

**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
SEPTEMBER 12, 2019, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

---

**AMENDED MEETING AGENDA**

**1. WELCOME**

- A. Call to Order
- B. Flag Salute

**2. LHS UPDATE**

**Action: Informational**

**3. AUDIENCE COMMENTS**

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

**4. GET OREGONIZED ACKNOWLEDGEMENT**

**Action: Informational**

**5. SCHOOL IMPROVEMENT PLAN**

**Action: Informational**

**6. RESOLUTION 1920-2 (GO Bond Refunding)**

**Action: Approval Requested**

**7. CONSENT AGENDA**

**Action: Approval Requested**

- A. August 8, 2019 Meeting Minutes
- B. Updated Organizational Chart
- C. Policies - Second Reading:

Code	Title
JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Student
GBNA	Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

- D. Hiring:

Name	Position	FTE	Start Date
Laura Eason	Music/Band Teacher	1.0 FTE	8/27/19
Kelsey Harris	Counselor/Secondary	1.0 FTE	8/27/19
Carole Robinson	Elementary Teacher	1.0 FTE	8/27/19

<b>TEMPORARY 2019-2020</b>				
Jennifer Baugh	Elementary Teacher	1.0 FTE	8/27/19	11/26/19
Debra Price	Elementary Teacher	1.0 FTE	8/27/19	11/26/19

**8. FACILITIES EVALUATION**

**Action: Approval Requested**

**9. LONG RANGE FACILITIES PLAN**

**Action: Approval Requested**

**10. SUPERINTENDENT'S EVALUATION**

**Action: Discussion**

**11. DEPARTMENT REPORTS**

**Action: Informational**

- A. Operations
- B. Human Resource
- C. Finance

**12. COMMUNICATION**

**Action: Informational**

- A. Board
- B. Superintendent

**13. AUDIENCE COMMENTS**

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

*"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.*

*"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."*

**Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.**

## **14. ADJOURNMENT**

### **Upcoming Board Meeting Dates:**

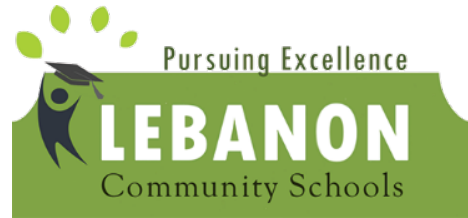
**October 10, 2019, 6:00 PM at LHS Land Lab**

**November 14, 2019, 6:00 PM at Santiam Travel Station**

**December 12, 2019, 6:00 PM at Santiam Travel Station**

# BOARD MEMORANDUM

---



**To:** Board of Directors

**From:** Jennifer Meckley, Assistant Superintendent

**Date:** September 5, 2019

**Meeting Date:** September 12, 2019

**Re:** School Improvement Plan

The District Leadership Team has aligned our processes around school improvement. The team developed a system for examining school and classroom level data and created common templates to track progress toward goals and determine where support is needed.

## **The District and School Improvement Process:**

### District Continuous Improvement Plan (CIP)

- District level goals set
- District level action steps to meet goals created

### School Improvement Plan (SIP)

- School goals **aligned** with district goals
- School level action steps to meet goals created

### Grade Level and Classroom Level Supports

- Grade level and classroom goals **aligned** with school and district goals
- Principals determine grade levels and/or classrooms needing support to meet goals.
- Teachers set goals for growth and achievement
- Students set goals for growth and achievement

**Attachment**

# **LCSD 2019-20 Priorities and Goals**

**GOAL 1: Each student will demonstrate growth and/or achievement in ELA and math, leading to a 3% increase in overall SBAC achievement and 50% of students on grade level as measured by STAR.**

- 1. Priority Standards and Curriculum Alignment**
- 2. Comprehensive Assessment System**
- 3. Process and Timeline for Reviewing Curriculum/Data/Assessment**
- 4. Refine District Instructional Program**

**GOAL 2: The intact graduation rate will increase to 90% by 2021**

- 9-12 Support Program**

**GOAL 3: 98% of our intact cohort will read at or above grade level by 3rd grade**

- Align School Support Programs**
- Improve Utilization of Star Assessment**

**School Improvement**  
School/Principal  
**Formative Data Examination**

Date:8/7/19

**SBAC**

LANGUAGE ARTS						3 Year Average:			
Grade Level	16-17	17-18	18-19	17-18 Level 1 %	18-19 Level 1 %	State	Lebanon	Level 1 %	Level 1 %
3	37	50	33	35	42	47	45	29	25
4	43	43	47	43	28	50	43	30	32
5	43	35	49	42	37	55	46	24	32
6					71	52	44	22	28
MATH						3 Year Average:			
Grade Level	16-17	17-18	18-19	17-18 Level 1 %	18-19 Level 1 %	State	Lebanon	Level 1 %	Level 1 %
3	44	40	31	35	50	46	46	30	27
4	37	44	40	26	30	44	41	26	27
5	43	25	49	42	37	39	37	34	35
6			36		45	39	43	33	29

**SBAC SPED (students who passed with 3 or 4)**

Total Students:	LANGUAGE ARTS	MATH
State Average:	24.5%	21.4%
School Average:	5/40=12.5%	5/38=17%
3rd Grade Teacher		
4th Grade Teacher		
5th Grade Teacher		
6th Grade Teacher		

# School Improvement

School/Principal

	SBAC		STAR Achievement-(Percent of students above the 50th percentile)	STAR Growth
1	Poor achievement with little to no growth (10 points and below state avg)	1	Below 34	Below 29
2	Lower than average achievement and growth (6-9 points below state avg)	2	30 - 44	30-44= low typical growth
3	Makes average achievement and growth (within 5 points +/- of state avg)	3	45 - 55	45-65= high typical growth
4	Achieves better than average achievement and growth (6-9 points above state avg)	4	56 - 69	66-75= moderately ambitious
5	Highest achievement (model classrooms) (10 points and above state avg)	5	70 and above	76 and above= ambitious

	SBAC Achievement		SBAC Percentages	STAR Achievement		STAR Growth	
	LA	Math		LA	Math	LA	Math
Kindergarten							
First Grade				5	5	1	3
				5	5	3/4	4
				5	5	4/3	4
2nd Grade				3	3	4	3
				4	4	5/3	4
				2	3	4/2	1
3rd Grade	1	1		3	3	2	2
	3	1	LA: 9/20=45% Math: 5/19=26%	3	3	2	2
	1	1	LA: 4/18=22% Math: 6/18=33%	4	4	3	2
4th Grade	3	3		3	4	3	3
	2	2	LA: 9/21=43% Math 8/21= 38%	3	4	2	3
	3	3	LA: 13/26= 50% Math: 11/26=42%	3	4	3	3
5th Grade	2	4		3	3	3	2
	3	3	LA: 13/25=52% Math: 10/25=40%	4	4	3	3
	2	3	LA: 12/25=48% Math 9/25=36%	3	3	3	2
6th Grade	1	1		2	2	2	3
	1	1	LA:1/17=5.8% Math: 1/16=6%	2	2	2	3
	1	2	LA: 5/17=30% Math: 5/17=30%	2	2	2	3

# School Improvement

School/Principal

--	--	--	--	--	--	--	--

Domain	Indicator	Notes/Evidence	Next Steps
<b>1: Curriculum, Instruction, and Assessment</b>	Clear standards and expectations for staff in the following areas:		
	Instructional Planning		
	Curriculum - Knowledge and Implementation		
	Instruction - Knowledge and Implementation Best Practices		
	Grading Practices		
	Assessment - Knowledge and Implementation		
<b>2: Instructional Leadership</b>			
	Master Schedule		
	School Improvement Plan		
	Talent/Leadership Development		
	RTI Academic		
	RTI Behavior		
	Professional Development Plan		
<b>3: Building Management</b>	<b>SYSTEMS</b>		

## School Improvement

School/Principal

	Teacher Evaluations		
	Classified Evaluations		
	PBiS - Tiered Systems of Support for Behavior		
	Title Program		
	SpEd Program 504, TAG, EL Programs		
	AVID		
	Goal Setting - Student, staff, school		
	Safety Program		
	Attendance		
<b>4: School Culture</b>			
	Communication with Colleagues (PLC)		
	Communication with Parents		
	Partnership Covenants with Parents		
	Equity		
	Community Connections		
	Self -Reflection		

# Teacher Indicators for Success

## A Tool for Principals

Teacher Name:

Date:

	SBAC		STAR Achievement Percent of students above the 50th%		STAR Growth
1	Poor achievement with little to no growth (10 points and below state avg)	1	Below 34	1	Below 29
2	Lower than average achievement and growth (6-9 points below state avg)	2	30 - 44	2	30-44= low typical growth
3	Makes average achievement and growth (within 5 points +/- of state avg)	3	45 - 55	3	45-65= high typical growth
4	Achieves better than average achievement and growth (6-9 points above state avg)	4	56 - 69	4	66-75= moderately ambitious
5	Highest achievement (model classrooms) (10 points and above state avg)	5	70 and above	5	76 and above= ambitious

### Current Student Achievement and Growth Data

	SBAC Achievement		STAR Achievement		STAR Growth	
	LA	Math	LA	Math	LA	Math
18-19 Spring						
19-20 Fall						
19-20 Winter						
19-20 Spring						

### Teacher 3 Year Data

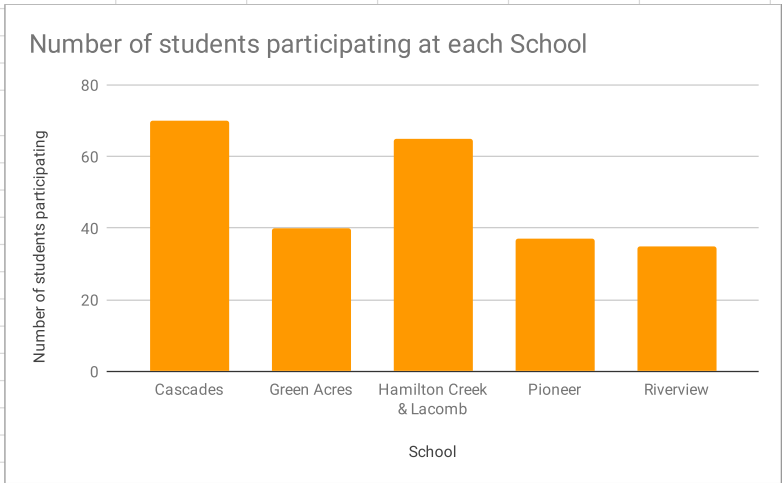
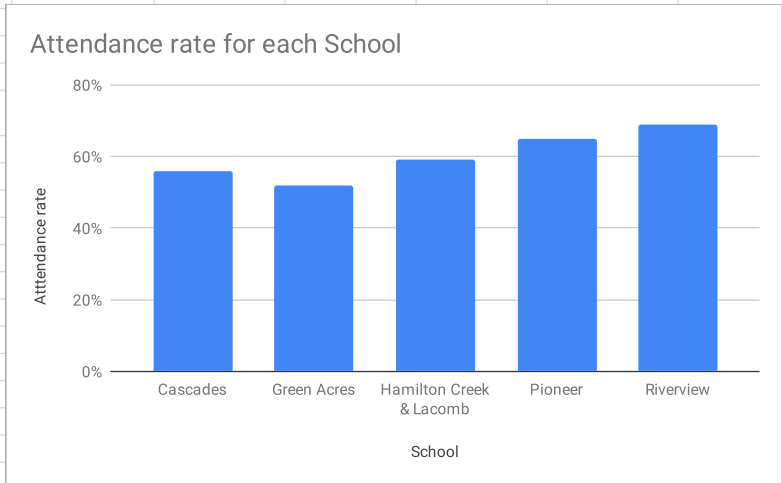
	SBAC Achievement				STAR Achievement		STAR Growth	
	LA	% level 1	Math	% level 1	LA	Math	LA	Math
16-17								
17-18								
18-19								

## Teacher Indicators for Success

Domain	Indicator	Notes/Evidence	Next Steps
<b>1: Planning and Preparation</b>			
	Knowledge of Standards		
	Knowledge of Curriculum		
	Lesson Planning/Scope and Sequence		
	Grading Practices		
	Knowledge of Assessment		
	Materials/Lessons Prepared in Advance		
<b>2: Classroom Environment</b>			
	Clear Behavior Expectations		
	Response to Behavior		
	Routines and Procedures		
	Classroom Space/Physical Environment		
	Relationships w/Students		
	Equity		
<b>3: Instruction</b>			
	Curriculum Implementation		
	Clear Learning Targets		

## Teacher Indicators for Success

	Lesson Pacing		
	Feedback to Students		
	Differentiation SpEd, 504, TAG, EL		
	Questioning Strategies		
	Engagement Strategies		
	Use of Assessment/Data		
	WICOR/AVID		
	Student Goal Setting		
<b>4: Professional Responsibilities</b>			
	Knowledge of District Initiatives		
	Communication with Colleagues		
	Communication with Parents		
	Collaboration with Colleagues		
	Record Keeping		
	Self -Reflection		



**Staff:** 38 teachers and instructional assistants

**Meals served:** 14,522

**Parent survey results**

28 parents completed the survey  
 "Summer school experience overall satisfaction":  
 64% rated it a 5  
 28% rated it a 4  
 7% rated it a 3

<b>Total Budget:</b>	
Staffing	\$82,835.22
Field trip/Enrichme	\$1,207
Materials/supplies	\$1,000
	<b>\$85,042.22</b>

## **RESOLUTION NO. 1920-2**

**A RESOLUTION OF LEBANON COMMUNITY SCHOOL DISTRICT NO. 9, LINN COUNTY, OREGON AUTHORIZING THE ISSUANCE AND PRIVATE NEGOTIATED SALE OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2019 TO REFUND ALL OR A PORTION OF THE DISTRICT'S OUTSTANDING GENERAL OBLIGATION REFUNDING BONDS, SERIES 2005 AND GENERAL OBLIGATION REFUNDING BONDS, SERIES 2011; DESIGNATING AN AUTHORIZED REPRESENTATIVE, BOND COUNSEL, UNDERWRITER; AUTHORIZING APPOINTMENT OF A PAYING AGENT AND BOND REGISTRAR, INDEPENDENT REGISTERED MUNICIPAL FINANCIAL ADVISOR, ESCROW AGENT AND VERIFICATION AGENT; AND AUTHORIZING EXECUTION OF A BOND PURCHASE AGREEMENT AND ESCROW DEPOSIT AGREEMENT.**

**WHEREAS**, Oregon Revised Statutes ("ORS") Sections 287A.365 to 287A.380 authorize the issuance of obligations to advance refund outstanding obligations. Lebanon Community School District No. 9, Linn County, Oregon (the "District") is advised it may be desirable to refund all or a portion of the District's outstanding General Obligation Refunding Bonds, Series 2005 (the "Series 2005 Bonds") and the General Obligation Refunding Bonds, Series 2011 (the "Series 2011 Bonds").

**WHEREAS**, the Series 2005 Bonds are dated April 20, 2005 and were issued in the original principal amount of \$19,515,000. The Series 2005 Bonds are not subject to redemption prior to their stated maturities.

**WHEREAS**, the proceeds of the Series 2005 Bonds were used to refund a portion of the District's outstanding General Obligation Bonds, Series 2001 and to pay the costs of issuance.

**WHEREAS**, the Series 2011 Bonds are dated March 22, 2011 and were issued in the original principal amount of \$27,630,000. The Series 2011 Bonds maturing on June 15, 2022 and on any date thereafter are subject to redemption at the option of the District, in whole or in part at any time on and after June 15, 2021, at a redemption price equal to 100% of the principal amount of the Series 2011 Bonds to be redeemed, plus accrued interest thereon to the redemption date. If fewer than all of the Series 2011 Bonds of a maturity are called for redemption, the selection of Series 2011 Bonds within a maturity to be redeemed shall be made by Depository Trust Company in accordance with its operational procedures then in effect.

**WHEREAS**, the proceeds of the Series 2011 Bonds were used to refund a portion of the District's outstanding General Obligation Bonds, Series 2001 and to pay the costs of issuance.

**WHEREAS**, the proceeds of the General Obligation Refunding Bonds, Series 2019 (the "Series 2019 Bonds") will be for the purpose of providing funds sufficient to (i) refund all or a portion of the Series 2005 Bonds and Series 2011 Bonds, and (ii) pay the costs of issuance of the Series 2019 Bonds. The Series 2019 Bonds will be issued as general obligation bonds of the District payable from a direct ad valorem tax upon all of the taxable property within the District in sufficient amount, without limitation as to rate or amount to the extent funds from other legally available resources are not available, to pay the principal of and interest on the Series 2019 Bonds promptly as they become due and payable. The owners of the Series 2019 Bonds shall not have a lien or security interest on the property refinanced with the proceeds of the Series 2019 Bonds.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF LEBANON COMMUNITY SCHOOL DISTRICT NO. 9, LINN COUNTY, OREGON, AS FOLLOWS:**

**Section 1. Issuance of Series 2019 Bonds.** The Board of Directors of the District authorizes the issuance and private negotiated sale of the Series 2019 Bonds in one or more series. The Series 2019 Bonds shall be issued as federally taxable bonds, with the interest being includable in income for federal income tax purposes, in denominations of \$5,000 each, or integral multiples thereof, as negotiable general obligation bonds of the District. The Series 2019 Bonds shall be sold at not less than ninety-eight percent (98%) of par value, disregarding any original issue discount or bond insurance premiums. The District authorizes the Superintendent or the Director of Business Services (the “Authorized Representative”), to determine and designate the principal amount, the dated date, interest rates, maturity dates, optional redemption dates and premiums, if any, principal serial maturities, term bond maturity or maturities, with or without premium, denominations, interest payment dates, applicable discount or premium, whether to participate in the Oregon School Bond Guaranty Program or obtain insurance or some other form of guaranty or security for the payment of the Series 2019 Bonds, to obtain one or more ratings for the Series 2019 Bonds, and such other provisions as are deemed necessary and desirable for the sale and issuance of the Series 2019 Bonds and to determine if all, a portion of, or none of the Series 2005 Bonds and Series 2011 Bonds are to be refunded.

**Section 2. Title and Execution of Series 2019 Bonds.** The Series 2019 Bonds shall be entitled “Lebanon Community School District No. 9, Linn County, Oregon, General Obligation Refunding Bonds, Series 2019”, or such other name designated by the Authorized Representative, and shall bear the manual or facsimile signature of the Chair of the Board of Directors of the District and the manual or facsimile signature of the Superintendent/Clerk. The Series 2019 Bonds shall be initially issued in book-entry form as a single, typewritten Bond for each maturity and issued in the registered name of the nominee of The Depository Trust Company. The Series 2019 Bonds will be issued without certificates being made available to the Bond holders.

**Section 3. Book-Entry-Only System.** Ownership of the Series 2019 Bonds shall be recorded through entries on the books of banks and broker-dealer participants and correspondents that are related to entries on The Depository Trust Company book-entry-only system. The Series 2019 Bonds shall be initially issued in the form of a separate single fully registered type-written Bond for each maturity of the Series 2019 Bonds (the “Global Certificates”). Each Global Certificate shall be registered in the name of Cede and Co. as nominee (the “Nominee”) of The Depository Trust Company (the “Depository”) as the “Registered Owner”, and such Global Certificates shall be lodged with the Depository until redemption or maturity of the Series 2019 Bond issue. The Paying Agent shall remit payment for the maturing principal and interest on the Series 2019 Bonds to the Registered Owner for distribution by the Nominee for the benefit of the Bond holder (the “Beneficial Owner” or “Record Owner”) by recorded entry on the books of the Depository participants and correspondents. While the Series 2019 Bonds are in book-entry-only form, the Series 2019 Bonds will be available in denominations of \$5,000 or any integral multiple thereof.

The District has filed with the Depository a Letter of Representation to induce the Depository to accept the Series 2019 Bonds as eligible for deposit at the Depository. The underwriter for the Series 2019 Bonds is authorized to provide the Depository with the Preliminary Official Statement, together with the completed Depository’s underwriting questionnaire.

The execution and delivery of the Letter of Representations and the providing to the Depository of the Preliminary Official Statement and the underwriting questionnaire shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in the Series 2019 Bonds other than the Registered Owners of the Series 2019 Bonds as shown on the registration books maintained by the Paying Agent and Bond Registrar. The Paying Agent and Bond Registrar, in writing, shall accept the book-entry-only system and shall agree to take all action necessary to at all times comply with the Depository’s operational arrangements for the book-entry-only system. The Authorized Representative may take all other action to qualify the Series 2019 Bonds for the Depository’s book-entry-only system.

In the event the Depository determines not to continue to act as securities depository for the Series 2019 Bonds, or the District determines that the Depository shall no longer so act, then the District will discontinue the book-entry-only system with the Depository. If the District fails to identify another qualified securities depository to replace the Depository, the Series 2019 Bonds shall no longer be a book-entry-only issue but shall be registered in the registration books maintained by the Paying Agent and Bond Registrar in the name of the Registered Owner as appearing on the registration books of the Paying Agent and Bond Registrar and thereafter in the name or names of the owners of the Series 2019 Bonds transferring or exchanging Series 2019 Bonds.

With respect to Series 2019 Bonds registered in the registration books maintained by the Paying Agent and Bond Registrar in the name of the Nominee of the Depository, the District, and the Paying Agent and Bond Registrar shall have no responsibility or obligation to any participant or correspondent of the Depository or to any Beneficial Owner on behalf of which such participants or correspondents act as agent for the Registered Owner with respect to:

(i) the accuracy of the records of the Depository, the Nominee or any participant or correspondent with respect to any ownership interest in the Series 2019 Bonds,

(ii) the delivery to any participant or correspondent or any other person, other than a Registered Owner as shown in the registration books maintained by the Paying Agent and Bond Registrar, of any notice with respect to the Series 2019 Bonds, including any notice of redemption,

(iii) the selection by the Depository of the beneficial interest in Series 2019 Bonds to be redeemed in the event the District redeems the Series 2019 Bonds in part, or

(iv) the payment to any participant, correspondent or any other person other than the Registered Owner of the Series 2019 Bonds as shown in the registration books maintained by the Paying Agent and Bond Registrar, of any amount with respect to principal or interest on the Series 2019 Bonds. Notwithstanding the book-entry-only system, the District may treat and consider the Registered Owner in whose name each Series 2019 Bond is registered in the registration books maintained by the Paying Agent and Bond Registrar as the Registered Owner and absolute owner of such Series 2019 Bond for the purpose of payment of principal and interest with respect to such Series 2019 Bond, or for the purpose of giving notices of redemption and other matters with respect to such Series 2019 Bond, or for the purpose of registering transfers with respect to such Series 2019 Bond, or for all other purposes whatsoever. The District shall pay or cause to be paid all principal of and interest on the Series 2019 Bonds only to or upon the order of the Registered Owner, as shown in the registration books maintained by the Paying Agent and Bond Registrar, or their representative attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligation with respect to payment thereof to the extent of the sum or sums so paid.

Upon delivery by the Depository to the District and to the Registered Owner of a Series 2019 Bond of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee then the word "Nominee" in this Resolution shall refer to such new nominee of the Depository, and upon receipt of such notice, the District shall promptly deliver a copy thereof to the Paying Agent and Bond Registrar.

**Section 4. Transfer of Series 2019 Bonds.** If the book-entry system is not utilized, the Series 2019 Bonds will be issued in certificate form. Then the Series 2019 Bonds are transferable, or subject to exchange, for fully registered Series 2019 Bonds in the denomination of \$5,000 each or integral multiples thereof by the registered owner thereof in person, or by the owner's attorney, duly authorized in writing, at the office of the Bond Registrar. The Bond Registrar shall maintain a record of the names and addresses of the registered owners of the Series 2019 Bonds. The records of the registered Bond ownership are not public records within the meaning of Oregon Revised Statutes 192.410(4).

All bonds issued upon transfer of or in exchange for Series 2019 Bonds shall be valid general obligation bonds of the District evidencing the same debt and shall be entitled to the same benefits as the Series 2019 Bonds surrendered for such exchange or transfer. All fees, expenses and charges of the Paying Agent and Bond Registrar shall be payable by the District. The Bond Registrar shall not be required to transfer or exchange any Series 2019 Bond after the close of business on record date of the month next preceding any interest payment date or transfer or exchange any Series 2019 Bond called or being called for redemption.

**Section 5. Sale of the Series 2019 Bonds.** The Series 2019 Bonds may be sold by a private negotiated sale as determined by the Authorized Representative. The Authorized Representative shall determine the requirements for the sale of the Series 2019 Bonds, subject to the provisions of this Resolution that provide the most advantageous terms to the District. The Authorized Representative is authorized to negotiate and execute a bond purchase agreement for a negotiated sale setting forth the terms of the sale of the Series 2019 Bonds.

**Section 6. Principal Amount.** The principal amount of the Series 2019 Bonds shall be in an amount sufficient to pay (a) the principal of and interest on the Series 2005 Bonds being refunded, (b) the principal of and interest on the Series 2011 Bonds being refunded, and (c) the costs of issuance of the Series 2019 Bonds.

Pursuant to ORS 294.338(4)(c), a supplemental budget is not required to expend proceeds of bonds issued during the current budget period to refund previously issued bonds and the District is authorized to appropriate the proceeds of the Series 2019 Bonds to the refunding of the Series 2005 Bonds and Series 2011 Bonds being refunded.

**Section 7. Payment of Series 2019 Bonds.** If the book-entry system is not utilized, the principal of the Series 2019 Bonds shall be payable upon presentation of the Series 2019 Bonds at maturity at the principal corporate trust office of the Paying Agent. Payment of each installment of interest due each year shall be made by check or draft of the Paying Agent mailed on each interest payment date to the registered owner thereof whose name and address appears on the registration books of the District maintained by the Paying Agent as of the close of business on the record date as determined by the Authorized Representative.

**Section 8. Form of Series 2019 Bonds.** The Series 2019 Bonds shall be issued substantially in the form as approved by the Authorized Representative and Bond Counsel.

**Section 9. Security.** The Series 2019 Bonds shall be a general obligation of the District. The full faith and credit of the District is pledged to the owners of all the Series 2019 Bonds for the payment of the principal and interest on the Series 2019 Bonds when due. The District shall levy annually, as provided by law, a direct ad valorem tax upon all of the taxable property within the District in sufficient amount, without limitation, to pay the principal of and interest on all the Series 2019 Bonds promptly as they become due and payable. The District covenants with the owners of the Series 2019 Bonds to pledge such ad valorem taxes in sufficient amount to pay the principal of and interest on the Series 2019 Bonds as they respectively become due and payable. Pursuant to ORS 310.145, the District hereby classifies the tax levy described in this section to be taxes imposed to pay the principal and interest on exempt bonded indebtedness and such taxes are not subject to the limits of sections 11 or 11b, Article XI of the Oregon Constitution. The owners of the Series 2019 Bonds shall not have a lien or security interest on the property refinanced with the proceeds of the Series 2019 Bonds. The District may issue additional general obligation bonds on parity with the Series 2019 Bonds.

**Section 10. Escrow Deposit Agreement and Escrow Agent.** The District shall enter into an Escrow Deposit Agreement for the establishment of an Escrow Deposit Fund to which shall be deposited sufficient proceeds from the Series 2019 Bonds to acquire government obligations to provide funds sufficient to pay the principal of and interest on the Series 2005 Bonds and Series 2011 Bonds which are being refunded. The Authorized Representative is authorized to designate an Escrow Agent to administer the Escrow Deposit Fund and to execute the Escrow Deposit Agreement for and on behalf of the District.

**Section 11. Irrevocable Call and Redemption.** The District does authorize the irrevocable call for redemption on June 15, 2021, the earliest redemption date, at par value the principal of the Series 2011 Bonds being refunded. The irrevocable call and redemption of the Series 2011 Bonds being refunded is subject to the sale and delivery of the Series 2019 Bonds and the deposit into the Escrow Deposit Fund sufficient proceeds of the Series 2019 Bonds to pay the principal of and interest on the Series 2011 Bonds being refunded, or to acquire government obligations in an amount sufficient to pay the principal of and interest on the Series 2011 Bonds being refunded.

**Section 12. Effect of Refunding.** The District determines that, upon deposit into the Escrow Deposit Fund of money or government obligations in an amount calculated to be sufficient to pay the principal of and interest on the Series 2005 Bonds and Series 2011 Bonds being refunded, such deposit shall fully defease the Series 2005 Bonds and Series 2011 Bonds being refunded.

**Section 13. Advance Refunding Plan.** The Board authorizes the preparation of an advance refunding plan and its submission to the State Treasurer for approval pursuant to ORS 287A.370.

**Section 14. Appointment of Paying Agent and Bond Registrar.** The Authorized Representative is authorized to appoint a Paying Agent and Bond Registrar for the issuance of the Series 2019 Bonds. The Authorized Representative is authorized to negotiate and execute on behalf of the District the Paying Agent and Bond Registrar Agreement. In addition, the District requests and authorizes the Paying Agent and Bond Registrar to execute the Certificate of Authentication as of the date of delivery of the Series 2019 Bonds.

**Section 15. Appointment of Bond Counsel.** The District hereby appoints the law firm of Mersereau Shannon LLP of Portland, Oregon as Bond Counsel for the issuance of the Series 2019 Bonds.

**Section 16. Appointment of Underwriter.** Piper Jaffray & Co. is appointed as the Underwriter in connection with the issuance of the Series 2019 Bonds.

**Section 17. Appointment of Independent Registered Municipal Advisor.** The Authorized Representative District is authorized to appoint an Independent Registered Municipal Advisor to the District for the issuance of the Series 2019 Bonds.

**Section 18. Appointment of Verification Agent.** The Authorized Representative is authorized to appoint a verification agent to confirm that the funding the Escrow Deposit Fund is sufficient to pay when due the principal and interest on the Series 2005 Bonds and Series 2011 Bonds which are being refunded to the redemption date or the final maturity, as the case may be.

**Section 19. Appointment of Bidding Agent.** The Authorized Representative is authorized to appoint a bidding agent for the District in the event the government obligations are to be purchased in the open market.

**Section 20. Printing Series 2019 Bonds.** If the Series 2019 Bonds are not in book-entry form, then the Authorized Representative is authorized to contract for the printing of the Series 2019 Bonds. The Authorized Representative may provide for the printing of, in addition to the original issue of Series 2019 Bonds, if any, additional bonds to be printed in blank form as to registration and to be designated by appropriate number for the Bond Registrar for delivery to the registered owner upon transfer or exchange of Series 2019 Bonds. The additional bonds shall bear the dated date of the Series 2019 Bonds, shall be signed by the manual or facsimile signature of the Chair and shall be attested by the manual or facsimile signature of the Superintendent/Clerk and the Paying Agent and Bond Registrar shall manually sign the Certificate of Authentication as of the date of delivery or transfer of the Series 2019 Bonds.

RESOLUTION – PAGE 5

**Section 21. Conditional Redemption.** Any notice of optional redemption may state that the optional redemption is conditional upon receipt by the Bond Registrar of moneys sufficient to pay the redemption price of such bonds or upon the satisfaction of any other condition, and/or that such notice may be rescinded upon the occurrence of any other event, and any conditional notice so given may be rescinded at any time before payment of such redemption price if any such condition so specified is not satisfied or if any such other event occurs. Notice of such rescission or of the failure of any such condition shall be given by the Bond Registrar to the Registered Owner as promptly as practicable upon the failure of such condition or the occurrence of such other event.

**Section 22. Defeasance.** The District may defease the Series 2019 Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Series 2019 Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Series 2019 Bonds until their maturity date or any earlier redemption date. Series 2019 Bonds which have been defeased pursuant to this paragraph shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this resolution except the right to receive payment from such special escrow account.

**Section 23. Contract with Registered Owners of Series 2019 Bonds.** In consideration of the purchase and acceptance of the Series 2019 Bonds, the provisions of this Resolution and the Series 2019 Bonds shall be deemed to be and shall constitute a contract between the District and the Registered Owners of the Series 2019 Bonds. The covenants and agreements to be performed by or on behalf of the District shall be for the equal benefit, protection and security of the Registered Owners of any and all Series 2019 Bonds, all of which shall be of equal rank without preference, priority, or distinction among the Series 2019 Bonds.

**Section 24. Continuing Disclosure.** The District covenants and agrees to comply with and carry out all of the provisions of the Continuing Disclosure Agreement to be entered into in connections with the Series 2019 Bonds. Notwithstanding any other provision of this Resolution, failure by the District to comply with the Continuing Disclosure Agreement will not constitute an event of default; however, any Registered Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section and the Continuing Disclosure Certificate.

**Section 25. Preliminary and Final Official Statement.** The District shall prepare or cause to be prepared a preliminary official statement for the Series 2019 Bonds which shall be available for distribution to prospective purchasers of the Series 2019 Bonds. The Authorized Representative is authorized to deem such preliminary official statement final pursuant to Rule 15c2-12 of the Securities and Exchange Commission. In addition, the District shall prepare, or cause to be prepared, a final official statement for delivery to the purchasers of the Series 2019 Bonds no later than the seventh (7th) business day after the sale of the Series 2019 Bonds. After determining that the final official statement does not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements contained in the official statement not misleading in the light of the circumstances under which they are made, the Authorized Representative is authorized to certify the accuracy of the official statement on behalf of the District.

**Section 26. Closing of the Sale and Delivery of the Series 2019 Bonds.** The Authorized Representative is authorized to determine and execute all the documents and perform any and all other things or acts necessary for the sale and delivery of the Series 2019 Bonds and the refunding and redemption of the Series 2005 Bonds and Series 2011 Bonds being refunded as herein authorized. Such acts of the Authorized Representative are for and on behalf of and are authorized by the Board of Directors of the District.

**Section 27. Effective Date.** This Resolution shall take effect on the date of its adoption.

**ADOPTED** by the Board of Directors of Lebanon Community School District No. 9, Linn County, Oregon, this 12<sup>th</sup> day of September, 2019.

**LEBANON COMMUNITY SCHOOL DISTRICT NO. 9  
LINN COUNTY, OREGON**

By \_\_\_\_\_  
Chair

**ATTEST:**

By \_\_\_\_\_  
Superintendent/Clerk

---

---

## SUMMARY OF REFUNDING RESULTS

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Dated Date	10/24/2019
Delivery Date	10/24/2019
Arbitrage yield	2.094177%
Escrow yield	1.664114%
Value of Negative Arbitrage	126,636.42
Bond Par Amount	19,150,000.00
True Interest Cost	2.217654%
Net Interest Cost	2.204886%
Average Coupon	2.091219%
Average Life	6.158
Par amount of refunded bonds	17,755,000.00
Average coupon of refunded bonds	4.694662%
Average life of refunded bonds	6.577
PV of prior debt to 10/24/2019 @ 2.094177%	20,852,889.17
Net PV Savings	1,714,004.82
Percentage savings of refunding proceeds	8.950417%

## SAVINGS

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Date	Prior Debt Service	Refunding Debt Service	Savings	Annual Savings	Present Value to 10/24/2019 @ 2.0941766%
12/15/2019	417,862.50	55,147.14	362,715.36	-	361,646.45
06/15/2020	417,862.50	779,636.98	-361,774.48	940.88	-356,970.54
12/15/2020	417,862.50	189,421.70	228,440.80	-	223,071.62
06/15/2021	417,862.50	454,421.70	-36,559.20	191,881.60	-35,329.99
12/15/2021	417,862.50	186,992.98	230,869.52	-	220,795.21
06/15/2022	1,737,862.50	1,776,992.98	-39,130.48	191,739.04	-37,035.18
12/15/2022	384,862.50	172,054.93	212,807.57	-	199,325.34
06/15/2023	1,889,862.50	1,912,054.93	-22,192.43	190,615.14	-20,571.05
12/15/2023	347,237.50	155,577.13	191,660.37	-	175,816.71
06/15/2024	3,317,237.50	3,315,577.13	1,660.37	193,320.74	1,507.33
12/15/2024	277,987.50	124,861.93	153,125.57	-	137,571.33
06/15/2025	3,332,987.50	3,294,861.93	38,125.57	191,251.14	33,897.90
12/15/2025	209,250.00	93,288.73	115,961.27	-	102,034.16
06/15/2026	2,044,250.00	1,968,288.73	75,961.27	191,922.54	66,145.61
12/15/2026	166,815.63	74,144.98	92,670.65	-	79,859.62
06/15/2027	1,921,815.63	1,819,144.98	102,670.65	195,341.30	87,560.35
12/15/2027	126,231.25	55,970.80	70,260.45	-	59,299.13
06/15/2028	1,926,231.25	1,805,970.80	120,260.45	190,520.90	100,446.87
12/15/2028	83,481.25	37,307.05	46,174.20	-	38,167.10
06/15/2029	1,858,481.25	1,712,307.05	146,174.20	192,348.40	119,573.99
12/15/2029	41,325.00	18,605.68	22,719.32	-	18,392.36
06/15/2030	1,781,325.00	1,613,605.68	167,719.32	190,438.64	134,369.74
	23,536,556.26	21,616,235.94	1,920,320.32	1,920,320.32	1,709,574.04

### Savings Summary

PV of savings from cash flow	1,709,574.04
Plus: Refunding funds on hand	4,430.78
Net PV Savings	1,714,004.82

---

---

## SOURCES AND USES OF FUNDS

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Dated Date                    10/24/2019  
Delivery Date                10/24/2019

Sources:

---

Bond Proceeds:	
Par Amount	19,150,000.00
	<hr/>
	19,150,000.00

---

---

Uses:

---

Refunding Escrow Deposits:	
Cash Deposit	0.35
SLGS Purchases	18,925,469.00
	<hr/>
	18,925,469.35

Delivery Date Expenses:	
Cost of Issuance	79,365.00
Underwriter's Discount	134,050.00
Oregon School Bond Guaranty	6,684.87
	<hr/>
	220,099.87

Other Uses of Funds:	
Additional Proceeds	4,430.78
	<hr/>
	19,150,000.00

---

---

## BOND PRICING

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	06/15/2020	585,000	1.783%	1.783%	100.000
	06/15/2021	265,000	1.833%	1.833%	100.000
	06/15/2022	1,590,000	1.879%	1.879%	100.000
	06/15/2023	1,740,000	1.894%	1.894%	100.000
	06/15/2024	3,160,000	1.944%	1.944%	100.000
	06/15/2025	3,170,000	1.992%	1.992%	100.000
	06/15/2026	1,875,000	2.042%	2.042%	100.000
	06/15/2027	1,745,000	2.083%	2.083%	100.000
	06/15/2028	1,750,000	2.133%	2.133%	100.000
	06/15/2029	1,675,000	2.233%	2.233%	100.000
	06/15/2030	1,595,000	2.333%	2.333%	100.000
		19,150,000			

Dated Date	10/24/2019	
Delivery Date	10/24/2019	
First Coupon	12/15/2019	
Par Amount	19,150,000.00	
Original Issue Discount	-	
Production	19,150,000.00	100.000000%
Underwriter's Discount	-134,050.00	-0.700000%
Purchase Price	19,015,950.00	99.300000%
Accrued Interest	-	
Net Proceeds	19,015,950.00	

## AGGREGATE DEBT SERVICE

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Date	Proposed Taxable Advance Refunding of 2011 GO Bonds Principal	Proposed Taxable Advance Refunding of 2011 GO Bonds Interest	Unrefunded Bonds Principal	Unrefunded Bonds Interest	Aggregate Principal	Aggregate Interest	Aggregate Debt Service	Annual Aggregate D/S
12/15/2019	-	55,147.14	-	54,862.50	-	110,009.64	110,009.64	-
06/15/2020	585,000	194,636.98	1,285,000	54,862.50	1,870,000	249,499.48	2,119,499.48	2,229,509.12
12/15/2020	-	189,421.70	-	22,737.50	-	212,159.20	212,159.20	-
06/15/2021	265,000	189,421.70	1,240,000	22,737.50	1,505,000	212,159.20	1,717,159.20	1,929,318.40
12/15/2021	-	186,992.98	-	-	-	186,992.98	186,992.98	-
06/15/2022	1,590,000	186,992.98	-	-	1,590,000	186,992.98	1,776,992.98	1,963,985.96
12/15/2022	-	172,054.93	-	-	-	172,054.93	172,054.93	-
06/15/2023	1,740,000	172,054.93	-	-	1,740,000	172,054.93	1,912,054.93	2,084,109.86
12/15/2023	-	155,577.13	-	-	-	155,577.13	155,577.13	-
06/15/2024	3,160,000	155,577.13	-	-	3,160,000	155,577.13	3,315,577.13	3,471,154.26
12/15/2024	-	124,861.93	-	-	-	124,861.93	124,861.93	-
06/15/2025	3,170,000	124,861.93	-	-	3,170,000	124,861.93	3,294,861.93	3,419,723.86
12/15/2025	-	93,288.73	-	-	-	93,288.73	93,288.73	-
06/15/2026	1,875,000	93,288.73	-	-	1,875,000	93,288.73	1,968,288.73	2,061,577.46
12/15/2026	-	74,144.98	-	-	-	74,144.98	74,144.98	-
06/15/2027	1,745,000	74,144.98	-	-	1,745,000	74,144.98	1,819,144.98	1,893,289.96
12/15/2027	-	55,970.80	-	-	-	55,970.80	55,970.80	-
06/15/2028	1,750,000	55,970.80	-	-	1,750,000	55,970.80	1,805,970.80	1,861,941.60
12/15/2028	-	37,307.05	-	-	-	37,307.05	37,307.05	-
06/15/2029	1,675,000	37,307.05	-	-	1,675,000	37,307.05	1,712,307.05	1,749,614.10
12/15/2029	-	18,605.68	-	-	-	18,605.68	18,605.68	-
06/15/2030	1,595,000	18,605.68	-	-	1,595,000	18,605.68	1,613,605.68	1,632,211.36
	19,150,000	2,466,235.94	2,525,000	155,200.00	21,675,000	2,621,435.94	24,296,435.94	24,296,435.94

---

---

## SUMMARY OF BONDS REFUNDED

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Bond	Maturity Date	Interest Rate	Par Amount	Call Date	Call Price
Current Refunding of 2001 GO Refunding Bonds (Level Levy), 11_GO_R:					
BOND	06/15/2022	5.000%	1,320,000.00	06/15/2021	100.000
	06/15/2023	5.000%	1,505,000.00	06/15/2021	100.000
	06/15/2024	5.000%	1,970,000.00	06/15/2021	100.000
	06/15/2024	4.000%	1,000,000.00	06/15/2021	100.000
	06/15/2025	4.500%	3,055,000.00	06/15/2021	100.000
	06/15/2026	4.625%	1,835,000.00	06/15/2021	100.000
	06/15/2027	4.625%	1,755,000.00	06/15/2021	100.000
	06/15/2028	4.750%	1,800,000.00	06/15/2021	100.000
	06/15/2029	4.750%	1,775,000.00	06/15/2021	100.000
	06/15/2030	4.750%	1,740,000.00	06/15/2021	100.000
			17,755,000.00		

---

---

---

---

## ESCROW REQUIREMENTS

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Dated Date 10/24/2019  
Delivery Date 10/24/2019

Period Ending	Interest	Principal Redeemed	Total
12/15/2019	417,862.50	-	417,862.50
06/15/2020	417,862.50	-	417,862.50
12/15/2020	417,862.50	-	417,862.50
06/15/2021	417,862.50	17,755,000.00	18,172,862.50
	1,671,450.00	17,755,000.00	19,426,450.00

---

---

## ESCROW DESCRIPTIONS

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Type of Security	Type of SLGS	Maturity Date	First Int Pmt Date	Par Amount	Rate	Max Rate
Oct 24, 2019:						
SLGS	Certificate	12/15/2019	12/15/2019	373,616	2.010%	2.010%
SLGS	Certificate	06/15/2020	06/15/2020	262,681	1.910%	1.910%
SLGS	Note	12/15/2020	12/15/2019	265,903	1.780%	1.780%
SLGS	Note	06/15/2021	12/15/2019	18,023,269	1.660%	1.660%
				18,925,469		

---

---

### SLGS Summary

SLGS Rates File	14AUG19
Total Certificates of Indebtedness	636,297.00
Total Notes	18,289,172.00
Total original SLGS	18,925,469.00

---

---

## **MA RULE DISCLOSURE**

Lebanon Community School District No. 9  
Proposed Taxable Advance Refunding of 2011 GO Bonds  
Current Market Rates (August 14, 2019)  
Uniform Savings Structure

Piper Jaffray is providing the information contained herein for discussion purposes only in anticipation of being engaged to serve as underwriter or placement agent on a future transaction and not as a financial advisor or municipal advisor. In providing the information contained herein, Piper Jaffray is not recommending an action to you and the information provided herein is not intended to be and should not be construed as a 'recommendation' or 'advice' within the meaning of Section 15B of the Securities Exchange Act of 1934. Piper Jaffray is not acting as an advisor to you and does not owe a fiduciary duty pursuant to Section 15B of the Exchange Act or under any state law to you with respect to the information and material contained in this communication. As an underwriter or placement agent, Piper Jaffray's primary role is to purchase or arrange for the placement of securities with a view to distribution in an arm's-length commercial transaction, is acting for its own interests and has financial and other interests that differ from your interests. You should discuss any information and material contained in this communication with any and all internal or external advisors and experts that you deem appropriate before acting on this information or material.

The information contained herein may include hypothetical interest rates or interest rate savings for a potential refunding. Interest rates used herein take into consideration conditions in today's market and other factual information such as credit rating, geographic location and market sector. Interest rates described herein should not be viewed as rates that Piper Jaffray expects to achieve for you should we be selected to act as your underwriter or placement agent. Information about interest rates and terms for SLGs is based on current publically available information and treasury or agency rates for open-market escrows are based on current market interest rates for these types of credits and should not be seen as costs or rates that Piper Jaffray could achieve for you should we be selected to act as your underwriter or placement agent. More particularized information and analysis may be provided after you have engaged Piper Jaffray as an underwriter or placement agent or under certain other exceptions as describe in the Section 15B of the Exchange Act.

# Lebanon Community School District No. 9

## General Obligation Refunding Bonds, Series 2019

### Preliminary Schedule of Events; as of September 10, 2019

Financing Team		
Issuer:	Lebanon Community School District No. 9	LCSD
Bond Counsel:	Mersereau Shannon LLP	BC
Underwriter:	Piper Jaffray	PJC
Registrar/Paying Agent:	<i>To be determined</i>	PA
Financial Advisor:	<i>To be determined</i>	FA
Escrow Verification Agent:	Causey Demgen & Moore	CDM

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

<input checked="" type="checkbox"/>	Due Date	Event	Parties
<input checked="" type="checkbox"/>	Mon. Sep. 9	Draft Authorizing Resolution circulated	BC
<input checked="" type="checkbox"/>	Tue. Sep. 10	Circulate schedule and distribution list	PJC
	Wed., Sep. 11	Comments due on Authorizing Resolution	Fin. Team
		Authorizing Resolution to District for Board Packet	BC
	<b>Thur., Sep. 12</b>	<b>Board Adopts Authorizing Resolution</b>	<b>LCSD Board</b>
	Wed., Sep. 18	First draft Preliminary Official Statement (POS) circulated	PJC
		Continuing Disclosure Review circulated	PJC
	Fri., Sep. 20	MDAC 1 filed with Treasury	PJC
		District to apply for Oregon School Bond Guaranty and submit \$200 fee	LCSD
	Wed., Oct. 2	Comments due on first draft POS	Fin. Team
	Thur., Oct. 3	Second draft POS and draft Purchase Agreement circulated	PJC
		First draft Continuing Disclosure Undertaking circulated	BC
		Audited financials & budget to rating agency	PJC
	Mon., Oct. 14	Circulate Due Diligence Questionnaire and draft Rating Presentation	PJC
		District to receive qualification for Oregon School Bond Guaranty	LCSD
	Thur., Oct. 17	Comments due on second draft POS and draft Purchase Agreement	Fin. Team
	Fri., Oct. 18	Substantially complete draft POS and "Deemed Final" letter circulated	PJC
		Clean copy of draft POS to LCSD Board	LCSD
	Wk. of Oct. 21	Due diligence and Rating prep calls	LCSD; PJC; BC
		Rating Presentation circulated to rating agency	PJC
		Conference call with rating agency	LCSD; PJC
	Wed., Oct. 30	Final comments on POS due	Fin. Team
		End of Board review of POS	LCSD Board
		"Deemed Final" letter due to PJC	LCSD
		Receive rating	PJC
	Thur., Oct. 31	Posting and distribution of POS	PJC
	<b>Fri., Nov. 8</b>	<b>Pre-pricing (time between 11 a.m. and 2 p.m. to be determined)</b>	<b>LCSD; PJC</b>
	Mon., Nov. 11	Veteran's Day (Market Holiday)	
	<b>Tue., Nov. 12</b>	<b>Pricing (District staff to be available throughout the day)</b>	<b>LCSD; PJC</b>
		Purchase Agreement signed; Receive Escrow verification	LCSD; PJC; CDM
	Wk. of Nov. 18	Draft closing documents circulated	BC
	Mon., Nov. 19	Final Official Statement posted; File MDAC 2 and Advance Refunding Plan	PJC
		Closing Memorandum circulated	PJC
	Mon., Nov. 25	Refunding Plan Approval from Treasury	LCSD; PJC
	<b>Tue., Nov. 26</b>	<b>Closing</b>	<b>Fin. Team</b>

**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
August 8, 2019, 5:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

---

## **MEETING MINUTES**

The following individuals were present:

Tom Oliver, Chair  
Richard Borden, Member  
Mike Martin, Member  
Tammy Schilling, Member

Bo Yates, Superintendent  
Jennifer Meckley, Assistant Superintendent  
Kim Grousbeck, Director of Employee Relations

Nick Brooks, Member, was absent.

