



School Board Work Session Meeting Minutes

May 15 2025, 5PM
750 S 3rd St, Lebanon, OR 97355

Present:

Tom Oliver, Chair

Nichole Piland, Vice Chair

Melissa Baurer, Board Member

Clyde Rood, Board Member

Kelly Hart, Facility Advisory Committee Member

Linzy Lingo, Facility Advisory Committee Member

Mike Tucci, Facility Advisory Committee Member

Jennifer Meckley, Superintendent

William Lewis, Chief Operations Officer

Steven Prososki, Finance Director

Bryan Eilers, Facilities Director

Michelle Steinhebel, Communications Director

Marlene Gillis, Soderstrom Architects President

1. WELCOME

1.1. Call to Order

The meeting was called to order at 5:01 PM by Board Chair, Tom Oliver.

1.2. Flag Salute

1.3. Introductions

Chief Operations Officer, William Lewis, begins the meeting with an introduction of the present members and district staff.

2. OVERVIEW OF FACILITY ADVISORY COMMITTEE PROCESS

William reviews who the committee is made up of, the School Board Charge, parameters of the committee, timeline, and reviews the facilities assessment report.

3. FACILITY DATA REVIEW

Facility Advisory Committee Member, Mike Tucci, speaks to the group and reviews the building age timeline of the district's facilities, and shares how he participated in school building tours that portrayed issues due to age-- for example roofs, heating, plumbing, foundational, safety and security, and technology. He shares that his take away from the tours was that a story needed to be told, as to why the district is facing these issues. He also explains how the Facility Advisory Committee was "not interested in kicking the can a little further down the road", but instead wanted to offer viable long-term options that balance safety, education, and fiscal responsibility.

William shares the FCI, Facilities Condition Index of each building, which provides a ratio of repair vs. replacement cost. The FCI's show that 6 school buildings are in the poor level, with Lacombe being just into the critical level. It is confirmed that this FCI assessment for Lacombe took place before the building updates that were performed last summer.

Marlene, President of Soderstrom Architects, shares what the FCI does not consider, building safety and security, accessibility, seismic stability, layout changes, and hazardous materials. She shares that the level of safety in the schools is not reflected in these scores.

William shares that two sets of tours took place of the district facilities, one with the committee members and one with a team of professionals who assessed mechanical, plumbing, electrical, and structural systems, and building exteriors.

Facility Advisory Committee Member, Linzy Lingo, speaks to the group sharing her background in the district and the community. She shares her perspective of the school buildings and the potential safety/hazardous concerns that she observed. She acknowledges Facility Director, Bryan Eilers, and his team for their hard work maintaining the buildings over the years, the best that they can. She explains how the district has a large amount of critical maintenance, and how the committee has brainstormed for months about how they can improve the buildings while discussing various options. She believes that the community of Lebanon may be willing to go for a bond if something pleasing is proposed.

Facility Advisory Committee Member, Kelly Hart, speaks to the board sharing that Lebanon is growing, and she is seeing it first hand with her work at the City of Lebanon. She shares that the growth comes from developments that have come in the last 5-10 years, and she shares how fast Lebanon has grown with a 2% annual growth rate. She also shares that overall State population is growing at a slower rate with rural areas still anticipated to grow. She refers to the projected enrollment and the projected future population changes. She observes that overall, with population increasing, there are three schools that appear to be close to capacity in the coming years.

William discusses the 10-year enrollment projections and how those relate to student capacity in the buildings.

William also describes the current programs available at Cascades Elementary School, and the reason for often hearing that they are near capacity, and how those programs utilize space.

Superintendent Meckley further describes the special programs at Casades, made up of the emotional growth center, music, small group instruction, the use of the library, and preschool program space, and the design of the building vs. the needs. She also notes how Seven Oak now houses all 6th grade intown students, which contributes to their capacity ratio.

William explains that state school funds are designed to support ongoing operational costs for example teacher salaries, utilities, and classroom supplies, and that it does not include funding to replace or build new school buildings. He explains how replacement and construction costs are considered a capital expense, and not an operating expense, and that capital funding is provided at the local community level, and not provided by the state. He shares that this means even when a building is old, inefficient, or in poor condition, there is no automatic funding at the State level to replace or repair it.

4. KEY TAKEAWAYS

William reviews the key takeaways, being the construction inflation, at about a 202% inflation rate over a 10-year period, and the committee's desire to not settle, and how they can make the buildings a better place for students, staff, and the community.

Facility Advisory Committee Member, Kelly Hart, shares that it is such a big number when you are talking about just the basic needs, which she relates to "putting a band aid over it, or just sustaining", she feels that if they are going to propose something for a large number, that it should be something at value for the students.

Board Member, Melissa Baurer, adds that the Facility Advisory Committee is made up of a very diverse group that brings many different perspectives, and she acknowledges William for his work with the committee. She explains that at the recent, final committee meeting, the group was able to come together and share the same vision for the students.

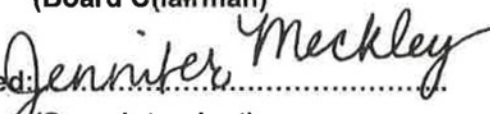
William shares what the next steps look like, and that they will meet as a group during a work session again, on June 12th at 5 PM.

Board Chair, Tom Oliver, thanks the members and district staff for their time, and looks forward to further discussion next month.

The meeting was adjourned 5:48 PM.

Signed: 
(Board Chairman)

Date: 6-12-25

Signed: 
(Superintendent)

Date: 6-12-25...



Pursuing Excellence

LEBANON

Community Schools

Who is on the team?

Melissa Baurer – School Board Member and Parent

Richard Borden – Former School Board Member

Bryan Eilers – Facilities Director, LCSD

David Gillott – Teacher at Cascades School,
and Co-Owner, Gillott Home Team

Kelly Hart – Community Development Director,
City of Lebanon

Emily Latimer – Teacher at
Seven Oak Middle School

Linzy Lingo – Community Member and Parent

William Lewis – Chief Operations Officer, LCSD

Jennifer Meckley – Superintendent, LCSD

Piper Sandler – Debt and GO Bonds
Financial Advisors

Mitchell Robison – Community Member & Parent

Clyde Rood – School Board Member

Jason Rush – Maintenance Operations Manager,
City of Lebanon

Michelle Steinhebel – Director of
Communications, LCSD

Soderstrom – District Architects

Mike Tucci – Community Member & Parent

Brian Vandetta – Community Member and
Co-Owner of UDeLL Engineering & Land Surveying

Bill Wittman – Curriculum Director, LCSD

Jessica Woody – Executive Secretary to the
Superintendent and School Board, LCSD

The School Board Charge

Bring together a committee of community, staff, School Board members, architects, engineers, financial experts, and any other resources needed to assess, plan, and develop recommendations for effective facilities.

When completed these recommendations will be presented to the School Board for review.

- **Parameters of Committee:** The district will apply for grants to help update current facilities assessment reports, planning documents, updated funding options and any other administrative needs. Any other miscellaneous needs of the committee will be funded through the Facilities' budget.
- **Committee Timeline:** 12 months





Facilities Assessment Report

- Report commissioned late 2023 to evaluate district buildings
- Serves as a base assessment document for all facilities in the district
 - 10 school buildings, plus Land Lab and CLIMB (old Boys & Girls Club Teen Center / former library)

Building Age Timeline

Death of Pope Francis (2025)



2020

Introduction of iPhone (2007)



2010

2000

Riverview Elementary (2001)

Pioneer Elementary (2001)

1990

First Use of Internet (1983)



1980

Building Age Timeline

Moon Landing
(1969)



Brown vs.
Board of Edu-
cation (1954)



End of WW II
(1945)



1970

Hamilton Creek K-8 School (1973)

1960

Maintenance Building (1960)

Transitions House (1957)

Lebanon High School (1957)

District Office (1955)

Seven Oak Middle School (1955)

1950

Cascades Elementary (1953)

Lcomb K-8 School (1953)

1940

Green Acres Elementary (1948)

Facilities Condition Index (FCI)

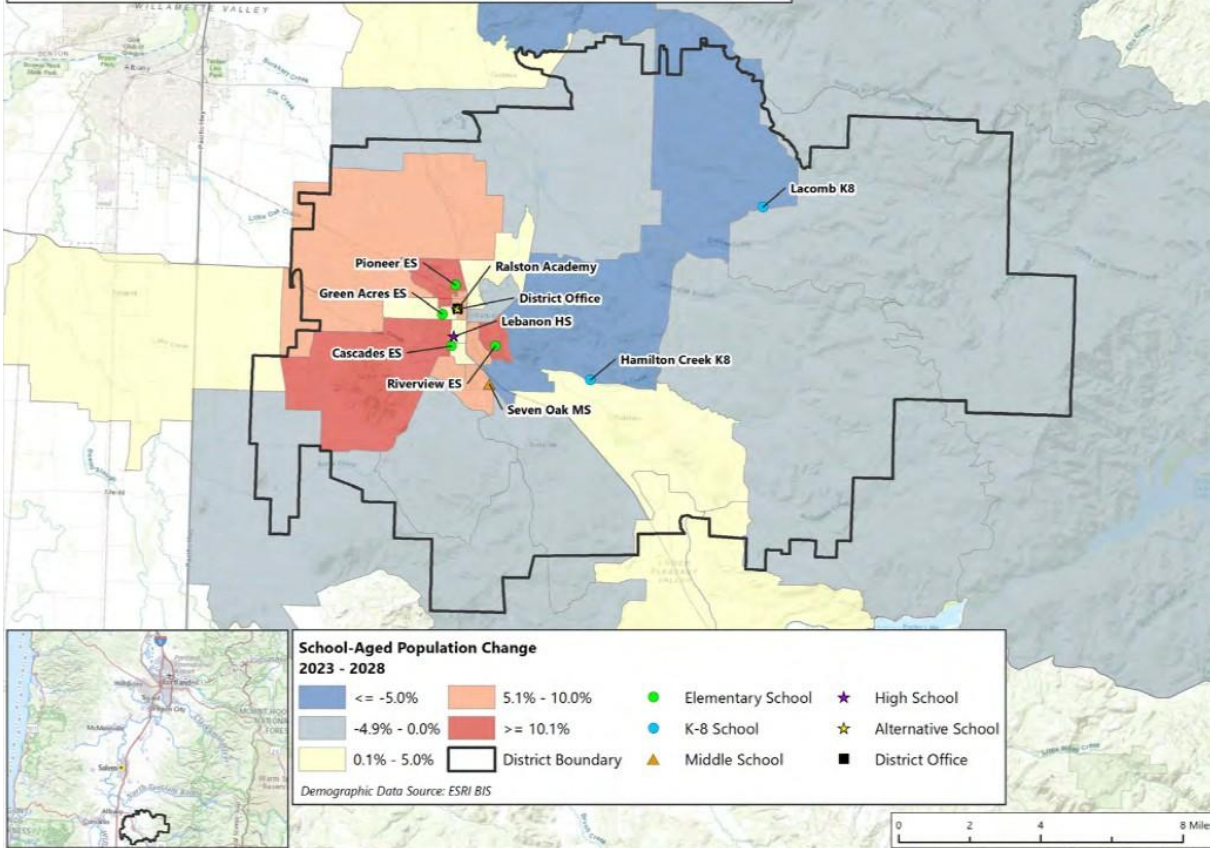
Building Name	Facilities Condition Index (FCI) Rating			
	GOOD (0% - 5%)	FAIR (5% - 10%)	POOR (10% - 30%)	*CRITICAL (30%+)
Cascades Elementary School			27.1%	
Green Acres Elementary School			24.9%	
Riverview Elementary School	3.7%			
Pioneer Elementary School	4.1%			
Hamilton Creek K-8 School			20.7%	
Lacomb K-8 School			33.8%	
Seven Oak Middle School			25.7%	
Lebanon High School			26.8%	
District Office			19.7%	
Maintenance Building		9.6%		
Transitions Building	4.8%			

