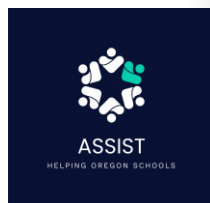




# COMMUNITY BOND ADVISORY COMMITTEE MEETING #7

Scappoose School District  
February 17, 2026



# AGENDA

1. **Welcome / Agenda Review**
2. **Updates on Seismic Rehabilitation Grant Program (SRGP) Application**
3. **Recap of CBAC Meeting #6 – January**
4. **Middle School: Two Big Questions**
5. **Project options for other schools**
6. **Exercise: Two Perspectives**
7. **Next Meeting & Meeting Close**

# SSD CBAC - DETAILED TIMELINE

2025				2026										
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
<b>Community Board Advisory Committee (CBAC)</b>											<b>Informational Campaign</b>			
<b>CBAC #1</b> Sep 30	<b>CBAC #2</b> Oct 21	<b>CBAC #4</b> Nov 18	<b>CBAC #5</b> Dec 16	<b>CBAC #6</b> Jan 20	<b>CBAC #7</b> Feb 17	<b>CBAC #8</b> Mar 17	<b>Community Feedback on Draft Options</b>			<b>CBAC #9</b> Jul 21	<b>Informational Campaign Outreach &amp; Information</b>			
Introductions & Process	Tour District facilities - Part 1	Admin / Staff Student presentations	Bond/Levy Finance 101	Priorities	Refine options	Draft Rec(s)	Open Houses Community Presentations Survey/Polling			Final Rec	Open Houses Community Presentations			
Community Concerns	<b>CBAC #3</b> Oct 28	Building Condition Assessment High-Level Overview	How Public Projects / Prevailing Wage works	Brainstorm target projects	Review initial cost estimates		<b>Present Draft Rec(s) to Board</b> April 13			<b>Apply for OSCIM Grant - July 15</b>	<b>Board Meeting</b> Early August Resolution for Election			<b>Election</b>
Review prior LRF	Tour District facilities - Part 2	Athletics	District O&M Budgeting						<b>Notification of OSCIM Grant</b>	<b>Election Filing Deadline</b> (mid August)				
		Intro to OSCIM Grant							<b>Board Meeting</b> CBAC present final recommendation					

