

LONG-RANGE FACILITY PLAN 2020

Lake Oswego School District

IBI Group Architects, Inc.



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Lake Oswego
School District

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ACKNOWLEDGEMENTS

Effective school facility planning is characterized by extensive input, research-based analysis of educational trends and conditions, and documentation of building user needs. This plan builds on the foundation provided by the 2016 Long-Range Facility Plan and provides an update to the facility needs and long-term vision for Lake Oswego School District (LOSD). The District would like to thank the following individuals for their contribution to this process.

LONG-RANGE FACILITY PLANNING COMMITTEE MEMBERS

Mark Bachman, Chair	Sarah Howell
Tamara DiVergilio	Dan Jarman
Miles Haladay	Cyndi Spear
Mark Heizer	David Williams

DISTRICT REPRESENTATIVES

Dr. Lora de la Cruz	Superintendent
Frank Luzaich	Executive Director of Elementary Programs
Dr. Jennifer Schiele	Assistant Superintendent
Tony Vandenberg	Executive Director of Project Management
Debbie Hansen	Project Coordinator
Mary Kay Larson	Director of Communications
Stuart Ketzler	Assistant Superintendent of Business

GUEST SPEAKERS

Neelam Gupta	Chair: Diversity, Equity, and Inclusion Advisory Committee
James Miller	Director of Computer Network Services
John Parke	Director of Safety and Security
Patrick Tomblin	Executive Director of Student Services
Dr. Jim Sanders	Assistant Director of Student Services

SCHOOL BOARD REPRESENTATIVES

Liz Hartman
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OVERVIEW OF THE DISTRICT





MISSION. VISION. VALUES.

Lake Oswego School District's mission, vision and values are authentic to our learning community, reflective of our students and their families, teachers and staff. Our mission is who we are today and our vision is who we aspire to be. Both are grounded in our shared values.

MISSION

We are a learning community dedicated to creating a culture of belonging and educational excellence.

VISION

We inspire socially responsible, globally conscious, critical thinkers who are empowered to contribute positively to a complex world.

VALUES

Inclusivity, Equity, Growth, Shared Leadership, Whole Child.

DISTRICT HISTORY

Lake Oswego School District traces its origins to the 1950s, when Oswego Public Schools and Lake Grove Public Schools merged to form a unified Lake Oswego School District. Today, Lake Oswego School District operates 10 schools and serves approximately 7,142 students.

The Lake Oswego School Board is the elected governing body of the school district. Its five volunteer members serve four-year terms and are charged with the following responsibilities:

- School board members make the decisions and establish the policies charting the direction of our schools.
- They represent the Lake Oswego community by providing local control and instilling community priorities in our public schools.
- They are charged with establishing and overseeing the administration of an \$80 million budget each year.
- They serve as the board of directors for an institution with over 7,000 students and 750 employees.
- They have the ultimate responsibility for the successful education of our children.

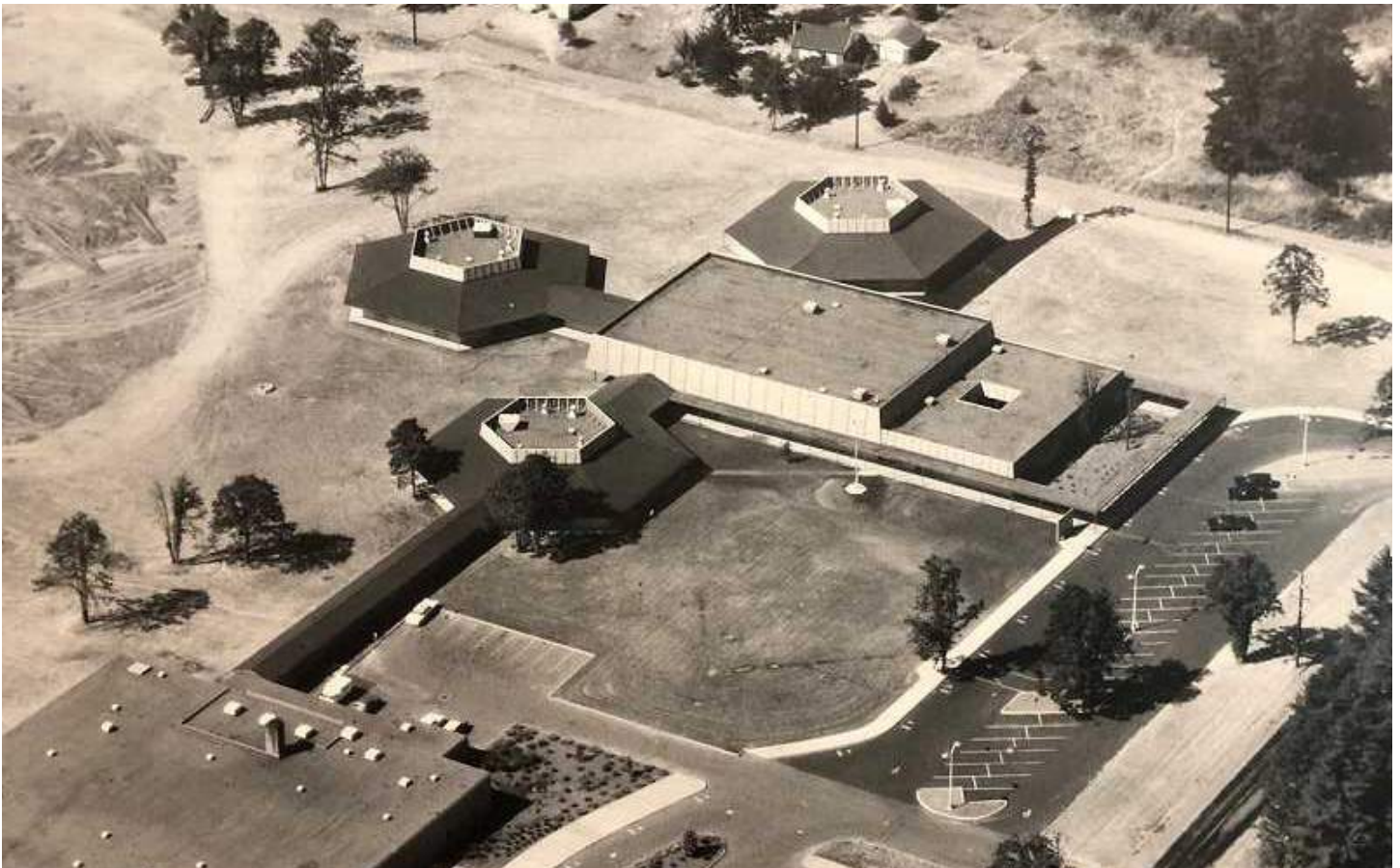
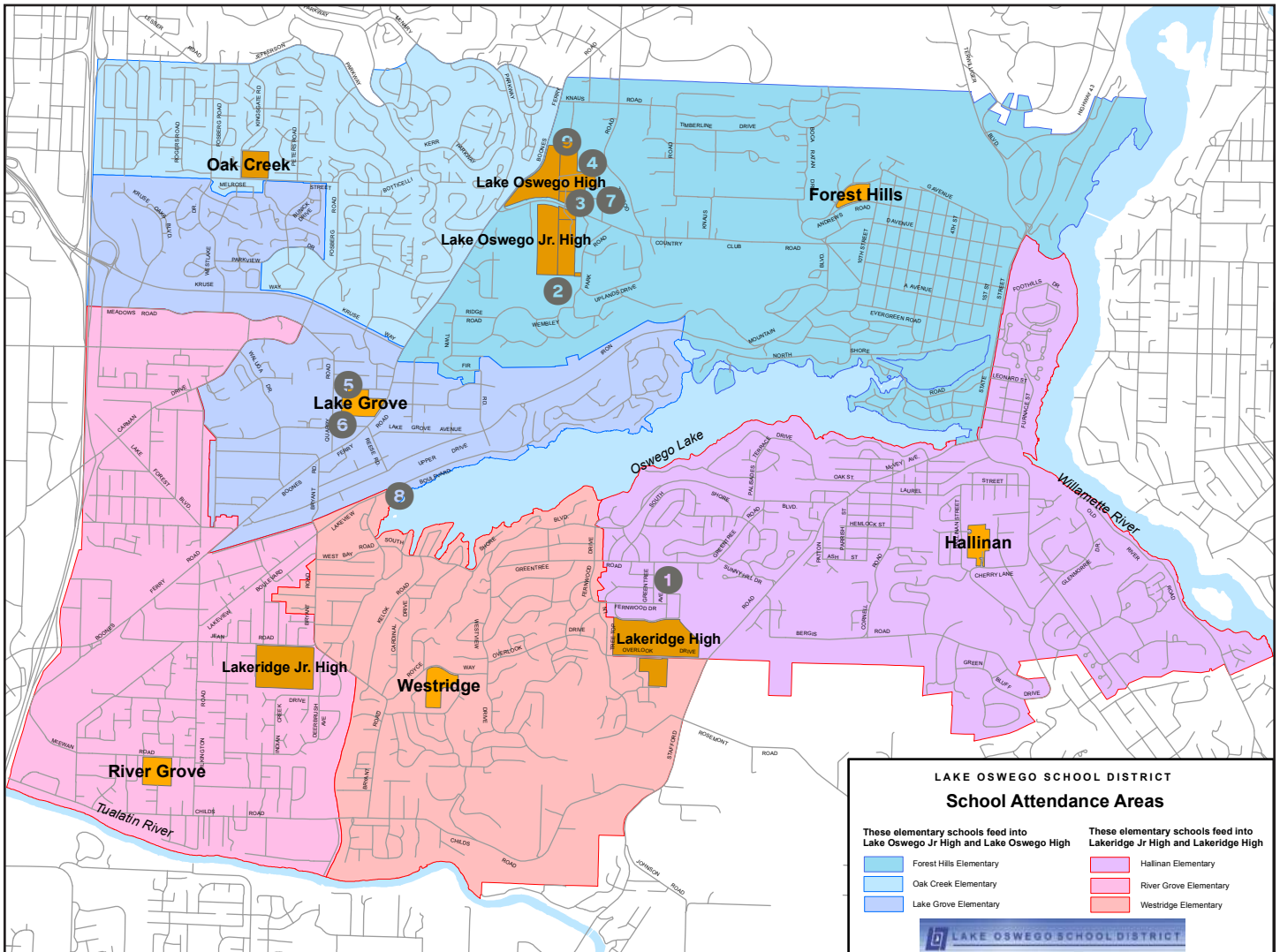


Photo courtesy of Lake Oswego School District | Bryant Elementary School

LOCATION AND BOUNDARIES

Lake Oswego School District is a suburban district located approximately 10 miles south of Portland, Oregon. The District serves the city of Lake Oswego, the city of River Grove, and portions of other communities and unincorporated areas surrounding Oswego Lake, west of the Willamette River.



LAKE OSWEGO SCHOOL DISTRICT SCHOOL ATTENDANCE AREAS

DISTRICT SCHOOLS

Lake Oswego School District operates six (6) elementary schools, two (2) middle schools and two (2) high schools. Elementary school students feed into secondary schools as outlined in the table below.

	SECONDARY FEEDER	SECONDARY FEEDER
HIGH SCHOOLS	Lake Oswego High School	Lakeridge High School
MIDDLE SCHOOLS	Lake Oswego Junior High	Lakeridge Middle School
ELEMENTARY SCHOOLS	Forest Hills Elementary School Lake Grove Elementary School Oak Creek Elementary School	Hallinan Elementary School River Grove Elementary School Westridge Elementary School

OTHER DISTRICT PROPERTIES

In addition to the schools listed above, the District owns nine (9) additional facilities:

- 1 Palisades Elementary (closed — currently used for community school and district offices)
- 2 Uplands Elementary (closed — currently used as a swing site for schools under construction)
- 3 District Administration Building
- 4 Technology Building
- 5 Facilities Operations
- 6 Bus Barn
- 7 Swimming Pool
- 8 Lake Grove Swim Park
- 9 Green House Property

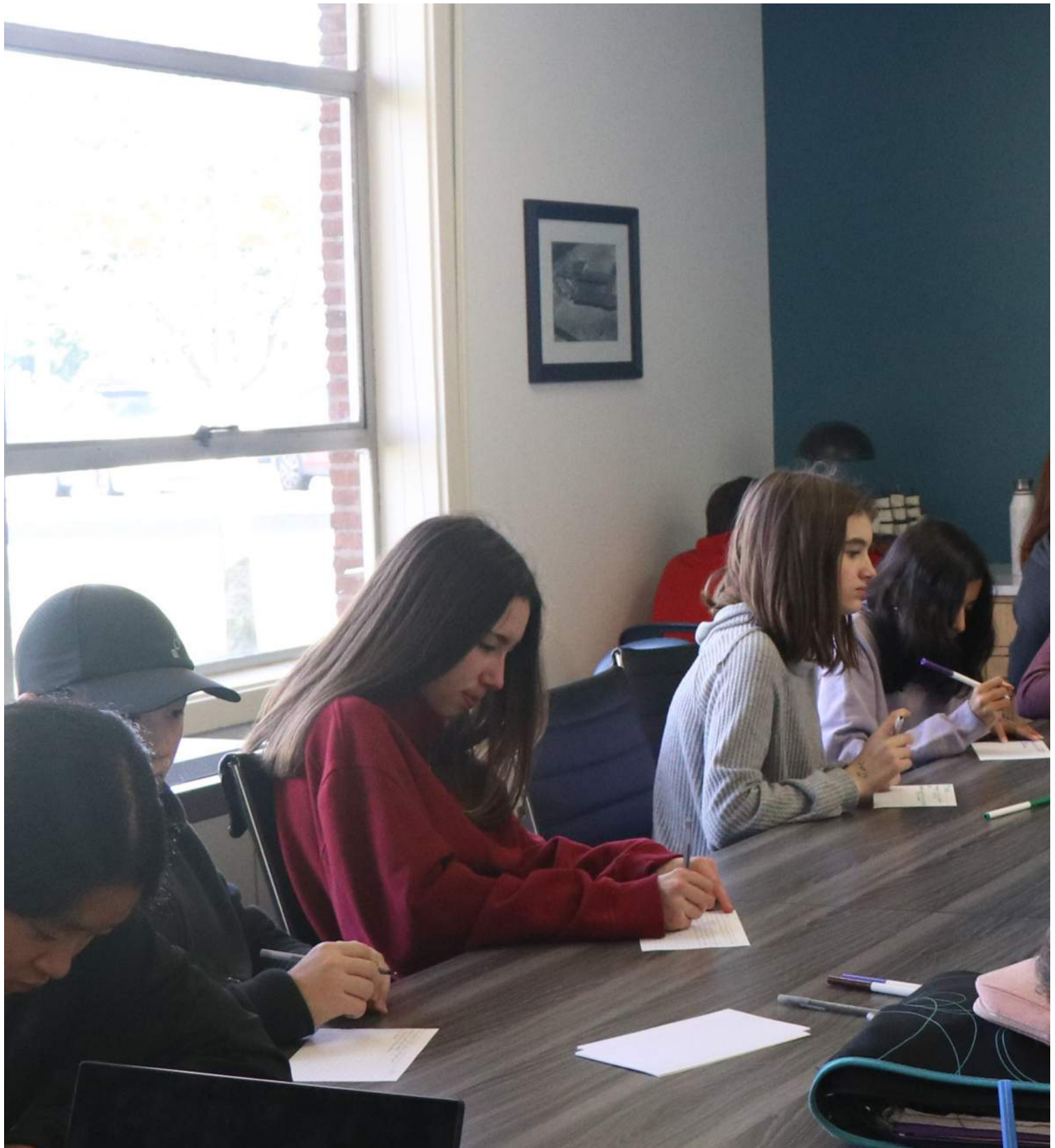
SCHOOL CONSTRUCTION BOND HISTORY

Construction, additions, and upgrades to Lake Oswego School District's current school facilities were funded by 16 successful bonds over the past 70 years. The Lake Oswego community has consistently demonstrated great support for the District's capital needs, most notably in 2016 when voters approved a \$187 million bond measure designed to replace Lakeridge Middle School, upgrade seismic and safety/security systems, replace the district swimming pool, upgrade infrastructure investments, and provide spaces for Science, Technology, Engineering, and Math (STEM) programs at all schools.

ELECTION DATE	AMOUNT	PURPOSE
May 5, 1950	\$590,000	Lake Oswego High School (Original)
Dec 11, 1950	\$125,000	Addition to High School
Jan 26, 1954	\$300,000	Addition to Forest Hills Elementary School and Lake Grove Elementary school
Sep 21, 1955	\$525,000	Lake Oswego Junior High
Dec 2, 1957	\$1,125,000	Palisades Elementary School/Addition to Junior High School and High School
Jan 26, 1960	\$1,712,000	Uplands Elementary School Gym, Cafeteria and Classrooms — Lake Oswego High School Six Rooms — Palisades Elementary School Six Rooms — Lake Oswego Junior High Administration Building
Jan 28, 1963	\$1,788,000	Add seven Rooms — Uplands Elementary School Waluga Junior High School Addition to Administration Building
Feb 23, 1965	\$1,470,000	14 Classrooms — Lake Oswego High School Bryant Elementary School Site Acquisition — 2nd High School
Mar 27, 1967	\$1,800,000	Bryant Elementary School Kindergarten Unit River Grove Elementary School Hallinan Elementary School Site Laundry — Lake Oswego High School Improvements to Lakewood Elementary School Bus Garage
Nov 5, 1968	\$4,890,000 \$350,000	Lakeridge High School Swimming Pool
Dec 5, 1978	\$5,300, 000	Hallinan Elementary School Westridge Elementary School Miscellaneous District Maintenance
Nov 7, 1989	\$17,800,000	Construction of Oak Creek Elementary School Renovation of Lake Grove Elementary School
Mar 24, 1993	\$4,000,000	Facilities and Equipment Bond Approved
Nov 5, 1996	\$4,500,000	Facilities and Equipment Bond Approved
Nov 7, 2000	\$85,000,000	Replace Lake Oswego High School Renovation of Lakeridge High School Add two classrooms at Forest Hills Elementary School
May 16, 2017	\$187,000,000	Replace Lakeridge Junior High School Seismic, Safety, and Technology Upgrades Repair District Swimming Pool New STEM spaces at all schools Repairs and Deferred Maintenance

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LONG-RANGE FACILITIES PLANNING





MISSION AND OBJECTIVES

INTRODUCTION

The Lake Oswego School District Long-Range Facilities Plan (LRFP) presents a long-term vision for facilities to accommodate District operations and educational programs, in compliance with ORS 195.110*. This plan builds on the foundation provided by the 2016 LRFP. A large number of high priority projects and major capital improvements have taken place as a result of the 2016 bond measure. This plan provides an update to the facility needs and long-term vision for District schools. It reflects the work of the Long-Range Facilities Plan Committee (LRFPC) over a six-month process culminating in August of 2020.

Three parallel efforts were conducted to determine a long-term vision for District schools: Educational Adequacy Assessments, Facility Condition Assessments, and Review of Educational Programs and Initiatives that Affect Facilities. Descriptions of the first two are included in the chapter titled “Gathering

The Facts” and include a list of recommended improvements based on assessment findings, along with the findings gathered by enrollment projections and capacity analysis. The third effort is summarized in section 5 and includes topics that have been researched, presented, and discussed by the LRFPC. The Committee’s recommendations are located at the end of that chapter.

This report concludes with a chapter titled “Planning for the Future” in which a long-term vision for District schools is described. This long-term vision considers future capital improvements to satisfy the recommendations described above, and a holistic view of the functions of District facilities for the next 10 years.

*See appendix for ORS 195.110 Memo of Compliance

THE COMMITTEE

Our mission is to facilitate and support teaching and learning through the maintenance and improvement of our physical environment.

CHARGE OF THE LRFP COMMITTEE

The LRFP will work with staff to analyze the facility needs of the district and make recommendations to the Lake Oswego School Board. The Committee will work to do community outreach to all stakeholders including parents, students, staff, community members, and the business community. Facilities Operations ensures that District schools, buildings, grounds, and equipment are safe and secure in order to provide students with high quality learning experiences.

OBJECTIVES OF THE LRFP COMMITTEE

- Assist the District in complying with the requirements of ORS 195.110.
- Meet the educational requirements of the District while supporting and aligning facility improvements with local and regional growth management strategies.
- Prioritizing and aligning District educational and facilities visions.
- Estimate needs for future school capacity improvements, athletic facilities, and land needs.
- Track implementation of 2017 School Improvement Bond and incorporate into updated Facility Condition Index for each District facility.
- Guiding Principles adopted into LRFP.