*Recommend replacement over renovation

Visiting School Facilities

- **All schools toured twice.**
- **The first group was a team of professionals who assessed mechanical, plumbing, electrical, and structural systems, as well as the building exterior envelope, roofing, communications, and other site needs.**
- **The second group was our facility advisory committee, which took the same tour as the professionals.**

Lebanon Community School District Boundary: SY 2023-24 School-Aged Population Change (2023 - 2028)



Projected Areas of Future Population Change (Growth and Reduction)

Projected Enrollment – Low

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	303	300	272	303	303	303	303	303	303	303
1	302	298	295	268	299	299	299	299	299	299
2	306	316	312	309	281	313	313	313	313	313
3	333	311	321	318	314	285	318	318	318	318
4	322	343	320	330	327	323	294	328	328	328
5	330	328	350	326	337	333	330	299	334	334
6	319	336	334	355	332	342	339	335	304	339
7	339	324	341	339	361	337	348	344	340	309
8	321	332	317	334	332	353	330	340	337	333
9	280	319	330	315	332	330	351	328	339	335
10	301	268	306	316	302	318	316	336	314	324
11	289	276	246	281	290	277	292	290	309	288
12	296	272	259	231	264	273	260	274	272	290
Grand Total	4,041	4,023	4,003	4,025	4,074	4,086	4,093	4,107	4,110	4,113

Projected Enrollment – *Moderate*

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	306	302	274	306	306	306	306	306	306	306
1	303	303	300	272	304	304	304	304	304	304
2	308	320	319	316	287	320	320	320	320	320
3	338	317	329	329	325	295	329	329	329	329
4	329	355	333	346	345	342	310	346	346	346
5	336	341	368	345	359	358	354	322	359	359
6	324	346	352	379	356	370	369	365	332	370
7	340	330	353	358	386	363	377	376	372	338
8	324	336	325	348	353	381	358	372	371	367
9	283	326	338	328	351	356	384	360	374	374
10	302	272	313	325	315	337	342	369	346	360
11	293	281	253	291	302	293	313	318	343	322
12	304	282	271	244	281	291	282	302	307	331
Grand Total	4,090	4,111	4,128	4,187	4,270	4,316	4,348	4,389	4,409	4,426

Projected Enrollment – *High*

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	309	305	277	309	309	309	309	309	309	309
1	305	307	304	276	308	308	308	308	308	308
2	310	323	326	323	293	327	327	327	327	327
3	342	323	337	340	336	305	341	341	341	341
4	336	367	346	361	364	361	327	365	365	365
5	342	354	387	365	381	384	381	345	385	385
6	328	357	370	404	382	399	402	398	361	403
7	341	335	365	378	413	390	407	411	407	369
8	326	340	334	363	376	411	388	405	409	404
9	286	333	346	340	370	384	419	396	413	417
10	303	276	321	334	328	357	370	404	382	399
11	297	285	260	302	314	309	336	348	381	360
12	312	294	282	258	299	311	306	333	345	377
Grand Total	4,137	4,199	4,255	4,353	4,473	4,555	4,621	4,690	4,733	4,764

Building Capacity

Current and Future Concerns
2033 – 34 (10 years out)

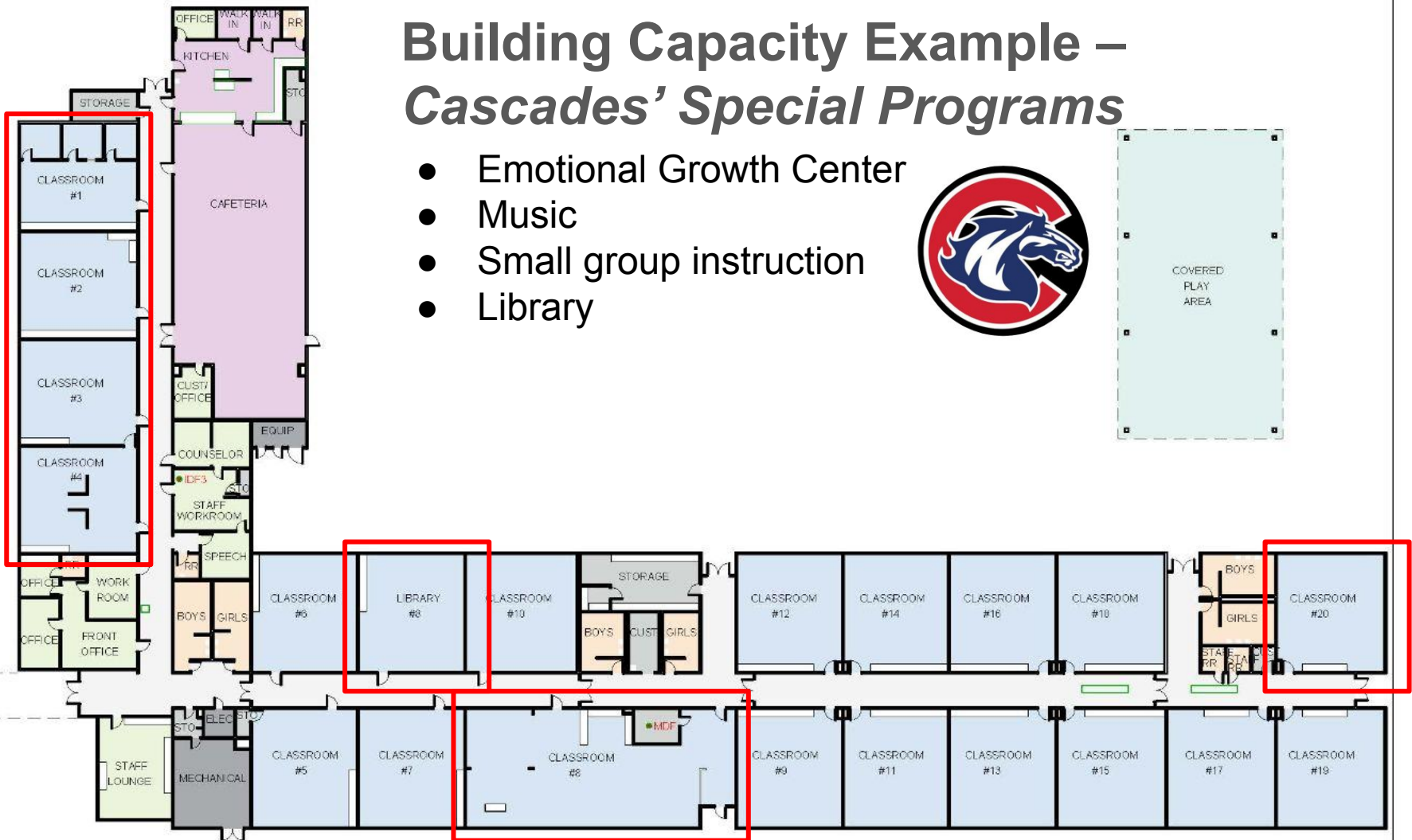
- 93% = Hamilton Creek
- 91% = Riverview
- 87% = Pioneer
- 87% = Lacombe

Classroom Program Metrics	Capacity	Utilization
General Education (Elementary)	25 Students per class	100%
General Education (Middle)	26 Students per class	83%
General Education (High)	30 Students per class	83%
Special Education / SLC	12 Students per class	100%
Preschool	14 Students per class	100%
Career Technical Education (CTE)	25 Students per class	83%
Physical Education (PE)	45 Students per class	83%
Performing Arts	45 Students per class	83%

