike facilities currently exist within the Sunset Primary School walking boundary.

¹ Speed Zoning Program. ODOT Traffic-Roadway Section (TRS). http://www.oregon.gov/odot/hwy/traffic-roadway/pages/speed_zone_program.aspx. Accessed June 20, 2012.



Trip Generation

Trip generation estimates were performed for the existing Sunset Primary School to provide a baseline for determining how the proposed replacement would affect traffic to and from the site. The traffic impacts for the existing school and the proposed rebuild is discussed in the following sections.

Existing Trip Generation

The trip generation estimates for the existing Primary School were performed using rates obtained from the Institute of Transportation Engineers (ITE), *Trip Generation, 9th Edition*.² The architectural capacity of the current school is 575 students³. Even though the highest historical enrollment at the school was only 471 students, the architectural capacity of the existing Sunset Primary School was the maximum enrollment utilized to estimate traffic impacts of the existing site to ensure an equal comparison with the architectural capacity of the proposed replacement. As shown in Table 1, the existing school’s trip generation is estimated to be 259 a.m. peak hour trips, 86 p.m. peak hour trips and approximately 742 daily trips.

Table 1: Existing Trip Generation

Peak Hour	Land Use (ITE Code)	Size	Trip Rate	Peak Hour Trips
AM	Elementary School (520)	575 Students	0.45 trips/student	259 (142 in, 117 out)
PM			0.15 trips/student	86 (42 in, 44 out)
Daily			1.29 trips/student	742 Daily Trips

Proposed Trip Generation

Trip generation estimates were also performed for the proposed replacement using applicable ITE rates. Based on information provided by the School District, the future Sunset Primary School building will have an architectural capacity of 450 students (125 less students than the existing building). As shown in Table 2, it is estimated that the proposed rebuild would generate 581 daily trips, 203 a.m. peak hour trips and 68 p.m. peak hour trips. As shown, the proposed replacement would add less total traffic to the study area network than the Sunset Primary School historical use for both the architectural capacity and the historical maximum capacity.

Table 2: Proposed Land Use Trip Generation

Peak Hour	Land Use (ITE Code)	Size	Trip Rate	Peak Hour Trips	Net Effect
AM	Elementary School (520)	450 Students	0.45 trips/student	203 (112 in, 91 out)	-56 trips
PM			0.15 trips/student	68 (33 in, 35 out)	-18 trips
Daily			1.29 trips/student	581 Daily Trips	-161 trips

² *Trip Generation, 9th Edition*, Institute of Transportation Engineers, 2012.

³ Email conversation with Remo Douglas, West Linn-Wilsonville School District, June 29, 2015.



Site Plan Review

The site plan provided by the School District⁴ was evaluated to identify potential concerns related to site access, intersection sight distance, school speed zone, bus loading, parent loading, pedestrian and bicycle access, bicycle parking, site parking needs, and frontage improvements. A copy of the site plan is included in the appendix.

Site Access

The preliminary site plan includes three proposed driveways; two via Oxford Street aligned with Exeter Street and Sussex Street and one via Bittner Street approximately 375 feet from the easternmost Oxford Street Driveway. Minimum access spacing along Oxford Street (classified as a neighborhood route) is desired at 100 feet and a 50 foot minimum access spacing is desired for Bittner Street (classified as a local residential street).⁵ The location of the proposed accesses as shown in the site plan meets City spacing requirements. Additionally, the westernmost proposed access on Oxford Street is recommended to align with Sussex Street to reduce any intersection offset.

Intersection Sight Distance

Preliminary sight distance at each access was evaluated and found to be sufficient for all movements in and out of each driveway. However, at the time that the project site is constructed, sight distance at all proposed project access points will need to be verified, documented, and stamped by a registered professional Civil or Traffic Engineer licensed in the State of Oregon prior to occupancy.

School Speed Zones and Posted Speed

ODOT's guide to school area safety⁶ provides guidance on the application of reduced school speed zones along roadways adjacent to middle and primary schools. During school hours Oxford Street, Bittner Street, Exeter Street, and Sussex Street are currently posted as a school speed zone 20 mph in the immediate vicinity of the Sunset Primary School building. It is recommended that the existing school speed zones be replaced and enforced with school speed zone flashers consistent with operations at other similar primary schools in the West Linn-Wilsonville School District. Furthermore, the location of the existing school speed zone sign on Bittner Street is recommended to relocate to the corner of Bittner Street and Long Street to expand the school speed zone based on the proposed site modifications of the rebuild (see Figure 2 in the Safe Routes to School Assessment section of this memorandum).

⁴ Site Plan for Sunset Primary School provided via email by Rebecca Stuecker, IBI Group Architects, November 16, 2015.

⁵ *West Linn Transportation System Plan*, Chapter 8, December 2008.

⁶ *A Guide to School Area Safety*, Oregon Department of Transportation, July 2006 revised February 2009.



During the 2011 legislative session, House Bill (HB) 3150 was signed into law by the Governor. HB 3150 allows the road authority to establish by ordinance a designated speed for a roadway under their jurisdiction that is five miles per hour lower than the statutory speed.⁷ Additional stipulations to this authority are that the roadway is located in a residence district, it has average volumes fewer than 2,000 motor vehicles per day, and more than 85 percent of which are traveling less than 30 MPH. Since Sussex Street, Exeter Street, Lancaster Street, Leonard Street, Simpson Street, and Long Street meet the criteria of HB 3150, the City could consider lowering the posted speed from 25 MPH to 20 MPH in the vicinity of Sunset Primary School. Lowering the posted speed has been shown to reduce crash severity and will improve the safe routes for pedestrians and bicyclists.

Bus Loading

Based on the site plan, buses will pick up and drop off students along the school frontage between the proposed access on Bittner Street and the proposed accesses on Oxford Street that aligns with Exeter Street. The buses would enter the pick-up/drop-off zone via Bittner Street onto Oxford Street, and exit along Oxford Street toward the west project access. The new bus loading area includes approximately 300 feet of curb space along the frontage of the school, which is more than sufficient for the estimated 5 buses expected to better serve the school⁸ (assuming a 40 foot design length and ten foot spacing⁹). Based on the site plan, the proposed on-street bus loading area provides sufficient space for student loading while allowing adequate space for two-way motor vehicle traffic along Oxford Street.

Parent Loading

The current site plan provides a designated parent loading area on Oxford Street west of the proposed project access that aligns with Sussex Street as well as the space on Bittner Street behind the buses in the bus loading area. Parents would enter the pick-up/drop-off zones going northbound on Bittner Street, and exit going west on Oxford Street.

The designated parent loading area on Oxford Street includes approximately 150 feet of curb space along the frontage of the school and approximately 100 feet of curb space along Bittner Street is expected to be available behind the five buses in the bus loading zone which is sufficient for approximately ten vehicles (assuming 25 feet per vehicle). Clear delineation should be provided between the designated bus loading and parent loading along Bittner Street and Oxford Street between the south and east project accesses. It also important to note that additional parent loading space is available on Oxford Street west of Sussex Street if the designated parent loading spaces reach capacity.

⁷ Enrolled House Bill 3150. Oregon Legislature. <http://www.leg.state.or.us/11reg/measpdf/hb3100.dir/hb3150.en.pdf>. Accessed June 20, 2012.

⁸ Five bus routes serve Sunset Primary School including routes 27, 30, 50, 51, and 52.

⁹ *Geometric Design of Highways and Streets*, AASHTO, 2011; Figure 2-8, p. 2-17.



A raised pedestrian crossing across the proposed east access on Oxford Street is recommended. This would allow for students to exit the parent loading area and access the school building with no change in grade, as well as reducing the speeds of motor vehicle entering the driveway.

Pedestrian and Bicycle Access

A sidewalk on both sides of Bittner Street and Oxford Street is shown along the extents of the project frontage. It is recommended to have marked pedestrian crossings on each leg of the proposed access on Oxford Street that aligns with Exeter Street as well as the south leg of the proposed access on Bittner Street. The provision of connected facilities improves safety and also encourages walking and bicycling to school, which are important travel modes for students who live close to the school.

Site Parking Needs

There are currently only 27 regular parking stalls incorporated in the existing Sunset Primary School which is below the City of West Linn’s minimum parking standards. The future configuration of Sunset Primary School proposes a total of 91 parking stalls even though it is decreasing in both size and classrooms. The proposed 91 parking stalls for the future configuration of Sunset Primary School and the City’s vehicular parking requirements¹⁰ are shown in Table 3 below.

Table 3: Vehicular Parking Summary

Scenario	Number of Parking Stalls
City Minimum Requirements	97
Future Proposed Parking	91
Net Parking Deficiency	6

¹⁰ The City of West Linn’s minimum parking standards for primary schools are based on the number of employees and building square footage.



As shown, the proposed 91 parking stalls still falls short nine stalls from the City’s parking requirements. However, it does bring Sunset Primary School closer to conformance with City code. Furthermore, the current site plan states that an intentional reduction of the six stalls required was made in order to preserve existing trees.¹¹ If additional parking demand is needed, on-street parking along residential streets in the vicinity of Sunset Primary School is available.

Table 4 shows the minimum bicycle parking requirements compared with the proposed bicycle parking facilities for the future Sunset Primary School. As shown, the site plan shows sufficient bicycle parking for the primary school.

Table 4: Bicycle Parking Summary

Land Use	Size	Bicycle Parking		
		<i>City Code Requirement</i>	<i>Minimum Spaces</i>	<i>Proposed Spaces</i>
Primary School	18 classrooms	2 spaces per class	36	40

Safe Routes to School Assessment

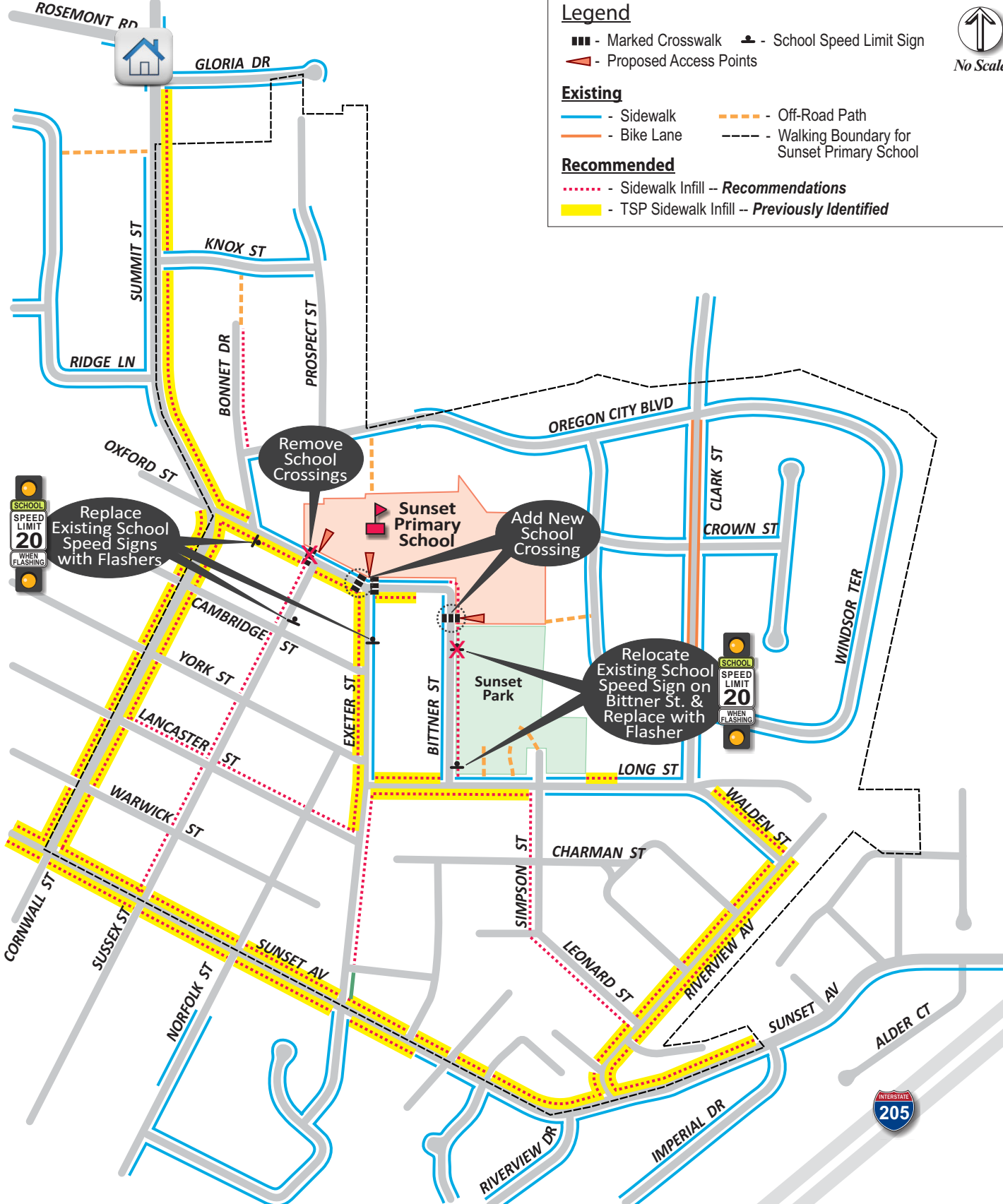
Based on the evaluation of the existing conditions assessment, recommendations to improve connectivity and safety in the Sunset Primary School walking boundary have been developed. Recommendations regarding pedestrian and bicycle connectivity are shown in Figure 2 and discussed in the following sections.

Sidewalk Infill

As was shown in Figure 1, significant gaps in the sidewalk system exists in the vicinity of Sunset Primary School. Children within the walking boundary are not provided bus transportation to school, as such; recommendations for sidewalk infill have been identified at the end of the memorandum. Sidewalk infill locations can be seen in Figure 2. Sidewalk infill is being recommended along key walking routes primarily in the southeast, southwest, and northwest areas of the Sunset Primary walking boundary to improve safety for residents in these areas.

Key sidewalk connectors include Summit Street, Bonnet Drive, Bittner Street, Sussex Street, Long Street, Riverview Avenue, Leonard Street, and Simpson Street. Additionally, lighting along the off street path that connects Windsor Terrace to Sunset Park and that connects Windsor Terrace to the Sunset Primary school campus would make these pathways more attractive walking options for students that live in the neighborhoods north and east of Sunset Primary School.

¹¹ CDC55.170



Legend

- ▬ - Marked Crosswalk
- ⬇ - School Speed Limit Sign
- ◀ - Proposed Access Points



Existing

- - Sidewalk
- - Bike Lane
- - Off-Road Path
- - - - - Walking Boundary for Sunset Primary School

Recommended

- ⋯ - Sidewalk Infill -- *Recommendations*
- █ - TSP Sidewalk Infill -- *Previously Identified*



Figure 2

4/6/16 PC Meeting
794

Recommendations
Sunset Primary Safe Routes to School



Crosswalk Pavement Markings

Changes to the key crossing locations are also being recommended based on the sidewalk infill recommendations and changes to the school building location. The proposed crosswalk locations can be seen in Figure 2. As shown, additional crossings at the Sussex Street/Oxford Street and Exeter Street/Oxford Street crossings are recommended to better serve the new school layout. These marked crosswalks will help to facilitate connectivity at key locations for children walking to and from the rebuilt Sunset Primary School. A crossing was not recommended at the Bittner Street/Oxford Street curve due to sight distance issues.

Bicycle Connectivity

Since Bittner Street, Oxford Street, Sussex Street, Exeter Street, Lancaster Street, Leonard Street, Simpson Street, and Long Street are low volume roadways, they are preferred routes for bicyclists to travel to Sunset Primary School. To enhance the awareness of potential bicyclists in the vicinity of the school, pavement markings could be added to these streets to provide a clear understanding as to which facilities bikes would use to access the school.

The City of West Linn follows guidelines presented in their Bicycle Master Plan, as well standards from the AASHTO Guide to Bicycle Facilities, the Oregon Bicycle and Pedestrian Plan, and the Manual on Uniform Traffic Control Devices (MUTCD). The 2009 MUTCD recommends using the more visible Shared Lane Marking (Sharrow).¹² Based on our evaluation of both roadways, and to be consistent with current standards, Sharrow lane markings could be added along the aforementioned roadways to better define a bicycle path from the residential neighborhoods to Sunset Primary School.

The West Linn TSP also calls out a need for bike lines on both sides of Summit Street from Skyline Drive to Cornwall Street and on Sunset Avenue from Parker Road to Willamette Falls Drive. On-street bike lanes on these key connectors would enhance the comfort and safety of bicyclists in the vicinity of Sunset Primary School.

¹² Part 9 – Traffic Control for Bicycle Facilities, Figure 9C-9. Shared Lane Marking. Manual on Uniform Traffic Control Devices. <http://mutcd.fhwa.dot.gov/pdfs/2009/part9.pdf>. Accessed June 21, 2012.



Project Recommendations Summary

Several projects are recommended as a result of the safe routes to school analysis for Sunset Primary School. These projects are listed in Table 5 below. Note that the following projects are not listed in order of priority and project numbers should be used for reference only.

Table 5: Project Recommendations

Roadway	From	To	Project Type	
<i>School Crosswalks</i>				
1	Bittner Street	-	-	Add new school crossing
2	Oxford Street (East Access)	-	-	Add new school crossing
<i>School Speed Zones</i>				
3	School Speed Zone Improvements	-	-	Replace existing school speed signs with flashers
<i>Sidewalk Infill</i>				
5	Bittner Street	Long Street	Oxford Street	Sidewalk infill - east side
6*	Oxford Street	Sussex Street	Proposed School Crossing	Sidewalk infill - south side
7	Bonnet Drive	Beginning of Road	Windsor Terrace	Sidewalk infill - east side
8*	Summit Street	Gloria Drive	Knox Street	Sidewalk infill - east side
9*	Long Street	Clark Street	Simpson Street	Sidewalk infill - north side
10	Simpson Street	Leonard Street	Long Street	Sidewalk infill - west side
11	Leonard Street	Riverview Avenue	Simpson Street	Sidewalk infill - west side
12*	Riverview Avenue	Sunset Avenue	Leonard Street	Sidewalk infill - north side
13	Sussex Street	Sunset Avenue	Oxford Street	Sidewalk infill - west side
14*	Summit Street	Knox Street	Oxford Street	Sidewalk infill - east side
15*	Long Street	Simpson Street	Exeter Street	Sidewalk infill - south side
16	Lancaster Street	Cornwall Street	Exeter Street	Sidewalk infill - north side
17	Exeter Street	Sunset Avenue	Long Street	Sidewalk infill - west side
18*	Riverview Avenue	Walden Street	Leonard Street	Sidewalk infill - north side
19*	Sunset Avenue	Imperial Drive	Cornwall Street	Sidewalk infill - both sides
20*	Cornwall Street	Sunset Avenue	Oxford Street	Sidewalk infill - both sides
21*	Oxford Street	Cornwall Street	Sussex Street	Sidewalk infill - south side
22*	Exeter Street	Lancaster Street	Oxford Street	Sidewalk infill - west side
23*	Long Street	Exeter Street	Bittner Street	Sidewalk infill - north side
24*	Riverview Avenue	Sunset Avenue	Walden Street	Sidewalk infill - west side
25*	Walden Street	Riverview Avenue	Long Street	Sidewalk infill - west side

* Identified in the City of West Linn's TSP as part of the Pedestrian Master Plan.



EXHIBIT D
Arborist Report



November 20, 2015

Remo Douglas
Project Manager
West Linn-Wilsonville School District
2755 Borland Rd
Tualatin, OR 97062

Project: Sunset Primary School located at 2351 Oxford Street, West Linn, OR

Enclosed is the certified arborist report and tree protection plan regarding the rebuilding of Sunset Primary School located at 2351 Oxford Street in the West Linn-Wilsonville School District that complies with West Linn Municipal code.

Summary

Initially the majority of the large, significant trees on the site would be retained on the property. Both architect firms; Dull Olson Weekes Architects & Walker Macy Landscape Architects have done an excellent job of reworking blue prints to minimize the number of trees requiring removal or being impacted by the project. These reconfigurations should help ease the mind of neighbors with concerns.

Early blue prints call for removal of only two healthy native trees. One maple will be damaged with the demolition of the building and a second is a border tree on the edge of the eastern forest area.

Under that plan only (34) trees are scheduled for removal. These include:

- ◆ (5) pin oaks in the turf (messy, high maintenance trees)
- ◆ Forest Perimeter Trees
 - (4) maples (Three of which are in decline with significant dead crown)
 - (9) cherries (not alders) (all leaning at approximately 45 degree angle seeking light)
- ◆ Around School
 - (2) cherries on east side(not apple)
 - (1) 26” DBH maple at back corner too close to building (not alder)
 - (7) styrax across front
 - (2) cherries in front island

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- (1) hinoki cypress in front
- (3) pin oaks in court yard

Unfortunately, with the updated redesign dictated by the city engineers, nine additional trees need to be removed to accommodate the runoff holding pond/bio-swale.

- ◆ (2) 33” DBH Douglas firs are in line with piping
- ◆ (7) more Douglas firs ranging in DBH ranging from 24-36” are in the pond zone

It is my recommendation to remove at least (17) more hazardous trees and consider (4) others*. These include:

- ◆ Forest
 - Non tagged damaged flowering plum
 - #4426 Douglas fir snag
 - #4572 Douglas fir with dead top
 - #4597 small dead Douglas fir
 - #4595 small dying big leaf maple (not cottonwood)
 - #4118 dead maple just south of main forest
- ◆ North side of property
 - Outside of fence by covered play area
 - (8) damaged big leaf maples with decay and lean over property (pink dots)
 - Outside fence
 - *The next (2) big leaf maples are in better shape, but due to their size (24” & 26” DBH) and condition should be considered for removal
 - (3) Lombardy poplars (approximate 12, 18, & 30”DBH) are in serious decline, pose a threat and owner is in agreement about removal need
 - *(1) healthier approximately 36” DBH Lombardy poplar, just west of others, should be considered due to species and their short life
 - Inside fence
 - *(1) young healthy 24” Lombardy popular-due to nature of tree

The eastern forest will need to be cleaned up. Invasive understory shrubs will need to be removed. Ivy needs to be removed from trunks of the trees so further evaluation can be made. Large Douglas firs and big leaf maples will need closer inspection and maintenance pruning and fertilization to reduce hazards and help them adapt to change.

As long as the protection plan is enforced and the forest stand is not disturbed, other than careful maintenance following arboricultural standards, the trees should do well. It will also be important

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to maintain the current grade near the trees. Water flow through the site will need to be managed to ensure that surfaces and below ground flows are not significantly altered from current levels. The impact to neighborhood trees should be minimal. On the east side there should not be any impact. On the north boundary many of the trees are in poor condition. Exposing these trees could lead to failure.

Assignment

1. Certify the trees on site and their condition, note trees of unique significance
2. Review conditions and impact to trees on the adjacent north property line
3. Review the impact of proposed tree removals on groves
4. Recommend tree protection measures to protect trees that will remain on site
5. Assessment and recommendations for invasive species removal
6. Assessment for potentially hazardous trees and conditions
7. Recommendations for tree and plant removal methods within existing forest

Report Purpose

The report is to certify the trees that are on site as well as their condition and to outline the tree protection steps needed to protect the trees. This report is written to meet all the requirements for tree protection on properties being developed in the City of West Linn.

Observations

The property was walked on October 16, 2015 with project manager and project architects. Blue prints and overlays were studied. The tree inventory list of trees in the forest and park area was reviewed. This list was compiled in March of 2015 by Compass Land surveyors. Due to dormant season identification, a few trees were misnamed. Trees 4119, 4120, and 4121 are not alders, they are cherries. The trees surrounding the existing school are not numbered but can be clearly identified on the map. There a couple discrepancies of species that include:

- ◆ The (5) maples in the turf are pin oaks
- ◆ The (2) apples on the east end of the school are weeping cherries

On November 4th, 2015 fellow certified arborist, Jim Sherwood and I visited the site and took further notes. It was observed that some of the tags have already fallen off in the forest. We

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more closely examined the forest area that will become the outdoor classroom, the perimeter trees scheduled for removal and northern boundary trees with significant defects.

On November 10th I revisited the site and checked the complete inventory that is on the blue print. All species names were corrected and passed on for an update.

Discussion

The subject property is to be developed for construction of the new Sunset Primary Elementary School. Due to limited time to prepare this document the focus on the published tree inventory chart was on trees to be removed. The only significant discrepancy noted on this list is that the native cherries were misidentified as alders. On 11/11/2015 all corrections were submitted. Additional time would be needed if it is necessary to confirm all trees not impacted by construction and to number the trees that are documented & mapped surrounding the school.

Areas of Concern

Nine Douglas firs on perimeter

There are (9) trees 4124, 4128, 4399, 4400, 4401, 4402, 4571, 4572 & 4574 near the southeast corner of the proposed new building that could be affected by the construction process. The building footprint appears to encroach on the critical root zone, to some degree, on all (9) trees. Root damage from construction could potentially increase the risk of tree failure to an unacceptable level. Each tree will have to be monitored individually through the process. Preservation of these firs is vital, as they are predominantly large edge trees that provide a good buffer for the forested area from the prevailing southwest winds.

Five Pin Oaks

These (5) Pin oaks are identified as maples in the turf area, are to be removed. They are a very maintenance intensive tree with poor aesthetic qualities.

Perimeter Trees

Three big leaf maples (4122, 4123, 4129) need to be removed. These trees are in decline and have considerable dead wood throughout the canopy. There are (9) cherries also scheduled for removal. They are identified as alders on the blueprints. The numbers are 4114, 4115 (2 stems), 4119 (4 stems), 4120, 4121. These trees are in very poor condition and are growing at about a 45 degree angle searching for sun light.

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Holding Pond/Bio-Swale

Two Douglas firs have to be removed due to underground boring & pipe installation. There are (7) more Douglas firs either in the proposed bio-swale or at the edge that need to be removed due to grade change. There are approximately (6) other nearby firs that will need to be protected and will need therapy to help them adjust to the altered environment.

Trees around Existing School

There are (12) small planted trees that will be removed as part of the school demolition. These include (2) weeping cherries (not apples) on the east side. There are (7) 6-7” DBH styrax , (2) ornamental cherries and (1) Hinoki Cypress in front of the school. There are also (3) nuisance 27-28” DBH pin oaks in the court yard that will be damaged by demolition and will need to be removed.

North Property Line

There is only (1) 26” DBH big leaf maple scheduled for removal. It is inside the fence on the northwest corner of the building. Demolition and construction will severely damage this tree. It will need to be removed.

There are (11) hazardous trees along the north property line that definitely need to be removed. Applying hazard tree risk assessment criteria, these trees all have high ratings due to size, chance of failure and the target of the children.

- ◆ (8) big leaf maples behind the covered play area - These trees have significant defects: poor taper, most have eye bolts installed in trunk, they heavily lean over play structure.

Starting at the east end:

- 13” DBH bolts, lean
- 13” DBH bolts, dead top
- 13” DBH over hang
- 19” DBH topped, crack in trunk, decay
- 12” DBH dead limbs, over hang
- 10”&15”DBH bolts, lean and decay
- 14” DBH dying, dead limbs, 1 sided
- 21” DBH cavity, lean & dead limbs

Moving down the fence line to the west are two more large big leaf maples 24” & 26” DBH that have some serious defects. Removal should be considered. At a minimum they should be hazard pruned removing limbs and reducing end weight.

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There are (3) Lombardy poplars, (12", 18" & 30" DBH). Two of the three trees are dying and are in very poor conditions. By nature these are a short lived tree, subject to early failure. They are an inappropriate tree for this site. The home owner is in agreement and would like these trees removed.

Further west in the back yard of an adjacent property owner there is another large Lombardy popular that is approximately 36" DBH. Even though this one is healthy, due to the nature of the tree as previously described, I recommend approaching the owner and removing this one as well.

Inside the fence is another 24" Lombardy popular that should also come out before becoming hazardous.

Forest to Become Outdoor Class Room

This is a great stand of trees consisting predominantly of Douglas fir with some big leaf maples. There are many significant firs in this stand with many trees having DBH's range from 30" to 48". Unfortunately there is a large population of invasive, non-native under story plants. These include black berry, holly, hawthorn, English laurel and worst of all English ivy. These will all need to be carefully removed avoiding damaging to native under story plants, tree roots and the soil food web.

The ivy will need to be removed so an arborist can carefully inspect the trunks of the trees being preserved. At that time a better determination can be made if there are any hazard situations that need remedied.

Initially I found (7) trees needing removal. They include:

- ◆ Non tagged damaged flowering plum
- ◆ #4597 12" DBH dead Douglas fir
- ◆ #4595 8" DBH dead big leaf maple
- ◆ #4118 12" DBH maple snag
- ◆ #4426 48" DBH snag Douglas fir
- ◆ #4572 16" dead Douglas fir
- ◆ #4427 dead cherry just south of main woods

All the trees in the natural area will need maintenance pruning to remove significant broken and dead limbs. This area is a great asset to the school and the community. Proper care should be taken in cleaning up and managing this area. There will be further details in my recommendation section.

