



MOLALLA RIVER
SCHOOL DISTRICT



MOLALLA
HIGH SCHOOL



MOLALLA RIVER
MIDDLE SCHOOL



Long Range Planning Committee Report to the Board

January 2015



RURAL DELL
ELEMENTARY SCHOOL



MULINO
ELEMENTARY SCHOOL



MOLALLA
ELEMENTARY SCHOOL



CLARKES
ELEMENTARY SCHOOL



Acknowledgements

The Long-Range Planning Committee appreciates the opportunity to serve this wonderful “Community of Communities.”

We wish, also, to recognize the service of the School Board on behalf of our collective future.

Finally, special appreciation is due to the following staff members who provided exceptional service to the Committee:

Lauree Nelzen	Facilities Assistant
Tony Tiano	Facilities Supervisor
Missy Wesley	Executive Assistant to Superintendent and Board

Without their diligent research, detailed record keeping & above-and-beyond spirit, the work of the Committee would not have been possible. Thank you!

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I. Our History

*If everyone is moving forward together,
then success takes care of itself. – Henry Ford*

As a “Community of Communities” the Molalla River School District is unique with a rich history dating back to the mid-nineteenth century. Each of our communities was built on hard work, a sense of pride, and a determination to see that the future for children is as big as imaginable. These qualities that forged our history, on farm land, timberland and in town, still exist today in the vision of the Molalla River School District.

Molalla River School District #35 encompasses a vast area of rural communities. Many smaller school districts that existed years ago unified with Molalla River School District over the years, others joined surrounding districts. The list of former schools that fed into Molalla Union High School at one time include Eby, Liberal, Falls View, Bear Creek, Butte Creek, Dryland, Schuebel, Maple Grove, Monitor, Yoder, Meadowbrook, Beaver Lake, Elk Prairie, Fir Grove, Glad Tidings, South Oak Grove, Russellville, Teasel Creek, Mt. Hope, Dickey Prairie, Fernwood and Union Mills.

Molalla is a rural community of about 8,200 residents located thirty miles south of Portland, Oregon. Named after the “Molala”, a Native American tribe, the town was inhabited by white settlers as early as the 1800s, but became an incorporated city on August 23, 1913. The local economy thrived on logging and agriculture for many decades. The first Molalla Buckeroo kicked off that same year, as well as the first Molalla Pioneer Newspaper published in 1913. The first post office was established near Liberal in the 1850s. It moved into the town of Molalla in 1976 and was located in the same place as it is today. The town and its many lumber mills struggled in the 1980s and 90s with the downturn in the timber industry. Natural resource recovery still exists, however, as logging, road construction, quarries and trucking companies provide services to the timber management companies in the area.

The original Molalla Schoolhouse was built north of town on Molalla Avenue and high school courses started in 1906. The first graduating class of Molalla Union High School was in 1911, and District #35 was established. A new high school was built in 1925 on the corner of Molalla Avenue and Fifth Street. It

was dedicated in February 1926. In 1976 another campus was built near the Buckeroo grounds on Francis Street. It became known as the “North Campus” and the original school building came to be known as the “South Campus.” Both locations were used for high school as students were bussed between buildings for many years. In 1988 a fire destroyed the main gym, known as “The Pit,” on the South campus, and a new gymnasium named after beloved coach Ralph Capasso was built on the North campus. Later, in 1993, an earthquake with a magnitude of 5.6, named the Scotts Mills earthquake (Spring Break Quake), damaged the South campus beyond repair. It was demolished in 1998. A new addition was built on the north campus at that time. The facility now serves grades 9-12 as Molalla High School.

Molalla River Middle School on Leroy Avenue was originally built as Molalla Grade School in 1953. It has served students in grades 6-8 since the unification of rural grade school districts in 1996.

In 1980, Molalla Primary School, currently known as Molalla Elementary School, was built to serve the town of Molalla. In 1980, grades 1-3 were enrolled. It now serves students in grades k-5.

In 1996, the District unified with the surrounding school districts of Rural Dell, Mulino, Schuebel, Clarkes, Dickey Prairie and Maple Grove. This created a larger, more cohesive District of that included the formation of a middle school at the Molalla Grade School site. The current population within the Molalla River School District boundaries is approximately 19,200. Student enrollment sits at 2,350, and is expected to grow by 16% over the coming decade. Schuebel School was closed shortly after unification, and the District sold the property in 2013. Dickey Prairie and Maple Grove closed due to decreasing enrollment and eventually became sites for charter schools in the District. Dickey Prairie School is still owned by the District and is now Molalla River Academy. Maple Grove School closed in 2010, and the property was returned to the owners, a local family, as the deed stated it must be. It is now Renaissance Public Academy.

The sites of Rural Dell, Mulino and Clarkes have their own educational history that was formed years before Molalla River School District unified. Even today, together with the areas formerly associated with rural school districts, these “communities within the community” have strong identities and deep-rooted pride.

II. PREFACE

Begin with the end in mind. – Stephen Covey

Providing an exceptional education for all students in the context of community beliefs and values is the work of the Molalla River School District. It is also the responsibility of the Molalla River School District to provide adequate educational facilities in which learning is to take place. Long-range planning is essential in providing the effective use of resources to meet both current and future student learning needs.

Beginning in September of 2013, the Molalla River School District Board of Directors began considering the steps necessary to provide long-term direction for programs and facilities in the District. To that end, the Board interviewed several organizations that might provide assistance. These included Hill International, Dick Withycombe and Associates, and Solid Ground. As Hill International had demonstrated success supporting similar work in districts like Molalla River, the Board voted at their business meeting on January 9, 2014, to have Hill assist with the process.

District priorities are an important foundation to the entire process. These Board adopted priorities are embodied in these measureable objectives:

- ❖ **Student Achievement** - Provide instruction and opportunities that assure ALL learners achieve their maximum potential every day
- ❖ **Human Resources** - Recruit, hire, develop, support and retain the very best educators for our students
- ❖ **School Climate** - Establish and maintain positive, safe learning environments in every school
- ❖ **Community** - Assure effective communication, positive relationships throughout the community and active engagement of our public
- ❖ **Stewardship** - Maintain responsible stewardship of all public resources

Because community engagement is a top priority for the District, the Board began with an inclusive process. Board members and administrators recommended citizens to serve on a Long-Range Planning Committee. The Committee was appointed at the Board work session on February 26, 2014, and it was comprised of members from each “community within the community,” as well as representatives of the District’s employee groups and principals from each level.

Later in this report, you will find a complete statement of the Committee’s adopted priorities, values and beliefs. For now, it is important to understand specific elements of the Committee’s vision as it was adopted by the Committee. It should provide the reader with a sense of the foundational thinking behind the final recommendations:

The Molalla River School District inspires and engages students so all may learn to their greatest potential every day.

In order to achieve this on behalf of our students and our community, we must provide **safe** facilities and practices, maximize our effectiveness with the resources we have by providing for **efficiencies** with each decision, and continue providing the highest quality of **instruction** in every classroom.

The Committee has prepared a series of recommendations based on the best information available about the condition of our present facilities, enrollment projections, community needs and keeping in mind current and future instructional needs for students. This document is a starting point for decisions that will be made over the coming years.

We believe the actions recommended in this report will require significant effort, and we expect the Board may wish to reconvene the Long-Range Planning Committee or commission other committees to determine how to involve the community in proceeding with any of these recommendations.

III. Long-Range Planning Committee

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. – Margaret Mead

A) Charge to the Committee

At their February 27, 2014 work session, the Molalla River School District Board of Directors adopted their charge to the Long Range Planning Committee. That charge is as follows:

This Committee is charged with development of a District-wide education plan. The priorities within the plan should be based on core values and community voice that is broader than facility concerns alone. Development of the plan should be anchored in an understanding of Board priorities, community insights, curriculum and instruction priorities, grade configurations, demographic trends, an understanding of general education requirements and a vision of growing an exceptional future for every student.

The plan will define thoughtful direction for buildings, grounds and undeveloped properties of the District. The plan will provide recommended direction and priorities for future decisions such as renovation, construction, demolition and sale of buildings or decisions specific to District property. Major maintenance projects should also be identified.

The plan is to specify recommended projects, the timing and sequencing of the projects, their estimated costs and funding source(s). The plan should extend for twenty years with scheduled updates every three years. Most recent facilities data and planning documents will be used as a reference.

The Committee is to be comprised of a cross-section of parents, school personnel, business and civic leaders, and broad representation from throughout the community. Municipalities and local organizations will be

represented on the Committee. Assistance will be provided by an outside consultant, Hill International.

The Committee will develop, utilize, and implement a planning process that is transparent, participatory, and communicates effectively in a timely manner to all community members and District staff. The Committee is to meet monthly from March to December of 2014. The Committee is to provide opportunity for public input that will be used in generating the final recommended plan.

The Committee shall hold its first meeting on Monday, March 3, 2014 and is to present a final report and recommendation to the Molalla River School District Board by January 31, 2015.

B) Committee Membership and Organization

Gary Bush
 Jane Carlson
 Stephen Clark
 Angela Clayton
 Liz Cruthers ☐
 Randy Dalton
 Phillip Daniels
 Gary Dix
 Mike Early ◆❖
 Tom Eskridge
 Connie Friedrich
 Rick Gill

Jeff Hammock
 Jill Hewitt
 Debbie Hoffman
 Shelby Hopkins
 Marianne Knapp
 Mark Lucht ☐ ○
 Neal Lucht ☐
 Kim Knox
 Mitch Magenheimer ☐
 Marilee Marrow
 Dwight Mason ○◆
 Nikki Matias

Kirsten McNeil
 Mike Nelsen
 Sandy Nelson ○◆
 Lauree Nelzen
 Adrienne Ohara ❖
 George Pottle ◆
 Jack Rae
 Dawn Thies
 Susan Toribara
 Alan Willey
 Susan Williams

- Deferred Maintenance Sub-Committee
- ❖ Committee Vision Sub-Committee
- ◆ Finance Review Sub-Committee

- ☐ Committee Chair
- ☐ Board Member

C) Committee Process

From the very outset of the Committee's appointment, the work of the Committee was stated in terms of the Board's charge to the Committee. The work of this Committee was not, and is not, that of a bond committee. Instead, this Committee was charged to envision the District's future.

At a current enrollment of 2,338 students, the Molalla River School District is not subject to ORS 195.110, which requires school districts of 2,500 students to develop a minimum 10-year Long-Range Facility Plan. As you will read later in this report, however, the District's projected enrollment is increasing and expected to reach the 2,500 student mark during or shortly after the 2017-18 school year. It has been, therefore, highly prudent of the Board to engage in an early process which attends to many of the requirements of ORS 195.100.

The Board of Directors (Board) of the Molalla River School District authorized Superintendent Tony Mann to initiate and develop a plan/process for conducting a yearlong study of the Molalla River School District facilities that would culminate in a report that outlines the current condition and status of current facilities and would project the anticipated needed changes and upgrades to extend the educational program through the next 10-20 years.

The first meeting of the Committee was held in March 2014. The first steps were to outline to the Committee the anticipated steps designed to accomplish the study. Following the presentation of initial information on Committee membership and process, the Committee collectively voiced the need for a much better understanding of District operations, including finances and the history of maintenance and capital improvements. Sub-committees were eventually formed to address this desire.

Over the course of the year, the Committee spent time learning about topics including the following: District enrollment, population forecasts, state-mandated reforms, survey data from community engagement that reached over 500 individual respondents, and research summaries on grade configuration and school size. Conversation was held on topics ranging from the nature of technology in our lives and our schools to the nature of the local economic future. Committee members were engaged throughout the process.