The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

### **1. WELCOME AND CALL TO ORDER**

Chair Tom Oliver called the meeting to order at 5:08 PM.

### **2. BOARD REORGANIZATION**

#### **A. Action: Oaths of Office from Richard Borden and Tammy Schilling.**

Richard Borden and Tammy Schilling took their oaths of office to serve their new four-year term.

#### **B. Action: Election of Board Chair for 2019-2020**

Richard Borden made a motion to elect Tom Oliver as the Board Chair for 2019-2020. Mike Martin seconded the motion. The motion carried unanimously, and Tom Oliver abstained.

#### **C. Action: Election of a Board Vice Chair for 2019-2020**

Tammy Schilling made a motion to elect Nick Brooks as the Board Vice Chair for 2019-2020. Richard Borden seconded the motion. The motion carried unanimously.

### **3. AUDIENCE COMMENTS**

No members of the audience requested the opportunity to address the Board.

### **4. RESOLUTION 1920-1**

Upon motion made by Martin, seconded by Borden, the Board voted unanimously to approve Resolution 1920-1 as presented.

## **5. MEMORANDUM FOR SALE OF CONSTRUCTION HOUSE**

Yates shared that the sale of the construction house required board approval. Martin asked if the program would be self-sustaining after the sale. Yates said that we would be \$100,000 to the good. The program will not be self-sustaining this year, but it should be on the next house.

Upon motion made by Borden, seconded by Martin, the Board voted unanimously to approve the sale of the construction house.

## **6. CONSENT AGENDA**

### **A. June 13, 2019 Meeting Minutes and June 26, 2019 Meeting Minutes and Policies for Second Reading**

Upon motion made by Borden, duly seconded by Schilling, the Board voted unanimously to approve the June 13, 2019 Board Minutes and the June 26, 2019 Special Board Minutes and Policies JEC, JECB, JECF, IKF, LBE and IGDJ as presented.

### **B. Hiring:**

Martin asked how attrition effected the number of new hires. Meckley stated they were not all retirements; some were relocations. Martin asked if the young teachers coming in were leaving or staying. Meckley responded that often young teachers were connected to the medical school and did not stay more than three years. Martin asked if the numbers were down from last year and Meckley responded they were. She indicated that last year it was 40 to 45 for new hires. She said there were currently five position open, a couple of which were on maternity leave.

Upon motion made by Martin, duly seconded by Schilling, the Board voted unanimously to approve the hiring as presented.

## **7. SECLUSION AND RESTRAINT REPORT**

Jan Sansom stated that it was an annual report that was required by ODE. She mentioned that the district has done a good job in getting staff trained, and said to please note how many staff were included in the report.

## **8. DEPARTMENT REPORTS**

### **A. Operations**

Yates shared that the food service department has served over 12,000 meals this summer for kids in the community. Transportation has trained three new drivers. For facilities, the land lab project is very close to being completed. He would like to hold a board meeting up there soon. Also, the Ralston Academy is under construction.

The custodial crew is working in Ralston Academy and will have some kids at each school to support custodial services and give them some work experience.

He said that technology is flawless; doing a fantastic job.

Schilling questioned the food service program and challenged Yates to try out the food. She thought kids were skipping meals because of the food quality. Yates indicated he would look into it. He mentioned that the meals he was referring to were ones that were served out of the lunch bus as part of the summer meal program.

Yates asked Tami Volz to give a report on student achievement.

Tami Volz said she would have a formal report to share in September. She said that the K-5 summer school program concluded on August 1. There were 38 staff members that participated, and 255 students that were served. We are currently collecting feedback from a staff and parent survey. We worked with a few community partners. The Boys and Girls Club had some older kids that volunteered to work with the younger kids. Keller Williams also offered a reading library where kids read books and turned in reading slips that were entered into a drawing for five grand prizes.

Eugene Science Center, OMSI and Warner Bros. offered field trip experiences that offered kids the opportunity to learn things beyond the normal school subjects.

For AVID, we had 34 teachers and administrators that participated in the AVID Summer Institute in San Diego, California. Almost all of schools imbed the AVID strategies in their school at some level. She asked the board if they would like to have a formal presentation on AVID, as she would be happy to bring them specific information.

There will also be a Curriculum Academy this summer, which will start on August 19 and is targeted to our staff. There will be over 100 teachers and instructional assistants that will be participating. The focus will be on reading and math for K-12. Then for language arts, there will be a Keynote Speaker, Barbara Steinberg, who will be presenting on foundational reading skills. There are also smaller groups for TAG and the counselors, who will be meeting together.

No questions were asked. Oliver said that he would like to hear more on both AVID and the Curriculum Academy. He would like a formal report on AVID indicators. Volz said we will have more information as there will be two AVID Showcases at Pioneer School this year.

## **B. Human Resources**

Meckley shared that we have hired 23 certified staff and two temporary certified staff, two administrators and we have five open posts.

She mentioned that all of the new teachers will participate in the Curriculum Academy. We are also improving the teacher mentor program by adding instructional mentors, most of which are teachers who are retired or on a leave of absence or not teaching at the moment, and are available to give feedback to the new teachers.

Schilling asked if we have a cross training program where a new teacher will observe a seasoned teacher for a few days. Meckley said we did have that but it was not for a few days. She said the district will do learning walks twice a year, which will be two half days a year.

## **9. COMMUNICATION**

### **A. Superintendent**

Yates shared that we have the opportunity to apply for a matching bond at the state level. The ODE will match our bond up to about \$4.5 million, so if we raise \$4 million, the state will match \$4 million and then we would have \$8 million to spend on maintenance and upgrades. We can apply for the bond every six years. He mentioned that there are limited funds available, but that our demographics would allow us to have a full match and to even possibly have more.

There was an ad hoc facility meeting on July 18<sup>th</sup> and they discussed the repairs that needed to be done. Yates shared the report that came back regarding costs for facility replacement and repairs and it is attached to the minutes.

Yates indicated that they would prioritize the needs at each school and then whatever was left over, it would be divided up based on square footage to maintain equity.

A discussion was held around the report and the needs of the different facilities within our district.

Oliver asked if we would be asking for a \$6 million bond. Yates said we were and the matching would bring us up to \$10 million.

Schilling asked for the detailed report. Oliver said there was a report that the ad hoc committee was working on. He also mentioned that there was not going to be significant changes to the buildings. It would not change the look and the feel of the buildings. It also does not take into consideration the enrollment increase in the district.

Martin asked if it would be for the May election and Oliver indicated that May would be pushing it.

Oliver mentioned that there was another piece regarding a construction excise tax and it would provide up to \$1.50 a square foot, up to a certain amount. He mentioned that some of the pieces that needed to be in place to apply for that tax, are also needed for the bond.

There was a discussion that was held around construction excise tax and urban growth.

Yates indicated it was closer to \$4 million that would take care of the needs in the remodels, not the wants.

### **B. Board**

Oliver shared that he and Yates had met with a publications firm that works with public entities. The purpose of the meeting was because of the district's need for a strategic communication plan to communicate to parents and the community, and to gather feedback regarding the bond and about what the community is valuing and what the needs are in the buildings.

After the last board meeting, they received a plan back from Loomis. They would get the plan set up and going, then the district would take over. The proposal from the firm is \$4,700 a month for their services to build the plan and do the communication, which would be through the time the bond was out there. So it would be approximately \$60,000 in total.

Martin said he felt we need to do that. It would be like hiring an efficiency expert.

Oliver indicated that we did not need a motion, just a consensus so that Yates had a direction of which firm to use.

Schilling asked for a specific plan.

Yates said that during the first round of parent teacher conferences, we will be doing goal settings with student and parents, doing surveys, and try to get an idea of how we can work with parents to support the kids.

Consensus is for Yates to move forward and get a detailed service plan, with all of the costs involved.

#### **10. AUDIENCE COMMENTS**

No members of the audience requested the opportunity to address the Board.

#### **11. ADJOURNMENT**

Whereupon, there being no other business before the Board, the meeting adjourned at 6:05 PM.

Upcoming Board Meeting Dates:  
September 12, 2019  
October 10, 2019  
November 14, 2019

---

Tom Oliver, Board Chair

---

Bo Yates, Superintendent

# Lebanon Community Schools

Code: **BBBB**  
Adopted: 6/15/98  
Readopted: 2/4/10  
Orig. Code(s): BBBB

## Board Member Oath of Office

Board members when elected or appointed must take the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a Board member.

The oath of office will be in the following form:

I, **Richard Borden**, having been duly elected a member of the School Board of Lebanon Community School District, Linn County, Oregon, do solemnly swear/affirm that I will support the Constitution of the United States and of the State of Oregon, the laws thereof, and the policies of the Lebanon Community Schools District and that I will faithfully and objectively discharge the duties of a member of said school Board to the best of my ability (so help me God - optional).

Subscribed and sworn to before me this 8<sup>th</sup> day of August, 2019.

Signed:



District Board Member

END OF POLICY

---

**Legal Reference(s):**

ORS 332.005

Board Member Oath of Office - BBBB 1-1

# Lebanon Community Schools

Code: **BBBB**

Adopted: 6/15/98

Readopted: 2/4/10

Orig. Code(s): BBBB

## Board Member Oath of Office

Board members when elected or appointed must take the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a Board member.

The oath of office will be in the following form:

I, **Tammy Schilling**, having been duly elected a member of the School Board of Lebanon Community School District, Linn County, Oregon, do solemnly swear/affirm that I will support the Constitution of the United States and of the State of Oregon, the laws thereof, and the policies of the Lebanon Community Schools District and that I will faithfully and objectively discharge the duties of a member of said school Board to the best of my ability (so help me God - optional).

Subscribed and sworn to before me this 8<sup>th</sup> day of August, 2019.

Signed: \_\_\_\_\_

District Board Member

END OF POLICY

Legal Reference(s):

[ORS 332.005](#)

Board Member Oath of Office - BBBB 1-1

# OSCIM Bond Opportunity

---

- Lebanon Community Schools has the opportunity to apply for an Oregon School Capital Improvement Matching Program grant (OSCIM). These grants are targeting school districts which typically have difficulty passing bonds in order to incentivize community support for passing school facility bonds. The maximum amount of the match would be approximately 4 million dollars.

- |   |                               |
|---|-------------------------------|
| ▪ Spring 2019, Facility evaluation      | Submit to ODE on September 1  |
| ▪ Summer 2019, Long Range Facility Plan | Submit to ODE on September 1  |
| ▪ OSCIM Program Application             | Submit to ODE on September 15 |
| ▪ On the Ballot for approval            | May 2020                      |

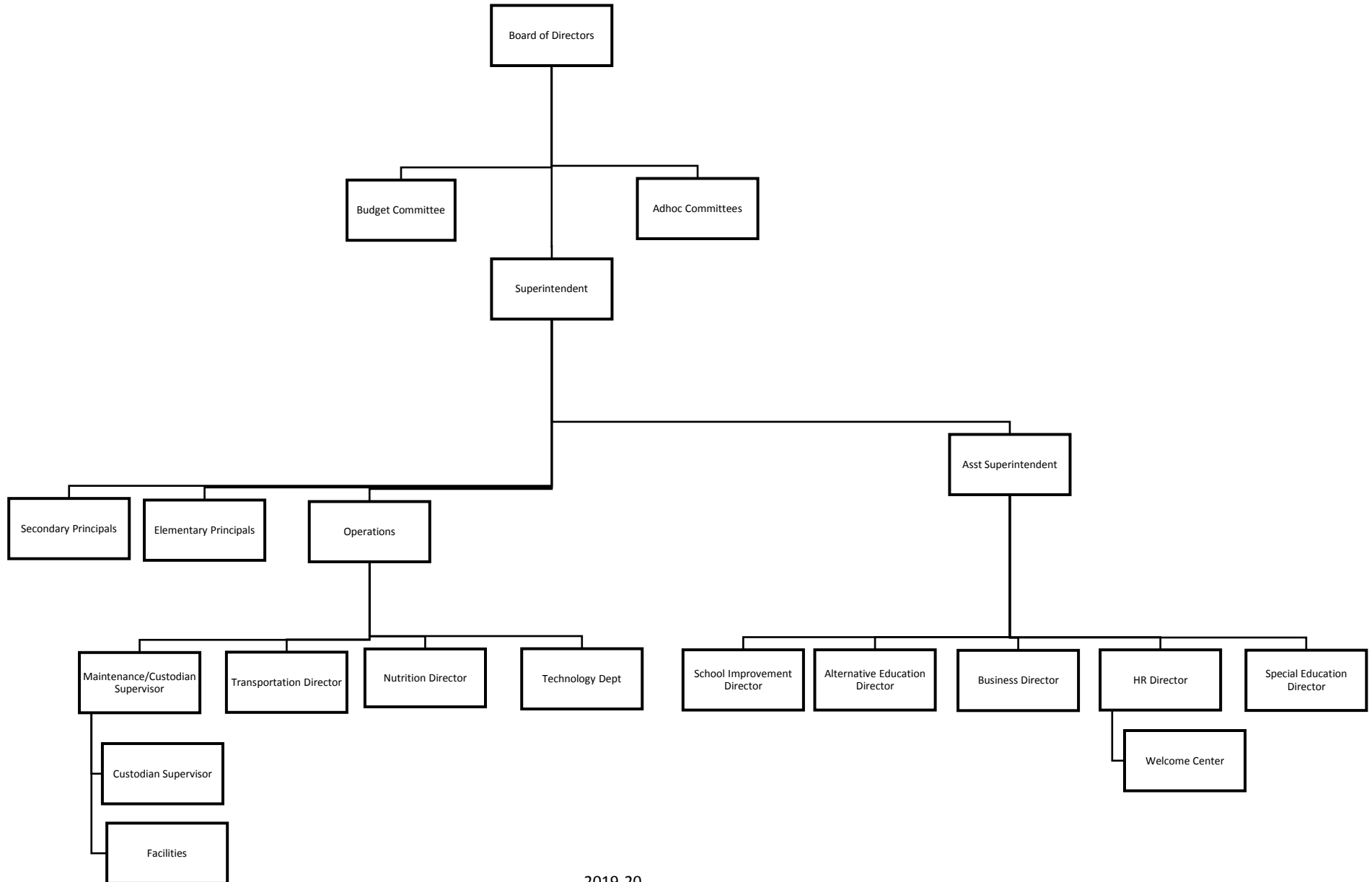
# LCSD Needs Your Support

---

Our schools need a considerable amount of Maintenance and Repair

	Maintenance	Replacement
▪ Cascades	\$3,500,000	\$22,000,000
▪ Green Acres	\$3,500,000	\$22,000,000
▪ Riverview	\$80,000	
▪ Pioneer	\$350,000	
▪ Hamilton Creek	\$3,700,000	\$22,000,000
▪ Lacombe	\$3,700,000	\$18,000,000
▪ SevenOak	\$5,500,000	\$35,500,000
▪ LHS	\$16,500,000	\$103,500,000
▪ Total	\$37,500,000	\$223,000,000

# LEBANON COMMUNITY SCHOOLS ORGANIZATION CHART



2019-20

# OSBA Model Sample Policy

Code: GBNA-AR

Revised/Reviewed:

## Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Complaint Reporting Procedures – Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving ~~complaints~~ reports of hazing, harassment, intimidation, bullying, menacing, and ~~acts of~~ cyberbullying of staff or third parties.

### Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a ~~student~~/staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, ~~grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student/staff); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed or~~ other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” ~~includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature~~ is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation<sup>1</sup>, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to

<sup>1</sup> “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

offensive physical contact or inflict serious physical injury on the perception of the other's race, color, religion, national origin, disability, or sexual orientation.

6. "Bullying" is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. "Cyberbullying" means the use of any electronic communication device to [convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying.] [harass, intimidate, or bully.] Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.
8. "Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

### **Retaliation/False Charges**

~~Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.~~

### **Complaint Reporting Procedures**

The [principals and the ] [superintendent] [have] [has] responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, ~~and acts of~~ or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the ~~complaint~~ report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - [Hazing, Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report ~~his/her~~ concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels ~~he/she has~~ they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, [shall] [is encouraged to] immediately report ~~his/her~~ concerns to the designated district official.

~~Complaints~~ All reports and information will be promptly investigated in accordance with the following procedures:

- Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or ~~acts of~~ cyberbullying information (e.g., complaints, rumors, ~~etc.~~) shall be presented to the [principal or superintendent]. ~~Complaints~~ Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. ~~Complaints~~ Reports against the

superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the **complaint report** shall promptly investigate. Parents will be notified of the nature of any **complaint report** involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or **complaint report**. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the **complaint report** will be reduced to writing. The district official(s) conducting the investigation shall notify the **complainant** person making the report within [10] working days of receipt of the information or report, and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the **complainant** person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]

Step 3 If the **complainant** person making the report is not satisfied with the decision at Step 2, **he/she** they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the **complainant** person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the **complainant's** appeal within [20] working days.

Step 4 If a complainant is not satisfied with the Step 3 decision and wishes to pursue the concern, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision.

All Board members will be notified of the appeal to the Board. The Board chair will determine whether the Board will hear the appeal, and will notify the Board members and complainant of his/her decision. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. In that case, the full Board will vote on whether to consider the complaint.

If the Board chooses not to hear the complaint, the superintendent's decision is final.

If the Board decides to hear an appeal, the Board shall review the complaint during a properly-noticed Board meeting. The Board at its discretion may assign the investigation to a third party. The determination to assign the investigation to a third party shall be made by the Board Chair. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. The Board may also, in its discretion, offer the complainant and other involved parties an opportunity to appear before the Board, or may resolve the complaint based on the written record. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

The complainant shall be informed in writing of the Board's decision within 10 working days. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision. The Board's decision will be final.

The timelines described in this section may be extended upon written agreement by the complainant and the district.

The complaint procedure set out above will not be longer than 90 working days from the filing date of the Step 2 complaint with the administrator or supervisor to the final decision, unless extended by mutual written agreement.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the [district counsel] [Board chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. [Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying complaints and documentation will be maintained as a confidential file in the district office.]

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.~~

~~Complaints against the Board chair may be made directly to the [district counsel] [Board vice chair] on behalf of the Board.~~

# OSBA Model Sample Policy

Code: GBNA

Adopted:

## Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff

The Board is committed to providing a positive and productive learning and working environment.

Hazing, harassment, intimidation, bullying, menacing, and acts of cyberbullying of staff, ~~students~~ or third parties by staff, students, or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is ~~also~~ strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff ~~will~~ may be reported to Teacher Standards and Practices Commission, ~~as provided by~~ if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure [annual] notice of this policy is provided to students, staff, and third parties.

END OF POLICY

### Legal Reference(s):

[ORS 163.190](#)  
[ORS 163.197](#)  
[ORS 166.065](#)  
[ORS 166.155](#) - 166.165  
[ORS 174.100](#)  
[ORS 332.072](#)

[ORS 332.107](#)  
[ORS 339.250](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.103](#) - 659A.143

[ORS 659A.199](#) - 659A.224  
[OAR 839-003-0000](#)  
[OAR 839-005-0021](#)  
[OAR 839-005-0030](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012); 29 C.F.R. Part 1626 (2018)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).

HR~~6/12/14~~2/28/19 | PH

Hazing, Harassment, Intimidation, Bullying, Menacing,  
or Cyberbullying – Staff – GBNA

1-2

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).  
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).  
OREGON BUREAU OF LABOR AND INDUSTRIES, *Workplace Bullying* (visited Feb. 26, 2019),  
<<https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>>.

# OSBA Model Sample Policy

Code: JFCF-AR

Revised/Reviewed:

## [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]~~Bullying~~, Cyberbullying, ~~and or~~ Teen Dating Violence ~~Complaint~~ Reporting Procedures – Student (Version 2)

The [employee position title(s)]<sup>1</sup> [has] [have] responsibility for investigations concerning acts of [hazing,] harassment, intimidation or bullying, [menacing,] acts of cyberbullying, and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the ~~complaint~~ report presented.

All ~~complaints~~ reports will be investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of [hazing, ]harassment, intimidation or bullying, [menacing,] acts of cyberbullying, ~~and or~~ incidents of teen dating violence ~~information~~ (e.g., complaints, rumors, ~~etc.~~) shall be presented to the [employee position title]. ~~Complaints~~ Reports against the principal shall be filed with the superintendent. ~~Complaints~~ Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The ~~district official~~ [employee position title] receiving the ~~complaint~~ report shall promptly investigate. Parents will be notified of the nature of any ~~complaint~~ report involving their student. The ~~district official~~ [employee position title] will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or ~~complaint~~ report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the ~~complaint~~ report will be reduced to writing. The ~~district official(s)~~ [employee position title] conducting the investigation shall notify the ~~complainant~~ person making the report within [2+0] working days of receipt of the information or report, and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the ~~complainant~~ person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]

Step 3 If the ~~complainant~~ person making the report is not satisfied with the decision at Step 2, ~~he/she~~ they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [2+0] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the ~~complainant~~ person making the report and other affected

<sup>1</sup> Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.

parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the ~~complainant's~~ appeal within [2+0] working days.

[Step 4] If a complainant is not satisfied with the Step 3 decision and wishes to pursue the concern, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision.

All Board members will be notified of the appeal to the Board. The Board chair will determine whether the Board will hear the appeal, and will notify the Board members and complainant of his/her decision. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. In that case, the full Board will vote on whether to consider the complaint.

If the Board chooses not to hear the complaint, the superintendent's decision is final.

If the Board decides to hear an appeal, the Board shall review the complaint during a properly-noticed Board meeting. The Board at its discretion may assign the investigation to a third party. The determination to assign the investigation to a third party shall be made by the Board Chair. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. The Board may also, in its discretion, offer the complainant and other involved parties an opportunity to appear before the Board, or may resolve the complaint based on the written record. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

The complainant shall be informed in writing of the Board's decision within 10 working days. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision. The Board's decision will be final.

The timelines described in this section may be extended upon written agreement by the complainant and the district.

The complaint procedure set out above will not be longer than 90 working days from the filing date of the Step 2 complaint with the administrator or supervisor to the final decision, unless extended by mutual written agreement.

~~If the complainant person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant person making the report shall be given an opportunity to present the complaint report. The Board shall provide a written decision to the complainant person making the report within [10] working days following completion of the hearing.]~~

~~Complaints~~ Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the ~~complaint~~ report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the [district counsel] [Board chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. [Additionally, a copy of all reported acts of [hazing, ]harassment, intimidation or bullying,[ menacing,] ~~acts of~~ or cyberbullying, ~~and~~ or incidents of teen dating violence ~~complaints~~ and documentation will be maintained as a confidential file in the district office.]

# OSBA Model Sample Policy

Code: JFCF

Adopted:

## [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]~~Bullying~~, Cyberbullying, Teen Dating Violence, ~~and or~~ Domestic Violence – Student\*\*

(Version 2)

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon ~~Revised Statutes (ORS)~~ law.

[Hazing,] [h]arassment, intimidation or bullying[, menacing,] and acts of cyberbullying by students, staff, ~~and or~~ third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of [hazing,] harassment, intimidation or bullying, [menacing,] an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is ~~also~~ strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in ~~disciplinary action or other~~ consequences and appropriate ~~sanctions~~ remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment, or coercion against a district employee or another student.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The [principal] and the superintendent [are] [is] responsible for ensuring that this policy is implemented.

### Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the ~~control~~ jurisdiction of the district.

R7/01/172/28/19 | PH

[Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]~~Bullying~~,  
Cyberbullying, Teen Dating Violence, ~~and or~~  
Domestic Violence – Student\*\* – JFCF

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

[“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment; (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate.] It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.]

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student ~~and may be based on, but not limited to, the protected class of the person.~~

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

---

<sup>1</sup> “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. ~~[Students and staff will refrain from using personal communication devices or district [property] [equipment] to violate this policy.]~~

“Retaliation” means any acts of, including but not limited to, [hazing, ]harassment, intimidation or bullying,[ menacing,] ~~teen dating violence, and acts of~~ cyberbullying toward the victim, a person in response to an ~~student for~~ actually or apparently reporting of, or participating in the investigation of, [hazing,] harassment, intimidation or bullying,[ menacing,] teen dating violence, ~~and~~ acts of cyberbullying, or retaliation.

[“Menacing” includes, ~~but is not limited to,~~ any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.]

## Reporting

The [employee position title<sup>2</sup>] will take reports and conduct a prompt investigation of any reported ~~of an~~ acts of [hazing,] harassment, intimidation or bullying,[ menacing,] ~~and acts of~~ cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ concerns to the [employee position title] who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a ~~district vehicle or~~ vehicle used for ~~transporting students to a district activity~~ district-provided transportation shall immediately report the incident to the [employee position title]. Failure of an employee to report any act of [hazing,] harassment, intimidation or bullying,[ menacing,] ~~or an act of~~ cyberbullying, or teen dating violence to the [employee position title] may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels ~~he/she has~~ they have been subjected to an act of [hazing,] harassment, intimidation or bullying,[ menacing,] ~~is~~ or cyberbullying or feel they have been a victim of teen dating violence ~~or an act of cyberbullying~~ in violation of this policy, is encouraged to immediately report ~~his/her~~ concerns to the [employee position title] who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report ~~his/her~~ concerns to the [employee position title] ~~who has overall responsibility for all investigations. This~~ A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

~~Complaints~~ Reports against the principal shall be filed with the superintendent. ~~Complaints~~ Reports against the superintendent shall be filed with the Board chair.

<sup>2</sup> [Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.]

The ~~complainant~~ person who makes the report shall be notified ~~of the findings of~~ when the investigation has been completed and, as appropriate, ~~that~~ the findings of the investigation and any remedial action that has been taken. The ~~complainant~~ person who made the report may request that the [superintendent] review the actions taken in the initial investigation, in accordance with [administrative regulations] [district complaint procedures].

## Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

## Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or ~~employee~~ staff handbook, school and district's website, and school and district office[ and the development of administrative regulations, including reporting and investigative procedures]. [ Complaint procedures, as established by the district, shall be followed.]

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ~~the~~ ODE.

END OF POLICY

---

## Legal Reference(s):

[ORS 163.190]  
[ORS 163.197]  
ORS 107.705  
ORS 166.065  
ORS 166.155 - 166.165  
ORS 174.100(7)

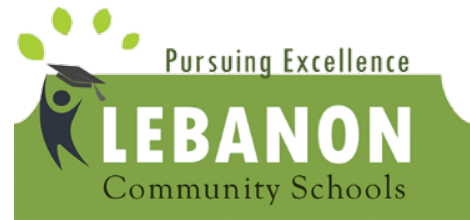
ORS 332.072  
ORS 332.107  
ORS 339.240  
ORS 339.250  
ORS 339.254  
ORS 339.351 - 339.366~~8~~

OR 581-021-0045  
OR 581-021-0046  
OR 581-021-0055  
OR 581-022-2310  
OR 581-022-2370

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

# BOARD MEMORANDUM

---



**To:** Board of Directors

**From:** Bo Yates, Superintendent

**Date:** September 6, 2019

**Meeting Date:** September 12, 2019

**Re:** OSCIM Grant Application

Please see the attached Facilities Assessment Report and Long-Range Facilities Plan that was provided to us from Soderstrom Architects. Board approval is needed in order for the district to complete the OSCIM Grant application and submit it to the state.

Both of these reports have been presented to our facilities committee for review as well.

**Attachment**



**Soderstrom Architects**

Facilities Assessment Report  
Lebanon Community Schools  
Lebanon, Oregon



# TABLE OF CONTENTS

<b>I Executive Summary</b>	<b>3</b>
a. Introduction - City of Lebanon	3
b. Introduction - Lebanon Community Schools	4
c. Purpose	5
d. Demographics	5
e. Sources of Funds	6
f. General Notes	7
 <b>School District Map</b>	 <b>13</b>
 <b>Existing District Property Inventory</b>	 <b>14</b>
 <b>Existing Facility Overview</b>	 <b>15</b>
a. District Building Timeline	15
b. Facilities Condition Index (FCI)	16
c. Educational Support Spaces	18
d. Condition Performance Index	19
e. Critical Needs Summary	20
 <b>II Facilities Condition Assessments</b>	 <b>23</b>
 <b>Appendix</b>	 <b></b>
a. Structural Facility Condition Assessments	110
b. MEP Facility Condition Assessments	137
c. ASHRAE Equipment Life Expectancy Charts	162
d. ODE Facility Condition Worksheets	167
e. Enrollment Projections Report	220
f. Administrator Surveys by School	245

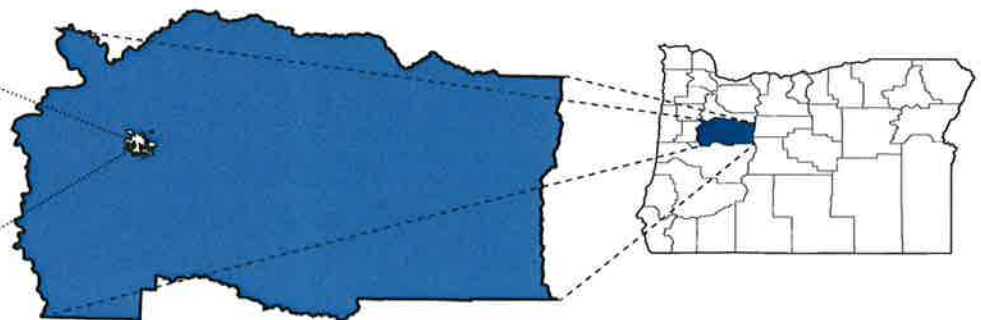
# EXECUTIVE SUMMARY

## Introduction to Lebanon, Oregon

The City of Lebanon is located in of Linn County, Oregon. Lebanon is located along the Santiam River approximately 85 miles south of Portland. Lebanon gets its moderate temperate of 64.8 °F as an annual high and 43.9 °F as the annual low temperature with 57 inches of rain a year from its placement in the Willamette Valley. The fertile soils of the Willamette Valley have provided Lebanon with a long growing season, which they celebrate with the annual Lebanon Strawberry Festival.

The city was established in 1878 by Jeremiah Ralston, who choose a small plateau by the Santiam River to take advantage of the famous healthy soils. Ralston named the city with its numerous cedar trees after the biblical reference to the cedar trees of Lebanon. He became a central figure in its later growth by developing a general store and was well-known for being an honest and generous man. This type of integrity continued throughout the city's history and was translated into its motto, "A City Friendliness Built."

Lebanon's current population is 15,800. The primary employer for the city is the Lowes Regional Distribution Center, Samaritan Lebanon Community Hospital, Lebanon Community Schools and Entek Manufacturing. High Education opportunities in the area include the newer Western University of Health Sciences: College of Osteopathic Medicine of the Pacific-Northwest in the northern part of the city of Lebanon and Oregon State University in Corvallis and Linn Benton Community College in Albany to the west.



Linn County

Oregon

# EXECUTIVE SUMMARY

## Introduction to Lebanon Community Schools

Lebanon Community Schools (LCS) currently serves 4,200 students in eight (8) schools: four elementary schools, two primary (K-8) schools, one middle school and one high school. The majority of the schools are within the city limits of Lebanon with Hamilton Creek School to the south east and Lacombe School to the east of town. Both schools outside the city accommodate students from kindergarten to 8th grade, with the older students traveling by school bus to Lebanon High School within in the city for the remainder of their schooling. The School District supports its surrounding agriculture with the Land Lab, which houses the District Agriculture, Horticulture, and Building programs.

Several school sites have multiple educational and support buildings, including covered play structures, storage sheds and pump facilities. The District administrative office and the maintenance facility warehouse are included in this assessment.

Overall the buildings were constructed between 1948 and 2001, making the oldest (original Green Acres Elementary School's Main Building) nearly 70 years old, and the newest (Riverview and Pioneer Elementary School) just 17 years old. The average building age of LCS is 51.3 years old. Refer to the summary chart included in this report for additional information.

Many of the buildings are one-story, wood framed and clad in various materials from brick, wood siding, stucco and metal panels. Riverview Elementary, Pioneer School and Lacombe School use heavy timber as their primary structural system. Many of the gymnasiums are built with concrete masonry bearing walls.

Lebanon Community Schools faces aging facilities and significant deferred maintenance projects, primarily due to lack of funding. The buildings have been generally as well maintained as possible overall, but are suffering from age and heavy use.

Issues include mechanical systems and roofing beyond their life expectancy, single glazed windows, inadequate insulation, non-compliance with ADA standards and antiquated technological. Many of the building systems are outdated, inefficient and in need of repair to meet current educational goals, address failing building systems and achieve building code compliance.

Each of these factors present facility challenges and requires that the District be creative, flexible and resourceful in their response.



# EXECUTIVE SUMMARY

## Purpose

This report evaluates LCS's existing educational buildings, built at different times using a variety of construction methods. Using the American Society for Testing and Materials (ASTM) standards, as implemented in the Oregon Department of Education's School Facilities Assessment Template, this report identifies the cost of deferred maintenance for each of the school buildings.

This assessment report provides the LCS with a thorough evaluation of existing building and site conditions, including recommended remediation steps for all buildings evaluated. The assessment is a multi-disciplinary on-site inspection of the existing buildings, and it focuses specifically on architectural, structural, mechanical, electrical and plumbing systems. Specific items evaluated include the following:

- Exterior: Walls, foundations, doors, windows, soffits.
- Interior: Partitions, floors, ceilings, doors, casework.
- Roof: Membrane, drains, downspouts, flashing.
- Seismic: Modified ASCE 41-13 Tier 1 evaluation.
- MEP: HVAC, plumbing fixtures, electrical equipment.

This assessment is the first step in the long-range facility planning process, where our team begins to understand each site's specific concerns and issues. The FCA is a rapid visual assessment of buildings that provides costs and facility condition numbers that can be then carried forward into the master planning phase, creating a baseline for all future planning decisions.

## Demographics

The overall population of the City of Lebanon increased 20% between the 2000 and 2010 census, from 12,950 to 15,518. It is currently at 16,878 (estimated), with continued growth expected. School aged population growth (aged 5-19) was smaller, at 13%, which represents an increase of 369 kids, while pre-school aged children increased 22%, from 1,021 to 1,243.

In comparison, the overall population of Linn County increased 13% over the same time period, from 103,069 to 116,672. It is currently estimated at 125,047, with continued growth expected. School aged population growth (aged 5-19) was smaller, at 4%, which represents an increase of 990 kids, while pre-school aged children increased 9%, from 7,083 to 7,680.

Historically, the District has seen level growth, going from 4,332 students to 4,244 from 2009 to 2019, a decrease of only 88 students over that 10-year period.

Overall the District is anticipated to grow slightly over the next ten year period, with a gain of 191 students overall. Elementary will see the most growth, with 105, while Middle School will see the least, 16. High School is anticipated to grow by 70 students as well.



# EXECUTIVE SUMMARY

## Sources of Funds

There are three sources for funds to upgrade and / or replace aging facilities, the primary one being a bond election. The bond election is a tax on the owners of real estate located in the school district. The amount of the tax is a critical issue in getting the bond to pass. Most districts find that maintaining the existing tax rate is much more palatable to the voters than increasing the tax rate.

The second source of funds is the Oregon School Capital Improvement Matching grant program (OSCIM), which provides up to \$4 million in matching grant funds. These funds can be used to upgrade, improve, add onto existing buildings, or to build new.

The third option for facilities funding is the Seismic Rehabilitation Grant Program (SRGP), which provides up to \$2.5 million per building for the seismic upgrading of existing building(s). Districts must commit to complete repair of the seismic components of a building before they are eligible for the grant. In other words, if the repair of the building costs \$10 million, then you will need to commit to spending the entire \$10 million before the state will provide the \$2.5 million.

Currently the OSCIM Grant Program is funded only through the May, 2019 bond election cycle. The Oregon Department of Education (ODE) will determine if there is funding for the next biennium.

Assuming no tax increase, your sources may look like this:

POSSIBLE REVENUE SOURCES LEBANON COMMUNITY SCHOOLS		
Bond Retirement (May 2020-21):	Up to	\$900,000
ODE OSCIM GRANT:	Up to	\$4 Million
ODE SRGP GRANT:	Up to	\$2.5 Million
Total Possible Available Funds:		\$7.4 Million

## Historic Preservation

Buildings more than 50 years old (constructed prior to 1969) will need to be evaluated by the State Historic Preservation Office (SHPO), whether it's formally registered as historic or not. These older buildings have all typically had numerous additions in subsequent years.

All District buildings, with the exception of Pioneer, Riverview and Lebanon High School Annex building, are more than 50 years old and will require SHPO evaluation.



# EXECUTIVE SUMMARY

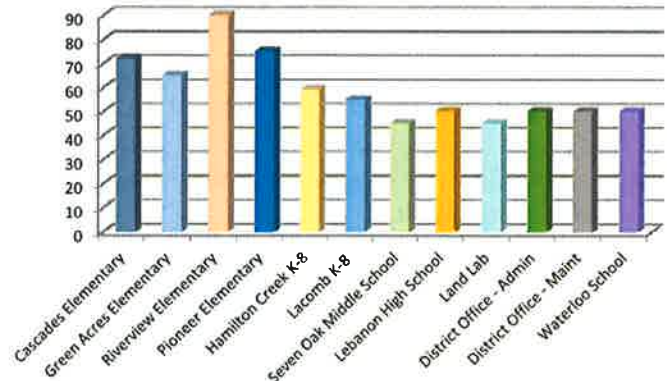
## General Notes

### Program Suitability

As would be expected, the newer buildings are more appropriately suited and designed for current educational requirements. With the significant inventory of buildings more than 50 years old, these contain antiquated configurations, such as undersized and dark classrooms, and buildings that don't support current needs relative to collaboration spaces and break out areas.

Pioneer and Riverview schools are good examples of modern educational design.

Summary - All Buildings: Suitability to Program



# EXECUTIVE SUMMARY

## General Notes (continued)

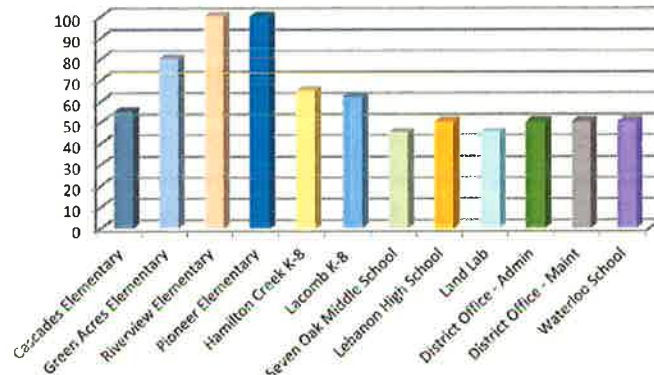
### Structural

TM Rippey Consulting Engineers performed a visual walkthrough of each of the buildings to determine the structural condition of the structures. The intent of the structural walkthrough is to determine which buildings or portions of buildings will need further structural study. Their report is provided as an appendix at the back of this document.

Additionally, FEMA performed an evaluation of the District's building in 2006, for the Oregon Department of Geology and Mineral Industries (DOGAMI). The Structural Rehabilitation Grant Program (SRGP) from the state of Oregon will require an ASCE 41-13 structural evaluation for each specific structure under consideration for funds.

Education building gymnasiums, cafeterias and multipurpose rooms that are feasible to be used as emergency shelters in disasters must be rehabilitated to meet the "Immediate Occupancy" seismic safety performance level..

Summary - All Buildings: Structural



Portions of the buildings that are not high occupancy can be upgraded to "Life Safety Occupancy." To be awarded a grant the district must show that the work will bring the entire building into compliance. If the \$2.5 million will not cover the costs, the District will need to augment the funding.

2006 DOGAMI EVALUATION - LEBANON COMMUNITY SCHOOLS				
School	Building ID	Original Build	DOGAMI Score	Collapse Potential
01 -Cascades Elementary	652	1953, 1978, 2003	1.9	Moderate >1%
02 - Green Acres Elementary	653	1948, 1950, 1975, 1978	0.1	High >10%
03 - Riverview Elementary	3503	2001	N/A	Low <1%
04 - Pioneer School K-6	3504	2001	N/A	Low <1%
05 - Hamilton Creek School K-8	658	1972, 2001	2.9	Low <1%
06 - Lacombe School K 8	671	1953, 1975, 1987, 2002	1	High >10%
07 - Seven Oak Middle School	674	1955, 2001	1.9	Moderate >1%
08 - Lebanon High School	688	1957, 2003	-0.1	Very High 100%
09 - Land Lab			N/A	N/A
10 - District Office			N/A	N/A
11 - Maintenance Facility			N/A	N/A

# EXECUTIVE SUMMARY

## General Notes (continued)

### HVAC / Mechanical

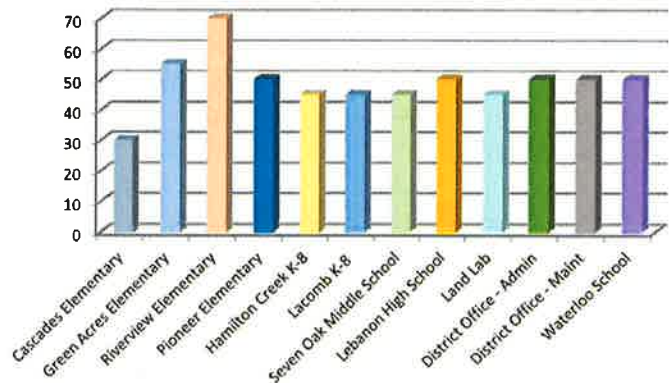
MFIA, Inc. Consulting Engineers performed a walkthrough all of the District's buildings and prepared a report on the conditions of the HVAC, plumbing and electrical systems. Their report is provided as an appendix at the back of this document.

The American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) has established standards for median life expectancy of typical HVAC equipment and systems. When looking at the HVAC equipment of a school, the condition and history is important but the district should also project equipment replacement based on the anticipated life expectancy.

If a school has a major failure of an outdated part, it could take several weeks to get the system back online and operational. The ASHRAE life expectancy chart is included an appendix to this document.

There are significant needs addressed in the report, from controls to unit replacement, as well as overall capacity concerns.

Summary - All Buildings: HVAC



# EXECUTIVE SUMMARY

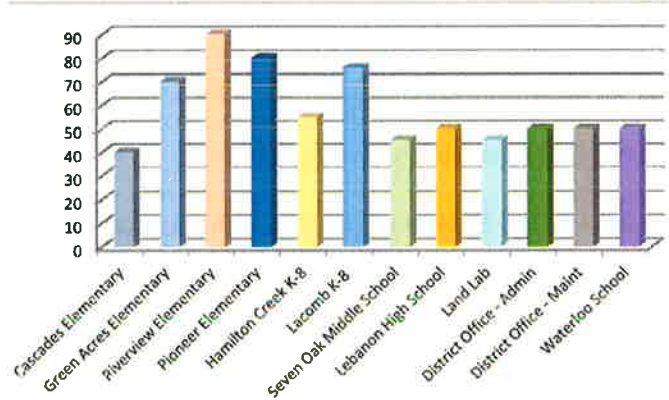
## General Notes (continued)

### Electrical

The Middle School / Gym building is the only building on campus that meets the current electrical requirements of the District. All others require some work, from distribution, capacity and panel upgrades to lighting upgrades from fluorescent to LED.

The High School Shop / CTE building in particular does not have adequate capacity and requires upgrading. The Elementary and High school main building has very aged components and wiring that represents a possible fire hazard and should be replaced.

Summary - All Buildings: Electrical

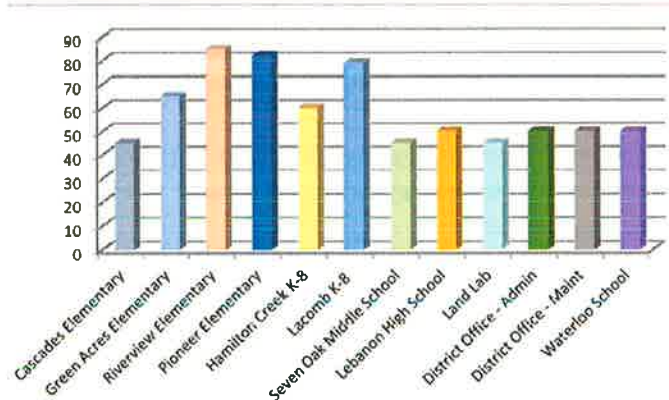


### Plumbing

The newer Middle School / Gym building plumbing is in good shape overall, but all other buildings on site have scope requirements relative to plumbing.

The entire site is on a septic system, and it's recommended the plumbing supply lines to these older buildings, as well as the plumbing piping inside the buildings, be replaced entirely. If available, the District should evaluate the costs of connecting to city water for sewer, as the septic field floods regularly and is problematic from a maintenance standpoint.

Summary - All Buildings: Plumbing



# EXECUTIVE SUMMARY

## General Notes (continued)

### Exterior Envelope

While the newer buildings are in good shape overall, the building has mostly older buildings that need significant work on the exterior envelope. Generally speaking, the buildings are under-insulated, have inefficient windows, worn siding and aging roof systems.

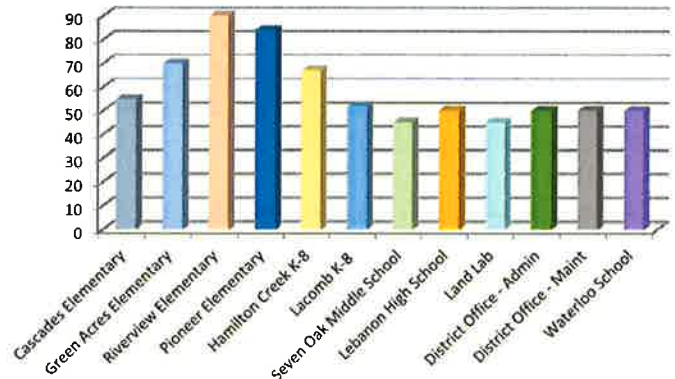
These will require a significant investment to bring them up to current code. Additionally, there are significant operating costs that can be saved if energy efficiency is prioritized.

### Interior Finishes

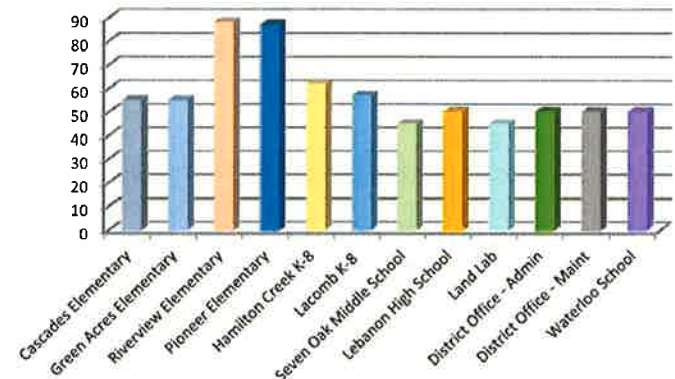
Newly remodeled areas such as the high school science classrooms and to a lesser degree the Library, have finishes in relatively good shape. Otherwise, District-wide there is a strong need to update the older interior finishes.

The Middle School / Gym building is newer and appears to be holding up well, with no obvious needs currently. The Maintenance Shed does not contain either occupiable (conditioned) exterior space or educational space, so it should not be considered for this scope. But all other buildings have significant needs, as will be detailed in the individual 'Facility Condition' spreadsheets and in the detailed reporting per building.

Summary - All Buildings: Envelope



Summary - All Buildings: Interior Finishes



# EXECUTIVE SUMMARY

## General Notes (continued)

### Accessibility

Oregon code dictates that up to 25% of every project budget be spent on the remediation of architectural barriers to accessibility. So a \$100,000 project will need to spend up to \$25,000 of that on barrier removal, until all the barriers are removed.

The Americans with Disabilities Act (ADA) is a federal law managed by the Department of Justice that all buildings are required to comply with, which means that you can possibly be sued in a civil court if your buildings do not comply.

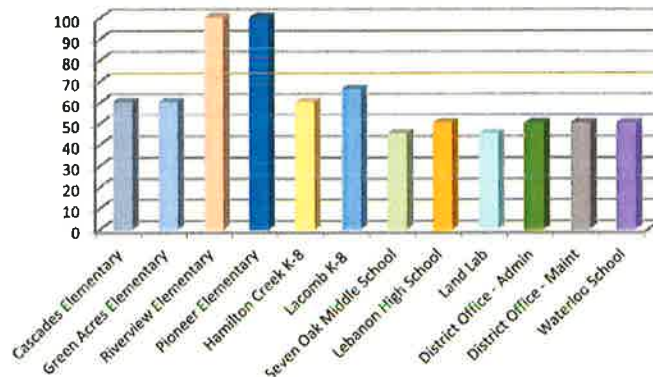
Accessibility will focus on site and entry access, restroom facilities, door hardware, signage and athletic areas. The approach will be to provide an analysis of the existing facilities relative to these requirements, and make recommendations for meeting all current standards.