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Tree Protection

Ideally tree roots inside the drip line of all trees should not be disturbed. In some cases with other precautions, protection zones can be pulled back to the Critical Root Zone (CRZ) which equals one foot for each inch of diameter at breast height. A 20" DBH tree would minimally need a protection zone of a 20' radius out from the trunk, all the way around the tree or grove. I would like to set all protection fences at drip or at the CRZ whichever is greater. Any deviations from these parameters must be approved by the consulting arborist.

As the improvements are constructed on site, there may be some need for review and adjustment of tree protection measures. Project arborist must approve any and all deviations.

No storage or dumping of any materials, parking of extra vehicles for construction, parking of utility or office trailers and even the pedestrian traffic of construction workers will be allowed inside fencing. Any deviation on protection outlined here or in the appendix must be approved by the consulting arborist. Please refer to appendix #1 for additional steps in protection.

Certification of Performance & Limiting Conditions

I, Greg Doering certify:

- I and representatives of General Tree Service have inspected the trees and the property referred to in this report. The findings have been accurately stated to the extent of the evaluation and appraisal stated in this report.
- An ISA certified arborist has been utilized in gathering all data.
- All data was verified insofar as feasible. However General Tree Service will not be responsible for the accuracy of information provided by others.
- Legal descriptions and survey provided by Walker Macy are assumed to be correct and accurate. That information was the basis of this report.
- Unless otherwise expressed, information in report covers only items that were examined at the time of inspection. The reports reflect the condition of those items at that point in time. The inspection is limited to visual inspection of accessible items unless otherwise noted. If any other analysis or diagnostic tools were utilized, such as lab work, dissection, excavation, coring or other evaluations, extra reports would be attached.
- The analysis, opinions and conclusion were developed and prepared based on commonly accepted arboricultural practices and procedures.

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- The report and values expressed within are based entirely on the professional opinion of the consultant and in no way contingent on any desired values, results, or findings that might be reported.
- General Tree Service's compensation is not based on any contingent results, conclusions or findings.
- Client hereby waives any right to seek or recover from General Tree Service any monetary damages, expenses or losses, including consequential or incidental damages arising out of or from acts or omissions of General Tree Service. The limitation will not apply to the extent of the client's damages that were caused by General Tree's reckless or willful misconduct in performance or nonperformance of services.
- Our role as consultants is to make recommendations; inaction of those receiving the report is not our responsibility.
- I further certify that I am a member of the International Society of Arboriculture and am both a certified arborist and tree risk assessment qualified.

Conclusion

By following the recommended tree protection and maintenance procedures the remaining trees should be far enough away from the construction zones to survive and adapt to site changes. Tree protection zones must be established prior to all construction on site. Any deviation from the protection plan must be reviewed and approved by the project arborist. Protecting remaining trees needs to be a priority on the project.

Recommendations

1. Remove all (43) trees that are designated on the blue print.(Note some of the smaller trees are grouped together on the blue print.)
2. Remove (11) hazardous trees on the north property line
3. Seek removal permits for (4) additional trees on north property line
4. Remove (7) trees in the forest and others if determined hazardous once ivy is removed.
5. Install tree protection fencing at drip line of all trees or groves to be preserved at the construction site (an addition of 2" chips in root zones will reduce stress to roots)
6. Pay careful attention to construction trauma near (9) Douglas firs 4124, 4128, 4399, 4400, 4401, 4402, 4571, 4572 & 4574. These are dominant trees that will not tolerate significant impact to their roots. Reducing the distance of the tree protection barriers can lead to significant health issues or complete tree failure. These trees will definitely need some level of therapy if preserved.

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7. Remove all non-native, invasive understory plants in the forest. This includes black berry, English laurel, hawthorn, holly, and English Ivy. Removal will open up the forest to be used for an outdoor class room and reduce security risks. The ivy needs to be removed from the trees so they can be examined closer to search for any flaws or concerns. No heavy equipment to be allowed in the area. All removals should be accomplished using hand equipment. Disturbing of the soil food web, roots and favorable small native trees and shrubs should be avoided. I would recommend cleaning up early in the project to provide adequate time before landscaping. Follow up spot herbicide treatments or additional hand removal will be needed to prevent reestablishment of undesirable plant material.
8. Native trees in forest will need hazard reduction pruning prior to planting and opening back up. Crown cleaning of dead, diseased or hazardous limbs 2" and greater should be scheduled along with removal of any remaining ivy in the trees.
9. Trees should be monitored by consulting arborist and receive deep root fertilization or other therapies if needed. Insect or disease treatments would be recommended if damage thresholds are reached.
10. If drought conditions exist or there is possible root damage, supplemental watering may be advised if conditions dictate.
11. Planting and landscaping in the forest should be carefully planned. Turf or succulent plants requiring large amount of water should be avoided. The focus should be with native shade loving understory plants. Mulch, bark, compost, logs, rock and natural materials should be utilized. If irrigation is required for establishing plant material it should be drip or low volume in nature.

Please call if you have questions or concerns regarding this report.

Sincerely,

Greg Doering
ISA Certified Arborist PN-0676A
ISA Tree Risk Assessment Qualified
503-705-2878
g.doering@generaltree.com

Enclosures:

*www.generaltree.com - customerservice@generaltree.com - Phone (503) 656-2656 - Toll Free 1-888-656-5401
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Appendix # 1

Tree Protection Steps

It is critical that the following steps be taken to ensure that the trees that are to be retained are protected.

Prior to Construction

I. Notification

- a. All contractors will be notified of the tree protection procedures. For successful tree protection on the construction site, all contractors must know and understand the goals of tree protection. One mistake can destroy the future health of a tree.
 1. Hold a Tree Protection meeting with all contractors to fully explain goals of tree protection
 2. Have all sub contractors sign a 'memoranda of understanding' outlining the goals and procedures of the tree protection. The document includes a penalty for violating the plan. Penalty is equal to the appraised value of tree or trees within the violated tree protection zone. The value will be determined based the Trunk Formula Method outlined by the Council of Tree & Landscape Appraisers current edition of the **Guide for Plant Appraisal**. The penalty to be paid by the property owner.

II. Fencing

- a. Fencing must be installed around each tree or grove of trees to be retained
- b. Installation will be prior to grown breaking of the project.
- c. Fencing to be placed at the edge of the root protection zone established. These zones are established by the project arborist. Unless other wise noted, this should be at or beyond the drip line.
- d. Fencing will be 6' foot high steel fence secured on concrete blocks or with 8' metal posts. The fence should be secure so it can not readily be moved by contractors or damaged by weather or equipment.
- e. Fencing is to remain in place as determined by the consulting arborist and remain in place until completion of the project. It can not be removed without written permission from the project arborist.

III. Signage

- a. All tree protection fencing should have signage as follows so all contractors understand the purpose of the fencing.
- b. The signs should be laminated to withstand weather
- c. Signage should be visible from all sides of the protection area. Signs should be no further than 75' apart.

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TREE PROTECTION ZONE

DO NOT REMOVE OR ADJUST THE APPROVED LOCATION OF THIS TREE PROTECTION FENCING.

Note: Moving these fences is a civil violation of West Linn Codes

Please contact the project arborist or owner if alterations to the approved location of the tree protection fencing are necessary.

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During Construction

- I. Protection Guidelines Within the Root Protection Zone
 - a. No traffic allowed within the root protection zone including vehicle or heavy equipment. Foot traffic should be minimized
 - b. No parking or storage of vehicles or equipment in the root protection zone.
 - c. No storage of materials, soil or waste including fuel, oil, paint, cleaners or thinners.
 - d. No activities that may cause soil compaction are allowed in the root protection zone.
- II. The trees shall be protected from cutting, debarking or breaking of branches.
- III. Any roots that are to be cut from existing trees that are to be retained, the project consulting arborist shall be notified to evaluate and oversee the proper cutting of roots with sharp cutting tools. Cut roots are to be immediately covered with soil or mulch to prevent them from drying out.
 - a. No grade change should be allowed within the root protection zone.
 - b. Any necessary deviation of the root protection zone shall be cleared by the project consulting arborist or project owner.
 - c. Provide water to trees during the summer months for tree(s) that will have had root system(s) cut back. Such trees will need supplemental water to overcome the loss of the ability to absorb necessary moisture during the summer months.
 - d. Any necessary passage of utilities through the root protection zone shall be by means of tunneling under roots by hand digging or boring under the observation of the project consulting arborist.

After Construction

- I. Carefully landscape in the area of the tree. Do not allow trenching within the root protection zone. Carefully plant new plants within the root protection zone. Avoid cutting the roots of the existing trees.
- II. Do not plan for irrigation within the root protection zone of existing trees unless it is drip irrigation for a specific planting or cleared in writing by the project consulting arborist.
- III. Provide for adequate drainage of the location around the retained trees.
- IV. Pruning of the trees should be completed as one of the last steps of the landscaping process before the final placement of trees, shrubs, ground covers, mulch or turf.

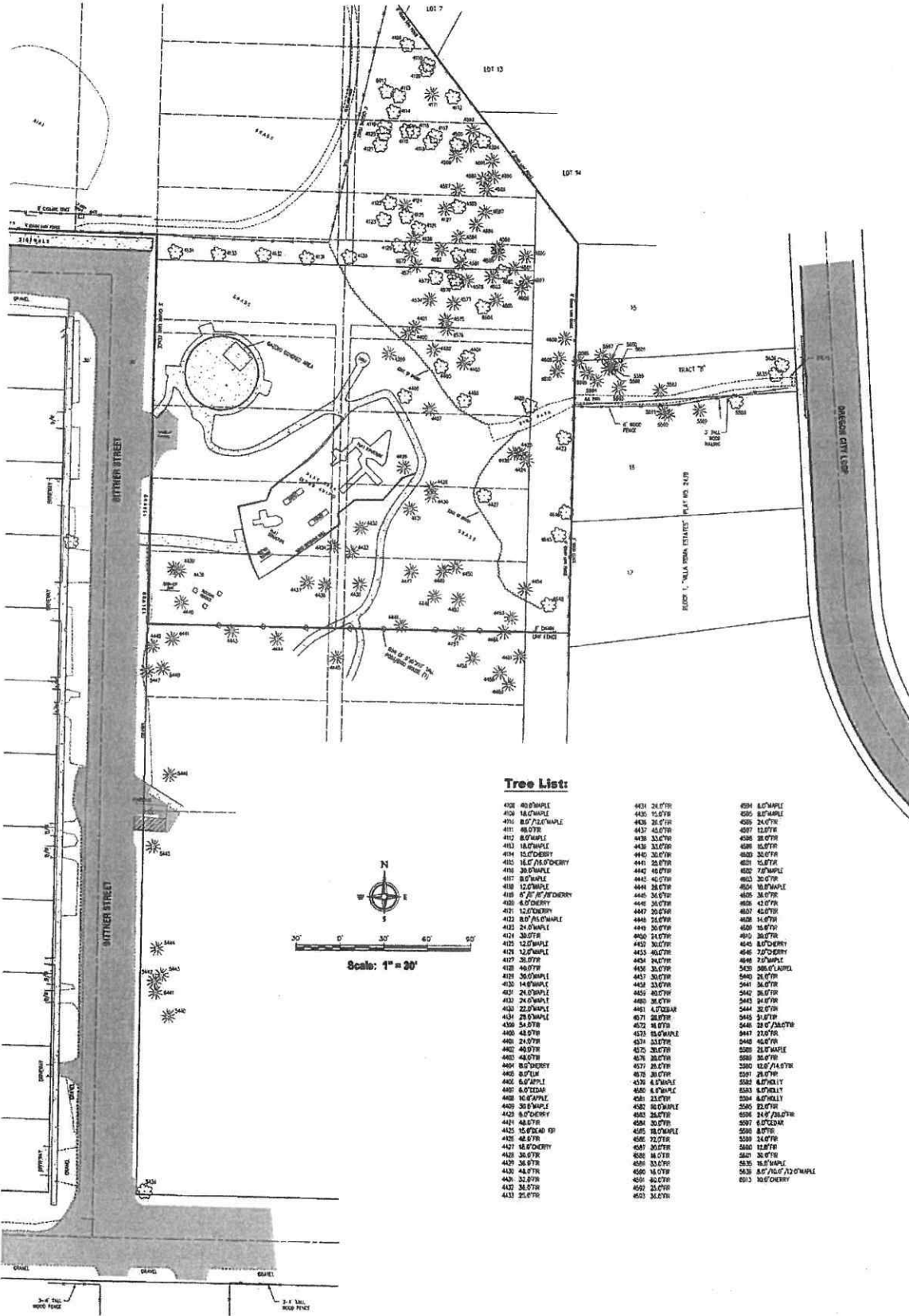
Provide for inspection and treatment of insect and disease populations that are capable of damaging the retained trees and plants. Trees that are retained may need to be fertilized as called for by the project consulting arborist after final inspection.

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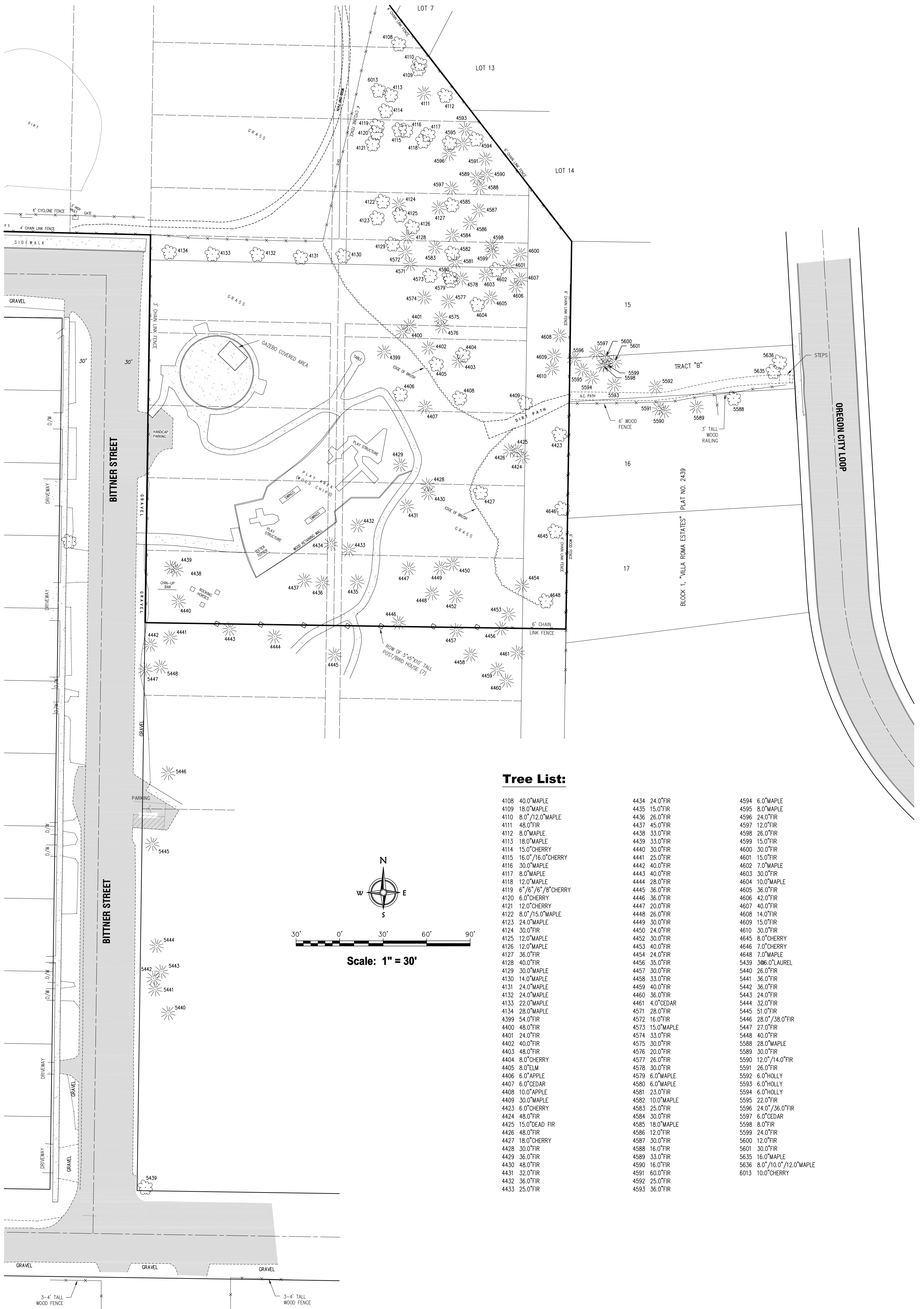
Appendix # 2





Tree List:

4108	40.0"MAPLE	4434	24.0"FR	4594	6.0"MAPLE
4109	18.0"MAPLE	4435	15.0"FR	4595	8.0"MAPLE
4110	8.0"/12.0"MAPLE	4436	26.0"FR	4596	24.0"FR
4111	48.0"FR	4437	45.0"FR	4597	12.0"FR
4112	8.0"MAPLE	4438	33.0"FR	4598	28.0"FR
4113	18.0"MAPLE	4439	33.0"FR	4599	15.0"FR
4114	15.0"CHERRY	4440	30.0"FR	4600	30.0"FR
4115	16.0"/16.0"CHERRY	4441	25.0"FR	4601	15.0"FR
4116	30.0"MAPLE	4442	40.0"FR	4602	7.0"MAPLE
4117	8.0"MAPLE	4443	40.0"FR	4603	30.0"FR
4118	12.0"MAPLE	4444	28.0"FR	4604	10.0"MAPLE
4119	6"/6"/6"/8"CHERRY	4445	36.0"FR	4605	36.0"FR
4120	6.0"CHERRY	4446	36.0"FR	4606	42.0"FR
4121	12.0"CHERRY	4447	20.0"FR	4607	40.0"FR
4122	8.0"/15.0"MAPLE	4448	26.0"FR	4608	14.0"FR
4123	24.0"MAPLE	4449	30.0"FR	4609	15.0"FR
4124	30.0"FR	4450	24.0"FR	4610	30.0"FR
4125	12.0"MAPLE	4452	30.0"FR	4645	8.0"CHERRY
4126	12.0"MAPLE	4453	40.0"FR	4646	7.0"CHERRY
4127	36.0"FR	4454	24.0"FR	4648	7.0"MAPLE
4128	40.0"FR	4456	35.0"FR	5439	306.0"LAUREL
4129	30.0"MAPLE	4457	30.0"FR	5440	26.0"FR
4130	14.0"MAPLE	4458	33.0"FR	5441	36.0"FR
4131	24.0"MAPLE	4459	40.0"FR	5442	36.0"FR
4132	24.0"MAPLE	4460	36.0"FR	5443	24.0"FR
4133	22.0"MAPLE	4461	4.0"CEDAR	5444	32.0"FR
4134	28.0"MAPLE	4571	28.0"FR	5445	51.0"FR
4389	54.0"FR	4572	16.0"FR	5446	28.0"/38.0"FR
4400	48.0"FR	4573	15.0"MAPLE	5447	27.0"FR
4401	24.0"FR	4574	33.0"FR	5448	40.0"FR
4402	40.0"FR	4575	30.0"FR	5588	28.0"MAPLE
4403	48.0"FR	4576	20.0"FR	5589	30.0"FR
4404	8.0"CHERRY	4577	26.0"FR	5590	12.0"/14.0"FR
4405	8.0"ELM	4578	30.0"FR	5591	26.0"FR
4406	6.0"APPLE	4579	6.0"MAPLE	5592	6.0"HOLLY
4407	6.0"CEDAR	4580	6.0"MAPLE	5593	6.0"HOLLY
4408	10.0"APPLE	4581	23.0"FR	5594	6.0"HOLLY
4409	30.0"MAPLE	4582	10.0"MAPLE	5595	22.0"FR
4423	6.0"CHERRY	4583	25.0"FR	5596	24.0"/38.0"FR
4424	48.0"FR	4584	30.0"FR	5597	6.0"CEDAR
4425	15.0"DEAD FR	4585	18.0"MAPLE	5598	8.0"FR
4426	48.0"FR	4586	12.0"FR	5599	24.0"FR
4427	18.0"CHERRY	4587	30.0"FR	5600	12.0"FR
4428	30.0"FR	4588	16.0"FR	5601	30.0"FR
4429	36.0"FR	4589	33.0"FR	5635	16.0"MAPLE
4430	48.0"FR	4590	16.0"FR	5636	8.0"/10.0"/12.0"MAPLE
4431	32.0"FR	4591	60.0"FR	6013	10.0"CHERRY
4432	36.0"FR	4592	25.0"FR		
4433	25.0"FR	4593	36.0"FR		



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4433 25.0" FIR	4593 36.0" FIR	



EXHIBIT E
Noise Study



November 13, 2015

To: Bill Conboy
Dull Olson Weekes Architects
From: Dennis Noson, PhD
Re: *Anticipated Site Noise Conditions*
Sunset Primary School, West Linn, OR

BRC Acoustics has prepared an acoustical analysis of noise sources, and sound propagation conditions at the school site, for a new Sunset Primary School structure, to be located just to the east, and immediately adjacent to the existing school. In the analysis which follows, the noise reduction provisions of the school design will comply with noise *limits* of the Noise Regulations of the City of West Linn. Note that an evaluation of *increases* to ambient (existing) noise (Oregon DEQ, OAR 340-035-0035, par. 1(b)) are not applicable in the case of a reuse at an existing school site.

Noise from school noise sources, as received at neighboring properties, are subject to limits imposed by Chapter 55 of the City of West Linn’s Community Development Code, which, in turn, is based upon the Oregon Administrative Regulations (OAR 340-35-035) limiting noise from industrial and commercial noise sources. For the purposes of this noise analysis, the school site is considered a commercial noise source, rather than a residential noise source, which would have a different set of noise limits.

The Noise limits are as follows (City of West Linn, Chapter 55):

Existing Industrial and Commercial Noise Source Standards

Allowable Statistical Noise Levels in Any One Hour

7am – 10 pm

L₅₀ – 55 dBA

L₁₀ – 60 dBA

L₁ – 75dBA

10 pm – 7am

L₅₀ – 50 dBA

L₁₀ – 55 dBA

L₁ – 60 dBA

Noise from the school site will vary with time, within a given hour, and over the school day. The City of West Linn noise limits are evaluated by determining on a statistical basis. The noise limit is relative to the percent of the time in any school day hour the sound level is higher than the

noise limits given in the table (above). Allowable sound levels therefore are dependent upon whether the noise is steady during the hour, versus varying noise.

In the case of varying noise sources, the noise evaluation determines how often in a given hour a noise source will affect the receiver (typically evaluated at the nearest residence). Based upon the table of allowable noise, sources of variable noise are acceptable for 50% of full time if equal to or less than 55 dBA (L_{50} sound statistic); if present no more than 10% of the time, sound sources are allowed to be higher, at 60 dBA. Noise up 75 dBA is allowed if the noise exceeding this level occurs less than 1% of the time.

Refer to Appendix A for definitions and descriptions of sound measurements in decibels, and characteristics of sound loudness and sound sources.

Site Noise Sources

Noise from sources affecting the neighborhood include the following:

- Vehicle noise from school transit buses, parent vehicles (for drop-off), and vehicles entering and leaving staff parking
- Play area sounds from sports and free play activities
- Equipment and mechanical system noise, including the following:
 - Trash compactor noise
 - Pad mounted outdoor power transformer
 - Testing of engine generator (providing emergency power)
 - Mechanical system: rooftop fans and air handlers

Noise sources as listed above are shown in the school site plan, attached.

Note: Chiller equipment providing cooling to the rooftop systems will *not* take the form of a stand-alone air cooled chiller, sitting on ground level. Chillers are often a source of noise complaint by residents adjacent to schools. Cooling will, instead, be provided internally by compressors in each of the rooftop air handlers.

Traffic & Vehicle Noise

Noise levels from vehicle traffic will remain unchanged. The number of vehicles accessing the school site (vehicles per hour) and their operation speeds will be the same as current conditions. Parking areas will be relocated relative to the current school parking area. School bus operations will take place in the same manner as the current bus use of the site. Since the primary source of vehicle noise is the arrival and departure of school buses, any change in traffic noise exposure during the school day at neighboring residences will be insignificant (i. e. less than 1 or 2 dB difference).

Play Area Noise

The siting of new play areas will be essentially at the same locations as existing play areas, relative to the neighborhood. The ballfield will shift approximately 250 feet west, with no

significant change in sound path exposure to the near-by residences. No change in sound level from ballfield activity is anticipated.

Trash Compactor Noise

The school will be utilizing a trash compactor to reduce the size of waste storage, rather than handling school waste and school recycling by means of truck transfer from storage containers. The use of a compactor will also reduce the number of visits required by waste and recycling services.

Noise ratings for the compactor, as provided by the manufacturer, are as follows:

on-axis	75 to 77 dBA
left & right	75 to 78
panel end	76 to 77

All distances are at 5 feet from the actuator power source (data provided by Marathon Equipment).

Predictions of operational noise at residences nearest to the compactor were carried out using the worst case of on-axis noise at 78 dBA as the source level. Prediction results:

South @ 135 ft	39 dBA	noise is obstructed by service area wall
SW @ 210 ft	43 dBA	in line of sight

Refer to the noise source site plan, with sound paths and distances shown (attached).

Results of Analysis: Maximum allowable sound levels at the nearest residence will not be exceeded, neither during normal operating hours (7:00am – 10:00pm) nor during nighttime hours when the City noise limit is stricter (50 dBA).

PGE Power Transformer Noise

The largest outdoor electric power transformers provided by the electric utility (PGE) are rated at 60 dBA. Which size and model to be installed by PGE is not known, but is expected to be smaller than 1500 kVA. A large transformer of this size is slightly louder than the smaller utility sizing options, and is sound rated at 60 dB, which then can be considered as the likely upper noise level for the transformer. At this sound level, the transformer should be located at least 75 feet from any home to assure sound levels are below the nighttime limit of 50 dBA.

Results of Analysis: In the current design, the transformer is located 135 feet north of the nearest residence on Park Street, which is a compliant condition at this and all other more distant residences, for a 60 dB rated transformer.

Emergency Power Engine Generator

The Cummins model 60DSFAD planned for the school is sound rated by the manufacturer, when provided in an acoustical-upgraded weather enclosure, as follows:

average @ 7 m.	79 dBA
----------------	--------

Engine noise sources are primarily the muffler exhaust, engine radiator fan, combustion air inlet, and engine casing (cylinders & crankcase). If tested for the usual engine exercise time of 30 minutes, the generator *must not exceed 55 dBA* at the nearest residences.

The new generator will be located in service yard enclosure at the west side of the school building. The generator will likely be tested monthly, but no more often than weekly.

Generator sound paths will be obstructed on the north, east, and south sides by the building structure. The west side will be closed with a louvered gate and fence. Given this location, and the sound attenuating package for the generator, the expected noise levels at the nearest residences are as follows:

West @ 425 ft (nearest residence)	49	partially shielded by louvered gate
SW @ 210 ft	53	nearest receiver via louvered gate
South @ 135 ft (obscured by wall)	45	fully obstructed by service yard wall

Based upon BRC measurements of engine generators, the lowest sound levels are emitted by the engine enclosure from the long sides, with higher sound levels on the air inlet and radiator fan ends of the generator (the narrow width sides). Noise on the quieter sides reduces the radiated sound below the average reported by the manufacturer (79 dBA).

Results of Analysis: Noise of engine testing is expected to meet the 55 dBA limit (for 30 minute duration of engine operation). To do so, the generator enclosure as specified will include a manufacturer's F172 "Quiet Site II First Stage" silencing package. The package includes a higher sound-attenuating muffler, air inlet and discharge silencers, and heavier casing of the enclosure.

Mechanical Systems

Mechanical system equipment noise ratings were determined based upon the mechanical engineer's Schematic Design for the school, including heating/ventilating/air-conditioning equipment (HVAC) at rooftop locations and exhaust fans for the kitchen and restrooms:

Noise performance, as supplied by HVAC manufacturers, is provided in Appendix B, and is based upon the current sizing and type of equipment selected by the mechanical engineer.

Tabulated noise ratings for the mechanical equipment (in Appendix B) are given in *sound power* values, which can be converted to *sound pressure* levels, in dBA, at a given (or known) measurement distance. Predicted sound levels (sound pressure) are reduced (weakened) as (a) receiver distances increase, (b) line of sight to the equipment is obstructed by parapet walls, or equipment "wells" at roof top locations, and as (c) landform topography and landscape plant cover intervenes in the source to receiver sound path (minor noise reduction effect for plant cover).

Given these variables, the preliminary noise levels as received at the nearest residences, to the south and west, across Park Street, are as follows:

25,000 cfm air handlers	48 dBA	including sound barrier (parapet or screen wall)
10,000 cfm air handlers	42 dBA	" " "

Kitchen exhaust fans	41 dBA	“	“	“	(well, or screen wall)
Gym HRU	43 dBA	without sound barrier			
Building exhaust fans	43 dBA	without sound barrier			

All rooftop mechanical equipment, when operated simultaneously, will produce a total noise level summed by logarithm analysis (see Appendix A, at paragraph “Decibels”).