Meetings were held across the community in each of the District schools. At each building, the Committee reviewed a Facility Assessment Summary prepared by Bob Collins, representing Hill International. The assessments were also based on studies conducted by Balzhiser & Hubbard Engineers under contract approval from the Board. The assessments also included information collected on site and in consultation with District facilities staff who have first-hand knowledge and expertise regarding District facility systems, maintenance, operational histories and schedules, as well as projected needs. As the State of Oregon does not have a set of standards for school facilities, the full assessments are organized based on the Office of Superintendent of Public Instruction (OSPI) model from Washington State where a standard exists.

At all buildings, the Committee expressed concern about the lack of adequate communication (telephone, intercom, surveillance). Meanwhile, the District assessed the costs necessary to address these safety concerns as a top priority. The costs, depending on final scope, range as high as \$1.0 million. The Committee was informed that the Administration will be proceeding with a plan and budget for addressing these issues that will be presented to the Board at a later time.

At the July 7, 2014 meeting, the Committee made a set of decisive decisions. There were three sub-committees formed to address issues arising in the committee: Finance, Vision, and Prioritizing Projects/Deferred Maintenance.

During the course of the Committee's work, sub-committees were formed to accomplish three specific tasks. The first committee focused on a review of District finances and recent budgetary history. This was an important step in providing for transparent data set upon which the Committee could have confidence in the District's stewardship of public dollars. The second sub-committee focused on crafting a vision by which the Committee's eventual recommendations might be based. Finally, a sub-committee (Projects) was formed to review and organize facilities priorities identified through the facilities assessment process.

In September, the Committee agreed to add a second meeting each month for the remainder of the year in order to cover the scope of work yet to be done.

Also in September, at the request of Hill International, representatives from BLRB Architects presented Key Concepts in Learning Environments to the Committee. These included ideas like flexible spaces, equitable access, eco-friendly materials and readiness for future technologies, just to name a few. Although Committee members expressed interest in these concepts, there was a general sense that proceeding with architects at this point in the Long-Range Planning Process would be premature.

Based on the work of the Projects sub-committee, a prioritized list of projects with attendant budgetary dollar figures was developed. This list was created over many meetings of discussion and prioritized around three themes: safety, efficiency, and learning environment. Later the sub-committee analyzed each item and developed a sortable spreadsheet of all items. From there, the larger Committee was able to review and consider the full scope of all identified projects, costing an estimated \$4.0 million. Consensus was reached on the projects that will accomplish needed maintenance and upgrades that may have been deferred in the past.

There was a mixed response among Committee members regarding a proposal that the HS entrance be remodeled for safety purposes. Cost and scope of such a project was information Committee members needed, but it was unavailable without a specific design and set of costs determined by an architectural professional.

Ideas discussed as part of the response to elementary enrollment and capacity issues included the potential conversion of district office space to classrooms, the purchase of modular classrooms, the expansion of current elementary facilities, etc. As explained later in this report, elementary boundary decisions must be made prior to determining any capacity solutions.

In the final two meetings of the schedule, the Committee finalized recommendations and delineated them into three phases. Certain recommendations are independent, while other recommendations are contingent upon prior outcomes. This is all explained in detail in section five (V).

D) Committee Accomplishments

Following is a list of Committee accomplishments:

1. Reviewed community survey data and used it to support the development of a statement of values and beliefs regarding the education of children in the Molalla River School District. (Adopted by the Committee at their Oct. 20th, 2014 meeting)
2. Reviewed research summaries regarding grade configurations and school size.
3. Discussed the merits of various grade configurations and reached consensus regarding the desired District standard (maintaining current model).
4. Reviewed facility assessment data (exterior, interior, codes, mechanical rating).
5. Toured each school within the District.
6. Appointed sub-committees to review District finances, develop a Committee vision and provide input to our facilities team regarding the identification and prioritization of major deferred maintenance projects totaling a cost of \$4.48 million.
7. Considered the economic future of the region through survey and interview, resulting in an executive summary produced by Scott Mutchie from Hill International.
8. Reviewed demographic trends and used that understanding to support the identification of specific recommendations and their relative urgency.
9. Agreed that a full analysis of District boundaries and potential modification be conducted immediately.
10. Addressed the best way to resolve immediate capacity issues at two elementary schools prior to any re-boundary effort or re-organization of elementary schools.
11. Determined the timing and sequencing of projects, and reviewed data regarding the potential costs per square foot.

In addition to the accomplishments enumerated above, the Committee agrees to reconvene at such a time as the School Board may wish to seek additional input or recommendations.

IV. Committee Priorities, Beliefs and Values

Only by changing how we interact can shared visions, shared understandings and new capacities for coordinated action be established – Peter Senge

At their October 20, 2014 meeting, the Long-Range Planning Committee adopted a statement of vision and values. This statement is based on a culmination of activities including whole-committee vision development, sub-committee discussions, further whole-committee review and discussion, all available data points including a review of financial matters and community beliefs organized as a result of the Thought Exchange engagement process.

This statement provides the Board with a recommended set of touchstones for decision-making as the District moves forward.

Long-Range Planning Committee Priorities, Beliefs & Values

Adopted by the Committee - October 20, 2014

Our Vision: The Molalla River School District inspires and engages students so all may learn to their greatest potential every day.

In order to achieve this on behalf of our students and our community, we must provide **safe** facilities and practices, maximize our effectiveness with the resources we have by providing for **efficiencies** with each decision, and continue providing the highest quality of **instruction** in every classroom.



Beliefs about Teaching and Learning

- We believe that as we focus on academic excellence in a safe, positive learning environment, we must do so while providing the broadest set of learning opportunities possible.
- We must focus on reinforcing positive character traits while developing student leaders.
- We believe every student deserves relevance to their learning, and that real-world application is important.
- We know that technology plays a critical role in our mission.
- We know we cannot do this important work alone. It requires that the School District continue to engage the community in positive and meaningful ways.
- Finally, we believe it is the job of the School District to provide every student with the knowledge and skills necessary for them to access whatever pathway they might choose upon graduation, be it a four-year degree, education at a two-year institution or a readiness for career training.

Commitments Regarding Facilities

- We commit to providing the physical environment and support to assure our beliefs about teaching and learning are achieved for all students.
- To do this, it is the District's responsibility to provide educational facilities that meet the needs of students, staff, and the surrounding community.
- Our school facilities must be safe, secure and inviting. We believe they must be accessible by all and flexible for the purpose of responding to changes in the future expectations and the rigorous learning outcomes required of Oregon students.
- We must maintain buildings that enhance teaching and learning while promoting the positive attitudes and productive relationships valued by students, staff and community.

As our schools must support high-quality teaching and learning, we seek to achieve a sense of pride and ownership by ensuring students and staff work in environments that are inviting and welcoming, where excellence in teaching and learning are the norm.

V. Committee Recommendations

Great things do not just happen by impulse, but as a succession of small things linked together. – Vincent Van Gough

There is a general consensus among the Committee that the District fell behind on maintenance and capital improvements during difficult economic years. The Committee strongly recommends the Board assure this “falling behind” not occur again. By revisiting the Long-Range Planning Document on a regular basis with the help of the Committee, we believe this can be achieved.

Immediate Recommendations:

- A) Maintain the current grade configuration (K-5; 6-8 and 9-12) as the Molalla River School District standard.
- B) Continue to manage routine maintenance using general fund resources. If something breaks or needs repair, take care of it.
- C) **Assess Boundaries:** Before undertaking any significant capital projects at all schools (section XII of this report), the essential question of long-term District boundaries should be determined.
 - 1. The Committee unanimously agreed that an analysis of current boundaries, to determine the change necessary for all students to attend their neighborhood school, take place.
 - 2. The outcome of boundary assessment will inform the district’s response to the capacity crisis at Rural Dell and Molalla Elementary.
 - 3. Fifty-six percent (56%) of the Committee agreed that exploring an alternative facility organization: centralizing elementary students on one or two larger elementary campuses should also be considered.
 - 4. The Long-Range Planning Committee should be reconvened no later than September 2015 to review the boundary

analysis and make next-step recommendations regarding elementary boundaries.

- D) The Board should identify an architect-of-record to work with the District on the development of Phases One and Two priorities and all other capital projects requiring design and cost analysis.

Recommendations for Phase One (1-5 Years)

The recommendations listed below are listed in a flexible timeline, with many processes contingent on others, and are not listed in order of importance.

- A) If, after assessing boundaries, the Committee recommends maintaining all four elementary buildings:
 - 1. Significant capital improvements in section twelve (XII) should proceed.
 - 2. A Committee recommendation to address elementary building capacities should be developed at that time.
- B) Complete deferred maintenance and capital improvements identified in section twelve (XII) of this report.
- D) Secure property adjacent to MHS, as necessary, for the purpose of co-locating a new middle school. Such co-location, it is believed, will create efficiencies of operation for the district in areas like transportation. In addition, it is believed additional opportunities may become available for secondary students as the result of such co-location.
- E) Construct a new middle school on the property co-located with MHS.
- F) Reconfigure Mulino Elementary. The Committee recommends closing the North Campus and constructing facilities in coordination with the South campus that will represent a comprehensive K-5 elementary school. The committee believes this is necessary given the safety issues present with students

crossing Passmore Road. Additionally, loss of instructional time for street crossings, as explained in the Mulino principals report, will be eliminated.

- G) Funding for Phase One should be identified by the Board as soon as possible.

(Note: Elementary school organization and boundaries will be determined after the 2015 boundary analysis. Committee members recognized that other assets, like the district office building and the current middle school building may need to be considered for elementary school use depending on the outcome of the boundary analysis.)

Recommendations for Phase Two (6-10 Years)

- A) Reconvene Long-Range Planning Committee periodically to:
1. Review progress and make further recommendations
 2. Develop modernization plans for buildings based re-evaluations from the Long-Range Planning Committee

Recommendations for Phase Three (11-20 Years)

At the time of this report, the Committee feels that, except for Molalla High School, the District does not have any building that can sustain another 10 years or more. The Committee is expecting that once Phase One and Phase Two recommendations move forward and the district experiences the growth in enrollment projected in Section 9 of this report, Phase Three facility needs will become clear through future deliberations of the Committee.

Overarching recommendations:

- ❖ Engage the community at regular intervals associated with these efforts using Thought Exchange and other relevant tools.
- ❖ Given the current state of our facilities, the Committee is unable to see farther into the future than is represented in the recommendations above. This said, we believe the regular reconvening of the Committee will provide longer term recommendations as the Board proceeds.

VI. Thought Exchange - Community Perspectives

*A nation's culture resides in the hearts
and in the soul of its people – Gandhi*

An important piece of data reviewed by the Committee came from the Board's community survey: Thought Exchange. This section describes the process, the data and key outcomes.

The Thought Exchange survey process took place from March to May 2014. It provided a platform that resulted in a tremendous number of respondents. In the end, there were seven hundred twenty-six (726) individuals who responded to the open-ended survey questions – parents, teachers, staff members, community members, students and alumni were all invited. All of this represents one of the largest community engagements ever experienced within the Molalla River School District.

Three broad questions were asked:

- ❖ What is working well?
- ❖ What can we continue to improve?
- ❖ What should students be able to experience that they currently cannot?

Two thousand fifty (2,050) thoughts were shared by the respondents and later prioritized using twenty-three thousand one-hundred eighty "stars" (23,180). This unique process allowed every voice to be heard equally and all voices had an opportunity to produce ideas that the larger community valued with "stars."

The data was reported to all participants and posted on the District website in a fully transparent commitment to engage community. The Long-Range Planning Committee used this data to help inform their development of a vision. Additionally, the data served to validate recent Board decisions to expand learning opportunities for students in the District while shedding important light on areas for future improvements.

Of the improvements desired by the community, all school communities (parents and staff alike) identified the need to improve facilities as a top

priority. District-wide it was the second most-talked-about issue for desired improvement, second to the community's desire to maintain or decrease class size. This attention to facilities as a top priority was a validation of the Committee's charge.