BACKGROUND AND PROCESS

PROCESS

The LRFPC met six times from September 2019 - through October 14th 2020 and the last meeting with the school board in November 2020. In mid-March, the State of Oregon implemented social distancing guidelines due to the COVID-19 Pandemic. All committee members, board representatives, and District administrators maintained the momentum of the Long-Range planning efforts and were quick to implement and embrace online virtual meeting platforms. Committee meetings are typically identified by collaborative and small-group work sessions. Breaking a large group into smaller sessions is one way to ensure the voices of all members are given opportunity to be heard but is not as natural to facilitate in the virtual environment. Instead, the committee was offered digital surveys to complete after each meeting. Digital surveys used for voting, prioritizing, and open-ended questionnaires provided each individual a platform to share their ideas and the space and time to develop considered responses.

LRFPC meetings were structured around these specified topic areas:

- Safety and Security and Technology
- Equity, Diversity, and Inclusion
- Student Wellbeing and Student Services
- Innovation Culture and Schools of the Future
- Sustainability and Resilience

The LRFPC also engaged in discussions about facility-specific topics:

- Elementary School Enrollment and Capacity
- Assessments and Recommendations for Facility Improvements
- Community Outreach Methodology and Review

The work of the LRFPC overlapped with the preparation of a Facilities Condition Assessment (FCA) of all District buildings and Educational Adequacy Assessment of all schools*. These assessments provide important information on the condition and educational adequacy of District schools. This information was duly considered by the Committee when discussing options and making recommendations. The Educational Adequacy Assessment is included in this document, and a copy of the FCA can be found in the appendix.

*Oak Creek Elementary and Lakeridge Middle School were under construction during the educational adequacy assessment process and therefore are not included in the summary of findings in this report. The Oak Creek assessment and listening sessions took place at Uplands Elementary, the school used to house the Oak Creek population during construction.

GUIDING PRINCIPLES

DEVELOPING THE GUIDING PRINCIPLES OF THE 2020 LONG-RANGE FACILITY PLAN

The first meeting of the LRFPC consisted of an empathy exercise and visioning session culminating in the development of a set of Guiding Principles. The Guiding Principles provided the foundation for the Committee's subsequent discussions and final recommendations for facility improvements. Similar visioning sessions were conducted five years previous, leading to the 2016 LRFPC Guiding Principles. Although many of the 2016 Guiding

Principles are relevant and similar in tone, in the years since the District has passed a school bond measure and made a number of improvements to its facilities, is developing a new Strategic Plan, and has re-prioritized educational and program needs. As such, the 2016 principles were referenced and can be found in the Appendix of this report, but the 2020 vision has been guided by an updated set of principles.

2020 LONG-RANGE FACILITIES PLAN GUIDING PRINCIPLES

1. OUR SCHOOLS WILL WELCOME ALL STUDENTS

Our schools will be safe, inclusive, and accessible to all. Students will feel encouraged and intrinsically validated in their ability to learn and succeed.

2. OUR SCHOOLS WILL BE PLACES OF EDUCATIONAL EXCELLENCE

Our school facilities will be places where exceptional teaching and learning are supported. They will be places that instill community pride.

3. OUR SCHOOLS WILL PREPARE STUDENTS FOR THE FUTURE

We will design schools that are flexible and adaptable to suit the ever-evolving needs of our students. These spaces will serve us well into the future and keep pace with the changing educational and professional landscape.

4. OUR SCHOOLS WILL BE PLACES WHERE STUDENTS CAN BE THEIR BEST SELVES

Schools will provide a positive and healthy environment. We will design spaces that are inviting, where students and teachers will feel excited and inspired.

5. WE WILL BUILD TO REFLECT OUR COMMUNITY'S VALUES

Sustainable design will be a priority and will influence all decisions. We will work to reduce our impact on the environment in all aspects of school operation and design.

6. WE WILL BUILD AND DESIGN RESPONSIBLY

We will spend our community's dollars wisely. We will take care of our assets and design schools that are high performing and easy to maintain.

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GATHERING THE FACTS



EDUCATIONAL ADEQUACY ASSESSMENTS

WHAT IS EDUCATIONAL ADEQUACY?

How do the physical aspects of the building and site support teaching, learning, and social-emotional wellbeing? How does the school facility adequately support the instructional mission and methods? Educational Adequacy is an essential component to be considered by school communities as they attempt to prepare aging facilities for a modern educational model/paradigm and includes an analysis of the facilities' ability to meet current national educational adequacy standards.

ASSESSMENT METHODOLOGY

The assessment team included an accredited educational planner and licensed architect, along with a former educator who collaborated with school communities to determine how facilities compare to community-defined school standards according to educational adequacy categories listed in this report. Input was gathered in multiple methods and from a variety of stakeholders over a period of many months. The team toured facilities, held in-person interviews and listening sessions, and issued digital surveys. Partway through the assessment process, schools closed due to the COVID-19 pandemic, limiting the input gained, most notable from students.

In total, input was provided by 282 stakeholders:

- Principal Interviews: 10 participants representing all schools
- Teacher Listening Sessions: 40 participants representing five schools
- Student Listening Sessions: 49 participants representing four schools
- District Thought and Practice Leader Interviews: 21 participants
- Parent and Community Surveys: 163 participants

Building User Interviews and Listening Sessions

In February 2020, IBI Group's assessors began visiting school sites, interviewing principals, and holding listening sessions with teachers, staff, students, and parents.

Assessors walked school sites with principals to understand the specific needs and complex issues unique to each school. An hour-long interview was also conducted with principals to assess a wide range of topics, from physical education to staff meetings.

Meeting with larger groups of teachers, staff, and students allowed the assessors to understand each facility's role in contributing to the educational delivery practiced in the school. On the whole, many common themes emerged within each school, and even across the District, that all user groups touched on.



By mid-March 2020, school facilities had closed due to the COVID-19 pandemic. The assessment team conducted the last remaining principal interviews via email and video conference, converted the listening session script to a questionnaire for teachers, staff, and students, and emailed a survey to parents and community members. The drastic change in educational delivery to which schools and families were forced to adjust had a slight impact on the data collected by the assessment team. The team and District were agile in converting to a virtual presence and still able to hold listening sessions and collect interview questionnaires to ensure every school was evaluated.

Parent and Community Outreach

Schools are the heart of the community. In addition to the principals, students, teachers, and staff that utilize each facility, there are a number of parent and community volunteers that help with everything from classroom support to recess duty. Once school is over, the buildings and athletic fields are still in constant use in the evenings, on weekends, and in the summer.

Use includes parent or student groups and clubs, along with independent community groups that are not associated with school programs. Lake Oswego School District issued an online survey to all parent and community organizations to aid in the assessment of each facility and inform the long-range plan.

Interviews with District Thought and Practice Leaders

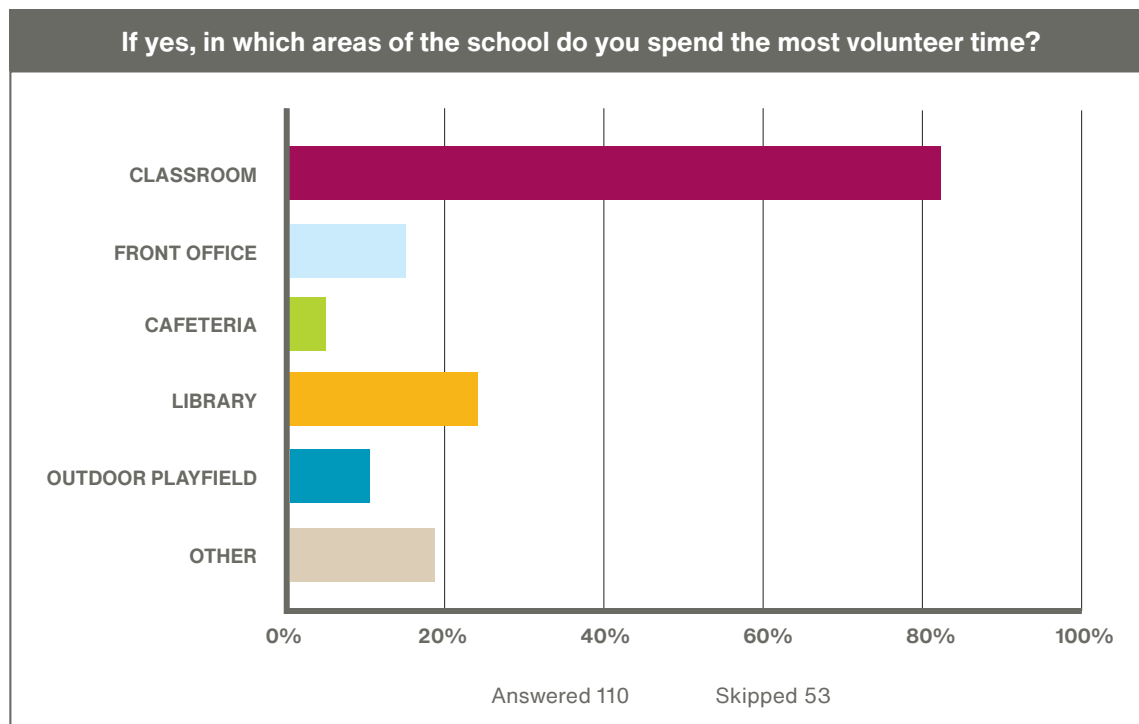
Despite the extensive efforts to gain insight into the needs of all stakeholders through community surveys and building user outreach, it is possible that some voices may not have been heard. To address this concern, the assessment team interviewed District thought and practice leaders on topics including student services and special education, health and mobility, and equity, diversity, and inclusion. The major takeaways from these conversations were shared with the LRFPC, often with thought leaders in attendance as guest speakers to provide first-hand accounts of facility needs.



STAKEHOLDER ENGAGEMENT AND OUTREACH

PARENT AND COMMUNITY SURVEY

163 parents and community members responded to an online survey issued May 2020. Participants represented all schools, with River Grove Elementary being the most represented at 18.5% of the respondents, and Lakeridge Middle School having the least participation with 4.3%.



School-Day Building Use Responses

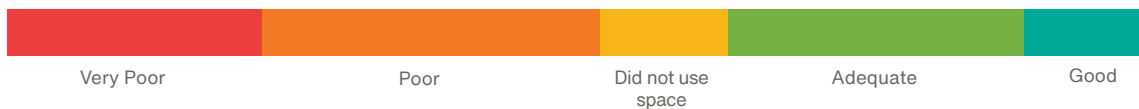
104 respondents indicated they volunteer during the school day, with 82% of them volunteering primarily in the classroom. For those that indicate volunteering in the school building during instructional hours, most respondents reviewed the spaces as “adequate” or “good.”

CLASSROOM RATING: DISTRICT WIDE



When filtering survey responses by school building, River Grove Elementary classrooms, library, and outdoor playfields were rated lowest by school volunteers.

CLASSROOM RATING: RIVER GROVE

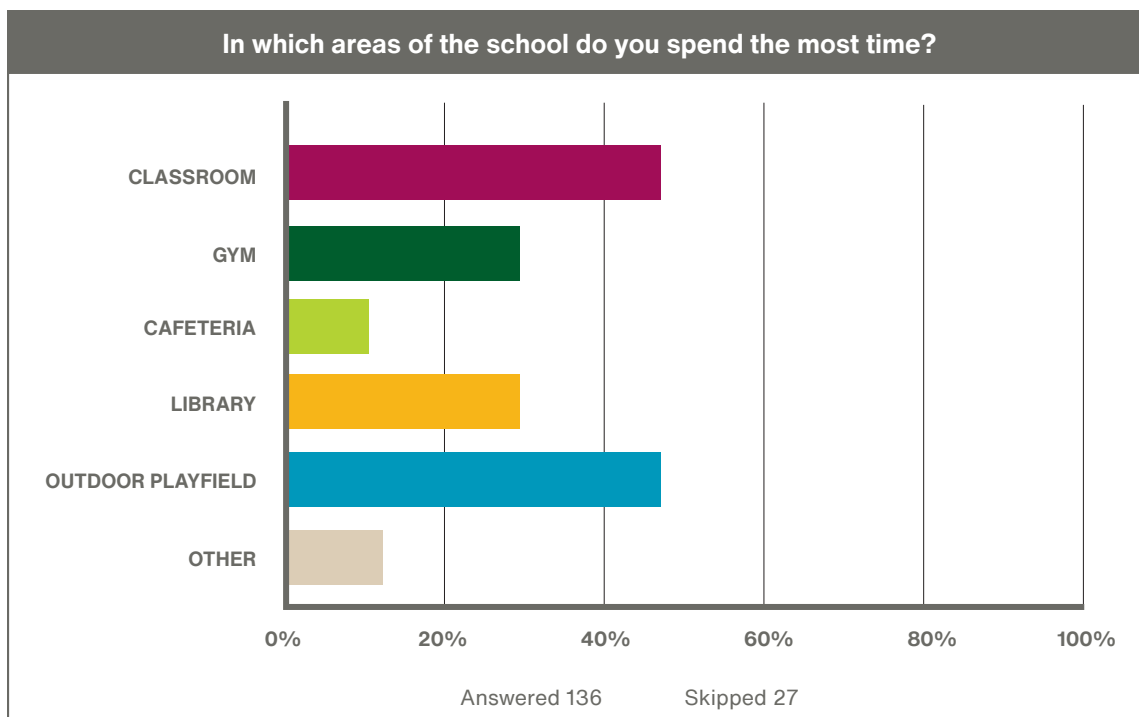


Additional comments from parent and community volunteers include concerns about class size, a request for dedicated dining space at elementary schools, a lack of parity between school buildings (with River Grove indicating the greatest need for upgrades when compared to other District facilities), upgrades to outdoor gardens, playgrounds, and parking/drop off zones, and a desire to relocate the Spanish Immersion program.

After-Hours Building Use Responses

104 respondents also indicate having used the building for activities outside of school hours, primarily for parent groups and after-school student clubs and classes. 104 respondents indicated they volunteer during the school day, with the most respondents indicating times spent in classrooms, outdoor playfields, gymnasiums, and libraries. Generally, respondents reviewed the spaces as “adequate” or “good.”

Additional comments from after-hours building users include requests for upgraded playgrounds, fields, and athletic amenities, and requests for the District to consider upgrading school facilities as emergency shelters in the case of natural disasters.



QUALITATIVE SURVEY STATEMENTS

All respondents were asked to rate their agreement to four qualitative statements of Lake Oswego District schools and the role they play in the larger community. The resulting data reveals the importance of schools in the community and the generally positive outlook parents and community members have toward district facilities. Across all facilities, there is general agreement that schools are truly the heart of the community.

1. The school building reflects our community's values

Strongly Disagree Strongly Agree

FOREST HILLS ELEMENTARY SCHOOL



HALLINAN ELEMENTARY SCHOOL



LAKE GROVE ELEMENTARY SCHOOL



OAK CREEK ELEMENTARY SCHOOL



RIVER GROVE ELEMENTARY SCHOOL



WESTRIDGE ELEMENTARY SCHOOL



LAKE OSWEGO JUNIOR HIGH



LAKERIDGE MIDDLE SCHOOL



LAKE OSWEGO HIGH SCHOOL



LAKERIDGE HIGH SCHOOL



PALISADES



Strongly Disagree

Strongly Agree

2. The school building supports the needs of the greater community

Strongly Disagree

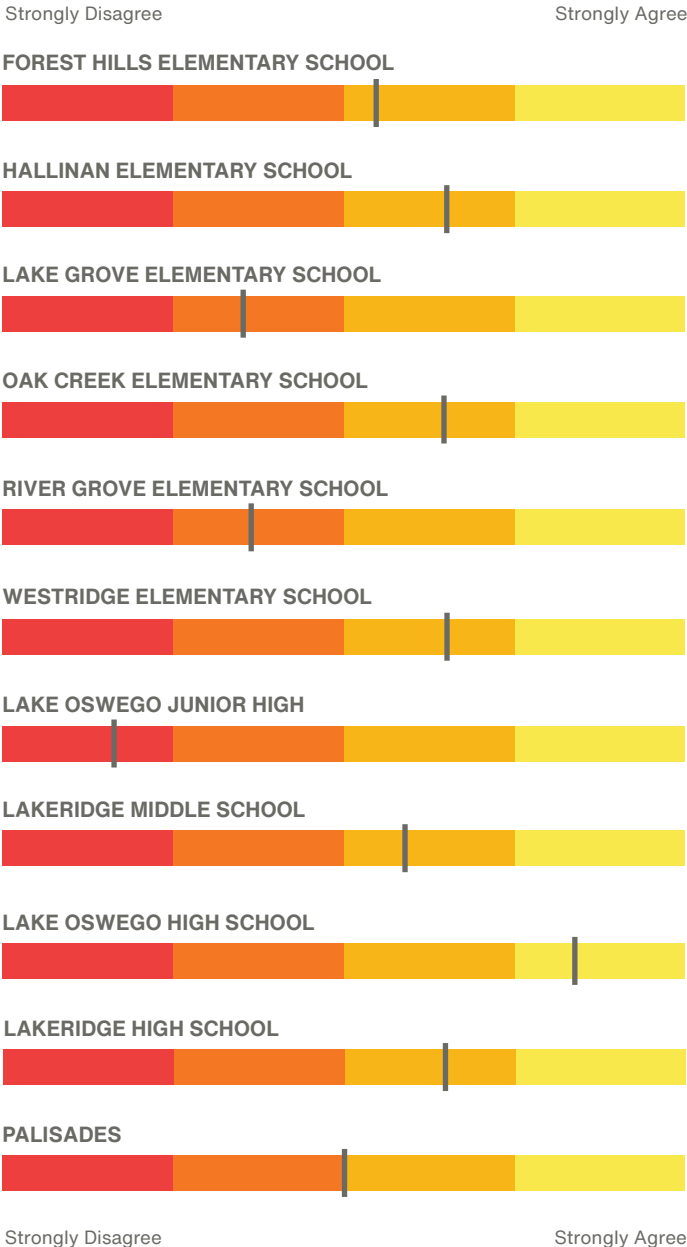
Strongly Agree



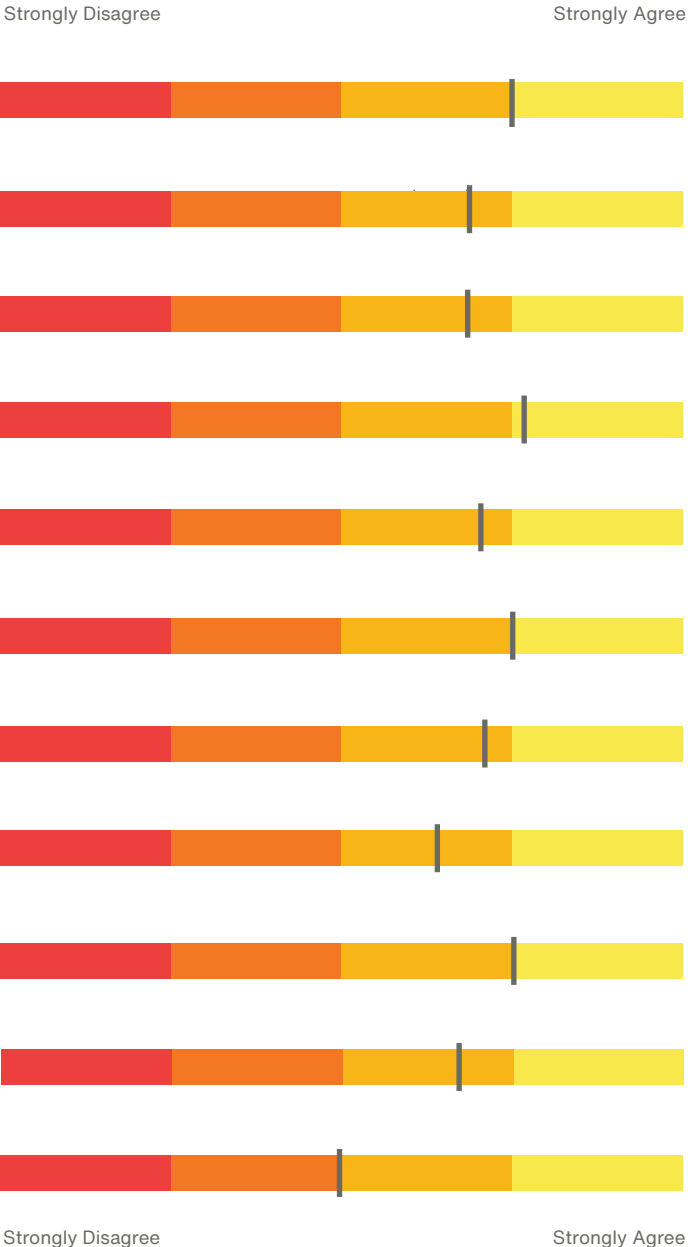
Strongly Disagree

Strongly Agree

3. The school building plays a positive role in attracting and retaining families



4. The school is the heart of our community



INTERVIEWS WITH THOUGHT AND PRACTICE LEADERS

STUDENT SERVICES

Lake Oswego School District is committed to ensuring that each student becomes part of an inclusive and safe learning community. To understand the facility needs associated with the continuum of special education services offered by the District, assessors met with the director of special services, the district clinical psychologist, the motor team, and the nursing team.