The highest possible noise level, combining rooftop air handlers and exhaust fan noise sources, is 51 dBA (nearest air handler at 145 feet). The actual sound level will be significantly lower, since each of the equipment noise sources is farther from the residences than the nearest (at 145 feet). See the Site Plan, attached.

Results of Analysis: Mechanical equipment operates steadily during the school hours, and complies with the City’s noise limit of 55 dBA for daytime hours. At night, most mechanical system equipment will be shut down, and will be maintaining lower temperatures. Estimated noise levels for the night condition are 44 to 46 dBA (rooftop air handlers operating intermittently, exhaust fans off).

Attachments

Site Plan: Noise source locations

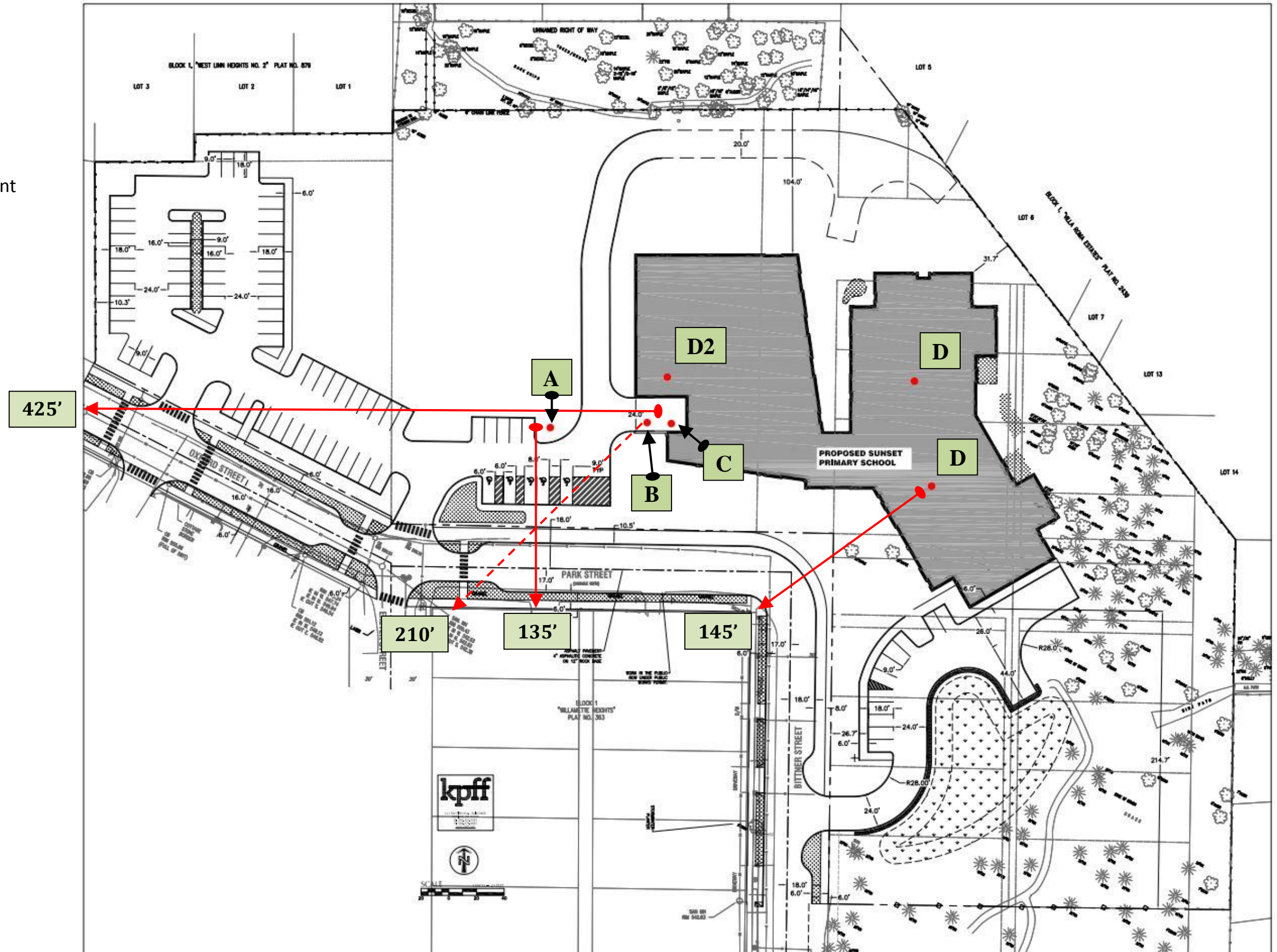
Appendix A: Acoustical Terms and Definitions

Appendix B: HVAC Equipment—noise ratings



Noise Sources:

- A: PGE transformer
- B: Trash compactor
- C: Emergency generator
- D: Mechanical rooftop equipment
- D2: Heat recovery unit



Appendix A: Acoustical Terms and Definitions

Summary -- Decibels and Loudness Differences

Noise levels referred to in noise ordinances and noise measurements are expressed in decibels “dB,” which are, in turn, weighted to conform with the normal sensitivity of the human ear. Measurement when weighted, the standard practice in acoustics, are referred to as A-weighted sound level, abbreviated “dBA.”

A noise level at 60 dBA, for example, is about equally as loud as a normal conversation, but nevertheless strongly affects talking and listening, and is considered very annoying in otherwise quiet outdoor environments. A major highway at a distance of 100 feet measures about 75 to 80 dBA, nearly drowning out conversation.

Noise levels which differ by less than 3 dB are difficult to distinguish in loudness. A 5 dB increase is significantly louder, and a 10 dB difference when comparing two continuous noise sources is twice as loud.

Decibels

The decibel scale is universally applied in the measurement of sound pressure levels and is abbreviated as “dB.” The decibel is a logarithmic function of the acoustic energy, a measurement scale for sound which is not directly proportional to the loudness of a noise or sound source. With a *linear* measuring scale, a sound source rated at 40 would be measured at 80 for two equally-loud sources. Because of the logarithmic scale, however, sound levels cannot be added using simple arithmetic. Nor does the ear hear two equal sounds as twice as loud. As a result, using decibels, two equal sound sources at 40 dB add together to a 43 dB combined sound level, using the 3 dB rule for each doubling of acoustical energy. The same result applies to A-weighted decibel sound levels.

Typical Decibel Sound Levels

Commonly-occurring distant noise sources have levels ranging from 30 dBA in quiet rural areas, to about 45 dBA in suburban areas, on up to 85 to 90 dBA when adjacent to power saws, chain saws, or un-muffled lawn mower engines. Urban street traffic noise ranges from 65 to 75 dBA, and is very unsteady in character, due to passage of louder vehicles, which can increase noise levels (briefly) to 80 dBA or more. At the middle of the range of sound levels is speech: conversational speech levels vary with time and with vocal emphasis, typically varying from 50 to 65 dBA. A final example: At locations across the street from active construction sites, noise levels can, at times, exceed 85 to 90 dBA, although average construction noise is normally 10 to 20 dB less.

A-weighted Decibels

Noise levels are usually measured in A-weighted decibels, abbreviated “dBA.” Noise measurements indicated with the abbreviation “dB” are not A-weighted, unless indicated otherwise. Application of A-weighting is the standard adjustment method for sound measurements and is used to compensate for the varying sensitivity of human hearing to high

versus low pitched sounds (drums versus piccolos). The ear's weighting, and the sound level meter's, is applied to each of many sound components comprising the sound spectrum (see the definition of *sound spectrum*).

When summed together, the weighted spectrum components comprise the total or overall sound level. The sound level weighting mimics diminished human sensitivity to low frequency components of noise sources, sounds characterized as rumbling or humming in nature. For example, the human ear evaluates an 80 dB shrill whistle as quite loud, while an electrical system hum at the same measured 80 dB level (unweighted) is perceived to be less than one-third as loud.

Loudness

The loudness of sound is not linear in response to changes in decibel levels. That is, a 20% increase in decibel level is *not* 20% louder. A sound or noise at 50 dBA is 100% louder (twice as loud) when increasing to 60 dBA, which arithmetically is only 20% larger in value (60 dBA is 20% more than 50 dBA as measured on the sound meter). Since an increase of at least 10 dB is needed to cause an approximate doubling of judged loudness, then conversely a 10 dB *decrease* is perceived as half as loud. Going from 50 to 60 dBA is judged to be twice as loud, and therefore a 70 dBA noise level is *four* times louder than a 50 dBA steady noise source (doubling twice).

The smallest distinctly noticeable increase in sound level is approximately 3 dB, which represents a doubling of the sound wave *energy*, but does *not* correspond to a doubling of the perceived change in loudness.

Sound Spectrum (in dB) and Sound Wave Frequency (Hz)

Sound or noise consists of a mix of pressure waves traveling in air. Each component of the sound has its own rate of oscillation, the more rapid the oscillation the higher the *frequency*. Sound wave frequency is roughly equivalent to pitch in music. Sound at 250 cycles per second (measured as *Hertz*, abbreviated as *Hz*) is equivalent to the musical pitch of middle C. The *spectrum* of a particular sound is the *specific* mix of all its component frequencies or pitches. A sound with strong components at high frequencies has a "brighter" quality compared with the same sound source with reduced high frequencies in its mix, which is heard as duller or muffled. An example is the muffled sound of a voice heard through a closed door.

Noise Criteria (NC)

Noise Criteria are single number noise ratings of the *spectrum* of noise measured in rooms, applied most commonly to noise from ducted supply and return air flow and fans, i.e. the operation of mechanical systems serving a room, or by noise from the mechanical unit adjacent to an occupied room. NC levels for rooms can be predicted using standardized calculations (ASHRAE) or by using other predictive procedures. The higher the NC rating, the noisier or more annoying the background noise of the mechanical system. Measured NC values run anywhere from about 3 to 7 points lower than the A-weighted decibel sound level. However, unlike the measured decibel sound pressure level, the NC rating penalizes mechanical systems

for any peaks in the room's noise spectrum, thereby arriving at a more accurate assessment of *noise annoyance* or noise distraction relative to the NC rating for noise which has no tonal or rumble peaks in its spectrum.

Spectrum Analysis

Spectrum analysis is used to extract individual noise components from the overall measured noise level. Often the spectral components are no louder than the average noise level, but are easily detectable by the human ear due to their identifiable character, and are considered the primary cause of noise annoyance. Examples are the hum of transformers and whine from pumps.

Each component of noise is measured in a series of consecutive frequency bands. The bands may be linearly spaced or, more often, the bands are based on a doubling of frequencies, known as octave bands. The frequency of a band component is analogous to the pitch of a musical note. For example, the 250 Hertz (Hz) band is centered at the frequency of middle C and the 125 Hz band is one octave lower than middle C. Third octave band analysis (1/3 octave) further divides the sound components for finer detail in the spectral picture. When all frequency component decibel levels are summed together, using logarithmic addition rules, the total is equal to the overall noise level.



Appendix B: HVAC Equipment—noise ratings

2 x 25,000 cfm air handlers:

Sound								
Sound Power (db)								
Frequency	63 Hz	125 Hz	250 Hz	500 Hz	1 kHz	2 kHz	4 kHz	8 kHz
Inlet	88	89	80	78	74	68	60	53
Discharge	87	86	77	75	72	66	58	50
Radiated	-	94	91	89	89	86	83	82

2 x 10,000 cfm air handlers

Sound								
Sound Power (db)								
Frequency	63 Hz	125 Hz	250 Hz	500 Hz	1 kHz	2 kHz	4 kHz	8 kHz
Inlet	78	77	85	77	72	71	66	63
Discharge	84	83	88	83	81	78	73	68
Radiated	88	88	84	81	79	74	67	60

Gym HRU (heat recovery unit)

Unit Sound Power (dB)								
Type	63 Hz	125 Hz	250 Hz	500 Hz	1000 Hz	2000 Hz	4000 Hz	8000 Hz
Radiated:	73	74	77	65	62	54	46	51
Unit Discharge:	83	78	88	83	84	82	76	71
Unit Return:	73	74	77	65	65	65	57	56

MAU for kitchen (make-up air system)

Sound Performance in Accordance with AMCA

Fan	Sound Power by Octave Band								Lwa	dBA	Sones
	62.5	125	250	500	1000	2000	4000	8000			
Supply	87	88	87	83	81	78	77	70	87	76	27

3 x Kitchen exhaust fans:

Sound Power by Octave Band

Sound Data	62.5	125	250	500	1000	2000	4000	8000	LwA	dBA	Sones
Inlet	87	85	82	86	77	72	69	65	85	74	22

3 x exhaust fans:

Sound Power by Octave Band

Sound Data	62.5	125	250	500	1000	2000	4000	8000	LwA	dBA	Sones
Inlet	73	79	80	72	66	69	60	53	76	65	13.3

Note: The HVAC equipment ratings were provided during Schematic Design phase of the project, with final selection to be determined at completion of the mechanical system design.



EXHIBIT F
Preliminary Storm Water
Drainage Report

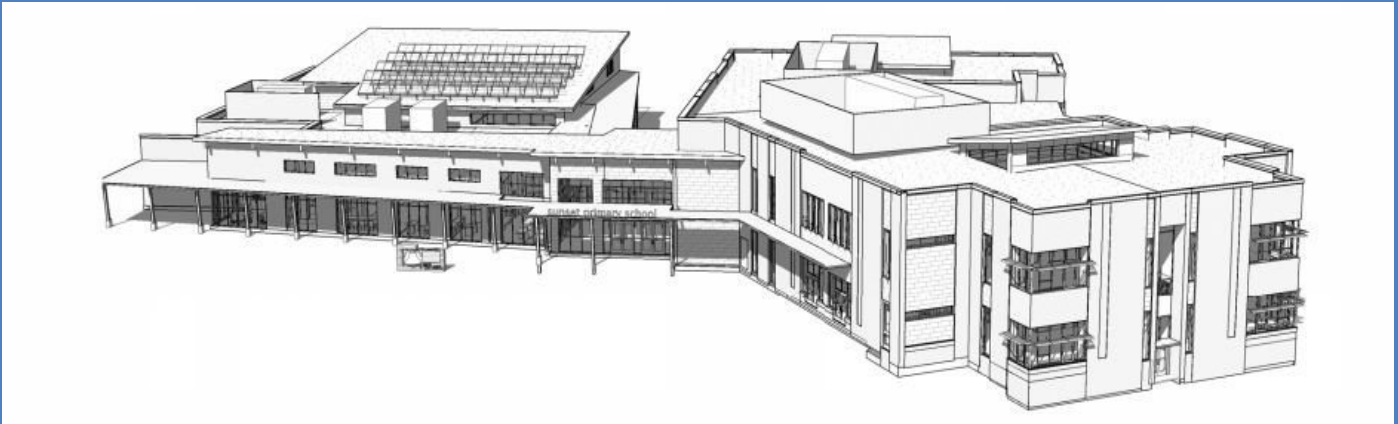


PRELIMINARY Stormwater Drainage Report

Sunset Primary School

Prepared for: West Linn Wilsonville School District
Prepared by: Andrew Chung, Matt Johnson
Project Engineer: Mark Wharry PE

January 2016 | KPFF Project #315087





KPFF'S COMMITMENT TO SUSTAINABILITY

As a member of the US Green Building Council, a sustaining member of Oregon Natural Step, and a member of the Sustainable Products Purchasers Coalition, KPFF is committed to the practice of sustainable design and the use of sustainable materials in our work.

When hardcopy reports are provided by KPFF, they are prepared using recycled and recyclable materials, reflecting KPFF's commitment to using sustainable practices and methods in all of our products.







Designer's Certification and Statement

"I hereby certify that this Stormwater Management Report for the Sunset Primary School project has been prepared by me or under my supervision and meets minimum standards of the City of West Linn and normal standards of engineering practice. I hereby acknowledge and agree that the jurisdiction does not and will not assume liability for the sufficiency, suitability, or performance of drainage facilities designed by me."

Mark Wharry, PE





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Appendix A

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Appendix B

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Geotechnical Report Prepared by Carlson

Appendix C

Operations & Maintenance Report



I. Project Overview and Description

The Sunset Primary School project is located at 2531 Oxford St. West Linn, Oregon. Currently, the site is occupied by the existing Sunset Primary school, baseball field, playground equipment and wooded area. The proposed project site is bound to the South by Oxford Street, Park Street, and Bittner Street, to the West by adjacent property, and to the North and East by woods (see Figure 1 – Vicinity Map). Currently, stormwater runoff from the project site is served by catch basins and surface runoff to public storm system on Exeter Street and Park Street.

The proposed project is an entire replacement of the Sunset Primary school building, asphalt parking lots, sidewalks, landscape, plays areas, and sports fields. All of this redevelopment will require stormwater treatment and detention. We propose one, adequately sized stormwater facility in order to meet City of West Linn Design Standards Section 2 Storm Drain requirements. The drainage area for the total project area is approximately 4.8 acres. In addition to the on-site improvements, the City of West Linn is requiring public utility and street improvements.

II. Methodology

The City of West Linn Design Standards requires all new construction to mitigate the impact of the new impervious areas in vegetated stormwater facilities. To check for the feasibility of on-site infiltration, the geotechnical engineer was directed to perform on-site infiltration tests for the site. While the test results confirmed that 100% on-site infiltration is not possible, partial infiltration should be obtained by locating the facility in the vicinity of the better performing test pits. The City of West Linn Design Standards references City of Portland Stormwater Management Manual (SWMM) requirements for treatment of the “pollution reduction” rain event. This is achieved by the Presumptive Approach Calculation (PAC). The West Linn Design Standards for Flow Control state that the “post development discharge rate for the 2, 5, 10, and 25 year events shall be that of the pre-development discharge rate.” The following design option is proposed:

The proposed project will create impervious areas that will require a stormwater facility to treat and detain the runoff produced (see Figure 2 - Basin Map). A single stormwater pond will be used for water quality. Above this initial elevation, an orifice control structure will reside inside a flow control manhole to provide the required detention.

This project is analyzed as one basin based on proposed grades to convey all on-site stormwater to the rain garden in the South East corner of the site. Water Quality will be calculated using the City of Portland Presumptive Approach Calculator (PAC) and Water Quantity is evaluated using AutoDesk Storm and Sanitary Analysis 2016.



III. Analysis

The hydrologic and hydraulic analyses were generated from a variety of sources including existing maps, field data, computer programs, standards, and reference manuals.

The hydraulic analyses were performed in accordance with City of West Linn Design Manual using the SBUH method with a 24-hour NRCS Type 1A synthetic rainfall distribution. The calculations were executed with the computer program AutoDesk Storm and Sanitary Analysis 2016 and City of Portland’s PAC Calculator. These methods were used to determine peak flows, pipe conveyance, facility sizing, and orifice flow control.

The total impervious areas for the site are approximately 2.98 acres. The project is analyzed as 1 basin as detailed in Table 1A and peak flows shown in Table 1B (see also Figure 2 – Basin Map). This project will treat stormwater in a rain garden and be flow controlled to new public storm main on Bittner Street (see storm plans).

Basin ID	Description	Area (acres)	C value (for impervious areas only)	Intensity (in/hr)	Pollution Reduction (CFS)
1	TOTAL AREA	2.98	0.98	0.19	0.54
TOTALS		2.98			

Table 1A: Proposed Drainage Basin Area

Peak Flow Rate (cfs), ToC = 5 min

Basin ID	2-year	5-year	10-year	25-year
1	1.85	2.25	2.66	3.07

*Peak flows are from PAC and based on impervious areas only (see Appendix B).

Table 1B: Proposed Drainage Basin Peak Flow Rate Breakdown

The 24-hour rainfall depths used in this study were obtained from the City of West Linn Surface Water Management Plan.

Design Storm	24 Hour Rainfall (inches)
2-year	2.5
5-year	3.0
10-year	3.4
25-year	3.9
100-year	4.5

Table 2: 24-Hour Rainfall Depths (Source: City of West Linn Surface Water Management Plan)



Stormwater runoff is treated by use of a vegetated stormwater pond. This project proposes pollution reduction of all proposed impervious surfaces. The proposed pond has been designed using the City of Portland Presumptive Approach Calculator (See Appendix A).

Pond ID	Facility Bottom Area (SF)	Side Slope	25-year flow (cfs)	Pollution Reduction Flow (cfs)
1	2141	3:1	2.968	0.54

Carlson Geotechnical infiltration testing results

Infiltration Test Pit	Infiltration Result (inches/hour)
IT-1	3
IT-2	1
IT-3	11
IT-4	0
IT-5	3
IT-6	12

Since the exact rate of infiltration testing cannot accurately be determined without in-situ testing, we have conservatively estimated a ground disposal rate of three inches per hour. We then applied a Factor of Safety (FOS) of 2 to create the design infiltration rate of 1.5 inches per hour. This rate is incorporated into the water quality PAC calculation as well as the orifice controlled detention calculations.

IV. Conveyance

All of the components of the storm system are sized to convey the 10-year design storm (Rational Method) per the City of West Linn Design Manual, which references City of Portland Sewer and Drainage Facilities Design Manual, Table 6.1 requirements. Below outlines the methods used for sizing flows and comparing pipe capacity:

Basin component	Method of Calculation	Reference Code
Basin Flow	Rational Method	Table 6.1, SDFDM*
Pipe Capacity	Manning's $Q = \frac{1.49}{n} A * R^{2/3} \sqrt{S}$	Equation 8.2, SDFDM*

* = City of Portland Sewer and Drainage Facilities Design Manual (revised June 2007)

For pipes that have less than 3 feet of cover, ductile iron will be used in lieu of PVC.

Below is the information used for the conveyance calculations:

- The precipitation for the 10-year storm is 2.86 in/hr per City of Portland SDFDM Table 6.11.



- The “c” value for pavement/roofs is 0.98 and the “c” value for landscaped areas is 0.25.
- The minimum time of concentration is 5 minutes.

V. Conclusions

Based on the compliance with the City of West Linn Storm Water Management Manual, City of West Linn Design Standards, City of Portland SWMM, feasibility, and proper engineering techniques, the stormwater runoff for The Sunset Primary School Project will be effectively managed. A single stormwater pond will be used for water quality and water quantity. The pond will have a total volume of 9,230 cubic feet of storage above the water quality requirement. This determination is supported by the PAC and SSA calculations. A conservative infiltration design rate was used for the calculations and design considerations. If higher rates are available, then higher performance and capacity of this pond will be achieved. The proposed pond discharge rates are controlled to the code required pre-development rates, and are substantially lower than the current school discharge rates. No downstream impacts are anticipated.

Development Condition	5 YEAR Qmax (cfs)	10 YEAR Qmax (cfs)	25 YEAR Qmax (cfs)	100 YEAR Qmax (cfs)
Lewis and Clark Pre-Development	0.90	1.21	1.63	2.16
Existing School Development	1.67	1.96	2.26	2.61
Proposed Development (un-detained)	1.88	2.41	2.74	3.17
Proposed Pond Discharge (detention)	0.77	1.01	1.31	2.26



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Figures

Vicinity Map

Basin Map

Storm Sewer Plans



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VICINITY MAP

N.T.S

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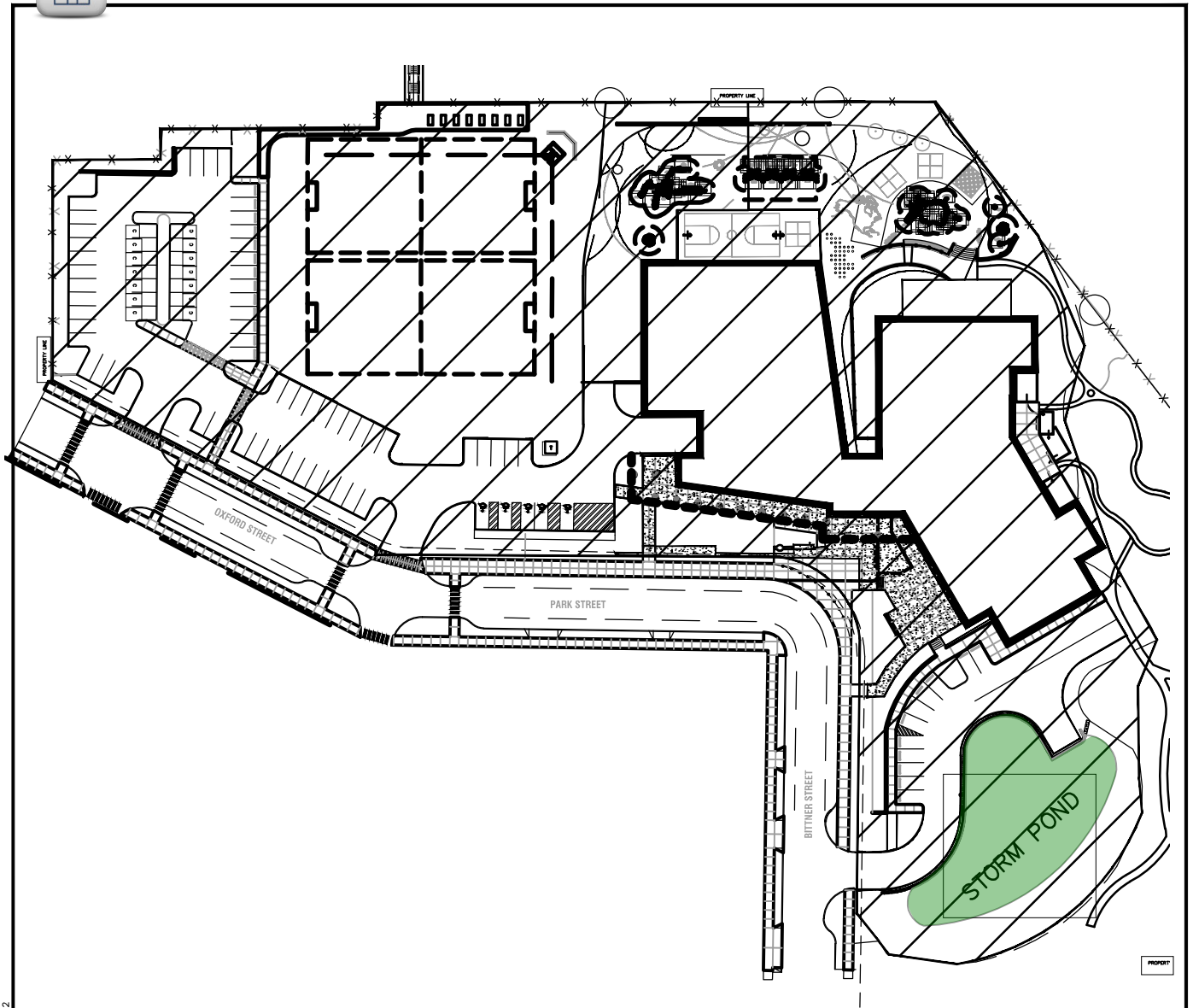
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FIG 1

11X17-EXHIBIT



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BASIN DATA	
TOTAL AREA:	225820 SF
IMPERVIOUS AREA:	128000 SF



STORMWATER BASIN MAP

SUNSET PRIMARY SCHOOL
FIG-2

File: N:\A\A\2015\15087-Sunset-Primary-School\PROJ-INFO\Planning-Design\01-Stormwater\BASIN_MAP.dwg TAB:FIG-2

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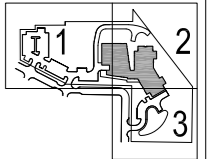
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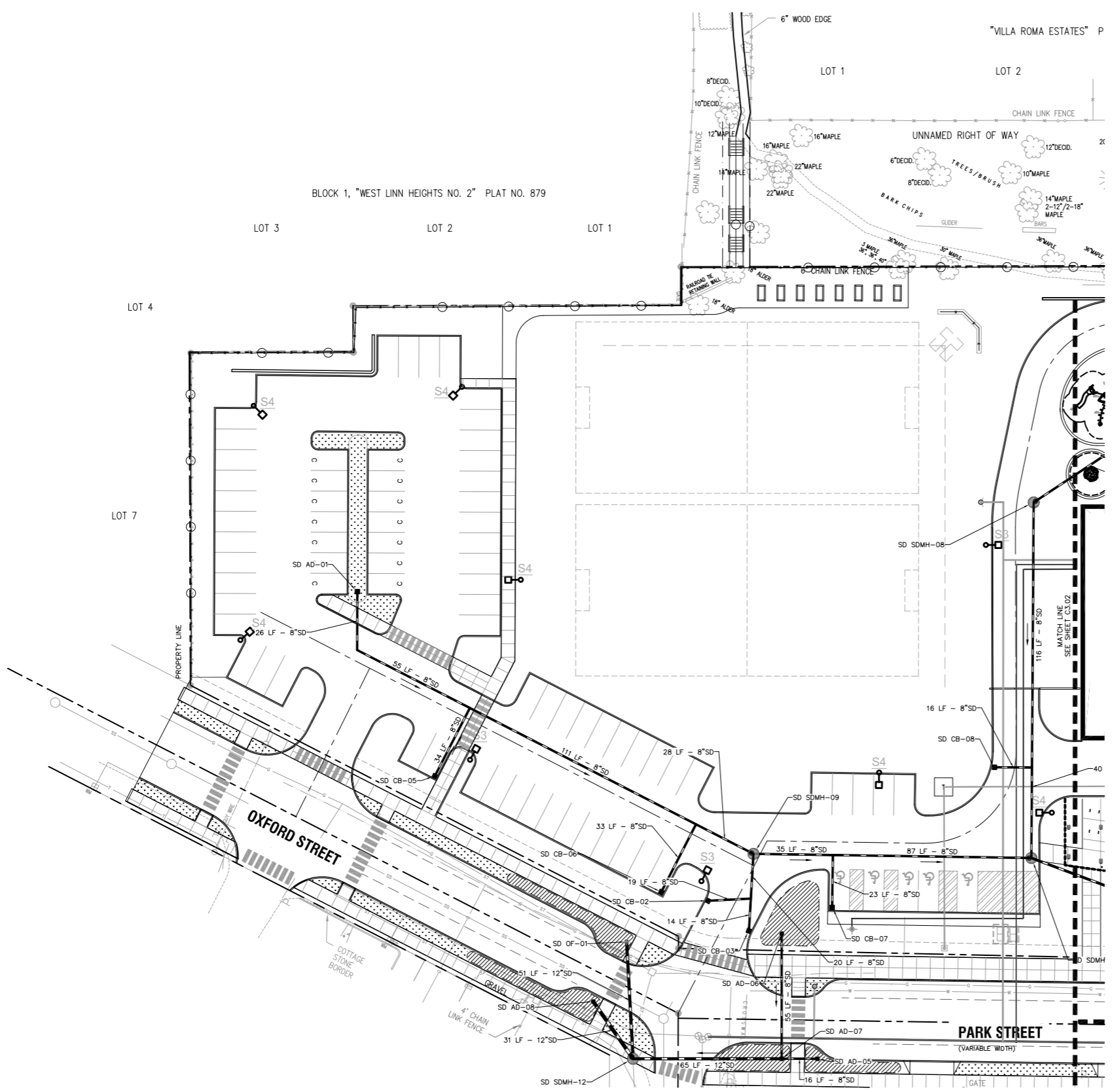


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project #	15015

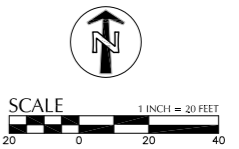
STORM PLAN
 NORTHWEST
C6.01

STORM KEYNOTES

1. INSTALL STANDARD CLEANOUT.
2. INSTALL FLOW CONTROL MANHOLE.
3. INSTALL STANDARD 48" DIAMETER MANHOLE.
4. CONNECT TO BUILDING ROOF DRAIN STUB WITH PVC LATERAL. LATERAL TO BE 6" DIAMETER UNLESS OTHERWISE NOTED ON PLANS. SEE PLUMBING PLANS FOR CONTINUATION. CONFIRM DOWNSPOUT LOCATION WITH ARCHITECTURAL AND PLUMBING PLANS PRIOR TO CONSTRUCTION.
5. DAYLIGHT STORM PIPE.
6. CONNECT BUILDING SUB-DRAIN SYSTEM TO STORM DRAIN WITH SOLID WALL PVC PIPE, S=1% MINIMUM. SIZE TO MATCH SUB-DRAIN. INSTALL BACKWATER VALVE.
7. INSTALL BEEHIVE OVERFLOW INLET CATCH BASIN.
8. CONNECT RETAINING WALL SUB-SURFACE DRAIN TO STORM SYSTEM. SEE RETAINING WALL DRAWINGS FOR SUB-SURFACE DRAIN.
9. INSTALL UNDER SLAB SUBDRAINAGE PERFORATED PIPE SYSTEM.
10. RETAINING WALL SUBDRAINAGE. SEE RETAINING WALL PROFILES AND DETAILS. SHEETS C4.4 AND C4.5.
11. PROVIDE TRENCH DRAIN.
12. TRENCH DRAIN POINT OF CONNECTION. SEE STRUCTURE TABLE FOR LOCATION.