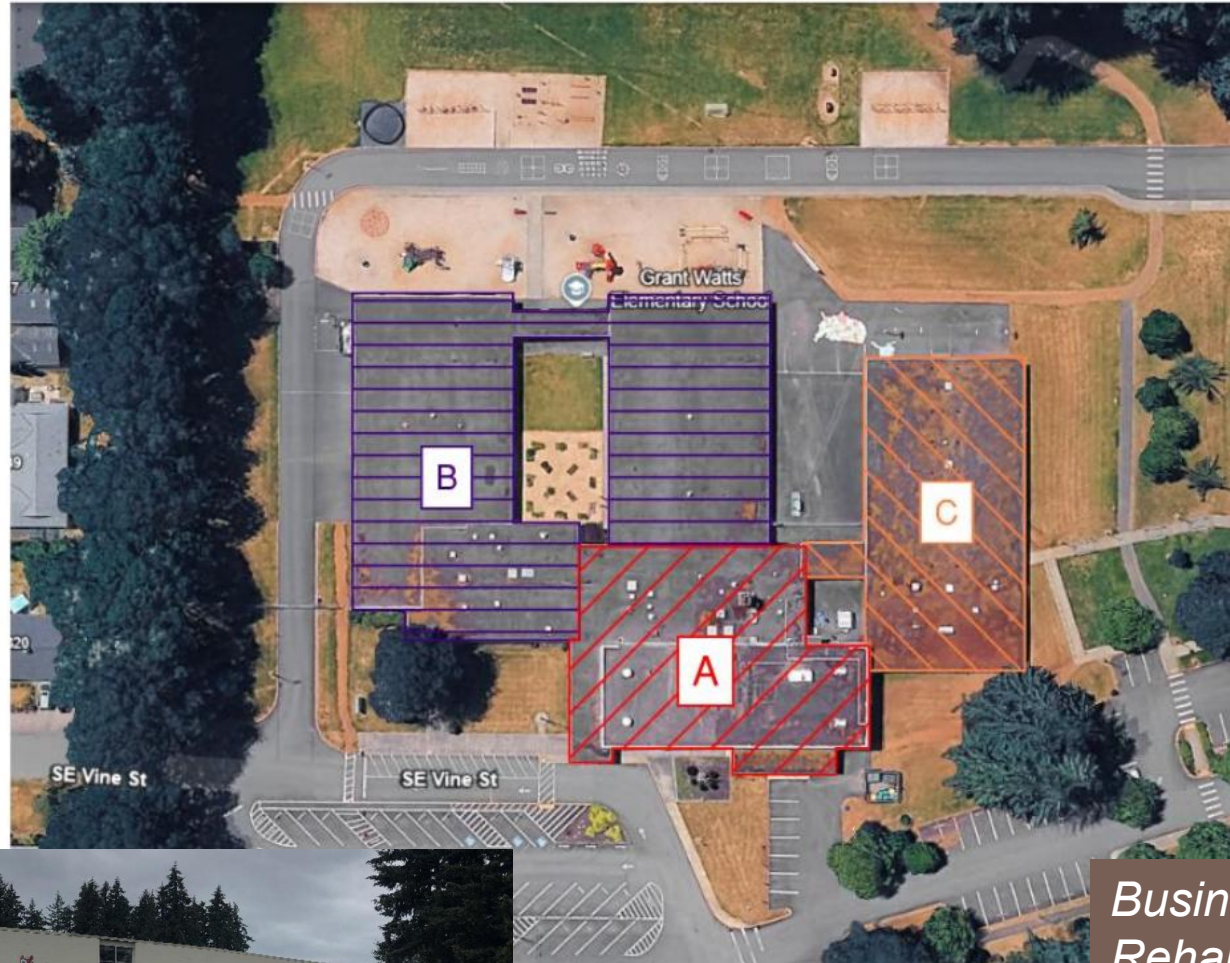
# GROUND RULES

- Definition of Consensus = *“I can live with it, and I can support it”*
  - Let’s recognize that we probably won’t agree on everything 100% of the time.
  - The expectation is we develop a recommendation we can all support, even if it does not include everything we individually might have wanted.



# SRGP APPLICATION FOR GRANT WATTS

- Application for \$2,490,371, submitted Jan 2026
- Awards announced Spring 2026
- If grant received, work would be performed likely in Summer 2027
- Areas in Seismic Rehabilitation Scope (Area A): Gymnasium, Lobby, Hallway, Boiler Room, Restrooms



Building Name: Gymnasium  
Building Type: URM  
Previous Seismic Retrofit: No  
IN SCOPE



Building Name: Classrooms  
Building Type: W2  
Previous Seismic Retrofit: No  
NOT IN SCOPE



Building Name: Classroom Addition  
Building Type: W2  
Previous Seismic Retrofit: No  
NOT IN SCOPE



*Business Oregon Seismic Rehabilitation Grant Program (SRGP) requires that upgraded areas continue to be used for 10 years*

# RECAP OF CBAC MEETING #6 - JANUARY

- What we heard:
  - The Middle School is an immediate need and high priority
  - A high level of investment is desired for the Middle School
  - Highest-priority qualities desired for the Middle School are “Warm, Safe, & Dry”, ADA, Energy Efficiency, Seismic Safety
  - CBAC is interested in replacing the Middle School, not remodeling existing building
  - A low-to-medium level of investment is an immediate need for all other school facilities
  - Request for more detailed information on what was in the last bond attempt in Nov 2023

## MIDDLE SCHOOL

# Two big questions:

- 1) Should a Middle School replacement be Grades 6, 7, 8 **OR** Grades 7, 8?
- 2) Should a Middle School replacement be at the current Middle School site **OR** at the High School site?

