Greater Albany Public School District 8J
718 Seventh Avenue SW
Albany, OR 97321

BOARD WORK SESSION

Agenda

Monday, October 19, 2026 6:00 PM

Andy Gardner, Superintendent

Greater Albany Public School Board meetings are audio recorded to ensure accuracy of meeting minutes.

Mission:
Building bridges to lifelong learning and brighter futures.

Values and Beliefs:
Build lifelong learners
Respect individuals and community
Instruct at the highest level, preparing students for life
Design systems that represent all voices
Grow social, emotional, and physical well being
Engage multiple perspectives
Strengthen relationships

A. CALL TO ORDER (6:00 p.m.)
B. PLEDGE OF ALLEGIANCE
C. LONG RANGE FACILITY ADVISORY COMMITTEE PRESENTATION ***2***
1. Long Range Facility Plan - Andy Gardner / LRFAC Committee ***38***
2. Facility Planning Policy - Andy Gardner ***504***
3. General Obligation Capitol Improvement Bond Recommendation - Andy Gardner
4. Bond Planning Committee - Andy Gardner
D. ADJOURN

DATES OF INTEREST TO THE SCHOOL BOARD
October 23 - PrePlanning @ District Office, 9:00 am (Chair Wilson and Vice Chair Taylor)
November 2 - All Stars @ Albany Performing Arts Center, 6:30 pm
November 16 - Regular Board Meeting @ District Office, 7:00 pm

*Executive Session and Pre-Planning meetings are not open to the public.

Meetings are open to the public either in person or virtually on the district's YouTube Channel.

ORS 192.640(1) The governing body of a public body shall provide for and give public notice, reasonably calculated to give actual notice to interested persons including news media which have requested notice, of the time and place for holding regular meetings. The notice shall also include a list of the principal subjects anticipated to be considered at the meeting, but this requirement shall not limit the ability of a governing body to consider additional subjects.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Greater Albany Public School District, Chris Green (541) 967-4511.

Closed Captioning information is available at https://albany.k12.or.us/about/closed-captioning

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Board Work Session

Long Range Facility Advisory Committee (LRFAC)

Recommendation to the Board

October 19, 2026

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Building bridges to lifelong learning and brighter futures.

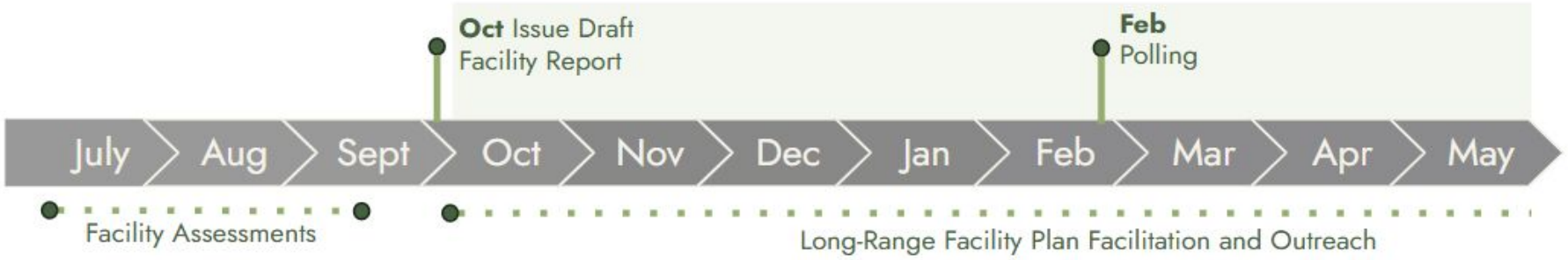
Long Range Facilities Advisory Committee (LRFAC)

John Andersen
Lisa Avery
Abel Condrea
Rick Costain
Liz Craig
Jodi Dedera
Pat Eastman
Tonya Everest
Joann Filice
Beth Henkel
Alex Johnson II
Doris Johnston
Mark Leonard
Dana Lovejoy
Stephanie Lunceford
Kevin Manske
Max Nazarian
Jill Nelson
Chris Norman
Karsen O'Bryan
Dick Perdue
Dave Reece
Chris Reese
Pat Richards
Shawn Rubesh
Matt Ruettgers
Bob Stalick
Janet Steele
Sean Taylor
Tim Washko

LRFAC Recommendation to the Board

- Approve Long Range Facility Plan
  - Submit to State of Oregon Facilities Division by Dec. 1
- Approve recommendation of Bond at current tax rate to begin bond planning.
  - Board will accept, Bond Planning Committee will continue to clarify budget and concept issues.
  - Board will ultimately approve specific bond proposal in February 2027
- Adopt policy FB - Facilities Planning

Facility Planning Process



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Facility Planning Process

Purpose of a Long-Range Facility Plan

- Provides a community supported roadmap for facility development
- Prioritizes needs based on
  - urgency,
  - budget and
  - strategic importance
- Guides capital improvement decisions
- IS A LIVING DOCUMENT

GAPS Bond History

2017 Bond Projects–Pat Eastman

Bond History over time-Bob Stalik

Facility Condition Assessments

- **The District participated in the Statewide Facility Assessment Program during the 2024-25 school year.**
- **This program was supported by federal funds. (Support America's School Infrastructure Program)**
- **What was the Goal?**
  - **Provide the state and district deferred maintenance and cost estimates. (huge spreadsheets with replacement costs)**
    - **Structure, Exterior, Roofing, Interiors, Plumbing, HVAC, Electrical, Fire and Electronic Systems, Equipment and Furnishing**
    - **ADA Assessment**
    - **Key findings**

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Facility Condition Assessments

Example

Calapooia Middle School Main: System Expenditure Forecast						
System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)	Med Term (6-10 yr)	Long Term (11-20 yr)	TOTAL
Structure	$0	$0	$0	$0	$0	$0
Facade	$7,404	$1,041,233	$160,430	$82,604	$253,699	$1,545,370
Roofing	$14,850	$0	$0	$1,196,218	$24,690	$1,235,758
Interiors	$0	$304,102	$1,359,946	$551,771	$2,603,845	$4,819,664
Plumbing	$0	$0	$18,685	$269,782	$1,616,527	$1,904,994
HVAC	$0	$0	$353,706	$1,018,257	$1,830,644	$3,202,607
Fire Protection	$0	$0	$0	$217,878	$1,368,187	$1,586,065
Electrical	$0	$0	$130,680	$1,232,220	$1,167,569	$2,530,469
Fire Alarm & Electronic Systems	$0	$0	$314,185	$1,277,321	$563,353	$2,154,859
Equipment & Furnishings	$55,825	$0	$108,943	$1,403,416	$864,501	$2,432,685
Sitework	$0	$0	$0	$168,423	$30,268	$198,691
TOTALS	**$78,100**	**$1,345,400**	**$2,646,600**	**$7,417,900**	**$10,323,300**	**$21,611,300**

Facility Condition Assessments

Example: Key findings

Foodservice Equipment in Poor condition.

Walk-In, Combination Freezer/Refigerator
Calapooia Middle School Main Kitchen

Uniformat Code: E1030
Recommendation: **Replace in 2025**

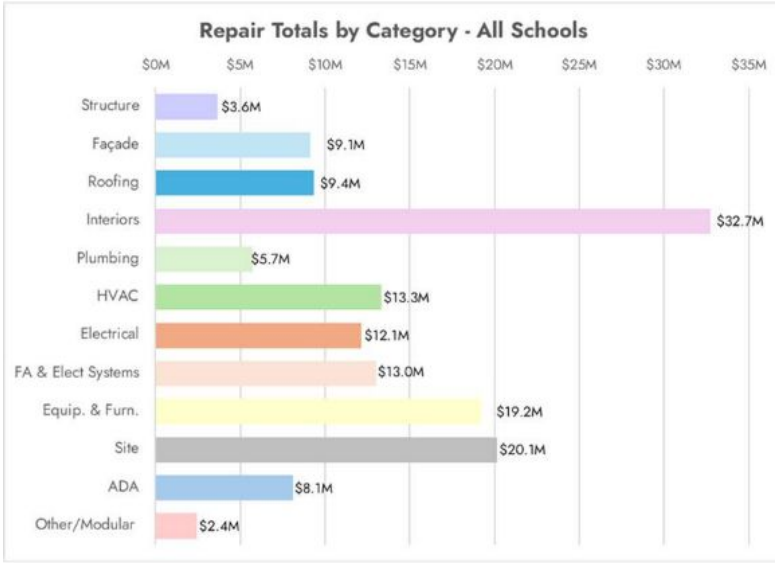
Plan Type: Safety

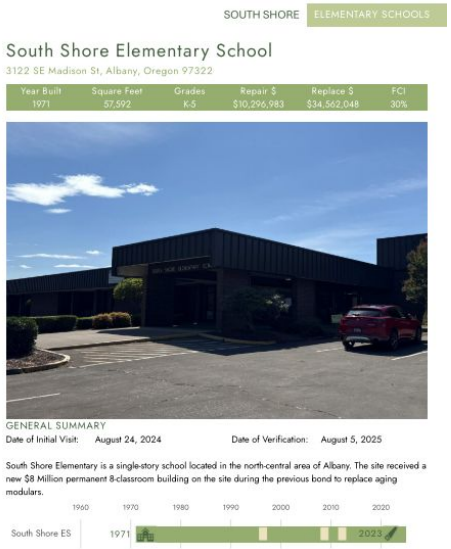
Cost Estimate: $55,800

Termite damage found, unit urgently needs replacement. - AssetCALC ID: 8057531

Facility Condition Reports

- **SAJ Architecture completed additional assessments in collaboration with Facilities and Building Principals to combine with ODE's work to generate the Facility Assessment Reports**
- **These reports served as the foundation for the committee to prioritize facility needs.**





High Priorities Budget

HIGH Priority Items		
		Base Cost
Roof Replacement	Tak, Oak, SS, NAMS, Timber	$15,475,848
Replace Windows	Wav, Laf, Sun	$8,400,000
Mechanical Upgrades	NAES, CES (t), NAMS, Cal, Mem, SAHS, WAHS	$11,923,405
ADA Doors and Hardware	District Wide	$1,900,000
ADA Restrooms	District Wide	$1,700,000
ADA Fixtures	District Wide	$800,000
Asbestos Removal	NAES Gym, CAL, NAMS, WAHS	$4,558,859
7 Classroom Addition at ES	Tak	$7,600,000
Replace Door Hardware	District Wide	$1,528,490
Secured Vestibule	ES Only	$3,663,900
Demo Bldg 3 and Replace Bldg 6	SAHS	$33,900,000
PH 2 Core Classroom Replacement	WAHS	$61,300,000
Renovate Building 2 SAHS	SAHS	$7,000,000
Blacktop Replacements	Various District Locs	$1,500,000
Playground Repairs	Various District Locs	$2,000,000
Concreate Repairs	Various District Locs	$200,000
Renovate Auditorium	SAHA	$270,200
	Total	**$163,720,702**

Medium Priorities Budget

MEDIUM Priority Items		
		Base Cost
Envelope Improvements	Laf, Lib, NAES, SS, Sun, Wav, Cal, Mem, NAMS, Timber, SAHS	$6,971,874
Roof Replacement	SAHS	$2,830,767
Roofing Repairs	Lib, NAES, Per, Wav, Cal, Mem, Timber, SAHS	$3,006,424
Window Replacement	NAES, Oak ,Per, SS, Tak, Cal, Mem, NAMS, AOS, WAHS	$4,849,818
Mechanical Repairs	Laf, Lib, Oak, Per, SS, Sun, Tak, Wav, Cal, Mem, NAMS	$10,081,372
ADA Site	District Wide	$6,400,000
Asbestos Removal	Laf, Lib, SS, Sun	$1,951,911
Add Cooling	District Wide	$102,622,254
Modulars - Replace w/ Classrooms (ES)	Lib, NAES, Oak, Sun, Tak, Wav	$20,089,098
Site/Playground Irrigation	District Wide	$16,089,020
Replace Lighting and Controls	District Wide	$13,144,341
Replace Intercom and Master Clocks	District Wide	$7,473,611
Covered Play Needed (ES)	Wav, Tak, Tan, Cen	$5,734,800
Carpet Replacement ($150k ea)	District Wide - ES	$2,500,000
SAHS Pool Repairs	SAHS	$6,300,000
	Total	**$210,045,290**

Low Priorities Budget

LOW Priority Items		
		Base Cost
Modulars - Replace w/ Classrooms	MS	$5,921,181
Covered Play Needed	MS	$4,779,000
Secured Vestibule	MS & HS	$3,297,510
PH 3 Athletic Complex + CTE Shops	WAHS	$36,700,000
New Turf at Softball & Baseball Fields		$2,500,000
Pave Stadium Parking Lot WAHS	WAHS	$500,000
Separate Gym Space		$18,699,986
Itinerant/Admin Offices		$2,521,063
Separate Health Room		$1,150,823
New 500 Student Elementary School		$59,100,000
Acoustical Upgrades		$153,000
	Total	**$135,322,563**

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Population Projections

Enrollment Projections

- The District used FLO Analytics to examine birth and enrollment trends in the District.
- Projections extended ten years to 2035-36.
- The committee spent some time debating the 360-student enrollment loss in 2024-25.
- The following table shows projected enrollments over the next ten years.
- The District will review actual enrollments after October each year to determine if the predicted enrollment trends are accurate.

School Forecasts

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Lafayette ES	266	268	258	246	242	235	241	235	238	243	238	-28
Liberty ES	280	270	259	253	259	245	247	246	248	248	250	-30
Meadow Ridge ES (K-3)	495	465	433	427	434	430	437	436	438	445	448	-47
Timber Ridge ES (4-5)	277	278	275	253	218	214	218	218	222	216	215	-62
North Albany ES	268	253	247	240	227	223	229	228	230	230	232	-36
Oak ES	218	206	196	189	185	180	181	181	182	182	185	-33
Oak Grove ES	366	369	353	346	340	334	338	338	342	341	343	-23
Periwinkle ES	300	293	283	287	282	272	280	282	282	283	285	-15
South Shore ES	355	350	336	331	325	318	319	318	321	321	322	-33
Sunrise ES	316	309	299	301	307	304	302	303	304	306	307	-9
Takena ES (K-2)	122	124	127	125	125	125	123	124	126	127	129	7
Central ES (3-5)	112	102	100	97	97	100	99	98	99	97	98	-14
Tangent ES	105	100	103	106	109	102	102	105	108	108	110	5
Waverly ES	184	176	178	175	171	171	172	172	172	171	172	-12
K–5 Total	**3,664**	**3,563**	**3,447**	**3,376**	**3,321**	**3,253**	**3,288**	**3,284**	**3,312**	**3,318**	**3,334**	**-330**
Calapooia MS	623	623	623	584	567	552	526	524	500	523	519	-104
Memorial MS	527	529	477	455	428	446	427	427	409	413	413	-114
North Albany MS	440	433	448	436	431	407	379	360	346	353	351	-89
Timber Ridge MS	413	425	420	429	426	401	364	339	326	333	332	-81
6–8 Total	**2,003**	**2,010**	**1,968**	**1,904**	**1,852**	**1,806**	**1,696**	**1,650**	**1,581**	**1,622**	**1,615**	**-388**
South Albany HS	1,401	1,343	1,321	1,346	1,342	1,362	1,337	1,301	1,270	1,179	1,143	-258
West Albany HS	1,275	1,276	1,254	1,261	1,213	1,186	1,147	1,097	1,070	1,026	994	-281
Albany Options	143	153	153	153	153	153	153	153	153	153	153	10
9–12 Total	**2,819**	**2,772**	**2,728**	**2,760**	**2,708**	**2,701**	**2,637**	**2,551**	**2,493**	**2,358**	**2,290**	**-529**

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Financial Projections

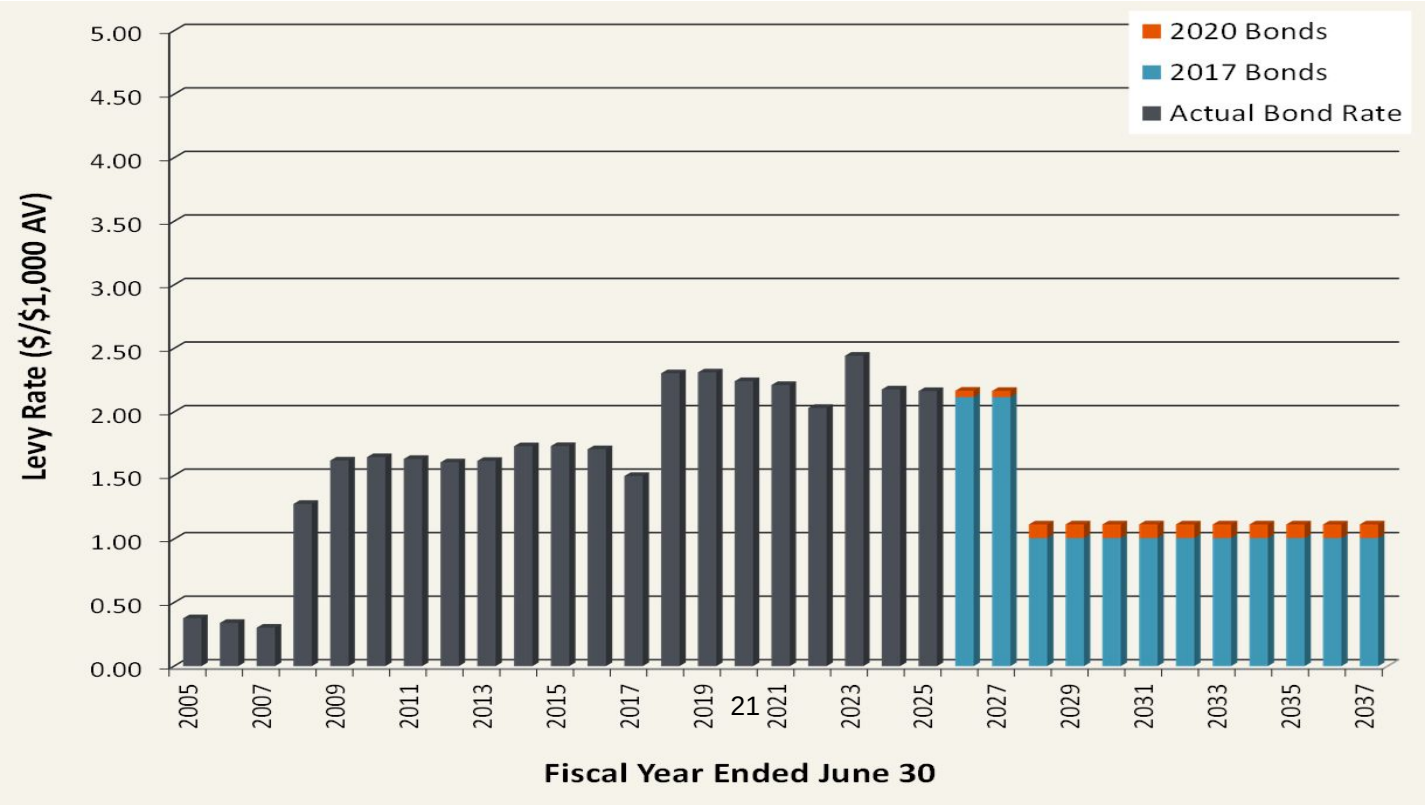
GAPS Bond Financial Basics

GAPS Bond Rate is Projected to drop from approximately $2.20 to $1.10 in 2027.

GAPS has worked with Piper Sandler to develop tax rates and estimated funding amounts.

The GAPS proposal was constructed to maintain and not raise property tax rates.

General Obligation Capital Improvement Bond Recommendation



General Obligation Capital Improvement Bond

GREATER ALBANY SCHOOL DISTRICT NO. 8J

General Obligation Bonds, Series 2027 – Summary of Structuring Scenarios

Assumes November 2026 or May 2027 Election

Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

May 2027 Bond Projects

The Bond Proposal consists of:

1. **West Albany addition**
2. **South Albany additions**
3. **Takena Addition**
4. **High Priority maintenance items.**

Takena Elementary Addition

- **Takena Elementary will add 7 classrooms.**
- **This will allow closure of Central Elementary.**
- **Construction would be completed early Fall of 2028.**

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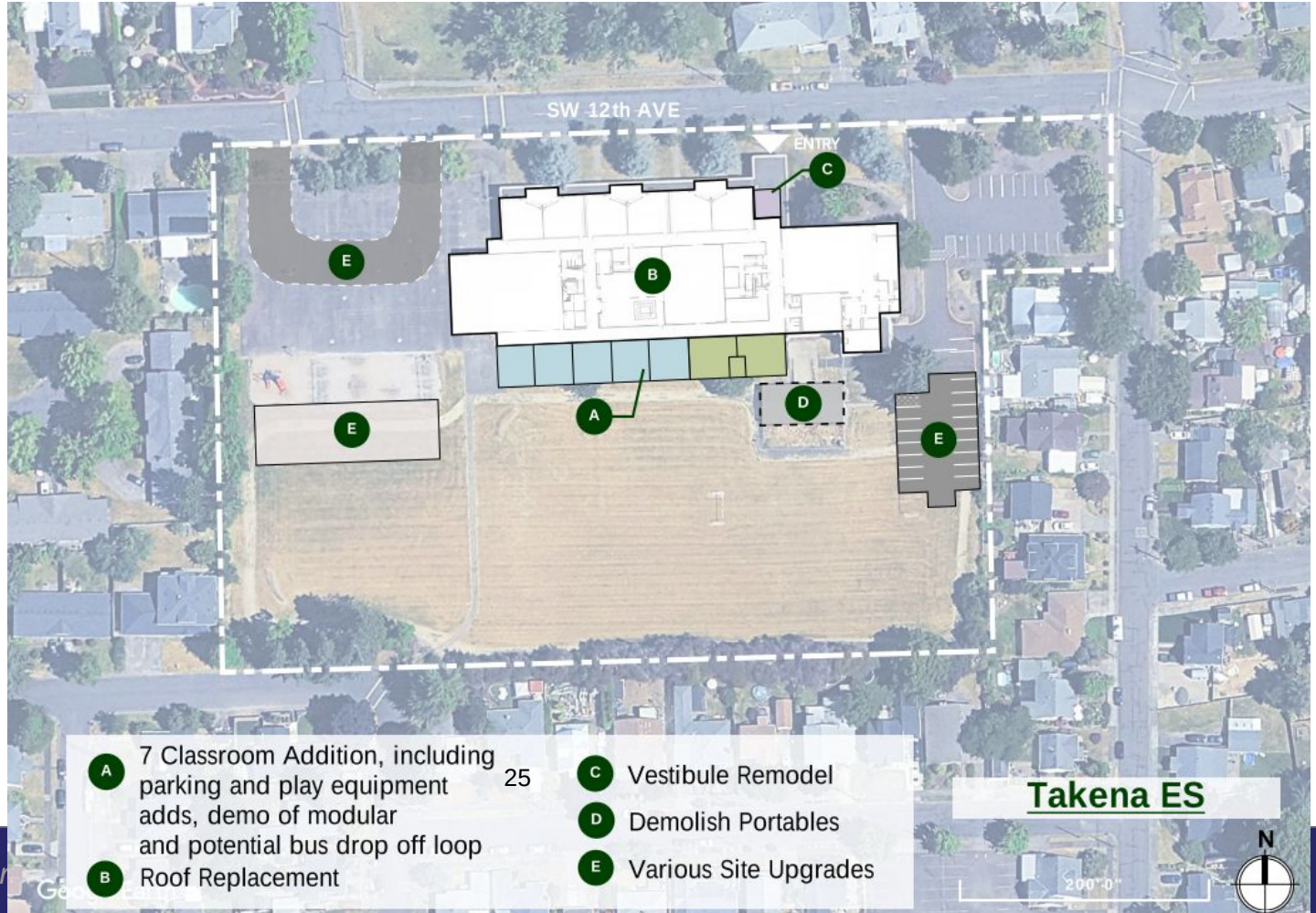
Takena addition



West Albany HS Project

- **The Bond Project at West will move the majority of high school classes into wings near the auditorium.**

- **This would create opportunities to remove the north side of the existing classroom building.**

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Proposed Bond Projects May 2027

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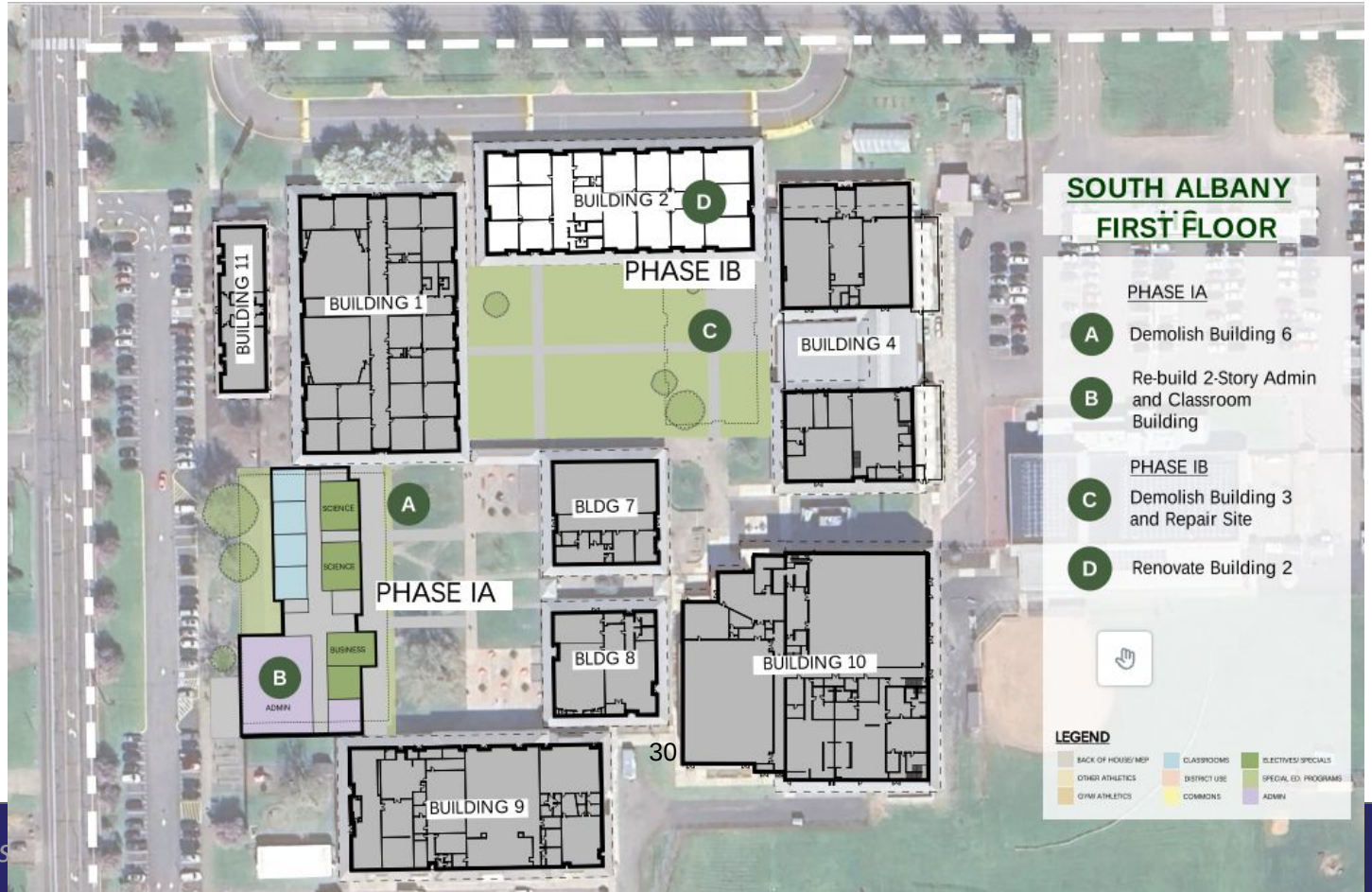
Proposed Bond Projects May 2027 (Sean)

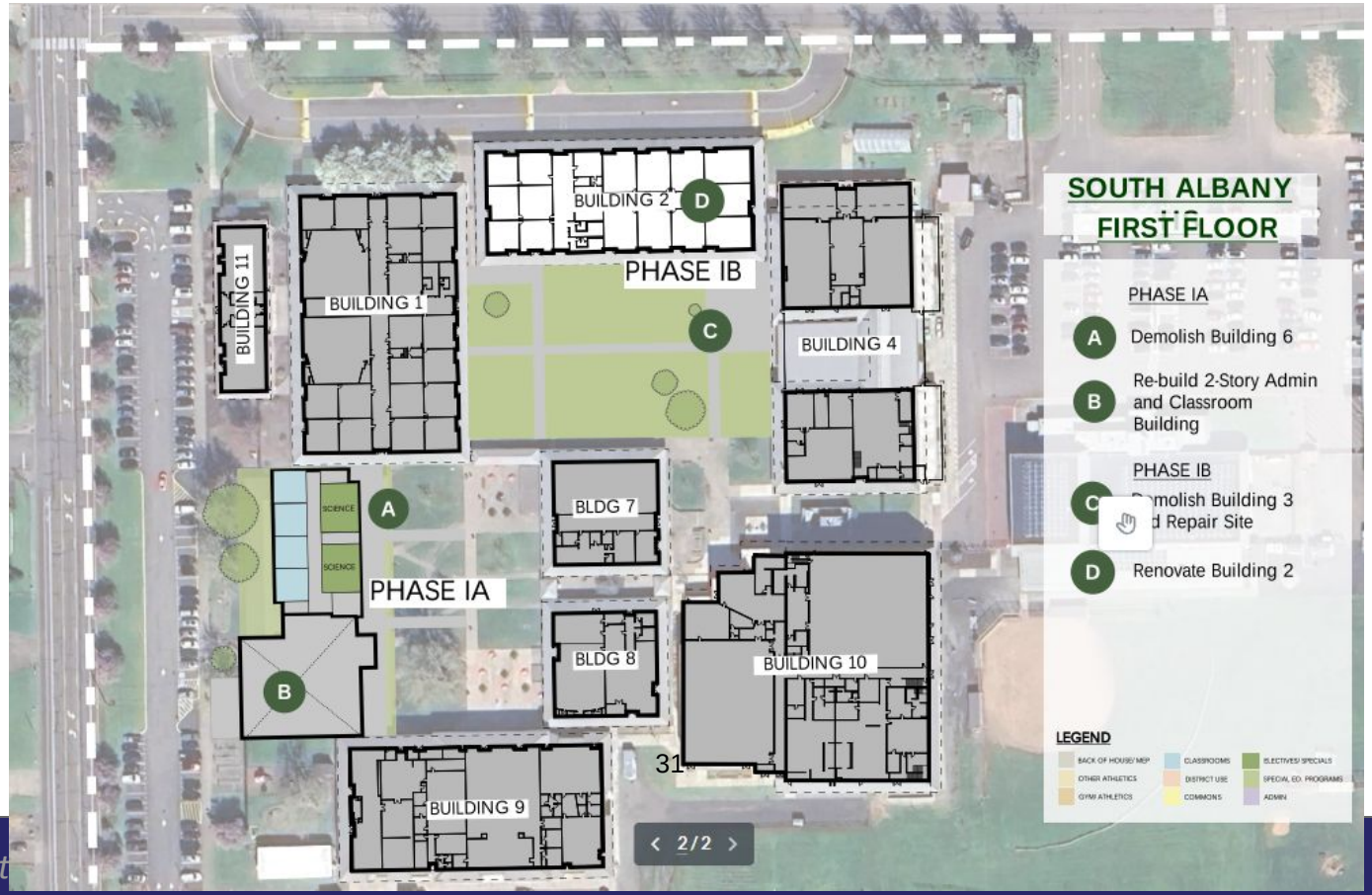
South Albany High School Projects

- **South Projects have decision points upcoming**
- **Primary focus is to upgrade science and CTE program buildings.**
  - **Current Plan has two phases, 1A and 1B**
  - **Design may shift as planning advances**
- ***At September 15 meeting, the LRFAC Committee added upgrades to the SA Auditorium.***

Proposed Bond Projects May 2027 (Sean)



Proposed Bond Projects May 2027 (Sean)



Facility Planning Policy

Long Range Facility Plan

The District will review the current Long Range Facility Plan (LRFP) and provide a yearly report to the Board. The report will include recommended changes to the LRFP and funding needs for budget planning. The Board will approve the recommended changes to the LRFP.

The District will update LRFP every five years with a superintendent committee beginning in the 2031-32 school year. The committee will analyze appropriate data to evaluate the district's facilities needs on a long-range basis to update the LRFP. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities. The District will present the updated LRFP to the Board for approval.

Facility Planning Policy

Building Capacity and School Attendance Boundaries

The District will monitor building capacity and school attendance boundaries by reviewing information including but not limited to; building and grade level enrollment, building capacity, building condition, educational program enhancements and instructional staff resource prioritization for potential building consolidation or school attendance boundary update. The District will provide a yearly building capacity report to the Board by June 30.

If building consolidation or school attendance boundary updates are needed, the District will make a recommendation with an implementation plan to the Board for approval. The implementation plan will include a detailed timeline with dates and information for parents and staff.

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Building Enrollment

Capacities

SCHOOL CAPACITY DATA

Elementary	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
Central	112	234	178	63%	100	-12	56%
Takena	122	200	157	78%	125	3	80%
Lafayette	266	545	487	55%	235	-31	48%
Liberty	280	618	394	71%	245	-35	62%
Meadow Ridge	495	648	603	82%	430	-65	71%
North Albany	268	474	334	80%	223	-45	67%
OAK	218	434	322	68%	180	-38	56%
Oak Grove	366	472	412	89%	334	-32	81%
Periwinkle	300	517	487	62%	272	-28	56%
South Shore	355	451	451	79%	318	-37	71%
Sunrise	316	600	544	58%	304	-12	56%
Tangent	105	297	185	57%	102	-3	55%
Timber Ridge	277	300	300	92%	214	-63	71%
Waverly	184	462	348	53%	171	-13	49%
TOTAL	3664	6,252	5,202	70%	3253	-411	62%

Middle Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
CMS	623	1,079	1,035	60%	552	-71	53%
MEM	527	1,037	940	56%	446	-81	47%
NAMS	440	1,028	779	57%	407	-33	52%
TRMS	413	754	622	66%	401	-12	64%
TOTAL	2005	3,144	3,376	59%	1806	-197	53%

High Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
AOS	143	263	263	54%	153	10	58%
SAHS	1401	1,724	1,689	83%	1362	-39	81%
WAHS	1275	2,158	2,068	62%	1186	-89	57%
TOTAL	2826	4,145	4,020	70%	2701	-118	67%

This chart compares the enrollment, functional capacity and capture how the max capacity relates to the 2031 projected enrollment for middle and high

Facility Planning Policy-Andy

If the policy is approved, schools will be considered for consolidation based on the following criteria:

- Building and grade level enrollment
- Building capacity
- Building condition
- Educational program enhancements
- Instructional staff resource prioritization

The Board would receive a school consolidation recommendation for approval by the June 30, 2027 board meeting that would include a detailed timeline with dates and information for parents and staff.

Bond Planning Committee

Role of Superintendent Committee:

- Finalize bond projects based on the work of LRFAC
- Assist in sharing information about the bond projects through presentations to various communities (school, parent, service organizations, etc)

Next steps

- Building Capacity Review
  - Present to board June 21, 2027
  - School consolidation for the 2028-29 school year
- Finalize Bond Planning Committee (Superintendent Committee)
- Monthly superintendent updates in Superintendent Report
- December 1 - Long Range Facility Plan due to ODE
- December 15 - OSCIM grant due
- February 24 - Board approve election resolution/ballot title
  - February 27 - Election resolution/ballot title deadline
- May 18 - Election day

Greater Albany School District

Long-Range Facility Plan

OCTOBER 19, 2026

GREATER ALBANY PUBLIC SCHOOLS

/sāj/ Architecture

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350 SE Mill Street, Ste. 13, Portland, OR 97214 | (503) 595-0270
info@saj-arch.com | saj-architecture.com

COMMUNITY-WISE DESIGN
BEND + PORTLAND, OR

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37 **Appendix A: Memorializing the Engagement Process**

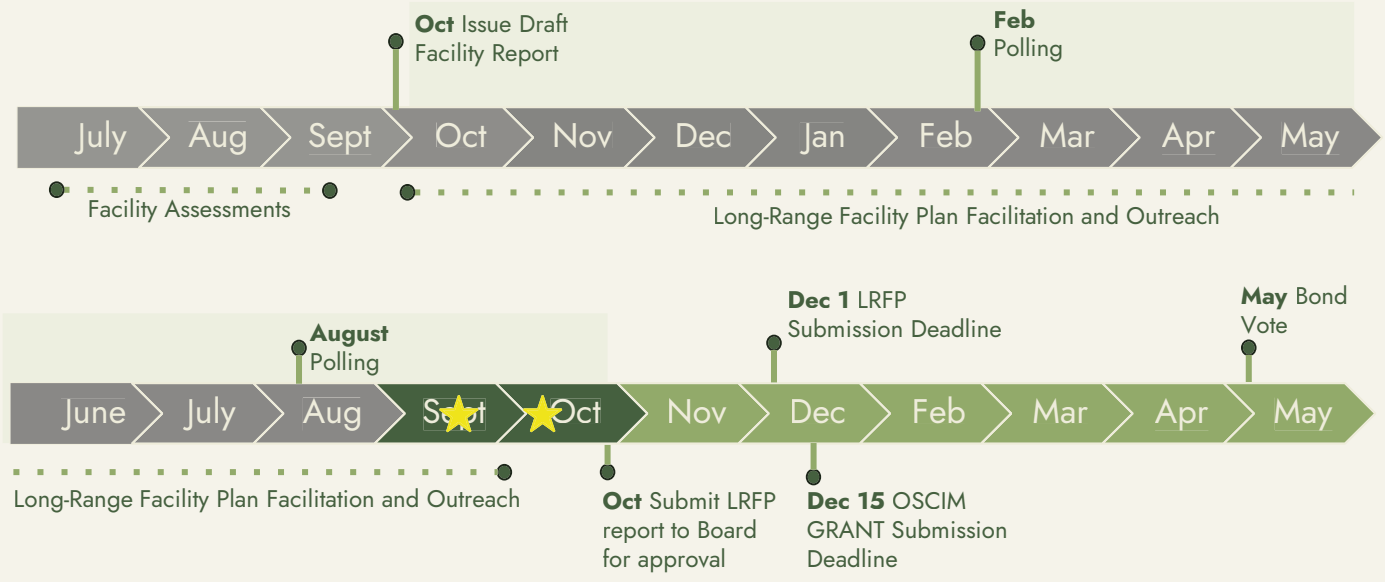
Appendix B: Educational Adequacy by Facility

Appendix C: Facility Assessment Report

Appendix D: Enrollment Projections

Note: Appendices B, C, and D are separate documents.

PROJECT SCHEDULE



The Long-Range Facility Planning process was completed over approximately one year and included a series of coordinated planning activities, stakeholder engagement opportunities, technical assessments, and advisory committee workshops. The schedule illustrates how facility assessments, enrollment and capacity analyses, educational adequacy evaluations, community engagement, conceptual planning, cost development, and bond planning were integrated into a collaborative planning process that culminated in adoption of the Long-Range Facility Plan.

Contributors

FACILITIES IN THE DISTRICT & THEIR PRINCIPALS

Central Elementary School | Shannon Richards
Lafayette Elementary School | Jaimie Schep
Liberty Elementary School | Taylor Smith
Meadow Ridge Elementary School | Chris Sullivan
North Albany Elementary School | Kilee Sowa
Oak Elementary School | Leanna Bennett
Oak Grove Elementary School | Sue Turner
Periwinkle Elementary School | Katelyn Lindsey
South Shore Elementary School | Marcy Beltran
Sunrise Elementary School | Bob Richards
Takena Elementary School | Shannon Richards
Tangent Elementary School | Jana Pierce
Waverly Elementary School | Tabatha Cornelson
Calapooia Middle School | Mark Timm
Memorial Middle School | Ken Gilbert
North Albany Middle School | Bri Zika
Timber Ridge School | Jodi Dedera
Albany Options School | Mark Hannan
South Albany High School (SAHS) | Chad Angel
West Albany High School (WAHS) | Rich Engel

EXECUTIVE COMMITTEE

Andy Gardner, Superintendent
David Bolin, Executive Director of Operations
Lorin Stanley, Director of Facilities
Becca Mallery, Communications Director
Chris Green, Executive Assistant to the Superintendent

DISTRICT STAFF

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Introduction

Greater Albany Public Schools (GAPS) developed this Long-Range Facility Plan (LRFP) to provide a strategic framework for future facility investments and educational environments across the district. The plan evaluates existing facilities, identifies current and future needs, and establishes a roadmap to support students, staff, and the community over the next ten years and beyond.

This report was prepared in accordance with the Oregon Department of Education's Long-Range Facility Planning requirements, as outlined in Oregon Administrative Rule (OAR) 581-027-0040, and the Educational Adequacy Review Standards, as outlined in OAR 581-027-0043. Consistent with these requirements, the LRFP evaluates facility condition, educational adequacy, enrollment and capacity, historic resources, and community priorities, and identifies strategies to modernize existing facilities and improve educational environments. The completed plan satisfies the Department's long-range planning requirements and establishes a foundation for future capital improvement planning, potential general obligation bond measures, and eligibility for the Oregon School Capital Improvement Matching (OSCIM) Program.

The LRFP serves as a living document that can be updated as district needs, enrollment patterns, educational programs, facility conditions, and community priorities evolve over time. Rather than prescribing a single course of action, the plan provides a flexible decision-making framework that allows the District to adapt future investments while remaining aligned with its educational mission and long-term operational goals.

The planning process combined Facility Condition Assessments, Educational Adequacy Reviews, enrollment and capacity analyses, district staff interviews, community polling, and stakeholder engagement to develop a comprehensive understanding of district needs. Rather than focusing solely on the physical condition of buildings, the process examined how facilities support teaching and learning, student well-being, operational efficiency, safety and security, and community use.

SĀJ Architecture facilitated the planning process using a collaborative, data-informed approach centered on transparency and meaningful stakeholder participation. District leadership, staff, students, community members, and the Long-Range Facility Advisory Committee contributed valuable perspectives throughout the plan's development. Through a series of workshops, facility tours, evaluations, and collaborative discussions, participants reviewed existing conditions, explored future opportunities, tested planning concepts, and established priorities that reflect both district needs and community values.

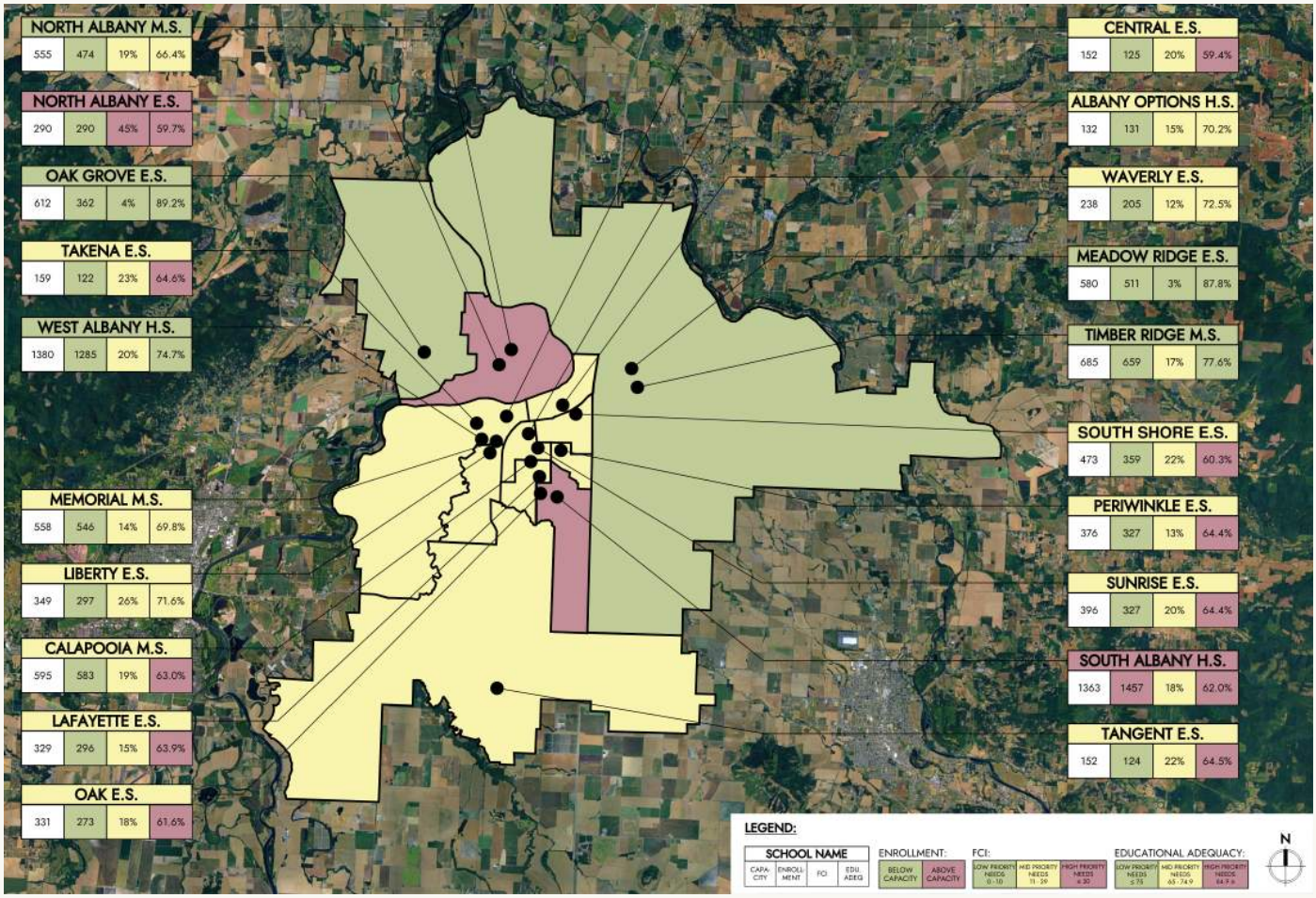
The result is a comprehensive Long-Range Facility Plan that balances educational priorities, responsible stewardship of public resources, fiscal sustainability, and community aspirations. The recommendations contained within this report are intended to guide future capital investments while providing flexibility to respond to changing educational, demographic, and operational needs. By aligning facility priorities with community values and long-term financial planning, the LRFP provides the District and School Board with a well-supported framework for future bond planning and capital investment decisions that will strengthen Greater Albany Public Schools for generations to come.

District Overview

Greater Albany Public Schools (GAPS) is the fifteenth-largest school district in Oregon, serving more than 8,486 students [2] across approximately 154 square miles in Linn and Benton counties. The district operates twenty-one schools, including fourteen elementary schools, one 4-8 school, three middle schools, and three high schools. Together, these schools serve as important educational, cultural, and community assets that support students and families throughout the region.

GAPS is committed to preparing students for lifelong success through rigorous academics, character development, and meaningful learning experiences. The district offers strong programs focused on character

THE DISTRICT AT-A-GLANCE



This district-wide map shows where schools have greater needs or capacity concerns.

education, self-discipline, and peer mentoring while providing diverse academic, athletic, artistic, and career-connected learning opportunities. District students consistently perform above national averages on college readiness assessments and have earned millions of dollars in scholarships and academic awards. Graduates pursue a wide range of post-secondary opportunities, including attendance at highly regarded public and private universities, military academies, and technical and career training programs.

Supporting student success is a dedicated workforce of approximately 565 licensed educators and 715 classified staff. The district benefits from an experienced educational team, with most educators having more than five years of experience and many secondary educators holding advanced degrees. This depth of experience reflects the district's ongoing commitment to providing high-quality educational opportunities and fostering positive relationships that support student achievement and well-being.

Throughout the facility planning process, participants consistently emphasized the importance of schools as welcoming environments that support academic achievement, personal growth, safety, belonging, and

FACILITY NEEDS DISTRICT-WIDE

Needs	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove ES	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	Calapooia MS	Memorial MS	North Albany MS	Timber Ridge MS	Albany Options	South Albany HS	West Albany HS	% of Schools
Educational Adequacy Items																					
Separate Health Room	X	X	-	-	X	X	-	X	-	-	X	-	-	-	-	-	-	-	-	-	30%
Secured Vestibule	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	X	X	-	80%
Itinerant/Admin Offices		X	-	-	X	X	-	X	X	-	X	X	-	X	X	-	-		X	-	50%
Separate Gym Space	-	-	-	-	X	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	10%
Acoustical Upgrades	X	-	-	X	X	X	-	-	X	X	X	X	X	X	X	X	X	-	X	-	70%
Modulars - Replace or Repair	-	-	X	-	X	X	-	-	-	X	X	-	X	X	X	-	-	-	-	-	40%
Modulars - Replace w/ Classrooms	-	-	X	-	X	X	-	X	-	X	X	-	X	X	X	-	-	-	-	-	45%
Facility Items																					
Envelope Improvements	X	X	X	-	X	-	-	-	X	X	-	X	X	X	X	X	X	-	X	-	65%
Roofing Upgrade		-		-	X	X	-	X	X	-	X	X	-	-	X	X	X	-	X	-	50%
Replace Windows	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	80%
Replace Lighting and Controls	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	80%
Heating	-	-	-	-	-	X	-	-	-	-	-	X	-	-	-	X	X	-	-	-	20%
Cooling	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	80%
Asbestos Removal		X	X	-	X	-	-	-	X	X	-	X	X	X	X	X	-	-	-	X	55%
Site/Playground Irrigation	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	-	X	X	90%
Covered Play Needed	X	-	-	-	-	-	-	-	-	-	X	X	-	X	X	X	-	-	-	-	30%
ADA Items																					
Compliant Fixtures (drinking fountain, etc.)	-	-	X	X	-	-	-	-	X	X	-	-	-	-	-	-	-	-	-	-	20%
Pathways/Entrances	X	-	X	-	X	X	-	X	X	X	X	X	X	X	X	X	X	X	-	X	80%
Compliant Restrooms	X	X	-	-	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	X	80%
Compliant Doors or Hardware	X	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	85%

This chart identifies where improvements are needed to meet educational adequacy, to address critical facility repairs, and to improve accessibility across district schools.

community connection. As educational needs continue to evolve, district facilities must remain capable of supporting innovative instruction, student wellness, technology integration, career-connected learning, and flexible opportunities for future growth.

This Long-Range Facility Plan is informed by the district's commitment to educational excellence, equitable opportunities, responsible stewardship of public resources, and strong partnerships with the communities it serves. The recommendations contained in this report are intended to support that commitment by providing a framework for future facility investments that enhance learning environments and position the district for continued success.

Prior to meeting with the Long-Range Facility Committee, SĀJ Architecture reviewed the existing Facility Assessment reports issued by the Oregon Department of Education (ODE). SĀJ Architecture noted any updates needed to each facility and provided a list of revisions needed to the ODE assessments. The chart above shows areas where improvements are needed throughout the district.

Enrollment Projections

Population projections by school age group for the next ten years using U.S. Census or Census partner data.

Regional Growth Context

Understanding broader demographic trends is an important component of long-range facility planning. While school enrollment is the primary factor influencing facility needs, population forecasts provide valuable context regarding future housing growth, migration patterns, and community development within the Greater Albany region. The Portland State University Population Research Center forecasts continued population growth throughout Linn County over the coming decades. The county population is projected to increase from approximately 127,000 residents in 2020 to nearly 149,300 residents by 2045, reflecting continued growth throughout the region. While population growth is expected to continue, the rate of growth is projected to slow over time. Annual growth rates that historically ranged between 0.7 and 1.3 percent are anticipated to gradually decline in future decades. The forecast also identifies Albany as an important economic and population center within Linn County and notes that the county continues to attract new residents through positive net migration.

At the same time, demographic trends indicate that population growth is increasingly concentrated among adult age groups rather than school-age children. Countywide fertility rates have declined in recent years and are expected to remain relatively stable at lower levels than historical averages. The forecast further projects that deaths will outnumber births in future years, making continued population growth increasingly dependent on in-migration rather than natural population increase.

Enrollment Forecasts

Greater Albany Public Schools commissioned FLO Analytics to prepare enrollment forecasts for the period from 2026-27 through the 2035-36 school years.

Although the district's overall population base has grown substantially over the past two decades, student enrollment has declined in recent years. District enrollment decreased by 1,080 students between the 2017-18 and 2025-26 school years, representing an 11.3 percent decline. The largest decrease occurred at the elementary level, where enrollment declined by 808 students, or 18.1 percent, during the same period. FLO's analysis attributes much of this trend to declining birth rates and smaller incoming kindergarten cohorts. Birth data indicate a notable decline in the number of children born to district residents in recent years. While births averaged approximately 780 per year between 2011-12 and 2020-21, the most recent four-year average fell to approximately 710 per year, with a low of 683 in 2024-25. As these smaller cohorts enter the school system, enrollment impacts are expected to continue throughout the forecast period.

District enrollment is projected to decline from 8,486 students in 2025-26 to 7,239 students by 2035-36, representing a decrease of 1,247 students, or 14.7 percent. Enrollment declines are anticipated across all grade levels, with projected decreases of 9.0 percent in grades K-5, 19.4 percent in grades 6-8, and 18.8 percent in grades 9-12 over the ten-year forecast period. The low-enrollment scenario projects a 23.1 percent decline, while the high-enrollment scenario projects a more modest 5.8

SCHOOL CAPACITY DATA

Elementary	Actual Enrollment		Max Capacity	Functional Capacity	Capacity Vs Actual		2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
Central	**112**		234	178	63%		**100**	-12	56%
Takena	**122**		200	157	78%		**125**	3	80%
Lafayette	**266**		545	487	55%		**235**	-31	48%
Liberty	**280**		618	394	71%		**245**	-35	62%
Meadow Ridge	**495**		648	603	82%		**430**	-65	71%
North Albany	**268**		474	334	80%		**223**	-45	67%
OAK	**218**		434	322	68%		**180**	-38	56%
Oak Grove	**366**		472	412	89%		**334**	-32	81%
Periwinkle	**300**		517	487	62%		**272**	-28	56%
South Shore	**355**		451	451	79%		**318**	-37	71%
Sunrise	**316**		600	544	58%		**304**	-12	56%
Tangent	**105**		297	185	57%		**102**	-3	55%
Timber Ridge	**277**		300	300	92%		**214**	-63	71%
Waverly	**184**		462	348	53%		**171**	-13	49%
TOTAL	**3664**		**6,252**	**5,202**	**70%**		**3253**	-411	62%

Middle Schools	Actual Enrollment		Max Capacity	Functional Capacity	Capacity Vs Actual		2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
CMS	**623**		1,079	1,035	60%		**552**	-71	53%
MEM	**527**		1,037	940	56%		**446**	-81	47%
NAMS	**440**		1,028	779	57%		**407**	-33	52%
TRMS	**413**		754	622	66%		**401**	-12	64%
TOTAL	**2005**		**3,144**	**3,376**	**59%**		**1806**	-197	53%

High Schools	Actual Enrollment		Max Capacity	Functional Capacity	Capacity Vs Actual		2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Capacity Vs 2031 Proj Enrollment
AOS	**143**		263	263	54%		**153**	10	58%
SAHS	**1401**		1,724	1,689	83%		**1362**	-39	81%
WAHS	**1275**		2,158	2,068	62%		**1186**	-89	57%
TOTAL	**2826**		**4,145**	**4,020**	**70%**		**2701**	-118	67%

This chart compares the enrollment, functional capacity and captures how the max capacity relates to the 2031 projected enrollment for middle and high school facilities.

percent decline. While approximately 612 housing units are currently planned, proposed, or under construction within the district boundary, the forecast concludes that anticipated residential growth is not expected to offset the impacts of declining birth rates and smaller student cohorts. As a result, enrollment is expected to continue decreasing district-wide over the planning horizon. These projections provide an important foundation for evaluating future facility utilization, capacity needs, maintenance investments, and long-term capital planning decisions throughout the district. [1] This shifted the committee's focus to asset management in lieu of expansion for capital improvements.

[1] *FLO Analytics, 2026-27 to 2035-36 Enrollment Forecasts – Greater Albany Public Schools, February 2026.* **See Appendix D for full report.**

ENROLLMENT FORECASTS ON A TEN-YEAR HORIZON

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Lafayette ES	266	268	258	246	242	235	241	235	238	243	238	-28
Liberty ES	280	270	259	253	259	245	247	246	248	248	250	-30
Meadow Ridge ES (K-3)	495	465	433	427	434	430	437	436	438	445	448	-47
Timber Ridge ES (4-5)	277	278	275	253	218	214	218	218	222	216	215	-62
North Albany ES	268	253	247	240	227	223	229	228	230	230	232	-36
Oak ES	218	206	196	189	185	180	181	181	182	182	185	-33
Oak Grove ES	366	369	353	346	340	334	338	338	342	341	343	-23
Periwinkle ES	300	293	283	287	282	272	280	282	282	283	285	-15
South Shore ES	355	350	336	331	325	318	319	318	321	321	322	-33
Sunrise ES	316	309	299	301	307	304	302	303	304	306	307	-9
Takena ES (K-2)	122	124	127	125	125	125	123	124	126	127	129	7
Central ES (3-5)	112	102	100	97	97	100	99	98	99	97	98	-14
Tangent ES	105	100	103	106	109	102	102	105	108	108	110	5
Waverly ES	184	176	178	175	171	171	172	172	172	171	172	-12
K–5 Total	**3,664**	**3,563**	**3,447**	**3,376**	**3,321**	**3,253**	**3,288**	**3,284**	**3,312**	**3,318**	**3,334**	**-330**
Calapooia MS	623	623	623	584	567	552	526	524	500	523	519	-104
Memorial MS	527	529	477	455	428	446	427	427	409	413	413	-114
North Albany MS	440	433	448	436	431	407	379	360	346	353	351	-89
Timber Ridge MS	413	425	420	429	426	401	364	339	326	333	332	-81
6–8 Total	**2,003**	**2,010**	**1,968**	**1,904**	**1,852**	**1,806**	**1,696**	**1,650**	**1,581**	**1,622**	**1,615**	**-388**
South Albany HS	1,401	1,343	1,321	1,346	1,342	1,362	1,337	1,301	1,270	1,179	1,143	-258
West Albany HS	1,275	1,276	1,254	1,261	1,213	1,186	1,147	1,097	1,070	1,026	994	-281
Albany Options	143	153	153	153	153	153	153	153	153	153	153	10
9–12 Total	**2,819**	**2,772**	**2,728**	**2,760**	**2,708**	**2,701**	**2,637**	**2,551**	**2,493**	**2,358**	**2,290**	**-529**
K–12 Total	**8,486**	**8,345**	**8,143**	**8,040**	**7,881**	**7,760**	**7,621**	**7,485**	**7,386**	**7,298**	**7,239**	**-1,247**

Credit: Flo Analytics

Collaboration with Local Government

Collaboration with local government planning agencies that results in the identification of suitable school sites if needed, and site acquisition schedules and programs.

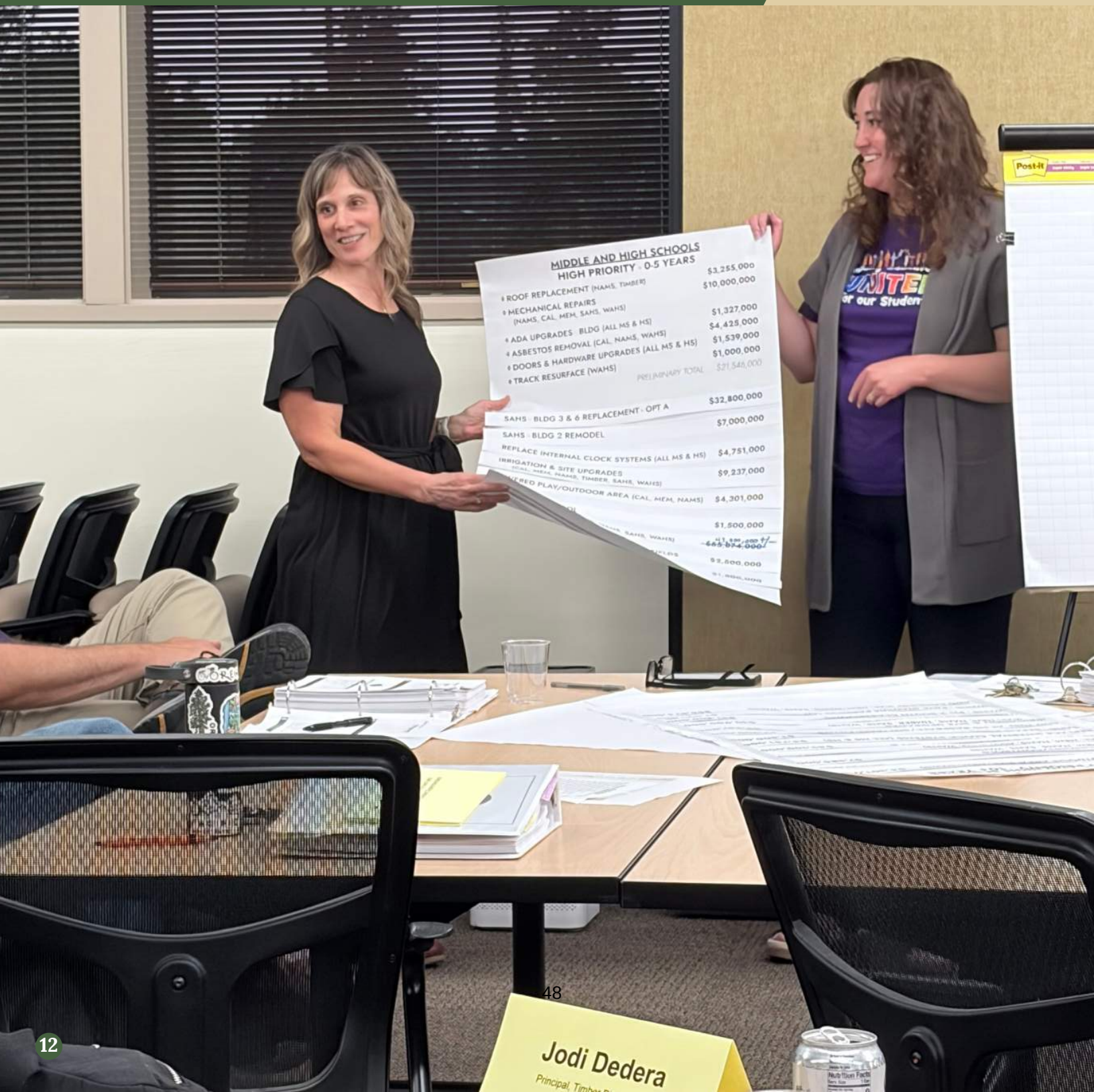
As part of the Long-Range Facility Planning process, Greater Albany Public Schools considered the need for coordination with local planning agencies regarding future school sites and facility development. Based on current enrollment projections, existing school capacity, and the recommendations in this Long-Range Facility Plan, the District does not plan to acquire property or develop new school sites during the planning horizon. Instead, the plan focuses on modernizing existing facilities, addressing deferred maintenance, improving educational adequacy, and strategically investing in the District's current campuses.

Because future recommendations are centered on existing school properties, extensive coordination with local land use agencies was not required during the development of this plan. Should future enrollment trends, community growth, or educational needs result in the need for additional school sites or significant campus expansion beyond existing property boundaries, the District will coordinate with the appropriate local jurisdictions, including the Cities of Albany and Tangent, Linn County, Benton County, and other applicable agencies to ensure compliance with local comprehensive plans, zoning regulations, transportation requirements, and applicable land use processes.

Community Involvement

Evidence of community involvement in:

- *Determining the education vision of the local community;*
- *Reviewing the costs of identified improvements;*
- *Determining potential sources of funds for the improvements;*
- *Prioritizing the identified improvements.*



District Staff Interviews

As part of the Long-Range Facility Planning process, SĀJ Architecture conducted interviews with district leadership and operational departments to better understand how facilities support educational programs and day-to-day operations throughout Greater Albany Public Schools. These conversations provided valuable insight into the successes, challenges, and opportunities experienced by staff responsible for delivering instruction, student services, facility operations, and district-wide support programs. While each department identified unique operational needs, many common themes emerged across the interviews. Together, these perspectives help establish a shared understanding of how facilities influence student learning, staff effectiveness, operational efficiency, and community engagement, providing an important foundation for the recommendations presented throughout this report. **Summaries of the district staff interviews can be found in the Appendix.**

Workshop Meeting Schedule

10/7/25 - Planning Framework & Guiding Principles

11/4/25 - Existing Conditions & Educational Adequacy

12/2/25 - Enrollment, Capacity & Facility Needs

2/3/26 - Facility Priorities & Initial Concepts

3/3/26 - Enrollment Forecasts & Investment Scenaries

4/7/26 - Consolidation & Capital Priorities

5/2/26 - Secondary School Modernization & Phasing

6/9/26 - Preferred Concepts & Implementation Priorities

9/1/26 - Draft Plan Review & Bond Prioritization

Guiding Principles

1. Welcoming & Safe Environments

Every school will be a place where students, educators, and community members feel safe, supported, and valued.

2. Community-Centered

Schools will reflect and honor the unique values, cultures, and aspirations of the communities they serve.

3. Responsible Stewardship

We will maximize resources and ensure taxpayer dollars are used efficiently and transparently to support student success.

4. Lifelong Learning Culture

Our schools will foster a love of learning through diverse, inclusive, and innovative educational approaches.

5. Flexible & Future-Ready

We will remain agile and adaptable, evolving to meet the needs of today's learners and tomorrow's challenges.

6. Inclusive & Empowering

Every student will thrive in equitable learning environments that celebrate diversity and empower learners to succeed.

To guide decision-making throughout the planning process, the Long-Range Facility Advisory Committee developed a set of Guiding Principles in Workshop 1. These principles reflect community values and establish a framework for evaluating facility needs, prioritizing investments, and shaping recommendations throughout this report.

LONG-RANGE FACILITY ADVISORY COMMITTEE WORKSHOPS

The Greater Albany Public Schools Long-Range Facility Planning process was guided by the Long-Range Facility Advisory Committee (LRFAC), a diverse group of community members, district staff, educators, parents, and stakeholders representing a broad cross-section of the district. Meeting over the course of ten facilitated workshops, the committee played a central role in evaluating existing conditions, establishing district priorities, and developing recommendations for future facility investments. Each workshop built upon the previous meeting, allowing committee members to review technical information, participate in collaborative planning exercises, and provide direction as the Long-Range Facility Plan evolved.

Throughout the planning process, SĀJ Architecture facilitated discussions while presenting information gathered through facility assessments, educational adequacy evaluations, enrollment projections, district staff interviews, community polling, and planning-level cost analyses. Rather than developing recommendations independently, the planning team worked alongside the committee to test ideas, compare alternatives, evaluate trade-offs, and refine concepts that balanced educational goals with responsible stewardship of public resources. By integrating quantitative data with local knowledge and firsthand observations from facility tours, the committee ensured that the recommendations reflected both the district's operational needs and the values of the Greater Albany community.

Workshop summaries are included in Appendix A. Summaries illustrate the progression of the planning process, highlighting the discussions, activities, and key decisions that informed the recommendations presented throughout this Long-Range Facility Plan.

Amy Vohs leads a small group discussion during LRFAC Workshop 1.

COMMUNITY POLLING

To better understand community perspectives regarding future facility investments, Greater Albany Public Schools conducted two public opinion surveys during the Long-Range Facility Planning process. The first survey, completed by Nelson Research in September 2025, established a baseline understanding of community perceptions related to district operations, facility conditions, communication preferences, and potential priorities for future capital investments. A second survey, conducted in February 2026, evaluated community opinions regarding specific bond concepts and facility investment strategies as planning efforts became more refined. Together, these surveys provided valuable insight into community priorities and helped inform the development of the Long-Range Facility Plan.

Collectively, the community polling reinforced many of the themes identified through stakeholder interviews and advisory committee discussions. Participants consistently emphasized responsible stewardship of taxpayer resources, maintaining safe and functional learning environments, preserving existing facilities where practical, and making strategic investments that support students for generations to come. These findings provided valuable direction throughout the planning process and helped ensure that the recommendations contained within this Long-Range Facility Plan reflect both district needs and community priorities.[1]

1 | Protect usefuyl life of school buildings by replacing roofs, siding, windows, plumbing & electrical

2 | Make safety and security upgrades

3 | Make energy improvements (replace HVAC, doors & lighting)

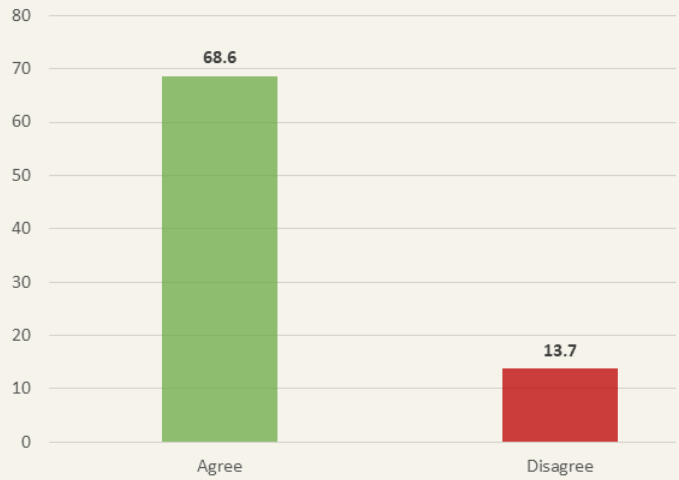
4 | Improve functionality by adding air-conditioning

5 | Update technological infrastructure (wiring, cabling & equipment)

6 | Improve safety and accessibility

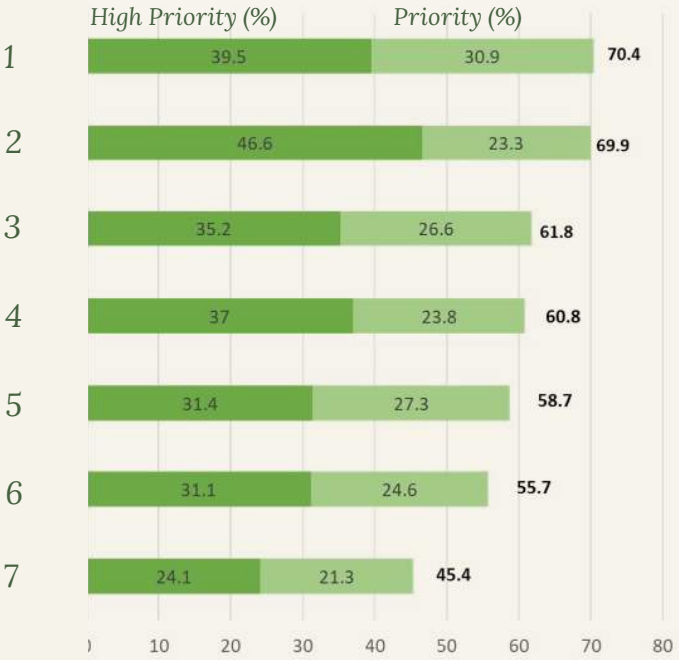
7 | Improve and update playgrounds

If Greater Albany Public Schools asked taxpayers for a bond measure to make needed repairs and improvements to buildings without raising taxes, I would support the measure.



68.8% of Greater Albany residents indicate they would support a bond measure that did not raise tax rates, while 13.7% do not agree.

Priority of potential school infrastructure projects [district-wide]



[1] *Polling and analysis credit: Nelson Research*

Historical Building Information

Identification of buildings on historic preservation lists including the National Historic Register, State Historic Preservation Office, and local historic building lists.

Central Elementary School main entrance.

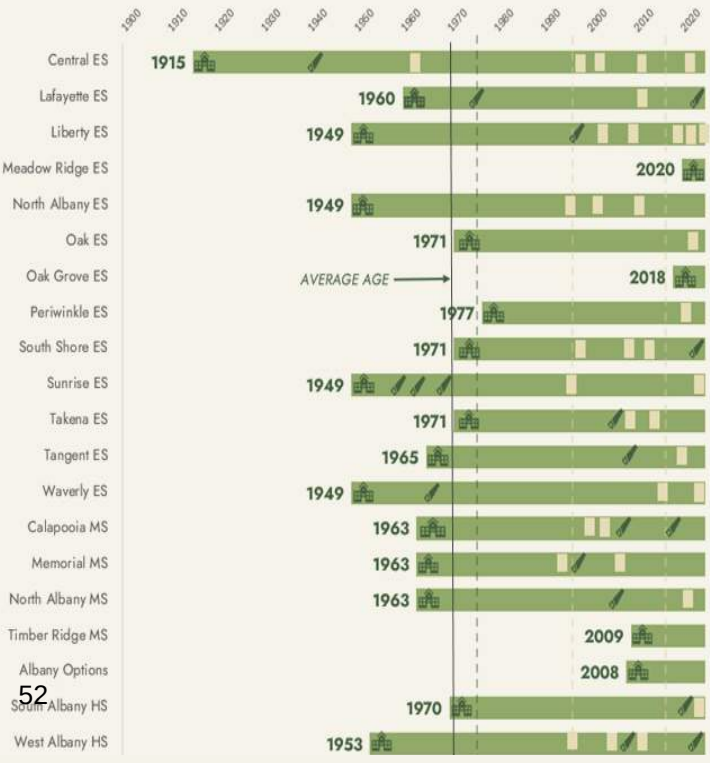
Greater Albany Public Schools owns and operates facilities that span more than a century of educational history. The district's oldest school, Central Elementary School, was constructed in 1915 and is approximately 110 years old. Four schools are more than 75 years old, five schools are more than 60 years old, and fifteen district facilities are over 50 years old. Because buildings 50 years or older may require review by the Oregon State Historic Preservation Office (SHPO) before undertaking certain state- or federally funded projects, historic considerations may influence future capital improvements at several district facilities.

Although no Greater Albany Public Schools facilities are individually listed on the National Register of Historic Places, Central Elementary School is designated as a contributing resource within the Monteith Historic District, which was listed on the National Register in 1980. The school is classified as a contributing historic resource, reflecting its architectural and historical significance within the district rather than an individual National Register designation. Constructed in 1915 and designed by architect Charles Burggraf in the Neo-Classical style, Central Elementary contributes to the historic character of the Monteith Historic District.

Because Central Elementary is located within a National Register Historic District, future projects involving exterior alterations, demolition, or major rehabilitation may require coordination with the Oregon SHPO when state or federal funding, permits, or other applicable review triggers are involved. Inclusion within the historic district does not prohibit improvements or modernization; however, projects should be planned to consider the building's historic character and comply with applicable state and federal historic preservation review requirements.

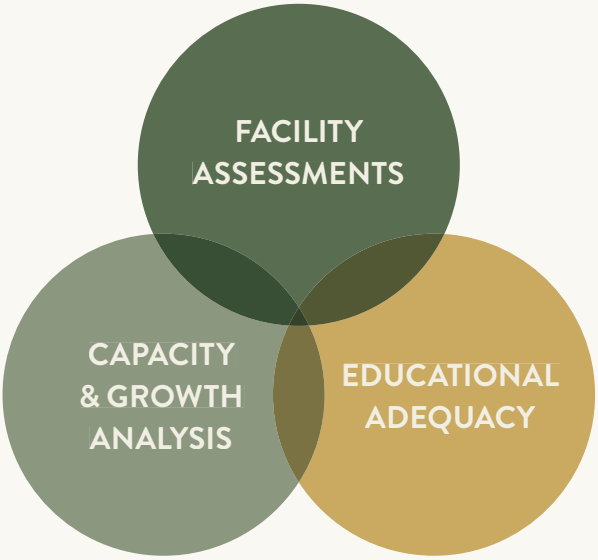
Aside from Central Elementary School, no other district facilities are currently listed individually as historic resources or contributing buildings within a National Register Historic District. However, because many district buildings are now more than 50 years old, future capital projects may require consultation with the State Historic Preservation Office to determine whether historic review is warranted in accordance with Oregon Revised Statutes 358.653 and other applicable preservation regulations.

AGE OF SCHOOLS



Educational Adequacy Review

Rate the degree to which each of the District's campuses meet the Department's Education Adequacy Review Standards. Identify changes needed to bring facilities up to a good or excellent rating and identify potential alternatives to new construction or major renovation of facilities.



Three primary components shaped the Long-Range Facility Planning process.

While the Facility Condition Assessment evaluates the physical condition of district facilities, the Educational Adequacy Review considers how effectively each school supports teaching, learning, student well-being, and school operations. Educational adequacy focuses on the relationship between the physical learning environment and educational delivery, recognizing that well-designed schools contribute to student achievement, staff collaboration, safety, accessibility, and overall educational experience.

As part of the Long-Range Facility Planning process, Architecture completed an Educational Adequacy Review for each GAPS campus using the Oregon Department of Education Educational Adequacy Review Standards (OAR 581-027-0043) as the primary evaluation framework. To better reflect contemporary educational practices, the assessment was expanded to include curriculum support and safety and security in addition to the State's required criteria. These additional categories align with the district's Guiding Principles and recognize that modern schools must support flexible instruction, student wellness, collaboration, and secure learning environments.

District administrators and building leaders completed a structured assessment for each campus using a standardized evaluation tool developed from the Oregon Department of Education standards. Each school was evaluated in seven categories:

ODE CATEGORIES	SĀJ CATEGORIES
Acoustics	*Curriculum Support*
Indoor Air Quality	*Safety and Security*
Lighting	
Temperature	
School Capacity	

Each category was evaluated using qualitative observations and quantitative scoring, resulting in an overall Educational Adequacy score for every campus. Narrative comments provided valuable context for understanding how facilities support educational programming and identified opportunities for future improvement. These findings were evaluated alongside the Facility Condition Assessment, enrollment projections, district staff interviews, and community engagement to inform the recommendations in this Long-Range Facility Plan. **For the results of both the Facility Condition Assessment and the Educational Adequacy Review, see the Appendix.**

EDUCATIONAL ADEQUACY PERFORMANCE SCORE

Excellent	*90-100*
Good	*80-89*
Satisfactory	*70-79*
Fair	*60-69*
Critical	*Below 60*

DISTRICT-WIDE FINDINGS

Although educational adequacy scores varied across the district, several common themes emerged. Newer schools scored higher because they provide flexible instructional spaces, improved environmental controls, modern technology infrastructure, and spaces specifically designed to support current educational programs. Older facilities continue to provide meaningful learning environments through the dedication of staff; many require modifications to better support current educational practices.

Environmental comfort emerged as one of the district's most consistent challenges. Numerous schools identified inadequate cooling, aging HVAC systems, and limited indoor air quality monitoring as conditions that affect both teaching and learning. Staff frequently noted acoustical concerns within gymnasiums, cafeterias, and classrooms where noise transfer affects concentration. While lighting systems generally provide adequate illumination, many schools continue to utilize older fixtures that lack modern controls and flexibility.

The assessment identified recurring space deficiencies throughout the district. Although classroom capacity meets projected enrollment needs, many schools lack dedicated spaces for intervention services, special education, counseling, health services, staff collaboration, and confidential meetings with students and families. Several schools continue to rely on portable classrooms or repurposed instructional spaces to support specialized programs. These limitations affect educational flexibility and reduce opportunities to deliver student support services within environments specifically designed for those functions.

Safety and security were identified as another district-wide priority. Many campuses would benefit from adding secure entry vestibules with improved administrative visibility, enhanced access control, upgraded communication systems, and improved separation of vehicle, bus, and pedestrian circulation.

Educational Adequacy Results by Campus

The following summaries highlight the facility conditional assessment and educational adequacy findings for each school based on responses from building administrators and district staff. The summaries focus on the learning environment rather than the physical condition of the building and identify the primary opportunities for improving educational adequacy. Together with the Facility Condition Assessment, enrollment projections, and stakeholder engagement, these findings informed the facility recommendations presented later in this Long-Range Facility Plan.

Adequacy Categories	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	Calapooia MS	Memorial MS	NAMS	Timber Ridge	AOS	SAHS	WAHS	District Avg
Acoustic Educational Adequacy	5.0	13.3	11.7	11.7	6.7	11.7	11.7	11.7	8.3	11.7	6.7	15.0	11.7	10.0	11.7	10.0	11.7	11.7	12.5	13.3	10.9
Air Quality Educational Adequacy	5.0	5.0	5.0	10.0	5.0	5.0	10.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.5
Lighting Educational Adequacy	12.0	12.0	15.0	14.0	11.0	13.0	14.0	12.0	12.0	12.0	12.0	12.0	14.0	12.0	12.0	13.0	13.0	13.0	10.0	13.0	12.6
Temperature Educational Adequacy	10.0	10.0	7.5	12.5	10.0	5.0	15.0	10.0	10.0	10.0	10.0	5.0	10.0	10.0	7.5	7.5	10.0	7.5	7.5	10.0	9.3
School Capacity Educational Adequa	10.6	7.8	11.0	15.0	10.0	9.0	15.0	10.0	9.0	11.0	11.7	10.0	13.5	10.0	12.9	13.1	13.8	13.0	10.4	11.1	11.4
Curriculum Support	8.8	10.0	13.0	15.0	10.0	13.0	14.0	10.0	10.0	11.0	12.5	8.8	13.0	10.0	14.3	12.1	15.0	11.0	10.7	10.0	11.8
Safety and Security	8.8	9.0	12.0	14.0	10.0	8.0	14.0	10.0	9.0	7.0	10.0	12.0	9.0	9.2	10.0	9.0	13.0	12.5	9.0	13.0	11.8
Overall Percentage Score	59.4%	63.9%	71.6%	87.8%	59.7%	61.6%	89.2%	64.4%	60.3%	64.4%	64.6%	64.5%	72.5%	63.0%	69.8%	66.4%	77.6%	70.2%	62.0%	74.7%	68.4%

Each Adequacy Categories is a total of 15 points. 15 = Agree; 10 = Agree with issues; 5 = Disagree; 0 = Not Applicable. Schools with poor results are indicated with red arrows.

Central Elementary School

FACILITY CONDITION INDEX (FCI): 21%
EDUCATIONAL ADEQUACY: 59.4%
ACTUAL ENROLLMENT | CAPACITY: 112 | 178

As the district's oldest school, Central Elementary continues to serve students despite significant age-related facility challenges. The Facility Condition Assessment identified approximately $6.1 million in deferred maintenance over the next ten years, including improvements to the building envelope, mechanical systems, accessibility, site circulation, and life safety. As a contributing resource within the Monteith Historic District, future renovations should balance modernization with preservation of the school's historic character.

The Educational Adequacy Review found that while classroom spaces continue to support student learning, the facility is limited by thermal comfort, aging building systems, insufficient student support spaces, and outdated security features. Opportunities to improve accessibility, instructional support areas, and campus security would significantly enhance the educational environment. Together, the Facility Condition Assessment and Educational Adequacy Review indicate that future investments should prioritize modernization while preserving the unique character of this historic campus.

Lafayette Elementary School

FACILITY CONDITION INDEX (FCI): 15%
EDUCATIONAL ADEQUACY: 63.9%
ACTUAL ENROLLMENT | CAPACITY: 266 | 487

Lafayette Elementary School remains in generally good physical condition and has benefited from previous bond-funded improvements. The Facility Condition Assessment identified remaining needs associated with aging roofing, mechanical equipment, exterior doors, security, and site infrastructure. Continued investment in these systems will help extend the building's useful life while improving long-term operational performance.

The Educational Adequacy Review found that instructional spaces adequately support current educational programs but identified opportunities to improve environmental comfort, student support areas, instructional flexibility, and campus security. Together, these assessments suggest that targeted modernization of building systems and learning environments will strengthen

Liberty Elementary School

FACILITY CONDITION INDEX (FCI): 26%
EDUCATIONAL ADEQUACY: 71.6%
ACTUAL ENROLLMENT | CAPACITY: 280 | 394

Liberty Elementary School continues to perform well overall but requires targeted reinvestment in several building systems and site features. The Facility Condition Assessment identified priorities including accessibility improvements, mechanical system upgrades, playground replacement, site circulation improvements, and ongoing preventative maintenance to preserve the long-term functionality of the campus.

The Educational Adequacy Review indicates that the school generally supports current instructional practices, while identifying opportunities to improve environmental comfort, instructional flexibility, specialized student support spaces, and campus security. Together, the assessments support continued investment in targeted modernization projects that improve both educational functionality and the long-term performance of the facility.

Meadow Ridge Elementary School

FACILITY CONDITION INDEX (FCI): 2%
EDUCATIONAL ADEQUACY: 87.8%
ACTUAL ENROLLMENT | CAPACITY: 495 | 603

As one of the district's newest elementary schools, Meadow Ridge remains in excellent physical condition and requires relatively few capital improvements. The Facility Condition Assessment identified only minor operational issues, including mechanical system refinements, acoustical improvements, irrigation upgrades, and localized maintenance repairs. Overall, the campus provides a strong foundation for continued long-term service with routine maintenance and targeted operational improvements.

The Educational Adequacy Review ranked Meadow Ridge among the district's highest-performing schools, reflecting flexible instructional spaces, modern building systems, and learning environments that effectively support contemporary educational practices. Future investments should focus on preserving these strengths through continued preventative maintenance while addressing minor operational improvements that enhance comfort, security, and building performance.

North Albany Elementary School

FACILITY CONDITION INDEX (FCI): 43%
EDUCATIONAL ADEQUACY: 59.7%
ACTUAL ENROLLMENT | CAPACITY: 268 | 334

North Albany Elementary School exhibits some of the district's greatest facility needs. The Facility Condition Assessment identified significant deficiencies in mechanical systems, accessibility, drainage, food service facilities, and other aging infrastructure that contribute to one of the highest Facility Condition Index scores in the district. A comprehensive modernization approach would improve both operational efficiency and the long-term sustainability of the campus.

The Educational Adequacy Review similarly identified limitations in environmental comfort, instructional flexibility, student support spaces, and campus security. Although the school continues to effectively serve students, modernization of learning environments and support spaces would better align the facility with current educational practices. Together, the assessments indicate that North Albany Elementary should remain a high priority for future capital investment.

Oak Elementary School

FACILITY CONDITION INDEX (FCI): 27%
EDUCATIONAL ADEQUACY: 61.6%
ACTUAL ENROLLMENT | CAPACITY: 218 | 322

Oak Elementary School continues to serve its neighborhood well but requires significant reinvestment in several aging building systems. The Facility Condition Assessment identified priorities including roof replacement, drainage improvements, modernization of aging modular classrooms, seismic upgrades, and improvements to the gymnasium and site infrastructure. Addressing these deficiencies will improve the building's long-term performance while extending its useful life.