Illustration of biophilic design principles: Trillium Creek Primary School, West Linn-Wilsonville School District.

Lake Oswego School District currently operates an inclusive special education model in which students spend up to 100% of their day in general education instruction. Currently, not all schools are equipped to operate all special education programs offered by the district including Pathways, DELTA, ACCESS, and LEEP. Therefore, although students are fully integrated into the school that they attend, they may not be enrolled in their neighborhood school. As the district moves to a model that allows all programs to be offered at all schools, it becomes critical to gain a deeper understanding of the facility implications. The requirements of special education programs can be described in two categories: enhanced access for students with disabilities and support for social-emotional learning.

ENHANCED ACCESS FOR STUDENTS WITH DISABILITIES

Although the Americans with Disabilities Act and associated code requirements outline the methods that must be used to provide adequate access for individuals with disabilities, it is important to design schools to not just be compliant but be fully inclusive. For example, designing a playground that is accessed by a ramp that is used by all rather than a ramp to one side and steps to the other. The accessible option is not just available, but also convenient for all users.

Accessibility Upgrades

Site access challenges were mentioned several times: getting from bus to main entry, playground, or emergency exit routes. Many schools in the district do not have adequate accessible door hardware, restrooms, theater stages, and in the case of Lakeridge High School, classrooms (there is a lift to access these rooms but no ramp).

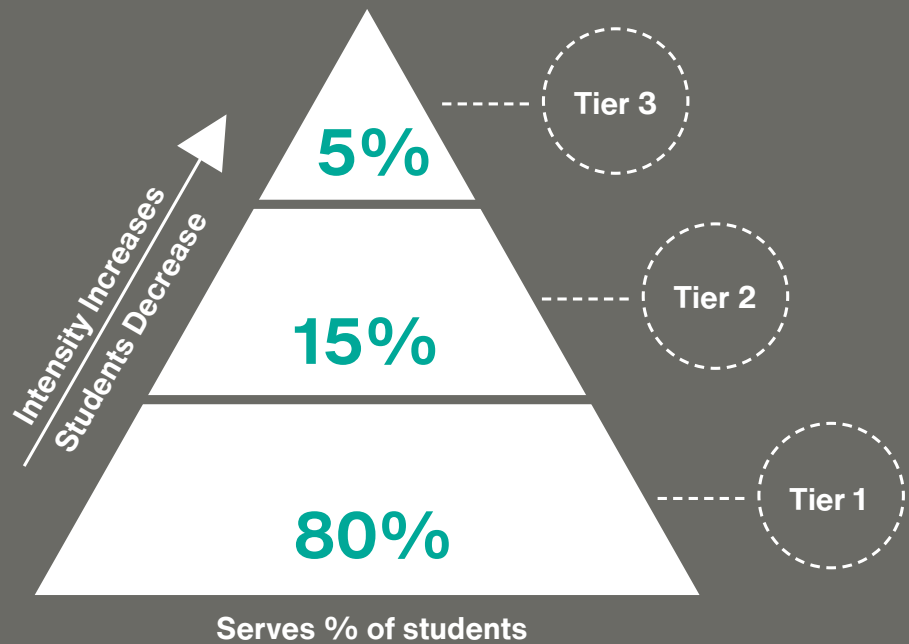
Program Support Spaces

In addition to accessibility upgrades, there are support spaces needed to ensure fully functional programs. Most schools do not have a place to teach life skills for the Pathways program. This is usually in the form of an accessible kitchenette and laundry area.

Occupational Therapy/Physical Therapy rooms should be retrofit into existing buildings. Motor rooms with a swing and space to ride a tricycle should be included at all elementary schools. Specialized restrooms for students with mobility and medical needs should be added. These restrooms should include a roll-in ADA shower stall, motorized changing table, storage for student supplies, toilet with clearance for a Hoyer lift and two adults assisting a student, and an accessible sink with soap and paper towel dispensers that can easily be reached by students in wheelchairs.

WHAT IS RESPONSE TO INTERVENTION?

RTI is a data-driven, multi-tiered system of support that is designed to help struggling learners in general education settings.



SUPPORT FOR SOCIAL-EMOTIONAL LEARNING

It is the core tenet of environmental psychology that our built and natural surroundings affect human relations and behavior. For students who are escalating, a trauma-informed approach requires three steps be taken: “regulate, relate, reason.”*

School environments need to be places where a student can regulate their emotional condition. For students with Adverse Childhood Experiences (ACE), processing trauma is not a conscious act, the trauma “is just there, in their brain stem.”* Trauma-informed design principles provide guidance to reduce social-emotional barriers in the school building and will ultimately benefit all building occupants.

Lake Oswego School District has adopted social-emotional learning practices and uses a multi-tiered system of support as laid out by Response to Intervention (RTI) principles. There is an RTI coordinator assigned to each school in the District. Additionally, the District is expanding its counseling services. Historically, counseling at the high school level has had a focus on college and career counseling services, ensuring all students have the academic support systems for a successful future. Increasingly, high school counseling services have expanded to meet the social-emotional needs of students as well, which is another factor in academic success. But the facilities may not have

the appropriate spaces to support these services. Counseling and wellness centers are typically located away from administrative and front office spaces, nestled instead within areas of the building where students feel ownership. These centers are designed to be inviting and comfortable, a place of refuge and calm for students seeking help. Although these services are increasingly offered to students in the District, there are currently no designated wellness centers at either District high school building.

Classroom Design Principles

Rooms with too much sensory stimulation do not provide calmness. Design elements that positively impact regulation include consistency, soothing lighting and colors, and sound absorption. Simplicity in the early years, grades K–2, is especially critical. It is important that transition years like Kindergarten are successful for all students, and special attention should be given to take stimulation out of those rooms.

Some teachers are doing mindfulness training in their classrooms. Classrooms should be designed with this function in mind. The District is currently working on developing a course to train staff in trauma-informed practices, with classroom setup being one aspect of this training.

* C. Flexner, 2004, The Impact of Classroom Acoustics: Listening, Learning, and Literacy

Overall Building Design Principles

Students with ACEs can have a heightened sense of awareness of threats, so it is important they have clear lines of site in schools. Corridors and common spaces should allow for free and unrestricted movement of students circulating between classes.

Students report feeling “trapped” in the long, narrow hallways of Lake Oswego Junior High. Biophilic principles should be embraced, providing students, teachers and staff with views and experiences of the natural world throughout the school.

Sensory stimulation also includes acoustic sensitivity. Loud noises, even those that are purposeful like school bells, can be jarring and disruptive to the learning environment. This is true for all students, but especially those with hypersensitivity. Acoustic remediation should be provided to rooms that are “livelier” than the recommended ANSI S12.60 standards. In addition to acoustically sensitive students, too much background noise in classrooms prevents all students from hearing the words spoken by the teacher. The negative effects of poor classroom acoustics are most widely seen in the youngest grades. Additionally, teacher vocal strain is a major factor in teacher stress and absenteeism and should be mitigated through acoustic remediation or the use of voice enhancing technology. Learning environments designed with these acoustic issues in mind have a measurable impact on student success*.

Program Support Spaces

Sensory rooms are one place where students are able to regulate emotions. Additional spaces for social-emotional regulation should be included in all areas of the school, from classrooms to outdoor play areas. Wellness centers at high schools and middle schools should be considered which would provide counseling services and connection to mental health resources for students. Wellness centers should be located away from administration or disciplinary offices and in places where students have ownership and feel welcome.



Example of a calming corner for students at Lake Grove Elementary School.

* C. Flexner, 2004, The Impact of Classroom Acoustics: Listening, Learning, and Literacy

STUDENT SERVICES PARENT ADVISORY COMMITTEE

In early June, assessors met with the Student Services Parent Advisory Committee (SSPAC). This group of dedicated volunteers represent every school in the District and have first-hand experience in the challenges faced by students. The committee provided valuable insight and advocacy for the student voices that so often go unheard. This is a summary of the feedback provided by the SSPAC. A full account of the meeting is included in the appendix.

Access for All

Basic ADA requirements must be a priority at all District schools. Many facilities lack accessible routes, especially at pick up and drop off areas and playgrounds. ADA access should be complete at all schools prior to reopening, especially when it is known that students in wheelchairs will be in attendance. Access should be a consideration for all — those in wheelchairs, students on crutches, or even grandparents who are visiting the school. Classrooms should be set up to support hearing-impaired students and the equipment they may need to access the curriculum. Accommodations for approved service animals should be provided.

Spaces to Support Programs

Currently, the Pathways program is only at Oak Creek Elementary, Lake Oswego Junior High, and Lake Oswego High School. If a fully inclusive model is developed, great care should be taken to ensure all school buildings are ready to accommodate students in the Pathways program, with the same resources and opportunities given at these three schools. Spaces that are dedicated to the DELTA and ACCESS programs should be protected from use by general education programs, with additional capacity for population bubbles provided in alternative ways.

Classrooms should be remodeled to be less anxiety-provoking. Places for students to calm down and feel safe should be included throughout the school. Not all students have an additional adult to accompany them to sensory or calming rooms. They should have the option to go somewhere within sight

of their classroom teacher — either in the classroom or in an extended learning space just outside of the classroom. Long hallways feel punitive in nature — students should not be sent there when there is a need to de-escalate.

The Student Perspective

Access means that students can be independent and not need to rely on staff or other students to do things for them. When the “normal” way to access learning excludes certain students, it sends the message that they are “other.” All students of Lake Oswego School District should feel ownership and a sense of belonging — this leads to more resilient learners. There is a lot of anxiety and pressure at a young age. Students should be given the opportunity to self-regulate.

“Our schools reflect our values — they should be places where all students feel welcome.”

NURSE AND MOBILITY TEAM

The following descriptions contain specific health room and restroom adequacy issues enumerated by the nurse and mobility teams. Other district-wide upgrades include the following: providing methods for food allergy separation during food service and dining in schools, increased opportunities for hand washing through the building, and the addition of motor rooms, sensory rooms, and specialty staff offices. This report was written in the spring/summer of 2020 during the COVID-19 pandemic. Additional district-wide considerations to safeguard the health of school communities in the face of a pandemic will not be addressed in this document.

FOREST HILLS

The health room is very small, and it doesn't have an adjoining restroom. It is not wheelchair accessible. There is no way to separate ill and non-ill students in the health room, and there is no phone. There are two bathrooms used for adult assistance, and one can accommodate a wheelchair and an adjustable height changing table.

HALLINAN ELEMENTARY

The health room is small, with a small restroom attached. It is not wheelchair accessible. It holds two cots that are close together. The health restroom is not wheelchair accessible. It is not possible to separate ill and non-ill students. The phone in the health room is non-functioning. There are no adult assistance restrooms.

UPLANDS ELEMENTARY

There is a small health room with a small restroom attached. There are two cots which are close together, and there is no partition between them. It is not possible to separate ill and non-ill students. There is one adult assistance restroom which meets the needs of the Nursing and Mobility Team.

WESTRIDGE ELEMENTARY

There are ADA compliant restrooms, but do not meet the special needs of students, for example the sinks and soap dispensers are too high for students to reach themselves.



OAK CREEK ELEMENTARY

The health room is large, and has an attached restroom which has a shower. The ventilation vents through the office. There are two cots which are close together, with no partition between them. There are two adult assistance restrooms which meet the needs of the Nursing and Mobility Team.

PALISADES CAMPUS

There is a small health room with a small restroom attached. There is one cot. It is not possible to separate ill from non-ill students. There is no phone in the health room, and no window for staff to observe students in the room. There are two adult assistance restrooms, within inadequate accommodations for special needs students.

LAKE OSWEGO JUNIOR HIGH

There is low visibility from the health room to the front reception area. There is no phone in the health room, and the restroom attached is too small. There is no partition between cots, and it is not possible to separate ill and non-ill students within the health room.

LAKE OSWEGO HIGH SCHOOL

The health room has poor ventilation, and the cots are close together, with no partition between them.

The adult assistance restroom can accommodate a wheelchair and other special needs, but it cannot accommodate a Hoyer lift. This room is also the men's staff restroom.

LAKERIDGE HIGH SCHOOL

The health room is small, and open to the administration office, with a sliding partition. When the partition is closed it is not possible to supervise from the office, and when it is open there is risk of airborne contamination.

There is no partition between cots and it is not possible to separate ill and non-ill students within the health room. The adult assistance restroom is wheelchair accessible, but is not able to accommodate other special needs, and it does not have a Hoyer lift.

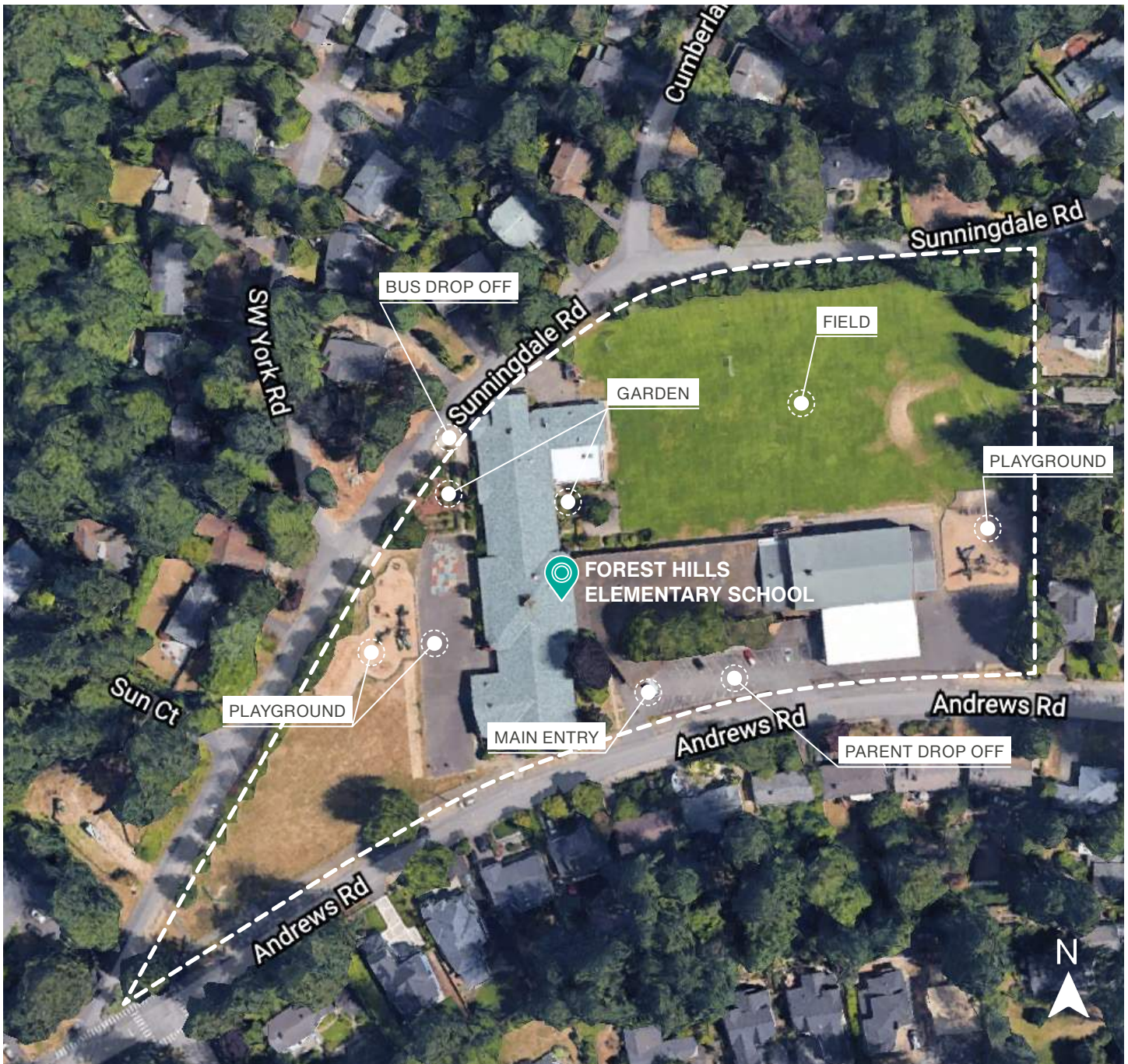
COMMUNITY TRANSITION PROGRAM

There is no health room or health restroom. There is an adult assistance restroom which can accommodate a wheel chair, but not other special needs and not a Hoyer lift.

FOREST HILLS ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Forest Hills Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was built in 1949 with an addition in 1954 and a remodel in 1990. The covered play area was added in 1990. A remodel to provide a secure entry vestibule was completed in 2018.

The school site has access via Andrews Road and is surrounded by residential property on all four sides. There is a neighborhood ordinance forbidding sidewalks.

The school site includes parking, playfields, two areas of play equipment, covered outdoor play and two gardens. Bus and parent drop off occurs on Andrews Road and Sunningdale Road.

SUMMARY OF FINDINGS

FOREST HILLS ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 17 teaching stations in Forest Hills Elementary. Teaching stations include classrooms, art, music, and PE spaces. Rooms that are used for pullout supports or shared project areas like Resource rooms, Title 1 programs, and innovation labs are not included in the teaching station count.

Types of space

Classrooms and gym function well in terms of size, but music is taught in the former multi-purpose room and is inadequately designed to do so. There are problems with acoustics, storage, and flooring.

There is a desire amongst educators and learners for smaller spaces, either within or adjacent to classrooms, which are more quiet than the general classroom and better equipped for small-group learning and group work.

Students express a desire for choice when it comes to modes of working and learning environments.

Forest Hills will host the ACCESS program next year, which requires one dedicated classroom. This change will displace Math Advancement and Talented and Gifted (TAG). Those programs require a classroom-sized space but do not require full-time use.

There is currently no dedicated art room, and art is supported by the Parent Teacher Association (PTA). That program requires storage and equipment, and could be suited with an office.

The library is of adequate size and is centrally located. It serves as a meeting place for staff in both general staff meetings and for Professional Learning Communities (PLC). The library is also a preferred place of students when they have a choice.

The Innovation Lab (iLab) houses project-based learning and is a makerspace of sorts. The space is well-equipped for the program, and the students enjoy going there for the opportunities and choices. Students feel inspired there.

EQUIPMENT, FURNITURE AND STORAGE

Classroom storage is either adequate or below adequate depending on the specific classroom and teacher's needs. Amongst administration, educators



and students, outdated furniture is an impediment to teaching and learning. Typical furniture found in the classrooms is too heavy to move into different configurations, and is too large to allow for a variety of zones. There is a lack of variety of seating and table types, and parent groups have provided similar alternatives to some classrooms, but these are of varying quality and are difficult to maintain. The current furniture does not support group work. Students prefer having a variety of seating types and seek out opportunities to sit on tall stools or the floor when given a choice.

TECHNOLOGY

There is a 1:1 ratio of students to Chromebooks. Classrooms are equipped with a monitor, iPad, iPad stand, Apple TV and WiFi. Currently, printing happens in the classroom, but soon that will become centralized. The current technology plan is adequate. Students create slideshows and present to the class on the monitor. Other modes of presentation include posters, flip-books and essays. Due to the age of the building, there are not enough outlets or charging points in the classrooms.

ENVIRONMENTAL CHARACTERISTICS

Indoor air quality, daylight

Building occupants are frequently too hot or too cold in the classrooms, and there is a strong desire for individual temperature control per classroom. There have been requests for air purifiers.

There is adequate daylight, with a desire for better window shades in order to control glare.