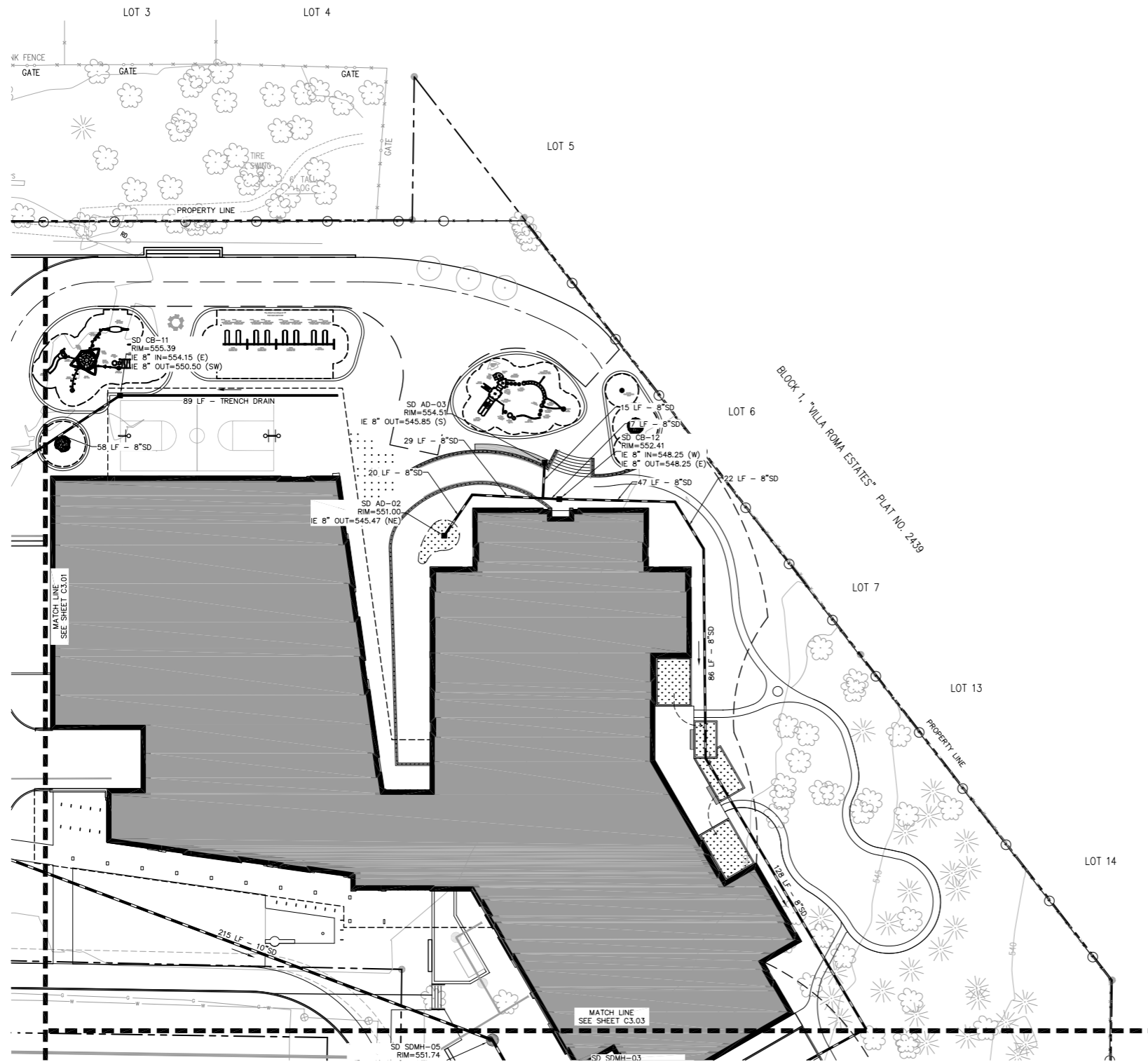
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ESTATES PLAT NO. 2439



STORM KEYNOTES

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3. INSTALL STANDARD 48" DIAMETER MANHOLE.
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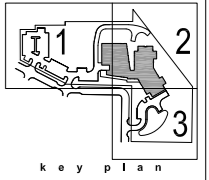
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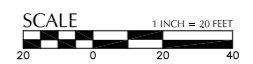
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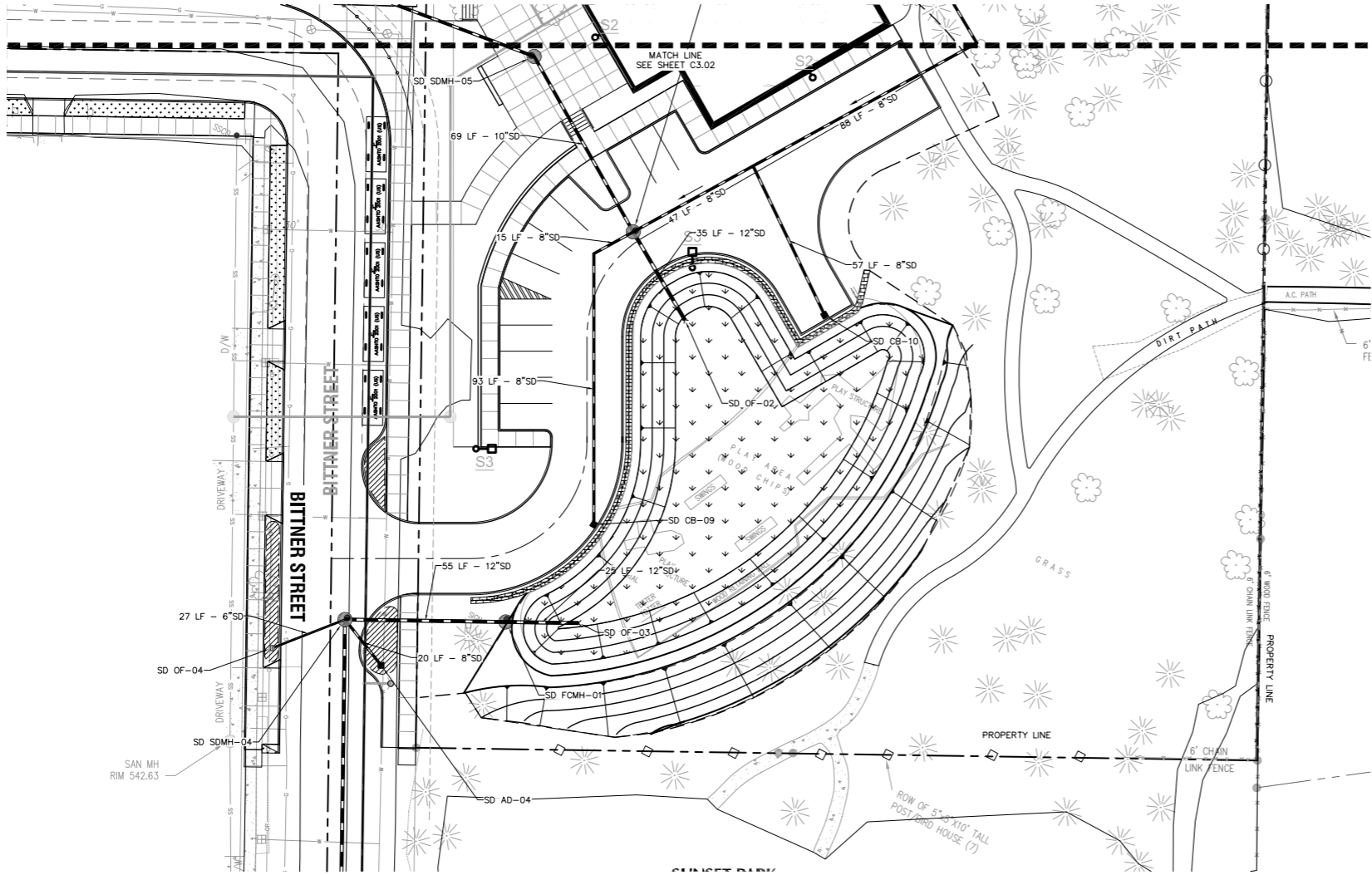


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project #	15015

STORM PLAN
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STORM KEYNOTES

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10. RETAINING WALL SUBDRAINAGE. SEE RETAINING WALL PROFILES AND DETAILS. SHEETS C4.4 AND C4.5.
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12. TRENCH DRAIN POINT OF CONNECTION. SEE STRUCTURE TABLE FOR LOCATION.



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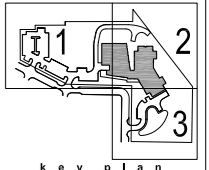
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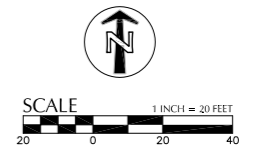
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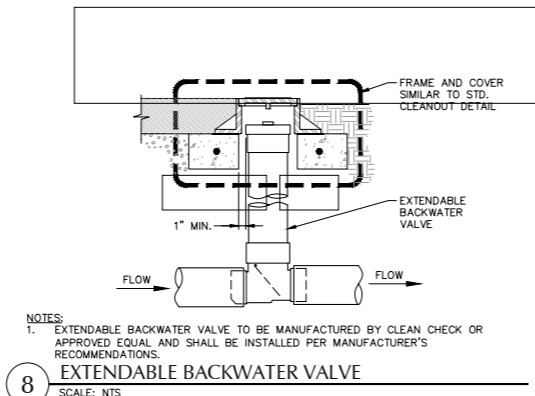


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project #	15015

STORM PLAN
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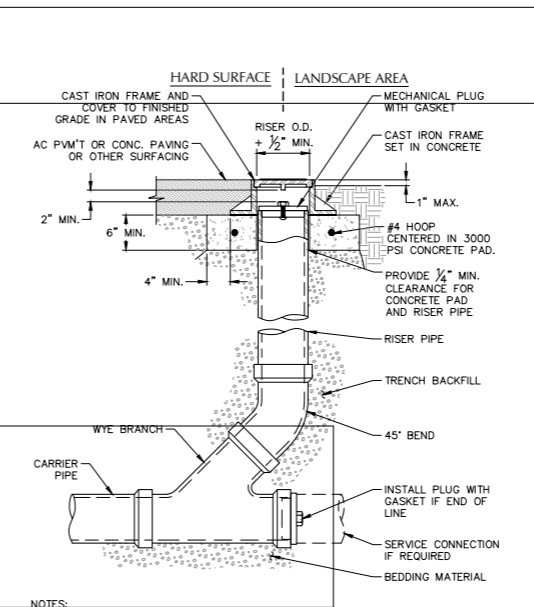
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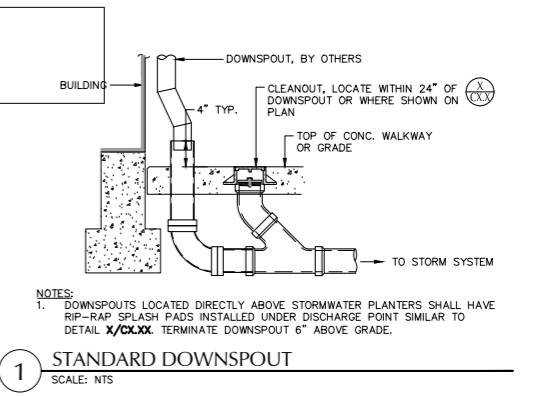
8 EXTENDABLE BACKWATER VALVE
SCALE: NTS

NOTES:
1. EXTENDABLE BACKWATER VALVE TO BE MANUFACTURED BY CLEAN CHECK OR APPROVED EQUAL AND SHALL BE INSTALLED PER MANUFACTURER'S RECOMMENDATIONS.



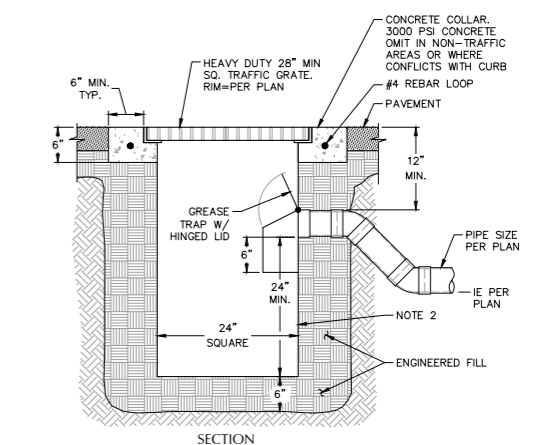
5 STANDARD CLEANOUT (COTG)
SCALE: NTS

NOTES:
1. CAST IRON FRAME AND COVER SHALL MEET H-20 LOAD REQUIREMENT.
2. FOR CARRIER PIPE SIZE 6"Ø AND LESS, PROVIDE RISER PIPE SIZE TO MATCH CARRIER PIPE.
3. FOR CARRIER PIPE SIZE 8"Ø AND LARGER, RISER PIPE SHALL BE 6"Ø.
4. RISER PIPE MATERIAL TO MATCH CARRIER PIPE MATERIAL.



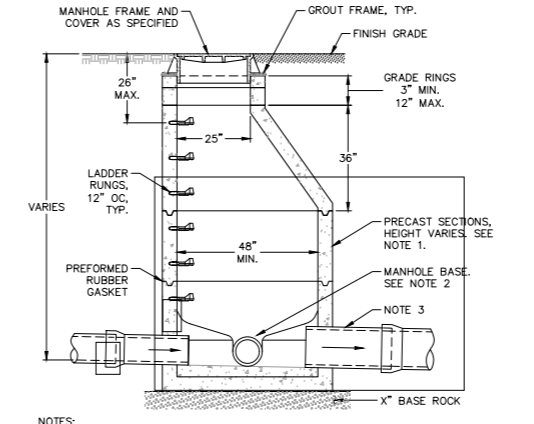
1 STANDARD DOWNSPOUT
SCALE: NTS

NOTES:
1. DOWNSPOUTS LOCATED DIRECTLY ABOVE STORMWATER PLANTERS SHALL HAVE RIP-RAP SPLASH PADS INSTALLED UNDER DISCHARGE POINT SIMILAR TO DETAIL X/CX.XX. TERMINATE DOWNSPOUT 6" ABOVE GRADE.



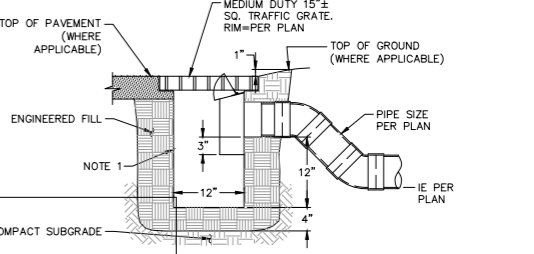
2 TRAPPED CATCH BASIN
SCALE: NTS

NOTES:
1. CONTRACTOR TO WIDEN EXCAVATION AS REQUIRED TO OBTAIN COMPACTION WITH CONTRACTORS COMPACTION EQUIPMENT.
2. 1/4" STEEL PLATE, BITUMINOUS COATED, AS MANUFACTURED BY GIBSON STEEL BASINS OR APPROVED EQUAL.



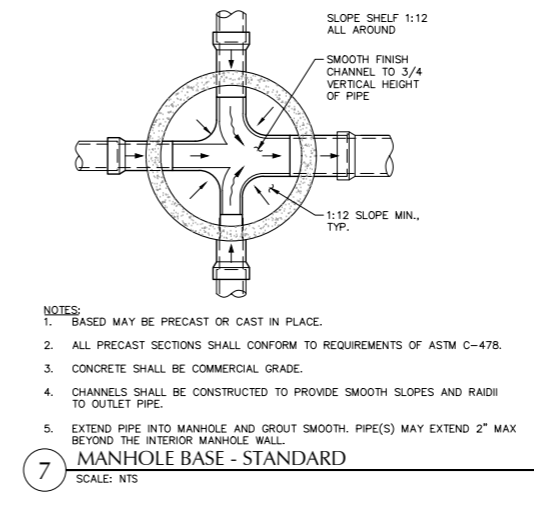
6 STANDARD MANHOLE
SCALE: NTS

NOTES:
1. ALL PRECAST SECTIONS SHALL CONFORM TO REQUIREMENTS OF ASTM C-478.
2. MANHOLE BASE MAY BE PRECAST OR CAST IN PLACE. SEE STANDARD MANHOLE BASE DETAILS.
3. ALL CONNECTING PIPES SHALL HAVE FLEXIBLE, GASKETED AND UNRESTRAINED JOINT WITHIN 18" OF MANHOLE VAULT.



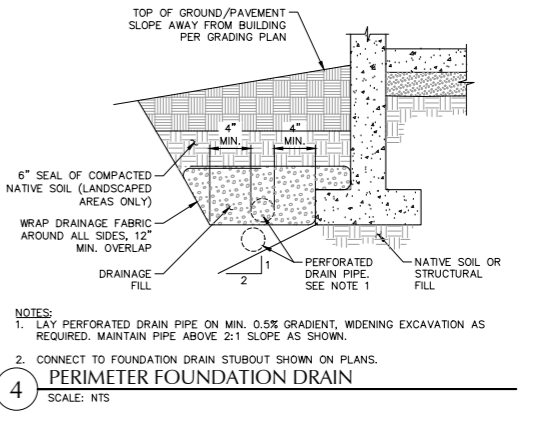
3 TRAPPED AREA DRAIN
SCALE: NTS

NOTE:
1. TO GAGE STEEL PLATE, BITUMINOUS COATED, AS MANUFACTURED BY GIBSON STEEL BASINS OR APPROVED EQUAL.



7 MANHOLE BASE - STANDARD
SCALE: NTS

NOTES:
1. BASED MAY BE PRECAST OR CAST IN PLACE.
2. ALL PRECAST SECTIONS SHALL CONFORM TO REQUIREMENTS OF ASTM C-478.
3. CONCRETE SHALL BE COMMERCIAL GRADE.
4. CHANNELS SHALL BE CONSTRUCTED TO PROVIDE SMOOTH SLOPES AND RAIDII TO OUTLET PIPE.
5. EXTEND PIPE INTO MANHOLE AND GROUT SMOOTH. PIPE(S) MAY EXTEND 2" MAX BEYOND THE INTERIOR MANHOLE WALL.



4 PERIMETER FOUNDATION DRAIN
SCALE: NTS

NOTES:
1. LAY PERFORATED DRAIN PIPE ON MIN. 0.5% GRADIENT, WIDENING EXCAVATION AS REQUIRED. MAINTAIN PIPE ABOVE 2:1 SLOPE AS SHOWN.
2. CONNECT TO FOUNDATION DRAIN STUBOUT SHOWN ON PLANS.



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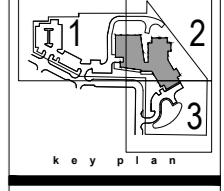
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CIVIL DETAILS
C7.02



Appendix A

Hydrologic Analysis



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**Calculation Spreadsheet:
Summary
Appendix B**

Sunset Primary School
KPFF Job #: 315087
Designer: AC
Check Engineer: MJ

ASSUMPTIONS

TR-55 Method Assumptions:

(used for water quality and detention sizing)

2-year Storm Event =	2.5	in/24-hours	Per 2006 City of West Linn Surface Water Management Plan
5-year Storm Event =	3.0	in/24-hours	
10-year Storm Event=	3.4	in/24-hours	
25-year Storm Event=	3.9	in/24-hours	
Roughness Coefficient =	0.013		

Curve Number (CN):

Impervious Area =	98	Impervious	Per Technical Release Table 2-2a
Pervious Area =	74	Type C Soils:Good	

Rational Method Assumptions:

(used for conveyance pipe sizing)

Rainfall Intensity (I)

25-year Storm Event =	3.9	in/hr	Per ODOT Hydraulics Manual, Ch 7, Appendix
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Runoff Coefficient (C)

Impervious Area =	0.9		Per ODOT Hydraulics Manual, Ch 7, Appendix
Pervious Area =	0.25		



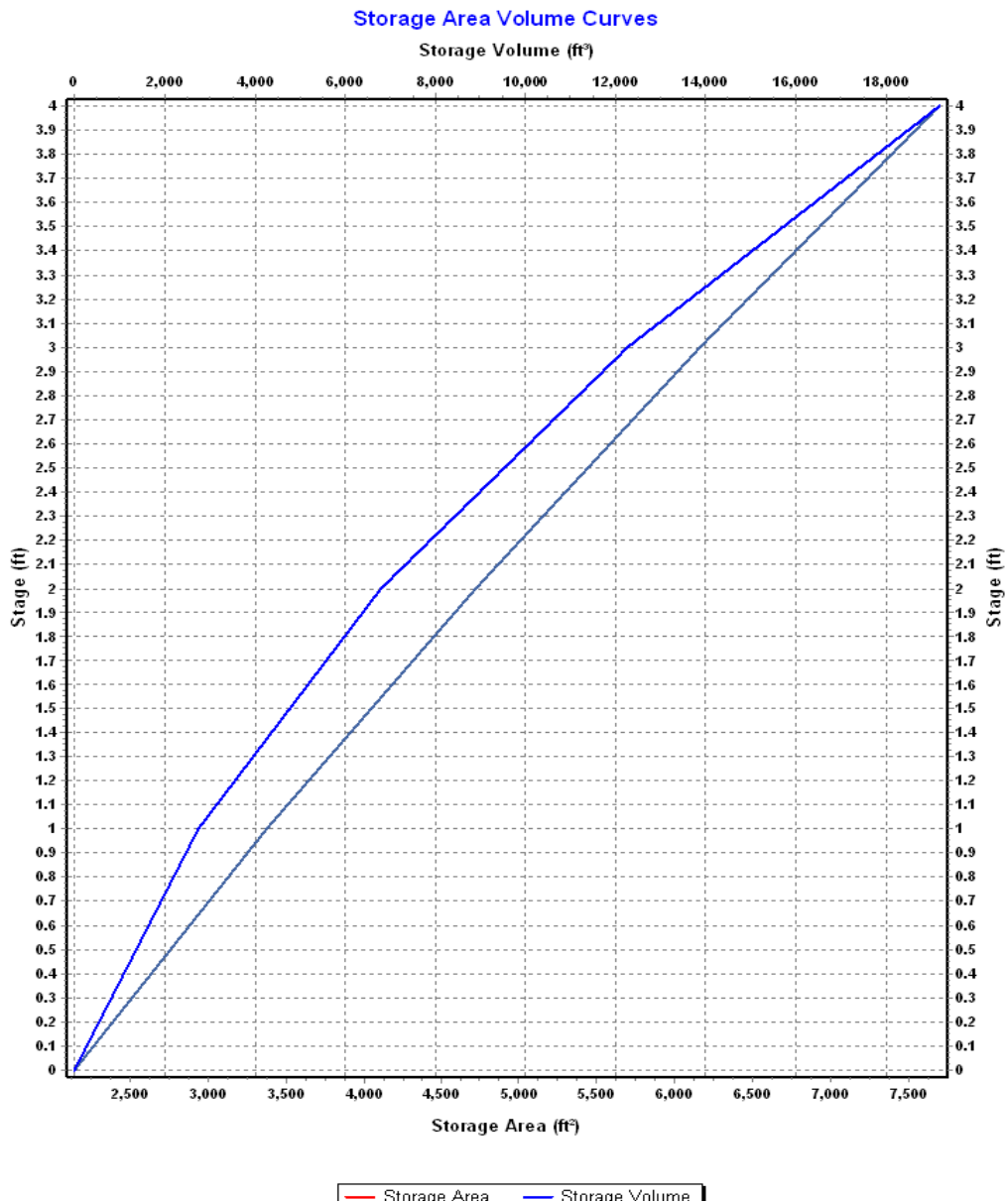
Calculation Spreadsheet: Summary Appendix B

Sunset Primary School
KPFJ Job #: 315087
Designer: AC
Check Engineer: MJ

Detention Facility Design

Bottom of Detention Facility modeled at bottom elevation = 0.00-ft
Facility is a Flat Bottom amoeba shape with 3:1 side slopes

	Pre Developed Q	Post Developed	crest h (ft)	max depth (ft)	orifice size (in)	IE	Crown IE
		WQ					
2yr	0.55	2yr 0.50	0.50	1.35	4.5	0.50	0.88
5yr	0.90	5yr 0.77	1.35	1.69	4	1.35	1.68
10yr	1.21	10yr 1.01	1.70	1.93	3	1.70	1.95
25yr	1.63	25yr 1.31	1.95	2.23	3	1.95	2.20
100yr	2.16	100yr 2.26	2.25		8		