### Hazardous Materials

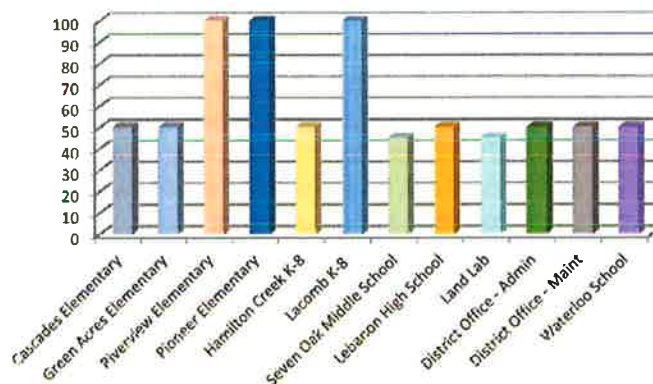
Many of the PSD's older buildings still contain asbestos tile flooring in particular. They may also contain other hazardous materials such as lead, mold, PCBs and radon gas, and / or have contaminants in the water. We have relied solely on information provided by the district to determine the extent of these materials.

The Gym building and Maintenance Shed are the newest structures on site, and do not appear to contain any hazardous materials.

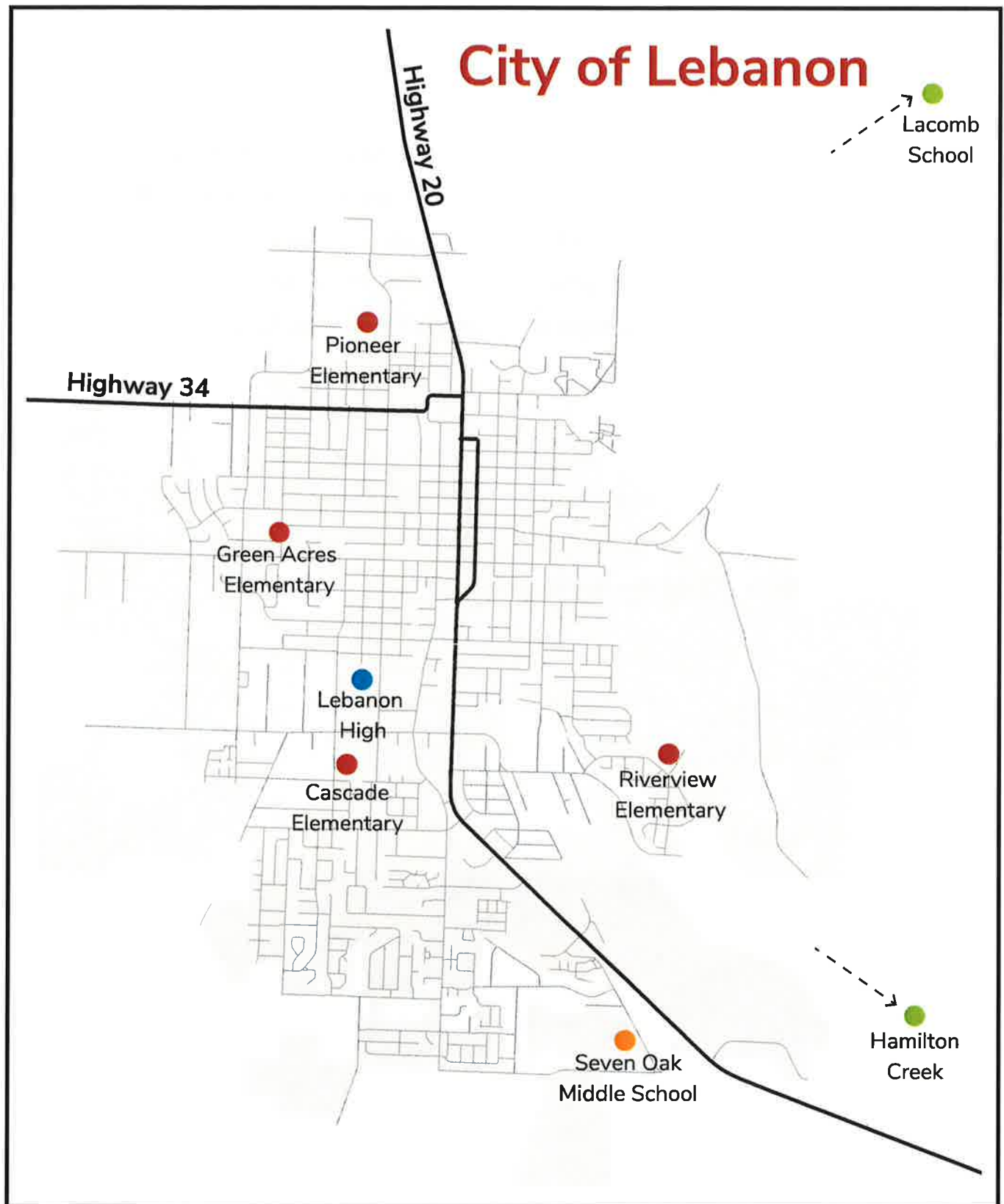
Summary - All Buildings: Accessibility



Summary - All Buildings: Hazardous Materials



# SCHOOL DISTRICT MAP



# EXISTING DISTRICT PROPERTY INVENTORY

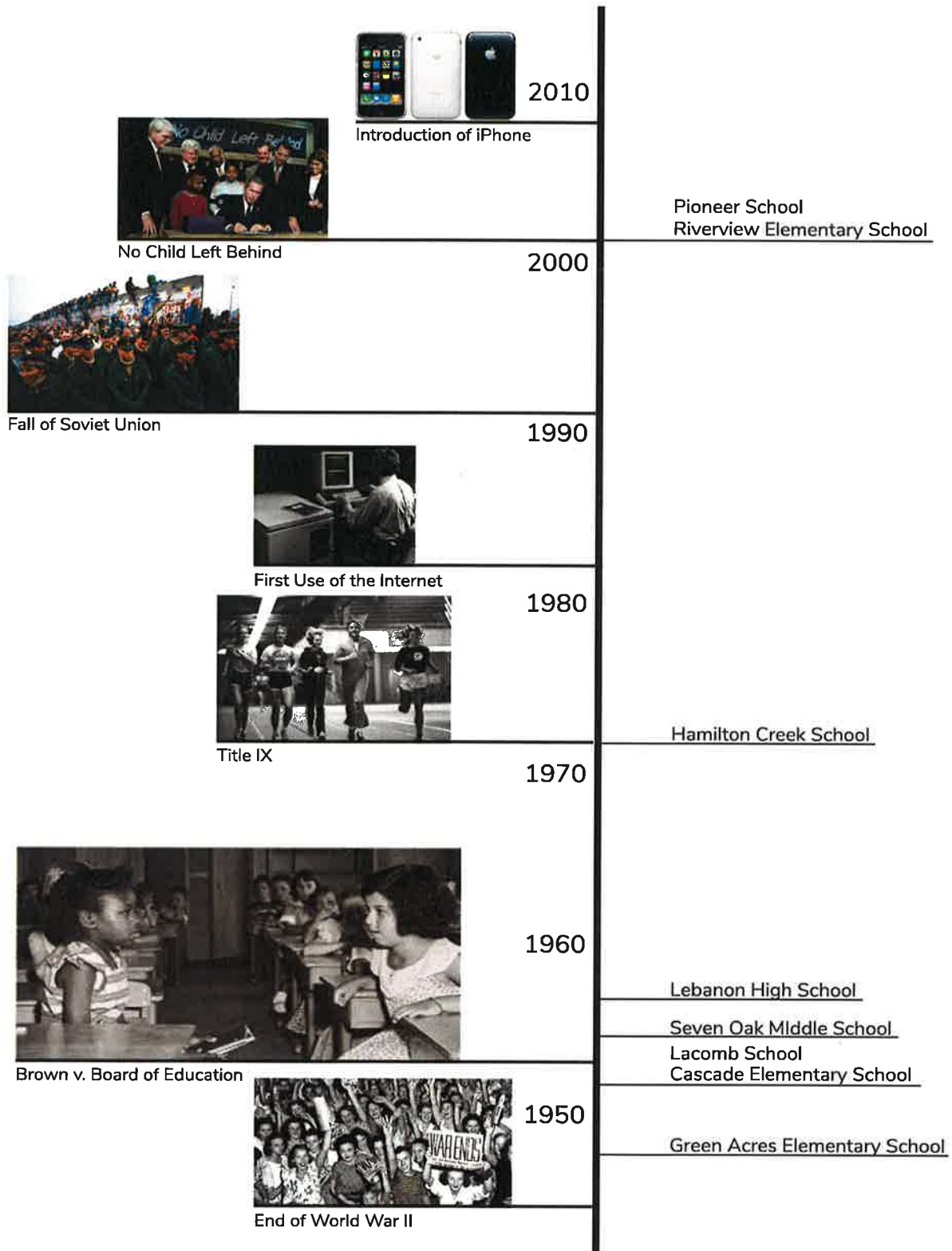
## School Facility Property

Facility Name	Facility Address
01 - Cascades Elementary	2163 7th St., Lebanon, OR 97355
02 - Green Acres Elementary	700 10th St., Lebanon, OR 97355
03 - Riverview Elementary	1011 Mountain River Dr., Lebanon, OR 97355
04 - Pioneer School K-6	500 N 5th St., Lebanon, OR 97355
05 - Hamilton Creek School K-8	32135 Berlin Rd., Lebanon, OR 97355
06 - Lacombe School K-8	34110 E Lacombe Rd., Lebanon, OR 97355
07 - Seven Oak Middle School	475 Pearson St., Lebanon, OR 97355
08 - Lebanon High School	1700 S. 5th St., Lebanon, OR 97355
09 - Land Lab	31000 Landlab Rd., Lebanon, OR 97355
10 - District Office	485 S. 5th St., Lebanon, OR 97355
11 - Maintenance Facility/ Bus Barn	2163 South 7th Street. Lebanon, OR 97355
12 - Waterloo Maintenance Building	



# EXISTING FACILITY OVERVIEW

## District Building Age Timeline



# EXISTING FACILITY OVERVIEW

## Facilities Condition Index (FCI)

Within the FCA report is the Facilities Condition Index (FCI), which is calculated based on the deficiencies found in each building and the corresponding cost(s) to address them. Specifically, the FCI outcome is the ratio of the estimated cost of renovations compared to the wholesale cost of replacing the entire building, using the same square footage and program as the existing building. The closer the renovation costs get to the full replacement cost of the building, the higher the FCI percentage. With this guide, the FCI assists in determining if it's more cost-effective to entirely rebuild or to renovate a facility or school, rather than try to address each individual deficiency.

An FCI over 0.50 indicates that a building should be replaced, rather than repaired, since the cost to repair is now equal to half the entire building's value or more. The FCI provides a general indicator of the building's condition and is a benchmark used to compare its relative condition to other similar buildings. This does not consider educational adequacy of spaces for current, modern teaching environments.

#	School / Building Name	GROSS AREA	YEAR BUILT	AGE	REPAIR BUDGET	REPLACEMENT BUDGET	FCI INDEX
1	Cascades Elementary (K-6)	53,086 SF	1953	66	\$3,659,833	\$22,160,751	16.51%
2	Green Acres Elementary (K-6)	52,870 SF	1948	71	\$3,539,919	\$22,070,582	16.04%
3	Riverview Elementary (K-6)	53,596 SF	2001	18	\$86,484	\$22,373,650	0.39%
4	Pioneer Elementary (K-6)	52,587 SF	2001	18	\$365,887	\$21,952,443	1.67%
5	Hamilton Creek (K-8)	50,130 SF	1972	47	\$3,709,545	\$21,687,742	17.10%
6	Lacomb (K-8)	41,368 SF	1953	66	\$3,733,785	\$17,897,038	20.86%
7	Seven Oak Middle (6-8)	81,085 SF	1955	64	\$5,550,414	\$35,695,239	15.55%
8	Lebanon High School (9-12)	170,158 SF	--	--	--	--	--
8a	Main Building	120,158 SF	1957	62	\$12,527,238	\$80,072,952	15.64%
8b	Annex	50,000 SF	2003	16	\$4,067,993	\$23,529,000	17.29%
9	Land Lab (9-12)	48,313 SF	1960	59	\$1,916,543	\$22,001,740	8.71%
10	District Office	17,570 SF	1955	64	\$1,153,150	\$8,001,378	14.41%
11	Maintenance Building	9,894 SF	1960	59	\$873,144	\$4,505,728	19.38%
12	Waterloo Building	40,000 SF	1950	69	TBD	TBD	TBD
TOTALS					\$41,183,937	\$301,948,241	

# EXISTING FACILITY OVERVIEW

## Facilities Condition Index (FCI) Rating Scale

### Overall Categories + Breakdown

0% - 5%	Good Condition
5% - 10%	Fair Condition
10% - 30%	Poor Condition
30%+	Critical Condition

### Good / Fair Condition Attributes:

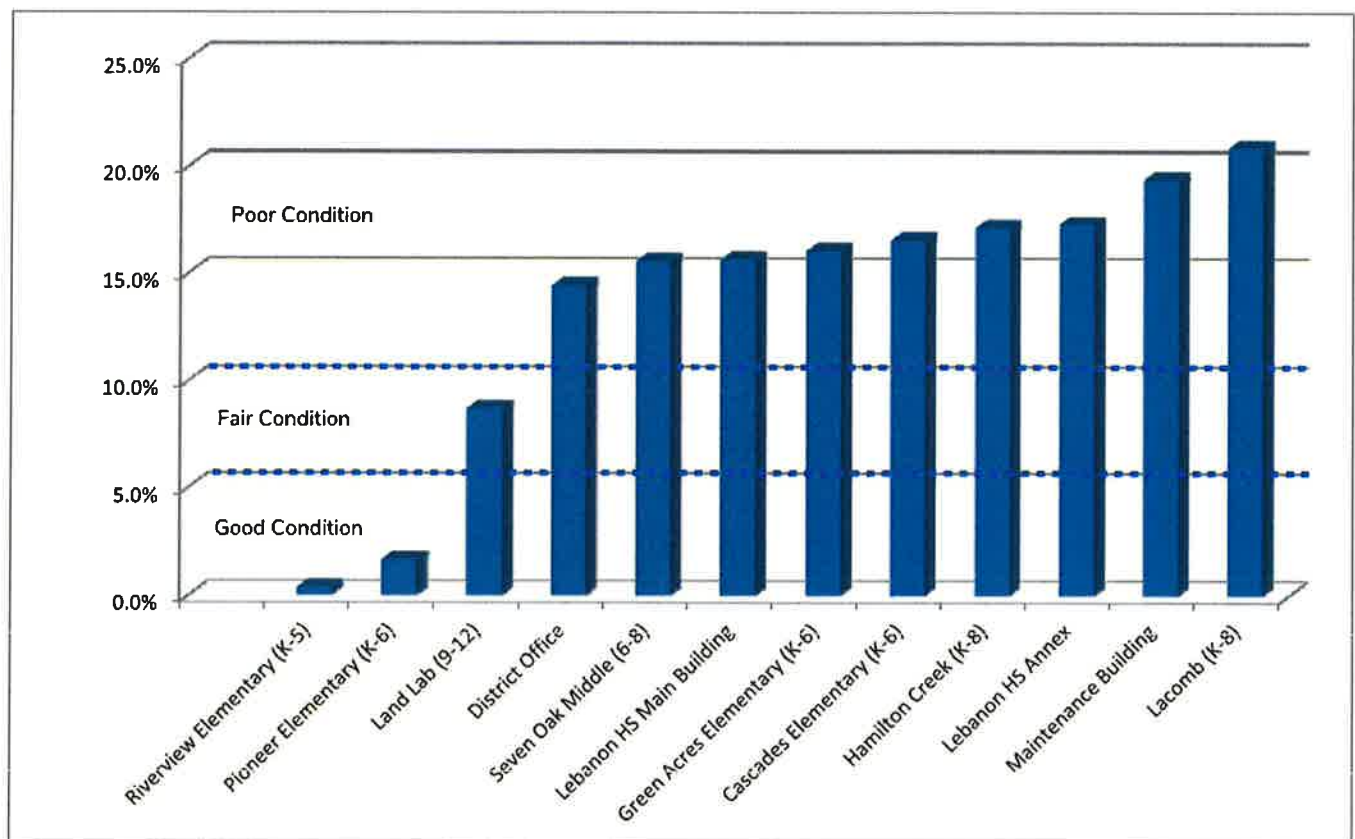
- Orderly spotlessness
- Low levels of Unfunded liability
- Good Funding Level
- Some minor repairs needed; functions okay

### Poor Condition Attributes:

- Unkempt Neglect
- Unfunded liability
- Poor Funding Level
- The asset may be nearing Functional Failure ("F")

### Critical Condition Attributes:

- Urgent
- Important
- High-Priority
- Urgency-Importance Matrix
- Near Term
- Immediate
- The asset has reached Functional Failure ("F")



# EXISTING FACILITY OVERVIEW

## EDUCATIONAL SUPPORT SPACES

### Elementary Schools (K-6)

#	School	GROSS SF	Students	OVERALL SF per student	LIBRARY SF per student	GYM SF per student	CAFETERIA SF per student
01	Cascades Elementary	53,086	308	172.4	3.7	42.6	7.4
02	Green Acres Elementary	52,870	307	172.2	5.3	21.1	9.0
03	Riverview Elementary	53,596	412	130.1	5.1	11.8	8.5
04	Pioneer School	52,587	367	143.3	6.3	14.7	9.5
		RECOMMENDED SF for Elementary Schools		120 - 157	4	10.0	5.0

### Primary Schools (K-8)

#	School	GROSS SF	Students	OVERALL SF per student	LIBRARY SF per student	GYM SF per student	CAFETERIA SF per student
05	Hamilton Creek School K-8	50,130	315	159.1	7.4	17.2	6.4
06	Lacomb School K-8	41,368	238	173.8	5.3	20.0	12.1
		RECOMMENDED SF for Primary Schools		120 - 180	4	10 - 12	5 - 7.5

### Middle School (7-8)

#	School	GROSS SF	Students	OVERALL SF per student	LIBRARY SF per student	GYM SF per student	CAFETERIA SF per student
07	Seven Oak Middle School	81,085	644	125.9	4.2	20.7	5.1
		RECOMMENDED SF for Middle Schools		150 - 180	4	12.0	7.5

### High School (9-12)

#	School	GROSS SF	Students	OVERALL SF per student	LIBRARY SF per student	GYM SF per student	CAFETERIA SF per student
08	Lebanon High School	170,158	1182	144.0	5.3	14.6	2.9
		RECOMMENDED SF for High Schools		173 - 182	4	12.0	7.5

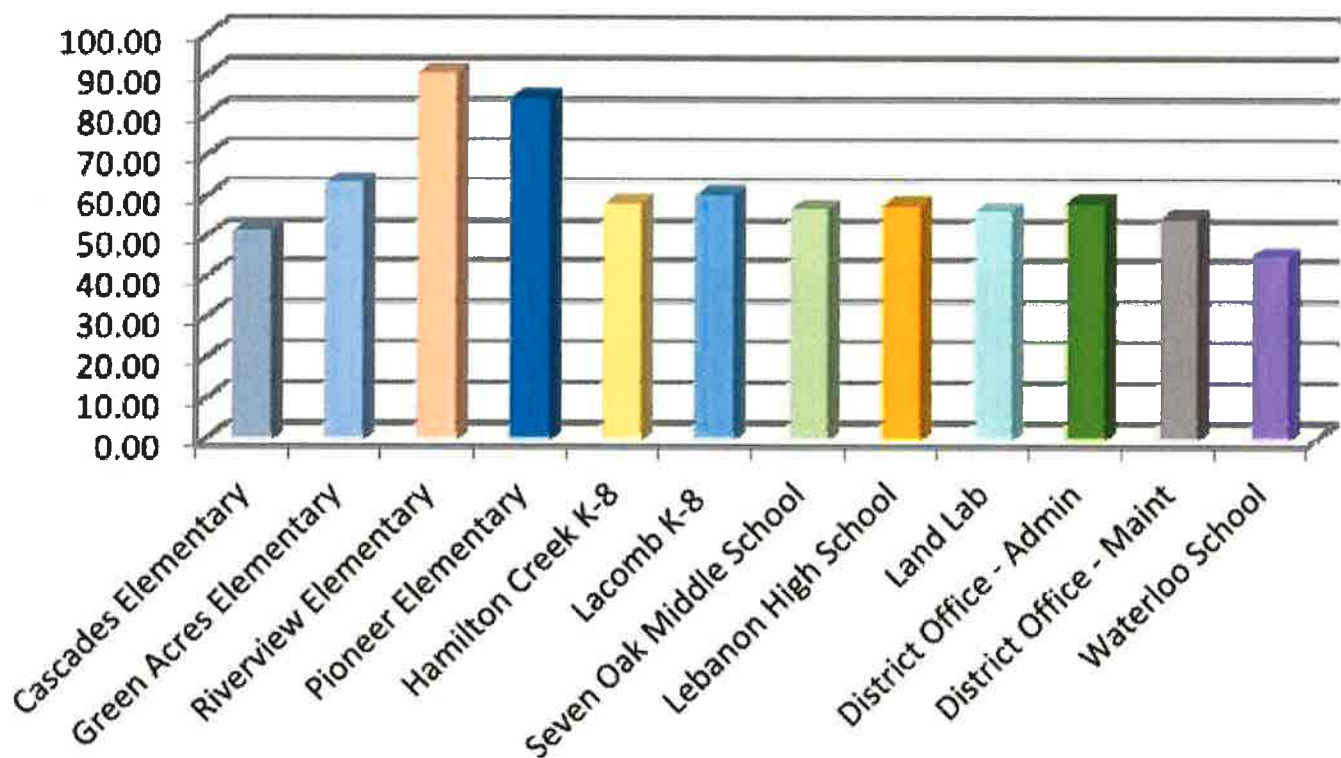
# EXISTING FACILITY OVERVIEW

## Condition Performance Index

These numbers are used as a general indicator for the overall condition of building systems. Refer to the individual building 'Facilities Assessments' for a more detailed breakdown on what these numbers represent.

A score of 'zero' means that the building is not meeting any of the current needs of the building users, while a score of 100 means that the building performs perfectly and meets all necessary educational and facility needs of its users.

## Summary - All Buildings: Average



# EXISTING FACILITY OVERVIEW

## Critical Needs Summary

### 01 - Cascades Elementary

Priority building and site issues include:

- Science needs not being met.
- SPED needs restroom and shower facilities.
- Site circulation problematic, unsafe for students.
- Parking inadequate for increased staff, events
- Significant HVAC issues throughout.
- Lack of visibility from building entry to office.
- Fencing needed for site safety.
- Kitchen equipment needs replacing.

### 02 - Green Acres Elementary

Priority building and site issues include:

- Not meeting current PE hours.
- Covered Play supervision issues.
- Magnet SPED school (with Cascades).
- Heating inadequate, no AC anywhere but needed.
- Potential settling issue at addition (wall / slab cracks).
- Older windows need replacement (get stuck).
- Entire school has only one staff restroom.
- Significant student population fluctuation (30%).

### 03 - Riverview Elementary

Priority building and site issues include:

- Covered Play structure is inadequately sized.
- Playground not configured well for supervision.
- No good location for small meetings (DHS, etc.).
- Storage lacking overall (building, tech, equipment).
- Good separation of bus / car, event parking needed.
- Site not fully fenced, need better entry control.
- AC only in Library, Admin (not enough).
- Cafeteria location problematic for playground access.
- Roof issues (leaks) back of site, room 127 particularly.
- Issues with use of break out spaces + supervision.

### 04 - Pioneer Elementary (PK-6)

Priority building and site issues include:

- PK-6 renovation removed science, would like it back.
- Small covered play in front too small, needs changing.
- Classroom AV problematic (expensive projectors).
- Building entry is not secure, doesn't connect to office.
- Better ADA restrooms and circulation needed.
- Site circulation tough (busses park on street).
- Parking very inadequate, street very busy to cross.
- Site fencing needed, huge rear field area.
- HVAC problematic, inconsistent.



# EXISTING FACILITY OVERVIEW

## Critical Needs Summary (Continued)

### 05 - Hamilton Creek School (K-8)

Priority building and site issues include:

- Playground equipment needs replacing (PTC).
- SPED needs ADA restroom facilities.
- Event parking severely problematic - overflows.
- HVAC issues, may need rebalancing.
- Building not secure, back / side doors don't key.

### 06 - Lacombe School (K-8)

Priority building and site issues include:

- Lack of storage / space (general, after school).
- Wood bleachers are old and need replacement.
- Only one staff restroom in building (need more).
- SPED needs ADA restroom facilities.
- Perimeter fencing needed (site is open).
- HVAC issues building-wide (NE classroom wing).
- Front entry security issues (desk exposed, etc.).
- Significant roof leaks (main hall), classrooms).
- Covered Play Structure is very old + needs replacing.

### 07 - Seven Oak Middle School

Priority building and site issues include:

- Over capacity + very crowded, causing issues.
- Meeting / counseling space needed.
- Outdoor covered area needed for lunch / recess.
- SPED is converted Computer Lab (not ideal).
- Conflicts with bus + car traffic (route around school).
- Entry has no visibility to pick-up / drop-off, no control.
- HVAC at outlying areas inadequate.
- Windows in Admin have broken seals (sweating).
- PE / Health biggest 'pinch point' for curriculum.
- Operable windows needed (main office / library).
- Admin uplighting not adequate (offices, etc.).



Hamilton Creek Main Entry



Cascades Elementary School - Cafeteria

# EXISTING FACILITY OVERVIEW

## Critical Needs Summary (Continued)

### 08 - Lebanon High School

Priority building and site issues include:

- Lunch works due to open campus, too small if not.
- Title IX issues updates to athletics, still some issues.
- Gender neutral facilities still needed (some exist).
- Older restroom / locker facilities need upgrading.
- Gym roof leaks, otherwise in good shape.
- No existing modern science lab facilities.
- CTE combined with classrooms + Land Lab.
- Auditorium + Gym heavily used (school + community).
- SPED restroom needed, classrooms renovated.
- Bus + car traffic / circulation problematic (separate).
- Security issues with multiple doors (main + annex).
- Site fencing needed, more card readers needed.
- HVAC inadequate and problematic throughout.
- Inadequate power receptacles throughout.
- Additional building storage needed.
- Desire for 'Maker Space' (could use Library).
- Network + WiFi inadequate (grading crashes system).
- Evaluate Grandstand structurally (exposed rebar).
- Field needs accessible restrooms / access overall.
- Tennis facility has cracking, settling, tree roots.
- Welding classroom needs better venting.
- Overall classrooms are too small, unusable.

### 09 - Land Lab

Priority building and site issues include:

- Buildings open, disconnected (no security).
- Concern with supervision weekends / evenings.
- Parking + neighbor complaints about traffic.
- No signage, direction to different buildings.

### 10 - District Office

Priority building and site issues include:

- Programs growing (Welcome Center, etc.).
- Maintenance is shrinking.
- Technology lost warehouse, very small space now.
- Alt Ed program will see significant growth.
- Issues with fire / life safety in existing building.
- Parking not adequate for overall site use.
- Security issues with multiple building access points.
- No card readers, no control / visibility to entrances.
- Inadequate storage throughout (IT, maintenance, etc.)

### 11 - Maintenance Facility + Bus Barn

Priority building and site issues include:

- IT needs not aligned with what District needs.
- Building not insulated, not appropriate for program.
- AC (window unit) in 2nd floor Facilities offices only.
- Food Services takes up significant space w/ walk-ins.
- Unsafe utilities adjacent to Bus Shed.

### 12 - Waterloo Building

Priority building and site issues include:

- Building program does not fit space.
- Classrooms + corridors problematic for access.
- Single, 36" wide doors too small for stored items.
- Aging portables present safety + security hazard.
- Site very remote, hard to access regularly.
- Overall very poor condition of building + services.



Lebanon District Office



Hamilton Creek School - Entrance

# FACILITY ASSESSMENTS BY BUILDING

<b>01 Cascades Elementary School</b>	24
<b>02 Green Acres Elementary School</b>	32
<b>03 Riverview Elementary School</b>	40
<b>04 Pioneer School</b>	48
<b>05 Hamilton Creek School</b>	56
<b>06 Lacombe School</b>	64
<b>07 Seven Oak Middle School</b>	72
<b>08 Lebanon High School</b>	80
a. Main Building	
b. Annex Building	
<b>09 Land Lab</b>	88
<b>10 Lebanon District Office</b>	94
<b>11 Maintenance Building</b>	102

# 01 - CASCADES ELEMENTARY SCHOOL



Cascades Elementary School - Site Plan

# 01 - CASCADES ELEMENTARY SCHOOL



Cascades Elementary School - Floor Plan



## 01 - CASCADES ELEMENTARY SCHOOL

### Facility Summary

This school, one of the older ones in the District, suffers from a lack of effective mechanical systems, which create daily issues for the administration and staff. Additionally, the lack of a secure vestibule, as well as the disconnection of the main school building to the gymnasium addition, create for overall security concerns.

The building envelope is overall fairly inefficient, and the siding could use upgrading and maintenance.

The unreinforced masonry chimney creates a significant seismic risk, particularly considering it's proximity to the building entry.

There are significant site circulation concerns, with conflicts between busses and cars. There is also inadequate accessible (ADA) parking directly adjacent to the main entrance.

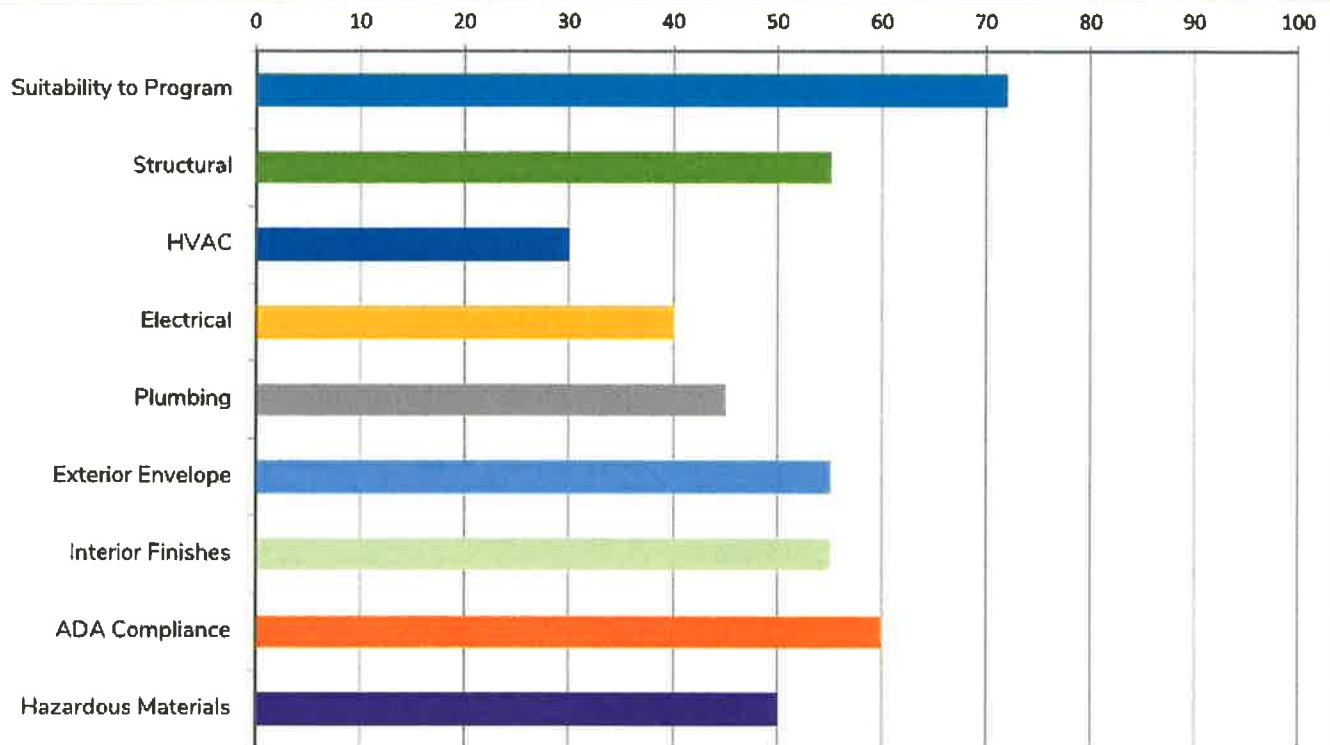
Site Name:	Cascades Elementary
Building Name:	Main
ODE Building ID:	652
Building Type:	Elementary School
Students:	331
Building Address:	2163 7th St. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	53,086 SF
# of Classrooms	15
# of Portable Classrooms:	0
Classroom Capacity	390 students
Site Acreage:	10.13 acres
Year Built:	1953
Additions/Renovations:	1978, 2003
Number of Floors:	One (1)
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$22,160,751
Repair Costs:	\$3,659,919
FCI Index:	16.51%



# 01 - CASCADES ELEMENTARY SCHOOL

## Cascades Elementary School - Average Score

**51.33**



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



# 01 - CASCADES ELEMENTARY SCHOOL

## Program Suitability

Classrooms are generally well sized and have good daylighting. The building overall is well laid out, with the exception the gym addition's separation from the main building. A new Administration area, between the existing and new, would allow for an enclosed corridor and provide better building security as well.

## Structural

The structural is one-story wood framing with a concrete slab-on-grade for the main building. The gymnasium building is one story also, with wood framing and concrete masonry unit (CMU) construction.

Structural concerns include the unreinforced masonry (URM) chimney and it's proximity to the main building entrance. Additionally, there is a reentrant corner (inside corner), which could provide for some stresses on the building in the event of an earthquake.

## HVAC / Mechanical

The classroom building has a gas fired scotch marine fire tube steam boiler that was installed in conjunction with the 1978 addition along with an older abandoned boiler. The building is heated by steam heated air handlers. A ductless cooling system has been provided in the Library. Temperature controls are of multiple vintages and the building was quite warm during the visit. Replacing the control system should alleviate many of the temperature issues. Kitchen reportedly has significant heating issues. Significant energy savings are likely possible with a mechanical system replacement project.

The adjacent gymnasium building has 2 rooftop gas heating units for the gymnasium and indoor high efficiency gas furnaces for the remaining office and classrooms spaces. Existing thermostats are not programmable.



Typical Classroom



Exterior Metal Panel + CMU

# 01 - CASCADES ELEMENTARY SCHOOL

## Plumbing

Domestic water is provided by a well and the building is connected to the city sewer system. The original portion of the building has galvanized steel water piping and the later addition was piped with copper. The galvanized piping should be replaced.

There is an older gas water heater in the boiler room that should be replaced. There is a large electric water heater serving the kitchen that should be replaced with a gas fired heater. Neither of these heaters have seismic restraints. The 1978 classroom addition has a high efficiency gas fired water heater. The kitchen has a grease interceptor. Existing stall urinals are not ADA compliant.

## Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with recessed or surface-mounted fixtures in hallways, and pendant-mounted fixtures in classrooms. Some classrooms have primarily 'direct' lighting, and appear to be well-lit. However some classrooms have 'indirect' lighting with fairly low lighting levels.

These classrooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation. Exterior lighting appears to be compact fluorescent and high-intensity discharge (HID) fixtures.

## Electrical

The building is served by an exterior 167 kVA pad-mounted utility transformer (PacifiCorp) west of the main building, with underground service lateral to a 1200 Amp 120/240V single-phase 3-wire main distribution panel (General Electric) in the separate gymnasium building, with four service disconnects.

This panel sub-feeds local branch panels in the gym building, and has an 800 Amp circuit breaker sub-feeding underground to an 800 Amp 120/240V single-phase 3-wire panel (ITE 1979 vintage) in the boiler room. This panel sub-feeds branch panels through-out the main building, as well as some original antiquated Federal Pacific Electric (FPE) panels, with circuit breakers that can be difficult to replace, and with a history of unreliable protection.

These FPE panels should be replaced with modern reliable equipment. Panels observed in the main building have no or very few spaces for additional circuits, thus any future expansion would necessitate additional panels. Panels in the newer gym building do have some space for future expansion. Utility demand history is unknown, but judging by the size of the utility transformer versus the main distribution panel size, we anticipate future growth would not be an issue. The lack of three-phase power could be an issue if larger motors were needed, such as an elevator or large HVAC equipment.



# 01 - CASCADES ELEMENTARY SCHOOL

## Exterior Envelope

The main classroom building is a combination of masonry veneer, metal panel and horizontal lap siding. All are generally in good condition, although they do show their age. There is some wear showing on the metal panel, as well as some damage at the front entry / parking area.

The gymnasium building is primarily painted CMU with metal panel accents, with a canopy connecting the two structures.

Roofing for the entire school consists of a membrane system and is of varying ages.

Many of the windows have been replaced with insulated units, particularly in the classroom wings. The Administration / entry area of the building appears to still have older, single pane windows that aren't operable.

Exterior hollow metal doors show signs of wear and should be repainted.

## Interior Finishes

The interior finishes have been well maintained but are showing the age of the building. There is a significant amount of resilient flooring that appears to be asbestos and will require abatement.

The casework is primarily painted wood with plastic laminate countertops. These have been well maintained, but do not necessarily meet the current needs of each classroom / space.



# 01 - CASCADES ELEMENTARY SCHOOL

## Accessibility

The building entry is fully accessible, as well as other secondary access points. Some of the exterior doors do have a step up, but the building is close to on grade, so there's not much transition overall. There are ramps existing, but they don't appear to be fully compliant with current code (slope, guardrail configuration, handrails, etc.).

Upgrades have been made to the building entries and restrooms, so they do meet current accessibility code. Doors and door hardware generally lack the manoeuvring clearances required to meet current ADA requirements, however.

While not fully accessible, most student restrooms have some manoeuvring clearances and grab bars, allowing for use by users with physical disabilities.

Typically sinks and faucets in casework are not accessible and show significant wear and / or evidence of leaks. Drinking fountains are often mounted low enough for younger students, but have older operation handles that require grasping and / or twisting.

## Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials. Most significantly, much of the resilient tile flooring appears to contain asbestos.

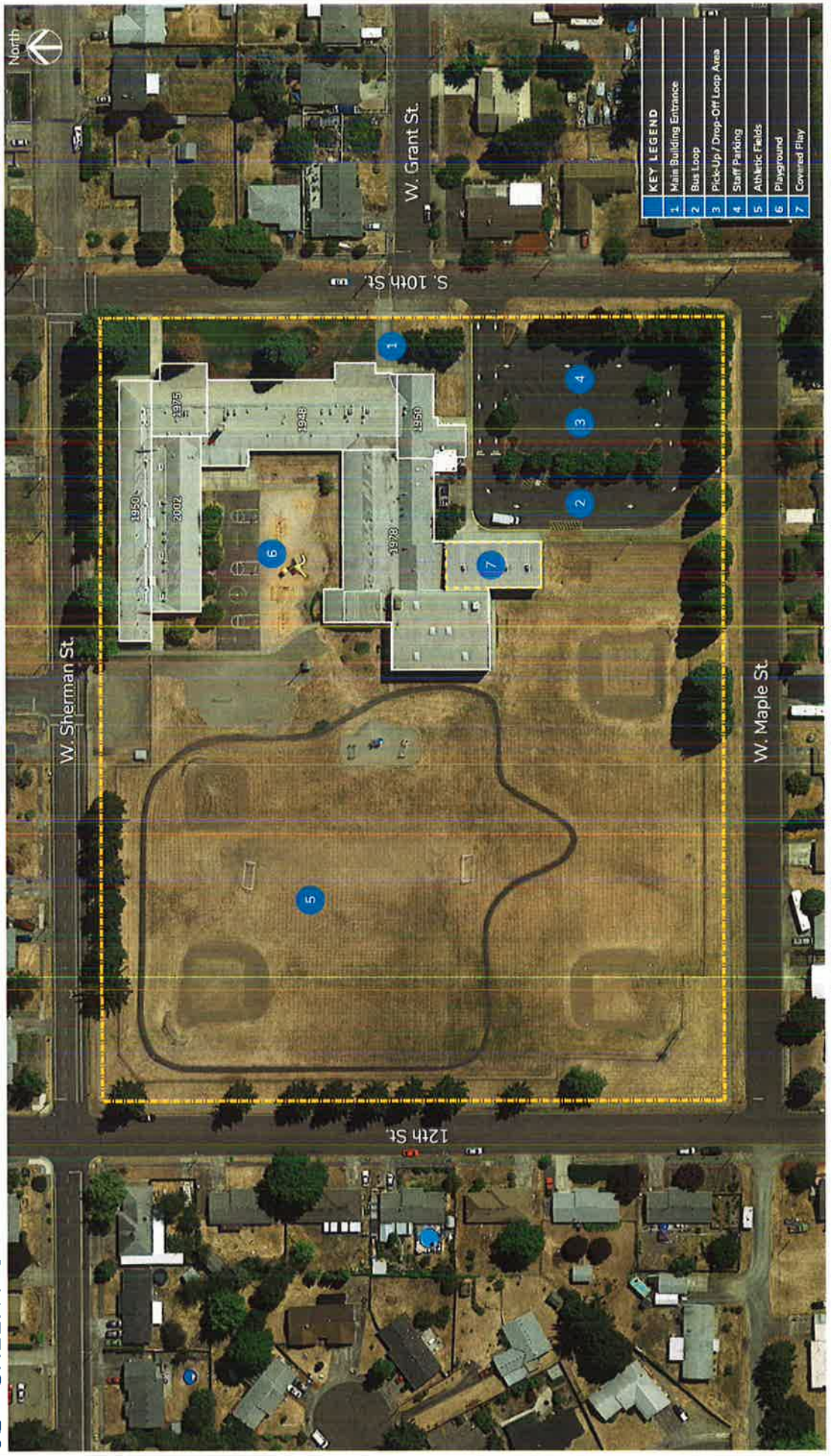


Resilient Tile Flooring



Corridor Cubbies

## 02 - GREEN ACRES ELEMENTARY SCHOOL



Green Acres Elementary School - Site Plan

# 02 - GREEN ACRES ELEMENTARY SCHOOL



Green Acres Elementary School - Floor Plan



## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Facility Summary

The overall courtyard layout of Green Acres has been developed over time, as a result of numerous additions and renovations. This has resulted in a very safe, enclosed central area for the playground, which works well for the students and staff.

However, the interior spaces suffer from so many disparate additions, and there is a lack of continuity overall to the interior layout of the building. This means each group of classrooms is distinct by addition, based on the year built.

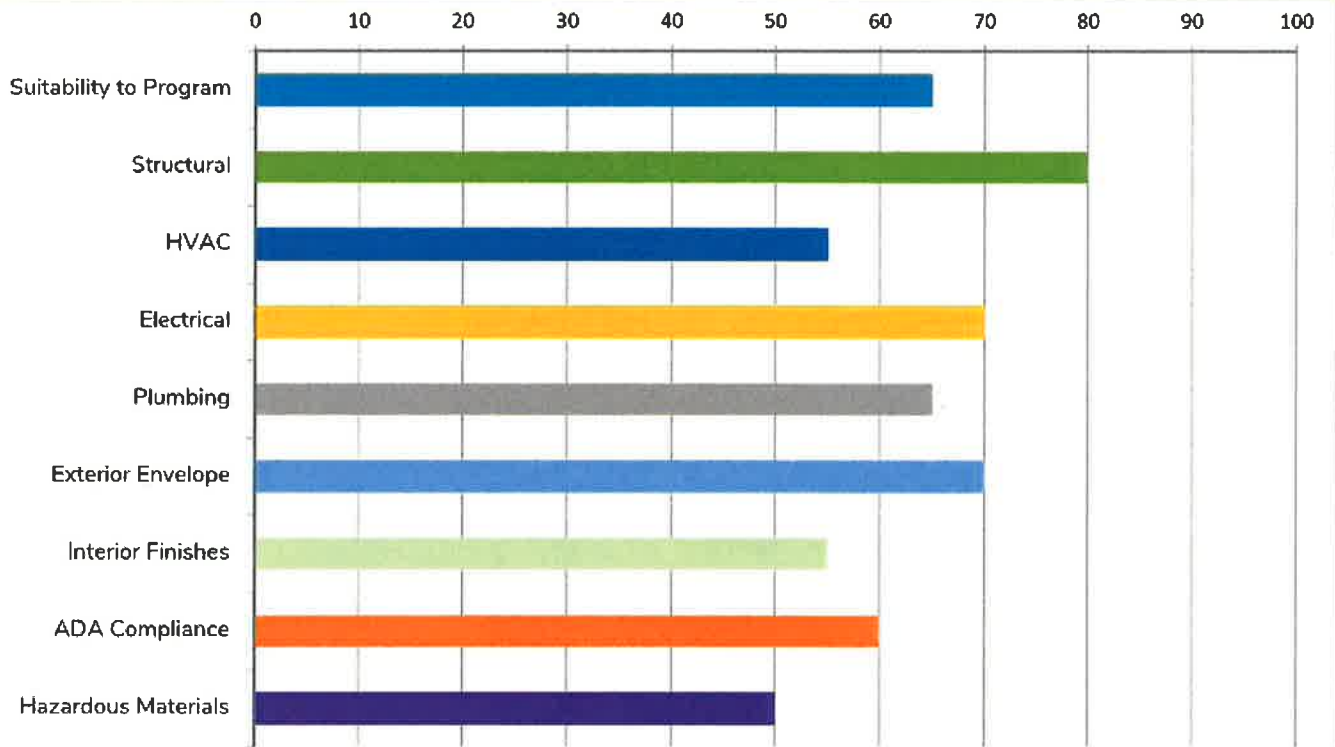
Site Name:	Green Acres Elementary
Building Name:	Main
ODE Building ID:	653
Building Type:	Elementary School
Students:	328
Building Address:	700 10th St. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	52,870 SF
# of Classrooms	18
# of Portable Classrooms:	0
Classroom Capacity:	468 students
Site Acreage:	11.14 acres
Year Built:	1948
Additions/Renovations:	1950, 1975, 1978, 2002
Number of Floors:	One (1)
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$22,070,582
Repair Costs:	\$3,539,919
Facility Condition Index:	16.04%



## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Green Acres Elementary School - Average Score

**63.33**



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Program Suitability

Each classroom wing is configured very distinctly, with differing resources and supporting spaces. This makes it very difficult for teachers and aides to transfer between classes. Generally the classrooms are appropriately sized and have good daylighting.

The gym, cafeteria and library are all located at furthest points from each other, avoiding bottlenecks but requiring a fair amount of travel time to access these spaces. The cafeteria is also quite remove from the playground, although the covered play structure is closer, and quite proximate to the gym itself.

### Structural

The structural is one-story wood framing with a concrete slab-on-grade primarily. There are small areas of CMU, mainly around the mechanical room. There is an URM chimney, although it isn't directly proximate to the main building entry.

There are also several reentrant corners, which have an increased potential for damage to the building during a seismic event.

Due to the physical configuration of where the 1978 gym connects with the adjacent classroom corridor, there is the possibility for pounding damage at this location.

### HVAC / Mechanical

The central heating plant is quite new and includes high efficiency gas fired hydronic boilers and variable speed circulating pumps. Classrooms are served by fan coil units located above the corridor ceiling. The gymnasium has a rooftop air handler.

The kitchen ventilation system is substandard and should be upgraded. Temperature controls are a variety of DDC systems and should be standardized. Temperature complaints indicate retro commissioning may be needed.



## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Plumbing

The building is served by municipal water and sewer. A well provides irrigation water. Portions of the building have original galvanized steel water piping that should be replaced.

The gas water heater is old and has no seismic restraint. It should be replaced with a high efficiency heater. Many fixtures are not ADA compliant. Kitchen fixtures are dated and may not meet current health code.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with recessed or surface-mounted fixtures in hallways, and pendant-mounted fixtures in classrooms. Most classrooms have 'indirect' lighting with fairly low lighting levels. These classrooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

Some skylights have upward-aimed lighting, which does not illuminate the interior spaces and is not energy efficient. Exterior lighting appears to be compact fluorescent and high-intensity discharge (HID) fixtures.

### Electrical

The building is served by exterior pole-mounted utility transformers (PacifiCorp) south of the building, with overhead service drop to a 1200 Amp 120/240V three-phase 4-wire delta main distribution panel (ITE – 1979 vintage) in the mech/storage room off the cafeteria, with six service disconnects.

This panel sub-feeds two newer sub-distribution panels (GE – 2002 vintage) in the mechanical room, along with various branch panels throughout the school building. Most panels observed have 25% or more space for additional circuits.