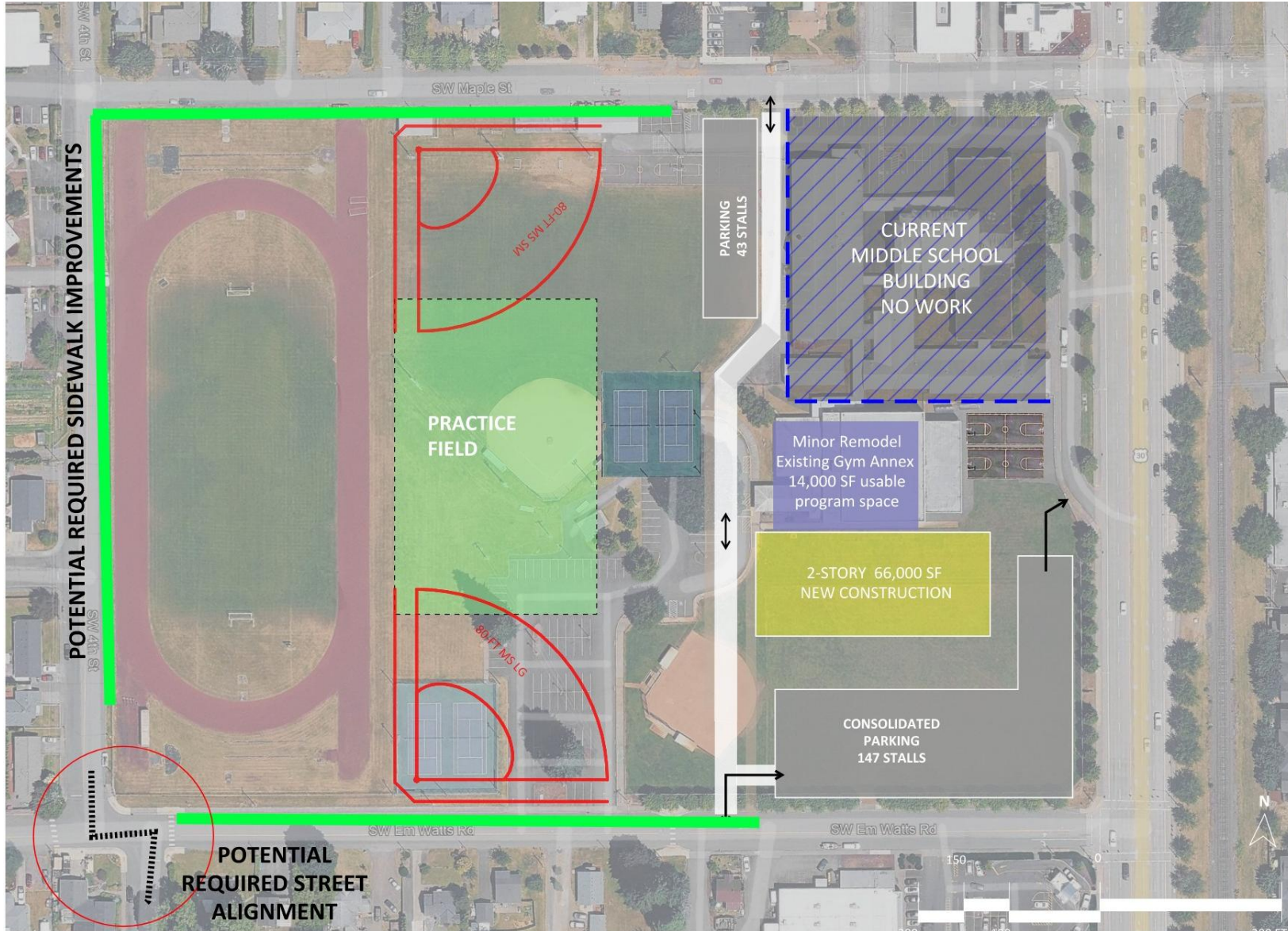
# TWO BIG QUESTIONS...FOUR OPTIONS

	Middle School Site	High School Site
Grades 6, 7, 8	Option 1 Middle School Site Grades 6, 7, 8	Option 2 High School Site Grades 6, 7, 8
Grades 7, 8	Option 3 Middle School Site Grades 7, 8	Option 4 High School Site Grades 7, 8

# WHAT ARE OUR ASSUMPTIONS?

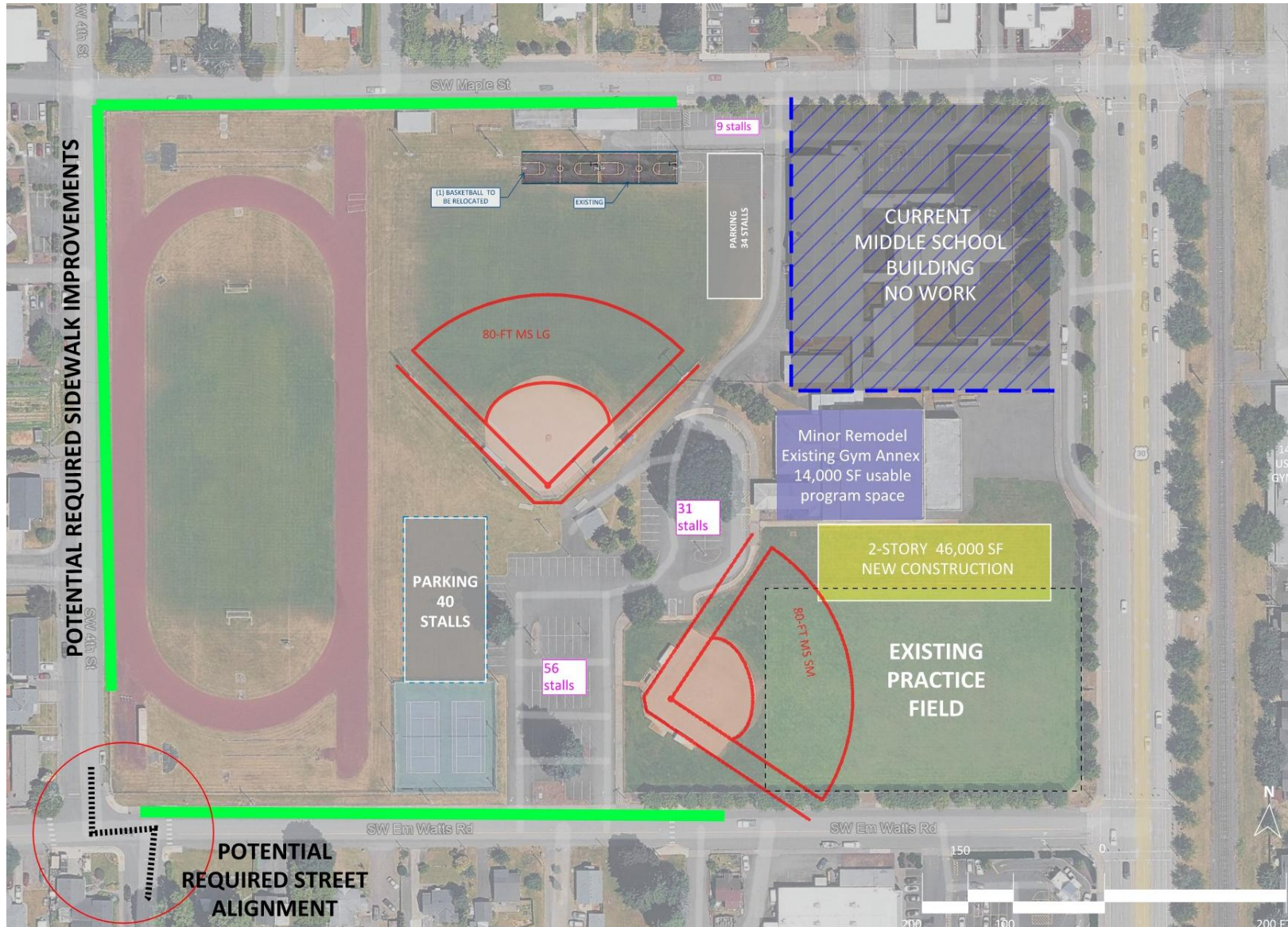
- Grades 7-8 enrollment for 24-25 school year = 295 students
- Middle School replacement - # of students
  - Grades 7, 8 = 60,000 SF program for 325 students
  - Grades 6, 7, 8 = 80,000 SF program for 465 students
- At the current Middle School site:
  - No work in existing Middle School main building/courtyard additions
  - We retain the Annex Gym (“New Gym”) for school district use
- If new construction affects an existing playfield or facility, we have to “put it back” somewhere
- We are creating an “Apples to Apples” comparison to understand development and cost trade-offs between the two sites
- All budgets include construction cost, escalation to Q2 2029 (midpoint of construction), development/soft costs, and contingency