Presumptive Approach Calculator ver. 1.2

Catchment Data

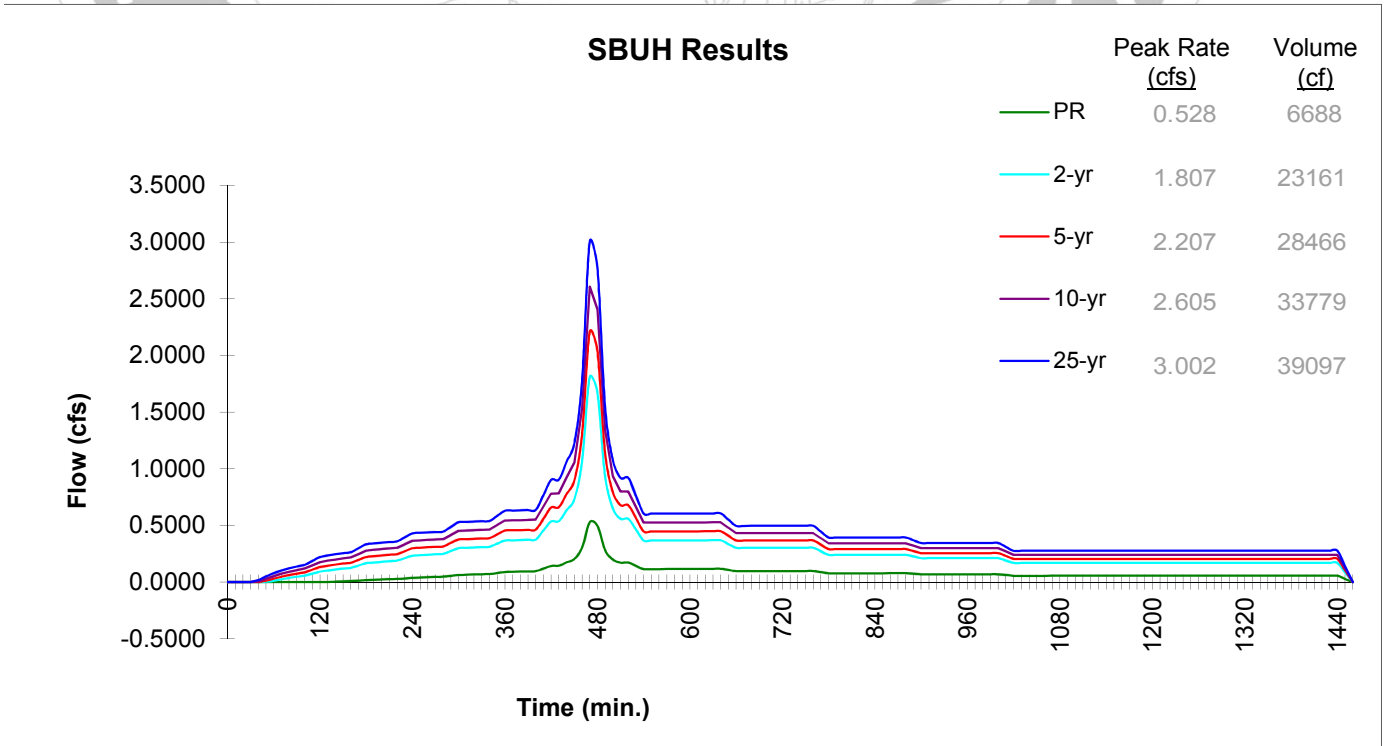
Project Name: **Sunset Primary School**
 Project Address:
 Designer: **Andrew Chung**
 Company: **KPFF**

Catchment ID: **1**
 Date: **12/15/15**
 Permit Number: **0**

Run Time 12/15/2015 11:02:25 AM

Drainage Catchment Information		
Catchment ID	1	
	Catchment Area	
Impervious Area	128,000 SF	Catchment Area Exceeds 1 Acre
Impervious Area	2.94 ac	
Impervious Area Curve Number, CN_{imp}	98	
Time of Concentration, T_c , minutes	5 min.	
Site Soils & Infiltration Testing Data		
Infiltration Testing Procedure:	Open Pit Falling Head	
Native Soil Field Tested Infiltration Rate (I_{test}):	3 in/hr	
Bottom of Facility Meets Required Separation From High Groundwater Per BES SWMM Section 1.4:	Yes	
Correction Factor Component		
CF_{test} (ranges from 1 to 3)	2	
Design Infiltration Rates		
I_{dsgn} for Native (I_{test} / CF_{test}):	1.50 in/hr	
I_{dsgn} for Imported Growing Medium:	2.00 in/hr	

Execute SBUH





Presumptive Approach Calculator ver. 1.2

Catchment ID: **1**

Run Time 12/15/2015 11:02:25 AM

Project Name: Sunset Primary School

Catchment ID: 1

Date: 12/15/2015

Instructions:

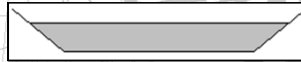
1. Identify which Stormwater Hierarchy Category the facility.
2. Select Facility Type.
3. Identify facility shape of surface facility to more accurately estimate surface volume, except for Swales and sloped planters that use the PAC Sloped Facility Worksheet to enter data.
4. Select type of facility configuration.
5. Complete data entry for all highlighted cells.

Catchment facility will meet Hierarchy Category: **3**

Goal Summary:

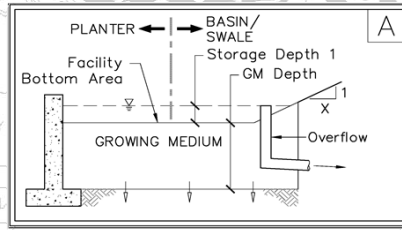
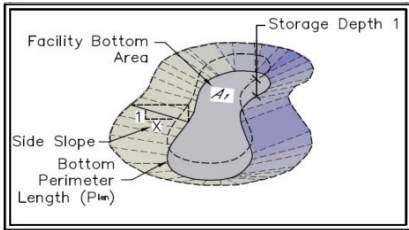
Hierarchy Category	SWMM Requirement	RESULTS box below needs to display...	
		Pollution Reduction as a	10-yr (aka disposal) as a
3	Off-site flow to drainageway, river, or storm-only pipe system.	PASS	N/A

Facility Type = **Basin**



Facility Shape: **Amoeba**

Facility Configuration: **A**



Calculation Guide
 Max. Rock Stor.
 Bottom Area
3,032 SF

DATA FOR ABOVE GRADE STORAGE COMPONENT

Facility Bottom Area = **2,141** sf
 Bottom Perimeter Length = **297.0** ft
 Facility Side Slope = **3** to **1**
 Storage Depth 1 = **6** in
 Growing Medium Depth = **18** in
 Freeboard Depth = **12** in

BELOW GRADE STORAGE

Rock Storage Bottom Area = **2,809** sf
 Rock Storage Depth = **0** in

Surface Capacity at Depth 1 = **1,293** cf
 Infiltration Area at 75% Depth1 = **2,809** SF
 GM Design Infiltration Rate = **2.00** in/hr
 Infiltration Capacity = **0.130** cfs

Rock Storage Capacity = **0** cf

Native Design Infiltration Rate = **1.50** in/hr
 Infiltration Capacity = **0.098** cfs

Native Infiltration Rate Used in PA

RESULTS		Overflow Volume	
Pollution Reduction	PASS	0 CF	94% Surf. Cap. Used
Run PAC			
Output File			
Peak cfs	2-yr 1.710	5-yr 2.110	10-yr 2.508
		25-yr 2.904	

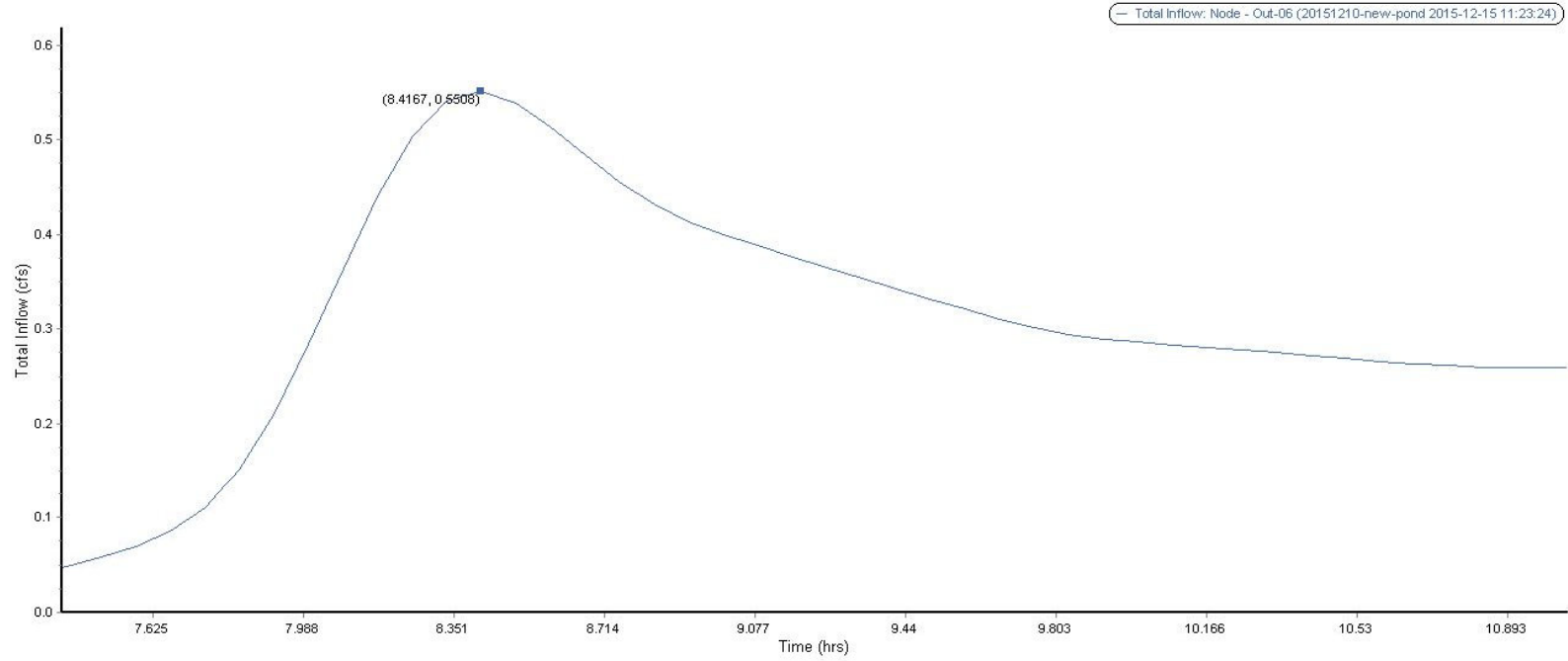
FACILITY FACTS	
Total Facility Area Including Freeboard =	3,478 SF
Sizing Ratio (Total Facility Area / Catchment Area) =	0.027



Stormwater Peak Flow Rates and Volumes

PRE 2 YR STORM

Total Inflow (cfs): 0.000133



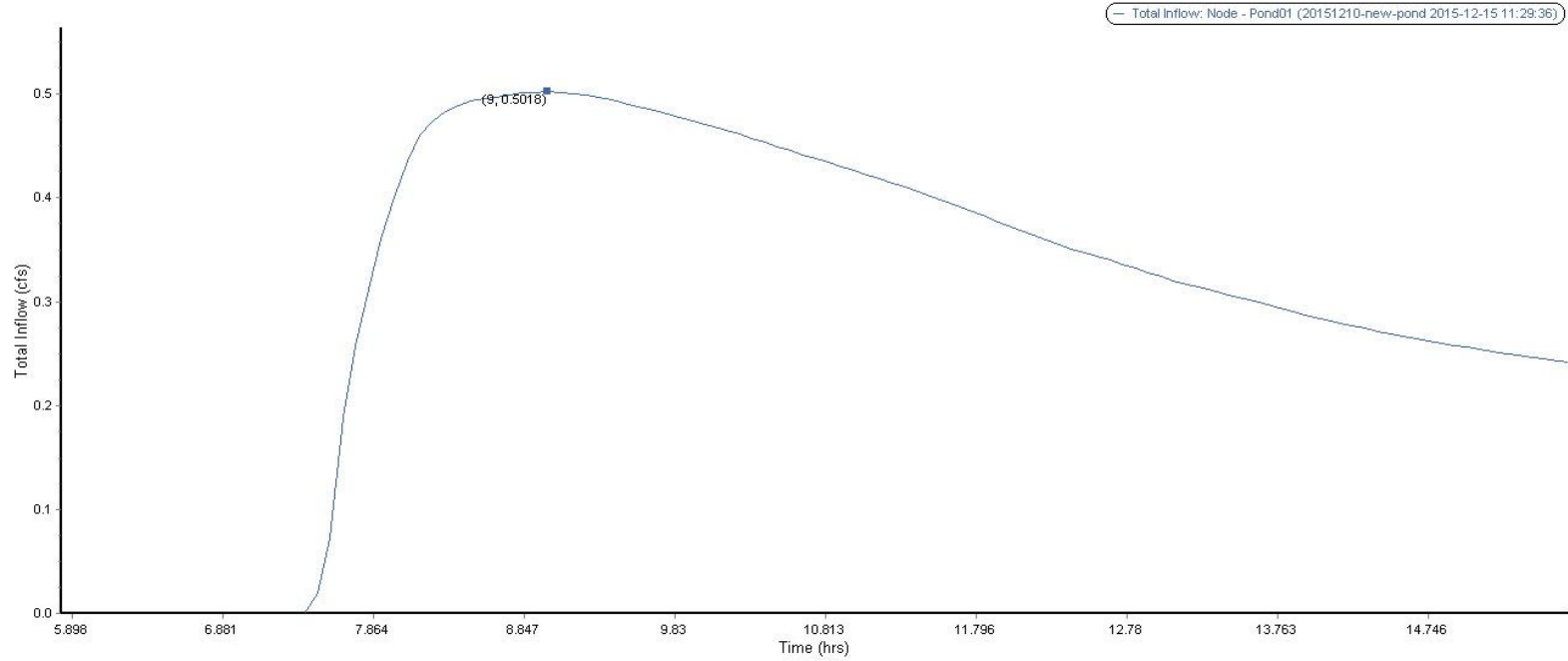
Total Inflow Summary Table

Time period		Element ID	Out-06
From:	04/28/2015, 12:00:00 AM	Maximum Total Inflow (cfs)	0.55
To:	04/29/2015, 12:00:00 AM	Minimum Total Inflow (cfs)	0.00
Thresholds		Event Mean Total Inflow (cfs)	0.16
Exceedance:	0	Duration of Exceedances (hrs)	N/A
Deficit:	0	Duration of Deficits (hrs)	N/A
Detention storage		Number of Exceedances	N/A
Max flow:	0	Number of Deficits	N/A
		Volume of Exceedance (ft³)	N/A
		Volume of Deficit (ft³)	N/A
		Total Inflow Volume (ft³)	13913.62
		Detention Storage (ft³)	N/A



Stormwater Peak Flow Rates and Volumes

POST 2 YR STORM



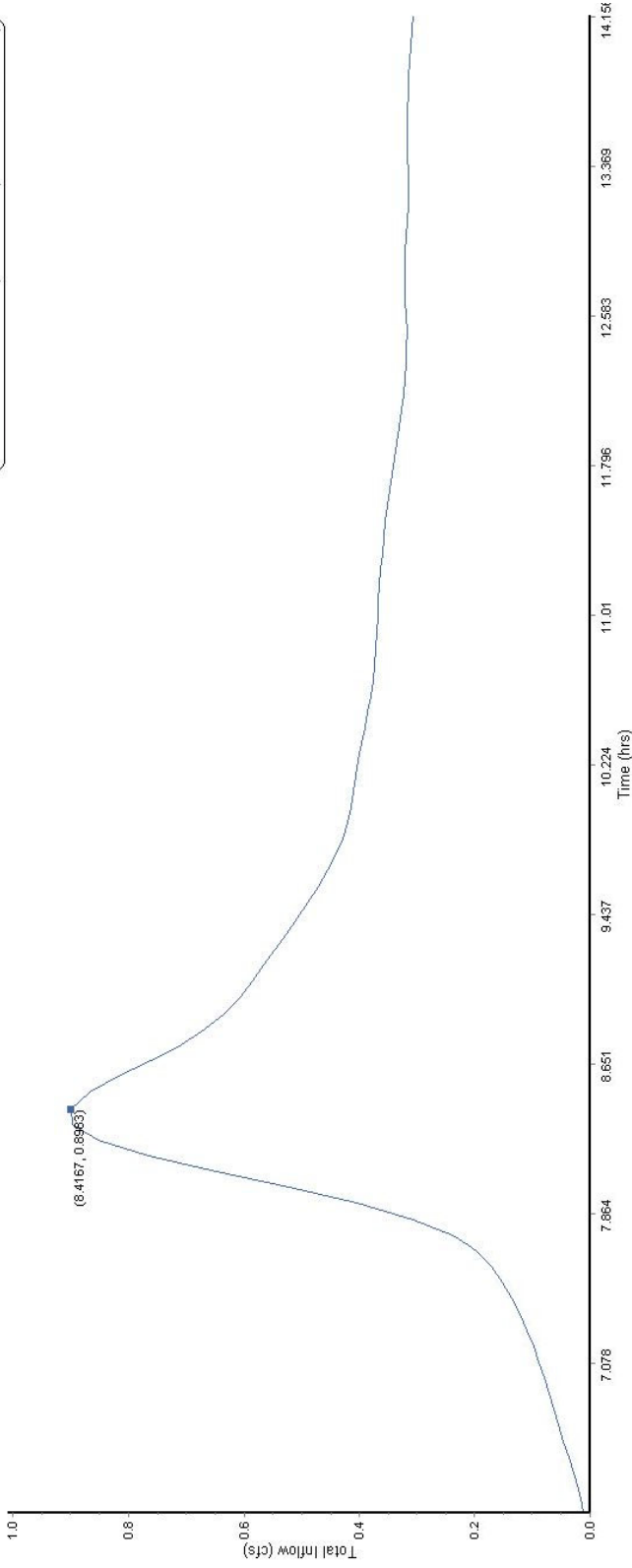
Total Inflow Summary Table	
Time period	Element ID Pond01
From: 04/28/2015, 12:00:00 AM	Maximum Total Inflow (cfs) 0.50
To: 04/29/2015, 12:00:00 AM	Minimum Total Inflow (cfs) 0.00
Thresholds	Event Mean Total Inflow (cfs) 0.19
Exceedance: 0	Duration of Exceedances (hrs) N/A
Deficit: 0	Duration of Deficits (hrs) N/A
Detention storage	Number of Exceedances N/A
Max flow: 0	Number of Deficits N/A
	Volume of Exceedance (ft³) N/A
	Volume of Deficit (ft³) N/A
	Total Inflow Volume (ft³) 16102.74
	Detention Storage (ft³) N/A

Stormwater Peak Flow Rates and Volumes



PRE 5 YR STORM

— Total Inflow: Node - Out-06 (20151210-new:pond 2015-12-15 11:27:26)



Total Inflow Summary Table

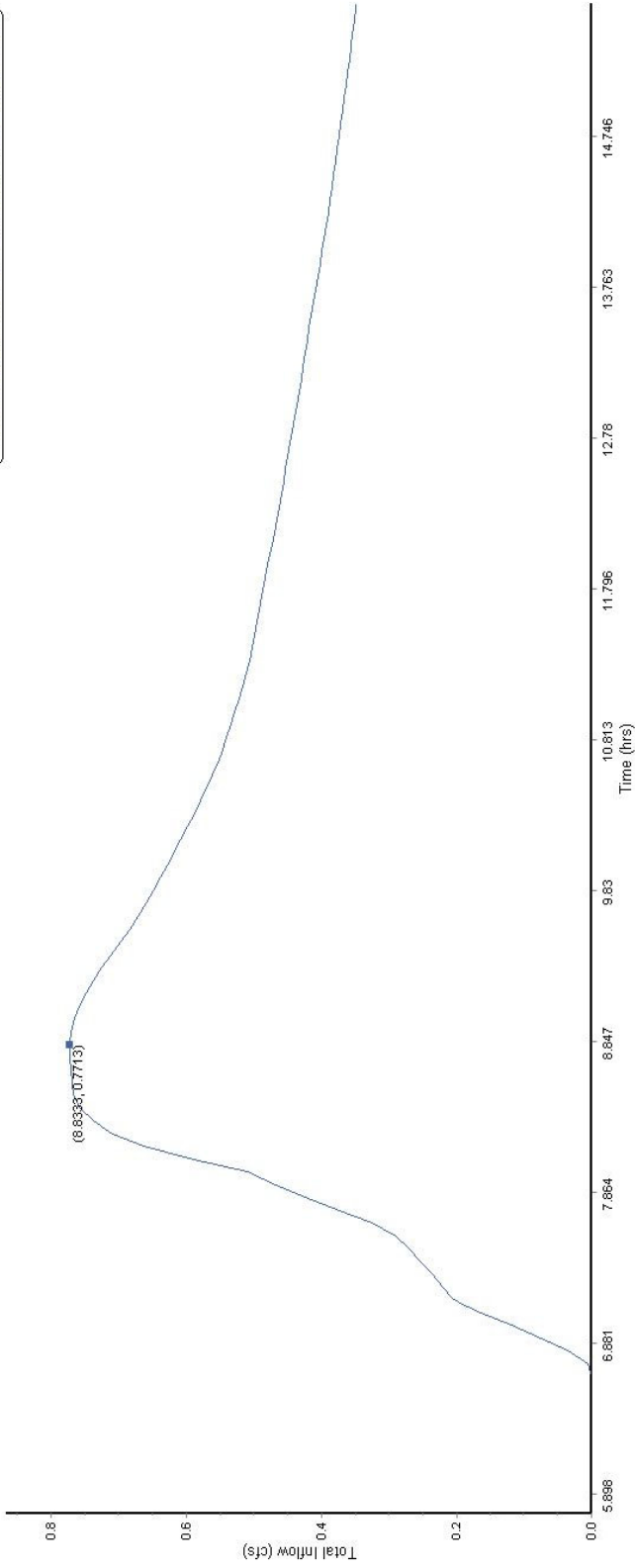
Time period	
From:	04/28/2015, 12:00:00 AM
To:	04/29/2015, 12:00:00 AM
Thresholds	
Exceedance:	0
Deficit:	0
Detention storage	
Max flow:	0
Element ID	Out-06
Minimum Total Inflow (cfs)	0.90
Minimum Total Inflow (cfs)	0.00
Event Mean Total Inflow (cfs)	0.23
Duration of Exceedances (hrs)	N/A
Duration of Deficits (hrs)	N/A
Number of Exceedances	N/A
Number of Deficits	N/A
Volume of Exceedance (ft³)	N/A
Volume of Deficit (ft³)	N/A
Total Inflow Volume (ft³)	19969.39
Detention Storage (ft³)	N/A

Stormwater Peak Flow Rates and Volumes



POST 5 YR STORM

Total Inflow: Node - Pond01 (20151210-new-pond.2015-12-15 11:31:50)



Total Inflow Summary Table

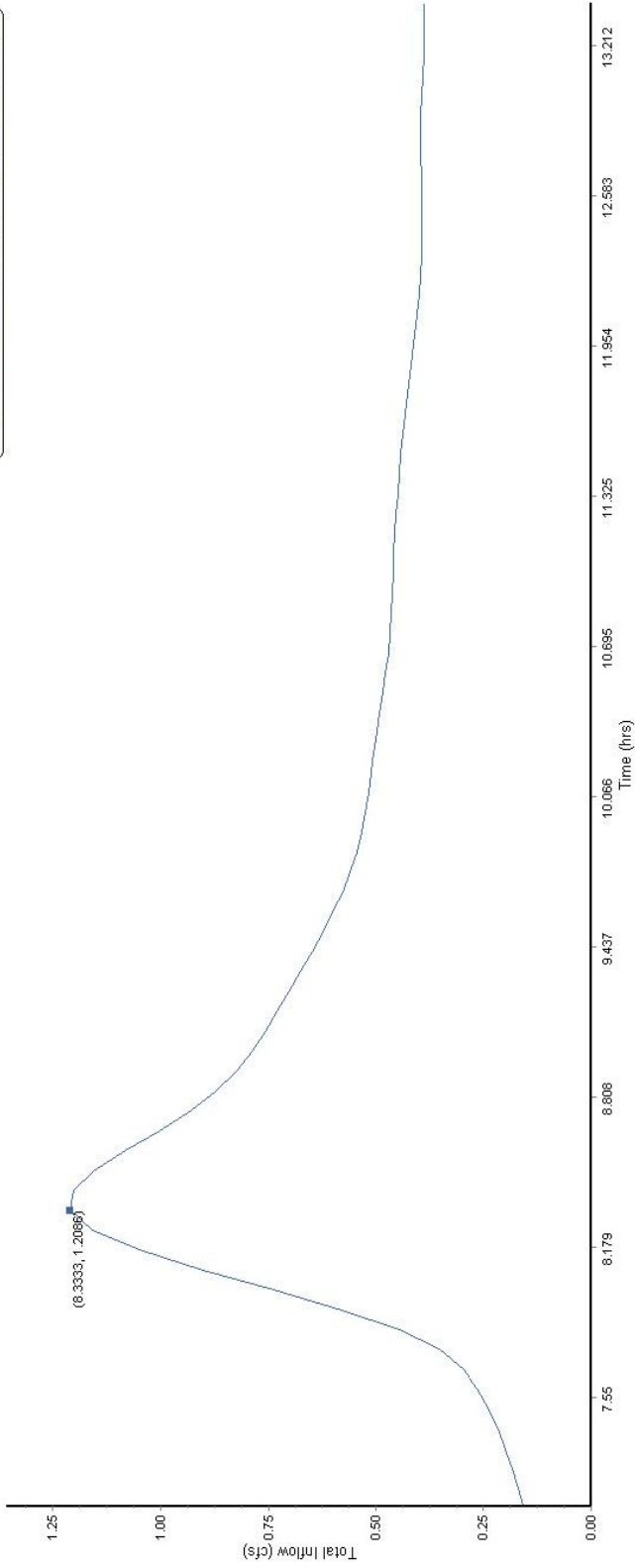
Time period	Element ID	From:	To:	Maximum Total Inflow (cfs)	Minimum Total Inflow (cfs)	Event Mean Total Inflow (cfs)	Duration of Exceedances (hrs)	Duration of Deficits (hrs)	Number of Exceedances	Number of Deficits	Volume of Exceedance (ft³)	Volume of Deficit (ft³)	Total Inflow Volume (ft³)	Detention Storage (ft³)
04/28/2015, 12:00:00 AM 04/29/2015, 12:00:00 AM	Pond01			0.77	0.00	0.27	N/A	N/A	N/A	N/A	N/A	N/A	23156.12	N/A

Stormwater Peak Flow Rates and Volumes



PRE 10 YR STORM

— Total Inflow, Node - Out-06 (20151210-new-pond 2015-12-15 11:28:08)



Total Inflow Summary Table

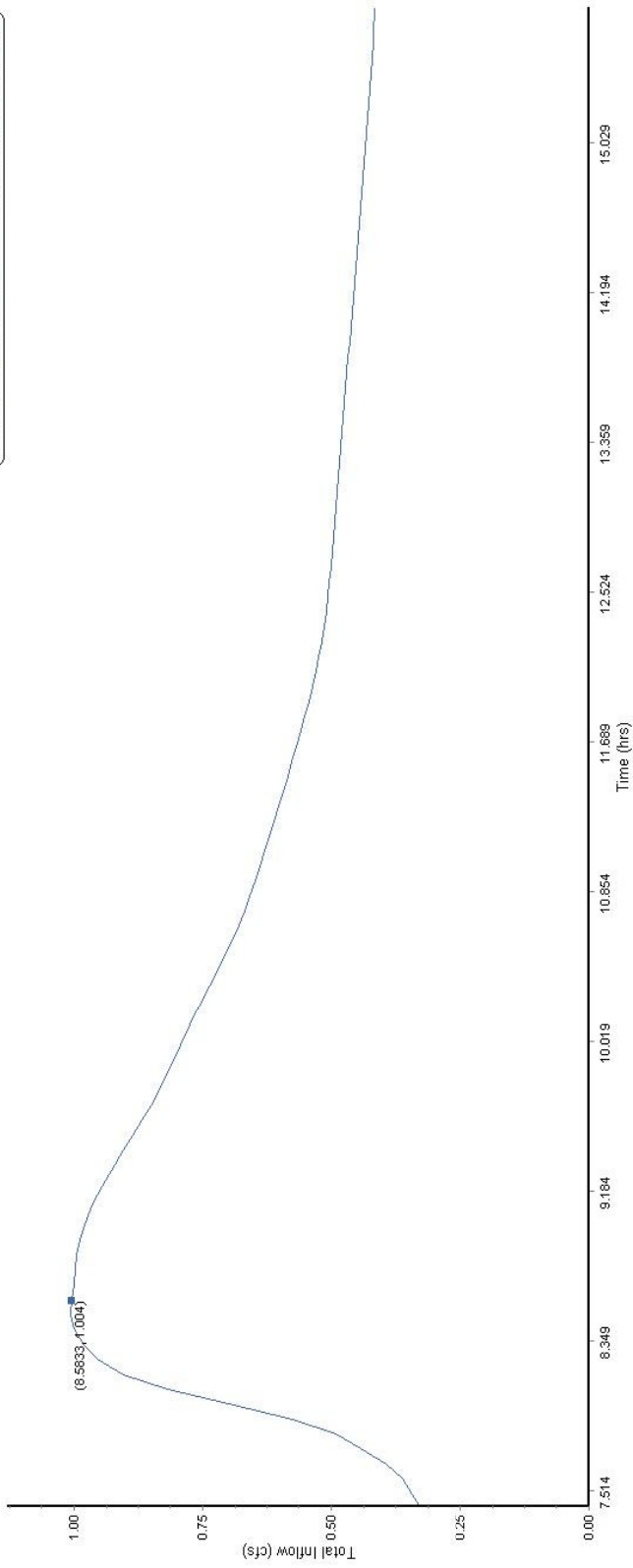
Time period	Element ID	Out-06
From: 04/28/2015, 12:00:00 AM	Maximum Total Inflow (cfs)	1.21
To: 04/29/2015, 12:00:00 AM	Minimum Total Inflow (cfs)	0.00
Thresholds	Event Mean Total Inflow (cfs)	0.29
Exceedance: 0	Duration of Exceedances (hrs)	N/A
Deficit: 0	Duration of Deficits (hrs)	N/A
Detention storage	Number of Exceedances	N/A
Max flow: 0	Number of Deficits	N/A
	Volume of Exceedance (ft³)	N/A
	Volume of Deficit (ft³)	N/A
	Total Inflow Volume (ft³)	25179.38
	Detention Storage (ft³)	N/A