The Educational Adequacy Review found that the school supports current educational programs but is limited by environmental comfort, instructional flexibility, and a lack of specialized support spaces. Improvements to accessibility, safety, and modern learning environments would better support contemporary educational practices. Together, the Facility Condition Assessment and Educational Adequacy Review indicate that future investments should focus on modernizing both the facility and instructional environment while preserving the school's role within the community.

Oak Grove Elementary School

FACILITY CONDITION INDEX (FCI): 3%
EDUCATIONAL ADEQUACY: 89.2%
ACTUAL ENROLLMENT | CAPACITY: 366 | 412

Oak Grove Elementary School is one of the district's highest-performing facilities, exhibiting excellent physical condition and relatively few capital deficiencies. The Facility Condition Assessment identified only minor operational improvements related to building controls, elevator reliability, security enhancements, irrigation, and routine maintenance. Continued preventative maintenance will help preserve the building's long-term performance.

The Educational Adequacy Review also ranked Oak Grove among the district's strongest educational environments. Flexible instructional spaces, modern building systems, and appropriately sized support areas effectively accommodate current teaching practices. Future investments should focus on preserving these strengths through routine maintenance, technology upgrades, and targeted operational improvements.

Periwinkle Elementary School

FACILITY CONDITION INDEX (FCI): 14%
EDUCATIONAL ADEQUACY: 64.4%
ACTUAL ENROLLMENT | CAPACITY: 300 | 487

Periwinkle Elementary School remains in good physical condition, although several site-related infrastructure improvements are needed to support long-term operations. The Facility Condition Assessment identified priorities including site drainage, parking improvements, irrigation upgrades, and circulation enhancements to support evolving educational programs and improve campus functionality.

The Educational Adequacy Review found that instructional spaces generally support student learning while identifying opportunities to expand student support services, improve environmental comfort, and provide greater flexibility for specialized educational programs. Together, the assessments support continued investment in site infrastructure and learning environments to better serve the school's growing instructional needs.

South Shore Elementary School

FACILITY CONDITION INDEX (FCI): 30%
EDUCATIONAL ADEQUACY: 60.3%
ACTUAL ENROLLMENT | CAPACITY: 355 | 451

South Shore Elementary School has benefited from previous additions but continues to require modernization of several major building systems. The Facility Condition Assessment identified priorities including roof replacement, mechanical system upgrades, improvements to HVAC controls, and building envelope repairs to improve long-term reliability and occupant comfort.

The Educational Adequacy Review identified recurring challenges related to acoustics, environmental comfort, student support spaces, and campus safety. Staff noted that support areas are frequently shared or repurposed, limiting flexibility for intervention and specialized services. Together, these findings suggest that modernization efforts should improve building performance while expanding instructional support spaces to better serve students and staff.

Sunrise Elementary School

FACILITY CONDITION INDEX (FCI): 18%
EDUCATIONAL ADEQUACY: 64.4%
ACTUAL ENROLLMENT | CAPACITY: 316 | 544

Sunrise Elementary School has benefited from several recent capital improvements that have extended the useful life of the facility. The Facility Condition Assessment identified remaining needs associated with mechanical systems, building controls, security, and aging infrastructure that will continue to require targeted investment. Building upon previous improvements will help maintain long-term facility performance.

The Educational Adequacy Review found that the school generally supports instructional programming but identified opportunities to improve environmental comfort, cafeteria capacity, student support spaces, and campus security. Together, the assessments indicate that continued modernization of building systems and learning environments will improve both operational performance and educational experience.

Takena Elementary School

FACILITY CONDITION INDEX (FCI): 33%
EDUCATIONAL ADEQUACY: 64.6%
ACTUAL ENROLLMENT | CAPACITY: 122 | 157

Takena Elementary School is among the district's highest priorities for future capital investment. The Facility Condition Assessment identified significant deferred maintenance, including replacement of the roof, modernization of major building systems, stormwater improvements, and upgrades to support evolving educational programs. The site also has capacity to accommodate future expansion if district needs change.

The Educational Adequacy Review found that while the school effectively serves its current students, limitations in environmental comfort, instructional support spaces, and educational flexibility reduce its ability to fully support contemporary teaching practices. Together, these findings reinforce the Long-Range Facility Plan recommendations to modernize and expand the campus while improving safety, instructional functionality, and student support services.

Tangent Elementary School

FACILITY CONDITION INDEX (FCI): 20%
EDUCATIONAL ADEQUACY: 64.5%
ACTUAL ENROLLMENT | CAPACITY: 105 | 185

Tangent Elementary School continues to provide a valuable educational facility for the district's rural community while requiring modernization of several aging building systems. The Facility Condition Assessment identified priorities including roofing, mechanical equipment, drainage improvements, seismic upgrades, and site circulation enhancements that will improve long-term building performance and reduce maintenance demands.

The Educational Adequacy Review found that classrooms generally support instruction but identified recurring concerns related to environmental comfort, limited specialized instructional spaces, and the shared cafeteria and gymnasium. Together, the assessments support targeted modernization that improves building systems, expands educational flexibility, and enhances the overall learning environment.

Waverly Elementary School

FACILITY CONDITION INDEX (FCI): 12%
EDUCATIONAL ADEQUACY: 72.5%
ACTUAL ENROLLMENT | CAPACITY: 184 | 348

Waverly Elementary School remains in relatively good physical condition but continues to experience many of the maintenance challenges common to the district's older schools. The Facility Condition Assessment identified priorities including replacement of aging windows, playground equipment, fire alarm systems, and repairs to moisture-related building deterioration. Continued investment in building systems and preventative maintenance will preserve the school's long-term functionality.

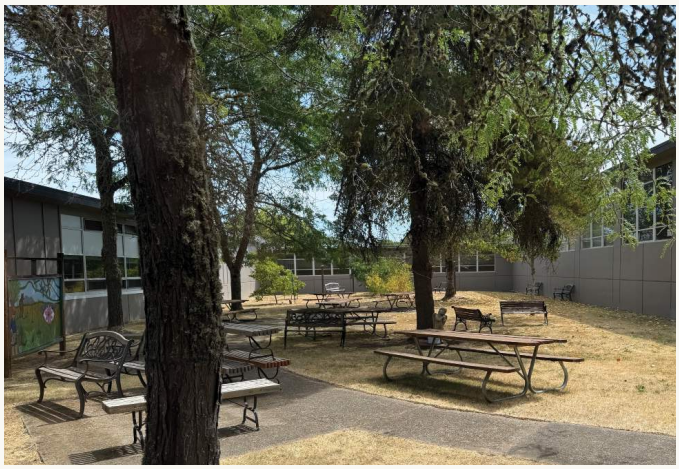
The Educational Adequacy Review ranked Waverly among the stronger-performing older elementary schools. While instructional spaces effectively support current enrollment, opportunities remain to modernize classrooms, improve environmental comfort, and expand collaborative and community learning spaces. Together, the assessments indicate that targeted modernization can build upon the school's existing strengths while extending its useful life.

Calapooia Middle School

FACILITY CONDITION INDEX (FCI): 18%
EDUCATIONAL ADEQUACY: 63.0%
ACTUAL ENROLLMENT | CAPACITY: 623 | 1,035

Calapooia Middle School continues to provide quality educational spaces and has benefited from previous capital improvements that have extended the life of the facility. The Facility Condition Assessment identified remaining priorities including modernization of kitchen equipment, ventilation improvements, athletic support facilities, and continued upgrades to core building systems. Coordinating these improvements with future seismic work presents an opportunity to maximize the value of future investments.

The Educational Adequacy Review found that the school generally supports current instructional practices but would benefit from greater instructional flexibility, expanded collaborative learning areas, improved student support spaces, and enhanced environmental comfort. Together, the assessments support continued modernization that strengthens both building performance and educational experience while extending the useful life of the campus.



Memorial Middle School

FACILITY CONDITION INDEX (FCI): 13%
EDUCATIONAL ADEQUACY: 69.8%
ACTUAL ENROLLMENT | CAPACITY: 527 | 940

Memorial Middle School continues to serve students well but requires ongoing reinvestment in aging infrastructure. The Facility Condition Assessment identified priorities including replacement of aging heating and stormwater systems, mitigation of recurring water intrusion, modernization of interior finishes, and improvements to life safety and accessibility. Planned seismic improvements also provide an opportunity to coordinate additional modernization efforts.

The Educational Adequacy Review found that instructional spaces adequately support the school's educational program while identifying opportunities to improve environmental comfort, educational technology, specialized student support areas, and overall instructional flexibility. Together, the assessments indicate that continued investment in building systems and learning environments will preserve the facility while better supporting contemporary middle school education.

North Albany Middle School

FACILITY CONDITION INDEX (FCI): 20%
EDUCATIONAL ADEQUACY: 66.4%
ACTUAL ENROLLMENT | CAPACITY: 440 | 779

North Albany Middle School serves as both an educational facility and an important community resource. The Facility Condition Assessment identified needs related to aging building systems, site infrastructure, athletic facilities, paving, stormwater improvements, and building support spaces. Continued investment in these areas will improve operational efficiency while preserving the campus's important community role.

The Educational Adequacy Review found that instructional spaces generally support current educational programs but identified opportunities to improve environmental quality, collaborative learning environments, and specialized student support functions. Together, the assessments support targeted modernization that enhances educational flexibility while extending the useful life of the campus.

Timber Ridge School

FACILITY CONDITION INDEX (FCI): 12%
EDUCATIONAL ADEQUACY: 77.6%
ACTUAL ENROLLMENT | CAPACITY: 413 | 622

Timber Ridge School remains in strong physical condition and continues to provide flexible learning environments that effectively support intermediate and middle school programming. The Facility Condition Assessment identified relatively minor priorities including roof maintenance, irrigation improvements, site infrastructure, restroom security, and localized building envelope repairs. Continued preventative maintenance will preserve the building's long-term performance.

The Educational Adequacy Review ranked Timber Ridge among the district's highest-performing schools, reflecting modern instructional spaces and strong curriculum support. Staff identified opportunities to improve acoustics, community meeting spaces, and accessibility, but overall the campus provides an educational environment well suited to contemporary teaching and learning. Together, the assessments indicate that routine maintenance and targeted improvements will preserve the school's strong performance for years to come.

Albany Options School

FACILITY CONDITION INDEX (FCI): 8%
EDUCATIONAL ADEQUACY: 70.2%
ACTUAL ENROLLMENT | CAPACITY: 143 | 263

Albany Options School is in good overall physical condition and effectively supports its alternative educational mission. The Facility Condition Assessment identified relatively modest capital needs, including localized roof repairs, replacement of worn finishes, and improvements to instructional and Career Technical Education support spaces. Continued maintenance and targeted upgrades will help preserve the facility's long-term functionality.

The Educational Adequacy Review found that the school provides flexible learning environments that support personalized instruction while identifying opportunities to modernize student support areas, instructional spaces, and building systems. Together, the assessments support continued investment that enhances operational efficiency while preserving the unique educational opportunities offered by Albany Options School.

South Albany High School

FACILITY CONDITION INDEX (FCI): 15%
EDUCATIONAL ADEQUACY: 62.0%
ACTUAL ENROLLMENT | CAPACITY: 1,401 | 1,689

South Albany High School consists of facilities constructed during multiple building campaigns, resulting in varying physical conditions across the campus. While recent investments have modernized portions of the school, the Facility Condition Assessment identified continued needs related to aging building systems, accessibility improvements, roofing, building envelope repairs, and modernization of older instructional spaces. A phased approach to capital investment will allow the district to build upon previous improvements while addressing the remaining deferred maintenance in the original campus.

To better understand how the campus supports teaching and learning, the Educational Adequacy Review evaluated the original buildings and newer classroom addition separately. The original campus scored lower due to limitations in environmental comfort, instructional flexibility, student support spaces, and aging learning environments, while the newer classroom addition reflects contemporary educational design and more effectively supports current instructional practices. Together, the assessments reinforce the phased modernization strategy developed through this Long-Range Facility Plan, prioritizing renovation or replacement of the original classroom buildings while preserving and expanding upon the district's more recent investments.

West Albany High School

FACILITY CONDITION INDEX (FCI): 21%
ORIGINAL FACILITIES – 57.7%
NEW FACILITIES - 74.7%
ACTUAL ENROLLMENT | CAPACITY: 1,275 | 2,068

West Albany High School combines recently modernized facilities with older classroom wings that continue to require significant reinvestment. The Facility Condition Assessment identified deferred maintenance associated with aging mechanical systems, roofing, windows, instructional spaces, accessibility improvements, and site infrastructure. While previous bond projects have substantially improved portions of the campus, continued phased modernization will be necessary to provide a more consistent learning environment across the school.

The Educational Adequacy Review reflects this difference in facility age and performance. The newer portions of the campus effectively support contemporary teaching practices through flexible learning environments and improved environmental quality, while the original classroom buildings continue to limit instructional flexibility, student support functions, and occupant comfort. Together, the Facility Condition Assessment and Educational Adequacy Review support continued phased modernization that preserves the district's previous investments while replacing or renovating the remaining original facilities to create a cohesive, future-ready high school campus.

10-Year Proposed Plan

A description of the plan the district will undertake to change its facility to match the projects and needs for the district for the next ten years.

Long-Range Facilities Advisory Committee Recommendation to the Board of Directors to address the District's Immediate Needs

PRESERVING SCHOOLS, PREPARING FOR THE FUTURE

Following a comprehensive review of district facilities, enrollment trends, educational programming needs, facility condition assessments, deferred maintenance requirements, and community priorities, the Long-Range Facilities Advisory Committee (LRFAC) recommends that the Board of Directors consider the following capital improvement projects as priorities for future facility investments. The Committee finds that these projects address critical capacity needs, aging infrastructure, student safety, accessibility requirements, and the long-term preservation of District assets.

LEVY RATES

Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

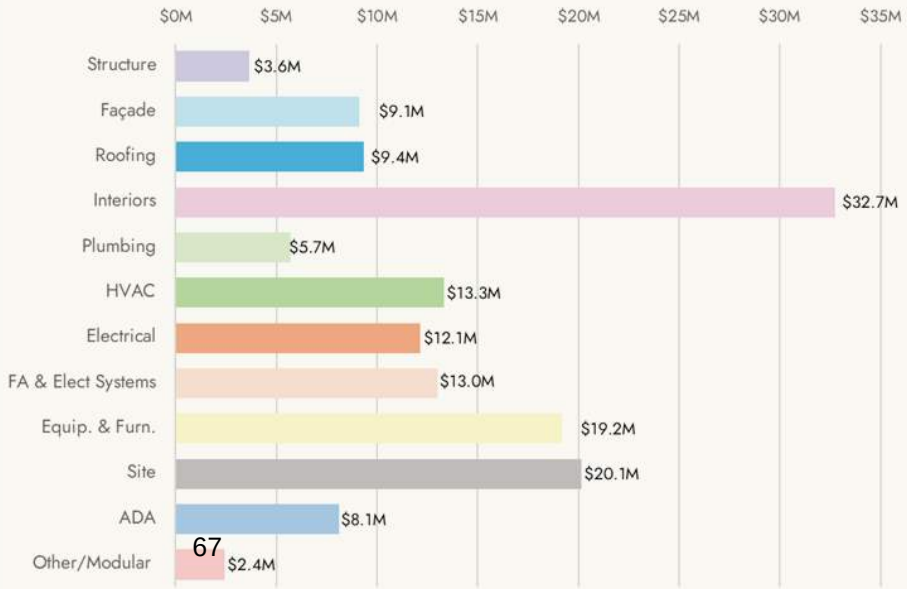
Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Above: *Piper Sandler presented proposed levy rates based on different General Obligation Bond packages. The Committee selected to maintain the current levy rate shown here under $2.20 levy of approximately $167,906,080. Based on polling results, this also seems to be the outcome most in favor with the community.*

COST OF REPAIRS DISTRICT-WIDE

Based on the final facility assessment analysis, this chart shows facility needs district-wide. This does not include improvements and associated costs for Educational Adequacy. Over $148.7 million on repairs is expected over the next 5 years.



Recommended Projects & Cost Data

TAKENA ELEMENTARY SCHOOL EXPANSION AND CONSOLIDATION

The Committee recommends:

- Construction of approximately 7,500 square feet of additional educational space;
- Addition of seven classrooms to accommodate current and future enrollment needs;
- Expansion of playground facilities;
- Expansion of staff parking capacity;
- Construction of a dedicated school bus drop-off area to improve traffic flow and student safety;
- Replacement of the existing roof;
- Removal of modular classrooms; and
- Closure of Central Elementary School and transition of students to an expanded Takena Elementary School.

Estimated Cost: $7.1 Million

WEST ALBANY HIGH SCHOOL PHASE II

The Committee recommends:

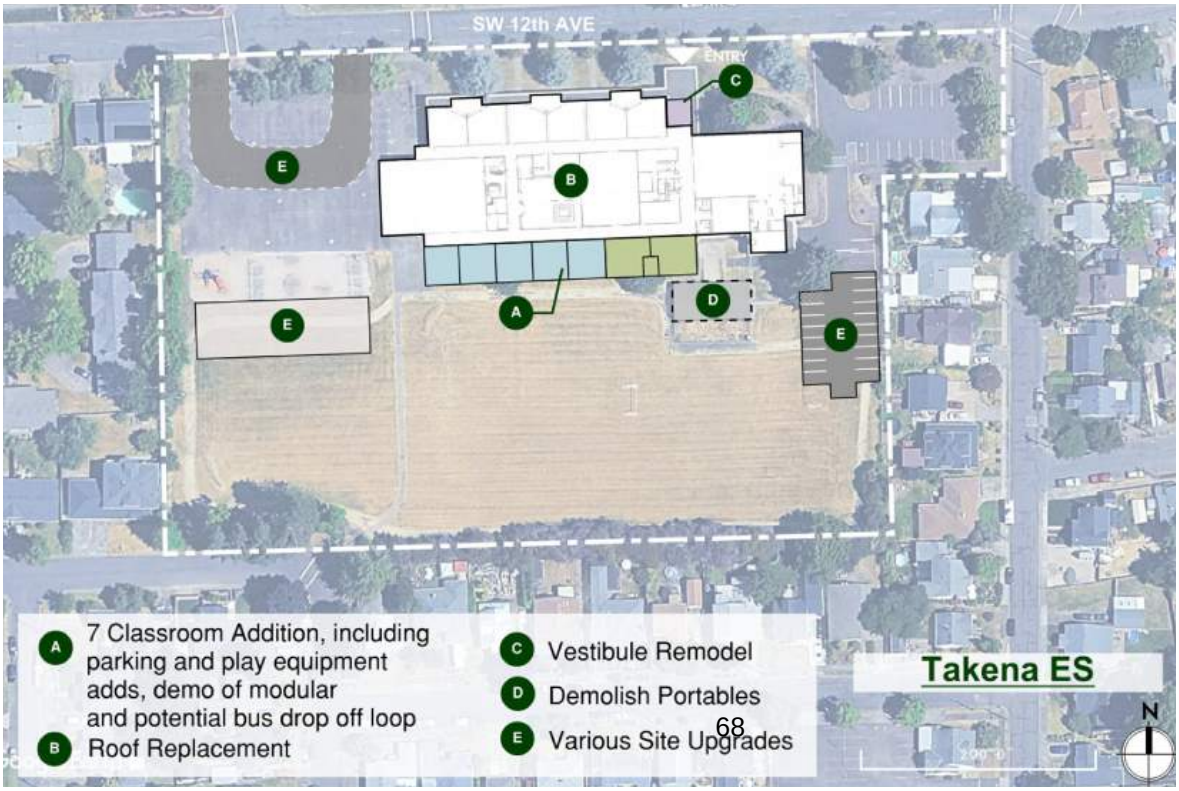
- Construction of approximately 54,860 square feet of additional educational space;
- Expansion of two academic wings;
- Construction of a new media center; and
- Demolition and replacement of aging classroom hallways located north of the gymnasium.

These improvements will increase educational capacity and support modern instructional programming at West Albany High School.

Estimated Cost: $61.3 Million

TAKENA ELEMENTARY PLANS

Short-term plan: Add 7,500 SF, costing approximately $7.6M



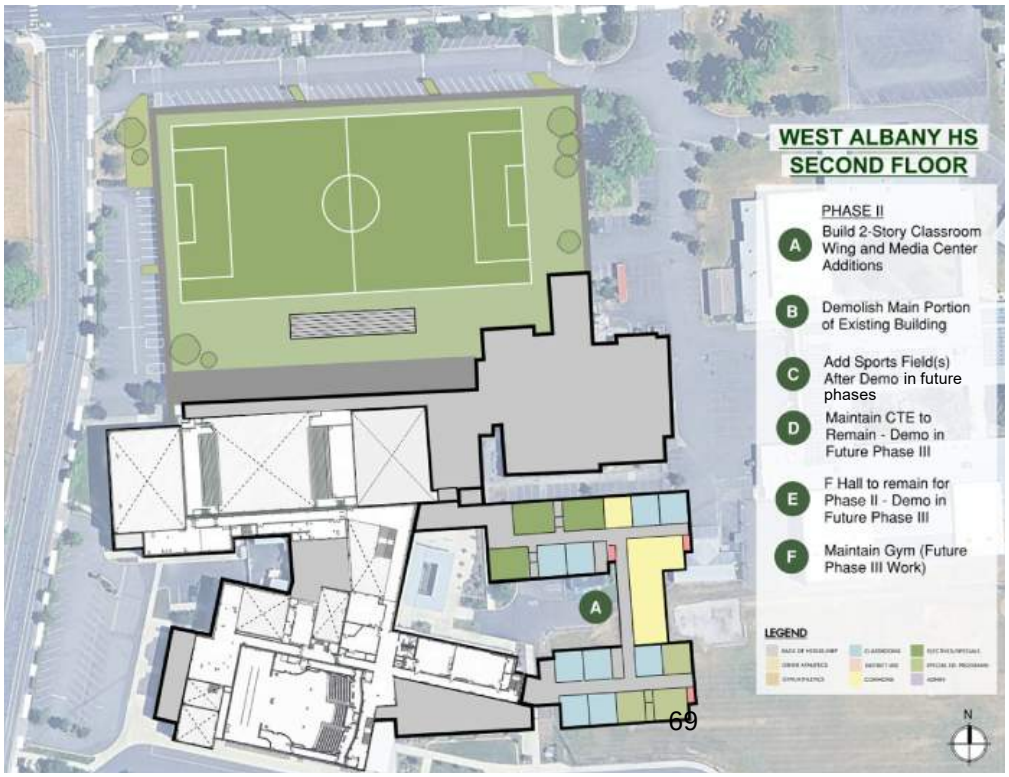
WEST ALBANY HIGH SCHOOL FIRST FLOOR

Phase II: 54,860 SF, costing approximately $61.3M (includes education wing and Media Center)

Phase III: 45,600 SF, costing approximately $36.7M (includes CTE, Gen Ed, and Athletics).

Note: sport field cost is not included

WEST ALBANY HIGH SCHOOL SECOND FLOOR



Phase II: 54,860 SF, costing approximately $61.3M (includes education wing and Media Center)

Phase III: 45,600 SF, costing approximately $36.7M (includes CTE, Gen Ed, and Athletics).

Note: sport field cost is not included

SOUTH ALBANY HIGH SCHOOL IMPROVEMENTS

The Committee recommends:

- Construction of approximately 30,420 square feet of new educational space;
- Addition of science, mathematics, and administrative facilities; and
- Renovation of Building 2 to support Career Technical Education (CTE), visual and performing arts programs, and special education services.
- Renovate the auditorium with new fixed seating and rigging system

These improvements will enhance instructional opportunities and provide modern learning environments that support a broad range of student needs.

Estimated Cost: $41.2 Million

DISTRICT-WIDE INFRASTRUCTURE IMPROVEMENTS

The Committee recommends continued investment in the District's aging facilities through the following high priorities:

- Repair and modernization of mechanical systems;
- Building envelope repairs to protect facilities from weather-related deterioration;
- Accessibility improvements, including ADA-compliant doors, hardware, restrooms, and fixtures;
- Asbestos abatement where necessary;
- Security enhancements, including upgraded door hardware and related safety improvements;
- Repair and replacement of deteriorated asphalt surfaces;
- Playground improvements; and
- Replacement of aging windows to improve energy efficiency, comfort, and building performance.

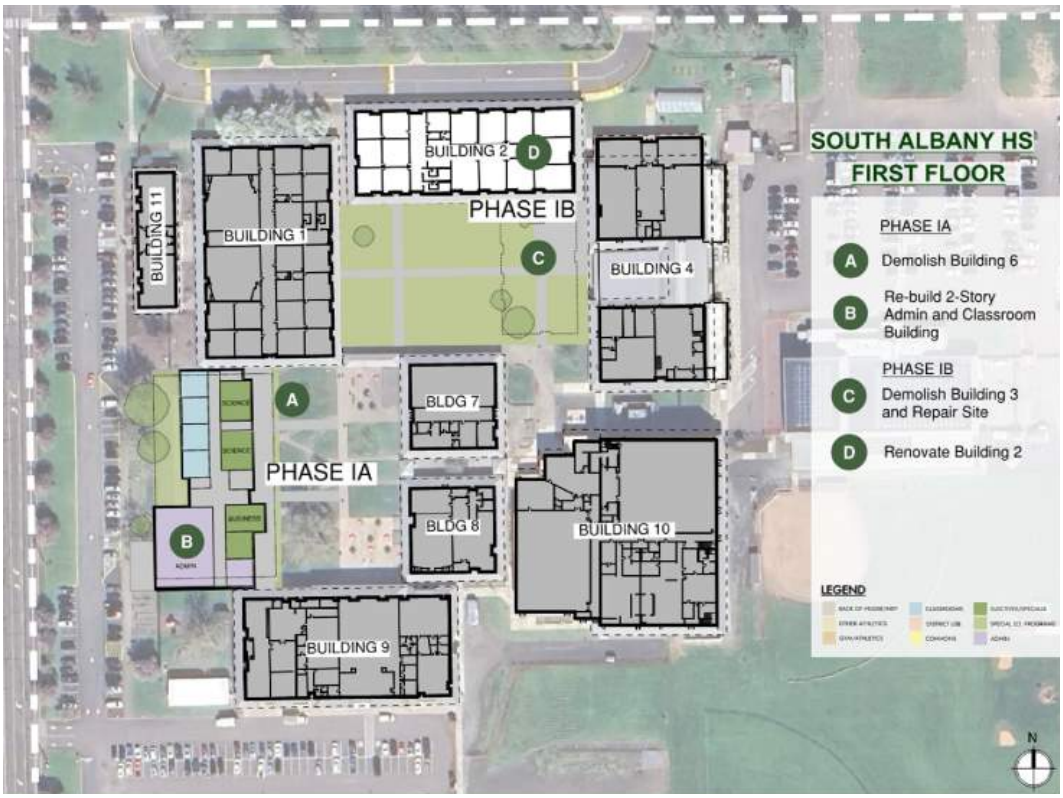
These improvements address deferred maintenance needs, improve safety and accessibility, and help preserve District facilities for future generations.

Estimated Cost: $70.0 Million

Advisory Committee Recommendation

Based upon its review and evaluation of District facilities and long-term educational needs, the Long-Range Facilities Advisory Committee recommends that the School Board adopt these projects as priority facility investments and consider appropriate funding mechanisms to implement the improvements. The Committee believes these investments will increase educational capacity, enhance student learning environments, improve safety and accessibility, address critical deferred maintenance, and preserve District facilities for future generations.

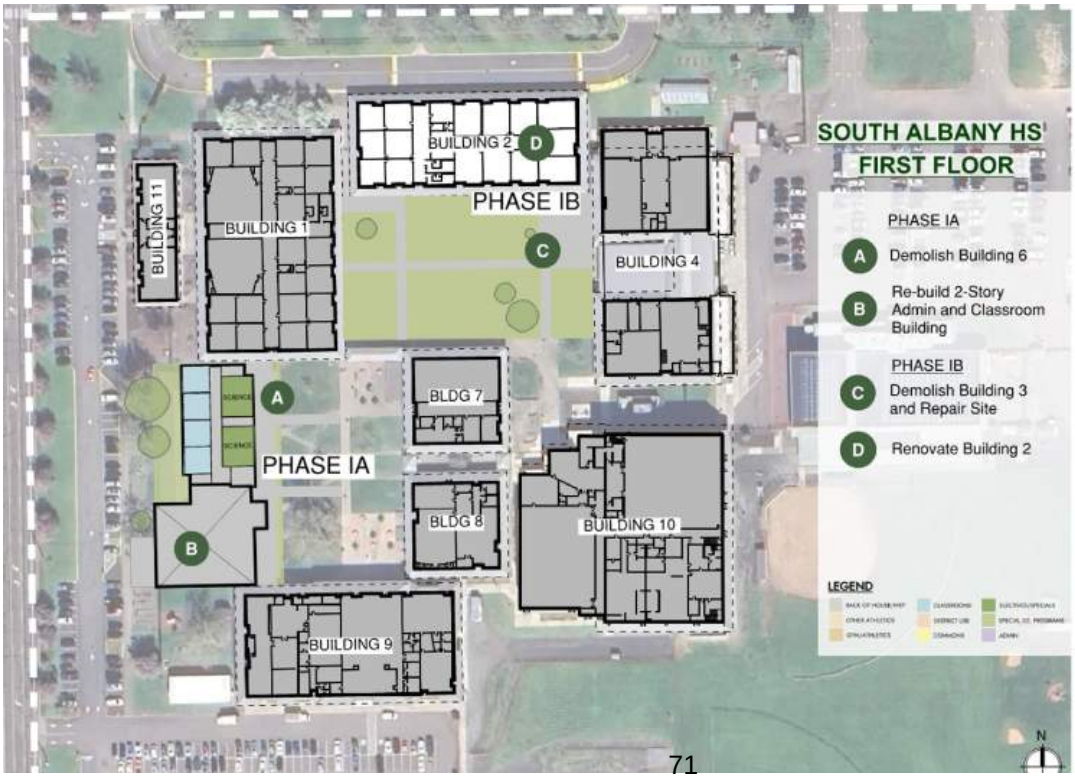
SOUTH ALBANY HIGH SCHOOL FIRST FLOOR



Phase I: 30,420 SF (includes Administration, Math and Science Education wing, renvation of the auditorium, and Building 2 renovation for SPED and CTE/Art

Total: $41.2M

SOUTH ALBANY HIGH SCHOOL SECOND FLOOR



Phase I: 30,420 SF (includes Administration, Math and Science Education wing, renvation of the auditorium, and Building 2 renovation for SPED and CTE/Art

Total: $41.2M

Appendix

Appendix A Memorializing the Engagement Process
Appendix B Educational Adequacy by Facility
Appendix C Facility Assessment Report
Appendix D Enrollment Projections

District Staff Interviews

As part of the Long-Range Facility Planning process, SĀJ Architecture conducted interviews with district leadership and operational departments to better understand how facilities support educational programs and day-to-day operations throughout Greater Albany Public Schools. These conversations provided valuable insight into the successes, challenges, and opportunities experienced by staff responsible for delivering instruction, student services, facility operations, and district-wide support programs. While each department identified unique operational needs, many common themes emerged across the interviews. Together, these perspectives help establish a shared understanding of how facilities influence student learning, staff effectiveness, operational efficiency, and community engagement, providing an important foundation for the recommendations presented throughout this report.

Athletics

The Athletics Department emphasized a collaborative, district-wide approach to providing equitable opportunities for student-athletes across Greater Albany Public Schools. While South Albany High School and West Albany High School each have unique site conditions and facility needs, athletic leadership works closely together to ensure students at both schools have access to comparable programs and resources. Rather than competing for improvements, the department seeks balanced investments that allow each school to successfully support athletics, physical education, and community recreation.

District athletic facilities are heavily utilized by students, youth sports organizations, and community partners throughout the year. The addition of auxiliary gymnasiums at the high schools has significantly improved scheduling flexibility by allowing practices and tournaments to occur simultaneously while reducing travel for students. Gymnasiums throughout the district are regularly used by organizations such as the YMCA and Boys & Girls Club, reinforcing the role of school facilities as important community assets. Staff noted that continued investment in athletic facilities would benefit not only district programs but also create opportunities to attract tournaments and community events that support the local economy.

At the high school level, both campuses have aging athletic infrastructure that will require attention in the coming years. South Albany High School's priorities include replacing the synthetic turf, rehabilitating the track and tennis courts, replacing aging bleachers, improving parking, and relocating the softball field to enhance safety and functionality. Staff also identified the need for dedicated team rooms, offices, and support spaces that better support girls' athletics and continue advancing Title IX equity. At West Albany High School, priorities include expansion of the competition gymnasium, larger locker rooms and team spaces, relocation of wrestling and weight room facilities, improved stadium parking and accessibility, and replacement of aging field infrastructure. Staff also discussed opportunities to strengthen the athletic campus through future field development and improved community access.

Across the district, athletic field conditions were consistently identified as a limiting factor for both school programs and community recreation. Many elementary and middle school fields lack adequate irrigation or drainage, reducing their availability during portions of the year and limiting opportunities to host tournaments or community events. Improvements to outdoor athletic

facilities, irrigation systems, gymnasium flooring, and support spaces would increase year-round use while reducing maintenance challenges. Athletic leadership emphasized that investments in these facilities support not only competitive sports, but also student wellness, school pride, and the district's role as a community gathering place.

Curriculum & Career Technical Education

The Curriculum and Career Technical Education Department discussed the important relationship between educational programming and the physical learning environment. While the district has invested in several successful modernization projects in recent years, many schools continue to operate in buildings that were designed for educational models very different from those used today. Staff emphasized that future facility improvements should focus not only on maintaining buildings but also on creating environments that better support collaboration, student engagement, and evolving instructional practices.

Safety, consistency, and modernization emerged as recurring themes throughout the discussion. Secure building entrances, modern classroom technology, updated lighting, reliable building systems, and consistent instructional environments across the district were identified as foundational investments that benefit every student and educator. Staff also noted that aging furnishings, inconsistent technology infrastructure, and outdated building systems create unnecessary challenges for instruction and reduce classroom flexibility.

School-specific observations highlighted opportunities to improve learning environments throughout the district. Several elementary schools would benefit from increased natural daylight, improved accessibility, and learning spaces that better support contemporary teaching methods. Staff discussed the value of creating collaborative learning commons adjacent to classrooms, providing flexible instructional spaces, and modernizing buildings to encourage both student collaboration and teacher interaction. Existing features such as movable classroom partitions were noted as examples of design strategies that have not functioned as originally intended and could be reconsidered in future renovations.

Career Technical Education continues to be one of the district's greatest strengths and was a major focus of the previous bond program. Staff expressed appreciation for the investments that have expanded CTE opportunities while also recognizing opportunities to further strengthen connections between instructional spaces, career pathways, and future workforce needs. Looking ahead, the department encouraged the district to view facilities as long-term educational investments that support future instructional models rather than simply replacing aging infrastructure. Educational environments should remain adaptable to the evolving curriculum, emerging technologies, and changing student needs while maintaining equitable opportunities throughout the district.

Health Services

The Health Services Department provides nursing, health coordination, and family support services throughout Greater Albany Public Schools, working closely with school staff, community organizations, and healthcare providers to remove barriers that may prevent students from fully participating in their education. Staff described the department as increasingly focused on addressing both physical and mental health needs while connecting families with community resources and support services.

Demand for health and wellness services has grown significantly in recent years. School nurses and health staff regularly coordinate care for students with chronic medical conditions, administer medications, support students with specialized healthcare needs, and facilitate referrals to community providers. Staff noted increasing demand for mental health services and emphasized the importance of maintaining private, confidential spaces where students and families can meet with counselors, healthcare providers, and community partners. Existing conference rooms are often repurposed for these services, creating scheduling conflicts and limiting privacy.

Several opportunities were identified to improve health facilities throughout the district. Health rooms vary considerably in size and functionality, with newer schools generally providing more adequate space for examination areas, medication storage, and student care. Staff expressed a desire for larger, dedicated health offices in every school, as well as appropriately sized isolation rooms that can be used during periods of illness or infectious disease outbreaks. Privacy for students and families was consistently identified as a priority, particularly when discussing sensitive health or family circumstances.

The department also emphasized the value of consolidating student support services into a centralized location. Health Services currently works closely with FACT, family liaisons, and community resource providers, yet these services operate from multiple locations. Staff envisioned a centralized student support center that could include health services, family assistance, clothing and food resources, laundry facilities, and a future student-based health center. Such a facility would improve coordination among service providers while reducing barriers for students and families seeking assistance.

Special Programs

The Special Programs Department provides specialized educational services that support students with a wide range of learning, behavioral, cognitive, and developmental needs. Services are delivered across multiple instructional models, including Foundational Skills Classrooms, Learning Resource Centers, Social Learning Centers, Structured Support Classrooms, and the Community Transition Program. Staff emphasized that these programs are designed to provide individualized support while creating opportunities for students to participate in general education settings whenever appropriate.

As student needs have evolved, facility requirements have become increasingly specialized. Staff identified the need for learning environments that provide greater flexibility, accessibility, and sensory support. Many specialized classrooms would benefit from dedicated sensory and de-escalation spaces that allow students to self-regulate while remaining connected to their instructional environment. Speech-language pathologists and other specialists also require appropriately sized spaces that provide privacy while accommodating small-group instruction. Several programs currently operate in modular classrooms or repurposed spaces that were not originally designed for specialized educational services, creating challenges for both students and staff.

Accessibility was a recurring theme throughout the discussion. While many students in specialized programs use mobility devices or require additional assistance throughout the school day, playgrounds, restrooms, and classroom layouts do not consistently provide equitable access across the district. Staff described situations where restroom layouts make transfers difficult for both students and caregivers, and where playground equipment does not adequately support inclusive play opportunities. Future facility improvements should continue advancing universal accessibility so that all students can fully participate in school activities.

The Community Transition Program (CTP), which serves students after graduation as they prepare for employment and independent living, was identified as one of the department's highest priorities. The program currently operates from multiple locations, requiring students and staff to travel throughout the day while utilizing facilities that were not purpose-built for the program's needs. Staff expressed a desire to establish a permanent, centralized location that provides accessible instructional spaces while maintaining convenient access to public transportation, community services, and vocational employment opportunities. Such a facility would improve program efficiency while strengthening partnerships that support successful transitions into adulthood.

Looking ahead, the department emphasized that future facility investments should continue supporting inclusive educational practices by providing accessible classrooms, secure outdoor environments, specialized instructional spaces, and flexible learning environments that allow students to receive services within their neighborhood schools whenever possible.

Student Services (FACT, Welcome Center & Equity Services)

The Student Services Department provides a broad network of family support programs designed to remove barriers to learning and connect students with essential resources both within the district and throughout the community. Through Families and Communities Together (FACT), the Welcome Center, and Equity Services, the department assists students experiencing homelessness, foster care placement, food insecurity, language barriers, and other circumstances that affect educational success. Staff emphasized that these services continue to expand as student needs become increasingly complex.

FACT serves as a central point of coordination for family support, connecting students with community organizations, healthcare providers, housing assistance, clothing, food resources, and other basic necessities. While the department has recently relocated to a facility that provides improved privacy for staff and families, support services remain dispersed across multiple locations. Staff noted that separating the Welcome Center, FACT offices, and other partner organizations creates additional barriers for families, particularly those with limited transportation or multiple service needs.

Equity Services plays an important role in supporting culturally responsive educational practices throughout the district. In addition to coordinating interpretation and translation services for multilingual families, the department provides support for bilingual programming, equity training, community engagement, and student affinity groups. As the district's student population continues to diversify, staff emphasized the importance of creating welcoming spaces where students and families from all backgrounds feel connected and supported. Flexible meeting rooms, private consultation spaces, and community gathering areas were identified as important facility components that strengthen relationships between schools and families.

Staff also described a growing need for a centralized community resource hub that brings together student support services in a single, accessible location. Such a facility could accommodate health clinics, family resource fairs, clothing and food distribution, community meetings, and partnerships with outside agencies while reducing the number of locations families must visit to receive assistance. Looking ahead, the department envisions facilities that not only support students during the school day but also strengthen connections between schools, families, and community partners by providing accessible, welcoming spaces that reflect the district's commitment to equity and student success.

Technology

The Technology Department supports the district's instructional, operational, and security systems by providing technology infrastructure, user support, network management, classroom technology, communication systems, and electronic building controls. Staff emphasized that technology has become an essential component of modern educational environments and should be considered foundational infrastructure rather than a separate building system. As facilities are renovated or constructed, technology planning should anticipate future instructional needs rather than simply replicating current standards.

One of the department's primary goals is establishing consistency across the district. While schools have received technology improvements through various projects over time, classroom equipment, security systems, and building technologies vary considerably between campuses. Staff described ongoing efforts to standardize classroom technology, transition from projectors to interactive displays, modernize card access systems, improve video surveillance, and integrate clocks, bells, and emergency communication systems into a unified platform. Consistent technology standards improve the learning experience for students while simplifying maintenance, training, and long-term equipment replacement.

Staff also discussed the importance of coordinating technology infrastructure early in the design process. Lessons learned from previous construction projects

highlighted the need for stronger coordination between instructional technology, electrical systems, furniture layouts, and building infrastructure. Power locations, data connections, wireless coverage, security cameras, and classroom technology should be planned together to ensure educational spaces remain flexible as instructional practices continue to evolve. The department also expressed a preference for adaptable infrastructure that allows future technologies to be incorporated without requiring extensive building modifications.

Safety and security continue to be significant priorities for the department. Upgraded access control systems, digital surveillance cameras, integrated emergency notification systems, and improved lock-down capabilities were all identified as important opportunities for future investment. Staff also encouraged planning for flexible wireless technology, community Wi-Fi access in appropriate outdoor spaces, and long-term replacement cycles that keep pace with rapidly changing technology. Looking ahead, the department envisions educational facilities with reliable, adaptable technology infrastructure that supports instruction, operations, and student safety for many years to come.

Nutrition Services

The Nutrition Services Department provides breakfast and lunch to every school in the district while supporting the district's commitment to ensuring students have consistent access to nutritious meals. The department currently operates a distributed production model, with meals prepared at multiple production kitchens and delivered throughout the district. Staff described an ongoing transition toward preparing more meals from scratch, allowing schools to provide fresher food while increasing flexibility in meal preparation and service.

Over the past several years, the department has made significant progress modernizing kitchen equipment through the replacement of ovens, steamers, service vehicles, and other essential equipment. These improvements have increased operational efficiency and positioned the district to continue expanding from-scratch cooking over the coming years. Staff noted that all schools can prepare meals on-site to varying degrees, with future investments focused on improving food production capacity and streamlining distribution throughout the district.

While the overall kitchen network functions well, several facility improvements were identified that would enhance daily operations. Because of aging equipment at individual schools, replacing walk-in refrigeration and freezer units, updating dishwashing equipment, adding food preparation sinks, and improving loading and service areas would increase efficiency while supporting the department's long-term goals. Staff also noted opportunities to improve circulation and service access at several campuses to better accommodate deliveries and food distribution.

Looking ahead, the department envisions facilities that support a more resilient and efficient nutrition program while continuing to provide equitable meal service throughout the district. As participation in the Community Eligibility Provision (CEP) program continues, investments in kitchen infrastructure will help ensure every student has access to high-quality meals in learning environments that promote student health and well-being.

Transportation

The Transportation Department provides daily transportation services for students throughout the district while supporting field trips, special education transportation, and extracurricular activities. Staff reported that the district's transportation operations center is relatively new and was designed to accommodate future growth. As a result, the department expressed confidence that its maintenance facility, bus parking, and operational spaces adequately support current and anticipated needs.

Although the transportation facility itself functions well, staff identified opportunities to improve circulation and safety at several school campuses. The separation of bus traffic, parent drop-off, and pedestrian circulation varies

considerably between schools, with some campuses experiencing congestion during arrival and dismissal periods. In several cases, bus loading areas have gradually become shared with parent traffic, reducing operational efficiency and creating potential conflicts between vehicles and pedestrians.

Staff emphasized that many circulation challenges could be addressed through site planning and operational improvements rather than major facility expansion. Dedicated bus loops, clearly defined parent drop-off areas, improved traffic flow, and enhanced pedestrian safety measures would strengthen the overall transportation experience while reducing congestion during peak periods. Particular attention should be given to schools where special education transportation or unique site constraints create additional operational challenges.

Overall, the department views transportation facilities as being in good condition and well-positioned to support the district's future needs. As future capital improvements are considered, staff encourages continued coordination between transportation planning and site design to ensure schools provide safe, efficient circulation patterns that support students, families, and district operations.

Facilities

The Facilities Department is responsible for maintaining more than twenty school campuses and numerous support buildings across Greater Albany Public Schools. The department oversees building maintenance, custodial services, grounds, mechanical systems, electrical infrastructure, locksmith services, technology coordination, and facility operations. Staff emphasized that maintaining a district of this size requires balancing routine maintenance, emergency repairs, and long-term capital improvements while working within limited staffing and funding resources.

A recurring theme throughout the interview was the challenge of balancing reactive maintenance with proactive asset management. While district maintenance staff perform most repairs in-house, responding to immediate operational needs often delays preventative maintenance activities and long-term improvements. As a result, many projects remain on a growing list of deferred work until sufficient funding or staffing becomes available. Staff noted that strategic outsourcing of larger projects could allow maintenance personnel to focus more consistently on preventative maintenance and routine facility care.

Building infrastructure and site systems were identified as significant priorities for future investment. Air conditioning has become an increasingly important concern as warmer weather affects classroom comfort and learning environments. Irrigation systems, playgrounds, paved surfaces, outdoor athletic areas, and building controls also require continued investment to improve reliability, reduce maintenance demands, and provide safe environments for students. Staff emphasized the importance of establishing consistent district standards for building systems, site amenities, furnishings, and replacement cycles to improve long-term efficiency and reduce lifecycle costs.

The department also highlighted the importance of developing a more comprehensive approach to facility stewardship. Routine maintenance items such as pavement striping, inspections, equipment replacement, and other recurring needs are often addressed only after deficiencies become apparent rather than through scheduled lifecycle planning. Establishing predictable replacement cycles and long-term maintenance funding would improve facility reliability while extending the useful life of district assets.

Looking ahead, the Facilities Department envisions a district-wide approach that balances modernization with responsible stewardship. Continued investment in building systems, site infrastructure, preventative maintenance, and educational adequacy improvements will help ensure district facilities remain safe, reliable, and adaptable while supporting the educational mission of Greater Albany Public Schools for years to come.

Planning Advisory Committee Process

The Greater Albany Public Schools Long-Range Facility Planning process was guided by the Long-Range Facility Advisory Committee (LRFAC), a diverse group of community members, district staff, educators, parents, and stakeholders representing a broad cross-section of the district. Meeting over the course of ten facilitated workshops, the committee played a central role in evaluating existing conditions, establishing district priorities, and developing recommendations for future facility investments. Each workshop built upon the previous meeting, allowing committee members to review technical information, participate in collaborative planning exercises, and provide direction as the Long-Range Facility Plan evolved.

Throughout the planning process, SĀJ Architecture facilitated discussions while presenting information gathered through facility assessments, educational adequacy evaluations, enrollment projections, district staff interviews, community polling, and planning-level cost analyses. Rather than developing recommendations independently, the planning team worked alongside the committee to test ideas, compare alternatives, evaluate trade-offs, and refine concepts that balanced educational goals with responsible stewardship of public resources. By integrating quantitative data with local knowledge and firsthand observations from facility tours, the committee ensured that the recommendations reflected both the district's operational needs and the values of the Greater Albany community.

The following workshop summaries illustrate the progression of the planning process, highlighting the discussions, activities, and key decisions that informed the recommendations presented throughout this Long-Range Facility Plan.

10.07.2025 Facility Advisory Committee Workshop 01

The planning process began with establishing a shared understanding of the purpose, scope, and goals of the Long-Range Facility Plan. SĀJ Architecture provided an overview of Oregon's long-range facility planning requirements and explained how facility assessments, educational adequacy evaluations, enrollment projections, community engagement, and financial analysis would be integrated into a comprehensive planning effort. Committee members also reviewed the overall project schedule, gaining an understanding of how the planning process would progress from assessing existing conditions to developing, evaluating, and prioritizing facility recommendations. Roles and responsibilities were clearly defined, emphasizing the collaborative nature of the planning process. While SĀJ Architecture was responsible for collecting and presenting technical information and facilitating discussions, the Advisory Committee was tasked with reviewing information and establishing Guiding Principles.

A significant portion of the workshop focused on developing a shared vision for the district's facilities by creating Guiding Principles. The committee reviewed the emerging themes of the district's draft Strategic Plan and participated in a facilitated small-group exercise to identify the values they believed should guide future facility investments. Participants discussed the importance of creating welcoming, safe schools; supporting educational excellence; providing equitable learning opportunities; remaining fiscally responsible; designing adaptable facilities; and strengthening schools as community assets. These discussions ultimately informed the six Guiding Principles that became the framework for evaluating facility needs and prioritizing recommendations throughout the Long-Range Facility Plan.

The workshop concluded with an introduction to Oregon's General Obligation bond process and the financial framework that would support future capital planning. Representatives from Piper Sandler provided an overview of school bond financing, the Oregon School Capital Improvement Matching (OSCIM) Program, district bonding capacity, and historical levy rates. Committee members discussed how long-range facility planning and financial stewardship are closely connected, recognizing that future recommendations would need to balance educational priorities with available funding and community support. This introductory workshop established a common understanding of both the planning process and the financial considerations that would guide future discussions, preparing the committee for subsequent meetings focused on existing conditions, enrollment trends, educational adequacy, and district-wide facility priorities.

11.04.2025 Facility Advisory Committee Workshop 02

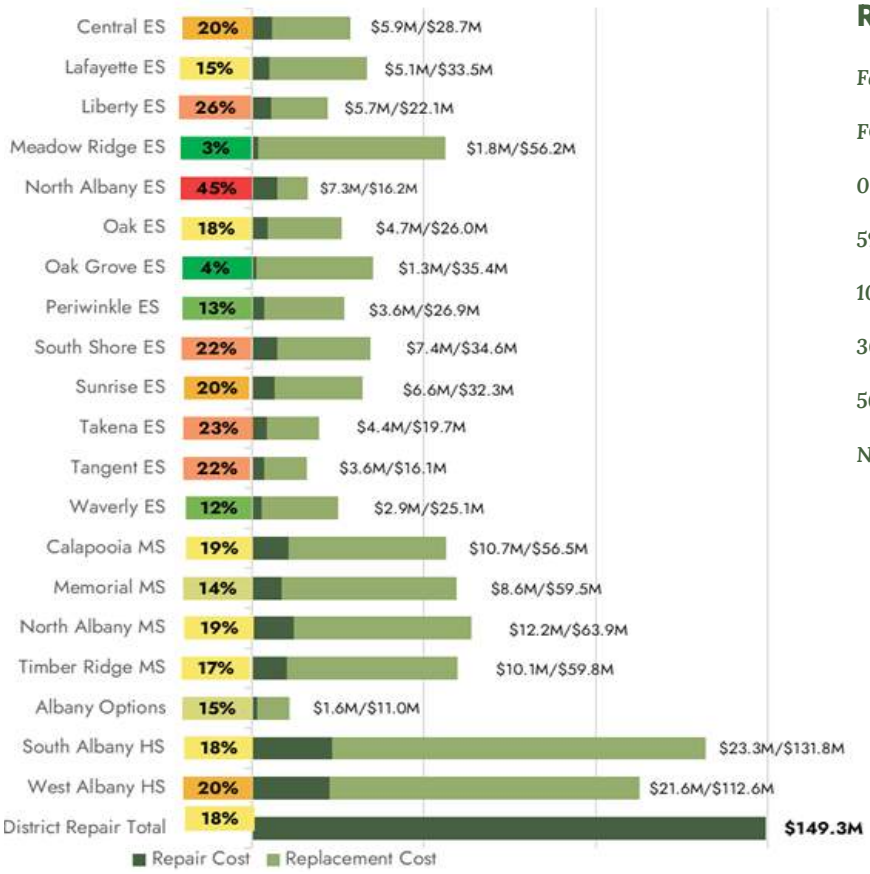
With the planning framework established, the Advisory Committee turned its attention to understanding the district's existing conditions. The workshop began with confirmation of the Guiding Principles developed during the previous meeting, establishing the framework that would be used to evaluate facility needs and prioritize future investments. The committee also reviewed the results of the September 2025 community survey, gaining insight into public perceptions of the district, communication preferences, priorities for future capital improvements, and community support for maintaining and improving school facilities. The survey findings reinforced the importance of transparency, responsible stewardship of taxpayer resources, and continued investment in safe, functional learning environments.

SĀJ Architecture then presented an overview of the facility assessment process and the Oregon Department of Education's Long-Range Facility Planning requirements. Committee members reviewed district-wide trends related to facility age, deferred maintenance, renovation costs, Facility Condition Index (FCI) ratings, and educational adequacy. The discussion highlighted the significant age of many district buildings, the growing cost of maintaining aging infrastructure, and the relationship between facility condition and educational outcomes. In addition to building conditions, the committee reviewed common educational adequacy themes identified across the district, including aging mechanical systems, limited cooling, accessibility challenges, outdated learning environments, inadequate student support spaces, and the need for improved safety and security features. Unlike the introductory workshop, this meeting shifted the committee from understanding the planning process to evaluating the district's existing conditions. The information presented established a common understanding of the opportunities and challenges facing Greater Albany Public Schools and prepared the Advisory Committee for the next stage of planning, where enrollment projections, facility concepts, and long-range investment strategies would begin to take shape.

12.02.2025 Facility Advisory Committee Workshop 03

Having established a baseline understanding of district facilities, the committee began exploring how educational priorities could be translated into future learning environments. Rather than viewing the Guiding Principles as aspirational statements alone, the committee explored how each principle could be reflected in future facility investments.

SĀJ Architecture also presented a district-wide summary of recurring facility and educational adequacy needs identified through the assessments completed to date. Rather than focusing on individual schools, the committee reviewed common deficiencies affecting multiple campuses, including secured vestibules, modernization of classrooms and support spaces, replacement of aging modular classrooms, cooling improvements, lighting upgrades, accessibility improvements, window replacement, site improvements, and deferred maintenance. By examining these needs collectively, the committee began identifying district-wide investment priorities that could improve learning environments while making efficient use of available resources. The discussion reinforced that many



Renovation Cost Per School

Facility Condition Index (FCI)

*FCI = Renovation Costs / Replacement Costs * 100*

0% to 5%: Good condition - minor work

5% to 10%: Fair condition - moderate work

10% to 30%: Poor condition - significant work

30% +: Critical condition - potential replacement

50% +: Justifies replacement discussion

North Albany Elementary School is approaching 50%.

challenges were shared across schools and would require a coordinated, long-term capital strategy rather than isolated building projects.

A significant portion of the workshop was dedicated to reviewing the enrollment forecasting prepared by FLO Analytics. Committee members examined historical enrollment trends, demographic characteristics, anticipated residential development, student transfer patterns, and the forecasting methodology used to project enrollment over the next ten years. The discussion emphasized the distinction between resident enrollment and building attendance, recognizing that enrollment patterns are influenced not only by population growth but also by school choice, specialized programs, and attendance boundary decisions. Understanding these factors provided important context for evaluating future capacity needs and ensuring that facility recommendations would be responsive to both demographic trends and operational realities.

By the end of the meeting, the Advisory Committee established a shared understanding of the relationship between projected enrollment, facility needs, and educational priorities, creating the foundation for the concept development and facility planning exercises that would follow in subsequent workshops.

02.03.2026 Facility Advisory Committee Workshop 04

Building on previous discussions, the committee evaluated how district priorities could be organized into realistic capital investment strategies. Committee members reviewed estimated costs for projects including new elementary school construction, replacement of aging classroom buildings, district-wide cooling improvements, roof replacements, window replacement, ADA improvements, secured vestibules, athletic facility improvements, and modernization of South Albany and West Albany High Schools. The discussion emphasized

the importance of understanding the relative cost of each project and demonstrated how individual improvements could be combined into larger investment scenarios while remaining within a target bond capacity. Construction costs were presented with escalation and soft costs to provide a more realistic understanding of future project budgets.

A significant portion of the workshop focused on comparing multiple conceptual investment scenarios developed by the Advisory Committee during the previous meeting. Committee members reviewed comprehensive project packages that balanced deferred maintenance, modernization, accessibility improvements, educational adequacy needs, and new construction. Some concepts emphasized preserving and modernizing existing facilities through roof replacement, lighting upgrades, heating improvements, and accessibility upgrades, while others explored larger investments such as constructing a new elementary school, replacing portions of West Albany High School, replacing classroom buildings at South Albany High School, expanding Takena Elementary following the potential closure of Central Elementary, and implementing district-wide cooling improvements.

The second half of the workshop shifted to reviewing priorities at the individual campus level. School-specific planning diagrams were presented for each elementary, middle, and high school, illustrating how district-wide improvements could be integrated with the unique needs of each campus. Common priorities identified across multiple schools included secured entrances, lighting replacement, accessibility improvements, cooling, window replacement, and modernization of building systems. Individual campuses also included priorities specific to their educational programs and physical conditions, such as classroom additions, covered play areas, replacement of aging classroom wings, gymnasium improvements, athletic field upgrades, auditorium improvements, Career Technical Education enhancements, and improvements to circulation and site infrastructure. The Advisory Committee continued to build consensus around a balanced long-range strategy for Greater Albany Public Schools. The outcomes of Workshop 4 represented an important step toward identifying a preferred package of facility improvements that would be further refined during the final committee meetings and ultimately incorporated into the Long-Range Facility Plan.

03.03.2026 Facility Advisory Committee Workshop 05

As the planning process entered its testing phase, the Advisory Committee refined project priorities using updated cost estimates, enrollment projections, and community polling results. The committee had entered the “Test” phase of the planning process, where facility concepts, project scopes, and planning-level cost estimates would be evaluated against projected enrollment, community priorities, and realistic funding scenarios.

The committee reviewed and refined the concept scenarios developed during Workshop 4. Updated planning-level cost estimates reflected additional scope definition, refined estimating, and right-sizing of project concepts to better align with district priorities and anticipated funding capacity. Members repeatedly identified the importance of replacing or comprehensively modernizing the district’s oldest elementary schools, improving South Albany and West Albany High Schools through phased renovation or replacement of aging classroom wings, expanding district-wide cooling, replacing aging roofs and windows, improving accessibility, modernizing building systems, and addressing deferred maintenance across all campuses. Security improvements, including secured vestibules, door hardware, and communication systems, also appeared consistently throughout the proposed concepts, reflecting themes identified during the facility assessments and district staff interviews. Committee members recognized that while not every desired project could be accomplished within a single funding cycle, recurring priorities demonstrated broad consensus regarding the district’s greatest facility needs.

FLO Analytics presented an updated enrollment forecast incorporating recent residential development information gathered from local jurisdictions. The updated analysis identified approximately 612 new housing units anticipated over the next ten years,

including 348 single-family units and 264 multifamily units, with the greatest concentration of future residential growth expected within the Meadow Ridge–Timber Ridge attendance area, followed by Tangent, South Shore, and Oak Grove. Despite this anticipated residential development, enrollment projections indicated that overall district enrollment is expected to continue a gradual decline during the planning horizon. Most elementary schools are projected to experience enrollment declines during the first half of the forecast period before stabilizing, while Takena Elementary School and Tangent Elementary School are expected to remain relatively stable. Middle and high school enrollment is also anticipated to decline over the ten-year planning period, with Memorial Middle School and West Albany High School projected to experience the largest numeric enrollment decreases within their respective grade bands. These projections reinforced that future facility planning should focus on improving educational quality, modernizing aging facilities, and strategically utilizing existing capacity rather than planning for significant district-wide enrollment growth.

The committee also reviewed the results of the district's second community survey, which evaluated public sentiment regarding potential facility investment strategies following completion of the initial planning work. The polling demonstrated continued community support for investing in school facilities while emphasizing responsible stewardship of taxpayer resources. Survey participants consistently expressed the greatest support for projects that improve student safety and security, modernize aging schools, address critical maintenance needs, improve educational environments, and preserve district facilities for future generations. Community members also demonstrated stronger support for comprehensive improvements that maximize the useful life of existing schools while strategically replacing facilities where renovation was determined to be less effective.

04.07.2026 Facility Advisory Committee Workshop 06

As the Long-Range Facility Planning process advanced, the Advisory Committee shifted its focus toward evaluating long-term implementation strategies and the financial realities of future capital investments. The workshop represented an important transition from identifying facility needs to considering how those needs could be addressed through fiscally responsible, phased implementation. The workshop began with a review of the updated enrollment projections presented during the previous meeting. Committee members revisited the anticipated district-wide enrollment decline over the next ten years, noting that most neighborhood elementary schools are projected to experience declining enrollment before stabilizing later in the forecast period. Takena Elementary School and Tangent Elementary School remained the only elementary schools expected to maintain relatively stable enrollment, while enrollment at the middle and high school levels is projected to decline steadily throughout the planning horizon. Reviewing these projections alongside current building capacities reinforced that future planning efforts should focus on improving educational quality, modernizing aging facilities, and efficiently utilizing existing capacity rather than constructing additional schools to accommodate growth.

A significant portion of the workshop was dedicated to exploring elementary school consolidation as a long-term planning consideration. The committee discussed how declining enrollment, aging facilities, operational costs, and future capital investments could influence decisions regarding the district's elementary school portfolio. It was emphasized that the Long-Range Facility Advisory Committee's role was to evaluate potential scenarios rather than recommend immediate school closures. Any future decisions regarding consolidation, attendance boundaries, or grade reconfiguration would require School Board action, additional public engagement, and a separate boundary planning process.

Similar to previous workshops, projects that consistently emerged as district-wide priorities included modernization of aging schools, replacement of major building systems, accessibility improvements, cooling, safety and security upgrades, educational adequacy improvements, and continued investment in the district's oldest facilities. Participants worked in small groups to reevaluate project priorities by assigning high-, medium-, and low-priority rankings, considering how revised

cost estimates and potential consolidation strategies influenced their recommendations. These discussions further refined the district's long-range investment strategy while continuing to build consensus around projects that would provide the greatest educational benefit within anticipated funding constraints.

By the conclusion of Workshop 6, the Advisory Committee continued building consensus around a phased, financially sustainable approach to modernizing Greater Albany Public Schools while preserving flexibility for future decision-making as enrollment and community needs evolve.

05.02.2026 Facility Advisory Committee Workshop 07

With the district-wide priorities and implementation strategies taking shape, the Advisory Committee focused on how major capital improvements could be phased over time while maintaining school operations and aligning investments with anticipated bond funding.

A significant portion of the workshop focused on reviewing enrollment capacity at the secondary level and evaluating conceptual modernization plans for South Albany High School and West Albany High School. Updated capacity information confirmed that both high schools are expected to have sufficient capacity to accommodate projected enrollment over the planning horizon, allowing the district to focus on improving educational quality and replacing aging facilities rather than expanding overall capacity. SĀJ Architecture presented detailed test-fit studies demonstrating how instructional spaces could be modernized while allowing both campuses to remain operational throughout construction. These concepts illustrated how phased implementation could reduce disruption to students and staff while providing flexibility for future bond planning.

SOUTH ALBANY HIGH SCHOOL TEST FITS

The committee reviewed two alternative modernization strategies for South Albany High School, each designed to improve instructional spaces while maintaining campus operations during construction. Option A proposed an initial phase consisting of approximately 30,420 square feet of new construction, including a new administration area and science and mathematics wing. The concept also included the renovation of Building 2 to support special education, Career Technical Education (CTE), and art programs at an estimated cost of $7 million, while temporarily using six portable classrooms during construction. This option offered a lower initial capital investment and emphasized incremental modernization through a straightforward, phased approach.

Option B proposed a more comprehensive first phase totaling approximately 45,662 square feet, expanding on Option A by adding a new connection between the library and theater to improve campus circulation and strengthen the campus's academic core. Rather than completing all improvements simultaneously, Option B divided the work into Phase IA and Phase IB, allowing major renovations to occur in multiple stages while maintaining school operations. Committee members discussed the advantages and trade-offs of both approaches, balancing construction cost, operational impacts, educational benefits, and long-term flexibility. While both options modernized core instructional facilities and administrative functions, Option B offered a more integrated campus layout at a higher initial investment.

WEST ALBANY HIGH SCHOOL TEST FITS

West Albany High School planning focused on a two-phase modernization strategy that would replace aging classroom wings while allowing the existing campus to remain operational throughout construction. Phase I, totaling approximately 63,840 square feet, included construction of a new education wing containing science laboratories, Career Technical Education spaces, classrooms, a wrestling room, a weight room, and a media center. The committee also reviewed an alternate phasing option that would defer construction of the media center to a later phase, reducing the initial project cost by approximately $4.2 million. The phasing diagrams illustrated how older classroom buildings could be demolished only after replacement spaces became operational, minimizing disruption to instructional programs.

Phase II proposed constructing an additional 36,770 square feet, including a new south education wing and a new competition gymnasium, thereby completing the long-term modernization of the campus. Several alternative site layouts were reviewed to evaluate

opportunities to improve campus circulation, the relationships between instructional and athletic spaces, and overall site functionality. Committee members discussed the sequencing of demolition and replacement activities, recognizing that phased implementation would allow instructional programs to continue while major portions of the campus were modernized over multiple funding cycles.

06.09.2026 Facility Advisory Committee Workshop 08

As the Long-Range Facility Planning process moved toward completion, the Advisory Committee focused on refining preferred facility concepts and confirming recommendations before presenting them to the community for additional feedback. Building upon the work completed during previous workshops, committee members reviewed updated test fits, revised phasing strategies, planning-level cost estimates, and bond scenarios to ensure the proposed investments remain aligned with projected enrollment, educational priorities, and available funding. The meeting also looked beyond the current planning cycle by discussing how the Long-Range Facility Plan should be maintained over time, including recommendations for regular updates to the plan, periodic building capacity reviews, and future policy direction that would allow the School Board to revisit facility priorities as enrollment, building conditions, and district needs evolve.

The committee revisited the elementary school consolidation framework established during earlier workshops and discussed how those recommendations could be incorporated into future Board policy. Proposed guidance included annual reviews of the Long-Range Facility Plan and building capacity, comprehensive committee updates every five years, and the development of objective "triggers" that could prompt future evaluation of school consolidation, boundary adjustments, or major facility investments.

The workshop also introduced a conceptual expansion plan for Takena Elementary School in anticipation of accommodating future enrollment associated with the potential closure of Central Elementary School. The proposed short-term improvements included approximately 7,500 square feet of additional space featuring seven new classrooms, the removal of modular classrooms, the replacement of the existing roof, a secured vestibule, an expanded playground and staff parking, and a dedicated bus drop-off area. The concept demonstrated how facility improvements could simultaneously address capacity, safety, and educational adequacy while supporting future consolidation strategies identified by the committee.

A substantial portion of the workshop was devoted to refining the long-term modernization strategies for West Albany High School and South Albany High School. At West Albany High School, the committee reviewed revised phasing alternatives that reorganized previous concepts into short-term and long-term implementation strategies. Two options were presented for the short-term investment phase. Option A emphasized the construction of a new education wing and media center while deferring Career Technical Education (CTE) shops and athletic improvements to a later phase. Option B incorporated the education wing, media center, and new CTE shops into the initial investment, requiring a larger short-term capital commitment but allowing more academic improvements to occur earlier. Long-term phases for both options completed the campus modernization through the construction of a new competition gymnasium, athletic facilities, and remaining instructional spaces. Committee members discussed how each alternative balanced educational priorities, construction sequencing, operational continuity, and available funding.

At South Albany High School, the committee revisited the two modernization strategies first introduced in the previous workshop, with updated cost estimates and refined phasing. Option A remained the lower-cost approach, proposing a new administration area, a science and mathematics wing, and renovation of Building 2 for special education, Career Technical Education, and art programs, while temporarily relocating administration and several classrooms during construction. Option B retained the more comprehensive campus modernization strategy by incorporating a connection between the library and theater and completing improvements through two construction phases. Committee members

compared the educational benefits, construction logistics, and financial implications of both approaches before participating in a facilitated exercise to identify their preferred alternative. These discussions reflected the committee's effort to balance long-term campus functionality with practical implementation considerations and available bond capacity.

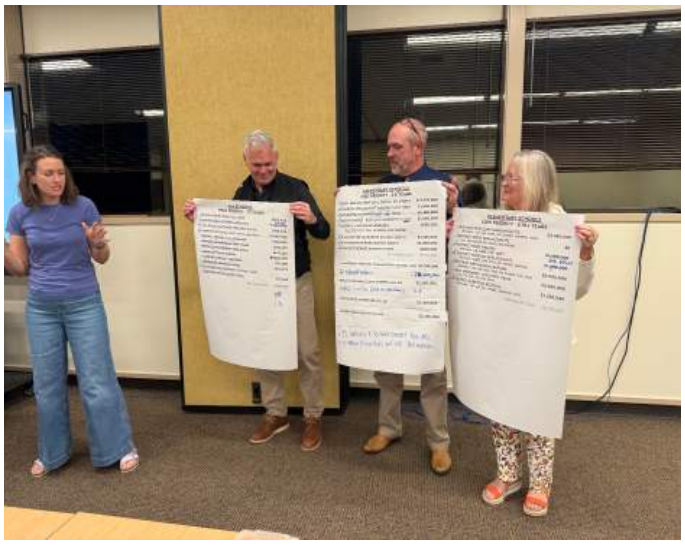
The outcomes of Workshop 8 established the committee's preferred facility concepts and investment priorities, providing the basis for the next phase of the Long-Range Facility Plan, which included additional community polling, refinement of recommendations, and preparation of the draft plan for School Board consideration.

09.01.2026 Facility Advisory Committee Workshop 09

Workshop 9 focused on evaluating the draft plan developed through the previous workshops and moving toward implementation and bond planning. The committee reviewed proposed Facilities Planning policies addressing annual review of the LRFP, building capacity and attendance boundaries, and criteria for future school consolidation. Proposed consolidation criteria included enrollment, building capacity, facility condition, and instructional staffing considerations, establishing a process for future decisions rather than relying on the LRFP alone to determine school closures. GAPS LRFAC- Workshop 9

The committee also revisited the draft capital program and updated cost estimates, including the Takena Elementary expansion, phased modernization concepts for South Albany and West Albany High Schools, and districtwide high-, medium-, and low-priority improvements. A new districtwide cooling study provided additional data for prioritizing mechanical improvements. The study evaluated occupied school-day temperatures, the rate at which buildings warmed during the day, and whether facilities sufficiently cooled overnight, providing another data point for determining where cooling investments were most warranted. GAPS LRFAC- Workshop 9

The workshop then brought these technical findings together with community polling and the draft plan. Committee members were asked to review the polling results, cooling study, and proposed projects in small groups and identify any changes they believed should be made before the plan advanced. This shifted the committee's role from concept development toward prioritization and recommendation, including consideration of the levy rate and projects appropriate for inclusion in a future General Obligation Bond.



Workshop 6 LRFAC presentation

Small breakout groups of committee members in Workshop 07.

HIGH Priority Items

		Base Cost
Roof Replacement	Tak, Oak, SS, NAMS, Timber	$15,475,848
Replace Windows	Wav, Laf, Sun	$8,400,000
Mechanical Upgrades	NAES, CES (t), NAMS, Cal, Mem, SAHS, WAHS	$11,923,405
ADA Doors and Hardware	District Wide	$1,900,000
ADA Restrooms	District Wide	$1,700,000
ADA Fixtures	District Wide	$800,000
Asbestos Removal	NAES Gym, CAL, NAMS, WAHS	$4,558,859
7 Classroom Addition at ES	Tak	$7,600,000
Replace Door Hardware	District Wide	$1,528,490
Secured Vestibule	ES Only	$3,663,900
Demo Bldg 3 and Replace Bldg 6	SAHS	$33,900,000
PH 2 Core Classroom Replacement	WAHS	$61,300,000
Renovate Building 2 SAHS	SAHS	$7,000,000
Blacktop Replacements	Various District Locs	$1,500,000
Playground Repairs	Various District Locs	$2,000,000
Concreate Repairs	Various District Locs	$200,000
Renovate Auditorium	SAHA	$270,200
	Total	**$163,720,702**

MEDIUM Priority Items

		Base Cost
Envelope Improvements	Laf, Lib, NAES, SS, Sun, Wav, Cal, Mem, NAMS, Timber, SAHS	$6,971,874
Roof Replacement	SAHS	$2,830,767
Roofing Repairs	Lib, NAES, Per, Wav, Cal, Mem, Timber, SAHS	$3,006,424
Window Replacement	NAES, Oak ,Per, SS, Tak, Cal, Mem, NAMS, AOS, WAHS	$4,849,818
Mechanical Repairs	Laf, Lib, Oak, Per, SS, Sun, Tak, Wav, Cal, Mem, NAMS	$10,081,372
ADA Site	District Wide	$6,400,000
Asbestos Removal	Laf, Lib, SS, Sun	$1,951,911
Add Cooling	District Wide	$102,622,254
Modulars - Replace w/ Classrooms (ES)	Lib, NAES, Oak, Sun, Tak, Wav	$20,089,098
Site/Playground Irrigation	District Wide	$16,089,020
Replace Lighting and Controls	District Wide	$13,144,341
Replace Intercom and Master Clocks	District Wide	$7,473,611
Covered Play Needed (ES)	Wav, Tak, Tan, Cen	$5,734,800
Carpet Replacement ($150k ea)	District Wide - ES	$2,500,000
SAHS Pool Repairs	SAHS	$6,300,000
	Total	**$210,045,290**

LOW Priority Items

		Base Cost
Modulars - Replace w/ Classrooms	MS	$5,921,181
Covered Play Needed	MS	$4,779,000
Secured Vestibule	MS & HS	$3,297,510
PH 3 Athletic Complex + CTE Shops	WAHS	$36,700,000
New Turf at Softball & Baseball Fields		$2,500,000
Pave Stadium Parking Lot WAHS	WAHS	$500,000
Separate Gym Space		$18,699,986
Itinerant/Admin Offices		$2,521,063
Separate Health Room		$1,150,823
New 500 Student Elementary School		$59,100,000
Acoustical Upgrades		$153,000
	Total	**$135,322,563**

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 1

/sāj/ Architecture

October 7, 2025

Bend and Portland, Oregon | saj-architecture.com

Agenda

Welcome
- Introductions
- Rules of Engagement
- Icebreaker

What is Long-Range Facility Planning
- Defining an LRFP
- Roles and Responsibilities
- Schedule

Develop Guiding Principles
- GAPS Strategic Plan
- Guiding Principles
- Group Exercise

Introduction to the Bond Process
- GAPS at a glance
- Bond opportunities
- Bond Capacity
- Group Exercise

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GAPS Executive Team

- Andy Gardner – Superintendent
- David Bolin – Director of Operations
- Lorin Stanley – Director of Facilities
- Becca Mallery – Communications Director
- Chris Green – Executive Assistant to the Superintendent

Piper Sandler

- Carol Samuels – Managing Director
- Brendan Watkins – Vice President

SĀJ Architecture

- Amy Vohs – Principal, Certified Assessor, Educational Planner
- Jonah Jensen – Principal, Certified Assessor
- Angela Crooks – Project Manager, Certified Assessor

sāj Our Team

SĀJ By the Numbers

team size: 19

- 8 Architects licensed in Oregon
- 6 Senior-level Architects with more than 20 years of experience
- 3 ODE Certified Facility Assessors
- 3 Interior Designers
- 1 A4LE-accredited Learning Environments Planner
- 2 Assoc. DBIA (Design Build)
- 1 NCIDQ-accredited Interior Design Professional
- 5 LEED-accredited Professionals
- 2 Offices (Bend and Portland)

Who we are

Active School Districts

Client	Year Completed	Facility Assessment	No. Buildings Assessed	LRFP	Bond Date	Bond Amount	State Match	% Passing
SĀJ Architecture projects since our founding in July 2023								
WASHINGTON								
Kalama SD	2025	X	4					
Sequim SD	2024	X	12	X	Feb 2025	$145.95	~$5.2M	65.6%
SĀJ Architecture team members Jonah Jensen and/or Angela Crooks completed the following while at BLRB Architects								
OREGON								
Black Butte SD	2022	X	1	X	2023	$2M	$2M	54.43%
Silver Falls SD	2022		13	X	2023	$138M	$4M	44.30%
Mt. Angel SD	2022	X	4	X	2023	$7M	$4M	64.00%
Clatskanie SD	2021		2		2021	$10M	$4M	60.44%
Astoria SD	2018	X	5	X	2018	$70M	$4M	63.00%
WASHINGTON								
Kalama SD	2017		3	X	2018	$63.4M	~$5.75M	63%
SĀJ Architecture team member Amy Vohs completed the following while at DLR Group								
OREGON								
David Douglas SD	2020		17	X	2022	$140.32M	$8M	56.96%
Cascade SD	2019	X	8	X	2021	$53.926M	$4M	44.61%
Centennial SD	2019	X	15	X	2020	$65M	~$7.5M	52.68%
Morrow County SD	2019	X	9		2022	$138M	$4M	37.40%
					TOTAL PASSED	$503.67M	$44.45M	
					TOTAL WITH STATE MATCH		$548.12M	

Our Collective Experience

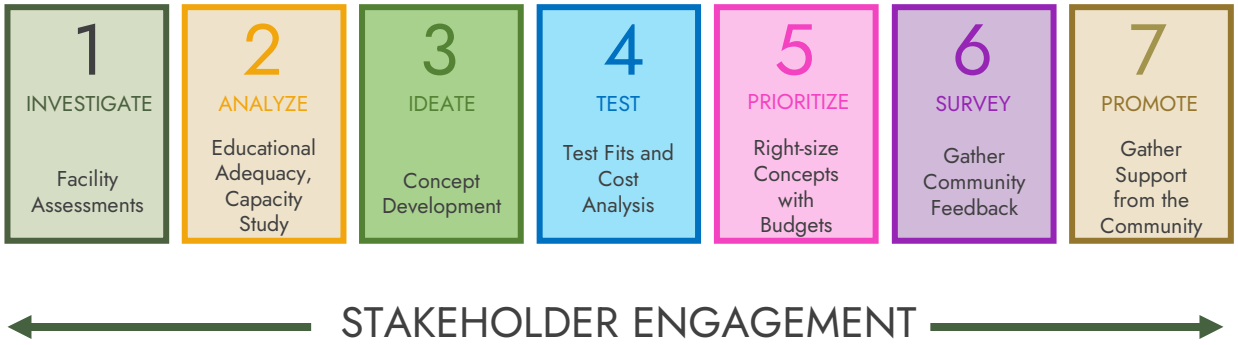
Committee Rules of Engagement

- Meetings start on time
- Be Respectful of other's ideas, opinions and questions
- Be engaged and actively participate
- Be a good listener
- There are no bad ideas
- Be open-minded and think "outside the box"
- Keep the needs of the students first
- Consensus decision making – solutions that everyone can support
- We are an advisory group – final decisions are by the school board
- Have Fun!

What is Long-Range Facility Planning?

- It is a requirement to be eligible for Oregon School Capital Improvement Matching (OSCIM) Program for matching funds for a General Obligation bond
- A well-developed plan that supports the sustained viability of GAPS facilities.
- It supports GAPS Strategic Plan with prioritized facility enhancements to support continued quality educational programs.
- It reflects the district's needs for healthy enrollment and future growth.
- It provides a five-year roadmap for the district to maximize fiscal responsibility and care for the district's assets.

How to get to a Long-Range Facility Plan



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SAJ Architecture's Role and Responsibilities

- Present data of existing conditions at each school
- Present data on capacity and enrollment
- Assist in developing plans for each site to meet the needs of the school
- Provide cost opinions of each plan
- Assist in prioritizing needs based on estimated bond budget
- Prepare the final plan to be presented to the board for approval

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Committee Roles and Responsibilities

- Review data of existing conditions at each school
- Understand bond process
- Review financial data and set a budget
- Prioritize needs both district-wide and by school to meet a budget
- Recommend a plan for board approval

School Board Roles and Responsibilities

- Review the recommended plan
- Take next steps toward approving or modifying plan
- Approve plan to move toward bond process.

Oct Issue Draft Facility Report
April Polling
May Submit Daft LRFP report
July
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Facility Assessments
Long-Range Facility Plan Facilitation and Outreach
GOING OUT FOR A BOND
Dec 1 FCA and LRFP Submission Deadline
May Bond Vote
Nov
Dec
Jan
Feb
Mar
Apr
May
Continue to Design and Construction
Board Approval of LRFP
Dec 15 OSCIM GRANT Submission Deadline
Schedule

Guiding Principles:
• Are guidelines for how decisions are made
• Align with GAPS Strategic Plan
• Statement made in the present (We Are…statements)
• Are action oriented (We are…by doing…)
• Broadly written to allow flexibility
• Assist in prioritizing needs

Strategic Plan Values and Beliefs

Build lifelong learners
Respect individuals and community
Instruct at the highest level, preparing students for life
Design systems that represent all voices
Grow social, emotional, and physical well-being
Engage multiple perspectives
Strengthen relationships

Strategic Plan Priorities:

1. Equitable outcomes and systems for all students
2. Social, emotional, and mental health supports
3. Rigorous and engaging academics

GAPS Strategic Plan:

Examples of Guiding Principles: ("We are" statements)

Our schools:

- Are the heart of the community by providing fully accessible community assets.
- Support our educators and promote connections with students through enhanced health and well-being services.
- Are flexible and adaptable learning spaces with activities relevant to real-world and future modalities.
- Provide an equitable learning environment where all students feel welcomed, safe, supported and empowered.
- Are cost-effective and sustainable by maximizing our resources to maintain existing facilities

Small Group Exercise

- Each table come up with 5 principles
- Place one principle on a post-it
- Each table report out on your principles

Discussion

- Any Similarities?

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October 7, 2025

BONDS 101: PRESENTATION TO GREATER ALBANY PUBLIC SCHOOLS NO. 8J

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WHAT IS A GENERAL OBLIGATION BOND?

- "Bonds" are loans that are broken into pieces and sold to investors.
- "General Obligation Bonds" are secured by property taxes and District's "full faith and credit".
- Debt service is repaid by property tax levy on all properties within District.
- GO Bonds are considered to be the highest quality credit a school district can offer to market.
- Interest on GO bonds is generally exempt from both federal and state income taxes, so rate is lower.

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GO BONDS IN OREGON

- Tax levy is not limited by Measure 5 or Measure 50.
- 4 election dates: March, May, August, November. November and May are not subject to double majority.
- Districts may have no more than 7.95% of RMV outstanding. For Greater Albany SD, that's $1.1 billion!
- Ballot title needs "not-to-exceed" amount, permitted use of proceeds and maximum years to maturity.

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USE OF PROCEEDS

Proceeds may be used for "capital construction and improvements" with a useful life of 1 year or more.

Land And Other Assets	Acquisition	Construction	Improvements
Remodeling	Furnishing & Equipping	Maintenance or Repair	

- "Weighted average life" of bonds may not exceed "weighted average life" of projects.
- "Routine" maintenance and supplies are not eligible.
- Any interest earnings on proceeds must be used in accordance with ballot title.

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FEDERAL LEGAL RULES

Tax-exempt bonds are subject to federal tax law

Key provisions:

- Use of Proceeds
  - Public purpose projects are OK
  - Certain limitations on 'partnerships,' (e.g. non-profits)
- Reimbursement of past expenditures allowed during a limited period with approval of a reimbursement resolution
- Timing of Spending Proceeds:
  - Issuer must have 'reasonable expectation' it will spend 85% of the proceeds in 3 years
  - Includes any premium on proceeds

SEC Rule 15C2-12 requires issuers to provide bond holders annual financial information.

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CALCULATING THE BOND LEVY RATE

- Debt service is payable from a dedicated property tax levy in addition to operating levy.
- Levy rate is calculated annually by the County Assessor:

$$\frac{\$950{,}000 + 50{,}000}{(\$500{,}000{,}000/1{,}000)} = \$2.00$$

- Municipalities CANNOT guarantee a rate; actual rate paid will depend on AV in future.

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ELECTION SCHEDULE

Election Date	County Filling Date (SEL Form 805)(1)	County Filling / Voters' Pamphlet Deadline (SEL Form 803) (1)	Ballots Mailed	First FY Taxes Levied
November 4, 2025	**August 15**	**September 4**	**Oct. 15-21**	**FY 2026-27**
March 10, 2026 (2)	December 19	January 8	Feb. 18-24	
May 19, 2026	**February 27**	**March 19**	**April 29-May 5**	
August 25, 2026 (2)	June 5	June 25	Aug. 5-11	**FY 2027-28**
November 3, 2026	**August 14**	**September 3**	**Oct. 14-20**	
March 9, 2027 (2)	December 18	January 7	Feb. 17-23	
May 18, 2027	**February 26**	**March 18**	**April 28-May 4**	

- Note: Dates associated with future elections are preliminary, subject to change.
  Check with your County elections office to verify filing deadlines.
  All elections are by mail.
  1) SEL Form 805 includes ballot title, and may include explanatory statement. Must be filed 80 days prior to election to allow for challenge process. Final filing is 61 days prior to election (SEL Form 803).
  2) Subject to double majority provisions.

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OSCIM PROGRAM

- Program provides State matching funds for SD GO Bonds.
- $126.8 million available in 2025-27 biennium; $31.711 million per election.
- ODE requires facility assessment and plan to be submitted 2 weeks in advance of application due date.