There is no cohesive color scheme throughout the school, and the interior walls show age and are difficult to clean. There is a general feeling that the classrooms are always dusty. Display surfaces vary by classroom and could be standardized. Acoustics are an issue between offices at the doors, and students report seeking quieter places to work.

RELATIONSHIP OF EDUCATIONAL SPACES

Classrooms are organized by grades, which is preferred by teachers. However, because all classrooms are on the main corridor, there is no “neighborhood feel.” About half of the classrooms have easy access to outdoor learning spaces, of which there are two — a garden area for grades K–2 area and a reflection garden for grades 3–5. Use of these outdoor learning spaces is facilitated by the PTA, and there is potential for a connection to the STEM curriculum.

SUPPORT SPACE FUNCTIONALITY

The administration suite is adequate in size and centrally located, but the health room is poorly situated. There is a need for more office spaces. The hallways are adequate in size and there are no “pinch points” during busy times of day. Having lunch in classrooms creates scheduling issues.

Outdoor space is adequate save for some drainage issues throughout the fields.

SAFE, SECURE AND WELCOMING

There is nowhere the students, teachers or staff feel unsafe. There is a single point of entry, which is monitored by staff, and the entrance is welcoming and easy to locate. One security risk staff pointed out is when doors are left open to bring in ventilation due to classrooms feeling too warm. Another potential security risk is the low fencing at the perimeter of the campus.

HEALTH AND WELLNESS

Students have good access to physical activity through recess and PE. There are several extracurricular sports and school-based programs. Students have access to healthy meals, and while there are enough restrooms, there is a lack of single-user restrooms.

There is a full-time counselor on staff which is adequate. One aspect of the counselor's job is to support homeless youth and families. This is not a Title 1 school and there is no food pantry or clothing closet.

Next year the school will incorporate more elements of social-emotional learning, and currently there is an effort to incorporate more components of restorative justice.

When teachers and staff need to regroup or recharge, they go to the staff room, an office, or the conference room. Teachers describe a lack of time as their main hindrance from building positive relationships with their students. Some build it into arrival time and snack or lunch time. Students would like more social time, especially during lunch, when they don't get to move around.

Students feel ownership of the outside spaces such as the playground. There is some notion of ownership of desks with the caveat that teachers may go through them.

When students set up a space to work within their own homes they prefer a range of settings from a kitchen table to a couch, many prefer to work with a snack, many with music playing while some prefer quiet, and most prefer a sunny or well-lit spot.

HALLINAN ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Hallinan Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was built in 1979. A remodel to provide a secure entry vestibule was completed in 2018, and a remodel providing a new roof, technology upgrades, mechanical upgrades, innovation lab, and outdoor classroom will be completed in 2020.

The school site has access via Hawthorne Drive, with Hemlock Street providing access to the fields. The site is surrounded by residential property on all four sides with a wooded area directly north.

The school site includes playfields, an areas of play equipment, covered outdoor play and a garden. The site includes parking, and lanes for bus and parent drop off.

SUMMARY OF FINDINGS

HALLINAN ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 19 teaching stations in Hallinan Elementary. Teaching stations include classrooms, art, music, and PE spaces. Rooms that are used for pullout supports or shared project areas like Resource rooms, Title 1 programs, and innovation labs are not included in the teaching station count.

There is currently a lack of specialist space, including TAG, literacy, English Language, speech pathologist, school psychologist, and counselor.

There is also a need for a larger meeting area for teachers, staff, and families. The library is good for large meetings in some instances, but teachers and staff cannot all meet there when students are using the space, and it is not conducive to large group meetings that require confidentiality.

The iLab needs hard flooring for messy projects and a separate area where computers and other equipment can be kept clean, and an area for storing student tools safely.

EQUIPMENT, FURNITURE AND STORAGE

Classroom furniture is outdated and too large and heavy for students to reconfigure. Teachers report they are not able to provide a social-emotional learning environment when they cannot move the furniture to make room for class meetings (circle time). Teachers report a lack of classroom and student storage.

TECHNOLOGY

Classroom technology is adequate and reliable. There is a 1:1 Chromebook or iPad to student ratio, and each classroom has a TV screen, iPad, and a laptop. Classroom teachers manage printing for students.

ENVIRONMENTAL CHARACTERISTICS

There are acoustic issues in classrooms where there are movable partition walls. Classrooms are carpeted which is difficult to keep clean as students eat lunch in these rooms rather than a cafeteria. Classrooms are often too warm and teachers bring in their own fans. There is adequate daylight and no window coverings.

There is insufficient student display space.

RELATIONSHIP OF EDUCATIONAL SPACES

Classrooms are adequate in size but lack adjacent student support space.

Grades are organized together which supports grade-team collaboration but hinders collaboration across departments. It is difficult to supervise students outside of the classroom for small-group work.

There is a lack of large meeting space. The library serves as a meeting space for staff but they cannot have confidential conversations when students are present. There is no large gathering space for grade-level groups.

SUPPORT SPACE FUNCTIONALITY

There are not enough meeting rooms for confidential conversations, and there are no rooms for larger meetings which require confidentiality.

SAFE, SECURE AND WELCOMING

The school is accessed via a secure vestibule, however the playground and fields are not secured. Parents and school buses use the same entrance for drop off and pick up. There is a real need for parking at this facility. Vehicular access is a major challenge.

HEALTH AND WELLNESS

Students have access to healthy meals and time to eat them, and there is adequate access to physical activity and extracurricular sports. There are adequate restrooms.

Teachers and staff report that the building does not support the school's efforts in social-emotional learning. There could be more separated areas where students can calm themselves/regulate emotions.

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LAKE GROVE ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Lake Grove Elementary is a single-story building that serves kindergarten through fifth grade students. The school hosts a district extended care program. The original building was built in 1949 with an addition in 1954. A remodel and covered play were added in 1990, and a remodel to provide a secure vestibule was completed in 2018.

The school site has access via Douglas Way, and is bound on the east side by Boones Ferry Road and commercial property. There is commercial property north and south of the site, and residential property to the west.

The school site includes playfields, one area of play equipment, covered outdoor play and a garden. The site includes parking, and one lane for bus and parent drop off.



SUMMARY OF FINDINGS

LAKE GROVE ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 21 teaching stations in the Lake Grove Elementary main building. Teaching stations include classrooms, art, music, and PE spaces. Rooms that are used for pullout supports or shared project areas like Resource rooms, Title 1 programs, and innovation labs are not included in the teaching station count.

There is a lack of support space for the ACCESS program, including more sensory spaces and rooms for Occupational Therapy (OT) and Physical Therapy (PT). The school is limited by hosting the District's extended care program, which occupies a classroom and some rooms above the stage.

EQUIPMENT, FURNITURE AND STORAGE

The standard classroom furniture is large and difficult to rearrange. The PTA has purchased some new furniture which is smaller, lighter, and students can move themselves, but these pieces are sparse amongst the classrooms.

TECHNOLOGY

Technology in classrooms is adequate. There is a 1:1 Chromebook or iPad to student ratio, and each classroom has a TV screen, iPad, and a laptop. Some classrooms have smartboards and they are being phased out. Some charging towers take up too much floor space and teachers would prefer a countertop model.

ENVIRONMENTAL CHARACTERISTICS

Acoustics are an issue in the hallways, where each classroom opens onto the main hall, which is used for circulation to and from recess and special programs. The school culture supports having classroom doors open for visibility and comradery, but the foot traffic in hallways poses a distraction.

Classrooms often feel too hot or too cold and teachers bring in fans and space heaters to help. PTA funds have also been used to purchase portable AC units for specific classrooms. The carpets in classrooms are difficult to maintain as students eat lunch in their classrooms.

There are indoor air quality concerns regarding the staff bathrooms in the original part of the building and the air is uncomfortably warm and stagnant.

RELATIONSHIP OF EDUCATIONAL SPACES

There are no “breakout” or common spaces outside of classrooms, and the only visibility from the classrooms to the hall is when the door is open. There is a lack of space for large projects or for grade levels to get together.

Outdoor learning is limited. There is a garden but it is only accessible via the staff parking lot, so it is used infrequently.

SAFE, SECURE AND WELCOMING

There is a secure vestibule at the main entry and all other doors are locked or the outside facing handles have been removed. There are concerns about the security system’s functionality throughout the school.

There are concerns about traffic around the school in mornings and afternoons. The administration has rerouted the road adjacent to the entrance and has implemented shoulder parking limitations.

HEALTH AND WELLNESS

Students have adequate access to physical activity and healthy meals. There is an adequate number of restrooms for students and for staff.

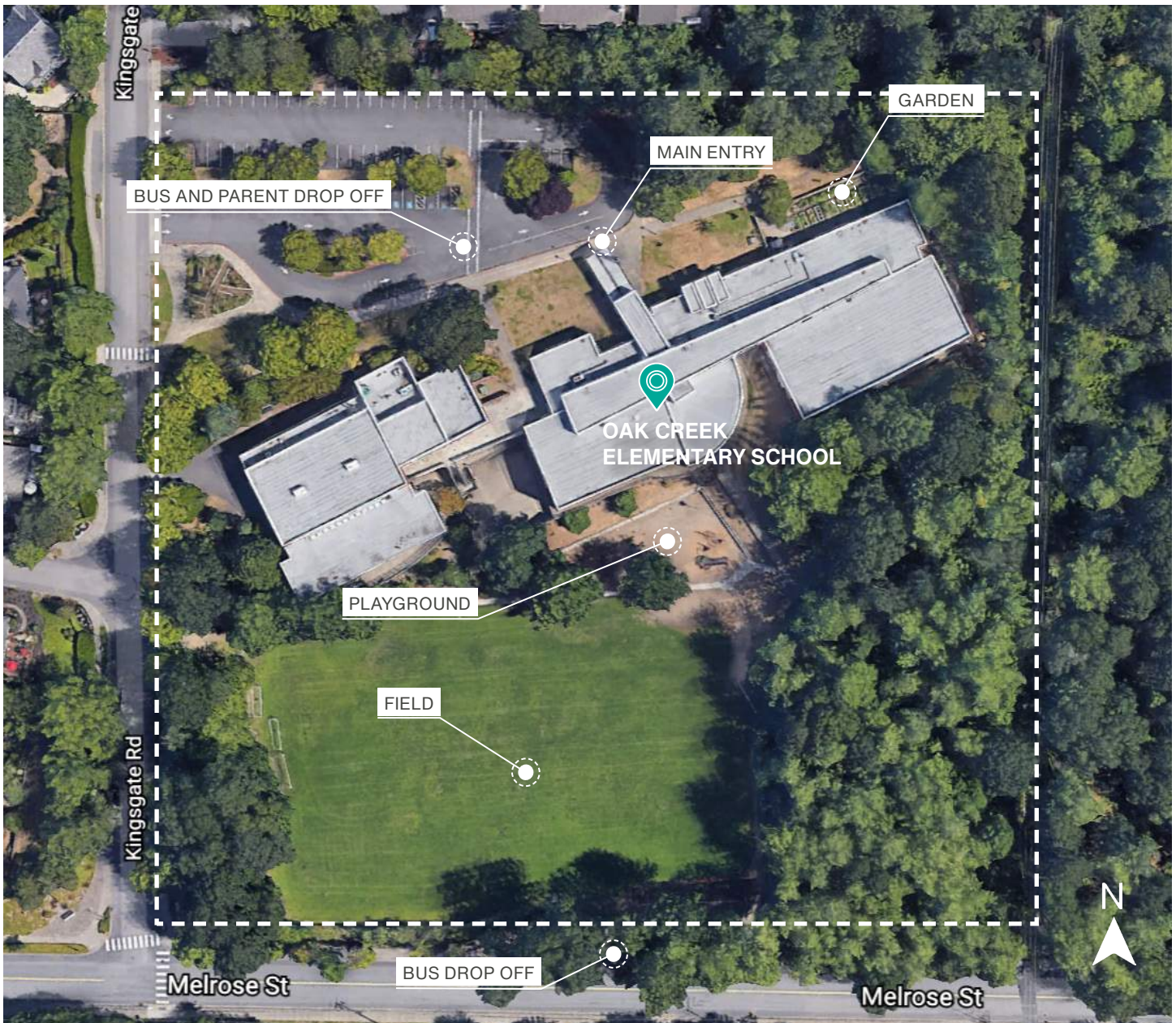
There is one full-time counselor and four full-time staff associated with the ACCESS program. About 1 in 5 students are on an Individualized Education Program (IEP) which is double the typical number of other schools in the district. There are not enough spaces to specifically support these students’ needs, such as small-group areas and calm-down spaces.



OAK CREEK ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Oak Creek Elementary is a two-story building that serves kindergarten through fifth grade students. The original building was completed in 1990 and a remodel will be completed in summer 2020.

The school site has access via Kingsgate Road, and is bound on the south side by Melrose Street. There is residential property in all four directions.

The school site includes playfields, two areas of play equipment, covered outdoor play and a garden. The site includes parking, and one lane for bus and parent drop off. Due to the sloped nature of the site, the upper level is accessible to the parking lot, and the playfields are only accessible to the ground level.

At the time of this assessment, the Oak Creek facility was undergoing a major renovation and the school occupants were temporarily housed in the Uplands Elementary facility. Therefore there is no "Summary of Findings" portion of the assessment for this facility.

RIVER GROVE ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

River Grove Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was completed in 1968 with additions and modular classrooms added later. A Remodel to provide a secure entry vestibule was completed in 2019.

The school site has access via SW McEwan Rd, and there is residential property in all four directions.

The school site includes playfields, one area of play equipment, covered outdoor play and a garden. The site includes parking, and two lanes for bus and one lane for parent drop off. The property adjoins Pilkington Park on the southeast side.

SUMMARY OF FINDINGS

RIVER GROVE ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 14 teaching stations in the River Grove Elementary main building and 8 teaching stations in portable classroom buildings. Teaching stations include classrooms, art, music, and PE spaces. Rooms that are used for pullout supports or shared project areas like Resource rooms, Title 1 programs, and innovation labs are not included in the teaching station count. Special programs include Spanish Immersion and Title 1.

General classrooms are small and the classrooms in B and C pods are irregularly shaped, and rectangular shaped classrooms are desired. The library is a popular place for students but it is undersized for the student population and not functional as a staff meeting place. There is no specific location for arts instruction. Performing arts occurs in a portable.

The gym is too small to hold all the students for assemblies. There are two PE teachers but only one gym.

Students are drawn to the playground/field, cozy areas in the library, which is quiet and peaceful, iLab, and areas with seating options.

Students feel inspired in the iLab where they have choices, creative freedom, and can work with friends.

Students like to work alone and in partners or small groups, where they can share ideas and help each other.

EQUIPMENT, FURNITURE AND STORAGE

Current furniture options don't support various learning scenarios. Furnishings hinder students' ability to move around the classroom. There is very little space to store student projects. There is limited seating variety.

TECHNOLOGY

Technology is adequate and reliable. Students in grades K–2 use iPads and students grades 3–5 use Chromebooks, which are available in each classroom. There is a desire for more printers so students can print their own work. Students share their work via slideshows, videos, posters, and printed essays turned in to the teacher.

ENVIRONMENTAL CHARACTERISTICS

There are poor acoustics in the classrooms sharing operable partition walls, and it is exacerbated where the partitions no longer close completely. There is adequate daylight in the classrooms, and there are some window blinds which are used to counteract glare. Teachers want to control classroom lighting levels.

There have been concerns about radon and mold but testing showed acceptable levels.

River Grove has a Green Team, consisting of students, parents and staff. Students are involved with onsite composting. The building engineer is involved with tracking compliance.

RELATIONSHIP OF EDUCATIONAL SPACES

The pod organization of the campus makes it difficult to organize by grade levels, which is the desire of the principal and staff. In some instances, a single class is separated from the rest of the grade. Teachers of different grade levels find it difficult to collaborate with each other. The campus feels disjointed.

There are no breakout spaces or spaces out of the way for small-group work.

Students have access to outdoor learning via a school garden, which is utilized by all grades and run by parent volunteers. Classrooms are connected to the outdoors via exterior doors. There is a lack of covered outdoor play which would be utilized during rainy day recess.

SUPPORT SPACE FUNCTIONALITY

Hallways feel tight during passing. Circulation between pods and portables is outside which poses supervision and safety issues.

Teachers and staff currently use a classroom as an all-staff meeting room. They need more meeting and collaboration space.

Teachers do prep work in classrooms, workrooms, and their homes. Teachers collaborate in classrooms, hallways, offices, alcoves, and in any available space. For meetings requiring confidentiality, teachers use the principal's office, staff room, specialist's office, or a classroom with the door closed.



SAFE, SECURE AND WELCOMING

The front of the school is not welcoming, and visitors are often lost. There is a secure vestibule to the main building, and the pods and portables are locked at all times. Campus layout is a major security concern.

Students avoid the bathrooms in the B and C pods, but generally feel safe on campus.

Students with mobility issues may have challenges with restrooms.

HEALTH AND WELLNESS

Students have adequate access to physical activity and healthy meals. Some students ride bikes to school and few walk to school.

In addition to their other responsibilities, the counselor also serves as the homeless liaison and provides help with food, clothing services, and transportation. The nearest health clinic is at Lakeridge Middle School.

Teachers work with counselors and psychological service staff to promote social-emotional learning, but teachers are not adequately trained and feel there is not enough time or space to develop positive relationships with students.

There are adequate student restrooms, but students avoid restrooms where the stalls feel small or the latches do not function. There are two staff restrooms near the administration office. There are no gender inclusive restrooms for student use.

When teachers need to recharge during the school day, they most frequently close their classroom door and turn off the lights. They also go into the bathroom.

Aspects of the school that help professional growth: central pods that connect classrooms, and access to fresh air.

Students feel ownership of the playground and field, but generally feel they don't own any part of the school due to constant supervision. If students were to have a space of their own, they want it to evoke the library, art room, and iLab, with a variety of seating, puzzles and teachers present only to "coach" or to talk to. When students set up a space at home to work, they seek a desk or table, a quiet, sunny spot with comfortable seating, a snack, and small toys nearby.

UPLANDS ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Uplands is a single-story building that serves as a swing site for kindergarten through fifth grade students while Oak Creek Elementary is undergoing a remodel. The original building was completed in 1960 and a remodel was completed in 2019.

The school site has access via Wembley Park Road, and adjoined to Lake Oswego Junior High to the north, Springbrook City Park to the west and south, and residential property is located to the east.

The school site includes playfields, one area of play equipment, covered outdoor play and a small area of planting beds. The site includes parking, and one lane for bus and parent drop off.



SUMMARY OF FINDINGS*

UPLANDS ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

General classrooms are functional with the exception of the portables. There is a lack of small-group spaces.

The library is adequate but lacking in flexible furniture and outlets for devices and technology.

The gym is booked all day, which prevents access and use of the stage during school hours.

EQUIPMENT, FURNITURE AND STORAGE

The standard classroom furniture is large and difficult to rearrange. The PTA has purchased some new furniture including wobble stools and adjustable height desks, and there is a desire for more of these types of furniture. There is not enough storage for hands-on learning and large projects in the school, and not any within classrooms.

There is no personal storage for support staff. There is a lack of storage space for shared items such as books and intervention materials.

TECHNOLOGY

Teachers need better in-classroom technology infrastructure, and more interactive wall space.

ENVIRONMENTAL CHARACTERISTICS

Rooms frequently feel too hot or too cold. The HVAC system has had adjustments throughout the year but is still not performing adequately. Most spaces have adequate daylight with the exception of some offices. There are no window coverings where there are HVAC grilles at windows.

There are acoustic issues in the gym.

Teachers need to be able to dim lights in classrooms and offices in order to help students calm down.

RELATIONSHIP OF EDUCATIONAL SPACES

There are no extended learning areas or shared areas amongst classrooms. The classrooms are along long hallways, where teachers and staff find it difficult to connect with colleagues.

There is a small garden space and a high enough participation rate to use a bigger space with more planting beds.

SUPPORT SPACE FUNCTIONALITY

The health room is undersized for the functions it serves. The counseling room has no natural light. The meeting room is too small for the groups that need to use it. There are not enough small rooms suited for confidential meetings and phone calls.

There is less PTA involvement because of lack of space to store materials, and the school had to cancel its community reading program due to lack of space.

There is no space large enough for teachers and staff to meet as a group, and there are no team/grade level planning areas.

SAFE, SECURE AND WELCOMING

There is a security vestibule and access to the building is through the main entry. Students and faculty generally feel safe.

There are some accessibility issues from the back doors where older students exit to the front of the school.