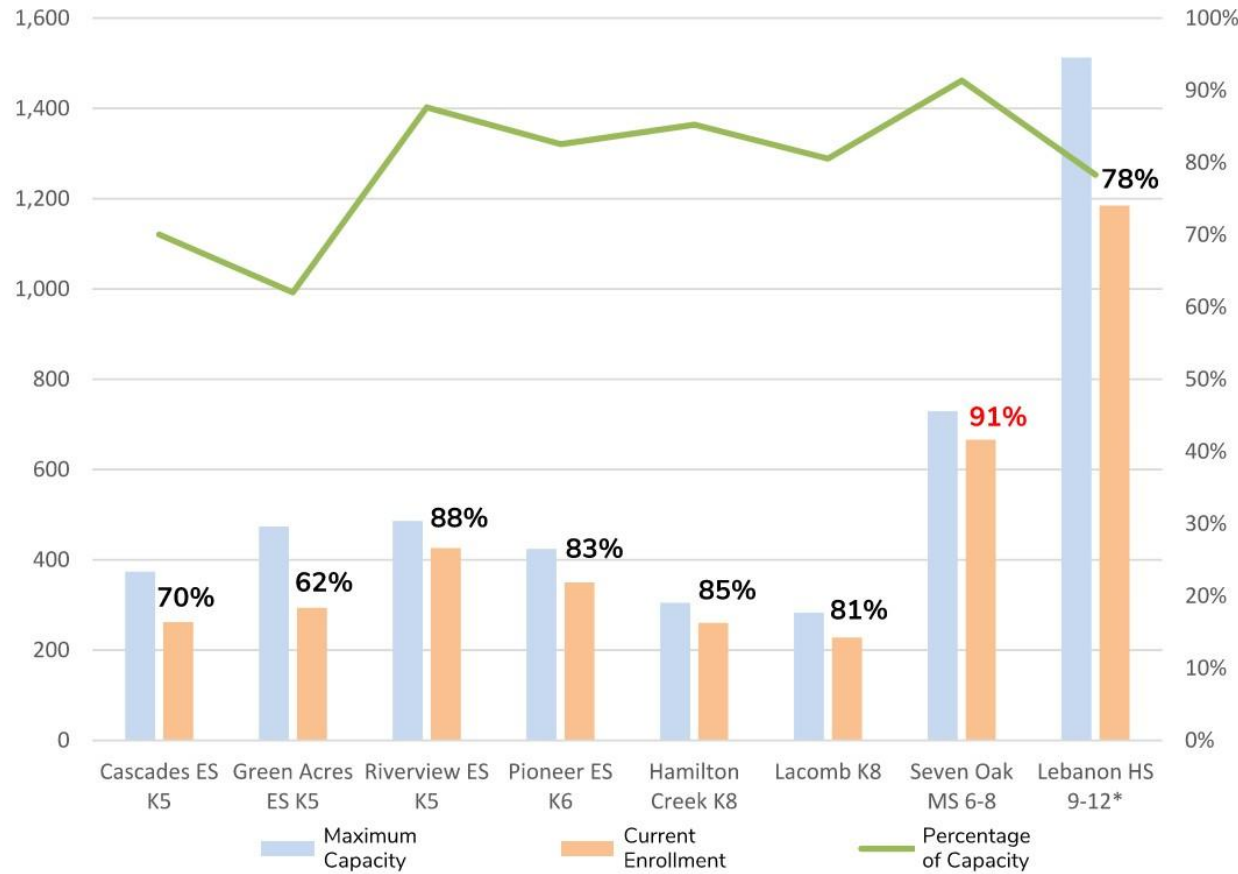
School Building	Calculated Existing Capacity	Existing Capacity		Projected Capacity	
		Current Enrollment (2023-24)	Current Capacity (2023-24)	Projected Enrollment (2033-34)	Projected Capacity (2033-34)
Cascades Elementary K5	374	262	70%	274	73%
Green Acres Elementary K5	474	294	62%	306	65%
Riverview Elementary K5	486	426	88%	444	91%
Pioneer Elementary K6	424	350	83%	367	87%
Hamilton Creek K8	305	260	85%	282	93%
Lacombe K8	283	228	81%	247	87%
Seven Oak Middle 6-8	729	666	91%	763	105%
Lebanon High 9-12*	1,513	1,185	78%	1,352	89%
	4,588	3,671		4,035	

* Excludes (60) Ralston Academy Students

- Emotional Growth Center
- Music
- Small group instruction
- Library

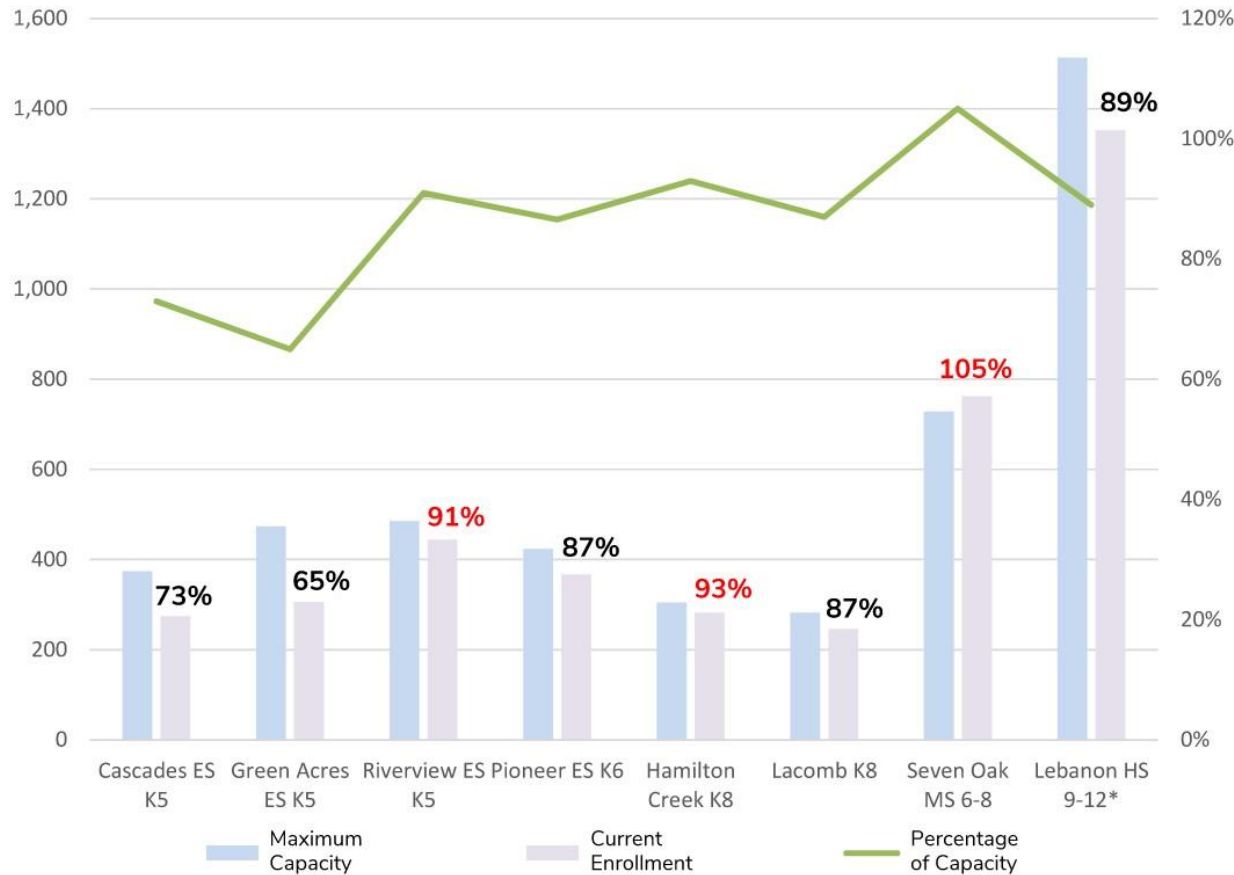


Capacity Analysis - **Current 2023-24** School Year



Capacity Issues in Schools

Capacity Analysis - Projected 2033-34 School Year



Capacity Issues in Schools

Why are we here?

Oregon's State School Fund is designed to ***support ongoing operational costs*** like teacher salaries, utilities, and classroom supplies. However, it ***does not include funding to replace or build new school buildings***.

School replacement and construction costs are considered capital expenses, not operating expenses. Capital funding is not provided by the state. Instead, local communities are responsible for providing funding for major facility projects such as replacing outdated schools, upgrading safety systems, or building new classrooms to address overcrowding.

This means even if a school building is old, inefficient, or in poor condition, there is no automatic funding mechanism at the state level to replace it. It's up to local communities to provide funding for the district to complete major facility improvements.

Key Takeaways

- **Construction Inflation**
- **Never Settle**

Next Meeting

Committee
recommendations

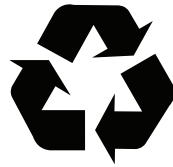
June 12, 2025 5:00
PM work session



Soderstrom Architects

**Long-Range Facilities Plan
Lebanon Community Schools
Linn County, Oregon**





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EXECUTIVE SUMMARY

Introduction - Team Members

Soderstrom Architects was hired in early 2024 to provide the Lebanon Community Schools (LCS) with a Facilities Assessment Report (FAR), after being awarded a Technical Assistance Program (TAP) grant from the Oregon Department of Education (ODE). Having completed their previous report in 2018-19, we were able to start with a strong basis of knowledge and develop these reports relatively quickly. The following is a list of people and consultants contributing to the assessment process who have provided their time and effort to help everyone understand District needs and concerns.

Below are key team members who assisted in the planning efforts captured in this report.

District Administration Team Members:

Jennifer Meckley, Superintendent
William Lewis, Chief Executive Officer
Bryan Eilers, Facilities Director
Michelle Steinhebel, Director of Communications
Bill Wittman, Curriculum Director
Jessica Woody, Executive Secretary to the Superintendent and School Board

School Board and Community Members:

Clyde Rood, School Board Member
Melissa Baurer, School Board Member and Parent
Richard Borden, Former School Board Member
Linzy Lingo, Community Member and Parent
Mitchell Robison, Community Member and Parent
Mike Tucci, Community Member and Parent
Brian Vandetta and Co-Owner of Udel Engineering and Land Surveying

Site-Based District Staff:

Emily Latimer, Teacher, Seven Oak Middle School
David Gillot, Teacher, Cascades School and Co-Owner, Gillott Home Team

Community Partners:

Jason Rush, Maintenance Operations Manager, City of Lebanon
Kelly Hart, Community Development Director, City of Lebanon
Carol Samuels, Piper Sandler, Debt and GO Bonds Financial Advisors

Architectural:

Marlene Gillis, President, Soderstrom Architects
Andy Bonesz, Associate Principal, Soderstrom Architects
Jacqueline Smith, Designer, Soderstrom Architects

Mechanical, Electrical and Plumbing:

Brendan Arnold, Principal, MKE & Associates
Steve Ku, Mechanical Engineer, MKE & Associates
Jeff Reilly, Electrical Engineer, MKE & Associates

Structural:

Kristofer Tonning, Senior Associate, ZCS Engineering & Architecture



EXECUTIVE SUMMARY

Introduction - Lebanon, Oregon

The City of Lebanon is in Linn County, along the Santiam River and approximately 85 miles south of Portland. The fertile soils and temperate weather of the Willamette Valley have provided Lebanon with a long growing season, which they celebrate with the annual Lebanon Strawberry Festival.