Election Date	Facility Plan Due	Application Due
May	December 1	December 15
November	July 1	July 15

- Grant is lesser of bond amount or determined maximum between $6.126 - $12.252 million
  - Formula sets exact amount; tiers based on assessed value/ADMw.
- 60% allocated in rank order based on assessed value/weighted students in poverty. 40% allocated 'First in Time'.
- **For 25-27 biennium, Greater Albany SD is ranked 116th; max amount is $8.168 million.**

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I. Numerical Analysis

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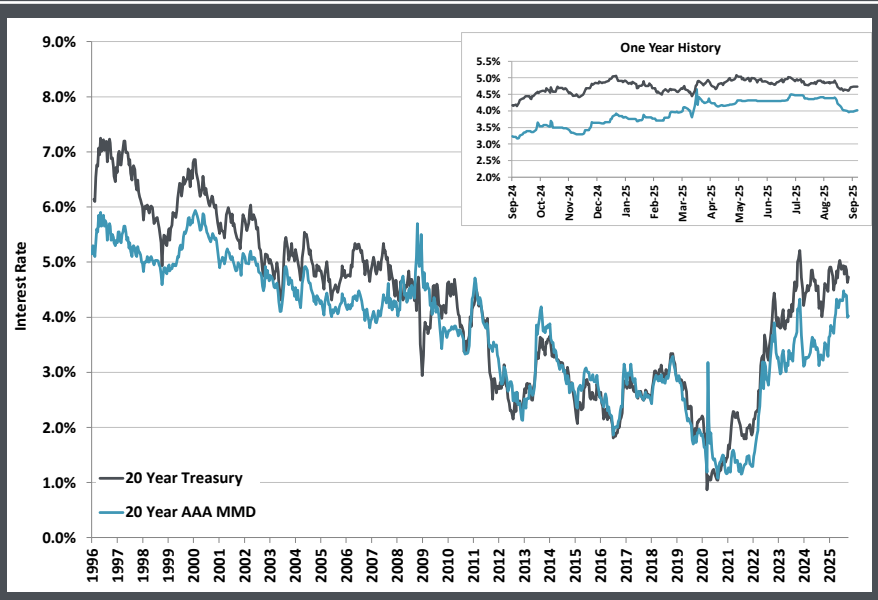
HISTORICAL INTEREST RATES



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HISTORICAL VALUATION TRENDS

Fiscal Year	M5 Real Market Value	% RMV Growth	Total Assessed Value	Urban Renewal Excess	Net Assessed Value	% Net AV Growth
2025	$ 13,768,605,490	2.95%	$ 7,787,935,686	$ 366,022,172	$ 7,421,913,514	3.93%
2024	13,374,431,912	8.89%	7,510,093,459	368,945,404	7,141,148,055	4.98%
2023	12,282,620,691	18.33%	7,134,006,487	331,329,723	6,802,676,764	4.84%
2022	10,379,815,509	10.29%	6,789,508,278	300,729,535	6,488,778,743	4.88%
2021	9,411,248,512	10.24%	6,463,520,727	276,449,354	6,187,071,373	5.22%
2020	8,536,789,848	8.94%	6,126,875,792	246,939,463	5,879,936,329	4.72%
2019	7,836,085,487	12.14%	5,845,967,553	231,137,526	5,614,830,027	4.04%
2018	6,987,847,796	12.49%	5,610,016,309	213,174,791	5,396,841,518	4.43%
2017	6,212,050,537	5.83%	5,355,092,539	187,383,932	5,167,708,607	4.27%
2016	5,870,108,176	5.88%	5,122,638,421	166,529,559	4,956,108,862	3.82%
2015	5,544,161,424	2.61%	4,921,741,527	147,927,166	4,773,814,361	3.28%
2014	5,403,387,977	1.23%	4,758,279,226	135,999,495	4,622,279,731	2.08%
2013	5,337,471,778	-3.80%	4,651,859,222	123,803,553	4,528,055,669	0.81%
2012	5,548,506,635	-4.15%	4,602,916,467	111,196,690	4,491,719,777	0.33%
2011	5,788,902,308	-2.59%	4,578,380,395	101,564,871	4,476,815,524	1.17%
2010	5,942,994,930	-0.63%	4,515,096,068	90,157,811	4,424,938,257	4.52%
2009	5,980,622,904	5.69%	4,317,435,217	83,900,206	4,233,535,011	4.53%
2008	5,658,767,176	9.60%	4,112,132,444	62,008,472	4,050,123,972	4.05%
2007	5,163,258,808	16.85%	3,943,281,954	50,945,385	3,892,336,569	7.51%
2006	4,418,774,877	7.85%	3,661,999,796	41,571,478	3,620,428,318	7.37%
2005	4,097,266,057	---	3,406,113,771	34,121,937	3,371,991,834	---

- *Source: Benton and Linn Counties Departments of Assessment and Taxation.*

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OUTSTANDING BOND ISSUES

	Purpose	Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
General Obligation Bonds:					
Series 1996	New technology, and construction and improvements of District facilities.	09/01/96	06/01/01	$ 15,210,000	$ -
Series 2006	Modernize facilities, upgrade electrical/water/HVAC equipment, and additional classrooms.	12/20/06	06/15/17	55,000,000	-
Series 2017	Additions & improvements to District facilities	07/25/17	06/15/37	151,550,000	93,005,000
Series 2020	including new roofs, energy systems, safety and	03/31/20	06/15/37	7,450,000	7,450,000
Total General Obligation Bonds					$ 100,455,000

*Refunded.

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DETAILED LEVY RATE HISTORY

	Fiscal Year[1]	Outstanding General Obligation Bonds Debt Service 1996 Bonds	2006 Bonds	2017 Bonds	2020 Bonds	Total	Net Assessed Value	% Net AV Growth	Actual Bond Rate	Taxes Collected[2]	Projected Bond Rate
Historical	2005	$ 1,179,048	$ -	$ -	$ -	$ 1,179,048	$ 3,371,991,834	---	$ 0.3768		
	2006	1,155,798	-	-	-	1,155,798	3,620,428,318	7.51%	0.3399		
	2007	1,170,308	-	-	-	1,170,308	3,892,336,569	7.68%	0.3027		
	2008	1,179,920	6,416,114	-	-	7,596,034	4,050,123,972	4.28%	1.2767		
	2009	-	6,407,563	-	-	6,407,563	4,233,535,011	4.99%	1.6181		
	2010	-	6,701,963	-	-	6,701,963	4,424,938,257	4.58%	1.6449		
	2011	-	7,012,100	-	-	7,012,100	4,476,815,524	1.40%	1.6305		
	2012	-	7,188,700	-	-	7,188,700	4,491,719,777	0.54%	1.6038		
	2013	-	7,366,738	-	-	7,366,738	4,528,055,669	1.06%	1.6151		
	2014	-	7,549,750	-	-	7,549,750	4,622,279,731	2.29%	1.7306		
	2015	-	7,738,500	-	-	7,738,500	4,773,814,361	3.44%	1.7317		
	2016	-	7,932,500	-	-	7,932,500	4,956,108,862	4.08%	1.7068		
	2017	-	8,132,750	-	-	8,132,750	5,167,708,607	4.54%	1.4962		
	2018	-	-	11,688,222	-	11,688,222	5,396,841,518	4.76%	2.3046		
	2019	-	-	12,434,100	-	12,434,100	5,614,830,027	4.21%	2.3113		
	2020	-	-	12,945,700	-	12,945,700	5,879,936,329	4.81%	2.2425		
	2021	-	-	13,474,200	450,104	13,924,304	6,187,071,373	5.49%	2.2123		
	2022	-	-	14,021,450	372,500	14,393,950	6,488,778,743	5.04%	2.0321 [3]		
	2023	-	-	14,439,450	372,500	14,811,950	6,802,676,764	5.07%	2.4428 [3]		
	2024	-	-	14,872,950	372,500	15,245,450	7,141,148,055	5.27%	2.1775		
Latest	2025	-	-	15,319,200	372,500	15,691,700	7,421,913,514	3.70%	2.1645		
Projected	2026	-	-	15,781,600	372,500	16,154,100	7,644,570,919	3.00%		97.5%	2.17
	2027	-	-	16,253,000	372,500	16,625,500	7,873,908,047	3.00%		97.5%	2.17
	2028	-	-	7,964,500	852,500	8,817,000	8,110,125,288	3.00%		97.5%	1.12
	2029	-	-	8,205,500	878,500	9,084,000	8,353,429,047	3.00%		97.5%	1.12
	2030	-	-	8,453,250	902,000	9,355,250	8,604,031,918	3.00%		97.5%	1.12
	2031	-	-	8,706,250	933,000	9,639,250	8,862,152,876	3.00%		97.5%	1.12
	2032	-	-	8,968,000	956,000	9,924,000	9,128,017,462	3.00%		97.5%	1.12
	2033	-	-	9,236,750	986,250	10,223,000	9,401,857,986	3.00%		97.5%	1.12
	2034	-	-	9,510,750	1,018,250	10,529,000	9,683,913,726	3.00%		97.5%	1.12
	2035	-	-	9,798,250	1,046,750	10,845,000	9,974,431,138	3.00%		97.5%	1.12
	2036	-	-	10,092,000	1,076,750	11,168,750	10,273,664,072	3.00%		97.5%	1.11
	2037	-	-	10,395,000	1,113,000	11,508,000	10,581,873,994	3.00%		97.5%	1.12

(1) Fiscal years ended June 30.
(2) Assumes collection year delinquencies will be offset by back tax collections.
(3) Bond levy in FY 2022 was less than debt service and was made up in FY 2023 bond levy.

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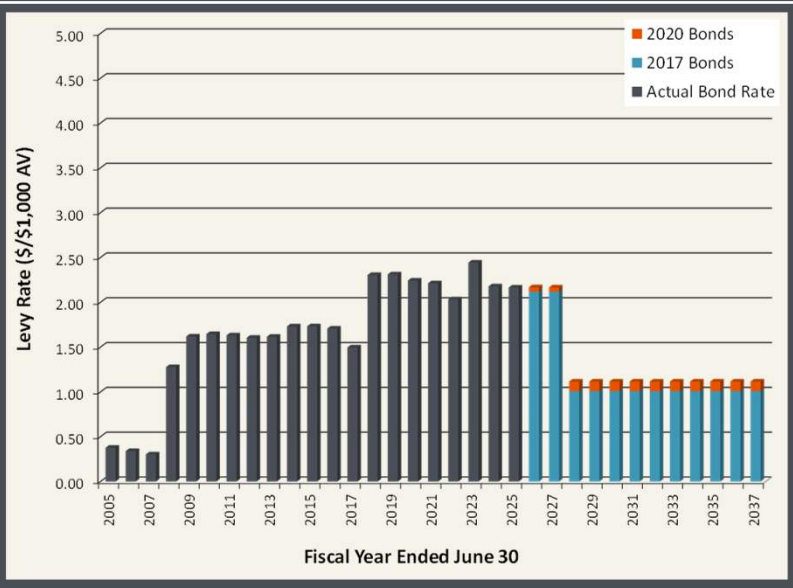
OUTSTANDING GO BONDS – LEVY RATE GRAPH



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SUMMARY OF STRUCTURING SCENARIOS

Max Par Amount Structure	$2.20 Levy			$2.25 Levy			$2.30 Levy			$2.35 Levy		
Par Amount												
Current Interest Bonds		$ 136,595,000			$ 142,560,000			$ 148,510,000			$ 154,445,000	
Deferred Interest Bonds		31,311,080			30,935,427			30,572,615			30,219,025	
Total Par Amount		**$ 167,906,080**			**$ 173,495,427**			**$ 179,082,615**			**$ 184,664,025**	
% Current Interest Bonds		81%			82%			83%			84%	
% Deferred Interest Bonds		19%			18%			17%			16%	
Dated Date		6/15/2027			6/15/2027			6/15/2027			6/15/2027	
Final Maturity		6/15/2047			6/15/2047			6/15/2047			6/15/2047	
Amortization Period		20 Years			20 Years			20 Years			20 Years	
Projected Average Levy Rates*												
	Prior Debt	New Bonds	Combined	New Bonds	Combined		New Bonds	Combined		New Bonds	Combined	
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16		$ -	$ 2.16		$ -	$ 2.16	
2026-2027	2.17	-	2.17	-	2.17		-	2.17		-	2.17	
2028-2037	1.12	1.09	2.20	1.14	2.25		1.19	2.30		1.24	2.35	
2038-2047	-	2.20	2.20	2.25	2.25		2.30	2.30		2.35	2.35	
Interest Estimates												
Cushion over Current Interest Rates		+2.00%			+2.00%			+2.00%			+2.00%	
True Interest Cost (TIC)**		6.67%			6.66%			6.66%			6.65%	
Total Interest		$198,986,487			$204,005,342			$209,020,311			$214,029,373	
Total Interest as % of Par		119%			118%			117%			116%	

* Projected average levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

** True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

Note: Deferred interest bonds are a tool used by issuers to manage the amount of annual debt service due and the resulting levy rate. Interest is compounded and not paid until maturity; the interest amount is calculated every 6 months and added to the outstanding balance. Since the compounded interest is not paid to the investor in the period it is accrued, the levy rate is lower than it otherwise would be with all current interest bonds. The bonds typically come at higher interest rates since investors do not receive any money until the maturity date and compounding further increases the total interest cost. We try to minimize the use as much as possible while keeping projections within an issuer's parameters. The exact amount of deferred interest bonds will not be determined until bonds are sold.

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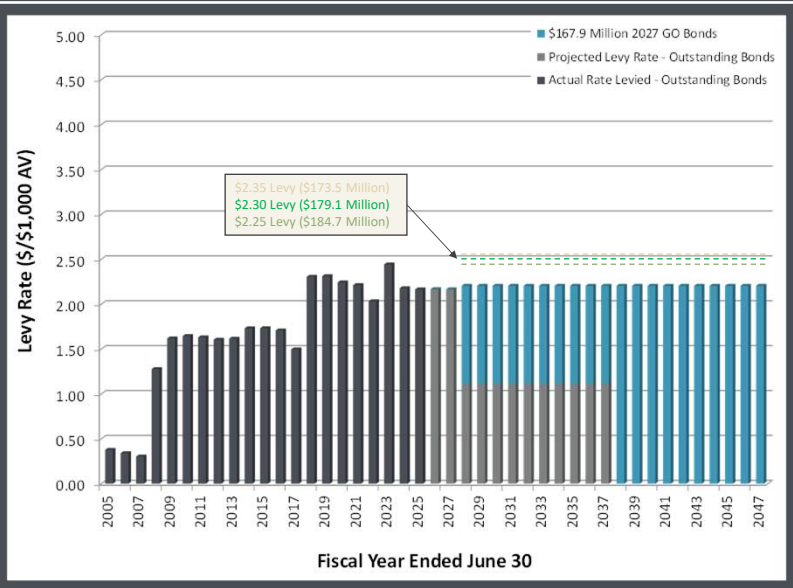
GO BONDS, SERIES 2027 SCENARIOS LEVY STRUCTURE



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2025 Levy Rates in Neighboring Districts

District	2025 Extended ADMw (06-20-2024)	Assessed Value (Net of Urban Renewal)	2025 Levy Rates ($/ $1000) Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
Philomath SD 17J	1,997.45	$ 1,036,008,519	$ 4.8664	$ 1.5000	$ 2.1380	$ 8.5044
Eugene SD 4J	18,674.14	19,255,438,334	4.7485	1.5000	2.1338	8.3823
Corvallis SD 509J	7,263.91	8,267,350,646	4.4614	1.5000	1.9612	7.9226
Salem-Keizer SD 24J	48,359.92	23,509,091,427	4.5210	-	2.7037	7.2247
Fern Ridge SD 28J	1,609.52	1,268,991,507	4.8240	-	2.0773	6.9013
Santiam Canyon SD 129J	3,553.33	578,284,697	4.8880	-	1.9896	6.8776
Sweet Home SD 55	2,707.50	1,278,236,561	5.0057	0.3000	1.4715	6.7772
Central SD 13J	3,525.58	1,756,683,233	4.8834	-	1.8803	6.7637
Greater Albany Public SD 8J	**10,573.25**	**7,421,913,514**	**4.5855**	**-**	**2.1645**	**6.7500**
Woodburn SD 103	7,277.02	2,765,797,337	4.5247	-	2.1973	6.7220
Pleasant Hill SD 1	1,173.54	838,531,122	4.6414	-	2.0251	6.6665
Creswell SD 40*	1,332.40	915,714,847	4.6426	-	1.9400	6.5826
Lebanon Community SD 9	4,747.99	2,731,061,121	4.9925	-	1.5541	6.5466
Silver Falls SD 4J	4,253.41	2,310,318,067	4.5458	-	1.9171	6.4629
Marcola SD 79J	1,097.57	243,164,351	4.6687	-	1.7683	6.4370
South Lane SD 45J3	1,332.40	2,013,214,455	4.7532	-	1.6410	6.3942
Gervais SD 1	1,609.14	833,529,961	4.6427	-	1.7440	6.3867
Dallas SD 2	3,839.66	2,226,468,590	4.5527	-	1.7233	6.2760
Harrisburg SD 7	1,042.18	565,770,556	4.6552	-	1.4995	6.1547
Bethel SD 52	1,332.40	4,578,789,995	4.5067	-	1.5214	6.0281
Lowell SD 71	1,283.92	321,828,451	5.0409	-	0.9446	5.9855
Junction City SD 69	1,942.46	1,572,984,009	4.5604	-	1.3604	5.9208
Cascade SD 5	4,253.41	1,643,865,296	4.6405	-	1.1004	5.7409
North Santiam SD 29J	2,479.59	1,878,381,846	4.3973	-	1.1722	5.5695
Springfield SD 19	10,782.80	7,410,858,984	4.6412	-	0.8385	5.4797
North Marion SD 15	1,977.17	1,428,596,511	3.3333	-	1.6198	4.9531
Siuslaw SD 97J	1,413.68	2,386,712,528	3.8928	0.7500	-	4.6428
Scio SD 95	2,707.50	400,203,678	4.5080	-	-	4.5080

*Creswell SD estimated levy rate for FY2025.

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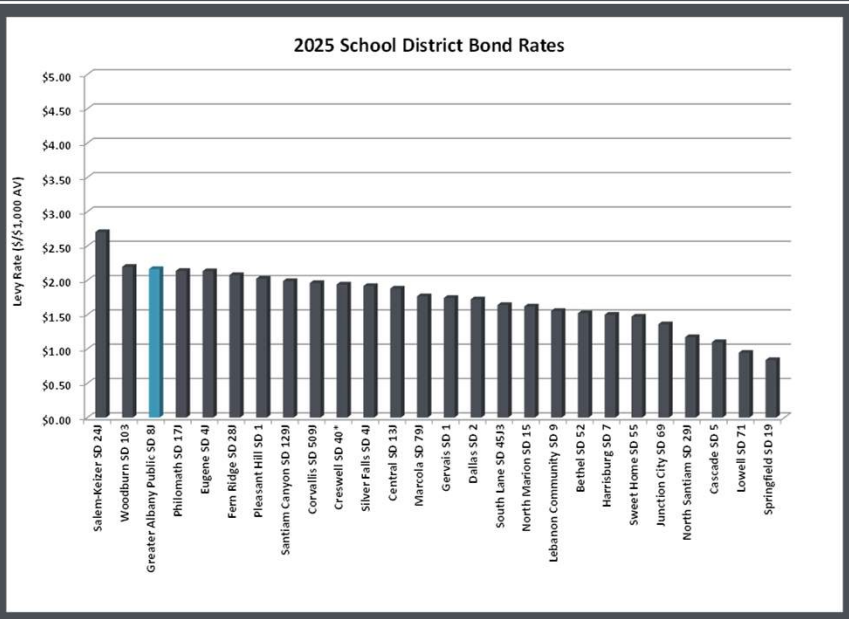
2025 Bond Levy Rates in Neighboring Districts



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Group Exercise

Discussion on Costs
- Any surprises
- Any opinions?

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Ticket to Exit

NEXT WORKSHOP

NOVEMBER 4, 2025

Agenda:

Present Final Guiding Principles

Data Review –

- Facility Assessments
- Enrollment projections
- Educational Adequacy

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 2

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

November 4, 2025

Bend and Portland, Oregon | saj-architecture.com

Agenda

- **Welcome**
- **Committee Introductions**
- **Guiding Principle Confirmation**
- **Survey Results**
- **Facility Assessment and Educational Adequacy Results**

Break

  - **Group Exercise**
  - **Report Out**

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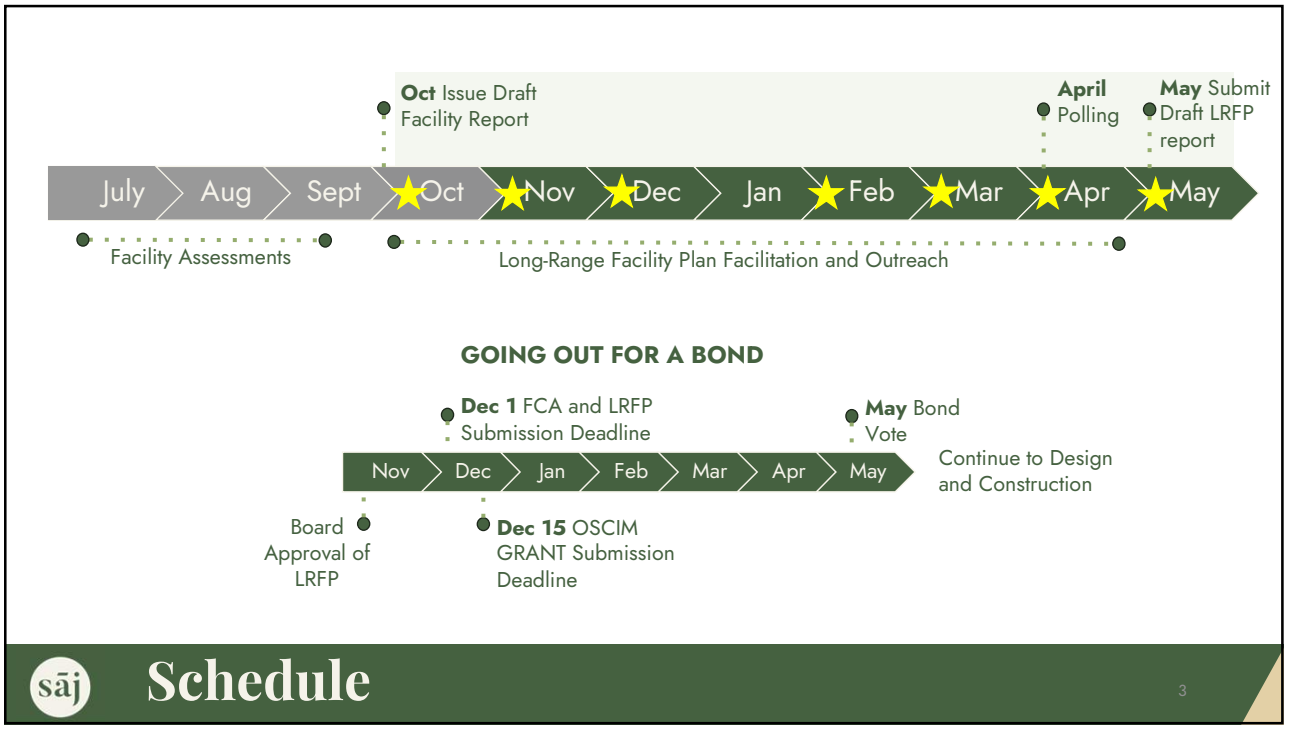
2



Committee Attendance

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- December - Follow up meeting dates
  - December 10 - 8-9 am
  - December 10 - 2:30-3:30 pm
  - December 12 - 1-2 pm
- Email Chris Green (chris.green@albany.k12.or.us)
  - Please indicate all dates you are available
  - Chris will confirm date to attend

4

Committee Rules of Engagement

- Meetings start on time
- Be Respectful of other's ideas, opinions and questions
- Be engaged and actively participate
- Be a good listener
- There are no bad ideas
- Be open-minded and think "outside the box"
- Keep the needs of the students first
- Consensus decision making – solutions that everyone can support
- We are an advisory group – final decisions are by the school board
- Have Fun!

5

Greater Albany Public Schools will be:

Inclusive & Empowering
Every student will thrive in equitable learning environments that celebrate diversity and empower learners to succeed.

Responsible Stewards
We will maximize resources and ensure taxpayer dollars are used efficiently and transparently to support student success.

Welcoming & Safe Environments
Every school will be a place where students, educators, and community members feel safe, supported, and valued.

Guiding Principles:

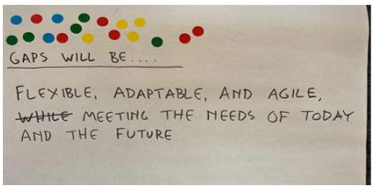
6

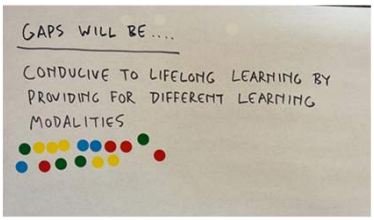
Greater Albany Public Schools will be:

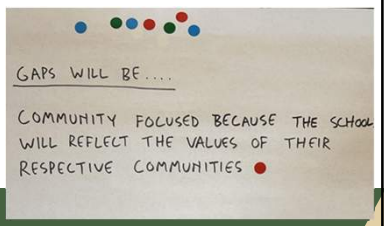
Flexible & Future-Ready
We will remain agile and adaptable, evolving to meet the needs of today's learners and tomorrow's challenges.

Lifelong Learning Centers
Our schools will foster a love of learning through diverse, inclusive, and innovative educational approaches.

Community-Focused
Schools will reflect and honor the unique values, cultures, and aspirations of the communities they serve.







Guiding Principles:

7

Survey Results

8

NELSON RESEARCH

GREATER ALBANY PUBLIC SCHOOLS

2025 Pre-Bond Planning: Community Perception
Fielded: September 8-9/11, 2025
n=395, MOE +/- 4.93%

1

9

September 2025 Pre-Bond Survey Objectives

Determine community perceptions of Greater Albany Public Schools residents ahead of bond to support additional district education initiatives, including:

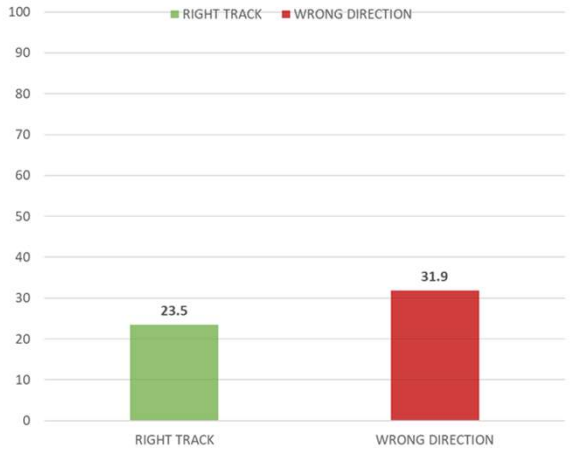
- Understand current perceptions of the district
- Understand topics/frequency/medium of communication from GAPS
- Understand community priorities for potential bond projects
- Understand basic cost sensitivity on potential bond

10

General Perception Series

Do you believe that Greater Albany Public Schools are on the RIGHT TRACK, or headed in the WRONG DIRECTION?

- 23.5% of Greater Albany residents feel the school district is on the RIGHT TRACK compared to 31.9% who feel things are headed in the WRONG DIRECTION.
- 44.6% of respondents are unsure.



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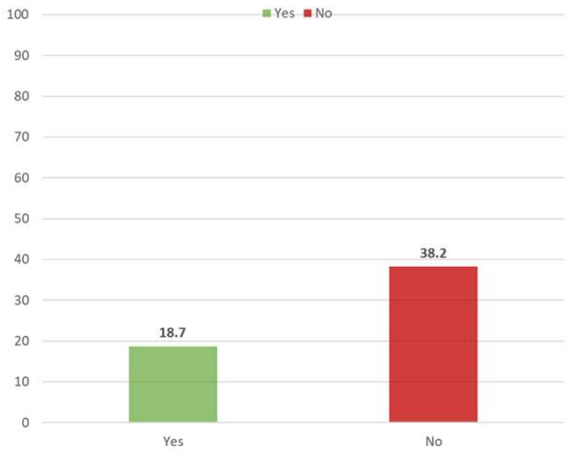
General Perception Series

Do you believe the school district spends the money it receives wisely?

- 18.7% of Greater Albany residents feel that the school district spends money wisely, while 38.2% disagree.
- 43% of respondents were unsure.



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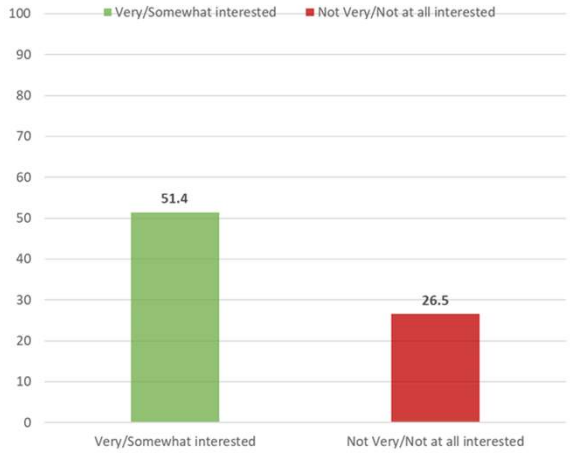
How interested are you in receiving progress updates about the Greater Albany Public Schools?

- 51.4% of Greater Albany residents are very or somewhat interested in receiving progress updates about the school district, while 26.5% are not very or not at all interested.



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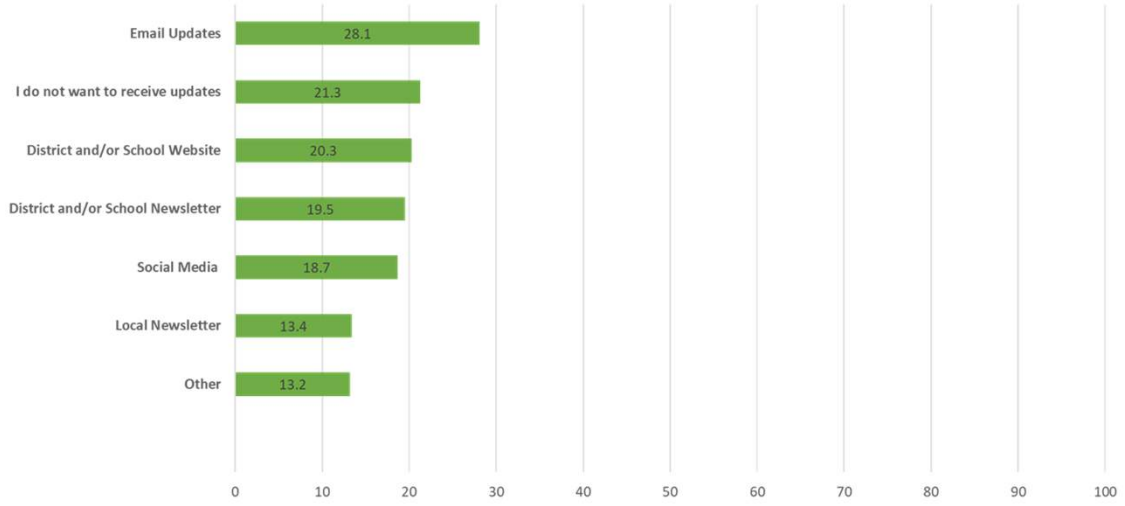
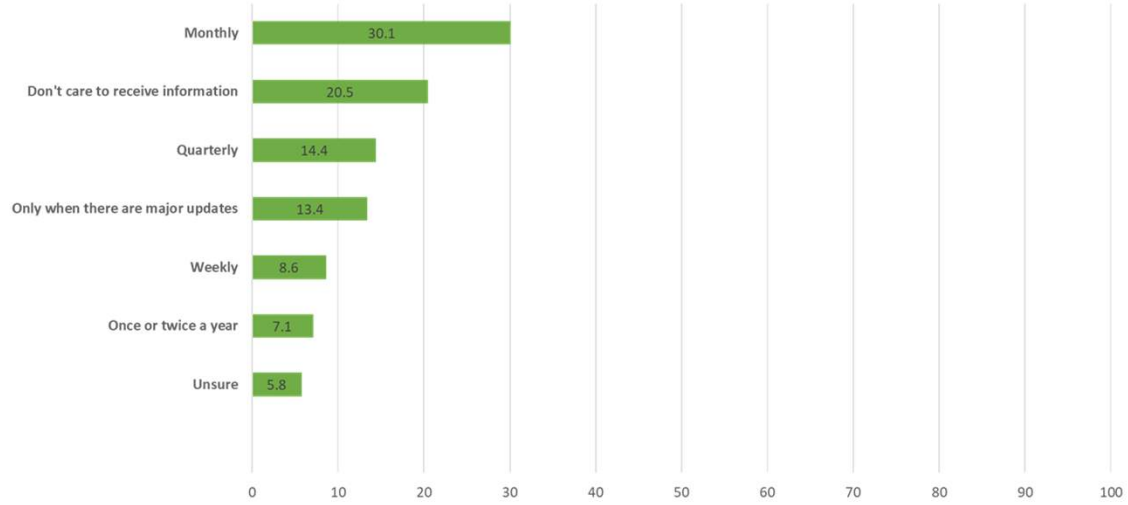
How would you prefer to receive information updates about Greater Albany Public Schools?



14

How often would you want to receive information about Greater Albany Public Schools?



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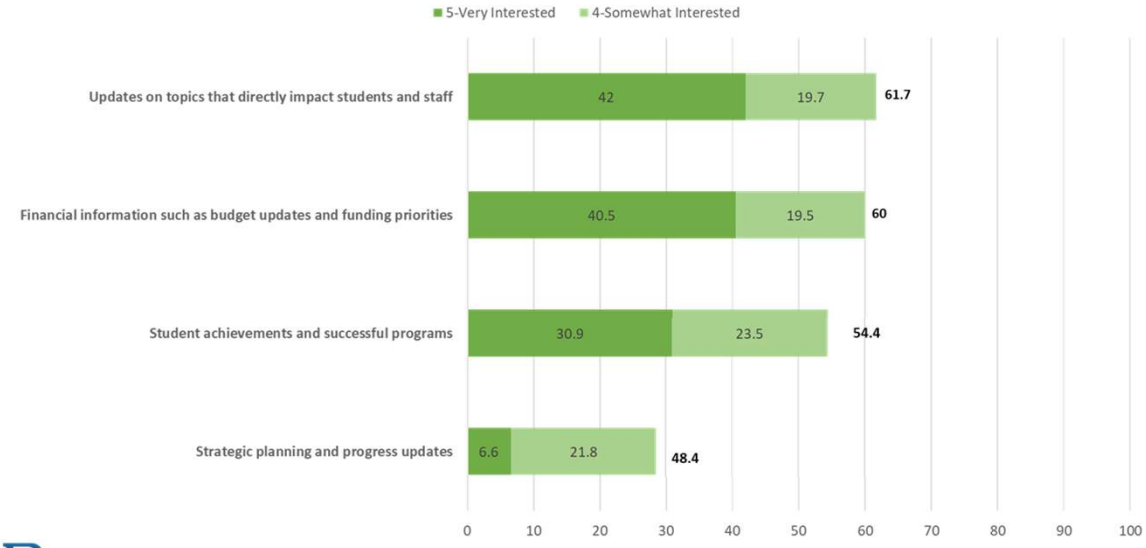
Which topics are you most interested in receiving information about?



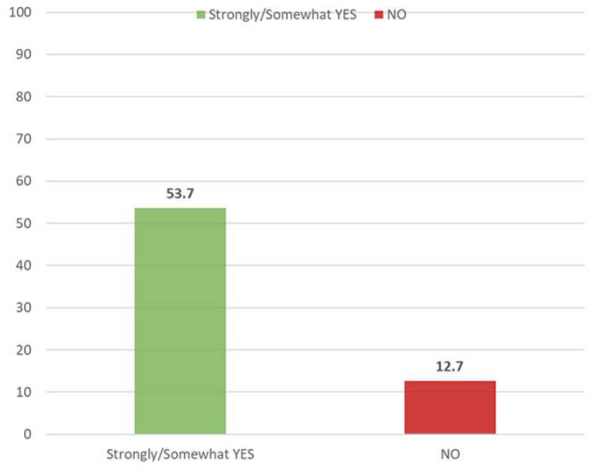
54.4 54.4

16

General Perception Series

Greater Albany Public Schools last passed a bond in 2017. Do you believe taxpayers received a good value from that bond measure?

- 53.7% of Greater Albany taxpayers feel that they received a good value for the 2017 bond, while 12.7% do not.
- 33.7% were unsure



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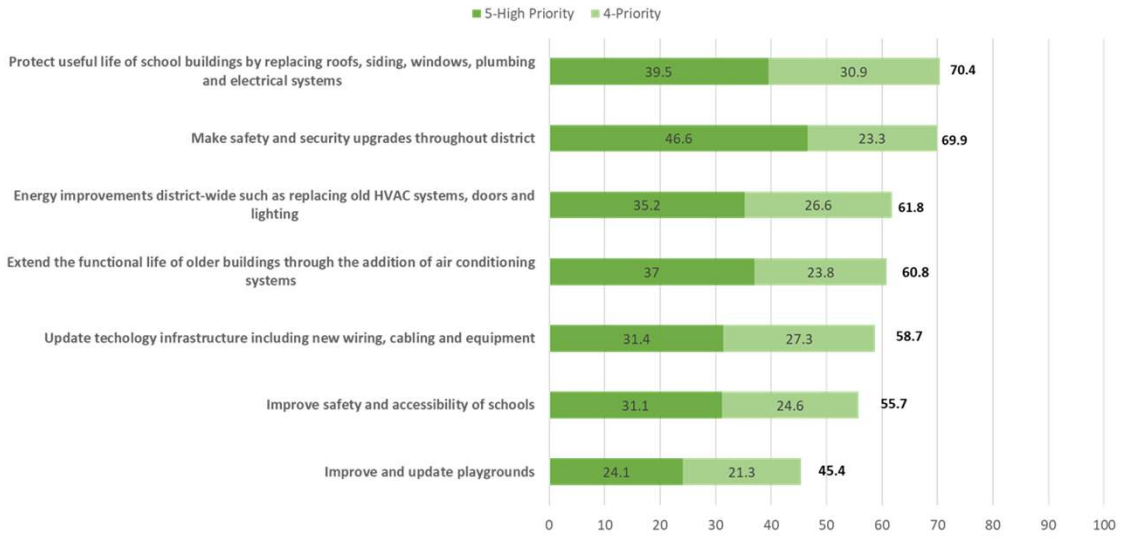
Priority Series

Priority of potential school infrastructure projects



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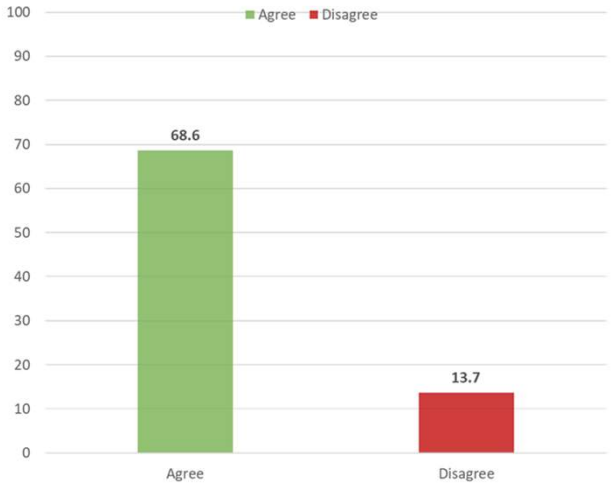
Agree/Disagree

If Greater Albany Public Schools asked taxpayers for a bond measure to make needed repairs and improvements to buildings without raising taxes, I would support the measure.

- 68.8% of Greater Albany residents indicate that they would support a bond measure that did not raise tax rates, while 13.7% do not agree.



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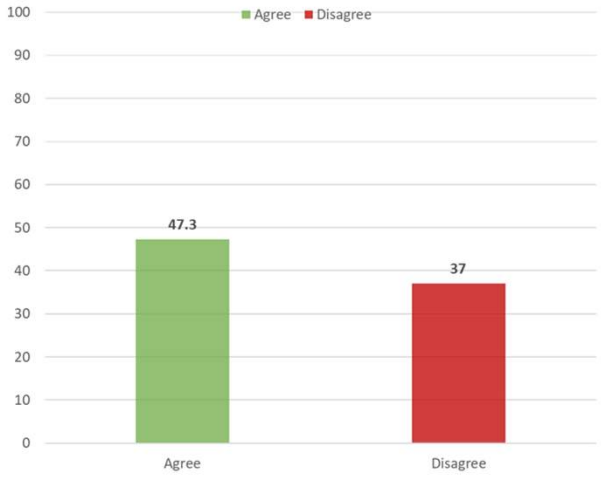
Agree/Disagree

In this economy, I would not be able to afford an increase in my property taxes to fund school repairs and improvements.

- 47.3% of Greater Albany residents agree that they could not afford an increase in property taxes, while 37% disagree.



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Information

Nelson Research is a public opinion survey research firm based in Salem, Oregon. We specialize in public opinion polling for school districts, local governments, businesses, and trade associations. Nelson Research has been conducting public opinion research since 1980.

- Website: nelson-research.com
- Company email: info@nelson-research.com
- Firm Principal: jlwilson@nelson-research.com

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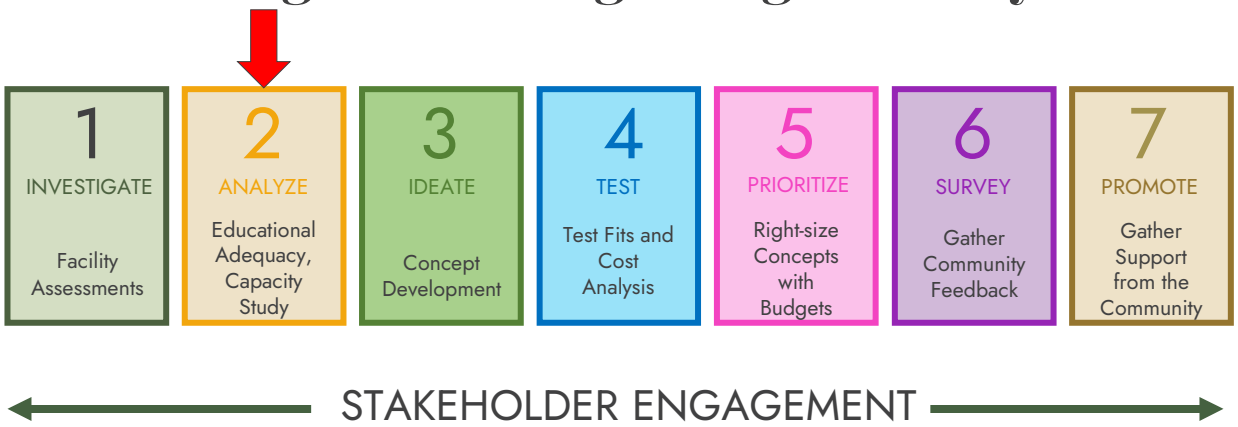
Wonderings

22

How to get to a Long-Range Facility Plan



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Requirement	Why?
Review population projections	Plan for growth with demographic studies and planned housing developments.
Collaboration with local planning agencies	If new sites are needed for new facilities – review feasibility with planning agencies
Evidence of community engagement	Understand the educational vision of the community; confirming costs of improvements and prioritize needs
Identify any facilities on the Historic Registry	Identify community assets that are important to maintain
Confirm educational adequacy of each school	Review against Oregon Dept. of Education's requirements for adequate learning spaces
Identify changes needed to meet adequacy standards with alternates for new construction and renovations	Proposed improvements increase the quality of learning spaces for better outcomes for students

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Requirements of a Long-Range Plan

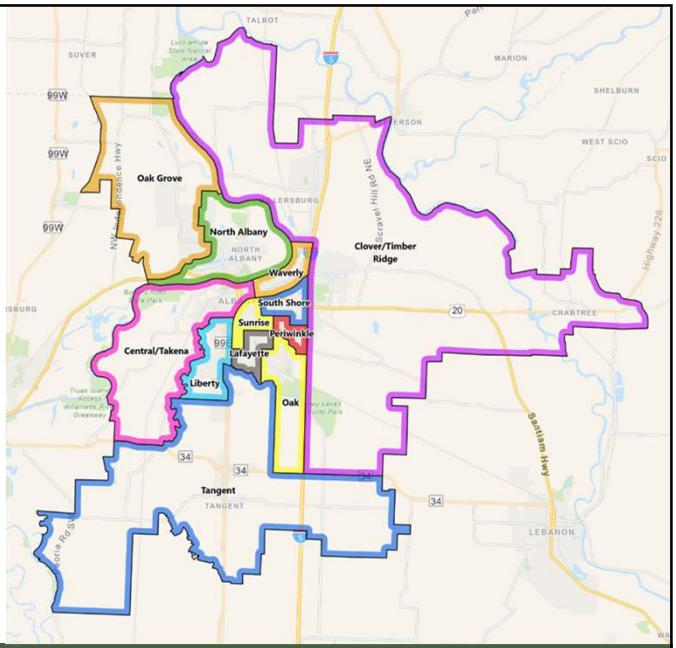
24

Long-Range Facility Plan Requirements	Why?
Review population projections	Plan for growth with demographic studies and planned housing developments.
Collaboration with local planning agencies	If new sites are needed for new facilities – review feasibility with planning agencies
Evidence of community engagement	Understand the educational vision of the community; confirming costs of improvements and prioritize needs
Identify any facilities on the Historic Registry	Identify community assets that are important to maintain
Confirm educational adequacy of each school	Review against Oregon Dept. of Education's requirements for adequate learning spaces
Identify changes needed to meet adequacy standards with alternates for new construction and renovations	Proposed improvements increase the quality of learning spaces for better outcomes for students

Requirements of a Long-Range Plan

25

District at a Glance



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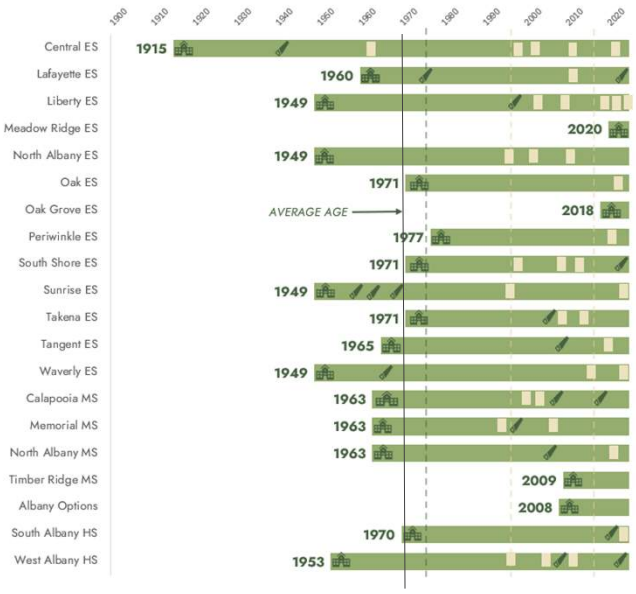

AGE OF SCHOOLS

- 1 is 110 years old
- 4 are over 75 years old
- 5 are over 60 years old
- 15 are over 50 years old requiring SHPO determinations

State Historic Preservation Office (SHPO)
Oregon Revised Statute 358.653 - Protection of Publicly Owned Historic Properties

- 50 years or older
- Determine if site is of historic significance
- Central ES listed in an Historic District

Facility Assessments

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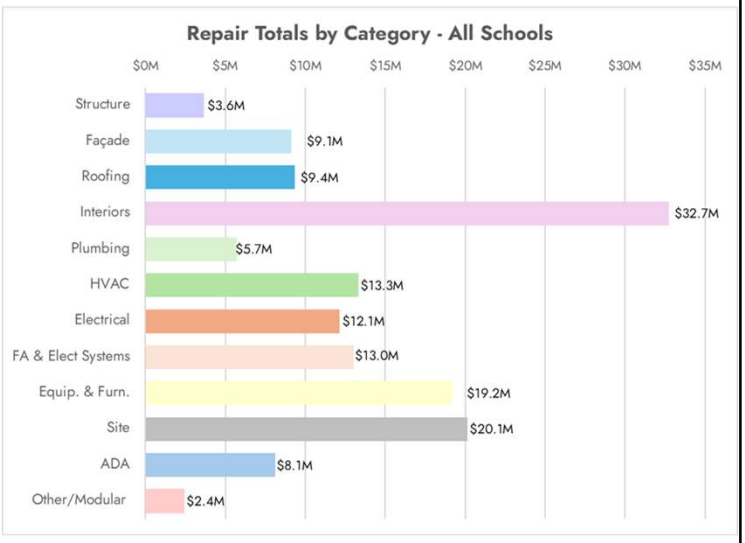
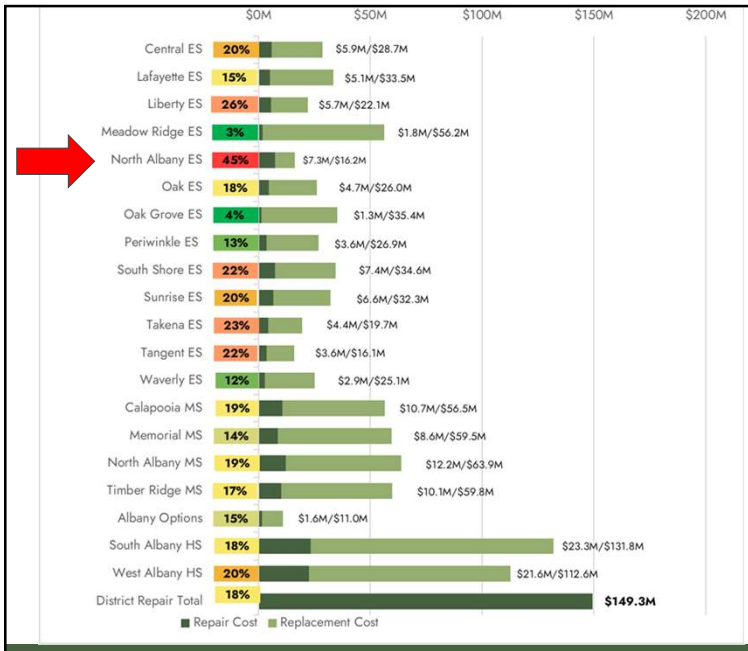
COST OF REPAIRS DISTRICT-WIDE

- Over $1483.7 Million on repairs over the next 5 years.
- $32.7M on interiors includes
  - replacing asbestos finishes
  - replacing failing ceilings
  - replacing failing wall finishes
- $25.1M on electrical systems and lighting
- $19.2M on Equipment and Furnishings
- $20.1M on site work
  - Playfields
  - Playgrounds
  - Athletic fields
  - Irrigation
- $13.3M on HVAC repairs



Facility Assessments

28



RENOVATION COST PER SCHOOL

Facility Condition Index (FCI)

$$FCI = \frac{\text{Renovation costs}}{\text{Replacement costs}} \times 100$$

0% to 5%: Good condition - Minor work
5% to 10%: Fair condition - work needs to be done
10% to 30%: Poor condition - has significant need
30% and above: Critical, high needs potential replacement

Above 50%: Justifies replacement discussion

Facility Assessments

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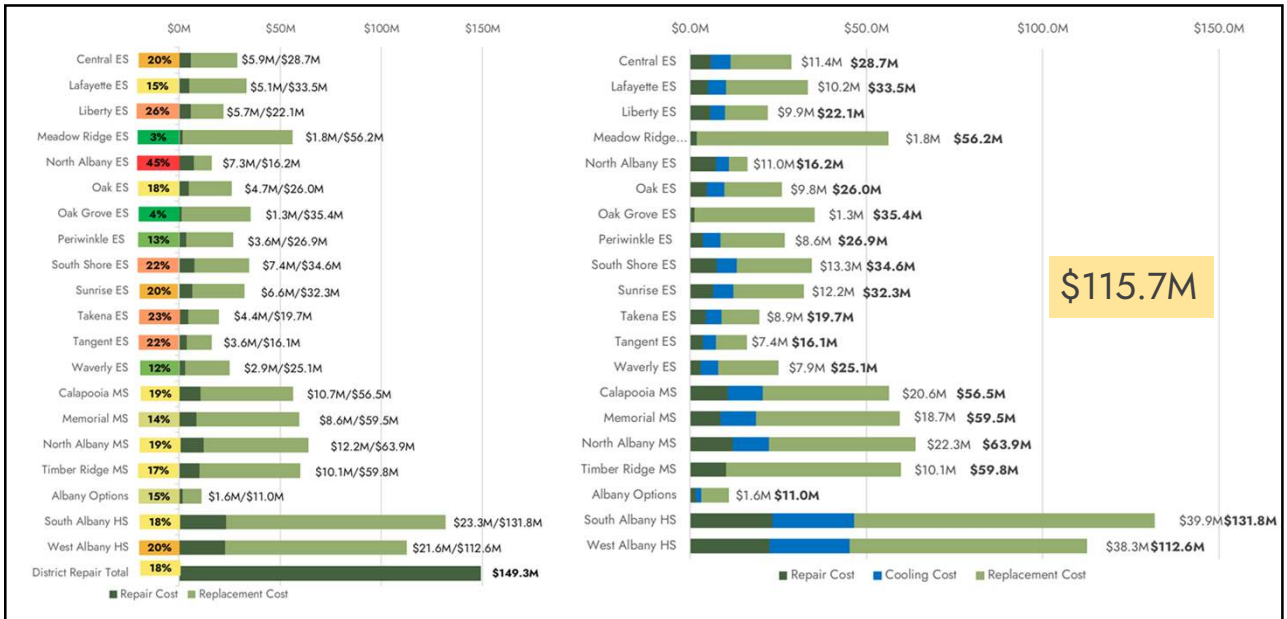

$115.7M

Facility Assessments

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ODE Educational Adequacy Standards:

- Acoustics and Noise
- Air Quality
- Lighting
- Temperature
- School Capacity and Classroom Space

Additional standards:

- Curriculum Support
  - Program support
  - Athletics/PE Support
- Professional Development
- Safety and Security
  - Building Components
  - Site conditions

Sunrise Elementary School
Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Ancilary gym is very loud, needs acoustic treatment	10
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Yes	15
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Fan system in gym is very loud.	10
2	**Air Quality Education Adequacy Standard**	5.0
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	12.0
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Yes, but ballasts frequently go out.	10
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	All have blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Stage lights do not work, classrooms do not have dimmers.	5
4	**Temperature Education Adequacy Standard**	10.0
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Classrooms facing the blacktop get excessively hot, preschool stays cool.	5
B	Classrooms do not get excessively during the cold season	
	Heat ok.	15
5	**School Capacity Educational Adequacy Standard**	11.0
A	No portables are being used for instruction	
	Two portables	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	Yes.	15
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	
	No, 3 periods because of size limiation.	5
E	The school has an adequate amount of adminsitrative offices	
	Yes.	15
F	Student Services are adequately sized for the student population	
	There is a vacant office used for this, but no conference room.	10
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes, for students, but not other uses.	10

sāj **Educational Adequacy** 31

Adequacy Categories	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	Calapooia MS	Memorial MS	NAMS	Timber Ridge	AOS	SAHS	WAHS	District Avg
Acoustic Educational Adequacy	5.0	13.3	11.7	11.7	6.7	11.7	11.7	11.7	8.3	11.7	6.7	15.0	11.7	10.0	11.7	10.0	11.7	11.7	12.5	13.3	10.9
Air Quality Educational Adequacy	5.0	5.0	5.0	10.0	5.0	5.0	10.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.5
Lighting Educational Adequacy	12.0	12.0	15.0	14.0	11.0	13.0	14.0	12.0	12.0	12.0	12.0	12.0	14.0	12.0	12.0	13.0	13.0	13.0	10.0	13.0	12.6
Temperature Educational Adequacy	10.0	10.0	7.5	12.5	10.0	5.0	15.0	10.0	10.0	10.0	10.0	5.0	10.0	10.0	7.5	7.5	10.0	7.5	7.5	10.0	9.3
School Capacity Educational Adequa	10.6	7.8	11.0	15.0	10.0	9.0	15.0	10.0	9.0	11.0	11.7	10.0	13.5	10.0	12.9	13.1	13.8	13.0	10.4	11.1	11.4
Curriculum Support	8.8	10.0	13.0	15.0	10.0	13.0	14.0	10.0	10.0	11.0	12.5	8.8	13.0	10.0	14.3	12.1	15.0	11.0	10.7	10.0	11.8
Safety and Security	8.8	9.0	12.0	14.0	10.0	8.0	14.0	10.0	9.0	7.0	10.0	12.0	9.0	9.2	10.0	9.0	13.0	12.5	9.0	13.0	11.8
Overall Percentage Score	59.4%	63.9%	71.6%	87.8%	59.7%	61.6%	89.2%	64.4%	60.3%	64.4%	64.6%	64.5%	72.5%	63.0%	69.8%	66.4%	77.6%	70.2%	62.0%	74.7%	68.4%

Each category is a total of 15 points
15 = Agree; 10 = Agree with issues; 5 Disagree; 0 Not applicable

sāj **Educational Adequacy** 32

COMMON THEMES

- Playfields and playgrounds
- Mechanical systems / Cooling
- Single-pane windows
- Middle School Gym finishes
- Lighting and controls
- Cafetoriums / separate gyms
- Secured vestibules
- Student services - limited space for small meetings
- Acoustic conditions in gyms and operable partitions
- Covered play structures at middle schools
- Bus drop-off zones and parent drop-off
- Older schools' ability to provide for Special programs
- ADA compliance issues
- Inadequate parking - not well lit

Educational Adequacy

33

Sunrise Elementary School

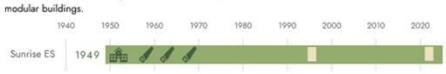
730 19th Ave SE, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1949	54,424	K-5	$6,242,471	$32,273,432	Poor - 19%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024
Date of Verification: August 6, 2025

Sunrise Elementary is a single-story school located in the south-central area of Albany. Built in 1949 the school had several additions during the 1950's and 1960's, but limited renovations since. The site includes two modular buildings.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
6.15	1	N	22/1 ADA	$1,079,846

KEY SITE COMMENTS

- The entire site is fully fenced, but a separate are for pre-school would be beneficial.
- Parking is shared with Albany Options, very limited.
- Playfields are soggy throughout winter and cannot be used.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.
- Concrete paving around the site is damaged and is in need or repair or replacement.

Facility Assessment Reports

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EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
54,424	309	396	64.4%	$5,162,625

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Most exterior windows are either original single pane or are failing aluminum framed windows.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- The exterior façade needs renovation throughout with areas of the siding and trim showing significant deterioration.
- Lighting varies, but is typically older fluorescent, ballasts are often failing and there are no dimming controls.
- Flooring varies between ACM and carpet in the classrooms.
- Significant water damage was visible in the interior wood paneling of the Aux Gym.
- Illuminated egress lighting is needed in several locations.
- Stage curtains need to be replaced.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Modular building makes supervision of the playfields difficult.
- Various issues with not being able to lock spaces from the inside such as the cafeteria and gym.
- No exterior PA system so no communication during emergencies.

ACCESSIBILITY NOTES

- All exterior stairs and ramps are missing or do not have compliant handrails.
- Doors throughout the building are not considered accessible due to improper clearances and hardware.
- Many exterior classroom exits utilize steps to exit and are non-compliant.
- Not all restrooms are accessible.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
64.4%

- Acoustics are typically not an issue in the classrooms, but the ancillary gym is very loud and the noise from the fan system in the main gym is disruptive to classes.
- The cafeteria or library cannot house larger groups due to the size.
- Not all classrooms have cooling, with many of the classrooms getting excessively hot on warmer days.
- The hard surface play and playground equipment both need upgrades.

SCORES BY CATEGORY	SUNRISE	DISTRICT AVG.
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	11.0	11.4
6. Curriculum Support Adequacy	11.0	11.8
7. Safety and Security Adequacy	7.0	11.8
Overall Percentage Score	64.4%	68.4%

Auxiliary gym with no acoustic treatment.

sāj **Facility Assessment Reports** 35

EXPENDITURE FORECAST

Repair vs Replacement

Current repair versus replacement costs for the next 10 years indicate that while the repair costs are significant, they do not outweigh the overall cost to replace the school. These repair versus replacement costs translate the building's FCI to being Poor at 19%, which means it has been subjected to long term wear and is nearing the end of its useful life.

Repair Costs by Sub-Category

Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent needs include the Façade at $648K, Interior finishes at $937K and ADA upgrades at $711K. Site improvements are also a high dollar item as well as the two modulars that are aging out.

SUMMARY

Based on site observations and interviews, Sunrise Elementary has significant issues with its envelop with siding, window and door replacements needed. Many of the classrooms have not been updated and casework is coming to its end of life. The site is very limited for parking with student drop off occurring at the street. Students enter through the gym with no secured vestibule. There is no secured vestibule at the main entry and visibility to the office is limited.

The auxiliary gym was a former covered play area with a sloped floor creating issues with indoor PE programming. Moisture is evident inside the gym and it is not well insulated and does not have acoustic treatment.

- Priority #1 – Upgrade safety & security – PA at exterior and secured vestibule.
- Priority #2 – Replace hot water heater.
- Priority #3 – Upgrade mechanical units where needed in warmer classrooms.
- Priority #4 – Upgrade site paving and play fields.
- Priority #5 – Repairs to exterior façade and window replacement.

SITE & BUILDING PHOTOS

1. *Visible cracks and damage to asphalt paving at play area.*

2. *Visible water damage on patchwork wall panels in Aux Gym.*

3. *Failing window, heavy damage to exterior door and deteriorated siding and trim.*

4. *Exterior exit in classroom, missing illuminated signage, temporary insulation visible to help regulate temperature in room.*

5. *Typical classroom, original casework, fluorescent lighting, painted block at exterior wall.*

6. *Visible gap in exterior door at Aux Gym.*

sāj **Facility Assessment Reports** 36

LRFAC Visitation Opportunities			
DATE	**Day**	**TIME**	**SITES**
November 6	Thursday	9:00-9:30	**Meadow**
		9:30-10:00	Timber
		10:00-10:30	South Shore
November 12	Wednesday	5:00-5:30	**North Albany Middle**
		5:30-6:00	North Albany Elementary
		6:00-6:30	Oak Grove
December 5	Friday	9:00-10:00	**West Albany High**
		10:00-10:30	Liberty Elementary
December 16	Tuesday	5:00-5:30	**Memorial Middle**
		5:30-6:00	Central
		6:00-6:30	Waverly
January 8	Thursday	1:00-1:45	**South Albany High**
		2:00-2:30	Oak Elementary
January 20	Tuesday	5:00-5:30	**Periwinkle**
		5:30-6:00	Sunrise
		6:00-6:30	AOS
February 2	Monday	1:00-1:30	**Calapooia Middle**
		1:30-2:00	Lafayette Elementary
		2:00-2:30	Waverly
February 12	Wednesday	3:00-6:00	Open Appointments
February 25	Wednesday	10:30-1:00	Open Appointments
*March 3 Meeting Check-In (Future Visits Discussion)			

Upcoming Tours

37

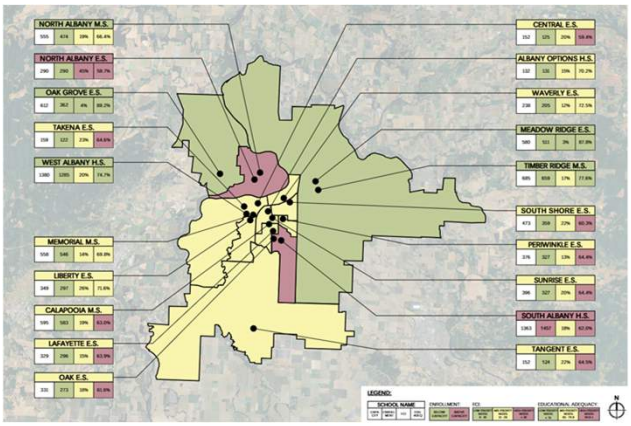
5 Minute Break

38

PRIORITIES BASED ON GUIDING PRINCIPLES

What are your group's initial thoughts after reviewing overall district conditions, how do we use the guiding principles to determine priorities?

Each table gets one guiding principle. What common themes of Facility Assessments and Educational Adequacy fit within that guiding principle?



sāj **Small Group Exercise**

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Wows and Wonders

PICK ONE TO RESPOND TO:

What was the biggest "Ah Ha" moment for you?

What do you want more information on for our next workshop?

sāj

40

NEXT WORKSHOP

December 2, 2025

Agenda:

- Population growth projections
- Review overall district concepts
- Create approach to
  - Elementary schools
  - Middle schools
  - High schools

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Ticket to Exit

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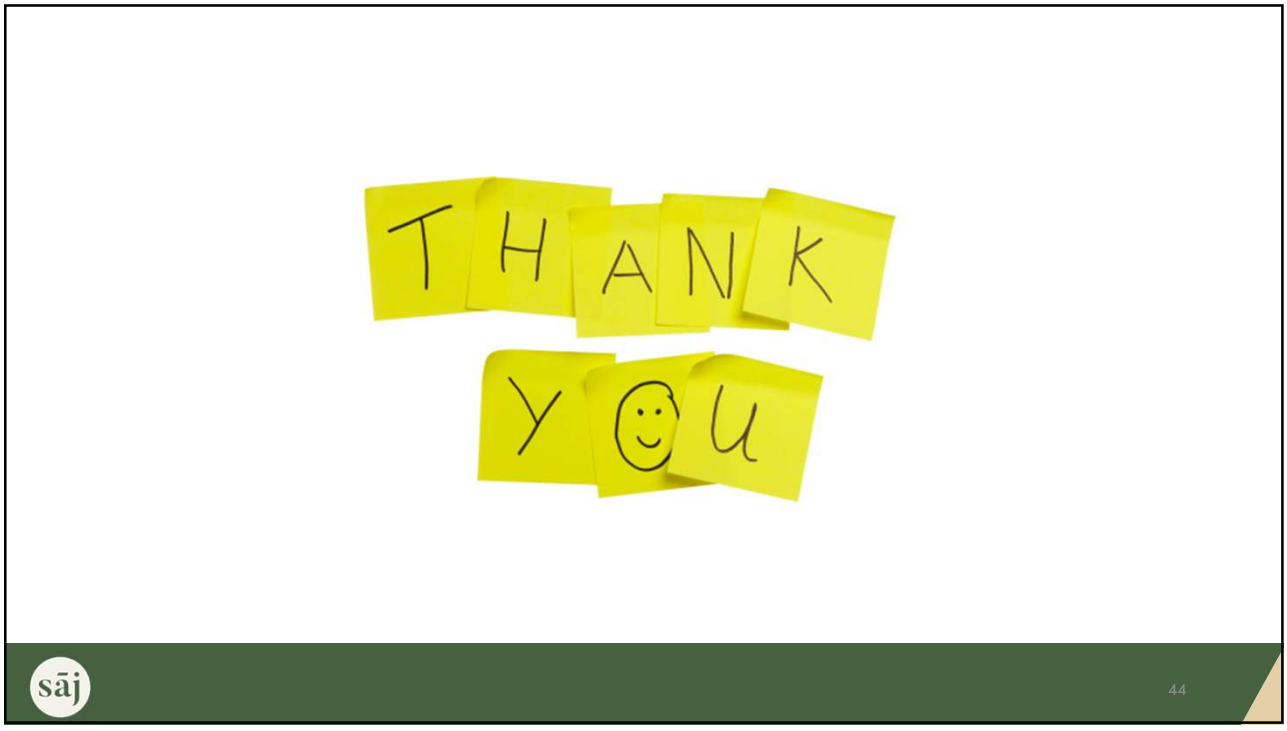
QUESTIONS?
sāj
43


THANK YOU
sāj
44

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 3

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

December 2, 2025

Bend and Portland, Oregon | saj-architecture.com

1

Agenda

- Welcome
- Our Homework - Update
  - Review Guiding Principles - "What it looks like"
  - Assessments confirmation
  - Feedback from Tours
- Population Growth Projections
- Projects on the boards
- Capacity

Break

- Group Exercise
  - Report Out

sāj

2

3

Committee Attendance

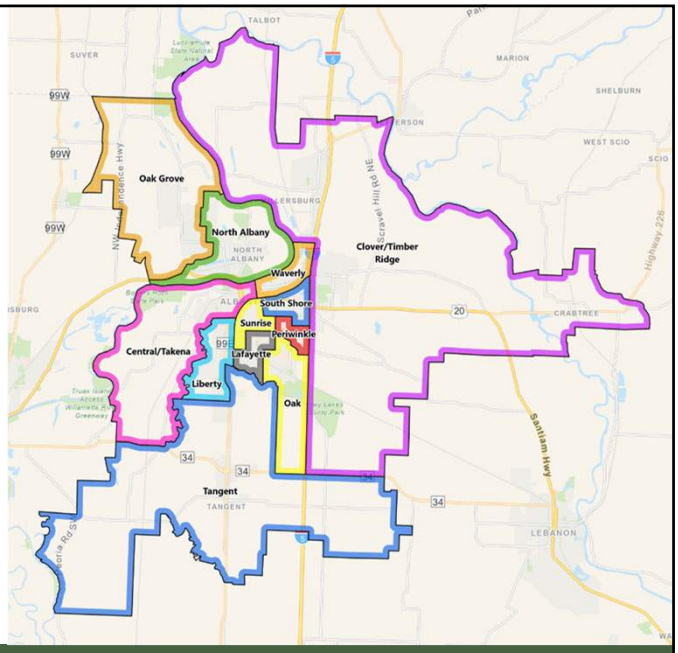
The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- February - Follow up meeting dates
  - February 4 - 8-9 am
  - February 5 - 1-2 pm
  - February 13 - 12-1
- Email Chris Green (chris.green@albany.k12.or.us)
  - Please indicate all dates you are available
  - Chris will confirm date to attend

4

Our Homework Update on Assessments



5

Greater Albany Public Schools will be:

Inclusive & Empowering Every student will thrive in equitable learning environments that celebrate diversity and empower learners to succeed.
What this looks like:
• Our schools provide ADA Access for all students and educators
• Our schools provide equitable learning opportunities through modernization of education spaces
• Our spaces are well-designed and dynamic where students and educators want to be
• Our schools provide opportunities for student autonomy in educational learning environments through versatile and flexible learning spaces.

Guiding Principles:

6

Greater Albany Public Schools will be:

Responsible Stewards
We will maximize resources and ensure taxpayer dollars are used efficiently and transparently to support student success.
What this looks like:
• Our district is fiscally responsible by renovating schools extending their life
• Our district invests in balancing capacity for each school
• Our district is transparent about where dollars are being spent

Guiding Principles:

7

Greater Albany Public Schools will be:

Welcoming & Safe Environments
Every school will be a place where students, educators, and community members feel safe, supported, and valued.
What this looks like:
• Safe and secure entrances are provided at all schools
• Buildings welcome the community through zoned areas for after-hours use
• Entrances provide warm welcome
• Meeting spaces are provided for student and family support

Guiding Principles:

8

Greater Albany Public Schools will be:

Flexible & Future-Ready We will remain agile and adaptable, evolving to meet the needs of today's learners and tomorrow's challenges.
What this looks like:
• Future growth is planned into all schools
• Spaces are flexible to allow for a variety of ways for student engagement
• Technology is consistent throughout the district and is easily adaptable

Guiding Principles:

9

Greater Albany Public Schools will be:

Lifelong Learning Centers Our schools will foster a love of learning through diverse, inclusive, and innovative educational approaches.
What this looks like:
• Inspirational spaces are provided for students to reflect modern education practices
• Spaces are flexible and adaptable for modern and future learning pathways
• Educational spaces are varied in size and location to promote unique ways students learn

Guiding Principles:

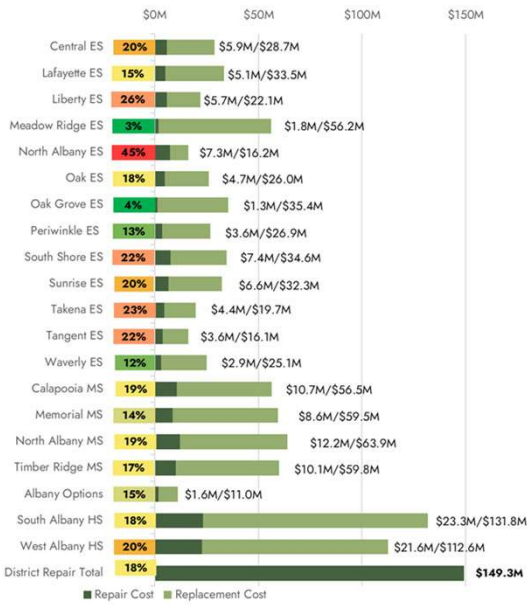
10

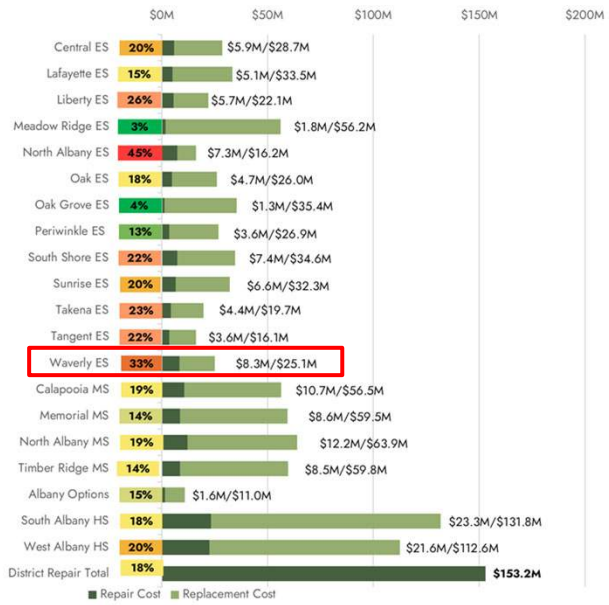
Greater Albany Public Schools will be:

Community-Focused Schools will reflect and honor the unique values, cultures, and aspirations of the communities they serve.
What this looks like:
• Schools provide a sense of pride for student, educators and community
• Spaces are provided for community access for after-hours events
• A strong sense of legacy is promoted through well maintained facilities and inspirational wayfinding

Guiding Principles:

11





Facility Assessments

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Adequacy Categories	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	Calapooia MS	Memorial MS	NAMS	Timber Ridge	AOS	SAHS	WAHS	WAHS ORIGINAL	District Avg
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Temperature Educational Adequacy	10.0	10.0	7.5	12.5	10.0	5.0	15.0	10.0	10.0	10.0	10.0	5.0	10.0	10.0	7.5	7.5	10.0	7.5	7.5	10.0	7.5	9.3
School Capacity Educational Adequacy	10.6	7.8	11.0	15.0	10.0	9.0	15.0	10.0	9.0	11.0	11.7	10.0	13.5	10.0	12.9	13.1	13.8	13.0	10.4	11.1	7.2	11.4
Curriculum Support	8.8	10.0	13.0	15.0	10.0	13.0	14.0	10.0	10.0	11.0	12.5	8.8	13.0	10.0	14.3	12.1	15.0	11.0	10.7	10.0	7.5	11.8
Safety and Security	8.8	9.0	12.0	14.0	10.0	8.0	14.0	10.0	9.0	7.0	10.0	12.0	9.0	9.2	10.0	9.0	13.0	12.5	9.0	13.0	7.5	11.8
Overall Percentage Score	59.4%	63.9%	71.6%	87.8%	59.7%	61.6%	89.2%	64.4%	60.3%	64.4%	64.6%	64.5%	72.5%	63.0%	69.8%	66.4%	77.6%	70.2%	**62.0%**	74.7%	57.7%	67.9%

Each category is a total of 15 points
15 = Agree; 10 = Agree with issues; 5 Disagree; 0 Not applicable

Educational Adequacy

13

Wonderings

14

Wows and Wonders:

What were some observations?
Any Surprises?

LRFAC Visitation Opportunities			
DATE	**Day**	**TIME**	**SITES**
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		6:00-6:30	Waverly
January 8	Thursday	1:00-1:45	**South Albany High**
		2:00-2:30	Oak Elementary
January 20	Tuesday	5:00-5:30	**Periwinkle**
		5:30-6:00	Sunrise
		6:00-6:30	AOS
February 2	Monday	1:00-1:30	**Calapooia Middle**
		1:30-2:00	Lafayette Elementary
		2:00-2:30	Waverly
February 12	Wednesday	3:00-6:00	Open Appointments
February 25	Wednesday	10:30-1:00	Open Appointments

*March 3 Meeting Check-In (Future Visits Discussion)

sāj Upcoming Tours

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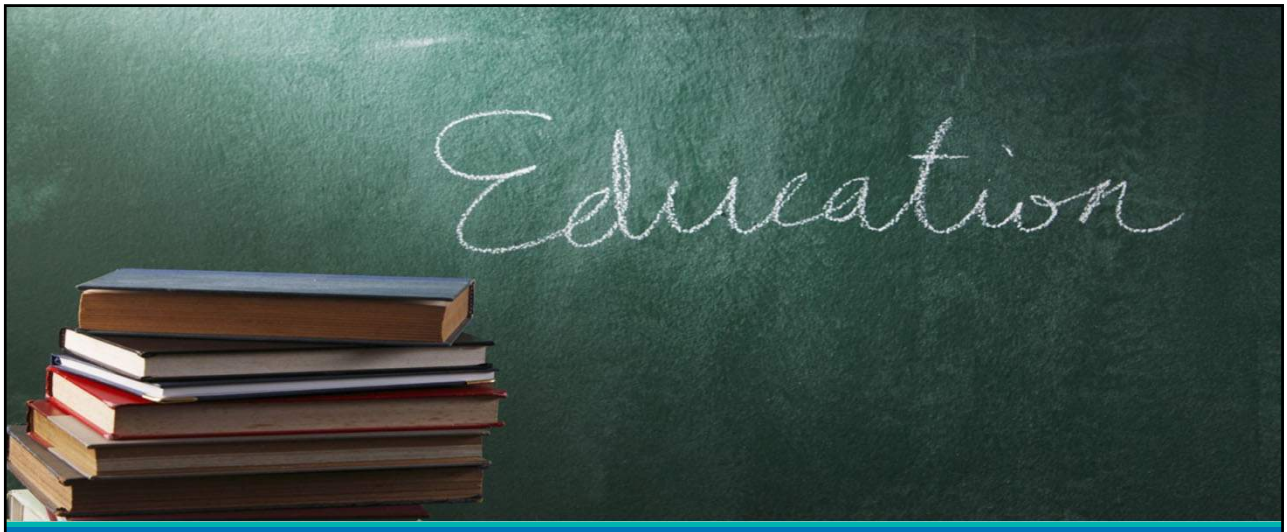

District-wide Enrollment Forecasts 2026-27 to 2035-36

Greater Albany Public Schools

December 2, 2025

FLO Analytics

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About FLO

How We Help School Districts

- Enrollment Forecasting
- Demographic and Socioeconomic Analyses
- Enrollment Modeling (e.g., program placement)
- Attendance Area Boundary Reviews
- Long-range Facility Plans
- Transportation and Walkability Studies

Demographic and Mapping Specialists

- Team of applied demographers, geographers, and GIS analysts using industry-standard methods
- Experience with national, state, and local data sources
- Expertise in geospatial data analysis and visualization
- Great communicators and presenters to school district professionals and non-technical audiences

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Overarching Process

Enrollment Assessment

Demographic Trends

Residential Development

Enrollment Forecasts

18

Population Trends

County, City, and District Population 2000 to 2024

	2000 Census	2010 Census	2020 Census	2024 Estimate*	Average Annual Growth		
					2000–10	2010–20	2020–24
Linn County	103,069	116,672	128,610	130,848	1.2%	1.0%	0.4%
Benton County	78,153	85,579	95,184	97,720	0.9%	1.1%	0.6%
Greater Albany Public Schools (GAPS)	50,824	60,895	69,390	--	1.8%	1.3%	--
City of Albany	40,852	50,158	56,472	57,777	2.1%	1.2%	0.5%
City of Millersburg	651	1,329	2,919	3,214	7.4%	8.2%	2.3%
City of Tangent	933	1,164	1,231	1,234	2.2%	0.6%	0.1%
GAPS Unincorporated Area	8,388	8,244	8,768	--	-0.2%	0.6%	--

Notes

* July 2024 population estimates are only available for counties and cities.

Indentation signifies the nesting of geographic areas. For instance, the school district is indented because it is part of the county. City totals are further indented because they are within the school district boundary.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses (April 1); Population Research Center, Portland State University, July 1, 2024 estimates.

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Population Trends

School District Population By Age Group 2000 to 2020

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000–2010	2010–2020
Total Population	50,824	60,895	69,390	1.8%	1.3%
Age 18 and over	37,644	46,061	54,116	2.0%	1.6%
Ages 5 to 17	9,547	10,761	11,268	1.2%	0.5%
Under age 5	3,633	4,073	4,006	1.1%	-0.2%
Under 18 share of total	25.9%	24.4%	22.0%	--	--

Notes

Indentation signifies the nesting of variables. For instance, the "Age 18 and over" category is indented because it is a component of total population.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

FLO Analytics

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Population Trends

County & UGB Population Forecasts

	2020 Census	2030 Forecast	2040 Forecast	Average Annual Growth	
				2020–2030	2030–2040
Linn County	128,610	137,797	146,527	0.7%	0.6%
Benton County	95,184	102,839	109,595	0.8%	0.6%
City of Albany UGB (Linn County)	48,392	51,603	54,636	0.6%	0.6%
City of Albany UGB (Benton County)	9,117	11,596	14,000	2.4%	1.9%
City of Millersburg UGB	2,919	5,267	7,717	6.1%	3.9%
City of Tangent UGB	1,268	1,346	1,452	0.6%	0.8%

Notes

Population forecasts are proposed; final forecasts are scheduled to be released June 30, 2025.

Sources

Population Research Center, Portland State University, March 2025.

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Historical Enrollment

Enrollment by Grade

Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2017–18 to 2025–26
K	698	642	716	582	583	656	603	606	516	-182
1	739	698	664	699	668	678	659	624	611	-128
2	696	747	703	646	686	661	675	648	611	-85
3	757	686	756	662	641	697	656	657	627	-130
4	771	742	690	698	655	690	689	665	644	-127
5	811	774	763	653	700	654	694	694	655	-156
6	730	798	790	741	686	713	656	681	685	-45
7	727	730	799	781	775	683	679	645	677	-50
8	715	738	733	793	797	744	685	686	641	-74
9	731	747	750	754	806	781	786	704	738	7
10	742	720	744	728	753	803	778	781	681	-61
11	713	729	702	715	714	728	775	733	727	14
12	736	725	743	708	694	724	761	748	673	-63
K–12 Total	**9,566**	**9,476**	**9,553**	**9,160**	**9,158**	**9,212**	**9,096**	**8,872**	**8,486**	**-1,080**

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Historical Enrollment

Enrollment by School

School Name	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2017–18 to 2025–26
Central ES (3-5)	166	144	142	112	115	123	136	126	112	-54
Lafayette ES	337	344	316	242	249	264	272	296	266	-71
Liberty ES	337	352	326	273	278	318	304	298	280	-57
Meadow Ridge ES (K-3)	477	471	511	446	450	544	572	515	495	18
North Albany ES	269	243	316	279	271	269	291	292	268	-1
Oak ES	338	309	310	247	242	272	270	275	218	-120
Oak Grove ES	429	393	360	306	328	329	347	362	366	-63
Periwinkle ES	443	449	443	367	385	384	337	327	300	-143
South Shore ES	422	433	413	362	317	336	332	356	355	-67
Sunrise ES	382	329	334	304	321	361	336	326	316	-66
Takena ES (K-2)	153	145	141	113	131	140	125	127	122	-31
Tangent ES	170	134	138	105	95	114	105	123	105	-65
Timber Ridge ES (4-5)	247	247	240	195	240	286	273	263	277	30
Waverly ES	260	269	286	241	252	261	239	208	184	-76
Online School	42	27	16	348	259	35	37	--	--	--
K–5 Total	**4,472**	**4,289**	**4,292**	**3,940**	**3,933**	**4,036**	**3,976**	**3,894**	**3,664**	**-808**
Calapooia MS	558	657	709	654	653	652	608	591	623	65
Memorial MS	605	597	627	571	566	527	533	548	527	-78
North Albany MS	609	607	563	519	488	526	475	475	440	-169
Timber Ridge MS	381	385	402	380	403	398	380	398	413	32
Online School	19	20	21	191	148	37	24	--	--	--
6–8 Total	**2,172**	**2,266**	**2,322**	**2,315**	**2,258**	**2,140**	**2,020**	**2,012**	**2,003**	**-169**
South Albany HS	1,410	1,428	1,472	1,358	1,480	1,543	1,560	1,515	1,401	-9
West Albany HS	1,351	1,307	1,274	1,237	1,307	1,268	1,305	1,312	1,275	-76
Albany Options	138	158	153	145	131	167	178	138	143	5
Online School	23	28	40	165	49	58	57	1	--	--
9–12 Total	**2,922**	**2,921**	**2,939**	**2,905**	**2,967**	**3,036**	**3,100**	**2,966**	**2,819**	**-103**
K–12 Total	**9,566**	**9,476**	**9,553**	**9,160**	**9,158**	**9,212**	**9,096**	**8,872**	**8,486**	**-1,080**

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Enrollment Perspectives

Building Attendance / Enrollment

- Number of students enrolled at a school
- Includes out-of-district students, intra-district transfers, special programs, etc.

Resident Enrollment

- Number of students that live within a certain region, whether it be the District as a whole or individual attendance areas
- Not subject to student choices (e.g., intra-district transfers), special program placement, etc.

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Enrollment Patterns

District-wide Transfer Rates

Grade Group	Total Enrollment	Enrollment from Within District [a]	Enrollment from Out-of-District [b]	Intra-district Transfers [c]	Total Transfers [d]	Transfer Rate from Out-of-District	Intra-district Transfer Rate	Total Transfer Rate
K–5	3,664	3,602	62	705	767	1.7%	19.6%	20.9%
6–8	2,003	1,972	31	227	258	1.5%	11.5%	12.9%
9–12	2,819	2,747	72	403	475	2.6%	14.7%	16.8%
K–12	**8,486**	**8,321**	**165**	**1,335**	**1,500**	**1.9%**	**16.0%**	**17.7%**

Notes

(a) Enrollment from Within District is the number of students who reside within the district boundary.

(b) Enrollment from Out-of-District is the number of students who reside outside the district boundary.

(c) Intra-district Transfers is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) Total Transfers is the sum of Enrollment from Out-of-District and Intra-district Transfers.

Sources

Greater Albany Public Schools 2025–26 attendance areas and October 2025–26 headcount enrollment.