Stormwater Peak Flow Rates and Volumes



POST 10 YR STORM

Total Inflow: Node - Pond01 (20151210-new-pond 2015-12-15 11:32:26)



Total Inflow Summary Table

Time period	From: 04/28/2015, 12:00:00 AM	To: 04/29/2015, 12:00:00 AM
Thresholds	Exceedance: 0	Deficit: 0
Detention storage	Max flow: 0	
Element ID	Pond01	
Maximum Total Inflow (cfs)	1.01	
Minimum Total Inflow (cfs)	0.00	
Event Mean Total Inflow (cfs)	0.34	
Duration of Exceedances (hrs)	N/A	
Duration of Deficits (hrs)	N/A	
Number of Exceedances	N/A	
Number of Deficits	N/A	
Volume of Exceedance (ft³)	N/A	
Volume of Deficit (ft³)	N/A	
Total Inflow Volume (ft³)	26928.35	
Detention Storage (ft³)	N/A	

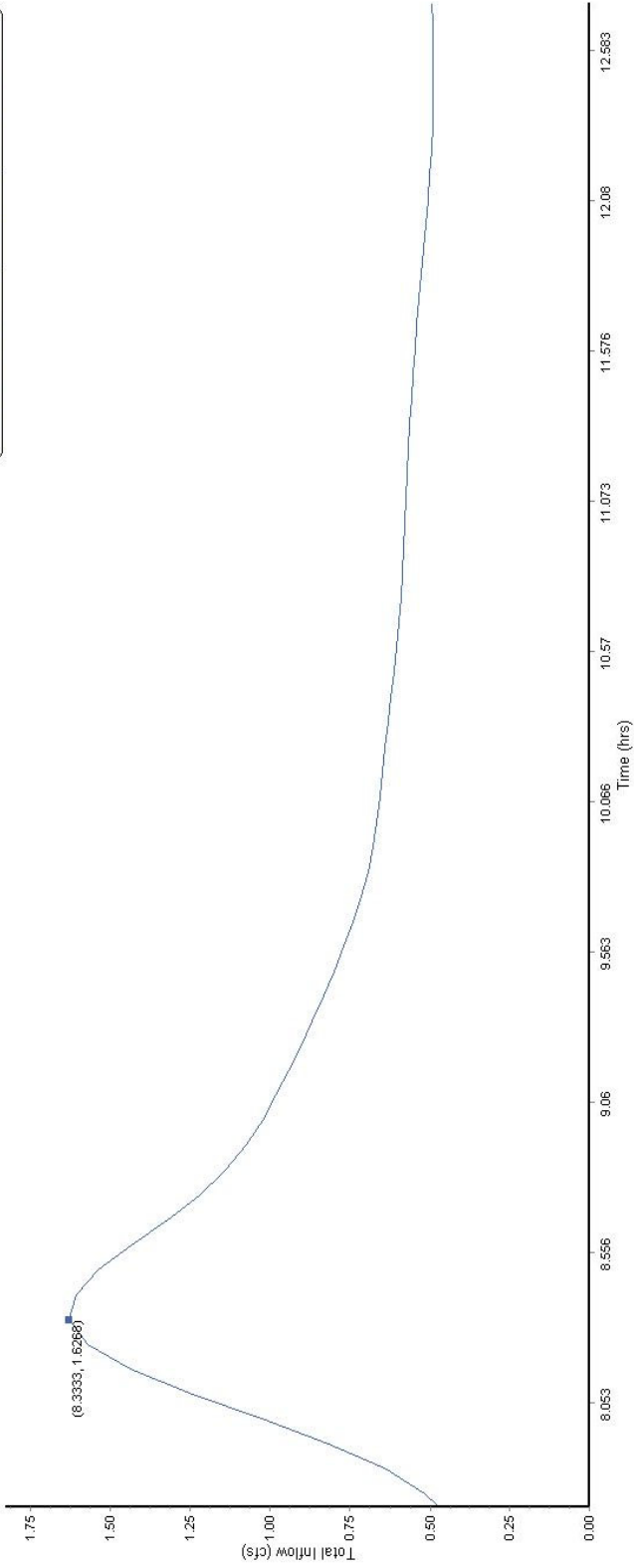
Stormwater Peak Flow Rates and Volumes



PRE 25 YR STORM

Total Inflow (cfs): 8.42, 1.63

— Total Inflow: Node - Out-06 (2015/2/0-new-pornd 2015-12-15 11:28:46)



Total Inflow Summary Table

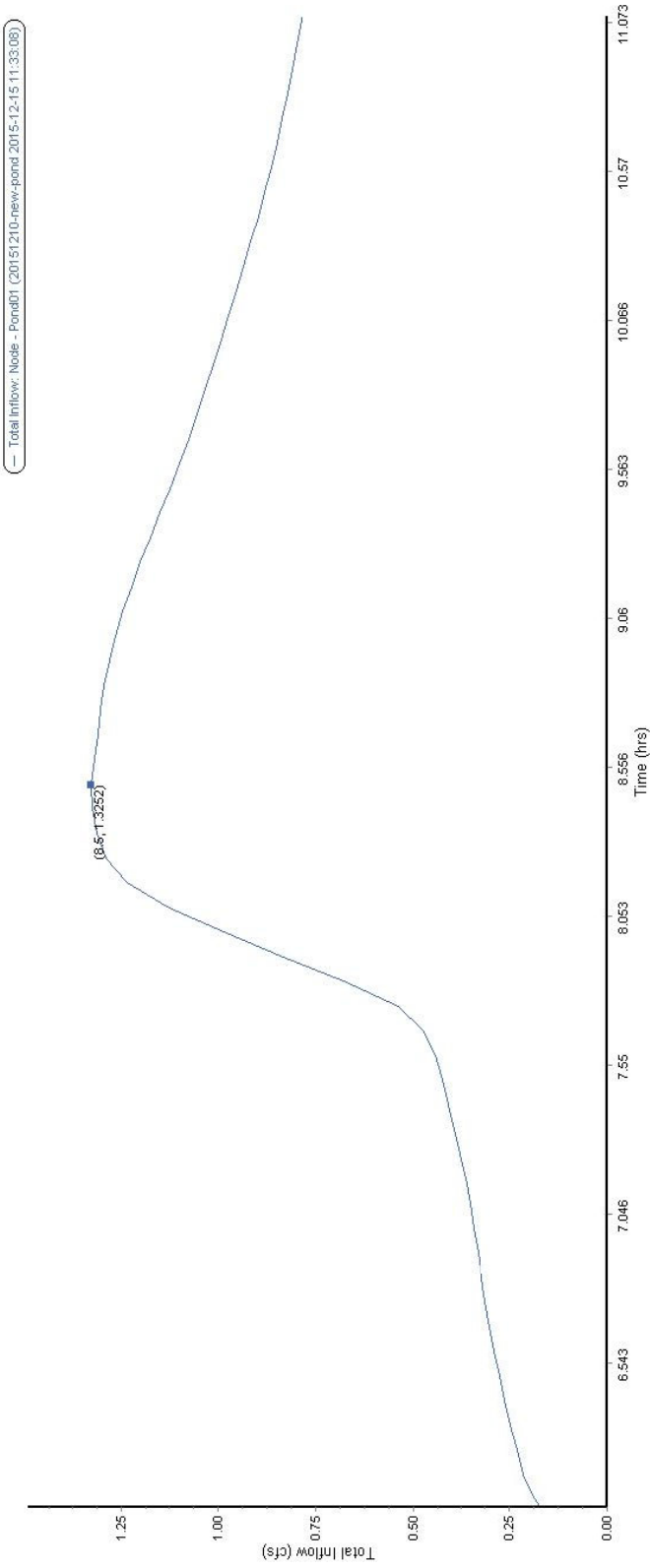
Element ID	Out-06
Maximum Total Inflow (cfs)	1.63
Minimum Total Inflow (cfs)	0.00
Event Mean Total Inflow (cfs)	0.37
Duration of Exceedances (hrs)	N/A
Duration of Deficits (hrs)	N/A
Number of Exceedances	N/A
Number of Deficits	N/A
Volume of Exceedance (ft³)	N/A
Volume of Deficit (ft³)	N/A
Total Inflow Volume (ft³)	32044.13
Detention Storage (ft³)	N/A

Time period	
From:	04/28/2015, 12:00:00 AM
To:	04/29/2015, 12:00:00 AM
Thresholds	
Exceedance:	0
Deficit:	0
Detention storage	
Max flow:	0

Stormwater Peak Flow Rates and Volumes



POST 25 YR STORM



Total Inflow Summary Table

Time period	Element ID	Pond01
From: 04/28/2015, 12:00:00 AM	Maximum Total Inflow (cfs)	1.33
To: 04/29/2015, 12:00:00 AM	Minimum Total Inflow (cfs)	0.00
	Event Mean Total Inflow (cfs)	0.42
	Duration of Exceedances (hrs)	N/A
	Duration of Deficits (hrs)	N/A
	Number of Exceedances	N/A
	Number of Deficits	N/A
	Volume of Exceedance (ft³)	N/A
	Volume of Deficit (ft³)	36176.85
	Total Inflow Volume (ft³)	N/A
	Detention Storage (ft³)	N/A



Appendix B

Infiltration Testing Results by GRI

Geotechnical Report Prepared by GRI



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Appendix C

Operations & Maintenance Report



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PRELIMINARY Operation and Maintenance Plan

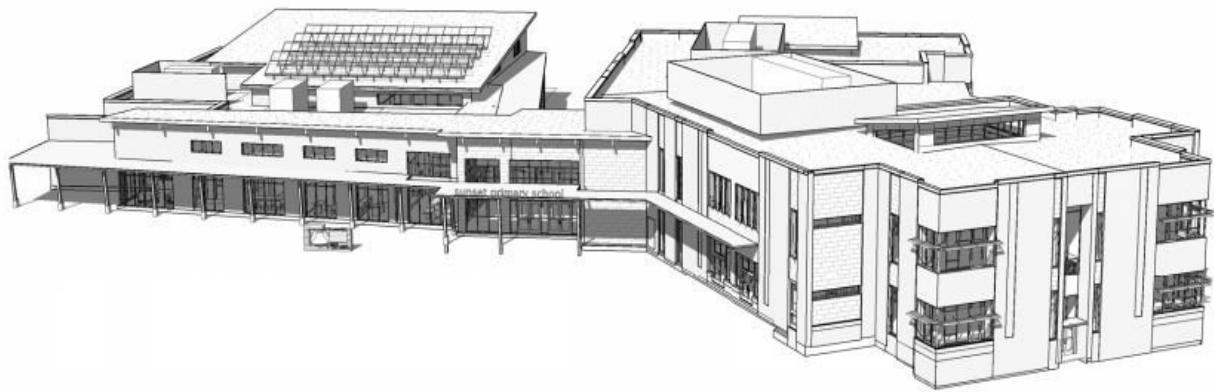
Sunset Primary School

Prepared for: West Linn Wilsonville School District

Prepared by: Andrew Chung, Matt Johnson

Project Engineer: Mark Wharry PE

January 2016 | KPFF Project #315087





KPFF'S COMMITMENT TO SUSTAINABILITY

As a member of the US Green Building Council, a sustaining member of Oregon Natural Step, and a member of the Sustainable Products Purchasers Coalition, KPFF is committed to the practice of sustainable design and the use of sustainable materials in our work.

When hardcopy reports are provided by KPFF, they are prepared using recycled and recyclable materials, reflecting KPFF's commitment to using sustainable practices and methods in all of our products.





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III.	Inspection and Maintenance Procedures.....	5
IV.	Financial Responsibilities.....	5

Appendix

Appendix A

Facilities Specifications

Appendix B

Inspection Log



I. Description

The Sunset Primary School project is located at 2531 Oxford St. West Linn, Oregon. Currently, the site is occupied by the existing Sunset Primary school, baseball field, playground equipment and wooded area. The proposed project site is bound to the South by Oxford Street, Park Street, and Bittner Street, to the West by adjacent property, and to the North and East by woods (see Figure 1 – Vicinity Map). Currently, stormwater runoff from the project site is served by catch basins and surface runoff to public storm system on Exeter Street and Park Street.

The proposed project is an entire replacement of the Sunset Primary school building, asphalt parking lots, sidewalks, landscape, plays areas, and sports fields. All of this redevelopment will require stormwater treatment and detention. We propose one, adequately sized stormwater facility in order to meet City of West Linn Design Standards Section 2 Storm Drain requirements. The drainage area for the total project area is approximately 4.8 acres. In addition to the on-site improvements, the City of West Linn is requiring public utility and street improvements.

Water quality facilities used on property (see Storm Plans for location):

- *Planters*: A vegetated landscaped reservoir used to collect, filter, and infiltrate stormwater. The stormwater is treated as it percolates through the vegetation, growing medium, and gravel. Each has an open bottom, allowing for infiltration into the native soil to occur. It will have an overflow pipe that will discharge into the drywell system.
- *Piped Storm System*: The piped storm system consists of all underground pipes and structures that connect the roof drains, drywells, overflows, and rain gardens.
- *Rain Garden*: An engineered planter that filters pollutants out of stormwater as it passes through engineered growing medium prior to infiltration. The rain garden contains an overflow inlet structure that conveys excess stormwater from large rain events to public storm system and rip rap protection at inlets to prevent erosion and damage to the planter soil and vegetation.
- *Trapped Catch Basin*: A 24-inch square basin that collects stormwater runoff, traps debris, and conveys runoff into the stormwater system.
- *Overflow Inlet*: A vertical pipe with a grate over it that allows stormwater from large rain events to enter the downstream storm system. The grate prevents debris and rodents from entering the piped storm system.
- *Sedimentation Manhole*: A manhole with a sump to collect sediment and a down-turned elbow to prevent floatables from entering the piped system. This structure prevents debris and sediment from entering the drywell manholes.

II. Schedule

Each part of the system shall be inspected and maintained quarterly within the first two years. After two years, all facilities should be inspected twice a year. All facilities should be inspected 48 hours after each major storm event. For this O&M Plan, a major storm event is defined as 1 inch of rain or more in 24 hours. All components of the storm system as described above must be inspected and maintained frequently or they will cease to function effectively. The facility owner shall keep a log, recording all inspection dates,



observations, and maintenance activities. Receipts shall be saved when maintenance is performed and there is record of expense.

III. Inspection and Maintenance Procedures

The following items shall be inspected and maintained as stated:

Piped Storm System

- Sediment shall be removed biannually.
- Debris shall be removed from inlets and outlets quarterly.
- Quarterly inspection for clogging shall be performed.
- Grates shall be tamper proof.

Source Control measures prevent pollutants from mixing with stormwater. Typical non-structural control measures include raking and removing leaves, street sweeping, vacuum sweeping, and limited and controlled application of pesticides, herbicides, and fertilizers.

- Source control measures shall be inspected and maintained quarterly.
- Signage shall be maintained.

Spill Prevention measures shall be exercised when handling substances that can contaminate stormwater. Virtually all sites, including residential and commercial, present dangers from spills. It is important to exercise caution when handling substances that can contaminate stormwater. Activities that pose the chance of hazardous material spills shall not take place near collection facilities.

- The proper authority and the property owner shall be contacted immediately if a spill is observed.
- A spill kit shall be kept near spill-prone operations and refreshed annually.
- Employees shall be trained on spill control measures.
- Shut-off valves shall be tested quarterly.
- Releases of pollutants shall be corrected within 12 hours.

Insects and Rodents shall not be harbored in any part of the storm system.

- Pest control measures shall be taken when insects/rodents are found to be present. Standing water and food sources shall be prevented.
- If sprays are considered, a mosquito larvicide such as Bacillus thurendensis or Altoside formulations can be applied only if absolutely necessary and shall not be used where it will enter groundwater or come into contact with any standing water. Sprays shall be applied only by licensed individuals or contractors.
- Holes in the ground located in and around the storm system shall be filled.
- Outfalls draining into vegetated swales shall be inspected and cleaned regularly to ensure no rodent activity, which can clog or decrease the efficiency of the storm system.

Access shall be maintained for all facilities so operations and maintenance can be performed as regularly scheduled.

- Existing drywells shall be raised with a locking manhole cover to ensure access.

IV. Financial Responsibilities



The facility is to be maintained by West Linn Wilsonville School District. The preparer has worked closely with personnel to design a system that can be easily maintained by maintenance staff.

The West Linn Wilsonville School District Facilities Manager is.

A copy of the O&M Plan shall be provided to the property owner.



Appendix A

Facilities Specifications



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Simplified O&M Specifications BASINS

Maintenance Indicator	Corrective Action
<p>Structural Components, including inlets and outlets/overflows, shall freely convey stormwater.</p>	
<ul style="list-style-type: none"> ➤ Clogged inlets or outlets ➤ Broken inlets or outlets, including grates ➤ Cracked or exposed drain pipes ➤ Check dams 	<ul style="list-style-type: none"> ➤ Remove sediment and debris from catch basins, trench drains, curb inlets, and pipes to maintain at least 50% conveyance capacity at all times. ➤ Repair or replace broken downspouts, curb cuts, standpipes, and screens as needed. ➤ Repair/seal cracks. Replace when repair is insufficient. Cover with 6 inches of growing medium to prevent freeze/thaw and UV damage. ➤ Maintain rock check dams per design standards.
<p>Vegetation shall cover 90% of the facility.</p>	
<ul style="list-style-type: none"> ➤ Dead or strained vegetation ➤ Tall grass and vegetation ➤ Weeds 	<ul style="list-style-type: none"> ➤ Replant per original planting plan, or substitute from Appendix F.4 plant list. ➤ Irrigate as needed. Mulch banks as needed. DO NOT apply fertilizers, herbicides, or pesticides. ➤ Prune to allow sight lines and foot traffic. Prune to ensure inlets and outlets freely convey stormwater into and/or out of the facility. Manually remove weeds. Remove all plant debris.
<p>Growing/Filter Medium, including soil and gravels, shall sustain healthy plant cover and infiltrate within 48 hours.</p>	
<ul style="list-style-type: none"> ➤ Erosion, and/or exposed soils ➤ Scouring at inlet(s) ➤ Slope slippage ➤ Ponding 	<ul style="list-style-type: none"> ➤ Fill and lightly compact areas of erosion with City-approved soil mix. Stabilize soils with plantings from Appendix F.4. ➤ Replace splash pads at inlet(s) with gravel/rock. ➤ Stabilize 3:1 slopes/banks with plantings from Appendix F.4. ➤ Remove the top 2-4 inches of sediment at the inlet. Add City-approved soil mix to match elevation of the inlet. Rake, till, or amend with City-approved soil mix to restore infiltration rate.

Maintenance Schedule:

Summer: Make any structural repairs. Improve filter medium as needed. Clear drains and inlets. Irrigate as needed.
Fall: Replant exposed soil and replace dead plants. Remove sediment and plant debris.
Winter: Monitor infiltration/flow-through rates. Clear inlets and outlets/overflows to maintain conveyance.
Spring: Remove sediment and plant debris. Replant exposed soil and replace dead plants. Mulch as needed but do not block the inlets, outlets, or flow paths with mulch.
All seasons: Weed as necessary.

Maintenance Records:

All maintenance operators are required to keep an annual inspection and maintenance log.
 Record the date, description, and contractor (if applicable) for all structural repairs, landscape maintenance, and facility cleanout activities. Keep work orders and invoices on file and make available upon request of the City inspector.

Access: Maintain ingress/egress, including access roads, to design standards.

Infiltration/Flow Control: All facilities shall drain within 48 hours. Record the time/date, weather, and site



conditions when ponding occurs.

Pollution Prevention: All sites shall implement BMPs to prevent hazardous or solid wastes or excessive oil and sediment from contaminating stormwater. Contact Spill Prevention & Citizen Response at 503-823-7180 for immediate assistance responding to spills. Record the time/date, weather, and site conditions if site activities contaminate stormwater. Record the time/date and description of corrective action taken.

Vectors (Mosquitoes and Rodents): Stormwater facilities shall not harbor mosquito larvae or rats that pose a threat to public health or that undermine the facility structure. Monitor standing water for small wiggling sticks perpendicular to the water's surface. Note holes/burrows in and around facilities. Call Multnomah County Vector Control at 503-988-3464 for immediate assistance to eradicate vectors. Record the time/date, weather, and site conditions when vector activity is observed.



Appendix B

Inspection Log



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SUNSET PRIMARY SCHOOL
Inspection and Maintenance Log

<u>Date</u>	<u>Facility</u>	<u>Performed by</u>	<u>Work performed</u>	<u>Details</u>



MEMORANDUM

TO: Darren Wyss, Associate Planner
FROM: Keith Liden
RE: Sunset Primary School – Response to Incomplete Notice
DATE: January 7, 2016

On December 18, 2015, you issued a notice that the following application submitted by the West Linn-Wilsonville School District was incomplete:

- CUP-15-03
- DR-15-17
- VAR-15-01/15-02/15-03

The District has prepared an amended application, which is attached. It includes the missing items as described below.

1. CDC 60.080 Site Plan and Map

Under various subsections of this CDC section, the district was asked to provide:

Sheet LU1.01 at 1" = 30' scale.

This sheet is now provided at this scale.

Easement locations within or adjacent to the property.

Existing easements are shown on the partition map in Exhibit A.

Roadway widths at the curb extensions associated with access drives on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02. Note that in Figure 8-1 of the 2008 West Linn TSP, Oxford is defined as a Neighborhood Route. The other two frontage streets, however, are shown only as Local Streets. The City Engineer indicates there are pending updates to the TSP which, if approved, will classify all three streets as local streets. Per discussion with City of West Linn, our understanding is that a typical 32' street width (9' travel lanes and 7' parking lanes) would typically be provided for the full buildout of these three streets. The interest is to keep the lanes narrow to slow drivers down. On Park and Bittner, the design team (in coordination with the City Engineer) is proposing on-street bus staging and has proposed slightly wider street widths to accommodate bus maneuvering. The proposed widths are detailed on Sheet LU1.02 and tabulated below:



Street	Travel Lanes	Parking Width
Oxford	9'	7'
Park	10'	8' for bus, 7' opposite side
Bittner	10'	8' for bus, 7' opposite side

Building dimensions on Sheet LU1.02.

Building dimensions are now provided on Sheets LU 1.02, LU3.01, and LU3.02.

Legends on all sheets.

Legends are provided.

Oxford Street access driveway widths on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02.

Length measurement for the enclosed service and trash area on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02 and LU3.01.

A 1" = 30' plan-sized map showing location of all trees, including significant trees determined through CDC 55.100 B 2 and the significant trees to be removed/retained.

This information is provided on Sheet LU 2.01.

2. CDC 55.070 Submittal Requirements

Under various subsections of this CDC section, the district was asked to provide:

Sheet LU1.01 at 1" = 30' scale.

This sheet is now provided at this scale.

A 1" = 30' scale plan-sized map identifying portions of the site according to the slope ranges.

This information is provided at the requested scale on Sheet LU1.08.

A 1" = 30' scale plan-sized map identifying Type I and II lands with a table listing square footage and percentage for each Type of the total site area.

This information is provided at the requested scale on Sheet LU1.08.

Easement locations within or adjacent to the property.

Existing easements are in Exhibit A.

Roadway widths at the curb extensions associated with access drives on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02. See comments on similar item above.

Existing structures and driveways on adjoining properties on Sheet LU1.02.

This information is provided on Sheet LU1.00.



Oxford Street access driveway widths on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02.

Length measurement for the enclosed service and trash area on Sheet LU1.02.

The requested dimensions are provided on Sheet LU1.02.

Identify bicycle parking areas on Sheet LU1.02.

The requested information is provided on Sheet LU1.02.

Heights of all retaining walls.

The requested information is provided on Sheet LU1.02.

Preliminary stormwater analysis report prepared by a registered engineer and supported by factual data there will be no adverse off-site impacts from a 10-year storm.

This report is included as Exhibit E of the application.

Building dimensions/height measurements on Sheets LU3.01 – 3.04.

The requested dimensions are provided on Sheets LU3.01 – 3.04.

Erosion controls on Sheet LU2.02.

Preliminary erosion controls have been added to the Grading Plan, Sheet LU1.03.

More detailed stormwater facility locations and details for collection/removal from improved rights-of-way on Sheet LU1.05.

The requested information is provided on Sheet LU1.05. The right-of-way planters have been delineated in more detail and a calculation table has been provided on this sheet that tabulates the area of each planter. Pre-development (existing) and post-development (proposed new) impervious pavement areas within the ROW have also been tabulated.

Documentation confirming the adequacy of an 8-inch water main replacement versus a 12-inch main along the project frontage.

A 12-inch line is shown on Sheet LU1.04, but following additional communication with city engineering, it should be 8 inches. This is hand corrected on the sheets provided, and it will be reflected in the final plan sets for Planning Commission review.

Show location and separation of existing and proposed water mains to ensure service continuity during construction.

Sheet LU1.04 has been modified to show both the existing and proposed new water mains in Park and Bittner Streets. Separation in Park is approximately 20'. Separation in Bittner is approximately 6'.

Illumination analysis and street light location on Sheet LU4.01.

PAE's revised Sheet LU 4.01 shows the site illumination analysis. PAE's new Sheets LU4.02 and IL-1 show street light locations and illumination.



Wall-mounted security light locations on the proposed building on Sheet LU4.01.

PAE's revised Sheet LU 4.01 shows the site illumination analysis.

Front entry lighting locations on Sheet LU4.01.

PAE's revised Sheet LU 4.01 shows the site illumination analysis.

Written responses for each applicable criterion in CDC Chapter 41, including appropriate calculations. Also address the 17.1-foot front yard setback and how it meets the required two-thirds of building height.

Responses to the criteria are provided on page 21 of the application narrative.

Written responses for each applicable criterion in CDC Chapter 46, including appropriate calculations. Also provide scaled parking spaces, address the compact/standard 50% breakdown and the 12 or less criteria in 46.150 A 19, and provide a circulation plan.

Responses to the criteria are provided on pages 22 through 23 of the application narrative. Parking space dimensions and information regarding compact spaces is provided on Sheet LU1.02.

Written responses for each applicable criterion in CDC Chapter 48, including appropriate calculations.

Responses to the criteria are provided on pages 23 through 24 of the application narrative..

Information and calculations demonstrating how the freestanding sign meets the maximum square footage allowed in CDC 52.300.

Responses to the criteria are provided on pages 24 through 25 of the application narrative.

Written responses for each applicable criterion in CDC Chapter 54, including appropriate calculations and interior landscaping percentage details.

Responses to the criteria are provided on pages 25 through 27 of the application narrative and on Sheet LU2.02.

Written responses for each applicable criterion in CDC 55.100, including appropriate calculations, paying particular attention to sections 55.100 B 2 to identify and map significant trees to be removed/retained with associated percentages and 55.100 I to demonstrate how the proposed street widths meet TSP standards.

Heritage trees were not identified on the site by the consulting arborist or the City Arborist. A new Sheet LU2.01 is provided to supplement the information in the Arborist's Report (Exhibit D). Amended responses to the criteria are provided on page 27 of the application narrative and on Sheet LU2.01.