Lebanon has a current population of approximately 15,800. The primary employers for the city include Lowes Regional Distribution Center, Samaritan Lebanon Community Hospital, Lebanon Community Schools, and Entek Manufacturing. Higher education opportunities in town include the Western University of Health Sciences: College of Osteopathic Medicine, and Linn-Benton Community College's Healthcare Occupations Center.

The city is surrounded by rural farm properties and is still strongly connected to its historic logging past.



Introduction - Lebanon Community Schools

Lebanon Community School District #9 (LCSD) currently serves approximately 4,000 students in the city of Lebanon and surrounding smaller communities of Sodaville, Waterloo, Berlin, Crowfoot, Fairview and Lacombe.

The District student population has 15 languages spoken, with 79% of the students and 92% percent of the teachers identifying as white. The largest non-white population includes Hispanic / Latino, at 12%. There are approximately 1% of students who identify as American Indian / Alaska Native, Asian, or Native Hawaiian / Pacific Islander. Approximately 8% of students identify as Multiracial.

Approximately 94% of students qualify for free / reduced lunch, 15% are mobile students, 18% are students with disabilities, 5% are Ever English Learners. The district overall has 17 administrators, 228 teachers, 150 educational assistants, 12 counselors and one psychologist. Approximately 74% of teachers are licensed with more than three years of experience.

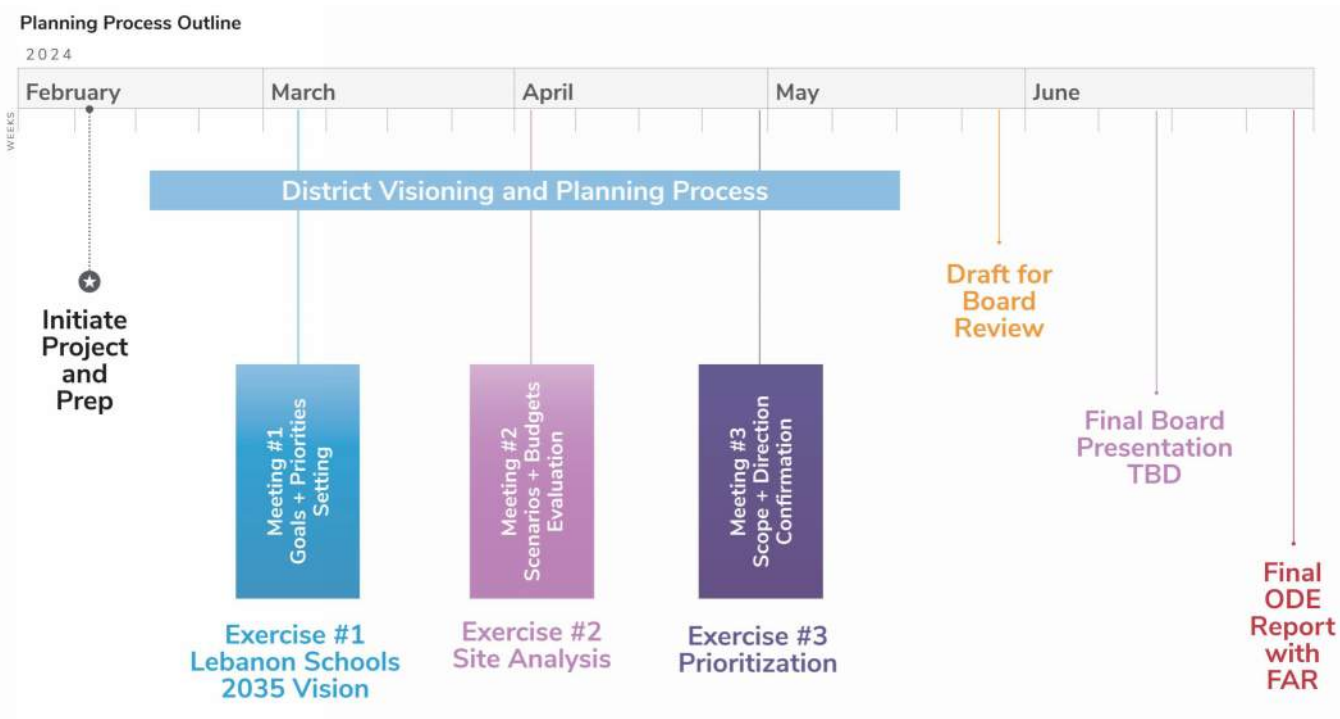
Of the student population, 59% of students are Regular Attenders against the Oregon Average of 62%, 86% are On-Track to Graduation against the average of 84%, 79% are On-Time Graduation against the average of 81%, and 85% of students earned their Five-Year Completion against the average of 87%.



EXECUTIVE SUMMARY

Long-Range Planning Process Overview

Below is a summary chart of the overall planning process taken recently by the Lebanon School District and its Facilities Planning Committee. This group has been meeting since 2023 to guide the strategic planning process. Agendas, sign-in sheets, and meeting notes for all outreach efforts done to date are included as an appendix to this report. While we started out with a plan for three (3) meetings initially, we knew more would be needed. It's not surprising that we ended up with more than ten (10) meetings, as the process evolved.



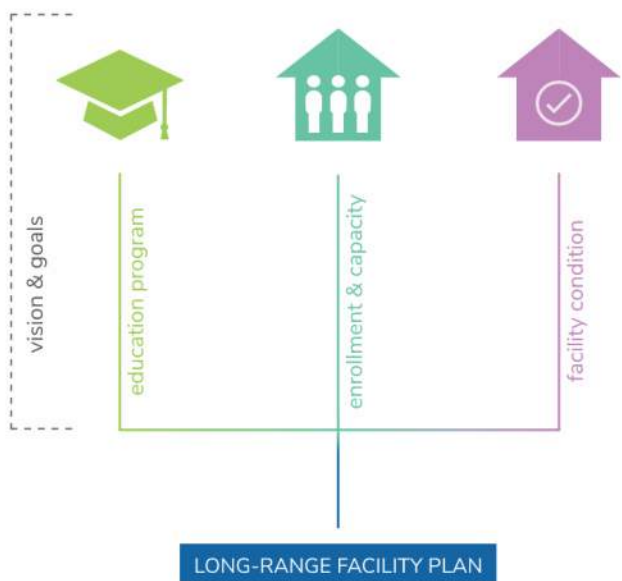
Elements of the Plan

The planning process evaluates three major aspects of each campus:

- Educational Program
- Enrollment and Capacity
- Facility Condition

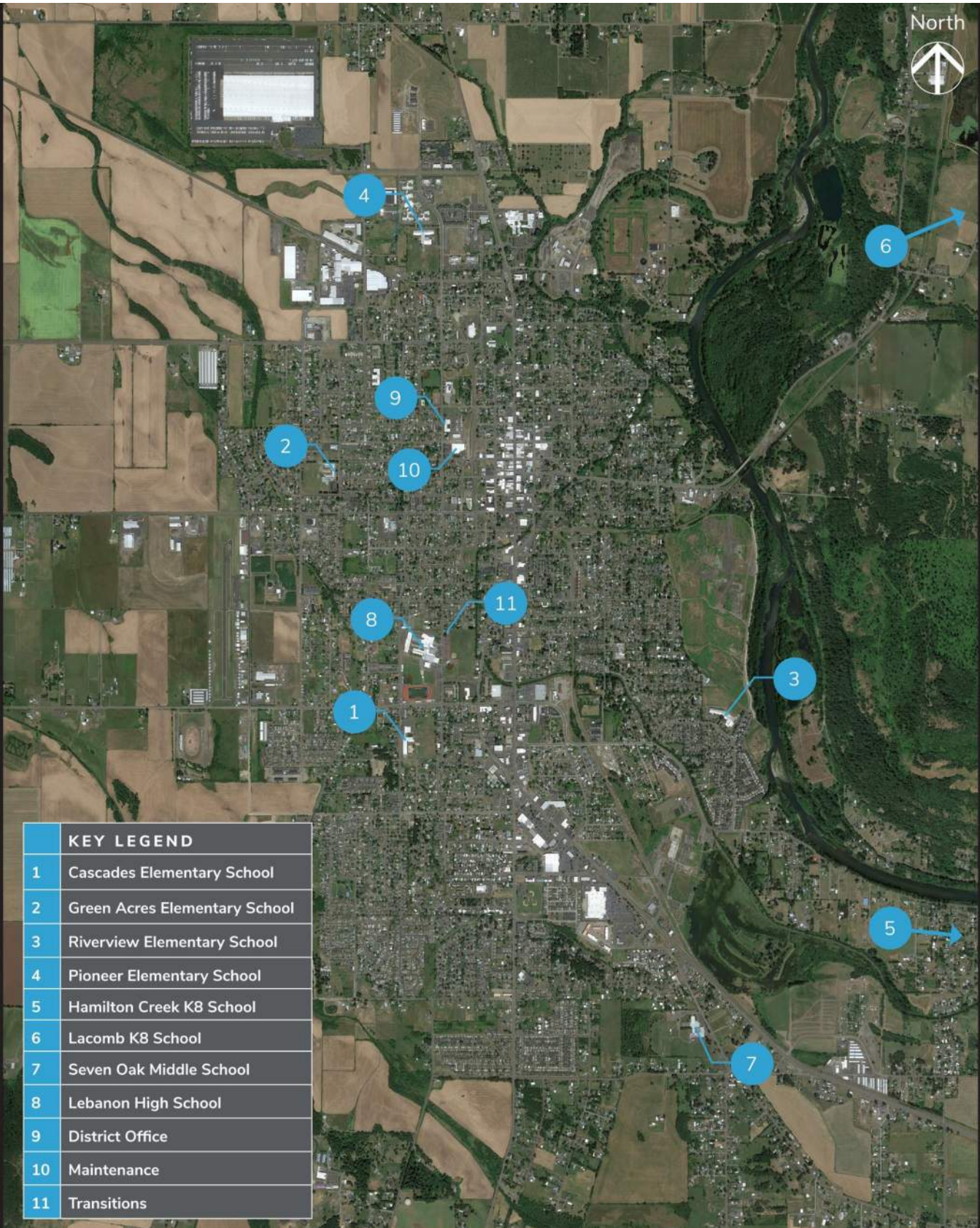
Each campus was evaluated for how it performed in these three key aspects, along with reviewing overall District priorities such as safety, security, and accessibility.