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Enrollment Patterns

Grades K–5 Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove ES	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Timber Ridge ES	Waverly ES	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
Central ES	134	99	2	6	1	3	4	1	6	4	3	0	1	3	1	73.9%	35	26.1%
Lafayette ES	238	1	197	3	2	2	1	0	4	20	2	2	1	2	1	82.8%	41	17.2%
Liberty ES	253	0	12	228	0	1	0	3	2	3	3	1	0	0	0	90.1%	25	9.9%
Meadow Ridge ES	525	0	3	10	473	3	0	1	0	26	3	2	0	0	4	90.1%	52	9.9%
North Albany ES	258	0	0	1	0	233	0	11	1	12	0	0	0	0	0	90.3%	25	9.7%
Oak ES	273	0	9	3	2	2	184	8	11	35	9	3	1	2	4	67.4%	89	32.6%
Oak Grove ES	331	0	0	3	2	4	0	317	1	0	0	1	1	0	2	95.8%	14	4.2%
Periwinkle ES	308	1	17	4	4	2	5	7	220	28	12	2	2	2	2	71.4%	88	28.6%
South Shore ES	241	1	0	1	1	3	3	3	32	132	17	1	3	4	40	54.8%	109	45.2%
Sunrise ES	331	3	9	4	0	3	6	2	12	32	252	2	2	0	4	76.1%	79	23.9%
Takena ES	139	0	2	3	0	2	4	3	2	6	6	103	2	0	6	74.1%	36	25.9%
Tangent ES	114	0	12	3	0	2	4	0	0	6	0	1	85	1	0	74.6%	29	25.4%
Timber Ridge ES	297	3	0	5	0	3	3	1	1	14	1	0	0	262	4	88.2%	35	11.8%
Waverly ES	160	2	1	1	4	2	0	6	3	24	3	2	0	0	112	70.0%	48	30.0%
K–5 Subtotals	3,602	110	264	275	489	265	214	363	295	342	311	120	98	276	180	80.4%	705	19.6%
From Out-of-District [a]	62	2	2	5	6	3	4	3	5	13	5	2	7	1	4	--	--	--
K–5 Totals	3,664	112	266	280	495	268	218	366	300	355	316	122	105	277	184	--	--	--
Transfer-In Student Total [b]	767	13	69	52	22	35	34	49	80	223	64	19	20	15	72	--	--	--
Transfer-In Rate	20.9%	11.6%	25.9%	18.6%	4.4%	13.1%	15.6%	13.4%	26.7%	62.8%	20.3%	15.6%	19.0%	5.4%	39.1%	--	--	--

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Enrollment Patterns

Grades 6–8 Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Calapooia MS	Memorial MS	North Albany MS	Timber Ridge MS	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
Calapooia MS	632	563	32	27	10	89.1%	69	10.9%
Memorial MS	471	11	430	21	9	91.3%	41	8.7%
North Albany MS	437	30	24	375	8	85.8%	62	14.2%
Timber Ridge MS	432	15	28	12	377	87.3%	55	12.7%
6–8 Subtotals	1,972	619	514	435	404	88.5%	227	11.5%
From Out-of-District [a]	31	4	13	5	9	--	--	--
6–8 Totals	2,003	623	527	440	413	--	--	--
Transfer-In Student Total [b]	258	60	97	65	36	--	--	--
Transfer-In Rate	12.9%	9.6%	18.4%	14.8%	8.7%	--	--	--

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Enrollment Patterns

Grades 9–12 Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	South Albany HS	West Albany HS	Albany Options	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
South Albany HS	1,582	1,305	196	81	82.5%	277	17.5%
West Albany HS	1,165	66	1,039	60	89.2%	126	10.8%
9–12 Subtotals	2,747	1,371	1,235	141	85.3%	403	14.7%
From Out-of-District [a]	72	30	40	2	--	--	--
9–12 Totals	2,819	1,401	1,275	143	--	--	--
Transfer-In Student Total [b]	475	96	236	143	--	--	--
Transfer-In Rate	16.8%	6.9%	18.5%	100%	--	--	--

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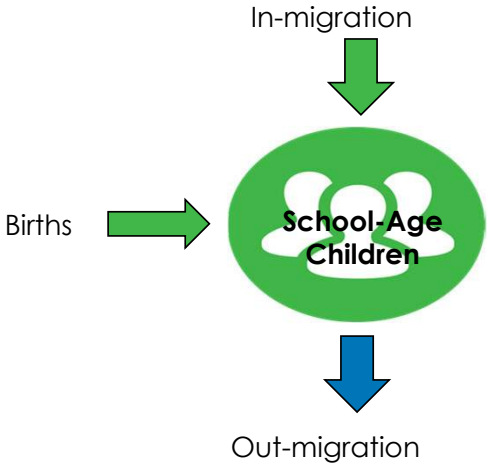
Methodology / Models



Cohort-Component Method:
Broader components of population change (e.g., birth rates, population age structure, rates of net migration, residential development)

Grade Progression Ratios:
Projecting future enrollment based on past & current trends (i.e., year-to-year cohort change)

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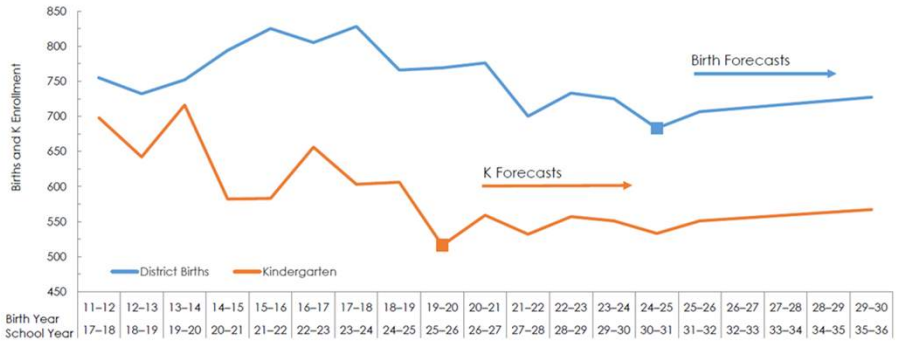
Births & Kindergarten

Birth Year	11–12	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	23–24	24–25	25–26	26–27	27–28	28–29	29–30
Births	755	732	752	794	825	805	828	766	769	776	700	733	725	683	706	712	717	722	727

Forecasts →

School Year	17–18	18–19	19–20	20–21	21–22	22–23	23–24	24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34	34–35	35–36
Kindergarten	698	642	716	582	583	656	603	606	516	559	532	557	551	533	551	555	559	563	567
Ratio to Births	0.92	0.88	0.95	0.73	0.71	0.81	0.73	0.79	0.67	0.72	0.76	0.76	0.76	0.78	0.78	0.78	0.78	0.78	0.78

Forecasts →



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Grade Progression Ratios

Grade Progression Ratios	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2035–36
K–1	1.00	1.03	0.98	1.15	1.16	1.00	1.03	1.01	1.02
1–2	1.01	1.01	0.97	0.98	0.99	1.00	0.98	0.98	0.99
2–3	0.99	1.01	0.94	0.99	1.02	0.99	0.97	0.97	0.99
3–4	0.98	1.01	0.92	0.99	1.08	0.99	1.01	0.98	0.99
4–5	1.00	1.03	0.95	1.00	1.00	1.01	1.01	0.98	1.00
5–6	0.98	1.02	0.97	1.05	1.02	1.00	0.98	0.99	1.00
6–7	1.00	1.00	0.99	1.05	1.00	0.95	0.98	0.99	0.99
7–8	1.02	1.00	0.99	1.02	0.96	1.00	1.01	0.99	1.00
8–9	1.04	1.02	1.03	1.02	0.98	1.06	1.03	1.08	1.05
9–10	0.98	1.00	0.97	1.00	1.00	1.00	0.99	0.97	0.99
10–11	0.98	0.98	0.96	0.98	0.97	0.97	0.94	0.93	0.96
11–12	1.02	1.02	1.01	0.97	1.01	1.05	0.97	0.92	0.98

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Individual Grade Forecasts: Middle

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	516	559	532	557	551	533	551	555	559	563	567
1	611	524	568	540	566	560	541	560	564	568	572
2	611	606	519	563	535	561	555	536	555	559	563
3	627	607	602	515	559	531	557	551	532	551	555
4	644	623	603	598	512	556	528	554	548	529	548
5	655	644	623	603	598	512	556	528	554	548	529
6	685	652	641	620	600	595	510	553	526	551	546
7	677	679	646	636	615	595	590	506	548	522	546
8	641	679	681	648	637	616	596	591	507	549	523
9	738	675	715	717	683	671	649	628	623	534	578
10	681	733	671	711	712	679	667	645	624	619	531
11	727	654	704	645	683	684	653	641	620	600	595
12	673	710	638	687	630	667	668	637	626	605	586
K–5	3,664	3,563	3,447	3,376	3,321	3,253	3,288	3,284	3,312	3,318	3,334
6–8	2,003	2,010	1,968	1,904	1,852	1,806	1,696	1,650	1,581	1,622	1,615
9–12	2,819	2,772	2,728	2,760	2,708	2,701	2,637	2,551	2,493	2,358	2,290
K–12	8,486	8,345	8,143	8,040	7,881	7,760	7,621	7,485	7,386	7,298	7,239

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East Albany Town Center

Opportunity for Community Development Partnership

Greater Albany Public Schools –
Long Range Facility Advisory Committee

December 2, 2025

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Overview

- TEAM *Who we are*
  1 min.
- PROJECT(S) *Where, what we're thinking*
  1 min.
- BY THE NUMBERS *Why that matters*
  1 min.
- CONCEPT *Community development*
  3 min.
  - *Vision + Story*
  - *Pictures*
  - *Advantages & Challenges*
- TIMELINE *When to [illegible]*

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The Team

- East Albany Town Center LLC
  - Damon Olsen
  - Darren Nichols

+

  - City of Albany*
  - Gerding Builders
  - Forward Architecture
  - DevCo Engineering
  - Other strategic partners

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The Project(s)

- Infill site
- City-supported, community-driven partnership
- Multi-phase, mixed-use design-build community infill project
- Housing (multiple types, price points) in a "town center" concept
  - Veterans, Seniors, Workforce, Market, SFR, MFR, Cottages, more
  - Commercial – TBD to be designed *with* housing
    - Retail, Child care/Schools, Clinics, Services, Community
- Mixed use – TBD?

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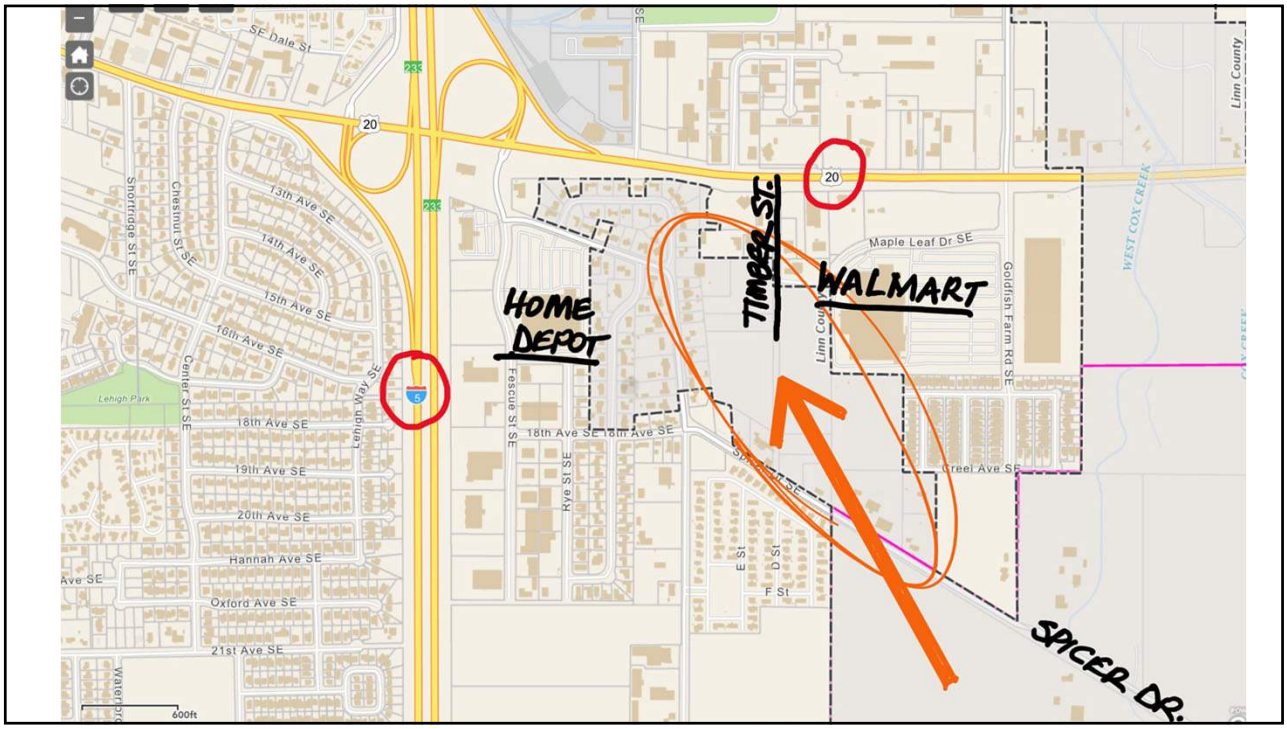
The Project CONCEPT . . . By the numbers

- 36+ acres
- Currently Planned* for
  - Village Center, General Commercial, Residential, Employment
- ~1000 Homes +/-
  - 60 Veterans, 200 Seniors, 200 townhomes, 200 apartments, 300 condos
- 50,000 SF Retail/ offices/ clinics
- 14,000 SF+ Community Center
- 16,000 SF+ VFW Post
- Early learning and childcare center
- Outdoor space + bike/ped connections

38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WALMART
SPICER DR.
SE Dale St
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Maple Leaf Dr SE
Goldfish Farm Rd SE
WEST COX CREEK
Linn County
Chestnut St SE
Shortridge St SE
13th Ave SE
14th Ave SE
15th Ave SE
16th Ave SE
Center St SE
Lehigh Park
18th Ave SE
19th Ave SE
20th Ave SE
Hannah Ave SE
Oxford Ave SE
21st Ave SE
Lehigh Way SE
Fescue St SE
Rye St SE
Creel Ave SE
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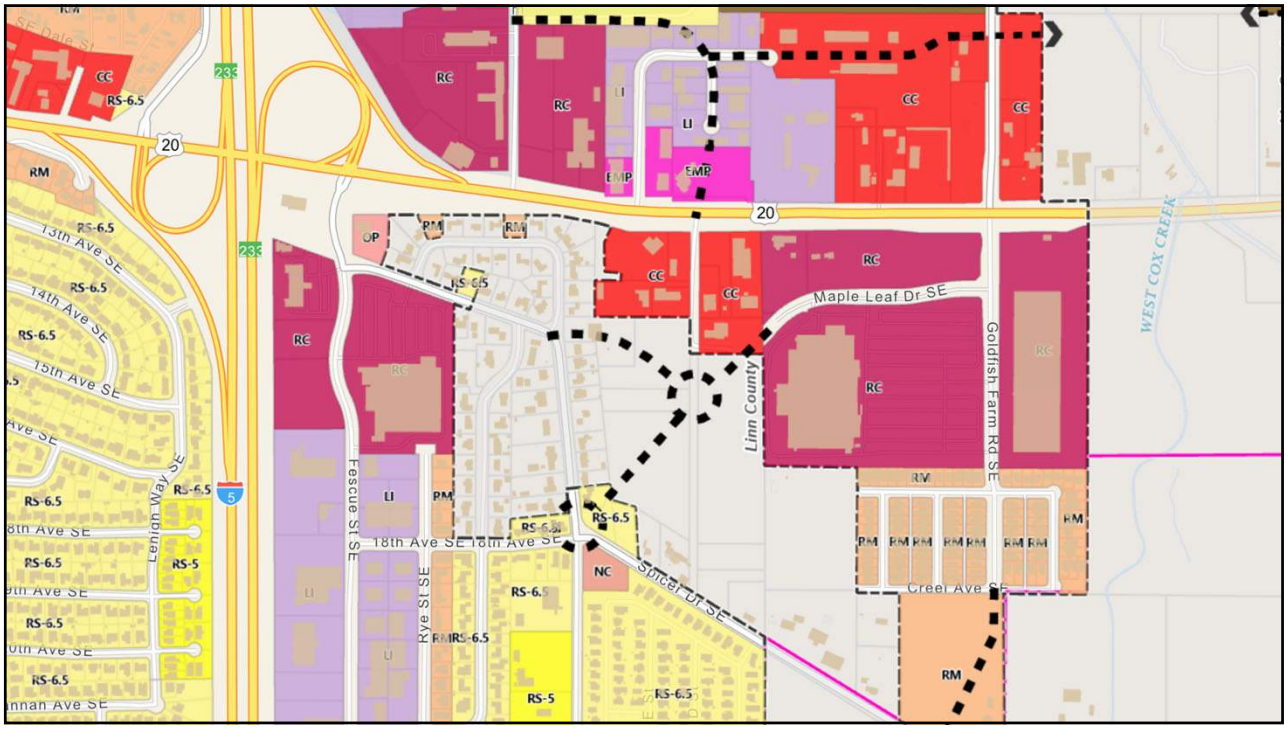
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Goldfish Farm Rd SE
WEST COX CREEK
Linn County
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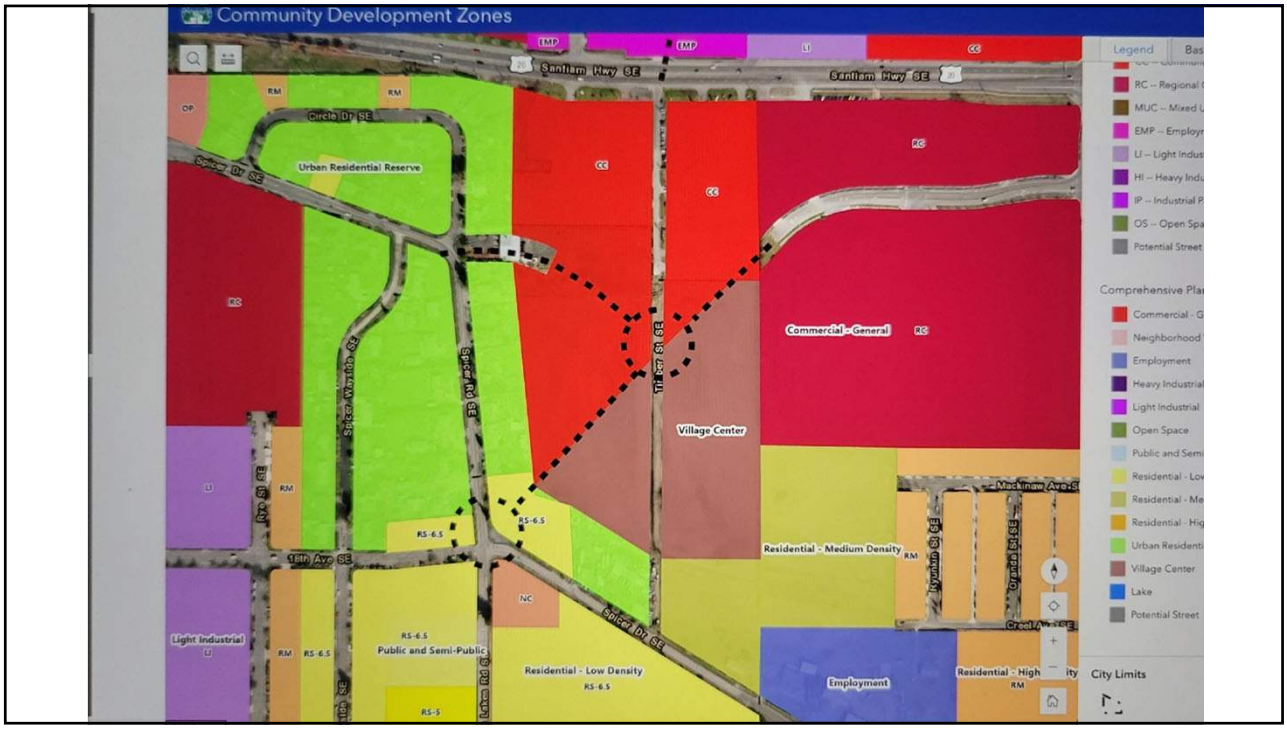
14th Ave SE
15th Ave SE
Lehigh Way SE
Fescue St SE
Rye St SE
18th Ave SE
Spicer Dr SE
Creel Ave SE
NC
RS-5

40


Community Development Zones
Santiam Hwy SE
Circle Dr SE
Spicer Dr SE
Urban Residential Reserve
Commercial - General
Village Center
Residential - Medium Density
Residential - Low Density
Public and Semi-Public
Light Industrial
Employment
18th Ave SE
Lochner Rd SE
Mackinaw Ave SE
Creel Ave SE
City Limits
Legend

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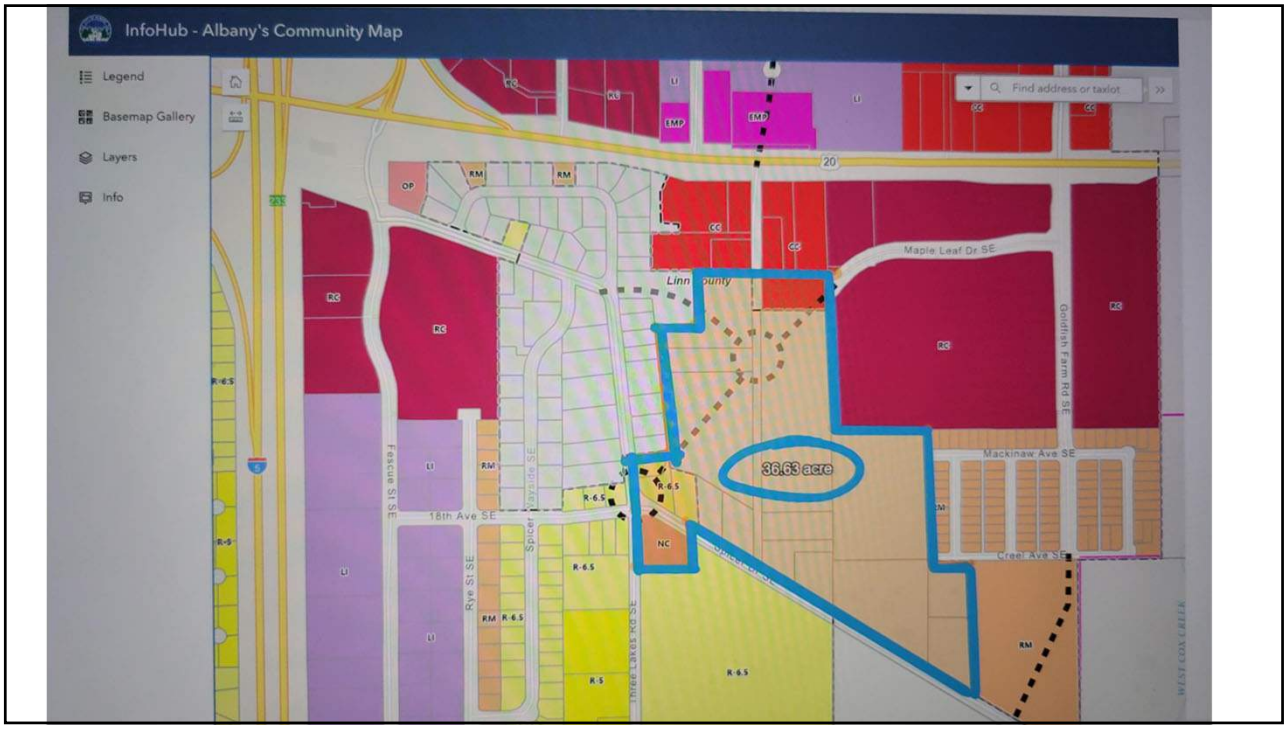
InfoHub - Albany's Community Map
Legend
Basemap Gallery
Layers
Info
Find address or taxlot
Maple Leaf Dr SE
Mackinaw Ave SE
Creel Ave SE
18th Ave SE
Spicer
Rye St SE
Fescue St SE
Three Lakes Rd SE
Goldfish Farm Rd SE
36.63 acre

42

VFW
56+/- UNITS
COMMMUNITY SPACE
OUTDOOR COMMON AREA
3-STORY WALK UP
106 TOTAL UNITS
6 OVER 1
315 TOTAL UNITS
RETAIL/COMMERCIAL:
50,000 SF +/-
4 STORY APARTMENTS
72 TOTAL UNITS
TOWNHOUSE
132 TOTAL UNITS
COMMUNITY CENTER
14,000 SF
20 WORK/LIVE UNITS
INDEPENDENT LIVING DUPLEX
14 BUILDINGS (28 UNITS)
INDEPENDENT/ASSISTED LIVING BUILDING (4 STORY)
190 TOTAL UNITS
TOTAL UNITS: 921+/-
A PARK
B RETAIL PLAZA
C PARK-LET
D WALKING PATH
E SPORTS COURTS
F FUTURE STREET CONNECTION
RETENTION AREA
NEW ROUNDABOUT
SANTIAM HWY SE
MAPLE LEAF AVE
SPICER DR
THREE LEAVES RD
north
FORW>RD architecture LLC
hello@fwsarch.com p: 503.851.7401
CONCEPTUAL SITE PLAN
EAST ALBANY TOWNCENTER
ALBANY, OR
2025.09.26

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FORW>RD architecture LLC
hello@fwsarch.com p: 503.851.7401
EAST ALBANY TOWNCENTER
EAST ALBANY TOWNCENTER
ALBANY, OR
2025.09.26

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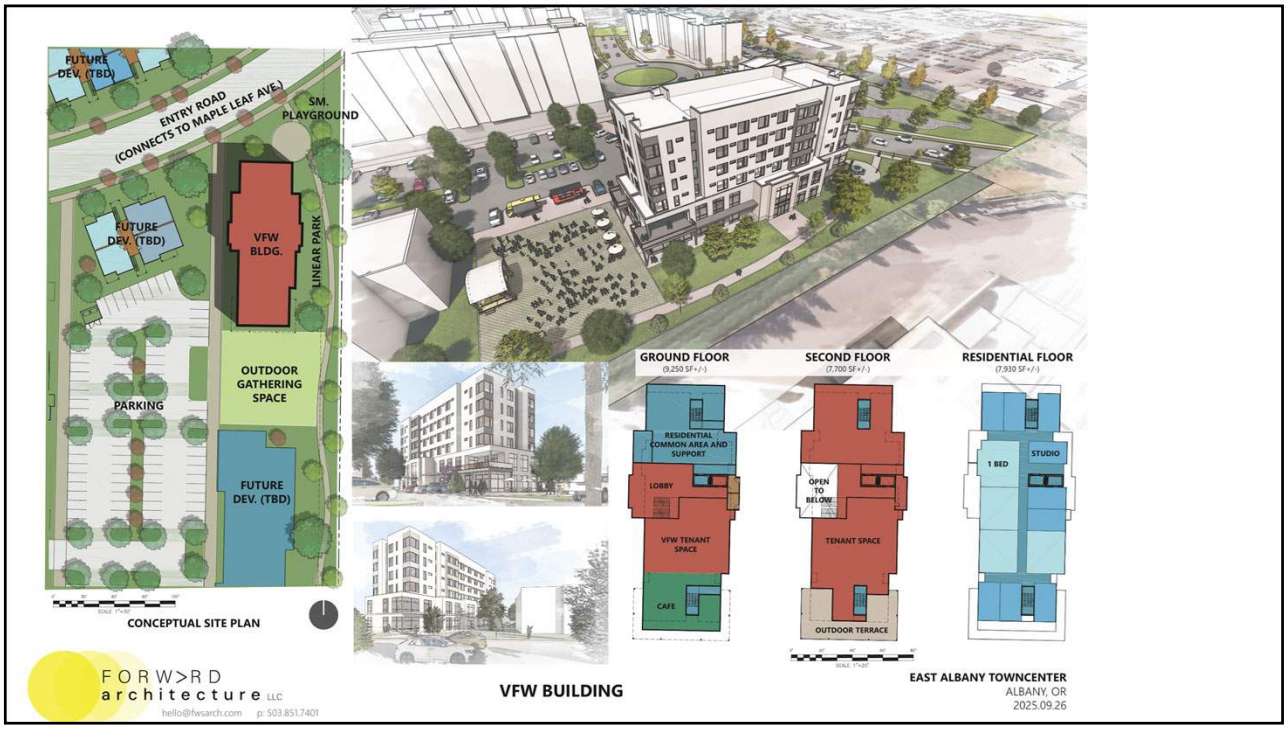

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The Development: Advantages & Challenges

Advantages

Implements Community Vision

City as Partner

Scale = opportunities for collaborative design

Infill, walkable community = all ages, mixed-use, efficiency

Challenges

Public infrastructure

Infill development – maintain neighborhood while building for the future

Timing and Costs

Project Coordination

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The Development CONCEPT: Timeline

2025
Concept, Design and Feasibility

February 2026
Annexation and City Zoning

April 2026
Survey and Replat
Vacate/Rededicate ROW
Begin site construction – utilities and roadways

2026-2030
Infrastructure & Transportation?
Construction – homes (estimated 100-200/year)
VFW / Community Center / ELCC Center - TBD

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Thank you! *Questions . . . ?*

Darren Nichols
Darren@NicholsWood.com

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Elementary	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual
Central	112	234	178	63%
Takena	122	200	157	78%
Lafayette	266	545	487	55%
Liberty	280	618	394	71%
Meadow Ridge	495	648	603	82%
North Albany	268	474	334	80%
OAK	218	434	322	68%
Oak Grove	366	472	412	89%
Periwinkle	300	517	487	62%
South Shore	355	451	451	79%
Sunrise	316	600	544	58%
Tangent	105	297	185	57%
Timber Ridge	277	300	300	92%
Waverly	184	462	348	53%
TOTAL	3664	6,252	5,202	70%

Capacity Analysis - Elementary

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Middle Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual
CMS	623	1,079	1,035	60%
MEM	527	1,037	940	56%
NAMS	440	1,028	779	57%
TRMS	413	872	707	58%
AOL! MS	2			
OR Sch Deaf				
TOTAL	2005	3,144	3,461	58%

High Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual
AOS	143	263	263	54%
SAHS	1401	1,724	1,689	83%
WAHS	1275	2,158	2,068	62%
AOL! HS	7			
OR Sch Deaf	0			
TOTAL	2826	4,145	4,020	70%

Capacity Analysis - Middle and High Schools

50

Wonderings

51

5 Minute Break

52

How to get to a Long-Range Facility Plan
1
INVESTIGATE
Facility Assessments
2
ANALYZE
Educational Adequacy, Capacity Study
3
IDEATE
Concept Development
4
TEST
Test Fits and Cost Analysis
5
PRIORITIZE
Right-size Concepts with Budgets
6
SURVEY
Gather Community Feedback
7
PROMOTE
Gather Support from the Community
STAKEHOLDER ENGAGEMENT
sāj

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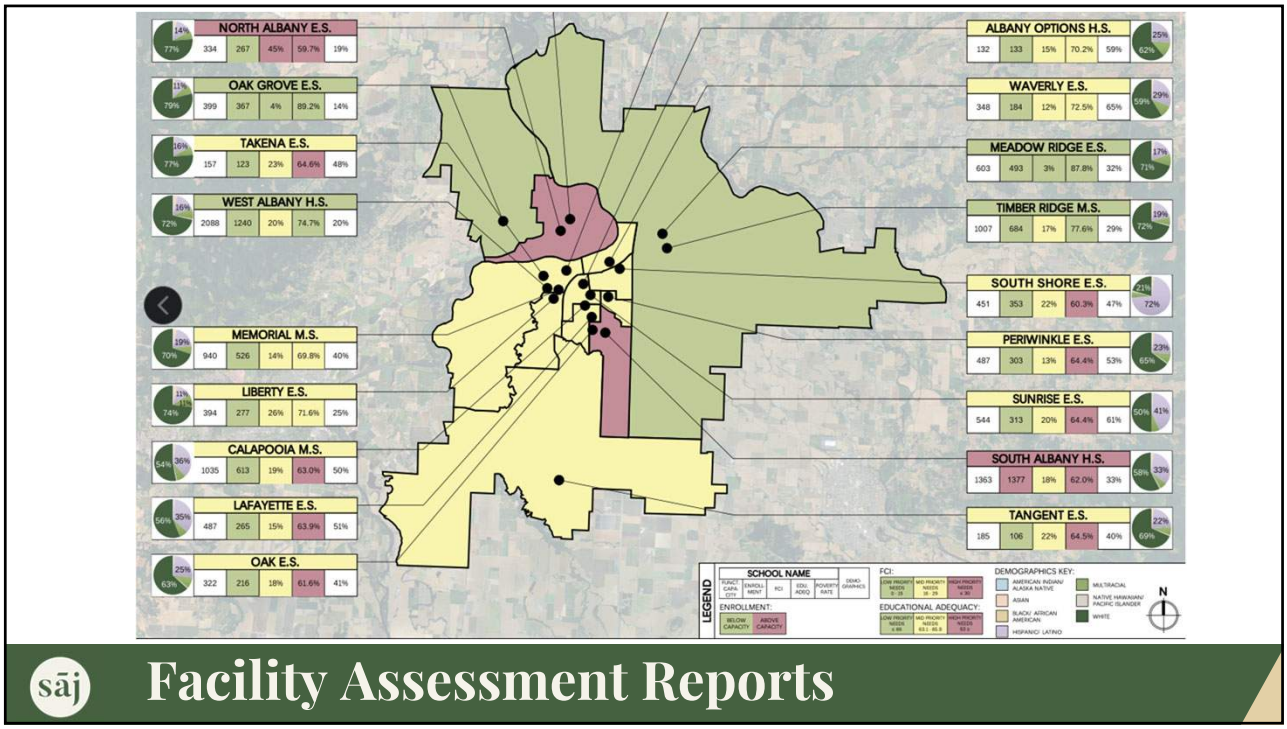
Needs
Central ES
Lafayette ES
Liberty ES
Meadow Ridge ES
North Albany ES
Oak ES
Oak Grove ES
Periwinkle ES
South Shore ES
Sunrise ES
Takena ES
Tangent ES
Waverly ES
Calapooia MS
Memorial MS
North Albany MS
Timber Ridge MS
Albany Options
South Albany HS
West Albany HS
% of Schools
Cost Associated
Educational Adequacy Items
Separate Health Room 30% $1,200,000
Secured Vestibule 80% $7,700,000
Itinerant/Admin Offices 50% $3,900,000
Separate Gym Space 10% $18,700,000
Acoustical Upgrades 70% $1,400,000
Modulars - Replace or Repair 40% $7,700,000
Modulars - Replace w/ Classrooms 45% $31,700,000
Facility Items
Envelope Improvements 65% $5,400,000
Roofing Upgrade 50% $9,100,000
Replace Windows 80% $7,400,000
Replace Lighting and Controls 80% $12,100,000
Heating 20% $5,700,000
Cooling 80% $174,900,000
Asbestos Removal 55% $6,800,000
Site/Playground Irrigation 90% $9,800,000
Covered Play Needed 30% $6,800,000
ADA Items
Compliant Fixtures (drinking fountain, etc.) 20% $200,000
Pathways/Entrances 80% $7,100,000
Compliant Restrooms 80% $1,100,000
Compliant Doors or Hardware 85% $2,300,000
% of Needs per School 57% 52% 57% 14% 81% 71% 5% 57% 67% 62% 71% 76% 62% 71% 76% 67% 33% 14% 52% 38%
Total $321,000,000
sāj
Basic Needs

54



Facility Assessment Reports

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Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Small Group Exercise

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Small Group Exercise

Review the updated information:

- Review estimated bond levy rates
- Review cost information for overall district renovation items.
- Review overall needs throughout the district
- Identify at least three different concepts that would provide a potential Bond plan

45 Minutes with a 15 minute report out

CONCEPT 1	
ADA - SITE/BUILDING PATHWAYS	$7,100,000
ADA - RESTROOMS	$1,100,000
ROOF REPAIRS	$9,100,000
WINDOW REPLACEMENT	$7,400,000
LIGHTING REPLACEMENT	$12,100,000
SECURED VESTIBULE	$7,700,000
TOTAL	$_____

Small Group Exercise

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NEXT WORKSHOP

February 3 , 2026

Agenda:

- Review overall district concepts
- Confirm approaches to:
  - Elementary schools
  - Middle schools
  - High schools
- Prioritize concepts

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Wows and Wonders

PICK ONE TO RESPOND TO:

What was the biggest "Ah Ha" moment for you?

What do you want more information on for our next workshop?

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Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 4

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

February 3, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

Agenda

- Welcome
- Schedule Review
- Feedback from Tours
- Review of December Cost Exercises
  - Small Group Discussion

Break

- Project list update and Cost Review
- Site Specific Priorities
- Group Exercise
  - Report Out

Next Steps

Consensus, Polling, Purpose

The committee's purpose: Build a Long Range Facility Plan

We represent the community.

Use of polling can connect us to the community's choices as a whole.

School Closures:

The thinking of this group and resulting recommendations on closing schools is likely something we responsibly must do.

Any given school closure must be the GAPS School Board's decision and must be a process with the community.

The LRFAC Committee must be mindful of how this interrelates with a bond election.

Schedule

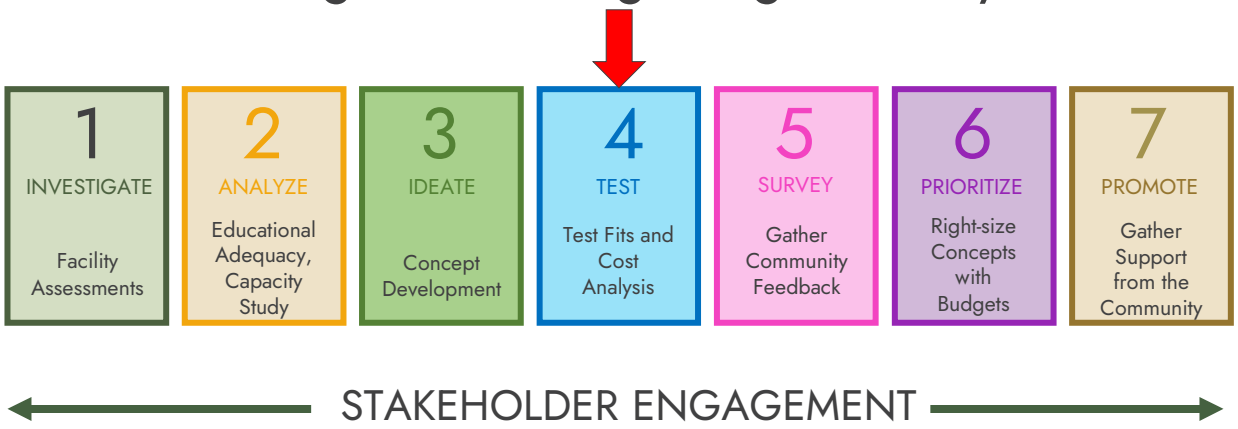
Committee Attendance

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- March - Follow up meeting dates
  - March 5 (Thursday) - 1-2 pm
  - March 6 (Friday) - 12-1
  - March 11 (Wednesday) - 8-9 am
- Email Chris Green (chris.green@albany.k12.or.us)
  - Please indicate all dates you are available
  - Chris will confirm date to attend

How to get to a Long-Range Facility Plan



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Wows and Wonders:

What were some observations?
Any Surprises?

LRFAC Visitation Opportunities

DATE	Day	TIME	SITES
November 6	Thursday	9:00-9:30	**Meadow**
		9:30-10:00	Timber
		10:00-10:30	South Shore
November 12	Wednesday	5:00-5:30	**North Albany Middle**
		5:30-6:00	North Albany Elementary
		6:00-6:30	Oak Grove
December 5	Friday	9:00-10:00	**West Albany High**
		10:00-10:30	Liberty Elementary
December 16	Tuesday	5:00-5:30	**Memorial Middle**
		5:30-6:00	Central
		6:00-6:30	Waverly
January 8	Thursday	1:00-1:45	**South Albany High**
		2:00-2:30	Oak Elementary
January 20	Tuesday	5:00-5:30	**Periwinkle**
		5:30-6:00	Sunrise
		6:00-6:30	AOS
February 2	Monday	1:00-1:30	**Calapooia Middle**
		1:30-2:00	Lafayette Elementary
		2:00-2:30	Waverly
February 12	Wednesday	3:00-6:00	Open Appointments
February 25	Wednesday	10:30-1:00	Open Appointments

*March 3 Meeting Check-In (Future Visits Discussion)

sāj **Tours**

Workshop 3 Recap

Tours

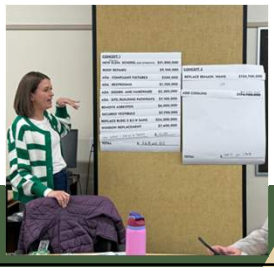
IT COSTS HOW MUCH?

FROM COST ESTIMATOR	Square Foot	Cost / SF	Total cost (W/ GC OHP, GR & Cont)	With Escalation to 2028 (18%)	Soft Costs (35% of 2028 Costs)	**Total** (Round.)
New outdoor covered play area	3,000	$330	$990,000	$178,200	$408,870	$1,600,000
6 classroom addition at Elementary School	7,500	$590	$4,425,000	$796,500	$1,827,525	$7,100,000
New 600 Student Elementary School	70,000	$570	$39,900,000	$7,182,000	$16,478,700	$63,600,000
New 500 Student Elementary School	65,000	$570	$37,050,000	$6,669,000	$15,301,650	$59,100,000
Replace remaining WAHS	125,000	$675	$84,375,000	$15,187,500	$34,846,875	$134,500,000
Replace remaining WAHS - keep gym	105,000	$675	$70,875,000	$12,757,500	$29,271,375	$113,000,000
Replace Buildings 2 & 3 for SAHS	35,000	$725	$25,375,000	$4,567,500	$10,479,875	$40,500,000
New Secured vestibule at existing schools	200	$1,150	$230,000	$41,400	$94,990	$400,000
New Competition Gym at WAHS - 1200 seat with locker	20,000	$400	$8,000,000	$1,440,000	$3,304,000	$12,800,000
New 700 Seat Auditorium at SAHS	18,000	$365	$6,570,000	$1,182,600	$2,713,410	$10,500,000
New turf fields for football, Softball and Baseball	215,000	$20.50	$4,407,500	$793,350	$1,820,298	$7,100,000
Track resurfacing	55,000	$22.25	$1,223,750	$220,275	$505,409	$2,000,000
SAHS Pool Repairs	17,490	-	$4,619,360	$831,485	$817,627	$6,300,000

GROUP 1	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
New Elementary School	$39,900,000	$7,182,000	$16,478,700	$63,560,700
Roof Repairs	$14,661,692	$2,639,105	$2,595,119	$19,895,916
ADA Fixtures	$2,483	$447	$1,025	$3,955
ADA Restrooms	$614,852	$110,673	$253,934	$979,459
ADA Doors & Hardware	$1,266,739	$228,013	$523,163	$2,017,915
ADA Site/Building Pathways	$3,975,169	$715,530	$1,641,745	$6,332,444
Remove Asbestos	$4,226,190	$760,714	$1,745,416	$6,732,321
Secured Vestibules	$4,600,000	$828,000	$1,899,800	$7,327,800
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Window Replacement	$3,768,031	$678,246	$1,556,197	$6,002,473
Close Central & Add to Takena (6 class)	$5,425,000	$976,500	$2,240,525	$8,642,025
Total	$103,815,156	$18,686,728	$39,415,500	**$161,917,385**
Target Bond Amount Over/Under	$168,000,000			$6,082,615

Concepts - Group 1

GROUP 1	SECENARIO 2			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Replace Remaining WAHS (rev to 105,000sf)	$71,550,000	$12,879,000	$29,550,150	$113,979,150
Add Cooling - District Wide	$35,000,000	$6,300,000	$14,455,000	$55,755,000
Total	$106,550,000	$19,179,000	$44,005,150	**$169,734,150**
Target Bond Amount Over/Under	$168,000,000			-$1,734,150



Concepts - Group 1

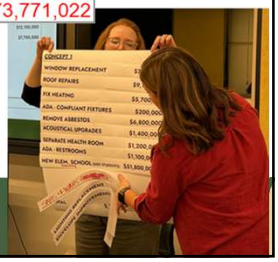
GROUP 2	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Window Replacement	$4,435,112	$798,320	$1,831,701	$7,065,133
Roof Repairs	$15,695,529	$2,825,195	$2,778,109	$21,298,833
Fix Heating	$3,557,170	$640,291	$1,469,111	$5,666,572
Secured Vestibules	$4,830,000	$869,400	$1,994,790	$7,694,190
Lighting Replacement	$6,632,378	$1,193,828	$2,739,172	$10,565,378
ADA Restrooms	$631,630	$113,693	$260,863	$1,006,187
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Add Cooling**	$11,600,000	$2,088,000	$4,790,800	$18,478,800
Repair/Replace WAHS**	$35,000,000	$6,300,000	$14,455,000	$55,755,000
Total	$107,756,819	$19,396,227	$40,799,421	**$167,952,468**
Target Bond Amount Over/Under	$168,000,000			$47,532

Concepts - Group 2

GROUP 3	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Elementary School - 6 Classroom Addition	$4,425,000	$796,500	$1,827,525	$7,049,025
Close Central	$1,000,000	$180,000	$413,000	$1,593,000
ADA Fixtures	$24,950	$4,491	$10,304	$39,745
ADA Doors & Hardware	$1,199,419	$215,895	$495,360	$1,910,675
Replace Remaining WAHS	$84,375,000	$15,187,500	$34,846,875	$134,409,375
ADA Restrooms	$609,717	$109,749	$251,813	$971,279
Roof Repairs	$15,270,198	$2,748,636	$6,306,592	$24,325,425
Separate Health Room	$602,021	$108,364	$248,635	$959,019
Total	$107,506,304	$19,351,135	$44,400,104	**$171,257,543**
Target Bond Amount Over/Under	$168,000,000			-$3,257,543

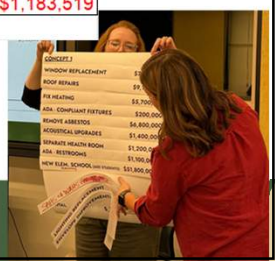
Concepts - Group 3

GROUP 4	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Window Replacement	$4,425,000	$796,500	$1,827,525	$7,049,025
Roof Repairs	$15,747,042	$2,834,468	$2,787,226	$21,368,736
Fix Heating	$3,557,170	$640,291	$1,469,111	$5,666,572
ADA Fixtures	$53,575	$9,644	$22,127	$85,345
Remove Asbestos	$2,948,430	$530,717	$1,217,702	$4,696,849
Acoustical Upgrades	$185,328	$33,359	$76,540	$295,228
Separate Health Room	$722,425	$130,037	$298,362	$1,150,823
ADA Restrooms	$631,630	$113,693	$260,863	$1,006,187
New Elementary School (Millersburg)	$39,900,000	$7,182,000	$16,478,700	$63,560,700
Envelope Improvements	$4,000,803	$720,145	$1,652,332	$6,373,279
Lighting Replacement	$6,632,378	$1,193,828	$2,739,172	$10,565,378
Replace/Repair SAHS**	$37,650,000	$6,777,000	$15,549,450	$59,976,450
Replace/Repair WAHS**	$37,650,000	$6,777,000	$15,549,450	$59,976,450
Total	$154,103,781	$27,738,681	$59,928,560	**$241,771,022**
Target Bond Amount Over/Under	$168,000,000			-$73,771,022



Concepts - Group 4

GROUP 4	SECENARIO 2			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Close Central	$1,000,000	$180,000	$413,000	$1,593,000
Add 6 Classrooms to Takena	$4,425,000	$796,500	$1,827,525	$7,049,025
Close NAE	$1,000,000	$180,000	$413,000	$1,593,000
Add (6) Classrooms to Oak Grove	$4,425,000	$796,500	$1,827,525	$7,049,025
ADA Site/Path Upgrades	$3,878,049	$698,049	$1,601,634	$6,177,732
Modulars - Replace w/ Permanent Structures	$14,809,000	$2,665,620	$6,116,117	$23,590,737
Add Separate Gym Spaces	$5,869,424	$1,056,496	$2,424,072	$9,349,993
Irrigation & Site Repairs - MS & HS	$5,022,870	$904,117	$2,074,445	$8,001,432
Add Covered Play Structures	$3,900,000	$702,000	$1,610,700	$6,212,700
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Replace Remaining WAHS (rev to 105,000sf)**	$36,500,000	$6,570,000	$15,074,500	$58,144,500
Add Cooling**	$0.00			$0
Total	$106,204,343	$19,116,782	$43,862,394	**$169,183,519**
Target Bond Amount Over/Under	$168,000,000			-$1,183,519
**Amount revised on sheet				



Concepts - Group 4

GROUP 5	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Secured Vestibules	$4,830,000	$869,400	$1,994,790	$7,694,190
Roof Repairs	$15,747,042	$2,834,468	$2,787,226	$21,368,736
Envelope Improvements	$4,000,803	$720,145	$1,652,332	$6,373,279
Window Replacement	$4,604,031	$828,726	$1,901,465	$7,334,221
Lighting Replacement	$7,394,816	$1,331,067	$3,054,059	$11,779,942
Remove Asbestos	$4,226,190	$760,714	$1,745,416	$6,732,321
ADA Restrooms	$642,803	$115,705	$265,478	$1,023,985
Fix Heating	$3,557,170	$640,291	$1,469,111	$5,666,572
Add Covered Play Structure	$4,209,375	$757,688	$1,738,472	$6,705,534
ADA Site/Path Upgrades	$4,377,350	$787,923	$1,807,846	$6,973,119
ADA Doors & Hardware	$1,383,151	$248,967	$571,241	$2,203,359
Irrigation & Site Repairs	$8,254,631	$1,485,834	$3,409,163	$13,149,627
Elementary - (6) Classroom Addition	$4,425,000	$796,500	$1,827,525	$7,049,025
Separate Health Room	$722,425	$130,037	$298,362	$1,150,823
ADA Compliant Fixtures	$67,060	$12,071	$27,696	$106,827
Acoustical Upgrades	$185,328	$33,359	$76,540	$295,228
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Modular- Repair/Replace	$4,795,229	$863,141	$1,980,430	$7,638,800
Add Cooling**	$12,000,000	$2,160,000	$1,800,000	$15,960,000
Total	$110,797,404	$19,943,533	$38,887,026	**$169,627,963**
Target Bond Amount Over/Under	$168,000,000			-$1,627,963

Concepts - Group 5

Wows and Wonders:

What were some observations?

Any Surprises?

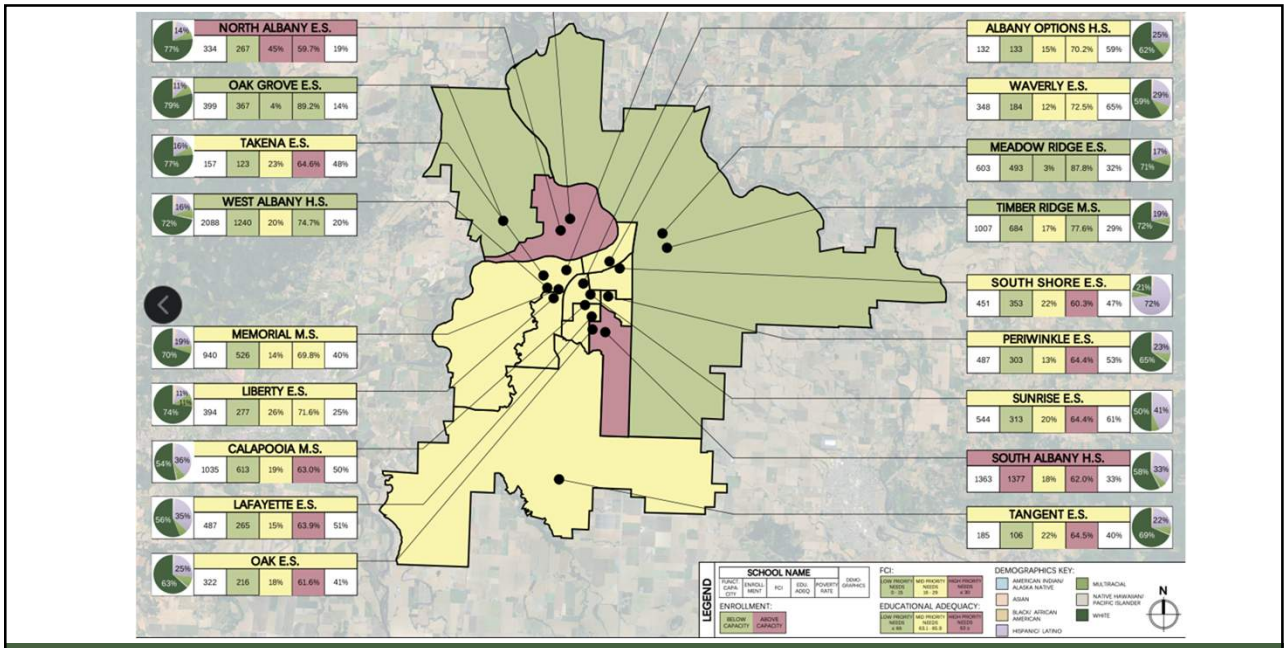
Concepts

5 Minute Break

Priority Packages and Options

Needs	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove ES	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	Calapooia MS	Memorial MS	North Albany MS	Timber Ridge MS	Albany Options	South Albany HS	West Albany HS	# Schools w/ Need	% of Schools	Total cost (W/ GC OHP, GR & Cont)	With Escalation to 2028 (18%)	Soft Costs (35% of 2028 Costs)	Total (Round.)
Educational Adequacy Items																					20					
Separate Health Room	X	X	-	-	X	X	-	X	-	-	X	-	-	-	-	-	-	-	-	-	6	30%	$722,425	$130,037	$298,362	$1,200,000
Secured Vestibule	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	X	X	-	16	80%	$4,830,000	$869,400	$1,994,790	$7,700,000
Itinerant/Admin Offices		X	-	-	X	X	-	X	X	-	X	X	-	X	X	-	-		X	-	10	50%	$2,391,969	$430,554	$987,883	$3,900,000
Separate Gym Space	-	-	-	-	X	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	2	10%	$11,738,849	$2,112,993	$4,848,144	$18,700,000
Modulars - Replace or Repair	-	-	X	-	X	X	-	-	-	X	X	-	X	X	X	-	-	-	-	-	8	40%	$4,795,229	$863,141	$1,980,430	$7,700,000
Modulars - Replace w/ Classrooms	-	-	X	-	X	X	-	X	-	X	X	-	X	X	X	-	-	-	-	-	9	45%	$17,051,000	$3,069,180	$7,042,063	$27,200,000
Facility Items																										
Envelope Improvements	X	X	X	-	X	-	-	-	X	X	-	X	X	X	X	X	X	-	X	-	13	65%	$4,211,848	$758,133	$1,739,493	$6,800,000
Roofing Upgrade	X	-	-	-	X	X	-	X	X	-	X	X	-	-	X	X	X	-	X	-	11	55%	$16,355,211	$2,943,938	$6,754,702	$22,200,000
Replace Windows	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	16	80%	$4,606,927	$829,247	$1,902,661	$7,400,000
Replace Lighting and Controls	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	16	80%	$7,591,635	$1,366,494	$3,135,345	$12,100,000
Mechanical Repairs	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	X	-	X	X	17	85%	$15,438,020	$2,778,844	$6,375,902	$24,600,000
Add Cooling	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	-	X	X	16	80%	-	-	-	$115,800,000
Replace Door Hardware	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	-	X	X	X	17	85%	$2,006,250	$361,125	$828,581	$3,200,000
Asbestos Removal		X	X	-	X	-	-	-	X	X	-	X	X	X	X	X	-	-	-	X	11	55%	$4,226,190	$760,714	$1,745,416	$6,800,000
Site/Playground Irrigation	X	X	X		X	X	-	X	X	X	X	X	X	X	X	X	x	-	X	X	17	85%	$8,551,484	$1,539,267	$3,531,763	$13,700,000
Covered Play Needed	X	-	-	-	-	X	-	-	-	-	X	X	X	X	X	X	-	-	-	-	8	40%	$5,109,375	$919,688	$2,110,172	$8,200,000
Replace radios at all sites	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	19	95%				
Replace Intercom and master clock system	X	X	X	-	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	18	90%	$4,764,900	$857,682	$1,967,904	$7,600,000
ADA Items																										
ADA Upgrades	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	19	95%	$6,524,886	$1,174,480	$2,694,778	$10,400,000

District - Wide Basic Needs



Facility Assessment Reports

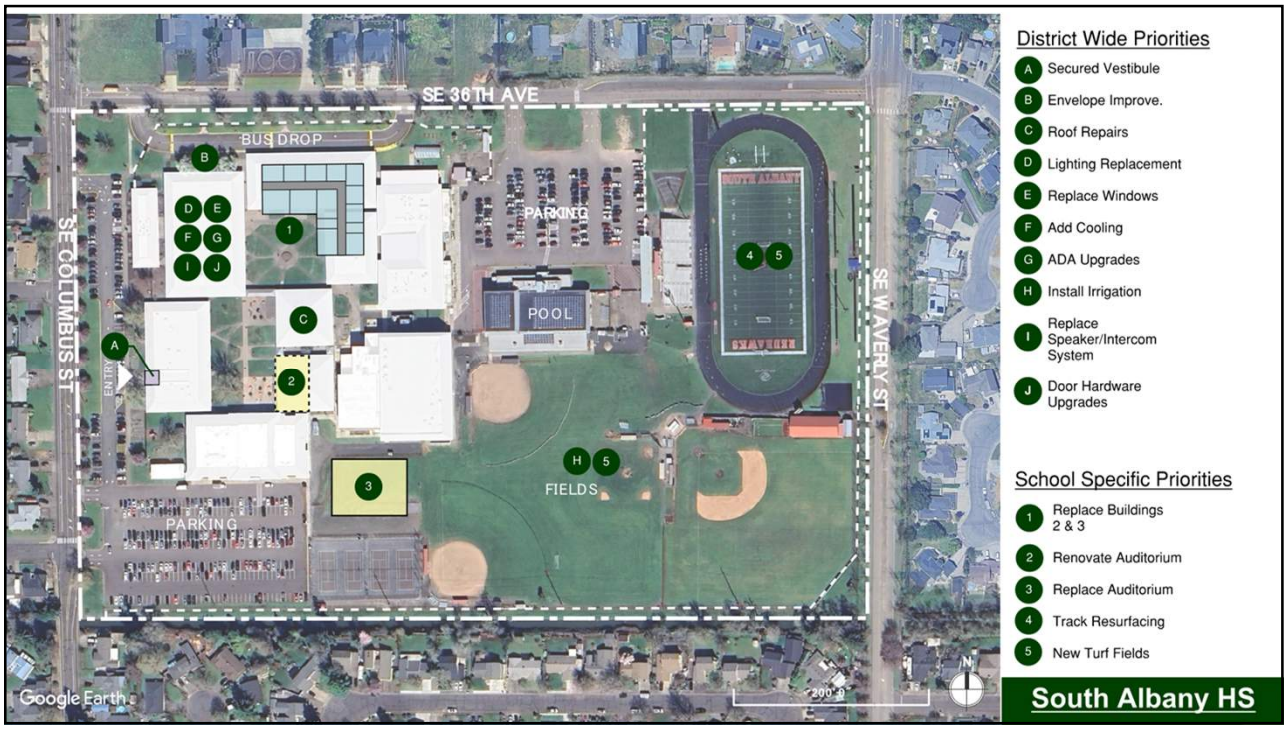
Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Bond Levy Rates

Site Specific - Millersburg Elementary


SE 36TH AVE
BUS DROP
PARKING
POOL
FIELDS
PARKING
SE COLUMBUS ST
SE W AVERY ST
ENTRY
Google Earth
200 ft
N
District Wide Priorities
A Secured Vestibule
B Envelope Improve.
C Roof Repairs
D Lighting Replacement
E Replace Windows
F Add Cooling
G ADA Upgrades
H Install Irrigation
I Replace Speaker/Intercom System
J Door Hardware Upgrades
School Specific Priorities
1 Replace Buildings 2 & 3
2 Renovate Auditorium
3 Replace Auditorium
4 Track Resurfacing
5 New Turf Fields
South Albany HS

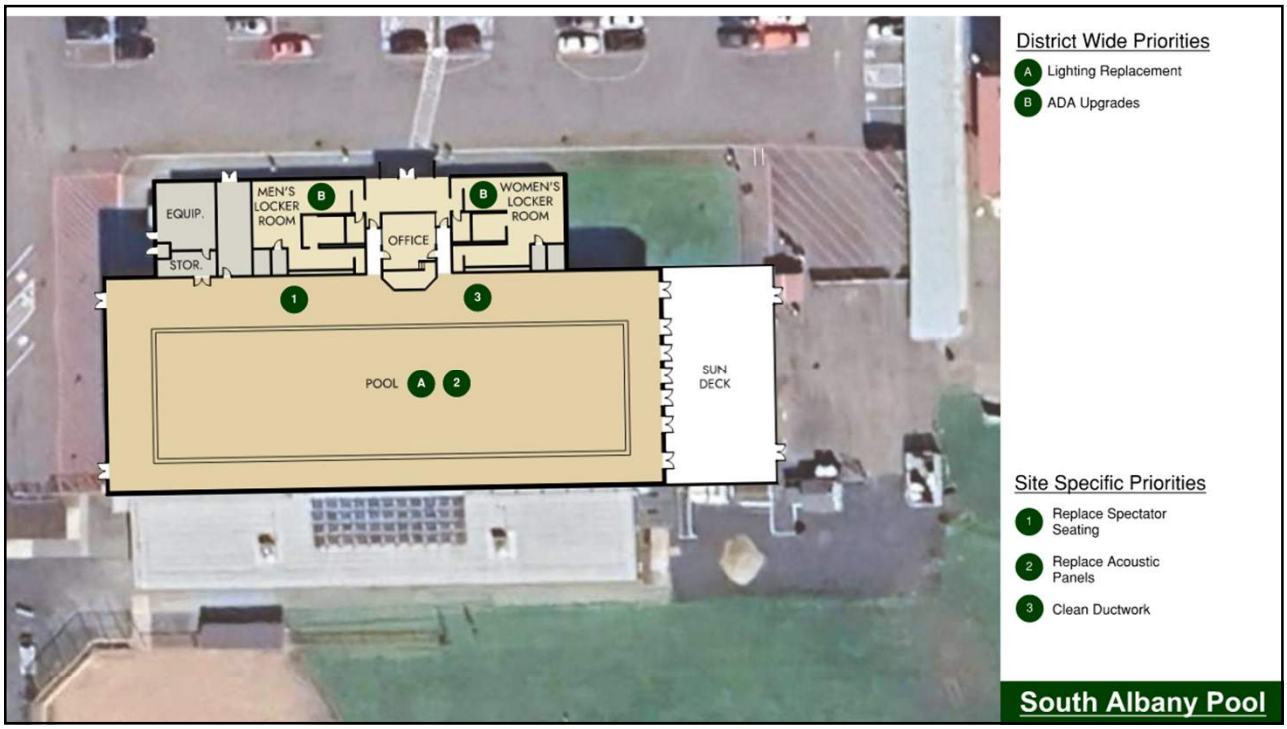
SW QUEEN AVE
SW LEVERY ST
SW ELM ST
SW 24TH AVE
ENTRY
ENTRY
Google Earth
400 ft
N
District Wide Priorities
A Lighting Replacement
B Replace Windows
C Add Cooling
D Asbestos Removal
E ADA Upgrades
F Install Irrigation if turf is not installed
G Replace Speaker/Intercom System
H Door Hardware Upgrades
School Specific Priorities
1 Replace Remain WAHS (Classrooms, Wrestling and weight room)
2 Replace Main Gym
3 New Turf Fields
4 Track Resurfacing
West Albany HS

MEMORIAL MS
ENTRY
A B C D E G H
2
1
3 F
3 4
District Wide Priorities
A Lighting Replacement
B Replace Windows
C Add Cooling
D Asbestos Removal
E ADA Upgrades
F Install Irrigation
G Replace Speaker/Intercom System
H Door Hardware Upgrades
School Specific Priorities
1 Replace Remain WAHS Classroom
2 Replace WAHS Main Gym
3 New Turf Fields
4 Track Resurfacing
West Albany HS

NW NORTH ALBANY RD
NW EAST THORNTON LAKE DR
PARENT DROP OFF
BUS DROP OFF
ENTRY
A B C D E F G H I J K
1 3
Google Earth
District Wide Priorities
A Secured Vestibule
B Envelope Improve.
C Roof Repairs
D Lighting Replacement
E Replace Windows
F Add Cooling
G ADA Upgrades
H Install Irrigation
I Replace Speaker/Intercom System
J Repave Play Area & Update Storm Drains
K Door Hardware Upgrades
School Specific Priorities
1 7 Classroom Addition (Replace Older Modulars, Move Play)
2 Add Separate Gym
North Albany ES

DEMO MODULARS
BUILD NEW ES - 2 STORY
DEMO EXISTING & ADD PARKING & PLAYFIELDS
TEST FIT New School
Site Specific - North Albany Elementary

PARENT AND BUS DROP OFF
SW 12TH AVE
ENTRY
STAFF PARKING
SW TAKENA ST
PLAYFIELD
SW FERRY ST
SW 11TH AVE
Google Earth
District Wide Priorities
A Vestibule Remodel
B Roof Replacement
C Lighting Replacement
D Replace Windows
E Add Cooling
F ADA Upgrades
G Install Irrigation
H Replace Speaker/Intercom System
I Repave Play Area & Update Storm Drains
J Door Hardware Upgrades
School Specific Priorities
1 6 Classroom Addition (includes parking and play equipment adds)
2 Remove Modular
3 Add Covered Play
Takena ES



Small Group Exercise

Review the updated information:

- Review estimated bond levy rates
- Review cost information for overall district renovation items.
- Review overall needs throughout the district
- Identify at least one different concepts that would provide a potential Bond plan

45 Minutes with a 15 minute report out

Ranking by Mention	Times Mentioned
Replace Buildings 2 & 3 for SAHS	6
Replace remaining WAHS	6
Compliant Restrooms	6
Roofing Upgrade	5
Replace Windows	5
Cooling	5
Secured Vestibule	4
Replace Lighting and Controls	4
Heating	4
Compliant Fixtures (drinking fountain, etc.)	4
6 classroom addition at Elementary School	4
Compliant Doors or Hardware	3
Separate Health Room	3
Asbestos Removal	3
Pathways/Entrances	3
Close School**	3
Acoustical Upgrades	2
Envelope Improvements	2
Site/Playground Irrigation	2
Covered Play Needed	2
New 600 Student Elementary School	2
Separate Gym Space	1
Modulars - Replace or Repair	1
Modulars - Replace w/ Classrooms	1
Itinerant/Admin Offices	0

sāj **Small Group Exercise**

Wows and Wonders

PICK ONE TO RESPOND TO:

What was the biggest "Ah Ha" moment for you?

What do you want more information on for our next workshop?

NEXT WORKSHOP

March 3 , 2026

Agenda:

- Polling Results
- Review Draft Concept F
- Confirm approaches to
  - Elementary schools
  - Middle schools
  - High schools
- Prioritize concepts

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 5

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

March 3, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

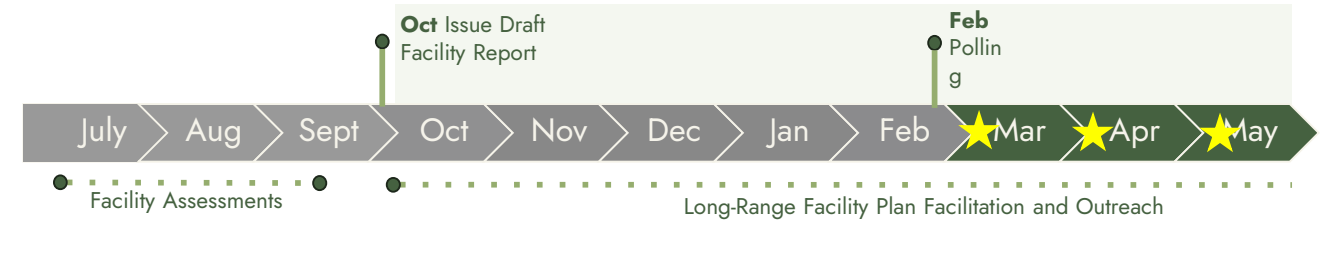
sāj

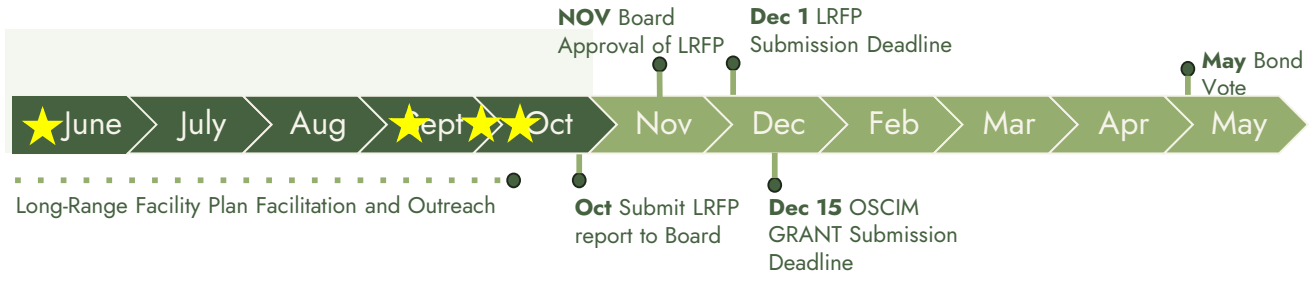
Agenda

- Welcome
- Schedule Review
- Purpose of a Long-Range Facility Plan
- Pre-bond Planning
- Recap of Workshop 4

Break

- Flo Analytics – Projections Update
  - Large Group Discussion
- Polling Results
  - Large Group Discussion
- Facility Priority Report Out
  - Small Group Exercised
- Next Steps





Schedule

Committee Schedule - update

- June 9th - Start at 6:30 PM
- September 1 - Start at 6:00 PM
- September 15 - Start at 6:00 PM
- October 6 - Start at 6:00 PM

- October 19 Long Range Plan w/ Bond-School recommendations presented to school board
- November 16 - Board approval
- December 1 - Long Range Facility Plan due
- December 15 - OSCIM Grant Application due

Committee Attendance - update

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- April - Follow up meeting dates
  - April 8 (Wednesday) - 1-2 pm
  - April 10 (Friday) - 12-1 pm
  - April 15 (Wednesday) - 8-9 am

- Email Chris Green (chris.green@albany.k12.or.us)
  - Please indicate all dates you are available
  - Chris will confirm date to attend

How to get to a Long-Range Facility Plan

1	2	3	4	5	6	7
INVESTIGATE	ANALYZE	IDEATE	TEST	SURVEY	PRIORITIZE	PROMOTE
Facility Assessments	Educational Adequacy, Capacity Study	Concept Development	Test Fits and Cost Analysis	Gather Community Feedback	Right-size Concepts with Budgets	Gather Support from the Community

STAKEHOLDER ENGAGEMENT

sāj

Purpose of a Long-Range Facility Plan

- Provides a community supported roadmap for facility development
- Prioritizes needs based on
  - urgency,
  - budget and
  - strategic importance
- Guides capital improvement decisions
- IS A LIVING DOCUMENT

sāj

Different from Pre-bond Planning

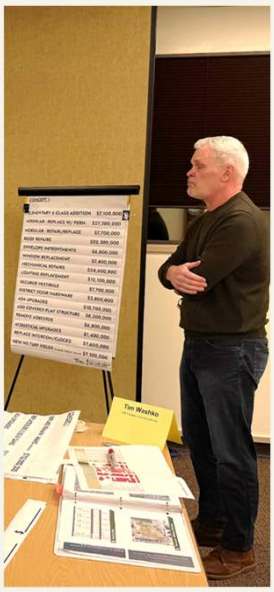
- Short-term process before going out for a bond
- AFTER a long-range plan is in place
- Prioritizes what projects are proposed in an upcoming BOND
- Includes a strategic communication campaign

(This is not our charge)

Workshop 4 Recap

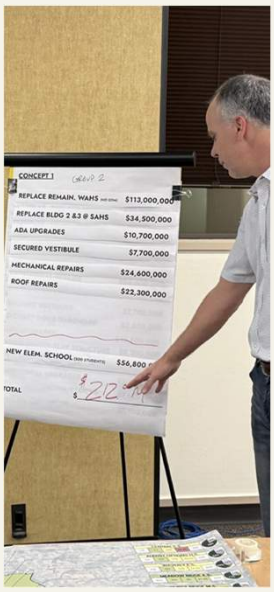
Concepts - Group 1

GROUP 1	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Elementary 6 Classroom Addition***	$4,425,000	$796,500	$783,225	$6,004,725
Modular Replace w/ Permanent	$17,051,000	$3,069,180	$3,018,027	$23,138,207
Modular Repair or Replace w/ Similar**	$0	$0	$0	$0
Roof Repairs	$15,269,861	$2,748,575	$2,702,765	$20,721,201
Envelope Improvements	$3,079,633	$554,334	$545,095	$4,179,062
Window Replacement	$3,770,927	$678,767	$1,557,393	$6,007,087
Mechanical Repairs	$15,038,020	$2,706,844	$6,210,702	$23,955,566
Lighting Replacement	$7,158,465	$1,288,524	$2,956,446	$11,403,435
Secured Vestibules	$4,600,000	$828,000	$1,899,800	$7,327,800
District Door Hardware	$1,951,500	$351,270	$805,970	$3,108,740
ADA Upgrades	$5,991,045	$1,078,388	$2,474,302	$9,543,735
Add Covered Play Structures	$5,109,375	$919,688	$2,110,172	$8,139,234
Remove Asbestos	$4,226,190	$760,714	$1,745,416	$6,732,321
Acoustical Upgrades	$875,000	$157,500	$361,375	$1,393,875
Replace Intercom/Clocks	$4,607,428	$829,337	$1,902,868	$7,339,632
New HS Turf/Fields	$4,407,500	$793,350	$1,820,298	$7,021,148
Total	$14,116,118	$2,540,901	$5,829,957	**$146,015,767**
Target Bond Amount Over/Under	$168,000,000			$21,984,233
**modulars were one or the other, not both				
***would mean closing school				



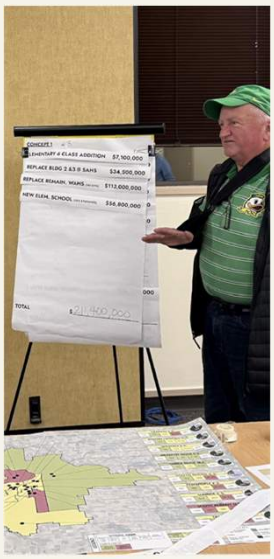
Concepts - Group 2

GROUP 2	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Replace Reman WAHS (no gym)	$70,875,000	$12,757,500	$29,271,375	$112,903,875
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
ADA Upgrades	$6,369,113	$1,146,440	$2,630,444	$10,145,998
Secured Vestibules	$4,830,000	$869,400	$1,994,790	$7,694,190
Mechanical Repairs	$10,849,578	$1,952,924	$4,480,876	$17,283,378
Roof Repairs	$15,695,529	$2,825,195	$2,778,109	$21,298,833
New Elementary School 500 Students***	$37,050,000			$0
Total	$37,050,000	$0	$0	**$209,748,648**
Target Bond Amount Over/Under	$168,000,000			-$41,748,648
***would mean closing school, mentioned but obvisously over budget				
did not indicate where closure would occur or what school to be replaced				



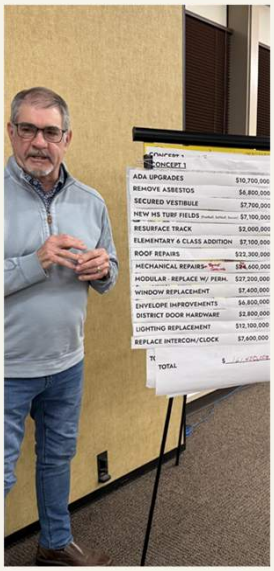
Concepts - Group 3

GROUP 3	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
Elementary School - 6 Classroom Addition***	$4,425,000	$796,500	$1,827,525	$7,049,025
Replace Bldg 2 & 3 SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Replace Remaining WAHS no gym	$70,875,000	$12,757,500	$29,271,375	$112,903,875
New Elementary School 500 students*	$37,050,000	$6,669,000	$15,301,650	$59,020,650
Total	$137,725,000	$24,790,500	$56,880,425	**$219,395,925**
Target Bond Amount Over/Under	$168,000,000			-$51,395,925
***would mean closing school				
*Millersburg school addition				



Concepts - Group 4

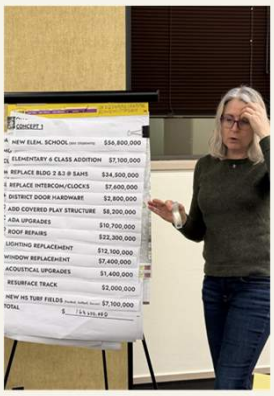
GROUP 4	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
ADA Upgrades	$6,524,886	$1,174,480	$2,694,778	$10,394,144
Remove Asbestos	$4,226,190	$760,714	$1,745,416	$6,732,321
Secured Vestibules	$4,600,000	$828,000	$1,899,800	$7,327,800
New HS Turf Fields	$4,407,500	$793,350	$1,820,298	$7,021,148
Resurface Track	$1,223,750	$220,275	$505,409	$1,949,434
Elementary 6 Classroom Addition***	$4,425,000	$796,500	$1,827,525	$7,049,025
Roof Repairs	$15,321,711	$2,757,908	$2,711,943	$20,791,562
Modular - Replace w/ Permanent	$17,051,000	$3,069,180	$7,042,063	$27,162,243
Window Replacement	$3,770,927	$678,767	$1,557,393	$6,007,087
Envelope Improvements	$3,079,633	$554,334	$1,271,888	$4,905,855
District Door Hardware	$1,951,500	$351,270	$805,970	$3,108,740
Lighting Replacement	$6,829,197	$1,229,255	$2,820,458	$10,878,911
Replace Intercom/Clocks	$4,607,428	$829,337	$1,902,868	$7,339,632
Mechancial Repairs + Cooling**	$29,055,000	$5,229,900	$11,999,715	$46,284,615
Total	$42,443,125	$7,639,762	$17,529,010	**$166,952,515**
Target Bond Amount Over/Under	$168,000,000			$1,047,485
***would mean closing a school				
**number adjusted to fit budget				



Concepts - Group 5

GROUP 5	SECENARIO 1			
Item	Base Amount	Escalation + 18%	Soft Costs +35%	Total
New Elementary School - 500 students*	$37,050,000	$6,669,000	$15,301,650	$59,020,650
Elementary - (6) Classroom Addition***	$4,425,000	$796,500	$1,827,525	$7,049,025
Replace Building 2 & 3 at SAHS	$25,375,000	$4,567,500	$10,479,875	$40,422,375
Replace Intercom/Clocks	$4,521,020	$813,784	$1,867,181	$7,201,984
District Door Hardware	$1,848,000	$332,640	$763,224	$2,943,864
Add Covered Play Structure	$4,800,000	$864,000	$1,982,400	$7,646,400
ADA Upgrades	$5,852,519	$1,053,453	$2,417,090	$9,323,062
Roof Repairs	$14,202,758	$2,556,496	$2,513,888	$19,273,143
Lighting Replacement	$6,719,075	$1,209,434	$2,774,978	$10,703,486
Window Replacement	$3,462,368	$623,226	$1,429,958	$5,515,552
Acoustical Upgrades	$875,000	$157,500	$361,375	$1,393,875
Resurface Tracks @ HS	$1,223,750	$220,275	$505,409	$1,949,434
New HS Turf Fields	$4,407,500	$793,350	$1,820,298	$7,021,148
Total	$4,407,500	$793,350	$1,820,298	**$179,463,998**
Target Bond Amount Over/Under	$168,000,000			-$11,463,998

***would mean closing a school
*New Millersburg school

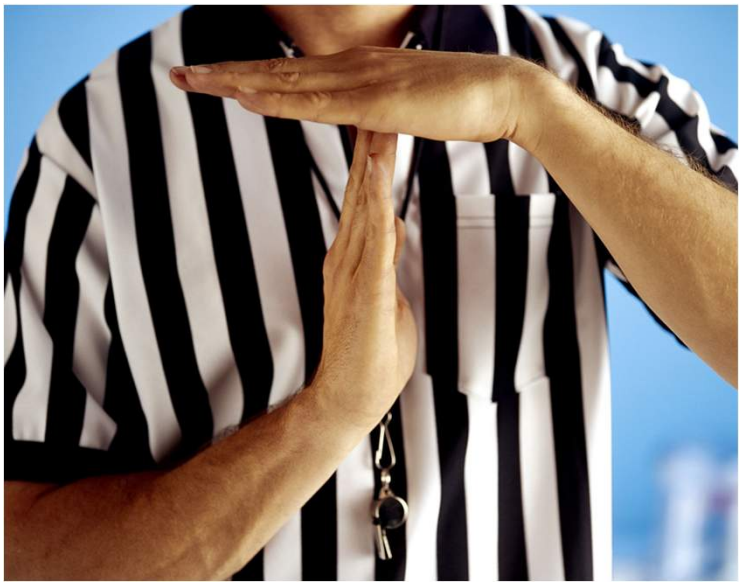


Ranking Workshop 3 to Workshop 4

Ranking by Mention	Times Mentioned
Replace Buildings 2 & 3 for SAHS	6
Replace remaining WAHS	6
Compliant Restrooms	6
Roofing Upgrade	5
Replace Windows	5
Cooling	5
Secured Vestibule	4
Replace Lighting and Controls	4
Heating	4
Compliant Fixtures (drinking fountain, etc.)	4
6 classroom addition at Elementary School	4
Compliant Doors or Hardware	3
Separate Health Room	3
Asbestos Removal	3
Pathways/Entrances	3
Close School**	3
Acoustical Upgrades	2
Envelope Improvements	2
Site/Playground Irrigation	2
Covered Play Needed	2
New 600 Student Elementary School	2
Separate Gym Space	1
Modulars - Replace or Repair	1
Modulars - Replace w/ Classrooms	1
Itinerant/Admin Offices	0

Ranking by Mention	Times Mentioned
Roofing Upgrade	4
ADA Upgrades	4
6 classroom addition at Elementary Schoo	4
New 500 Student Elementary School	4
Replace Buildings 2 & 3 for SAHS	4
Close School	4
Secured Vestibule	3
Replace Windows	3
Replace Lighting and Controls	3
Door Hardware Upgrades	3
Intercom/Clocks	3
Fix Mechanical	3
Turf at HS Fields	2
Modulars - Replace or Repair	2
Envelope Improvements	2
Asbestos Removal	2
Covered Play Needed	2
Replace remaining WAHS no gym	2
Resurface Tracks	2
Acoustical Upgrades	2
Add Cooling	1
Separate Health Room	0
Itinerant/Admin Offices	0
Separate Gym Space	0
Modulars - Replace w/ Classrooms	0
Site/Playground Irrigation	0
New 600 Student Elementary School	0
Replace remaining WAHS + gym	0
SAHS Pool Repairs	0

5 Minute Break



Flow Analytics Update

Student Generation Rates

K–12 Students per Housing Unit Built 2015–2024

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	1,542	273	188	126	587	0.18	0.12	0.08	0.38
Multifamily [a]	809	63	18	18	99	0.08	0.02	0.02	0.12

Notes

Units built in 2025 are excluded, because they may not have been completed and occupied by October 2025.

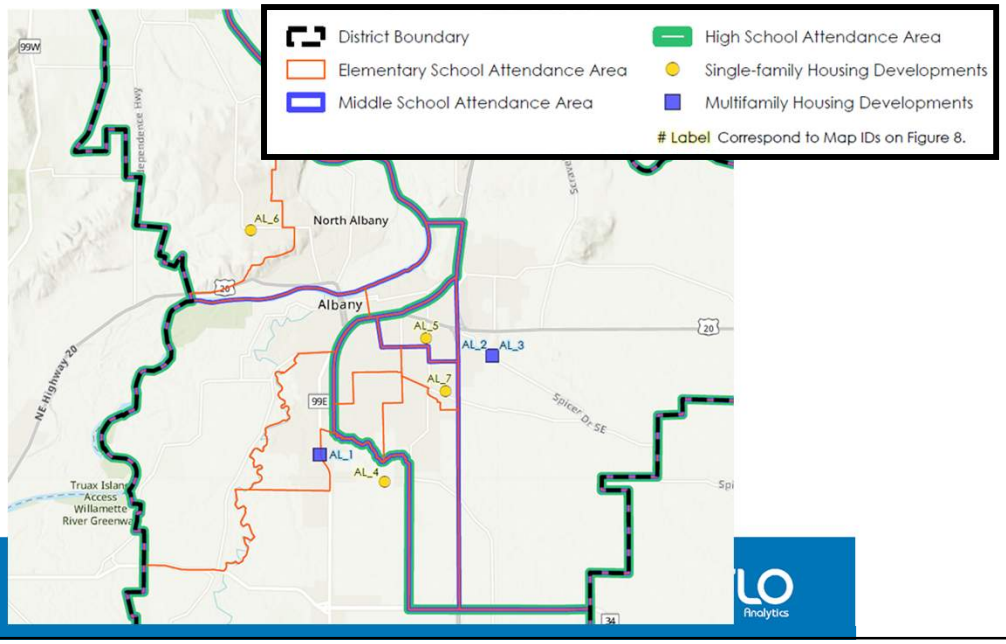
(a) Excludes senior housing.

Source

Greater Albany Public Schools 2025–26 headcount enrollment and Linn County Assessor Data.

FLO Analytics

Residential Development



FLO Analytics

Residential Development

Map ID	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Total Units	Notes
AL_1	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	The Loren at Brookside	MF	108	Permit application submitted Dec 2025.
AL_2	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	Colonia del Valle Próspero Phase 2	MF	102	Affordable Farmworker Housing. Still needs state funding to proceed.
AL_3	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	Colonia del Valle Próspero Phase 1	MF	54	Affordable Farmworker Housing. Under construction.
AL_4	Tangent ES	Memorial MS	West Albany HS	Curry Meadows	SF	172	Approved. Construction starting soon.
AL_5	South Shore ES	North Albany MS	South Albany HS	15Fifty Place	SF	83	Workforce Housing. Mix of bedroom counts. Approved.
AL_6	Oak Grove ES	North Albany MS	West Albany HS	Riverwood Crossing	SF	80	Approx 12 already constructed and being sold. Other lots listed as 'future release'. Likely built soon.
AL_7	South Shore ES	North Albany MS	South Albany HS	Unnamed Subdivision	SF	13	Plat approved.
Total SF						**348**	
Total MF						**264**	
Grand Total						**612**	

Notes
SF is single-family and MF is multifamily
The anticipated phasing of construction is based on the known status of projects as of winter 2025–26.