Additional generalizations from the data indicate a belief that the District has outstanding teaching staff who create opportunities for students to excel. Additional learning opportunities are desired across schools and there is a desire for continued improvement in the way the District supports individual learners and technology systems.

The top-ten most talked about thoughts for each of the questions follows:

What's working well?

All themes <small>(for more information - select a row below)</small>	overall rating
▶ 1. All the Teachers are excellent.	76
▶ 2. I think our staff is outstanding and dedicated.	59
▶ 3. I appreciate the feeling that my kids are part of a great community.	33
▶ 4. Adding music back to our elementary schools.	24
▶ 5. Communication between students, administrators, teachers and community	22
▶ 6. Parent involvement in school activities/events.	16
▶ 7. Clubs and extracurricular activities.	14
▶ 8. Encouraging kids to have good behavior by using positive reinforcement.	14
▶ 9. The reading program	14
▶ 10. I appreciate opportunities such as this one to voice my opinion.	12

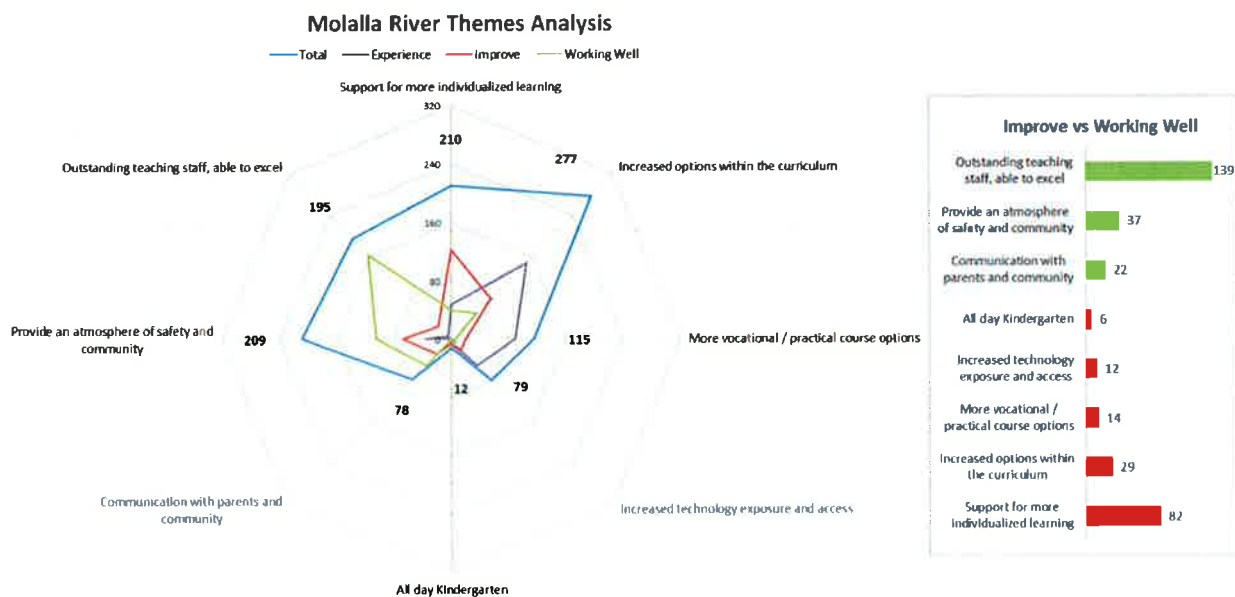
What can we continue to improve?

All themes <small>(for more information - select a row below)</small>	overall rating
▶ 1. Smaller class sizes	74
▶ 2. Update the facilities to provide safe, healthy environments.	32
▶ 3. More communication with parents through all types of media.	28
▶ 4. All students should receive P.E. instruction with a licensed P.E. teacher.	17
▶ 5. Offer more electives	17
▶ 6. We need to continue to improve our technology for our students.	17
▶ 7. More stimulation for advanced kids	14
▶ 8. Provide more vocational education for non-college students.	14
▶ 9. Increase parent and community involvement	13
▶ 10. Provide additional support to teachers.	11

What should students be able to experience that they currently cannot?

All themes (for more information - select a row below)	overall rating
▶ 1. More electives and options	42
▶ 2. Strong PE and music programs	40
▶ 3. More trade and career oriented classes.	32
▶ 4. Continue to increase technology exposure and use for students	31
▶ 5. A safe school environment.	26
▶ 6. Courses that teach basic life lessons.	22
▶ 7. More time to explore the arts	18
▶ 8. Smaller class sizes	18
▶ 9. <u>More time to explore sciences</u>	10
▶ 10. The ability to participate in organized sports	10

The most “talked about” ideas were grouped into themes and shown in relationship to the three question types. A “Radar Graph” below illustrates the type of community “discussion” on the themes that emerged – strengths (green), needing improvement (red), a desire for more opportunity (purple) and total discussion (blue).



(Note: Full-day kindergarten was of particular interest to Board members who asked that the frequency of community talk on the topic also be called out as a theme. It was not, as you see from the data above, something that naturally emerged as a top theme.)

Again, the data within this engagement informed the committee’s discussion regarding priorities, values and beliefs (section IV) and reinforced the Board’s decision to pursue long-range facility plans.

VII. District Facility Background

It's hard to beat a person who never gives up. – Babe Ruth

Tony Tiano was hired in 2012 to provide leadership and organization for the District as the Facilities Supervisor. Throughout the Committee process, he provided specific information regarding the work of his department. Mr. Tiano prepared and presented a video summary for each facility during Committee tours, highlighting key elements from the four areas evaluated in the facilities summaries.

Following is a summary of Mr. Tiano's thoughts on the state of the District and the work of the Long-Range Planning Committee:

A) Statement from Facilities Supervisor, Tony Tiano

Our District is an interesting collection of buildings - each one, for the most part, constructed by an independent school board prior to the unification of the larger school district in the 1990's. Today they each present significant challenges to maintain and improve. Our buildings are not consistent in form or function. Having been built originally by outlying rural districts, the schools each have their unique profile and set of needs.

We have used the resources available, but it often feels like we're playing catchup. It isn't a matter of whether systems in buildings will fail, it is a matter of when. At this time, we're operating on borrowed time. This is particularly the case when we consider HVAC systems. At the middle school, for example, the boiler was well constructed when the building was erected in 1954, and it operates on modifications as a gas fired system. However, to continue operating systems that are sixty years old and expect them not to experience catastrophic failure is unrealistic.

The teaching and learning environment is affected by our facilities. At the middle school, glass block construction causes classrooms to heat beyond a reasonable level during the fall and spring months. We have purchased portable AC units to deploy to classrooms during these months, but that just isn't the most practical way to maintain learning environments.

We often have questions of “repair vs. replace” come up as we make decisions. This is the case when it comes to HVAC systems, flooring, roofing, parking surfaces, kitchen equipment (freezers/coolers/etc.), and roofs just to mention a few. We maintain and repair as long as we possibly can before the cost of doing so is outweighed by the push to replace, and the cost of replacing systems outpaces our ability to keep up.

We can keep putting “Band-Aids” on the problems, but the big-ticket items are coming at us faster and faster, and this is just for upkeep. Beyond this, every building needs improvements to bring them up to efficient operation levels and today’s standards for things like ADA accessibility.

I am glad the Long-Range Planning Committee has had an opportunity to tour our buildings. I have felt their appreciation and support as they’ve recognized our understanding of the District assets and our efforts to do the very best with what we have.

I look forward to assisting the District in the implementation of Committee recommendations.

B) MRSD Capital Projects 2007-2014

In addition to highlighting key elements from the four areas evaluated in the facilities summaries during building tours, Mr. Tiano was able to highlight routine maintenance plans as well as some examples of completed capital projects in recent years. His complete accounting of recent capital projects follows:

<i>Building</i>	<i>Project</i>	<i>Description</i>	<i>Cost</i>	<i>Year</i>
ALL	Exterior Maintenance project	exterior work at all schools	\$576,808.00	2011
CL/MHS	Roof replacements at Clarkes and MHS	roof replacements at Clarkes and MHS	\$342,413.00	2007
CL/RD	Roofing project at Clarkes and RD	re-roofed portions of Clarkes and Rural Dell	\$117,009.00	2011
DO	shop roof project	replaced the roof at the district shops	\$24,240.00	2008
DO	Administration office remodel	remodeled the district office	\$79,553.00	2008

DO	DO HVAC project	upgraded portions of the HVAC system at the DO	\$29,344.00	2012
HF	stadium locker room work	sealed locker room floors	\$11,890.00	2007
HF	Track project	resurfaced track at Heckard Field	\$289,818.00	2008
HF	Official's Room at Heckard Field	plumbed room at Heckard Field locker rooms	\$17,402.00	2011
HF	Tennis court repair	repaired cracks in courts	\$2,188.00	2012
HF	Roll up doors	extended roll up doors at Heckard Field	\$978.00	2012
HF	HF locker room paint job	In coordination with Boosters repainted the locker rooms at Heckard Field	\$750.00	2013
HF	Football field lights	installed new football field lights and fuse boxes	\$57,828.00	2013
MES	Back flow device at MES	repaired back flow device at MES	\$5,110.00	2011
MES	Pump rebuild at MES	rebuilt and reset lift station pump at MES	\$8,059.00	2012
MES	MES readerboard sign	installed electronic readerboard sign at MES (MCC paid for the sign-District was responsible for installation)	\$20,303.00	2013
MES	Water leak repair project	installed new carpet to rest of pod that received water damaged in December 2013. Insurance paid for portions that were damaged-District paid the rest so it all matched.	\$8,900.00	2013
MHS	MHS soccer field fence	fencing around the soccer field at the HS	\$18,000.00	2008
MHS	Counseling office at the HS remodel	remodeled counseling offices at the HS	\$8,131.00	2008
MHS	HS Softball field project	excavation and construction of new softball field and scoreboard at the HS (multi year project)	\$92,465.00	2009
MHS	HS Beam Project	repaired a large beam at the HS shop	\$7,878.00	2011
MHS	HS Canopy project	repaired and reroofed part of the HS shops canopy	\$141,120.00	2011
MHS	HS Steam generator project	replaced HS steam generator in kitchen. Rewired and upgraded panel	\$14,963.00	2014
MHS	HS Siding and Roofing project	replaced siding and roof at the HS	\$23,622.00	2014
ML	carpet at Mulino	replaced carpet at Mulino	\$6,602.00	2007
ML	Mulino RTU	replaced Mulino RTU #4	\$7,934.00	2014

ML/HS/MS	Roofing project at Mulino, PE Facility, and MS wrestling gym	re-roofing at Mulino, PE Facility, and MS wrestling area	\$226,885.00	2008
MS	carpet at MRMS	replaced carpet at the Middle School	\$31,479.00	2007
MS	MRMS roof project	replaced portion of roof at Middle School	\$11,700.00	2008
MS	Leroy st improvements	Middle school road work	\$24,808.00	2009
MS	MS Early Fire Detection project	upgraded fire detection system at the MS	\$124,969.00	2011
MS	MS paving project	installed catch basin and overlaid playground area at the MS	\$25,575.00	2013
MS	Irrigation line repair	repaired irrigation line between MES and MS and added new drainage line	\$16,100.00	2013
MS/MHS	Parking lot paving	repaved parking lot at the MS and overlaid parking lot at the HS	\$53,713.00	2008
RD	RD tank project	removal of septic tank at Rural Dell	\$24,808.00	2010
RD	Asphalt project at RD	repaved play area at RD	\$12,440.00	2011
RD	RD Roof repair	repaired portion of RD roof	\$7,250.00	2013
RD	RD water system	installed new drinking water treatment system for RD	\$7,908.00	2013
RD	RD white building research	hired designer to draw up plans for remodel of White Building at Rural Dell for educational use	\$3,000.00	2014
RD/ML	Readerboards at RD and ML	installed electronic readerboards at RD and ML (signs were paid for by MCC-District responsible for installation)	\$40,000.00	2011
HS	Bleachers	bleachers added	\$26,326.00	2009
	Total		\$2,550,269.00	

VIII. Facility Assessment and School Profiles

A) Clarkes Elementary School

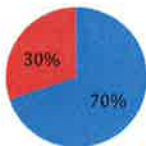


Hill International

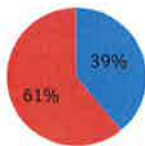
Clarkes Elementary School consists of an original building constructed in 1952 (62 years old) and the following additions: 1954, 1976-1978-unknown remodels or additions, 1965-classrooms 1974-gym addition 1982-heating system remodel 1985-locker room addition, 1986-library addition 1990-2 classroom addition 1993-office remodel, totaling 33,500 square feet (SF). There is one covered play area as part of the building (7,200 ft²).