The final recommendations were developed out of these careful evaluations.



EXECUTIVE SUMMARY

District Map - Below is a map that showing all Lebanon Community Schools sites within the county.



EXECUTIVE SUMMARY

Collaboration with Local Government Planning

581-027-0040 (b)

As part of the long-range planning process, the Oregon Department of Education (ODE) encourages school districts to coordinate with the local planning departments to ensure there is enough land within the urban growth boundary (UGB) for school expansion, and to identify any issues or concerns. It is also important for the District to understand the growth within the District's boundaries.

For example, when a jurisdiction permits a large subdivision, the school district should attempt to negotiate for land near the subdivision. Since the schools currently have adequate capacity, negotiating with the city or county to secure future school sites may seem premature.

There are numerous residential and commercial projects under development, summarized in the appendix at the back of this report in detail. The demographic report has taken all of these into consideration, but in general much of the future growth will be on the south end of town, where there's significant undeveloped property.



Community Involvement with District's Vision and Process

581-027-0040 (c)

Soderstrom performed site visits with mechanical, electrical, and structural engineers, performing rapid visual screenings (RVS) over the course of several days in December 2023. We walked the building sites with District representatives to evaluate the existing condition, and took drone footage to confirm the condition of the roofs and exteriors. From these walkthroughs, a comprehensive list was compiled of facilities-related issues, broken down by site.

After these initial site evaluations, the first formal project meeting to discuss our findings was held with the LRFP Committee in April 2024. With the previously prepared Facility Assessment Report used as a guide, we met with the District and community monthly to review findings, discuss proposed solutions and associated costs. Each meeting provided critical input, led by the District Administration Leadership Team.



EXECUTIVE SUMMARY

Lebanon School District Performance and Curriculum

Based on the 2023-2024 Oregon Department of Education state academic assessment scores for the Lebanon School District, 89% of students graduated on time, a 10% increase from the previous year.

Additional District General Demographic Information:

- Students Experiencing Poverty: 41%
- Ever English Learners: 5%
- Number of Languages Spoken: 17
- Students with Disabilities: 18%
- Mobile Students: 15%
- Administrators: 15
- Teachers: 221
- Educational Assistants: 152
- Counselors: 13
- Psychologists: 2
- Licensed teachers w/ 3+ years' experience: 74%



Funding Strategies

581-027-0040 (B)

There are three (3) 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 second source of funds is the Oregon School Capital Improvement Matching (OSCIM) grant program which provides up to \$6 million in matching grant funds for most districts. 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 2023-25 funding biennium.

The third source of available funds is through Business Oregon's "Seismic Rehabilitation Grant Program" (SRGP). This allocates up to \$2.5 million per building to seismically renovate and upgrade existing buildings that have demonstrated a significant level of use. While this is not a matching grant program, districts must commit any additional dollars needed to provide a complete upgrade of the building, above and beyond the \$2.5 million.

Given the magnitude of facility planning needs, there are no other substantial resources available at the appropriate scale, other than a capital bond.



EXECUTIVE SUMMARY

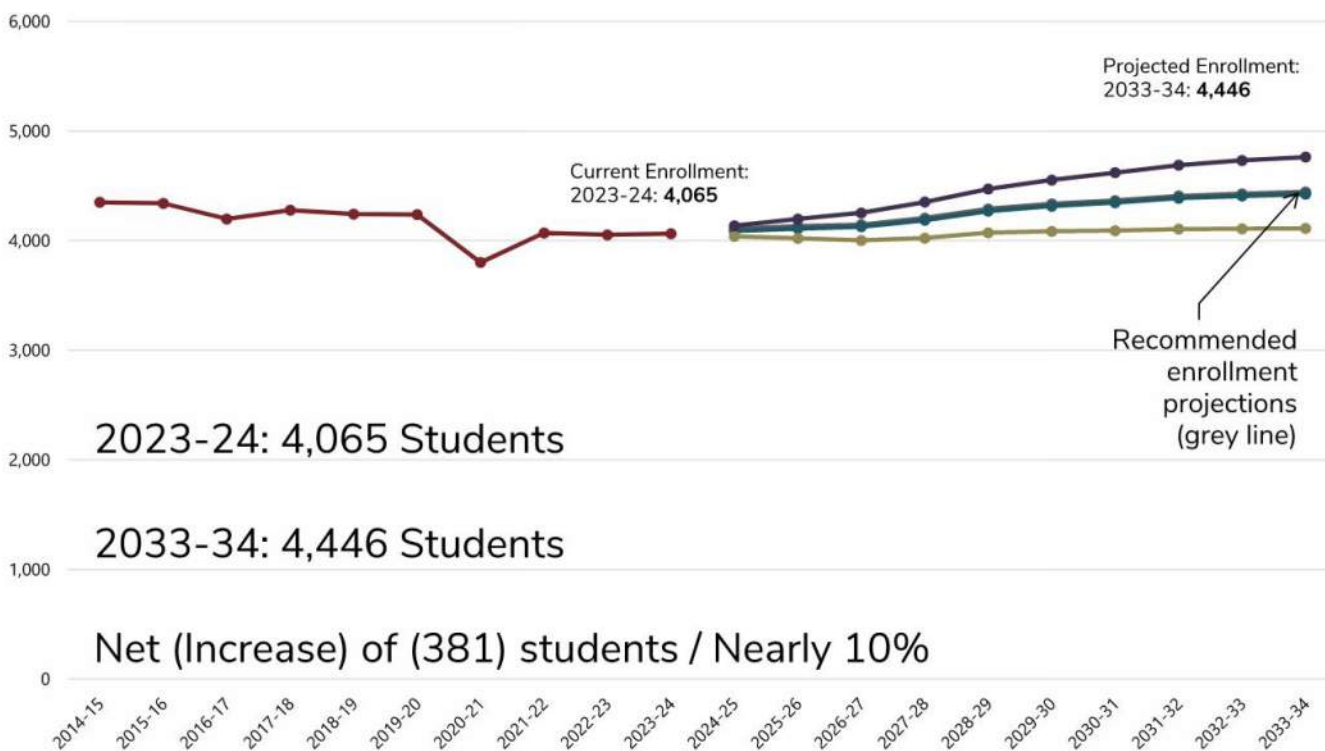
Population Projections

581-027-0040 (a)

The Lebanon Community Schools utilized the services of Cooperative Strategies to develop a population projection report for the District. They developed a ten-year projection report created in May 2024, projecting through to the 2033-34 school year.

With this, the district anticipates population growth over the next ten years, from 4,065 in 2023-24 school year to 4,446 by the 2033-33 school year, an increase of nearly 400 students or approximately 10% overall.

The summary growth chart is shown below, and the full demographic report will be provided as an appendix to this report (graphics by Cooperative Strategies).



Projected Enrollment - Recommended - District-wide

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K - 5	1,918	1,936	1,921	1,913	1,924	1,923	1,922	1,925	1,962	1,962
6 - 8	989	1,013	1,028	1,084	1,093	1,111	1,100	1,110	1,072	1,072
9 - 12	1,203	1,184	1,198	1,211	1,274	1,303	1,345	1,374	1,395	1,412
Grand Total	4,110	4,133	4,147	4,208	4,291	4,337	4,367	4,409	4,429	4,446

Source: Woolpert

GRADE	2023-24	2033-34	CHANGE
K-5	1,877	1,962	+ (85)
6 - 8	943	1,072	+ (129)
9 - 12	1,245	1,412	+ (167)
TOTALS	4,065	4,446	+ (381)

EXECUTIVE SUMMARY

Capacity Evaluation and Assessment

581-027-0040 (B)

The overall calculated current maximum building capacity of the Lebanon School District is 4,588 **students** with an actual current enrollment of approximately **3,671 students** per the 2023-24 school year.

The 10-year demographic projections call for about a 10% increase in students overall, which creates capacity concerns at three schools - Riverview, Hamilton Creek and Seven Oak.

There was much discussion in the planning process about how to balance existing and future enrollment to accommodate these future needs.

These numbers do not take into consideration any modular classroom buildings, as their substandard conditions should not be included in planning for future educational adequacy needs.

School Building	Calculated Existing Capacity	Existing Capacity		Projected Capacity	
		Current Enrollment (2023-24)	Current Capacity (2023-24)	Projected Enrollment (2033-34)	Projected Capacity (2033-34)
Cascades Elementary K5	374	262	70%	274	73%
Green Acres Elementary K5	474	294	62%	306	65%
Riverview Elementary K5	486	426	88%	444	91%
Pioneer Elementary K6	424	350	83%	367	87%
Hamilton Creek K8	305	260	85%	282	93%
Lacomb K8	283	228	81%	247	87%
Seven Oak Middle 6-8	729	666	91%	763	105%
Lebanon High 9-12*	1,513	1,185	78%	1,352	89%
* Excludes (60) Ralston Academy Students		4,588	3,671	4,035	

Classroom Program Metrics	Capacity	Utilization
General Education (Elementary)	25 Students per class	100%
General Education (Middle)	26 Students per class	83%
General Education (High)	30 Students per class	83%
Special Education / SLC	12 Students per class	100%
Preschool	14 Students per class	100%
Career Technical Education (CTE)	25 Students per class	83%
Physical Education (PE)	45 Students per class	83%
Performing Arts	45 Students per class	83%

EXECUTIVE SUMMARY

Capacity Evaluation and Assessment

The number of students and class size are then factored by the utilization rate, determined by the percentage of class periods each room is used daily. For example, at the middle and high school level, there is typically one planning period daily that teachers use their classrooms for. This would reduce the utilization of that space to 85% if used for (6) of (7) periods each day.