FLO Analytics

School Forecasts

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Lafayette ES	266	268	258	246	242	235	241	235	238	243	238	-28
Liberty ES	280	270	259	253	259	245	247	246	248	248	250	-30
Meadow Ridge ES (K-3)	495	465	433	427	434	430	437	436	438	445	448	-47
Timber Ridge ES (4-5)	277	278	275	253	218	214	218	218	222	216	215	-62
North Albany ES	268	253	247	240	227	223	229	228	230	230	232	-36
Oak ES	218	206	196	189	185	180	181	181	182	182	185	-33
Oak Grove ES	366	369	353	346	340	334	338	338	342	341	343	-23
Periwinkle ES	300	293	283	287	282	272	280	282	282	283	285	-15
South Shore ES	355	350	336	331	325	318	319	318	321	321	322	-33
Sunrise ES	316	309	299	301	307	304	302	303	304	306	307	-9
Takena ES (K-2)	122	124	127	125	125	125	123	124	126	127	129	7
Central ES (3-5)	112	102	100	97	97	100	99	98	99	97	98	-14
Tangent ES	105	100	103	106	109	102	102	105	108	108	110	5
Waverly ES	184	176	178	175	171	171	172	172	172	171	172	-12
K–5 Total	**3,664**	**3,563**	**3,447**	**3,376**	**3,321**	**3,253**	**3,288**	**3,284**	**3,312**	**3,318**	**3,334**	**-330**
Calapooia MS	623	623	623	584	567	552	526	524	500	523	519	-104
Memorial MS	527	529	477	455	428	446	427	427	409	413	413	-114
North Albany MS	440	433	448	436	431	407	379	360	346	353	351	-89
Timber Ridge MS	413	425	420	429	426	401	364	339	326	333	332	-81
6–8 Total	**2,003**	**2,010**	**1,968**	**1,904**	**1,852**	**1,806**	**1,696**	**1,650**	**1,581**	**1,622**	**1,615**	**-388**
South Albany HS	1,401	1,343	1,321	1,346	1,342	1,362	1,337	1,301	1,270	1,179	1,143	-258
West Albany HS	1,275	1,276	1,254	1,261	1,213	1,186	1,147	1,097	1,070	1,026	994	-281
Albany Options	143	153	153	153	153	153	153	153	153	153	153	10
9–12 Total	**2,819**	**2,772**	**2,728**	**2,760**	**2,708**	**2,701**	**2,637**	**2,551**	**2,493**	**2,358**	**2,290**	**-529**
K–12 Total	**8,486**	**8,345**	**8,143**	**8,040**	**7,881**	**7,760**	**7,621**	**7,485**	**7,386**	**7,298**	**7,239**	**-1,247**

School Forecasts & Capacities

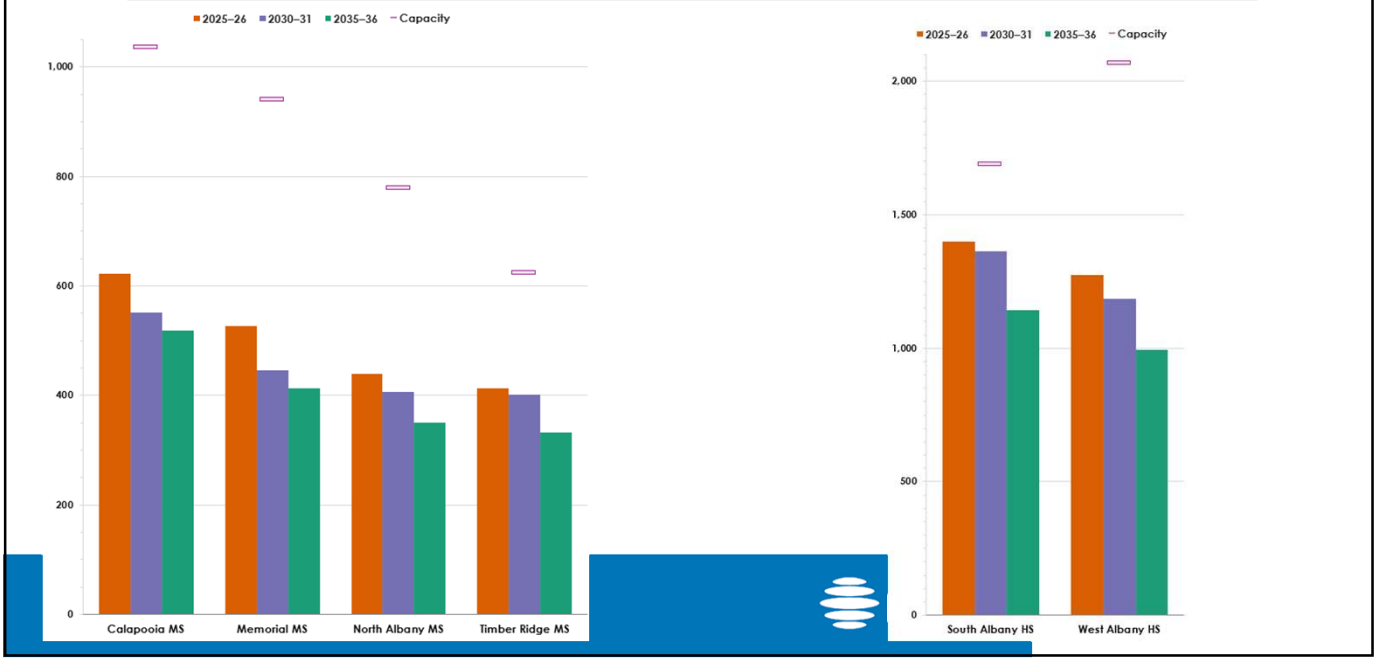
School	Capacity	2025–26			2030–31			2035–36		
		Enrollment	+/–	Utilization	Enrollment	+/–	Utilization	Enrollment	+/–	Utilization
Lafayette ES	487	266	-221	55%	235	-252	48%	238	-249	49%
Liberty ES	394	280	-114	71%	245	-149	62%	250	-144	63%
Meadow Ridge ES (K-3)	603	495	-108	82%	430	-173	71%	448	-155	74%
Timber Ridge ES (4-5)	300	277	-23	92%	214	-86	71%	215	-85	72%
North Albany ES	334	268	-66	80%	223	-111	67%	232	-102	69%
Oak ES	322	218	-104	68%	180	-142	56%	185	-137	57%
Oak Grove ES	412	366	-46	89%	334	-78	81%	343	-69	83%
Periwinkle ES	487	300	-187	62%	272	-215	56%	285	-202	59%
South Shore ES	451	355	-96	79%	318	-133	71%	322	-129	71%
Sunrise ES	544	316	-228	58%	304	-240	56%	307	-237	56%
Takena ES (K-2)	157	122	-35	78%	125	-32	80%	129	-28	82%
Central ES (3-5)	178	112	-66	63%	100	-78	56%	98	-80	55%
Tangent ES	185	105	-80	57%	102	-83	55%	110	-75	59%
Waverly ES	348	184	-164	53%	171	-177	49%	172	-176	49%
Calapooia MS	1,035	623	-412	60%	552	-483	53%	519	-516	50%
Memorial MS	940	527	-413	56%	446	-494	47%	413	-527	44%
North Albany MS	779	440	-339	57%	407	-372	52%	351	-428	45%
Timber Ridge MS	622	413	-209	66%	401	-221	64%	332	-290	53%
South Albany HS	1,689	1,401	-288	83%	1,362	-327	81%	1,143	-546	68%
West Albany HS	2,068	1,275	-793	62%	1,186	-882	57%	994	-1,074	48%

FLO Analytics

School Forecasts & Capacities

FLO Analytics

School Forecasts & Capacities



QUESTIONS?

Alex Brasch | Senior Population Geographer
abrasch@flo-analytics.com
971.282.2714

FLO Analytics

26

Wows and Wonders:

What were some observations?
Any Surprises?

Survey Results

1. Please tell me how would you rate the physical condition of Greater Albany Public Schools facilities ~ EXCELLENT, PRETTY GOOD, ONLY FAIR or POOR?

1. Excellent	**2.0**
2. Pretty Good	**27.7**
3. Only Fair	**32.3**
4. Poor	**11.0**
5. Unsure	**27.0**

2. Generally speaking, with a school bond levy, do you believe Greater Albany Public Schools should:

1. Focus primarily on maintaining and repairing existing schools	**34.0**
2. Focus primarily on constructing new or replacement schools	**6.0**
3. Balance maintenance and new construction	**40.0**
4. Unsure	**20.0**

Nelson Research | Greater Albany Public School | March 1, 2026 v.Final

West Albany High School was partially rebuilt as a result of a 2017 bond levy approved by local voters. A new levy would complete the rebuild of the high school. However, construction costs have doubled since 2017, meaning completion would represent almost 65% of a future bond.

3. Do you FAVOR completing the rebuilding of West Albany High School, even if it utilizes 65% of future bond funding, or do you believe the district should CHANGE ITS APPROACH to find a lower cost alternative to improving West Albany High School?

1. Favor completing re-build of West Albany High	**28.3**
2. Change approach to find lower cost alternative	**55.0**
3. Unsure	**16.7**

Greater Albany Public Schools has experienced enrollment declines in recent years. One option under consideration is closing and consolidating smaller schools to improve efficiency and strengthen academic programs.

4. In general, do you FAVOR or OPPOSE the Greater Albany Public Schools closing and consolidating smaller schools if it improves educational programs and makes more efficient use of taxpayer dollars? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**24.3**
2. Somewhat Favor		**25.3**
(Total Favor)	***49.6***	
3. Somewhat Oppose		**15.0**
4. Strongly Oppose		**22.7**
(Total Oppose)	***37.7***	
5. Unsure		**12.7**

The Greater Albany Public Schools property tax rate has averaged approximately $2.24 per $1,000 of assessed property value in recent years for school buildings and facilities. A portion of the current bond is set to expire and is due for replacement.

5. Would you FAVOR or OPPOSE a school construction bond measure that maintained the current property tax rate? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**34.0**
2. Somewhat Favor		**29.3**
(Total Favor)	***63.3***	
3. Somewhat Oppose		**7.0**
4. Strongly Oppose		**18.0**
(Total Oppose)	***25.0***	
5. Unsure		**11.7**

6. If you knew South Albany High School's Math and Science building is aging and would be replaced with updated science labs and classroom space from a new bond, would you FAVOR or OPPOSE the school construction bond? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**38.3**
2. Somewhat Favor		**30.3**
(Total Favor)	***68.6***	
3. Somewhat Oppose		**9.3**
4. Strongly Oppose		**12.7**
(Total Oppose)	***22.0***	
5. Unsure		**9.3**

7. If you knew that a majority of bond funding would be invested in improvements at South Albany and West Albany High Schools, would you FAVOR or OPPOSE a proposed school construction bond levy? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**29.0**
2. Somewhat Favor		**32.7**
(Total Favor)	***61.7***	
3. Somewhat Oppose		**11.0**
4. Strongly Oppose		**14.7**
(Total Oppose)	***25.7***	
5. Unsure		**12.7**

8. If you knew that student enrollment has declined in recent years, would you FAVOR or OPPOSE a school construction bond? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**19.7**
2. Somewhat Favor		**25.0**
(Total Favor)	***44.7***	
3. Somewhat Oppose		**18.7**
4. Strongly Oppose		**23.0**
(Total Oppose)	***41.7***	
5. Unsure		**13.7**

9. If you knew that North Albany Elementary School is one of the older buildings in the district and would be replaced with a new building, would you FAVOR or OPPOSE a school construction bond? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**21.7**
2. Somewhat Favor		**26.3**
(Total Favor)	***48.0***	
3. Somewhat Oppose		**16.3**
4. Strongly Oppose		**24.3**
(Total Oppose)	***40.6***	
5. Unsure		**11.3**

10. If you knew that a bond would help construct a new elementary school in Millersburg that would allow the district to consolidate older and smaller schools, would you FAVOR or OPPOSE a school construction bond? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**22.3**
2. Somewhat Favor		**32.0**
(Total Favor)	***54.3***	
3. Somewhat Oppose		**12.7**
4. Strongly Oppose		**22.0**
(Total Oppose)	***34.7***	
5. Unsure		**11.0**

11. If you knew that a new bond would fund upgrades to athletic facilities at South and West Albany High Schools, including turf replacement for football fields and turf infields for baseball and softball, would you FAVOR or OPPOSE a school construction bond? **(STRONGLY/SOMEWHAT)**

1. Strongly Favor		**18.7**
2. Somewhat Favor		**21.0**
(Total Favor)	***39.7***	
3. Somewhat Oppose		**22.3**
4. Strongly Oppose		**29.7**
(Total Oppose)	***52.0***	
5. Unsure		**8.3**

12. If Greater Albany Public Schools asked tax payers for a bond measure to make needed repairs and improvements to our school buildings without increasing property tax rates, I would support the measure.

1. Strongly Agree		**52.0**
2. Somewhat Agree		**26.7**
(Total Agree)	***78.7***	
3. Somewhat Disagree		**4.3**
4. Strongly Disagree		**8.7**
(Total Disagree)	***13.0***	
5. Unsure		**8.3**

13. In this economy, I would not be able to afford an increase in my property taxes to fund school repairs and improvements. I would oppose a bond measure that raises existing property tax rates.

1. Strongly Agree		**38.7**
2. Somewhat Agree		**16.0**
(Total Agree)	***54.7***	
3. Somewhat Disagree		**18.3**
4. Strongly Disagree		**18.3**
(Total Disagree)	***36.6***	
5. Unsure		**8.7**

14. GENDER:

1. Male	**50.0**
2. Female	**50.0**

15. AGE: Are you between the ages of…?

1. 18-39	**24.3**
2. 40-59	**48.7**
3. 60+	**27.0**

16. SCHOOL CHILDREN: Do you have children who currently attend Greater Albany Public Schools?

1. Yes	**31.0**
2. No	**69.0**

17. Own/Rent: Do you rent or own your home?

1. Own	**75.7**
2. Rent	**18.0**
3. I have a different arrangement	**6.3**

18. POLITICAL PARTY: **(INTERVIEWERS; PLEASE RECORD FROM THE PHONE LIST)**

1. Democrat	**28.7**
2. Republican	**31.7**
3. Independent/NAV	**39.7**

19. POLITICAL PARTY: **(INTERVIEWERS; PLEASE RECORD FROM THE PHONE LIST)**

1. 1 of 4 Elections	**11.3**
2. 2 of 4 Elections	**18.3**
3. 3 of 4 Elections	**20.7**
4. 4 of 4 Elections	**49.7**

20. GEOGRAPHIC AREA: **(INTERVIEWERS; PLEASE RECORD FROM THE PHONE LIST)**

1. Albany- Linn County	**66.3**
2. Albany-Benton County	**18.0**
3. Millersburg	**6.7**
4. Other	**9.0**

sāj

Wows and Wonders:

What were some observations?
Any Surprises?

sāj

Long Range 0-5 / 5-10 Facilities Priorities

Introduction / Background (Dave Bolin / Lorin Stanley)

- Asked by committee members to identify facility needs from our perspective
- Reviewed needs with department staff and used building administration input
- Referenced LRFAC prioritization work
- Reviewed expenditures, accident claims, work orders, insurance audits and onsite evaluations
- We recognized we can't get it all done
- Goal: Prepare the district for the next 10 years and provide input to your prioritization

sāj **Facility Needs - Prioritized**

Long Range 0-5 / 5-10+ Facilities Priorities

LRFAC MARCH 2026

FACILITY ASSESSMENT IMMEDIATE PRIORITIES AND COSTS (0-5) YEARS (Includes Escalation and soft costs)

Envelope	Cost	Windows	Cost	Mechanical Repair	Cost	ADA	Cost	Asbestos	Cost (High)	Other High	Cost
Roof Takena	3,075,832	Waverly	576,634	NAMS	1,301,024	Fixtures	800,000	CMS	909,603	*Blacktop Replacements (low)*	1,500,000
Roof Oak	3,873,964	Liberty	451,212	WAHS	1,430,676	Restrooms	1,700,000	MMS	915,962	*Playground Repairs (10) (low)*	2,000,000
Roof NAMS	2,768,314	Lafayette	418,437	SAHS Ex 3,9,10	4,984,424	Doors/Hardware	1,900,000	NAMS	1,794,720	*Concrete Repairs (low)*	200,000
Roof Timber Imp	486,434	Sunrise	640,685	CMS	1,842,870			WAHS	2,035,472	*Calapooia Freezer*	250,000
				MMS	441,076			NAES	133,441	Doors and Hardware	3,200,000
				NAES	1,329,639					HS Replace FB Turf	1,500,000
				CES	100,000					HS Track resurface	750,000
Total	**10,204,544**	**Total**	**2,086,968**	**Total**	**11,429,709**	**Total**	**4,400,000**	**Total**	**5,789,198**	**Total**	**9,400,000**
										All Total	**43,310,419**

FACILITY ASSESSMENT REMAINING PRIORITIES AND COSTS (5-10+) YEARS

Envelope	Cost	Windows	Cost	Mechanical Repair	Cost	ADA	Cost	Asbestos	Cost	Other High-Low	Cost
District Env. Imp.	7,000,000	District Windows	6,313,032	District Mech.	12,525,857	Site/Path Updates	6,400,000	District	1,510,802	*Carpeting Replacment (10)*	2,500,000
District Roof Replace	7,381,890									Replace Lighting/Controls	13,200,000
District Roof Imp	2,713,566									Add Cooling	99,300,000
										Site/Playground Irrigation	16,300,000
										Replace Int. / Clock System	7,700,000
										District Covered Play	8,700,000
										Pave WAHS Stadium (est)	1,500,000
										Pool Repairs	6,300,000
										HS Baseball/Softball Turf (4)	2,500,000
Total	**17,095,456**	**Total**	**6,313,032**	**Total**	**12,525,857**	**Total**	**6,400,000**	**Total**	**1,510,802**	**Total**	**158,000,000**
										All Total	**201,845,147**

sāj **Facility Needs - Prioritized**

Small Group Discussion:

Rank choices based on High, Medium and Low priorities

How does that change your plan with thinking of tiered choices?

Any Surprises?

NEXT WORKSHOP

April 7 , 2026

Agenda:

- Review Cost per school
- Review Construction Costs 101
- Develop approach to Elementary schools

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 6

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

April 7, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

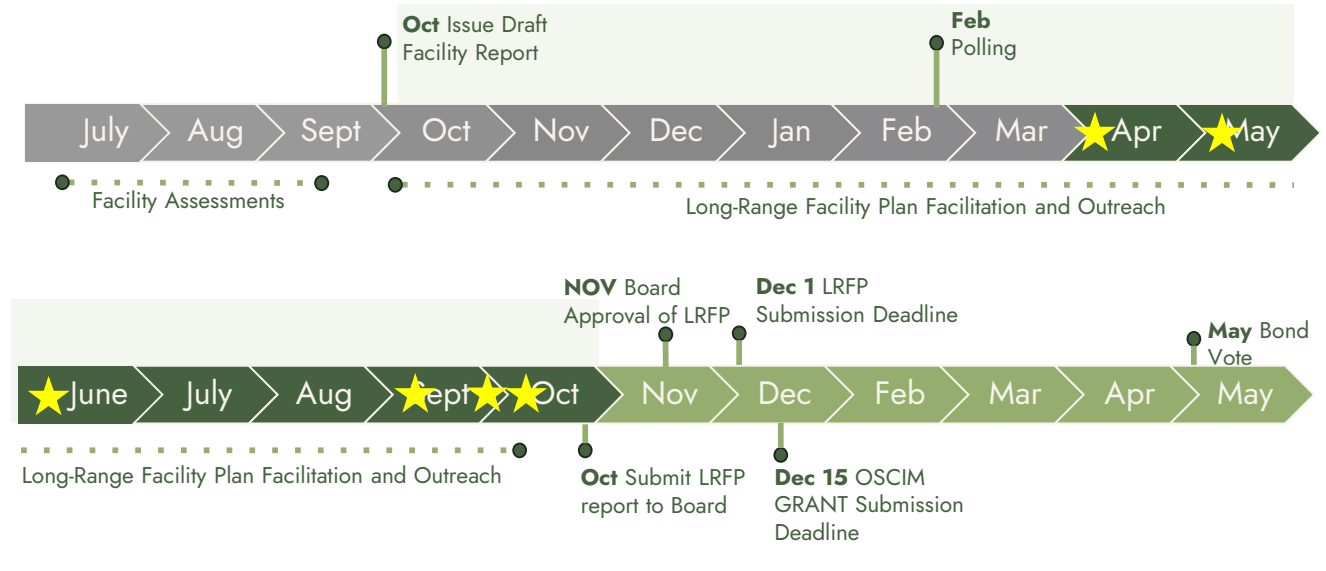
sāj

Agenda

- Welcome
- Schedule Review
- Recap of workshop 5
- Elementary School Consolidation Discussion
  - Group Exercise

Break

- Construction Costs 101
- Elementary Facility Cost updates
- Group Exercise
  - Consolidation considerations
  - High, Medium and Low priorities
- Next Steps



Schedule

Committee Schedule

- June 9th - Start at 6:30 PM
- September 1 - Start at 6:00 PM
- September 15 - Start at 6:00 PM
- October 6 - Start at 6:00 PM

- October 19 Long Range Plan w/ Bond-School recommendations presented to school board
- November 16 - Board approval
- December 1 - Long Range Facility Plan due
- December 15 - OSCIM Grant Application due

Committee Attendance - update

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- May - Follow up meeting dates
  - May 6 (Wednesday) - 1-2 pm
  - May 13 (Wednesday) - 8-9 am
  - May 15 (Friday) - 12-1 pm

- Email Chris Green (chris.green@albany.k12.or.us)
  - Please indicate all dates you are available
  - Chris will confirm date to attend

How to get to a Long-Range Facility Plan

1	2	3	4	5	6	7
INVESTIGATE	ANALYZE	IDEATE	TEST	SURVEY	PRIORITIZE	PROMOTE
Facility Assessments	Educational Adequacy, Capacity Study	Concept Development	Test Fits and Cost Analysis	Gather Community Feedback	Right-size Concepts with Budgets	Gather Support from the Community

STAKEHOLDER ENGAGEMENT

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Workshop 5 recap: School Forecasts & Capacities

FLO Analytics

Workshop 5 Recap: School Forecasts

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Lafayette ES	266	268	258	246	242	235	241	235	238	243	238	-28
Liberty ES	280	270	259	253	259	245	247	246	248	248	250	-30
Meadow Ridge ES (K-3)	495	465	433	427	434	430	437	436	438	445	448	-47
Timber Ridge ES (4-5)	277	278	275	253	218	214	218	218	222	216	215	-62
North Albany ES	268	253	247	240	227	223	229	228	230	230	232	-36
Oak ES	218	206	196	189	185	180	181	181	182	182	185	-33
Oak Grove ES	366	369	353	346	340	334	338	338	342	341	343	-23
Periwinkle ES	300	293	283	287	282	272	280	282	282	283	285	-15
South Shore ES	355	350	336	331	325	318	319	318	321	321	322	-33
Sunrise ES	316	309	299	301	307	304	302	303	304	306	307	-9
Takena ES (K-2)	122	124	127	125	125	125	123	124	126	127	129	7
Central ES (3-5)	112	102	100	97	97	100	99	98	99	97	98	-14
Tangent ES	105	100	103	106	109	102	102	105	108	108	110	5
Waverly ES	184	176	178	175	171	171	172	172	172	171	172	-12
K–5 Total	**3,664**	**3,563**	**3,447**	**3,376**	**3,321**	**3,253**	**3,288**	**3,284**	**3,312**	**3,318**	**3,334**	**-330**
Calapooia MS	623	623	623	584	567	552	526	524	500	523	519	-104
Memorial MS	527	529	477	455	428	446	427	427	409	413	413	-114
North Albany MS	440	433	448	436	431	407	379	360	346	353	351	-89
Timber Ridge MS	413	425	420	429	426	401	364	339	326	333	332	-81
6–8 Total	**2,003**	**2,010**	**1,968**	**1,904**	**1,852**	**1,806**	**1,696**	**1,650**	**1,581**	**1,622**	**1,615**	**-388**
South Albany HS	1,401	1,343	1,321	1,346	1,342	1,362	1,337	1,301	1,270	1,179	1,143	-258
West Albany HS	1,275	1,276	1,254	1,261	1,213	1,186	1,147	1,097	1,070	1,026	994	-281
Albany Options	143	153	153	153	153	153	153	153	153	153	153	10
9–12 Total	**2,819**	**2,772**	**2,728**	**2,760**	**2,708**	**2,701**	**2,637**	**2,551**	**2,493**	**2,358**	**2,290**	**-529**
K–12 Total	**8,486**	**8,345**	**8,143**	**8,040**	**7,881**	**7,760**	**7,621**	**7,485**	**7,386**	**7,298**	**7,239**	**-1,247**

Workshop 5 recap: School Forecasts & Capacities

School	Capacity	2025–26			2030–31			2035–36		
		Enrollment	+/–	Utilization	Enrollment	+/–	Utilization	Enrollment	+/–	Utilization
Lafayette ES	487	266	-221	55%	235	-252	48%	238	-249	49%
Liberty ES	394	280	-114	71%	245	-149	62%	250	-144	63%
Meadow Ridge ES (K-3)	603	495	-108	82%	430	-173	71%	448	-155	74%
Timber Ridge ES (4-5)	300	277	-23	92%	214	-86	71%	215	-85	72%
North Albany ES	334	268	-66	80%	223	-111	67%	232	-102	69%
Oak ES	322	218	-104	68%	180	-142	56%	185	-137	57%
Oak Grove ES	412	366	-46	89%	334	-78	81%	343	-69	83%
Periwinkle ES	487	300	-187	62%	272	-215	56%	285	-202	59%
South Shore ES	451	355	-96	79%	318	-133	71%	322	-129	71%
Sunrise ES	544	316	-228	58%	304	-240	56%	307	-237	56%
Takena ES (K-2)	157	122	-35	78%	125	-32	80%	129	-28	82%
Central ES (3-5)	178	112	-66	63%	100	-78	56%	98	-80	55%
Tangent ES	185	105	-80	57%	102	-83	55%	110	-75	59%
Waverly ES	348	184	-164	53%	171	-177	49%	172	-176	49%
Calapooia MS	1,035	623	-412	60%	552	-483	53%	519	-516	50%
Memorial MS	940	527	-413	56%	446	-494	47%	413	-527	44%
North Albany MS	779	440	-339	57%	407	-372	52%	351	-428	45%
Timber Ridge MS	622	413	-209	66%	401	-221	64%	332	-290	53%
South Albany HS	1,689	1,401	-288	83%	1,362	-327	81%	1,143	-546	68%
West Albany HS	2,068	1,275	-793	62%	1,186	-882	57%	994	-1,074	48%

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Elementary School Consolidation

"We must continually distinguish between what is ultimately possible and what is possible in any given period of time." Henry Kissinger

As part of its work, the committee may make recommendations that address declining enrollment/consolidation of schools. The actual decision would be the GAPS Board of Directors.

Boundary change recommendations should relate to a given school and grade band.

The District recommends that a separate committee be formed by the board in the future to examine boundary issues at elementary, middle school and high school levels.

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Elementary School Consolidation/Bond Timeline

- **April 2026 : LRFAC First Look & Share out**
- **May 2026: LRFAC further work**
- **May or June: Recommendation to GAPS Board provided there is agreement between LRFAC and Board**
- **Fall 2027: GAPS Board enacts recommendations**
- **May 2027 Bond Election**
- **2027 Fall: District Boundary Committee (plus further consolidations)**

***Dates to reach congruence between board and committee could change.**

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Elementary School Consolidation Timeline

Recommendations for tonight and guidelines:

This is idea time and we will share out. We will re-visit next month.

Schools to close or consolidate in the next two years.

Schools which the District may consider in the next five years: only roofs

With each school: "where will the kids go to school"?

Reminder: Walk with care when doing this work. JL Wilson

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Elementary School Consolidation

2025-26 Enrollment versus 2031 Projected Enrollment

Elementary	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Functional Capacity	Capacity Vs 2031 Proj Enrollment
Central	112	234	178	63%	100	-12	178	56%
Takena	122	200	157	78%	125	3	157	80%
Lafayette	266	545	487	55%	235	-31	487	48%
Liberty	280	618	394	71%	245	-35	394	62%
Meadow Ridge	495	648	603	82%	430	-65	603	71%
North Albany	268	474	334	80%	223	-45	334	67%
OAK	218	434	322	68%	180	-38	322	56%
Oak Grove	366	472	412	89%	334	-32	412	81%
Periwinkle	300	517	487	62%	272	-28	487	56%
South Shore	355	451	451	79%	318	-37	451	71%
Sunrise	316	600	544	58%	304	-12	544	56%
Tangent	105	297	185	57%	102	-3	185	55%
Timber Ridge	277	300	300	92%	214	-63	300	71%
Waverly	184	462	348	53%	171	-13	348	49%
TOTAL	3664	6,252	5,202	70%	3253	-411	5202	62%

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2025-2026 COSTS BY SCHOOL

School	2026-27 PROJECTED ADMr	General Ed Total FTE	General Ed Total Cost	General Ed Cost/Student
Central ES (3-5)	107	13.41	1,383,050	**12,926**
Lafayette ES	257	27.4	2,981,572	11,601
Liberty ES	257	19.43	2,778,271	10,810
Meadow Ridge	455	51.4	5,357,977	11,776
N Albany Elem	245	23.45	2,926,333	11,944
Oak ES	199	23.94	2,889,125	**14,518**
Oak Grove ES	355	29.56	3,610,700	10,171
Periwinkle ES	273	32.44	3,588,585	13,145
S Shore ES	352	40.39	4,353,004	12,366
Sunrise ES	314	36.16	4,080,039	12,994
Takena ES K-2	126	17.31	1,843,205	14,626
Tangent ES	103	16.39	1,424,070	**13,826**
Waverly ES	171	25.55	2,964,391	**17,336**
ELEM TOTAL	**3214**	**356.83**	**40,180,322**	**168,042**
Central/Takena	233	30.22	3,154,841	13,540

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POTENTIAL SAVINGS IF SCHOOLS WERE CONSOLIDATED

4 LOWEST ENROLLMENTS		GENERAL EDUCATION			CAPITAL PROJECTS		
School	Projected 2026-2027 ADMr	Total FTE	Total Cost	Total Savings General Education	Future Maintenance Projects		Total Savings Capital Projects
					1-5 years	Savings	
Central ES (3-5)	107	13.41	1,383,050	71,414	5,438,729	4,360,229	4,431,643
Oak ES	199	23.94	2,889,125	1,599,283	3,414,991	2,829,924	4,429,207
Tangent ES	103	16.39	1,424,070	829,188	2,348,139	2,188,172	3,017,360
Waverly ES	171	25.55	2,964,391	1,633,951	2,452,574	1,712,371	3,346,322
ELEM TOTAL	**580**	**79.29**	**8,660,636**	**4,133,836**	**13,654,433**	**11,090,696**	**15,224,532**

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Explanation of Projected Savings?

TANGENT ELEMENTARY (24S)				
ENROLLMENT	103.00			
STATE FUNDED FTE - GENERAL EDUCATION	FTE	TOTAL EMPLOYEE COSTS		PROJECTED SAVINGS
Administration	0.75	108,145	100.00%	108,145
Licensed	6.50	721,728	50.00%	360,864
Classified	7.16	383,885	50.00%	191,942
Extra Time		6,300	50.00%	3,150
Custodial	1.00	75,629	50.00%	75,629
Food Service	0.98	51,701	50.00%	25,850
	16.39	1,347,387		765,580
Total FTE	16.39	1,347,387		
Program Budget		24,533	100.00%	24,533
Substitutes		8,400	50.00%	4,200
Utilities		17,750	50.00%	8,875
Repairs/Maintenance/Supplies/Fees		26,000	100.00%	26,000
TOTAL		1,424,070		829,188
COST PER STUDENT		13,826		
TOTAL Future Maintenance Projects		2,348,139		
Less Required Project Such as roofing		(159,967)		
		2,188,172		2,188,172
TOTAL SAVINGS				3,017,360

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ELEMENTARY SCHOOL CONSOLIDATION

Exercise:

Review elementary school data

25 Minutes

Consider the following:

- **Capacity vs. enrollment**
- **Proximity to other schools**
- **Cost for renovations and operations**

Identify potential scenarios for school consolidation

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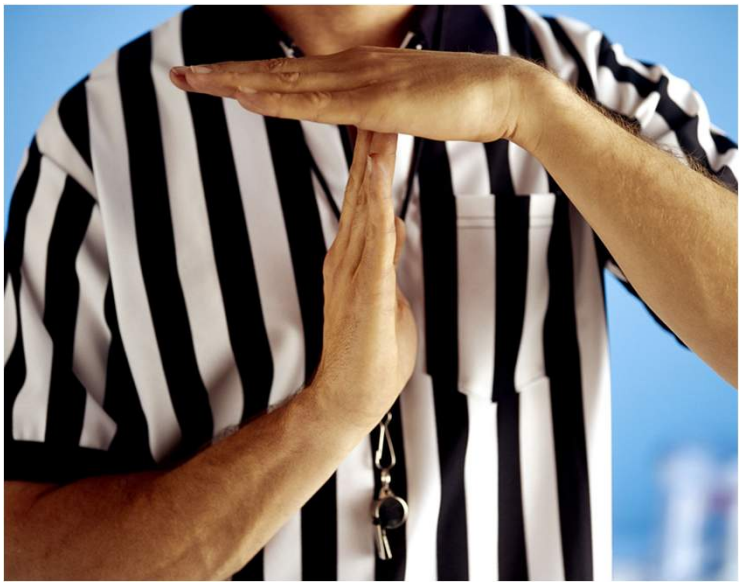
Wows and Wonders:

What were some observations?
Any Surprises?

5 Minute Break



Construction Costs 101

- Review of current costs
- Public funding Vs. Private
- Current construction market

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Ranking Workshop 3 to Workshop 4

WHY DO WE KEEP DOING THIS?

Ranking by Mention	Times Mentioned
Replace Buildings 2 & 3 for SAHS	6
Replace remaining WAHS	6
Compliant Restrooms	6
Roofing Upgrade	5
Replace Windows	5
Cooling	5
Secured Vestibule	4
Replace Lighting and Controls	4
Heating	4
Compliant Fixtures (drinking fountain, etc.)	4
6 classroom addition at Elementary School	4
Compliant Doors or Hardware	3
Separate Health Room	3
Asbestos Removal	3
Pathways/Entrances	3
Close School**	3
Acoustical Upgrades	2
Envelope Improvements	2
Site/Playground Irrigation	2
Covered Play Needed	2
New 600 Student Elementary School	2
Separate Gym Space	1
Modulars - Replace or Repair	1
Modulars - Replace w/ Classrooms	1
Itinerant/Admin Offices	0

Ranking by Mention	Times Mentioned
Roofing Upgrade	4
ADA Upgrades	4
6 classroom addition at Elementary Schoo	4
New 500 Student Elementary School	4
Replace Buildings 2 & 3 for SAHS	4
Close School	4
Secured Vestibule	3
Replace Windows	3
Replace Lighting and Controls	3
Door Hardware Upgrades	3
Intercom/Clocks	3
Fix Mechanical	3
Turf at HS Fields	2
Modulars - Replace or Repair	2
Envelope Improvements	2
Asbestos Removal	2
Covered Play Needed	2
Replace remaining WAHS no gym	2
Resurface Tracks	2
Acoustical Upgrades	2
Add Cooling	1
Separate Health Room	0
Itinerant/Admin Offices	0
Separate Gym Space	0
Modulars - Replace w/ Classrooms	0
Site/Playground Irrigation	0
New 600 Student Elementary School	0
Replace remaining WAHS + gym	0
SAHS Pool Repairs	0

UPDATED FACILITY COSTS

FACILITY ASSESSMENT IMMEDIATE PRIORITIES AND COSTS (1-2) YEARS (Includes Escalation and soft costs)

Envelope	Cost	Windows	Cost	Mechanical Repair	Cost	ADA	Cost	Asbestos	Cost (High)	Other High	Cost
Roof Timber	$486,434	Liberty	451,212			Door Hardware		NAES GYM	133,441	*Calapooia Freezer*	250,000
						NAMS	106,424	MMS	915,962	WAHS Turf	488,355
										SAHS Turf	641,263
										WAHS Lift Pump Station	**200,000**
										Concrete Repair Grinding	**71,000**
										SAHS Track	**514,074**
										Playground Safety	
										SAHS Tennis Court	47,269
Total	**$486,434**	**Total**	**451,212**	**Total**	**0**	**Total**	**106,424**	**Total**	**1,049,403**	**Total**	**2,211,962**
										All Total	**4,305,435**

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Long Range 0-5 / 5-10+ Facilities Priorities - update

LRFAC MARCH 2026

FACILITY ASSESSMENT IMMEDIATE PRIORITIES AND COSTS (0-5) YEARS (Includes Escalation and soft costs)

Envelope	Cost	Windows	Cost	Mechanical Repair	Cost	ADA	Cost	Asbestos	Cost (High)	Other High	Cost
Roof Takena	3,075,832	Waverly	576,634	NAMS	1,301,024	Fixtures	800,000	CMS	909,603	*Blacktop Replacements (low)*	1,500,000
Roof Oak	3,873,964	Liberty	451,212	WAHS	1,430,676	Restrooms	1,700,000	MMS	915,962	*Playground Repairs (10) (low)*	2,000,000
Roof NAMS	2,768,314	Lafayette	418,437	SAHS Ex 3,9,10	4,984,424	Doors/Hardware	1,900,000	NAMS	1,794,720	*Concrete Repairs (low)*	200,000
Roof Timber Imp	486,434	Sunrise	640,685	CMS	1,842,870			WAHS	2,035,472	*Calapooia Freezer*	250,000
				MMS	441,076			NAES	133,441	Doors and Hardware	3,200,000
				NAES	1,329,639					HS Replace FB Turf	1,500,000
				CES	100,000					HS Track resurface	750,000
Total	**10,204,544**	**Total**	**2,086,968**	**Total**	**11,429,709**	**Total**	**4,400,000**	**Total**	**5,789,198**	**Total**	**9,400,000**
										All Total	**43,310,419**

FACILITY ASSESSMENT REMAINING PRIORITIES AND COSTS (5-10+) YEARS

Envelope	Cost	Windows	Cost	Mechanical Repair	Cost	ADA	Cost	Asbestos	Cost	Other High-Low	Cost
District Env. Imp.	7,000,000	District Windows	6,313,032	District Mech.	12,525,857	Site/Path Updates	6,400,000	District	1,510,802	*Carpeting Replacment (10)*	2,500,000
District Roof Replace	7,381,890									Replace Lighting/Controls	13,200,000
District Roof Imp	2,713,566									Add Cooling	99,300,000
										Site/Playground Irrigation	16,300,000
										Replace Int. / Clock System	7,700,000
										District Covered Play	8,700,000
										Pave WAHS Stadium (est)	1,500,000
										Pool Repairs	6,300,000
										HS Baseball/Softball Turf (4)	2,500,000
Total	**17,095,456**	**Total**	**6,313,032**	**Total**	**12,525,857**	**Total**	**6,400,000**	**Total**	**1,510,802**	**Total**	**158,000,000**
										All Total	**201,845,147**

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Updated cost estimates with consolidation:

Needs	Central ES	Lafayette ES	Liberty ES	Marston Ridge ES	North Albany ES	Oak ES	Oak Grove ES	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Waverly ES	TBD/Millersburg	0-2 Years	3-5 Years	6-10+ Years
Facility Items															**Dollars Remaining to be Spent**		
Envelope Improvements	$1,603,618	$802,283	$682,076	-	$190,387	-	-	-	$240,487	$411,574	-	$181,035	$248,105	-	$2,574,912	$2,574,912	$0
Roofing Repairs	-	-	$512,027	-	$633,134	-	-	$20,355	-	-	-	$516,199	$13,845	-	$1,239,362	$1,239,362	$0
Roof Replacement	$1,402,460	-	-	-	-	$4,033,612	-	-	$5,111,656	-	$3,075,832	-	-	-	$12,221,100	$0	$0
Replace Windows	$1,331,748	$435,666	$451,212	-	$354,274	$486,921	-	$55,755	$307,529	$640,685	$474,107	$38,441	$576,634	-	$3,331,572	$1,678,586	$0
Replace Lighting and Controls	$690,940	$637,182	$547,361	-	$386,416	$625,463	-	$605,560	$717,243	$285,934	$481,616	$239,242	$282,867	-	$4,569,663	$4,569,663	$4,569,663
Mechanical Repair	$100,000	$20,642	$1,330,774	-	$1,329,639	$325,009	-	$858,086	$2,428,421	$124,786	$310,004	$599,801	$606,384	-	$7,432,345	$6,002,706	$0
Add Cooling	$5,538,784	$5,133,284	$4,183,834	-	$3,667,677	$5,037,624	-	$4,392,497	$5,838,664	$5,651,932	$4,475,397	$3,743,549	$4,364,201	-	$43,945,710	$43,945,710	$43,945,710
Asbestos Removal	-	$569,348	$94,084	-	$133,441	-	-	-	$208,173	$137,396	-	$464,710	$344,759	-	$1,353,760	$1,353,760	$0
Replace Door Hardware	$87,217	$209,081	$133,110	-	$102,660	$164,876	-	$172,044	$146,954	$176,823	$143,370	$123,059	$156,512	-	$1,405,430	$0	$0
Site/Playground Irrigation	$448,105	$451,042	$676,756	-	$200,686	$756,102	$95,580	$904,405	$793,136	$615,867	$924,570	$682,154	$303,541	-	$5,721,684	$5,721,684	$5,721,684
Covered Play Needed	$1,433,700	-	-	-	-	-	-	-	-	-	$1,433,700	$1,433,700	$1,433,700	-	$2,867,400	$2,867,400	$2,867,400
Replace Intercom and Master Clocks	$250,853	$392,716	$185,131	$471,438	$137,648	$227,385	-	$220,142	$300,032	$281,767	$171,807	$140,495	$193,655	-	$2,581,720	$2,581,720	$2,581,720
ADA Items																	
ADA Bldg Upgrades (Combined)	$734,362	$332,250	$96,502	$7,475	$65,711	$294,112	$19,488	$13,067	$156,889	$255,706	$172,686	$428,406	$273,673	-	$1,687,558	$0	$0
Compliant Doors or Hardware	$14,526	$156,533	$56,406	-	$10,219	$79,961	$19,488	$9,685	$60,286	$75,403	$33,480	$277,631	$55,451	-	-	-	-
Pathways/Entrances	$165,208	$228,889	$291,289	-	$78,415	$633,264	-	$544,398	$746,840	$321,844	$210,515	$331,052	$239,872	-	$3,895,326	$3,895,326	$0
Facility Repair Total Cost per School	$13,366,695	$9,212,384	$9,184,156	$478,913	$7,340,086	$12,584,387	$115,068	$8,386,308	$16,394,025	$9,504,314	$11,874,205	$8,981,843	$9,638,348	-	$94,827,541	$76,430,823	$59,686,177
Educational Adequacy Items	Costs (Escalated +Development)																
Separate Health Room	$191,804	$191,804	-	-	$191,804	$191,804	-	$191,804	-	-	$191,804	-	-	-	$959,019	$959,019	$959,019
Secured Vestibule	$366,390	$366,390	$366,390	-	$366,390	$366,390	-	$366,390	$366,390	$366,390	$366,390	$366,390	$366,390	-	$3,297,510	$3,297,510	$3,297,510
Itinerant/Admin Offices	-	$360,152	-	-	$360,152	$360,152	-	$360,152	$360,152	-	$360,152	$360,152	-	-	$2,160,911	$2,160,911	$2,160,911
Separate Gym Space	-	-	-	-	$9,349,993	-	-	-	-	-	-	$9,349,993	-	-	$9,349,993	$9,349,993	$9,349,993
Acoustical Upgrades	-	-	-	$153,000	-	-	-	-	-	-	-	-	-	-	$153,000	$153,000	$153,000
Modulars - Replace or Repair	-	-	$896,228	-	$1,663,787	$834,307	-	-	-	$1,354,955	$876,150	-	$540,234	-	$6,166,261	$6,166,261	$6,166,261
Modulars - Replace w/ Classrooms	-	-	$3,430,260	-	$7,049,025	$3,195,558	-	-	-	$3,477,519	$1,879,740	-	$2,067,714	-	$21,099,816	$21,099,816	$21,099,816
Other District Items																	
6 Classroom Addition at ES	-	-	-	-	-	-	-	-	-	-	$7,100,000	-	-	-	-	-	-
New 500 Student Elementary School	-	-	-	-	-	-	-	-	-	-	-	-	-	$59,100,000	-	-	-
Total Educational Cost per School	$558,194	$918,346	$4,692,878	$153,000	$18,981,150	$4,948,611	$0	$918,346	$726,542	$5,198,864	$10,774,236	$10,076,535	$2,974,338	$59,100,000	$43,186,510	$43,186,510	$43,186,510
All Costs per School	$14,544,889	$10,130,729	$13,877,034	$631,913	$26,321,236	$17,533,198	$115,068	$9,304,654	$17,120,566	$14,703,177	$22,648,441	$19,058,378	$12,612,687	$59,100,000	$138,014,051	$119,617,339	$102,872,688
Dollars Spent per School															**Costs Spent Per Range**		
0-2 Years (High)	$0	$0	$451,212	$0	$133,441	$0	$0	$0	$0	$0	$0	$0	$0	$0	$584,653	-	-
3-5 Years (Med)	$100,000	$976,998	$229,612	$7,475	$1,498,009	$4,432,599	$19,488	$185,111	$5,415,500	$1,073,214	$3,391,888	$0	$1,006,819	$0	-	$18,396,713	-
6-10 Years (Low)	$0	$1,621,161	$2,910,251	$0	$1,316,210	$1,445,194	$0	$1,478,594	$3,929,450	$1,595,600	$994,626	$0	$1,453,565	$0	-	-	$16,744,651
10+ Years (Remaining)	$0	$7,532,571	$10,285,960	$624,438	$23,373,576	$11,595,405	$95,580	$7,640,949	$8,375,617	$12,034,363	$18,261,926	$0	$10,152,303	$0	$137,429,398	$101,220,626	$86,128,037

Bond Dollar Amounts:

SUMMARY OF STRUCTURING SCENARIOS

Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Small Group Discussion:

Rank choices based on High, Medium and Low priorities

How does that change your plan with thinking of tiered choices?

Any Surprises?

35 Minutes

Wows and Wonders:

What were some observations?
Any Surprises?

NEXT WORKSHOP

May 5, 2026

Agenda:

- **Review Middle and High School Cost**
- **Develop approach to Middle Schools**
- **Develop approach to High Schools**

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 7

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

May 2, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

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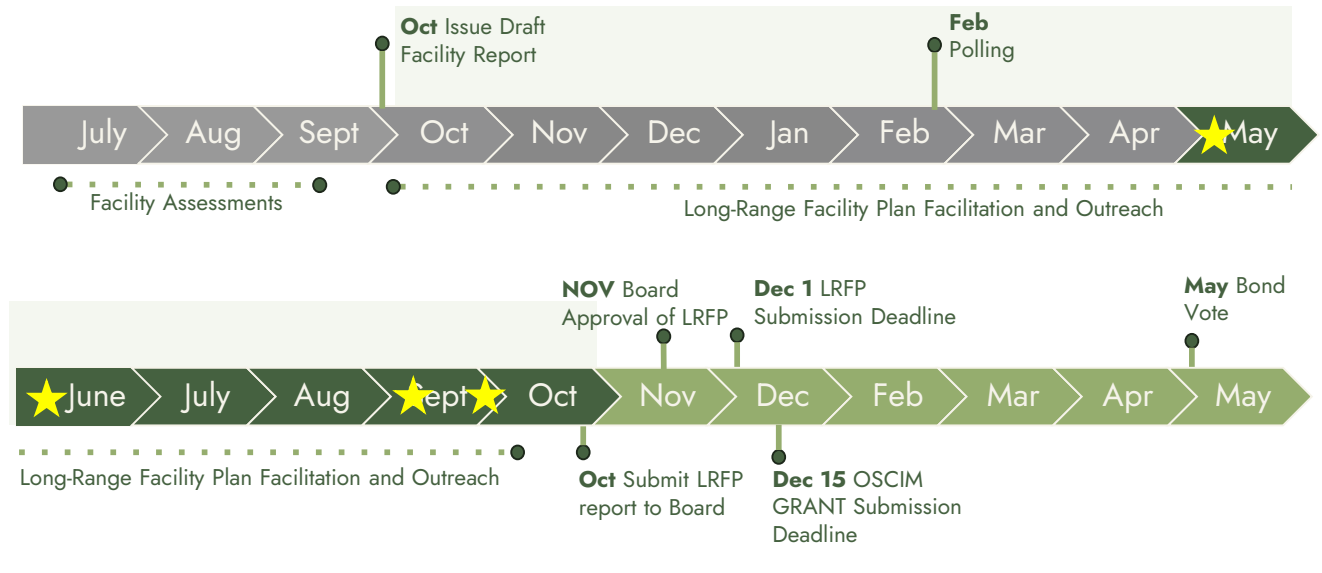
Agenda

- Welcome
- Schedule Review
- Recap of workshop 6
- Elementary School Consolidation Results
- Middle School and High School capacity and test fits
  - SAHS test fit
  - WAHS test fit

Break

- Middle School and High School Renovation Cost Review
- Group Exercise
  - High, Medium and Low priorities
  - Report Out
- Next Steps



Schedule

Committee Schedule

- **June 9th - Start at 6:30 PM –**
  - Review of priorities set – Balance plan with budget
  - Out for Polling
- **September 1 - Start at 6:00 PM –**
  - Review Polling Results
  - Modify Plan as needed
- **September 15 - Start at 6:00 PM**
  - Review finalized Long-Range Facility Plan
  - Final vote to recommend to the board
- **October 19 Long Range Plan w/ Bond-School recommendations presented to school board**
- **November 16 - Board approval**

Committee Attendance

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- **June - Follow up meeting dates**
  - **June 11 (Thursday) - 8-9 am**
  - **June 12 (Friday) - 12-1 pm**
  - **June 16 (Tuesday) - 3:30-4:30 pm**
- **Email Chris Green (chris.green@albany.k12.or.us)**
  - **Please indicate all dates you are available**
  - **Chris will confirm date to attend**

How to get to a Long-Range Facility Plan

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Recap Workshop 6: Elementary School Priorities

Needs	Times Mentioned	High					Medium					Low				
		Group 1	Group 2	Group 3	Group 4	Group 5	Group 1	Group 2	Group 3	Group 4	Group 5	Group 1	Group 2	Group 3	Group 4	Group 5
All items																
Envelope Improvements	3						X	X	X	X	X					
Roofing Repairs	3						X	X	X	X	X					
Roof Replacement	5	X	X	X	X	X										
Replace Windows	8	X	X	X	X	X	X	X	X							
Replace Lighting and Controls	4	X			X	X		X						X		
Mechanical Repair	7	X	X		X	X	X	X	X	X	X					
Add Cooling	3	X	X		X						X			X		
Asbestos Removal	3						X	X	X	X	X					
Replace Door Hardware	5	X	X	X	X	X										
Site/Playground Irrigation	3	X				X		X		X				X		
Covered Play Needed	2		X		X						X	X		X		
Replace Intercom and Master Clocks	4	X		X		X		X							X	
ADA Items																
Fixtures	5	X	X	X	X	X										
Restrooms	5	X	X	X	X	X										
Doors and Hardware	5	X	X	X	X	X										
Site	3						X	X	X	X	X					
Educational Adequacy Items																
Separate Health Room	0											X	X	X	X	X
Secured Vestibule	4	X	X	X	X											X
Itinerant/Admin Offices	0											X	X	X	X	X
Separate Gym Space	0											X	X	X	X	X
Acoustical Upgrades	0											X	X	X	X	X
Modulars - Replace w/Classrooms	4				X	X	X	X						X		
Other District Items																
6 Classroom Addition at ES	4		X	X	X	X						X				
New 500 Student Elementary School	0									X		X	X	X		X
Carpet Replacement	3	X		X		X				X			X			

Recap Workshop 6: Elementary School Priorities

	Priority	Base Cost	Cost w/o Tangent	and w/o Central	and w/o Oak	and w/o Waverly
Roof Replacement	H	$12,221,100	$12,221,100	$10,818,640	$6,785,028	$6,785,028
Replace Door Hardware	H	$1,405,430	$1,282,371	$1,195,154	$1,030,279	$873,767
Replace Windows	H	$8,400,000	$8,361,559	$7,029,811	$6,542,890	$5,966,256
ADA Doors and Hardware	H	$1,059,999	$782,368	$737,842	$657,941	$502,490
ADA Restrooms	H	$1,282,136	$1,190,651	$549,977	$386,136	$311,921
ADA Fixtures	H	$508,792	$449,501	$399,739	$349,369	$290,079
6 Classroom Addition at ES	H	$7,100,000	$7,100,000	$7,100,000	$7,100,000	$7,100,000
Mechanical Repair	H	$7,432,345	$6,832,544	$6,832,544	$6,507,535	$5,900,551
Secured Vestibule	H	$3,297,510	$2,931,120	$2,564,730	$2,198,340	$1,831,950
	Total	**$42,707,311**	**$41,151,214**	**$37,228,437**	**$31,557,518**	**$29,562,042**
Replace Lighting and Controls	M	$4,569,663	$4,270,421	$3,580,382	$2,954,898	$2,672,031
Replace Intercom and Master Clocks	M	$2,581,720	$2,441,225	$2,190,372	$1,962,987	$1,769,332
Envelope Improvements	M	$2,574,912	$2,393,877	$590,258	$590,258	$248,105
Asbestos Removal	M	$1,951,911	$1,487,201	$1,487,201	$1,487,201	$1,142,442
Add Cooling	M	$53,228,043	$49,484,494	$43,945,710	$38,908,086	$4,964,201
Site/Playground Irrigation	M	$6,851,943	$6,169,788	$5,721,684	$4,965,582	$4,662,041
ADA Site	M	$4,391,587	$4,060,535	$3,895,326	$3,262,062	$3,022,190
Roofing Repairs	M	$1,755,560	$1,239,362	$1,239,362	$1,239,362	$1,225,516
Modulars - Replace w/ Classrooms	M	$21,099,816	$21,099,816	$21,099,816	$17,904,258	$15,836,544
Covered Play Needed	M	$5,734,800	$4,301,100	$2,867,400	$2,867,400	$1,433,700
Carpet Replacement ($150k ea)	M	$2,500,000	$2,350,000	$2,200,000	$2,050,000	$1,900,000
	Total	**$107,239,955**	**$99,297,819**	**$88,817,511**	**$78,192,094**	**$38,876,103**
Separate Gym Space	L	$18,699,986	$9,349,993	$9,349,993	$9,349,993	$9,349,993
Itinerant/Admin Offices	L	$2,521,063	$2,160,911	$2,160,911	$1,800,759	$1,440,608
Separate Health Room	L	$1,150,823	$1,150,823	$959,019	$767,215	$767,215
New 500 Student Elementary School	L	$59,100,000	$59,100,000	$59,100,000	$59,100,000	$59,100,000
Acoustical Upgrades	L	$153,000	$153,000	$153,000	$153,000	$153,000
	Total	**$81,624,872**	**$71,914,727**	**$71,722,923**	**$71,170,968**	**$70,810,816**
	Grand Total	**$231,572,138**	**$212,363,760**	**$197,768,871**	**$180,920,580**	**$139,248,960**

Elementary School Consolidation

"We must continually distinguish between what is ultimately possible and what is possible in any given period of time." Henry Kissinger

As part of its work, the committee may make recommendations that address declining enrollment/consolidation of schools. The actual decision would be the GAPS Board of Directors.

Boundary change recommendations should relate to a given school and grade band.

The District recommends that a separate committee be formed by the board in the future to examine boundary issues at elementary, middle school and high school levels.

sāj

Elementary School Consolidation/Bond Timeline

- April 2026 : LRFAC First Look & Share out
- May 2026: LRFAC further work
- May 18, 2026: Board Work Session - LRFAC update
- Fall 2027: GAPS Board enacts recommendations
- May 2027: Bond Election

Elementary School Consolidation Timeline

Recommendations for tonight and guidelines:

This is idea time and we will share out. We will re-visit next month.

Schools to close or consolidate in the next two years.

Schools which the District may consider in the next five years: only roofs

With each school: "where will the kids go to school"?

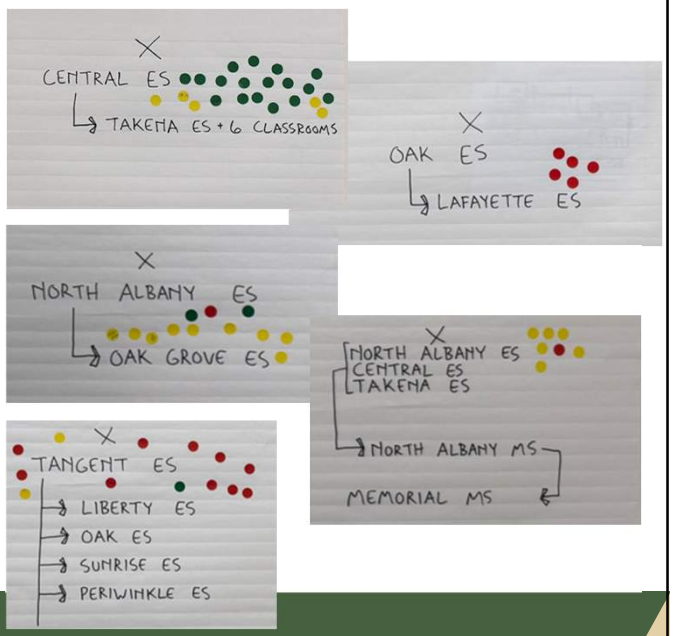
Reminder: Walk with care when doing this work. JL Wilson

Elementary School Consolidation Timeline Results

High Priority (0-5 years)
- Central ES moves to Takena ES

Medium Priority (6-10 years)
- North Albany ES - move students to Oak Grove (requires addition to Oak Grove)

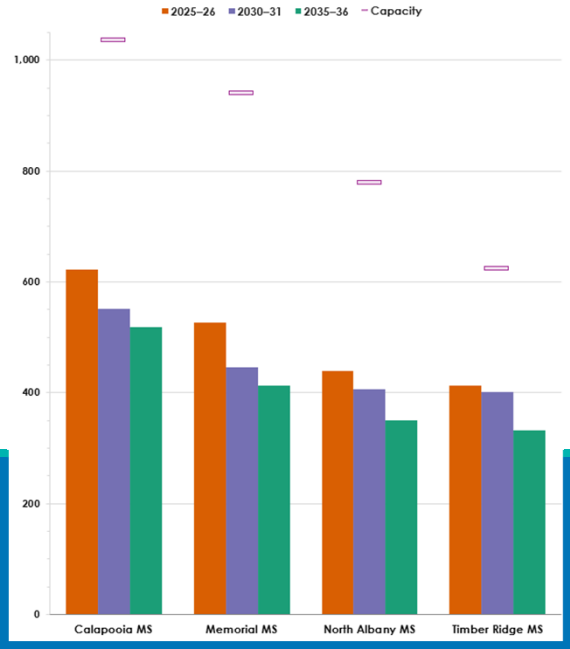
Low Priority (10+ years)
- Tangent ES – Move to Lafayette
- Oak ES
- Waverly ES (potentially move to new Millersburg ES)

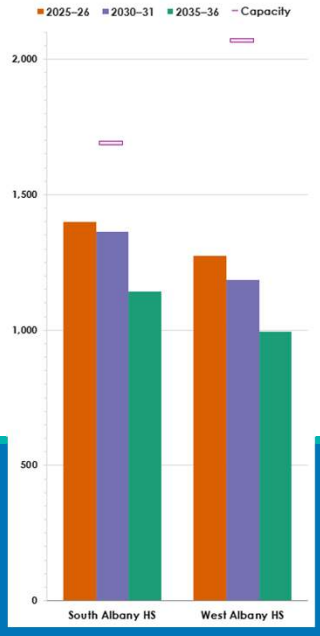


Wows and Wonders:

What were some observations?
Any Surprises?

School Forecasts & Capacities





FLO Analytics

Middle and High School Capacity 2031

Middle Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Functional Capacity	Capacity Vs 2031 Proj Enrollment
CMS	623	1,079	1,035	60%	552	-71	1,035	53%
MEM	527	1,037	940	56%	446	-81	940	47%
NAMS	440	1,028	779	57%	407	-33	779	52%
TRMS	413	754	622	66%	401	-12	622	64%
AVA MS	2							
TOTAL	2005	3,144	3,376	59%	1806	-197	3,376	53%

High Schools	Actual Enrollment	Max Capacity	Functional Capacity	Capacity Vs Actual	2031 Proj Enrollment	Difference Actual Enrollment vs 2031 Proj	Functional Capacity	Capacity Vs 2031 Proj Enrollment
AOS	143	263	263	54%	153	10	263	58%
SAHS	1401	1,724	1,689	83%	1362	-39	1689	81%
WAHS	1275	2,158	2,068	62%	1186	-89	2068	57%
AVA HS	7							
TOTAL	2826	4,145	4,020	70%	2701	-118	4020	67%

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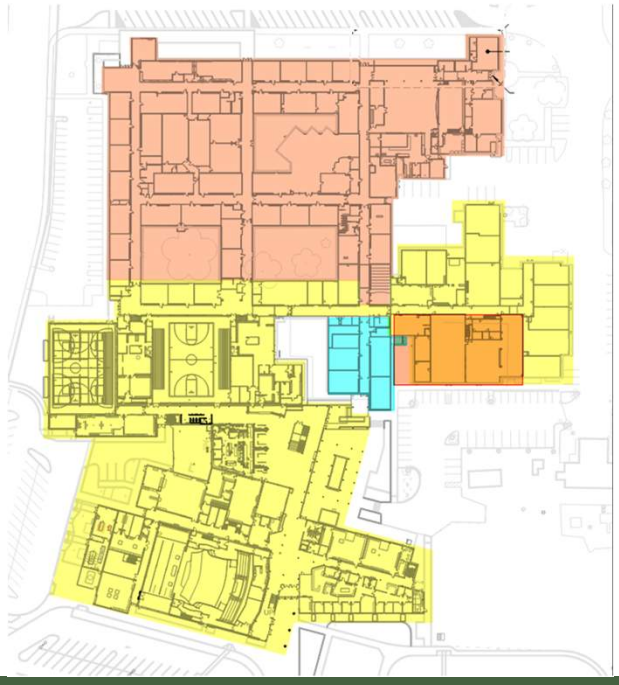
West Albany HS Plans

Phase I: 63,840 SF = $68.7M
- Education wing
- Wrestling room
- Weight room
- Media Center

LEGEND

- Demo building before Phase I begins.
- Maintain building until after Phase II is complete
- Demo building after Phase I is complete
- Demo building after Wrestling wing is complete



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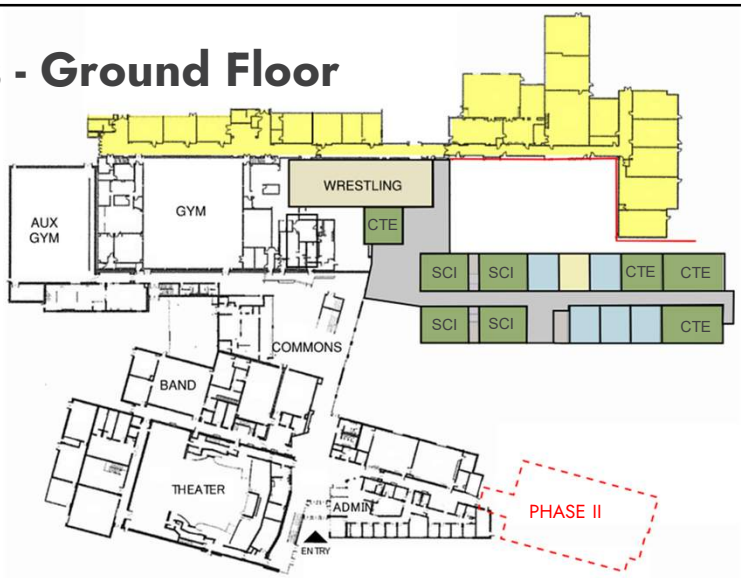
West Albany HS Plans - Ground Floor

Phase I: 63,840 SF = $68.7M
- Education wing
- Wrestling room
- Weight room
- Media Center *

- If Media Center moves to Phase II, deduct $4.2M



LEGEND

BACK OF HOUSE/MEP | CLASSROOM | ELECTIVES/SPECIALS
OTHER ATHLETICS | DISTRICT USE | SPECIAL ED. PROGRAMS
GYM/ATHLETICS | COMMONS | ADMINISTRATION

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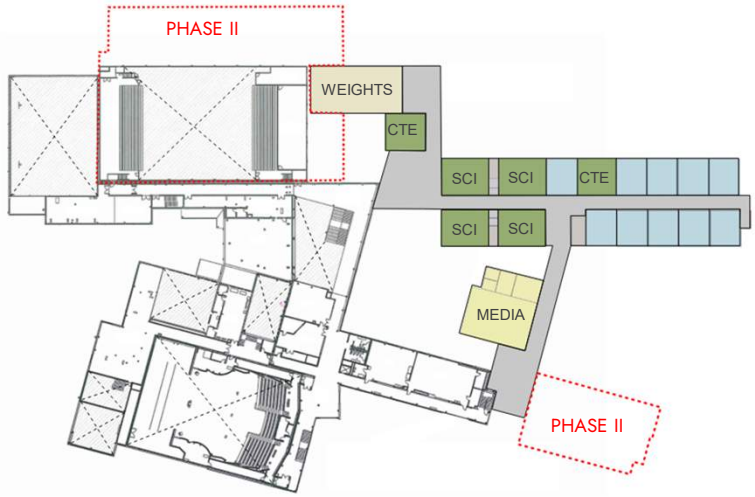
West Albany HS Plans - Second Floor

Phase I: 63,840 SF = $68.7M
- Education wing
- Wrestling room
- Weight room
- Media Center *

- If Media Center moves to Phase II, deduct $4.2M



West Albany HS Plans - Ground Floor

Phase II: 36,770 SF = $62.7M
- South Education wing
- Athletics and Competition Gym

West Albany HS Plans - Second Floor

Phase II: 36,770 SF = $62.7M
- South Education wing
- Athletics and Competition Gym

LEGEND

BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

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West Albany HS Plans

LEGEND

BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

Alternate layout

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South Albany HS Plans - Option A

High Priority (0-5 years)

Phase I: 30,420 SF = $32.8M

- Administration
- Science and Math wing

Building 2 renovated to SPED and CTE/ART = $7M

- Will require (6) temp classrooms

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I
- Demo building after Phase I

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South Albany HS Plans - Option A

High Priority (0-5 years)

Phase I: 30,420 SF = $32.8M

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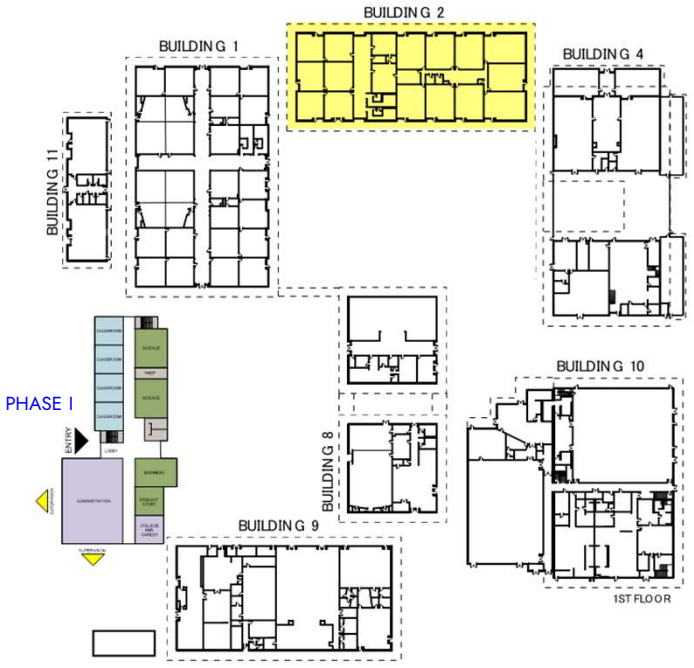

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South Albany HS Plans - Option A

High Priority (0-5 years)

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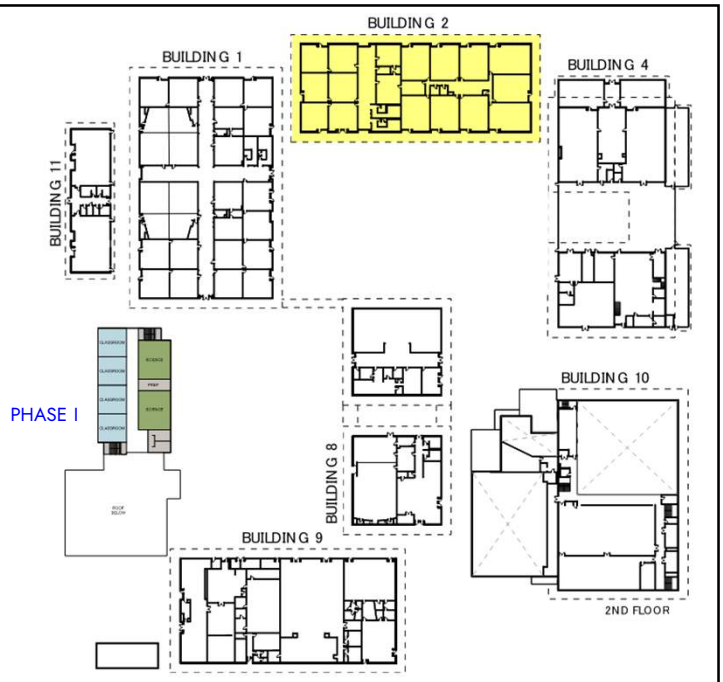

South Albany HS Plans - Option B

High Priority (0-5 years)

Phase I: 45,662 SF = $49.1M

- Administration
- Science and Math wing
- Connecting Library and Theater

Building 2 renovated to SPED and CTE/ART = $7M

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I

South Albany HS Plans - Option B

High Priority (0-5 years)

Phase I: 45,662 SF = $49.1M

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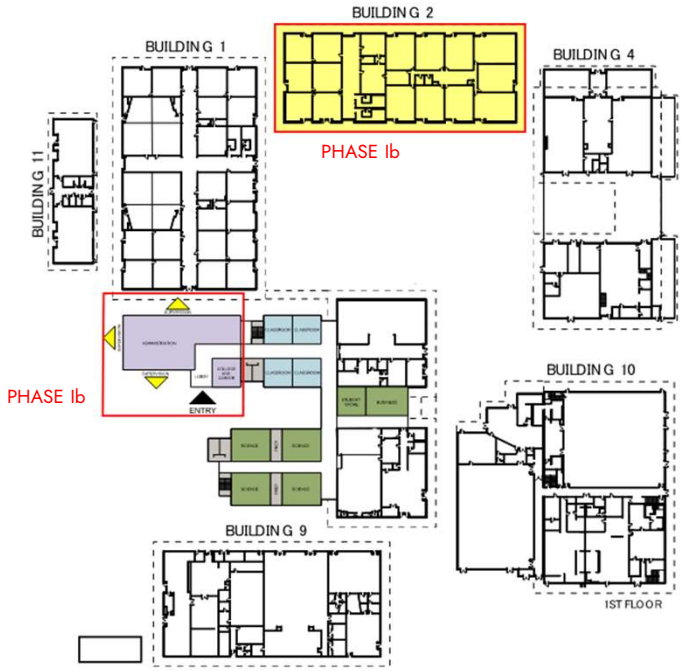

South Albany HS Plans - Option B

High Priority (0-5 years)

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- Administration
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- Connecting Library and Theater

Building 2 renovated to SPED and CTE/ART = $7M

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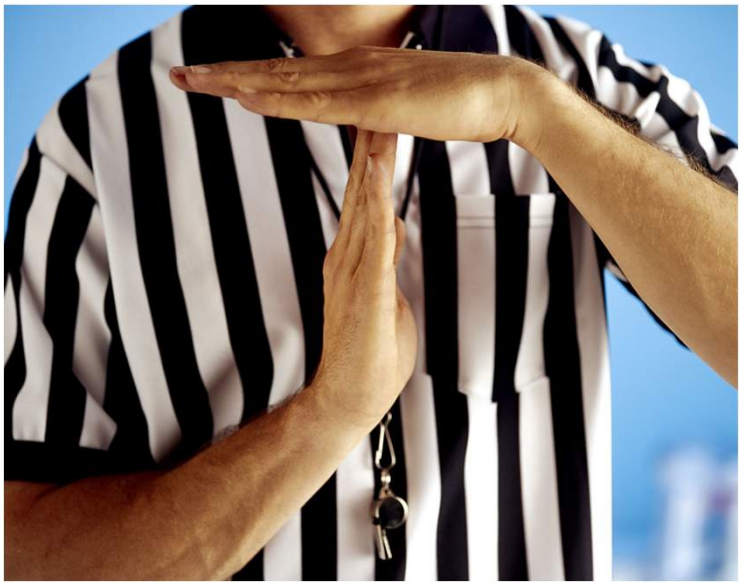
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I

Wows and Wonders:

What were some observations?
Any Surprises?

5 Minute Break



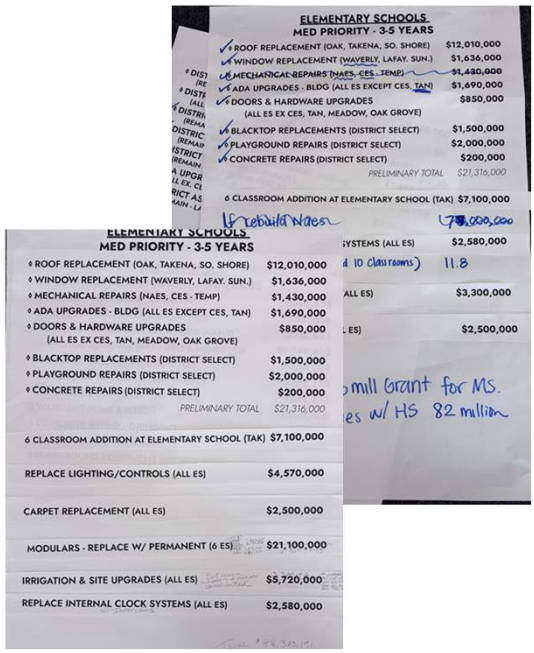
Small Group Discussion:

Rank Choices

High Priority (0-5 years)

Medium Priority (6-10 years)

Low Priority (10+ years)



ELEMENTARY SCHOOLS
MED PRIORITY - 3-5 YEARS

ROOF REPLACEMENT (OAK, TAKENA, SO. SHORE)	$12,010,000
WINDOW REPLACEMENT (WAVERLY, LAFAY. SUN.)	$1,636,000
MECHANICAL REPAIRS (NAES, CES - TEMP)	$1,430,000
ADA UPGRADES - BLDG (ALL ES EXCEPT CES, TAN)	$1,690,000
DOORS & HARDWARE UPGRADES (ALL ES EX CES, TAN, MEADOW, OAK GROVE)	$850,000
BLACKTOP REPLACEMENTS (DISTRICT SELECT)	$1,500,000
PLAYGROUND REPAIRS (DISTRICT SELECT)	$2,000,000
CONCRETE REPAIRS (DISTRICT SELECT)	$200,000
PRELIMINARY TOTAL	$21,316,000
6 CLASSROOM ADDITION AT ELEMENTARY SCHOOL (TAK)	$7,100,000
REPLACE LIGHTING/CONTROLS (ALL ES)	$4,570,000
CARPET REPLACEMENT (ALL ES)	$2,500,000
MODULARS - REPLACE W/ PERMANENT (6 ES)	$21,100,000
IRRIGATION & SITE UPGRADES (ALL ES)	$5,720,000
REPLACE INTERNAL CLOCK SYSTEMS (ALL ES)	$2,580,000

Updated cost estimates:

HIGH PRIORITY		MIDDLE SCHOOLS
Item	**Location**	**Cost**
Roof Replacement - MS	NAMS, Timber	$3,254,748
Mechanical Repair	NAMS, Cal, Mem	$3,584,970
ADA - Door Hardware	Cal, Mem, Timber	$555,651
Asbestos	Cal, NAMS	$2,389,946
ADA - Fixtures	Cal, Mem, NAMS	$147,393
ADA - Restrooms	Cal, Mem, NAMS, Timber	$238,081
Doors and Hardware	Cal, Mem, NAMS	$685,787
	Total	$10,856,576

Updated cost estimates:

MEDIUM PRIORITY		MIDDLE SCHOOLS
Item	**Location**	**Cost**
Envelope Improvements	Cal, Mem, NAMS, Timber	$1,530,027
Roof Repairs	Cal, Mem, Timber	$495,167
Window Replacement	Cal, Mem, NAMS	$2,146,448
Mechanical Repair	Timber	$2,947,042
ADA - Site	Cal, Mem, NAMS, Timber	$1,955,738
	Total	$9,074,421

Updated cost estimates:

LOW PRIORITY		MIDDLE SCHOOLS
Item	**Location**	**Cost**

Updated cost estimates:

HIGH PRIORITY		HIGH SCHOOLS
Item	**Location**	**Cost**
Mechanical Repair	WAHS, SAHS	$6,415,100
ADA - Door Hardware	SAHS, WAHS	$125,300
Asbestos	WAHS	$2,035,472
ADA - Fixtures	SAHS, WAHS	$139,749
ADA - Restrooms	AOS, SAHS, WAHS	$120,712
Doors and Hardware	AOS, SAHS, WAHS	$853,052
Track Resurfacing	WAHS	$1,000,000
	Total	$10,689,385

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Updated cost estimates:

MEDIUM PRIORITY		HIGH SCHOOLS
Item	**Location**	**Cost**
Envelope Improvements	SAHS	$882,281
Roof Replacement	SAHS	$289,052
Roof Repairs	SAHS	$2,371,546
Window Replacement	SAHS, WAHS	$1,024,785
ADA - Site	AOS, WAHS	$34,888
	Total	$4,602,552

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Updated cost estimates:

LOW PRIORITY		HIGH SCHOOLS
Item	Location	Cost

Bond Dollar Amounts:

SUMMARY OF STRUCTURING SCENARIOS

Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	$2.20 Levy		$2.25 Levy		$2.30 Levy		$2.35 Levy	
		New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Small Group Discussion:

Rank choices based on High, Medium and Low priorities

How does that change your plan with thinking of tiered choices?

Any Surprises?

45 Minutes

Wows and Wonders:

What were some observations?
Any Surprises?

NEXT WORKSHOP

June 2, 2026

Agenda:

- **Review Elementary, Middle, and High School Priorities**
- **Confirm Tiered choices for Long-range Facility Plan**
- **Review and make recommendations for Elementary Consolidation**

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 8

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

June 9, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

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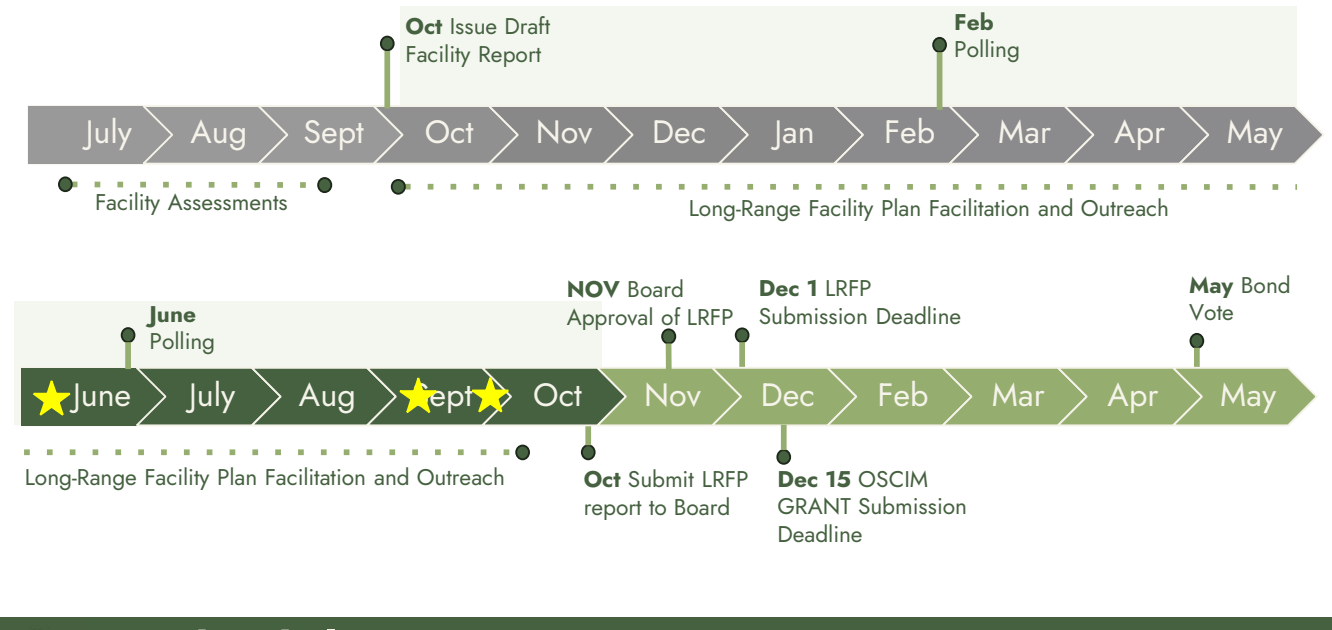
Agenda

- Welcome
- Schedule Review
- Consolidation Priorities and Policy
- Recap of workshop 7
- Test Fit review
  - SAHS test fit revised
  - WAHS test fit
  - Takena test fit

Break

- Group Exercise
  - High, Medium and Low priorities
  - Report Out
- Next Steps



Schedule

Committee Schedule

- **September 1 - Start at 6:00 PM –**
  - Review Polling Results
  - Modify Plan as needed
- **September 15 - Start at 6:00 PM**
  - Review finalized Long-Range Facility Plan
  - Final vote to recommend to the board
- **October 19 Long Range Plan w/** Bond-School recommendations presented to school board
- **November 16 - Board approval**

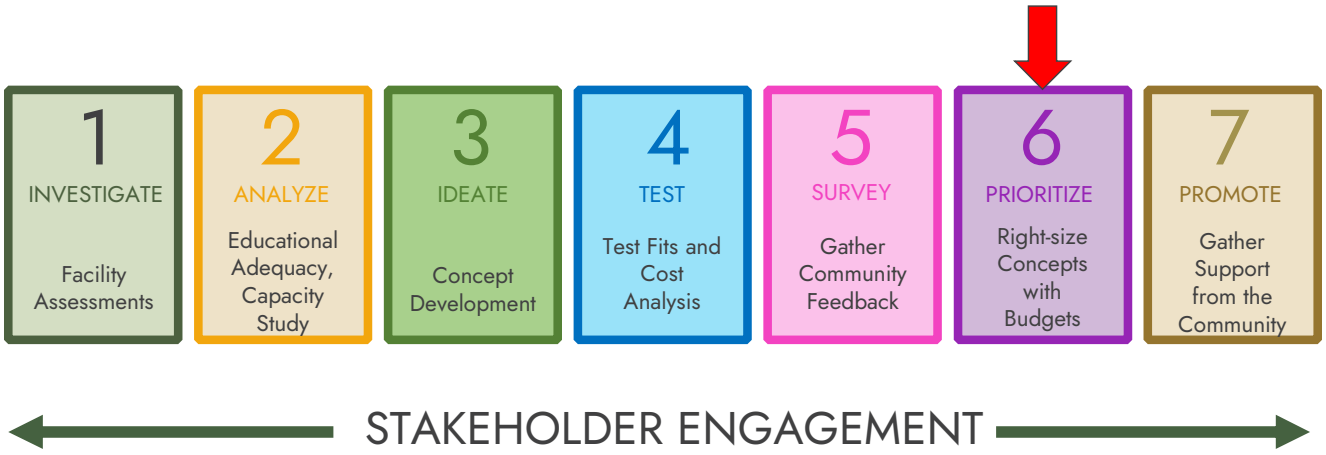
Committee Attendance

The District is committed that the entire committee finishes the work!

Please notify us if you can't attend a meeting, we will work with you to catch you up before the next meeting.