HEALTH AND WELLNESS

Students have adequate access to physical activity and healthy meals. There are adequate student restrooms but not enough staff restrooms.

Students generally know where they can find an adult to talk about a problem at school, and they find the school easy to navigate.

Teachers report the view from classroom windows and the large size of classrooms helps in their efforts in social-emotional learning.

Students report feeling ownership of the library and playground.



* At the time of this assessment, the Oak Creek facility was undergoing a major renovation and the school occupants were temporarily housed in the Uplands Elementary facility. Therefore the findings for the Uplands Elementary School facility were based on information gathered from the current building occupants: the Oak Creek Elementary School community.

WESTRIDGE ELEMENTARY SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Westridge Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was completed in 1979 with a remodel, seismic upgrades and classroom addition completed in 2019.

The school site has access via Royce Way, and there is residential property in all four directions, with Westridge Park adjoining on the south side.

The school site includes playfields, one area of play equipment, and covered outdoor play. The site includes parking, and two lanes for bus and parent drop off.

SUMMARY OF FINDINGS

WESTRIDGE ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 18 teaching stations in Westridge Elementary. Teaching stations include classrooms, art, music, and PE spaces. Rooms that are used for pullout supports or shared project areas like Resource rooms, Title 1 programs, and innovation labs are not included in the teaching station count.

General classrooms are at capacity. There is a desire to host an extended care program and extracurriculars, but limited space onsite prevents this.

EQUIPMENT, FURNITURE AND STORAGE

Classroom furnishings are not flexible nor adaptable to different teaching and learning modes. Significant improvements are needed in furniture. Teachers report a lack of storage in classrooms.

The iLab is set up for hands-on learning and large projects, but no other spaces are equipped for that type of learning.

TECHNOLOGY

There is a 1:1 Chromebook or iPad to student ratio, and each classroom has a TV screen, iPad, and a laptop. There are not enough charging stations/outlets to support the technology features in each classroom.

ENVIRONMENTAL CHARACTERISTICS

The white walls feel sterile, and concrete floors reflect more noise in common areas. Areas where walls do not meet the ceiling present acoustical issues and limit the spaces where confidential conversations can occur.

RELATIONSHIP OF EDUCATIONAL SPACES

There are no outdoor learning areas or gardens onsite. The only large meeting space is the library, which presents scheduling issues and confidentiality issues when teachers and staff meet there.

SUPPORT SPACE FUNCTIONALITY

Teachers and staff lack a meeting space large enough to fit the staff, that is also enclosed so confidential conversations can occur. Some offices do not



have walls that meet the ceiling, so the types of conversations that can occur in them are limited, as well as general sound transfer being a distraction.

SAFE, SECURE AND WELCOMING

The school building signage is not visible from the street. The entry leaks in heavy rain, and the art mosaics are in need of refurbishment. The playgrounds and fields are not secure. The security cameras are functioning but not positioned for optimal viewing, particularly in the front vestibule and office area.

The parking lot presents significant challenges and is not adequate.

HEALTH AND WELLNESS

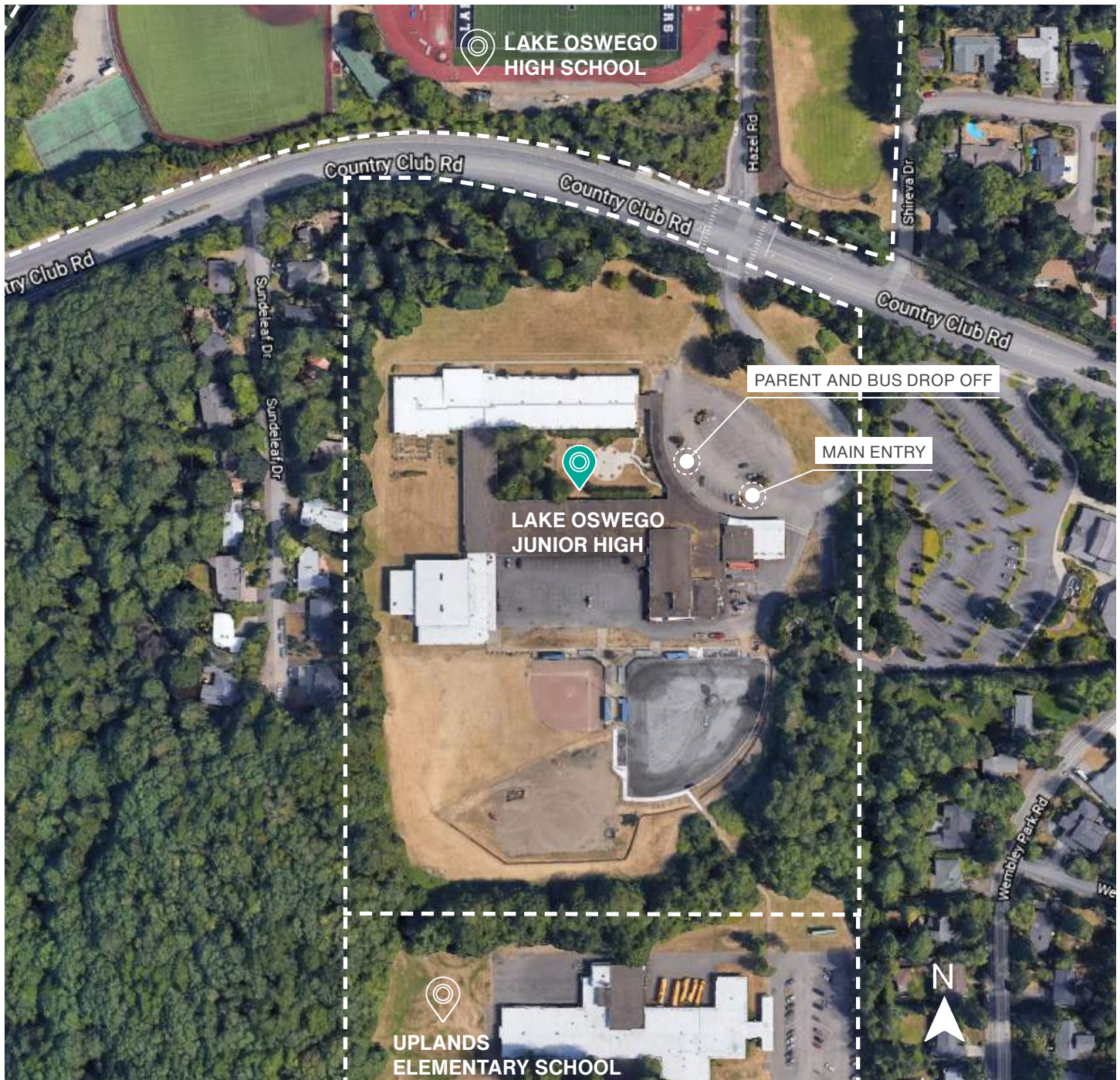
Teachers and staff report a lack of spaces that support the school's effort in social-emotional learning. Sensitive conversations with students often occur in the hallway and may be in full view of peers.

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LAKE OSWEGO JUNIOR HIGH

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Lake Oswego Junior High is a single-story building that serves sixth through eighth grade students. The building was completed in 1955, with classrooms added in 1960. A new gymnasium and remodel to provide a secure entry vestibule were completed in 2020.

The school site has access via Country Club Road, and adjoins Uplands on the south, and Springbrook City Park on the west. Lake Oswego High School is across Country Club Road to the north, and a church is directly east.

The school site includes playfields and a courtyard. The parking lot has single lane for bus and parent drop off, which causes congestion during drop off and pick up.

SUMMARY OF FINDINGS

LAKE OSWEGO JUNIOR HIGH

EDUCATIONAL PROGRAM SUPPORT

There are currently 37 teaching stations in Lake Oswego Junior High's main building and 6 in portable classroom buildings. This includes 31 general classrooms, 4 science labs, 2 CTE labs, 2 PE stations (gym and wrestling room), and 4 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas like resource rooms, innovation labs, and libraries are not included in the teaching station count.



Photo Credit: Lake Oswego Junior High

The school lacks spaces that support team teaching, project-based learning, and the collaborative approach to education the administration and staff are striving for. There are not enough classrooms that support STEM activities, right now these are only possible in the science labs.

The cafeteria is undersized and there are three lunch periods which pose scheduling issues.

The library is lacking in collaborative work areas.

EQUIPMENT, FURNITURE AND STORAGE

Classroom furniture does not support student collaboration and differentiation in teaching. It makes classrooms feel cluttered. Classroom storage is old. School administration, teachers, staff, and students note that flexible classroom furniture is needed for student success.

TECHNOLOGY

Technology in classrooms is adequate. There is a 1:1 Chromebook to student ratio, and each classroom has a TV and an iPad, and each teacher has a Chromebook. The building does not provide enough charging stations for these digital tools.

ENVIRONMENTAL CHARACTERISTICS

Classrooms are large enough, and there is adequate natural light, but there are acoustical issues between classrooms and between the hallways and classrooms. There are not enough opportunities to display student work. Classroom floors and storage are old.

Teachers and staff often feel too hot or too cold throughout the building.

Hallways feel dark and cramped.

Interior colors feel bland and not welcoming.

RELATIONSHIP OF EDUCATIONAL SPACES

There are no shared learning spaces and no visibility from classrooms to hallways. There are few outdoor learning areas and little access from classrooms to the outdoors. Some classrooms feel isolated due to the configuration of the main building, and the portables used as classrooms outside of the main building contribute to a feeling of disconnection from the main building.





SUPPORT SPACE FUNCTIONALITY

There are not enough offices and meeting places for confidential meetings and conversations. There are not enough spaces for teachers and staff to collaborate or meet in groups.

SAFE, SECURE AND WELCOMING

There was a recent security vestibule remodel which provided a secure entrance to the main building, but some academic areas are accessed outside of the main building, which are not secured, and students feel vulnerable when traveling to these areas. Students feel unsafe in the hallways where it is crowded and dim. Teachers and staff report the hallways feel chaotic.

More opportunities to display student work would create a more welcoming environment to the community.

HEALTH AND WELLNESS

The school is adapting social-emotional learning models but several attributes of the building do not support it. Classrooms lack flexible furniture, students need more social areas, and where they do tend to socialize, the hallways, there is no natural light. Students only feel ownership of their lockers, and report having a lack of gender-inclusive restroom options.

Teachers and staff report having nowhere to go to recharge and there are few places to have confidential conversations.

LAKERIDGE MIDDLE SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

The new Lakeridge Middle School is under construction and will be evaluated after occupation.

There will be 43 teaching stations in Lakeridge Middle School replacement. This includes 37 classrooms and multipurpose labs, 2 PE stations, and 4 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas like resource rooms, innovation labs, and libraries are not included in the teaching station count.

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LAKE OSWEGO HIGH SCHOOL

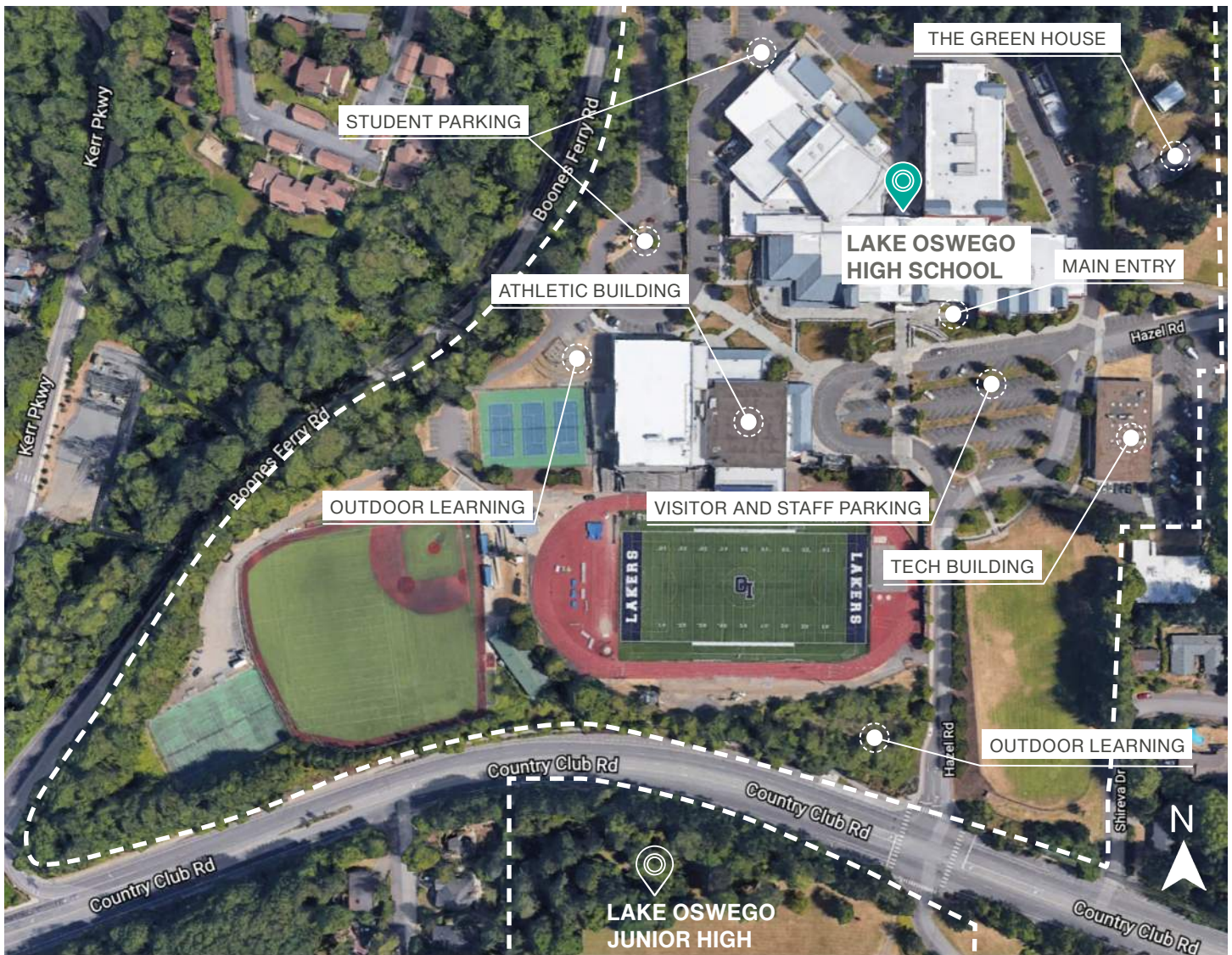
BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



CURRENT USE

Lake Oswego High School is a three-story building that serves ninth through twelfth grade students. The building was completed in 1950 with additions in 1957 and 1965. A remodel to provide a secure entry vestibule was completed in 2018.

The school site has access via Country Club Road, Lake Oswego Junior High is located across that road to the south. There is residential property to the north, east and west.

The school site includes a football field, track, and stadium, a practice football field, a baseball field, tennis courts, and outdoor learning areas including a garden. There is a separate facility east of the parking lot which houses a number of programs including the Community Transition Program.

SUMMARY OF FINDINGS

LAKE OSWEGO HIGH SCHOOL



EDUCATIONAL PROGRAM SUPPORT

There are currently 55 teaching stations in Lake Oswego High School. This includes 40 general classrooms, 8 science labs, 1 Tech lab, 2 PE stations, and 4 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas like resource rooms, computer labs, student leadership, study hall, and libraries are not included in the teaching station count.

General classrooms are small, and there are not enough common work areas for teachers, staff and students. The building does not support the collaborative work that the community is trying to engage in. Some rooms are being used as classrooms when they weren't designed to be, posing space and security issues.

The school is lacking making-type spaces and meeting spaces, lacking space for filmmaking/recording sound and video. The cafeteria is used as a meeting space but becomes too crowded and noisy during lunch. Some classrooms are dedicated to student services.

The library is well-utilized. Science labs are large and adequate, School to Farm is a Career Technical Education (CTE) program which uses garden space onsite. New visual arts labs support photography and graphic design.

Students seek areas that are well lit with natural daylight and that offer flexibility in furnishings and feel out of the way but not isolated. They often find empty classrooms to work in or even use the department offices.

EQUIPMENT, FURNITURE AND STORAGE

Classroom furniture is old, nothing is on casters so it is difficult to move. Teachers would like to see furniture that is better suited for group work and for working with students individually. Students report that lockers are not used by all, but are necessary and well-used by some.

TECHNOLOGY

Technology in classrooms is adequate and reliable. Teachers would like microphones for classrooms. Students have issues with printers. School supports some distance learners.

Students work on digital platforms such as Google drive, and present their work on smart boards. More and more resources are online. However, the existing Chromebooks sometimes present difficulty for AP tests.

Students also like to display their work on large-format paper and in gallery spaces.

There are not enough outlets to support the technology devices in the classrooms.

ENVIRONMENTAL CHARACTERISTICS

Teachers and students complain of poor acoustics between classrooms. Many also commented on the institutional feel of the hallways due to lack of color, art and culture on the walls.

There is a desire to control temperatures in individual classrooms.

The school is green school certified and there is a Green Team on campus. There are concerns about indoor air quality.

Access to daylight varies by room location and type.

RELATIONSHIP OF EDUCATIONAL SPACES

Science and Special Ed use outdoor spaces, there is a School to Farm program and Science uses the adjacent natural areas.

The school isn't designed for extended learning, and teachers want more spaces for students to collaborate in small groups while still being supervised.

Departmental organization is good for inter-department collaboration but it isolates teachers in



Photo Credit: Lake Oswego High School

different departments from one another, is challenging for teachers who teach in more than one departments. Tech building feels isolated from the rest of the school.

SUPPORT SPACE FUNCTIONALITY

Hallways are tight, cluttered, and noisy during passing periods. Students use the hallways for group work and to eat lunch, but there is no furniture or equipment to support these functions.

Teachers use their departments offices to collaborate and do focused work, but the offices are also used for testing and student conferences.

Administration space is adequately sized, however there are not enough rooms for confidential meetings. Teachers seek out empty classrooms, an administrator's office, or a hallway for this purpose.

SAFE, SECURE AND WELCOMING

The school generally feels like a safe place. The visitor check-in process does not feel friendly, with an officer checking IDs.

Students feel unsafe in or avoid the stairs, the cafeteria, long hallways, and places that feel like dead ends.

Some spaces are difficult for those with physical limitations.

The parking lot is tight and difficult to navigate, and students have requested sidewalks on both sides of the main road.

Tech3 is a safety concern as it is not connected to the main building and there is no PA or bell system.

HEALTH AND WELLNESS

Students have good access to physical activity, there are lots of classes and good participation in athletic programs. Restrooms are adequate in number but need more single-occupant and gender inclusive restrooms in more convenient locations.

Teachers state that students who need help know to find them in their classroom or departments office, or via technology. Students look for teachers in their classroom or office when they need help, and prefer to talk to teachers in smaller rooms or areas where they aren't the focal point. There is a lack of spaces for students or teachers go to when they are in a crisis.

When teachers and staff need to regroup or recharge, they go to their departments office, classroom, staff bathroom, a colleague's office, or take a walk around campus.

Teachers and staff feel the building provides adequate space for collaborating within their departments, but there are barriers to cross-divisional collaboration.

The school has a liaison for homeless students and a social worker. The food and clothing pantries are located in a home property adjacent to the school. This provides privacy to students, but the pantries themselves are located in the garage of the home, which is not ideal.

A schedule with one lunch is good for students socially as they can have lunch with their friends. However, this puts a strain on the cafeteria, and students complain of long lines, noise and crowds during lunch. Several student groups eat in the hallways or in the stairs to avoid the cafeteria.

Students can't picture what life is like after high school. They sense a disconnect between doing well in school and forming relationships that will help them cope with life after graduation. Students feel there are sufficient academic opportunities at school, but they would like more opportunities for "real world" experiences, through internships, field trips and job shadows.

Students feel some ownership of the hallways as there are always students there and there is not much adult supervision.

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LAKERIDGE HIGH SCHOOL

BUILDING AND SITE UTILIZATION

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY



Photo Credit: Lakeridge High School

SUMMARY OF FINDINGS

LAKERIDGE HIGH SCHOOL

EDUCATIONAL PROGRAM SUPPORT

There are currently 58 teaching stations in Lakeridge High School. This includes 39 general classrooms, 8 science labs, 1 Tech lab, 4 PE stations, and 6 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas like resource rooms, computer labs, student leadership, study hall, and libraries are not included in the teaching station count.