Utility demand history is unknown, but judging by the size of the utility transformer versus the main distribution panel size, we anticipate future growth would not be an issue, although with the code-allowed maximum of six service disconnects already utilized, some reworking of the distribution system would need to be done.



Corridor Drinking Fountain



Electrical Switch

## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Exterior Envelope

The exterior cladding consists primarily of horizontal lap siding, a mixture of vinyl, wood and cementitious. There is also some wood panel siding (T1-11). While it has been well maintained and appears to have been somewhat recently painted, there are clear signs of water damage at the base / grade level of the siding.

The CMU at the gym and covered play shows signs of moisture intrusion, as there is visible moss growing on the top of the CMU wall itself. While it doesn't represent a current envelope concern, steps should be taken to mitigate any future damage.

The exterior vinyl siding facing the street and more public areas is in relatively good shape, but the interior / courtyard siding shows signs of growth, wear and damage and needs replacing.

The roof is a blend of asphalt shingles at the sloped areas, and membrane at the low slope areas, including the covered play structure. The shingles are in poor condition visibly and require replacement. There appears to be minimal attic ventilation overall, both upper and lower.



CMU Wall

### Interior Finishes

The interior has light and bright paint throughout, including several inspirational statements stenciled on the walls, which gives the school a very cohesive and friendly feeling.

Generally there is resilient tile throughout the corridors, cafeteria and most classrooms. This tile is quite worn and requires replacement. There is evidence of significant cracking telegraphing through the concrete slab below to the flooring, particularly in the corridors.

Several classrooms have a mixture of broadloom carpet and resilient tile. The casework is a plywood / wood veneer finish with a clear stain and plastic laminate countertops. These are generally in good overall condition, particularly for the age of the building.

The gymnasium has resilient floor, older wooden bleachers and no natural daylighting. The finishes are quite dated and show years of use.

The kitchen has resilient tile flooring, which may not meet current health code. There is evidence of widening gaps in the tile as well, indicating a need for replacement. Additionally, wood butcherblock countertops also do not meet current health code.

Some restrooms have ceramic tile walls and floors, while others have resilient sheet flooring and FRP wall panels. While in good overall condition for their age, these should be planned for replacement, due to the nature of use and sanitation requirements.



Corridor Resilient Tile Flooring

## 02 - GREEN ACRES ELEMENTARY SCHOOL

### Accessibility

Generally speaking the school is overall quite accessible. As a single story, concrete slab-on-grade structure, access is quite easy from the exterior through the main entry, as well as secondary access points to the playground, fields, service, etc.

There appears to be adequate manoeuvring clearance at most doors, and the door hardware has been upgraded to accessible lever handles.

The restrooms appear to have some accessible stalls with grab bars, that come close to meeting current ADA requirements. Some doors have broken off and been removed from the stalls, replaced with a curtain.

Plumbing fixtures continue to be problematic, between mounting heights, faucet handle configurations, and clear floor space adjacent.

### Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials.

The most significant evidence of potential hazardous materials is the resilient flooring tile, as there is some that appears to be asbestos containing, and would require abatement for removal. There is also some surface-applied ceiling tiles that appear to possibly contain asbestos.



# 03 - RIVERVIEW ELEMENTARY SCHOOL



Riverview Elementary School - Site Plan

# 03 - RIVERVIEW ELEMENTARY SCHOOL



Riverview Elementary School - Floor Plan



## 03 - RIVERVIEW ELEMENTARY SCHOOL

### Facility Summary

As one of the two newest schools in the District, Riverview has a very small list of needs and is in generally very good condition overall. The exposed wood structural elements tie closely to Lebanon's logging history.

The site is adjacent to significant recent growth, and there is a potential for continued increased enrollment pressure.

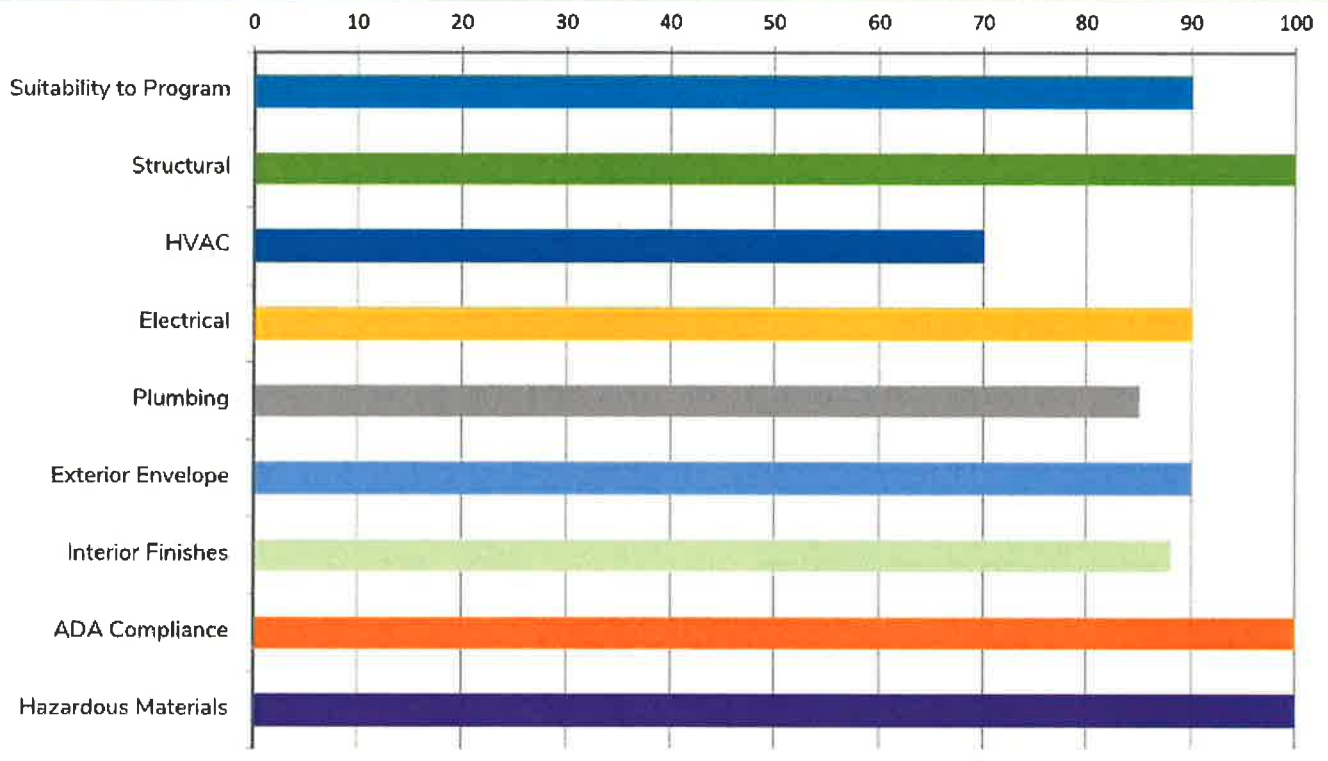
Site Name:	Riverview Elementary
Building Name:	Main
ODE Building ID:	3503
Building Type:	Elementary School
Students:	417
Building Address:	1011 Mountain River Dr. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	53,596 SF
# of Classrooms:	18
# of Portable Classrooms:	
Classroom Capacity:	468 students
Site Acreage:	11.48 acres
Year Built:	2001
Additions/Renovations:	N/A
Number of Floors:	One (1)
Primary Structure:	Heavy Timber
Roof Type:	Built-Up Roofing
Replacement Budget:	\$22,373,650
Repair Cost:	\$86,484
Facility Condition Index:	0.39%



# 03 - RIVERVIEW ELEMENTARY SCHOOL

## Riverview Elementary School - Average Score

**90.33**



Major Modernization	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90 - 100



## 03 - RIVERVIEW ELEMENTARY SCHOOL

### Program Suitability

There is ample daylighting throughout, and the classrooms are well sized and configured. There is a concern with supervision at the corridor break out areas, as there have been some behavior management issues.

The main building entrance does have a vestibule with a card reader, but it doesn't connect directly with the main office, which is a security concern. This configuration makes it difficult to control access to the entire school from this central corridor.

The building is single story, organized around a central spine, with the entry central and the Library directly across the corridor. The cafeteria and gymnasium spaces are at either end of this central corridor, which does create some adjacency concerns, along with access to the covered play area and playground.

### Structural

Due to the relatively recent age of the building, it is not anticipated to have any structural concerns, and the design should meet current building code requirements still.

### HVAC / Mechanical

The building is conditioned utilizing hydronic heating and cooling. Heating water is provided by two high efficiency Aerco boilers. Circulating pumps deliver the heating water to multiple air handlers in mechanical rooms.

Chilled water is provided by an air cooled chiller and provides cooling for the office area. Air handlers are either single zone or multi-zone variable volume units and are in good condition. Temperature controls are DDC.

Due to the relatively recent age of the building, it is not anticipated to have significant heating or cooling issues.



## 03 - RIVERVIEW ELEMENTARY SCHOOL

### Plumbing

The building is served by municipal water and sewer system. The water piping system is copper and is in good condition.

Gas water heaters date to the original construction and replacement with higher efficiency units should be considered. Thermostatic mixing valves and recirculation systems are provided. All fixtures are in good condition.

The kitchen has a grease interceptor. A well provides irrigation water.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with some compact fluorescent pendant fixtures in hallways, and pendant-mounted linear fixtures in classrooms.

Most classrooms and the library have "indirect" lighting which appears to produce low light levels. These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

Exterior lighting appears to be compact fluorescent and high-intensity discharge (HID) fixtures.

### Electrical

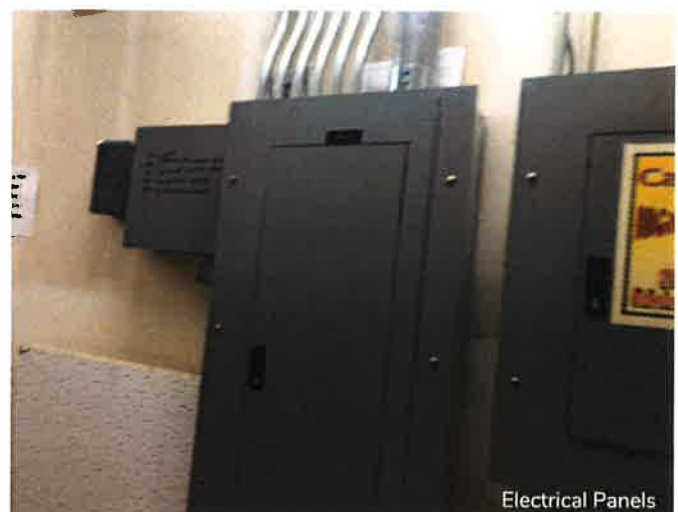
The building is served by an exterior pad-mounted utility transformer (Pacifcorp) southeast of the building, with underground service lateral to an 800 Amp 480Y/277V 3-phase 4-wire main distribution panel (General Electric) in the main electrical room, with a single 800 Amp main service disconnect.

This panel sub-feeds branch panels, the transfer switch, and a 225 kVA transformer serving a 600 Amp 208Y/120V 3-phase 4-wire sub-distribution panel in the same main electrical room.

This school was built in 2002, and equipment is in good condition. Most panels observed have at least 25% future capacity for circuit breakers.



Drinking Fountains at Restrooms / Corridor



Electrical Panels

## 03 - RIVERVIEW ELEMENTARY SCHOOL

### Exterior Envelope

The exterior consists of a CMU base with corrugated metal panel siding and storefront glazing. All appear to be in generally strong condition, particularly for its relatively recent age.

The roofing consists of standing seam metal roofing throughout, with the exception of the gymnasium, which has a low slope membrane roof with skylights.

There is a significant amount of clerestory / monitor glazing that provide ample light to the interior of the building. There were some concerns with leaks at the roof transition level between some of these glazed areas and the roof, but most have been patched / repaired to date.

### Interior Finishes

The flooring consists primarily of resilient tile flooring, throughout the corridors and break-out areas, as well as in most classrooms, the main office / administration, commons areas. The library and the younger aged classroom spaces have carpet tile flooring.

The gymnasium has resilient flooring and wood laminate wall panels at the stage area.

The kitchen has quarry tile flooring and gypsum board ceilings.

The restrooms have ceramic tile flooring and painted gypsum board walls.

There are some areas where evidence of roof leaks remain in the stained suspended acoustic tiles.

The corridor areas show some significant slab movement in the resilient flooring joints expanding and telegraphing through this movement.



## 03 - RIVERVIEW ELEMENTARY SCHOOL

### Accessibility

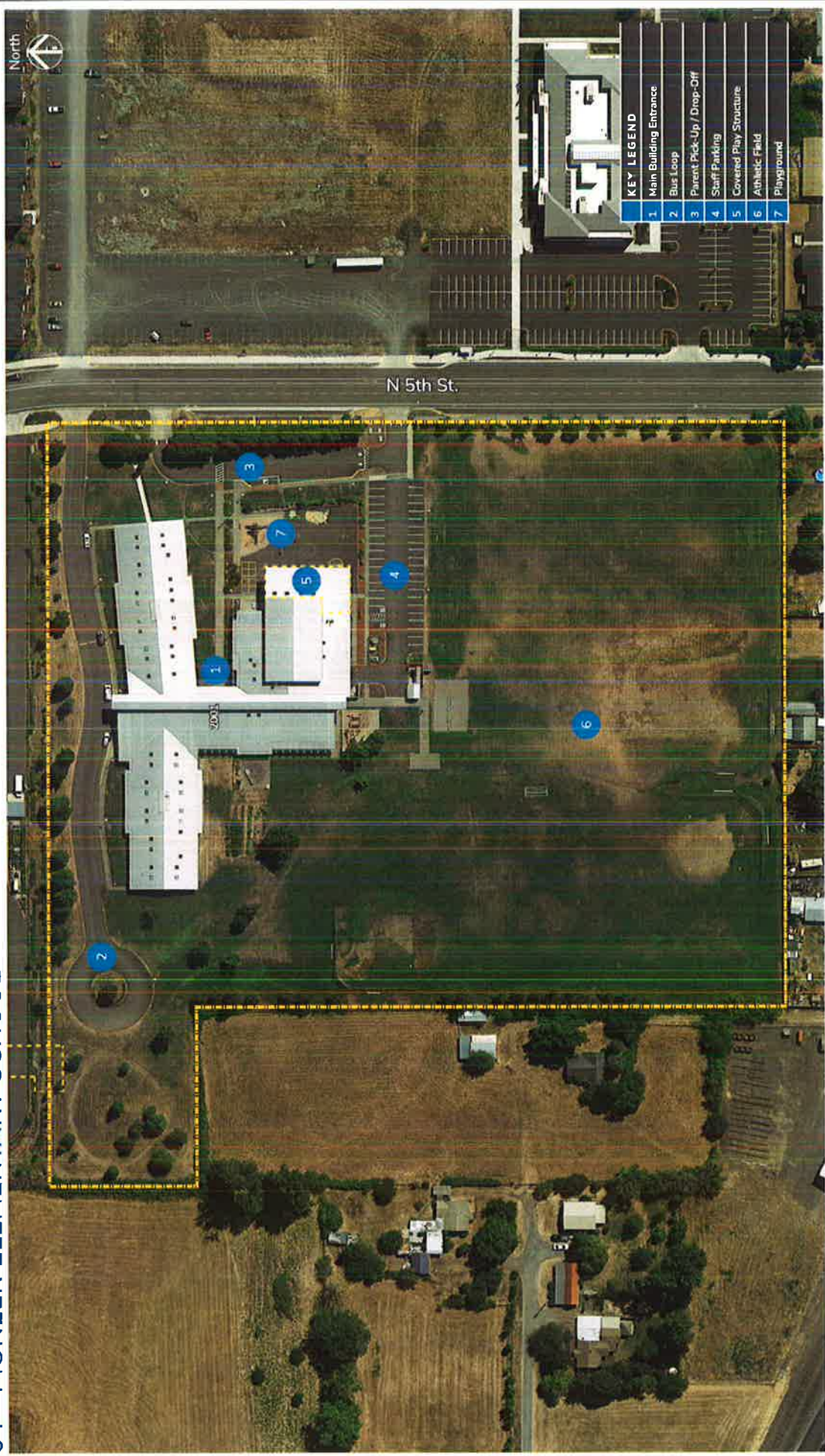
As this building was built using the current code requirements for accessibility, it is assumed that all required ADA codes are being met. As of 2019-2020, there will be a code update, from OSSC 2014 to 2017, which will have revisions to Chapter 11 and Accessibility. Based on this code update (not currently in place), it's possible the current building may not meet all the requirements of this new code.

### Hazardous Materials

Due to the age of the building, there is an expectation that it contains no hazardous materials.

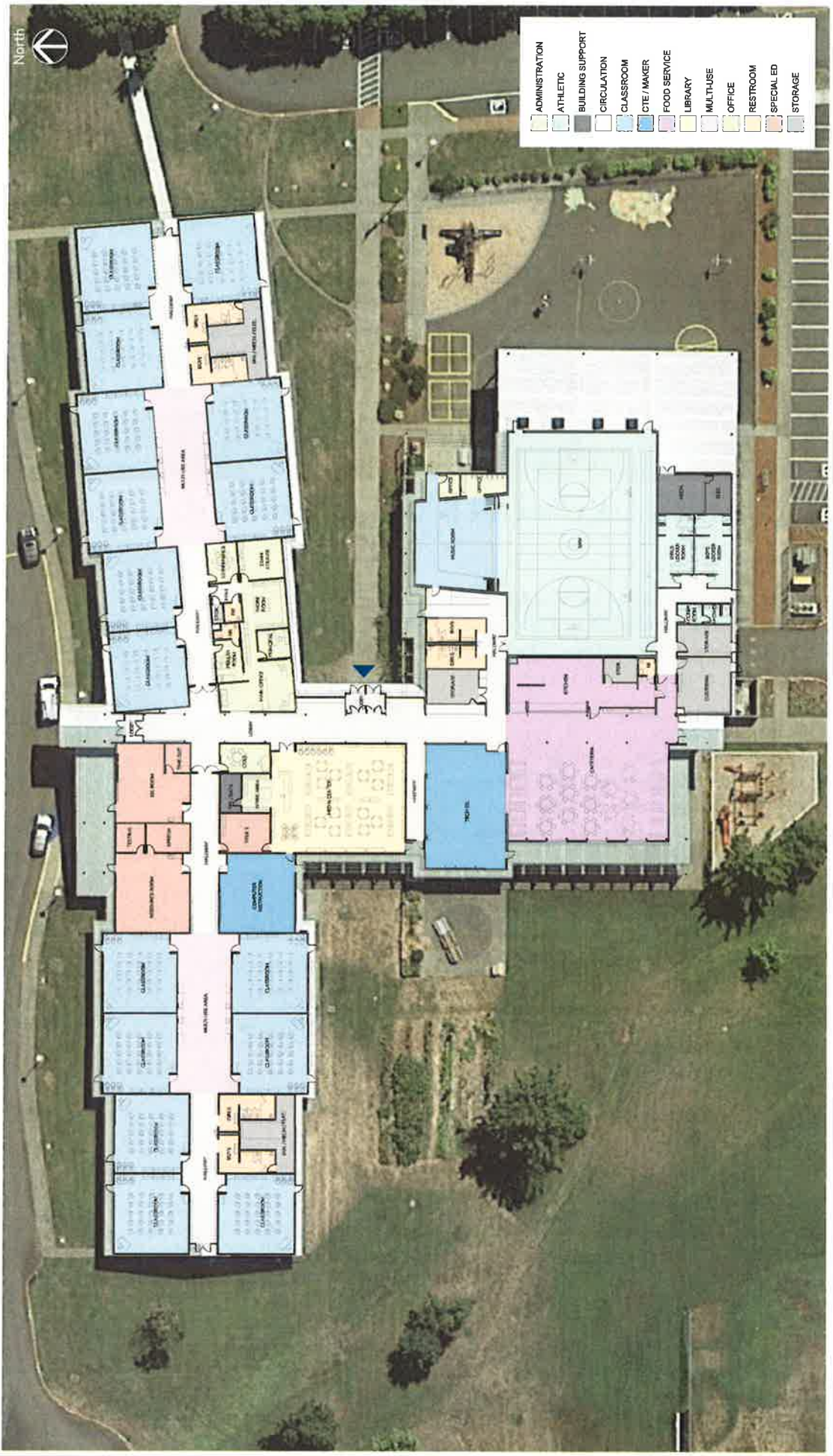


# 04 - PIONEER ELEMENTARY SCHOOL



Pioneer Elementary School - Site Plan

# 04 - PIONEER ELEMENTARY SCHOOL



Pioneer Elementary School - Floor Plan



## 04 - PIONEER ELEMENTARY SCHOOL

### Facility Summary

As one of the two newest schools in the District, Pioneer has a very small list of needs and is in generally very good condition overall. The exposed wood structural elements tie closely to Lebanon's logging history.

The site is adjacent to significant recent growth, although not all directly impact enrollment. The Veterans Affairs (VA) housing directly adjacent accounts for significant traffic, but not necessarily added student population.

The housing recently constructed across the street does have a potential direct impact, and there is a potential for continued increased enrollment pressure associated with this and other nearby development.

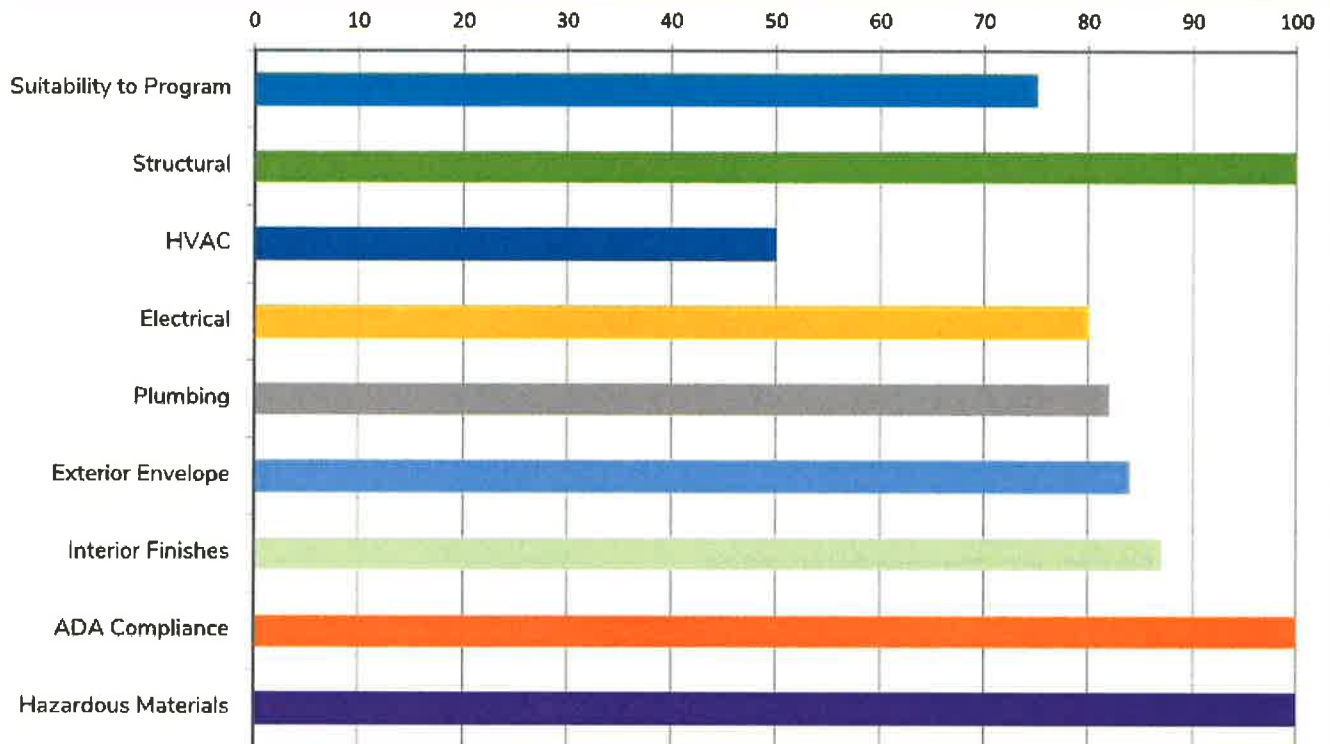
Site Name:	Pioneer Elementary
Building Name:	Main
ODE Building ID:	3504
Building Type:	Elementary School
Students:	377
Building Address:	500 N 5th St. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	52,587 SF
# of Classrooms:	16
# of Portable Classrooms:	0
Classroom Capacity:	416
Site Acreage:	13.71 acres
Year Built:	2001
Additions/Renovations:	N/A
Number of Floors:	One (1)
Primary Structure:	Heavy Timber
Roof Type:	Built-Up Roofing
Replacement Budget:	\$21,952,443
Repair Costs:	\$365,887
Facility Condition Index:	1.67%



## 04 - PIONEER ELEMENTARY SCHOOL

### Pioneer Elementary School - Average Score

**84.22**



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



## 04 - PIONEER ELEMENTARY SCHOOL

### Program Suitability

There is ample daylighting throughout, and the classrooms are well sized and configured. There is a concern with supervision at the corridor break out areas.

The main entry is recessed into the site, with the building wings either side creating a courtyard. It does have a vestibule with a card reader, but it doesn't connect directly with the main office, which is a security concern. This configuration, combined with the separate, secondary bus drop-off entry, makes it difficult to control access to the entire school from this central corridor.

The building is organized with the double loaded corridor classroom wings to the right of the main entry. All the other shared spaces (gym, cafeteria, library) are to the left of the entry, on the opposite side of the building.

The locker rooms adjacent to the gym are currently being utilized as storage primarily.

There are concerns the covered play area is large and / or protected enough, being on the front of the school facing the parking and directly adjacent to the entry access.

### Structural

Due to the relatively new age of the building, it isn't anticipated to have any structural concerns. The design should meet current building code requirements still.

### HVAC / Mechanical

The building is conditioned utilizing hydronic heating and cooling. Heating water is provided by two high efficiency Aerco boilers. Circulating pumps deliver the heating water to multiple air handlers in mechanical rooms.

Chilled water is provided by an air cooled chiller and provides cooling for the office area. Air handlers are either single zone or multi-zone variable volume units and are in good condition. Temperature controls are DDC.



## 04 - PIONEER ELEMENTARY SCHOOL

### Plumbing

The building is served by municipal water and sewer system. The water piping system is copper and is in good condition.

Gas water heaters date to the original construction and replacement with higher efficiency units should be considered.

Thermostatic mixing valves and recirculation systems are provided. All fixtures are in good condition.

The kitchen has a grease interceptor. A well provides irrigation water.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with some compact fluorescent pendant fixtures in hallways, and pendant-mounted linear fixtures in classrooms.

Most classrooms and the library have "indirect" lighting which appears to produce low light levels. These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

Exterior lighting appears to be compact fluorescent and high-intensity discharge (HID) fixtures.

### Electrical

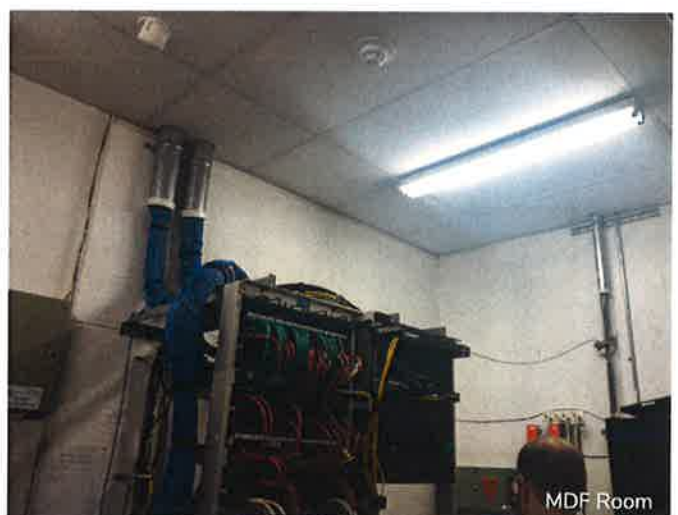
The building is served by an exterior pad-mounted utility transformer (Pacifcorp) south of the building, with underground service lateral to a 1200 Amp 480Y/277V 3-phase 4-wire main distribution panel (General Electric) in the main electrical room, with five service disconnects.

This panel sub-feeds panels, the transfer switch, the chiller, and a 150 kVA transformer serving a 600 Amp 208Y/120V 3-phase 4-wire sub-distribution panel with 500 Amp main circuit breaker in the same main electrical room.

This school was built in 2002, and equipment is in good condition. Most panels observed have at least 25% future capacity for circuit breakers.



Corridor Drinking Fountain



MDF Room

## 04 - PIONEER ELEMENTARY SCHOOL

### Exterior Envelope

The exterior consists of a CMU base with corrugated metal panel siding and storefront glazing. All appear to be in generally strong condition, particularly for it's relatively recent age.

The roofing consists of standing seam metal roofing throughout, with a significant number of skylights throughout, particularly in the classroom wings. The covered play structure also has a series of skylights next to the building wall as well.

There is a significant amount of clerestory / monitor glazing that provide ample light to the interior of the building. There were some concerns with leaks at the roof transition level between some of these glazed areas and the roof, but most have been patched / repaired to date.

### Interior Finishes

The flooring consists primarily of resilient tile flooring, throughout the corridors and break-out areas, as well as in most classrooms, the main office / administration, commons areas. The library and the younger aged classroom spaces have carpet tile flooring.

The gymnasium is a three color CMU mix, with wood flooring and clerestory storefront glazing just below the roof level. There are wooden bleachers as well.

The kitchen has quarry tile flooring and gypsum board ceilings.

The restrooms have ceramic tile flooring and painted gypsum board walls.

There are some areas where evidence of roof leaks remain in the stained suspended acoustic tiles.

The corridor areas show some significant slab movement in the resilient flooring joints expanding and telegraphing through this movement.



## 04 - PIONEER ELEMENTARY SCHOOL

### Accessibility

As this building was built using the current code requirements for accessibility, it is assumed that all required ADA codes are being met. As of 2019-2020, there will be a code update, from OSSC 2014 to 2017, which will have revisions to Chapter 11 and Accessibility. Based on this code update (not currently in place), it's possible the current building may not meet all the requirements of this new code.

### Hazardous Materials

Due to the age of the building, there is an expectation that it contains no hazardous materials.



# 05 - HAMILTON CREEK SCHOOL



Hamilton Creek School - Site Plan

# 05 - HAMILTON CREEK K8



Hamilton Creek K8 - Floor Plan



## 05 - HAMILTON CREEK SCHOOL

### Facility Summary

Hamilton Creek was originally an L-shaped building, but with a significant addition in 2001, it became a deep, rectangular footprint with a central corridor encircling the Library, Computer Lab and other educational spaces. The original gymnasium is still adjacent to the building entrance.

As one of the District's rural schools, this K-8 serves a significant geographic area, and has a significant number of students riding the bus to and from school.

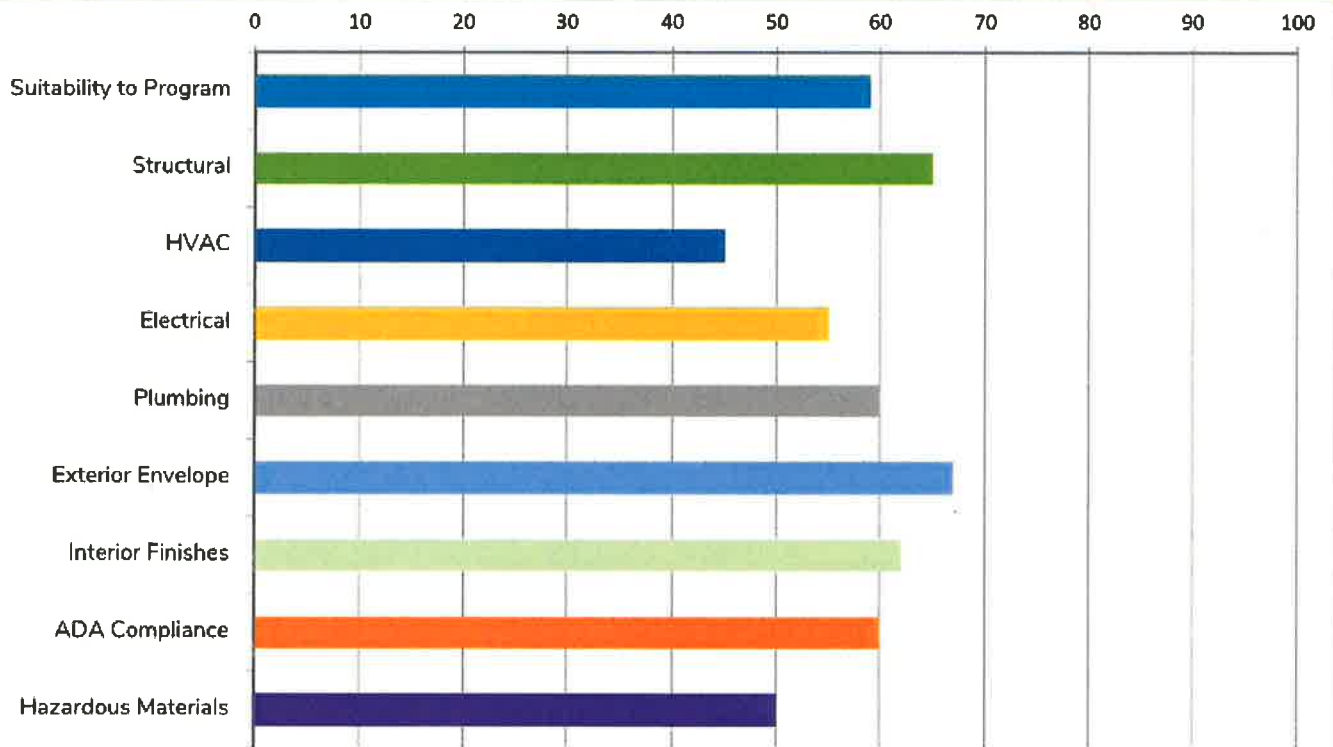
Site Name:	Hamilton Creek K-8
Building Name:	Main
ODE Building ID:	658
Building Type:	Primary School (K-8)
Students:	321
Building Address:	32135 Berlin Rd. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	50,130 SF
# of Classroom:	12
# of Portable Classrooms:	0
Classroom Capacity:	312 students
Site Acreage:	211.73 acres
Year Built:	1972
Additions/Renovations:	2001
Number of Floors:	One (1), w/ partial 2nd floor
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$21,687,742
Repair Costs:	\$3,709,545
Facility Condition Index:	1 / 10%



## 05 - HAMILTON CREEK SCHOOL

### Hamilton Creek K-8 School - Average Score

**58.11**



Major Modernization	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



## 05 - HAMILTON CREEK SCHOOL

### Program Suitability

The overall building organization is quite effective for it's needed use, with the general organization being so centralized it allows program areas to be proximate to other spaces, and nothing is too far away. The gym is the one piece that seems the most remote, but even that isn't too significant. One code concern is that the Library doesn't have the code- required two exits, as only one set of exit doors swing out, in the required direction of travel.

Having Special Education (SPED) directly adjacent to the main entry and across from Administration seems to work quite well.

Due to this deep, compact floor plan, however, there are four (4) classrooms that don't have access to natural daylight, which has been proven an essential aspect of successful educational environments.

There is an under utilized 'break out' space in the corridor, to the south of the main entry.

### Structural

As a one story, wood frame structure with a concrete slab-on-grade foundation, the overall building construction type is relatively safe, even for it's advanced age.

One potential area of concern would be the two storage lofts, one adjacent to the gym and the other over the commons.

### HVAC / Mechanical

Packaged rooftop heat pumps mounted on transition curbs serve the building. Some units include heat recovery.

Adequate zoning is provided through the use of multiple units.

Kitchen ventilation is relatively new and in good condition.

The building has DDC controls.



Gymnasium Interior



Mechanical Mezzanine

## 05 - HAMILTON CREEK SCHOOL

### Plumbing

Domestic water is provided by a well and sewer disposal is via a septic tank and drain field. Piping in the original portion of the building is galvanized steel and should be replaced.

The more recent addition has copper piping. There are two (2) electric water heaters, one for the kitchen and the other for general use. Both systems have recirculation loops and the general use system has a thermostatic mixing valve for temperature control.

An exterior grease interceptor is provided for the kitchen.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with surface-mounted or recessed fixtures in hallways.

Newer (2002 addition) classrooms have "indirect" fluorescent pendant linear lighting which appears to produce low light levels. These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

Older classrooms have pendant "direct" fluorescent wraparound lighting.

### Electrical

The building is served by an exterior pad-mounted utility transformer (Pacifcorp) south of the building, with local electrical meter, with underground service lateral to a newer (2002) 3000 Amp 208Y/120V 3-phase 4-wire main distribution panel (General Electric) with a 3000 Amp main service disconnect.

This panel sub-feeds branch panels, water heaters, and HVAC units. The school addition was built in 2002, and equipment is in good condition. Most panels observed have at least 25% future capacity for circuit breakers.



## 05 - HAMILTON CREEK SCHOOL

### Exterior Envelope

The exterior consists of a CMU base with board and batten vertical wood siding primarily. There is evidence that this CMU needs to be re-sealed, as water appears to soak into the surface.

There are some areas with painted wood panel siding, such as adjacent to the covered play structure and on the back side of the gymnasium. The original, 1972 classroom wing has plywood panel siding that shows significant wear.

The covered play structure is attached to the back side of the commons, and consists entirely of painted wood, structure and siding.

As the east facing wing, this elevation also has integral exterior window shades that attempt to block early morning sun. The northernmost classrooms in this wing have a very minimal amount of windows, and should be evaluated for increasing / adding controlled daylighting.

Other than the metal panel at the covered play structure, the rest of the building roofing consists of modified built-up, and is in need of replacement. There have been several leaks throughout the years, and continued attempts to patch these are no longer working.



### Interior Finishes

The newer addition has finishes in better condition generally, but there are needed replacements throughout. The primary flooring is resilient tile, throughout the corridors, classrooms and cafeteria. The administration and Library has carpet. There are several areas of extreme cracking telegraphing through the resilient tile, particularly in the corridors, and should be replaced. Restrooms have resilient tile typically, with ceramic floor tile directly adjacent to the floor-mounted urinals.

The gymnasium has wood flooring, suspended acoustic ceiling tile and particle board wainscot with Tectum panels above. The floor needs replacement / refinishing, due to its age. There are several visibly stained ceiling tiles, due to roof leaks, and should be replaced as well.

The Kitchen has quarry tile and suspended acoustic ceiling tiles, that both appears in good shape generally.

There is a nice use of wood structural members, in the entry corridor, library and commons. These, combined with the tall spaces and clerestory, help lighten up the interior spaces and make them feel more modern and bright.

The older classroom wing casework is beyond its anticipated lifespan, shows significant damage, and should be replaced altogether.



## 05 - HAMILTON CREEK SCHOOL

### Accessibility

The site itself has a slight slope, but the main building entrance is on grade and fully accessible. In addition to having adequate code-required manoeuvring space at the entrance, the District has also installed power-assist door opener devices ("push-buttons"), to further make the entry accessible.

At the restrooms in the older building section and adjacent to the gym, there appears to be adequate clearance to access the stalls, but there isn't an accessible stall itself provided. The newer addition appears to come closer to meeting the current accessibility requirements for restrooms.

The interior doors appear to have already been retrofitted with accessible lever hardware handles.

### Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials.



# 06 - LACOMB SCHOOL



Lacombe School - Site Plan





## 06 - LACOMB SCHOOL

### Facility Summary

As one of the District's other rural schools, Lacombe serves a geographically diverse population overall. Originally constructed in 1953, it has been added onto several times since, resulting in a lack of overall cohesion and clarity throughout the program spaces.

Generally speaking, it is an L-shaped building, with the Main Office at the intersection of the two main corridors. The gymnasium creates a third offshoot corridor, that provides access to the Music Room as well.

There is a strong connection to the surrounding rural community at the school, reinforced through program offerings and an emphasis on 4H and FFA (Future Farmers of America).

Site Name:	Lacombe School K-8
Building Name:	Main
ODE Building ID:	671
Building Type:	Primary School (K-8)
Students:	299
Building Address:	34110 E. Lacombe Rd. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	41,368 SF
# of Classrooms:	13
# of Portable Classrooms:	0
Classroom Capacity	338 students
Site Acreage:	9.98 acres
Year Built:	1953
Additions/Renovations:	1975, 1987, 2002
Number of Floors:	One (1), w/ partial bsmt.
Primary Structure:	Heavy Timber
Roof Type:	Built-Up Roofing
Replacement Budget:	\$17,897,038
Repair Costs:	\$3,733,785
Facility Condition Index:	20.86%

ADMIN

ATHLETICS

BUILDING  
SUPPORT

CIRCULATION

CLASSROOMS

CTE/MAKER

FOOD SERVICE

LIBRARY  
MULTI-USE  
OFFICE

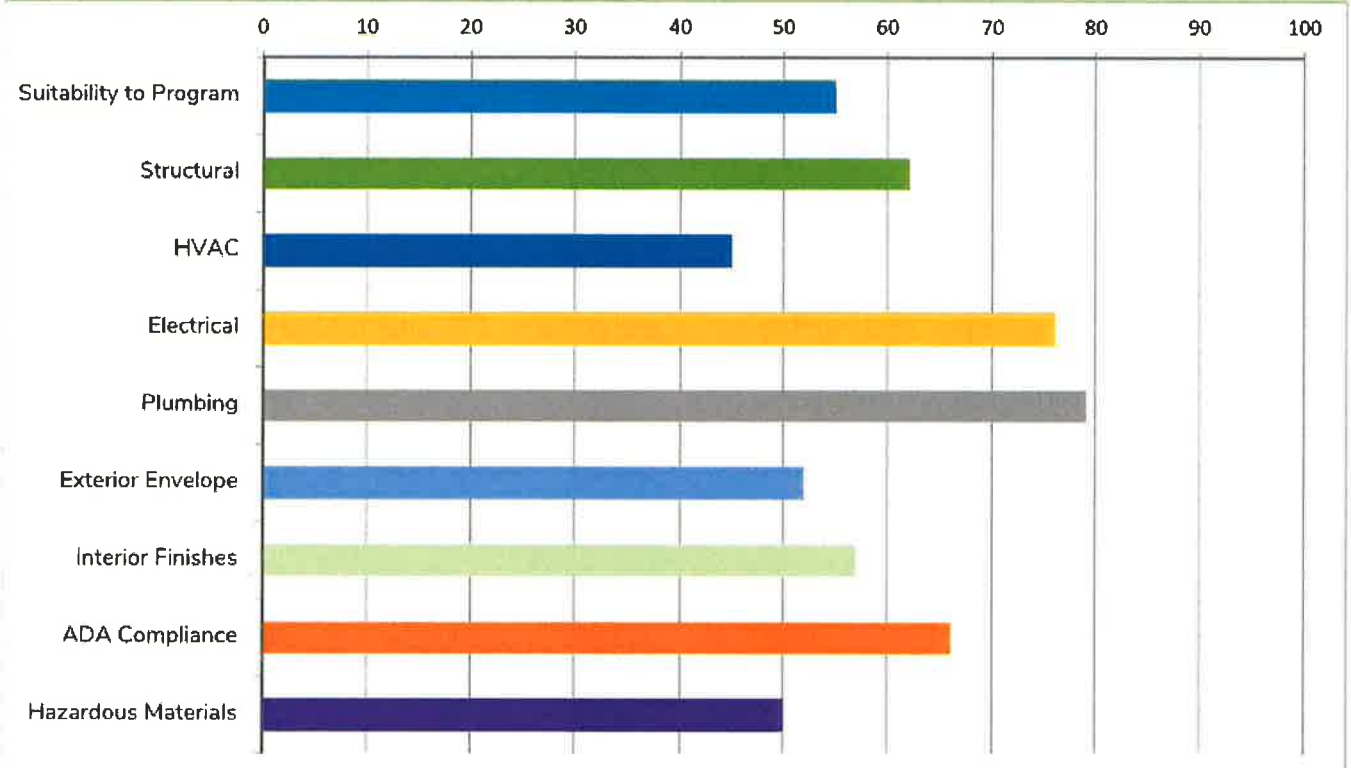
RESTROOMS  
SPECIAL ED.  
STORAGE



# 06 - LACOMB SCHOOL

## Lacomb K-8 School - Average Score

60.22



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



## 06 - LACOMB SCHOOL

### Program Suitability

With the previously mentioned multiple additions, there is a lack of continuity throughout the school, with classrooms being configured very differently based on age of construction. All but the 2002 addition classrooms also have exterior doors, which represent a significant security risk.

Additionally, the Cafeteria is actually three converted classrooms, which is a less than ideal compromise resulting from the gym no longer being available for lunchtime use. The covered play structure and playground isn't proximate to either the cafeteria or the gym, which would be better programmatically.

There is a concern with the level of exposure for the main office front desk, as it's inside the entrance, in the corridor and unprotected in any way.

Much of the existing locker room square footage is currently used for storage.

### Structural

The structural is one-story wood framing over a concrete slab-on-grade, with the exception of the covered play structure, which is light metal framing with asphalt paving.

Seismic concerns are the reentrant corner at the main building entry, as well as the potential for pounding at the gymnasium perimeter walls.

### HVAC / Mechanical

Heating is via oil fired boilers and a hydronic system. One boiler has been abandoned and the other is in poor condition. Fuel oil storage is an above ground protected double wall tank. Visible hydronic piping is primarily black steel.

The gymnasium is heated by exposed ceiling hung fan coils. The gym lacks sufficient ventilation. Classrooms are heated by fan coils units located above the corridor ceilings. Fan coils also serve the locker rooms and corridors. The latter units are old and should be replaced.

Some small offices have electric wall heaters. The kitchen ventilation system has been tampered with and should be repaired but replacement should not be necessary.

A package rooftop unit serves the library. There is a window air conditioner at the office that should be replaced with a ductless split system.

Controls are all low voltage and should be replaced with a DDC system.



## 06 - LACOMB SCHOOL

### Plumbing

Domestic water is provided by a well and sewer disposal is via a septic tank and drain field. Piping in the original portion of the building is galvanized steel and should be replaced.

The more recent addition has copper piping. There are multiple electric water heaters in the building; older heaters should be replaced.

Plumbing fixtures in the original portion of the building are worn or obsolete and many are not accessible. Fixtures in the addition are in good condition.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with surface-mounted or recessed fixtures in hallways. Newer (2002 addition) classrooms have "indirect" fluorescent pendant linear lighting which appears to produce low light levels. These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

Older classrooms have pendant "direct" fluorescent wraparound lighting. The kitchen has fluorescent light fixtures that are missing lenses, which is a bad situation in food prep areas, and should be replaced.

A pendant high-bay fixture in the covered play area is damaged and should also be replaced.

### Electrical

The building is served by an exterior pole-mounted utility transformer bank (PacifiCorp) west of the building, with overhead service drop to an exterior CT can and meter, then feeding in to a newer (2002) 800 Amp 208Y/120V 3-phase 4-wire main distribution panel (General Electric) located in the janitor room, with five service disconnects.

This panel subfeeds panels, a steamer oven, and a 400 Amp feed the old main distribution panel (ITE - 1975) located in the boiler room.

The school addition was built in 2002, and its equipment is in good condition. Most panels observed have at least 25% future capacity for circuit breakers. Some panels are antiquated (i.e. Kitchen panel 'C' is an old Square D panel and is missing dead-front pieces – dangerous condition, and panel 'E' in hallway by boys and girls restrooms is an antiquated Coast Electric panel) and should be replaced with modern equipment.



Custodial Sink + Laundry



Restroom Wash Fountain

## 06 - LACOMB SCHOOL

### Exterior Envelope

The building envelope consists of concrete foundation, painted wood panel siding (T1-11), and painted board and batten accents at the roof level. These are generally in very poor shape and in need of full replacement, as there are signs of rot and / or damage, particularly at grade level.

The exterior hollow metal doors require repainting and upgraded hardware. The windows appear original aluminum and should be replaced with insulated storefront systems.

The entire school has a membrane low slope roofing system, and has experienced significant leaks over the recent years. We would recommend a complete replacement.

The covered play structure wood siding is in significant disrepair, and should be replaced.

### Interior Finishes

The interior finishes throughout show significant signs of wear and many are at the end of their practical life.

The resilient tile flooring is the primary flooring material, at the corridors (except a small amount of carpet at the main office), cafeteria, kitchen, and throughout most classrooms. Much of this flooring appears to possibly contain asbestos, which will require abatement. Even most of the restrooms have resilient tile, with ceramic tile at the floor-mounted urinals.

There is carpet in the main office / administration, library and computer lab.

The cafeteria has a significant translucent glazing skylight that provides significant daylighting throughout the space.

The kitchen has resilient sheet flooring and resilient tile flooring, with surface-applied 12" x 12" ceiling tiles at the ceiling, around exposed painted wood structural members. There are numerous flooring patches and significant joints and seams in the floor that are difficult to clean properly.