- **September 1 - Follow up meeting dates**
  - **September 3 (Thursday) - 8-9 am**
  - **September 4 (Friday) - 12-1 pm**
  - **September 8 (Tuesday) - 3:00-4:00 pm**
- **Email Chris Green (chris.green@albany.k12.or.us)**
  - **Please indicate all dates you are available**
  - **Chris will confirm date to attend**

How to get to a Long-Range Facility Plan



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Elementary School Consolidation/Bond Timeline

- April 2026 : LRFAC First Look & Share out
- May 2026: LRFAC further work
- May 18, 2026: Board Work Session - LRFAC update
- **Fall 2027: GAPS Board enacts recommendations**
- **May 2027: Bond Election**

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Board Policy - Potential Recommendation to Board

- **Policy FB - Facility Planning (current OSBA sample lettering/title)**
  - Long Range Facility Plan
    - Superintendent or designee review yearly with Board. Board will approve any changes.
    - Comprehensive committee review every five years beginning 2031-32.
  - Building Capacity Review
    - Superintendent or designee review yearly with Board. Board will approve any changes.
    - Comprehensive committee review every five years beginning 2027-28.
  - Policy or administrative regulation could include:
    - Triggers (building condition, project priority, building capacity, boundary updates, etc)
    - Review steps (timelines/process)
    - Language for committee

Elementary School Consolidation Process

High Priority

- Central ES moves to Takena ES
- North Albany ES

Low Priority

- Tangent ES
- Waverly ES

Recap Workshop 6: Elementary School Priorities Updates

ES Priority Ranking			Costs That Can be Omitted from Base Amount			
	Priority	Base Cost	Central High Priority	NAES High Priority	Tangent Low priority	Waverly Low Priority
Roof Replacement	H	$12,221,100	$1,803,618	-	-	$13,845
Replace Door Hardware	H	$1,528,490	$87,217	$102,660	$123,059	$156,512
Replace Windows	H	$8,400,000	$1,331,748	$354,274	$38,441	$576,634
ADA Doors and Hardware	H	$1,059,999	$44,526	$10,210	$277,631	$155,451
ADA Restrooms	H	$1,282,136	$640,674	$49,903	$91,485	$74,215
ADA Fixtures	H	$508,792	$49,762	$5,598	$59,291	$59,291
7 Classroom Addition at ES	H	$7,600,000	$7,600,000	-	-	-
Mechanical Repair	H	$8,032,146	-	$1,329,639	$599,801	$606,984
Secured Vestibule	H	$3,663,900	$366,390	$366,390	$366,390	$366,390
	Sub Total	**$44,296,561**	**$11,923,936**	**$2,218,673**	**$1,556,097**	**$2,009,322**
Replace Lighting and Controls	M	$4,868,905	$690,040	$386,416	$299,242	$282,867
Replace Intercom and Master Clocks	M	$2,722,215	$250,853	$137,648	$140,495	$193,655
Envelope Improvements	M	$4,559,565	$1,803,618	$190,387	$181,035	$248,105
Asbestos Removal	M	$1,951,911	-	$133,441	$464,710	$344,759
Add Cooling	M	$53,228,043	$5,538,784	$3,667,677	$3,743,549	$4,964,201
Site/Playground Irrigation	M	$6,851,943	$448,105	$200,686	$682,154	$303,541
ADA Site	M	$4,391,587	$165,208	$78,415	$331,052	$239,872
Roofing Repairs	M	$1,755,560	-	$693,134	-	$13,845
Modulars - Replace w/ Classrooms	M	$20,089,098	-	$7,049,025	-	$2,067,714
Covered Play Needed	M	$5,734,800	$1,433,700	-	$1,433,700	$1,433,700
Carpet Replacement ($150k ea)	M	$2,500,000	$150,000	$150,000	$150,000	$150,000
	Sub Total	**$108,653,627**	**$10,480,309**	**$12,686,828**	**$7,425,937**	**$10,242,260**
Separate Gym Space	L	$18,699,986	-	-	$9,349,993	-
Itinerant/Admin Offices	L	$2,521,063	-	-	$360,152	$360,152
Separate Health Room	L	$1,150,823	$191,804	-	-	-
New 500 Student Elementary School	L	$59,100,000	-	-	-	-
Acoustical Upgrades	L	$153,000	-	-	-	-
	Sub Total	**$81,624,872**	**$191,804**	**$0**	**$9,710,145**	**$360,152**
	Total	**$234,575,061**	**$22,596,048**	**$14,905,501**	**$18,692,179**	**$12,611,733**

Recap Workshop 7: MS and HS Priorities

MS/HS Priority Ranking			Costs Can be Omitted w/ HS Projects	
	Priority	Base Cost	SAHS Bldg 2, 3, 6	WAHS
Roof Replacement (NAMS, Timber)	H	$3,254,748	-	-
Mechanical Repair (all except Timber)	H	$4,078,666	$1,653,955	$1,430,676
Asbestos Removal	H	$2,389,946	-	-
Replace Door Hardware	H	$1,538,838	$39,825	$430,110
ADA Doors and Hardware	H	$680,951	-	$19,446
ADA Restrooms	H	$358,793	-	$2,715
ADA Fixtures	H	$287,143	-	$90,456
Demo Bldg 3 and Replace Bldg 6 SAHS	H	$33,900,000	-	-
PH 2 Core Classroom Replacement WAH	H	$61,300,000	-	-
Renovate Building 2 SAHS	H	$7,000,000	-	-
	Sub Total	**$114,789,085**	**$1,693,780**	**$1,973,403**
Envelope Improvements	M	$2,412,309	$355,188	-
Roofing Repairs	M	$638,506	-	-
Roof Replacement (SAHS)	M	$2,830,767	$756,259	-
Mechanical Repair (Timber only)	M	$2,947,042	-	-
Replace Windows	M	$3,171,233	$166,150	$269,088
Add Cooling	M	$49,394,211	$4,283,399	$9,207,000
Site/Playground Irrigation	M	$6,851,943	-	-
ADA Site	M	$4,391,587	-	$15,692
PH 2 Raised Media Ctr & Corridors WAHS	M	$4,200,000	-	-
PH 3 South Classrooms WAHS	M	$31,800,000	-	-
PH 3 Athletic Complex WAHS	M	$36,700,000	-	-
SAHS Pool Repairs	M	$6,300,000	-	-
	Sub Total	**$151,637,597**	**$5,560,996**	**$9,491,780**
Replace Lighting and Controls	L	$7,585,396	$613,644	$1,214,564
Replace Intercom and Master Clocks	L	$4,751,395	$273,814	$1,500,574
Modulars - Replace w/ Classrooms	L	$5,921,181	$191,804	-
Covered Play Needed	L	$4,779,000	-	-
Secured Vestibule	L	$3,297,510	$732,780	-
New Turf at Softball & Baseball Fields	L	$2,500,000	-	-
Pave Stadium Parking Lot WAHS	L	$500,000	-	-
	Sub Total	**$29,334,482**	**$1,812,043**	**$2,715,138**
	Total	**$295,761,164**	**$9,066,818**	**$14,180,321**

Wows and Wonders:

What were some observations?
Any Surprises?

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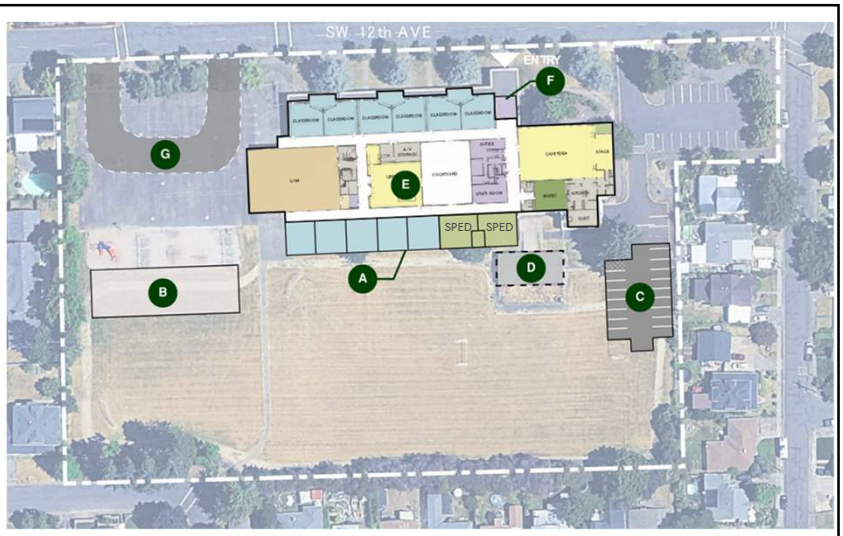
Takena Elementary Plans

High Priority- Short-Term Plan

7,500SF = $7.1M

A. Add 7 classrooms
B. Expand Playground
C. Expand Parking for staff
D. Remove modular classrooms
E. Replace roof
F. Secured vestibule
G. Add bus drop off



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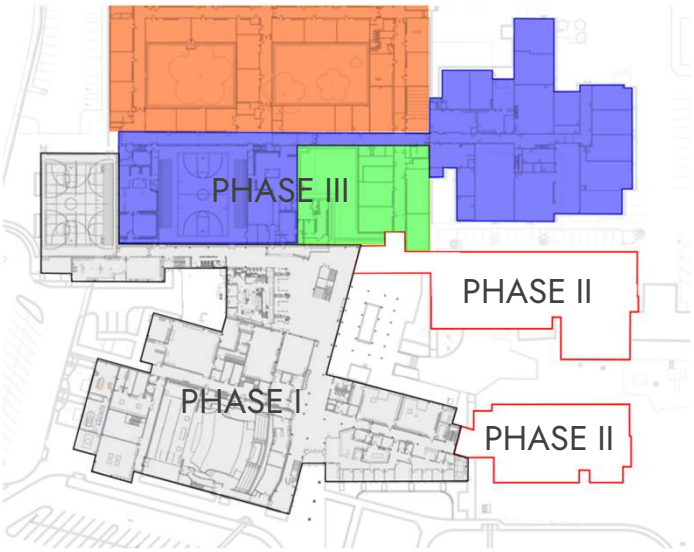
West Albany HS Phasing Plans

Phase II: 54,860 SF = $59.0M
- Education wing
- Media Center

Phase III: 45,600 SF = $36.7M
- CTE Shops and last Gen Ed
- Athletics

Legend

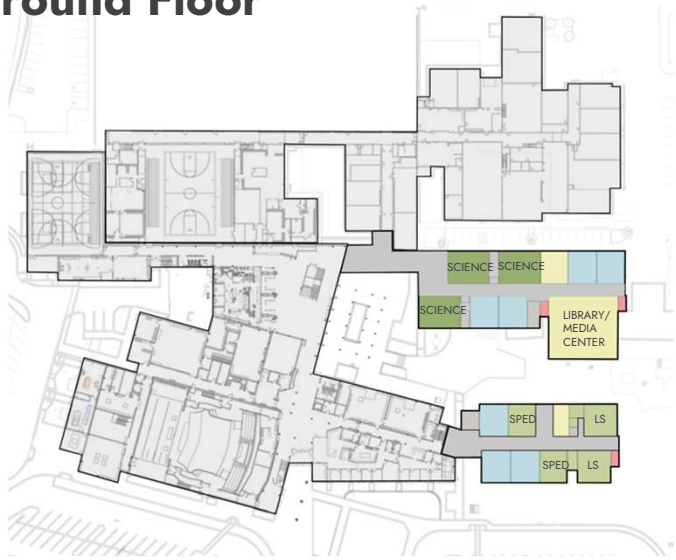
- Existing Phase I building to remain
- Demo Gym before Phase III begins. Maintain CTE wing till after after Phase III is complete;
- Demo building after Phase II is complete
- F Hall to remain for Phase II and demo for Phase III



West Albany HS Plans - Ground Floor

Short-Term Plan - Option A

Phase II: 54,860 SF = $61.3M
- Education wing
- Media Center
- Includes demo

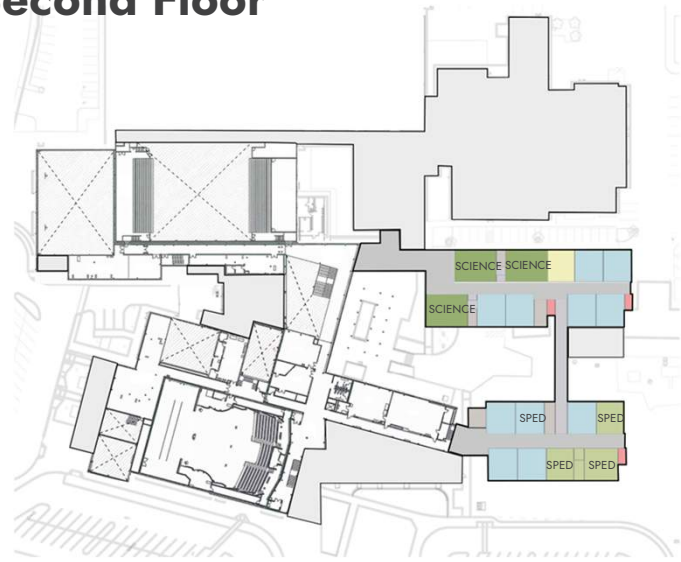


West Albany HS Plans - Second Floor

Short-Term Plan - Option A

Phase II: 54,860 SF = $61.3M

- Education wing
- Media Center
- Includes demo



LEGEND

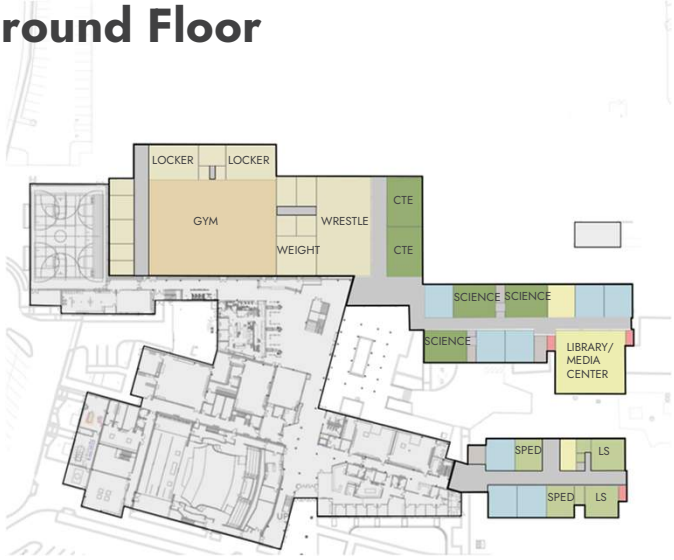
BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

West Albany HS Plans - Ground Floor

Long-Term Plan - Option A

Phase III: 45,600 SF = $36.7M

- Athletics and Competition Gym
- CTE Shops
- Added Gen Ed classrooms



LEGEND

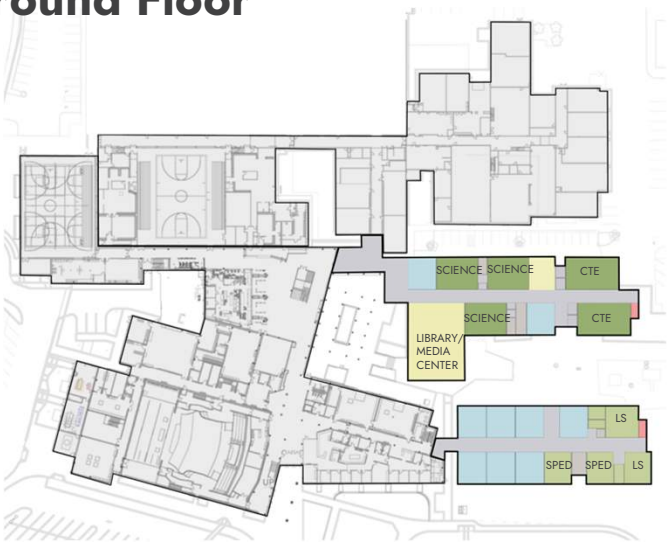
BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

West Albany HS Plans - Ground Floor

Short-Term Plan - Option B

Phase II: 65,280 SF = $72.5M

- Education wing
- Media Center
- CTE shops
- Includes demo



LEGEND

BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

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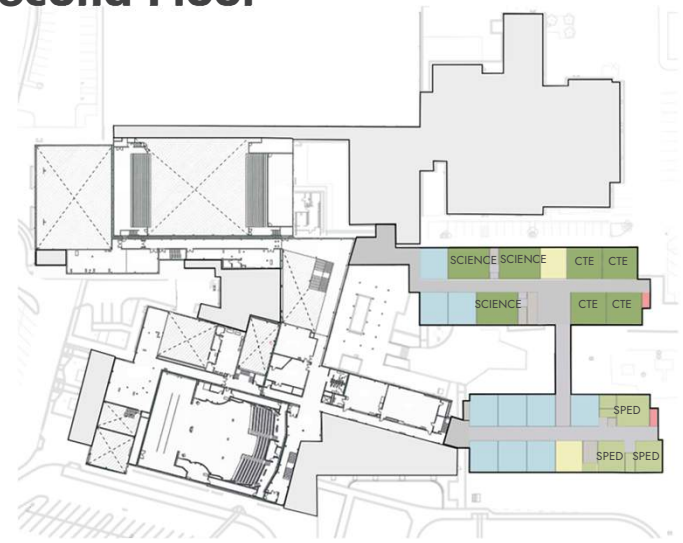
West Albany HS Plans - Second Floor

Short-Term Plan - Option B

Phase II: 65,280 SF = $72.5M

- Education wing
- Media Center
- CTE shops
- Includes demo



LEGEND

BACK OF HOUSE/MEP	CLASSROOM	ELECTIVES/SPECIALS
OTHER ATHLETICS	DISTRICT USE	SPECIAL ED. PROGRAMS
GYM/ATHLETICS	COMMONS	ADMINISTRATION

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West Albany HS Plans - Ground Floor

Long-Term Plan - Option B

Phase III: 35,100 SF = $28.3M

- Athletics and Competition Gym

LEGEND

BACK OF HOUSE/MEP | CLASSROOM | ELECTIVES/SPECIALS
OTHER ATHLETICS | DISTRICT USE | SPECIAL ED. PROGRAMS
GYM/ATHLETICS | COMMONS | ADMINISTRATION

South Albany HS Plans - Option A

High Priority

Phase I: 30,420 SF = $33.9M

- Administration
- Science and Math wing

Building 2 renovated to SPED and CTE/ART = $7M

- Will require relocating Admin and 5 classrooms

Administration
General Education Classrooms
Science/Electives
Renovate building after Phase Ia is complete
Demo building before Phase I
Demo building after Phase I

South Albany HS Plans - Option A

High Priority

Phase I: 30,420 SF = $33.9M

- Administration
- Science and Math wing

Building 2 renovated to SPED and CTE/ART = $7M

- Will require relocating Admin and 5 classrooms

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase I is complete
- Demo building before Phase I
- Demo building after Phase I

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South Albany HS Plans - Option A

High Priority

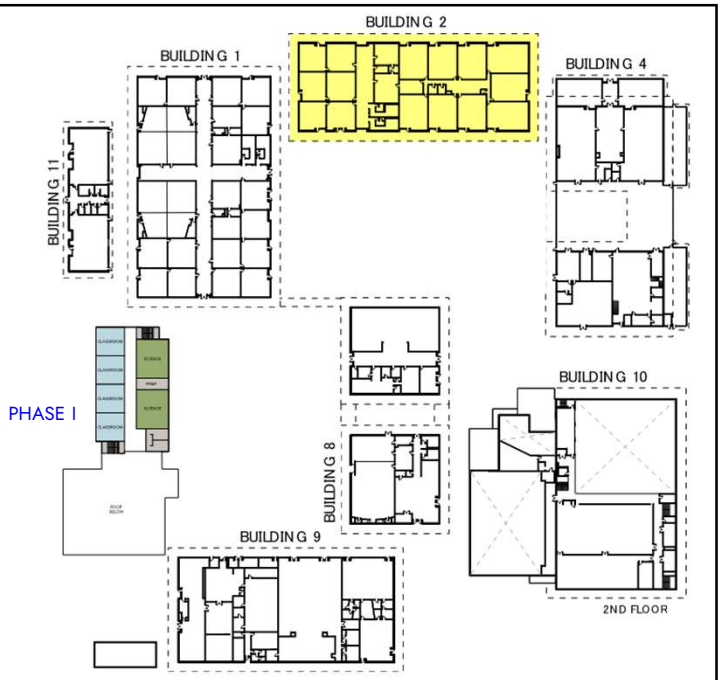
Phase I: 30,420 SF = $33.9M

- Administration
- Science and Math wing

Building 2 renovated to SPED and CTE/ART = $7M

- Will require relocating Admin and 5 classrooms

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I
- Demo building after Phase I



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South Albany HS Plans - Option B

High Priority

Phase I: 45,662 SF = $50.2M

- Administration
- Science and Math wing
- Connecting Library and Theater

Building 2 renovated to SPED and CTE/ART = $7M

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I

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South Albany HS Plans - Option B

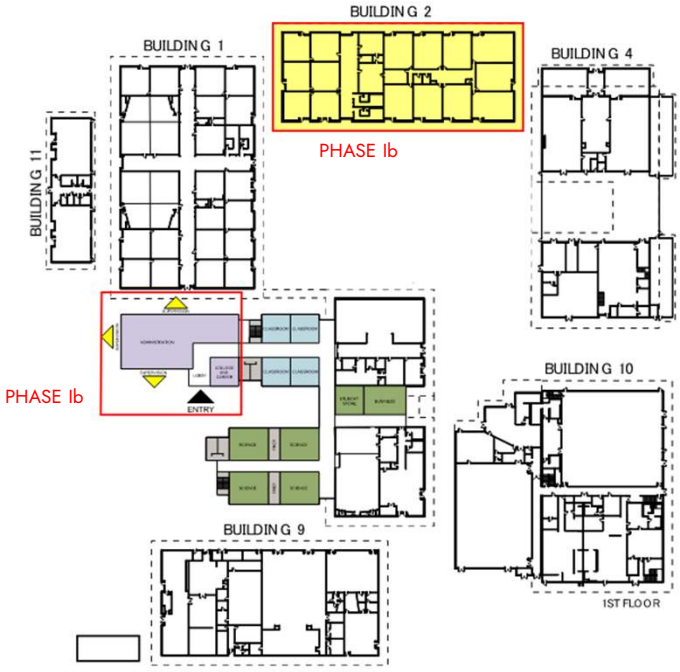
High Priority

Phase I: 45,662 SF = $50.2M

- Administration
- Science and Math wing
- Connecting Library and Theater

Building 2 renovated to SPED and CTE/ART = $7M

- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I



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South Albany HS Plans - Option B

High Priority

Phase I: 45,662 SF = $50.2M

- Administration
- Science and Math wing
- Connecting Library and Theater

Building 2 renovated to SPED and CTE/ART = $7M

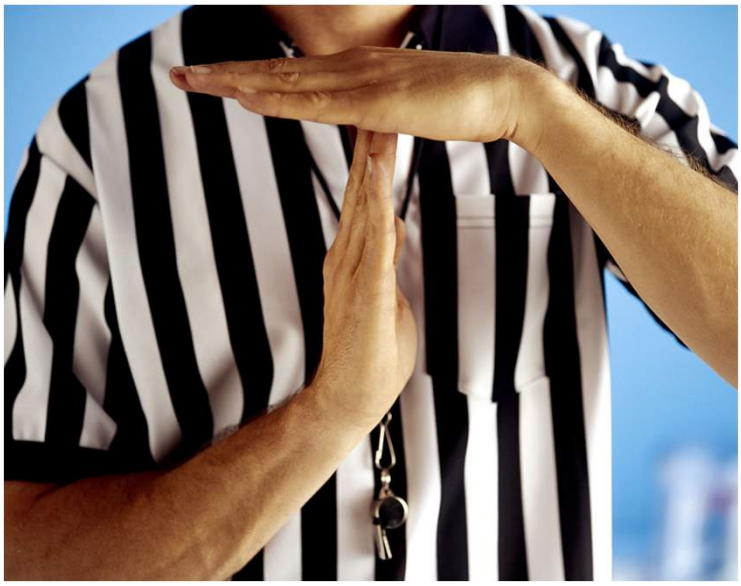
- Administration
- General Education Classrooms
- Science/Electives
- Renovate building after Phase Ia is complete
- Demo building before Phase I

Small Group Discussion:

Review Options - Select Your Preferred Option

Document and Report Out

5 Minute Break



Updated cost estimates:

High Priority Items - District Wide				Costs That Could be Omitted from Base Amount				Costs Can be Omitted w/ HS Projects	
		Priority	Base Cost	Central Costs High Priority	NAES Costs High Priority	Tangent Costs Low priority	Waverly Costs Low Priority	SAHS Bldg 2, 3, 6	WAHS
Roof Replacement	**Tak, Oak, SS, NAMS, Timber**	**H**	**$15,475,848**	$1,803,618	-	-	$13,845	-	-
Replace Windows	Wav, Laf, Sun	H	$8,400,000	$1,331,748	$354,274	$38,441	$576,634	-	-
Mechanical Repair	NAES, CES (t), NAMS, Cal, Mem, SAHS, WAHS	H	$11,923,405	-	$1,329,639	$599,801	$606,984	$1,653,955	$1,430,676
ADA Doors and Hardware	District Wide	H	$1,900,000	$44,526	$10,210	$277,631	$155,451	-	$19,446
ADA Restrooms	District Wide	H	$1,700,000	$640,674	$49,903	$91,485	$74,215	-	$2,715
ADA Fixtures	District Wide	H	$800,000	$49,762	$5,598	$59,291	$59,291	-	$90,456
Asbestos Removal	NAES Gym, CAL, NAMS, WAHS	H	$4,558,859	-	$133,441	-	-	-	-
7 Classroom Addition at ES	Tak	H	$7,600,000	-	-	-	-	-	-
Replace Door Hardware	District Wide	H	$1,528,490	$87,217	$102,660	$123,059	$156,512	$39,825	$430,110
Secured Vestibule	ES Only	H	$3,663,900	$366,390	$366,390	$366,390	$366,390	-	-
Demo Bldg 3 and Replace Bldg 6	SAHS	H	$33,900,000	-	-	-	-	-	-
PH 2 Core Classroom Replacement	WAHS	H	$61,300,000	-	-	-	-	-	-
Renovate Building 2 SAHS	SAHS	H	$7,000,000	-	-	-	-	-	-
Blacktop Replacements	**Various District Locs**	**H**	**$1,500,000**	-	-	-	-	-	-
Playground Repairs	**Various District Locs**	**H**	**$2,000,000**	-	-	-	-	-	-
Concreate Repairs	**Various District Locs**	**H**	**$200,000**	-	-	-	-	-	-
		Total	**$163,450,502**	$4,323,936	$2,352,114	$1,556,097	$2,009,322	$1,693,780	$1,973,403

Updated cost estimates:

Medium Priority Items - District Wide				Costs That Can be Omitted from Base Amount				Costs Can be Omitted w/ HS Projects	
		Priority	Base Cost	Central Costs High Priority	NAES Costs High Priority	Tangent Costs Low priority	Waverly Costs Low Priority	SAHS Bldg 2, 3, 6	WAHS
Envelope Improvements	Laf, Lib, NAES, SS, Sun, Wav, Cal, Mem, NAMS, Timber, SAHS	M	$6,971,874	$1,803,618	$190,387	$181,035	$248,105	$355,188	-
Roof Replacement	SAHS	M	$2,830,767	-	-	-	-	$756,259	-
Roofing Repairs	Lib, NAES, Per, Wav, Cal, Mem, Timber, SAHS	M	$3,006,424	-	$693,134	$516,199	$13,845	-	-
Window Replacement	NAES, Oak ,Per, SS, Tak, Cal, Mem, NAMS, AOS, WAHS	M	$4,849,818	-	$354,274	$38,441	$576,634	-	$269,088
Mechanical Repairs	Laf, Lib, Oak, Per, SS, Sun, Tak, Wav, Cal, Mem, NAMS	M	$10,081,372	-	-	-	$606,984	-	-
ADA Site	District Wide	M	$6,400,000	$165,208	$78,415	$331,052	$239,872	-	-
Asbestos Removal	Laf, Lib, SS, Sun	M	$1,951,911	-	$133,441	$464,710	$344,759	-	-
Add Cooling	District Wide	M	$102,622,254	$5,538,784	$3,667,677	$3,743,549	$4,964,201	$4,283,399	$9,207,000
Modulars - Replace w/ Classrooms (ES)	Lib, NAES, Oak, Sun, Tak, Wav	M	$20,089,098	-	$7,049,025	-	$2,067,714	-	-
Site/Playground Irrigation	District Wide	M	$16,089,020	$448,105	$200,686	$682,154	$303,541	-	-
Replace Lighting and Controls	District Wide	M	$13,144,341	$690,040	$386,416	$299,242	$282,867	$613,644	$1,214,564
Replace Intercom and Master Clocks	District Wide	M	$7,473,611	$250,853	$137,648	$140,495	$193,655	$273,814	$1,500,574
Covered Play Needed (ES)	Wav, Tak, Tan, Cen	M	$5,734,800	$1,433,700	-	$1,433,700	$1,433,700	-	-
Carpet Replacement ($150k ea)	District Wide - ES	M	$2,500,000	$150,000	$150,000	$150,000	$150,000	-	-
SAHS Pool Repairs	SAHS	M	$6,300,000	-	-	-	-	-	-
		Total	**$210,045,290**	$10,480,309	$13,041,102	$7,980,576	$11,425,878	$6,282,305	$12,191,226

Updated cost estimates:

Low Priority Items - District Wide				Costs That Can be Omitted from Base Amount				Costs Can be Omitted w/ HS Projects	
		Priority	Base Cost	Central Costs High Priority	NAES Costs High Priority	Tangent Costs Low priority	Waverly Costs Low Priority	SAHS Bldg 2, 3, 6	WAHS
Modulars - Replace w/ Classrooms (MS)		L	$5,921,181	-	-	-	-	-	-
Covered Play Needed (MS)		L	$4,779,000	-	-	-	-	-	-
Secured Vestibule (MS & HS)		L	$3,297,510	-	-	-	-	$732,780	-
PH 3 Athletic Complex + CTE Shops	WAHS	L	$36,700,000	-	-	-	-	-	-
New Turf at Softball & Baseball Fields		L	$2,500,000	-	-	-	-	-	-
Pave Stadium Parking Lot WAHS	WAHS	L	$500,000	-	-	-	-	-	-
Separate Gym Space		L	$18,699,986	-	$9,349,993	$9,349,993	-	-	-
Itinerant/Admin Offices		L	$2,521,063	-	-	$360,152	$360,152	-	-
Separate Health Room		L	$1,150,823	$191,804	-	-	-	-	-
New 500 Student Elementary School		L	$59,100,000	-	-	-	-	-	-
Acoustical Upgrades		L	$153,000	-	-	-	-	-	-
		Total	**$53,697,691**	$191,804	$9,349,993	$9,710,145	$360,152	$732,780	$0

Bond Dollar Amounts:

Max Par Amount Structure	$2.20 Levy	$2.25 Levy	$2.30 Levy	$2.35 Levy
Par Amount				
Current Interest Bonds	$ 136,595,000	$ 142,560,000	$ 148,510,000	$ 154,445,000
Deferred Interest Bonds	31,311,080	30,935,427	30,572,615	30,219,025
Total Par Amount	**$ 167,906,080**	**$ 173,495,427**	**$ 179,082,615**	**$ 184,664,025**
% Current Interest Bonds	81%	82%	83%	84%
% Deferred Interest Bonds	19%	18%	17%	16%
Dated Date	6/15/2027	6/15/2027	6/15/2027	6/15/2027
Final Maturity	6/15/2047	6/15/2047	6/15/2047	6/15/2047
Amortization Period	20 Years	20 Years	20 Years	20 Years

Projected Average Levy Rates*	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2025	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16	$ -	$ 2.16
2026-2027	2.17	-	2.17	-	2.17	-	2.17	-	2.17
2028-2037	1.12	1.09	2.20	1.14	2.25	1.19	2.30	1.24	2.35
2038-2047	-	2.20	2.20	2.25	2.25	2.30	2.30	2.35	2.35

Interest Estimates				
Cushion over Current Interest Rates	+2.00%	+2.00%	+2.00%	+2.00%
True Interest Cost (TIC)**	6.67%	6.66%	6.66%	6.65%
Total Interest	$198,986,487	$204,005,342	$209,020,311	$214,029,373
Total Interest as % of Par	119%	118%	117%	116%

Small Group Discussion:

Review the Priorities

Review the Costs

Are there any changes you would make?

45 Minutes

Wows and Wonders:

What were some observations?
Any Surprises?

NEXT WORKSHOP

September 1, 2026 – start at 6:00 PM

Agenda:

- Review Polling results
- Review if results affect tiered choices
- Confirm Tiered choices for Long-range Facility Plan
- Review and make recommendations for Elementary Consolidation

Greater Albany Public Schools

Long-Range Facility Advisory Committee – LRFAC Workshop 9

/sāj/ Architecture

GREATER ALBANY PUBLIC SCHOOLS

September 15, 2026

Bend and Portland, Oregon | saj-architecture.com

Welcome

Message from the Superintendent

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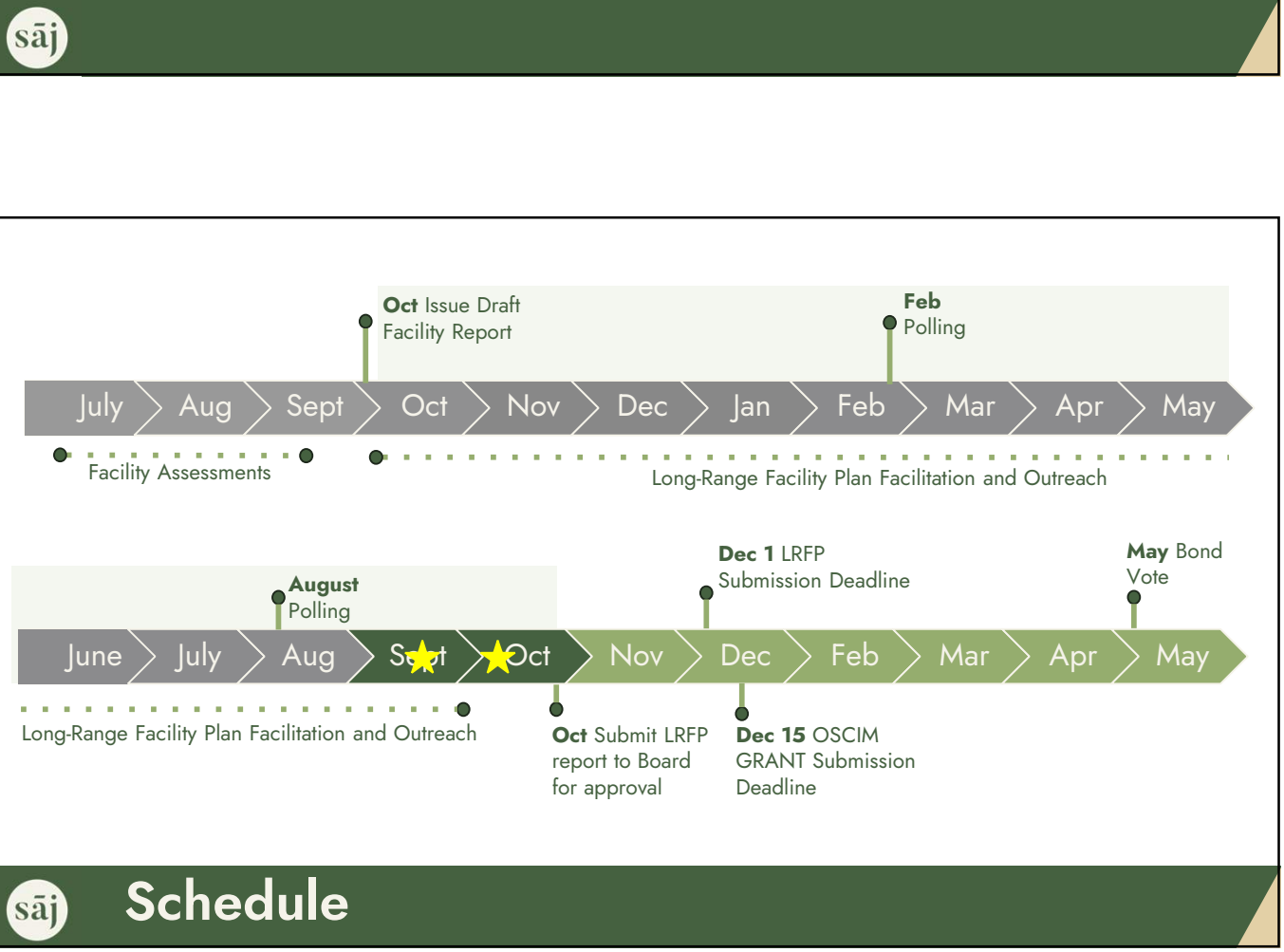
Three things we want to walk away with tonight

- **Review and recommend approval of the Facilities Planning Policy**
- **Review and recommend approval of the Long-Range Plan**
- **Recommend levy rate and what is in the package to go out for General Obligation bond.**



Schedule

Committee Schedule

- **October 6 - Start at 6:00 PM**
  - Review finalized Long-Range Facility Plan
  - Final vote to recommend to the board
- **October 19 Long Range Plan w/** Bond-School recommendations presented to school board **for approval**

How to get to a Long-Range Facility Plan

Elementary School Consolidation/Bond Timeline

- April 2026 : LRFAC First Look & Share out
- May 2026: LRFAC further work
- May 18, 2026: Board Work Session - LRFAC update
- **Fall 2026: GAPS Board enacts recommendations**
- **May 2027: Bond Election**

Board Policy - Potential Recommendation to Board

Long Range Facility Plan

The District will review the current Long Range Facility Plan (LRFP) and provide a yearly report to the Board. The report will include recommended changes to the LRFP and funding needs for budget planning. The Board will approve the recommended changes to the LRFP.

The District will update LRFP every five years with a superintendent committee beginning in the 2031-32 school year. The committee will analyze appropriate data to evaluate the district's facilities needs on a long-range basis to update the LRFP. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities. The District will present the updated LRFP to the Board for approval.

Board Policy - Potential Recommendation to Board

Building Capacity and School Attendance Boundaries

The District will monitor building capacity and school attendance boundaries by reviewing information including but not limited to; building and grade level enrollment, building capacity, building condition and instructional staff resource prioritization for potential building consolidation or school attendance boundary update. The District will provide a yearly building capacity report to the Board by June 30.

If building consolidation or school attendance boundary updates are needed, the District will make a recommendation with an implementation plan to the Board for approval. The implementation plan will include a detailed timeline with dates and information for parents and staff.

Elementary School Consolidation Considerations

If the policy is approved, schools will be considered for consolidation based on the following criteria:

- Building and grade level enrollment
- Building capacity
- Building condition
- Instructional staff resource prioritization

The Board would receive a school consolidation recommendation for approval by the June 30, 2027 board meeting that would include a detailed timeline with dates and information for parents and staff.

The Ask

Committee to put a stamp of approval to recommendation of the Policy

Recap Workshop 8: Draft Plan

Recap Workshop 8: Draft Plan

Takena Elementary $7.6 Million

- Addition of 7 classrooms
- Expand Playground
- Expand Parking for staff
- Add dedicated bus drop off
- Replace roof
- Remove Modulars
- Close Central Elementary

South Albany High School $40.9 Million

- Replace Building 6 by building 30,420 SF Education Building
  - Science, Math and administration
- Renovate Building 2 to support Career Technical Education (CTE), Art, and Special Education.
- Renovate Auditorium with new seating and new rigging. (if balanced budgets are requested)

sāj

Recap Workshop 8: Draft Plan

West Albany High School $61.3 Million

- Replace education space by building approximately 54,860 SF
- (2) Education wings
- New Media Center
- Demolish aging education portion of existing school

District-Wide Renovations $70 Million

- Repair/Upgrade mechanical systems
- Renovate/replace critical building envelope systems
  - Siding replacement
  - Window replacement
- Upgrade sites for Americans with Disabilities Act (ADA) compliance
- Improvements to safety and security systems
- Replacement of deteriorated paving

$179.8 Million

sāj

Updated cost estimates:

High Priority Items - District Wide				Costs That Could be Omitted from Base Amount				Costs Can be Omitted w/ HS Projects	
		Priority	Base Cost	Central Costs High Priority	NAES Costs High Priority	Tangent Costs Low priority	Waverly Costs Low Priority	SAHS Bldg 2, 3, 6	WAHS
Roof Replacement	**Tak, Oak, SS, NAMS, Timber**	**H**	**$15,475,848**	$1,803,618	-	-	$13,845	-	-
Replace Windows	Wav, Laf, Sun	H	$8,400,000	$1,331,748	$354,274	$38,441	$576,634	-	-
Mechanical Repair	NAES, CES (t), NAMS, Cal, Mem, SAHS, WAHS	H	$11,923,405	-	$1,329,639	$599,801	$606,984	$1,653,955	$1,430,676
ADA Doors and Hardware	District Wide	H	$1,900,000	$44,526	$10,210	$277,631	$155,451	-	$19,446
ADA Restrooms	District Wide	H	$1,700,000	$640,674	$49,903	$91,485	$74,215	-	$2,715
ADA Fixtures	District Wide	H	$800,000	$49,762	$5,598	$59,291	$59,291	-	$90,456
Asbestos Removal	NAES Gym, CAL, NAMS, WAHS	H	$4,558,859	-	$133,441	-	-	-	-
7 Classroom Addition at ES	Tak	H	$7,600,000	-	-	-	-	-	-
Replace Door Hardware	District Wide	H	$1,528,490	$87,217	$102,660	$123,059	$156,512	$39,825	$430,110
Secured Vestibule	ES Only	H	$3,663,900	$366,390	$366,390	$366,390	$366,390	-	-
Demo Bldg 3 and Replace Bldg 6	SAHS	H	$33,900,000	-	-	-	-	-	-
PH 2 Core Classroom Replacement	WAHS	H	$61,300,000	-	-	-	-	-	-
Renovate Building 2 SAHS	SAHS	H	$7,000,000	-	-	-	-	-	-
Blacktop Replacements	**Various District Locs**	**H**	**$1,500,000**	-	-	-	-	-	-
Playground Repairs	**Various District Locs**	**H**	**$2,000,000**	-	-	-	-	-	-
Concreate Repairs	**Various District Locs**	**H**	**$200,000**	-	-	-	-	-	-
		Total	**$163,450,502**	$4,323,936	$2,352,114	$1,556,097	$2,009,322	$1,693,780	$1,973,403

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Roof Replacement	SAHS	M	$2,830,767	-	-	-	-	$756,259	-
Roofing Repairs	Lib, NAES, Per, Wav, Cal, Mem, Timber, SAHS	M	$3,006,424	-	$693,134	$516,199	$13,845	-	-
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Mechanical Repairs	Laf, Lib, Oak, Per, SS, Sun, Tak, Wav, Cal, Mem, NAMS	M	$10,081,372	-	-	-	$606,984	-	-
ADA Site	District Wide	M	$6,400,000	$165,208	$78,415	$331,052	$239,872	-	-
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Add Cooling	District Wide	M	$102,622,254	$5,538,784	$3,667,677	$3,743,549	$4,964,201	$4,283,399	$9,207,000
Modulars - Replace w/ Classrooms (ES)	Lib, NAES, Oak, Sun, Tak, Wav	M	$20,089,098	-	$7,049,025	-	$2,067,714	-	-
Site/Playground Irrigation	District Wide	M	$16,089,020	$448,105	$200,686	$682,154	$303,541	-	-
Replace Lighting and Controls	District Wide	M	$13,144,341	$690,040	$386,416	$299,242	$282,867	$613,644	$1,214,564
Replace Intercom and Master Clocks	District Wide	M	$7,473,611	$250,853	$137,648	$140,495	$193,655	$273,814	$1,500,574
Covered Play Needed (ES)	Wav, Tak, Tan, Cen	M	$5,734,800	$1,433,700	-	$1,433,700	$1,433,700	-	-
Carpet Replacement ($150k ea)	District Wide - ES	M	$2,500,000	$150,000	$150,000	$150,000	$150,000	-	-
SAHS Pool Repairs	SAHS	M	$6,300,000	-	-	-	-	-	-
		Total	**$210,045,290**	$10,480,309	$13,041,102	$7,980,576	$11,425,878	$6,282,305	$12,191,226

Updated cost estimates:

Low Priority Items - District Wide				Costs That Can be Omitted from Base Amount				Costs Can be Omitted w/ HS Projects	
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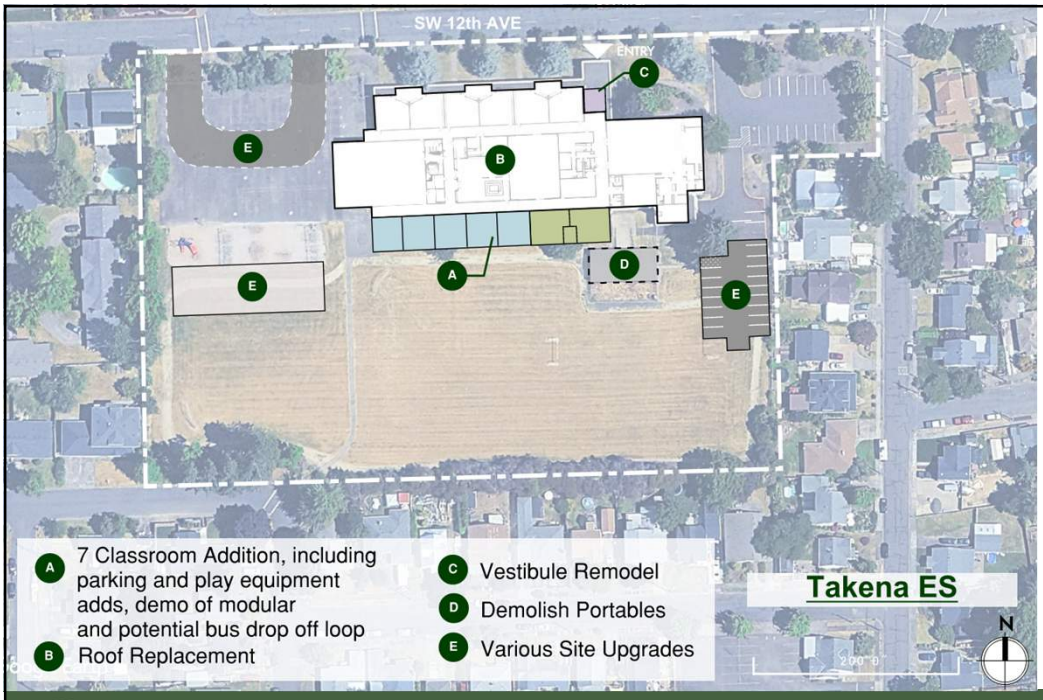
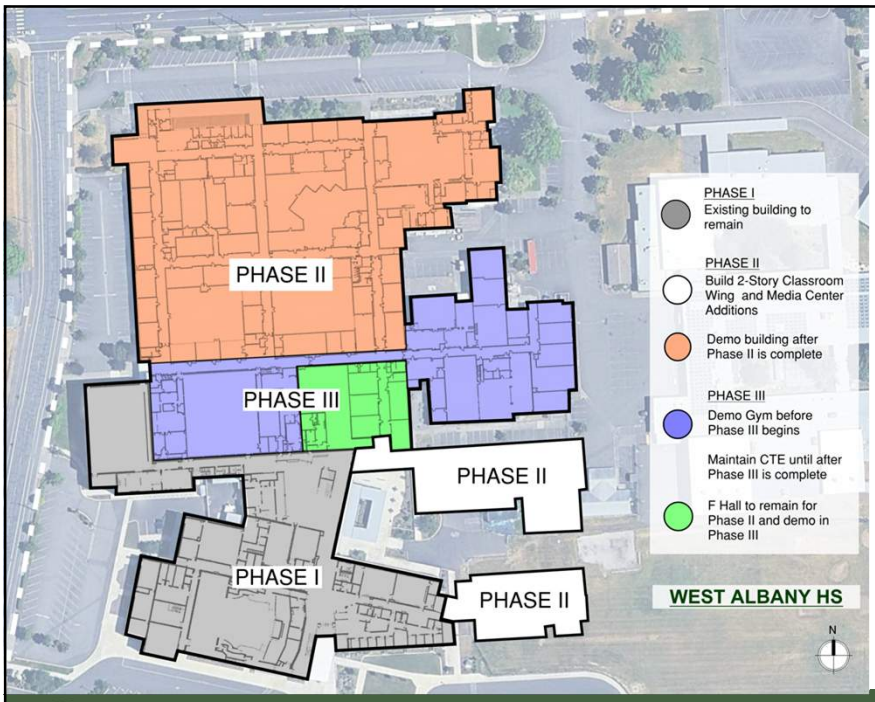
Modulars - Replace w/ Classrooms (MS)		L	$5,921,181	-	-	-	-	-	-
Covered Play Needed (MS)		L	$4,779,000	-	-	-	-	-	-
Secured Vestibule (MS & HS)		L	$3,297,510	-	-	-	-	$732,780	-
PH 3 Athletic Complex + CTE Shops	WAHS	L	$36,700,000	-	-	-	-	-	-
New Turf at Softball & Baseball Fields		L	$2,500,000	-	-	-	-	-	-
Pave Stadium Parking Lot WAHS	WAHS	L	$500,000	-	-	-	-	-	-
Separate Gym Space		L	$18,699,986	-	$9,349,993	$9,349,993	-	-	-
Itinerant/Admin Offices		L	$2,521,063	-	-	$360,152	$360,152	-	-
Separate Health Room		L	$1,150,823	$191,804	-	-	-	-	-
New 500 Student Elementary School		L	$59,100,000	-	-	-	-	-	-
Acoustical Upgrades		L	$153,000	-	-	-	-	-	-
		Total	$53,697,691	$191,804	$9,349,993	$9,710,145	$360,152	$732,780	$0



Short-Term Plan
Add 7,500SF = $7.6M

Takena Elementary Plans



Phase II: 54,860 SF = $61.3M
- Education wing
- Media Center

Phase III: 45,600 SF = $36.7M
- CTE Shops and last Gen Ed
- Athletics

Student Capacity
Phase I remaining: 1,085
Phase II new: 800
Total: 1,885 students

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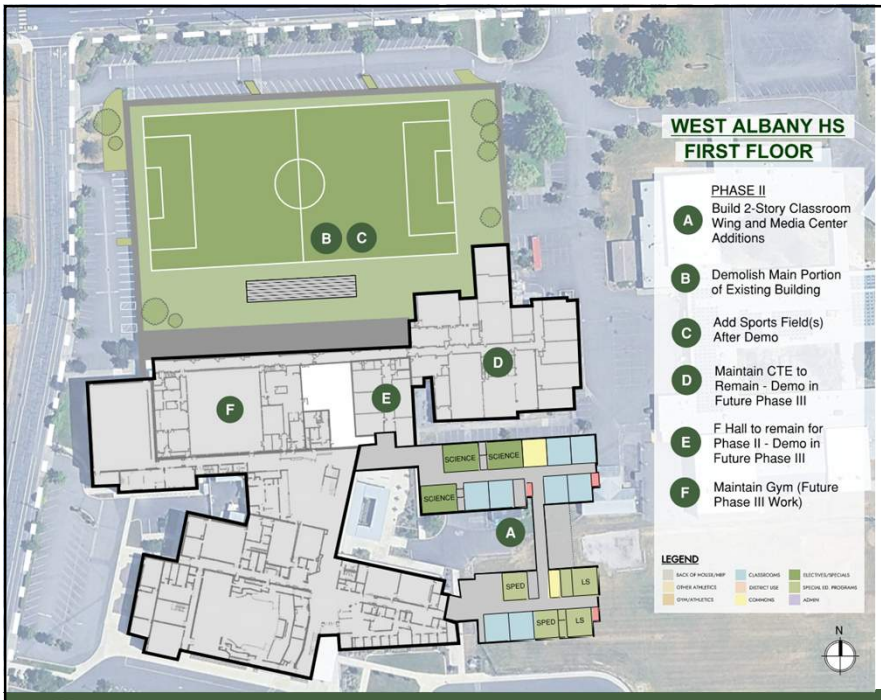

Phase II: 54,860 SF = $61.3M
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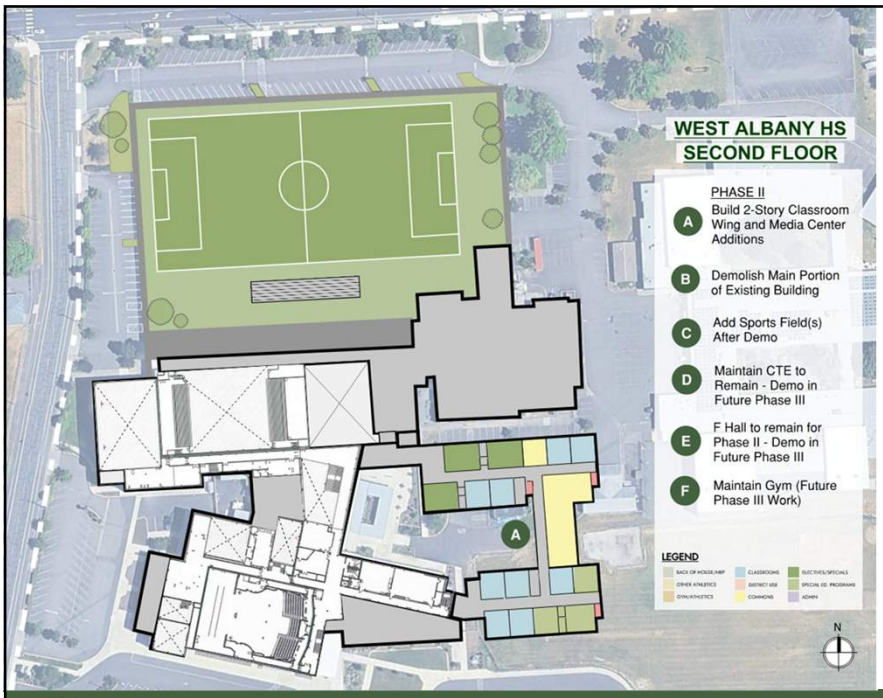
- CTE Shops and last Gen Ed
- Athletics

(Cost to add sports field not included above)

sāj West Albany HS Phase II Ground Floor



Phase II: 54,860 SF = $61.3M
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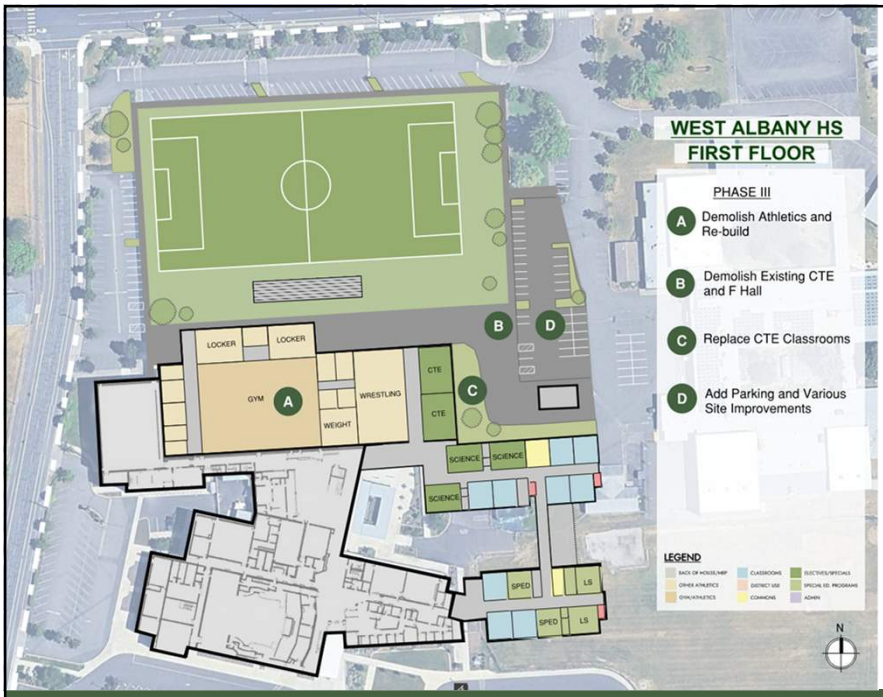
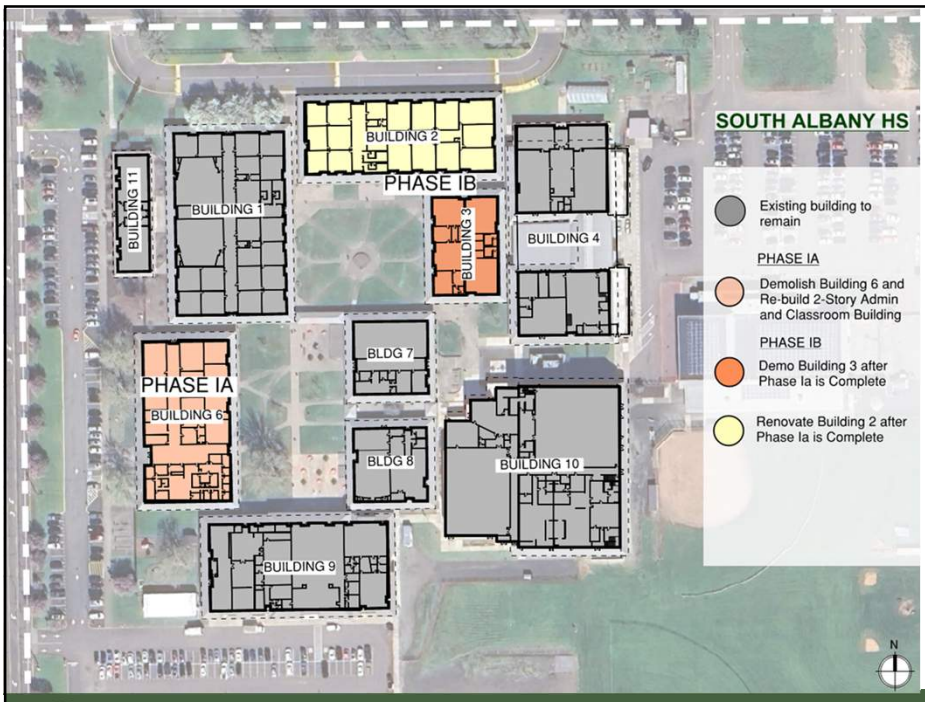
sāj West Albany HS Phase II Second Floor



Phase II: 54,860 SF = $61.3M
- Education wing
- Media Center

Phase III: 45,600 SF = $36.7M
- CTE Shops and last Gen Ed
- Athletics

sāj West Albany HS Phase III

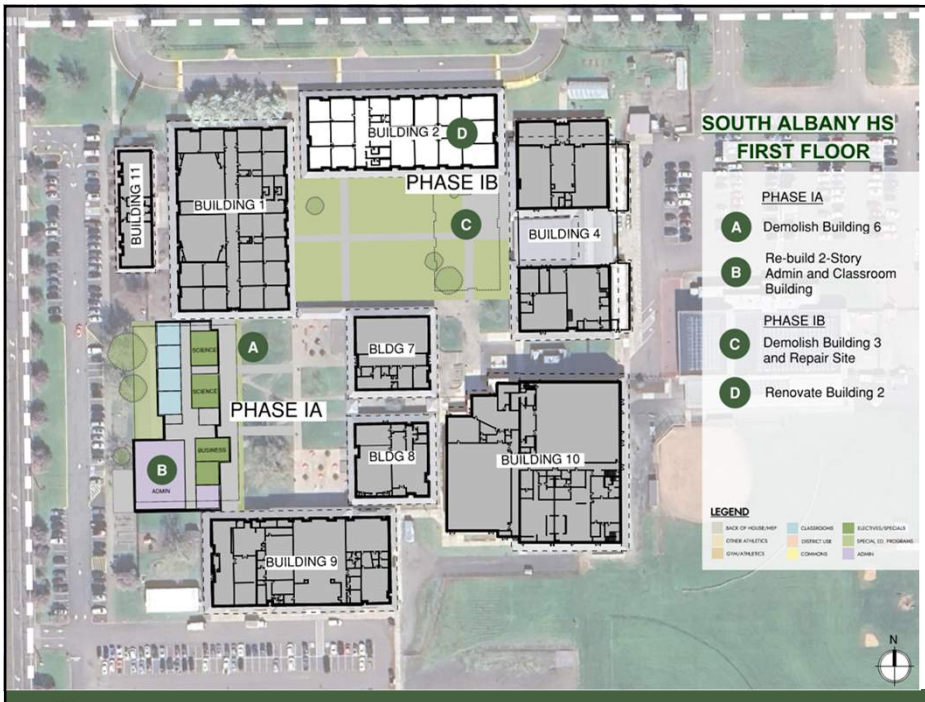


Phase I: 30,420 SF = $33.9M
- Administration
- Science and Math wing
- Building 2 renovated to SPED and CTE/ART = $7M
- Will require relocating Admin

TOTAL: $40.9 Million

Option to upgrade Theater rigging and seating:
Seating replacement: $133,500
Rigging replacement: $136,700

South Albany HS Plans



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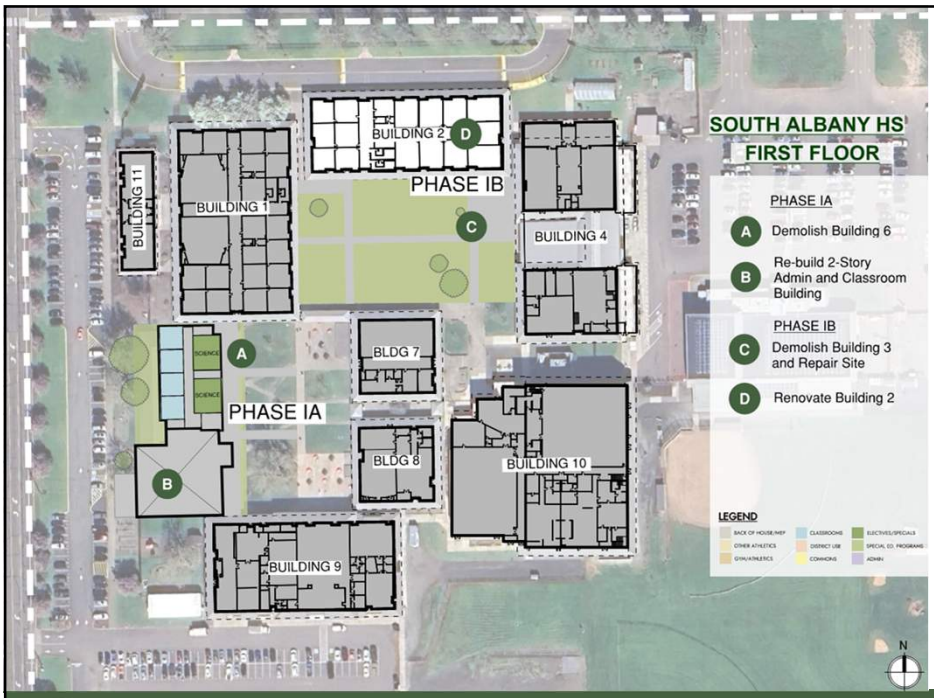
South Albany HS Plans – Ground Floor



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TOTAL: $40.9 Million

South Albany HS Plans – Second Floor

District-Wide Study between May, June, and September 2025

- Great data for staff to further explore
- Measurements taken on weekdays until mid-afternoon 7 am - 4 pm
- 63 occupied days measured for each of 14 schools
- Which schools cool down the most overnight (flushing)
- Which schools stay the hottest throughout the day
- Hours per occupied day above 80 Degrees
- How fast does the school heat up during the day

Cooling Study

Which buildings get too hot during the school day

Fourteen school buildings, ranked using recorded room temperatures from May, June and September 2025 — months when school is in session. This report is mainly focusing on data between 7 am and 4 pm, the occupied hours of the building.

1 May – 30 June and 1–30 September 2025 14 buildings
Weekdays 07:00–16:00 63 school days each 80 °F threshold

1 Act first		2 Strong case		3 Weak or no case	
SSES	234	TKES	159	WAHS, CPMS	97–100
OAES	229	TNES	137	SRES, LFES	76–82
		LBES	118	NAMS, MMMS	35–46
				WVES, PWES, FMES	8–23

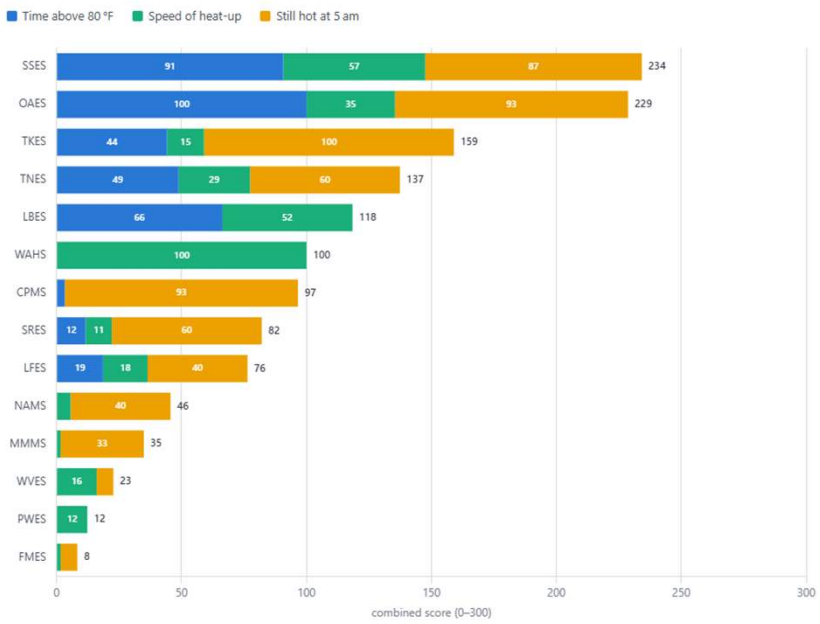
LEGEND:

TNES: Tangent
TKES: Takena
CEES: Central
SRES: Sunrise
LFES: Lafayette
SSES: South Shore
LBES: Liberty
OAES: Oak
OGES: Oak Grove
WVES: Waverly
PWES: Periwinkle
FMES: Fairmont
MRES: Meadow
CPMS: Calapooia
NAMS: North Albany
MMMS: Memorial
TBRS: Timber
WAHS: West
SAHS: South

sāj Cooling Study

Combined occupied-hours priority score

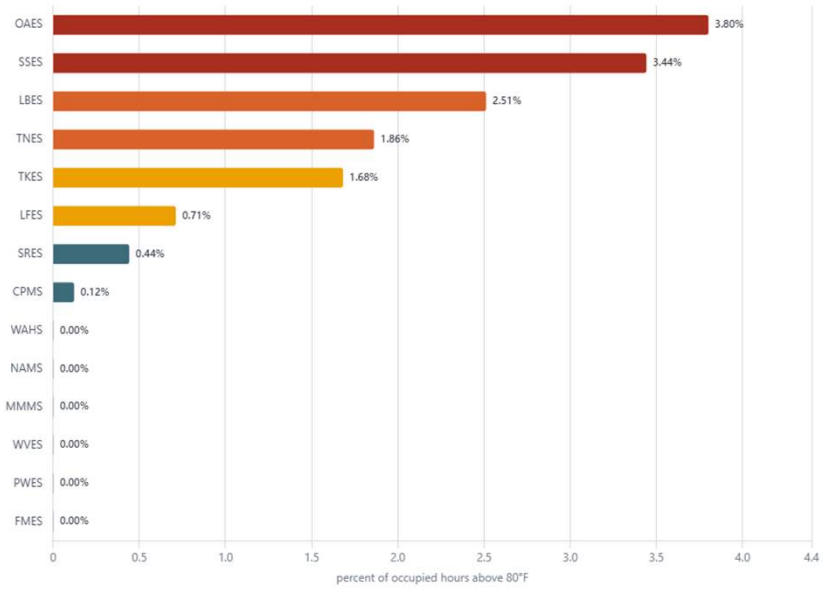
Three measurements, each scaled so the worst building on that measure sits at 100 and the best at 0, then added together for a score out of 300: time above 80 °F per school day, how fast the space climbs, and how often it is still above 75 °F at 5 am. The number inside each segment is that measure's score, and the number at the end of the bar is the total.



Score out of 300. Higher means greater demonstrated need during the school day.

sāj Cooling Study

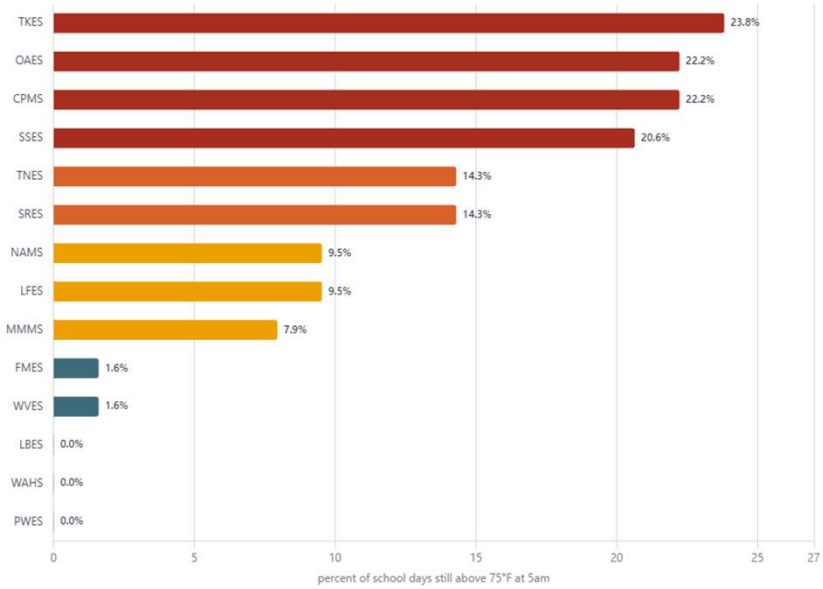
Percent of time above 80 Degrees during working day



Cooling Study

Percent of weekdays still above 75 degrees at 5 am.

Buildings not cooling off at night.

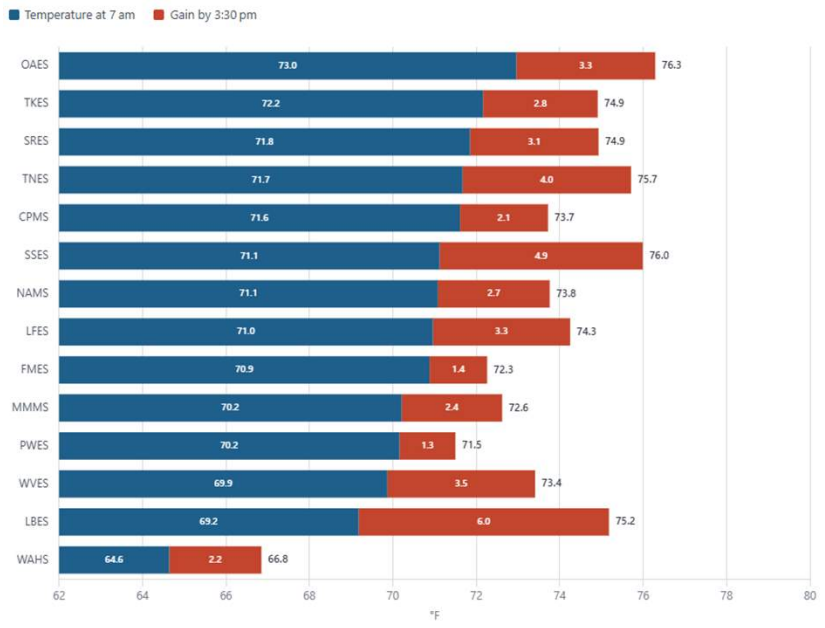


Cooling Study

Temperature at 7:00 am

Temperature gain by 3:30 pm

Average temperatures throughout the weekday

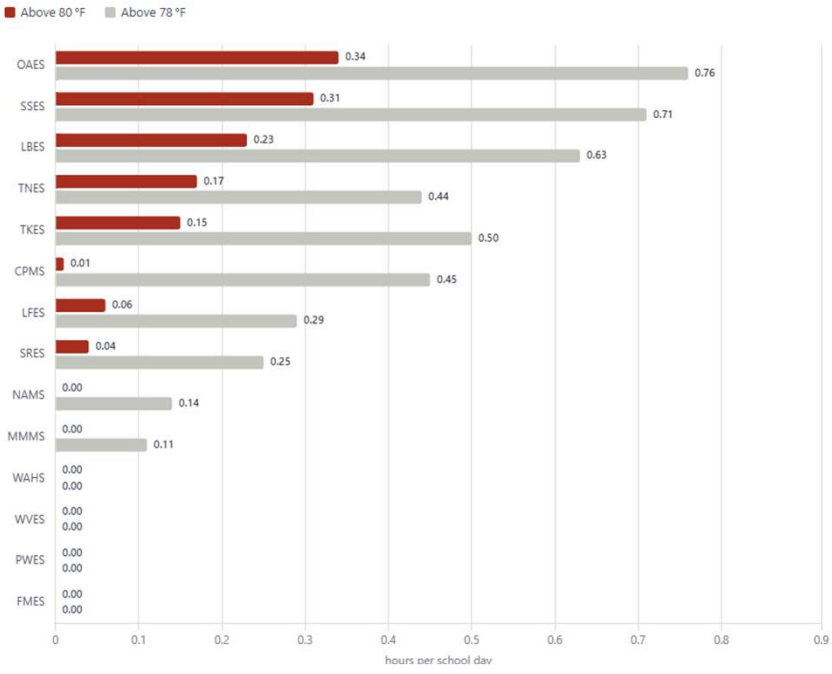


sāj Cooling Study

Hours above 80 degrees

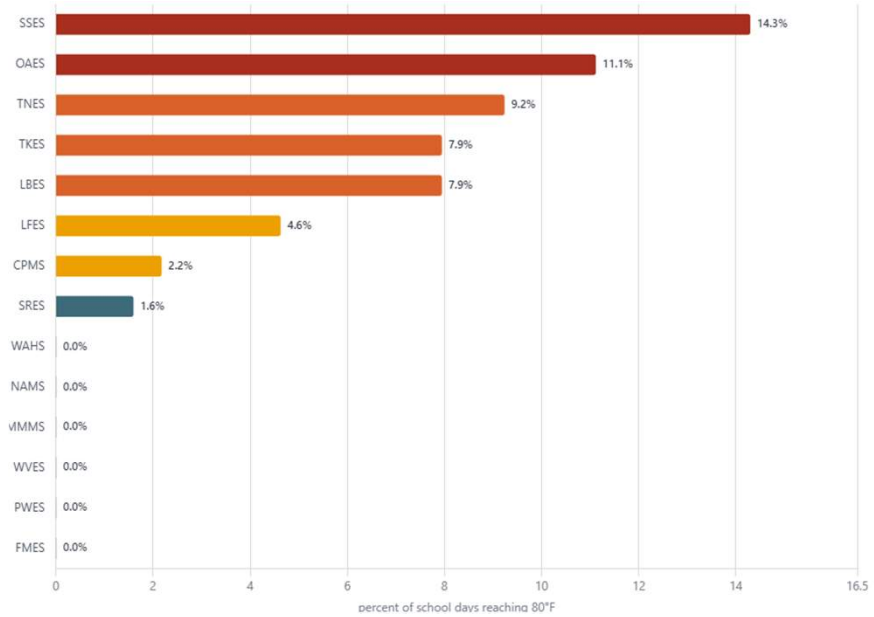
Hours above 78 degrees

Hours per occupied day at temperature



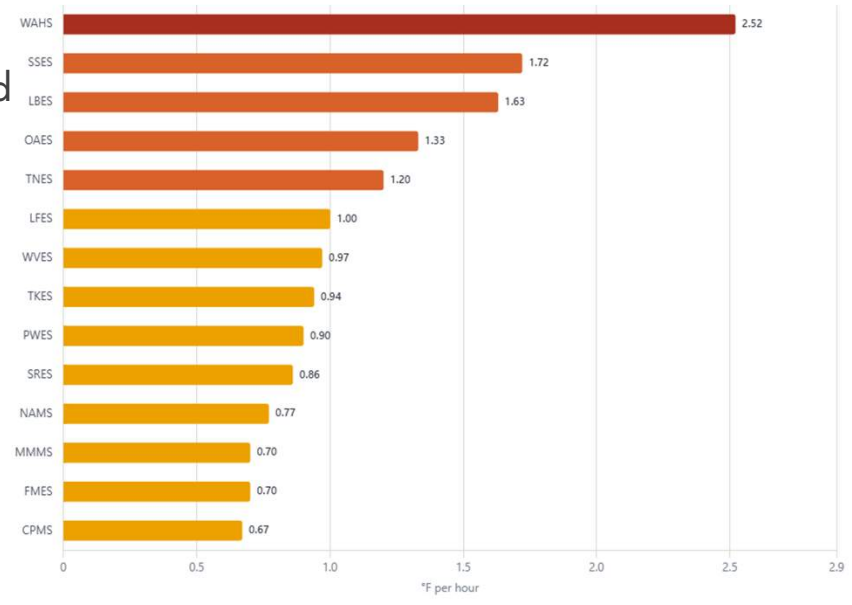
sāj Cooling Study

Share of school days reaching 80 degrees



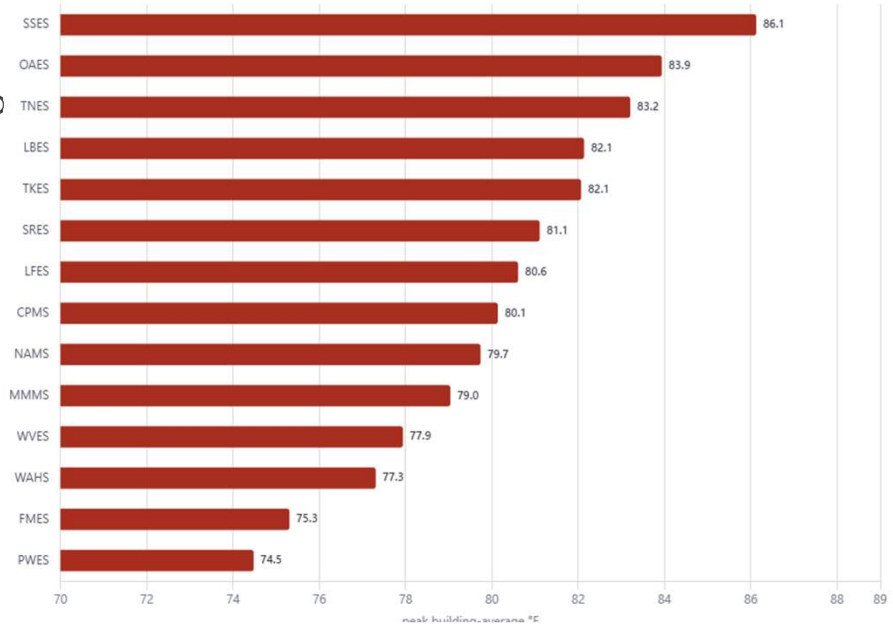
sāj Cooling Study

Degrees per hour the temperature increased



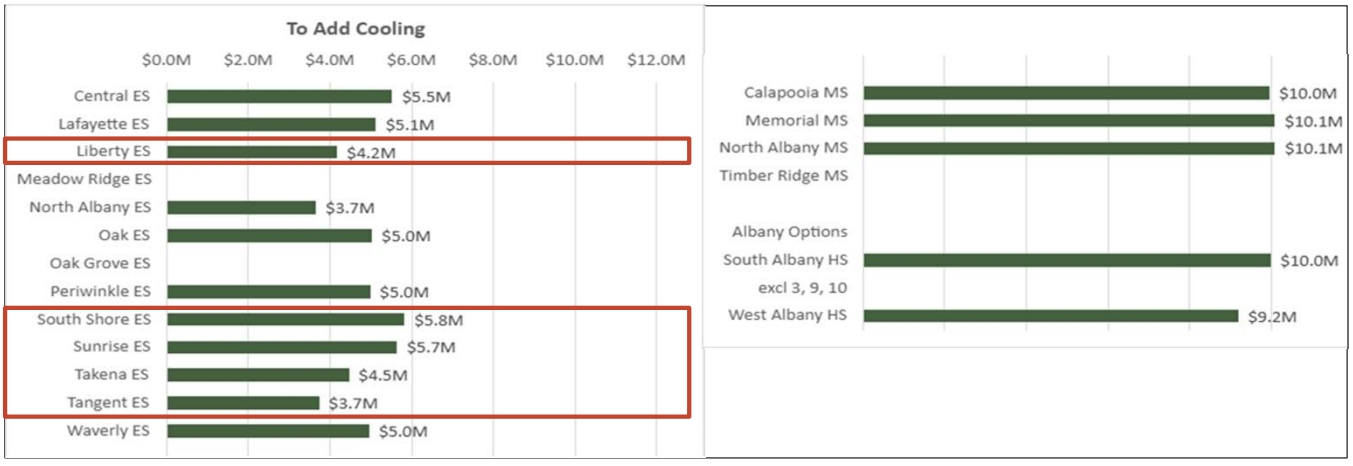
sāj Cooling Study

Peak degrees weekdays 7:00 am to 4:00 pm



Cooling Study

Highest needs schools based on report (excluding Central)



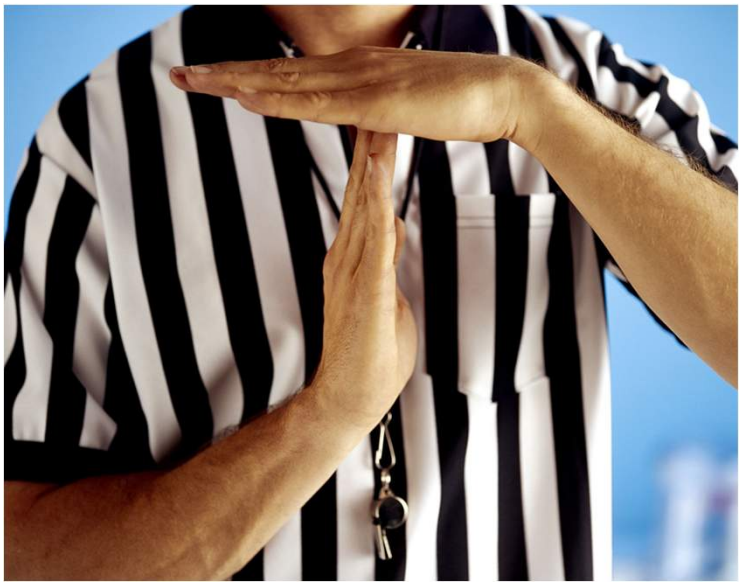
Cooling Costs

Wows and Wonders:

What were some observations?
Any Surprises?

Polling Results

5 Minute Break



Small Group Discussion:

Review the polling results and cooling report

Review the draft plan

Are there any changes you would make?

Report Out

45 Minutes

Wows and Wonders:

What were some observations?
Any Surprises?

NEXT WORKSHOP

October 6, 2026 – start at 6:00 PM

Agenda:

- Review Long-range Facility Plan
- Review and finalize recommendations for Elementary Consolidation for Board approval
- Select representatives from Committee to present to the board

APPENDIX B: EDUCATIONAL ADEQUACY BY FACILITY

Central Elementary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**62.4**
1	**Acoustic Educational Adequacy Standard**	**5.0**
A	Instructional Activity occurs without acoustical interference	
	No, music is directly above Albany Online, no insulation	5
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	No, especially from music	5
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Ventilators are noisy	5
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Typically leave the lights off, don't like fluorescents	5
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	glare and heat gain	
	Yes, but often its not enough	10
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Ye, but large windows help	15
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	East and west classrooms and gym get hot.	5
B	Classrooms do not get excessively during the cold season	
	Yes	15
5	**School Capacity Educational Adequacy Standard**	**10.6**
A	No portables are being used for instruction	
		15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	No separate spaces, no program at school.	0
D	lunch periods does the school currently accommodate?	
	Yes, but space is noisy.	10
E	The school has an adequate amount of adminsitrative offices	
	No, health is located in a hallway	5
F	Student Services are adequately sized for the student population	
	Yes, students use counselors office, no other dedicated space	10
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes, but the space gets warm	15
H	The Music Room is adequately sized	

	Yes	0
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	wood floor.	5
N	The school has adequate space for whole-child wellness services	
	Yes, but there is no dedicated space for outside District staff,	10
6	**Curriculum Support**	**8.8**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Size is okay, but difficult to supervise.	10
C	Students have access to outdoor learning opportunities	
	Yes	5
D	The Music Room is adequately supported	
	Yes	0
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Yes, use the library, but space gets warm	10
G	Educators have adequate space for planning	
	Plan in classrooms.	10
7	**Safety and Security**	**11.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	area is difficult to supervise	15
E	without checking in	
	No vestibule, do not have cameras at doors	5
F	Bus parking and parent drop off are separate	
	Yes	15
G	Staff parking is adequate and well lit	
	Parking is not big enough	5
8	**Other Notes**	
	Heat is a major issue, too warm.	
	Need to replace windows	
	Cafeteria noise needs to be addressed	

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**67.1**
1	**Acoustic Educational Adequacy Standard**	**13.3**
A	Instructional Activity occurs without acoustical interference	10
	Cafeteria and gym have noise issues, classrooms otherwise ok.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	15
	Typically ok at classrooms.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	15
	No negative impact.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	Yes, but differences in bulb color, flickering, etc.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes.	
C	Light fixtures do not produce glare or block lines of sight	10
	Lack ability to dim, some flicker and cause issues with students and teachers.	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	15
	Yes, all have one or the other.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	10
	Yes, but there are some fixtures that don't work as well.	
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	No cooling in classrooms, use FACT building for cooling center if needed.	
B	Classrooms do not get excessively during the cold season	15
	Classrooms stay warm.	
5	**School Capacity Educational Adequacy Standard**	**7.8**
A	No portables are being used for instruction	0
	No	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	10
	Yes, but where staffing has been cut, classrooms are full/tight.	
C	School has enough classrooms for special needs instruction	5
	Spaces being used are not adequate for the use, do not have classrooms for this use (i.e. w/ restroom, large enough, etc.)	

D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	5
	2 lunch periods, does not have adequate space for circulation	
E	The school has an adequate amount of adminsitrative offices	10
	Technically yes, but spaces are inefficiently organized.	
F	Student Services are adequately sized for the student population	5
	No, no dedicated space for 'cirisis' situations, no private space for parent/student.	
G	The Media Center/ Library is adequately sized for the student population at the school	15
	Yes, but where staffing has been cut, classrooms are full/tight.	
H	The Music Room is adequately sized	0
	n/a	
I	The Performing Arts spaces are adequately sized	0
	n/a	
J	The Art Room and its supporting spaces are adequately sized	10
	Using traditional classroom, has sink.	
K	Science rooms and Science Prep are adequately sized	0
	The rooms are adequately sized	
L	CTE Labs and classrooms are adequately sized	0
	n/a	
M	The Gymnasium and supporting spaces are adequately sized	5
	No, cannot fit all students at one time for assemblies.	
N	The school has adequate space for whole-child wellness services	5
	No, could use private space.	
6	**Curriculum Support**	**10.0**
A	Adequate support is provided for STEAM/CTE programs	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	10
	Yes, but conditions are rough and not all areas are supervisable.	
C	Students have access to outdoor learning opportunities	15
	n/a	
D	The Music Room is adequately supported	0
	n/a	
E	The Science Room(s) are adequately supported	0
	n/a	
F	Educators have adequate space for professional development. Where does it occur?	10
	Use FACT building commons, but no sound on TV.	
G	Educators have adequate space for planning	5
	No prep spaces.	
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	0
	No	
B	This school promotes "safe routes to school"	0
	No	
C	Play areas are adequately fenced	15
	Yes	
D	There is adequate visibility for proper supervision during instruction and/or play	5
	Areas of playfields are unsupervisible.	

E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	5
	No.	
F	Bus parking and parent drop off are separate	15
	Yes	
G	Staff parking is adequate and well lit	5
	Not enough spaces for teachers, not lit.	

8	**Other Notes**
	Cooling is needed.
	Would love to see improvements to the gym such as the tech and allowing enough seating to hold more families.
	Safety at the office - Have to pull blinds for safety, gym doors do not lock, and flow of office space is not good for security
	Playground - Improve walking path, playfields and add more equipment.