The current (2014) overall Building Condition Evaluation (BCE) score is 58 out of a possible 100. The condition rating of the building is “Fair”. The BCE “Suitability Code” rating (OSPI method) is 2 out of 4, “Current use of space is compatible with intended use but needs remodeling.”

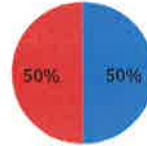
Exterior systems at Clarkes were rated with a component score of 22/31 or 70%. Interiors were rated at 9/23 or 39%. Mechanical was rated 13/26 or 50% and Safety/Code compliance was rated at 14/20 or 70%. As illustrated below, more blue is better.



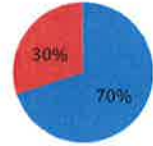
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building are rated in Good condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Fair condition with some noted issues on the concrete block walls. The roofs are rated Fair with only minor work

left to complete recent remodeling work. Exterior Doors, Windows & Trim are rated Poor due mainly to age. Interior systems were rated in Poor to Fair condition. Fixed Equipment is rated in Fair condition. Mechanical, Electrical and Plumbing vary from Fair to Poor condition. In the safety and building code categories, ADA, exiting, fire control, fire alarms, emergency lighting were rated in Good to Unsatisfactory condition.

School Profile Provided by Principal Nickless

Major Facility Improvements Needing Attention

The building, though built well, has a need of a single system for heating. New fixtures for bathrooms (sinks, toilets, urinals, mirrors) and carpet are needed. Repaving the playground area, add new exterior door hinges/latches, phone system, and intercom. The insulation/ceiling coverings are outdated, newer flashing under the roof is needed and some older LP siding needs replacing. In addition the parking lot needs to be paved and the doors to the classrooms need to be lockable from the inside for safety. We have some minor leaks from the roof and definitely need the unused above ground gas tanks removed from the parking lot. The upper floor is not IDEA or ADA accessible and the five classrooms and an office are presently used for staff lounge, TAG office and instructional storage. Presently we have one staff member with a disability having trouble to ascend the stairs.

Design Capacity / Teaching Stations

Clarkes has a full gym/cafeteria facility, eight bathrooms, two storage areas converted from older locker rooms, exterior structures (including pump house, two field sheds, two baseball structures, a brick kiln building, covered play area, and a barn once used as a bus facility). Instructional space: there are eight classrooms (of which 6 ½ are presently used), a music room, library, two reading rooms, a special education room and four offices. We are presently building a greenhouse at the east end of the building.

Community Utilization – Use of the Clarkes facility for basketball leagues in the gym, the bike ride staging areas in the parking lot and the field as a medical evacuation area for Life Flight Services.

Staff and Instructional Organization

½ time Principal

½ time Counselor

Six Classroom teachers

Four Supported Ed instructors @ 2 FTE total

1/3 time music teacher

Secretary, day custodian only, ¾ library assistant and three IA's

Grade Configuration / Enrollment / Demographics

Grade K-5

Enrollment: 175 students

Facility / Program OverviewAttributes:

- Proudly serves the Clarkes area and parts of Oregon City, Beavercreek, Mulino and Dickey Prairie.
- Strong and daily presence by parents and PTG.
- Long history of high academics and music/arts program.
- Beautiful facility both inside and outside- especially the glass atrium, playground, and library.
- This fall all active classrooms have interactive boards and digital cameras.
- Recently baseball field and grounds have been redone.
- Community built Peace garden and new entrance seating enhance the front of school.

Challenges:

- Outdated heating, plumbing, carpet, bathroom and sink items, flashing, insulation, and ceiling covering.
- Upstairs area is not IDEA or ADA accessible.
- Need video security and updated phone system.
- Parking lot is dusty and has constant pot holes.
- Old underground oil and above ground gas tank.
- Classrooms need better shading of windows.

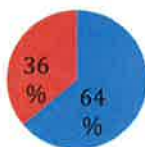
B) Molalla Elementary School



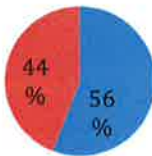
Hill International

Molalla Elementary School consists of an original building (49,400 ft²) constructed in 1981 (33 years old) and a modular addition (2,592 ft²) added in 1995 (19 years old). There is one covered play area as part of the building (3,136 ft²) and a stand-alone covered play structure constructed in 1993 (3,840 ft²). The current (2014) overall Building Condition Evaluation (BCE) score is 62 out of a possible 100. The condition rating of the building is “Good.” The BCE “Suitability Code” rating (OSPI method) is 2 out of 4, “Current use of space is compatible with intended use but needs remodeling.”

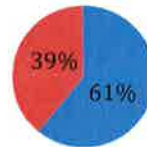
Four categories of systems are rated under the OSPI BCE method: Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Molalla ES were rated with a component score of 20/31 or 64%. Interiors were rated at 13/23 or 56%. Mechanical was rated 16/26 or 61% and Safety/Code compliance was rated at 13/20 or 65%. As illustrated below, more blue is better.



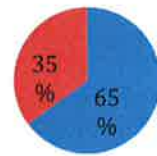
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building are rated in good condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in fair condition with wood lap siding showing some issues after most areas were replaced. The roofs are rated poor due largely to some prior installation issues and many areas requiring

additional screws, rust removal and painting. Exterior doors, windows and trim are rated fair due mainly to age and caulking deficiencies. Interior systems were rated in poor to good condition. Fixed equipment is rated in poor condition. Mechanical, Electrical and Plumbing vary from good to poor condition. In the safety and building code categories, ADA, exiting, fire control, fire alarms, and emergency lighting were all rated in fair condition.

The survey noted some site issues regarding exterior lighting and play area safety. One notable deficiency regarding poor roof system conditions indicates improved roof specifications could make a significant improvement in life cycle cost and performance.

School Profile Provided by Principal Carlson

Major Facility Improvements Needing Attention

This building is in need of many repairs. To name a few: carpet, roof leaks, gutters, rotten wood on posts (possible dry rot), intercom and phone system, bells, AC units (original), drippy faucets, wetland areas, pavement on playground in bad shape, parking lot, gym floor, leaks down the walls, etc.

Design Capacity / Teaching Stations

MES is designed in pods. A pod holds two grade levels with six classrooms and pod area (each used differently) and two closets for supplies as well as two student restrooms. In the middle of the school our Library is an open area. There are miscellaneous small rooms that host our specialists around the school, as well as a large music room. We also have a lunch room and gym, although both are too small for the size of our building capacity. Our office is straight ahead as you enter the building. Every nook and cranny is used. Our school is at full capacity at 438 students. Our only storage area is the modular building out back.

Community Utilization – There are many groups that use our gym, cafeteria, library and fields for a variety of events. We have an entry at that end of the building near the cafeteria and gym with double doors that can close off the rest of the building.

Staff and Instructional Organization

Staffing

Principal-1.0 FTE
Regular Classroom Teachers-17.5 FTE
Instructional Support- 14 (all part time)
Specialized Programs – 1 Counselor, 2 Special Ed Contained
Classes - 2 ELL, 2 Title, 2 Special Ed, 0.6 Music
Secretarial Support-2

Grade Configuration / Enrollment / Demographics

Grade K-5
Student enrollment: 438 students
Mostly White and Hispanic population

Facility / Program Overview

Attributes:

- Centrally located in the community for events .
- Nice layout of pods.
- Each classroom has a Smart Board in place.
- New carpet in the 4/5 Pod.
- Two covered areas on playground.

Challenges:

- Original HVAC system.
- Outdated freezer and coolers in kitchen.
- Outdated Intercom and Phone system (safety issue).
- Classrooms w/o shades on windows (safety issue).
- Carpet (original) needs replacement.
- Lack of security cameras (safety issue).
- Plumbing problems (leaky faucets, no hot water in staff room).
- Playground (swampy, chips not contained, pavement cracks and uneven).
- Lack of storage space.
- Office layout not student friendly.
- At full capacity (classrooms, cafeteria for full kindergarten in 2015)

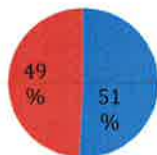
- Cafeteria and gym too small (have to run 3 lunches, cannot hold an open house or concert for all parents).
- Lack of testing and meeting space.
- Annex area is outside the building, which causes some access issues.

C) Mulino Elementary School

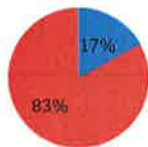
North Building

Mulino Elementary School North campus consists of an original building constructed in 1952 (62 years old) and additions added in the 1960s and 1970. There is one covered play area as part of the old bus barn. This structure is in very poor condition. The current (2014) overall Building Condition Evaluation (BCE) score is 43 out of a possible 100. The condition rating of the building is “Poor.” The BCE “Suitability Code” rating (OSPI method) is 2 out of 4, “Current use of space is compatible with intended use but needs remodeling.”

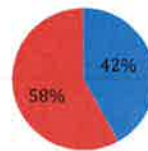
Four categories of systems are rated under the OSPI BCE method, Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Mulino were rated with a component score of 16/31 or 51%. Interiors were rated at 4/23 or 17%. Mechanical was rated 11/26 or 42% and Safety/Code compliance was rated at 12/20 or 60%. As illustrated below, more blue is better.



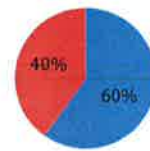
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

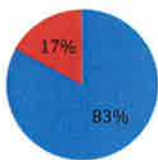
The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building are rated in Fair condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Poor condition.. The roofs are rated Fair due largely to some prior installation design and many areas requiring additional joint coating. Exterior Doors, Windows & Trim are rated Poor due mainly to glass block and single pane windows.. Interior systems were rated in Poor condition. Fixed Equipment is rated in Poor condition.. Mechanical, Electrical and Plumbing vary from Fair to Poor condition. In the safety and building code categories, ADA, exiting, fire

control, fire alarms, emergency lighting were rated Good to Unsatisfactory condition.

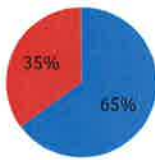
South Building

Mulino Elementary School South Campus consists of an original building (16,320 ft²) constructed in 1970 (44 years old). There is one covered play area separated from the building. The current (2014) overall Building Condition Evaluation (BCE) score is 73 out of a possible 100. The condition rating of the building is “Good.” The BCE “Suitability Code” rating (OSPI method) is 3 out of 4, “Building Suitable.”

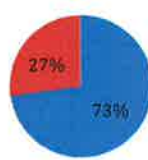
Four categories of systems are rated under the OSPI BCE method: Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Mulino were rated with a component score of 26/31 or 83%. Interiors were rated at 15/23 or 65%. Mechanical was rated 19/26 or 73% and Safety/Code compliance was rated at 13/20 or 70%. As illustrated below, more blue is better.