# OPTION 1: MIDDLE SCHOOL SITE, GRADES 6, 7, 8



Option 1	
Grades 6, 7, 8	
Middle School Site	
New Construction - 66,000 SF	\$ 60,428,082
Minor Remodel Existing Gym Annex - 14,000 SF usable program space	\$ 4,191,829
<b>Total School Area - 80,000 SF</b>	<b>\$ 64,619,911</b>
Site Work and Parking	\$ 5,547,134
Site Devel & Replace affected athletic fields	\$ 6,349,455
Sidewalks	\$ 775,016
Right-of-Way/Street Alignment	\$ 1,162,655
<b>Total Site</b>	<b>\$ 13,834,259</b>
<b>Grand Total</b>	<b>\$ 78,454,171</b>

# OPTION 3: MIDDLE SCHOOL SITE, GRADES 7, 8

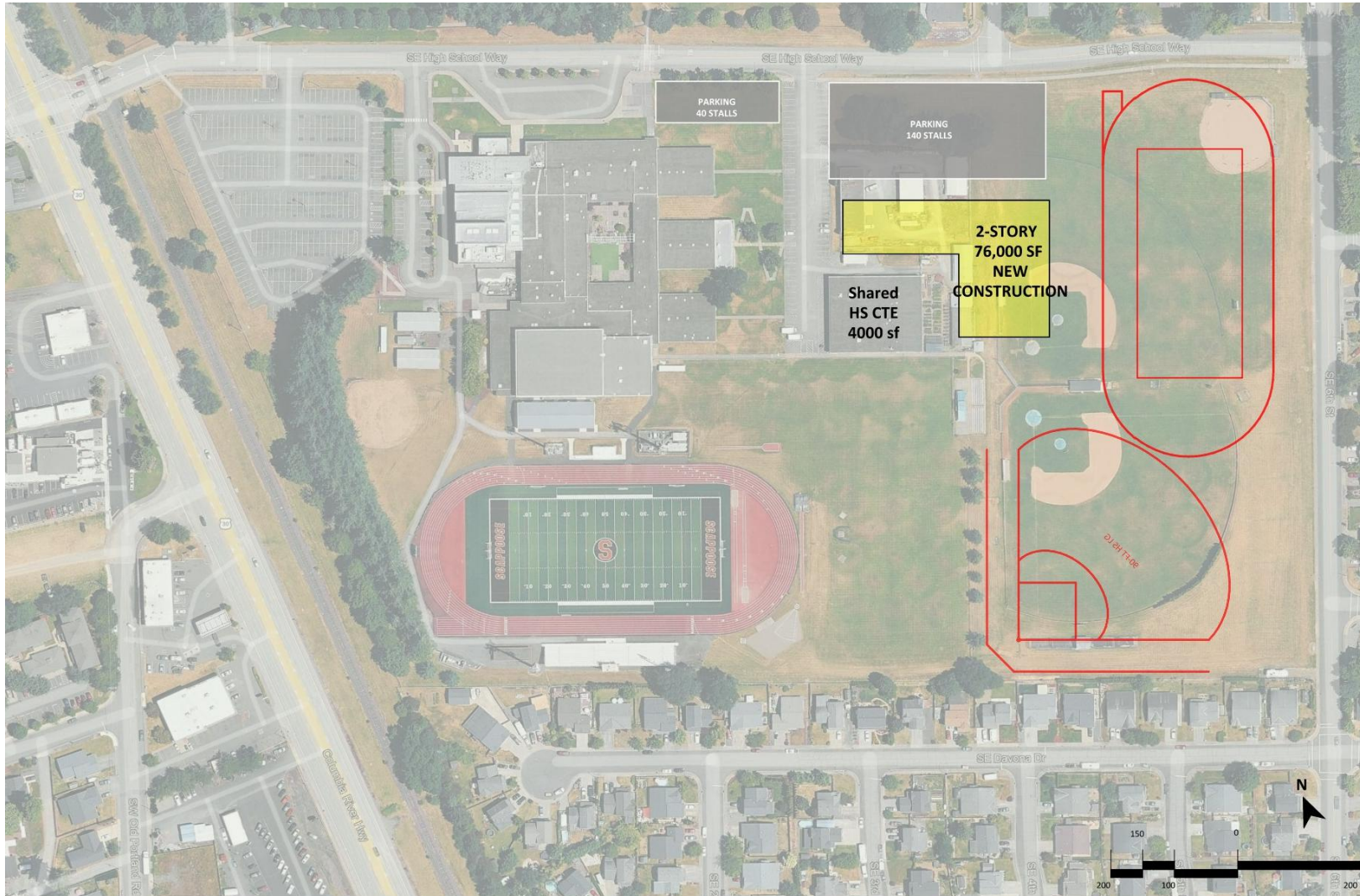


## Option 3

### Grades 7, 8 Middle School Site

New Construction - 46,000 SF	\$	43,526,028
Minor Remodel Existing Gym Annex - 14,000 SF usable program space	\$	4,191,829