Due to the differences at the three distinct levels of facilities – elementary, middle school and high school – the following outlines our starting point for planning discussions, using generally accepted guidelines for school sizes, class sizes and general square footage per student by grade level.

National Utilization Average		
School Type	Low	High
Elementary School	95%	100%
Middle / Junior High	70%	85%
High School	80%	85%

National Class Size Average		
School Type	Low	High
Elementary School	15	25
Middle / Junior High	18	28
High School	24	32

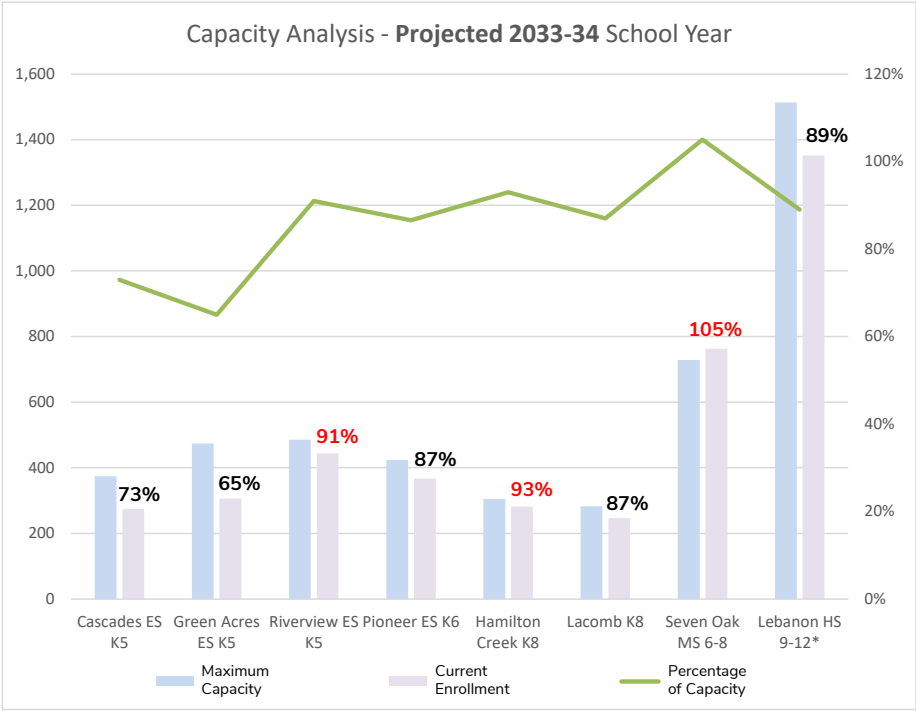
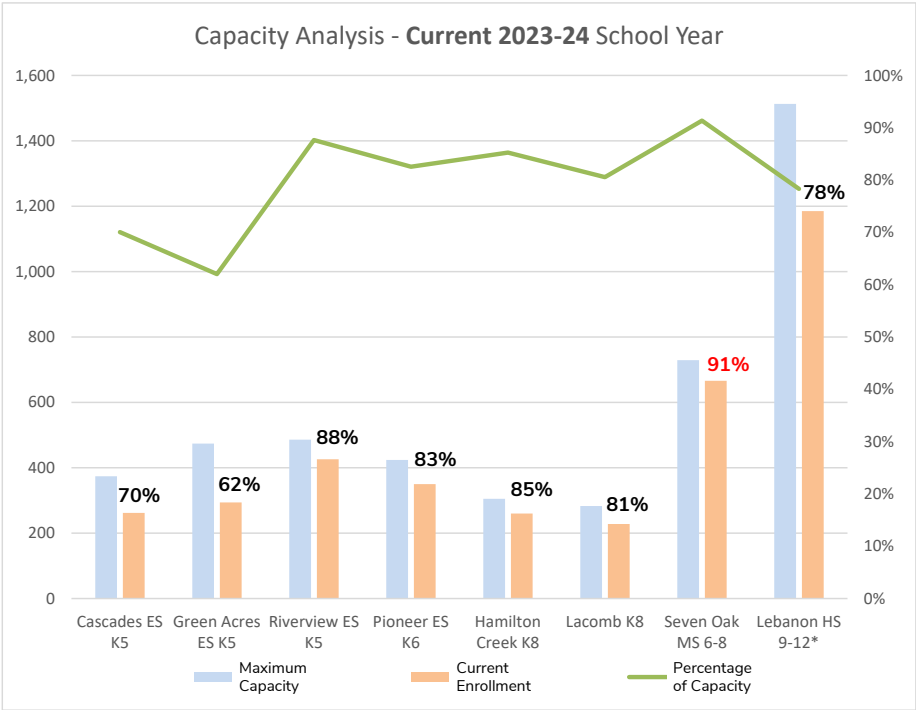
National Median Gross SF per Student	
School Type	
Elementary School	120 SF per Student
Middle / Junior High	146 SF per Student
High School	163 SF per Student

EXECUTIVE SUMMARY

Capacity Evaluation and Assessment

As discussed on the previous page, there are three facilities that can anticipate future capacity issues, based on the enrollment projections - Riverview, Hamilton Creek and Seven Oak.

The first chart below show the existing enrollment compared to maximum building capacity, and the second shows future projected enrollment compared to the same capacity, if nothing is changed.



MAIN REPORT

Superior Learning Environments

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 CO2 management may be overlooked because they are 'invisible,' they do still 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 thirty-two times more likely to have voice problems compared to similar occupations.

Adding things like hard, cleanable surfaces for durability; increased glass to meet daylighting requirements; and additional hard materials such as markerboards, can easily destroy classroom acoustics. To mitigate these issues, we recommend two layers of drywall on each side of the wall between classrooms, and between classrooms and halls. We recommend soft ceiling systems with high Noise Reduction Coefficient (NRC) tiles. We also recommend active voice enhancement for the teachers.

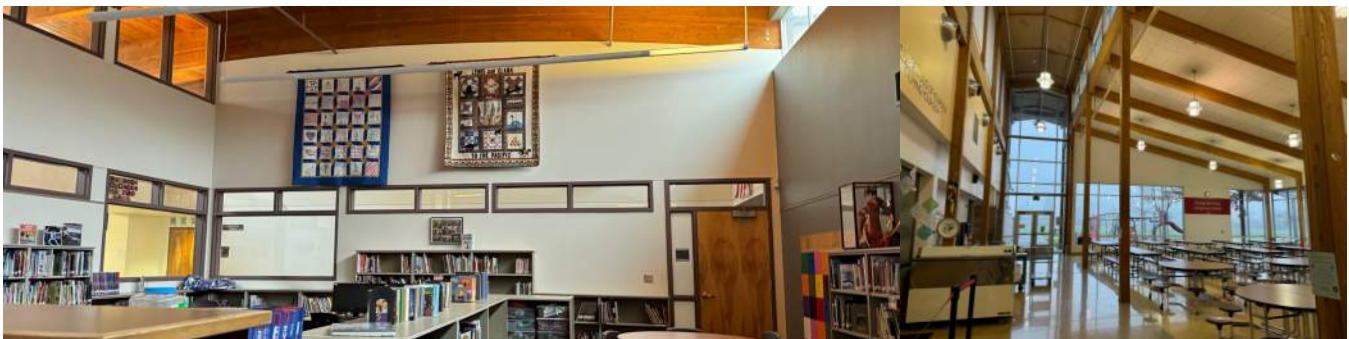
Classroom Flexibility / Think Studio (Creativity, Teamwork & Exploration)

The model of education is constantly changing. In the 1970s, we saw schools installing accordion partitions to promote flexibility, eliminating operable windows to simplify HVAC performance, and removing windows altogether to save energy. 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 and 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. Beyond the classroom additional spaces are needed to provide both small groups and large group collaboration.

CO2 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 carbon dioxide within the building. This can greatly improve the learning environment.

Using interior materials with little or no off-gassing as well as pressurizing the interior atmosphere to minimize pollen intrusion also helps to improve the indoor air quality.



MAIN REPORT

Superior Learning Environments

Thermal Comfort / HVAC (Operable Windows)

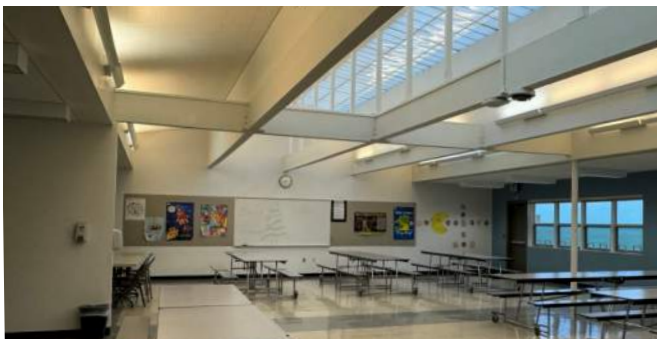
Probably the most important issue related to HVAC is ensuring that the system provides enough clean outside air. Studies have shown that high levels of CO₂ make it difficult to concentrate. A good HVAC system should take advantage of the moderate temperatures in Western Oregon. This can lead to operable 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.

Daylighting

Daylighting has one of the biggest impacts on educational delivery. Controlling for all other influences, studies have shown 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, improved 19-20% faster than those students without a skylight.

Technology and Assessment

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 to manage the testing environment.



Technology Infrastructure

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 the 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.

Students and districts state-wide have transitioned to a new 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.



MAIN REPORT

Code Issues and Older Buildings

581-027-0040 (A&C)

Americans with Disabilities Act (ADA)

The ADA was first signed into law in 1990 and has been modified periodically since then. While some sites met the ADA standards when the buildings were initially built, they may not be compliant now.