Liberty Elementary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**75.2**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	15
	Ok	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	15
	Ok	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	5
	New ventilation system is loud.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**15.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	15
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes	
C	Light fixtures do not produce glare or block lines of sight	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with	15
	Yes, and in new/good condition	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
4	**Temperature Education Adequacy Standard**	**7.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	Southern classrooms get extremely hot	
B	Classrooms do not get excessively during the cold season	10
	Has not been a complaint, gym is really cold in the morning	
5	**School Capacity Educational Adequacy Standard**	**11.0**
A	No portables are being used for instruction	5
	(2) portables on site	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	10
	Typically yes, but tight when class sizes are on the larger side	
C	School has enough classrooms for special needs instruction	15
	Yes, no separate spaces	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many	10
	Works for 3 lunch periods, but cannot accommodate the number of kids in (2)	
E	The school has an adequate amount of adminsitrative offices	15
	Office remodeled 5 years ago, spaces are adequate.	
F	Student Services are adequately sized for the student population	10
	Most spaces are adequate, but couselor could use a larger space for group meetinggs.	
G	The Media Center/ Library is adequately sized for the student population at the school	5
	No, currently housed in a modular. Too small, would like communal space to use.	
H	The Music Room is adequately sized	15

	Yes.	
I	The Performing Arts spaces are adequately sized	15
	Yes.	
J	The Art Room and its supporting spaces are adequately sized	0
	No art space	
K	Science rooms and Science Prep are adequately sized	0
	The rooms are adequately sized	
L	CTE Labs and classrooms are adequately sized	0
	n/a	
M	The Gymnasium and supporting spaces are adequately sized	10
	Gym size is okay, but flooring is difficult to clean	
N	The school has adequate space for whole-child wellness services	0
	n/a	
6	**Curriculum Support**	**13.0**
A	Adequate support is provided for STEAM/CTE programs	0
	n/a	
B	Athletic fields/ playfields are adequately sized and there are enough of them	15
	Share w/ WAHS.	
C	Students have access to outdoor learning opportunities	15
	Yes, each classroom has access to raised garden bed.	
D	The Music Room is adequately supported	15
	Yes	
E	The Science Room(s) are adequately supported	0
	n/a	
F	Educators have adequate space for professional development. Where does it occur?	15
	Yes, Community Room. Use for staff meetings, etc.	
G	Educators have adequate space for planning	5
	No, staff plans in their classrooms.	
7	**Safety and Security**	**12.0**
A	A safety and security survey has been completed for the site	0
	Unknown	
B	This school promotes "safe routes to school"	0
	Unknown	
C	Play areas are adequately fenced	10
	Larger area is fenced, but also includes HS sports fields	
D	There is adequate visibility for proper supervision during instruction and/or play	15
	Split between K-2 and 3-5, trying to manage with a blended classroom	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass	5
	No, office staff have to buzz visitors in.	
F	Bus parking and parent drop off are separate	15
	Yes, bus drops off on Liberty St, parents at parking lot	
G	Staff parking is adequate and well lit	15
	Yes, could use more for after-hours or community use.	
8	**Other Notes**	
	Cooling is necessary.	
	Asbestos and electrical concerns since the building was built in the 1940's	
	A dedicated media center with a shared community space.	

Meadow Ridge ES

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**92.2**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	5
	Gyms cannot be used for presentations, no one can hear. Noise during PE is loud and disruptive.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	15
	Classroom ok.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	15
	No issues.	
2	**Air Quality Education Adequacy Standard**	**10.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	15
	Yes	
3	**Lighting Educational Adequacy Standard**	**14.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	15
	Dimmers and LED througout.	
B	Ceilings and walls are white or light-colored for high reflectance	10
	Yes, but paint is peeling in many locations	
C	Light fixtures do not produce glare or block lines of sight	15
	Yes.	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	15
	Yes, though missing some on interior windows for security purposes.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes	
4	**Temperature Education Adequacy Standard**	**12.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year	15
	No, school is air conditioned.	
B	Classrooms do not get excessively during the cold season	10
	Gym is always very cold.	
5	**School Capacity Educational Adequacy Standard**	**15.0**
A	No portables are being used for instruction	15
	Yes	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Yes	
C	School has enough classrooms for special needs instruction	15
	Yes, 2 vacant classrooms this year.	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	Yes, also use for presentations.	
E	The school has an adequate amount of adminsitrative offices	15

	Yes, have enough room for nurse and isolation room.	
F	Student Services are adequately sized for the student population	15
	Yes, smaller offices used for work spaces, Dean of Students has their own space.	
G	The Media Center/ Library is adequately sized for the student population at the school	15
	Yes	
H	The Music Room is adequately sized	15
	Yes, and can open up to gym, but acoustics in gym make this not an option.	
I	The Performing Arts spaces are adequately sized	0
	n/a	
J	The Art Room and its supporting spaces are adequately sized	15
	Yes, maker space and it has a kiln, each kid visits once a week.	
K	Science rooms and Science Prep are adequately sized	0
	n/a	
L	CTE Labs and classrooms are adequately sized	0
	n/a	
M	The Gymnasium and supporting spaces are adequately sized	15
	Yes	
N	The school has adequate space for whole-child wellness services	15
	Yes	
6	**Curriculum Support**	**15.0**
A	Adequate support is provided for STEAM/CTE programs	0
	n/a	
B	Athletic fields/ playfields are adequately sized and there are enough of them	15
	Yes	
C	Students have access to outdoor learning opportunities	15
	Yes	
D	The Music Room is adequately supported	15
	Yes	
E	The Science Room(s) are adequately supported	0
	n/a	
F	Educators have adequate space for professional development. Where does it occur?	0
	Did not ask	
G	Educators have adequate space for planning	0
	Did not ask	
7	**Safety and Security**	**14.0**
A	A safety and security survey has been completed for the site	0
	Unknown	
B	This school promotes "safe routes to school"	0
	Unknown	
C	Play areas are adequately fenced	15
	Yes	
D	There is adequate visibility for proper supervision during instruction and/or play	10
	Two areas are hard to supervise.	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	15
	Yes	
F	Bus parking and parent drop off are separate	15

	Yes	
G	Staff parking is adequate and well lit	15
	Yes	

8	Other Notes
	The building has so many exits for elementary students and are really close to a busy building. Lots of hiding places under stairs and under benches. bathrooms are more like water parks. Can unlock doors from the outside.
	300 kids bathrooms are a little tall and classrooms are larger. Lots of hidey holes and is not designed for little kids. Two story school so keeping kids from climbing on the tree or over the railing. Doesn't use learning stair at all. Main artery of the school and have to walk through there for any specials or lunch. With lots of traffic. No projection or camera there so cannot use it as presentations.
	Safety fencing
	Gym acoustics would like to have shows and presentations in there.
	Access to water – add water fountains. Can they get one upstairs and one at the playground.

North Albany ES

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**62.7**
1	**Acoustic Educational Adequacy Standard**	**6.7**
A	Instructional Activity occurs without acoustical interference	5
	Modular walls are very thin, admin office is next to playroom.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	5
	Issues with gym and cafeteria, classroom at the stage.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	10
	Radiators tend to make noise when on.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**11.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	15
	Yes, lots of natural light helps.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Freshly painted white.	
C	Light fixtures do not produce glare or block lines of sight	10
	Most classrooms are ok, and natural light can be used to supplement.	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	5
	Rooms either don't have them or they don't function.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	10
	Yes, but no dimming controls.	
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	Modulars have AC, other classrooms have no cooling and get hot.	
B	Classrooms do not get excessively during the cold season	15
	Heating is adequate.	
5	**School Capacity Educational Adequacy Standard**	**10.0**
A	No portables are being used for instruction	5
	School has several portables	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Yes	
C	School has enough classrooms for special needs instruction	15
	Yes, but modular is on a temporary contract and not in great shape.	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	5
	Space also used for PE, trouble scheduling classes around 3 lunch periods	
E	The school has an adequate amount of adminsitrative offices	15
	Yes.	
F	Student Services are adequately sized for the student population	5
	No, have to use Principals office, no isolation room.	
G	The Media Center/ Library is adequately sized for the student population at the school	15

	Yes, has a presentation wall.	
H	The Music Room is adequately sized	5
	Yes, but noise bleed into the adjaent classrooms is an issue.	
I	The Performing Arts spaces are adequately sized	0
	n/a	
J	The Art Room and its supporting spaces are adequately sized	0
	n/a - not a dedicatd art space, share with music	
K	Science rooms and Science Prep are adequately sized	0
	n/a	
L	CTE Labs and classrooms are adequately sized	0
	n/a	
M	The Gymnasium and supporting spaces are adequately sized	5
	For PE yes, but shares space with cafeteria and is difficult to schedule.	
N	The school has adequate space for whole-child wellness services	15
	Yes	
6	**Curriculum Support**	**10.0**
A	Adequate support is provided for STEAM/CTE programs	0
	n/a	
B	Athletic fields/ playfields are adequately sized and there are enough of them	5
	Field is rough, unirrigated.	
C	Students have access to outdoor learning opportunities	15
	Yes, large outdoor garden.	
D	The Music Room is adequately supported	0
	n/a	
E	The Science Room(s) are adequately supported	0
	n/a	
F	Educators have adequate space for professional development. Where does it occur?	15
	Yes, library and in reading rooms.	
G	Educators have adequate space for planning	5
	occurs in classrooms	
7	**Safety and Security**	**10.0**
A	A safety and security survey has been completed for the site	0
	No	
B	This school promotes "safe routes to school"	0
	No	
C	Play areas are adequately fenced	10
	Yes, but gates remain open overnight.	
D	There is adequate visibility for proper supervision during instruction and/or play	10
	Cameras help with seeing all areas	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass	5
	No	
F	Bus parking and parent drop off are separate	10
	Yes, but use adajcent school for parent drop off & students have to walk across the playfield to the school.	
G	Staff parking is adequate and well lit	15
	Space is adequate and just got new outdoor lighting.	
8	**Other Notes**	
	Ventilation throughout is poor.	
	Another gym space.	
	Energy effiicient windows in 1-7 classrooms and additional bathrooms	

Oak Elementary School

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**64.7**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	
	Gym is loud, but does not seem to be an issue with the other spaces.	10
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Yes	15
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Some noise when ventilators come on.	10
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**13.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	No, no dimmers.	10
B	Ceilings and walls are white or light-colored for high reflectance	
	Varies in the classrooms	10
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	Yes, all have blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes.	15
4	**Temperature Education Adequacy Standard**	**5.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	warmest.	5
B	Classrooms do not get excessively during the cold season	
	Classrooms 1 & 2 both get very cold.	5
5	**School Capacity Educational Adequacy Standard**	**9.0**
A	No portables are being used for instruction	
	Two portables on site.	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	No, no space in the main school, have to be placed in portables.	5
D	lunch periods does the school currently accommodate?	
	Yes, 2 periods.	15
E	The school has an adequate amount of adminsitrative offices	
	No, health room, no conference room.	5
F	Student Services are adequately sized for the student population	
	No, no space for DHS or other student services, typically use someone else's space.	5
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes.	15

H	The Music Room is adequately sized	
	Yes, but feels crowded.	10
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Yes, but gets stuffy/lacks ventilation.	10
N	The school has adequate space for whole-child wellness services	
	No spaces for student services.	5
6	**Curriculum Support**	**13.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Yes, but other concerns over equipment and covered play.	10
C	Students have access to outdoor learning opportunities	
	Yes, courtyard is used for learning, garden also on site.	15
D	The Music Room is adequately supported	
	Yes.	15
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Yes, use the library.	15
G	Educators have adequate space for planning	
	Most happens in their classrooms.	10
7	**Safety and Security**	**8.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes.	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	For the most part, there are some areas that are difficult.	10
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No.	5
F	Bus parking and parent drop off are separate	
	No, issues with parents blocking buses.	5
G	Staff parking is adequate and well lit	
	No, not enough parking and not lit.	5
8	**Other Notes**	
	Need temperature regulation and Tint on windows for safety and solar gain	
	Move programs in modulars to the main school	
	Blacktop safety during wet weather	
	Staff bathrooms, there are only 2 for all staff	

Oak Grove Elementary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**93.7**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	
	Yes, teachers also have voice enhancement	15
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Mostly just hallway noise into the classrooms with open small group areas.	10
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Minimal, one office in particular is very loud.	10
2	**Air Quality Education Adequacy Standard**	**10.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	Yes	15
3	**Lighting Educational Adequacy Standard**	**14.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Yes, all have variable settings for dimming.	15
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes.	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	Yes, all have blinds, but glare can still be a problem in south facing classrooms.	10
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes	15
4	**Temperature Education Adequacy Standard**	**15.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Yes.	15
B	Classrooms do not get excessively during the cold season	
	Yes.	15
5	**School Capacity Educational Adequacy Standard**	**15.0**
A	No portables are being used for instruction	
	No portables.	15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes, even plenty of cubbie space.	15
C	School has enough classrooms for special needs instruction	
	Yes.	15
D	lunch periods does the school currently accommodate?	
	Yes, also hold event nights in the space.	15
E	The school has an adequate amount of adminsitrative offices	
	Yes.	15
F	Student Services are adequately sized for the student population	
	Yes.	15
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes.	15

H	The Music Room is adequately sized	
	Yes, acoustics can be issue with partition.	15
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Yes, partition not used though.	15
N	The school has adequate space for whole-child wellness services	
	No spaces for student services.	15
6	**Curriculum Support**	**14.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Yes, though there is flooding in winter, dries out in summer.	10
C	Students have access to outdoor learning opportunities	
	Yes, private org's and grant money funded garden.	15
D	The Music Room is adequately supported	
	Yes.	15
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Yes, use the library.	15
G	Educators have adequate space for planning	
	Yes, use classrooms and breakout spaces.	15
7	**Safety and Security**	**14.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes.	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	Yes.	15
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	Yes.	15
F	Bus parking and parent drop off are separate	
	No, issues with parents blocking buses.	15
G	Staff parking is adequate and well lit	
	Enough for staff, but not enough during community events.	10
8	**Other Notes**	
	Would like to every school to feel as provided for as she feels at Oak Grove. Air conditioning, abundance of restrooms, furniture, technology same, access to teacher printing throughout the building including full color.	

Periwinkle Elementary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**67.7**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	
	Yes.	15
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Classrooms with operable walls, office.	5
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Yes.	15
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Lights are harsh, old. Often keep one set of bulbs out.	5
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Just got new TV's in classrooms, will see if glare is an issue.	10
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	Yes, all have blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes.	15
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	NW rooms get warm, SW rooms hot, AC in office	5
B	Classrooms do not get excessively during the cold season	
	Yes.	15
5	**School Capacity Educational Adequacy Standard**	**10.0**
A	No portables are being used for instruction	
	Portables on the site.	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	No larger classes this year, spaces are tight.	5
C	School has enough classrooms for special needs instruction	
	Yes, but calming room is not sufficient.	10
D	lunch periods does the school currently accommodate?	
	Yes, 3 lunch periods. Nice to have separate cafeteria and gym.	15
E	The school has an adequate amount of adminsitrative offices	
	No, no confidential rooms, staff room not large enough.	5
F	Student Services are adequately sized for the student population	
	Yes.	15
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes for what it is used for, no certified librarian.	15

H	The Music Room is adequately sized	
	n/a - no staffing.	0
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	Yes, but no kiln.	15
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	gym Space is sufficient, but storage is not.	10
N	The school has adequate space for whole-child wellness services	
	No, no confidential rooms, no dedicated health room.	5
6	**Curriculum Support**	**10.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Yes, though flooding and drainage has been an issue.	10
C	Students have access to outdoor learning opportunities	
	Yes, garden by bus roundabout, courtyard between modular is also used.	15
D	The Music Room is adequately supported	
	n/a	0
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	No, use the library but it is tight with all staff.	5
G	Educators have adequate space for planning	
	Usually happens in classrooms, if they have a prep day there is no spot on campus	10
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes, track area (fenced separately) is open to the public	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	No, limited to bark chip area due to visibility	5
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No	5
F	Bus parking and parent drop off are separate	
	Yes	15
G	Staff parking is adequate and well lit	
	No, conflicts with drop-off and not lit	5
8	**Other Notes**	
	HVAC - without, students struggle to focus	
	Playground improvements	
	Need other spaces for testing, small group, etc.	

South Shore Elementary School

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**63.3**
1	**Acoustic Educational Adequacy Standard**	**8.3**
A	Instructional Activity occurs without acoustical interference	
	Yes, from operable partiions between classrooms.	10
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Operable partitions.	5
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Units in classrooms makes it hard for students to hear	10
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Yes, but lights are older and updates are needed.	10
B	Ceilings and walls are white or light-colored for high reflectance	
	No, walls are a yellower color that hasn't been painted since being build	10
C	Light fixtures do not produce glare or block lines of sight	
	Yes, glare at the whiteboards	10
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	Yes, all have blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes, wall fixtures allow for different light levels.	15
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	No AC in the main building, office and classrooms along playground get hot.	5
B	Classrooms do not get excessively during the cold season	
	Heat ok.	15
5	**School Capacity Educational Adequacy Standard**	**9.0**
A	No portables are being used for instruction	
	Portables removed after last bond.	15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	No special needs classroom at building.	0
D	lunch periods does the school currently accommodate?	
	No, 3 periods because of size limiation.	5
E	The school has an adequate amount of adminsitrative offices	
	No, one classroom houses 5 certified stall, aids are housed on the stage	5
F	Student Services are adequately sized for the student population	
	personnel.	5
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes.	15

H	The Music Room is adequately sized	
	Yes, but using classroom instead of dedicated space	15
I	The Performing Arts spaces are adequately sized	
	Stage is currently housing Aids	5
J	The Art Room and its supporting spaces are adequately sized	
	No, use library.	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Gym Space is sufficient, but storage is not.	5
N	The school has adequate space for whole-child wellness services	
	Speech cannot house a group of students.	5
6	**Curriculum Support**	**10.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Yes, but could use more play equipment, track needs repair, field is uneven.	10
C	Students have access to outdoor learning opportunities	
	Yes, but only 1 teachers uses it, no garden	15
D	The Music Room is adequately supported	
	Yes.	15
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	No, use the cafeteria for meetings, but can be tough to schedule.	5
G	Educators have adequate space for planning	
	No, no small group rooms, no separate space for planning.	5
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes, but south side is a low fence so not very secure	10
D	There is adequate visibility for proper supervision during instruction and/or play	
	Yes.	15
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No	5
F	Bus parking and parent drop off are separate	
	Yes, but areas get congested and traffic backs up into neighborhood.	10
G	Staff parking is adequate and well lit	
	Could use a few more spots, no lighting	5
8	**Other Notes**	
	Remove operable walls between classrooms	
	Roof leakage, patching works, but still have to stay on top of.	
	Storage and additional spaces needed.	

Sunrise Elementary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**67.7**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	
	Ancilary gym is very loud, needs acoustic treatment	10
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Yes	15
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Fan system in gym is very loud.	10
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Yes, but ballasts frequently go out.	10
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	All have blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Stage lights do not work, classrooms do not have dimmers.	5
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Classrooms facing the blacktop get excessively hot, preschool stays cool.	5
B	Classrooms do not get excessively during the cold season	
	Heat ok.	15
5	**School Capacity Educational Adequacy Standard**	**11.0**
A	No portables are being used for instruction	
	Two portables.	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	Yes.	15
D	lunch periods does the school currently accommodate?	
	No, 3 periods because of size limiation.	5
E	The school has an adequate amount of adminsitrative offices	
	Yes.	15
F	Student Services are adequately sized for the student population	
	There is a vacant office used for this, but no conference room.	10
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes, for students, but not other uses.	10

H	The Music Room is adequately sized	
	Would like to be a little larger, but it works.	10
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a - no separate room or teacher.	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Gym Space is sufficient, but converted one has issues.	10
N	The school has adequate space for whole-child wellness services	
	Yes	15
6	**Curriculum Support**	**11.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	area for pre-school play.	10
C	Students have access to outdoor learning opportunities	
	Yes.	15
D	The Music Room is adequately supported	
	Yes.	15
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Not really, library too small, cafeteria seats are too small.	5
G	Educators have adequate space for planning	
	Plan in classrooms.	10
7	**Safety and Security**	**7.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes, but sould like a separate area for pre-school	10
D	There is adequate visibility for proper supervision during instruction and/or play	
	No, modulars block the playfields visibility.	5
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No	5
F	Bus parking and parent drop off are separate	
	Yes, but are both limited to the street.	10
G	Staff parking is adequate and well lit	
	No, parking shared with AOS.	5
8	**Other Notes**	
	Air conditioning	
	Provide secured vestibule with buzzer and camera	
	Blacktop and playground upgrade.	
	Remodel library suitable for staff meetings.	

Takena Elemenary School

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**67.8**
1	**Acoustic Educational Adequacy Standard**	**6.7**
A	Instructional Activity occurs without acoustical interference	
	Operable paritions between classrooms let sound carry	5
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Operable paritions between classrooms let sound carry	5
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Classrooms are ok, fan system in gym is very loud.	10
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Yes, but fluorescents	10
B	Ceilings and walls are white or light-colored for high reflectance	
	Not typically, corridors are dark, classrooms are dingy	5
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	All have curtains	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes, zoning options	15
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Classrooms get hot, cannot open windows due to busy street	5
B	Classrooms do not get excessively during the cold season	
	Heat ok.	15
5	**School Capacity Educational Adequacy Standard**	**11.7**
A	No portables are being used for instruction	
	1	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	Yes.	15
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many	
	Yes	15
E	The school has an adequate amount of adminsitrative offices	
	Yes.	15
F	Student Services are adequately sized for the student population	
	No, no dedicated space, group assistance occurs in library since there is no other space.	5
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes	15

H	The Music Room is adequately sized	
	n/a	0
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Gym Space is sufficient, but the space is dark and lacks storage, heating is loud.	5
N	The school has adequate space for whole-child wellness services	
	No dedicated space for outside people to come in.	15
6	**Curriculum Support**	**12.5**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Field use is limited due to supervision, asphalt is cracked and has ponding issues.	10
C	Students have access to outdoor learning opportunities	
	Librarian uses courtyard, other learning goes to park across the street.	15
D	The Music Room is adequately supported	
	n/a	0
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Yes, classrooms and library	15
G	Educators have adequate space for planning	
	Plan in classrooms.	10
7	**Safety and Security**	**10.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	Limited in the field area, others are OK	10
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without	
	No	5
F	Bus parking and parent drop off are separate	
	No, but only have two buses	10
G	Staff parking is adequate and well lit	
	Enough parking, but not lit	10
8	**Other Notes**	
	Add classrooms (as was the original design)	
	Resurface playground	

Tangent Elemenary School

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**67.8**
1	**Acoustic Educational Adequacy Standard**	**15.0**
A	Instructional Activity occurs without acoustical interference	
	Yes.	15
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Yes.	15
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Yes.	15
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	fluorescents, some are missing lenses, not dimmable	5
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	All have blinds, but some do not work	10
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes	15
4	**Temperature Education Adequacy Standard**	**5.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Classrooms get hot, clack of ventilation, can't open doors	5
B	Classrooms do not get excessively during the cold season	
	No, some classrooms get cold	5
5	**School Capacity Educational Adequacy Standard**	**10.0**
A	No portables are being used for instruction	
	Yes.	15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Typically yes, obviously tight with larger classroom sizes	10
C	School has enough classrooms for special needs instruction	
	No specialized classrooms	0
D	lunch periods does the school currently accommodate?	
	No, also acts as the gym, makes scheduling difficult	5
E	The school has an adequate amount of adminsitrative offices	
	Workroom is ok, but tight as central hub	10
F	Student Services are adequately sized for the student population	
	Yes, but no counselor, instructional coach part time.	10
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes	15

H	The Music Room is adequately sized	
	n/a	0
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	No, not large enough, use stage for PE office and storage	5
N	The school has adequate space for whole-child wellness services	
	No health room	10
6	**Curriculum Support**	**8.8**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Size is ok, but not irrigated, walking track needs repair	10
C	Students have access to outdoor learning opportunities	
	No, been offered a garden, but no water access.	5
D	The Music Room is adequately supported	
	n/a	0
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Use classrooms	10
G	Educators have adequate space for planning	
	Plan in classrooms.	10
7	**Safety and Security**	**12.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Unsure if its actually fully enclosed	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	Yes	15
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No, camera & controlled access	5
F	Bus parking and parent drop off are separate	
	No dedicated parent drop off.	10
G	Staff parking is adequate and well lit	
	Enough parking	15
8	**Other Notes**	
	Plumbing is an issue, building on septic and it floods when it rains.	
	Classrooms are aged and not set up for 21st century learning environment	

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**76.2**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	
	No, office is very poor for private conversations, modulars have thin walls	5
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	
	Ok	15
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	
	Ok	15
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	
	No	5
B	Classrooms are equipped with CO2 sensors	
	No	5
3	**Lighting Educational Adequacy Standard**	**14.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	
	Rooms are adequately lit, but students will turn off the lights to use daylight	10
B	Ceilings and walls are white or light-colored for high reflectance	
	Yes	15
C	Light fixtures do not produce glare or block lines of sight	
	Yes.	15
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	
	Working on replacing blinds.	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	
	Yes, zoning options	15
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	
	Classrooms get hot, no cooling except for Title room, not all ventilators work.	5
B	Classrooms do not get excessively during the cold season	
	Heat ok.	15
5	**School Capacity Educational Adequacy Standard**	**13.5**
A	No portables are being used for instruction	
	One portable with 3 classrooms	5
B	Classrooms comfortably fit the amount of students based on the District's loading standards	
	Yes.	15
C	School has enough classrooms for special needs instruction	
	Yes	15
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	
	Yes	15
E	The school has an adequate amount of adminsitrative offices	
	Yes.	15

F	Student Services are adequately sized for the student population	
	Yes, using classrooms.	15
G	The Media Center/ Library is adequately sized for the student population at the school	
	Yes, but lighting is a concern, moved training and presentations to modular.	15
H	The Music Room is adequately sized	
	Yes, using a classroom also used for STEM & art	15
I	The Performing Arts spaces are adequately sized	
	n/a	0
J	The Art Room and its supporting spaces are adequately sized	
	n/a	0
K	Science rooms and Science Prep are adequately sized	
	n/a	0
L	CTE Labs and classrooms are adequately sized	
	n/a	0
M	The Gymnasium and supporting spaces are adequately sized	
	Yes, can support two classes	15
N	The school has adequate space for whole-child wellness services	
	Yes, but health room is separate from admin.	10
6	**Curriculum Support**	**13.0**
A	Adequate support is provided for STEAM/CTE programs	
	n/a	0
B	Athletic fields/ playfields are adequately sized and there are enough of them	
	Size is ok, but field conditions are not great.	10
C	Students have access to outdoor learning opportunities	
	Yes.	15
D	The Music Room is adequately supported	
	Yes, storage is ample.	15
E	The Science Room(s) are adequately supported	
	n/a	0
F	Educators have adequate space for professional development. Where does it occur?	
	Yes, moved to the modulars.	15
G	Educators have adequate space for planning	
	Plan in classrooms.	10
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	
	n/a	0
B	This school promotes "safe routes to school"	
	n/a	0
C	Play areas are adequately fenced	
	Yes, holes recently repaired.	15
D	There is adequate visibility for proper supervision during instruction and/or play	
	Students don't get full access to the fields because of supervision. Play area on east side is hard to supervise.	5
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	
	No	5
F	Bus parking and parent drop off are separate	
	Yes, no issues as of yet.	15

G	Staff parking is adequate and well lit	
	Not enough parking for staff.	5

8	**Other Notes**
	Provide cooling.
	Playground area upgrades
	Sound attenuation between admin and social services.

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15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**66.2**
1	**Acoustic Educational Adequacy Standard**	**10.0**
A	Instructional Activity occurs without acoustical interference	15
	Not really a big issue.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	10
	Choir Room in the middle of the building is audible from other rooms. Would be ideal if it were more separate. Band is appropriate in its location	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	5
	Older boiler system. Clangs when it starts up and throughout the day. Pretty loud and frequent.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	Confirm with Lorin. Portable air purifiers in each room. Not a lot of circulation in front office. Not enough air movement. Pretty stale. Open all doors and use fans to turn air.	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	Hallway lighting is newer and is adequate. Use a lot of lamps in rooms but they are adequate and bright	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Painted white and lighter color	
C	Light fixtures do not produce glare or block lines of sight	15
	Using Newline interactive screens. Doesn't seem to be an issue	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	5
	Had a lockdown drill last week and a couple of teachers weren't able to shut blinds. Particularly in the courtyard	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	No issues	
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	Much hotter than other schools. Not able to control temperature in the school since they are on a set point. Classrooms facing the south side get up to mid to upper 80's. Had to have parent meeting in library since there's not another venue for big screens. Ventilation and HVAC is huge priority	
B	Classrooms do not get excessively during the cold season	15
	Heat works properly but the noise is disruptive	
5	**School Capacity Educational Adequacy Standard**	**10.0**
A	No portables are being used for instruction	5
	2 portables used for math and social studies. They are pretty old but they have their own AC. May need more portables in the future. Would be interested in understanding the typical lifespan	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	10

	Average classroom size is 28 students. Some get up to 32. Gets crowded in upper 20's. Can't have backpacks in class because of square footage. Would ,like larger classrooms if possible. Movement in classrooms is not conducive. Having more classrooms would be ideal for smaller class sizes	
C	School has enough classrooms for special needs instruction	10
	4B (Functional Skills), 5 (has a door into 4B), 13, 14, and room 25. There's enough classroom space. Would like the Functional Skills to have a hygiene room closer (in 4B). They currently have to go down the hallway to access items for students. Would like to have a kitchen station. Have alot of food cooked in Room 5. Prefer to have room 5 outfitted for Functional Skills	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	2 lunch periods. Half a grade for each lunch. 300 kids per lunch. Room is large enough	
E	The school has an adequate amount of adminsitrative offices	5
	Would be nice to have a separate conference room and ISS near office. Sometimes conference room is used for ISS but is not ideal. Would like to have more projection and more room in the Conference Room.	
F	Student Services are adequately sized for the student population	5
	Would like storage area for Counseling. Don't have storage for snacks and other items. Health Room, 2 counselors. Often have scheduling challenges with conference room. Used for itinerant office space as well. Used for juvenile deparment, boys and girls groups, teachers with students and parents	
G	The Media Center/ Library is adequately sized for the student population at the school	10
	Yes. Was remodeled in 2018 and is adequate for what its used for. Don't have a full time librarian. Conference room is very narrow. Ideally would be larger. Community services meets in here. Linn County Mental Health uses this space	
H	The Music Room is adequately sized	15
	Have 3 Music Classes. Gets use out of it. Has as a stage in Room 2	
I	The Performing Arts spaces are adequately sized	10
	Band is separate and it pretty well isolated acoustically. Prefer to have Music Room attached. Most of the performing arts happens at APAC. Not a lot of production at the school. Projector, Screen, and Sound system is desired near the stage	
J	The Art Room and its supporting spaces are adequately sized	15
	Works well in terms of size	
K	Science rooms and Science Prep are adequately sized	10
	Room 17 is smaller and is used for 6th grade. Would prefer one larger science room. Other rooms are adequate for labs. Converting Room 25 to a science lab would be ideal. Is now SPED	
L	CTE Labs and classrooms are adequately sized	15
	Works great and is well equipped	
M	The Gymnasium and supporting spaces are adequately sized	5
	Large gym is not as large as other middle school gyms. Can't seat many people. Often over 300 parents standing because of lack of seating. Not a lot of runoff from sidelines. Both gyms are on smaller side. Would like outdoor covered play. One of the only schools that doesn't have covered play	
N	The school has adequate space for whole-child wellness services	0
	n/a	
6	**Curriculum Support**	**10.0**
A	Adequate support is provided for STEAM/CTE programs	15
	Yes	
B	Athletic fields/ playfields are adequately sized and there are enough of them	5

	Fields are not in good shape. Mound in football field causes visibility issues. Red rock track. Baseball and softball fields have been in poor shape	
C	Students have access to outdoor learning opportunities	10
	Have a student garden run by math teacher. There is a pond in the courtyard but os going to be remodeled next summer. Had to dig large holes to access sewer line	
D	The Music Room is adequately supported	5
	Store a lot of stuff on stage and under stage since they use the high school stage. The school needs that storage. Not enough storage. No table chair storage. Stage is multi-purpose storage. A couple of lean to's used as storage	
E	The Science Room(s) are adequately supported	10
	See above	
F	Educators have adequate space for professional development. Where does it occur?	10
	Happens in the library and is enough space for certified staff. Move into cafeteria for all staff but the projection and sound system isn't great. Temperature control is an issue	
G	Educators have adequate space for planning	15
	Professional leanring communities happens in classrooms. 5 staff per department	
7	**Safety and Security**	**9.2**
A	A safety and security survey has been completed for the site	0
	n/a	
B	This school promotes "safe routes to school"	5
	Have a couple of transitions and potholes that are problematic. Some uneven concrete that are tripping hazards. Fields are ankle rollers	
C	Play areas are adequately fenced	15
	Yes	
D	There is adequate visibility for proper supervision during instruction and/or play	15
	Supervision works well. Split staff up	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	5
	No secure vestibule	
F	Bus parking and parent drop off are separate	10
	They are separate. SPED buses (6) are not separate. 4 regular sized buses. Most kids walk. Covered area for bus drop off would be nice	
G	Staff parking is adequate and well lit	5
	Pretty full. Not enough parking. Have to park elsewhere if you get there late. Not enough parking for visitors. There is lighting but don't often properly work. There are lights under covered area	
8	**Other Notes**	
	Covered play would be big priority	
	Cooling and regulating heating	
	Fire system - is outdated and sets off multiple times a year because of steam in the tunnels. Beeping in the office	
	Security system is outdated and often go off	
	Security camera system - low camera quality and multiple blind spots. Have 40 cameras and 35 don't work well. Very low quality and aren't great for reviweing issues	
	Adequate gathering area for parents - conference room	

MEMORIAL MIDDLE SCHOOL

Greater Albany Public Schools
Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**73.3**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	10
	Not really a big issue.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	10
	Yes, but some sound transference in some offices and in classrooms.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	15
	Yes, some noise from heat system, but not a big issue.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**12.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	Typically yes, some classrooms don't have natural light though.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes	
C	Light fixtures do not produce glare or block lines of sight	15
	Yes, glare occurs more from windows.	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	5
	Not all rooms have shades or blinds, and south facing windows cause glare.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes.	
4	**Temperature Education Adequacy Standard**	**7.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	All classrooms get warm, ones facing south get extra warm	
B	Classrooms do not get excessively during the cold season	10
	Yes, but usually its something that can be fixed by maintenance.	
5	**School Capacity Educational Adequacy Standard**	**12.9**
A	No portables are being used for instruction	10
	No, 1 building on the west side, currently not being used.	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Classrooms are a little tight, but tolerable	
C	School has enough classrooms for special needs instruction	15
	Yes. Functional Skills classroom has kitchen and 2 bathrooms, stove fridge. Social Learning Center – students with comm disorders – autism. 2 resource classrooms	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	10
	2 lunch periods with 275 students ea, functions but is a little crowded	
E	The school has an adequate amount of adminsitrative offices	10
	Yes for our staff, itinerant spaces are needed for outside organizations though. Only 1 small conference room.	

F	Student Services are adequately sized for the student population	15
	Yes.	
G	The Media Center/ Library is adequately sized for the student population at the school	15
	Yes, additional storage would be nice, but it is suffficient.	
H	The Music Room is adequately sized	10
	Larger would be better, need more storage for students and instruments.	
I	The Performing Arts spaces are adequately sized	15
	Yes.	
J	The Art Room and its supporting spaces are adequately sized	15
	Yes.	
K	Science rooms and Science Prep are adequately sized	15
	Yes, 4 classrooms set up on previous bond. Have adequate storage and good counters for demonstration. Have room for chemical storage.	
L	CTE Labs and classrooms are adequately sized	15
	Yes, 3 D2, D3, and D4. Function well. Career Exploration – Paxton Patterson Lab, Maker Space, Computer Graphics. Advanced Maker Space	
M	The Gymnasium and supporting spaces are adequately sized	10
	Yes, bleachers hold 400 people in main gym. Aux gym used for classes and used as practice for after school. Would like more storage.	
N	The school has adequate space for whole-child wellness services	10
	Yes, though health room is small.	
6	**Curriculum Support**	**14.3**
A	Adequate support is provided for STEAM/CTE programs	15
	Yes	
B	Athletic fields/ playfields are adequately sized and there are enough of them	15
	There are a lot of grounds, is a challenge to supervise.	
C	Students have access to outdoor learning opportunities	15
	Yes, have garden on east side of school – garden classes. Two courtyards set up as part of gardening class – one is orchard and other has covered area that kids can grow all year round. Grant funding for Ecology Lab in back field.	
D	The Music Room is adequately supported	15
	Yes	
E	The Science Room(s) are adequately supported	10
	Yes	
F	Educators have adequate space for professional development. Where does it occur?	15
	Yes, occurs in the library	
G	Educators have adequate space for planning	15
	Yes, planning whole group in library. Curriculum deparments in the classroom. Plenty of space	
7	**Safety and Security**	**10.0**
A	A safety and security survey has been completed for the site	0
	n/a	
B	This school promotes "safe routes to school"	0
	n/a	
C	Play areas are adequately fenced	15
	Yes	
D	There is adequate visibility for proper supervision during instruction and/or play	10
	It is a challenge because of amount of fields. Ecology lab will help because fence will reduce the size there. Looking for ways to help.	

E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	5
	No secure vestibule	
F	Bus parking and parent drop off are separate	5
	No, it is terrible. Worst in the district. Bus loop is fine with 9 buses and 5-6 SPED buses. Parent pickup is most problematic. Is not safe. Backs up for about 25 minutes. Kids come in on bikes on Elm Street. Flow of traffic is problematic. Buses drop off on north side in designated lane which kids have to cross where some parent pick up is in north parking lot. Some use back parking lot. Some use Elm Street or park in Dairy Mart. Mostly enter off of Queen. Students enter from the north	
G	Staff parking is adequate and well lit	15
	Yes, Staff parking is adequate. Park in north parking lot, NE parking lot and southeastern parking lot. Front parking lot is well lit. Parking by modular doesn't have lighting. Back parking lot doesn't have lighting	

8	**Other Notes**
	Hallway locker replacement
	Bus Drop off
	PA system

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15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**69.7**
1	**Acoustic Educational Adequacy Standard**	**10.0**
A	Instructional Activity occurs without acoustical interference	5
	No, Behavior program that has students that has a lot of students kicking can be heard classrooms away. Conference areas have thin walls. Can't have private conversations. Behavior has been here for 5-6 years. Seclusion room is in main hallway	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	15
	Yes, only an issue when doors are open	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	10
	In some spaces, speech for instance is in a very small room and system can be loud.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**13.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	No, Adequately lit but overhead lights are jarring and not dimmable. Many teachers turn off and bring in lamps from home.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes	
C	Light fixtures do not produce glare or block lines of sight	15
	Yes	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	10
	Inconsistent in classrooms, some that are there don't work.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes.	
4	**Temperature Education Adequacy Standard**	**7.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	No, Some get into the 90's. Internal classrooms have AC for night flush but doesn't work well. Library is hot. Office has AC. No AC to the right of the office. Band and choir are insufferable. Fans don't allow for good instruction. Teachers want to prop doors open but is problem for safety.	
B	Classrooms do not get excessively during the cold season	10
	No, heat doesn't work in office, some other classrooms have issues too.	
5	**School Capacity Educational Adequacy Standard**	**13.1**
A	No portables are being used for instruction	15
	Yes.	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Classrooms can feel tight, but students fit.	
C	School has enough classrooms for special needs instruction	10

	Have enough spaces, but building is not ADA compliant. Student in wheelchair can't get in or out of building unless someone helps. No furniture to fit him, he can't wheel up to a desk. PE for 6th grade is upstairs with no elevator. Restroom access is okay. 2 SPED buses for behavior and 60 SOED kids ride neighborhood bus. Use inclusion model to push in to support kids in space. 80% of SPED services in gened but some students have special support classes. 5 dedicated classrooms	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	Yes, 3 lunch periods – 1 per grade and is large enough	
E	The school has an adequate amount of adminsitrative offices	10
	Have enough offices, but layout is dysfunctional, espcecially with the kitchen in the center.	
F	Student Services are adequately sized for the student population	10
	Yes, Counseling is adequate for internal services but therapy, youth group, and parole go to A2 and A1 with terrible acoustics adjacent to choir and maker space	
G	The Media Center/ Library is adequately sized for the student population at the school	10
	Yes, adequately sized. Can take one class at at time. Functions as a library but try to use for staff meetings and PD but dones't function well for that. No wall to project on. Huge posts in the middle hexagon. Visibility is an issue. Area of library that aren't visible. Bookshelves that are high provide hiding spots	
H	The Music Room is adequately sized	15
	Yes	
I	The Performing Arts spaces are adequately sized	15
	Yes, Choir teacher is drama teacher and happens in 26A. Don't have storage for costumes and sets. Doubles as newspaper, drama, choir,	
J	The Art Room and its supporting spaces are adequately sized	15
	Yes, Maker teacher teaches 2 sections of art in 25A. Not dedicated teacher. 27A used for testing and breakout space.	
K	Science rooms and Science Prep are adequately sized	15
	Yes, 3 sciecne rooms. Sinks get clogged. Adequately sized but feel a little tight.	
L	CTE Labs and classrooms are adequately sized	15
	Yes, Teacher in 25a occasionally used fabrication lab but it doesn't get a lot of use. Used as storage. Uses technology in Fab Lab. May be result of offerings	
M	The Gymnasium and supporting spaces are adequately sized	10
	Yes, size is fine. No scoreboard. Gets super hot. Sound system doesn't work well. Floors were just redone. Divider used for archery but gets stuck when bringing it down. Supposed to have wrestling, have no mats or space or dedicated teacher. No dedicated mat storage. Not sure where it will be. Kids did not vote on it. Locker rooms are adequate	
N	The school has adequate space for whole-child wellness services	0
	n/a	
6	**Curriculum Support**	**12.1**
A	Adequate support is provided for STEAM/CTE programs	10
	Yes, but Parents would say no and that the offerings are not adequate. No after school robotics because no teacher wants to teach it. Engineering and visual art in 25A. Do have gardening and cooking in 23C. Nich also uses 24C for career lab which has modules	
B	Athletic fields/ playfields are adequately sized and there are enough of them	10
	Yes, a lot of space, but tennis court has a lot of cracking. No outdoor cover so kids can't go outside in rain. Lots of gopher holes and bee hives. Track isn't synthetic – gravel, sand, clay is hard to run on. Kids keep falling. Don't do track meets or practice but rather do it in community. Purchased own soccer net. Would like astro turf and covered area. No dugout for baseball and is all dirt, no grass no mound	
C	Students have access to outdoor learning opportunities	15

	Yes, 6th grade to plant and harvest. 7th and 8th use to cook	
D	The Music Room is adequately supported	15
	Yes, Insturment stoage fine for band but not okay for theater	
E	The Science Room(s) are adequately supported	10
	Yes, but could use fridges.	
F	Educators have adequate space for professional development. Where does it occur?	10
	Not really, use the library but hard to see all of the staff with the layout.	
G	Educators have adequate space for planning	15
	Yes, plan in classroom.	
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	0
	n/a	
B	This school promotes "safe routes to school"	0
	n/a	
C	Play areas are adequately fenced	5
	No, community members can easily enter the site by way of track and walkway during the day. Need signage as well.	
D	There is adequate visibility for proper supervision during instruction and/or play	15
	Yes.	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	5
	No.	
F	Bus parking and parent drop off are separate	10
	Yes, drop off areas are separate, but travel on the same road into the site. Don't currently have the staff to manage the flow of traffic and it can get congested.	
G	Staff parking is adequate and well lit	10
	Adequate but not lit. Adding basketball this year and need lighting since it's a winter sport.	
8	**Other Notes**	
	Mechanical systems	
	Exterior athletic and play areas	
	SPED program is disruptive to gen-ed	
	Security at main office.	
	Would be greate to divide fabrication lab to creatively use; could use more small group and office space.	

Timber Ridge School

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**81.5**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	10
	No, not great sound isolation between the floors. Gyms have a bit of echo.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	10
	Classrooms next to SPED can hear sound transference.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	15
	Systems are fairly quiet.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
B	Classrooms are equipped with CO2 sensors	5
3	**Lighting Educational Adequacy Standard**	**13.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	15
	Yes, can zone areas of the classroom.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes, one accent wall in rooms though.	
C	Light fixtures do not produce glare or block lines of sight	5
	No, typically turn off lights when using projectors or whiteboards	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	15
	Yes.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes	
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	West and east facing rooms do get hot.	
B	Classrooms do not get excessively during the cold season	15
5	**School Capacity Educational Adequacy Standard**	**13.8**
A	No portables are being used for instruction	15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Yes, could use more small group rooms.	
C	School has enough classrooms for special needs instruction	15
	Yes, SPED secretary uses hallway conference rooms. Functional skills next to medically fragile. One in hall B and 2 in hall C – Resource Rooms. Hall A – 4th – 5th. Think they have 4-6 SPED buses	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	Yes, 5 lunches. Large enough for one grade level at a time. 11:35 – 1:07. 18 mins apiece	

E	The school has an adequate amount of adminsitrative offices	15
	Yes, Open office space for 4 secretaries. 2 offices – Jodi and Andy. Conference room used by small groups that come in. 2 counseling offices 4, 5 and 6-8	
F	Student Services are adequately sized for the student population	10
	Yes and no, Speech is served out of conference room in main hallway. Counseling offices are adequate size. Would like to add 2 itinerant office space. Andy and Jodi give up their office when groups push in. Foundational Skills are in space that can be subdivided into two rooms. Need more private space.	
G	The Media Center/ Library is adequately sized for the student population at the school	10
	Yes, works well for students. Prefer larger seating area for all staff meetings and professional development. 68 staff including classified. Certified - 40	
H	The Music Room is adequately sized	15
	Yes, Band teacher office and room work well. Has instrument storage that is adequate	
I	The Performing Arts spaces are adequately sized	15
	Yes, Splits between band and choir	
J	The Art Room and its supporting spaces are adequately sized	15
	Yes, Have a nice art room that is good size and storage and sinks	
K	Science rooms and Science Prep are adequately sized	15
	Yes, Had 2 labs built originally and are decent size. Don't like rolling tables. Kitchen island on wheels. Converted another room into a lab but is awkwardly. Earth science doenst' do a lot of experiments. Happy with where she's at. Doesn't have a full schedule but has good storage	
L	CTE Labs and classrooms are adequately sized	15
	Yes.	
M	The Gymnasium and supporting spaces are adequately sized	10
	Yes, Large enough but is not ordered well. Always struggling to find storage. Using boys and girls locker rooms for other storage. Kids don't dress down. Storage between locker rooms gives more storage	
N	The school has adequate space for whole-child wellness services	0
	n/a	
6	**Curriculum Support**	**15.0**
A	Adequate support is provided for STEAM/CTE programs	15
	Maker labs, art room, food science. Maker rooms not set up. Overhead garage door that opens to outside – Science, CTE,	
B	Athletic fields/ playfields are adequately sized and there are enough of them	15
	Yes, but not watered. Have a full size football field. Only middle school that has synthetic track. Covered play shed	
C	Students have access to outdoor learning opportunities	15
	Yes, Have had gardens by media center but not used now.	
D	The Music Room is adequately supported	15
	Yes.	
E	The Science Room(s) are adequately supported	15
	Yes.	
F	Educators have adequate space for professional development. Where does it occur?	15
	Yes happens in media center for certified. All staff does commons	
G	Educators have adequate space for planning	15
	Yes, occurs in classrooms.	
7	**Safety and Security**	**13.0**
A	A safety and security survey has been completed for the site	0
	n/a	

B	This school promotes "safe routes to school"	0
	n/a	
C	Play areas are adequately fenced	15
	Yes	
D	There is adequate visibility for proper supervision during instruction and/or play	10
	Middle school is tough. Average 140 kids per grade level. Have people assigned to spaces. Difficult to monitor because of size	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	15
	Yes.	
F	Bus parking and parent drop off are separate	10
	Yes, Mostly separate but they allow parents to park on parking near bus route side. Try to keep them out of bus lane. 7 school buses	
G	Staff parking is adequate and well lit	15
	Yes	
8	**Other Notes**	
	Heating and cooling, has one-way piping that does not handle the switch over well.	
	Need long term planning on how to handle growing population on this side of town.	

ALBANY OPTIONS SCHOOL

Greater Albany Public Schools

Educational Adequacy

/sāj/ Architecture

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**73.7**
1	**Acoustic Educational Adequacy Standard**	**11.7**
A	Instructional Activity occurs without acoustical interference	15
	Many of the classrooms don't have walls between them. This is not seen as a problem, but rather is part of the culture	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	10
	Only when multi-media is being used. Teachers poke head in if it's getting loud with activity. Helps	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	10
	Bad in GED classroom. Sounds like a jet engine when it comes on. Changing that is near the top. GED is in there 2 ½ hours in morning and very few in afternoon. Kicks on most in afternoon	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**13.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	It is adequate but does not like fluorescent light. GED lights have been covered to soften light. Haven't had students complain. Teachers will often open blinds and shut lights off. There are no windows in GED and science	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes, prefer it this way	
C	Light fixtures do not produce glare or block lines of sight	10
	Teachers often turn lights out and open blinds	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with	15
	Yes	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes	
4	**Temperature Education Adequacy Standard**	**7.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year	5
	Gets warm in office manager and cold in Principal's office. A lot of variance. SPED gets really hot. Standard throughout the year. Whole building is cooled	
B	Classrooms do not get excessively during the cold season	10
	Need to confirm with Mark	
5	**School Capacity Educational Adequacy Standard**	**13.0**
A	No portables are being used for instruction	15
	Correct	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	15
	Yes, however attendance is not adequate in GED	
C	School has enough classrooms for special needs instruction	10
	SPED room was adequate until a required case management period was added where you can't assign students. Can only do 4 periods. Office spaces serve as overflow which will make space inadequate.	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	5

	Students eat in the Career Attendance and at a couple of tables at the library. The cafeteria is used but is too small. Some tables are used in the back. There is one lunch period because of staffing and open classrooms. Would prefer a larger space to eat with hard surface flooring.	
E	The school has an adequate amount of adminsitrative offices	15
	Yes, there are enough offices for the principal and office manager. Really like having the window between those offices for communication	
F	Student Services are adequately sized for the student population	15
	Contract with North Albany Wellness Center. Counseling office does not have window but is great for what its used for. Onsite Mental health and nurse is on call and can be texted or called. FACT services. Most services are on call. Only have part time custodian. Would love assigned custodian but shared with Sunrise. 4 hours for Custodial is not enough	
G	The Media Center/ Library is adequately sized for the student population at the school	15
	The space is adequately sized for multi-media and is a flexible open space. Photography class and construction trade use the computers for CAD. May branch into architecture down the road.	
H	The Music Room is adequately sized	0
	There is no Music Room	
I	The Performing Arts spaces are adequately sized	0
	There are no Performing Arts spaces	
J	The Art Room and its supporting spaces are adequately sized	15
	There is not a dedicated art room and it travels to wherever art teacher is. 1 period a day. Most teachers teach 4 content course work +1 elective. 3 minutes passing period. Academy kids stay mostly in class	
K	Science rooms and Science Prep are adequately sized	15
	The rooms are adequately sized	
L	CTE Labs and classrooms are adequately sized	10
	Year 4 of CTE program. Construction program could use a shop. A study was completed 3 years ago that illustrated the impacts of adding a shop in the back, working within the City setbacks. The shop building concept had an office and classroom space. Require sophomore students to take trimester of construction trades and many of them stay.	
M	The Gymnasium and supporting spaces are adequately sized	0
	Students use Sunrise at end of day for one period after kids are gone – 15 kids at a time. Don't think gym is necessary	
N	The school has adequate space for whole-child wellness services	0
	Didn't ask the question	
6	**Curriculum Support**	**11.0**
A	Adequate support is provided for STEAM/CTE programs	5
	CTE originally designed to be childcare. Construction needs a shop building	
B	Athletic fields/ playfields are adequately sized and there are enough of them	0
	School does not have playfields	
C	Students have access to outdoor learning opportunities	15
	Photography goes the park at Sunrise. The swale is used for experimentation and analysis. CTE	
D	The Music Room is adequately supported	0
	There is no Music Room	
E	The Science Room(s) are adequately supported	5
	Science classroom doesn't have any fume hoods which limits chemistry. No eye wash but CTE has eye wash that can be used	
F	Educators have adequate space for professional development. Where does it occur?	15
	Done in house. Quality teaching for English learners (QTEL) all teachers are certified. Trained in Cali. Project Pride and Social Justice initiatives. Trauma informed practices a couple of years ago. PD will be around improving attendance	
G	Educators have adequate space for planning	15

	Yes, occurs in classrooms.	
7	**Safety and Security**	**12.5**
A	A safety and security survey has been completed for the site	15
	School locks down well because of its size. The camera system is set up well	
B	This school promotes "safe routes to school"	0
	Don't know	
C	Play areas are adequately fenced	10
	Back area is fenced – north and east. Big holes in both where people have cut holes. No fencing to west – access to street is important because of building sheds. Closed campus so students can't leave	
D	There is adequate visibility for proper supervision during instruction and/or play	15
	Yes	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without	10
	There isn't a secured vetibule but there is a camera and buzzer at the front door which is adequate for this school	
F	Bus parking and parent drop off are separate	10
	Yes but sharing parking lot with Sunrise is problematic. Parking is filled when Sunrise lets out. High school students drive with little kids are walking through parking lots. Students are typically good at it	
G	Staff parking is adequate and well lit	15
	School uses section to the north and south side that is also used by Sunrise. Apartments to the east often park without permission	
8	**Other Notes**	
	AOS – More square footage. Always have students on list. Cap at 15. Down a few teachers last few years because of budget cuts. Need add personnel and SF. Would like to look for larger for AOS and change this to district facility. Very centrally located. Identical trip from west to south. Indoor storage on Queens that was for sale. Could easily double SF. Between 120-130 max students. Take 30 students in GED. Don't have all classrooms available every day because of planning. 6 period planning. Most periods have 2 teachers on prep because of 8 teachers.	
	GED is first come first serve equitable with IES	
	Academy takes 15 each program – ask high schools to rank potential candidates. Based on student need of alternative program. Both high school principals had worked here.	
	Sophomore Academy – created Mark's second year. Used to house FACT, welcome center and nurses. Used to be only juniors and seniors. 15 kids from South and 15 from West. Remain here a year and enroll in high school system following years. In cohorts for 2 of 3 trimesters. Third semester they mix in with other students. Seats are very sought after. Most sophomores come with little to no credit.	

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**65.1**
1	**Acoustic Educational Adequacy Standard**	**12.5**
A	Instructional Activity occurs without acoustical interference	0
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms *Converted some spaces that weren't classrooms into classrooms and those have been acoustically compromised. Building 1 – originally built with operable partitions that were walled off with doors between that have sound transference.*	10
C	Ventilation system noise does not negatively impact instructional activity in any classrooms *Noise isn't the issue.*	15
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program *No*	5
B	Classrooms are equipped with CO2 sensors *No*	5
3	**Lighting Educational Adequacy Standard**	**10.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable *Fluorescent lighting is a problem. Teachers use lamps instead. Lights not dimmable. Would prefer controllable lighting.*	5
B	Ceilings and walls are white or light-colored for high reflectance *Yes*	15
C	Light fixtures do not produce glare or block lines of sight *Having problem with lighting and new interactive flat panel screens and glare*	5
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain *Facilities has been putting film on some windows and blinds on others. Work completed this summer*	15
E	Light fixtures in classrooms provide an even light distribution throughout the learning area *Not too dark but way too bright. Fluorescents often go out. Have more external doors than internal doors. This causes issues with climate control*	10
4	**Temperature Education Adequacy Standard**	**7.5**
A	Classrooms do not get excessively hot at the beginning and end of the school year *No, east and west facing classroom windows gain a lot of heat. Dampers don't move air right so rooms next to one another can be different temps. The entire campus is hooked up from underground to chiller and boiler via chiller and boiler plant. Boilers either all on or all off and controls are really antiquated. The aux gym climate control works well but main gym does not.*	5
B	Classrooms do not get excessively during the cold season Yes, but sporadic.	10
5	**School Capacity Educational Adequacy Standard**	**10.4**
A	No portables are being used for instruction *Only one used for daycare (District program)*	15
B	Classrooms comfortably fit the amount of students based on the District's loading standards	10

	Typically yes, but some classrooms can only fit a limited number of kids due to the size, AP classes tend to be larger, but still fitting into a typical size (30-33) classroom.	
C	School has enough classrooms for special needs instruction	15
	Yes, 9 dedicated classrooms for SPED. Mostly in building 1. Have three functional skills classrooms, isolation room, structured support next to bus lane so they can get in and out quickly. Structured support focus room. Regular case managers move throughout via connecting doorways	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	Yes. One lunch period. Juniors and seniors can leave. Many don't stick around because of bell schedule. Many leave right after lunch.	
E	The school has an adequate amount of adminsitrative offices	5
	No, Lack office and conference space. Have one space outside of offices to meet. Looking to convert old computer room in library into conference space.	
F	Student Services are adequately sized for the student population	5
	No, Don't have office for registrar making it difficult to get things done at times. School nurse office is small and adjoining health office. Just have one cot. FACT and DHS use conference room, no itinerant offices	
G	The Media Center/ Library is adequately sized for the student population at the school	10
	Yes, Large enough but antiquated. Set up for research but used for large meeting space for faculty meetings, AVID tutorials, etc. Bookcasing around staircases sections areas off and creates blind spots. Lighting is poor and difficult to adjust. Technology is antiquated, just have a projector and screen. Screen placement is kitty cornered and makes it difficult to see. Used more for full classes and club meet ups	
H	The Music Room is adequately sized	10
	Band and Choir with practice rooms between them. Spaces are adequately sized. Not enough storage space for band. Marching band, drum band, percussions. Store in travel trailer. Marching band has used a lot of storage throughout building for props.	
I	The Performing Arts spaces are adequately sized	10
	Yes, but the space is rarely used becuase we can't move anything on stage. Rigging is locked off because it won't meet safety standards. Use APAC for performances. Sometimes meet in the lecture space as it is used for guest speakers or FAFSA night. Often combine classes and use it.	
J	The Art Room and its supporting spaces are adequately sized	10
	Yes, Good space with antiquated systems in Building 3. Pottery, jewelry making and design. Ventilation is poor and exhaust fans don't work well. Pottery classroom is small because of equipment needs, try to be 30 or less because of space. Have had to evacuate room before because lack of ventilation. Other art class is in Building 4 which used to be Maker space – painting and drawing, design production.	
K	Science rooms and Science Prep are adequately sized	5
	No, Mostly in Building 2. Social studies in this building as well and math is to the left. Horticulture science in building 4 with greenhouse. General science in building 3 – no lab. Equipment is in poor condition. Only a couple of classrooms have vents for labs. Moving desks for lab. Students sit at lab stations. Have to have 30+ students and are equipped for closer to 20 students	
L	CTE Labs and classrooms are adequately sized	15
	Yes, Spaces work well. The only complaint is outdoor CTE because of wind driven rain. Would like flat concrete floor because slope makes framing difficult.	
M	The Gymnasium and supporting spaces are adequately sized	10

	Yes, Both gyms work well programmatically. Main gym seats 1000. Huge title 9 issue with locker rooms. Male locker room is double the size of the womens. No coaches office for female athletes, but there are 3 dedicated for men. Upstairs have been converted for females. Wrestling is upstairs. Weight room location is okay. There are upgrades happening right now.	
N	The school has adequate space for whole-child wellness services	0
6	**Curriculum Support**	**10.7**
A	Adequate support is provided for STEAM/CTE programs	5
	No, Outdoor CTE has issues with wind driven rain, and paving isn't flat so difficult to do construction work. Culinary program is upstairs, but can't get equipment to second floor easily. Looking to remodel next summer. Plan is to make it more of a culinary kitchen with dish pit and commercial dishwasher, commercial style fridges; overall converting from residential to commercial.	
B	Athletic fields/ playfields are adequately sized and there are enough of them	5
	No, Track has been patched and doesn't function well. Turf has reached end of its useful life. Scoreboard has been there since 1980. Just met with Daktronics to look at putting something more modern there. Bleachers came from Corvallis in 1994 and were repurposed. Bleachers don't seat enough people, especially in east side. Would like turf for varsity baseball and softball field. Running into easement issues to the south to raise fenceline. Need to move field away from canal. Dugouts are in the easement. Soccer practice is a challenge. Substrate is cracking at tennis courts.	
C	Students have access to outdoor learning opportunities	15
	Yes, there is a greenhouse, but not much of a program for it. There are garden beds as well.	
D	The Music Room is adequately supported	15
	Yes, but could use more storage.	
E	The Science Room(s) are adequately supported	5
	No, equipment is outdated.	
F	Educators have adequate space for professional development. Where does it occur?	15
	Yes, happens in library or comments, departmental happens in classrooms.	
G	Educators have adequate space for planning	15
	Yes, plan in classrooms.	
7	**Safety and Security**	**9.0**
A	A safety and security survey has been completed for the site	0
	No, Having multiple buildings keeps access control and supervision difficult. Hard to lock doors. Very wet in the winter time. Custodians work overtime to clean up. Have standing water all over campus. Would prefer one large building. Condensing area where kids can go during lunch	
B	This school promotes "safe routes to school"	0
C	Play areas are adequately fenced	10
	Yes, but Sliding gates require a lot of maintenance. Man gates are not sturdy enough to stay locked. Stantion between flexes out. Prefer to "have header with auto close. Have a lot of people from the public that use the track during the school day, securing that part of campus is difficult.	
D	There is adequate visibility for proper supervision during instruction and/or play	10
	No, Surveillance to stadium is poor and lighting is poor. Have pockets where people have tripped and fallen because of poor lighting	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	5

	No, Would be nice to have vestibule but isn't highest priority for safety. 3 of the offices can see guest parking lots but southern parking lot is difficult to see. Eastern parking is really difficult to supervise. Need someone physically out there.	
F	Bus parking and parent drop off are separate	10
	Yes, Bus loop is by building 2. Parents drop off by pool but not all parents listen. 300-400 kids get dropped off. Congestion on Columbus backs up to 34th. Hard to get out and have had a few accidents. Traffic circulation is terrible.	
G	Staff parking is adequate and well lit	10
	Staff parking is okay, but not enough for games/events.	

8	**Other Notes**
	Safety is biggest priority, but not sure what the solution is with how the campus is laid out.
	Getting systems updated so they are not antiquated.
	Athetic fields and locker room space.

15 Agree 10 Agree but with issues 5 Disagree 0 Not Applicable

	Educational Adequacy Score	**78.4**
1	**Acoustic Educational Adequacy Standard**	**13.3**
A	Instructional Activity occurs without acoustical interference	15
	Not really a big issue, only when facilities is repairing in the tunnels.	
B	Sound from classrooms does not interfere with instructional activity in adjoining classrooms	15
	Yes.	
C	Ventilation system noise does not negatively impact instructional activity in any classrooms	10
	Minor noises from radiators.	
2	**Air Quality Education Adequacy Standard**	**5.0**
A	The school has an Indoor Air Quality Management Program	5
	No	
B	Classrooms are equipped with CO2 sensors	5
	No	
3	**Lighting Educational Adequacy Standard**	**13.0**
A	Classrooms are adequately lit by fixtures and lighting is comfortable	10
	Yes except for Bistro/preschool old cafeteria has some old lighting that is out. Will need to replace with LED. Recently replaced ballast.	
B	Ceilings and walls are white or light-colored for high reflectance	15
	Yes.	
C	Light fixtures do not produce glare or block lines of sight	15
	Yes.	
D	Classrooms have shades or blinds on exterior windows that are easily controlled, helping with glare and heat gain	10
	Have cloth on windows to help with heat gain, keep up year round, helps with glare. Only F Hall since they don't have roller shades.	
E	Light fixtures in classrooms provide an even light distribution throughout the learning area	15
	Yes.	
4	**Temperature Education Adequacy Standard**	**10.0**
A	Classrooms do not get excessively hot at the beginning and end of the school year	10
	No, older portion of the buidling does not have AC. Library, some science rooms and the café have AC, new building is cooled along with both gyms. When it gets too hot, they move classrooms to Maker lab, commons and Library and go to APAC. 4-5 days last spring in the afternoon.	
B	Classrooms do not get excessively during the cold season	10
	Generally, Heating is not an issue. Sometimes it gets too hot in C hall. G hall gets warm as well.	
5	**School Capacity Educational Adequacy Standard**	**11.1**
A	No portables are being used for instruction	10
	Portable on site, but its for Community transition program. They are really a stand alone service. Parents will drop off at Queen and will have cross over with buses.	
B	Classrooms comfortably fit the amount of students based on the District's loading standards	10
	Yes, Average size classroom is 33. Lost time now teachers teach 6 hours in lieu of 6.5 hours out of 8. Core content classes are smaller and at capacity.	
C	School has enough classrooms for special needs instruction	15

	Yes, FSC is here with lighting needs. Heat is a need for heat sensitive students. Bookcases bolted take up two classrooms. Sensory room and changing room self-contained connected with door between them. Not in modular.	
D	The cafeteria commons is large enough for a reasonable amount of lunch periods. How many lunch periods does the school currently accommodate?	15
	Yes, have to pass through cafeteria to get to class. F hall is main access to commons. Used to let them move through gym. And go up and over the balcony. Adequate size now but could always be bigger. Three classes then lunch then one class. Seniors usually eat off campus. One lunch period. Kitchen is moving to a production kitchen for 1/3 service. Likes the soft seating options.	
E	The school has an adequate amount of adminsitrative offices	10
	Yes, Offices are a little small and have no storage, but added lockable cabinets have helped. Registrar at the front gets hammered and would like her in the back a bit more. Layout moving athletics receptionist out of the way of main entry. Counseling offices are good. Reconfigured waiting area with soft seating. Outside agency uses the other office spaces. Health room is used every day, have an in house nurse now, but she works at elementary as well.	
F	Student Services are adequately sized for the student population	15
	Yes, FACT uses last office in with resource officer.	
G	The Media Center/ Library is adequately sized for the student population at the school	15
	Yes, It does the job. Use it for staff meetings, professional development, tech is good.	
H	The Music Room is adequately sized	10
	Yes, Good spaces. APAC practice rooms – no strobes in practice rooms cannot lock the doors in case of a lock down. No strobe in orchestra pit, No annunciation or PA speaker so no way to indicate if they have an emergency in the APAC.	
I	The Performing Arts spaces are adequately sized	15
	Yes, PAC is utilized every day. Every school uses it for practice, concerts, awards, graduation, board meetings.	
J	The Art Room and its supporting spaces are adequately sized	15
	Yes, Working well. New spaces, replaced a kiln, enough room.	
K	Science rooms and Science Prep are adequately sized	5
	Not but make due. Tiny classrooms, big classes.	
L	CTE Labs and classrooms are adequately sized	5
	No, E3 is marketing lab. C3 is classroom. B6 accounting and business. Culinary lab and classroom, child development. Wood is tight and expanding into old ceramics, need larger storage. Priority would be to replace this portion of the building. Spaces are small.	
M	The Gymnasium and supporting spaces are adequately sized	5
	No, gym not competition size, main gym floor will need to be replaced soon and bleachers don't always function. Acoustics are good, and just got new projection and projector. Lockerrooms have enough space. Reworked team spaces; expanded wrestling, <more info on girls team rooms>	
N	The school has adequate space for whole-child wellness services	0
	n/a	
O	The school has adequate space to support Special Education Programs	10
	Yes, Majority are in G hall all those are special education. Old front office is FSC. Distance from other spaces. They like being next to eachother but are not decentralized. Likes being right next to bus drop off. FSC removed windows and replaced with plywood. Likes the extra storage – converted the old principal office into highly medically sensitive students and has an ADA restroom. Would like the hallway to be wider. Would like to get kitchenette. The students go to gen ed classes with just one period a day in FSC. 18 kids throughout the day.	
6	**Curriculum Support**	**13.0**
A	Adequate support is provided for STEAM/CTE programs	15

	No, Would like to have some other manufacturing CTE. Would like welding, mechanical offerings. AOS has full gamut of electrical, plumbing and construction.	
B	Athletic fields/ playfields are adequately sized Adequate space to meet PE requirements for all students	15
	Yes, More space than they had before. Team space in grand stands used by football. Training room is great out there.	
C	Athletic fields/ playfields are adequately sized and there are enough of them	10
	Yes, but Turf life is getting close to end of life. 12 years old. Not missing fields but not well maintained due to capacity. Soccer field has to bring out the irrigation sprinkler. Inground system in JV field but is plug n play. Big rain causes tennis courts to be covered in debris. Need more than 4 tennis courts. Still use the tennis club and JV only uses the courts on site.	
D	Students have access to outdoor learning opportunities	10
	No, don't use courtyards. Hard to access and maintain. Never really been used. New courtyard is used quite a bit. Freshman need recess. Bought 4 basketball hoops.	
F	The Music Room is adequately supported	15
	Yes	
F	The Science Room(s) are adequately supported	0
	Did not ask	
G	Educators have adequate space for professional development. Where does it occur?	0
	Did not ask	
H	Educators have adequate space for planning	0
	Did not ask	
7	**Safety and Security**	**13.0**
A	A safety and security survey has been completed for the site	0
	n/a Too many entrances and exits on older side. C halldoors and front doors are only doors they can enter. Keep propping doors open. Doors get opened to cool down building. CTP parks buses behind school and parks busses and keeps the gate open all morning. Proximity of West and Memorial traffic flow between sometimes buses to memorial go through West entry.	
B	This school promotes "safe routes to school"	0
	n/a	
C	Play areas are adequately fenced	15
	Yes.	
D	There is adequate visibility for proper supervision during instruction and/or play	5
	No, Some cameras are broken and not slated to be repaird. Cannot see back side between west and memorial. Cameras look out to old entry blocks some of the view toward Queen. No speaker system on new building.	
E	The main entry has a secured vestibule and accesses main office so visitors can't bypass without checking in	15
	Yes.	
F	Bus parking and parent drop off are separate	15
	Yes.	
G	Staff parking is adequate and well lit	15
	Yes.	
8	**Other Notes**	
	Tear down the old building and finish new building	
	Safety and security issues in APAC and front of the building	
	Gym is not large competition gym, should replace gym	

APPENDIX C: FACILITY ASSESSMENT REPORT

Central Elementary School

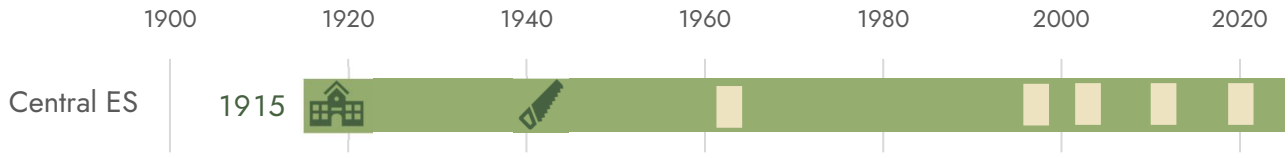
336 9th Ave SE, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1915	48,453	3-5	$6,126,310	$28,732,629	Poor - 21%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

Central Elementary is a three-storied school located in the northwest area of Albany. As the oldest school building in the District, the building has seen many smaller renovations over the years, but the majority of the façade and interiors is either original or dated.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
7.3	1	N	18/1 ADA	$722,017

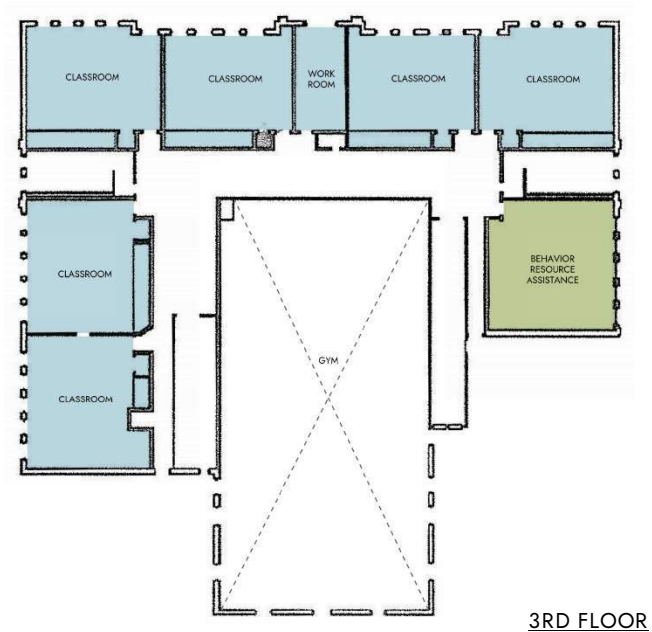
KEY SITE COMMENTS

- The site is fully fenced, but playfield areas are limited to where staff can easily supervise.
- More parking is needed for staff and the area is not lit properly.
- The main playfields are not irrigated and rough, but the baseball field is irrigated.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.
- Paving around the site is also heavily damaged.
- Buses and parents drop off and pick up students on the street leading to congestion.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
48,453	112	178	59.4%	$5,602,393

1ST FLOOR



3RD FLOOR

2ND FLOOR

LEGEND

- BACK OF HOUSE/MEP
- CLASSROOM
- ELECTIVES/SPECIALS
- OTHER ATHLETICS
- DISTRICT USE
- SPECIAL ED. PROGRAMS
- GYM/ATHLETICS
- COMMONS
- ADMINISTRATION

KEY BUILDING COMMENTS

- Windows are original, single-pane wood framed, and several have broken weights.
- The roof is in need of full replacement.
- Upper floor restrooms are very dated with damage to flooring and wall tile while also lacking ADA compliant stalls.
- There is evidence of moisture intrusion along the brick at the back of the building.
- Unit ventilators were installed in some spaces, but the main floor and gym have no ventilation.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- Carpet needs replacement throughout.
- There currently is no main clock system or lighting controls.
- Corridor floors on the first floor are very rough with large spalling gaps at concrete joints.
- Gym windows do not have shades.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule, and the office lacks direct visibility to the entrance.
- Various areas of the playfields lack good sight lines for supervision.
- Gym doors cannot be secured during an emergency.
- There are no security cameras at the exterior doors.

ACCESSIBILITY NOTES

- ADA entry to the building is through a back door, there is no ramp at the main entrance and no signage to accessible entrance.
- The ramp to the building is non-compliant due to improper landings.
- Interior ramps exceed maximum running slope and do not have handrails.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

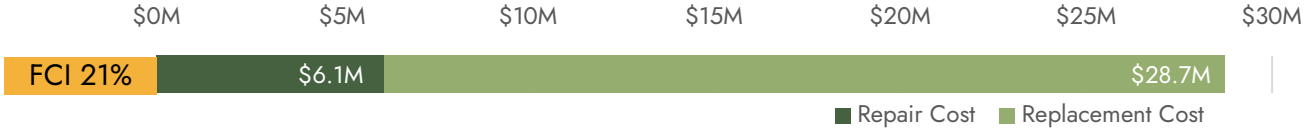
OVERALL SCORE
59.4%

- Noise from the music room disrupts classrooms.
- No spaces have cooling and can become uncomfortable in hot weather, especially the east and west classrooms, the gym and the library.
- Student support spaces are limited and there is no separate health room.
- The cafeteria lacks acoustic treatment and tends to get quite loud.

SCORES BY CATEGORY	CES	DISTRICT AVG
1. Acoustic Adequacy	5.0	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	10.6	11.4
6. Curriculum Support Adequacy	8.8	11.8
7. Safety and Security Adequacy	8.8	11.8
Overall Percentage Score	59.4%	68.4%

EXPENDITURE FORECAST

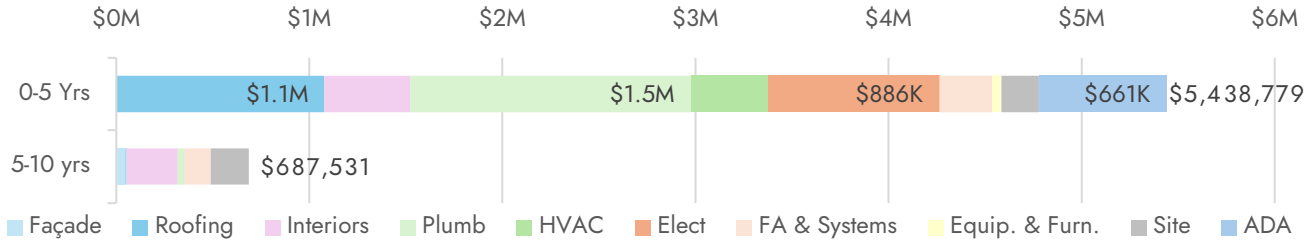
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Repair costs for the building needed within the next 10 years are around $6.1M and the replacement value is about $28.7M, indicating that the building has an FCI of 21%. This means that the building has been subjected to hard, long-term wear, and the building or its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 5 years. The largest items to be repaired include replacing roof, façade repairs, adding fire suppression, and upgrading electrical and ADA deficiencies.

SUMMARY & PRIORITIES

Based on observations and interviews, this school has significant access concerns for ADA compliance as there is an elevator, but access from the parking lot does not meet ADA regulations. The HVAC system leaves several classrooms unusable during hotter seasons, limiting capacity by taking two classrooms off-line. Windows are original and are in urgent need of replacement due to damage as well as adding to the heat gain within the building. The building is located within a historic district so replacements will need to be similar to original with the exception of using insulated frames and glazing, and added roller shades.

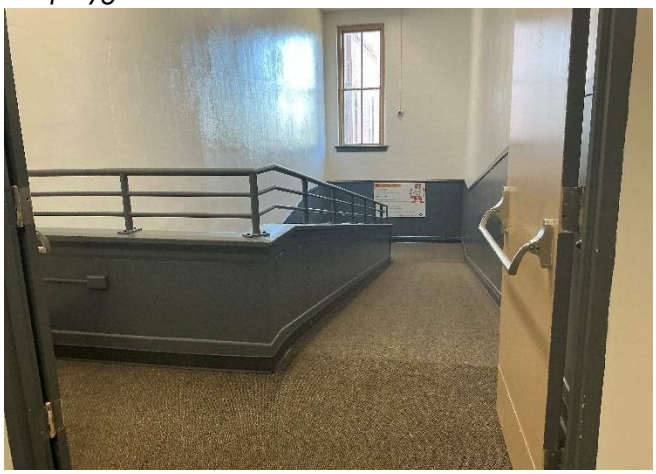
There is no secured vestibule and or bus drop of zones. Parent drop off is on the street and staff do not have enough parking. Play lots have supervision concerns and need paving repair throughout.

- Priority #1 – Replace roof and flashing at scuppers.
- Priority #2 – Address ADA compliance issues.
- Priority #3 – Address heat gain in the building and ventilation issues.
- Priority #4 – Provide sound attenuation in cafeteria and Online Academy.
- Priority #5 – Address envelope with window replacement and water intrusion issues.

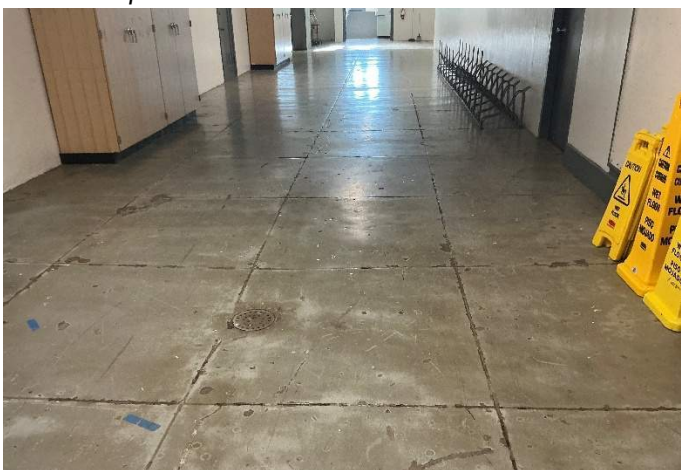
SITE & BUILDING PHOTOS

1. *Uneven and cracked asphalt surface at playground.*

2. *Water intrusion visible at brick adjacent to downspout.*



3. *No handrails at interior ramp, running slope exceeds allowed maximum.*



4. *Rough concrete floor conditions in the main floor corridor.*

5. *Third floor classroom, added unit ventilator and fluorescent lighting.*

6. *Un-updated group restroom, non-compliant stall.*

Lafayette Elementary School

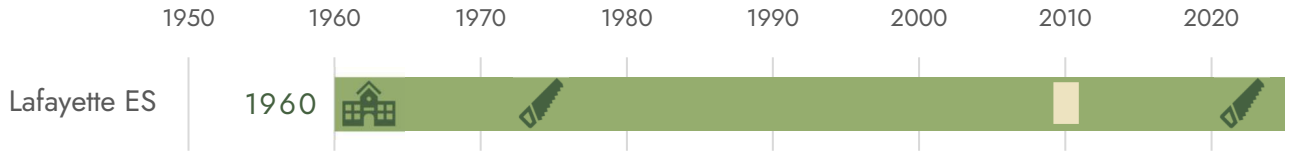
3122 SE Madison St, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1960	48,453	K-5	$4,883,605	$33,465,955	15%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Lafayette Elementary is a single-story school located in the south-central area of Albany. The majority of the building is 65 years old, with limited renovations and minor additions such as the separate FACT building that now houses several classrooms along with a FACT space.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
7.5	2	N	30/2 ADA	$943,433

KEY SITE COMMENTS

- The site is fully fenced, but playfield areas lack good visibility for supervision.
- Bus and parent drop off is very congested, traffic can back up onto the street.
- More parking is needed for staff, they frequently parks on the surrounding streets.
- Parking areas are not lit.
- Playfields are not irrigated and typically rough.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
44,754	266	487	63.9%	$3,940,172

KEY BUILDING COMMENTS

- Half of the exterior windows have been replaced, but the remaining are single pane.
- Some restrooms have damage to flooring and wall tile while also lacking ADA compliant stalls.
- Kitchen equipment is aged and space is undersized.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- Ceilings throughout the building are mis-matched from roof and other repair work.
- The exterior façade needs renovation throughout with areas of the siding and trim showing deterioration.
- Lighting is inconsistent in the building with fluorescent fixtures in most spaces. Fixtures do not have dimming controls.
- Flooring varies between ACM, VCT and older carpet in the classrooms.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Various areas of the playfields lack good sight lines for supervision.
- Most exterior doors lack key card access.
- Some security cameras are not working.
- Gym entry doors do not lock and cannot be secured during after-hours or during an emergency.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- Parking areas lack proper signage and pavement markings.
- Doors throughout the building are not considered accessible due to improper clearances and hardware issues such as heavy closer.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

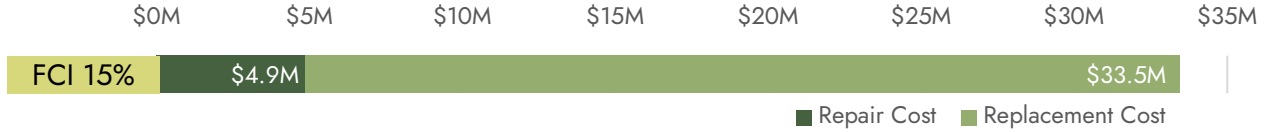
OVERALL SCORE
63.9%

- The number of and size of classrooms were noted as adequate.
- The classrooms for special needs are too small and do not have integral restrooms.
- The cafeteria and gym cannot house large assemblies.
- Classrooms do not have cooling and can become uncomfortable in hot weather.

SCORES BY CATEGORY	LAFAY.	DISTRICT AVG
1. Acoustic Adequacy	13.3	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	7.8	11.4
6. Curriculum Support Adequacy	10.0	11.8
7. Safety and Security Adequacy	9.0	11.8
Overall Percentage Score	63.9%	68.4%

EXPENDITURE FORECAST

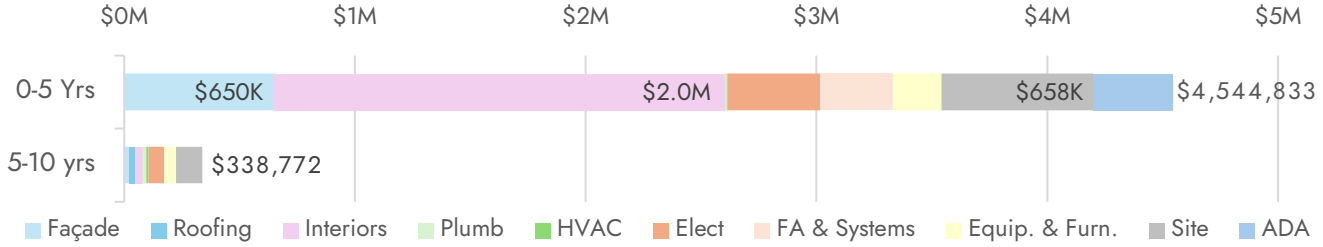
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Current repair versus replacement costs for the next 10 years are about $4.9M and the building's replacement value sits at $33.5M, leading to an FCI of 15%, which means it has been subjected to long term wear and parts of the building are nearing the end of their useful life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 5 years. The largest items to be repaired include the façade, interior finishes at and site improvements.

SUMMARY

This school recently renovated the cafeteria space that included upgraded mechanical equipment in the gym and cafeteria. Security is an issue without a secured vestibule and the administration office needs better visibility to the hallway, health room and front door. Other doors at the gym do not have the ability to be secured.

Most of the school still has single pane windows creating heat gain in warmer months. The school moves students into the Welcoming Center building to utilize it's air conditioning for hotter days. The playgrounds need safer equipment upgrades and the paving needs repair.

- Priority #1 – Add cooling to the building.
- Priority #2 – Upgrade Safety and security with added entry vestibule and office reconfiguration for better supervision.
- Priority #3 – Upgrade technology and security in gym for whole school events.
- Priority #4 – Upgrade playground and walking path.
- Priority #5 – Upgrade FSC classroom with ADA Compliant restroom and changing room.