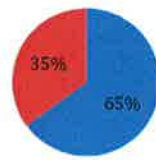
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building are rated in Good condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Good condition. The roofs are rated Fair. Exterior Doors, Windows & Trim are rated Poor due mainly to single pane windows on the north side of the building. Interior systems were rated in Fair condition. Fixed Equipment is rated in Good condition. Mechanical, Electrical and Plumbing vary from Good to Fair condition. In the safety and building code categories, ADA, exiting, fire control, fire alarms, emergency lighting were 1 rated in Good to Poor condition.

The biggest issues about this facility are the exterior walkways as the only path to restrooms and its separation from the main school building across

Passmore Road necessitating young children frequently crossing this street.

School Profile Provided by Principal Willey

Major Facility Improvements Needing Attention:

- We would like to enclose the south building with hallways. Currently students walk outside to use the bathroom. This is a safety concern with our parents and staff. This would improve school security.
- We have no effective intercom system. I cannot alert classrooms or any other part of the campus to a "lockdown."
- We want doors that lock from the inside so that teachers do not have to walk outside their classroom to lock their doors in an emergency.
- The north building has had perpetual water leaks during my 13 years as principal, although it is better now than it has even been. Getting away from a flat roof would be great.
- Pave our parking area.
- Update heating/cooling system to north building, east wing.

Design Capacity / Teaching Stations

We have housed as many as 340 students. Our current enrollment is 270. We have 12 classrooms, not counting the portable building, which could house an additional classroom (currently used as a music room). Specialists occupy unused classrooms (ELL/SPED/Music).

Staff and Instructional Organization

Certificated Staff

½ time Principal

10 Regular Teachers

.5 reading specialist

1.0 library assistant

Specialized Programs .5 ELL, 1.0 SPED, .5 music,

Secretarial Support 1.0

Grade Configuration/ Enrollment / Demographics

Grade K: 45 students in two sections
Grade 1: 56 students in two classrooms
Grade 2: 48 students in two classrooms
Grade 3: 24 students
Grade 3-4 blend: 21 students
Grade 4: 21 students
Grade 4-5 blend: 26 students
Grade 5: 29 students

Facility / Program Overview**Attributes** □

1. Excellent custodian who works hard to maintain building.
Responsive district staff to special needs.
2. Supportive community has volunteered to paint and make other school improvements (technology purchases, etc.)

Challenges □

1. Our two buildings are on opposite sides of a county road. Students make over 1,000 combined trips a day on average between buildings, losing instructional time and creating safety concerns regarding traffic.
2. Our campus is unequipped for a lockdown. We have other major safety issues as well (no hallway in primary building). Distance between main office and classrooms across the street are also a concern. No effective communication system.
3. As with most schools built or expanded to accommodate the "baby boomers," our facility has outlived its life span. Ideally, a new school should be built on this site.

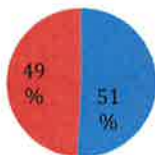
D) Rural Dell Elementary School



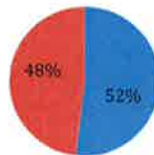
Hill International

Rural Dell Elementary School consists of an original building (2,918 ft²) constructed in 1925 (89 years old). This building is now currently condemned for daily use by the Fire Marshall. The functional school was built with additions in 1964 and 1974 and totals 26,500 ft². There is one covered play area that sets away from the building. The current (2014) overall Building Condition Evaluation (BCE) score is 57 out of a possible 100. The condition rating of the building is “Fair.” The BCE “Suitability Code” rating (OSPI method) is 2 out of 4, “Current use of space is compatible with intended use but needs remodeling.”

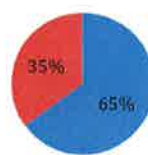
Four categories of systems are rated under the OSPI BCE method: Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Rural Dell were rated with a component score of 16/31 or 51%. Interiors were rated at 12/23 or 52%. Mechanical was rated 17/26 or 65% and Safety/Code compliance was rated at 12/20 or 60%. As illustrated below, more blue is better.



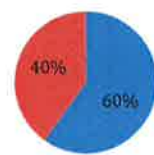
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building are rated in Fair condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Fair condition while the windows and doors are in Poor condition due glass block and single pane construction. The roofs are rated Poor due largely to the gutter and downspout systems which are in urgent need of replacement. Interior systems were rated in

Poor to Good condition. Fixed Equipment is rated in Good condition. Mechanical, Electrical and Plumbing vary from Good to Poor condition. In the safety and building code categories, ADA, exiting, fire control, fire alarms, emergency lighting were rated from Good to Unsatisfactory condition.

The Survey noted some Site issues regarding exterior lighting, play area and site safety. Two notable deficiencies are the window and gutters systems. Replacement of windows will make a significant improvement in life cycle cost and performance.

School Profile Provided by Principal Nickless

Major Facility Improvements Needing Attention

The two main buildings have severe age issues needing new fixtures for bathrooms-sinks, toilets, urinals, stall dividers, wall and floor coverings, plus mirrors and lighting. Many faucets in classrooms, bathrooms and work areas do not function. Carpet in library needs replacement. Also need new exterior doors with new hinges/latches, new phone/intercom system, replace outdated insulation/ceiling covering. In addition the parking lot and bus lane in front of the school needs to be paved. The doors to the classrooms need to be lockable from the inside for possible lockdowns, water heaters are rusted and leak. There is inefficient heating in the halls during the winter, some water pipes within the buildings and between buildings are shut down. There are bird holes in south hall and white building that need filling. The giant oak tree in playground needs trimming for safety. We have a minor leak in the roof above the gym. A safety concern in the playground is that only one of four sides has a perimeter fence (next to the highway). Though we had a partial fix to our sinkhole due to collapsed drainage tiles in the playground, the area between the north and south halls also shows signs of sinking at the cement pads and one heating unit. Many rooms have older unused heating units still in the walls that leak outside air into the rooms.

Design Capacity / Teaching Stations

Rural Dell has a full gym/cafeteria facility, eight bathrooms, converted locker and shower rooms, exterior structures (including pump house, covered play area, small greenhouse and a former bus facility used

as a storage building.) There are 10 classrooms, library, two small instructional areas, three offices and janitor facility.

Community Utilization – Use of the Rural Dell facility by J.A.M. for basketball, M.Y.S. for soccer and T-ball, the Rural Dell PTG and Willamette Egg Farm for their annual celebration.

Staff and Instructional Organization

Staffing

½ time Principal

½ time Counselor

8 Classroom teachers

4 Supported Ed instructors @ 2 FTE total

½ time music teacher

½ time reading specialist

Secretary, day custodian only, .75 library assistant and 3.0 IA

Grade Configuration / Enrollment / Demographics

Grade K-5 Enrollment: 226 students

Facility / Program Overview

Attributes:

- Proudly serves Rural Dell, Maple Grove and parts of Molalla.
- Strong and daily presence by parents and PTG.
- This fall all active classrooms have interactive boards and digital cameras.
- Recently inducted as an Oregon Green School.
- Recently installed track/walking path, and student garden.
- Recent blacktop on playground.
- Recent re-roofed, new siding, gutters and paint on school, gym, and White Building.
- Video security system installed.
- Four mobile laptop computers and a tablet cart.
- Six of the eight rooms have interactive boards, with all rooms having digital cameras and projectors.

- Recently the addition of a new filter and expanded facility in the pump house alleviated the high lead problems in the water system.
- Installed handicapped parking area at side of school for handicapped teachers.

Challenges:

- Old sinks, drains, faucets, toilets, bathroom dividers, water pipes, water heaters, lighting. Doors create challenges with cleaning and usage.
- Communication between rooms and availability to phones by staff.
- Additional handicapped parking for public.
- Surfacing of parking lot and bus lanes.
- Older desks and chairs in some rooms.
- All but one exterior door meet ADA requirements (two teachers are handicapped).
- Pump and well hole are too small for the general use of a school at times, when in competition with local farmers for the same aquifer in the fall.

E) Molalla Middle School

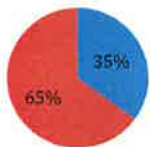


Hill International

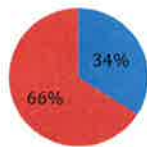
Molalla Middle School consists of an original building constructed in 1954 (60 years old) and the following additions: Classroom Addition – 1955; Electrical Remodel – 1960; Classroom and play area addition – 1965; Gym/Band Room addition – 1972; Office Remodel – 1975; Addition – 1978; Modular classrooms – 1990; Play area - 1993, totaling 91,000 square feet (SF).

There are two (2) covered play areas: one as a continuous segment of the building and the second a free standing structure. The current (2014) overall Building Condition Evaluation (BCE) score is 42 out of a possible 100. The condition rating of the building is “Poor”. The BCE “Suitability Code” rating (OSPI method) is 2 out of 4, “Current use of space is compatible with intended use but needs remodeling.”

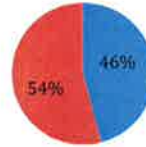
Four categories of systems are rated under the OSPI BCE method: Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Molalla MS were rated with a component score of 11/31 or 35%. Interiors were rated at 8/23 or 34%. Mechanical was rated 12/26 or 46% and Safety/Code compliance was rated at 11/20 or 55%. As illustrated below, more blue is better.



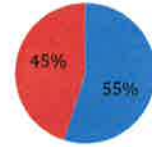
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. There has been degradation due to plumbing failure under concrete slabs on numerous occasions. There are also issues with

SOG concrete floors sinking due to apparent poor original installation. The foundation and structure of the original building are rated in Fair condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Poor condition with some noted issues on wood siding. The roofs are rated Poor due mainly to the condition of classrooms on the west side of the campus which are unsatisfactory. The Main building roof systems are in Good condition. Exterior Doors, Windows & Trim are rated Poor due mainly to age. Interior systems were rated in Poor to Fair condition. Fixed Equipment is rated in Fair condition.. Mechanical, Electrical and Plumbing vary from Fair to Poor condition. Lighting is rated in Good condition. In the safety and building code categories, ADA was rated Poor, Means of Exiting was rated Good, Fire control and Fire Resistance were rated Unsatisfactory, Fire Alarm system was rated Fair, while Emergency Lighting was rated in Good condition.

School Profile Provided by Principal Nelsen

School Site

Molalla River Middle School is located in town at 318 Leroy St. We have extensive well-kept field space that surrounds the building. Classrooms are spread throughout the campus including a 6th grade wing that is separate from the main building. Within the main building the majority of our 7th and 8th grade classes are located in the northern halls. You will also find three 7th and 8th grade classes located on the porch area located in the middle of the school. There are three smaller gyms located behind the office that get extensive use. Behind the gyms you will find a structure that includes our band room, a home economics room, an auxiliary room that we let the Todos Juntos program use and a strip of rooms that can only be used for storage. Next to our room used by the Todos Juntos program are four portable classrooms that are not currently being used. Our small cafeteria is located in the southern part of the main building, and just a few steps from there you will find our well-stocked library that gets extensive use by our students. We are very pleased to include in this description of our campus the fact that we have three updated computer labs that get much use during the year. Finally, a mention needs to be made of our recently repaved lunch time courtyard that includes two covered play areas.

Major Facility Improvements Needing Attention

The original part of this building was built in 1954 with many additions completed through the years. Originally built as an elementary school, our classrooms are smaller than an average middle school room. In the past four years we have been working hard to improve the quality of the environment, but there are still improvements needing attention:

1. Our intercom system is outdated. In the past years we have had the support company come to service it many times, resulting in multiple recommendations from them to replace everything, including new wiring. It has been quite costly to keep this system operational.
2. There is a need for a security system that includes cameras throughout the building. There has been a history of weekend vandalism in the back of the school, and having cameras in the halls would help students make appropriate choices.
3. Last winter we had community members come to the North and South gyms and give those facilities a fresh coat of paint. This summer, in the upstairs mat room, we made some needed repairs and painted the walls in an effort to get it ready for use once again. Presently we are in serious need of painting our main gym and locker room areas. They have not been painted for over twenty, maybe thirty, years.
4. The stair way at the back of our 7th and 8th grade hall that leads to our back buildings has recently been deteriorating and will need to be replaced in the near future.
5. We have some reoccurring leaks that we do a great job of managing. A couple of these problems come from design flaws that create standing water on the roof. Although we have found ways to manage these leaks it would be nice to have these issues addressed at some point.
6. The bubble windows in this building are problematic. During a serious earthquake, because of their age and being made out of

glass, safety is a concern. More importantly, the students and staff are seriously impacted by these windows every year because they can heat up the classrooms to temperatures close to 90 degrees.