Any changes to a building must not reduce the accessibility to the facility and if the building does not meet the current ADA standards, then a maximum of 25% of the budget should focus on making the facility more accessible. 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.

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 throughout the building.



MAIN REPORT

Code Issues and Older Buildings

Safety and Security

The District has indicated that both safety and security are significant priorities. Below is a summary list of the items discussed in consideration of adding:

- Secure vestibules at all School Buildings:
 - Card key-controlled access.
 - Cameras and intercom connection at entries.
- Site Security:
 - Perimeter fencing at all school sites.
 - Controlled, visible entrance to school campuses.
 - Exterior lighting improvements at parking areas.
- Additional Surveillance:
 - Additional cameras installed campus wide.
 - Technology infrastructure upgraded to support recording and storing content.

The strategies listed above follow the guidelines of CPTED (Crime Prevention Through Environmental Design), which support a seamless integration of safety and security measures.

THE SIX PRINCIPLES OF CPTED

CRIME PREVENTION THROUGH
ENVIRONMENTAL DESIGN



MAIN REPORT

Code Issues and Older Buildings

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 having the Oregon Department of Geology and Mineral Industries (DOGAMI) perform a Rapid Visual Assessment (RVS), confirmed and built on by our structural engineering firm, ZCS, to determine collapse potential for all school buildings in Oregon.

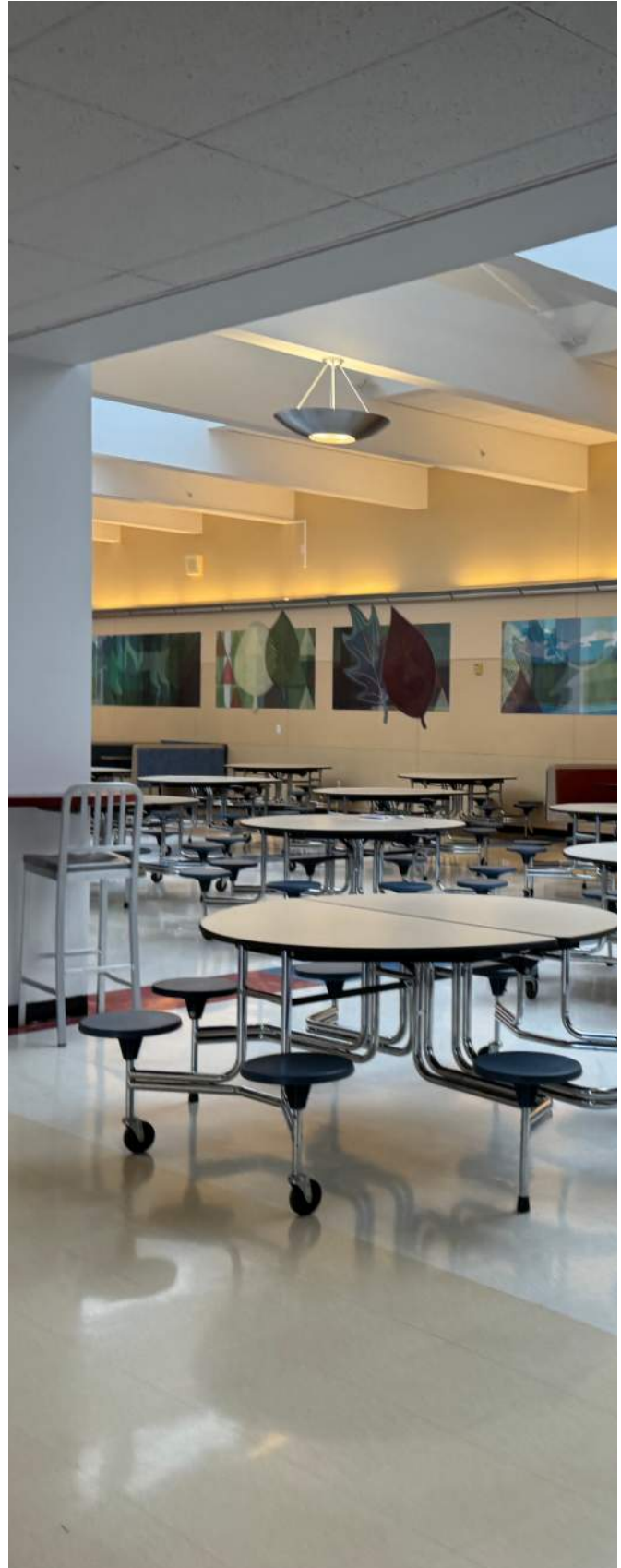
In alignment with this ranking system, the Federal Emergency Management Act (FEMA) has determined that all buildings with a score of 2.0 or less should be considered to have inadequate performance during a design level seismic event, and any score below would require additional structural evaluation.

When evaluating Risk results from these categories, it is important to understand that collapse probability is not definitive, nor is the damage. A building's failure during a seismic event could be in many ways, from a partial to a complete collapse. A more detailed structural evaluation than an RVS would be required to fully assess the seismic risks of any specific building.

Conclusions:

Seven Oak Middle School's original classroom wing and gymnasium and Lebanon High's auditorium, cafeteria, and weight have a HIGH risk of collapse rating with a cut off score at or below (1.0).

The District engaged ZCS Engineering to prepare multiple applications for the Seismic Rehabilitation Grant (SRG) Program through Business Oregon. In May 2025, the District was awarded a \$2.5 million seismic grant to improve the Seven Oak Gymnasium, anticipated to be constructed over the summer of 2026.



MAIN REPORT

Historic Preservation

581-027-0040 (d)

The district buildings are not listed on the Oregon State Historic Preservation Office (SHPO). However, all structures older than 50 years are required to be evaluated, which includes the following District buildings:

1. Cascades School (1953): 71 years old
2. Green Acres School (1948): 76 years old
3. Hamilton Creek School (1972): 52 years old
4. Lcomb School (1953): 71 years old
5. Seven Oak Middle School (1955): 69 years old
6. Lebanon High School (1957): 67 years old
7. Transitions Brick House (1957): 67 years old

SHPO will likely request that the resource be reviewed by a competent historian to determine its historic status and impacts.



MAIN REPORT

National Educational Adequacy Standards

581-027-0040 (e)

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 990 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 does not care. Lebanon SD takes great care of their buildings, indicating a community that 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 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.



MAIN REPORT

National Educational Adequacy Standards

To continue delivering quality educational programs, a sufficient number of classrooms with appropriate square footage is essential. 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 spaces.

Middle schools and high schools normally use the teaching station model to determine the school's capacity. In this model, spaces like Choir, Band, Gym, and Science Labs are counted in the overall capacity. If a space can be utilized as a teaching station for all periods, then that space is included in the capacity equation 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"). Additionally, spaces such as Computer Labs and Libraries, which do not typically have a dedicated teaching staff, would not be counted in the capacity.



MAIN REPORT

Educational Adequacy Improvements Evaluated

581-027-0040 (i)

As part of the planning process, each building was analyzed for educational adequacy relative to the following primary factors:

A Facility Overall

- 1 Facility Accessibility for Students and Staff (ADA, etc.)
- 2 Secure Building Access
- 3 Adequate / Functional Electrical & Lighting
- 4 Adequate Technology Network Infrastructure, Connectivity
- 5 Adequate / Functional HVAC & Plumbing
- 6 Functional Doors, Windows, Walls & Flooring
- 7 Functioning PA / Alert System
- 8 Energy Efficient Operations
- 9 Restroom Accommodations

B Core Academics

- 10 Sufficient Classroom Space for Current and Future Demands
- 11 Sufficient Special Education - Dedicated Space
- 12 Sufficient Specialty Space (Title I, Speech, OT/PT, etc.)
- 13 Sufficient Classroom Furnishings, Fixtures & Equipment

C Elective Academics (Music, Performing Arts, CTE)

- 14 Sufficient Instructional Space for Current and Future Demands
- 15 Sufficient Furnishings, Fixtures & Equipment

D Physical Education

- 16 Adequate Interior and Exterior Instruction/Recess Facilities
- 17 Sufficient Interior and Exterior Furnishings, Fixtures & Equipment

E Support Spaces

- 18 Adequate Library / Media Center
- 19 Adequate Food Prep / Service Space
- 20 Adequate Cafeteria Space
- 21 Adequate Small Conference Meeting Room Space
- 22 Adequate Office Space for Administrative Functions
- 23 Sufficient Nurse / Health Room / Isolation space

F Site

- 24 Secure Campus Perimeter Boundaries (Fencing, Gates, etc.)
- 25 Adequate Parking for Staff & School Events
- 26 Adequate Accommodations for Pick-Up / Drop-Off Bus + Car
- 27 Adequate + Fully Functional Drinking Water
- 28 Sufficient Back-Up Power for "Shelter in Place"

MAIN REPORT

Educational Adequacy Improvements

Some of the key recommended future changes include the following:

- Safety and security upgrades inside buildings and on sites.
- General building maintenance was considered a high priority by all.
- Playground improvements, particularly inclusive design.
- Special Education program support improvements.
- Kitchen Equipment upgrades.
- Replacement of aging, outdated and non-functional elementary school campus with new.
- Seismic retrofit(s) (if grant is approved).
- Accessibility upgrades throughout.



“Wish List” items identified as a high priority but not included in the current scope are:

- Additional classrooms and meeting spaces.
- Adding air conditioning to all existing buildings.
- Expand Hamilton Creek campus to accommodate larger student population (470+/-).
- Replace Seven Oak Middle School on same site.
- Convert Existing Seven Oak Middle School to Elementary School use.

These items still need to be finalized, through additional community outreach and communication and as a continuation of the pre-bond planning process, as developed through the Pre-Bond Planning Committee. There is a complete and comprehensive scope list by school that is included as an appendix to this document as well.



