Jemtegaard Middle School

Jemtegaard Middle School
• Built in 1981 with a capacity of 322 students, now houses 491 students with addition of portables.
• 50,808 square feet
• Enrollment: 489
• Age: 33 years old (built in 1981)
• Portables: 9 classrooms (portable ages: 1991 (2 classrooms), 1992 (6 classrooms), 1980 (1 classroom)
• Programs/facilities: Life skills classroom, resource room, 2 Title 1 classrooms, 2 computer labs, art room with clay room, cafeteria with stage, Japanese program, dean of students, intervention specialist, in-school suspension room, offices within each pod, library, art work in courtyard, wrestling room, gym, track, football field, Danielsen soccer fields.

What’s special about Jemtegaard?
• The Positive Behavior Intervention System has had a dramatic impact on the atmosphere at the school. Fewer students are demonstrating disruptive behavior which increases learning time.
• Increased outreach to non-English speaking parents to build trust and community
• A focus on academics has involved streamlining programs to build culture of learning and camaraderie
• JMS students benefit from specialized programs including Japanese, Robotics, computer labs, jazz band & marching band, and enrichment opportunities such as Future Business Leaders of America (FBLA), which competes at the state level.
• Interventions and supports are available for students who are struggling academically.
• Advanced academics continue to challenge students through opportunities for high school credit.
• School staff is working hard to build a collaborative culture with families by fostering programs that bring parents to school.
• Hathaway tutoring program – JMS students visiting Hathaway to help with reading.

Challenges at JMS:
• More than 1/3 of students spend their day in a portable.
• Open “pod” design forces students to exit building many times per day to access restrooms and travel between classes, making securing the property impossible.
• Portables have outlived useful lifespan, some by more than 10 years.
• Roof leaks in areas, HVAC is old and inefficient, A/C is inadequate to cool classrooms full of students.
• Learning spaces are undersized for the number of students, oddly shaped rooms make learning activities challenging, and difficult to navigate when full of students and projects. Current facilities lack space for student to collaborate.
• Building lacks science labs comparable to those at CCMS, which would allow for higher level lab classes.
• Building a K-5 school on the same site will reduce size of Gause, and let it eliminate portables, as well as reduce pressure from growth on Cape & Hathaway.
• The Facilities Committee determined that the cost of renovating the existing structure was prohibitive and dollars would be better spent constructing a new facility.
• Ramp to access portables is heavily used and needs frequent repairs.
• Exterior doors allow cool air into classrooms and require a considerable amount of time for HVAC to return temperature to normal.
• Helping students learn to be self-reliant, teaching spaces where the teacher can act as a facilitator instead of a lecturer.
• Space for teachers to group students for differentiation.
• Adequate classroom space would allow teachers to keep student projects for longer term learning activities. Flexibility to do support group work, for students to learn to work in teams, solving real world problems, applying their learning to projects.
• Facilities Committee suggests planning to accommodate growth through 2025.
Excelsior High School

- 4,900 square feet
- Enrollment: 79
- Age: 19 years old (installed in 1995) (Portable manufacture date is unknown, likely mid-1980’s)
- Consists of 3 portables joined together, concrete foundation, hardiplank siding, single ply membrane roof
- Programs/facilities: kitchen w/small eating area (students use cafeteria at WHS), small work areas, computer lab, small computer lab, community garden

What’s Special About Excelsior High School?

- This high school program provides an alternative route to graduation. It supports students who have challenges and barriers to being successful in school, and helps them build the skills to be a productive adult with the ability to contribute to society.
- Especially important for students who are homeless and have to work to pay their bills.
- Program has a waiting list, there are more students who would like to access the program than can currently be accommodated.
- The program has a positive impacting on the district’s overall graduation rate, with 27 graduates in 2014. EHS graduates meet the same requirements for the state of Washington as at other high school students.
- High rate of students passing the state test using COE and other mechanisms.
- EHS students benefit from strong community involvement. The Friends of Excelsior volunteer group and faith groups provide support to both the students and the school because they see the impact that the program has on students and the value it brings.
- Provides a learning environment that allows students to learn and demonstrate their mastery through different media or projects, taking their learning and applying it to art, computer programming, community service, and other real-world projects.
Challenges at EHS:

- Original capacity for 50 students, now houses 70 students.
- Safety – lacks a secure entry, interior walls are flimsily.
- Confidential conversations leak through walls, sound carries through the walls.
- Meeting space for parent and student conversations.
- Lack of ventilation in girl’s bathroom.
- School is comprised of a set of portables mashed together.
- Portables have outlived useful lifespan by a considerable time.
- Roof has leaked in the past, and can spontaneously develop leaks in computer lab and other areas.
- Lacks large gathering space like a library where all students can be in same room for school wide functions.
- Does not have a kitchen that can serve student lunches, almost all students leave campus during lunch.
- Growth in program has exceeded capacity of the building. A waiting list exists for students who want to attend but cannot, due to space limitations.
- Distractions that sometimes challenge kids outside of school time, can often be more significant for alternative students; current facility doesn’t allow students to spend a chunk of time working without interruption as they have to leave to go to WHS for other classes or lunch.
- Sense of belonging; not having a full set of facilities means students who have reasons not to be at WHS have to go there.
- Narrow hallways and lack of common space make passing time between classes very congested.
- Instructional space for science is inadequate – makes teaching advanced courses more difficult.
- Passing time to and from WHS (if using a room there to teach) is a major problem
- Every room has an exterior exit which makes securing the property difficult.
Washougal School District Transportation

- Washougal School District Transportation Department
- Age: Approximately 70 years (built in 1940s)
- Parking for 25 basic buses, 9 SPED buses, 5 district vehicles and 21 personal cars
- Shop holds 5 buses
- Inventory: 41 large buses, 13 small buses, 2 decommissioned buses
- Staff: 30 drivers, 8 substitute drivers, one mechanic (bus maintenance handled by district staff)

What's Special about our Transportation Department?

- With 8 years of outstanding Washington State Patrol inspection reports, our transportation department is among the top in the state.
- Our highly efficient program is subsidized by the school district at a lower rate than other departments.
- 3 years of 100% OSPI transportation efficiency study.
- Large size of facility allows almost all maintenance transportation repairs to be done by in-house staff and with considerable cost savings.
- Staff is able to recycle parts from old buses, which saves on maintenance costs and replacement parts for the newer buses.

Our challenges:

- Current building lacks many safety features and has inadequate ventilation system.
- Office space does not allow for confidential communications and staff/parents around sensitive issues.
• Parking at the site is inadequate for the number of cars, and patrons routinely have to cross E Street to get into building.
• 25 drivers park there also sometimes park across E Street.
• As buses enter and leave site, they cause considerable congestion (4x per day) on E Street.
• Difficult to move 50 foot long buses around the property.
• Low interior ceiling does not allow lifting buses up to do work underneath nor to work on transmission.
• Insufficient space for the entire space to be stored in one location, means some buses are stored in unsecured areas; also does not accommodate any growth in the fleet
• Can’t wash buses on property because of water run-off issues.
• Dry rot on siding on the outside of the building.
• Renovating the current building to bring it up to code would be cost prohibitive.
• E Street expansion makes it difficult to accommodate buses.
• Shop heating system is inadequate and only able to raise temperature to a few degrees above the outside temperature.
• Facility is surrounded by residential neighbors who are subject to noise and air pollution.