<b>Total School Area - 60,000 SF</b>	<b>\$</b>	<b>47,717,857</b>
Site Work and Parking	\$	3,722,731
Site Devel & Replace affected athletic fields	\$	524,657
Sidewalks	\$	775,016
Right-of-Way/Street Alignment	\$	1,162,655
<b>Total Site</b>	<b>\$</b>	<b>6,185,058</b>
<b>Grand Total</b>	<b>\$</b>	<b>53,902,915</b>

# OPTION 2: HIGH SCHOOL SITE, GRADES 6, 7, 8



## Option 2

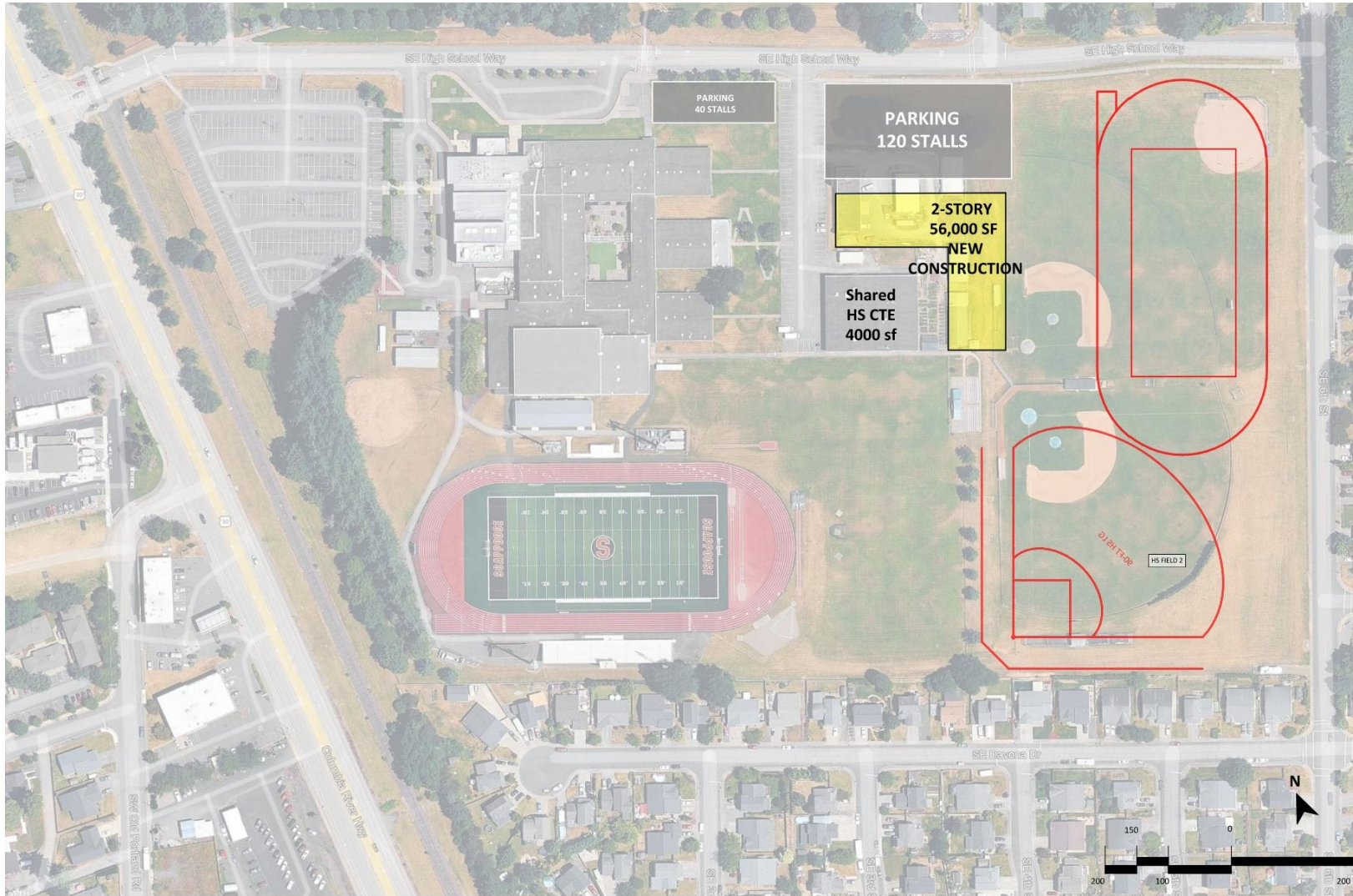
### Grades 6, 7, 8 High School Site

New Construction = 76,000 SF	\$ 69,393,168
Remodel S Wing (CTE Classrooms) = 4,000 SF	\$ 520,000
<b>Total School Area - 80,000 SF</b>	<b>\$ 69,913,168</b>
Site Work and Parking	\$ 4,577,990
Site Devel & Replace affected athletic fields	\$ 12,422,697
Replace affected maintenance facility	\$ 4,082,000
<b>Total Site</b>	<b>\$ 21,082,688</b>
<b>Grand Total</b>	<b>\$ 90,995,856</b>