MAIN REPORT

Increasing Educational Space

581-027-0040 (A&C)

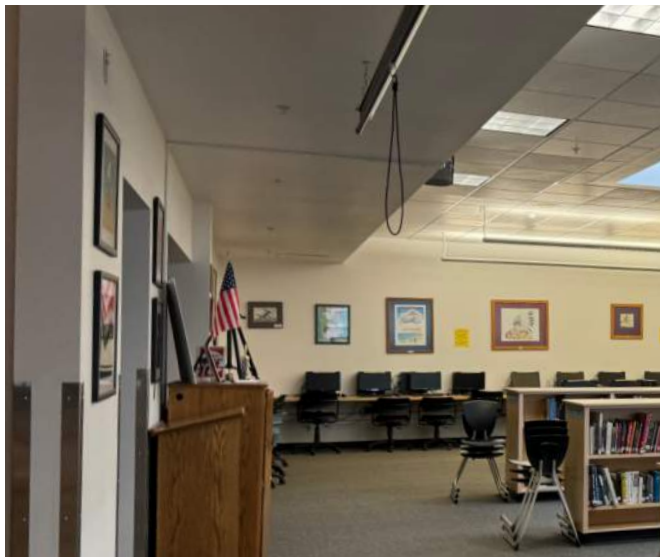
With an anticipated 10% growth over the next 10 years, combined with existing capacity issues experienced at both the elementary and middle school levels, much discussion was focused on growth management and balancing future school enrollment. The following items represent new expanded space requirements since the last addition of space to the school buildings. These requirements have come about from state mandates and/or changes in educational practice.

Kindergarten / Preschool

The District has already implemented full day kindergarten, which has effectively reduced the overall number of available classrooms. Alongside this, 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/Middle School: Our elementary schools need enough space for comprehensive libraries for individual and classroom use. It is essential to provide library services for students as 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 with incorporation of a media complex. Most of this complex would be utilized as a traditional library space large enough to handle up to two classes simultaneously at any given time. In addition, an incorporated technology lab and attached classrooms (“Makerspace”) can be used for independent or classroom instruction, as an additional resource to meet the needs of the student population. 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 in the near future, 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 children 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 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 (2) 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.



MAIN REPORT

Increasing Educational Space

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 the Lebanon School District, this begins in kindergarten. Having enough space for every class to have access to physical education daily 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.

Middle and High 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 near the main building with equal access for all participants.



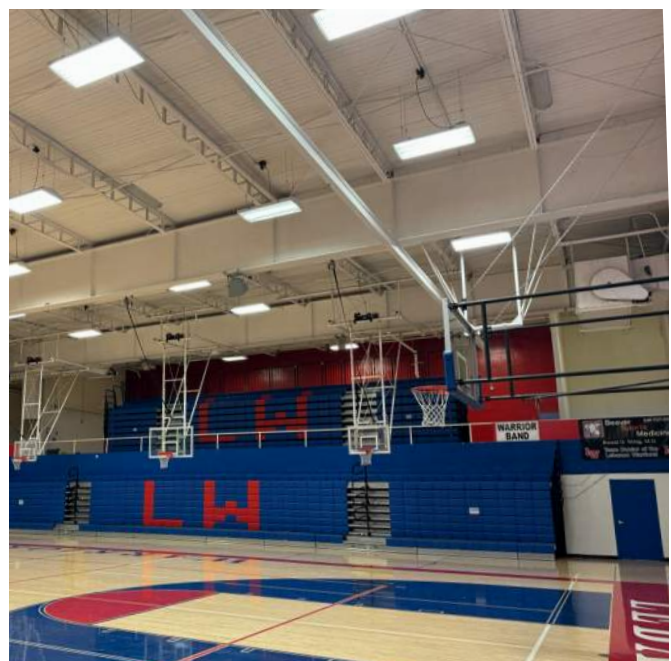
Significant resources need to be allocated for athletics, particularly at the high school level. Support for team practices at all levels (Freshman, Junior Varsity and Varsity) for both boys' and girls' teams, as well as games and tournaments need to also accommodate spectators, coaches, visiting teams, officials, and concessions.

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 daily, evenings and weekends, particularly in the winter.

In particular, there is extensive use of athletic spaces (gymnasiums, auxiliary gymnasiums, fields, etc.) by the community year-round. This particularly impacts evenings and weekends, and the larger-scale events such as tournaments tend to tax much of the available site parking resources and amenities beyond what can be supported.

A particular challenge for the district currently is the condition of the Lebanon High Stadium, and the fact that they had to condemn it due to safety issues. This structure serves as the 'heart' of the community, even serving as the location for the high school graduation ceremony.



MAIN REPORT

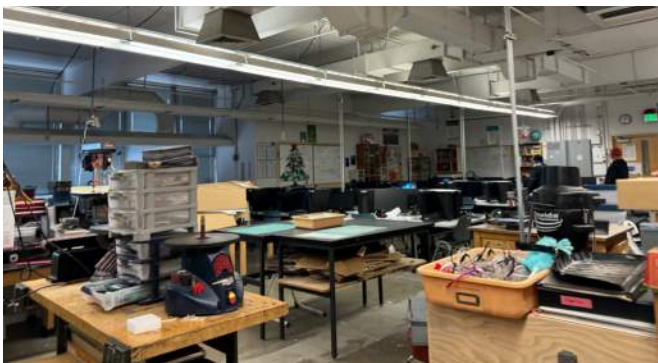
Increasing Educational Space

CTE (Career and Technical Education) Space

Elementary School: Career and technical education are 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, technical education change. The classrooms should handle current and future electrical, mechanical and technology demands. The CTE space at middle schools is often designated as a “Makerspace,” focused primarily on technology or ‘clean CTE’ (3D printers, coding, programming, etc.).

High School: Career and technical education space should be large enough to offer courses to meet basic skills for industry standards. The offerings should help students learn basic skills in woods, metals, and agriculture as well as 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 buildings and indoor projects during the rainy season in Oregon. The design of the facilities needs to account for the vast storage needs of career and technical education courses and that which can be both safe and secure. Family and consumer studies courses, such as catering and culinary arts, must have modern facilities and have enough space to safely provide instruction to large groups of students. Career and technical education (CTE) are a rapidly changing curriculum and classrooms must be versatile to meet the evolving demands of this area in education. The district currently offers a varied list of CTE options but there is a strong desire to expand their offerings.

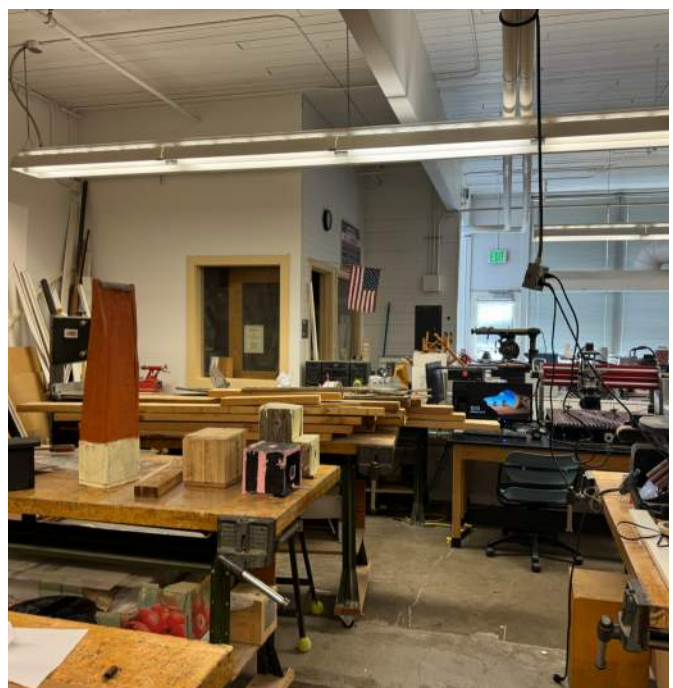


Science Classroom Space

Elementary: Science is usually integrated in regular classroom. There should be adequate, safe storage for science materials.

Middle: 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 provide gas for increased teaching capacity of required science. In conjunction with appropriate and sufficient 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 direct instruction is ideal. Soderstrom currently designs for 28-30 students in our science classrooms. In classes where there are more than thirty students, labs are reduced and modified for safety.



MAIN REPORT

Alternatives to New Construction

581-027-0040 (iii)

Of all the District buildings, the Lacombe K-8 campus is the only one that rated above 'Critical' on the Facilities Condition Index (FCI) of 30%. This rating, as determined by ODE, indicates that District funds would be better spent replacing rather than repairing these facilities. It is significant to note that this does not take into consideration many other factors, including educational adequacy, seismic safety, hazardous materials, and accessibility. As such, this should not be the only metric used to evaluate buildings by.

With Riverview and Pioneer being the newest elementary schools, it's not surprising they rank the highest in overall condition. However, it has been noted in planning discussions there are capacity issues at both, and in particular site circulation issues at Pioneer that impact day to day use.

All other school buildings rank in the 'Poor' category, indicating there is significant maintenance needed due to the building age generally.

Because of these factors, we are recommending a significant allowance as our primary scope baseline, focused on overall repair and maintenance at all sites.

Building Name	Facilities Condition Index (FCI) Rating			
	GOOD (0% - 5%)	FAIR (5% - 10%)	POOR (10% - 30%)	*CRITICAL (30%+)
Cascades Elementary School			27.1%	
Green Acres Elementary School			20.4%	
Riverview Elementary School	3.7%			
Pioneer Elementary School	4.1%			
Hamilton Creek K-8 School			20.7%	
Lacombe K-8 School				33.8%
Seven Oak Middle School			22.8%	
Lebanon High School			18.6%	
District Office			19.7%	
Maintenance Building		9.6%		
Transitions Building	4.8%			

*Recommend replacement over renovation

MAIN REPORT

Continuation of the Planning Efforts

The District has outlined the overall ‘needs’ list, as represented above and in the more detailed appendix information. The next step in the process is to determine the priorities of the work, including options for some of this work to be completed beyond the 10-year time frame of the LRFP. 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.

However, the District understands support for such large amounts will be difficult and may take quite some time to build a campaign to move forward with some / all these items. With the District’s approach to provide scope at each building relative to the condition and educational capacity needs, but of a manageable size, this accommodates doing much of the work relatively quickly after the bond is passed and funds become available.

The District intends to continue and expand the community outreach already begun as part of this process.