Current general classrooms are functional but feel small, and there is a lack of space for the classes the school would like to offer, including journalism, photography and business. There is no makerspace and the school administration would like more classes to incorporate hands-on activities that would utilize this type of space. The science labs are too small and too few in number.

EQUIPMENT, FURNITURE AND STORAGE

The classroom furniture is old and there is a need for flexible furniture, including standing tables, and alternate groupings that would allow students to move more throughout the classroom.

There is nowhere for hands-on learning or to store large projects.

TECHNOLOGY

Classrooms are equipped with projectors and Apple TV's, teachers have laptops, and there is a 1:1 student to Chromebook ratio. Some textbooks are online and Chromebooks are also used for state testing.

There are not enough charging stations for devices.

ENVIRONMENTAL CHARACTERISTICS

There are poor acoustics and too much sound transfer from the open area to the classrooms in the circular portion of the building. Rooms often feel too warm or cold, thermal comfort is inconsistent from one wing to another.

Some parts of the building lack windows or natural light.

There have been complaints of poor indoor air quality, but testing has resulted in no findings.

Carpets throughout the building are old and stained.

There are no renewable energy systems in place.

RELATIONSHIP OF EDUCATIONAL SPACES

The courtyard and turf areas are used for outdoor learning, as well as by staff for informal meetings and lunches. There is no direct access from the classrooms to the outdoor learning areas.

Building wings are organized by academic department, and there are department offices, and common areas for students to work together.

SUPPORT SPACE FUNCTIONALITY

The school gathers in the gym for all-school assemblies. There is one lunch period, and students eat in the cafeteria and in other locations throughout the school, based on personal preference.

Teachers prep and collaborate in classrooms and department offices. The faculty lounge fits the entire staff for some events, and faculty meetings occur in the library or rotunda. Professional Learning Community's (PLC) occur in department offices.

There are not enough small meeting rooms or offices where confidential meetings or phone calls can occur. They are especially needed for student services and special programs.

The baseball field needs turf.

SAFE, SECURE AND WELCOMING

The school generally feels like a safe place. The front of the school feels welcoming. There is a secure vestibule at the main entry. The site is secure and there are separate bus and parent drop off areas.

Phones, PA system and cameras throughout the building are adequate and functional.

Elevators pose a barrier to getting from one area to another for students or community members with mobility issues.

HEALTH AND WELLNESS

Students have good access to physical activity, and a high level of involvement in after-school sports.

Restrooms are a major concern. There are not enough student restrooms that are easy to access and supervisable. Some restrooms are locked during most of the day because they are isolated from the main flow of traffic. For example, the restroom block adjacent to the auditorium. This leaves too few restrooms for student use during the school day. There are also not enough gender inclusive and single-occupant restrooms.

PALISADES ELEMENTARY

BUILDING AND SITE UTILIZATION

The Palisades Elementary School building no longer operates as a full-time elementary school. Instead, it is being used to house a variety of functions. The Lake Oswego Community School operates out of the facility and offers a variety of curriculum enrichment, youth sports, and adult programs. Several District offices are also located in this facility.

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

RECOMMENDATIONS FOR IMPROVEMENTS

Several common themes emerged in the interviews, listening sessions, surveys, and observational research conducted by the assessment team. The following is a list of limitations expressed by all District schools and recommendations for improvements to facilities. A more tailored understanding of the needs at each individual school are explicitly described in the previous “Summary of Findings” sections.

EDUCATIONAL PROGRAM SUPPORT IMPROVEMENTS

Special Education Programs

Nationally, the number of children receiving special education services continues to increase. Older schools may not include sufficient spaces to meet student needs. As the District moves to a fully inclusive model, all schools should be evaluated and upgraded to ensure spaces that are needed for all special education programs and specialists are provided at all schools. This includes, but is not limited to, enhanced access for students with disabilities, appropriate restrooms and life skills rooms, acoustic remediation, accessible playgrounds and outdoor routes, calming spaces and sensory rooms. Student Services administrative offices should be co-located with other central office functions and communicate a welcoming and accessible service to students and families.

Music and Art

Music and art instruction requires specialized spaces. Lake Oswego School District is dedicated to providing music and art spaces at every school in the District. Most of the District’s elementary schools do not provide art classrooms and some do not have rooms dedicated to music.

STEM

Most District schools were not designed with sufficient science labs to meet current and future educational needs. Middle and high schools require improved science labs. iLabs (a.k.a. makerspaces) have been added to elementary schools. Middle and high schools should have additional STEM and project-based classrooms.

RELATED EDUCATIONAL SPACE IMPROVEMENTS

Extended Learning

Educational support spaces for differentiated learning environments like large and small group gathering should be included near classrooms.

Social-Emotional Learning

These practices also benefit from environments that provide a range of differentiated groupings and experiences, from small and quiet to large and active. Small group rooms and private zones outside classrooms also enable private, relationship-building conversations with students that are not in view of their peers.

Flexibility

Some school facilities do not have the space or configuration to provide flexible/agile learning environments, limiting their use to traditional teaching approaches (e.g. “Sage on the Stage”). Schools should include flexible multipurpose spaces that are adaptable to arts, science, music or other activities. Flexible furniture options also provide environments that meet the needs of individual comfort and preference.

Outdoor Learning

These areas are lacking at many schools. Learning gardens should be created and be easily accessible from classrooms.

TECHNOLOGY IMPROVEMENTS

Charging Stations

These should be added to multiple zones within libraries and classrooms.

ENVIRONMENTAL IMPROVEMENTS

Thermal Comfort and Acoustic

These issues were mentioned in several schools. See the Facility Condition Assessment for additional HVAC requirements.

SUPPORT SPACE IMPROVEMENTS

Cafeteria/Commons

All District elementary schools were designed without cafeterias, requiring students eat in their classrooms. The District should explore alternatives to eating in a cafeteria or classrooms to ensure that students have a clean, functional and attractive place to eat and socialize. One option may be to create smaller breakout spaces that serve as dining areas.

Administrative

Schools require sufficient office space and meeting rooms to accommodate operational needs. Staffing needs have changed since District schools were first designed. Additional offices and conference rooms for large and small meetings should be included at all schools. Some of these spaces are needed for the additional counseling and student services staff and should be located closer to classroom zones, away from the main office areas.

Restrooms

Many schools report needing additional single-occupant restrooms for both teachers, staff, and students. Three schools in particular report having student restrooms that are isolating and unwelcoming.

SAFE, SECURE, AND WELCOMING IMPROVEMENTS

Inclusive and Welcoming Environments

A sense of belonging enables a student's resilience and perseverance in the educational environment. Additional places for students to feel welcome and have ownership should be developed at all schools: places to sit and gather, display of artwork, student project storage, and spaces for independent, autonomous work. Additional opportunities to increase student voice and choice should be provided.

Safety

At the secondary level where students have lockers and passing time, hallways are the zones most often owned by students. Students report the tightly packed, long corridors with little variety in lighting or volume, in Lake Grove Elementary, Lake Oswego Junior High, and Lake

Oswego High School feel crowded and insecure. Several Elementary schools lack a safe route for students to walk or bike to school. Many schools are also challenged by poor vehicular circulation and parking.

Site Security

Some outbuildings are not secured, including those at River Grove Elementary, Uplands, Lake Oswego Junior, and Lake Oswego High School. Bus and parent traffic should be divided for safe pick up and drop off.

HEALTH AND WELLNESS IMPROVEMENTS

Gymnasium and Physical Education Spaces

Sufficient gym space is needed to support PE curriculum, as well as provide space for athletics and community functions. The State of Oregon has required schools to increase the number of minutes per week that elementary and junior high school students participate in PE activities. Spaces for all-school gatherings are also lacking in many schools. Not all elementary schools have covered play areas — parity between schools should be considered.

Health Safety

As the world grapples with the current pandemic, many recommendations will be developed to reduce the spread of this particular virus that may have short-term consequences to facility use. Long-term recommendations for health and safety include additional handwashing stations in all schools, and touchless water bottle filling stations. Schools should be equipped to provide more observed isolation spaces for students with communicable illness. This currently happens in health rooms which are often very small and not accessible. If a student with the flu is in the health room, it also prevents other students from accessing their medications or other services from the nurse. A full account of health rooms and pathways restrooms at each school is included in the appendix. Students with food allergies should be provided a safe and welcoming place to eat that reduces their exposure to allergens.

Spaces for Staff Wellness

These spaces are lacking in many schools. These zones are places where staff can connect with colleagues and recharge.

FACILITY CONDITION ASSESSMENT

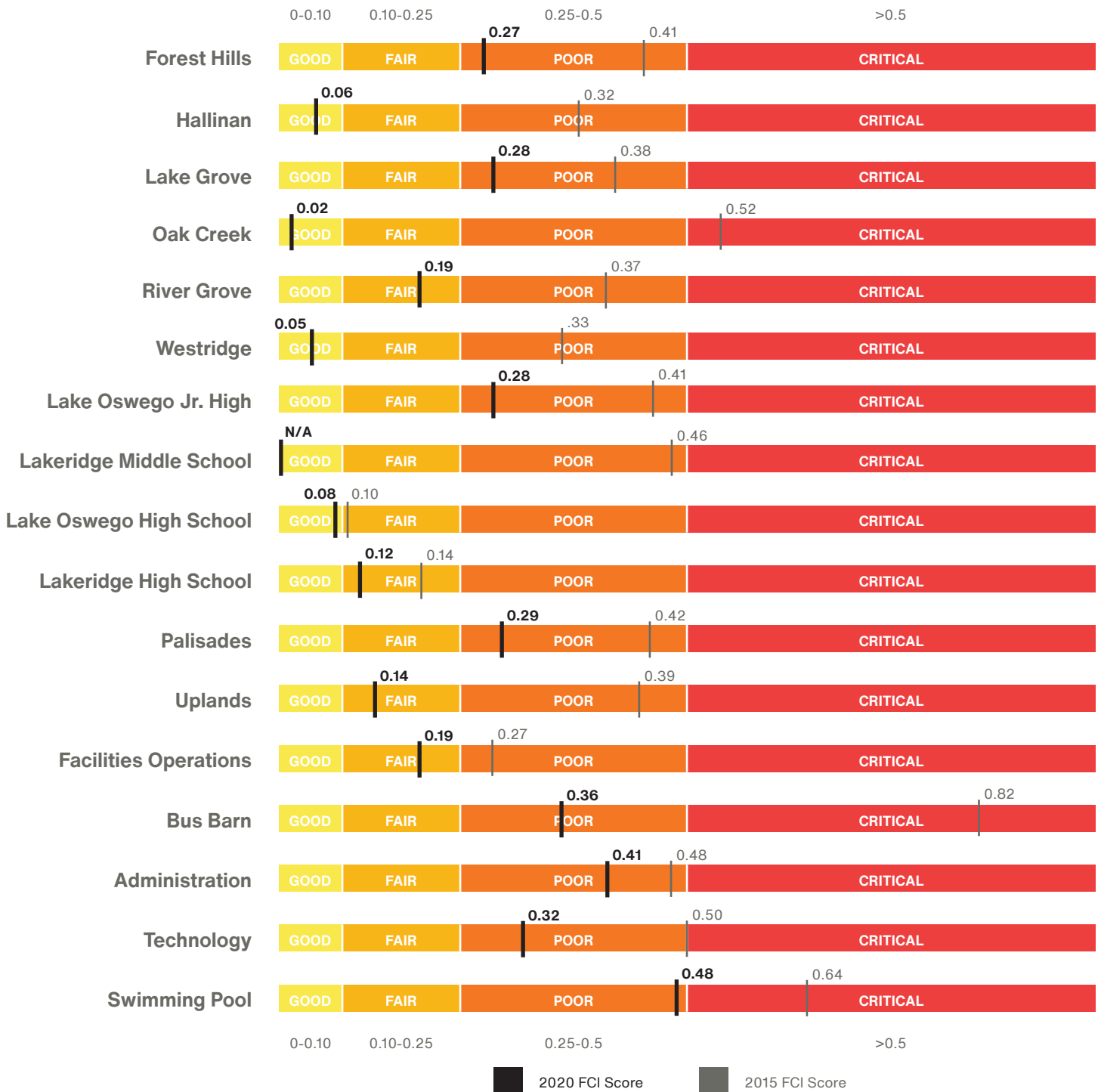
The Facility Condition Assessment (FCA) update was conducted in the summer of 2020. The purpose of the updated FCA is to provide Lake Oswego School District with an evaluation of the existing condition of all District-owned facilities. The FCA is based on a physical inspection of building conditions, interviews with District operations and maintenance personnel, combined with the review of building documentation and maintenance records. Specific items for evaluation include:

- Building Exterior: Walls, foundation, doors, windows, soffits
- Building Interior: Partition walls, floors, ceilings, doors, windows, casework
- Roof: Roofing system, drains, downspouts, scuppers, crickets, cap flashing
- Mechanical, Electrical, Plumbing systems: HVAC equipment, plumbing fixtures, electrical equipment

The 2020 FCA is an update to the assessments completed in the summer of 2015. A great deal of issues listed in the 2015 report have been completed thanks to the community support for a Capital Improvement bond measure in May 2016. Major seismic, safety and security, and technology upgrades were conducted, as well as a great deal of deferred maintenance issues. In 2016, the District was struggling with a growing list of infrastructure concerns and a need to replace two facilities: Lakeridge Middle School and the District Swimming Pool.

Facility Condition Index (FCI) scores in Figure 1 were generated to compare the relative condition of District school and support buildings. The FCI is determined by dividing the cost to repair (excluding site work) by the cost to replace (excluding site work). Figure 1 provides a summary of the FCI numbers of the 17 facilities reviewed for the Facility Condition Assessment report, and a comparison of 2015 and 2020 FCI numbers. The comparison below shows the tremendous effort that has gone into upgrading facilities in the four years since the bond passed and design and construction began. Many projects funded by the 2016 bond are still underway and are not included in the comparison below. A copy of the full 2020 FCA report appears in the appendix.

FIGURE 1



SCHOOL ENROLLMENT AND CAPACITY

Portland State University's Population Research Center provided population and enrollment forecasts in a report dated January 2019. The following is a summary of findings.

District and School Enrollment

The Lake Oswego School District area experienced modest population growth with just a 0.3% increase in 10 years compared to 1.1% growth in Clackamas County and 1.5% in the Portland metro area. The number of births each year in the District area gradually declined.

In addition to the birth rate, school enrollment has increased through migration. The lack of developable land within the Urban Growth Boundary (UGB) and the trend for households to "age-in-place" significantly limits Lake Oswego School District's growth potential over the next 10 years and beyond. 428 new single-family homes permits were issued between 2014 and 2017 with the greatest activity in the Forest Hills catchment area.

City and Region Population, 2000, 2010, and 2018

	2000	2010	2018	Avg. Annual Growth Rate	
				2000-2010	2010-2018
LOSD Total ¹	39,873	40,755	N/A	0.2%	N/A
City of Lake Oswego ²	35,666	36,574	38,215	0.3%	0.5%
LOSD Portion	33,273	34,146	N/A	0.3%	N/A
City of Rivergrove ³	345	350	505	0.1%	4.5%
LOSD Unincorporated	6,255	6,259	N/A	0.0%	N/A
Clackamas County	338,391	375,992	419,425	1.1%	1.3%
Multnomah County	660,486	735,334	813,300	1.1%	1.2%
Washington County	445,342	529,710	595,860	1.8%	1.4%
Portland-Vancouver-Hillsboro MSA ⁴	1,927,881	2,226,009	2,477,620	1.4%	1.3%

1. School District population determined by PSU-PRC based on aggregation of census blocks within the LOSD boundary. The 2010 LOSD population published by the Census Bureau is 40,616.

2. City of Lake Oswego gained 96 persons between 2000 and 2010 and 53 persons between 2010 and 2018 due to annexation.

3. City of Rivergrove population estimated for 2010 by Population Research Center due to undercount reported in the 2010 Census.

4. Portland-Vancouver-Hillsboro MSA consists of Clackamas, Columbia, Multnomah, Washington, Yamhill (OR) and Clark and Skamania (WA) Counties.

Sources: U.S. Census Bureau, 2000, and 2010 censuses; Portland State University Population Research Center July 1, 2018 estimates; State of Washington Office of Financial Management April 1, 2018 estimates.

There were 212 single-family home demolition permits issued in the 2014–2017 time period previously mentioned, which is an implication of “replacement” home development. In addition to small scale development and infill, plans for at least three single-family subdivisions were under review by the City of Lake Oswego during the time of the PSU report. A 5-lot subdivision in the River Grove Elementary area, a 25-lot subdivision in the Lake Grove Elementary area, and a 6-lot subdivision in the Hallinan Elementary area. Other mixed-use developments are also underway including Mercantile Village with 208 units. The District can expect some students to come from these mixed-use developments, but the vast majority of students in the District come from detached single-family homes.

Average Number of LOSD Students per Home, Fall 2018 By Housing Type and Grade Level

	Grade Level			
	K-5	6-8	9-12	K-12
Detached single family homes				
homes built 2007-2016	0.30	0.15	0.16	0.61
homes built 1997-2006	0.21	0.15	0.23	0.58
homes built before 1997	0.18	0.11	0.15	0.44
Row homes	0.03	0.03	0.07	0.13
Condominiums	0.06	0.03	0.04	0.13
Apartments (4+ unit buildings)	0.07	0.03	0.03	0.13
Duplexes and Triplexes	0.08	0.05	0.03	0.16

Source: Data compiled by PSU-PRC, using LOSD student data and geographic shape files from Metro RLIS. Excludes senior housing developments.

As shown in the table below, total K–12 enrollment has changed very little in the past five years. Gradual increases have resulted in a net growth of 136 elementary students since 2013.

Enrollment History for Individual Schools, 2013-14 to 2018-19

School	Historic Enrollment						5 year change 2013-14 to 2018-19	
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Number	Percent
Forest Hills Elementary	430	448	452	444	410	425	-5	-1.2%
Lake Grove Elementary	476	465	416	460	405	391	-85	-17.9%
Oak Creek Elementary	525	536	539	478	565	572	47	9.0%
Hallinan Elementary	431	455	435	457	477	457	26	6.0%
River Grove Elementary	395	416	500	538	556	557	162	41.0%
Westridge Elementary	465	457	481	474	458	456	-9	-1.9%
Elementary Totals	2,722	2,777	2,823	2,851	2,871	2,858	136	5.0%
Lake Oswego Junior High School	902	888	920	911	884	861	-41	-4.5%
Lakeridge Junior High School [*]	754	774	789	841	866	843	89	11.8%
Junior High School Totals	1,656	1,662	1,709	1,752	1,750	1,704	48	2.9%
Lake Oswego High School	1,314	1,289	1,340	1,311	1,273	1,277	-37	-2.8%
Lakeridge High School	1,151	1,129	1,151	1,121	1,111	1,157	6	0.5%
High School Totals	2,465	2,418	2,491	2,432	2,384	2,434	-31	-1.3%
District Total	6,843	6,857	7,023	7,035	7,005	6,996	153	2.2%

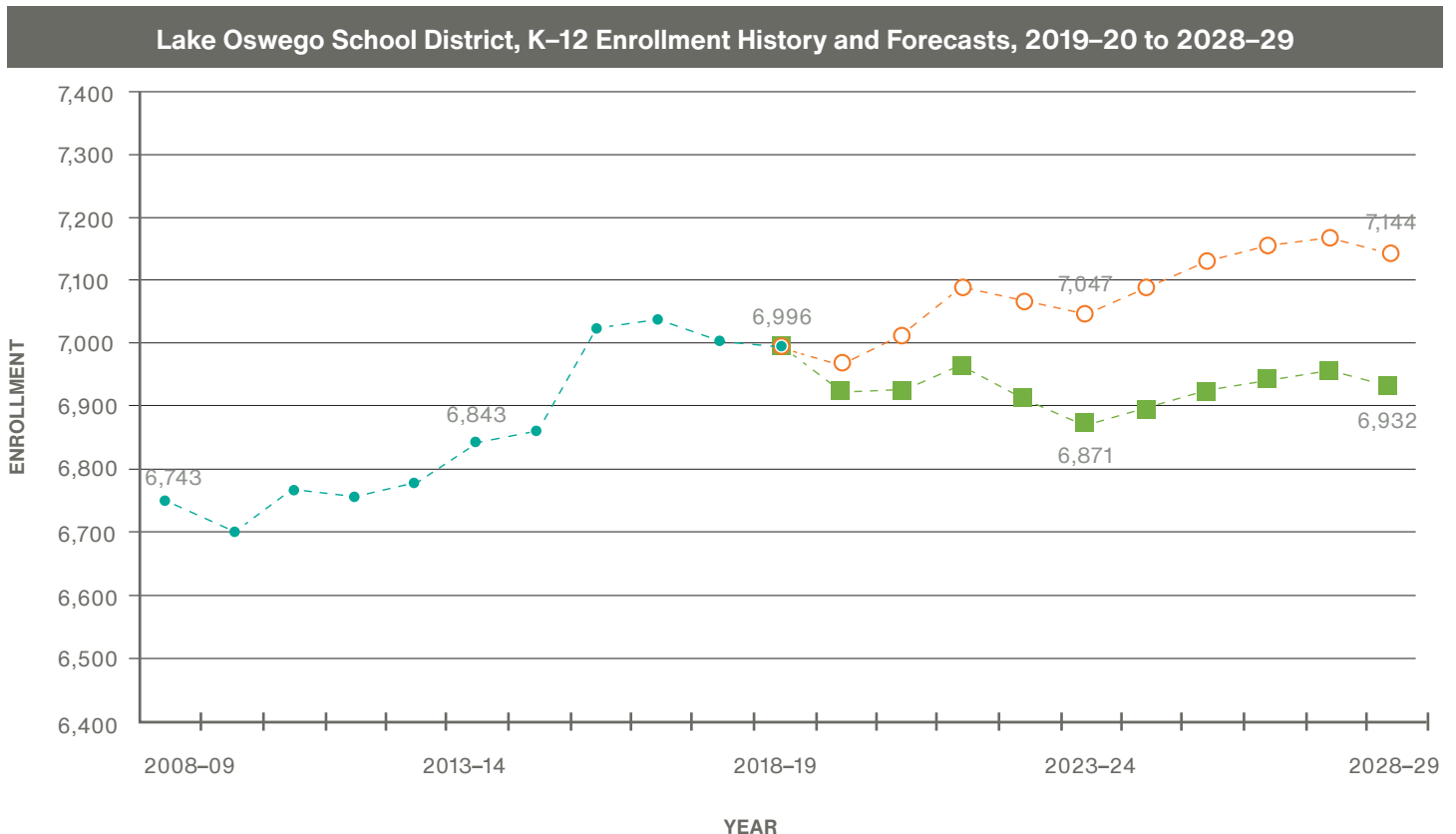
^{*}At the time of the PSU demographic report for which this table was created, Lakeridge Middle School was known as Lakeridge Junior High School.