MS Site  
Replace  
Affected  
Athletic Fields

# OPTION 4: HIGH SCHOOL SITE, GRADES 7, 8



## Option 4

### Grades 7, 8 High School Site

New Construction = 56,000 SF	\$ 51,131,808
Remodel S Wing (CTE Classrooms) = 4,000 SF	\$ 520,000
<b>Total School Area - 60,000 SF</b>	<b>\$ 51,651,808</b>
Site Work and Parking	\$ 4,823,515
Site Devel & Replace affected athletic fields	\$ 12,422,697
Replace affected maintenance facility	\$ 4,082,000
<b>Total Site</b>	<b>\$ 21,328,212</b>
<b>Grand Total</b>	<b>\$ 72,980,020</b>



MS Site  
Replace  
Affected  
Athletic Fields



# Scappoose Middle School Options

Updated 2/17/2026 PL

Option 1		Option 2		Option 3		Option 4	
Grades 6, 7, 8		Grades 6, 7, 8		Grades 7, 8		Grades 7, 8	
Middle School Site		High School Site		Middle School Site		High School Site	
New Construction - 66,000 SF	\$ 60,428,082	New Construction = 76,000 SF	\$ 69,393,168	New Construction - 46,000 SF	\$ 43,526,028	New Construction = 56,000 SF	\$ 51,131,808
Minor Remodel Existing Gym Annex - 14,000 SF usable program space	\$ 4,191,829			Minor Remodel Existing Gym Annex - 14,000 SF usable program space	\$ 4,191,829		
		Remodel S Wing (CTE Classrooms) = 4,000 SF	\$ 520,000			Remodel S Wing (CTE Classrooms) = 4,000 SF	\$ 520,000
<b>Total School Area - 80,000 SF</b>	<b>\$ 64,619,911</b>	<b>Total School Area - 80,000 SF</b>	<b>\$ 69,913,168</b>	<b>Total School Area - 60,000 SF</b>	<b>\$ 47,717,857</b>	<b>Total School Area - 60,000 SF</b>	<b>\$ 51,651,808</b>
Site Work and Parking	\$ 5,547,134	Site Work and Parking	\$ 4,577,990	Site Work and Parking	\$ 3,722,731	Site Work and Parking	\$ 4,823,515
Site Devel & Replace affected athletic fields	\$ 6,349,455	Site Devel & Replace affected athletic fields	\$ 12,422,697	Site Devel & Replace affected athletic fields	\$ 524,657	Site Devel & Replace affected athletic fields	\$ 12,422,697
		Replace affected maintenance facility	\$ 4,082,000			Replace affected maintenance facility	\$ 4,082,000
Potential Required Sidewalks	\$ 775,016			Potential Required Sidewalks	\$ 775,016		
Potential Required Right-of-Way/Street Alignment	\$ 1,162,655			Potential Required Right-of-Way/Street Alignment	\$ 1,162,655		
<b>Total Site</b>	<b>\$ 13,834,259</b>	<b>Total Site</b>	<b>\$ 21,082,688</b>	<b>Total Site</b>	<b>\$ 6,185,058</b>	<b>Total Site</b>	<b>\$ 21,328,212</b>
<b>Grand Total</b>	<b>\$ 78,454,171</b>	<b>Grand Total</b>	<b>\$ 90,995,856</b>	<b>Grand Total</b>	<b>\$ 53,902,915</b>	<b>Grand Total</b>	<b>\$ 72,980,020</b>

All budgets include construction cost, escalation to Q2 2029 (midpoint of construction), development/soft costs, and contingency.

MIDDLE SCHOOL

# **Pros & Cons**

Grades 6, 7, 8

**OR** Grades 7,8

## SSD - Middle School Grade Levels

Grades 6-8	Grades 7-8
<b>Pros</b>	<b>Pros</b>
<ul style="list-style-type: none"> <li>● <b>Aligned with the traditional middle school model (6–8)</b> The 6–8 configuration is common and supports developmentally responsive structures such as departmentalized instruction, team teaching, and guidance programs across all middle grades.</li> <li>● <b>Extended middle school academic culture</b> Provides three years to build academic growth, consistent expectations, curriculum pacing, learning strategies, and strong vertical alignment with cohesive MTSS/intervention systems.</li> <li>● <b>Stronger relationships and sense of belonging</b> Three years allow students to build peer connections, mentorship opportunities across grade levels, and a consistent school culture.</li> <li>● <b>Leadership opportunities for older students</b> 8th graders can serve as role models and leaders within the full 6–8 population, which research links to improved school climate.</li> <li>● <b>Greater scheduling flexibility</b> Increased opportunities for electives, exploratory courses, acceleration, and centralized specialized spaces (science labs, CTE, athletics).</li> <li>● <b>Operational and staffing efficiencies</b> More efficient staffing allocations across content and support services, with economies of scale in programming and operations.</li> <li>● <b>Predictable enrollment concentration</b> Supports long-term facility planning and resource allocation.</li> <li>● <b>Frees up space</b> for Grades K-5 at Otto Petersen, Grant Watts, and Warren.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Developmentally aligned grade configurations (K–6 and 7–8)</b> Sixth graders remain in an elementary setting one additional year, while seventh and eighth graders are grouped with peers closer in age, maturity, and academic readiness.</li> <li>● <b>Fewer early transitions</b> Students avoid a middle school transition during sixth grade, reducing disruption during a critical developmental period. Research links school transitions to temporary declines in academic performance.</li> <li>● <b>More age-aligned peer grouping</b> Grouping 7th and 8th graders together may support stronger instructional alignment, more consistent behavioral expectations, and fewer discipline challenges than a wider 6–8 span.</li> <li>● <b>Reduced exposure to older peer influences for younger students</b> Keeping sixth graders separate may limit exposure to older adolescent behaviors and peer pressures.</li> <li>● <b>Simplified supervision and behavioral systems</b> A more developmentally similar student population can streamline behavior systems, increase adult visibility, and improve campus manageability.</li> <li>● <b>Enrollment distribution benefits</b> Potentially lowers enrollment load per secondary building and may reduce immediate capacity pressures at the middle school.</li> <li>● <b>Focused 7–8 academic programming</b> Creates opportunities for targeted academic supports, electives, and programming specifically designed for upper middle grades.</li> </ul>