7. Underground water pipes. The pipes that supply the water to this building are the originals and have had recent history of failure. This is a concern that will need to be addressed in the near future.

Design Capacity/Teaching Stations

MRMS has an extensive campus that has developed the following characteristics through the years:

1. 28 classrooms- This includes seven in the 6th grade wing and four in the portable buildings.
2. Three computer labs- All of the labs have been updated in the past year.
3. Eight student restrooms.
4. Three staff areas.
5. Two staff lunch rooms.
6. Three gyms- Only one of the gyms has a small amount of bleachers.
7. One band room.
8. One home economics room.
9. One science storage room.
10. Three counseling areas.
11. One in-school suspension / deans office.
12. Eight custodial rooms.
13. Two covered play areas.
14. One conference room.
15. One well stocked library.
16. One boiler room – This room contains two boilers that heat the whole school.
17. One small cafeteria – This causes us to develop a schedule with three lunches.

18. Two restrooms on the porch – These are used as storage rooms.
19. Five T-Building storage rooms.
20. One separate room – Used by Todos Juntos.
21. Five staff restrooms.

Community Utilization

Our campus gets used extensively by the community. During the fall we have soccer and football games happening in the North fields and a football / track facility between MRMS and MES. Beginning in November we have basketball being practiced and played after school and on the weekends. Finally, spring brings baseball and more soccer to our fields. At times our cafeteria and library are used for activities by the public.

Staff and Instructional Organization

Staffing

- Principal – 1.0 FTE
- 21.5 Classroom Teachers
- 3 Resource Teachers
- 1 Dean of students
- 3 Secretaries
- 3 Custodians
- 4.5 Classified Support Staff

Grade Configuration/Enrollment/Demographics

- Grades 6-8
- Student Enrollment: 510

Facility / Program Overview

Attributes:

- All 6th through 8th grade students who live in our District come to our school.
- After extensive effort by staff and students, MRMS has become a school known for strong academic achievement.
- In the past year MRMS has been recognized by the state as one of the top ten middle schools for narrowing the achievement gap for federally identified subgroups.

- In the past, the sixth graders in our school were in self-contained classrooms. In an effort to continually improve our craft, MRMS will discontinue the self-contained classroom practice and have content area teachers deliver instruction in 6th grade.
- Beginning next year we will be upgrading our PE/Health program by hiring an additional teacher and turning our mat room into a fitness center. The new hire was made possible by reconfiguring how instruction is being delivered in 6th grade.
- We offer band, choir, PE and art classes as electives for students.
- We have intervention classes for students who need extra support in the areas of reading and math.
- Recently repaved courtyard area.
- Recent refurbished mat room that is being turned into a fitness center.
-

Challenges:

- Intercom and phone systems that are outdated.
- Bubble windows that are unsafe and create excessive heat in classrooms.
- Small cafeteria.
- Limited hallway space in the 6th grade wing.
- Roof leaks that we manage each year.
- Lack of a complete security system.
- Lack of ability to comfortably hold school wide assemblies because of the small amount of bleacher space in the main gym

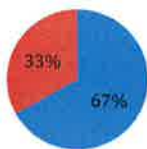
F) Molalla High School



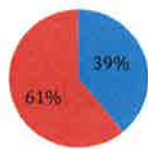
Hill International

Molalla High School consists of an original building constructed in 1976 (38 years old) with additions in 1990 and 1996. The building totals 208,500 square feet (SF). The property is 30.14 acres. There are soft ball fields and a soccer field. The current averaged (2014) overall Building Condition Evaluation (BCE) score is 71 out of a possible 100. There are two total scores for this building as the original and new 1996 wing Mechanical, Electrical and Plumbing were evaluated separately. The (2014) overall Building Condition Evaluation (BCE) score for the older section of the building was 66 out of a possible 100 and the new classroom wing was 76 out of a possible 100. The condition rating of the building is “Good”. The BCE “Suitability Code” rating (OSPI method) is 4 out of 4, “Building makes positive contribution to the educational environment.”

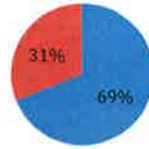
Four categories of systems are rated under the OSPI BCE method, Exterior, Interior, Mechanical and Safety/Code. Exterior systems at Molalla HS were rated with a component score of 21/31 or 67%. Interiors were rated at 14/23 or 61%. Mechanical was rated at an average of 18/26 or 69% and Safety/Code compliance was rated at 18/20 or 90%. As illustrated below, more blue is better.



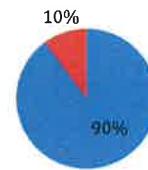
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The majority of building deficiencies are related to normal wear and tear due to facility age. The foundation and structure of the original building

are rated in Good condition with moderate seismic upgrades anticipated. In exterior conditions, walls are in Poor condition largely due to water intrusion through the EIFS walls from leaking gutters. The roofs are rated Fair, with only minor work left to complete recent remodeling work. Exterior Doors, Windows are rated Fair. Trim is rated at Poor because the gutters are failing significantly. Interior systems were rated in Fair condition. Fixed Equipment is rated in Fair condition. Mechanical, Electrical and Plumbing vary from Fair to Poor condition in the original structure and in Good condition in the new classroom wing. The safety and building code categories, ADA, exiting, fire control and fire alarms, and emergency lighting are rated in Good to Fair condition.

School Profile Provided by Principal Dalton

Major Facility Improvements Needing Attention

The siding on the gym and front of the building is of need of replacement. Exterior lighting needs to be upgraded to LED lighting. Parking lot to the east side of the building needs to be repaved. The heat and air control system (STefA) needs upgraded and replaced (parts not available).

Molalla High School Athletic Department Improvements:

Artificial turf installed on every field, especially the football field. If not turf, then drainage issues solved at Heckard Field, as well as high school softball field. Tennis courts need to be replaced.

Wire electricity to the softball field – we are currently using the church’s electricity.

Add new scoreboards to the baseball, softball, soccer, and football fields.

Add a new track shed at the football field.

Add a second gym on campus. Add additional new team rooms for individual sports. Upgrade and expand the weight room.

Add functioning cameras to monitor athletic facilities.

Design Capacity/Teaching Stations-

Four "L" shaped rooms in the corners; teachers not plan in their rooms.

Community Utilization

The community uses mainly the auditorium, wrestling room and main gym. Our school at one point this year housed a charter school of 75 students due to flooding. They used empty classrooms.

Staff and Instructional Organization**Certificated Staff**

Principal- 1
Regular Classroom Teachers- 29
Instructional Support- 8
Specialized Programs- 4
Secretarial Support- 6

Grade Configuration / Enrollment / Demographics

Grade 9- 205
Grade 10- 199
Grade 11- 181
Grade 12- 167

Student Transfers

IN from Other School Districts - 111 (as of Jan. 31st)
OUT to Other School Districts - 134 (as of Jan. 31st)

Facility / Program Overview**Attributes**

We have a beautiful gym and auditorium. The school is well kept and is functional. We have room to expand classroom wise.

Challenges

The entrance is not welcoming from the outside in. We are trying to beautify the entrance to the building. We have added flags, banners, benches, and soon lights. There really should be some kind of barrier to the entrance. A car could easily come crashing through the doors in the most heavily used portion of the school. As you enter the building, the main office is not apparent. Once you find the office, you are met with metal pull down doors and a very small secretarial space. Once in the main office, there is a lot of unused space, especially in the copy prep area. The camera system is old and almost not functional. The intercom system is also ineffective, with multiple classrooms without appropriate speakers. We very much need a weight room, as the one we have now is a makeshift facility with poor ventilation.

G) Heckard Field Complex



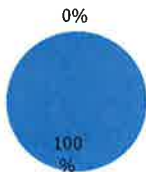
Hill International

Heckard Field Complex consists of 2 parcels of land totaling 19.53 acres. It is identified on the Clackamas County Tax Assessor Records as Parcel I.D.'s: #01099331 and #01099395 and is listed under the address of Eckerd Avenue, Molalla, OR 97308.

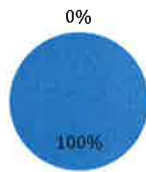
It is improved with a locker room building, grandstand, concession and ticket booths, and several storage buildings. The locker room, which was constructed in 2007, is of CMU (concrete masonry unit) exterior walls. The roofing system is a standing seam metal roof system. The foundation appears to consist of concrete slabs with spread footings load bearing masonry walls.

The current (2014) overall Building Condition Evaluation (BCE) score is 86 out of a possible 100. The condition rating of the building is “Good”. The BCE “Suitability Code” rating (OSPI method) is 4 out of 4, “Building makes positive contribution to educational environment.”

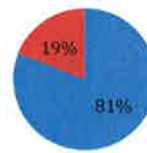
Four categories of systems are rated under the OSPI BCE method: Exterior, Interior, Mechanical and Safety/Code. Exterior systems at the Heckard Field Complex were rated with a component score of 31/31 or 100%. Interiors were rated at 23/23 or 100%. Mechanical was rated 21/26 or 81% and Safety/Code compliance was rated at 11/20 or 55%. As illustrated below, more blue is better.



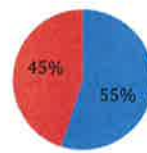
Exterior Rating



Interior Rating



Mechanical Rating



Code Rating

The building deficiencies are related to easily remedied issues. The foundation and structure of the original building are rated in Good condition. In exterior conditions, walls, roofs, windows and doors are in Good condition with some noted issues at the doors of the public handicap restrooms. Interior systems were all rated in Good condition. Mechanical, Electrical and Plumbing vary from Fair to Good condition. In the safety and building code categories, ADA, exiting, fire control, fire alarms, emergency lighting was rated in Good to Unsatisfactory condition

IX. Enrollment Projections & School Capacities

It is a capital mistake to theorize before one has data. – Sir Arthur Conan Doyle

A) Projections

First and foremost, this is an exceptional community in which to raise children. As a committee we would like to believe this is a significant part of what will cause enrollment to increase as projected. Specifically, demographers from PSU contracted by the Board to project enrollment indicate total student population to increase by sixteen percent (16%) over the next ten years.

The following charts come from the Board-commissioned study conducted by demographers from Portland State University. They illustrate the projected enrollment increases from several perspectives – district-wide, by grade level, and by school within the context of current boundaries. Additionally, at the elementary level, the projections assume the district’s implementation of full-day kindergarten.