Updated enrollment figures through 2020 are located in the appendix.

Source: Lake Oswego School District

As of June 2020, Lake Oswego School District serves approximately 7,142 students* including those in alternative, charter, and outplacement programs. Enrollment is expected to decline slightly to 6,932 by 2028. One reason for the decline is the sunseting of the Open Enrollment policy by the State of Oregon in 2019 which contributes to an expected difference of 212 students by 2028.

Chart 1: District Enrollment Forecasts. Open Enrollment was not renewed by the State of Oregon



*Updated June 2020 enrollment numbers provided by LOSD were not included in the January 2019 PSU report

Projected enrollment varies slightly across schools (Table 6), with elementary schools remaining at or near current levels, moderate or incremental increases expected at the two Middle Schools, and declines in population at Lake Oswego High School. Currently there are some District programs that are housed at some schools and not others, causing students to attend schools outside of their neighborhood boundaries. These include Spanish Immersion which is currently housed in River Grove Elementary (and will be added to the secondary schools as those students matriculate), and special education programs like Pathways and DELTA. As the District moves toward a full inclusion model for special education, there will be a movement of student populations back to their neighborhood schools which will affect enrollment. For instance, the Pathways program currently resides at Oak Creek Elementary, Lake Oswego Junior High, and Lake Oswego High School.

Table 6: Enrollment Forecasts for Individual Schools*, 2018-19 to 2028-29

School	Actual	Forecast										Change 2018-19 to 2028-29
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2028-29
Forest Hills Elementary	425	430	425	423	417	407	406	411	409	414	430	5
Lake Grove Elementary	391	388	391	386	392	385	398	406	404	403	412	21
Oak Creek Elementary	572	557	556	560	549	545	554	556	557	551	556	-16
Hallinan Elementary	457	452	480	477	464	462	461	458	444	445	456	-1
River Grove Elementary	557	567	566	561	552	562	557	557	549	545	550	-7
Westridge Elementary	456	450	460	460	459	464	461	467	464	460	463	7
Elementary Totals	2,858	2,844	2,878	2,867	2,833	2,825	2,837	2,855	2,827	2,818	2,867	9
Lake Oswego Junior High School	861	841	877	897	900	901	864	853	847	878	871	10
Lakeridge Junior High School*	843	826	801	839	864	858	852	838	893	888	868	25
Junior High School Totals	1,704	1,667	1,678	1,736	1,764	1,759	1,716	1,691	1,740	1,766	1,739	35
Lake Oswego High School	1,277	1,251	1,201	1,202	1,183	1,183	1,226	1,227	1,244	1,209	1,177	-100
Lakeridge High School	1,157	1,162	1,172	1,164	1,129	1,104	1,117	1,151	1,133	1,164	1,149	-8
High School Totals	2,434	2,413	2,373	2,366	2,312	2,287	2,343	2,378	2,377	2,373	2,326	-108
District Totals	6,996	6,924	6,929	6,969	6,909	6,871	6,896	6,924	6,944	6,957	6,932	-64

*In this scenario the District is unable to admit new students under the Open Enrollment policy after the 2018-19 school year. All other assumptions are the same as in the Baseline scenario. At the time of the PSU demographic report for which this table was created, Lakeridge Middle School was known as Lakeridge Junior High School.

Population Research Center, Portland State University, December 2018.

Concurrent to the efforts of the LRFPC is a study by the District Boundary Advisory Committee. The aim of this committee is to study the distribution of elementary students across the District and make recommendations based on growth, educational programs, and parity. The forecasts provided by the PSU report assume there are no school boundary changes from 2018 to 2028.

WHAT IS SCHOOL CAPACITY?

Capacity measures the ability of a school facility to meet the space needs of the student population. There are a number of different methodologies used by school districts to calculate school capacity based on operational approaches, educational goals, and class size targets. The analysis indicated in table 9 on the following page represents a capacity number that is accurate to the programs and grade levels currently being taught in each building at the time of the assessment. As programs, educational strategic goals, and pedagogies change, the room functions and capacity of the building will also change. Programs and initiatives that affect facilities are described in the next section of this report.

METHODOLOGY

In the spring of 2020, IBI Group conducted site visits and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine the manner in which every classroom-sized space within the facility is currently utilized. Those classrooms that are used for general education programs are labeled “teaching stations.” Classrooms that are used for pullout and support programs are not included in the teaching station count.

School capacity is calculated based on the following class-size goals:

- 25.5 students per teaching station in grades K–5 (based on the May 2019 Elementary Task Force recommendations)
- 28 students per teaching station in secondary science, CTE, and general classrooms
- 40 students per teaching station in drama, band, choir, and PE classes

Utilization refers to the amount of time a teaching station is used for instruction. Utilization for the elementary schools is 100%. Teachers have sole ownership of their classrooms (no teachers share a room) and each student is assigned to a teacher. Therefore, all other rooms in the school (gymnasium, library, music/arts, iLab, etc.) serve only as pullout or supplemental programs to the general education teachers and their respective students and do not serve to increase the building capacity. This is also true for rooms dedicated to special education and Title 1 support programs (applicable only to Oak Creek and River Grove Elementaries).

Utilization of teaching stations for the secondary schools is 83%. Teachers have sole ownership of their classrooms and teachers conduct prep during one out of seven periods of the day, leaving the room available for teaching 83% of the school day. Other spaces may be utilized fewer or more than six periods out of seven due to teacher availability or subject matter, but are not reflected in the following capacity studies. Rooms that are not used as teaching stations but instead serve as support spaces such as computer labs, yearbook/leadership rooms, and special education pullout spaces are not included in the teaching station count.



SUMMARY OF CAPACITY FINDINGS

Table 9 below indicates the enrollment and available capacity of each facility in the District during the time this document was written. It does not account for capacity needs that may be brought on by future programs or initiatives. For instance, should the District choose to move to a fully inclusive model for student service programs, each school would need to provide the additional support spaces like resource rooms, sensory rooms, and specialist offices, that those programs need. This programmatic change would reduce the available capacity of each building.

The Long-Range Facility Planning Committee recommends portable classrooms should not be considered a permanent capacity solution. The use of portables temporarily adds classroom capacity but does not increase the size of the shared core facilities that serve the entire student population: gymnasiums, administrative offices, playgrounds, kitchen, hallways, libraries etc.

Therefore, in consideration of future program requirements and the removal of portable classrooms, there is a need to add capacity to elementary schools, especially those in the Lakeridge High School catchment area.

Although there is currently no need to add teaching stations at the middle or high school level, Lake Oswego Junior High is sorely lacking in core, or non-instructional, areas. Hallway corridors, cafeteria, administrative areas, and gymnasium spaces are all greatly undersized for the current population. The school also lacks space for programs such as the expanded STEM opportunities that are currently provided in the new Lakeridge Middle School.

Table 9: School Capacity vs. Current and Projected Enrollment

	School Name	Current Enrollment (June 2020)	Main Building Teaching Station Capacity	Portable Classroom Teaching Station Capacity	Total Available Capacity**	Projected 2024 Enrollment*	Projected 2024 Total Available Capacity	Projected 10-year Enrollment* (2029)	Projected 10-year Total Available Capacity
Elementary	Forest hills	426	434		8	406	28	430	4
	Lake Grove	400	536		136	398	138	412	124
	Oak Creek	571	612		41	554	58	556	56
	North Elementary Enrollment	1397	1581		185	1358	224	1398	183
	Hallinan	426	485		59	461	24	456	29
	River Grove	570	357	204	-9	557	4	550	11
	Westridge	460	459		-1	461	-2	463	-4
	South Elementary Enrollment	1456	1301		49	1479	26	1469	36
Middle	Lake Oswego Junior High	869	1055	140	326	864	331	871	324
	Lakeridge Middle School	843	1063		220	852	211	868	195
	Middle Enrollment	1712	2117		545	1716	541	1739	519
High	Lake Oswego High School	1262	1416		154	1226	190	1177	239
	Lakeridge High School	1212	1474		262	1117	357	1149	325
	High School Enrollment	2474	2891		417	2343	548	2326	565
	Harmony Academy Charter***	28							
	Alternative Education Programs***	41							
	TOTALS	7039	7889	344	1195	6896	1338	6932	1302

*Building Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan 28, 2019.

**Currently, there are additional classrooms provided by portable classroom buildings: (8) River Grove Elementary, (4) Uplands Elementary, and (6) Lake Oswego Junior High. In 2019/2020 Uplands Elementary housed the Oak Creek Population during Oak Creek's renovation.

***Harmony Academy Charter & Alternative Education Programs are not included in the Building Capacity Analysis

5

PROGRAMS AND INITIATIVES THAT AFFECT FACILITIES

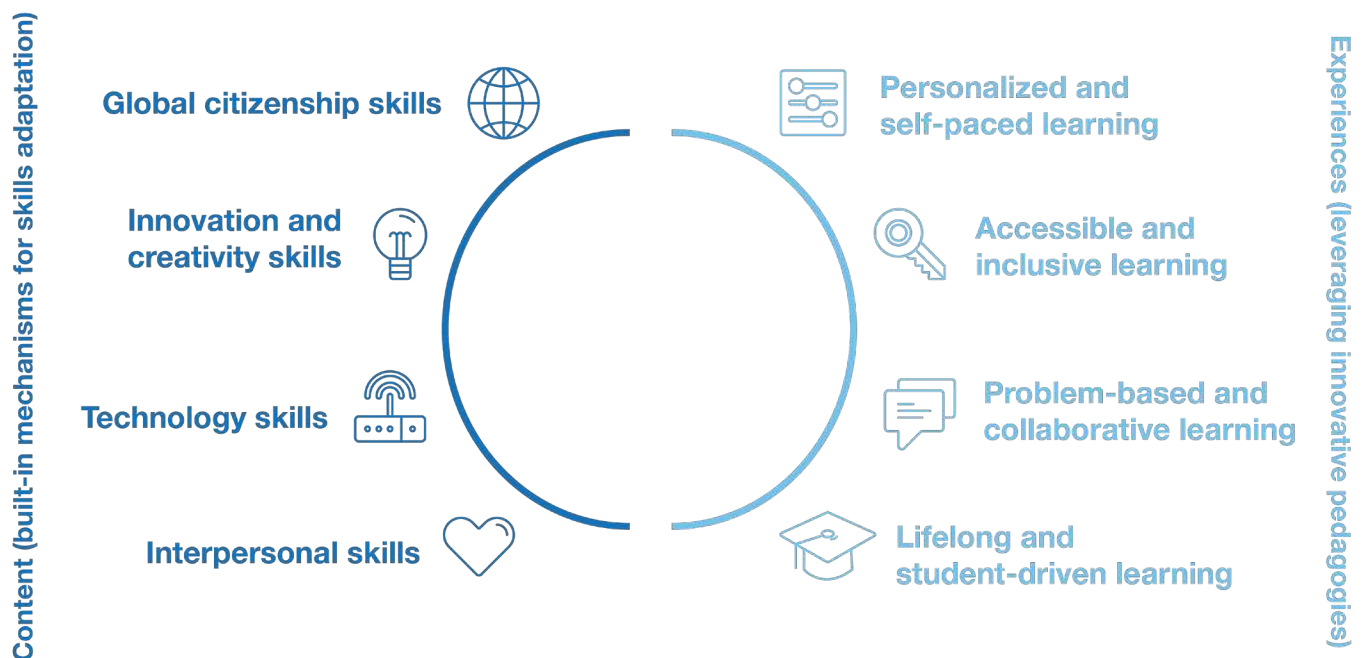


FOSTERING A CULTURE OF INNOVATION

School buildings represent a significant capital investment for any community. School construction or improvement projects should not be approached haphazardly, but with an understanding of a facility's impact on teaching and learning. This is accomplished by aligning facility needs with pedagogical goals. In order to develop a vision for the future, the LRFPC closely examined several educational program areas with implications to facilities.

School districts have a crucial role to play in preparing students for the future. Globalization and technological advancements have transformed the world of work and social systems, and schools are under pressure to respond. The standard model for direct-instruction learning was widely influenced by the needs of the industrial revolution when uniform talent was needed to fill repetitive manufacturing jobs. As those jobs have increasingly become automated, the workforce has been driven to new models of productivity*. With the rapid changes in technology and innovation, many of the jobs that today's elementary school students will have do not yet exist.

These new jobs are likely to put increasing value on technological and social-emotional skills*. Schools are developing new methods for teaching and learning that promote the skills students need to be successful in an unforeseen future. In January 2020, the World Economic Forum's Schools of the Future report outlined a "Global Framework for Shifting Learning Content and Experiences Towards the Needs of the Future" shown in the graphic adaptation below.



*World Economic Forum January 2020: Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution

Since 2016, Lake Oswego School District has implemented many improvements to STEM-based instruction at all grade levels. iLab (previously referred to as makerspaces by the LRFP) have been added to all elementary and middle schools and are currently being designed at both high schools. Expanded college and career pathways have been provided at high schools as well as upgrades to STEM classrooms. The following are recommendations for ongoing and continued focus.

Provide Spaces that Support Collaboration and Inquiry-Based Learning

Create spaces within schools that support innovative educational approaches and different learning modalities, rather than solely lecture-based instruction. Support inquiry-based learning by providing spaces that help students develop critical thinking and problem-solving skills. Provide formal and informal spaces to support interaction and collaboration by different group sizes. Open adaptable spaces that can be arranged into multiple configurations. These spaces should be highly visible to inspire inquiry in students and to communicate the District's commitment to innovation and creativity.

Provide Resources to Support Offsite Career Technical Education Opportunities.

In recent years, CTE has evolved from simple vocational courses to sophisticated technical programs aligned with postsecondary institutions to produce career-ready students. Today's CTE programs provide relevancy to core subject areas, allowing students to conceptualize the real-world application of abstract mathematical or scientific concepts. Develop transportation and scheduling options for students seeking to enroll in offsite CTE opportunities.

Expand Opportunities Through Postsecondary and Business Partnerships

Develop formal agreements with local postsecondary institutions, industry partners, and other school districts. The District should work with Portland Community College, Portland State University, and Clackamas Community College to create dual-credit options for career technical courses held on the postsecondary campuses. Engage local businesses

to establish internship and apprenticeship programs where students can gain on-the-job experience in real life work settings. Develop partnerships to provide access to preexisting labs and workplace settings at offsite locations.

Emphasize Flexibility Over Specialization

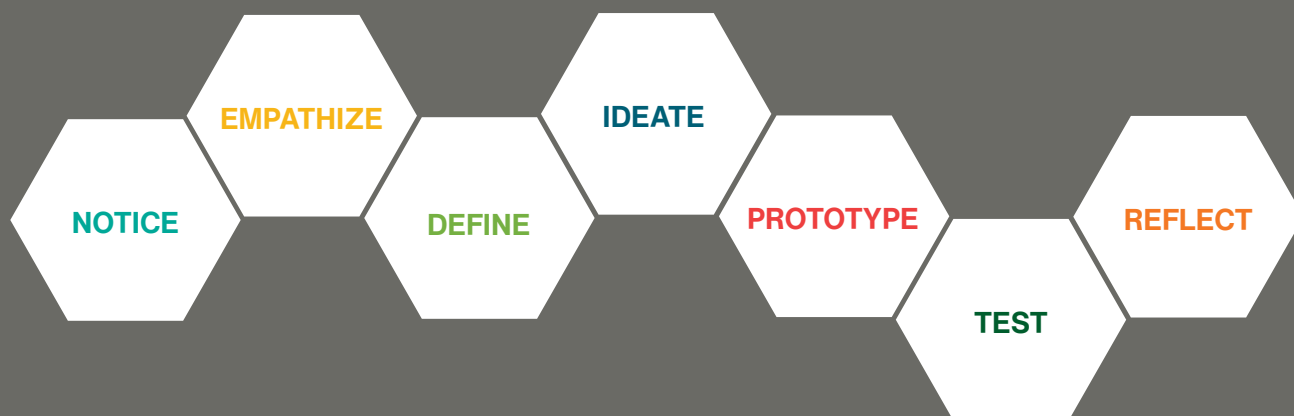
Do not invest in constructing specialized CTE spaces within District high schools; instead, provide large, versatile, agile, and technologically equipped spaces as a home base for CTE courses. These spaces should be front and center so that students and visitors see the commitment to innovation.

Consider remote learning and the ways students can access project-based opportunities from a remote location.



Oak Creek Makerspace Grand Opening Source: © Pamplin Media Group.

DESIGN WITH AN EQUITY LENS



Graphic Adaptation of Traditional Design Thinking Process | Stanford d.school

EQUITY, DIVERSITY, INCLUSION, AND ACCESS

In summer 2019, Lake Oswego School District Adopted an Educational Equity Policy. Educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success, then examining and removing these barriers to create concrete conditions that will lead to access and opportunity for every student. Successful implementation of this policy requires all decisions are considered through an equity lens.

In April 2020, the LRFPC welcomed Neelam Gupta, Chairperson of the Diversity, Equity, and Inclusion Advisory Committee. The meeting included a presentation of research on the effects of inequality on the brain and academic performance, and challenged committee members to understand their own role through an equity lens. Designing for equity must consider both process and product. Diverse stakeholder input often leads to the most creative and innovative design solutions.

The committee was also challenged to think empathetically for students who may be targets of bullying and hate speech in schools. School facility design can play a role in decreasing opportunities for negative behavior, but the committee also recognized there is a need to build a school community around equity and inclusion. Less visible forms of bullying and abuse can occur even in highly supervised areas. Developing a culture in which all students feel welcome, valued, and share a sense of belonging will make educational equity a reality.

The following school design considerations support equitable practices.

Utilize an Inclusive Design Process

Online survey tools can be used to reach a broad audience. Purposely engage a variety of stakeholder groups to ensure a diversity of voices are heard. Include neighborhood associates, retirement centers, students, etc. Provide a forum for stakeholders to raise issues and provide solutions, make sure decision-making is truly informed by stakeholder input. Make any design process transparent.