QUITCLAIM DEED

GRANTOR:

GEORGIA-PACIFIC LLC, a limited liability company organized in the state of Delaware

GRANTEE:

WEST LINN-WILSONVILLE SCHOOL DISTRICT, an Oregon public school district

After Recording Return To:

Thomas W. McPherson
Attorney at Law
Mersereau Shannon LLP
One SW Columbia St., Suite 1600
Portland, OR 97258

Until a change is requested, all tax statements shall be sent to:
West Linn-Wilsonville School District
22210 SW Stafford Road
Tualatin, OR 97062

**STATUTORY
QUITCLAIM DEED**

GEORGIA-PACIFIC LLC, a limited liability company incorporated in the state of Delaware("Grantor"), which may have held its interest of record as "Georgia Pacific, a xxxx corporation," hereby releases and quitclaims to WEST LINN-WILSONVILLE SCHOOL DISTRICT, an Oregon public school district ("Grantee"), all right, title, and interest in and to the following described real property (called the "Property") situated in the County of Clackamas, State of Oregon, to wit:

THE SOUTHERLY 9 FEET OF LOTS 5 AND 30 AND ALL OF LOTS 6, 7, 8, 9, 26, 27, 28 AND 29 OF BLOCK 2 AS SURVEYED AND LAID OUT ON THE PLAT OF WILAMETTE HEIGHTS, OREGON, WHICH PLAT WAS RECORDED ON APRIL 21, 1913 IN BOOK 12 AT PAGE 20, RECORDS OF TOWN PLATS OF CLACKAMAS COUNTY, OREGON.

NOTE: This legal description was created prior to January 1, 2008.

The true and actual consideration for this Quitclaim Deed is \$0.00 (zero dollars).

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON



TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010.

IN WITNESS WHEREOF, the Grantor has caused this instrument to be executed by its duly elected officer this 25th day of March, 2016.

GEORGIA-PACIFIC LLC

[Signature]
(Signature)

By: Gerald A. Shirk
(Print Name)

As: Vice President - Real Estate
(Office of Signer)

STATE OF Georgia)
) ss
County of DeKalb)

This instrument was acknowledged before me on March 25, 2016
(Date)
by Gerald A. Shirk as Vice President - Real Estate
(Name of Signer) (Office of Signer)

GEORGIA-PACIFIC LLC, A DELAWARE LIMITED LIABILITY COMPANY, the Grantor herein.

[Signature]
Notary Public for Oregon Georgia
JEREMY J. HILSMAN
NOTARY
EXPIRES
OCTOBER 2017
DEKALB COUNTY
PUBLIC

Memorandum

Date: March 24, 2016

To: Darren Wyss, Associate Planner

From: Ken Worcester, Parks and Recreation Director KW

Subject: Sunset School Proposal

Purpose: To clarify the Parks and Recreation Departmental position on at least two issues surrounding the proposed New Sunset School Project.

Background: We have received calls and discussed several comments relating to the above mentioned project. To some degree our previous comments have either not been forwarded or have been misinterpreted.

Discussion:

Issue One, Planning Process for Sunset Park. We have always maintained that as the School District moves forward with their design and planning for the Sunset Primary School Replacement project, West Linn Parks and Recreation Department staff will concurrently initiate planning efforts with Sunset Park neighbors and Sunset School parents to discuss and plan future improvements to the existing Sunset Park. School District staff have been actively involved with the Parks and Recreation Department over the course of the school design and will continue as previously agreed upon, coordinating improvements for both the school and park site. I personally have attended a meeting of the Sunset Neighborhood Association to discuss the planning process and the fact that the areas mainly in question involve an old wading pool that was decommissioned per Health Department Standards and a playground with equipment that has already served over one-half of its planned useful life.

At that meeting, we also discussed potential tree issues relating to the proposed storm-water facility, and I am on record as a certified arborist doubting any major impact to existing trees as a result of that facility.

Anyway, a new planning group has been formed with an open invitation to all interested citizens for the park design process. To that end, an initial meeting was held at City Hall on March 15th. The next meeting will be held in April.

Next month marks the 65 birthday of Sunset Park and we are committed to providing a new and rejuvenated park that will provide the same amount of activities and service to the community for the next 65 years as it has provided in the past.

Issue Two, Recreational Benefit to the Community.

The West Linn Parks & Recreation Department takes a lead role in organizing and supporting community youth sports activities. The City and School District have enjoyed a long and successful partnership in providing outdoor sports field opportunities and experiences for West Linn youth both at City Park sites

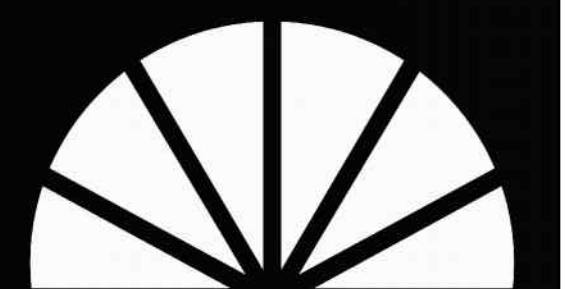


and at School District facilities. The existing sports field at Sunset Primary school is included as an important resource for organized youth baseball, softball and soccer. While the size of the existing sports field is marginal for older athletes, it meets the demand for practice facilities for all ages and is heavily used by the younger participants. Records indicate that over 500 hours of team athletics occur on this site each year and support over 3700 West Linn student athletes. While the new proposed sports field is smaller than the existing, current activities may continue. If the site is reduced to accommodate additional parking or storm water management features, the scheduled use of this important community field will be compromised. West Linn Parks & Recreation supports the site design for the new school to create an adequate new sports field with adjacent children's playground and off-street parking for parents and spectators.

What has not been discussed, is the overall impact to community recreation that keeping Sunset School in its current location affords. The importance of this decision is extremely far reaching as it 1), also allows the community the continued use of Oppenlander Fields (the back-up site for this school) for youth sports and community recreation and 2), the subsequent purchase and land swap agreement between the City and School District has also enabled the City to acquire nearly seven acres of land next to Tanner Creek Park that is used year-round for additional youth sports and community recreation activities.

Recommendation: Please consider this as testimony for the upcoming Planning Commission Hearings

Exhibit B.3



LEGEND

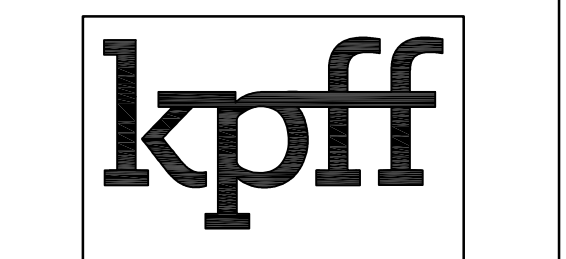
	PROPOSED ASPHALT PAVEMENT
	PROPOSED HEAVY ASPHALT PAVEMENT
	PROPOSED HEAVY CONCRETE PAVEMENT
	PROPOSED CONCRETE SIDEWALK
	PROPOSED STREET RUNOFF PLANTER

WEST LINN WILSONVILLE
 2755 SW Borland Road
 Tualatin, OR 97062
 (503) 673 7995



Dull Olson Weekes - IBI Group
 Architects, Inc.

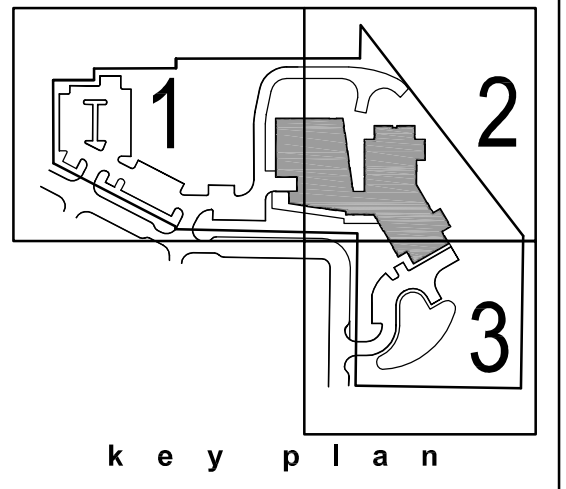
907 SW Stark Street Portland, OR 97205 USA
 tel 503 226 6950 fax 503 273 9192
 www.dowa-ibigroup.com www.ibigroup.com



111 SW Fifth Ave., Suite 2500
 Portland, OR 97204
 O: 503.273.3253
 F: 503.274.4661
 www.kpff.com

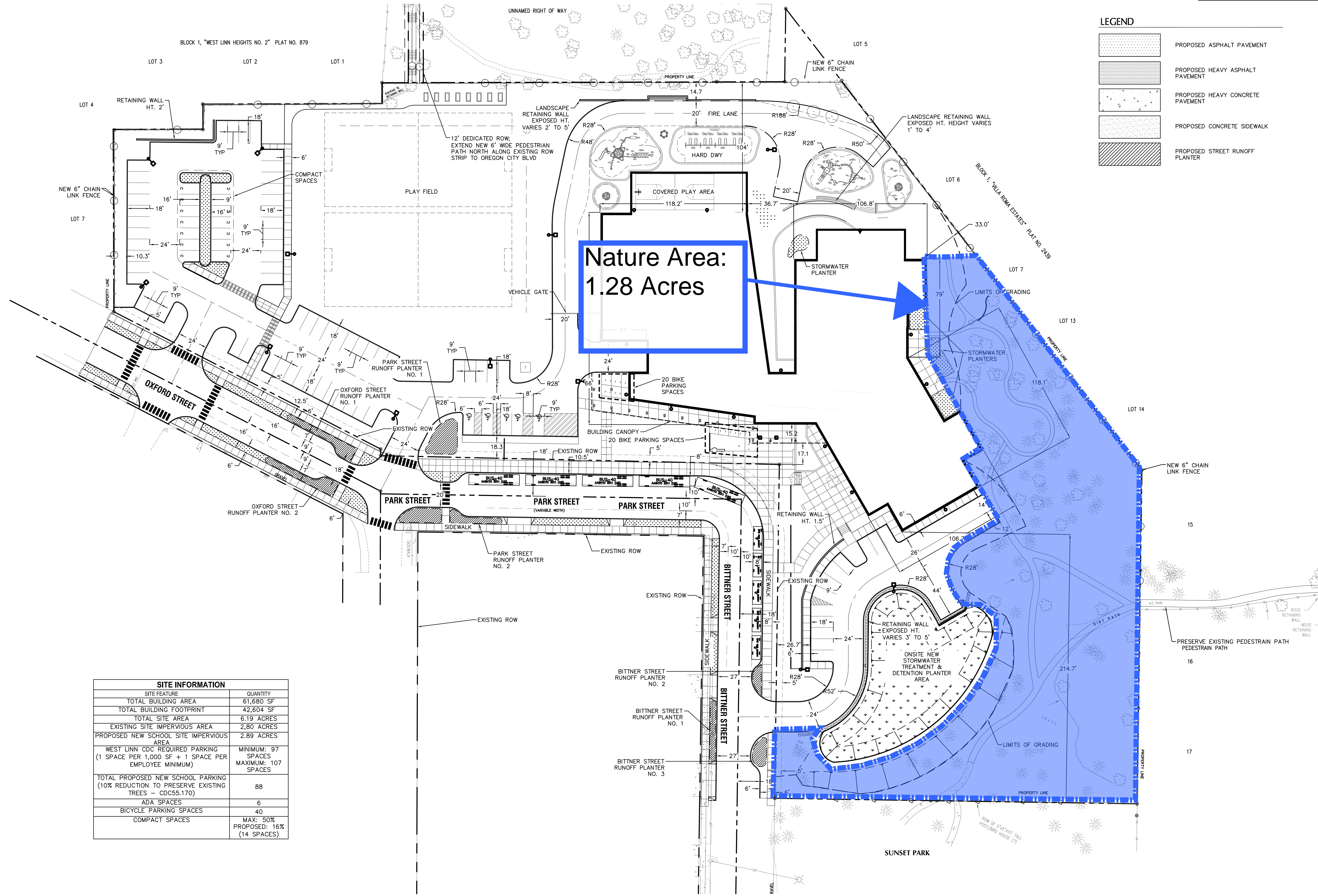
PRELIMINARY
 NOT FOR
 CONSTRUCTION

SUNSET REVISIONING
West Linn Wilsonville
 2351 Oxford St, West Linn, OR 97068
 t: (503) 673-7988



phase	LAND USE
date	JANUARY 8, 2016
revisions	
project #	15015
SITE PLAN	

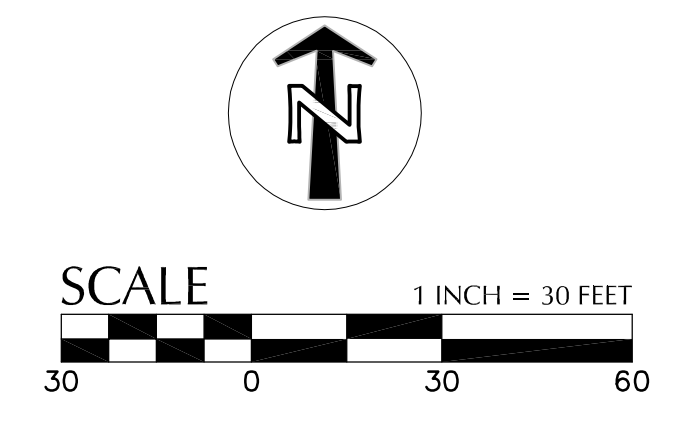
LU1.02

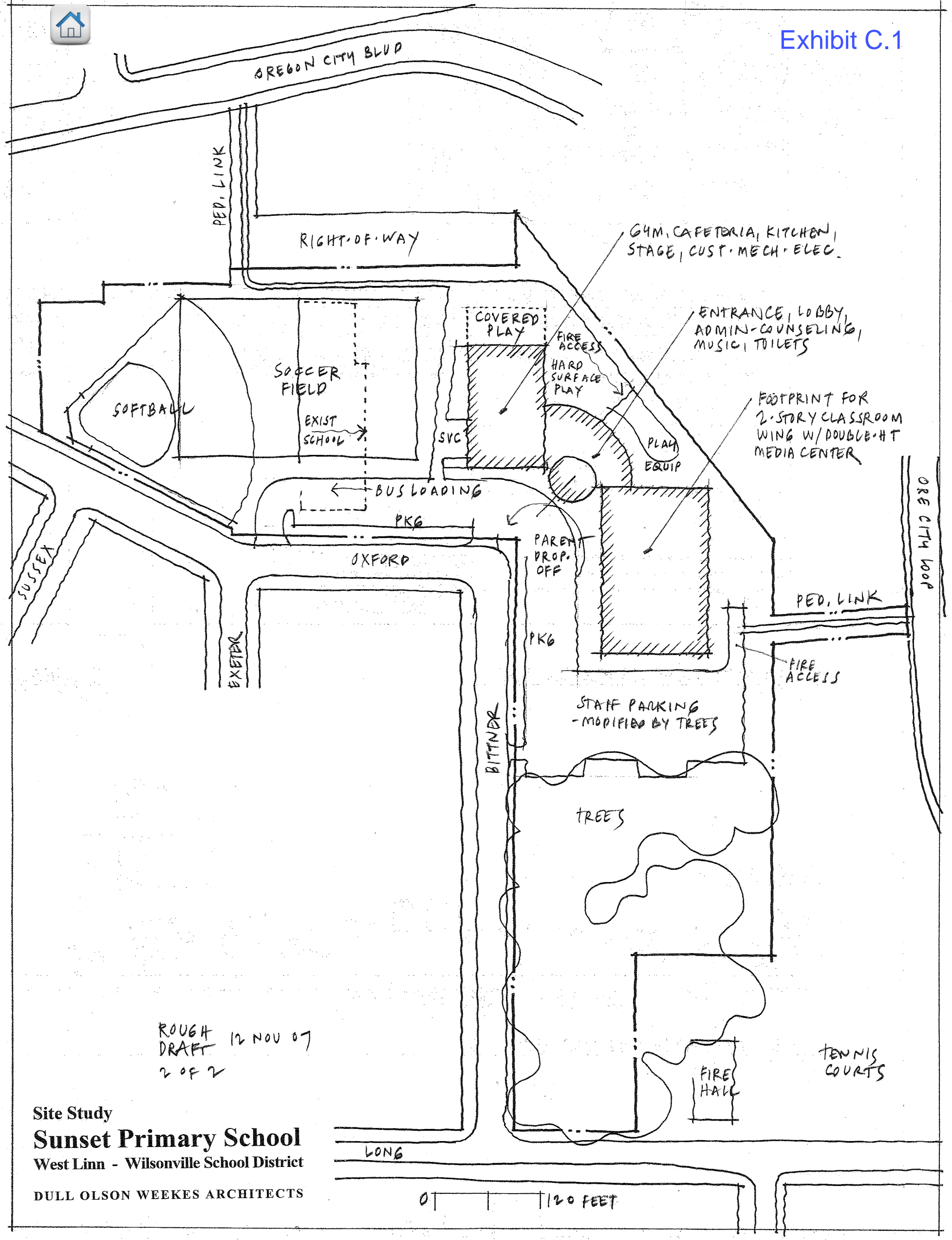


**Nature Area:
 1.28 Acres**

SITE INFORMATION

SITE FEATURE	QUANTITY
TOTAL BUILDING AREA	61,680 SF
TOTAL BUILDING FOOTPRINT	42,604 SF
TOTAL SITE AREA	6.19 ACRES
EXISTING SITE IMPERVIOUS AREA	2.80 ACRES
PROPOSED NEW SCHOOL SITE IMPERVIOUS AREA	2.89 ACRES
WEST LINN CDC REQUIRED PARKING (1 SPACE PER 1,000 SF + 1 SPACE PER EMPLOYEE MINIMUM)	MINIMUM: 97 SPACES MAXIMUM: 107 SPACES
TOTAL PROPOSED NEW SCHOOL PARKING (10% REDUCTION TO PRESERVE EXISTING TREES - CDC55.170)	88
ADA SPACES	6
BICYCLE PARKING SPACES	40
COMPACT SPACES	MAX: 50% PROPOSED: 16% (14 SPACES)





ROUGH DRAFT 12 NOV 07
2 OF 2

Site Study
Sunset Primary School
West Linn - Wilsonville School District
DULL OLSON WEEKES ARCHITECTS

0 | | 120 FEET



SITE PLAN STUDY

SCALE: 100'=1'-0"

SUNSET PRIMARY SCHOOL
West Linn Wilsonville School District

DULL OLSON WEEKES
architects inc.



July 22, 2009

907 SW STARK STREET | PORTLAND, OREGON 97205
t: 503 226 6950 f: 503 273 9192 www.dowa.com



March 14, 2012



DESIGN CONCEPT • NEW SUNSET PRIMARY SCHOOL

WEST LINN - WILSONVILLE SCHOOL DISTRICT



DESIGN CONCEPT • NEW SUNSET PRIMARY SCHOOL

WEST LINN - WILSONVILLE SCHOOL DISTRICT



sunset primary school replacement

west linn - wilsonville school district

scale: 1:50' (11x17 full size)

july 23, 2015



◆ REIMAGINING SUNSET PRIMARY SCHOOL ◆

WEST LINN - WILSONVILLE SCHOOL DISTRICT



Total Parking = 97 (including 5 ADA)



WEST LINN - WILSONVILLE SCHOOL DISTRICT - SUNSET PRIMARY SCHOOL

4/6/16 PC Meeting
891



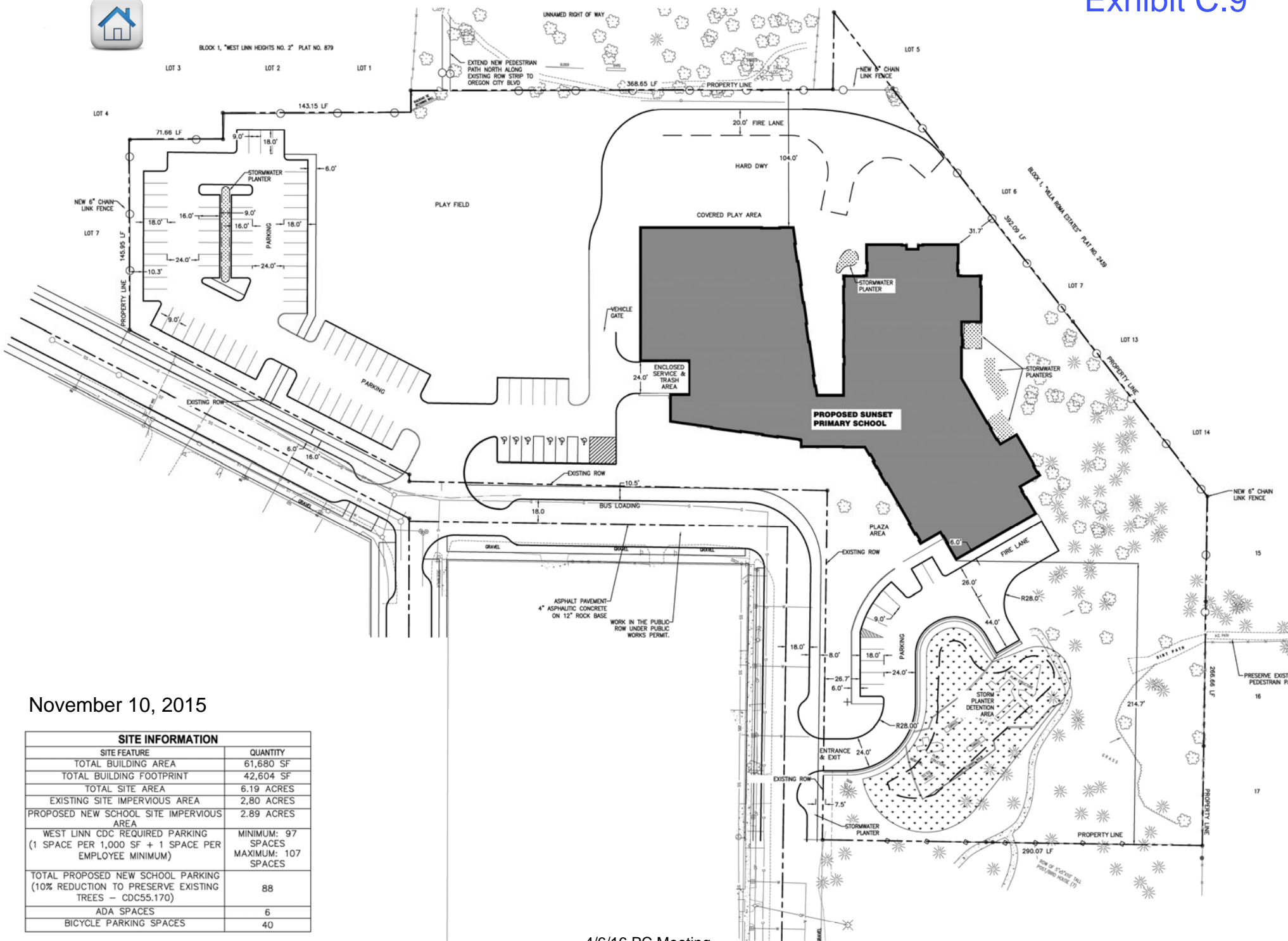


Total Parking = 88 (including 5 ADA)

November 9, 2015

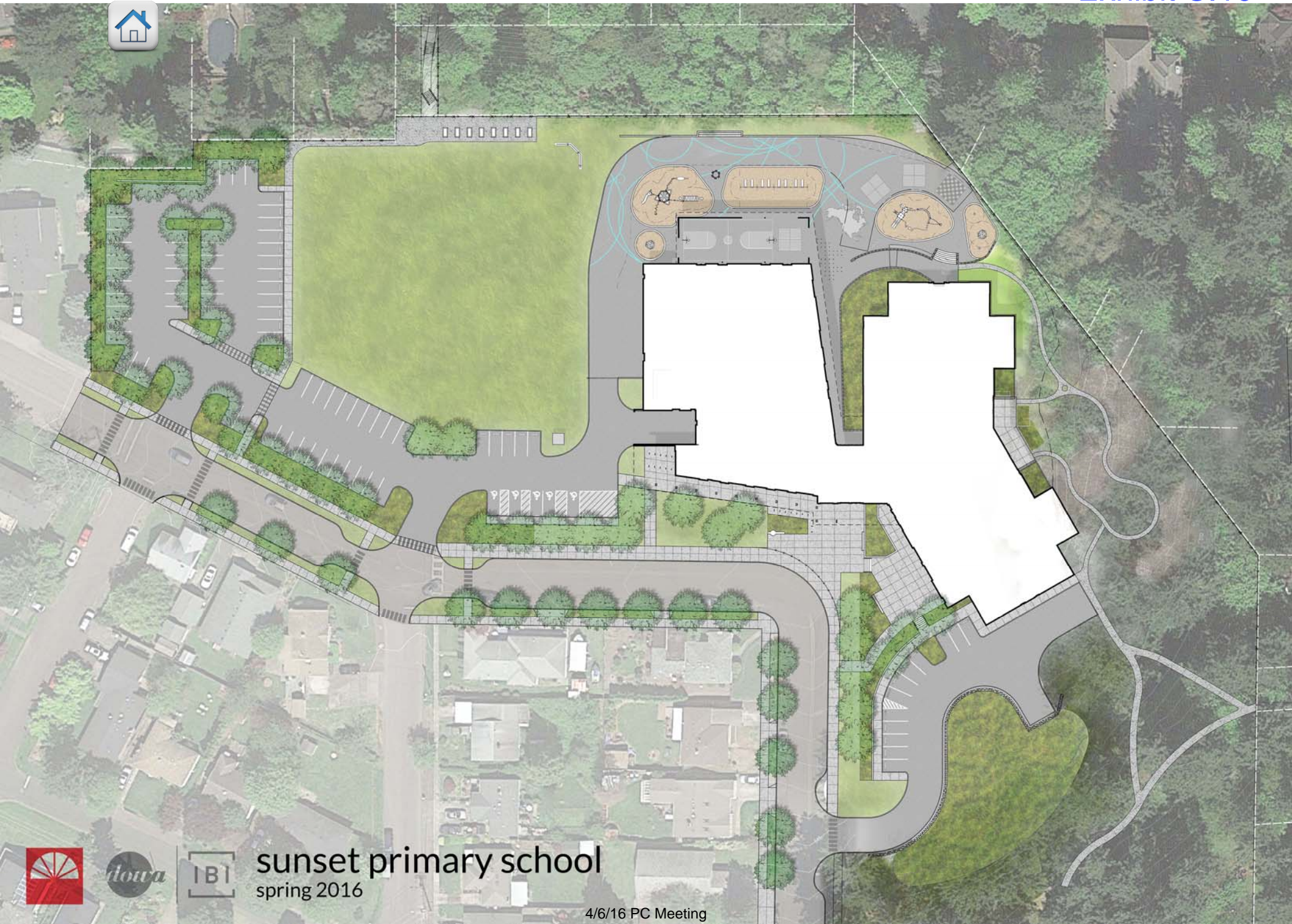
4/6/16 PC Meeting
892



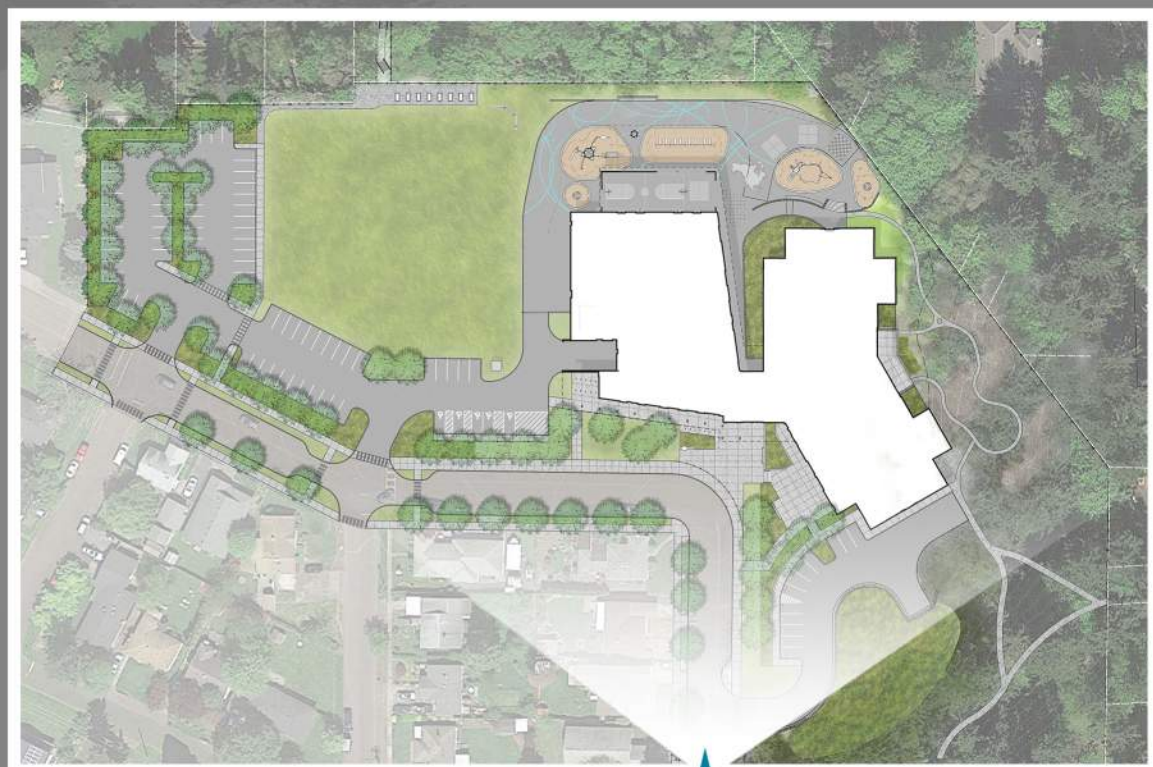


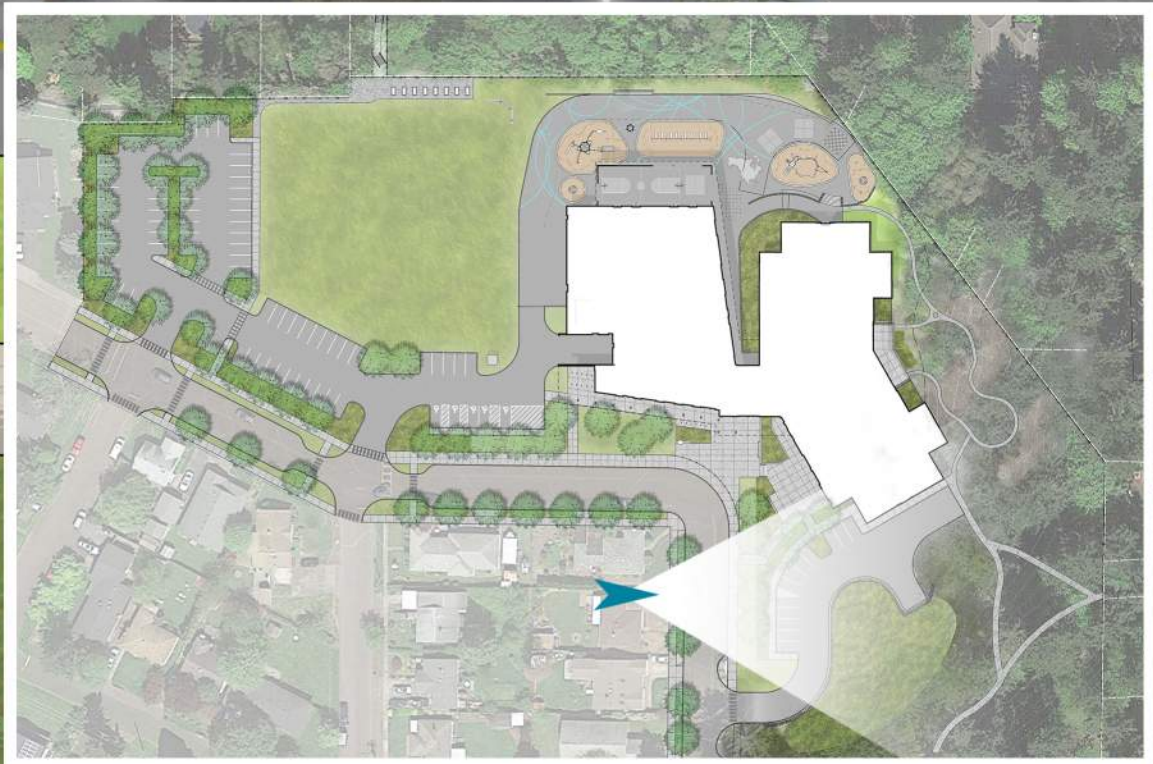
November 10, 2015

SITE INFORMATION	
SITE FEATURE	QUANTITY
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TOTAL BUILDING FOOTPRINT	42,604 SF
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EXISTING SITE IMPERVIOUS AREA	2.80 ACRES
PROPOSED NEW SCHOOL SITE IMPERVIOUS AREA	2.89 ACRES
WEST LINN CDC REQUIRED PARKING (1 SPACE PER 1,000 SF + 1 SPACE PER EMPLOYEE MINIMUM)	MINIMUM: 97 SPACES MAXIMUM: 107 SPACES
TOTAL PROPOSED NEW SCHOOL PARKING (10% REDUCTION TO PRESERVE EXISTING TREES - CDC55.170)	88
ADA SPACES	6
BICYCLE PARKING SPACES	40