The gymnasium has resilient flooring, particle board wainscot and Tectum wall panels to the roof for acoustics. There is no natural daylight, and the floor needs to be re-stripped at a minimum.



Vertical Wood Siding at Exterior



Flooring from Corridor to Restroom

## 06 - LACOMB SCHOOL

### Accessibility

Probably the most significant accessibility issue of the District is Lacombe's main entry stairs. There is no direct path from the parking area / pedestrian walkway to the interior of the building currently. The far corridor doors, under the covered play, do access on grade, but these are inside the site and behind the secure fence / perimeter.

Only the restrooms in the newer, 2002 addition appear to come close to meeting current accessibility requirements, with both adequate manoeuvring distance outside the stalls and an ADA sized stall itself. The restrooms near the gym and the main entry / office do not have an accessible stall, as well as having less area to navigate a wheelchair. The health restroom inside the main office appears to meet most ADA requirements as well.

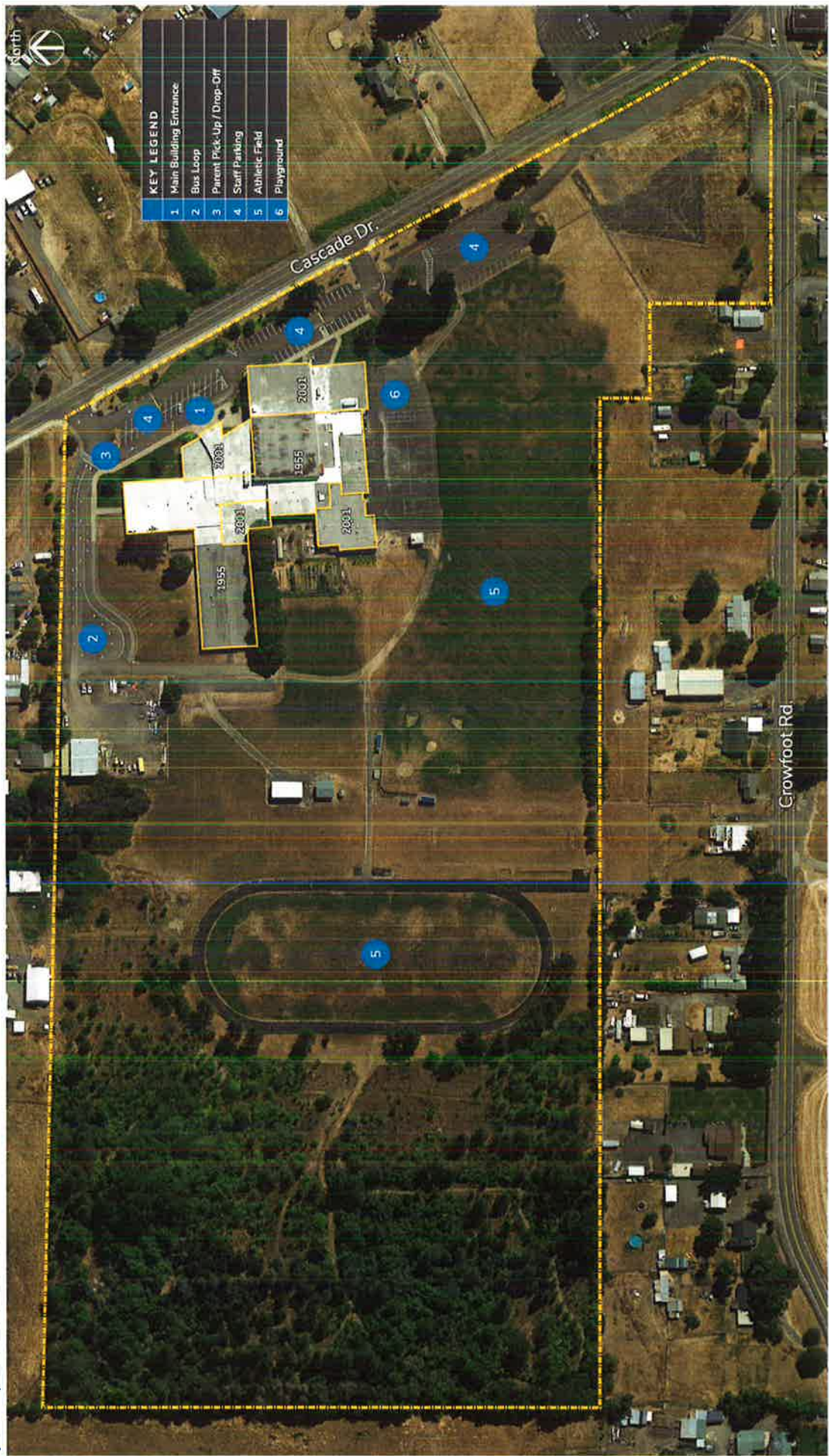
The door hardware appears to have already been upgraded to lever handles, meeting current accessibility requirements.

### Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials. There is significant evidence of possible asbestos flooring and ceilings, as the two most apparent options.



# 07 - SEVEN OAK MIDDLE SCHOOL



Seven Oak Middle School - Site Plan

# 07 - SEVEN OAK MIDDLE SCHOOL



Seven Oak Middle School - Floor Plan



# 07 - SEVEN OAK MIDDLE SCHOOL

## Facility Summary

Seven Oak, named after the significant tree on site with seven branches, was originally constructed in 1955 and had a significant addition in 2001. The core classroom wings and gymnasium remained of the original, with the addition of a new gym facility, commons, main entry and administration, Computer Lab, science classrooms and other supporting spaces. Generally speaking it was a whole new school, wrapped around the original.

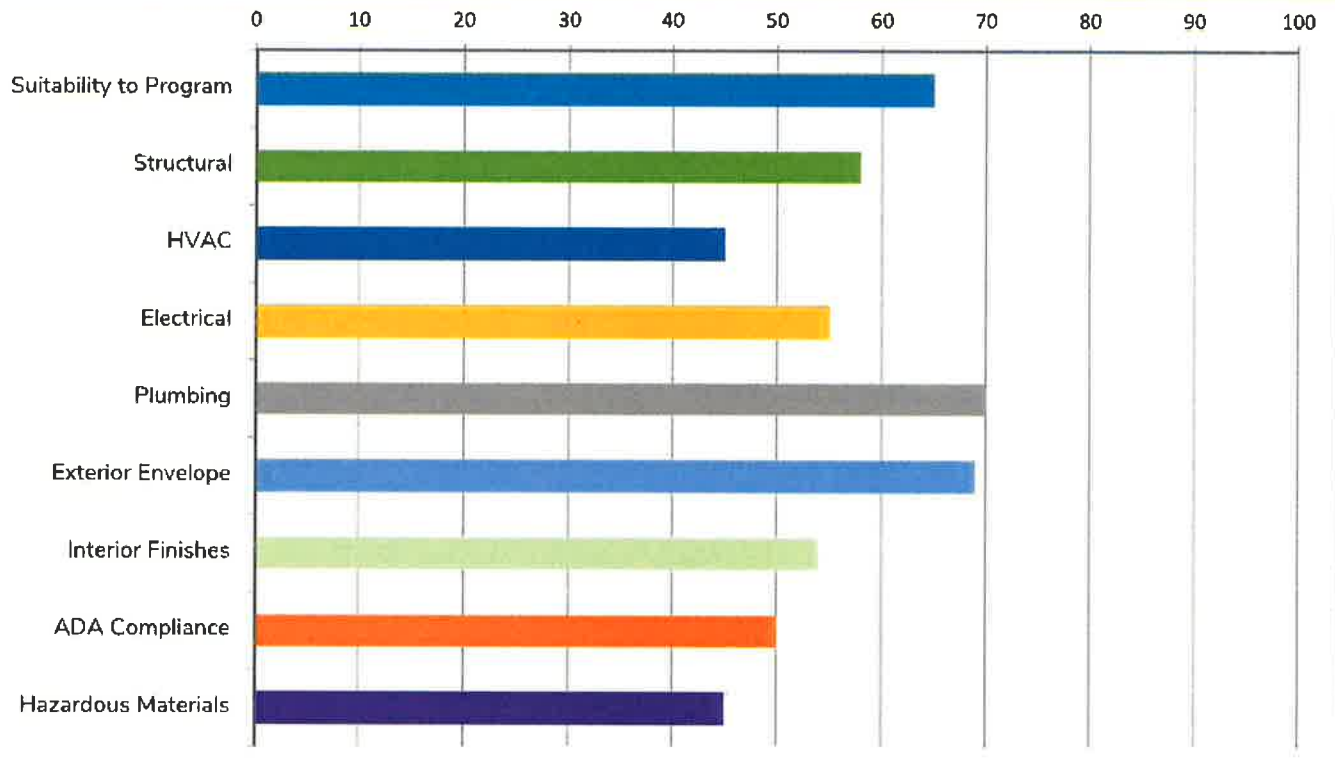
Site Name:	Seven Oak Middle School
Building Name:	Main
ODE Building ID:	674
Building Type:	Middle School
Students:	606
Building Address:	550 Cascade Dr. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	81,085 SF
# of Classrooms:	17
# of Portable Classrooms:	0
Classroom Capacity:	442 students
Site Acreage:	37.03 acres
Year Built:	1955
Additions/Renovations:	2001
Number of Floors:	One (1)
Primary Structure:	Wood Frame w/CMU
Roof Type:	Built-Up Roofing
Replacement Budget:	\$35,695,239
Repair Costs:	\$5,550,414
Facility Condition Index:	15.55%



## 07 - SEVEN OAK MIDDLE SCHOOL

### Seven Oak Middle School - Average Score

**56.78**



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



# 07 - SEVEN OAK MIDDLE SCHOOL

## Program Suitability

The classroom wings from the 1955 building are distinct from the rest, creating a significant intersection where these meet. The classrooms themselves are undersized and not ideally finished for modern educational needs.

The computer lab was converted to a SPED room, which wasn't ideal but is currently workable. The other SPED rooms, across the hall, are a conglomeration of disconnected rooms renovated as best as possible to meet current needs.

The main office is not as well connected to the school as would be preferred, with secondary access through the staff work room. Additionally, the secure vestibule doesn't connect directly to the main office, creating a security risk.

The library doesn't appear to have two exits, and functionally speaking is significantly underlit overall.

## Structural

Both the original building and the addition are a combination of wood framed and masonry / concrete tilt construction. The gymnasiums are where the masonry / concrete construction occurs, while the classrooms and smaller scale spaces are wood framed. All parts of the building are on a concrete slab-on-grade.

Potential areas of concern are reentrant corners and pounding from the gym to adjacent areas.

## HVAC / Mechanical

The central heating plant is quite new and includes high efficiency gas fired hydronic boilers and variable speed circulating pumps.

The west and south wings rely on unit ventilators for classroom conditioning and the north and east wings have fan coil units and air handlers.

The Office and Library are provided with cooling via a package VAV rooftop unit. Convectors are used to heat the corridors.

The kitchen ventilation system is also relatively new. There is a DDC control system.



## 07 - SEVEN OAK MIDDLE SCHOOL

### Plumbing

Domestic water well and public sewer. Newer portions of the building have copper piping; older portions have galvanized steel which should be replaced.

Plumbing fixtures in older portions are obsolete, worn, and do not meet ADA requirements. Hot water is provided by a gas fired copper fin instantaneous heater connected to a storage tank.

A thermostatic mixing valve and recirculation system is included. A gas fired tank type water heater and grease interceptor is provided at the kitchen.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with surface-mounted or recessed fixtures in hallways. Newer (2002 addition) classrooms have "indirect" fluorescent pendant linear lighting which appears to produce low light levels.

These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation.

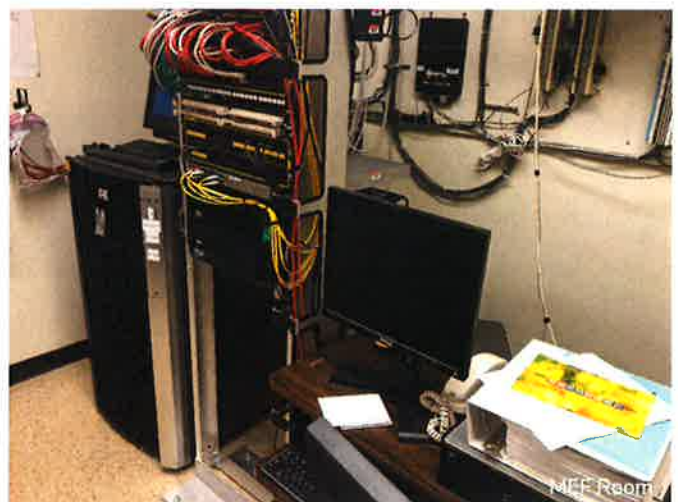
Older classrooms have pendant "direct" fluorescent wraparound lighting. Locker rooms have some surface fixtures with broken or missing lenses, which should be replaced with more vandal-resistant types.

### Electrical

The building is served by an exterior pad-mounted utility transformer (PacifiCorp) south of the building, with underground service lateral to a newer (2002) 1200 Amp 208Y/120V 3-phase 4-wire main distribution panel (Siemens) with a 1000 Amp main service disconnect.

This panel sub-feeds branch panels and HVAC units. The school addition was built in 2002, and its equipment is in good condition.

Most panels observed have at least 25% future capacity for circuit breakers. Some older panels are antiquated and full (i.e. panel 'B' is Fouch Electric, panels 'F' and 'G' and 'I' are Coast Electric) and should be replaced with modern equipment with additional circuits.



## 07 - SEVEN OAK MIDDLE SCHOOL

### Exterior Envelope

Exterior siding consists of wood vertical paneling, CMU, stucco, corrugated metal panel and tilt-up concrete. These materials show varying degrees of wear, with the wood siding in the worst condition. Even the newer CMU block is showing signs of growth (moss), an indication that water is collecting on the surface over time to allow such growth.

The addition areas have insulated, aluminum storefront windows and doors, typically, while the older original parts of the building still have windows that require replacement.

Excluding a small area of membrane roofing over the music room and connecting corridors, the entire building has a built-up low slope roofing system. This, like many other District buildings, has suffered from deferred maintenance and is in need of replacement.

### Interior Finishes

To be expected, the areas of the newer addition / renovation have finishes in significantly better condition than the rest of the school.

Generally there is resilient tile in the corridors that is badly in need of replacement, due to cracks telegraphing through from the concrete slab below, as well as from overall age. There are several areas of patched flooring, where you have three or four flooring types in the same area. Some of this flooring shows signs of possible asbestos as well.

There is broadloom carpet in the Main Office / Administration, Library, Music Room, SPED Room (former Computer Lab), as well as several of the classrooms. Some of these have been replaced with carpet tile, but all are showing significant wear and should be replaced.

The restrooms have a combination of resilient tile flooring and ceramic tile on the 'wet' (plumbing) wall, with paint or FRP otherwise on the other walls. The flooring is generally in very poor condition and should be replaced. Additionally, the stalls and sinks are also in poor condition and candidates for replacement.

The gymnasiums have wood flooring and wood bleachers, both on the main level and upper mezzanine, with the original gym floor due to be refinished.

There is significant staining from roof leaks and general damage (wear and tear) of the ceiling tiles, both suspended and surface-mounted.



## 07 - SEVEN OAK MIDDLE SCHOOL

### Accessibility

As part of the newest addition, the building entrance meets current accessibility requirements. Additionally, the District has installed power operated door openers ("push-buttons"), for an increased level of accessibility.

The main student restrooms, adjacent to the main office, as well as the newer student restrooms next to the new gym, appear to meet most accessibility requirements for manoeuvring and clearance, and they do have ADA stalls.

The rest of the student restrooms do not appear to have either adequate manoeuvring clear floor area or an ADA stall. Some attempts have been made towards accessibility in the older restrooms, which have resulted in a configuration such as what's pictured below - approximately enough clear floor area for an accessible stall, but no grab bars, and the toilet paper dispenser is mounted far too high.

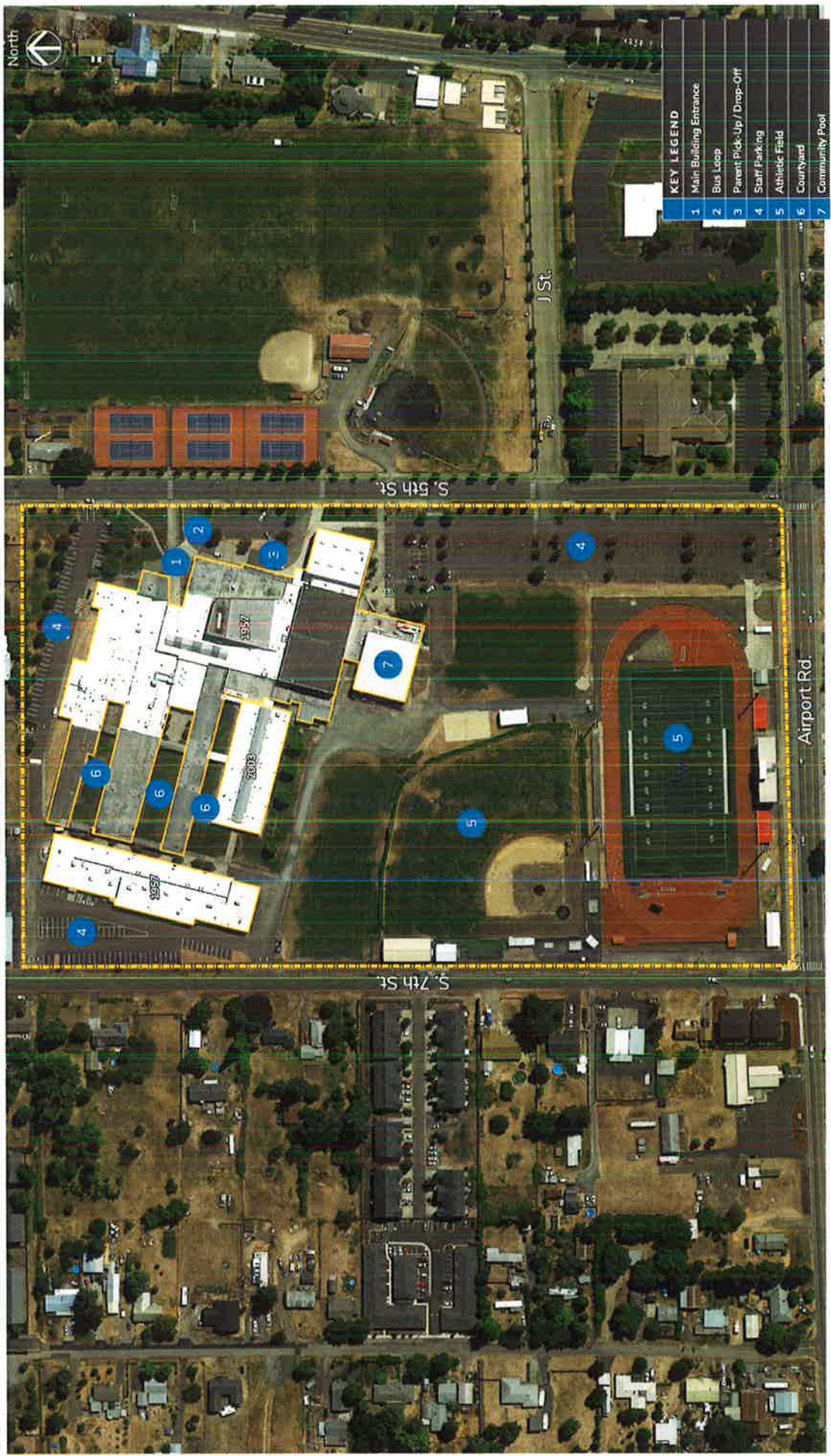
All doors appear to have been retrofitted with lever handles, as required for accessibility.

### Hazardous Materials

Due to the age of the original building, it's quite likely there are significant materials still existing in that part of the building. There is physical evidence that appears to show a significant amount of asbestos flooring, as well as some possible surface-applied acoustic ceiling tiles. All these items would require abatement if they were to be impacted by any future work.

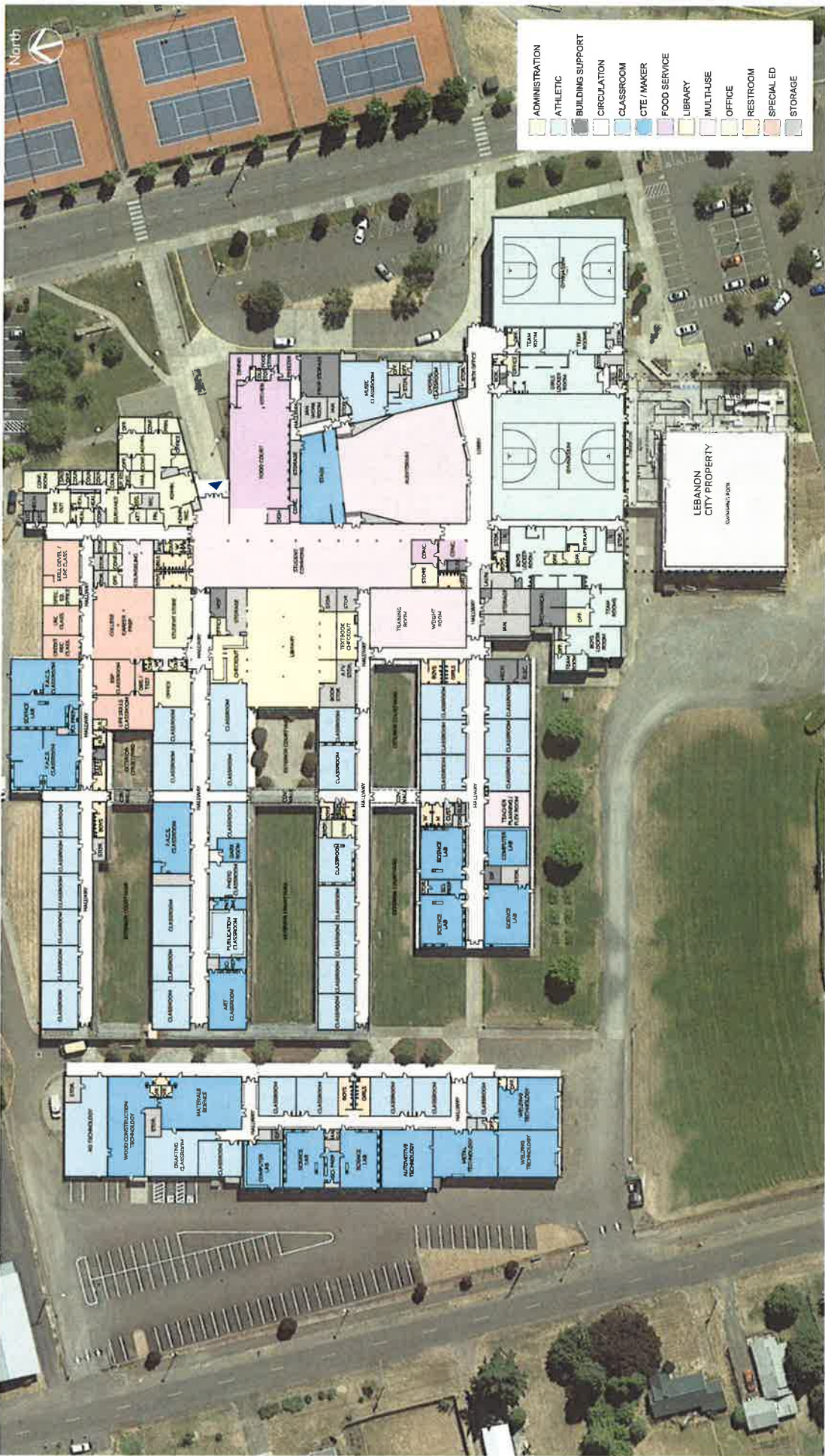


# 08 - LEBANON HIGH SCHOOL



Lebanon High School - Site Plan

# 08 - LEBANON HIGH SCHOOL



Lebanon High School - Floor Plan



## 08 - LEBANON HIGH SCHOOL

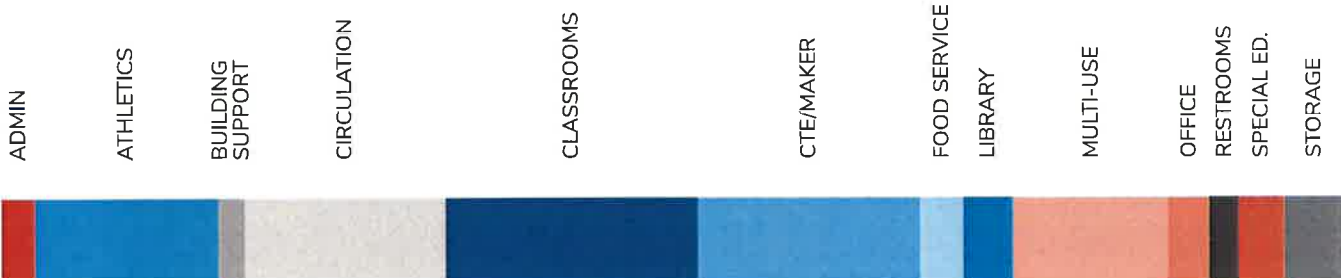
### Facility Summary

The majority of the current Lebanon High School was built in 1957, as two independent buildings. The 2003 project added the new gymnasium and the science wing, as well as other upgrades.

The school itself still consists of two buildings, with a covered walkway connection between them. The site has multiple parking areas throughout the acreage. Athletic fields are both directly adjacent to the school (football, track, baseball), as well as across 5th Street (tennis, soccer, practice baseball and softball). Generally, these fields are in good overall condition.

There is also a residential building owned by the District, North of the tennis courts on 5th Street, which houses the District's clothes closet and food pantry.

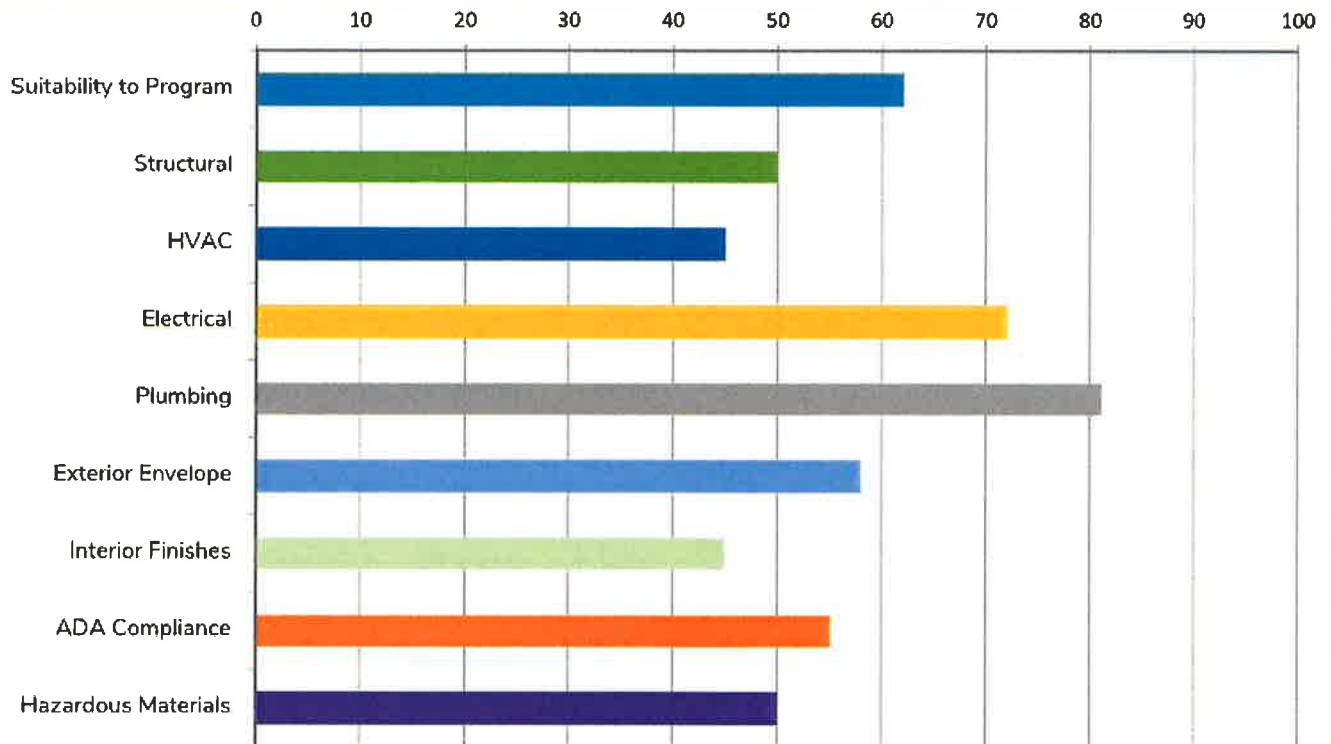
Site Name:	Lebanon High School
Building Name:	Main
ODE Building ID:	688
Building Type:	High School
Students:	1,287
Building Address:	1700 S. 5th St. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	170,158 SF
# of Classrooms:	32
# of Portable Classrooms:	0
Classroom Capacity:	832
Site Acreage:	25.64 acres
Year Built:	1957
Additions/Renovations:	2003
Number of Floors:	One (1)
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$103,601,952
Repair Costs:	\$16,595,231
Facility Condition Index:	16.47%



## 08 - LEBANON HIGH SCHOOL

### Lebanon High School - Average Score

**57.56**



Major Modernization	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90 - 100



Building Exterior



Lebanon High Athletic Building Mural

# 08 - LEBANON HIGH SCHOOL

## Program Suitability

Generally, the school meets the needs of the students overall. There are always requests for more athletic space and an additional gym. The building is zoned quite well, with all the public functions up front and near the parking (gym, cafeteria / food court, library), all focused around the central student commons area. The academic wings extend to the west of the site, back toward the CTE / Shop building.

While some of the older classrooms may be smaller, there are also several science classrooms spread throughout the building, allowing for more flexible use of the space.

## Structural

The original and new building, with the exception of the gyms and auditorium, are single story wood frame construction with a concrete slab-on-grade foundation. The original gym and auditorium are tilt-up concrete and the new gym is CMU, all with concrete slab-on-grade foundations as well.

There are concerns during a seismic event with the significant number of reentrant corners in the building, typically where the academic wings attached to the main building, and how these would perform under stress. Additionally, there is a concern for possible pounding from the taller auditorium and / or original gym structures to those adjacent.

With glazing right to the roof deck at the classrooms, shear capacity will be a significant item to resolve.



## HVAC / Mechanical

The building is heated by two older gas fired fire tube type steam boilers and most distribution is steam. The boilers are well past their expected useful life.

New portions of the building are heated by a hydronic system with heating water generated via a steam to water heat exchanger located in the boiler room.

Most classrooms are provided with unit ventilators. These are also past their expected life. Corridors are served by fan coils located above the ceiling. The newest classroom wing has an air handler with a hydronic heating coil and perimeter radiators to serve the spaces.

The administration area is served by a rooftop heat pump. We recommend the portions of the building still heated by steam be converted to hydronic heat and the steam boilers replaced with high efficiency hydronic boilers.

Steam classroom unit ventilators, corridor fan coils, and steam radiation would be replaced as well.



## 08 - LEBANON HIGH SCHOOL

### Plumbing

The building is connected to city water and sewer. Domestic piping is a mix of galvanized steel in older portions of the building and copper in newer areas. The galvanized piping should be replaced.

Domestic hot water is provided by a heat exchanger from the boiler and a gas water heater, both serving a hot water storage tank. The gas water heater should be replaced with a higher efficiency model.

The newer classroom wing has a condensing gas water heater with mixing valve and recirculation. Most fixtures are in good condition. There is a mix of electronic and manual flush valves.

### Lighting

Interior lighting is primarily 4' fluorescent lamped fixtures, with surface-mounted or recessed fixtures in hallways. Newer (2003 addition) classrooms and the library have "indirect" fluorescent pendant linear lighting which appears to produce low light levels.

These rooms would benefit from an LED lighting upgrade with combination 'direct' and 'indirect' pendant fixtures, but is not a dire situation. Older classrooms have pendant "direct" fluorescent wraparound lighting.

Locker rooms have some surface fixtures with broken or missing lenses, which should be replaced with more vandal-resistant types.

### Electrical

The building is served by an exterior 225 kVA pad-mounted utility transformer (PacifiCorp) south of the building, with underground service lateral to a newer (2003) 2500 Amp 208Y/120V 3-phase 4-wire main distribution panel (Cutler-Hammer) with five service disconnects.

This panel sub-feeds a surge suppressor and sub-distribution panels. The school addition was built in 2003, and its equipment is in good condition. Most newer panels observed have at least 25% future capacity for circuit breakers.

Many older panels are antiquated and full (i.e. panel 'B4' in the food court and panel 'B5' in the kitchen are antiquated Westinghouse, panel 'A7' in the custodial workroom next to the boiler room is antiquated and missing dead-front pieces creating a dangerous condition, along with panel 'A9', panel 'A8' in the boiler room is antiquated, etc.) and should be replaced with modern equipment with additional circuits.

We suspect most if not all original panels are in need of replacement throughout the school (possibly up to 40 panels).



Restroom Urinals



Electrical Panels Adjacent to Sink

## 08 - LEBANON HIGH SCHOOL

### Exterior Envelope

The exterior is a mixture of masonry veneer (brick), painted CMU and stucco at the original, combined with more brick, metal panel, and painted concrete. Some of the academic wings have been upgraded on the exterior, replacing the painted CMU with metal panel and installing upgraded, insulated storefront windows with operable vents.

The original building has a significant number of single pane aluminum windows that aren't thermally broken, contributing to the overall energy inefficiency of the building where these have not been replaced yet.

There are significant horizontal overhangs at the classroom wings, typically with wood deck on the underside that shows significant wear. The roofing appears to be a nearly 50 / 50 split between low slope membrane system and a modified built-up system. There are issues with leaks in the building and there will need to be some roofing replacement in the near future.

The visitor grandstand is structurally not stable, and there are signs of damage and wear to both the concrete ramps and walks to the main grandstand, as well as the wooden bleachers themselves. The restrooms need to be renovated for accessibility, and the concessions should be evaluated for renovation as well.

### Interior Finishes

The flooring is primarily resilient tile throughout, including the corridors, most typical classrooms, the student commons, cafeteria / food court and kitchen. Much of this can use replacement and / or repair, as there are significant cracks and patches from previous repairs, particularly at the corridors.

There is carpet in the main office / administration, as well as the library.

Much of the CTE / Shop building flooring is sealed concrete.

Restrooms have a combination of ceramic tile and resilient sheet flooring, as well as FRP, ceramic tile and paint on the walls.

The locker rooms have painted CMU walls and painted concrete flooring, which is showing significant wear but is still durable.



Classroom Wing



Corridor Ceiling Tiles

## 08 - LEBANON HIGH SCHOOL

### Accessibility

Generally speaking the school has a good approach to meeting accessibility requirements. The entrance is on grade and fully accessible, and most doors have adequate clearance required for maneuvering with a wheelchair or other devices.

The door hardware will require evaluation, as many of the handles don't have the required levers, but are still the older round knobs that require grasping.

The restroom facilities are also in need of upgrading, as most do not meet current accessibility standards. The exception to that is the restrooms associated with the newer gym addition, which are fully compliant currently.

### Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. The current reports for the high school indicate that there is asbestos in the flooring.

Due to the age of the buildings, it's anticipated there are additional hazardous materials possibly present, including, but not limited to, lead paint, radon, and lead in the water supply, either from the plumbing fixtures or possibly the supply pipes themselves.

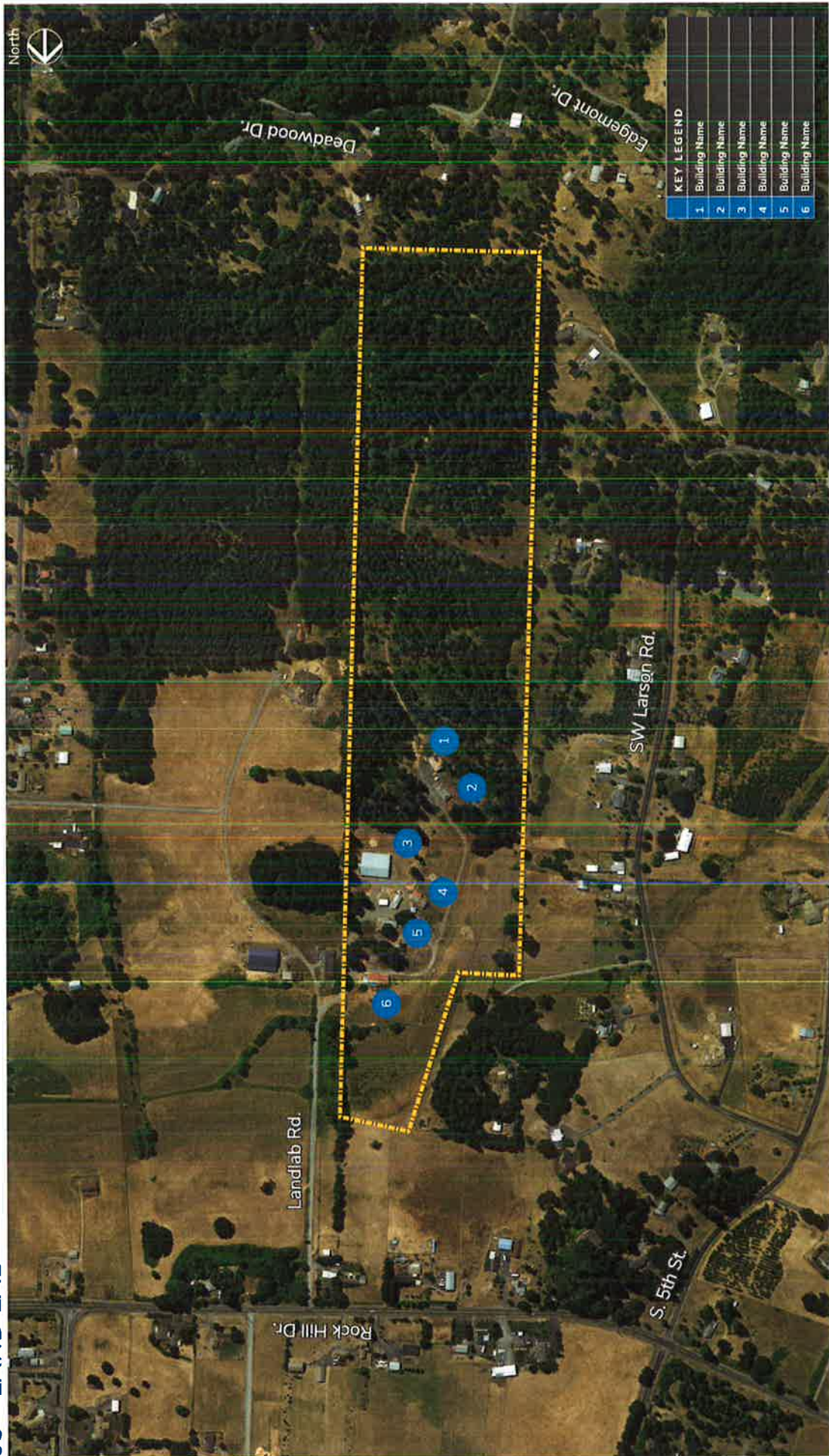


Non-Accessible Restroom Sinks



Asbestos Flooring Tiles

# 09 - LAND LAB



Land Lab - Site Plan

# 09 - LAND LAB



Land Lab - Floor Plan



## 09 - LAND LAB

### Facility Summary

The Lebanon Schools Land Lab site is a rural school, focused on three specific programs - agriculture, horticulture and construction. Serving the district's high school students, each teacher busses their students from the main campus to the site and back at the beginning and end of each period.

The site itself has a heavy emphasis on agricultural projects and course work, as it's host to a series of livestock barns and ancillary support structures. Additionally, there is also a classroom space that is shared by all three programs.

There is a newly- constructed covered open structure, intended to be used as a build area for the construction program, which was recently relocated from the main high school campus.

Site Name:	Land Lab
Building Name:	Main
ODE Building ID:	688
Building Type:	Agricultural Education
Students:	N/A
Building Address:	31000 Landlab Rd., Lebanon, OR 97355
County:	Linn
Gross Square Footage:	24,313 SF
# of Classrooms	2
# of Portable Classrooms	0
Classroom Capacity:	52 students
Site Acreage:	55.39 acres
Year Built:	1960
Additions/Renovations:	2015
Number of Floors:	One (1)
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$11,001,740
Repair Costs:	\$816,543
Facility Condition Index:	8.71%

BUILDING  
SUPPORT

CLASSROOMS

CTE/MAKER

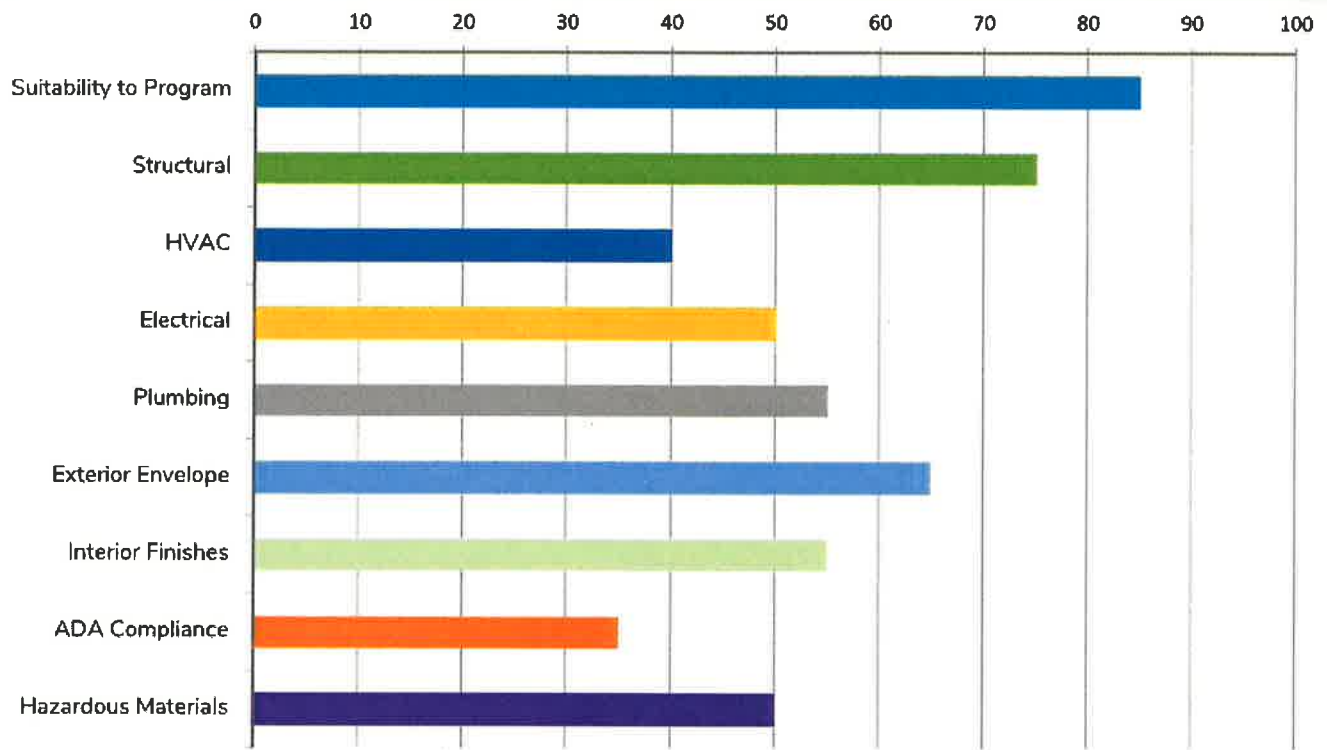
MULTI-USE

RESTROOMS  
STORAGE

## 09 - LAND LAB

### Land Lab - Average Score

**56.67**



Major Modernization	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90 - 100



## 09 - LAND LAB

### Program Suitability

While the site does a very good job supporting each distinct program, the buildings themselves are quite old and minimal. The classroom space in particular could be upgraded, either with a complete replacement or as a minimal approach, upgrading the interior finishes and lighting.

### Structural

As most site structures are single-story, wood framed buildings, they are generally considered relatively safe overall. With the added low occupant load factor, due to the agricultural use, these buildings wouldn't score highly on the state's priority list for grant money and assistance to upgrade.

### HVAC / Mechanical

The existing structures all have minimal heating, and there is no air conditioning present in any of the buildings. As all but the classroom building are exterior barn-type structures, there isn't a strong need to upgrade the mechanical system at this time.

With the relocation of the construction program, consideration should be made to a dust collection system at the area where the woodworking equipment is to be installed.

### Plumbing

There is minimal plumbing on site, consisting primarily of a restroom and sink in the classroom building, a few other restroom facilities in the other buildings, and water connections for irrigation otherwise.

### Electrical

There is not a significant need for power at this time. However, with the relocation of the construction program, it's anticipated there will be a significant increase in power requirements, in order to run all the necessary equipment for this program.



## 09 - LAND LAB

### Exterior Envelope

All of the buildings on site have what would be considered minimal energy efficiency measures, including insulation and windows. As the classroom building is the only structure typically providing heating, that would be the one to focus on upgrades, if desired.

### Interior Finishes

The interior finishes have been well maintained but are showing the age of the building. The classroom building could greatly benefit from interior finishes upgrades, as the current ones are beyond their practical lifespan.

### Accessibility

Generally speaking, due to the rural nature of the site, it's not practical to provide accessibility features at this time. There is no paving on site, with all circulation occurring on either gravel or grass paths. The curriculum requires a level of mobility to access the specific program areas (animal barns, garden, etc.) that makes it very difficult to provide accessible access to the site and programs.

Additionally, there are stairs up to the classroom building, since the foundation is raised about 18 inches above the adjacent ground, for ventilation.

### Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials.



# 10 - LEBANON DISTRICT OFFICE



District Office - Site Plan

North

Legend:

- ADMINISTRATION
- ATHLETIC
- BUILDING SUPPORT
- CIRCULATION
- CLASSROOM
- CTE/MAKER
- FOOD SERVICE
- LIBRARY
- MULTITUSE
- OFFICE
- RESTROOM
- SPECIAL ED
- STORAGE



## 10 - LEBANON DISTRICT OFFICE

### Facility Summary

The Lebanon Community Schools District office building is located in a former school, although one never occupied by the District. It was a former private Catholic school building, purchased by the district and utilized as the District Office from that point forward.

There are other programs and resources housed in the building, including portions of the alternative high school program.

The largest issue currently with the building is a lack of controlled access, as the main entry is very remote from any district staff. Visitors walk halfway back, deep into the building, before they are able to access any office personnel.