<b>Cons</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li data-bbox="207 212 787 415"> <p>● <b>Increased supervision and management demands</b> A larger student population and broader developmental span (ages and maturity levels) require layered behavior systems and increased adult supervision.</p> </li> <li data-bbox="207 457 787 699"> <p>● <b>Earlier transition to a secondary structure</b> Sixth graders move into a middle school setting sooner, requiring significant transition supports and adjustment to departmentalized schedules and greater independence.</p> </li> <li data-bbox="207 741 787 982"> <p>● <b>Academic transition impact for 6th graders</b> Research indicates that sixth graders in 6–8 models may experience measurable declines in math and English achievement following the transition, with some effects persisting into later grades.</p> </li> <li data-bbox="207 1024 787 1266"> <p>● <b>Social and behavioral considerations for younger students</b> Sixth graders may be more susceptible to older peer influences, increased discipline referrals, and stress related to organizational and self-management expectations.</p> </li> <li data-bbox="207 1308 787 1486"> <p>● <b>Developmental alignment concerns</b> Traditional middle school structures may not fully align with the developmental stage of some sixth graders, who are still building foundational academic and social skills.</p> </li> <li data-bbox="207 1528 787 1696"> <p>● <b>Facility capacity requirements</b> Requires sufficient cafeteria, gym, commons, and traffic flow capacity to accommodate higher enrollment concentration.</p> </li> <li data-bbox="207 1738 787 1875"> <p>● <b>Facility impact and long-term costs</b> Greater enrollment concentration may accelerate facility wear and tear and increase operational demands.</p> </li> </ul>	<ul style="list-style-type: none"> <li data-bbox="873 212 1463 453"> <p>● <b>Shortened middle school experience (7–8 only)</b> Students have only two years to implement academic growth cycles, develop leadership skills, and establish a strong middle school identity before transitioning to high school.</p> </li> <li data-bbox="873 495 1463 699"> <p>● <b>Reduced time to build belonging and continuity</b> A shorter span limits the time students have to form lasting peer connections and adapt to middle school expectations before another transition.</p> </li> <li data-bbox="873 741 1463 951"> <p>● <b>Scheduling and programming constraints</b> Smaller enrollment may reduce elective offerings, exploratory courses, and acceleration opportunities, and may create scheduling limitations.</p> </li> <li data-bbox="873 993 1463 1161"> <p>● <b>Staffing and operational efficiencies</b> Smaller secondary enrollment may lead to less efficient staffing allocations and potential duplication of administrative structures across sites.</p> </li> <li data-bbox="873 1203 1463 1444"> <p>● <b>Delayed access to middle school instructional structures</b> Excluding 6th grade may delay access to departmentalized instruction, team teaching, counseling supports, and specialized middle school pedagogy designed to support adolescents.</p> </li> <li data-bbox="873 1486 1463 1696"> <p>● <b>Clustered transition challenges</b> Students transitioning in 7th grade may require concentrated adjustment supports as they adapt to both a new school environment and middle school structures at the same time.</p> </li> <li data-bbox="873 1738 1463 1948"> <p>● <b>Continuity and culture considerations</b> A split configuration can create separate school cultures and administrative systems, which may complicate alignment of professional practice and resource allocation.</p> </li> </ul>