Increase Student Ownership, Voice, and Choice

Ensure there is feedback from all students, not just those who are involved in leadership committees. Consider schoolwide surveys or social media. Students should be given opportunities to influence design decisions, especially in places where they have the most ownership naturally such as hallways, display areas, dining, library, and outdoor play/gathering spaces.

Increase Flexibility in the Learning Environment

This will allow for modifications to meet the needs of students over time. Flexibility can be accomplished with mobile furniture solutions, thoughtful arrangement of classrooms adjacent to extended learning spaces, and transparency between classrooms and adjacent learning zones.

Foster Cultures of Inclusivity

Increase visibility and transparency to reduce negative behavior and increase visual connections and a sense of community. A variety of different types of learning, eating, and playing environments should be provided so that students can find places and opportunities that resonate with them.

Include Culturally-Rich Design Elements

School facilities should reflect the rich multicultural identity of students. School organization, artwork, and materials selections can center on a culturally-significant theme or story.

Academic Mindsets as a Noncognitive Factor Affecting Academic Performance



I Belong in this academic Community



My ability and competence grow with my effort



I can succeed at this



This work has value for me

STUDENT WELLBEING AND STUDENT SERVICES

The District is committed to providing equitable and inclusive systems by which all students can access their education. Interviews with leaders and stakeholders including the director of student services, support staff, and the Parent Advisory Committee took place as part of the educational adequacy assessment process. The summary of findings and recommendations based on those interviews and onsite assessments are included in a previous section of this report.

The LRFPC also discussed the importance of increased student access and social-emotional wellness in the learning environment. In addition to the feedback from District staff, parents, and leadership enumerated earlier, the following recommendations were discussed by the LRFPC.

Access for All

All facilities should be brought up to the same standards for accessibility and embrace universal design principles. Access should be a top priority, especially as the District moves to a model of full inclusion. Schools must not only be accessible, but inviting for all. The District should exceed expectations and invite a more diverse population that reflects the region's reality. Consider the needs of students who are home insecure or in foster care.

Support Spaces for Social-Emotional Learning

Students need environments where they feel safe and can de-escalate. Consider wellness centers, biophilic design principles, and trauma-informed design practices when remodeling or designing new schools. Designing for student wellness is important for all students, not just those processing trauma. Increase access to daylight, especially in the winter months.

Consider Wellness in the Context of Remote Learning

Develop ways in which the District can support student wellness for those not in the classroom. What is the relationship of physical proximity to relationship to building? How does the future model of social-emotional learning teaching methods change as a result of COVID-19 pandemic?

Recognize the Role Nutrition Plays

Ensure school lunches provide the nutritional balance for overall health and wellbeing. Think about the dining experience and other communal spaces. Design and remodel dining spaces to encourage different types of eating zones and groupings. Do away with the “mess hall” style of eating.

Listen to Teachers, Principals, Counselors, and Staff

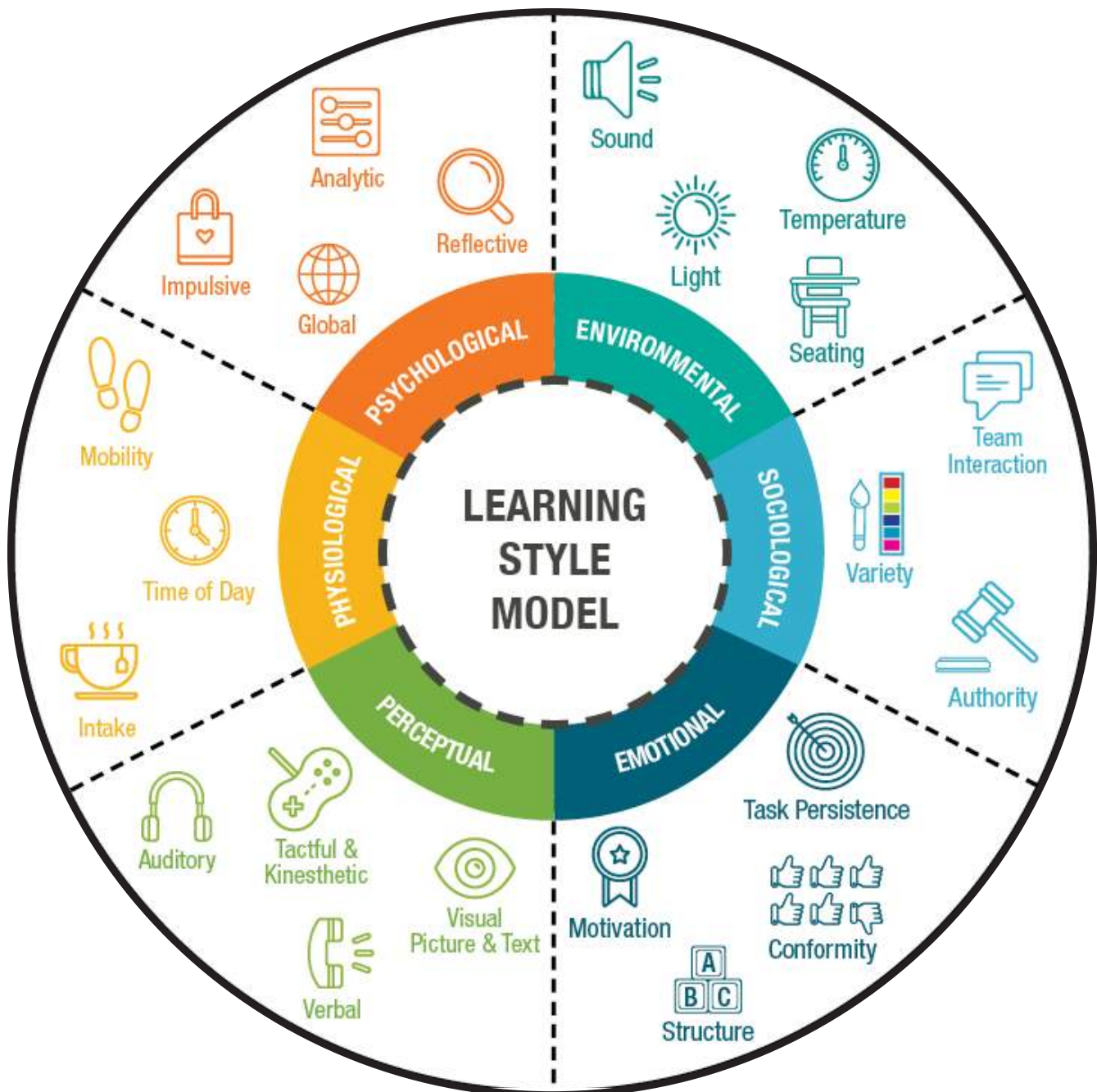
Consider the advice and solutions provided by the student services team. Bring research to future design teams to better understand the effect design has on wellbeing. Use the audit report developed by the Urban Special Education Leadership Collaborative in October 2018 to guide recommendations at all schools. Provide spaces for student services professionals. Staff should feel fully supported and valued and have places to collaborate and recharge away from the students they serve.

Provide Flexible, Differentiated Spaces

Promote hands-on and project-based learning. Enable all students to find environments that support their success.



A representation of the considerations to design differentiated learning environments. Graphic adaptation of the Dunn and Dunn Learning Style Model, 1996



SUSTAINABILITY AND RESILIENCE

Resilience refers to the ability to plan for, absorb, recover from, and more successfully adapt to environmental stressors. Typically, those stressors have included earthquakes or climate change, but the current Covid-19 pandemic is placing additional challenges on school facilities, requiring a renewed focus on the meaning of resilience.

Thanks to the success of the 2016 bond measure, necessary seismic upgrades have been completed at Lake Oswego Junior High, River Grove, Uplands, Westridge, and Oak Creek Elementary Schools. Seismic upgrades to Forest Hills, Hallinan, and Lake Grove Elementary Schools are currently underway. The LRFPC recommends the District continue to prioritize resilience in new buildings as was implemented in the design of the new Lakeridge Middle School.

The LRFPC provides an opportunity for Lake Oswego School District to examine current approaches to sustainability and strengthen the connection between students and the natural environment. The advantages of sustainable schools are numerous and far-reaching. The LRFPC recommends integrating the following sustainable approaches into future capital improvement plans, as feasible.

Provide Gardens at Every School

Gardens are a resource on which to build for the future. Inequities between schools and their outdoor learning opportunities should be rectified. There should be a more organized effort and curriculum to support outdoor education. Sustainability and outdoor education should be increased at the Middle and High School levels as well.

Maximize Daylighting in Schools

The District recognizes the environmental and educational benefits of daylighting. New school designs should incorporate ample daylight. Consider the addition of skylights and/or courtyards at existing schools to provide daylight to interior spaces.

Use Sustainable Features as Learning Tools

Indoor and outdoor sustainable features may be used as learning tools. Sustainable features such as energy monitoring or rainwater collection should be exposed

and labeled to allow them to function as educational tools. Schools can create an integrated curriculum that is linked to sustainability.

Prioritize Renewable Building Design

Reduce building materials like concrete that have the greatest negative impact to the environment. Consider the carbon footprint of materials and systems as part of the decision-making process.

Reduce Energy Consumption and Embrace Renewable Energy at School Sites

Invest in renewable energy resources at school sites, such as photovoltaic solar panels. Create a plan to operate schools as Net Zero buildings (where feasible). Buildings should be renewable-ready without major retrofitting. All new schools should be built to be all electric.

Increase Opportunities for Biophilic Experiences in Schools

The District recognizes the innumerable health and mental benefits that come with exposure to the natural environment. Principles of biophilic design should be included in future construction and remodel projects.

Prioritize Life Cycle Cost

The District should not base purchasing decisions solely on initial costs. Consider long-term operational costs when selecting building equipment and systems. Invest in durable products that reduce operating costs through lower energy consumption and/or resource conservation.



SAFETY AND SECURITY

School buildings should project a welcoming image to parents and community members while still protecting the security of staff and students through effective monitoring, communications, and controlled access. The District commissioned a report from True North Consultants, a third-party security consultant, in the summer of 2019 after most of the security upgrades funded by the 2016 bond had been completed. True North's representative referred to the large number of changes as "unprecedented" and commended the District on its dedication to secure schools. Although many security upgrades have been completed, there is a list of projects that should be prioritized for future bond funding.

Provide Adequate Exterior Lighting

Ensure that all schools have adequate exterior lighting to protect the safety of students, staff and community, and deter acts of vandalism.

Address Security Concerns Associated with Disconnected Classrooms and Open Sites

Schools with classroom pods or gymnasiums that are disconnected from the main building create supervision and access control challenges for staff. Consider strategically placed perimeter fencing.

Increased Video Surveillance and Paging Systems

The safety audit revealed many facilities would benefit from additional video surveillance and paging systems.

Increased Window Hardening and Classroom Locking Hardware

Many safety upgrades were provided in the previous bond projects, including door hardware and building access points. There are a few locations that would benefit from additional changes to hardware and window hardening.

Improve Safe Routes to Schools

Many schools are surrounded by neighborhoods with no sidewalks or safe bike routes. Safe access for students traveling to school in ways other than bus or car should be provided.

Increase Natural Surveillance of Interior and Exterior Spaces

Open designs with ample interior windows and glass walls provide a sense of visual transparency that allows staff to easily supervise students throughout the day. The "fishbowl" aspect of transparency can also result in greater student accountability, where students are less likely to engage in violent or disruptive behaviors if they feel like their actions are highly visible by multiple people at any given time*. Transparency also has the added value of creating a sense of connectedness between building occupants. Schools should identify potential hidden areas within the building or site where students (or an unauthorized visitor) may escape detection from staff.

Consider Student Mental Health and Wellbeing

Conversations about safety should include adding supports for student mental health. Solutions should be developed to reduce internal threats from bullying, or the mental health challenges that result in self-harm or other unsafe behavior.

*Based on research and design recommendations by the International Crime Prevention Through Environmental Design (CPTED) Association.

TECHNOLOGY

LAKE OSWEGO SCHOOL DISTRICT'S TECHNOLOGY PLAN

To provide equity for all students in every building, to ensure there is a stable network environment that will allow each student to engage in digital learning and class participation interactively, and to prepare them for the journey outside of the school district.

Technology in the learning environment is widely used by students to do research, read, produce projects, communicate with others, and tap into live streams of information. With the funds provided by the 2016 bond measure, major technology upgrades to schools have been completed including upgrading to a 40Gig internet backbone connection with redundant and diverse paths to each school to accommodate the 1:1 ration of student devices in each facility. This infrastructure will help students take full advantage of the new digital curriculum. The District has greatly increased its online learning curriculum and resources due the stay-at-home orders brought on by the COVID-19 pandemic. Adequate infrastructure, device distribution, and training are increasingly important during this time. Priorities for a future bond include ongoing device replacement, upgraded cabling, additional security cameras, and expanded WiFi access.



RECOMMENDED IMPROVEMENTS FOR EDUCATIONAL PROGRAMS AND INITIATIVES

A full account of the needs faced by educational programs and initiatives is included in the previous narrative. Each recommendation is briefly summarized below.

Fostering a Culture of Innovation

- Provide spaces that support collaboration and inquiry-based learning
- Provide resources to support offsite CTE opportunities
- Expand opportunities through postsecondary and business partnerships
- Emphasize flexibility over specialization
- Consider remote learning

Equity, Diversity, Inclusion, and ACCESS

- Utilize an inclusive design process
- Increase student ownership, voice, and choice
- Increase flexibility in the learning environment
- Foster cultures of inclusivity
- Include culturally rich design elements

Student Wellbeing and Student Services

- Prioritize access for all
- Design support spaces for social-emotional learning
- Consider wellness in the context of remote learning
- Recognize the role nutrition plays
- Listen to teachers, principals, counselors, and staff
- Provide flexible, differentiated spaces

Sustainability and Resilience

- Continue to prioritize resilience in new school buildings
- Provide gardens, outdoor classrooms, and supporting curriculum at every school
- Maximize daylighting in schools
- Use sustainable features as learning tools
- Prioritize renewable building design
- Reduce energy consumption and embrace renewable energy at school sites
- Increase opportunities for biophilic experiences in schools
- Prioritize life cycle cost

Safety and Security

- Adequate exterior lighting
- Strategically placed perimeter fencing and secure outbuildings
- Increased video surveillance and paging systems
- Expanded classroom interior locking hardware and window hardening
- Improve safe routes to schools
- Increase natural surveillance of interior and exterior spaces
- Consider student mental health and wellbeing

Technology

- Upgrade cabling for both high schools
- Provide additional security cameras
- Extend WiFi access in areas not currently covered
- Replace/upgrade classroom technology and devices

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6

PLANNING FOR THE FUTURE



LONG-TERM VISIONS FOR LAKE OSWEGO SCHOOL DISTRICT

The Long-Range Facility Planning Committee (LRFPC) discussed our vision for providing Oregon-leading safe, inclusive, and sustainable facilities that are flexible enough to accommodate the programs that are currently offered by the LOSD, and programs and initiatives that the district aspires to offer in the future. The schools are the heart of the community and need to support the whole student. Based on the data collected and community feedback, the LRFPC recommends the Board direct a future Bond Development Committee to examine the short- and long-term educational, cultural, and financial implications of implementing the recommendations below.

By 2030, the LRFPC envisions a future for the Lake Oswego School District that includes the following characteristics:

- Each LOSD facility is welcoming to all students
- Students enjoy being in the schools and are prospering in safe, inclusive, and sustainable environments
- Replacement of school facilities are complete and any future bond discussions would focus on incremental capital improvements.
- Athletic facilities meet state guidelines and are at par with the best public schools on the west coast.
- LOSD facilities are maintained on a regular schedule with an absence of deferred maintenance; funds need to be properly budgeted to ensure proper maintenance.
- School capacities are optimized for fluctuations in enrollment to reduce the need for boundary adjustments.
- School buildings are flexible enough to accommodate new programs without massive capital expenditures.
- Schools are highly regarded by faculty and are a recruiting tool to attract the best teachers.
- Each school contains facilities to provide healthy food.
- Each school provides athletic facilities for outdoor exercise that accommodates for fall, winter, and spring weather in the Pacific Northwest.
- The LOSD administrative offices are highly functional, with space for programming, professional development and collaborative work, and are representative of the leading school district in Oregon.
- All school facilities are designed universally to accommodate all students cognitive, behavioral, physical, and social-emotional needs.



The vision presented above encompasses many different approaches for providing an exceptional learning environment for LOSD students over the next 25 years. That said, the LRFPC also recognizes the importance of providing more constructive guidance over the next 10 years where the District could explore the opportunities for multiple bond cycles that may be needed to fund future facility additions and upgrades. **Recommendation 1** spans the first four years, through 2024, and addresses the most evident and urgent facility improvements. **Recommendation 2** is targeted towards the remaining six years where the plan will be more flexible as new opportunities shuffle the priorities and will consider the funding capacity of the population within the LOSD service area.

RECOMMENDATION 1:

The LRFPC recommends the LOSD Board form a Bond Development Committee to draft a bond proposal to present to district voters in 2021. Further, the LRFPC recommends the Bond Development Committee place a priority on these capital projects:

- Construct replacement facilities for River Grove Elementary School and Lake Oswego Middle School, both of which have the greatest needs as defined by facility condition, enrollment and program requirements.
- Create more capacity at the elementary school level to balance and maintain enrollment at 500 students. Develop a fast-track plan to open a seventh elementary school while also considering additional classrooms at existing sites. Portables should not be used for permanent capacity and should only be used for limited duration.
- Install STEM centers located at both high schools that can accommodate programs for students at all grade levels. Aging building systems at the high schools are a growing concern, thus upgrades and additions needs to be prioritized to maintain these large campuses. To ensure LOSD's STEM curriculum and facilities are the best-in-the-state, it is imperative that upgrades are made to keep them state-of-the-art.
- Perform district-wide upgrades for fully inclusive and accessible schools including, but not limited to playgrounds, safe-routes-to-schools, gardens, and other outdoor facilities. Increase cooperation with the city of LO and pursue joint projects with city planners while enhancing public awareness. Use the data and information gathered in the LRFP through extensive input by various stakeholders. Prepare District facilities to support the multi-tiered systems of supports at every neighborhood school including the Pathways, DELTA, and ACCESS programs.
- Provide facility upgrades based on highest priorities in the adequacy assessment report to ensure flexible and differentiated learning environments.
- Consider other facility upgrades as deemed the highest priorities from the Facilities Conditions Assessment.
- Prioritize additional health, safety and security measures for all district facilities as described in the LRFP programs and initiatives section.
- Seek funding for necessary technology updates at all district facilities.
- Ensure proper budgeting for and application of annual maintenance and system replacement expenditures for all LOSD facilities.
- Implement additional COVID-related safety improvements and practices.

RECOMMENDATION 2:

It is imperative that the LRFPC remains active beyond this update to the long-range facility plan. The LRFPC should be an active participant in the Master Planning process of the LOSD, and be a key stakeholder group for the Bond Development Committee when determining the timing of the future funding requests beyond the recommended 2021 facilities bond. With the majority of the major facility projects already completed, the future facility upgrades need to be reprioritized, while also striving for more aspirational improvements to support LOSD's position as the leading school district in Oregon.

- Maintain neighborhood elementary schools in order to operate with target enrollment not to exceed 500 students per school.
- Continue to invest in large, flexible and adaptable spaces to meet the needs of the STEM and CTE programs. Examples include EMS/paramedicine, healthcare, physical and occupational therapy, physics and biology, bookkeeping and accounting, industrial design, architecture, and robotics.
- Finalize master plan to prioritize replacement or upgrades of other LOSD facilities including the Administration and Technology offices, bus barn, and Lake Grove swim park. In concert with the city of Lake Oswego, the new pool should be constructed, while the LOSD determines when to demolish the existing pool on the LOHS campus.
- Invest in athletic and play facilities to adhere to increasing state educational requirements while also ensuring parity of resources between like facilities.
- Consider the long-term needs of the Lake Grove School campus within the improved business district; continue to pursue relocation of the Bus Barn to the Lakeview property.
- Perform district-wide upgrades based on the latest pandemic-related recommendations: health room remodel, hand-washing stations, HVAC filtration and air exchange upgrades, etc.

- Perform cost/benefit/opportunity analysis of all closed and/or repurposed LOSD properties while considering possible divestitures or land swap opportunities.
- Advise on the facilities implications of new LOSD programs and initiatives, including possible magnet schools, expansion of immersion, growth of pre-K, etc.
- Help LOSD explore community partnerships for facilities and facilities use that benefits the LOSD and the citizens of Lake Oswego at large.



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