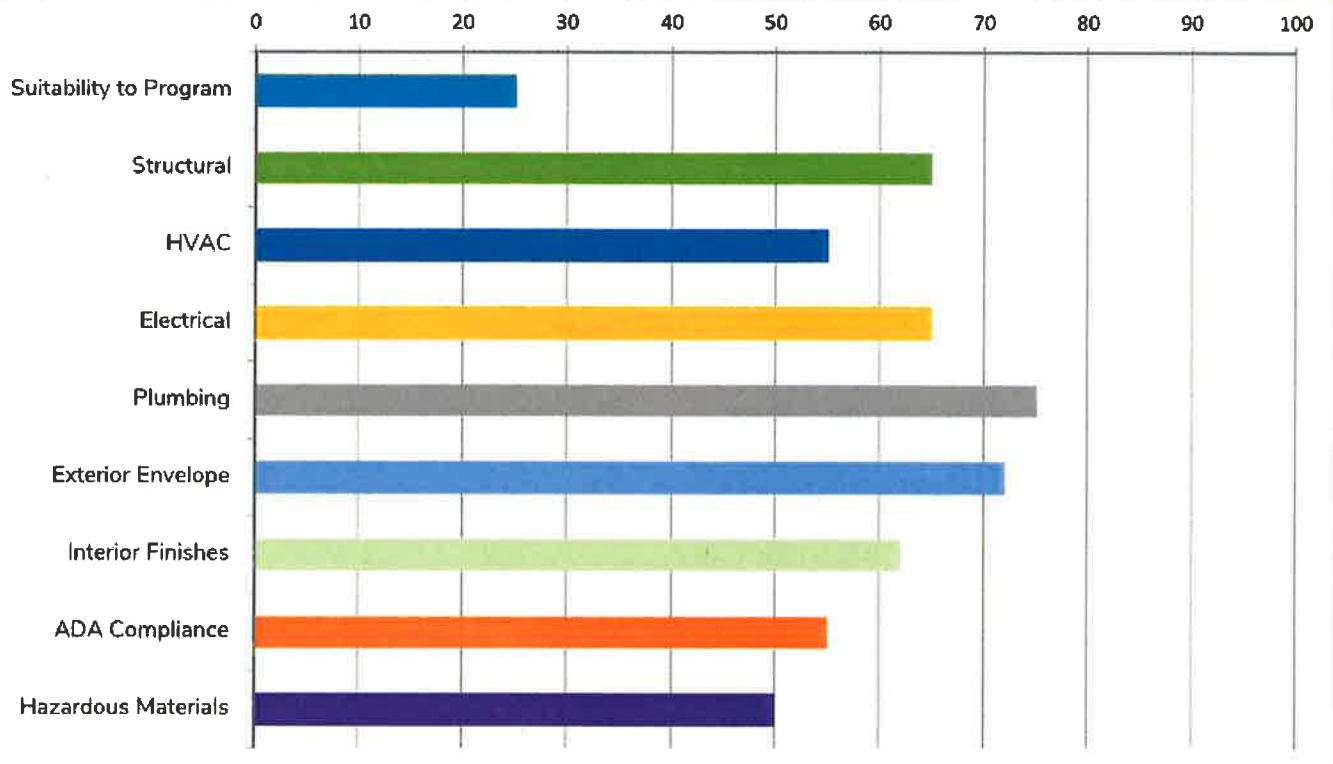
Site Name:	Lebanon District Office
Building Name:	District Office/Administration
ODE Building ID:	2101 / 5442
Building Type:	Administration
Staff:	27
Building Address:	485 S. 5th St. Lebanon, OR 97355
County:	Linn
Gross Square Footage:	17,570 SF
# of Classrooms:	N/A
# of Portable Classrooms:	0
Classroom Capacity:	N/a
Site Acreage:	4.76 acres
Year Built:	Pre-1955
Additions/Renovations:	2001
Number of Floors:	One (1), with partial 2nd Floor
Primary Structure:	Wood Frame
Roof Type:	Built-Up Roofing
Replacement Budget:	\$8,001,378
Repair Costs:	\$1,153,150
Facility Condition Index:	14.41%



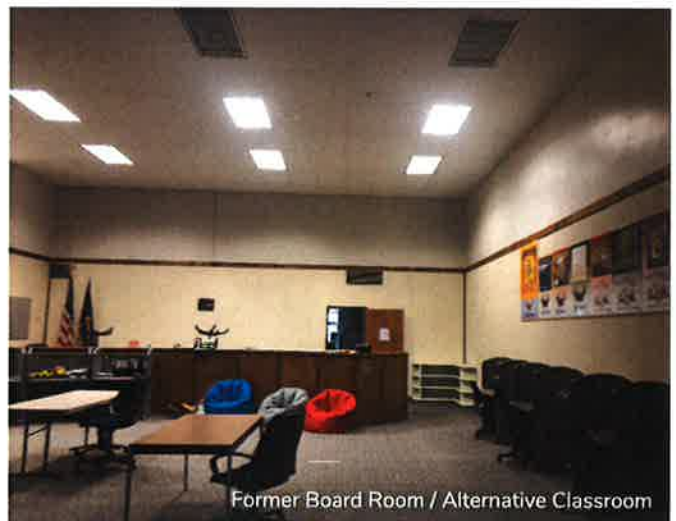
# 10 - LEBANON DISTRICT OFFICE

## District Office / Administration - Average Score

**58.22**



Major Modernization	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90 - 100



# 10 - LEBANON DISTRICT OFFICE

## Program Suitability

As a former school, the building configuration is not ideally suited to the current need. With a central corridor and offices spread out in a linear fashion along both sides, it creates a lack of connection and overall organization to the offices and how they're laid out.

The alternative high school program is located in a corner of the building, near the main entrance, but it's not very visible and there's no way to separate this program from the rest of the building currently.

## Structural

This is a 17,570 SF, (1) story wood framed building with a concrete slab-on-grade floor. Additionally, there is an interior masonry wall at the entry lobby. Although the construction date is unknown, it is assumed to be post 1948 as that is the construction date for the oldest school, Green Acres.

Based upon the RVS, this structure has a MODERATE risk of collapse. However, given that its 1.9 score is below the cut-off score of 2.0, further evaluation is recommended.

Please note that as we don't know the date of construction, we are not taking advantage of the 1976 Post Benchmark Code multiplier that would raise the score above 2.

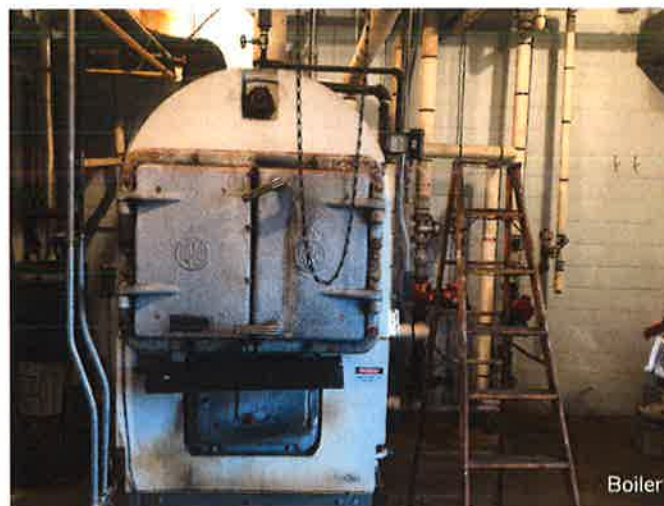
## HVAC / Mechanical

The heating system is hydronic with a gas fired fire tube boiler. The boiler should be replaced with a high efficiency boiler. Fin pipe radiation is provided at perimeter windows and convectors are located in the corridors.

Some offices have recently added ductless heat pump units. A heating only fan coil unit conditions the auditorium / board room, and likely does not provide sufficient ventilation air.



Phone Service Room



Boiler

# 10 - LEBANON DISTRICT OFFICE

## Plumbing

All domestic water piping appears to be galvanized steel and should be replaced. A gas fired water heater in the boiler room is relatively new but is missing seismic restraints.

The building does not currently have fire sprinklers, and we would recommend adding them for future protection.

## Electrical

The building is served by an exterior pole-mounted utility transformer (PacifiCorp) west of the building, with underground service lateral to an antiquated 400 Amp 120/240V 1-phase 3-wire main distribution panel (Square D) with six service disconnects, and should be replaced with modern equipment. This panel sub-feeds branch panels. Most of the branch panels are antiquated (some Square D and some Coast Electric, and a Zinsco breaker) and should be replaced.

There doesn't appear to be any deficiencies in receptacles in the building, nor any extension cord use.

Interior lighting is primarily 4' fluorescent lamped surface and recessed fixtures. Exterior lighting is compact fluorescent, HID, and incandescent fixtures. Interior lighting is controlled with manual switches. The method of exterior lighting control is not apparent.

The building utilizes emergency battery back-up lighting units (bug-eyes) and battery back-up exit signs. Some areas utilize paper exit signs in lieu of illuminated signs. There does not appear to be any exterior emergency lighting.

The fire alarm system is an addressable horn/strobe system and is functional.



## 10 - LEBANON DISTRICT OFFICE

### Exterior Envelope

The overall building has been well maintained, and the original construction appears to be high quality, with the brick / masonry veneer exterior wall assembly providing significant durability and protection from the elements.

However, there are still original wood windows that are not insulated and should be replaced. The exterior wall assemblies and the roof assemblies likely don't have the code-required minimum thermal insulation, and the building would benefit from adding some, if it can be done efficiently and effectively.

### Interior Finishes

The interior finishes have been well maintained but are showing the age of the building. There is a significant amount of solid wood (doors, corridor wainscot, etc.), which tends to wear very well, showing marks but still maintaining enough of the original character as to be appropriate still.

The carpeting in the offices is well worn and could be replaced in the near future.

The restrooms and custodial areas have what appears to be original resilient tile flooring, and it also appears to potentially contain asbestos. This should be abated and replaced.

There are areas where the acoustic ceiling tile has been stained from roof leaks and water infiltration, and these should be replaced.



# 10 - LEBANON DISTRICT OFFICE

## Accessibility

There is updated accessible parking, located both adjacent to the main front entry doors, as well as the rear building entries, so both staff and visitors have an accessible path up to the building.

There is also a ramped entrance to the main building entry that appears to meet all ADA requirements, with the possible exception of a curb at the edge and the guardrail having larger openings than allowed.

Several of the restrooms are currently not configured to meet all accessibility requirements. Some, such as the ones just inside the main entry, are single-user spaces and too small to feasibly enlarge. These could possibly be combined into one larger.

Most of the door hardware has been updated to accessible lever handles. Drinking fountains don't appear to be fully accessible.

## Hazardous Materials

It is quite likely, both from photographic evidence and the building age, there are hazardous materials existing in the building. We are still verifying with the District the exact extents and location(s) of these materials, but it appears there are areas of resilient floor tile that could possibly contain asbestos. Also, due to the age of the building, it's likely there is lead paint in the building, interior and / or exterior.



Corridor Drinking Fountain



Asbestos Tile Flooring in Restrooms

# 11 - MAINTENANCE BUILDING



Maintenance Building - Site Plan

# 11 - MAINTENANCE BUILDING



Maintenance Building - Level 1 Floor Plan



The District Maintenance building is an industrial, pre-engineered metal building with corrugated metal panel siding and roof panels. There is little to no thermal insulation, and the space overall is heated very minimally. While it currently functions for the district's needs, there are several improvements that could be made, if funding was available. The priorities for improvement include food services and IT requirements, as well as mechanical system improvements and overall better configuration for the storage currently located in the building.

CIRCULATION

## MULTI-USE

OFFICE

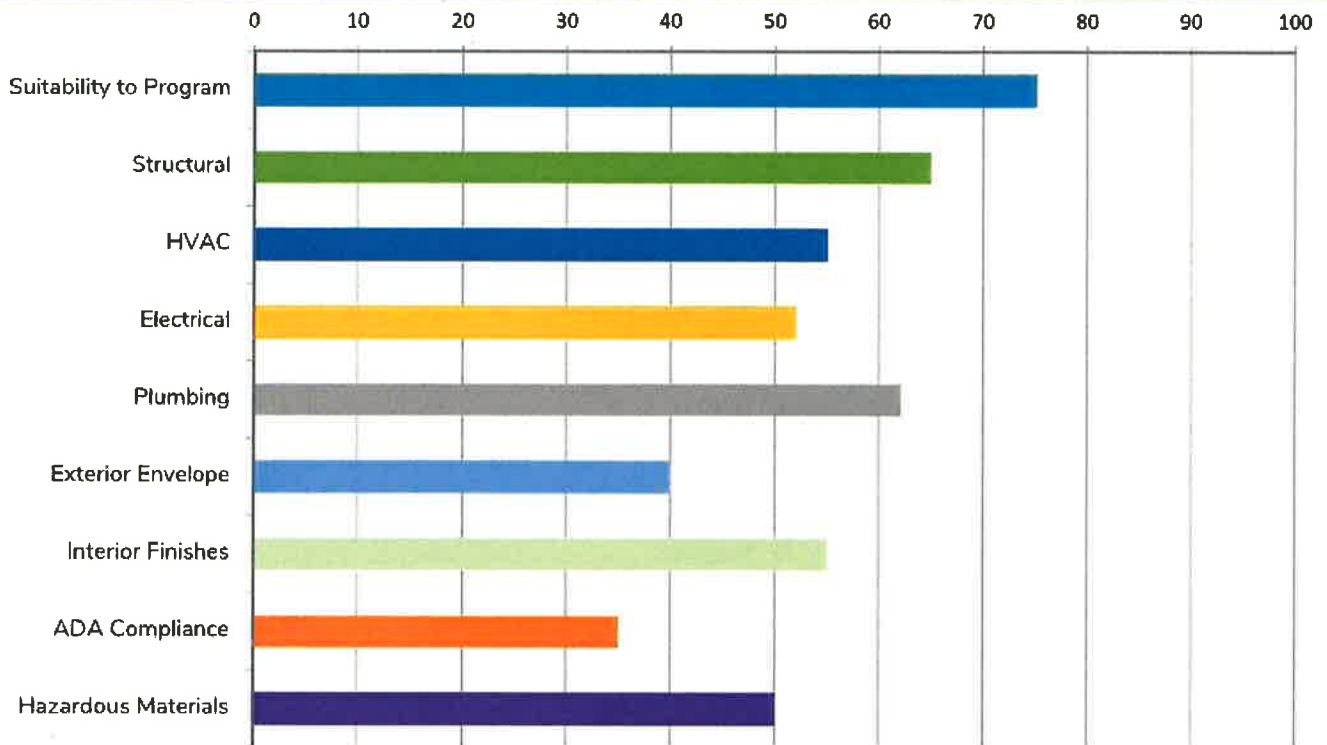
## RESTROOMS

## STORAGE

# 11 - MAINTENANCE BUILDING

## District Office / Maintenance - Average Score

**54.33**



Major Moderniation	0 - 30
Modernization	30 - 50
Minor Modernization	50 - 70
Satisfactory	70 - 90
Excellent	90- 100



# 11 - MAINTENANCE BUILDING

## Program Suitability

Overall the building functions well for what is required. All of the program needs that share space with Maintenance and Facilities tend to crowd out some of the core needs, particularly storage and access. Food Services could use larger walk-in storage space, and the central storage for District supplies takes up a significant amount of space.

## Structural

This is a premanufactured steel framed building with a concrete slab-on-grade. Within the steel structures shell, there are two mezzanines with wood framed floors and CMU walls. Although the construction date is unknown, it is assumed to be post 1948, as that is the construction date for the oldest school, Green Acres.

The primary steel structure has a LOW risk of collapse, but the mezzanines have a Moderate risk of collapse. Given that the mezzanine's RVS score of 1.7 is below the cut-off score of 2.0, further evaluation is recommended. Please note that as we don't know the date of construction, we are not taking advantage of the 1976 Post Benchmark Code multiplier that would raise the score above two.

## HVAC / Mechanical

The shop and warehouse areas are heated by gas fired unit heaters. The vehicle shop has a waste engine oil unit heater. Administration areas are heated by a gas furnace with cooling.

Some thru wall air conditioners are in use. The break room has a ductless split system. The vehicle shop has a CO exhaust system. The ground floor office area has a wall-mounted electrical heating unit, which is functional but very energy inefficient.



Food Services Walk-In Freezer / Cooler



Mezzanine Storage Area

# 11 - MAINTENANCE BUILDING

## Plumbing

The building does not currently have fire sprinklers anywhere, but due to the low occupancy and relatively limited use, we don't necessarily recommend adding these at this time.

## Electrical

The building is served by an exterior pole-mounted utility transformer bank (PacifiCorp) south of the building, with underground service lateral to 600 Amp 120/240V 3-phase 4-wire main distribution panel (Cutler-Hammer) with a 600 Amp main service disconnect. Electrical meter is on the west exterior. We assume this panel sub-feeds branch panels and HVAC equipment (feeder breakers are not labeled). Most branch panels observed had about 25% space for additional breakers.

There does not appear to be any deficiencies in receptacles throughout the building, nor any extension cord use.

Interior lighting is primarily 4' fluorescent lamped surface and recessed fixtures, with 8' fluorescent lamped chain-hung "industrial" fixtures in shop areas. Exterior lighting is HID and incandescent fixtures. Interior lighting is controlled with manual switches. The method of exterior lighting control is not apparent.

The building utilizes emergency battery back-up lighting units (bug-eyes) and battery back-up exit signs. There does not appear to be any exterior emergency lighting.



# 11 - MAINTENANCE BUILDING

## Exterior Envelope

The building does not have adequate thermal insulation in either the walls, foundation or roof, as it was built as an economical industrial 'shell.' Since there is limited heating and cooling provided to the building, we don't necessarily recommend to add insulation or upgrade the windows and doors, as the payback is limited.

There are several metal wall panels that show damage (dents, holes, etc.), and could benefit from limited replacement. The condition of the exterior paint shows the building age, and could be repainted, but this should be prioritized for the district overall in connection with all other needs.

Some exterior doors show evidence of significant rust and / or paint wear and fading. We would recommend either repainting or replacing these doors, as appropriate.

## Interior Finishes

The upper floor offices appear in good condition overall, but the staff restrooms need complete reconfiguration and finishes replacement, from flooring to plumbing fixtures and partitions, where they exist. They show significant wear and age currently.

The nature of the rest of the space, as an industrial work area, does not require significant interior finishes upgrade and / or repair. For functionality, the stairs to / from the mezzanines could be upgraded, to make the treads more consistent and slip-resistant, and the guardrails could be modified to be code-compliant.



# 11 - MAINTENANCE BUILDING

## Accessibility

The main building entrance is accessible, although the threshold at the door likely exceeds the minimum height of one-half inch. There doesn't appear to be signed and striped accessible parking directly adjacent to the building entrance.

The second floor offices and mezzanines are accessible only by stairs. The restrooms are not configured to be accessible currently, nor do they have the code-required manoeuvring clearance at most doors.

Most door hardware still has the round knob handles, which require tight grasping and are not allowed per current accessibility code. It would be recommended to upgrade all doors to lever handles.

## Hazardous Materials

While the building is of an age where hazardous materials were typically utilized, there are so few interior finishes that it's likely not currently existing. There is no visible evidence of the likelihood of hazardous materials, but a full survey should be completed prior to any work being done on the building.







**Soderstrom Architects**

Long-Range Facilities Plan  
Lebanon Community Schools  
Lebanon, Oregon



1200 NW Naito Parkway Suite Number 410 | Portland, OR 97209 | [sdra.com](http://sdra.com)

August 22, 2019

## Table of Contents

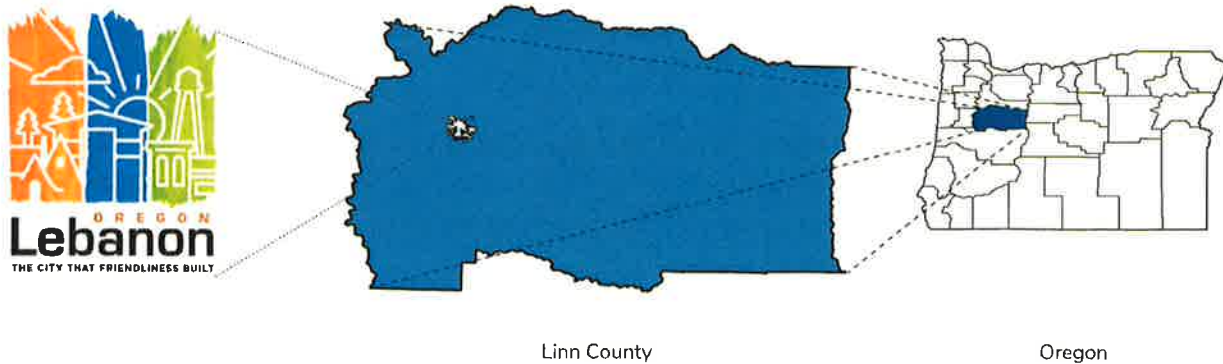
Introduction – City of Lebanon, Oregon.....	2
Introduction – Lebanon Community Schools .....	3
District Map – Lebanon Community Schools .....	4
Overview and Process .....	6
Planning Team.....	7
Population Projections .....	8
Collaboration with Local Government Planning.....	9
List of District Properties .....	10
District Strategic Focus.....	12
District Performance Goals .....	12
Key Student Success Metrics .....	13
Funding Strategies .....	14
Historic Preservation .....	15
National Educational Adequacy Standards .....	16
Superior Learning Environments & Standards .....	18
Code Issues and Older Buildings .....	21
Increasing Educational Space Requirements .....	24
Current Facilities Capacity .....	32
Educational Adequacy Improvements.....	33
Alternatives to New Construction .....	34
District Direction for Long-Range Plan.....	35
District Priorities for Long-Range Plan .....	36

## Appendix

- A – Demographic Report, Cooperative Strategies
- B – Meeting Notes
- C – Survey Results (Community)

## Introduction – City of Lebanon, Oregon

The City of Lebanon, population 15,800, is located along the Santiam River in Linn County, approximately 85 miles south of Portland. Lebanon gets its moderate temperate of 64.8 °F as an annual high and 43.9 °F as the annual low temperature with 57 inches of rain a year from its placement in the Willamette Valley. The fertile soils of the Willamette Valley have provided Lebanon with a long growing season, which they celebrate with the annual Lebanon Strawberry Festival.



## Introduction – Lebanon Community Schools

Lebanon Community Schools (LCS) currently serves 4,200 students in eight (8) schools: four elementary schools, two primary (K-8) schools, one middle school and one high school. Most of the schools are within the city limits of Lebanon with Hamilton Creek School to the south east and Lacombe School to the east of town. Both schools outside the city accommodate students from kindergarten to 8th grade, with the older students traveling by school bus to Lebanon High School within in the city for the remainder of their schooling. The School District supports its surrounding agriculture with the Land Lab, which houses the District Agriculture, Horticulture, and Building programs.

Overall the buildings were constructed between 1948 and 2001, making the oldest (original Green Acres Elementary School's Main Building) nearly 70 years old, and the newest (Riverview and Pioneer Elementary School) just 17 years old. The average building age of LCS is 51.3 years old. Refer to the summary chart included in this report for additional information.

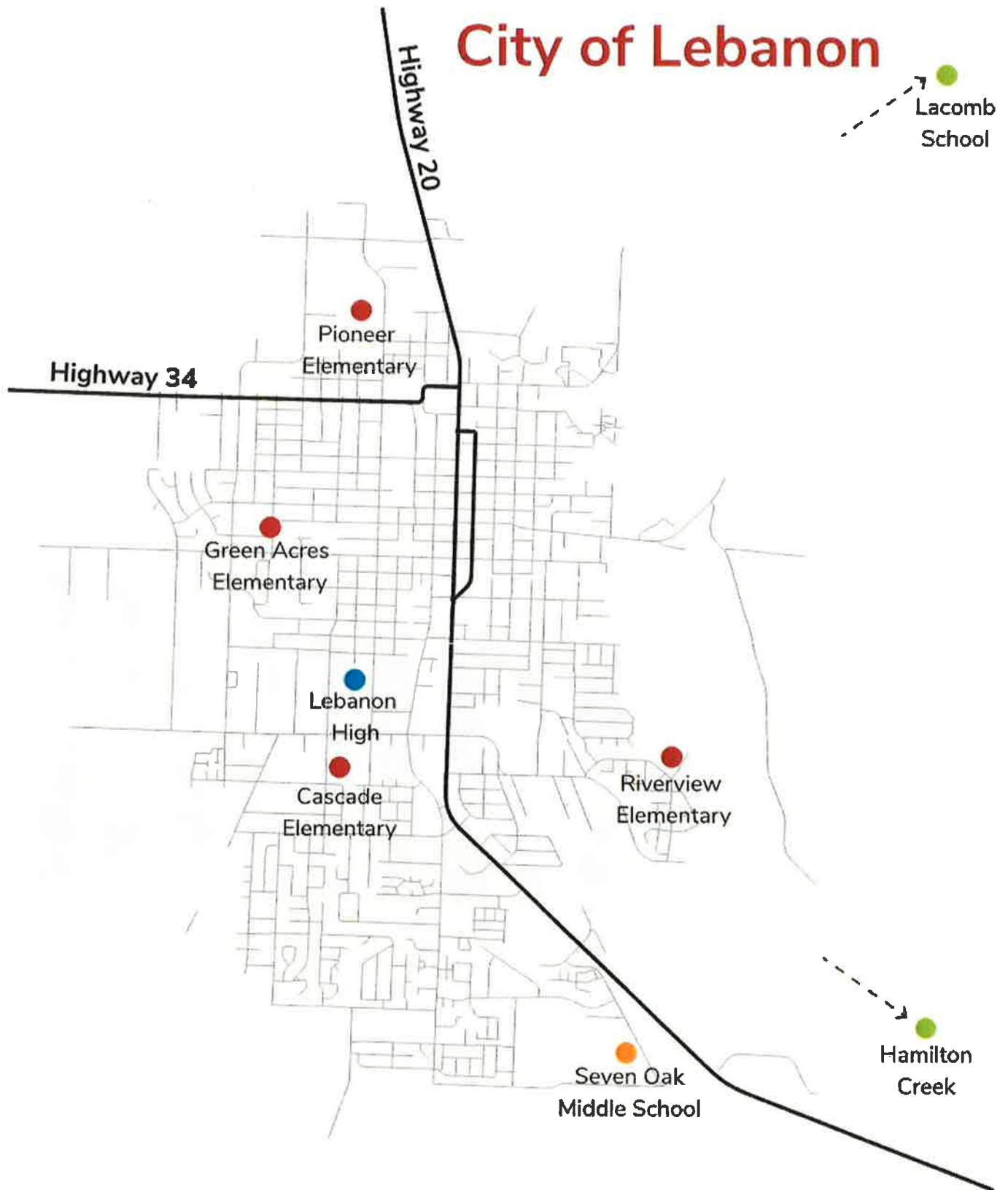
Many of the buildings are one-story, wood framed and clad in various materials from brick, wood siding, stucco and metal panels. Riverview Elementary, Pioneer School and Lacombe School use heavy timber as their primary structural system. Many of the gymnasiums are built with concrete masonry bearing walls.

Lebanon Community Schools faces aging facilities and significant deferred maintenance projects, primarily due to lack of funding. The buildings have been generally as well maintained as possible overall but are suffering from age and heavy use.

Issues include mechanical systems and roofing beyond their life expectancy, single glazed windows, inadequate insulation, non-compliance with ADA standards and antiquated technological. Many of the building systems are outdated, inefficient and in need of repair to meet current educational goals, address failing building systems and achieve building code compliance.

Each of these factors present facility challenges and requires that the District be creative, flexible and resourceful in their response.

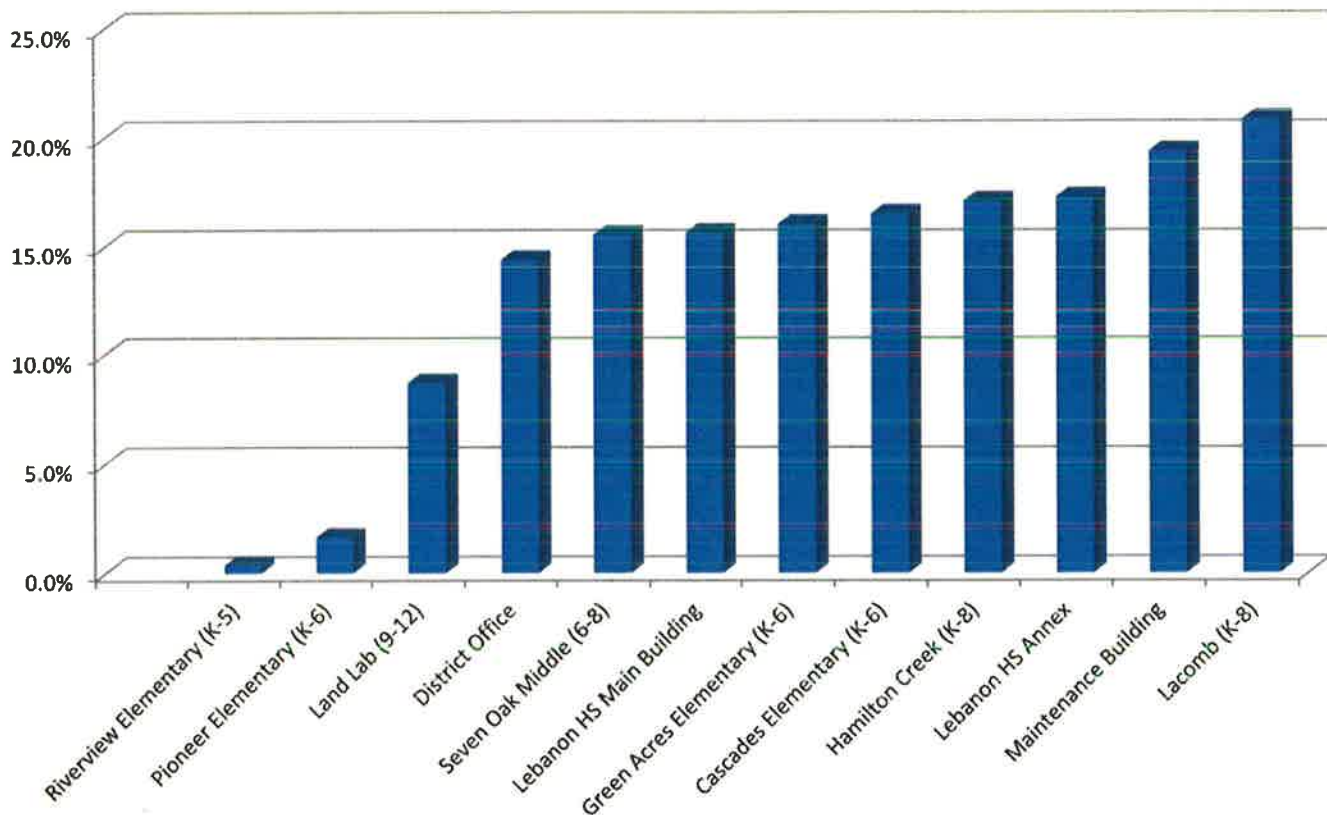
## District Map – Lebanon Community Schools



## Facilities Index and Replacement Costs Summary

#	School / Building Name	GROSS AREA	YEAR BUILT	AGE	REPAIR BUDGET	REPLACEMENT BUDGET	FCI INDEX
1	Cascades Elementary (K-6)	53,086 SF	1953	66	\$3,659,833	\$22,160,751	16.51%
2	Green Acres Elementary (K-6)	52,870 SF	1948	71	\$3,539,919	\$22,070,582	16.00%
3	Riverview Elementary (K-6)	53,596 SF	2001	18	\$86,484	\$22,373,650	0.39%
4	Pioneer Elementary (K-6)	52,587 SF	2001	18	\$365,887	\$21,952,443	1.67%
5	Hamilton Creek (K-8)	50,130 SF	1972	47	\$3,709,545	\$21,687,742	17.10%
6	Lacomb (K-8)	41,368 SF	1953	66	\$3,733,785	\$17,897,038	20.86%
7	Seven Oak Middle (6-8)	81,085 SF	1955	64	\$5,550,414	\$35,695,239	15.57%
8	Lebanon High School (9-12)	170,158 SF	--	--	\$16,595,231	\$103,601,952	16.46%
<b>TOTALS</b>					<b>\$42,490,495</b>	<b>\$308,627,441</b>	

## Facilities Index Rating by Building



## Overview and Process

In 2018, the District hired Soderstrom Architects to develop a Facility Assessment Report (FAR) and a Long-Range Facilities Plan (LRFP) for the buildings and grounds. Soderstrom interviewed District personnel at each site and walked all the buildings with the structural consultant, as well as the mechanical, electrical, low voltage and plumbing (MEP) engineers. The companion “Facilities Assessment Report” is under separate cover.

The Lebanon Community Schools has buildings built between 1948 and 2003. Pioneer and Riverview are the newest ‘Greenfield’ schools, and Green Acres is the oldest. Several buildings have had significant additions and remodels over the years. The older buildings have inefficient HVAC systems, fresh air needs, ADA problems and security weaknesses.

From a seismic standpoint, Lebanon High School has the worst overall rating, with an anticipated 100% chance of failure in a seismic event, rated ‘Very High’ risk by the Department of Geology and Mineral Industries (DOGAMI) rapid visual screening (RVS) study. The next priorities would be Lcomb, rated ‘High’, and then Cascades and Seven Oak, both rated ‘Moderate’ risks. They have less than a 1% chance of a collapse in a high-level earthquake event. However, there are some covered play areas that need structural upgrades.

As part of our assessment we looked at educational adequacy of the facilities. The Lebanon Community School buildings are all in reasonably good condition from an envelope perspective. However, many interior finishes are worn and tired. Daylighting improvements and upgrades to the heating, ventilation and air conditioning (HVAC) would improve educational adequacy. Things that are triggered by educational adequacy include adequate classroom space, sufficient gym space, commons and cafeteria space, and quality study space.



## Planning Team

### District Administration

Bo Yates	Superintendent
Will Lewis	Director of Finance
Bryan Eilers	Director of Facilities
Paula Shoulders	Facilities Office Manager

### School Board Members

Tom Oliver	Board Chair
Nick Brooks	Vice Chair
Tammy Schilling	Lebanon School Board
Mike Martin	Lebanon School Board
Richard Borden	Lebanon School Board

### Design Team

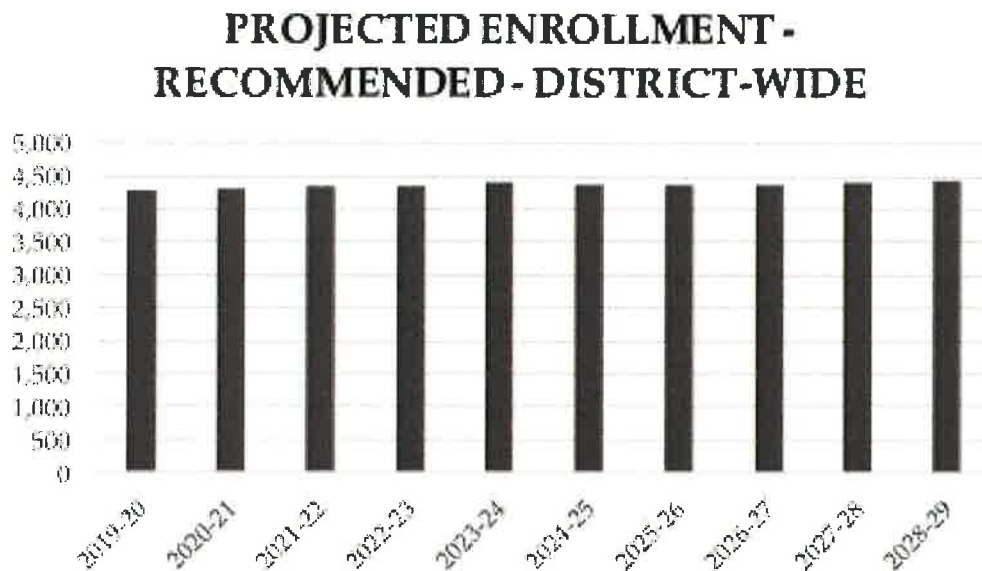
Marlene Gillis	Soderstrom Architects
Henry Fitzgibbon	Soderstrom Architects
Doug Gannett	TM Rippey Consulting Engineers
Jim Tormey	MFIA, Mechanical, Electrical & Plumbing Engineers
Ann Hoffsis	Cooperative Strategies (Demographics)



## Population Projections

581-027-0040 (a)

Soderstrom Architects engaged the services of Cooperative Strategies to develop a projection by age group of the potential for future growth in the catchment. The Draft Enrollment Projections Report dated April 9, 2019, is an appendix to this report. The demographers gave us a recommended forecast as well as a low, medium and high forecast. Using the recommended projection, the total District enrollment will grow from 4,282 students to 4,435 students, which is less than 1% annual growth, by 2029. Across the District the facilities have capacity for roughly 800 more students than the current enrollment. Cooperative Strategies' report is an appendix to this report.



**Projected Enrollment - Recommended - District-wide**

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	325	346	333	319	333	333	333	333	333	333
1	336	334	356	342	327	342	342	342	342	342
2	328	329	327	348	335	321	335	335	335	335
3	323	334	335	332	354	341	326	341	341	341
4	298	326	337	338	336	358	344	329	344	344
5	317	299	328	338	339	337	359	346	331	345
6	344	317	299	328	338	339	337	359	346	331
7	356	345	318	300	328	339	340	338	360	346
8	376	357	346	319	301	329	340	341	339	361
9	282	364	345	334	308	291	318	329	330	327
10	325	291	375	355	345	318	299	328	339	340
11	304	326	292	376	357	346	319	300	329	340
12	368	323	346	310	400	379	368	339	319	350
<b>Grand Total</b>	<b>4,282</b>	<b>4,291</b>	<b>4,337</b>	<b>4,339</b>	<b>4,401</b>	<b>4,373</b>	<b>4,360</b>	<b>4,360</b>	<b>4,388</b>	<b>4,435</b>

Source: Cooperative Strategies

## Collaboration with Local Government Planning

581-027-0040 (b)

The Oregon Department of Education (ODE) requires large school districts to coordinate with the local planning department to ensure there is enough land within the urban growth boundary (UGB) for school expansion. It is also important for the District to understand the growth within the District's boundaries. ODE requires that someone from the District collaborate with the applicable jurisdiction on a regular basis. Sometimes, when a jurisdiction permits a large subdivision, the school district should negotiate for land near the subdivision.

Since the District schools currently have significant excess capacity, negotiating with the city or county to secure future school sites may seem premature. The District has schools in both the City of Lebanon and Linn County. If the District wants to place a school outside the urban growth boundary, they will need to go through a Type III conditional use process plus exceptions to the UGB. It may be difficult to get permission because of the requirements of the urban growth boundary. It is not anticipated that the District would need to add any new schools within the next ten years, so this is not a significant concern.

Soderstrom spoke with the City of Lebanon Community Development Director, Kelly Hart, to discuss any overall concerns relative to future growth, development in the community and how the school system can adequately support that anticipated growth. There are multiple housing developments currently in the planning stages, two significant 200+ apartment units at the north end of town that would potentially overextend Pioneer and other proximate elementary schools. There is a general increase in development, and these developments have a higher density, mostly multi-family units (apartments, townhomes and duplexes).

Specific to the schools, there is evidence of a shift in the overall transportation method for students, away from bussing, bicycling and walking and towards parents picking up and dropping off. This has created significant traffic issues at all schools, where there is congestion and queuing spilling out onto the adjacent public streets. The city has requested that the District address reconfiguring internal site circulation to alleviate this pressure and try to keep more of this traffic on site.

One school in particular, Pioneer Elementary, has significant traffic safety issues because parents pick up and drop off across 5<sup>th</sup> Avenue, which is a relatively busy street with fast moving traffic. This situation is exacerbated by the inadequate amount of on-site parking and queuing, and the city has indicated that a striped crosswalk or some other traffic calming devices may be required at this site.

The City of Lebanon's Comprehensive Plan integrates and reinforces the District's emphasis on adult education and outreach to community members for facility use. This is something that has remained a priority, particularly with a strong emphasis on athletics, and the District plans to continue to support.

## List of District Properties

Below is a list of all District-owner properties, including size and value.

#		School / Building Name	Address	Map Number	Code - Tax #	Size	Real Market Value
1	a	Cascades Elementary (K-6)	2163 South 7 <sup>th</sup> St.	12S02W15DB - 00820	00905-347597	1.96 Acres	\$85,810
	b			21S02W15DB - 00900	00905-206801	10.13 Acres	\$3,855,220
2		Green Acres Elementary (K-6)	700 10 <sup>th</sup> St.,	12S02W10CB - 00600	00905-177333	435,678 SF	\$5,425,390
3		Riverview Elementary (K-6)	1011 Mountain River Dr	12S02W14D0 - 00107	00916-875934	11.48 Acres	\$6,271,750
4		Pioneer Elementary (K-6)	400 + 500 North 5 <sup>th</sup> St.,	12S02W03D0 - 01205	00917-921612	13.71 Acres	\$10,176,370
5		Hamilton Creek (K-8)	32135 Berlin Rd.,	12S01W2000 - 00700	00940-162483	11.18 Acres	\$2,498,680
6		Lacomb (K-8)	34110 East Lacomb Rd.,	11S01E30B0 - 00500	00902-52940	9.98 Acres	\$1,206,660
7		Seven Oak Middle (6-8)	550 Cascade Dr	21S02W23D0 - 03700	00947-213310	37.03 Acres	\$8,978,170
8		Lebanon High School (9-12)	1700 + 1800 South 5 <sup>th</sup> St	12S02W15AC - 00100	00905-202735	25.64 Acres	\$25,003,490
9		Land Lab (9-12)	31000 Landlab Road,	2S02W3400 - 00237	00902-410544	55.39 Acres	\$268,870
10		District Office	485 South 5 <sup>th</sup> St.			4.76 Acres	
11		Maintenance Building	585 South 5th St.			0.76 Acres	
12		Waterloo Building	37900 8th St.				
Total RMV:							\$63,770,410

The District currently does not own any vacant properties, but there are ample future development options on the existing sites, as many are significantly over sized for the current need and would accommodate a replacement school easily.

## Community Involvement with District's Vision and Process

581-027-0040 (c)

The first project meeting to discuss the assessment was held with the District leadership team on August 2, 2018. After this first meeting, Soderstrom performed an architectural rapid visual screening (RVS). Soderstrom also met with all school principals and the District facilities manager when visiting each school, as well as the custodial staff.

From these meetings and walkthroughs, a list was compiled of facilities-related issues. Through a series of three additional days, the complete design team revisited all the existing schools, which included architectural, structural, and our MEP (Mechanical, Electrical and Plumbing) engineers.

With the 'draft' Facility Assessment Report used as a guide, the District convened the "Building and Boundaries Committee," to guide the Long-Range Planning process. The District invited several key members of the public, including business partners, board members, key administrators and staff who have shown an interest in the future of the District. Meeting notes of the July 18<sup>th</sup>, 2019 gathering are included as an appendix to this report.

### **Building and Boundaries Committee**

Kris Latimer	LBGC
Will Lewis	Director of Finance
Brian Vandetta	Udell Engineering
Bryan Eilers	Director of Facilities
Paula Shoulders	Facilities Office Manager
Jason Williams	City of Lebanon Maintenance Director
Richard Borden	Board Member
Nick Brooks	Weyerhaeuser
Jennifer Meckley	Lebanon Community Schools

In addition to the Building and Boundaries Committee meeting, the District also sent out a survey, to get additional and broader feedback from the community. Included as an appendix to this document is the results of that survey, which has been incorporated in the proposed direction of the District.

## District Strategic Focus

The District has developed a mission and beliefs statement which they feel represents the core of their educational philosophy.

### District Vision:

Pursuing Excellence for Every Student, Every Day, With Urgency.

### District Mission Statement:

In partnership with the community, we provide exceptional opportunities to continuously and rigorously challenge all students to excel as learners, thinkers, and leaders.

- Self Determination
- A Learning Organization

## District Performance Goals

### 1. Improve Student Achievement

- Graduate 90% of our cohort students on time. Students who enter LHS as freshman will graduate on time.
- School SBAC Achievement results will improve by 3% per year. A 3% increase in students receiving a 3 or 4 (at grade level) and a 3% decrease in students receiving a 1 (well below grade level).

### 2. 100% of our Cohort Students Reading at Grade Level by Third Grade

- All cohort students reading at grade level by third grade. Students who have entered LCSD as kindergartners will be reading at grade level by third grade.

### 3. Provide a Safe and Supportive Learning Environment for All Students

- Develop and support programs dedicated to the social and emotional growth of all students.
- Continually adjust and improve student behavior programs in order to support positive behavior and limit the impact of challenging behavior.
- Implement positive behavior programs at all schools.

## Key Student Success Metrics

**Achievement:** Grade level end of year measurement that indicates a student's educational attainment.

**Assessment Tool:** SBAC, Grades, Teacher Feedback.

**Growth:** The amount of improvement each student demonstrates over a given period. Typically, we are trying to achieve a minimum of one year's growth within the school year.

**Assessment Tools:** Star Assessment for math and reading, teacher designed common assessments, unit assessments.

**Grad Status:** Percentage of students on track to graduate in four years (minimum of six credits per year). Freshman on-track data is a great tool for predicting your future graduation rate. Data indicates that our future grad rate will not exceed the freshman on-track percentage.

## District Challenges

- Low Kindergarten Readiness: Letters, numbers, sounds.
- High Student Poverty: 60% free and reduced.
- High Homeless Student Population: 15.3% district-wide.
- High Special Education (SPED) Services: 17% district-wide.
- High Mobility Rates for Students: Over 20% district-wide.
- Summer Regression: Nine steps forward, three steps back.

## District Advantages:

- Great teachers and staff.
- Community support.
- Clear expectations and direction.
- Community partnerships.
- Supportive school board.

## Funding Strategies

### 581-027-0040 (B)

There are three sources for funds to upgrade and/or replace aging facilities, the primary one being a bond election. The bond election is a tax on the owners of real estate located in the school district. Most districts find that maintaining the existing tax rate is much more palatable to the voters than increasing the tax rate.

The second source of funds is the Oregon School Capital Improvement Matching (OSCIM) grant program which provides up to \$4 million in matching grant funds. These funds can be used to upgrade, improve, add onto existing buildings, or to build new. Currently the OSCIM grant program is funded through the May 2021 bond election cycle.

The third option for facilities funding is the Seismic Rehabilitation Grant Program (SRGP), which provides up to \$2.5 million per building for the seismic upgrading of existing buildings. Districts must commit to complete repair of the seismic components of a building before they are eligible for the grant. In other words, if the repair of the building costs \$10 million, then you will need to commit to spending the entire \$10 million before the state will provide the \$2.5 million. Because your schools do not seem to have serious seismic issues, it will be difficult to get the seismic grant.

The District currently has a \$900,000 bond which will be expiring soon. The District should consider backfilling the expiring bond with a new bond. In addition to the replacement bond, the District should apply for the \$4 million OSCIM grant. This will leave a budget of approximately \$11.4 million, since the OSCIM grant requires matching funds and the passage of a General Obligation bond for at least \$4 million. It would be beneficial to the District to engage a bond funding specialist.

The District has tentatively targeted a May 2020 bond election date and is proceeding accordingly.

#### POSSIBLE REVENUE SOURCES

Bond Retirement (May 2020-21):	Up to	\$900,000
ODE OSCIM GRANT:	Up to	\$4 Million
ODE SRGP GRANT:	Up to	\$2.5 Million
<b>Total Possible Available Funds:</b>		<b>\$7.4 Million</b>

## Historic Preservation

581-027-0040 (d)

The District doesn't currently have any buildings listed with the Oregon State Historic Preservation Office (SHPO), either at the state or local level. All buildings older than 50 years are required to be evaluated, which include all District buildings except for four:

1. Hamilton Creek (47 years).
2. Riverview and Pioneer (both 18 years).
3. Lebanon High School annex, which is 16 years old.

If you plan to change or replace the items identified as eligible, SHPO will request that the resource be reviewed by a competent historian to determine its historic status.



## National Educational Adequacy Standards

581-027-0040 (e)

*"The educational adequacy of school buildings, in a sense, represents the purpose of the entire school appraisal process. This is true because schools exist primarily to serve the educational needs of a community and a school district. The determination of how adequate the facility is, in the final analysis, must be derived from the relationships between educational program and physical structure. Individual behavior results in part from the environment. The environment provided by the school building will deter or enhance the instructional program."*

(Guide for School Facility Appraisal, Hawkins and Lilley 1998)

There are no comprehensive national educational standards for the built environment. In some states, classrooms are to be 600 SF or more and in others they are 950 SF. Instead, national standards are a combination of best practices, state mandates and state sponsored educational specifications. There are also standards promulgated by "Next Generation Science Standards," "American Library Association," "SHAPE America" and other groups that attempt to establish national standards for their individual area of expertise. Most educators think standards refer to the "No Child Left Behind" or other federal or state curriculum-based requirements. A long-range facilities plan can be impacted by parts of these requirements, but the major impact will be from architectural program standards (how big is a classroom, number of gym spaces, size of music room, etc.).

The condition of your facilities can speak about the value a community places on education. Great schools indicate that the community is willing to invest in the students and cares about the community in general. Shabby, poorly maintained facilities can give the message that the community doesn't care. Lebanon takes great care of their buildings, indicating a community who cares.

There are many factors to consider when determining the educational standards that give students the best opportunity for a well-rounded education. First and foremost, the amount of space available in order to best meet the learning goals of instructional staff must be considered. Overcrowded classrooms have a significant negative impact on learning. Modern sociological research has shown that the traditional 900 SF classroom is often too small from a "personal space" and "educational model" standpoint.

To continue delivering quality educational programs, a sufficient number of classrooms with appropriate square footage is essential. In order to establish an effective learning environment, educational standards and permanent capacity must be considered. Capacity for planning purposes is viewed in terms of District program standards for learning.

Elementary schools are normally organized around the home room model. The home room model limits the gross population of the school to the number of home rooms available multiplied by the average class size. Normally, special education occupancies are reduced to half or less of the general education classrooms. It is appropriate for the school board to set a target class size for each of the types of teaching space.

Middle schools and high schools normally use the teaching station model to determine the school's capacity. In this model, spaces like music and band, gym space and science labs are counted in the overall occupancy. If a space can be utilized as a teaching station for all periods, then that space is included in the occupancy load for the school. Spaces like speech are not counted in the occupancy load because these students are already counted in the general education classrooms (they are “pulled out”).

Due to the differences at the three distinct levels of facilities – elementary, middle school and high school – the following outlines their unique needs:

National Utilization Average		
School Type	Low	High
Elementary	95%	100%
Middle / Junior High	70%	85%
High School	80%	85%
National Class Size Average		
School Type	Low	High
Elementary	15	25
Middle / Junior High	18	25
High School	24	32
2006 National Median Gross SF per Student		
School Type		
Elementary	120 SF / student	
Middle / Junior High	146 SF / student	
High School	163 SF / student	

## Superior Learning Environments & Standards

581-027-0040 (A&C)

The following are general guidelines for creating superior learning environments. Obviously, things like daylighting, acoustics and thermal comfort are basic physical requirements for any learning space. However, though night flush ventilation and CO<sup>2</sup> management may be overlooked because they are invisible, they do have significant learning impacts.