MIDDLE SCHOOL

# **Pros & Cons**

Middle School Site  
**OR** High School Site

# **Project Options for Other Schools**



# District-Wide Improvement Options

Updated 2/17/2026 CH

Tier	School	Item Description	Item Total (\$)
<b>Grant Watts Elementary</b>			
Tier 1	Grant Watts Elementary	Roof - Replace/Add Insulation (Excludes area in Seismic Grant)	\$ 4,563,463
Tier 1	Grant Watts Elementary	Safety/Security Improvements	\$ 2,326,042
Tier 1	Grant Watts Elementary	HVAC - Upgrade Controls to DDC	\$ 1,541,155
Tier 1	Grant Watts Elementary	HVAC - Replace System & Add Air Conditioning	\$ 8,346,244
<b>Subtotal Tier 1</b>			<b>\$ 16,776,904</b>
Tier 2	Grant Watts Elementary	Exterior Windows - Replace	\$ 4,449,469
Tier 2	Grant Watts Elementary	Lighting Fixtures & Controls - Replace	\$ 1,671,268
Tier 2	Grant Watts Elementary	Asbestos Containing Floor Tile - Replace (Partial)	\$ 843,143
<b>Subtotal Tier 2</b>			<b>\$ 6,963,880</b>
<b>Total Grant Watts Elementary</b>			<b>\$ 23,740,784</b>
<b>Otto Petersen Elementary</b>			
Tier 1	Otto Petersen Elementary	HVAC - Replace Cooling Tower	\$ 771,269
Tier 1	Otto Petersen Elementary	Safety/Security Improvements	\$ 2,487,279
<b>Subtotal Tier 1</b>			<b>\$ 3,258,548</b>
Tier 2	Otto Petersen Elementary	Acoustic Improvements	\$ 1,822,508
<b>Subtotal Tier 2</b>			<b>\$ 1,822,508</b>
<b>Total Otto Petersen Elementary</b>			<b>\$ 5,081,056</b>
<b>Sauvie Island School</b>			
Tier 1	Sauvie Island School	Roof - Replace/Add Insulation (Partial)	\$ 1,230,210
Tier 1	Sauvie Island School	Safety/Security Improvements	\$ 1,839,562
Tier 1	Sauvie Island School	Parking Lot - Replace Subgrade/Asphalt	\$ 768,555
<b>Subtotal Tier 1</b>			<b>\$ 3,838,326</b>
Tier 2	Sauvie Island School	Exterior Windows - Replace (Partial)	\$ 156,237
Tier 2	Sauvie Island School	CTE Space - Interior Remodel	\$ 1,542,537
Tier 2	Sauvie Island School	Covered Play Area - Add New	\$ 1,107,846
<b>Subtotal Tier 2</b>			<b>\$ 2,806,620</b>
<b>Total Sauvie Island School</b>			<b>\$ 6,644,946</b>
<b>Scappoose High School</b>			
Tier 1	Scappoose High School	HVAC - Upgrade Controls to DDC	\$ 4,122,611
Tier 1	Scappoose High School	HVAC - Replace Boiler and Centralized HVAC Equipment	\$ 6,342,479
<b>Subtotal Tier 1</b>			<b>\$ 10,465,090</b>
Tier 2	Scappoose High School	Building Exterior - Repaint	\$ 403,613
Tier 2	Scappoose High School	Safety/Security Improvements (primarily fencing)	\$ 5,196,088
Tier 2	Scappoose High School	Exterior Windows - Replace (Partial)	\$ 1,103,063
<b>Subtotal Tier 2</b>			<b>\$ 6,702,763</b>
<b>Total Scappoose High School</b>			<b>\$ 17,167,853</b>
<b>Warren Elementary School</b>			
Tier 1	Warren Elementary School	Roof - Replace/Add Insulation (Partial)	\$ 998,266
Tier 1	Warren Elementary School	Parking - Add Lot / Relocate Field	\$ 753,400
Tier 1	Warren Elementary School	HVAC - Upgrade Controls to DDC	\$ 953,752
Tier 1	Warren Elementary School	Security Improvements	\$ 1,974,616
<b>Subtotal Tier 1</b>			<b>\$ 4,680,034</b>
Tier 2	Warren Elementary School	Exterior Windows - Replace (Partial)	\$ 171,692
Tier 2	Warren Elementary School	Group Restrooms - Complete Remodel	\$ 652,455
<b>Subtotal Tier 2</b>			<b>\$ 824,147</b>
<b>Total Warren Elementary School</b>			<b>\$ 5,504,181</b>
<b>GRAND TOTAL</b>			<b>\$ 58,138,821</b>

All budgets include construction cost, escalation to Q2 2029 (midpoint of construction), development/soft costs, and contingency.



GRANT

52000

GRANT  
ELEMENTARY  
SCHOOL

**STRETCH BREAK!**

# EXERCISE: TWO PERSPECTIVES

Alice

Bob

## What do Alice and Bob have in common?

- Alice and Bob both live and own property within the Scappoose School District boundary and are voters. Both pay attention to public affairs and do their research on voter initiatives.
- Both are generally supportive of SSD and the district's contribution to the community, though may offer constructive criticism at times.
- Both recognize that some of SSD's buildings are aging and that capital investment is needed to provide a better educational environment.
- Both want their tax dollars to be used responsibly.
- Both want a good value for their tax dollars.

# EXERCISE: TWO PERSPECTIVES

## Alice

- Alice is generally in support of a higher investment in schools.
- Alice points out that Scappoose SD's bond rate is lower than St. Helens SD's school bond rates.

CBAC #5 – Piper Sandler Analysis, Page 16

- Alice does have a limit to the amount she's willing to see her property taxes raised.

## Bob

- Bob is concerned about how much a new bond might increase the amount his family pays in taxes.
- Bob points out that SSD already has a bond that he is paying toward.
- Bob prefers to minimize the amount of interest paid on borrowed funds.
- Bob believes in “staying within our means”.
- Bob voted no on the last bond.

# Thank you!

Next Meeting  
Tuesday, March 17

Meet at  
District Office

Dinner at 6:00 p.m.  
Meeting start at 6:30 p.m.