**Chart 1
MRSD K-12 Enrollment History and Forecast
2003-04 to 2023-24**

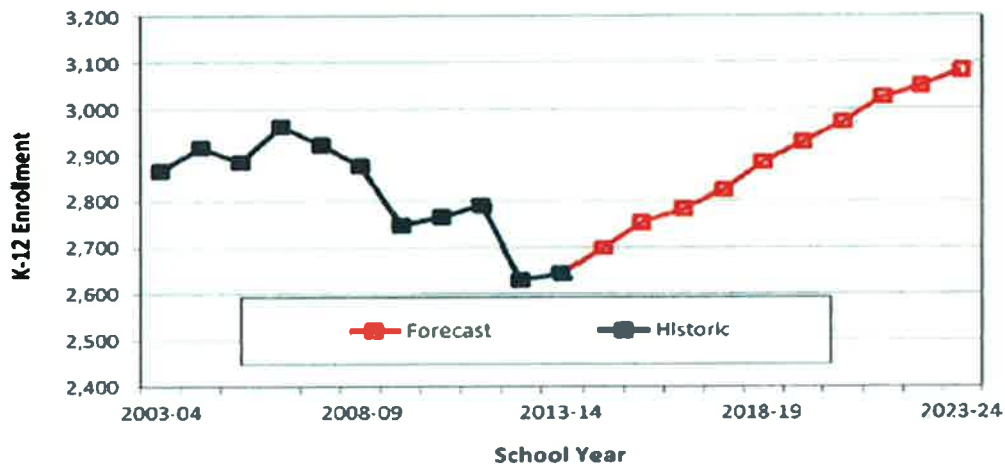


Table 12
Molalla River S.D., Enrollment Forecasts, District-run Schools¹, 2014-15 to 2023-24

Grade	Actual					Forecast					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	192	193	196	190	194	197	200	203	204	204	205
1	189	197	200	200	195	199	202	204	207	207	208
2	192	191	200	203	203	198	202	204	206	209	209
3	183	196	195	205	209	208	203	206	208	210	214
4	183	176	190	188	200	204	203	197	202	204	205
5	164	187	180	195	192	205	209	209	203	207	209
6	171	155	180	174	189	186	198	203	203	197	201
7	184	180	164	191	185	199	196	208	213	213	207
8	165	188	185	170	198	192	206	202	214	219	219
9	200	176	198	194	181	210	204	217	212	225	230
10	191	192	169	190	187	174	202	196	208	203	216
11	169	185	184	164	184	181	169	197	191	202	198
12	151	161	180	177	159	178	175	164	191	186	196
US ²	4	4	4	4	4	4	4	4	4	4	4
Total	2,338	2,381	2,425	2,445	2,480	2,535	2,573	2,614	2,666	2,690	2,721
Annual change	43	44	20	35	55	38	41	52	24	31	
	1.8%	1.8%	0.8%	1.4%	2.2%	1.5%	1.6%	2.0%	0.9%	1.2%	
K-5	1,103	1,140	1,161	1,181	1,193	1,211	1,219	1,223	1,230	1,241	1,250
6-8	520	523	529	535	572	577	600	613	630	629	627
9-12	715	718	735	729	715	747	754	778	806	820	844

	2013-14 to 2018-19		2018-19 to 2023-24		2013-14 to 2023-24	
	5 yr. chg.	Pct.	5 yr. chg.	Pct.	10 yr. chg.	Pct.
K-5	108	9.8%	39	3.2%	147	13.3%
6-8	57	11.0%	50	8.7%	107	20.6%
9-12	32	4.5%	97	13.0%	129	18.0%
Total	197	8.4%	186	7.3%	383	16.4%

1. Excludes charter schools -- Molalla River Academy and Renaissance Public Academy.

2. "US" is ungraded secondary; included in grade 9-12 totals.

Population Research Center, Portland State University, July 2014.

The tables below provide specific data regarding enrollment by school under current boundaries.

Table 13
Enrollment Forecasts for Individual Schools, 2014-15 to 2023-24

School	Actual					Forecast						Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Number	Percent
Rural Dell	222	238	239	251	255	258	262	261	261	264	268	46	21%
Clarkes	175	178	172	171	165	167	166	169	169	168	166	-9	-5%
Mulino	277	282	291	305	307	304	307	308	308	308	306	29	10%
Molalla	429	442	459	454	466	482	484	485	492	501	510	81	19%
Molalla Rvr. Mid.	520	523	529	535	572	577	600	613	630	629	627	107	21%
Molalla High	715	718	735	729	715	747	754	778	806	820	844	129	18%
Subtotal	2,338	2,381	2,425	2,445	2,480	2,535	2,573	2,614	2,666	2,690	2,721	383	16%
Molalla River Acad.	181	181	182	182	183	183	183	183	183	183	184	3	2%
Ren. Public Acad.	125	138	148	156	162	167	172	174	176	177	177	52	42%
Charter Subtotal	306	319	330	338	345	350	355	357	359	360	361	55	18%
Total Enrollment	2,644	2,700	2,755	2,783	2,825	2,885	2,928	2,971	3,025	3,050	3,082	438	17%

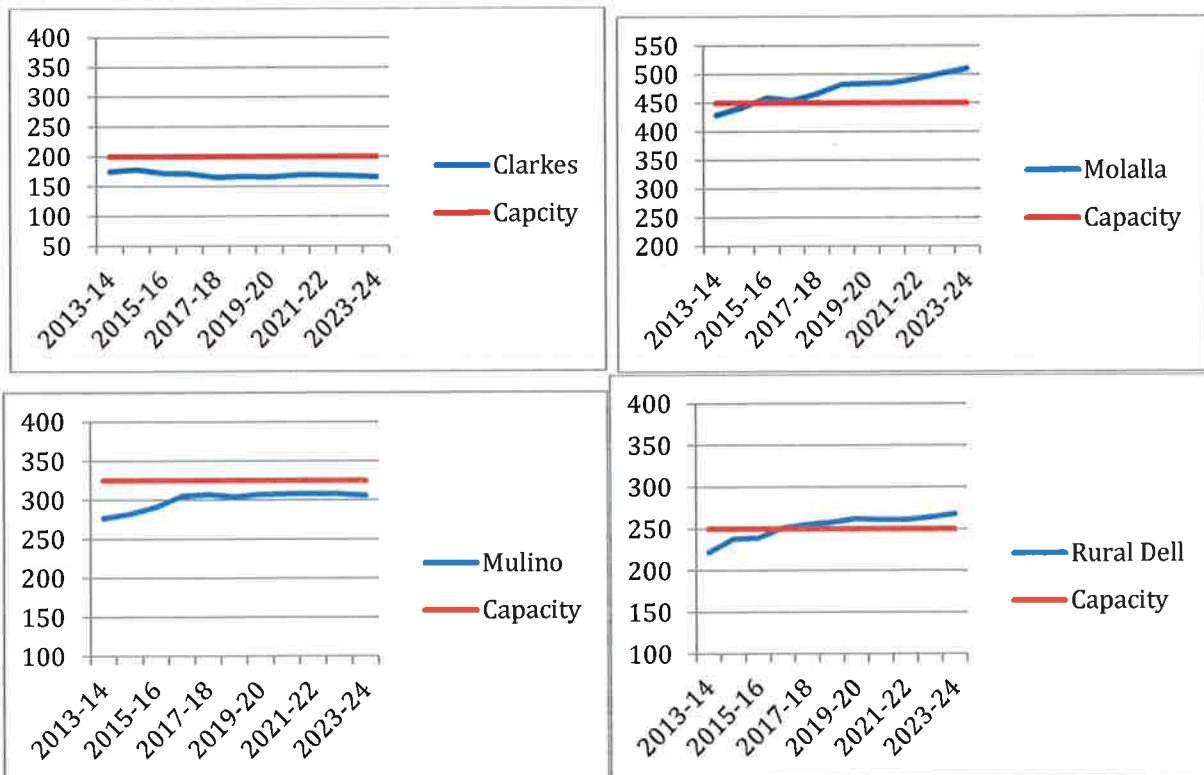
Actual: Molalla River School District.

Forecast: Population Research Center, Portland State University, July 2014.

B) Contrasting Capacity with Projections

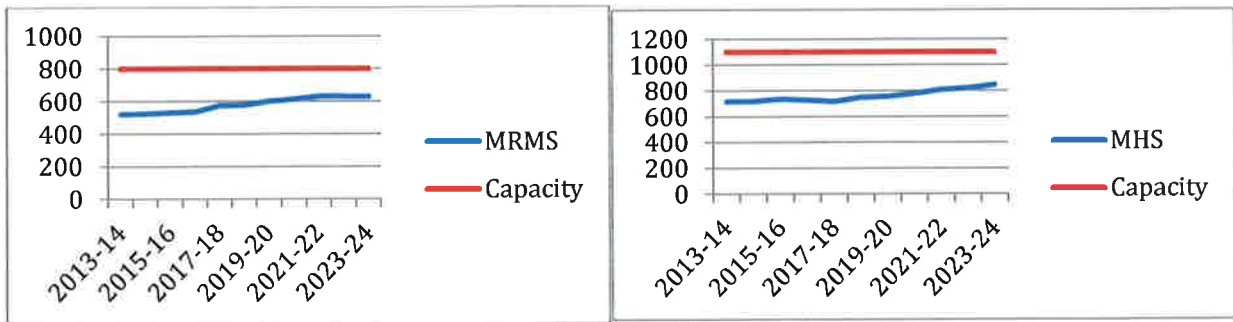
Contrasting these projections with facility capacity is critical. The committee recognized what some described as an “enrollment crisis” as enrollment in grades K-5 with the implementation of full-day kindergarten in 2015-16, pushes the district’s elementary schools to capacity.

Elementary schools in the district are at, or very, near maximum capacity. Classroom spaces, once the district implements full-day kindergarten in 2015-16, will be full at Molalla Elementary and Rural Dell Elementary. Mulino will reach similar maximum capacity by 2016-17. Clarkes Elementary will not reach capacity during the coming decade as its overall enrollment will remain relatively unchanged compared with 2014-15. The charts below reflect this data, particularly at Molalla Elementary and Rural Dell Elementary



The Molalla River Middle School facility has classrooms and outbuildings currently unoccupied for instructional purposes. Based on the existence of these spaces, the middle school facility will not reach capacity during the period of time studied by PSU.

Molalla High School, like the middle school, will not reach enrollment capacity during the period studied. Unassigned classrooms are currently used for flexible grouping of students (University Room), storage, and community partnerships like that with OSU Extension Office.



X. School Size and Grade Configuration

To accomplish great things, we must not only act,
but also dream; not only plan, but also believe. – Anatole France

A) SCHOOL SIZE

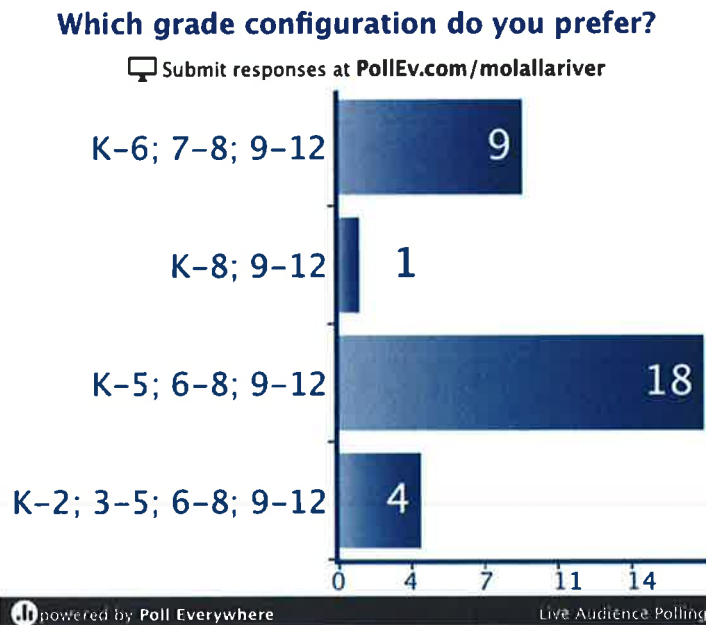
“Big Ideas” understood by the Committee as part of the review of Hill International’s white paper on the subject include the following:

- ❖ Small secondary schools defined as having less than 400 students (Howley, 2002).
- ❖ The Gates Foundation suggests fewer than 100 students per grade level (e.g. 9-12 high school would be 400 students, 6-8 middle school).
- ❖ School enrollment of 300 is the largest that could sustain a true educational community (T. Sergiovanni 1993).
- ❖ The figure of 150 represents the maximum number of individuals with whom a genuinely social relationship can exist (Gladwell, 2000).
- ❖ Elementary schools should be 300-400 students and secondary 400 to 800 students (Williams, 1990).
- ❖ On average, research indicates that an effective size for an elementary school is in the range of 300 to 400 students (Heath, 2006).