### Acoustics

A student's ability to hear and understand what is being said in the classroom is vital for learning. Unfortunately, this ability can be reduced in a noisy classroom. Poor classroom acoustics occur when the background noise and/or the amount of reverberation in the classroom are so high that they interfere with learning and teaching. Poor classroom acoustics can also affect the teacher. It is estimated that teachers use their voices for approximately 60% of their workday. The strain on the voice gets worse when the teacher must talk louder to overcome poor classroom acoustics. Studies have shown that teachers are 32 times more likely to have voice problems compared to similar occupations.

Maintenance is promoting hard surfaces so they can be easily cleaned, daylighting requirements add more glass, and we are adding hard markerboards to the walls. All this can easily destroy classroom acoustics. To mitigate these issues, we recommend double-wall construction between classrooms, and between classrooms and halls. We recommend soft ceiling systems with high Noise Reduction Coefficient (NRC) tiles. And, we recommend active voice enhancement for the teachers.

### Classroom Flexibility / Think Studio (Creativity, Teamwork & Exploration)

The model of education is constantly changing. In the 1970s, we saw schools eliminating windows to save energy, installing accordion partitions to promote flexibility and eliminating operable windows to simplify HVAC performance. All these ideas proved to be exactly wrong. We have learned better. Today the classroom is being flipped around. Instead of children sitting quietly listening to the “sage on the stage,” they are (with the teacher) participating with fellow students, solving complex multi-discipline problems. This teamwork methodology is much more in tune with the patterns of work used in business. To support the new teamwork model the classroom must have flexible seating, reconfigurable tables and multiple screens. Think of the inside of the classroom as a studio where the space itself promotes creativity, teamwork and exploration.

## CO<sup>2</sup> Management / Night Flush Ventilation

Oregon has a mild climate. For a large portion of the year, using outside air is a benefit to the indoor teaching environment. New facilities should take advantage of that by using operable windows and night flush ventilation. Night flush uses natural air currents, minor fan energy and the stack effect to clean out CO<sup>2</sup> within the building. This can greatly improve the learning environment.

Using interior materials with little or no outgassing as well as pressurizing the interior atmosphere to minimize pollen intrusion improves the indoor air quality.

## Thermal Comfort / HVAC (Operable Windows)

Probably the most important issue related to HVAC is ensuring that the system provides enough clean outside air. Studies have shown that high levels of CO<sup>2</sup> make it difficult to concentrate. A good HVAC system should take advantage of the moderate temperatures in Western Oregon. This can lead to operable windows being used for “night flush” ventilation or mechanical systems that harvest cooling and heating from other areas of the building. The HVAC systems should provide optimal thermal comfort and at the same time be energy efficient.

## Connectivity / Bidirectional

Technology will continue to evolve at a rapid pace; soon everyone will have their own digital device. The paradigm may shift from the teacher teaching facts (sage on the stage) to the teacher being a facilitator and a referee. It is likely that students will be able to cast their device to a central screen or capture all the screens. It is important for the teachers to be ahead of the curve. From a building perspective, we will need more screens, more bandwidth and much more robust security measures.

## Daylighting

Daylighting is one of the most impactful things you can do for your educational delivery. “Controlling for all other influences, we found that students with the most daylighting in their classrooms **progressed 20% faster on math tests and 26% on reading tests in one year** than those with the least. Similarly, students in classrooms with the largest window areas were found to **progress 15% faster in math and 23% faster in reading** than those with the least. And students who had a well-designed skylight in their room, one that diffused the daylight throughout the room, and which allowed teachers to control the amount of daylight entering the room, also improved 19-20% faster than those students without a skylight.”

### Workgroup Facilitation (Breakout / Teaming Spaces)

Workgroup facilitation is about auxiliary space adjacent to the classroom that allows the teacher to push out groups of students assigned to address a problem as a team. The team then teaches what they've learned to the students who have remained in the classroom. The concept is that though you can get the information from the web, you don't fully understand it until you work with other people and eventually teach it to others. Breakout spaces provide the school with teaching opportunities, additional storage spaces and daylighting for the corridor.

Finding places for students to meet or gather outside of the classroom is invaluable. These spaces can be created throughout the school such as at the end of a corridor, at the intersection of corridors, or in an area just outside the classroom. Breakout spaces are used for individual study, one-on-one interaction, small groups, or for a few individuals to work on a team project. Accelerated program students could use this space to work on a special project together. For teachers, breakout spaces are great for interacting informally with other teachers, administration and school staff.



## Code Issues and Older Buildings

581-027-0040 (A&C)

### Americans with Disabilities Act (ADA)

There are many areas which are not ADA accessible. While some sites met the ADA requirements at the time they were built, they are not fully ADA compliant now. As of March 15, 2012, we are required to bring each building's "path of travel" up to current ADA codes with any new construction, building renovation, or renovation of space. The term "path of travel" also includes the restrooms, telephones and drinking fountains serving the altered area. In choosing which accessible elements to provide under this section, priority shall be given to those elements that will provide the greatest access. Elements shall be provided in the following order:

1. Parking.
2. An accessible entrance.
3. An accessible route to the altered area.
4. At least one accessible rest room for each sex or a single unisex rest room.
5. Accessible telephones.
6. Accessible drinking fountains.
7. When possible, additional accessible elements such as storage and alarms.

When you apply for a building permit you will be required to eliminate barriers until the costs of removal are greater than 25% of your budget or 100% of the barriers are removed.

### Building Code Issues

Building codes are the primary way that we ensure our buildings are safe from fire, earthquakes and weather events. These codes are constantly being expanded and improved. Older buildings often do not meet the earthquake or the fire and life safety requirements of the new codes. One of the primary ways the code regulates fire safety is to either reduce the area of the building using fire separation walls or to add fire sprinklers.

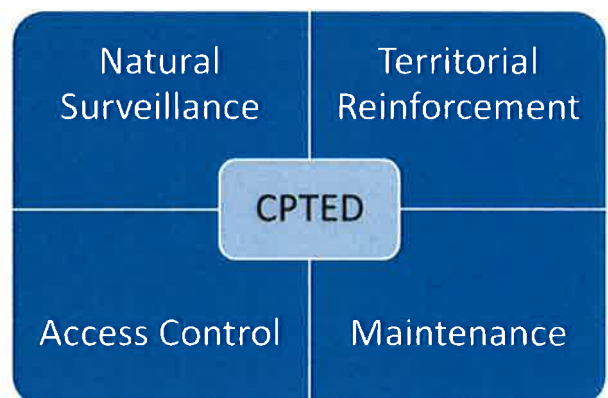
For example, the existing high school gym building is 30,000 SF and it is an unrated wood frame building of type VB construction. The allowable area, per table 503, is 9,500 SF. You could double the allowable area using fire sprinklers, or you could cut the building into areas of 9,500 SF using firewalls. The costs for these modifications would need to factor into your budget if you intend a significant remodel of the building.

## Safety and Security

Despite the horrific shootings on the news, schools in the U.S. remain relatively safe. There are several programs available for districts to improve their safety and security. These programs range from simple checklists up to staff training programs. The school environment should be hospitable and inviting while providing natural security. The following are the categories recommended by CPTED (Crime Prevention Through Environmental Design) for understanding building security.

- Natural surveillance
  - Locate “eyes” on building areas and approaches.
  - Locate “eyes” on playgrounds, fences and pedestrian approaches.
  - Locate “eyes” on main corridors.
  - Avoid nooks and hiding places where an intruder can hide.
- Natural access control
  - Minimize entries to the buildings and classrooms.
  - Lock gates during school hours to create a secure perimeter.
  - Provide adequate site lighting to minimize hiding spots.
- Territorial reinforcement
  - Enlarge primary entry sidewalks.
  - Emphasize the front door.
- Active management and maintenance
  - Cameras and recording systems to be discrete.
  - Review your security frequently.

Vestibule entries are now required by the energy code. The entry vestibule can be an important component of security as well. We are designing new schools with vestibule entries where you cannot enter the school unless the staff “buzzes” you in.



## Seismic / Earthquake Susceptibility

Senate Bill 14 (2001) requires school buildings in Oregon identified as high-risk buildings to be in “life safety” condition by January 1, 2032. The first step in the process was a Rapid Visual Assessment (RVS) by the State of Oregon Department of Geology and Mineral Industries (DOGAMI) to determine collapse potential for all school buildings in Oregon.

Five (5) of the District buildings rated by DOGAMI scored less than two (2) in the survey, which indicates a higher-risk classification. Lebanon High School is the highest risk, scoring a negative number and rating a 100% chance of collapse in a seismic event. Next most dangerous are both Green Acres and Lacombe, both scoring a one (1) and at 10% risk of collapse in a seismic event. The last two with demonstrated overall seismic risk are Cascades and Seven Oak, both scoring 1.9, which is indicated as ‘Moderate’ and at a greater than 1% chance of collapse in event of seismic activity.

#	School / Building Name	GROSS AREA	YEAR BUILT	AGE	DOGAMI RATING
1	Cascades Elementary (K-6)	53,086 SF	1953	66	1.9 (Moderate)
2	Green Acres Elementary (K-6)	52,870 SF	1948	71	1.0 (High)
3	Riverview Elementary (K-6)	53,596 SF	2001	18	N/A
4	Pioneer Elementary (K-6)	52,587 SF	2001	18	N/A
5	Hamilton Creek (K-8)	50,130 SF	1972	47	2.9 (Low)
6	Lacombe (K-8)	41,368 SF	1953	66	1.0 (High)
7	Seven Oak Middle (6-8)	81,085 SF	1955	64	1.9 (Moderate)
8	<b>Lebanon High School (9-12)</b>	<b>170,158 SF</b>	--	--	<b>-0.1 (Very High)</b>
8a	Main Building	120,158 SF	1957	62	--
8b	Annex	50,000 SF	2003	16	--
9	Land Lab (9-12)	48,313 SF	1960	59	Not Available
10	District Office	17,570 SF	1955	64	Not Available
11	Maintenance Building	9,894 SF	1960	59	Not Available
12	Waterloo Building	40,000 SF	1950	69	Not Available

## Increasing Educational Space Requirements

### 581-027-0040 (A&C)

Important to note in the educational standards is the loss of programs and positions during the past decade. In part, the schools are not at capacity because there are fewer classroom teachers with more students in each classroom and fewer additional programs such as electives that typically have used classroom space. As additional funding is available, schools will reach capacity more quickly. The following items represent new expanded space requirements since the last addition of space to the school buildings. These requirements have come about from state mandates or a change in educational practice.

### Art, Music and Theater Space

**Elementary:** Art is integrated in the regular classroom; therefore, classrooms need to be designed to incorporate art instruction on a regular basis as well as account for storage of equipment and supplies. Classrooms designated specifically for music are a necessity. Music classroom space should be sufficient to account for full classrooms as well as safe equipment storage and space for movement.

**Middle/High School:** Art classrooms need to be twice the space of normal classrooms for instruction to large classes and also have sufficient space for storage of supplies in a safe and secure manner. There is a great need for separate facilities for instrumental, vocal and technical music. All music spaces need to be designed specifically to meet the needs for appropriate instruction in these areas. There needs to be sufficient space to meet the expectation that these will be high-demand classes. Space also needs to be designated as technology workstations for recording and soundproof practice rooms.

At each level, a designated on-site theater facility is needed to accommodate student productions. Theater technology areas for productions and instruction should be large enough to accommodate intermediate-sized groups. Theater capacity needs to accommodate large groups such as class meetings as well as space enough for large community theatrical productions. Theater spaces should be designed with fly lofts for storage and an orchestra pit to accommodate musical theater productions. Ideally, there should be dressing rooms incorporated into the facility.

### Kindergarten / Preschool

The District has already implemented full day kindergarten. This has effectively consumed two of your existing classrooms. As the needs of our students are changing, preschool is becoming essential to the success of children in elementary school. There may come a time when the state requires that preschool be incorporated into every elementary school. Core classroom space needs to reflect this shift in the need for dedicated classrooms for both full day kindergarten and preschool education.

## Library / Media Service Space

**Elementary:** Our elementary schools need enough space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as an instructional support as well as an area that can be used as a common meeting place for the school and community.

**Middle/High School:** The secondary level needs space to provide a state-of-the-art library which includes a media complex. Most of this complex would be utilized as a traditional library space large enough to handle multiple classes at any given time as well as an incorporated technology lab and attached classrooms for independent or classroom instruction. This complex would also need to have space for media staff to house equipment as well as periodical and book offerings.

Library spaces will look different soon and we will need an increase in computer labs for testing. Buildings need to have the technology and equipment necessary for the expected digital literacy instruction.

While there is good evidence that the classroom "sage on the stage" teaching can be effective, there is also a case to be made that students learn different things when they work together in teams. They learn organization skills, people management skills, research skills and other skills that enable them to integrate in today's teamwork workplace. Libraries know that they cannot provide the information resources that are available online. So, the nature of the library is changing to become an interactive place where students work in teams of 4-6 people. The library also needs two classroom size spaces and moveable book stacks.

Paper books will not go away but the collection will become more focused and culled more frequently. The library will need niche areas where kids can relax and read. It would make sense to place the touch screen TVs that support the classroom groups low enough that children can show others how to navigate the apps. The fact is that students learn a lot in play. The library can be a place where students "play" with technology, which is sometimes referred to as self-teaching.



## PE (Physical Education) Space

The Oregon PE mandate will be required for all students in Oregon Public Schools by 2032. Students in K–5 must receive 150 minutes of physical education per week, and grades 6–8 must receive 225 minutes. When implemented, we will need to increase the time the gym is available for PE classes and decrease any use of the gym for activities such as lunch. This requirement puts an increase on common space demands across the buildings. If this requirement becomes an OAR under Division 22, we would be at risk of losing state school funds if we did not meet the requirement.

**Elementary School:** Creating fit and healthy students is extremely important at all levels. Helping our students develop lifelong healthy habits must begin at an early age, and in Lebanon Community Schools this begins in pre-kindergarten. Having enough space for every class to have access to physical education on a daily basis is a standard, and this standard must be considered when planning for future facilities. Gym space in conjunction with appropriate physical education instruction must be available for classes to access. Students must receive 150 minutes of physical education per week by 2032.

**Middle School:** Gym space must be able to accommodate multiple physical education classes in any given period of the day as well as extracurricular activities for all seasons. Locker-room space needs to allow for students to shower and store PE and athletic clothing plus equipment. Main gym space should be large enough to seat at least the maximum capacity of the building for school-wide activities and special programs such as recognition ceremonies. An ample number of playing fields need to be in close proximity to the main building with equal access to all participants. Middle school students must receive 225 minutes of physical education per week by 2032.

**High School:** Athletic programs are an important part of the educational program provided by Lebanon Community Schools. There should be ample field and gym space to provide the current level of athletic programs at the middle and high school levels. Consideration must be given to the gym and field space for both practice and games. If at any time land is acquired, careful consideration should be given to how athletic programs may be expanded in the future. In any expansions of athletic facilities, both male and female sports must be considered equally.

## Community Use of Facilities

The community use of facilities is in high demand. After-school programs, youth recreation, and adult community programming place an additional requirement on classroom and gym use each day, especially in the winter. In a community with a population of approximately 15,000, the schools are heavily used as community space. In each school, the number one articulated need is additional common space for PE, school assemblies, lunch, after-school programs and community use.

There is extensive use of athletic spaces (gymnasiums, auxiliary gymnasiums, fields, etc.) by the community, year-round. This has a particular impact evenings and weekends, and the larger-scale events such as tournaments tend to tax much of the available site parking resources and amenities.

Evening events school-wide also have parking impacts spill out into the community and surrounding areas. However, these are infrequent enough, and have enough local involvement that it's generally tolerated by citizens.



## CTE (Career and Technical Education) Space

Lebanon has a very strong agricultural CTE program, particularly with access to the Land Lab, which is a very unique and engaging resource for students. The CTE teachers have been instrumental in developing the program by finding ways to make a business out of the talent and securing grants for equipment. We recommend continuing to promote and expand your CTE component.

**Elementary School:** Career and technical education is integrated in the regular classroom.

**Middle School:** Classroom space designated for career and technical education should be larger than a regular classroom and offer versatility as demands for professional and technical education change. The classrooms should handle current and future electrical, mechanical and technology demands. The CTE space at middle schools is often designated Makerspace.

**High School:** Career and technical education space should be large enough to offer courses to meet basic skills for industry standards such as skills in woods, metals and agriculture, along with family and consumer studies. Facilities of this nature need to reflect current applicable skill development as well as technical education to better prepare our students. Indoor floor space needs to be sufficient to accommodate building and indoor projects during the rainy season of Oregon.

Design of the facilities needs to account for the vast storage needs of CTE courses and must be both safe and secure. Family and consumer studies courses, such as catering and culinary arts, must have modern facilities and enough space to safely provide instruction to large groups of students. Career and technical education is a rapidly changing curriculum and classrooms must be versatile to meet the evolving demands of this area in education.



## Technology and Assessment

The tech world is changing quickly so there is a need to increase digital access for all students. Students need greater access to a variety of technologies to be prepared for college and careers, and should be skilled in numerous platforms (desktops, mobile devices, etc.). The new assessment system in Oregon, Smarter Balanced Assessment Consortium (SBAC), requires students to have high levels of technical skills in order to manage the testing environment. Passing the essential skills requirements through SBAC is one way to meet the graduation requirements for a diploma.

## State Testing

Students in the District have transitioned to a new state-required testing system, which demands students have greater instruction in and access to technology. A heavy blanket wireless system is needed at each school to accommodate testing. Additional spaces may be required to accommodate the physical test-taking.

## Technology Infrastructure

In addition to sufficient space, there is an urgent need at all grade levels to have a greater number of our classrooms with ready access to technology. From a young age, students need to be taught how to use online tools as well as contribute constructively online. Oregon has adopted digital literacy standards, and proficiency should be achieved by the end of 8th grade. In high school, students should be expected to integrate online tools and different types of hardware into their everyday, academic lives. They should also know when technology is and is not the best tool for the job. All this teaching should be done in the context of educational content, knowledge and skills.



## Technology Space

**Grades K–3:** Space for technology education beginning in kindergarten and progressing through all grades is a priority. Technology labs to accommodate the educational needs of the K–3 population as well as provide space designated for state testing must be considered. Electrical upgrades are often required to support charging of mobile devices. Core education classrooms should also have sufficient space for a number of computer stations, charging stations, and secure storage of mobile devices. The development of technology skills at a young age will assist our students in their success in future educational experiences.

**Grades 4–8:** In addition to the needs of the K–3 level, Students at the 4–8 level have other needs when it comes to technology lab space because of SBAC testing that will occur at every grade level. Throughout the instructional day, students need to be able to access computers and mobile devices for learning purposes. Teachers need computer lab space to accommodate both group and independent work. Having the capability to offer mobile labs to accommodate classrooms for instruction, research and testing is also important. For state assessment purposes, labs need to be dedicated to meet this requirement during a crucial instructional period of the school year.

**High School:** A building that supports Bring Your Own Device (BYOD) will become essential first at the high school level and eventually at all levels. BYOD at the high school will require an extremely robust and secure wireless infrastructure. This is in addition to all the wireless device, computer lab and classroom computing needs of the K-8 buildings.



## Science Classroom Space

**Elementary School:** Science is usually integrated within regular classrooms. There should be adequate, safe storage for science materials.

**Middle School:** Classrooms designed for science labs, both basic and advanced, are ideal. There must be sufficient electrical capacity to run a multitude of technologies as well as providing gas for increased teaching capacity of required science. In conjunction with appropriate and enough supplies to operate labs, space also needs to be available to accommodate direct instruction in these rooms. Rooms should be equipped with storage space to keep equipment safe and protected.

**High School:** With the increase in the number of lab sciences required for students to graduate, there is a need to provide space to accommodate these tasks. Design of the high school science classrooms needs to provide sufficient space to perform a multitude of science labs needed by the different disciplines. Functioning workstations that are adequate for performing labs with full classes is a necessity. Configuration of a peninsula lab with additional floor space to provide for direct instruction is ideal. Soderstrom currently designs for 28-30 students in our science classrooms. In classes where there are more than 30 students, labs are reduced and modified for safety. Existing science classrooms in the District were built to have 28 students in a class.



## Current Facilities Capacity

581-027-0040 (B)

The overall gross capacity of the Lebanon Community Schools is 5,509 students with an actual current enrollment of approximately 4,200 students. The grade school capacities are calculated based on the home room model where the auxiliary spaces are not counted, and each classroom is scheduled at 100%. Seven Oak Middle School and Lebanon High School include gymnasiums as teaching spaces, and all are measured at 85% utilization, accommodating one (1) teaching period per day, out of an eight-period day. Based on projected demographics, the District has more than adequate capacity and is currently using about 75% of the teaching spaces.

#	School / Building Name	Teaching Spaces	Scheduling Factor	Current Enrollment	Projected Enrollment	Capacity Enrollment	Percent of Capacity
1	Cascades Elementary (K-6)	21	100%	323	345	588	54.93%
2	Green Acres Elementary (K-6)	21	100%	324	342	588	55.10%
3	Riverview Elementary (K-6)	21	100%	424	435	588	72.11%
4	Pioneer Elementary (K-6)	21	100%	369	404	588	62.76%
5	Hamilton Creek (K-8)	16	100%	327	348	448	72.99%
6	Lacomb (K-8)	16	100%	230	326	448	51.34%
7	Seven Oak Middle (6-8)	30	85%	587	615	714	82.21%
8	Lebanon High School (9-12)	65	85%	1244	1,357	1,547	80.41%
<b>Totals</b>				<b>3,828</b>	<b>4,172</b>	<b>5,509</b>	

The current enrollment represents an average capacity district-wide of 69%. Even with the projected growth from the demographic information, the district is still tracking at only 75% capacity utilization in 2029.

The demographic study shows that the District does not need additional instructional facilities and that you have the luxury to focus on the quality of the space rather than the quantity of space. This will probably be true for at least 20 years.

## Educational Adequacy Improvements

581-027-0040 (i)

We have analyzed each of the buildings for educational adequacy. Recommended future changes include the following:

- Adding auxiliary gym space to meet the future PE requirements.
- Adding daylighting and blinds to the existing gyms.
- Adding skylights or roof monitors to increase daylighting in corridors and classrooms.
- Creating breakout space by building new classrooms and opening up others.
- Adding a dedicated science / art lab where these don't exist.
- Upgrading the interior finishes.
- Adding "way finding" signage.
- Improving acoustics in large public spaces and classrooms where needed.
- Including CO<sup>2</sup> management and night flush with the design of new HVAC systems.



## Alternatives to New Construction

581-027-0040 (iii)

In general, the Lebanon Community Schools does not need to replace any of their existing buildings, with the potential exception of portions of Cascades, Seven Oak, Lacombe and the original Lebanon High School building, all of which are in excess of sixty years old.

All but the five previously mentioned schools have less than a 1% chance of collapse in a large earthquake according to the DOGAMI study. We recommend either renovating and / or adding onto the existing buildings rather than building new, whenever possible / practical. This allows the District to stretch their budget dollars further, provided they're strategic about which buildings get upgraded and how.



## District Direction for Long-Range Plan

The Planning Committee was consistent in their support of the following:

- Maintenance
  - Proper stewardship of the current building stock.
  - Buildings are being at 'Tipping Point' where deferred maintenance, if ignored any longer, will cause significantly increased future costs.

Additionally, it was determined that each school building had a 'needs list' beyond the capability of the District to meet immediately. However, an allowance was designated to all buildings with needs, to be spent on the following possible items:

- Safety
  - School safety was the highest priority. Items include a vestibule entry, visual building access, more cameras, site fencing to create minimal access points, seismic upgrades and key card access.
- HVAC
  - The District has many issues with heating and cooling the buildings overall.
- Technology upgrades needed
  - Improve technology, particularly at the teaching wall.
- Parking / Site circulation issues
  - Some of the existing schools have dangerous parent and bus loops.
- ADA Restroom / Accessibility upgrades needed
  - The District wants to support the requirements of the ADA.
- Daylight desired, especially in older schools
  - Properly designed daylighting clearly improves the learning environment.
- Core Spaces
  - The core spaces need to be functional. We noticed inadequate cafeteria space, gym space and library space. We recommend upgrades to the art / science spaces.



## District Priorities for Long-Range Plan

581-027-0040 (E)

The District, with feedback and input from the community, stakeholders, jurisdiction, staff and students, has elected to prioritize deferred maintenance projects for this first phase of the plan, with a strong demonstration to its citizens that they are good stewards of their existing building stock.

To accomplish some of the educational adequacy scope items, the District has also elected to provide a 'per Building' allowance amount, to be spent at the discretion of each school's administration and staff, under oversight and direction of the District leadership team. Below is a summary of those costs.

<b>DISTRICT FACILITY</b>	<b>Identified Priority Planning Scope</b>	<b>Per School Building Allowance</b>	<b>SUBTOTAL</b>	<b>PROJECT COST (ESTIMATED 35% of CONSTRUCTION) Excluding Site Costs</b>	<b>TOTAL PLANNING BUDGET</b>
<b>Cascades ES</b>	\$185,000	\$424,688	<b>\$609,688</b>	\$213,391	<b>\$823,079</b>
<b>Green Acres ES</b>	\$75,000	\$432,800	<b>\$507,800</b>	\$177,730	<b>\$685,530</b>
<b>Riverview ES</b>	\$300,000	\$0	<b>\$300,000</b>	\$105,000	<b>\$405,000</b>
<b>Pioneer ES</b>	\$250,000	\$0	<b>\$250,000</b>	\$87,500	<b>\$337,500</b>
<b>Hamilton Creek</b>	\$100,000	\$349,632	<b>\$449,632</b>	\$157,371	<b>\$607,003</b>
<b>Lacomb</b>	\$325,000	\$330,944	<b>\$655,944</b>	\$229,580	<b>\$885,524</b>
<b>Seven Oak MS</b>	\$800,000	\$648,680	<b>\$1,448,680</b>	\$507,038	<b>\$1,955,718</b>
<b>Lebanon HS</b>	\$2,050,000	\$1,653,056	<b>\$3,703,056</b>	\$1,296,070	<b>\$4,999,126</b>
<b>Pool Building</b>	\$1,500,000	\$0	<b>\$1,500,000</b>	\$525,000	<b>\$2,025,000</b>
<b>Totals</b>	<b>\$5,585,000</b>	<b>\$3,839,800</b>	<b>\$9,424,800</b>	<b>\$3,298,680</b>	<b>\$12,723,480</b>

### Timing of the work

All the work should be done as quickly as possible. Since the inflation rate for construction is very high, the sooner the District can get the projects under construction, the less the projects will cost. With the District's approach to provide scope at each school, but of a manageable size, this accommodates doing much of the work relatively quickly after the bond is passed and funds become available.



**COOPERATIVE  
STRATEGIES**

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

## LEBANON COMMUNITY SCHOOLS

### ENROLLMENT PROJECTIONS REPORT

APRIL 9, 2019

**PREPARED FOR:**

**Lebanon Community Schools**

458 South 5th St.

Lebanon, OR 97355

T 541.451.8511

**PREPARED BY:**

**Cooperative Strategies**

3325 Hilliard Rome Road

Hilliard, OH 43026

T 614.798.8828





# Table of Contents

Acknowledgements.....	2
Executive Summary .....	3
Enrollment Projection Methodology .....	5
U.S. Census .....	8
General Demographics .....	10
Estimated School-Aged Population .....	11
Housing Data .....	13
Resident Live Birth Data.....	14
Survival Ratios .....	16
Historical Enrollment.....	17
Projected Enrollment.....	18
Conclusion.....	23

## ACKNOWLEDGMENTS

On behalf of Cooperative Strategies, we would like to extend our appreciation to the Lebanon Community Schools for the opportunity to assist them in developing this Enrollment Projections Report. As a planning team, we hope that this document will serve the Lebanon Community Schools for years to come.

### COOPERATIVE STRATEGIES

Ann Hoffsis, REFP, Senior Director

Sean Hayes, Senior Associate

3325 Hilliard Rome Road

Hilliard, OH 43026

P. 614.798.8828

[www.coopstrategies.com](http://www.coopstrategies.com)

## EXECUTIVE SUMMARY

The enrollment projections for the Lebanon Community Schools included in this report were developed using the cohort survival methodology and Cooperative Strategies' custom enrollment projection software, S.T.E.P. [Student Trends & Enrollment Projections]. This custom software was developed in collaboration with The Ohio State University and is based on industry best practices as well as the national experience Cooperative Strategies has with schools, school districts, and state agencies.

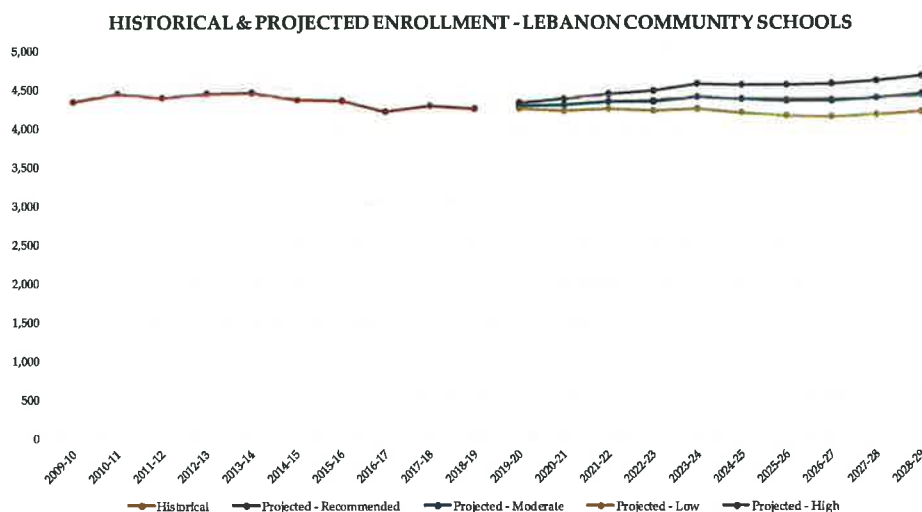


The Lebanon Community Schools is a school district in Linn County, serving 4,244 K-12 students in the 2018-19 school year.

The projections presented in this report are meant to serve as a planning tool for the future, and represent the most likely direction of the District. Enrollment projections were developed using the cohort survival methodology and by analyzing the following data outlined in this report:

- Live birth data
- Historical enrollment by grade
- Census data
- Building permits

Enrollment in the Lebanon Community Schools has decreased overall by 88 students since the 2009-10 school year. Based on the cohort survival methodology, enrollment is projected to increase over the next ten years.

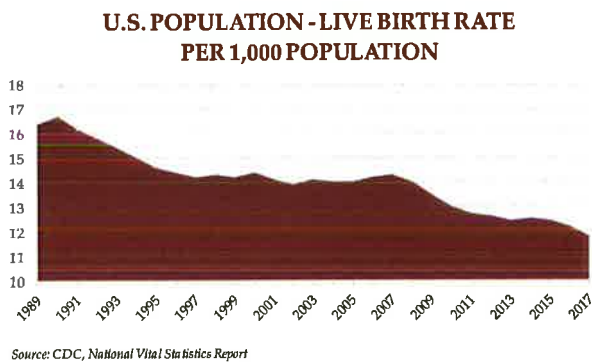
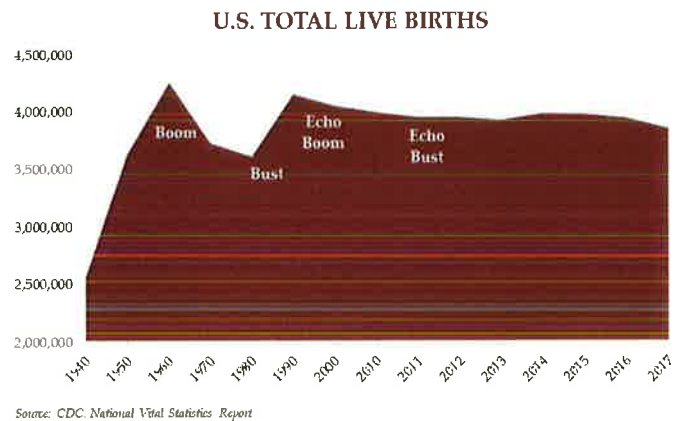


As with any projection, the District should pay close attention to the variables associated with determining enrollment projections discussed in this document. Any one or more of these factors can increase or decrease enrollment within the Lebanon Community Schools. It is recommended that the data contained in this report be reviewed on an annual basis to determine how more recent trends will impact both the enrollment and any new housing development.

## ENROLLMENT PROJECTION METHODOLOGY

### Introduction

Tracing the landscape of the country's public school enrollment back over the past fifty years reveals demographic, economic, and social changes. The United States as a whole continues to undergo major shifts in public student enrollment, due in large part to past events including the baby boom, the availability and use of birth control, and the development of suburbs. The baby boom of the late 1940s and 50s was followed by the baby bust of the 1960s and 70s. This gave rise to the echo baby boom of the 1980s.



Nationwide, districts have experienced the effects of the echo baby bust of the 1990s. From the 1950s to the 1970s, a dramatic downsizing of the family unit occurred. A direct result was the declining school enrollment of the 1970s and 1980s. As of the 2010 Census, the size of a family was at an all-time low of 3.14 persons. The live birth rate increased for the first time in several years in 1998 and increased again in 2000. However, the birth rate resumed a descending pattern in 2001 and reached an all-time low of 11.8 (per 1,000) in 2017.

When projecting future enrollments, it is vital to track the number of live births, the amount of new housing activity, and the change in household composition. In addition, any of the following factors could cause a significant change in projected student enrollment:

- Boundary adjustments
- New school openings
- Changes / additions in program offerings
- Preschool programs
- Change in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-district transfer
- Magnet / charter / private school opening or closure
- Zoning changes
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- School closures

Obviously, certain factors can be gauged and planned for far better than others. For instance, it may be relatively straightforward to gather housing data from local builders regarding the total number of lots in a planned subdivision and calculate the potential student yield. However, planning for changes in the unemployment rate, and how these may either boost or reduce public school enrollment, proves more difficult. In any case, it is essential to gather a wide variety of information in preparation for producing enrollment projections.

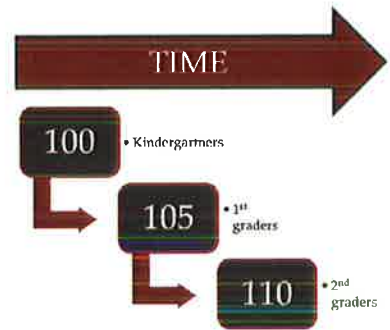
When looking ahead at a school district's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? Is housing experiencing a turnover—if so, what is the composition of families moving in/out? Are more or less students attending private school or being home-schooled? What has the unemployment rate trend been over the past ten years? What new educational policies are in place that could affect student enrollment figures?

The cohort survival methodology is often used to answer these questions and is standard throughout the educational planning industry. The enrollment projections developed for the Lebanon Community Schools were developed using the cohort survival method.

## Cohort Survival Method

The cohort survival methodology (sometimes referred to as the grade progression ratio method) is a widely used enrollment projection model that is used by many school districts and state and federal agencies to project K-12 enrollment.

A cohort is a group of persons [in this case, students]. The cohort survival enrollment projection methodology uses historic live birth data and historic student enrollment to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



A “survival ratio” is developed to track how this group of students increased or decreased in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2nd to 3rd grade] over a ten year period of time, patterns emerge. A projection ratio for each grade transition is developed based on analysis of the survival ratios. The projections are used as a multiplier in determining future enrollment.

For example, if student enrollment has consistently increased from the 8th to the 9th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade to develop a projection for next year’s 9th grade. This methodology can be carried through to develop ten years of projection figures. Because there is not a grade cohort to follow for students coming into kindergarten, resident live birth counts are used to develop a birth-to-kindergarten survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

The cohort survival method is useful in areas where population is stable [relatively flat, growing steadily, or declining steadily], and where there have been no significant fluctuations in enrollment, births, and housing patterns from year to year. The cohort survival methodology inherently considers the net effects of factors such as migration, housing, dropouts, transfers to and from charter schools, open enrollment, and deaths. This methodology does not assume changes in policies, program offerings, or future changes in housing and migration patterns.

## U.S. CENSUS

According to the U.S. Census Bureau, the population in Lebanon, Oregon increased from 12,950 to 15,518, or 20 percent, between the 2000 and 2010 Census.

In terms of school-aged children [5-19], the population increased by 369, or approximately 13 percent. The under age 5 population increased from 1,021 to 1,243, or approximately 22 percent.

The median age of a Lebanon, Oregon resident is 36.6, an increase of 0.7 years since the 2000 Census.

The average household size decreased from 2.51 to 2.50. The average family size increased from 3.02 to 3.05.

The number of total housing units increased in tandem with the number of occupied housing units and vacant housing units.

The table to the right provides a comparison of the 2000 and 2010 U.S. Census data.

### LEBANON, OREGON U.S. CENSUS

Subject	2000	2010
Total population	12,950	15,518
<b>SEX AND AGE</b>		
Male	6,175	7,397
Female	6,775	8,121
Under 5 years	1,021	1,243
5 to 19 years	2,797	3,166
20 to 64 years	6,833	8,572
65 years and over	2,299	2,537
Median age (years)	35.9	36.6
<b>RACE</b>		
One Race	97.6%	96.3%
White	94.0%	91.2%
Black or African American	0.2%	0.5%
American Indian and Alaska Native	1.0%	1.4%
Asian	1.0%	1.1%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%
Some Other Race	1.4%	2.1%
Two or More Races	2.4%	3.7%
Hispanic or Latino	3.7%	5.8%
<b>DEMOGRAPHICS</b>		
Average household size	2.51	2.50
Average family size	3.02	3.05
<b>HOUSING OCCUPANCY</b>		
Total housing units	5,457	6,820
Occupied housing units	5,078	6,118
Vacant housing units	379	702

Source: U.S. Census

According to the U.S. Census Bureau, the population in Linn County, Oregon increased from 103,069 to 116,672, or 13 percent, between the 2000 and 2010 Census.

In terms of school-aged children [5-19], the population increased by 990, or approximately 4 percent. The under age 5 population increased from 7,038 to 7,680, or approximately 9 percent.

The median age of a Linn County, Oregon resident is 39.2, an increase of 1.8 years since the 2000 Census.

The average household size decreased from 2.58 to 2.55. The average family size remained the same at 3.01.

The number of total housing units increased in tandem with the number of occupied and vacant housing units.

The table to the right provides a comparison of the 2000 and 2010 U.S. Census data.

**LINN CO., OREGON  
U.S. CENSUS**

Subject	2000	2010
Total population	103,069	116,672
<b>SEX AND AGE</b>		
Male	50,880	57,578
Female	52,189	59,094
Under 5 years	7,038	7,680
5 to 19 years	22,571	23,561
20 to 64 years	58,506	67,440
65 years and over	14,954	17,991
Median age (years)	37.4	39.2
<b>RACE</b>		
One Race	97.5%	96.7%
White	93.2%	90.6%
Black or African American	0.3%	0.5%
American Indian and Alaska Native	1.3%	1.3%
Asian	0.8%	1.0%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%
Some Other Race	1.8%	3.3%
Two or More Races	2.5%	3.3%
Hispanic or Latino	4.4%	7.8%
<b>DEMOGRAPHICS</b>		
Average household size	2.58	2.55
Average family size	3.01	3.01
<b>HOUSING OCCUPANCY</b>		
Total housing units	42,521	48,821
Occupied housing units	39,541	45,204
Vacant housing units	2,980	3,617

Source: U.S. Census

## GENERAL DEMOGRAPHICS

The following information represents block group estimates and projections created from market research and U.S. Census data obtained from the Environmental Systems Research Institute [ESRI]. ESRI provides a yearly update to their demographic data in increments of five years. To make updates to their demographic data set, they use American Community Survey [ACS] data that takes a series of monthly sample surveys but only from areas with populations of 65,000 or more. One year of ACS data is a period estimate as a twelve-month average, rather than a single point in time.

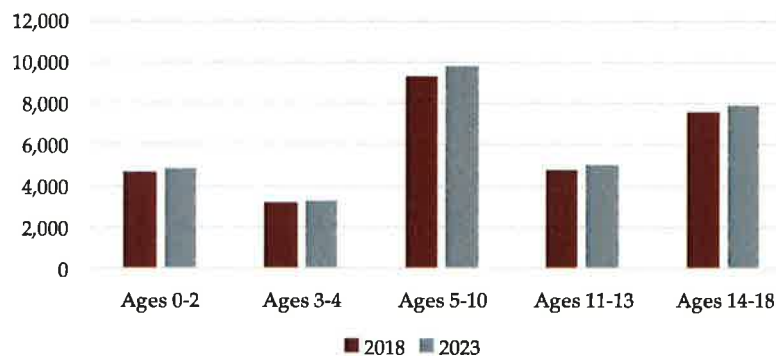
According to the ESRI estimates, the total population of Linn County, Oregon is projected to increase over the next five years. As illustrated in the table below, the number of children, ages 5-18, is projected to increase by 1,133 children.

**LINN COUNTY  
POPULATION ESTIMATES**

Age	2018	2023
Ages 0-2	4,641	4,863
Ages 3-4	3,157	3,307
Ages 5-10	9,294	9,759
Ages 11-13	4,737	5,044
Ages 14-18	7,549	7,910
<b>Ages 5-18</b>	<b>21,580</b>	<b>22,713</b>
<b>Total Population</b>	<b>126,129</b>	<b>133,059</b>

Source: ESRI BIS

**LINN COUNTY  
POPULATION ESTIMATES**

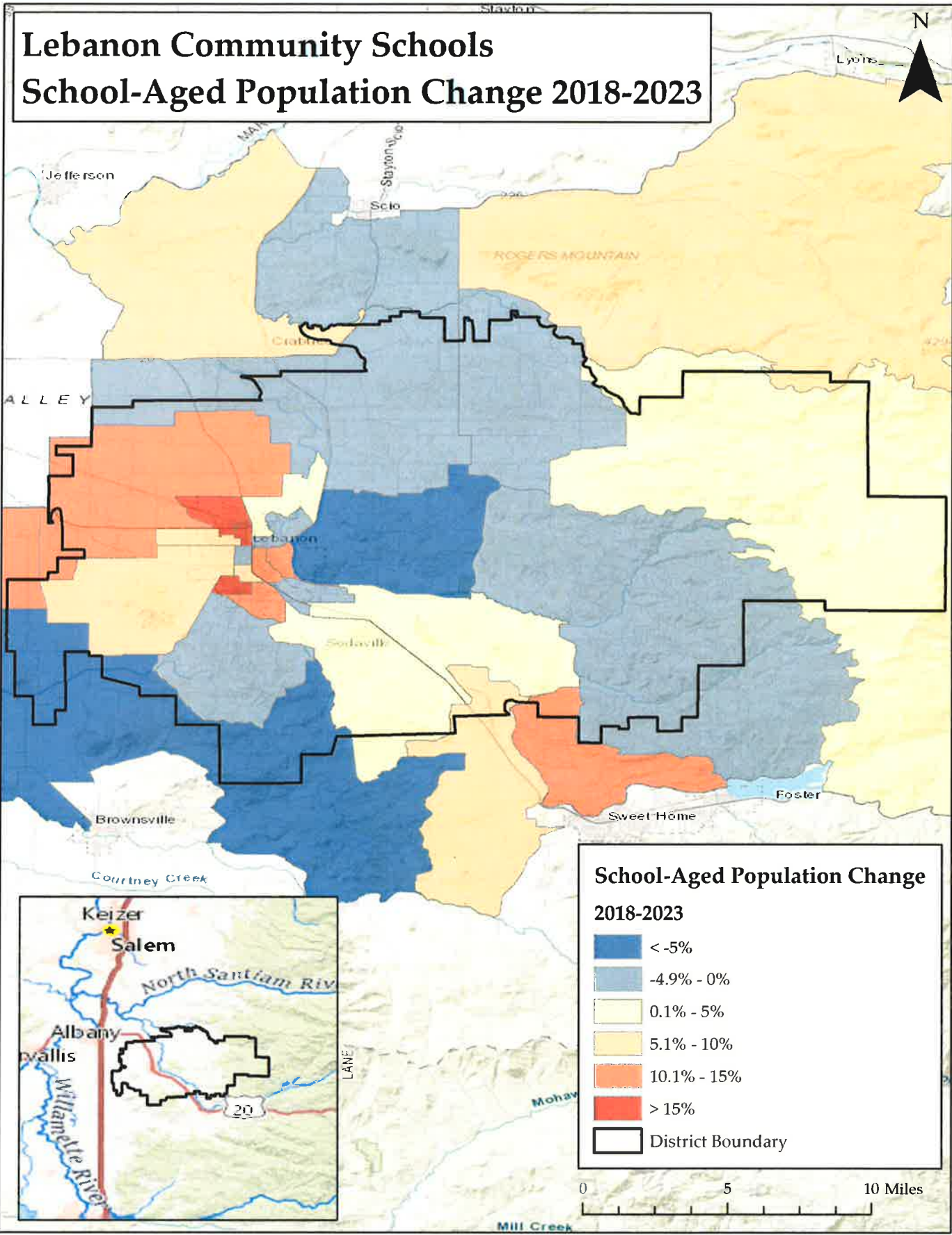


## **LEBANON COMMUNITY SCHOOLS ESTIMATED SCHOOL-AGED POPULATION CHANGE 2018-2023**

The map on the following page shows school-aged population change in the U.S. Census block groups within / around the Lebanon Community Schools boundary. Population changes are based on 2018 and 2023 estimates.

A block group is defined by the U.S. Census Bureau as, “a statistical division of a census tract, generally defined to contain between 600 and 3,000 people and 240 and 1,200 housing units, and the smallest geographic unit for which the Census Bureau tabulates sample data.”

# Lebanon Community Schools School-Aged Population Change 2018-2023



## HOUSING DATA

Housing development and building permits are tracked to determine their effect on student enrollment. The table below illustrates the number of single- and multi-family building permits issued in Lebanon and Linn County, Oregon since 2000.

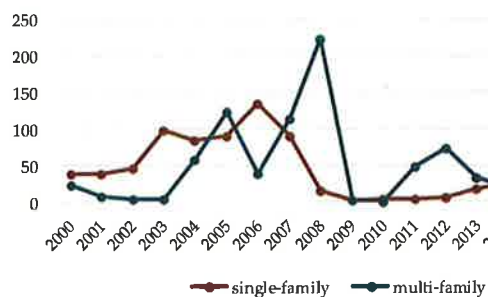
**BUILDING PERMITS**

Year	LEBANON, OR		LINN CO., OR	
	single-family	multi-family	single-family	multi-family
2000	38	23	369	143
2001	38	8	430	129
2002	47	4	544	24
2003	99	4	630	47
2004	85	58	792	113
2005	91	124	865	150
2006	134	39	783	108
2007	90	114	616	183
2008	16	224	260	280
2009	2	2	236	10
2010	5	0	161	13
2011	4	48	130	50
2012	6	74	152	76
2013	17	33	269	186
2014	26	19	270	123
2015	30	15	344	21
2016	33	10	395	10
2017	36	10	481	58
2018*	34	20	298	49

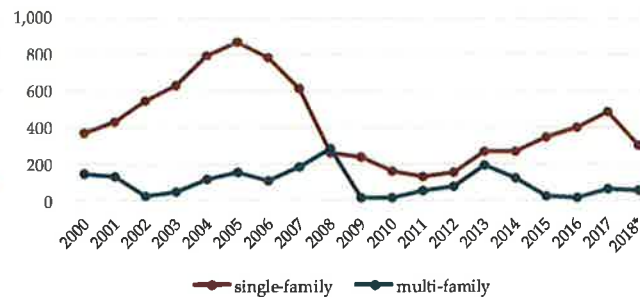
Source: SOCDs Building Permits Database

\*preliminary through October 2018

**BUILDING PERMITS  
LEBANON, OR**



**BUILDING PERMITS  
LINN CO., OR**



## RESIDENT LIVE BIRTH DATA

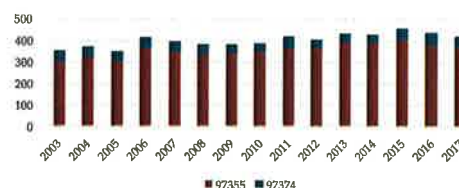
Utilization of resident live birth data is recommended when projecting future kindergarten enrollments. This data provides a helpful overall trend. Large bubbles in birth counts, either up or down, can also be planned for or anticipated by the District.

In addition, the live birth counts are used in determining a birth-to-kindergarten and birth-to-first grade survival ratio. This ratio identifies the percentage of children born in a representative area who attend kindergarten and first grade in the District five and six years later. The survival ratios for birth-to-kindergarten, birth-to-first grade, as well as grades 1-12 can be found on page 16 of this report.