sunset primary school
spring 2016





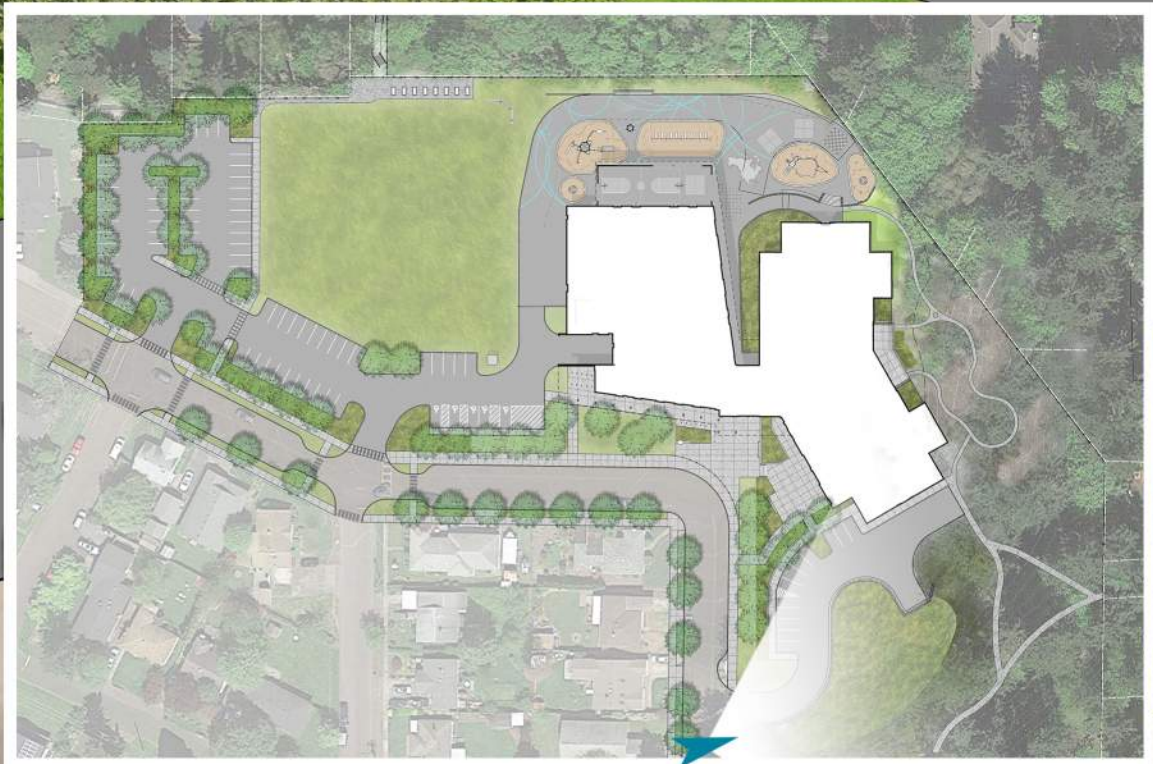




EXHIBIT D.2: SUNSET SCHOOL PROPOSED NEW SITE DRAINAGE BASINS & DISCHARGE

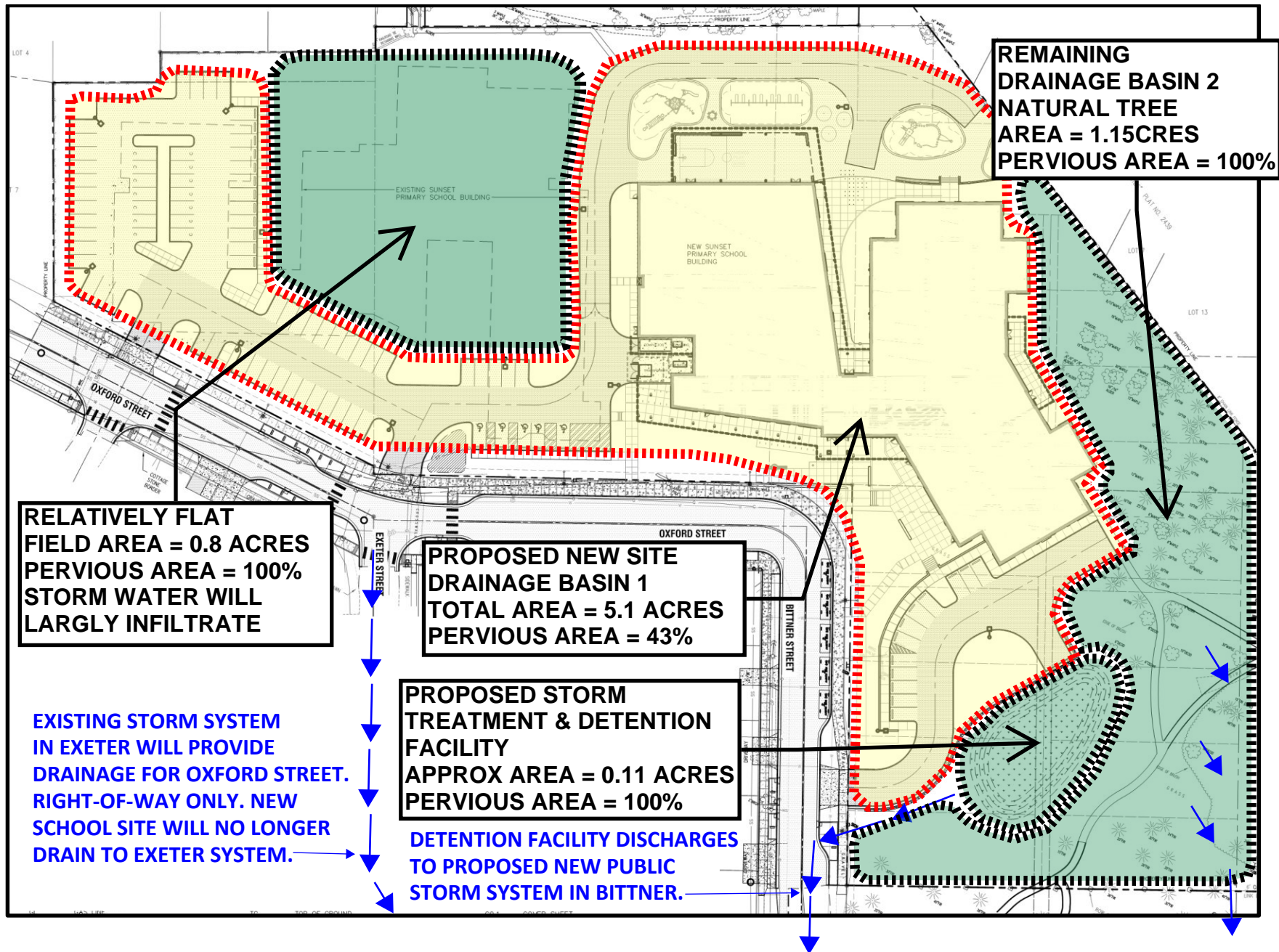




EXHIBIT D.3: SUNSET AREA OFFSITE PUBLIC STORM DRAINS

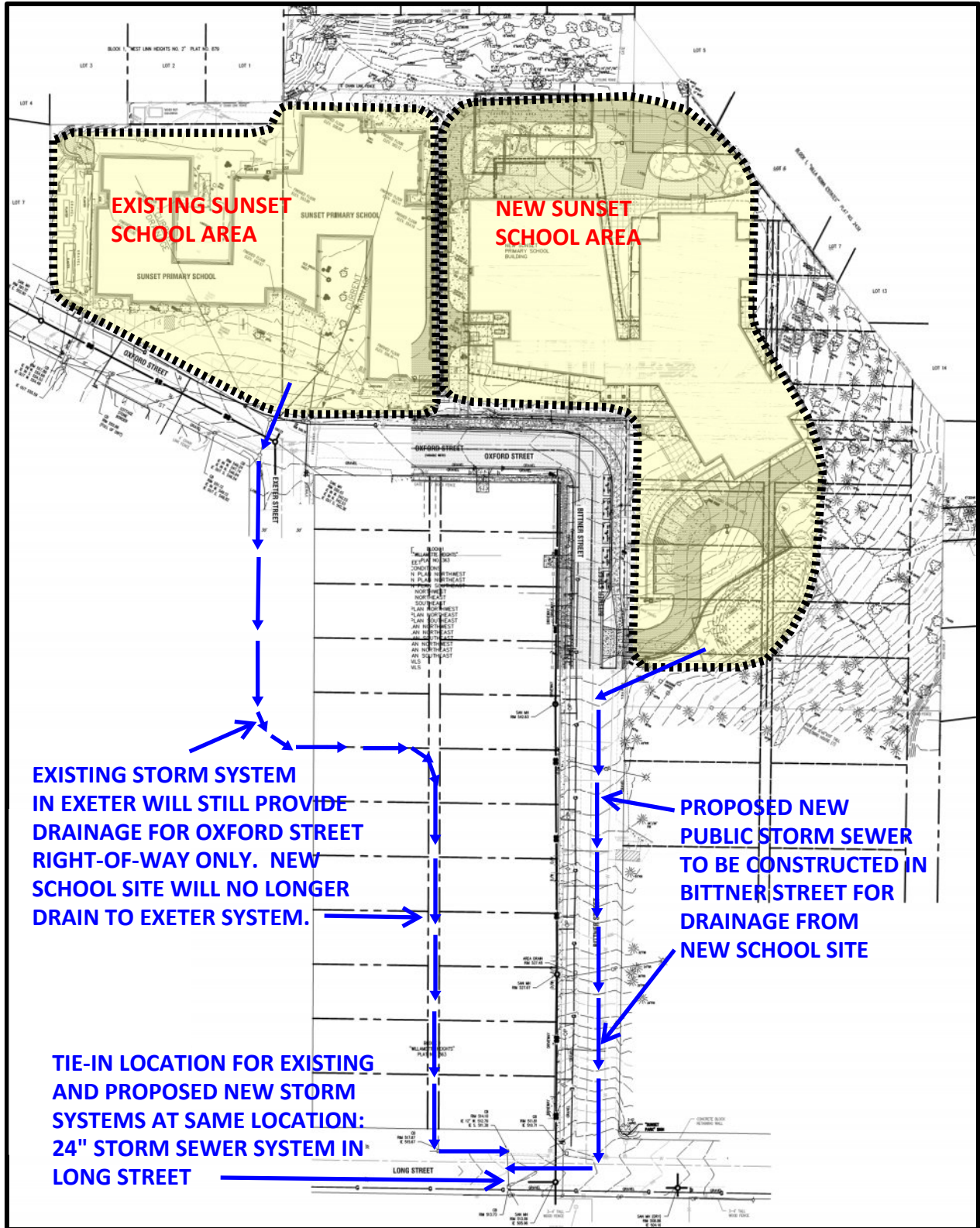
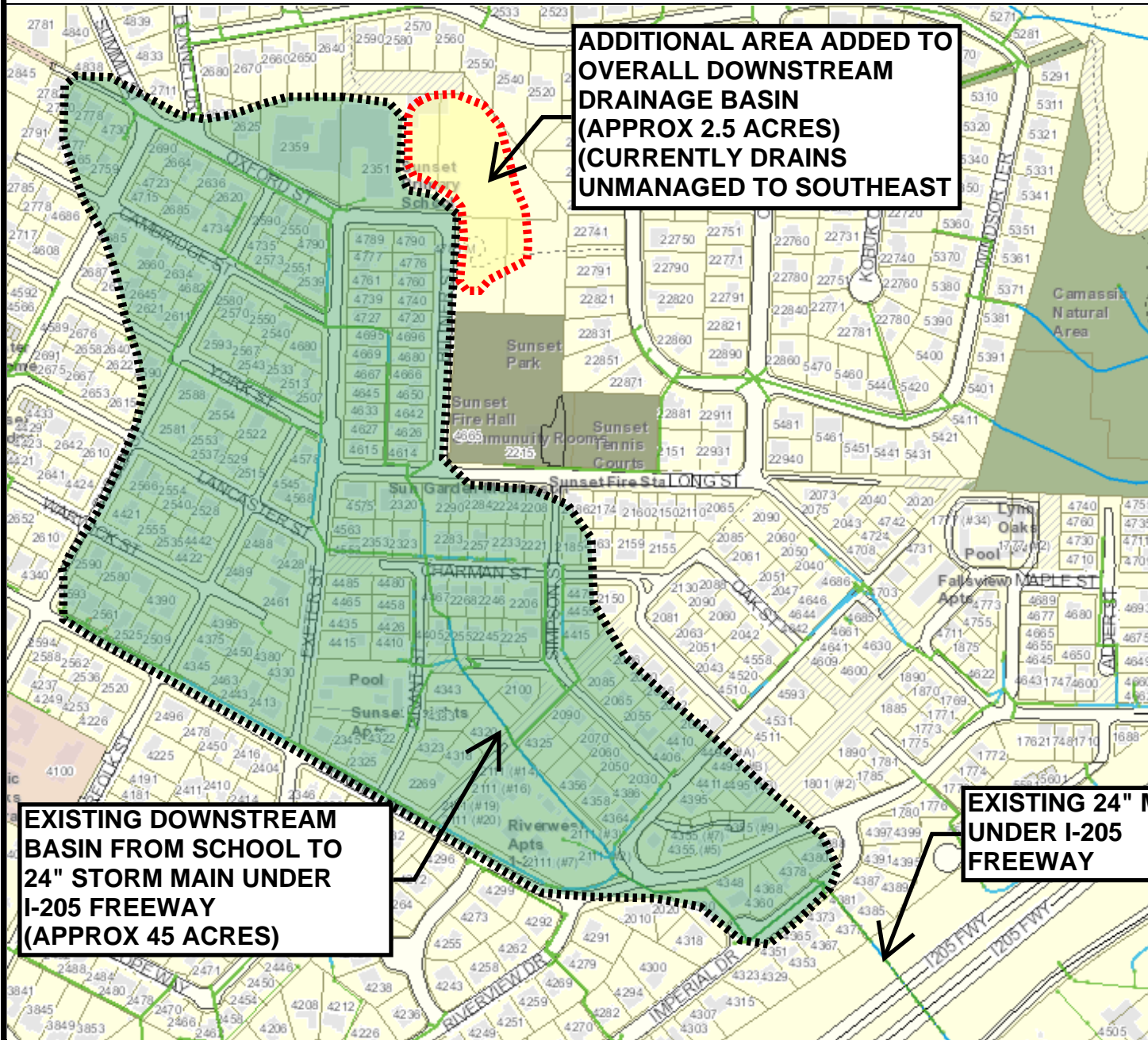




EXHIBIT D.4: SUNSET NEIGHBORHOOD AREA DOWNSTREAM BASIN



ADDITIONAL AREA ADDED TO OVERALL DOWNSTREAM DRAINAGE BASIN (APPROX 2.5 ACRES) (CURRENTLY DRAINS UNMANAGED TO SOUTHEAST)

EXISTING DOWNSTREAM BASIN FROM SCHOOL TO 24" STORM MAIN UNDER I-205 FREEWAY (APPROX 45 ACRES)

EXISTING 24" MAIN UNDER I-205 FREEWAY



Scale 1:4,800 - 1 in = 400 ft
Scale is based on 8-1/2 x 11 paper size



Map created by: public
Date Created: 18-Mar-16 03:42 PM

WEST LINN GIS

DISCLAIMER: This product is for informational purposes and may not have been prepared for, or be suitable for legal, engineering, or surveying purposes. Users of this information should review or consult the primary data and information sources to ascertain the usability of the information. Source: West Linn GIS (Geographic Information System) MapOptix.



Appendix A: Results of Infiltration Testing

**Sunset Primary School
2351 Oxford Street
West Linn, Oregon**

CGT Project No. G1504201

July 15, 2015

Prepared For:

West Linn Wilsonville School District 3JT
Attn: Mr. Remo Douglas
2755 SW Borland Road
Tualatin, Oregon 97062

Prepared By:

CARLSON GEOTECHNICAL



A.1.0 CORRESPONDENCE WITH CIVIL ENGINEER

The project civil engineer (Mr. Mark Wharry, P.E. of KPFF) requested infiltration testing at seven locations on a site map provided to CGT. Limited access near the southwest corner of the existing school building precluded infiltration testing at one of the requested locations and thus, CGT conducted infiltration testing at six locations across the site. The approximate locations of the infiltration tests (designated as IT-1 through IT-6) are shown on the Site Plan, which is attached to the report as Figure 2.

A.2.0 TEST PROCEDURE

Six infiltration tests were performed within five prepared test pits and one machine-drilled boring on June 18 and June 22, 2015, in general accordance with the Encased Falling Head Test method described in Appendix F.2 of the City of Portland Stormwater Management Manual (January 2014). The following table presents the depth of the tests and the subsurface material encountered at the test depths.

Table A1: Infiltration Test Depths & Materials

Infiltration Test	Exploration	Test Depth ¹ (feet bgs)	Test Elevation ² (feet)	Subsurface Material at Test Depth
IT-1	B-5	4	551	Lean Clay (CL)
IT-2	TP-7	5	550	Lean Clay (CL)
IT-3	TP-8	3½	543½	Lean Clay (CL)
IT-4	TP-9	5¼	553¾	Lean Clay with Gravel (CL)
IT-5	TP-10	5½	548½	Lean Clay (CL)
IT-6	TP-6	5½	542½	Lean Clay (CL)

¹ Relative to existing site grades. bgs = below ground surface.
² Determined from elevation contour utility provided by MetroMaps.com. Elevations should be considered approximate.

The machine-drilled boring (B-5) was advanced to the test depth using a limited access track-mounted drill rig with an 8-inch diameter hollow-stem auger. The test pits (TP-6 through TP-10) were excavated using a Case CX-55B mini-excavator with a 24-inch wide toothed bucket. A 6-inch-inner-diameter PVC pipe was inserted into each of the prepared test pits or machine-drilled boring and hydraulically-pushed with the excavator or drill rig about 6 inches into the exposed soil at the infiltration test depth. The lower 2 inches of the test pipes was filled with open-graded gravel fill up to about ¾-inch in diameter to prevent scouring. The subsurface soils at the base of the pipes were “soaked” for four hours in accordance with the referenced test method by pouring about 12 inches of water (measured vertically) into the test pipes. After the 4-hour soaking period, testing was initiated by recording the drop in water level of an approximate 6-inch column of water on 10- to 20-minute intervals. A minimum of three trials were administered at each infiltration test location.

A.3.0 TEST RESULTS

The following tables present the raw data and calculated rates of infiltration that we observed from the infiltration tests. Please note the calculated infiltration rates do not include any safety or correction factors.



Appendix A – Results of Infiltration Testing
 Sunset Primary School
 West Linn, Oregon
 CGT Project Number G1504201
 July 15, 2015

Table A2: Results of Infiltration Test IT-1

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-1	1	20	1	3
	2	20	1	3
	3	20	1	3

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.

Table A3: Results of Infiltration Test IT-2

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-2	1	10	¼	1½
	2	10	¼	1½
	3	10	¼	1½

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.

Table A4: Results of Infiltration Test IT-3

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-3	1	10	2¼	13½
	2	10	17/8	11¼
	3	20	17/8	11¼

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.

Table A5: Results of Infiltration Test IT-4

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-4	1	20	0	0
	2	20	0	0
	3	20	0	0

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.

Table A6: Results of Infiltration Test IT-5

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-5	1	10	½	3
	2	10	½	3
	3	10	½	3

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.

Table A7: Results of Infiltration Test IT-6

Infiltration Test	Trial	Time Interval (minutes)	Drop in Water Level ¹ (inches)	Raw Infiltration Rate (inches per hour)
IT-6	1	10	2¼	13½
	2	10	2¼	13½
	3	10	2½	12¾
	4	10	2½	12¾

¹ Measured to nearest 1/8- inch using a measuring tape and top of pipe as a fixed datum.



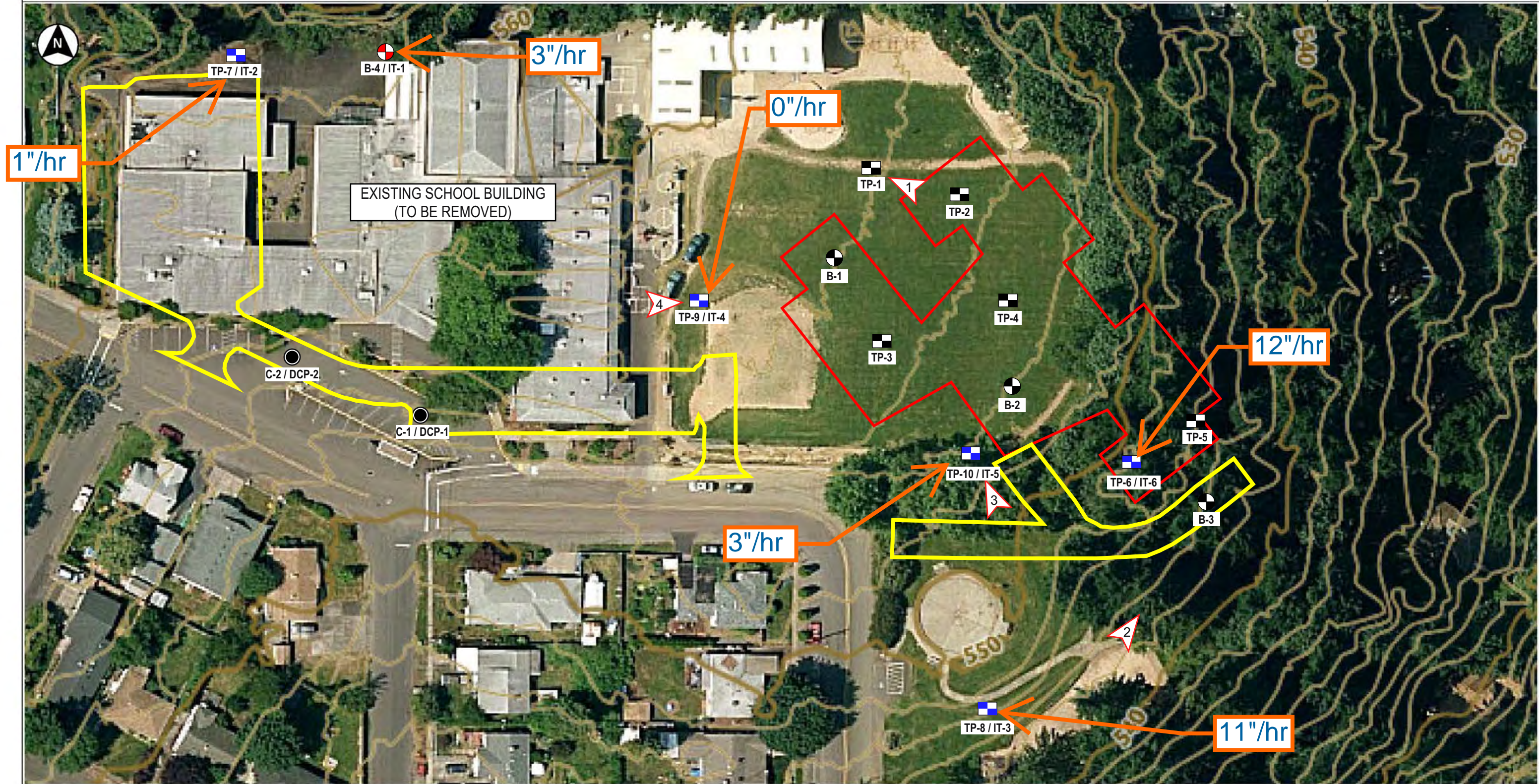
ix A – Results of Infiltration Testing
Sunset Primary School
West Linn, Oregon
CGT Project Number G1504201
July 15, 2015

A.4.0 DISCUSSION

As indicated in the preceding section, we calculated raw infiltration rates ranging from 0 to about 12³/₄ inches per hour. These infiltration rates do not include any safety or correction factors. We recommend the stormwater infiltration system designer consult the appropriate design manual in order to assign appropriate safety/correction factors to calculate the design infiltration rate for the infiltration system. Because stormwater infiltration facility locations have not been determined yet, the infiltration data presented in this report should be considered preliminary. We understand additional infiltration testing may be required once the civil engineer has a more refined knowledge of where stormwater infiltration facilities will be located.

SUNSET PRIMARY SCHOOL - WEST LINN, OREGON
Project Number G1504201

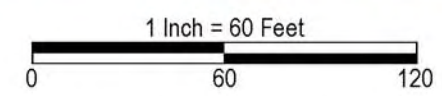
FIGURE 2
Site Plan



- TP-1 Test pit location
- B-1 Drilled boring location
- C-1 / WDCP-1 Pavement core / Dynamic Cone Penetrometer test / hand auger boring
- B-4 / IT-1 Drilled boring / infiltration test location

LEGEND

- 1 Orientation of site photographs shown on Figure 2
- TP-7 / IT-2 Test pit / infiltration test location.
- Approximate areas of new pavements.
- Approximate footprint of the new Sunset Primary School.



NOTES: Map base image provided by Oregon Metro's Metromap website (<https://gis.oregonmetro.gov/metromap/>). Exploration locations should be considered approximate.