School size is a critical factor in achieving desired educational outcomes, however, not the sole factor. While current research tends to lean toward “Small is better”, variations in optimum size for elementary, mid-level, and high school exist, albeit with a generally accepted line of demarcation of 400 students. In addition to research-based preferences, local determination of school size may be influenced by political considerations, economic considerations, social factors, and student/community demographics. Through this long range planning process an opportunity presents itself to take a new and fresh look at how best to provide quality learning for all students.

B) GRADE CONFIGURATION

The Committee considered grade configurations in the context of meta-research (Hill Intl. white paper summary), discussion with community members between meetings, and personal preferences. After Committee dialogue and consideration of multiple scenarios, voting Committee members cast votes (two per person) for their preferred grade configuration. The results are represented in the chart below.



XI. Local Economic Context

As part of the community engagement process, Scott Mutchie of Hill Intl. conducted a series of interviews with community leaders for the purpose of assessing the future of the local economy and its relationship to the School District. His report to the Committee follows:

As the Long Range Facilities Committee meets to develop a 10-20 year facilities plan for the Molalla School District and submit the ultimate report and set of recommendations to the School Board, it becomes apparent that the Committee is challenged with identifying and giving thought to many moving parts in order to achieve the Goals and Expectations outlined by the School Board in its charge to the Committee.

A topic that frequently surfaces during discussion is one of Economic Development as it relates to the Molalla School District and how the community, including patrons, businesses, city and county government etc., perceive the present and future in terms of growth and health of the economy etc.

The District has reached out to the community with the engagement of the Thought Exchange to solicit thoughts and ideas regarding the schools and its operations. The District engaged the services of Portland State University to develop enrollment projections and give some crystal ball predictions as to what the impact of student enrollment will have on current facilities for the next foreseeable years.

The information gathered through these efforts make reference to the growth of the economy; changing demographics; community perspectives and partnerships with other governmental entities. However, the topic of Economic Development per se is not directly addressed as a focus, but through reference or innuendo. Because the topic is referenced repeatedly and obviously will be of significant importance as part of the Long Range Facilities Report and resulting recommendations, more information is needed.

While the Committee meets and works through the various topics, an effort was put forth to meet with members of the Business Community, City Government, Chamber of Commerce, Clackamas County, Real Estate Representatives, and a sampling of community members at large to conduct interviews and have discussions in an effort to learn specifically what efforts are being made to address Economic Development and to learn the perceptions from those interviewed how the topic is related to the Molalla School District. With the understanding and acknowledgement that this was far from a scientific study with a multitude of data collected; it represents and presents a picture ranging from a perception of some, anticipated action by some, and calculated goal setting by others.

As with any exercise, those interviewed were very interested in sharing the past, especially as it related the school district. It was learned quickly that in order to achieve the overall goal of getting information related to economic development, it was going to take some time to listen about the past and gain some insight as to how and why certain perceptions were what they were. It became apparent many of those interviewed had not been asked for their thoughts either ever, or in a very long time, so they needed to simply get it out and this was an avenue to do that. What follows is a summary of what was learned by each specific group/person interviewed, followed by a summary of what specifically related to the Molalla School District.

General Consensus

-The economy has and is changing as it relates to demographics. The population of Molalla was estimated to be in the range of 3,000 in the 1980's to now a range of 8,000- 8,500;

-In the past Molalla was a small self-contained community reflecting close knit relationships and heavily dependent on timber with an agricultural base of the surrounding areas;

-Universal agreement is that Molalla today is a community that has moved into the commuter based realm where the people for the most part work outside of Molalla and commute to and from work, but enjoy

affordable housing, believe it is a great place to raise a family with less hustle and bustle of larger city surroundings;

-Molalla is competing with every other small town/community in America to attract new businesses and have them relocate within the boundaries of the Molalla Community.

-Universal agreement that the strength of economic development within a community is directly related to an evidence-based school system that reflects student growth and achievement, quality teaching staff, and adequate well maintained facilities. Those businesses looking for a place to locate/relocate are seeking good educational services for employees' families; training and preparation for their workforce and the support that exists within the community for supporting the schools.

Real Estate

Several people were contacted and interviewed on behalf of the real estate industry, with several who had a history of serving the school district in different capacities. Evidence exists that the real estate market is picking up with more listings, sales and new inventory coming on line in terms of new construction, apartments, and planned developments, some of which were on hold during the down turn of the economy. Inquiries are coming in from those looking to purchase their first starter home and begin the process of establishing roots and starting a family.

Business Community

Several Business owners or owner representatives were contacted and interviewed to learn and gain their perspectives.

City of Molalla Government

Discussions with representatives of the City of Molalla relative to economic development offered the following observations:

-Molalla is a commuter city with great growth potential, but when will it happen?

- The City of Molalla is very similar to that of Silverton in terms of its history and make up;
- Permits for construction are rising again with discussion and interest in new/renewed sub divisions currently in the beginning stages;
- The City of Molalla contracts with Clackamas County for the services related to Planning etc. Consequently, the two governmental entities are tied together for economic development and planning in the community.
- While the city has not directly addressed economic development in the past, the City Council established goals in February 2014, one of which addresses economic development. Goal number 4 specifically reads as follows:

“Manage growth and economic development; implement new SDC Methodology and fees (By December 31, 2014); complete the Comprehensive Plan update process; update and streamline Development Code; partnering with Clackamas County Business and Economic Development, develop an economic development plan for Molalla; begin process to examine public facilities including current and future needs; complete Highway 211 improvements; update the Transportation System Plan; and explore bringing planning and intake back in-house.”

Chamber of Commerce

Discussions with the Chamber of Commerce representatives strongly indicate a transition from being a “social organization” to one that is in the process of establishing specific goals and agendas that will join forces and energies of other entities to actively seek new opportunities and reinforce collective efforts to position Molalla for positive growth and establishing stronger economic growth opportunities.

Clackamas County Planning Department

As stated previously, Clackamas County provides all the planning services for City of Molalla through contract. The planning staff was

most helpful in discussing the past and present and what they believe the future could look like as we move forward. The pendulum has definitely shifted at times and currently is moving from the left to the right with positive outlook and evidence to support that thinking. Permitting is up, inquiries about land availability are up, and general “feeling tone” is more positive.

The County represents a number of small communities, which places it in a position to see a bigger picture in terms of how small communities are trying to make themselves more attractive to interested businesses and what the land/property availability is in each. Molalla is fortunate in that there is some significant assets in terms of available industrial zoned property available (see attached). The County looks at this availability (even as limited as it is), as very promising compared to other small communities who do not have the same availability and are limited with agricultural zoning and other restraints.

The County and City are very aware of the pitfalls of offering significant tax breaks as incentives to attract new business interest, and will consider carefully as discussion with promising contacts take place.

While attracting new businesses to the area are important, it is equally important to pay attention and be advocates for those existing business to expand and further develop their current business and remain in the community rather than relocating if at all possible.

The County also believes there is great potential and possibilities for new business growth, and it will be crucial for all entities to be on the same page and working proactively together to achieve the desired results.

Emphasis was placed on the importance of the health and status of the school system within the community. This has been a deciding factor for those seriously considering a community for business development.

Relationship of collected information to the Molalla School District

As was mentioned at the beginning of this summary of information, the people sharing information wanted to discuss the school district and

share their perceptions, especially of the past. Some of the people have lived in the community their entire life and others just a few years. A summary of the salient points made is follows:

There is feeling from those who are informed of the current activities and work of the administration/board is that trust between the District and community is building. The efforts of the Superintendent to strive for transparency and responsiveness was especially stressed.

With that said, the general feeling is that the District is moving in the right direction, but there is much work to be done. One of the biggest challenges will be to create an awareness of what is taking place and engaging as many people in the process. The term “curb appeal” was used a number of times as the majority of patrons in the community do not have children in school, are not directly engaged in any manner and only see what is taking place from the curb as they travel the community. It was stressed that the general community needs to “feel and see” the schools in order for them to appreciate the needs and be supportive of whatever recommendations and decisions that are forthcoming. It was pointed out that many people simply get their information from talking to others and hearsay becomes the norm.

Many suggestions and ideas were shared ranging from developing videos/CD's/and student led tours of the current facilities to deliberate and calculated written review of curriculum/instruction and shared with the various media. It was noted and acknowledged that when something controversial or troublesome takes place, the larger networks are on the scene in a minutes notice, but to get something out that is not deemed “news worthy” is a significant challenge.

It was stressed over and again that the school District needs to be a major partner with the city and business community as major decisions are made. Several people made reference to the past, when in their opinion, the District chose to not be a partner and the community lost opportunities to attract new business or opportunities that students could have benefitted from.

Several conversations centered on current facilities. One of special note was the school in Mulino and how the traffic/security must be

addressed—especially with the school campus being split by a public road. Another that was shared was the locker rooms at the middle school etc. When it was shared how the Long Range Facilities Committee members are visiting and touring every school site, relief seemed to be felt that finally someone is going to do something or try to do something.

Several people shared concern regarding safe routes to school and the need for more 4-way stops and possibly more lights and crosswalks.

Many more comments were shared, but only those being reported at this time were the ones that surfaced numerous times by different individuals.

Summary

Hopefully this information is helpful and useful as the Committee continues to deliberate and finalize recommendations as a result of their work and effort.

XII. Necessary Deferred Maintenance/Capital Improvements

	MES	MHS	MRMS	Clarkes	Rural Dell	Mulino
Carpet Replacement	Now 50,000	Now 20,000	Within 5 years 40,000	Now 27,000	Library only 5,000	None
Drainage Improvements	5,000	15,000	Not now	Not now	Not now	Not now
Gutter Replacements	14,400	26,400	Not now	None	7,500	N. Bldg within 10 years
Parking Pavement	Reseal 15,000	Within 10 years	Reseal 20,000	Pave 45,000	Pave 54,000	Pave 50,000
Climattech Installation	None	95,000	48,200	None	18,700	23,300
HVAC Improvements	400,000	1,000,000	1,000,000	125,000	100,000	150,000
Boiler Replacement	300,000	Within 10 years	Within 10 years	75,000		75,000
Exterior	Within 15 years	Roof and siding 100,000	Within 10 years	Within 10 years	Replace roof 30,000	Within 10 years
Kitchen	Cooler/freezer replacement 50,000		Cooler/freezer 50,000		Cooler only 5,000	Within 5 years
Remodel front entrance for security		100,000**				
Other considerations					Remodel white building 250,000	Enclose S. Bldg walkway 100,000
Total	834,000	1,356,000	1,158,000	272,000	220,200 + 250k for white building = 470,200	298,300

Total Cost: An estimated \$4.4 Million

** See notes in Recommendations (V) regarding the cost analysis and phasing of these projects.

XIII Conclusion

We believe there are a great many opportunities ahead for this wonderful “Community of Communities” in which we invest time and passion. Ours is a community ready to believe in an exceptional future, one based in a community pride like no other. Our children deserve nothing less!

We recognize this report is the beginning of a turn toward optimism, pride and exceptional vision. But it is only a beginning. A great deal of communication with the larger community, continued commitment to engagement through activities like Thought Exchange, and an ongoing focus on excellence in a transparent public school system are critical.

XIV Appendix

Comprehensive Facility Analysis and Records (Large Accompanying Notebooks)

- A. Molalla Elementary
- B. Clarkes Elementary
- C. Mulino Elementary
- D. Rural Dell Elementary
- E. Administration Building
- F. Molalla River Middle School
- G. Molalla High School
- H. Heckard Field
- I. Land Lab
- J. Meeting Agendas and Minutes