Data is arranged by the residence of the mother. For example, if a mother lives in Lebanon, but delivers her baby in Salem, the birth is counted in Lebanon. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth rate is the number of births per 1,000 women in a specified population group.

The table and graph includes the resident live birth counts for zip codes 97322, 97327, 97355, 97374, 97377, 97386, and 97389. Upon analysis of the map on the following page, only live birth counts for zip codes 97355 and 97374 were used in the development of the enrollment projections.

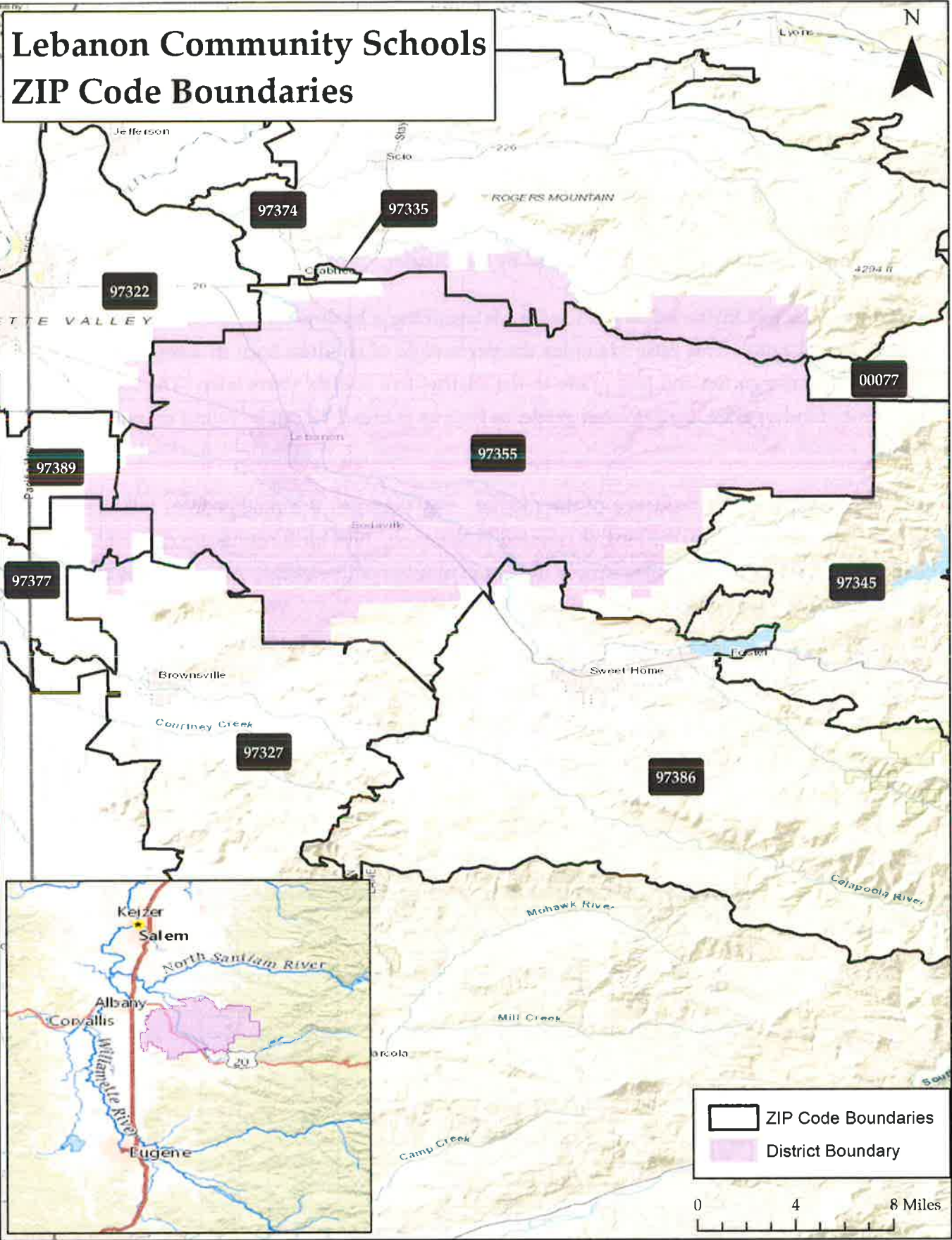
RESIDENT LIVE BIRTH COUNTS  
LEBANON COMMUNITY SCHOOLS ZIP  
CODES



RESIDENT LIVE BIRTH COUNTS  
LEBANON COMMUNITY SCHOOLS ZIP CODES

Year	97322	97327	97355	97374	97377	97386	97389
2003	364	32	305	48	15	142	12
2004	370	42	326	47	10	144	19
2005	402	24	306	44	8	148	16
2006	452	32	368	49	6	179	15
2007	495	39	352	44	16	146	14
2008	455	28	337	44	10	165	13
2009	441	21	341	42	8	153	16
2010	496	26	348	40	6	143	13
2011	472	27	366	56	7	145	6
2012	459	26	369	38	8	152	19
2013	457	25	392	40	12	129	19
2014	439	34	390	38	16	130	17
2015	474	34	408	48	10	149	14
2016	470	37	376	63	14	170	16
2017	455	35	375	45	9	161	10

Source: Oregon Health Authority



## SURVIVAL RATIOS

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2010-11 school year were present in 2nd grade for the 2011-12 school year, the survival ratio would be 100 percent.

**Birth-to-Kindergarten and Birth-to-First Grade:** This ratio indicates the number of children born in the area who attend kindergarten and first grade in the District five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

**Grades 8 to 9:** The higher than usual percentage is a result of school district promotion policies. Often in school districts, students are promoted from 8th to 9th grade and after one year in 9th grade do not have sufficient credits to be classified as a 10th grader and are counted again as 9th graders the following year. There may also be students who are attending private or charter schools or are home schooled through grade 8 and then attend public schools for high school education.

The following table illustrates the historical survival ratios in the Lebanon Community Schools over the past ten years by grade level.

Survival Ratios - District-wide

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2009	2010	82.86%	100.89%	90.88%	102.84%	98.91%	102.76%	99.13%	101.16%	102.15%	99.66%	99.71%	73.74%	110.40%	164.87%
2010	2011	88.97%	102.41%	84.86%	97.05%	98.77%	100.55%	96.12%	98.54%	100.86%	97.11%	103.44%	96.24%	94.24%	126.75%
2011	2012	86.62%	97.84%	87.05%	102.02%	97.57%	99.38%	95.08%	101.24%	99.70%	98.86%	99.46%	104.32%	96.10%	160.31%
2012	2013	84.25%	104.96%	90.91%	97.25%	100.66%	99.38%	98.44%	98.56%	100.00%	97.92%	100.86%	98.37%	94.90%	146.88%
2013	2014	86.42%	101.56%	85.56%	98.33%	99.72%	96.39%	100.31%	96.19%	100.58%	94.17%	99.39%	95.44%	95.01%	138.59%
2014	2015	71.13%	98.79%	85.38%	97.55%	97.46%	101.14%	95.24%	101.56%	99.67%	102.90%	96.74%	99.70%	102.09%	143.44%
2015	2016	75.59%	103.62%	73.71%	96.64%	104.72%	103.77%	100.56%	100.71%	96.92%	95.36%	94.65%	102.02%	97.86%	112.57%
2016	2017	80.10%	101.88%	77.01%	101.40%	100.63%	103.30%	102.23%	104.75%	103.90%	104.44%	101.04%	102.98%	102.31%	114.38%
2017	2018	75.69%	102.76%	82.31%	97.85%	101.72%	99.37%	100.00%	96.99%	100.00%	99.66%	95.74%	104.12%	100.00%	104.19%
mean simple all years		81.29%	101.64%	84.19%	98.99%	100.02%	100.67%	98.57%	99.97%	100.42%	98.90%	99.00%	97.44%	99.21%	134.66%
std. dev. simple all years		6.05%	2.23%	5.77%	2.40%	2.27%	2.36%	2.55%	2.65%	1.90%	3.30%	2.80%	9.46%	5.20%	21.51%
mean simple 5 years		77.79%	101.72%	80.80%	98.35%	100.85%	100.79%	99.67%	100.04%	100.22%	99.31%	97.51%	100.88%	99.45%	122.63%
std. dev. simple 5 years		5.77%	1.83%	5.26%	1.81%	2.67%	3.03%	2.62%	3.50%	2.49%	4.51%	2.64%	3.43%	3.07%	17.30%
mean simple 3 years		77.13%	102.75%	77.68%	98.63%	102.36%	102.15%	100.93%	100.82%	100.27%	99.82%	97.14%	103.04%	100.06%	110.38%
std. dev. simple 3 years		2.87%	0.87%	4.34%	2.48%	2.11%	2.42%	1.16%	3.88%	3.80%	4.54%	3.42%	1.05%	2.23%	5.43%
mean simple 2 years		77.90%	102.32%	79.66%	99.62%	101.18%	101.34%	101.12%	100.87%	101.95%	102.05%	98.39%	103.55%	101.16%	109.28%
std. dev. simple 2 years		3.11%	0.62%	3.74%	2.51%	0.77%	2.78%	1.58%	5.48%	2.76%	3.38%	3.75%	0.81%	1.63%	7.20%
mean weighted all years		78.18%	102.10%	81.16%	98.63%	101.04%	100.97%	99.75%	100.04%	100.45%	99.84%	97.75%	101.50%	99.69%	119.91%
std. dev. weighted all years		4.90%	1.75%	5.17%	1.98%	2.21%	2.38%	2.33%	3.28%	2.31%	3.60%	2.78%	4.70%	3.07%	18.50%
mean weighted 5 years		76.84%	102.38%	80.18%	98.60%	101.51%	100.93%	100.37%	99.66%	100.62%	100.40%	97.12%	103.09%	100.32%	110.97%
std. dev. weighted 5 years		3.15%	1.16%	3.93%	1.88%	1.76%	2.31%	1.76%	3.73%	2.41%	3.34%	2.70%	1.92%	1.85%	11.66%
mean weighted 3 years		76.46%	102.64%	81.04%	98.42%	101.65%	100.23%	100.41%	98.50%	100.56%	100.33%	96.63%	103.84%	100.32%	106.31%
std. dev. weighted 3 years		2.05%	0.48%	3.05%	1.71%	0.91%	2.02%	1.04%	3.64%	2.02%	2.54%	2.51%	0.70%	1.23%	4.97%
mean weighted 2 years		75.90%	102.72%	82.06%	98.02%	101.67%	99.56%	100.11%	97.36%	100.19%	99.89%	96.00%	104.07%	100.11%	104.68%
std. dev. weighted 2 years		1.33%	0.26%	1.59%	1.07%	0.33%	1.18%	0.67%	2.34%	1.17%	1.44%	1.60%	0.35%	0.70%	3.07%

## LEBANON COMMUNITY SCHOOLS HISTORICAL ENROLLMENT

As indicated in the table below, over the past ten years, enrollment in the Lebanon Community Schools has decreased by 88 students.

### Historical Enrollment - District-wide

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	336	290	371	343	321	331	276	319	326	327
1	317	339	297	363	360	326	327	286	325	335
2	368	326	329	303	353	354	318	316	290	318
3	326	364	322	321	305	352	345	333	318	295
4	346	335	366	320	319	294	356	358	344	316
5	345	343	322	348	315	320	280	358	366	344
6	372	349	338	326	343	303	325	282	375	355
7	292	380	352	337	326	345	302	315	293	375
8	347	291	369	348	330	307	355	288	329	292
9	377	346	301	367	351	328	297	336	291	315
10	298	278	333	314	361	335	327	303	346	303
11	279	329	262	320	298	343	342	320	310	346
12	329	460	417	420	470	413	492	385	366	323
<b>Grand Total</b>	<b>4,332</b>	<b>4,430</b>	<b>4,379</b>	<b>4,430</b>	<b>4,452</b>	<b>4,351</b>	<b>4,342</b>	<b>4,199</b>	<b>4,279</b>	<b>4,244</b>

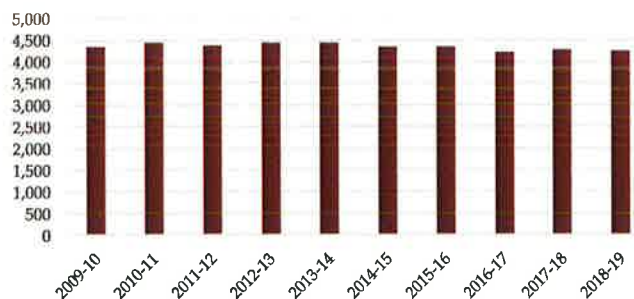
Source: Lebanon Community Schools

### Historical Enrollment - District-wide

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K - 5	2,038	1,997	2,007	1,998	1,973	1,977	1,902	1,970	1,969	1,935
6 - 8	1,011	1,020	1,059	1,011	999	955	982	885	997	1,022
9 - 12	1,283	1,413	1,313	1,421	1,480	1,419	1,458	1,344	1,313	1,287
<b>Grand Total</b>	<b>4,332</b>	<b>4,430</b>	<b>4,379</b>	<b>4,430</b>	<b>4,452</b>	<b>4,351</b>	<b>4,342</b>	<b>4,199</b>	<b>4,279</b>	<b>4,244</b>

Source: Lebanon Community Schools

### HISTORICAL ENROLLMENT - DISTRICT-WIDE



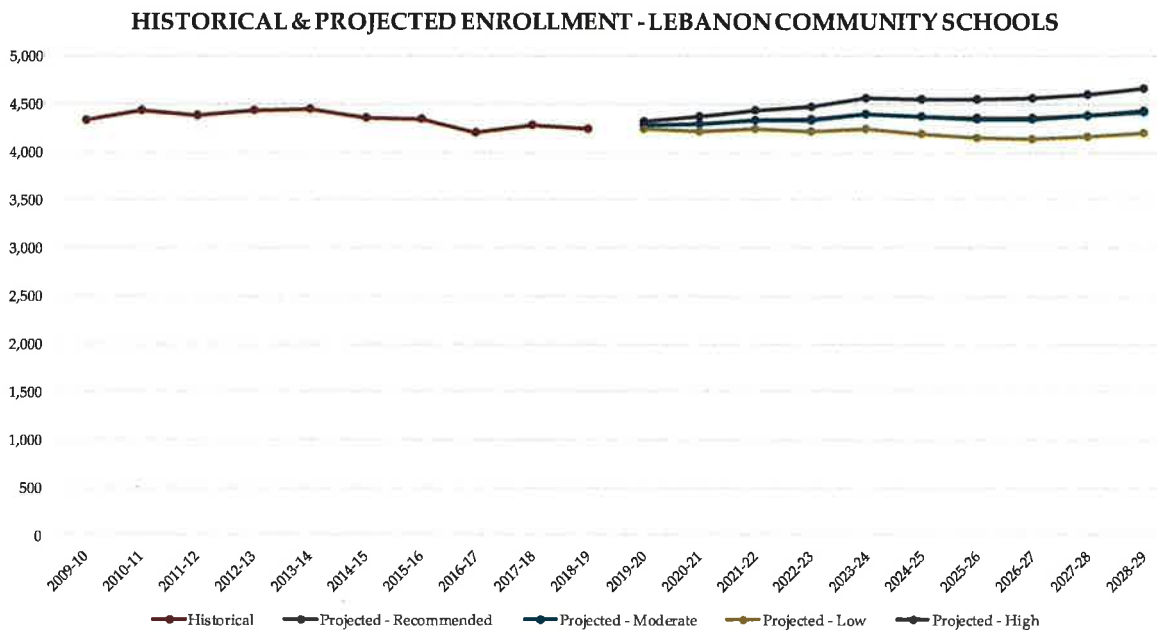
The varying shades of color in the table represent significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## PROJECTED ENROLLMENT

Cooperative Strategies developed low, moderate, high, and recommended enrollment projections for the Lebanon Community Schools. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 3 year weighted average). The low and high enrollment projections are developed using statistical distributional theory, providing the District with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the District based on more recent trends.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patterns. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.

It should be noted that actual live birth counts are available through 2017 and project kindergarten enrollment through 2022-23. To project kindergarten through 2028-29, an average of the last 3 years of live birth counts was used.



## LEBANON COMMUNITY SCHOOLS PROJECTED ENROLLMENT—RECOMMENDED

Based on the recommended projected enrollment, the student enrollment in the Lebanon Community Schools is projected to increase from 4,244 in 2018-19 to 4,435 students in 2028-29.

### Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	325	346	333	319	333	333	333	333	333	333
1	336	334	356	342	327	342	342	342	342	342
2	328	329	327	348	335	321	335	335	335	335
3	323	334	335	332	354	341	326	341	341	341
4	298	326	337	338	336	358	344	329	344	344
5	317	299	328	338	339	337	359	346	331	345
6	344	317	299	328	338	339	337	359	346	331
7	356	345	318	300	328	339	340	338	360	346
8	376	357	346	319	301	329	340	341	339	361
9	282	364	345	334	308	291	318	329	330	327
10	325	291	375	355	345	318	299	328	339	340
11	304	326	292	376	357	346	319	300	329	340
12	368	323	346	310	400	379	368	339	319	350
<b>Grand Total</b>	<b>4,282</b>	<b>4,291</b>	<b>4,337</b>	<b>4,339</b>	<b>4,401</b>	<b>4,373</b>	<b>4,360</b>	<b>4,360</b>	<b>4,388</b>	<b>4,435</b>

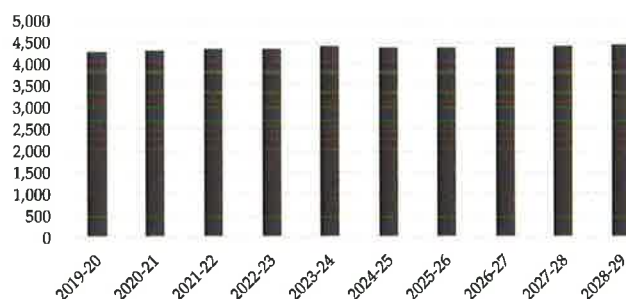
Source: Cooperative Strategies

### Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,927	1,968	2,016	2,017	2,024	2,032	2,039	2,026	2,026	2,040
6 - 8	1,076	1,019	963	947	967	1,007	1,017	1,038	1,045	1,038
9 - 12	1,279	1,304	1,358	1,375	1,410	1,334	1,304	1,296	1,317	1,357
<b>Grand Total</b>	<b>4,282</b>	<b>4,291</b>	<b>4,337</b>	<b>4,339</b>	<b>4,401</b>	<b>4,373</b>	<b>4,360</b>	<b>4,360</b>	<b>4,388</b>	<b>4,435</b>

Source: Cooperative Strategies

### PROJECTED ENROLLMENT - RECOMMENDED - DISTRICT-WIDE



The varying shades of color in the table represent significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## LEBANON COMMUNITY SCHOOLS PROJECTED ENROLLMENT—MODERATE

Based on the moderate projected enrollment, the student enrollment in the Lebanon Community Schools is projected to increase from 4,244 in 2018-19 to 4,427 students in 2028-29.

### Projected Enrollment - Moderate - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	327	349	336	321	335	335	335	335	335	335
1	336	336	358	345	330	344	344	344	344	344
2	330	330	331	352	339	324	339	339	339	339
3	323	335	336	336	358	345	330	344	344	344
4	296	324	336	337	337	359	345	331	345	345
5	317	297	325	337	338	338	360	347	332	346
6	339	313	292	320	332	333	333	355	342	327
7	357	341	314	294	322	334	335	335	357	344
8	376	358	342	315	295	323	335	336	336	358
9	282	364	346	330	305	285	312	324	325	325
10	327	293	378	359	343	316	296	324	336	337
11	304	328	294	379	361	344	317	297	325	337
12	368	323	349	312	403	383	366	337	316	346
<b>Grand Total</b>	<b>4,282</b>	<b>4,291</b>	<b>4,337</b>	<b>4,337</b>	<b>4,398</b>	<b>4,363</b>	<b>4,347</b>	<b>4,348</b>	<b>4,376</b>	<b>4,427</b>

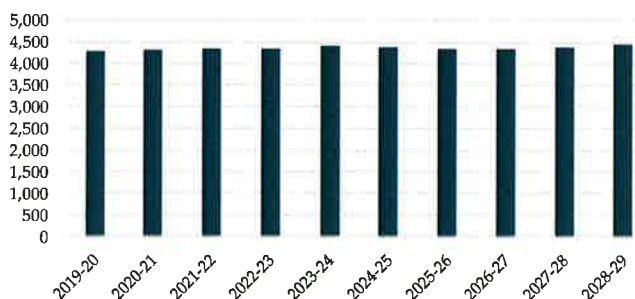
Source: Cooperative Strategies

### Projected Enrollment - Moderate - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,929	1,971	2,022	2,028	2,037	2,045	2,053	2,040	2,039	2,053
6 - 8	1,072	1,012	948	929	949	990	1,003	1,026	1,035	1,029
9 - 12	1,281	1,308	1,367	1,380	1,412	1,328	1,291	1,282	1,302	1,345
<b>Grand Total</b>	<b>4,282</b>	<b>4,291</b>	<b>4,337</b>	<b>4,337</b>	<b>4,398</b>	<b>4,363</b>	<b>4,347</b>	<b>4,348</b>	<b>4,376</b>	<b>4,427</b>

Source: Cooperative Strategies

### PROJECTED ENROLLMENT - MODERATE - DISTRICT-WIDE



The varying shades of color in the table represent significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## LEBANON COMMUNITY SCHOOLS PROJECTED ENROLLMENT—LOW

Based on the low projected enrollment, the student enrollment in the Lebanon Community Schools is projected to decrease from 4,244 in 2018-19 to 4,197 students in 2028-29.

### Projected Enrollment - Low - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	323	344	332	317	331	331	331	331	331	331
1	335	331	353	340	325	339	339	339	339	339
2	327	327	323	345	332	317	331	331	331	331
3	322	331	331	327	349	336	321	335	335	335
4	293	320	329	329	325	346	334	319	333	333
5	316	293	320	329	329	325	346	333	319	333
6	333	306	284	310	318	318	315	335	323	309
7	354	332	305	283	308	317	317	314	334	322
8	372	351	329	302	280	306	315	315	311	332
9	279	355	335	315	289	268	292	301	301	297
10	326	289	368	347	326	299	277	303	311	311
11	302	325	288	367	346	325	298	277	302	310
12	360	315	339	300	382	360	338	310	288	314
<b>Grand Total</b>	<b>4,242</b>	<b>4,219</b>	<b>4,236</b>	<b>4,211</b>	<b>4,240</b>	<b>4,187</b>	<b>4,154</b>	<b>4,143</b>	<b>4,158</b>	<b>4,197</b>

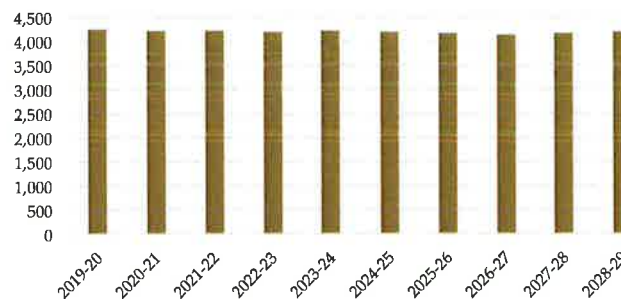
Source: Cooperative Strategies

### Projected Enrollment - Low - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,916	1,946	1,988	1,987	1,991	1,994	2,002	1,988	1,988	2,002
6 - 8	1,059	989	918	895	906	941	947	964	968	963
9 - 12	1,267	1,284	1,330	1,329	1,343	1,252	1,205	1,191	1,202	1,232
<b>Grand Total</b>	<b>4,242</b>	<b>4,219</b>	<b>4,236</b>	<b>4,211</b>	<b>4,240</b>	<b>4,187</b>	<b>4,154</b>	<b>4,143</b>	<b>4,158</b>	<b>4,197</b>

Source: Cooperative Strategies

### PROJECTED ENROLLMENT - LOW - DISTRICT-WIDE



The varying shades of color in the table represent significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## LEBANON COMMUNITY SCHOOLS PROJECTED ENROLLMENT—HIGH

Based on the high projected enrollment, the student enrollment in the Lebanon Community Schools is projected to increase from 4,244 in 2018-19 to 4,671 students in 2028-29.

### Projected Enrollment - High - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	331	353	340	325	339	339	339	339	339	339
1	336	341	363	349	334	349	349	349	349	349
2	332	334	338	360	347	332	346	346	346	346
3	325	339	340	345	367	354	338	353	353	353
4	298	328	343	344	349	372	358	342	357	357
5	319	301	331	346	347	352	375	361	345	360
6	344	319	301	332	347	348	352	375	361	346
7	360	350	324	306	336	352	353	358	381	367
8	381	366	355	329	310	341	357	358	363	387
9	285	372	357	347	321	303	334	349	350	355
10	328	297	387	372	361	335	316	348	363	365
11	306	331	300	391	375	364	338	319	351	366
12	376	332	359	326	424	408	395	366	346	381
<b>Grand Total</b>	<b>4,321</b>	<b>4,363</b>	<b>4,438</b>	<b>4,472</b>	<b>4,557</b>	<b>4,549</b>	<b>4,550</b>	<b>4,563</b>	<b>4,604</b>	<b>4,671</b>

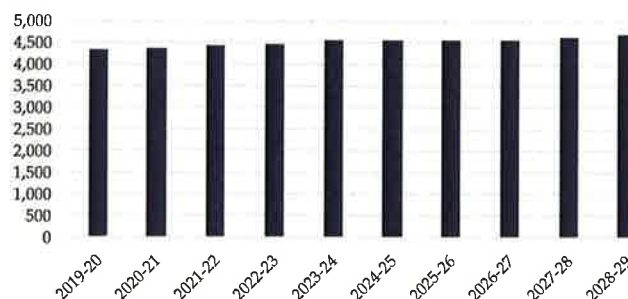
Source: Cooperative Strategies

### Projected Enrollment - High - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 5	1,941	1,996	2,055	2,069	2,083	2,098	2,105	2,090	2,089	2,104
6 - 8	1,085	1,035	980	967	993	1,041	1,062	1,091	1,105	1,100
9 - 12	1,295	1,332	1,403	1,436	1,481	1,410	1,383	1,382	1,410	1,467
<b>Grand Total</b>	<b>4,321</b>	<b>4,363</b>	<b>4,438</b>	<b>4,472</b>	<b>4,557</b>	<b>4,549</b>	<b>4,550</b>	<b>4,563</b>	<b>4,604</b>	<b>4,671</b>

Source: Cooperative Strategies

### PROJECTED ENROLLMENT - HIGH - DISTRICT-WIDE



The varying shades of color in the table represent significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## CONCLUSION

As with any projection, the District should pay close attention to live birth counts, enrollment in elementary school, open enrollment/transfers, non-public enrollment, in / out migration patterns, and any housing growth. It is recommended that this document be reviewed on an annual basis to determine how more recent growth and enrollment trends will impact the enrollment projections.

Cooperative Strategies is pleased to have had the opportunity to provide the District with enrollment projection services. We hope this document will provide the necessary information to make informed decisions about the future of the Lebanon Community Schools.

July 18<sup>th</sup> Meeting of the ad-hoc building and boundaries committee.

**Team**

Kris Latimer	LBGC
Will Lewis	LCSD
Brian Vandetta	Udell Engineering
Paula Shoulders	LCSD Facilities
Bryan Eilers	LCSD Facilities
Jason Williams	City of Lebanon Maint Director
Richard Borden	Board Member
Nick Brooks	Weyerhauser
Jennifer Meckley	LCSD

**Notes:**

Discussion on potential GO bond focused on deferred maintenance

Presentation of OSCIM program (BY)

Discussion on the facilities report and cost of maintenance updates as well as discussion on school capacity for the next 10 years.

Focus should be on keeping our buildings in proper condition not in favor of building a new school but updating what we have.

We have a GO bond that retires in 2030 and aligning a maintenance bond would be the best option.

Prioritization of wants versus needs for each school. We agreed to categorize proposed work into two categories Needs and wants.

Methodology: all schools would have their shells and systems updated as well as security systems addressed. These would be categorized by needs. The remaining funds would be allocated on a building basis based on their square footage.

Discussion on the repairs needed for the Lebanon Community Pool which is owned by the school district and leased to the Lebanon Aquatics District

Presentation to the Lebanon Chamber of Commerce.

July 26<sup>th</sup>, Samaritan conf.

Approximately 60 members of the Lebanon Chamber of Commerce participated in a fact finding meeting with a presentation on the need and process for a GO bond. A survey was used to elicit information and also to determine the communities' perceptions on how the school district was functioning. There was a general agreement that the opportunity to move forward with a GO bond was the right thing to do especially give the OSCIM program possibility.

The information from the survey has been used to help determine areas of needed improvement in the district as well as the level of support for a community bond.

## APPENDIX C - SURVEY RESULTS (Community)

Question 1	Question 2	Question 3
<p>Newsletter / email</p> <p>ways to support dist / email</p> <p>public meeting / email</p> <p>Updates &amp; changes / email</p> <p>email/ booklets</p> <p>volunteer opportunities / Dem. Herald</p> <p>Arts</p> <p>Parental rights in classroom / classroom</p> <p>Volunteer and mentor opportunities / email</p> <p>email / text</p> <p>all information / email</p> <p>Needs from community / email</p> <p>Current high and middle school events / facebook social media</p> <p>More Ag related classes and natural resource classes</p>	<p>update school websites</p> <p>homeless students / community investment</p> <p>more student interaction from LHS website design</p> <p>Careers in Arts for students</p> <p>Anti bullying-empowerment and education</p> <p>Respect for others in classroom</p> <p>Class sizes class behaviors</p> <p>Kids should be patriotic, salute the flag / learn history</p> <p>negative perception of high school</p> <p>Grad rate - continued increasing learning trends</p> <p>Graduation rate</p> <p>Want more trade school classes/ hands on learning opportunity</p>	<p>Class at pool for staff</p> <p>how staff can serve</p> <p>Citizen Bank wanting to partner movie/be mentors</p> <p>Partner w/ downtown assoc. students w/ id cards/ support anti bullying endeavor</p> <p>Ask for help with particular needs</p> <p>Love the partnership with Be Undivided</p> <p>Interest and Partner with businesses for trade school jobs -want to be involved in CTE</p> <p>Melissa Barnard 971-240-7553</p>

**1. What information would you like to be receiving about the school district?**

**How would you like to receive it?**

**2. What are your two biggest concerns or things you would like to see improve?**

**3. How can LCSD build a partnership with you?**

**4. Would you support a GO bond focused on deferred maintenance?**

<b>Quiz:</b>	<b>Mascot</b>
<b>1. Cascades K-6</b>	<b>Colts</b>
<b>2. Green Acres K-6</b>	<b>Grizzlies</b>
<b>3. Pioneer K-6</b>	<b>Panthers</b>
<b>4. Riverview K-5</b>	<b>Raccoons</b>
<b>5. Hamilton Creek k-8</b>	<b>cougars</b>
<b>6. Lacombe k-8</b>	<b>rebels</b>
<b>7. SevenOak 6-8</b>	<b>spartans</b>
<b>8. LHS</b>	<b>Warriors</b>
<b>9. Ralston Academy</b>	

57 respondents

**1. What information would you like to be receiving about the school district?**

Variety of answers but the biggest concern was accuracy of what is being provided.

**How would you like to receive it?**

Facebook, messenger,

**2. What are your two biggest concerns or things you would like to see improve?**

Safety, graduation rate, reputation of the district for academics were the main areas of concerns.

**3. How can LCSD build a partnership with you?**

Internships, student support, single point of resource allocation for the community, concern over the 600 homeless students in the district.

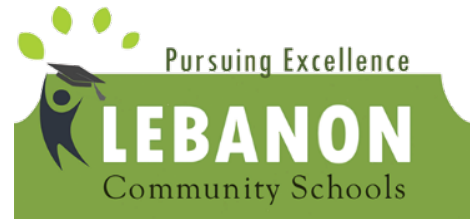
**4. Would you support a GO bond focused on deferred maintenance?**

Most were positive but had some concern over credibility as well as concern that the LFD is going out for a bond as well. Very high understanding of the value of maintaining our current schools as well as the opportunity the OSCIM program presents.

<b>Quiz:</b>	<b>Mascot</b>
<b>1. Cascades K-6</b>	<b>Colts</b>
<b>2. Green Acres K-6</b>	<b>Grizzlies</b>
<b>3. Pioneer K-6</b>	<b>Panthers</b>
<b>4. Riverview K-5</b>	<b>Raccoons</b>
<b>5. Hamilton Creek k-8</b>	<b>cougars</b>
<b>6. Lcomb k-8</b>	<b>rebels</b>
<b>7. SevenOak 6-8</b>	<b>spartans</b>
<b>8. LHS</b>	<b>Warriors</b>
<b>9. Ralston Academy</b>	



# BOARD MEMORANDUM



**To:** The Honorable Chair and Members  
Lebanon Community School District Board of Directors

**From:** William H. Lewis III, Business Director

**Date:** September 05, 2019

**Meeting Date:** September 12, 2019

**Re:** Financial Report

## **Financial Report**

The 2019-2020 Financial Board Report included in this packet reflects all revenues and expenditures for 2015-2018, and the budgeted, YTD expenditures, plus encumbered amounts for 2019-2020 as of 9/05/19.

The Lebanon Community School District has an opportunity to refund its 2011 general obligation bonds. Bond interest rates are currently favorable to this type of refunding. We will review the attached information (summary of refunding bond results) during the meeting. We would like to request approval of the refunding resolution to take advantage of this favorable interest rate environment.

See attachment for additional information.

Attachment

## 2019-2020 General Fund Expenditure Report

Obj	Description	15/16 Actual	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	9-05-19 YTD	9-05-19 Encumb	9-05-19 Balance
111	Certified salaries	9,311,147	10,161,648	10,831,007	12,299,845	12,665,056	93,445	11,748,311	823,300
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,617,686	6,227,931	317,563	5,425,781	484,587
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,782,092	1,873,807	289,860	1,411,501	172,446
114	Managerial - classified	94,714	178,755	187,797	249,120	154,577	46,181	231,328	(122,932)
116	Retirement stipends	76,123	51,134	35,621	19,904	91,904	1,275	78,374	12,255
119	Confidential salaries	125,785	84,504	131,698	159,789	162,808	37,082	185,752	(60,026)
121	Certified subs	373,350	432,293	446,157	43,660	2,000	-	-	2,000
122	Classified subs	148,818	155,004	150,074	42,523	1,500	18,745	-	(17,245)
123	Temp certified	62,030	73,949	133,971	162,287	82,264	-	-	82,264
124	Temp classified	982	-	-	23,111	8,000	8,029	-	(29)
127	Student helpers salaries	11,768	7,895	6,544	4,413	21,000	4,885	-	16,115
131	Overtime	-	-	-	50,768	-	-	-	-
132	Compensation time	23,861	25,767	37,764	77,738	52,300	5,167	-	47,133
133	Extra duty	254,381	324,897	286,017	350,933	279,579	43,964	7,250	228,365
134	Classified extra hrs	142,975	185,048	192,566	200,393	208,000	-	-	208,000
135	Vacation Payoff	4,377	6,938	12,246	14,017	29,817	81	-	29,736
136	Mentor teacher pay	990	609	-	-	-	-	-	-
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	788	6,000	1,000	5,000	-
140	Salary Settlements	-	-	-	-	-	-	-	-
142	Taxable Meal Reimbursement	436	903	1,503	2,073	-	52	-	(52)
143	Cell Phone Stipend	-	-	-	-	-	180	900	(1,080)
145	Travel Stipend	-	-	-	-	-	1,900	9,500	(11,400)
150	Club Advisor	-	-	-	34,950	29,650	23,746	10,250	(4,346)
	<b>Total Salaries</b>	<b>16,263,399</b>	<b>17,884,343</b>	<b>18,826,313</b>	<b>21,136,091</b>	<b>21,896,193</b>	<b>893,155</b>	<b>19,113,947</b>	<b>1,889,092</b>
210	PERS	3,976,407	4,187,401	4,442,519	5,780,868	7,398,130	295,418	6,178,458	924,254
220	Social Security	1,207,537	1,328,140	1,385,595	1,550,125	1,655,388	66,411	1,385,942	203,035
231	Worker's Comp	136,822	173,370	196,943	238,867	293,025	12,348	156,319	124,358
241	Employee Ins - Admin	177,948	212,862	208,912	239,427	215,642	39,836	193,244	(17,438)
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,831,052	2,449,421	6,933	2,294,594	147,894
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,408,513	2,327,520	94,678	2,086,014	146,828
244	Employee Ins - Other	20,700	7,731	27,124	36,487	33,429	7,442	37,211	(11,224)
245	Employee Ins - Retired	276,090	228,774	195,821	122,925	83,600	6,620	-	76,980
247	TSA	42,912	40,991	22,082	24,336	25,200	7,600	38,000	(20,400)
	<b>Total Benefits</b>	<b>10,020,660</b>	<b>10,645,144</b>	<b>10,952,659</b>	<b>13,232,600</b>	<b>14,481,355</b>	<b>537,286</b>	<b>12,369,782</b>	<b>1,574,287</b>
311	Instructional Services	152,856	157,581	110,051	121,558	103,800	-	4,080	99,720
312	Instr Prog Improve Service	43,468	36,748	39,424	33,042	53,000	20,351	-	32,649

## 2019-2020 General Fund Expenditure Report

319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	11,205	20,000	-	-	20,000
322	Repairs & Maintenance	163,270	168,482	173,295	254,579	190,300	33,545	15,875	140,880
323	Radio Service	-	7,767	38,310	12,455	11,100	252	252	10,596
324	Rentals	135,308	104,777	102,560	121,067	129,400	707	461	128,232
325	Electricity	467,896	473,758	466,093	453,206	502,620	54,165	365,824	82,631
326	Fuel	177,759	187,899	223,740	181,534	223,135	4,804	107,196	111,135
327	Water & Sewer	139,255	121,239	150,725	138,029	153,520	259	-	153,261
328	Garbage	86,324	96,811	95,095	112,864	102,400	-	-	102,400
329	Other Property Services	13,001	19,246	34,726	10,550	20,000	105	-	19,895
330	Reimb. Student Transportation	6,950	-	1,589	(64,563)	10,200	-	-	10,200
340	Travel	114,592	140,225	178,985	149,454	164,930	2,847	59	162,024
343	Travel - Student - Out of Dist.	-	-	2,916	1,140	5,300	-	-	5,300
346	Meals/Transportation	104	48	99	153	200	-	-	200
348	Staff Tuition	49,577	44,768	71,830	92,746	47,000	1,616	6,322	39,062
351	Telephone	82,642	70,529	39,486	44,987	73,165	7,168	31,001	34,996
353	Postage	23,607	21,909	14,712	24,224	26,074	3,407	-	22,667
354	Advertising	4,416	3,551	1,087	2,761	4,300	-	-	4,300
355	Printing & Binding	68,861	48,223	51,996	13,712	29,400	-	2,100	27,300
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,159,564	2,195,000	558,060	-	1,636,940
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	-	-	-	-	-
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	605,954	625,503	162,192	240,090	92,500	-	-	92,500
381	Audit Services	27,650	25,150	27,700	29,150	30,000	-	-	30,000
382	Legal Services	2,028	5,288	11,261	33,971	35,000	5,394	-	29,606
384	Negotiation Services	5,934	13,784	8,590	-	10,000	-	-	10,000
386	Data Processing SVCS	59,787	76,794	75,380	65,278	89,600	4,706	-	84,894
388	Election Services	4,565	-	1,573	4,623	5,000	-	-	5,000
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	451,897	363,700	114,056	12,279	237,365
391	Physical Exams - Drivers	2,380	3,168	4,193	4,072	4,400	215	3,285	900
392	Drug Tests Drivers	1,110	635	1,255	1,670	3,000	-	2,000	1,000
393	Child Care Services	22,000	22,000	22,000	-	15,000	-	-	15,000
394	Sub calling service	5,559	7,489	6,464	14,113	15,000	8,730	-	6,270
395	Classified subs	-	-	-	226,030	194,000	504	-	193,496
396	Criminal History checks	2,546	2,928	3,179	4,066	3,200	-	-	3,200
398	Fingerprinting	639	462	266	38	1,000	-	-	1,000
399	Classified subs	-	-	-	499,109	425,000	-	-	425,000
	<b>Total P. Services</b>	<b>5,112,768</b>	<b>5,027,111</b>	<b>4,332,849</b>	<b>5,448,375</b>	<b>5,356,244</b>	<b>820,891</b>	<b>550,734</b>	<b>3,984,619</b>
406	Gas Oil & Lubricants	152,805	103,868	115,426	190,500	190,500	4,007	155,915	30,578
410	Supplies & Materials	457,671	419,096	486,014	452,860	648,024	23,184	13,379	611,461
413	Vehicle repair parts	50,201	48,980	44,746	27,649	52,800	3,721	32,279	16,800
414	Transportation operations	5,674	6,060	8,776	30,655	15,000	8,997	8,743	(2,740)

## 2019-2020 General Fund Expenditure Report

420	Textbooks	240,685	131,379	83,687	68,642	24,700	156	368	24,176
430	Library Books	9,934	8,588	5,880	5,914	15,694	-	-	15,694
440	Periodicals	6,012	1,937	5,354	6,511	6,000	180	-	5,820
460	Equipment under 5K	125,632	212,514	184,119	162,389	178,842	9,858	728	168,256
470	Computer software	173,513	195,888	181,289	184,472	264,360	73,858	22,714	167,788
480	Computer hardware	255,516	252,444	221,873	146,797	170,593	11,392	-	159,201
	<b>Total Supplies &amp; Materials</b>	<b>1,477,643</b>	<b>1,380,753</b>	<b>1,337,164</b>	<b>1,276,389</b>	<b>1,566,513</b>	<b>135,353</b>	<b>234,126</b>	<b>1,197,034</b>
540	Equipment	6,779	20,047	65,034	39,805	54,500	18,799	3,500	32,201
550	Depreciable Technology				7,579	-	-	9,000	(9,000)
564	Bus Replacement		-		258	-	-	-	-
	<b>Total Capital Outlay</b>	<b>6,779</b>	<b>20,047</b>	<b>65,034</b>	<b>47,641</b>	<b>54,500</b>	<b>18,799</b>	<b>12,500</b>	<b>23,201</b>
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	92,488	67,655	178,632	101,706	171,847	21,077	759	150,011
650	Insurance & Judgments	216,456	218,639	230,250	245,279	265,588	257,819	-	7,769
659	Settlements	-	-	34,000		-	-	-	-
670	Taxes & Licenses	49	-	-	-	200	-	-	200
	<b>Total Other Objects</b>	<b>308,993</b>	<b>286,294</b>	<b>442,882</b>	<b>346,985</b>	<b>438,135</b>	<b>278,896</b>	<b>759</b>	<b>158,480</b>
707	Transfer - Vocational House Fund		-	-	40,000	-	-	-	-
710	Transfer - Technology	175,000	200,000	225,000	100,000	-	-	-	-
711	Transfer - Classroom Furniture	50,000	50,000	25,000	50,000	-	-	-	-
712	Transfer - Textbook Adoption	350,000	350,000	300,000	400,000	400,000	-	-	400,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	400,000		-	-	-
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	85,000	10,000	-	-	10,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	446,000	450,000	-	-	450,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	300,000	150,000	-	-	150,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	25,000	25,000	-	-	25,000
718	PERS Reserve	150,000	500,000	500,000	525,000	-	-	-	-
719	Transfer - Food Service	50,000	65,225	90,656	100,000	100,000	-	-	100,000
730	Transfer - Debt Service	-	-	100,000	150,000	50,000	-	-	50,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	<b>Total Transfers</b>	<b>1,760,000</b>	<b>2,155,225</b>	<b>2,180,656</b>	<b>2,621,000</b>	<b>1,185,000</b>	<b>-</b>	<b>-</b>	<b>1,185,000</b>
810	<b>Reserve/Contingency</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,750,000</b>	<b>-</b>	<b>-</b>	<b>1,750,000</b>
	<b>Grand Total</b>	<b>34,950,241</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>44,109,082</b>	<b>46,727,940</b>	<b>2,684,380</b>	<b>32,281,848</b>	<b>11,761,713</b>

## 2019-2020 General Fund Summary Report

	15/16 Actual	16/17 Actual	17/18 Actual	18/19 Projected	19/20 Budget	9-05-19 YTD & Enc	9-05-19 Balance
<b>General Fund - Revenue</b>							
SSF Formula	36,036,233	37,131,855	40,190,370	39,633,000	42,592,940	7,817,340	34,775,600
SSF Adjustment	(254,069)	390,697	280,233	-	-	-	-
Interest	91,245	156,492	267,981	100,000	300,000	-	300,000
Third Party Billing	45,178	102,447	72,379	80,000	-	-	-
TMR	149,514	208,252	210,894	175,000	150,000	-	150,000
JROTC	66,034	73,726	69,777	65,000	65,000	12,008	52,992
Other	297,128	299,398	360,539	420,000	490,000	37,280	452,720
Interfund Transfer	60,000	60,000	82,657	70,000	850,000	-	850,000
BFB	3,932,387	3,024,733	3,310,041	5,075,000	2,280,000	-	2,280,000
<b>Total</b>	<b>40,423,650</b>	<b>41,447,600</b>	<b>44,844,870</b>	<b>45,618,000</b>	<b>46,727,940</b>	<b>7,866,628</b>	<b>38,861,312</b>
	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	17,884,343	18,826,313	19,506,444	21,146,522	21,896,193	20,007,102	1,889,092
Benefits	10,645,144	10,952,659	12,144,929	13,883,105	14,481,355	12,907,068	1,574,287
P. Services	5,027,111	4,332,849	4,321,151	4,804,971	5,356,244	1,371,625	3,984,619
Supplies	1,380,753	1,337,164	1,742,328	1,670,267	1,566,513	369,479	1,197,034
Capital Outlay	20,047	65,034	195,888	54,500	54,500	31,299	23,201
Other Objects	286,294	442,882	335,817	437,635	438,135	279,655	158,480
Transfers	2,155,225	2,180,656	1,335,000	2,621,000	1,185,000	-	1,185,000
Contingency	-	-	-	1,000,000	1,750,000	-	1,750,000
<b>Total</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>39,581,557</b>	<b>45,618,000</b>	<b>46,727,940</b>	<b>34,966,228</b>	<b>11,761,713</b>
	=====	=====	=====	=====	=====	=====	=====

## 2019-2020 General Fund Revenue Report

		15/16	16/17	17/18	18/19	19/20	9-05-19	9-05-19
		Actual	Actual	Actual	Project	Budget	YTD	Balance
SSF Formula								
1111,	Taxes	8,533,160	9,048,901	10,057,517	10,136,079	10,633,240	-	10,633,240
4801,4899	Federal Forest Fees	205,708	23,160	142,770	179,478	130,000	-	130,000
3103	Common School	492,013	502,314	410,848	437,082	<b>405,245</b>	-	405,245
3104	State Timber	181,382	137,286	167,068	167,048	<b>160,000</b>	-	160,000
3101/3199	School Support Fund	26,623,971	27,420,195	29,412,167	29,101,930	31,264,455	7,817,340	23,447,115
Adjustments to SSF Payments								-
Adj for Prior Year payments		(330,463)	261,223	250,598	(755,646)			-
Adj for HC Disability Grant		76,394	129,474	29,635	439,748	-	-	-
Total SSF Formula		35,782,164	37,522,552	40,470,603	39,705,718	42,592,940	7,817,340	34,775,600
								-
1510	Interest on Investments	91,245	156,492	267,981	322,591	<b>300,000</b>	-	300,000
								-
4200	Third Party billing	45,178	102,447	72,379	72,372	-	-	-
								-
2210	TMR	149,514	208,252	210,894	180,556	<b>150,000</b>	-	150,000
								-
4300	JROTC reimbursement	66,034	73,726	69,777	35,236	<b>65,000</b>	<b>12,008</b>	52,992
								-
Other								-
1910	Rental Fees	10,474	9,114	7,731	3,626	<b>10,000</b>	<b>150</b>	9,850
1980	Fees Charged to Grants	800	-	-	-	<b>100,000</b>	-	100,000
1312,								
1960,								
1990,								
5300	Miscellaneous	202,944	213,437	284,801	358,144	300,000	37,130	262,870
1994	E-Rate reimbursement	82,910	76,847	68,007	-	<b>80,000</b>	-	80,000
								-
5200	Interfund Transfer - Athletics	60,000	60,000	82,657	8,029	<b>850,000</b>	-	850,000
								-
5400	Beginning Fund Balance	3,932,387	3,024,733	3,310,041	5,263,314	<b>2,280,000</b>	-	2,280,000
								-
<b>Total</b>		<b>40,423,650</b>	<b>41,447,600</b>	<b>44,844,870</b>	<b>45,949,586</b>	<b>46,727,940</b>	<b>7,866,628</b>	<b>38,861,312</b>
		=====	=====	=====	=====	=====	=====	=====