SITE & BUILDING PHOTOS

1. *Significant deterioration of façade siding, cracking at play area asphalt.*

2. *Significant cracks at asphalt play area, deteriorating siding at covered play.*

3. *Skylights covered in recent roof repair, ceiling tiles need to be replaced throughout.*

4. *Aged kitchen equipment in an undersized space.*

5. *Heavy damage to presumed asbestos tile.*

6. *Fluorescent and inconsistent lighting in classroom.*

Liberty Elementary School

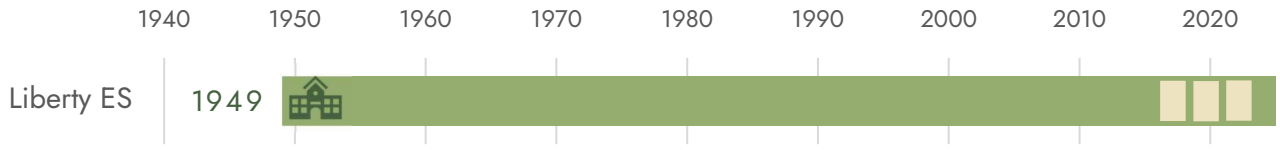
2345 Liberty St, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1960	37,231	K-5	$5,710,118	$22,077,983	26%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Liberty Elementary is a single-story school located adjacent to the West Albany HS and Memorial MS sites. The building is 76 years old with recent limited renovations to MEP, front parking and entry and restrooms. The site also has two modular buildings used by the school.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
5.05	1	N	35/2 ADA	$1,231,837

KEY SITE COMMENTS

- The main parking lot and entry was remodeled in 2020.
- Bus drop off and pick up is located on Liberty St.
- Play equipment is in need of replacement.
- Concrete sidewalks and ramps show heavy damage and repairs are failing.
- The site is fenced, but the perimeter includes the adjacent high school sports fields to the north and east.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
37,231	280	394	71.6%	$4,478,282

KEY BUILDING COMMENTS

- Windows were replaced on the south façade, but many have already failed. Solar heat gain is still an issue.
- Windows on the north façade are original.
- South facing classrooms get extremely warm, school has tried shading devices on the exterior.
- The exterior soffits, siding and wood columns at the play area need repair.
- The main entry lacks a secured vestibule and staff still buzz visitors into the school.
- Several restrooms were remodeled in 2020.
- Lights were updated in the last bond, but fluorescents can be found in the classrooms.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- Several restrooms were remodeled in 2020.
- Carpet has been replaced in most of the classrooms.
- HVAC is supplied through the classroom casework and is often blocked. New ventilators in process of being added to classrooms.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule.
- The playfields are open to the adjoining HS's sports fields with fencing a significant distance away.
- All classrooms have doors that exit directly to the outside, with some exiting directly to the parking area.

ACCESSIBILITY NOTES

- The stage is inaccessible.
- Handrails throughout the site are not compliant; either not provided or not continuous.
- Doors throughout are not considered accessible due to improper clearances and hardware issues such as heavy closers.
- An accessible drinking fountain is not provided.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
71.6%

- While there is a staff Community Room, staff do not have space apart from their classrooms for planning.
- The library is currently housed in a modular.
- Heating and cooling is an issue as classrooms along the south façade get extremely warm during hot weather and spaces such as the gym being cold in the mornings.

SCORES BY CATEGORY	LIBERTY ES	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	15.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	11.0	11.4
6. Curriculum Support Adequacy	13.0	11.8
7. Safety and Security Adequacy	12.0	11.8
Overall Percentage Score	71.6%	68.4%

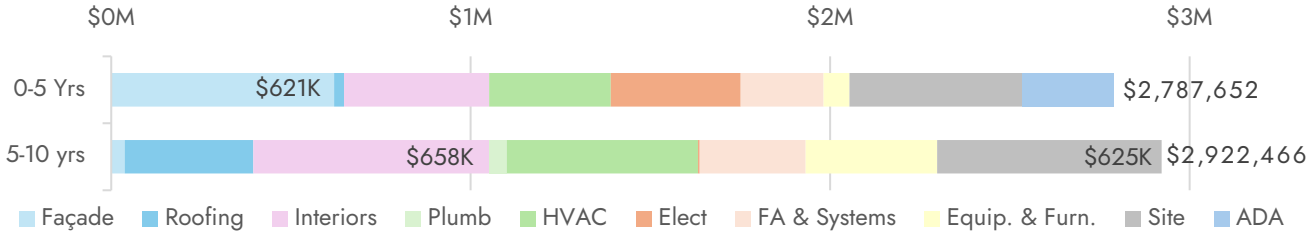
EXPENDITURE FORECAST

Repair vs Replacement – Facility Condition Index (FCI)

The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $5.7 million in the next 5 years and an overall replacement cost of $22.1M the building has an FCI of 26%, indicating that the building has been subjected to hard, long-term wear, and the building or some of its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that there are a variety of repairs needed in the next 10 years. The largest items include the facade finishes which includes window replacement, interior finishes and site improvements. Other items like Roofing and HVAC also show need of repair.

SUMMARY & PRIORITIES

Based on observations and interviews, this school has several classrooms that are hot in warmer months. Unit Ventilators were being added to classrooms over the 2025 summer. Most of the school's windows are single pane adding to heat gain of south facing classrooms.

- Priority #1 – Replace single pane windows and those failing on the south facade.
- Priority #2 – Provide a secured vestibule.
- Priority #3 – Replace all fluorescent lighting with new controls.
- Priority #4 – Remove all asbestos flooring.

SITE & BUILDING PHOTOS

1. *South façade classrooms with temporary shading devices to try to keep rooms cooler.*

2. *Single pane windows on the north facade and inaccessible classroom exits.*

3. *Typical original classroom casework and non-compliant drinking fountain.*

4. *Site sidewalks showing damage and failing repairs.*

5. *Typical classroom with fluorescent lighting and original wall and casework finishes.*

6. *Equipment in need of replacement, siding and wood columns in need of repair.*

Meadow Ridge Elementary School

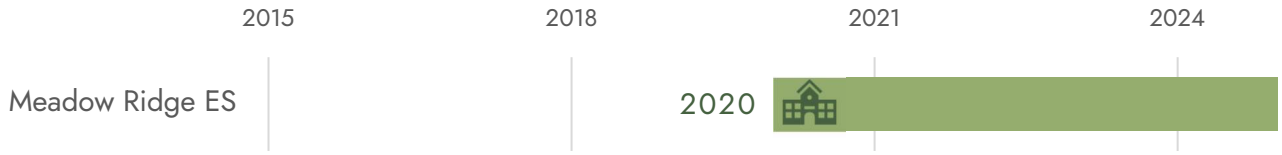
385 Timber Ridge St, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
2020	94,809	K-3	$1,184,504	$56,221,737	2%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Meadow Ridge Elementary is a two-story school located adjacent to the Timber Ridge School site on the east side of Albany. The building is the District's newest, built in 2020 and house students in grades K-3.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
11.7	1	N	130/5 ADA	$157,644

KEY SITE COMMENTS

- Parking areas have faded markings, especially at the ADA stalls.
- The playfields are fenced, but the fencing stops at the building and leaves many exits open to the site.
- Irrigation is on city water and gets turned off frequently due to cost.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
94,809	495	603	87.8%	$1,026,860

KEY BUILDING COMMENTS

- The Gym has significant acoustic issues for use during presentations or during PE classes.
- The Learning Stair at the entry is difficult to use with no projection screen in the area and acting as a key intersection in the school.
- There are paint issues throughout the building where paint is peeling in large patches.

SAFETY & SECURITY NOTES

- There are several areas within the school where students can hide or are difficult to supervise.
- While the playfields are fenced, the site is consistently not; the building's many exits cause safety concerns for students.
- Most interior windows at the classrooms do not have window shades and leave rooms exposed during security events.

ACCESSIBILITY NOTES

- The number of accessible parking spaces does not comply with ADA code.
- Doors throughout the building exceed maximum pull forces.
- Accessible routes around the NW corner of the building and North Entry have cross slopes exceeding ADA code.
- The second floor is missing an accessible drinking fountain.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

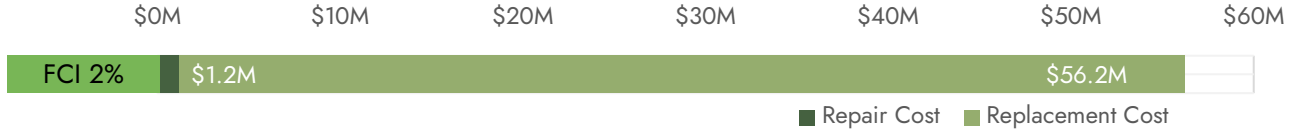
OVERALL SCORE
87.8%

- Generally, the building's spaces are sized adequately for the need.
- Acoustics are a concern in the main gym as the sound is not mitigated and causes issues with presentations and PE class.
- Additional safety fencing would be a good addition around the school as there are many exits throughout the building

SCORES BY CATEGORY	MEADOW	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	10.0	5.5
3. Lighting Adequacy	14.0	12.6
4. Temperature Adequacy	12.5	9.3
5. School Capacity Adequacy	15.0	11.4
6. Curriculum Support Adequacy	15.0	11.8
7. Safety and Security Adequacy	14.0	11.8
Overall Percentage Score	87.8%	68.4%

EXPENDITURE FORECAST

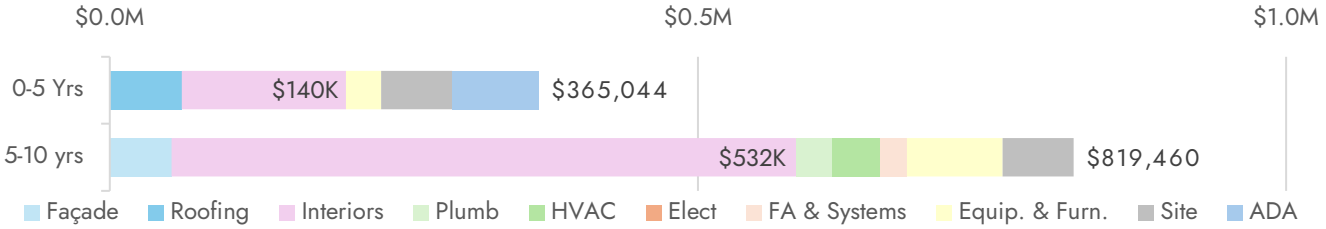
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Current repair versus replacement costs for the next 10 years indicate that the repair costs are minimal in comparison to the overall cost to replace the school. Most items indicated for repair are generally maintenance type items. These repair versus replacement costs translate the building's FCI to being 2%, which means that the facility is in good condition.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that repairs are fairly minimal. The largest items to be repaired include the Interiors to repair paint finish issues as well as other interior finish repairs as the building approaches its 15-year age mark.

SUMMARY & PRIORITIES

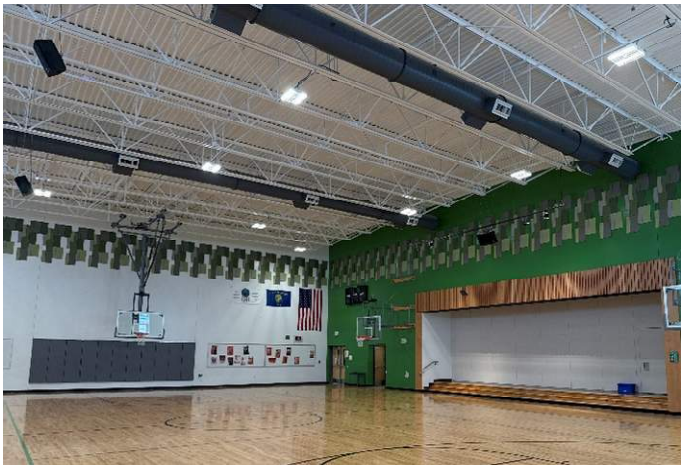
Meadow Ridge is a new school. One issue is paint adhesion as there are several locations where paint is peeling off the walls. There are maintenance issues with motors for the AAON VFDs that need to be replaced frequently. The main gym is difficult to use with large groups due to acoustic concerns.

Safety and security include adding roller shades to interior windows and extending a portion of fence at the south side of the school to assist in supervision.

- Priority #1 – Add portion of site fencing.
- Priority #2 – Modify gym acoustics.
- Priority #3 – Add ADA drinking fountain to second floor and one close to playground.
- Priority #4 – Repair paint issues throughout school.

SITE & BUILDING PHOTOS

1. *Entry canopy leaking at gaps in decking.*

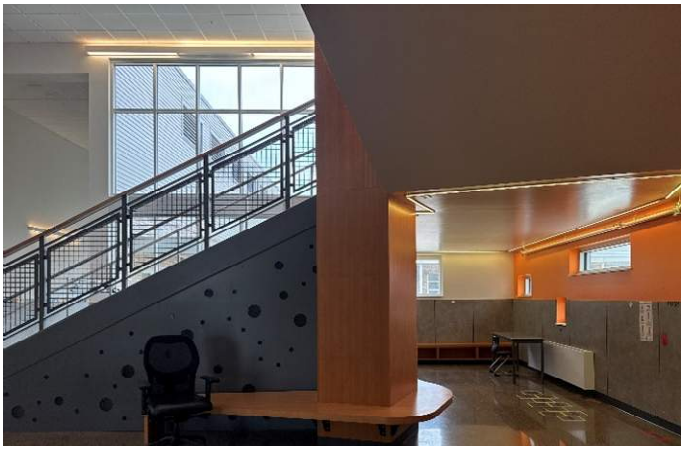


2. *Despite acoustic treatment on walls, noise is a consistent issue for using the gym.*

3. *Paint failure at interior walls.*

4. *Interior windows lack roller window shades and are difficult to manage in security events.*

5. *Paint failure at interior walls.*



6. *Space underneath stair difficult to supervise.*

North Albany Elementary School

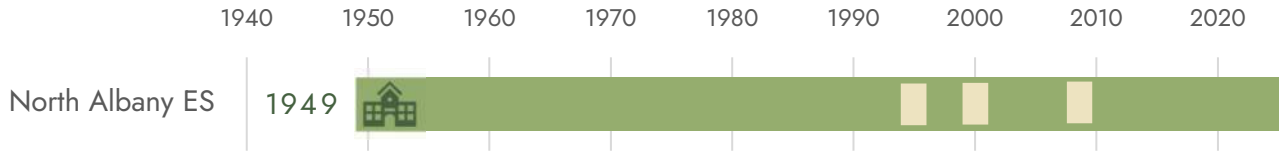
815 NW Thorton Lake Drive, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1949	26,587	K-5	$6,996,123	$16,26,652	43%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 4, 2025

North Albany Elementary is a single-story school located in the north-central area of Albany adjacent to North Albany MS. The facility is a collection of buildings, including (3) modulars connected by exterior covered walkways.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
7.29	3	N	50/2 ADA	$1,027,935

KEY SITE COMMENTS

- Parent and bus drop-off are separated, but parents currently drop off at North Albany Middle School and students must walk on a path across the playfields to reach the school.
- Playfields are not irrigated and rough.
- Drainage has been an ongoing issue at the play fields and covered play.
- The site is fenced, but gates are typically open during off hours.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
44,754	268	334	59.7%	$5,968,189

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule; visitors enter directly into the main office.
- Windows throughout the classrooms are single pane, many do not open.
- The gym has ACM flooring and is showing signs of damage and wear.
- Classrooms typically have the original casework and plumbing fixtures and ceiling tiles, with varying degrees of condition.
- The site uses three modulars, all will need replacement in the next 5-10 years.
- There are persistent problems with the roof leaking as well as drainage at gutters and downspouts.
- Lighting fixtures are typically fluorescent and do not have dimming controls.
- The kitchen currently does not have a dishwasher.
- The building's multi-zone mechanical units are not working, many spaces are uncomfortable during warm weather.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule.
- Gates around the campus remain open during off-hours, have had various issues with loitering.
- Control panel needs to be updated to provide key card access to all exterior doors.
- The exterior covered walkways that connect classrooms and other spaces are difficult to supervise.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- The ramp between classrooms and the gym exceed the maximum slope.
- Two student restrooms are too small to accommodate accessible compliant restroom.
- Doors throughout the building are not considered accessible due to improper widths and maneuvering clearances.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

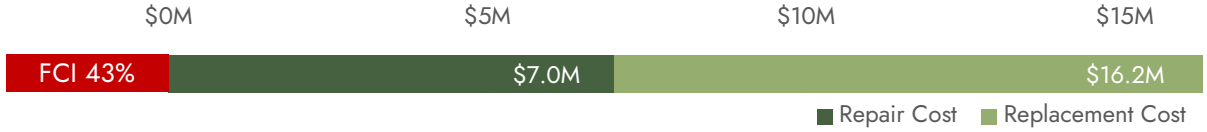
OVERALL SCORE
59.7%

- The gym is also used for the cafeteria, making scheduling PE classes difficult.
- Classrooms do not have cooling and can become uncomfortable in hot weather.
- Additional space is needed in the office, there is no space for student isolation or other student services.

SCORES BY CATEGORY	NAES	DISTRICT AVG
1. Acoustic Adequacy	6.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	11.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	10.0	11.4
6. Curriculum Support Adequacy	10.0	11.8
7. Safety and Security Adequacy	10.0	11.8
Overall Percentage Score	59.7%	68.4%

EXPENDITURE FORECAST

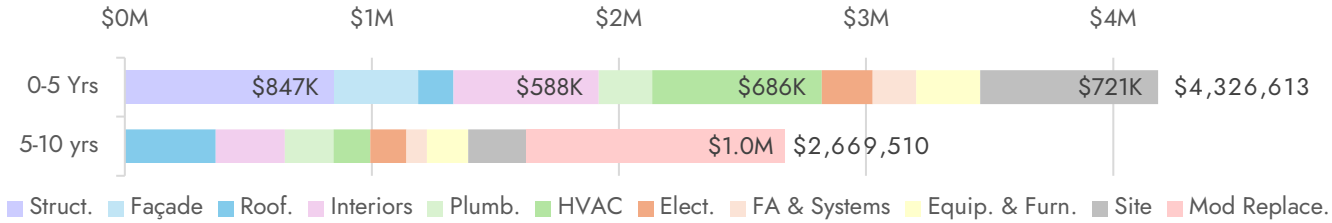
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With significant repair costs in the next 10 years at around $7M and a replacement value of around $16.2M, the building's FCI is sitting at 43%, which means the building is nearing the end of its useful life and replacement of the building or larger portions should be considered.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. These repairs include large upgrades to the foundation and masonry walled structure, interior finishes, HVAC, site and replacement of two of the modulars.

SUMMARY & PRIORITIES

North Albany Elementary School is one of the older schools and minimal upgrades have been made to the school. Interior walls throughout the main building are CMU making modification to meet ADA requirements difficult; hallways are narrow and do not provide adequate door clearances. Most classrooms are accessed through the exterior with no interior hallways. Enclosing a circulation route would help with security.

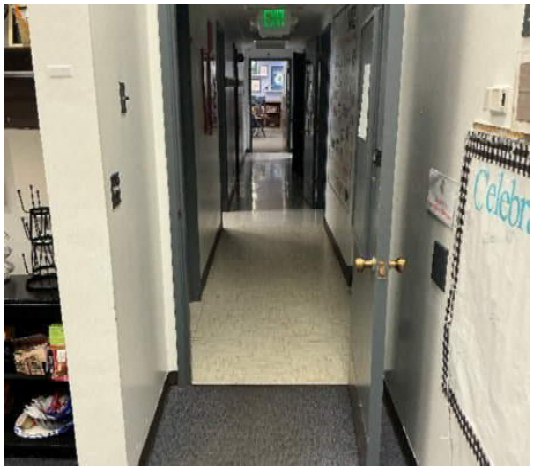
The existing restrooms are too small for students and need to be enlarged to meet ADA standards. The kitchen does not have a dishwasher which limits options for serving at the school. The gym has asbestos flooring with significant cracks in the concrete slab. It also doubles as the cafeteria and does not allow for full day PE. While students can go outside, the playfields have many hazards with holes from voles and lack of irrigation.

- Priority #1 – Improve ventilation throughout all classrooms.
- Priority #2 – Add a gym for dedicated PE Space.
- Priority #3 – Replace all windows to minimize heat gain.
- Priority #4 – Repair all play fields.
- Priority #5 – Add irrigation well and system.
- Priority #6 – Add secured vestibule and renovate administration space.
- Priority #7 – Provide ADA Accessibility upgrades throughout the school.

SITE & BUILDING PHOTOS

1. *Unirrigated and rough playfields.*

2. *Visible water damage to exterior soffit boards, suspected un-reinforced masonry walls.*



3. *Hallway in main building, non-compliant clearance width in hallway and at door.*

4. *Single pane wood framed windows, showing heavy damage to frame trim.*

5. *Suspected ACM tile in cafeteria, showing damage and temporary repair.*

6. *Original casework and plumbing fixtures in classroom.*

Oak Elementary School

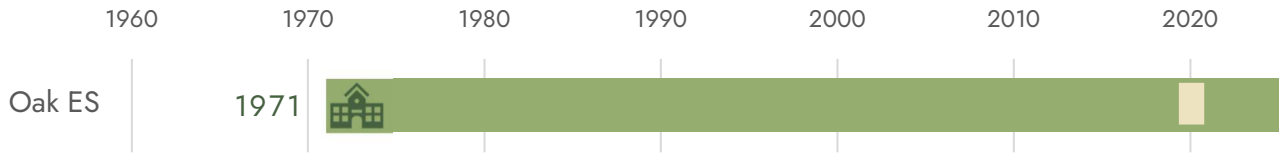
3610 Oak St, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1971	43,920	K-5	$7,117,496	$26,044,560	27%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 4, 2025

Oak Elementary School is a single-story building built in 1971 located in South-central Albany. Renovations to the building have been minimal with the majority of original finishes in place. The site also contains two modular buildings.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
9.6	1	Y (damaged)	32/2 ADA	$1,162,648

KEY SITE COMMENTS

- The parking areas are in need of re-striping.
- Asphalt playground needs to be repaved.
- Damage to existing (and unused) planters in the play area are a safety hazard and should be removed.
- Soft play area was recently repaired to better manage drainage issues.
- The covered play structure is nearing the end of its life and should be replaced.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
43,920	218	322	61.6%	$5,954,849

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- The current roof needs to be replaced, consistently battling leaks throughout the building.
- The decommissioned chimney should be removed for seismic reasons.
- Temperature control and ventilation is a consistent issue for all classrooms.
- Lighting throughout is fluorescent.
- Gym could use new lighting and HVAC controls as well as repairs to the gym striping.
- There is significant water damage to exterior soffit panels.
- Most of the interior finishes, a lot of which are original, are in fairly good condition.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Various areas of the building and site are not visible with security cameras.
- Large windows in the cafeteria lack blackout or safety curtains.

ACCESSIBILITY NOTES

- There is not an accessible route to the playfields and garden.
- Accessible parking areas lack proper signage and pavement markings.
- Restrooms are non-compliant.
- There is no accessible path to the stage.
- Doors throughout the building are not considered accessible due to improper clearances and hardware issues such as heavy closers.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

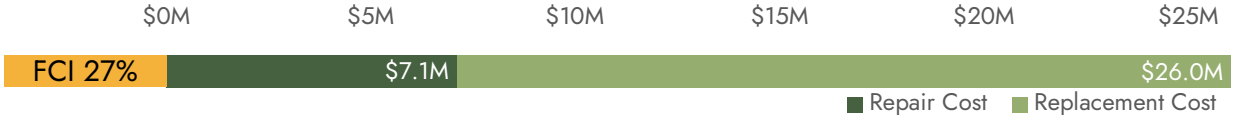
OVERALL SCORE
61.6%

- Special needs programs are placed in modulars, would be good to have in the main school building.
- Temperature regulation is needed, some classrooms run warm, others run cold, others good lack ventilation.
- Drop off areas are a concern as parent and bus traffic are often in conflict.
- Outdoor play areas need improvement and safety upgrades.
- Stage curtains need to be replaced.

SCORES BY CATEGORY	OAK ES	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	13.0	12.6
4. Temperature Adequacy	5.0	9.3
5. School Capacity Adequacy	9.0	11.4
6. Curriculum Support Adequacy	13.0	11.8
7. Safety and Security Adequacy	8.0	11.8
Overall Percentage Score	61.6%	68.4%

EXPENDITURE FORECAST

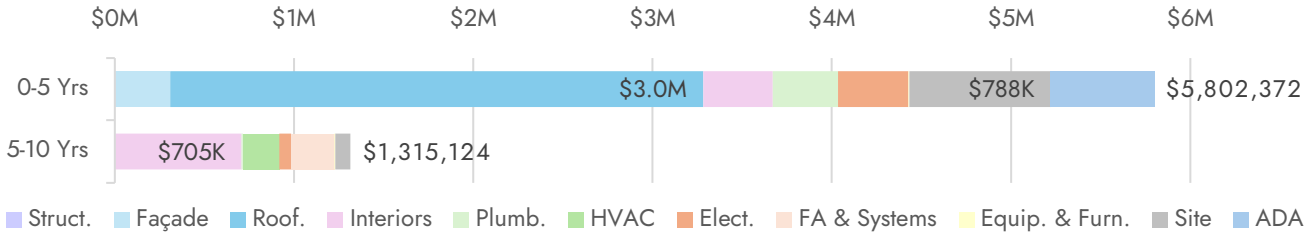
Repair vs Replacement



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Current repair costs indicate that there are a fair amount of repairs needed at $7.1M and a replacement value of $26M, resulting in a FCI of 27%, which means it has been subjected to long term wear and components are nearing the end of their useful life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate significant costs including a full roof replacement, and site and interior finish repairs.

SUMMARY & PRIORITIES

Based on site observations and interviews, Oak Elementary has concerns providing space in the administrative areas for social services, health and conferences. Staff also only have two restrooms throughout the school and would like an additional set. This site also has modular classrooms where Special Programs are located, but the principal would like to move programs into the school.

Temperature regulation is difficult throughout the school and single pane windows contribute to heat gain. The playground equipment is not age-appropriate and needs new basketball hoops. There are also several concrete planters in the playground that are damaged with exposed rebar and should be addressed for safety concerns. The school does not have a secured vestibule and has limited visibility to the main entry.

- Priority #1 – Provide controls for mechanical systems.
- Priority #2 – Replace roof with District's current standard.
- Priority #3 – Provide black-out curtains at cafeteria and replace stage curtains.
- Priority #4 – Add secured vestibule.
- Priority #5 – Improve playground safety and accessibility with updated storm drainage.
- Priority #6 – Add two staff bathrooms.
- Priority #7 – Move programs in modulars to main building otherwise, the modulars will need to be re-roofed and re-sided.

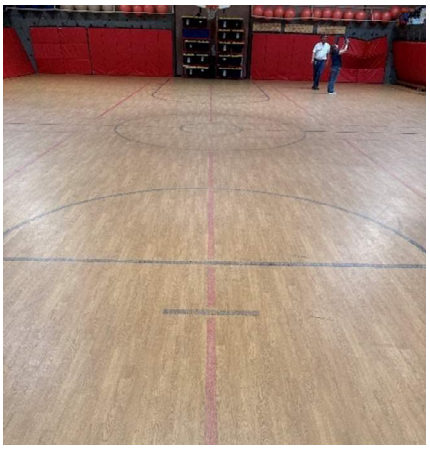
SITE & BUILDING PHOTOS

1. *Significant water damage to exterior soffit panels.*

2. *Exposed rebar and damaged concrete at former tree planters in the play area.*

3. *Asphalt paving at play areas showing significant cracks and wear.*

4. *Paint finish at exterior soffit peeling.*



5. *Painted game lines barely visible in gym.*

6. *Stage curtain damaged, in need of replacement.*

Oak Grove Elementary School

1500 NW Oak Grove Street SE, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
2018	59,681	K-5	$1,204,890	$35,390,833	3%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 4, 2025

Oak Grove Elementary is a two-story school located in the north area of Albany. Built in 2018, the school is one of the District's newest buildings and has some of the lowest repair needs.

EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
8.04	1	Y	98/4 ADA	$157,354

KEY SITE COMMENTS

- Parking areas need to be re-striped, most lines are illegible.
- Some flooding occurs in the playfields during the winter.
- A well is needed to allow the school to irrigate without using city water.
- Repairs are also needed to the storm drain lines at the south part of the site.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
59,681	366	412	89.2%	$1,047,536

KEY BUILDING COMMENTS

- Most interior finishes are in good condition, stairwell walls could use new paint due to high traffic use.
- Paint is peeling at the exterior walls of the covered play area.
- Wall mounted sinks at group restrooms show signs of water leakage at the backsplash.
- Glare has been a concern for classrooms that have windows facing the south.
- Interior classroom windows lack shading devices.

SAFETY & SECURITY NOTES

- The school has a secured vestibule that restricts entrance into the main school as well as an office that provides good supervision over the entrance and parking area.
- Interior windows at the classrooms typically do not have window shades on one of the lites and prove difficult to obscure during security events.

ACCESSIBILITY NOTES

- Classroom sinks do not have proper knee and toe clearances.
- Accessible parking area markings are faded and illegible.
- Doors throughout the building exceed code maximum opening force.
- The ADA operator at the main entrance is often inoperable.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document

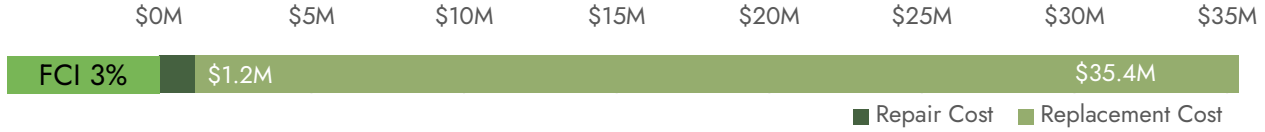
OVERALL SCORE
89.2%

- Classrooms, support spaces, administrative spaces and communal spaces all scored as adequate.
- Parking for community events is not enough as events can be quite large.
- Some noise carries through into classrooms from small group areas.

SCORES BY CATEGORY	OAK GROVE	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	10.0	5.5
3. Lighting Adequacy	14.0	12.6
4. Temperature Adequacy	15.0	9.3
5. School Capacity Adequacy	15.0	11.4
6. Curriculum Support Adequacy	14.0	11.8
7. Safety and Security Adequacy	14.0	11.8
Overall Percentage Score	89.2%	68.4%

EXPENDITURE FORECAST

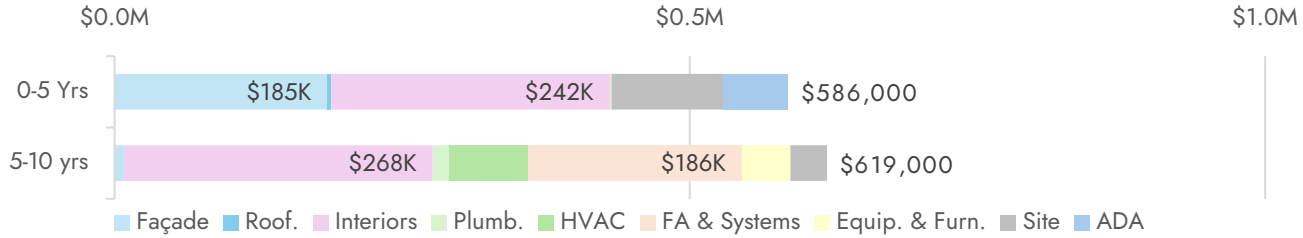
Repair vs Replacement



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Due to the building's age of 7 years, the overall repair costs for the school over the next 10 years are fairly minimal and do not outweigh the full replacement cost. The repair costs of $1.2M versus replacement cost of $35.4M translate the building's FCI to being 3%, which means that the building is in good condition with minimal repairs needed.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that the largest costs include repairs to the exterior paint and interior finishes as the building reaches its 10-year age mark. Additional maintenance and upgrades appear in the 5-10 year range in areas such as Interior Finishes and an upgrade to the security systems.

SUMMARY & PRIORITIES

Oak Grove Elementary is one of the newest schools. There were minimal issues to be resolved as is noticeable from each of the categories above. Some classrooms experience glare from the south side which could be managed with roller shades. The exterior sunshades have gaps in them allowing light to come in. Paint is peeling at the exterior play area.

Interior windows at classrooms do not have roller shades limiting options for lockdown.

- Priority #1 – Repair paint issues.
- Priority #2 – Add roller shades to classrooms.
- Priority #3 – Add parking to lot with new stripping.
- Priority #4 – Regrade playfield with new irrigation and storm drainage.

SITE & BUILDING PHOTOS

1. *Peeling paint on the exterior tilt concrete walls.*

2. *Heavily faded markings at accessible parking stalls.*

3. *Gap at southern facing window screens may be causing glare issues.*

4. *Parking areas in need of re-striping.*

5. *No window shades on interior windows to classrooms.*

6. *Teacher's temporary modification of the interior glazing.*

Periwinkle Elementary School

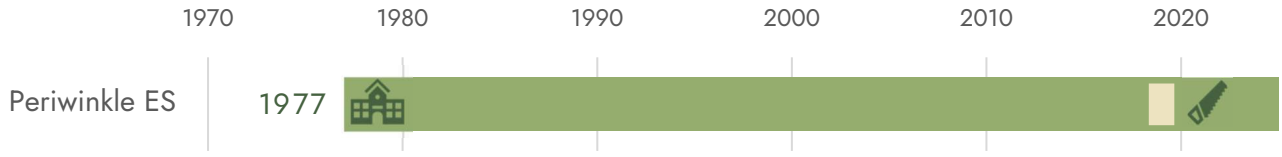
2196 21st Ave SE Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1977	42,521	K-5	$3,711,093	$26,861,121	14%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: September 6, 2025

Periwinkle Elementary is a single-story school located in the central area of Albany. The majority of the building is 48 years old, with limited renovations and a recent 4-classroom building addition.



EXISTING SITE CONDITIONS

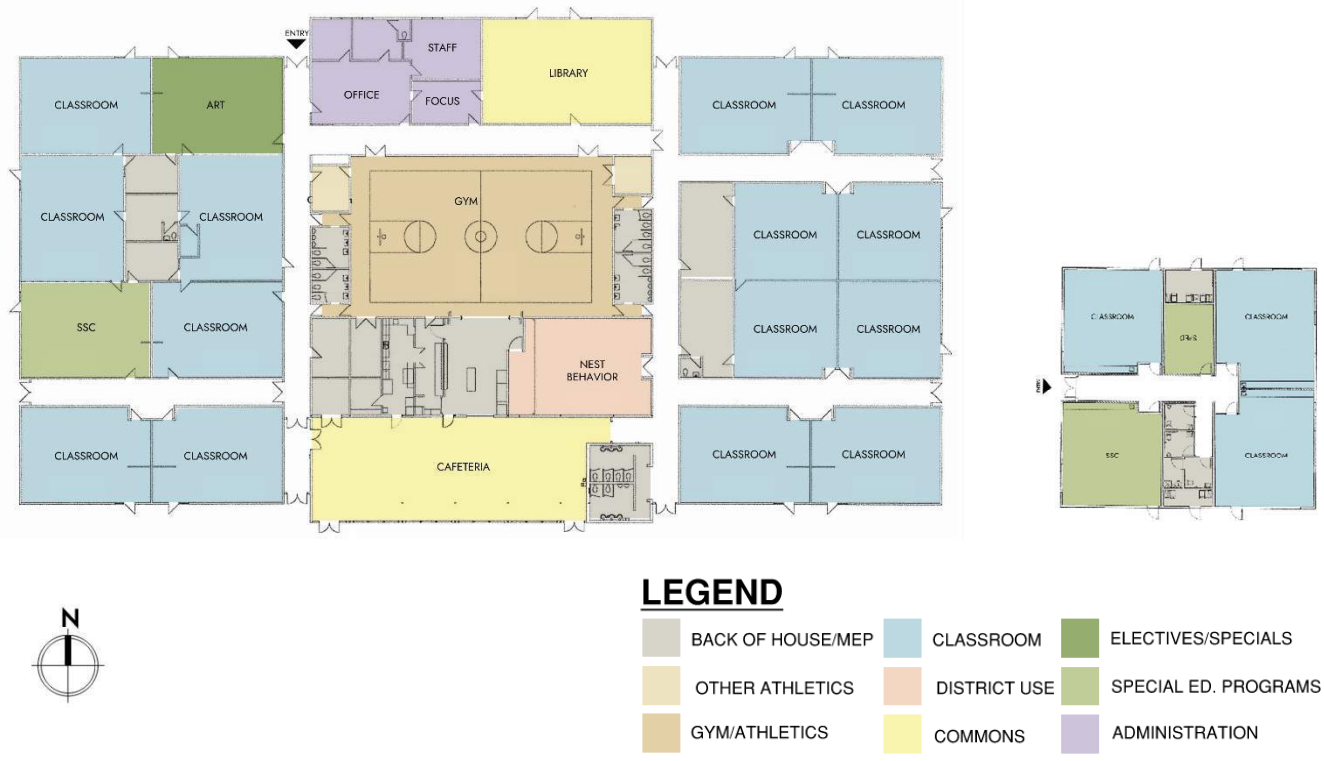
Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
5.4	2	N	42/2 ADA	$628,356

KEY SITE COMMENTS

- The site is fully fenced and play is limited to the paved and bark chip areas. Track field is open to the public and used limitedly by the school.
- Parent drop off conflicts with staff parking and not enough parking for staff.
- The grass play area to the south often floods due to park area to the south and becomes unusable.
- The parking area needs to be re-painted.
- Repairs are needed to the paved surface along the grass at the play area.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
42,521	300	487	64.4%	$3,082,737



KEY BUILDING COMMENTS

- The exterior was recently painted and a good portion of siding was replaced at that time. Some paint locations do need repair though from peeling issues.
- Fluorescent lighting is found throughout the school and do not have dimming controls.
- Storefront glazing at the cafeteria is failing.
- Casework throughout the school is dated, but in relatively good condition.
- There is no cooling in the main school.
- Not all restrooms are compliant with accessibility requirements.
- Current roof drains are temporary fixes, need longer term replacement that does not back up.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- The PE playfield lacks fencing and is open to the public at all times.
- Not all exterior doors have key card access, door for bus drop off has to be propped open.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- Parking areas lack proper signage and pavement markings.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.
- Casework in the classrooms does not allow for proper knee clearances at sinks.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

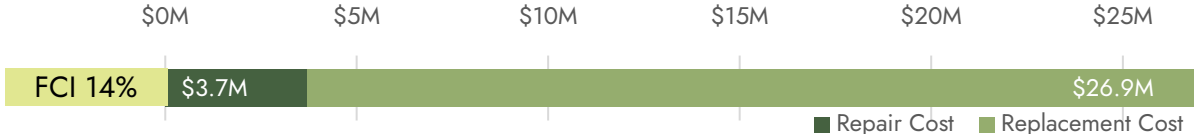
OVERALL SCORE
64.4%

- Lighting is fluorescent throughout noted as too harsh with teachers removing bulbs to lower lighting levels.
- Classrooms do not have cooling and can become uncomfortable in hot weather.
- Classroom sizes tend to be tight with larger classrooms.
- The school lacks enough rooms or spaces for administrative and student services use.

SCORES BY CATEGORY	PERI.	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	10.0	11.4
6. Curriculum Support Adequacy	10.0	11.8
7. Safety and Security Adequacy	10.0	11.8
Overall Percentage Score	64.4%	68.4%

EXPENDITURE FORECAST

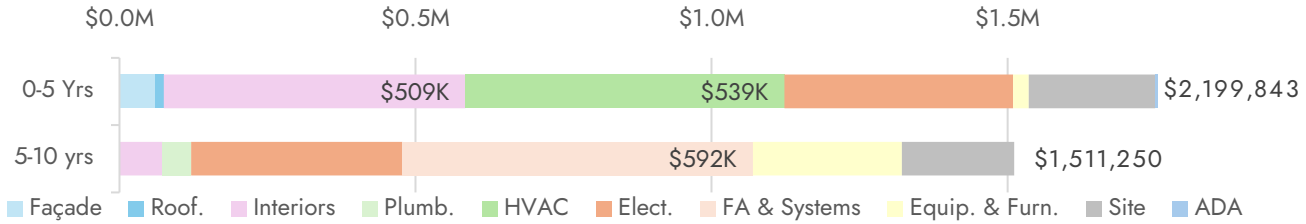
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $3.7M and an overall replacement cost of $26.9M, the building has an FCI of 14%, indicating that the building has been subjected to hard, long-term wear, and the building or some of its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that repairs are needed to the interior finishes, HVAC which includes fire suppression and replacement of current RTU's, and fire alarm and system upgrades. Other items that need repair in the next ten years includes electrical and HVAC controls upgrades.

SUMMARY & PRIORITIES

Based on site observations and interviews, there are several site concerns with playfields and drainage. Bus pickup and parent drop off have some congestion issues and with added Special Programs, a layout review will be needed. There is currently not adequate support space for Special programs. Several window seals are broken leading to cloudy windows. Other envelope concerns are the roof drains as these frequently get clogged.

Classroom sizes are larger than the average throughout the district with up to 30 students per classroom. In the fall of 2025, two new SPED classrooms were added decreasing their general education capacity.

- Priority #1 – Upgrade mechanical systems throughout.
- Priority #2 – Repair playfields to remove hazards.
- Priority #3 – Replace storefront where seals have been broken.
- Priority #4 – Replace storm drainage at parking lot and playfields.
- Priority $5 – Add secured vestibule with added card readers.
- Priority #6 – Remove accordion door between gym and cafeteria and frame in due to noise concerns.

SITE & BUILDING PHOTOS

1. *Parking areas need to be restriped.*

2. *PE playfield, unfenced and not irrigated.*

3. *Storefront glazing failure at the Cafeteria exterior.*

4. *New exterior paint peeling at façade.*

5. *Dated student restroom, sinks, toilet stalls and urinals not ADA compliant.*

6. *Fluorescent lighting in typical classroom.*

South Shore Elementary School

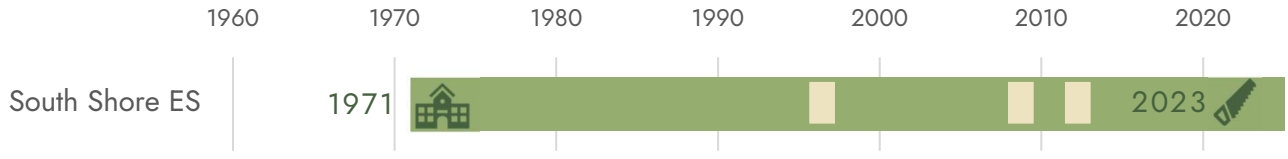
3122 SE Madison St, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1971	57,592	K-5	$10,296,983	$34,562,048	30%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

South Shore Elementary is a single-story school located in the north-central area of Albany. The site received a new $8 Million permanent 8-classroom building on the site during the previous bond to replace aging modulars.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
7.98	2	N	48/2 ADA	$1,376,031

KEY SITE COMMENT

- The site is fully fenced but could use more play equipment.
- Bus and parent drop off are separate, but tends to get congested, traffic can back up onto the street.
- Playfield is uneven and needs re-grading with active bee hives.
- The north parking areas have significant cracks in the asphalt.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.
- The track around field needs to be repaved.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
57,952	359	473	60.3%	$8,920,953

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- AHU units are reaching the end of life and need to be replaced, there is no cooling in the original building.
- The roof needs to be replaced.
- Exterior soffit panels have spalling finishes.
- Carpet has been replaced in the main building classrooms.
- Lighting is inconsistent in the building with older fluorescent fixtures in the original building spaces. Fixtures do not have dimming controls.
- Storage is a consistent problem throughout the school with PE equipment stored throughout. Other rooms are serving dual purpose by being used as storage spaces.
- Stage curtains need to be replaced.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- Doors throughout the building are not considered accessible due to improper clearances.
- There are no compliant drinking fountains.
- Cafeteria service counters are not compliant height.
- Main building restrooms are not accessible.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
60.3%

- Sound carryover between classrooms is a consistent issue because of operable partitions.
- The school lacks rooms for administrative and support staff, with staff either sharing a larger space, aids using the stage area and support rooms not large enough to hold small groups of students.
- Classrooms do not have cooling and can become uncomfortable in hot weather.

SCORES BY CATEGORY	SOUTH SHORE	DISTRICT AVG
1. Acoustic Adequacy	8.3	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	9.0	11.4
6. Curriculum Support Adequacy	10.0	11.8
7. Safety and Security Adequacy	9.0	11.8
Overall Percentage Score	60.3%	68.4%

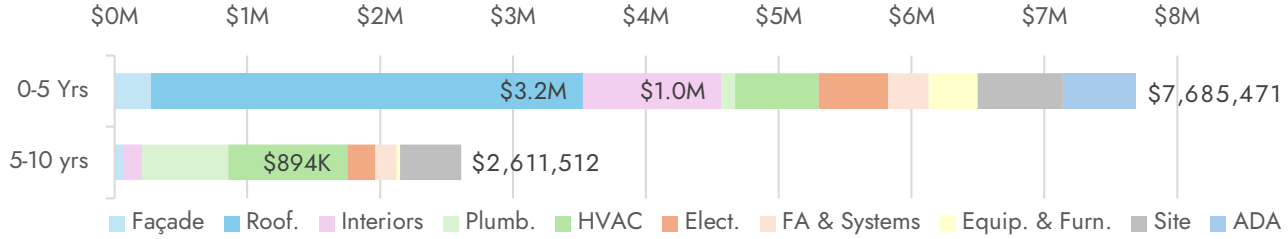
EXPENDITURE FORECAST

Repair vs Replacement – Facility Condition Index (FCI)

The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $10.3M in the next 10 years, and an overall replacement cost of $34.6M, the building has an FCI of 30%, indicating that the building has been subjected to hard, long-term wear, and the building or some of its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 5 years. These items include full replacement of the roof, repairs to the interior finishes and HVAC.

SUMMARY

Based on site observations and interviews, South Shore's roof and mechanical systems are at end of life. The school also has some areas of concern for safety and security with limited visibility from the office to the main entry and no secured vestibule.

The school also has limited space for parent drop off creating congestion in the neighborhood. Other needs include adding space for special programs, small group meetings, and storage throughout.

- Priority #1 – Replace Roofing with soffit repair.
- Priority #2 – Upgrade mechanical systems with new boiler.
- Priority #3 – Replace Lighting System.
- Priority #4 – Replace Exterior windows.
- Priority #5 – Replace accordion wall between classrooms with framed wall.
- Priority #6 – Add secured vestibule and improve visibility from office.
- Priority #7 – Improve playfields and paving throughout playgrounds and walking track.

SITE & BUILDING PHOTOS

1. *Asphalt cracking at north parking area.*

2. *Exterior soffit finish spalling at main entry.*

3. *Low hanging and loud H&V unit in gym.*

4. *Sink pulling away from wall at restroom.*

5. *Main building classroom with fluorescent lighting and original wall finishes.*

6. *Operable partitions in classrooms causes sound issues.*

Gunrise Elementary School

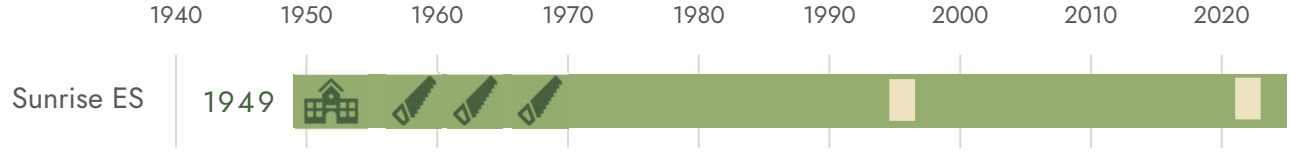
730 19th Ave SE, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1949	54,424	K-5	$5,841,157	$32,273,432	18%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024
Date of Verification: August 6, 2025

Sunrise Elementary is a single-story school located in the south-central area of Albany. Built in 1949 the school had several additions during the 1950's and 1960's, but limited renovations since. The site includes two modular buildings.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
6.15	3	N	22/1 ADA	$1,079,846

KEY SITE COMMENTS

- The entire site is fully fenced, but a separate are for pre-school would be beneficial.
- Parking is shared with Albany Options and is very limited. Drop off and pick up are located on the adjacent streets.
- Playfields are soggy throughout winter and cannot be used.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.
- Concrete paving around the site is damaged and is in need or repair or replacement.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
54,424	316	544	64.4%	$4,761,311

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Most exterior windows are either original single-pane or are failing aluminum framed windows.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- The exterior façade needs renovation throughout with areas of the siding and trim showing significant deterioration.
- Lighting varies, but is typically older fluorescent, ballasts are often failing and there are no dimming controls.
- Flooring varies between ACM and carpet in the classrooms.
- Significant water damage was visible in the interior wood paneling of the Aux Gym.
- Illuminated egress lighting is needed in several locations.
- Stage curtains need to be replaced.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Modular building makes supervision of the playfields difficult.
- Various issues with not being able to lock spaces from the inside such as the cafeteria and gym.
- No exterior PA system so no communication during emergencies.

ACCESSIBILITY NOTES

- All exterior stairs and ramps are missing or do not have compliant handrails.
- Doors throughout the building are not considered accessible due to improper clearances and hardware.
- Many exterior classroom exits utilize steps to exit and are non-compliant.
- Not all restrooms are accessible.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
64.4%

- Acoustics are typically not an issue in the classrooms, but the ancillary gym is very loud and the noise from the fan system in the main gym is disruptive to classes.
- The cafeteria or library cannot house larger groups due to the size.
- Not all classrooms have cooling, with many of the classrooms getting excessively hot on warmer days.
- The hard surface play and playground equipment both need upgrades.

SCORES BY CATEGORY	SUNRISE	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	11.0	11.4
6. Curriculum Support Adequacy	11.0	11.8
7. Safety and Security Adequacy	7.0	11.8
Overall Percentage Score	64.4%	68.4%

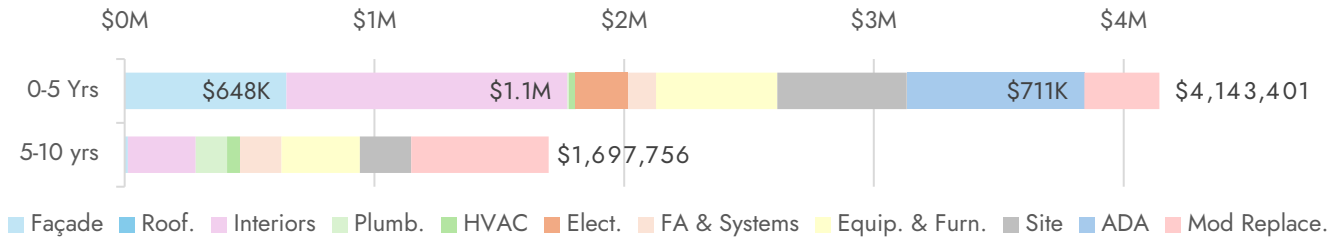
EXPENDITURE FORECAST

Repair vs Replacement – Facility Condition Index (FCI)

The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $5.8M, and an overall replacement cost of $32.3M the building has an FCI of 18%, indicating that the building has been subjected to hard, long-term wear, and the building or some of its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent needs include façade and interior finish repairs and ADA upgrades. Site improvements are also a high dollar item as well as repairing or replacing the two modulars that are aging out.

SUMMARY

Based on site observations and interviews, Sunrise Elementary has significant issues with its envelope as siding, window and door replacements needed. Many of the classrooms have not been updated and casework is coming to its end of life. The site is very limited for parking with student drop-off occurring at the street and supplemental parking supplied by AOS across the street. There is no secured vestibule at the main entry and visibility to and from the office is limited.

The auxiliary gym was formerly a covered play area with a sloped floor creating issues with indoor PE programming. Moisture is evident inside the gym, is not well insulated and does not have acoustic treatment.

- Priority #1 – Upgrade safety & security – PA at exterior and secured vestibule.
- Priority #2 – Replace hot water heater.
- Priority #3 – Upgrade mechanical units where needed in warmer classrooms.
- Priority #4 – Upgrade site paving and play fields.
- Priority #5 – Replace storm drain lines.
- Priority #6 – Repairs to exterior façade and window replacement.
- Priority #7 – Replace lighting and add controls.
- Priority #8 – Update ADA Hardware and access control.
- Priority #9 – Modify Library for full staff meetings.

SITE & BUILDING PHOTOS

1. *Aged wall panels and equipment in main gym.*

2. *Visible water damage exterior siding.*

3. *Visible cracks and damage to asphalt paving at play area.*

4. *Visible water damage on patchwork wall panels in Aux Gym.*

5. *Failing window, heavy damage to exterior door and deteriorated siding and trim.*

6. *Exterior exit in classroom, missing illuminated signage, temporary insulation visible to help regulate temperature in room.*

7. *Typical classroom, original casework, fluorescent lighting, painted block at exterior wall.*

8. *Visible gap in exterior door at Aux Gym.*

Takena Elementary School

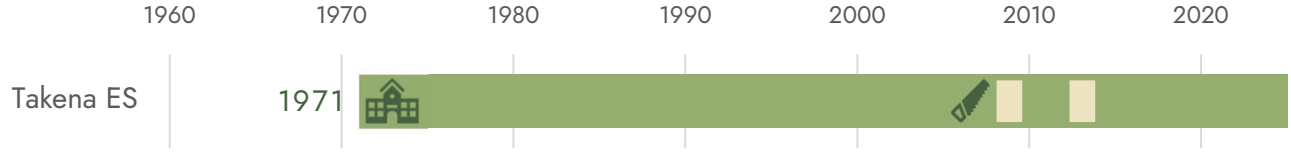
1210 12th Ave SW, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1971	33,185	K-2	$6,484,309	$19,678,705	33%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 4, 2025

Takena Elementary is a single-story school located in the western side of Albany. The single-story building is 54 years old and has had limited renovations over the years. The site includes a single modular building.



EXISTING SITE CONDITIONS

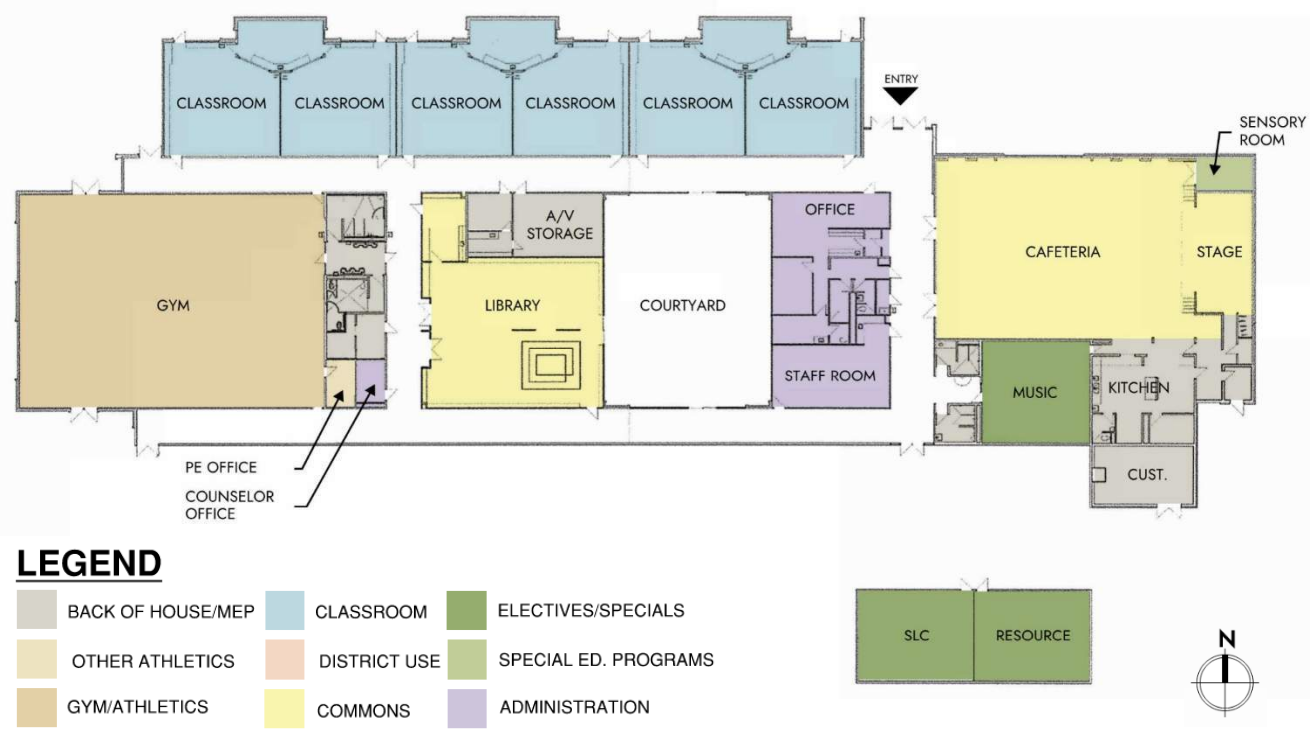
Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
6.2	1	N	19/1 ADA	$738,462

KEY SITE COMMENT

- Bus and parent drop-off areas are not separate and all located on SW 12th Ave.
- The asphalt playground needs to be re-paved with visible cracks, gaps and ponding issues.
- Layout of play areas limits what areas can be used due to supervision.
- The site is not irrigated, a well is needed to do so.
- The site does not have a covered play building.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
33,185	122	122	64.6%	$5,745,847



KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- A full re-roof is needed after recent winter storm damage.
- Unit ventilators were recently replaced.
- The exterior was recently painted and is in typically good condition.
- Windows throughout are single-pane aluminum.
- Fluorescent fixtures are found throughout the school; classrooms do have wall-wash lighting to change lighting levels though.
- VCT flooring in the kitchen is damaged in several places.
- Interior finishes are typically original to the building, though most are in good condition.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Dumpster locations tends to attract unwelcome visitors, area not visible from street.
- Classrooms are located very close to the main street, typically do not open windows because of this.
- Not all exterior doors have key card access.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- Several ramps and site stairs are missing compliant handrails.
- There are no compliant restrooms in the main building.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

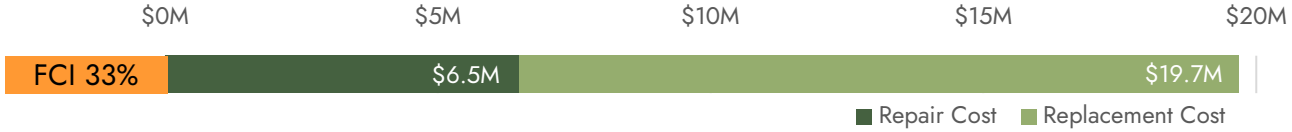
OVERALL SCORE
64.6%

- Original operable partitions between classrooms causes sound disruption.
- Additional support spaces are needed, sensory space is located at the stage since there is nowhere else.
- Small group learning spaces are needed, assistance learning groups meet in the library,
- Classrooms do not have cooling and can become uncomfortable in hot weather.

SCORES BY CATEGORY	TAKENA	DISTRICT AVG
1. Acoustic Adequacy	6.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	11.7	11.4
6. Curriculum Support Adequacy	12.5	11.8
7. Safety and Security Adequacy	10.0	11.8
Overall Percentage Score	64.6%	68.4%

EXPENDITURE FORECAST

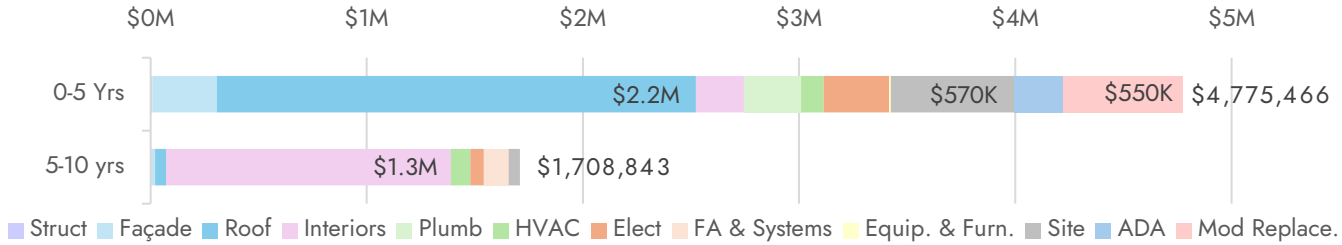
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $6.5M and an overall replacement cost of $19.7M, the building has an FCI of 33%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. The largest items to be repaired include a full roof replacement and repairs to interior finishes. The modular on site is also showing a significant replacement cost of $550K as it reaches its 30-year age mark.

SUMMARY

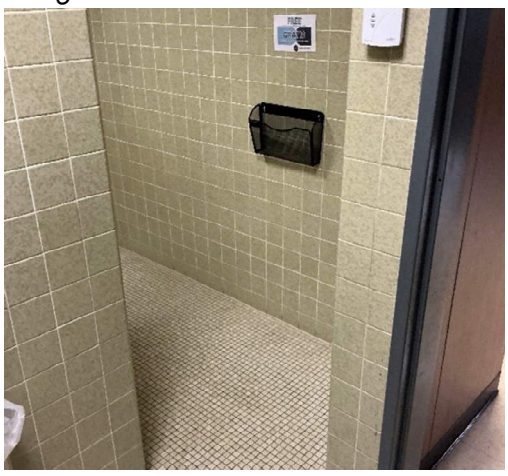
Based on site observations and interviews, Takena Elementary is similar but smaller to South Shore and Oak Elementary. It shares a principal with Central Elementary and is the campus for the K-2 students with no room to add additional classrooms unless an addition is put on the building. There is no dedicated space for social services or reading assistance. The sensory space is located on the stage and does not have room in the school.

- Priority #1 – Add secured vestibule.
- Priority #2 – Replace roof.
- Priority #3 – Repave play areas with new storm drainage system.
- Priority #4 – Replace lighting and provide new controls.
- Priority #5 – Replace windows with double pane glass and curtains with roller shades.
- Priority #6 – Replace accordion doors between classrooms with framed walls for acoustic concerns.

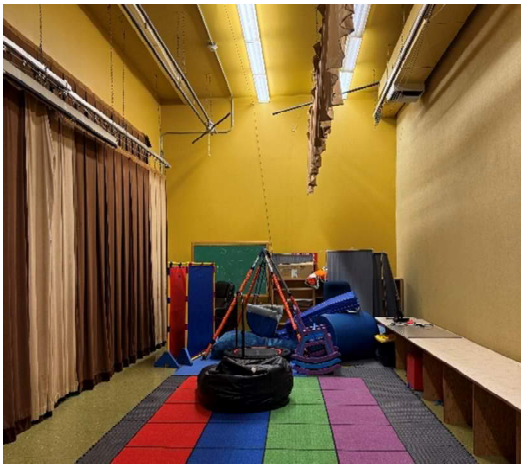
SITE & BUILDING PHOTOS

1. *Significant cracks at asphalt play area, has drainage issues in winter.*

2. *Degrading asphalt in site path, decommissioned chimney in background.*



3. *Non-compliant restroom clearances.*



4. *Staged being used as a sensory space.*

5. *Large and noisy ventilation unit in gym.*

6. *Typical fluorescent lighting in classroom, original paint and finishes on walls.*

Tangent Elementary School

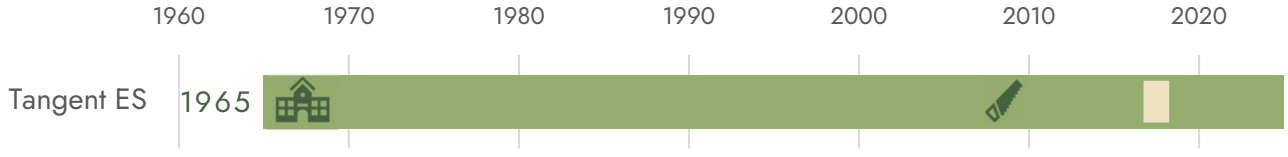
32100 Old Oak Drive, Tangent, Oregon 97369

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1965	27,137	K-5	$3,256,760	$16,092,241	20%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

Tangent Elementary is a single-story school located in Tangent, south of Albany. The majority of the building is 65 years old, with limited renovations and minor additions of two classrooms in 2009.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
8.03	1	N	50/2 ADA	$856,247

KEY SITE COMMENTS

- Parking area markings are heavily faded and need to be restriped.
- Concrete and asphalt paving around the site is damaged and needs to be replaced.
- Playfields are not irrigated and walking track needs to be repaired.
- Septic system pumps to city sewer, no longer has a leach field.
- There is no separate parent drop off area.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
27,137	105	185	64.5%	$2,400,513

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Windows at the original building are single pane aluminum.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- Several areas of the façade need repair which includes deterioration at trim around windows and spalling exterior soffits.
- Fluorescent fixtures are found throughout the school, many with missing lenses. Fixtures do not have dimming controls.
- Flooring includes suspected ACM in the original building corridors.
- Toilet partitions in the original building are painted and are non-compliant.
- Wasps are a constant concern at the metal roofing.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Exterior doors lack key card access.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes.
- Parking areas lack proper signage and pavement markings.
- Doors throughout the building are not considered accessible due to improper clearances and hardware issues such as heavy closers.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

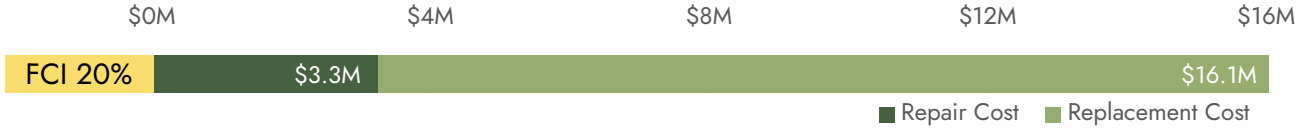
OVERALL SCORE
64.5%

- No outdoor learning is available, no water access for a garden.
- Gym and cafeteria use the same space and is difficult to schedule around.
- Classrooms do not have cooling and can become uncomfortable in hot weather, classrooms can get cold in the winter.
- Plumbing is a consistent problem with the school.

SCORES BY CATEGORY	TANGENT	DISTRICT AVG
1. Acoustic Adequacy	15.0	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	5.0	9.3
5. School Capacity Adequacy	10.0	11.4
6. Curriculum Support Adequacy	8.8	11.8
7. Safety and Security Adequacy	12.0	11.8
Overall Percentage Score	64.5%	68.4%

EXPENDITURE FORECAST

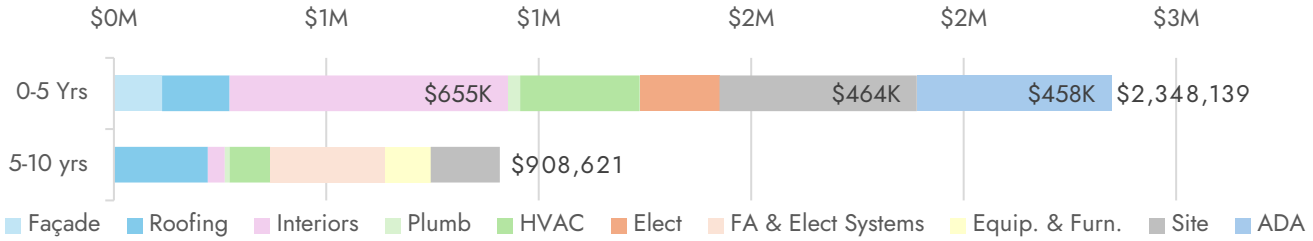
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $3.3M and an overall replacement cost of $16.1M, the building has an FCI of 20%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. The largest items to be repaired include repairs to the interior finishes, site improvements and ADA upgrades. Other significant repairs needed include the roof and replacement of the covered play structure.

SUMMARY & PRIORITIES

Based on site observations and interviews, Tangent is a smaller school due to its location in Tangent, Oregon. The gym/cafetorium is not large enough and causes scheduling conflicts with full PE requirements and lunch services. The school would like to separate these functions. Classrooms have outdated technology and have fluorescent lighting which is causing headaches.

Plumbing is an issue with septic system flooding. It currently is pumped to the city sewer. There is no storm drainage system on site so some areas flood in heavy rains. The school would like a water shut off valve as pump does not work when power is shut off.

- Priority #1 – Update plumbing.
- Priority #2 – Add secured vestibule and secured access points with site fencing.
- Priority #3 – Add separate gym from cafeteria.
- Priority #4 – Upgrade site with irrigation and update walking track.
- Priority #5 – Update storm drainage at fields.
- Priority #6 – Replace windows.

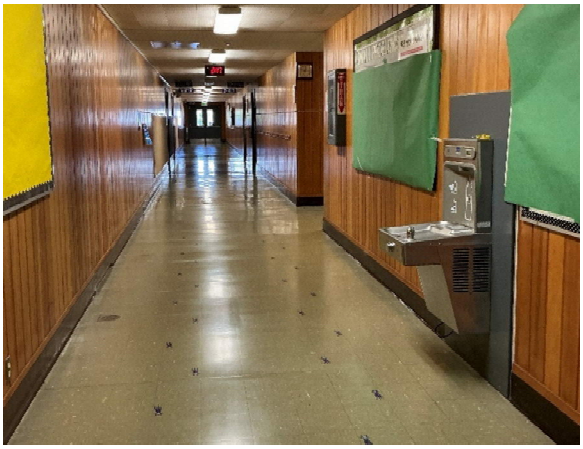
SITE & BUILDING PHOTOS

1. *Parking area needs to be restriped.*

2. *Spalling of the exterior soffit panel finish.*

3. *Original single pane windows and deterioration of wood trim.*

4. *Heavy staining on ceiling tiles in the kitchen, fluorescent light fixtures.*



5. *Presumed asbestos tile in original building corridor.*

6. *Operable partitions between classrooms.*

Waverly Elementary School

425 Columbus St, Albany, Oregon 97321

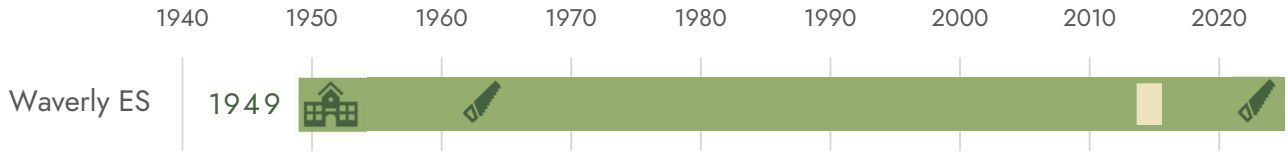
Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1949	42,280	K-5	$3,052,476*	$25,072,040	12%*

**Costs for next 10 years, see below for additional information.*

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

Waverly Elementary is a single-story school located in the north-central area of Albany. Originally built in 1949 with an addition in the 1960's, the facility has since had limited renovations. One modular classroom building was added in 2022.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
5.8	2	N	13/1 ADA	$501,819*

**Costs for next 10 years, see below for additional information.*

KEY SITE COMMENTS

- The site is fully fenced.
- The onsite parking is very limited and not sufficient for staff.
- Bus drop off occurs at the street as there is no separate area.
- Playfields are very rough and often have issues with ponding in the winter.
- Play area asphalt and concrete contain large cracks and gaps.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
42,280	205	238	72.5%	$2,550,658*

**Costs for next 10 years, see below for additional information.*

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Exterior windows are original, single-pane aluminum or wood framed.
- Presumed ACM flooring can be found throughout classrooms and other spaces.
- Classrooms typically have the original casework and plumbing fixtures, with varying degrees of condition.
- The exterior façade needs renovation throughout with areas of the siding and trim showing deterioration.
- The building needs a new Fire Alarm system.
- Wooden door frames throughout the building are deteriorating.
- Various mold issues have been observed at the site.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Low glazing in the cafeteria safety issue for several reasons.
- Gym doors are not lockable. Need to replace door hardware.

ACCESSIBILITY NOTES

- Problems with ramps throughout the site include missing handrails, un-level landings and slopes that exceed maximum measurements.
- Not all restrooms are accessible, either due to clearance requirements or proper fixtures.
- Doors throughout the building are not considered accessible due to improper clearances, thresholds and non-compliant hardware.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

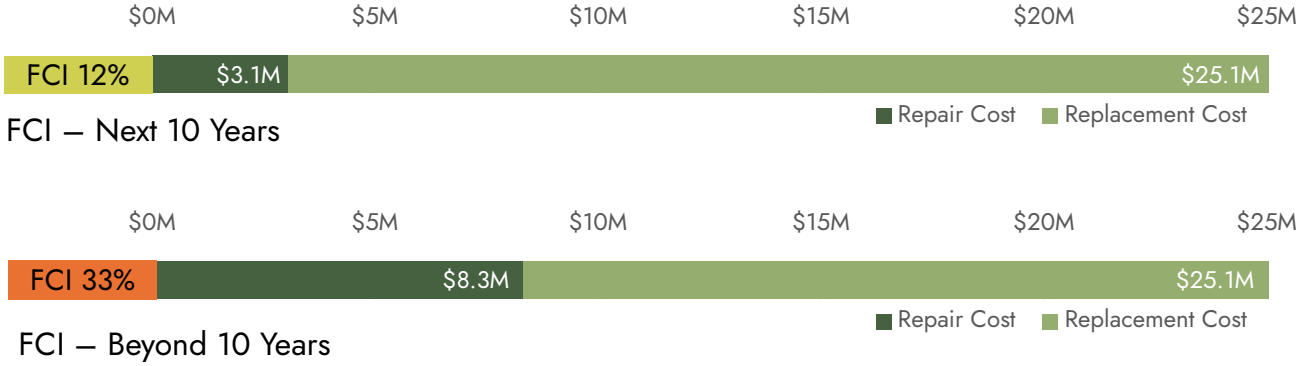
OVERALL SCORE
72.5%

- Acoustics between the office and adjacent spaces is an issue.
- Lighting is old and harsh, students will often turn off the lights and rely on daylighting.
- The play areas need upgrades to the rough fields and cracking asphalt.
- Classrooms do not have cooling and can become uncomfortable in hot weather.

SCORES BY CATEGORY	WAVERLY	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	14.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	13.5	11.4
6. Curriculum Support Adequacy	13.0	11.8
7. Safety and Security Adequacy	9.0	11.8
Overall Percentage Score	72.5%	68.4%

EXPENDITURE FORECAST

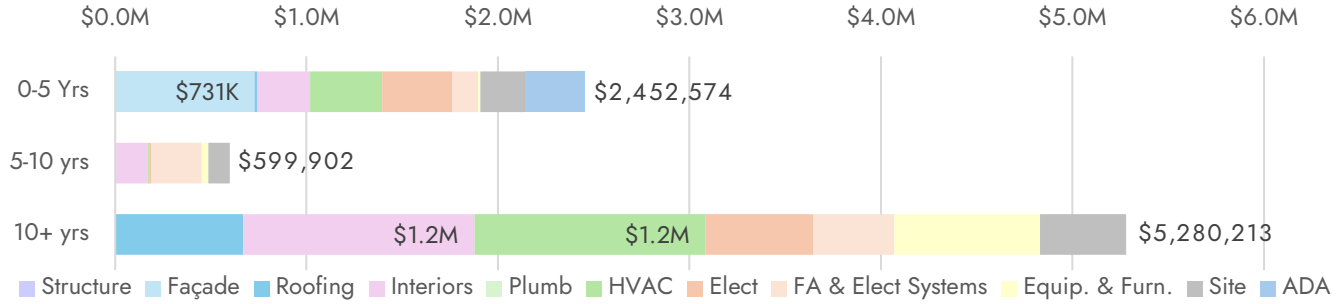
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

Waverly presents an interesting situation. In looking at just the next 10 years, the repair costs are around $3.1M and with an overall replacement cost of $25.1M, the building has an FCI of 12%, which would mean that the building is showing wear, but overall is in fair condition. However, there are some significant repair costs that will need to be addressed shortly beyond those 10 years as equipment or components age out. If accounting for these items, (for all repairs including 0-10 years) the FCI jumps to 33%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category Urgent Needs



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. The largest items to be repaired include the siding and windows, HVAC and electrical system. The significant costs occurring beyond the next 10 years include roof replacement, interior finish repairs and HVAC equipment replacement.

SUMMARY & PRIORITIES

Based on site observations and interviews, Waverly Elementary has significant envelop renovation needs. The siding has several locations that need to be replaced due to water damage. The windows are existing single-pane adding to heat gain.

The gym finishes and doors need to be replaced as the doors currently cannot be secured during a lockdown. The school has a modular structure with air conditioning that is in good condition. The cafeteria was recently renovated in the last bond but original floor to ceiling windows are a security concern with older curtains.

- Priority #1 – Upgrade mechanical or provide cooling
- Priority #2 – Replace siding, windows and exterior doors
- Priority #3 – Replace Fire alarm panel
- Priority #4 – Repave Playground and repair playfields
- Priority #5 – Replace storm drains in paved areas
- Priority #6 – Replace interior lighting and controls
- Priority #7 – Add secured vestibule and card access points for preschool
- Priority #8 – Improve acoustics in administrative spaces

SITE & BUILDING PHOTOS

1. *Poor asphalt conditions at play area.*

2. *Significant cracks and gaps at concrete play area and at building exits.*

3. *Significant deterioration of the siding, brick and trim at the exterior.*

4. *Siding damage at exterior.*

5. *Typical classroom in addition, fluorescent lighting, presumed ACM flooring.*

6. *Typical classroom in original building, fluorescent lighting and original casework.*

7. *Aged wall panels and glass block in gym.*

8. *Damaged soffit and single pane windows.*

Calapooia Middle School

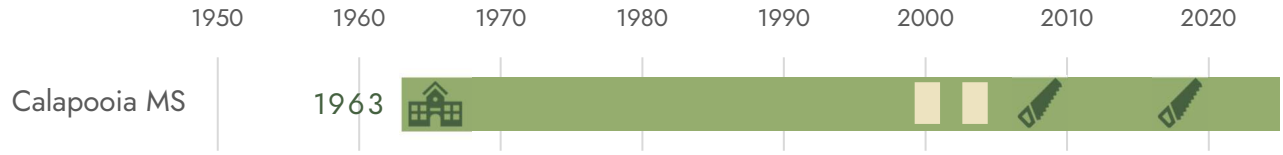
830 24th Ave SE, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1963	95,261	6-8	$10,278,442	$56,489,773	18%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Calapooia Middle is a single-story school located in the central area of Albany. The building is largely original, built in 1963 with a modular addition in 2000, Science classroom renovations in 2009 and an additional interior remodel for career technical training electives in 2018.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
18.42	2	N	77/4 ADA	$2,017,041

KEY SITE COMMENTS

- The site is fully fenced.
- Playfields do not have functional irrigation and are very rough, limiting use for PE and extra-curricular activities.
- The track is currently a cinder-type gravel.
- Softball and baseball fields conditions are too rough to use.
- Storm drains around the gym buildings should be replaced, paving around the areas is damaged and has significant slope.
- Parking lot striping was typically in good condition, but lacks enough spaces for staff.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
95,261	623	1035	63.0%	$8,261,402

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule.
- Windows throughout the building are original and while appearing to be insulated, are aluminum framed (and not very efficient).
- Presumed ACM tile was found in classrooms and other spaces such as the cafeteria.
- Kitchen walk-in cooler needs a full replacement due to deterioration of the frame.
- Cooling and ventilation are consistent issues throughout the school; the school is heated by the original system.
- Both gyms need repairs, including replacing wall pads and acoustic wall materials, replacing exterior thresholds and repairing water intrusion at the roof.
- Various components of the stage area are either not functional, such as lights, or need to be replaced, such as the curtain.
- The modular building needs significant repair to the exterior or full replacement.
- Thresholds in various locations are in rough shape or are not level with exterior ground.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Many exterior doors do not have adequate egress signage and proper door exit hardware.
- The security camera system is outdated with low quality images and many blind spots.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes or level surfaces.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.
- The cafeteria serving counter is non-accessible.
- Multiple restrooms are inaccessible with inadequate grab bars or other fixtures mounted at non-compliant heights

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
63.0%

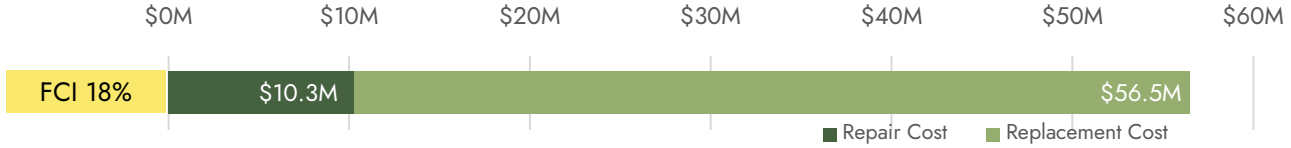
- Classrooms tend to get crowded and cannot allow backpacks in them due to size restraints.
- Conference room gets used for many purposes and makes scheduling difficult.
- No projection system or screen in the cafeteria for large gatherings.
- Temperature control is a consistent issue, as some rooms get uncomfortably warm.
- The main gym is undersized and lacks sufficient seating for parent events.
- The school houses multiple special needs instruction classrooms, but spaces lack close access to restrooms and do not have a kitchen station for preparing food.

SCORES BY CATEGORY	CMS	DISTRICT AVG
1. Acoustic Adequacy	10.0	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	10.0	11.4
6. Curriculum Support Adequacy	10.0	11.8
7. Safety and Security Adequacy	9.2	11.8
Overall Percentage Score	63.0%	68.4%

Science classroom with newer casework.

EXPENDITURE FORECAST

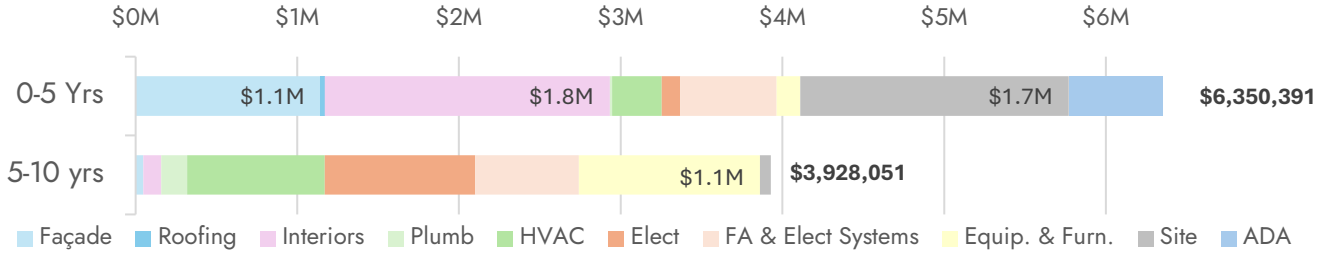
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $10.3M and an overall replacement cost of $56.5M, the building has an FCI of 18%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent items include the repairs to the façade which is largely window replacement, repairs to interior finishes, as well as site repairs including paving, irrigation and a new track surface. Furnishings and equipment are a large dollar item as well as lighting replacements.

SUMMARY & PRIORITIES

Based on site observations and interviews, Calapooia Middle school was partially renovated in the 2017 bond work which included new CTE classrooms, locker rooms, new roof, seismic upgrades to cafeteria and gym. The school has several classrooms dedicated to Special Programs though they do not have an adequate hygiene room adjacent to Functional Skills and they would also like a small kitchenette.

The cafeteria and stage need some renovation to replace curtains and finishes. There is also no projection in this room making large group presentations not possible. Small meeting spaces are needed for counseling and outside agency meetings.

Play areas require replacement of paving due to significant cracks. Fields are also in poor shape and need irrigation and holes filled in. The school also has no covered play areas. Both gyms need upgrades to finishes and acoustics. The main gym would like to see if additional seating can be added.

The district is currently looking into seismic grants for this site.

- Priority #1 – Replace walk-in cooler and freezer.
- Priority #2 – Replace roof drains.
- Priority #3 – Add a covered play structure.
- Priority #~~3~~ 4 – Provide new fire alarm system.
- Priority #~~4~~ 5 – ~~Update~~ Replace mechanical systems with new boiler, ~~and~~ ventilation and controls.
- Priority #~~5~~ 6 – Add secured vestibule.
- Priority #~~6~~ 7 – Upgrade space for Functional Skills.
- Priority #~~7~~ 8 – Update paving and renovate playfields.
- Priority #~~8~~ 9 – Provide adequate gathering area for parents with added conference space.

SITE & BUILDING PHOTOS

1. *Equipment storage shed with pest and water intrusion issues.*

2. *Significant cracks around the area drains at the exterior of the gyms.*

3. *Visible repaired cracks in the tilt concrete walls of the gyms.*

4. *Deterioration of the siding at the modular.*

5. *Damaged acoustic panels with dirt/dust accumulation in the main gym.*

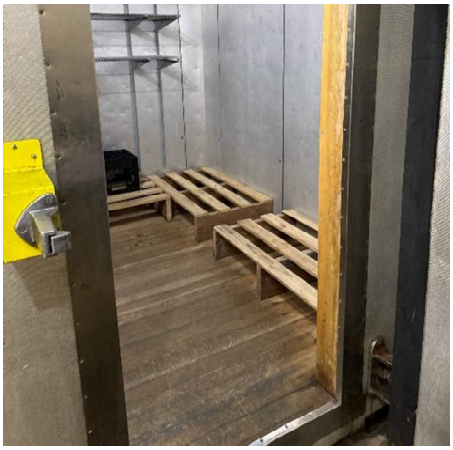
6. *Damage to the wall pads and paint in the Aux Gym.*

7. *Hardware fix on doors, replacement of doors needed.*

8. *Typical exterior aluminum framed windows.*

9. *Presumed ACM flooring in the cafeteria, fluorescent lighting fixtures.*

10. *Classroom, updated lighting and wall finishes, but presumed ACM flooring remains.*



11. *Wooden frame and floor of walk-in cooler in need of replacement.*

12. *Temporary ladder to stage storage, damaged curtain.*

Memorial Middle School

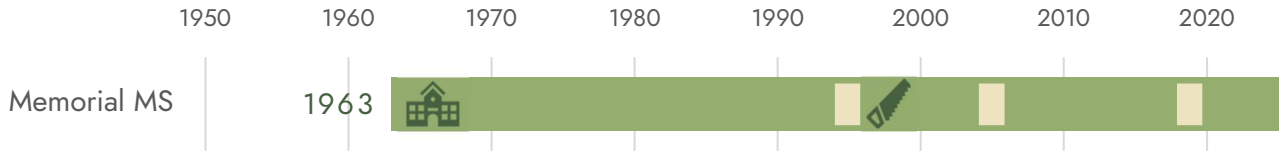
1050 Queen Ave SW, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1963	100,326	6-8	$7,451,885	$59,493,318	13%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

Memorial Middle is a single-story school located in the western side of Albany on the same campus as West Albany High School and Liberty Elementary. The building is largely original, built in 1963 with minor additions and remodels in the 1990's and minor interior remodel's in 2019.



EXISTING SITE CONDITIONS

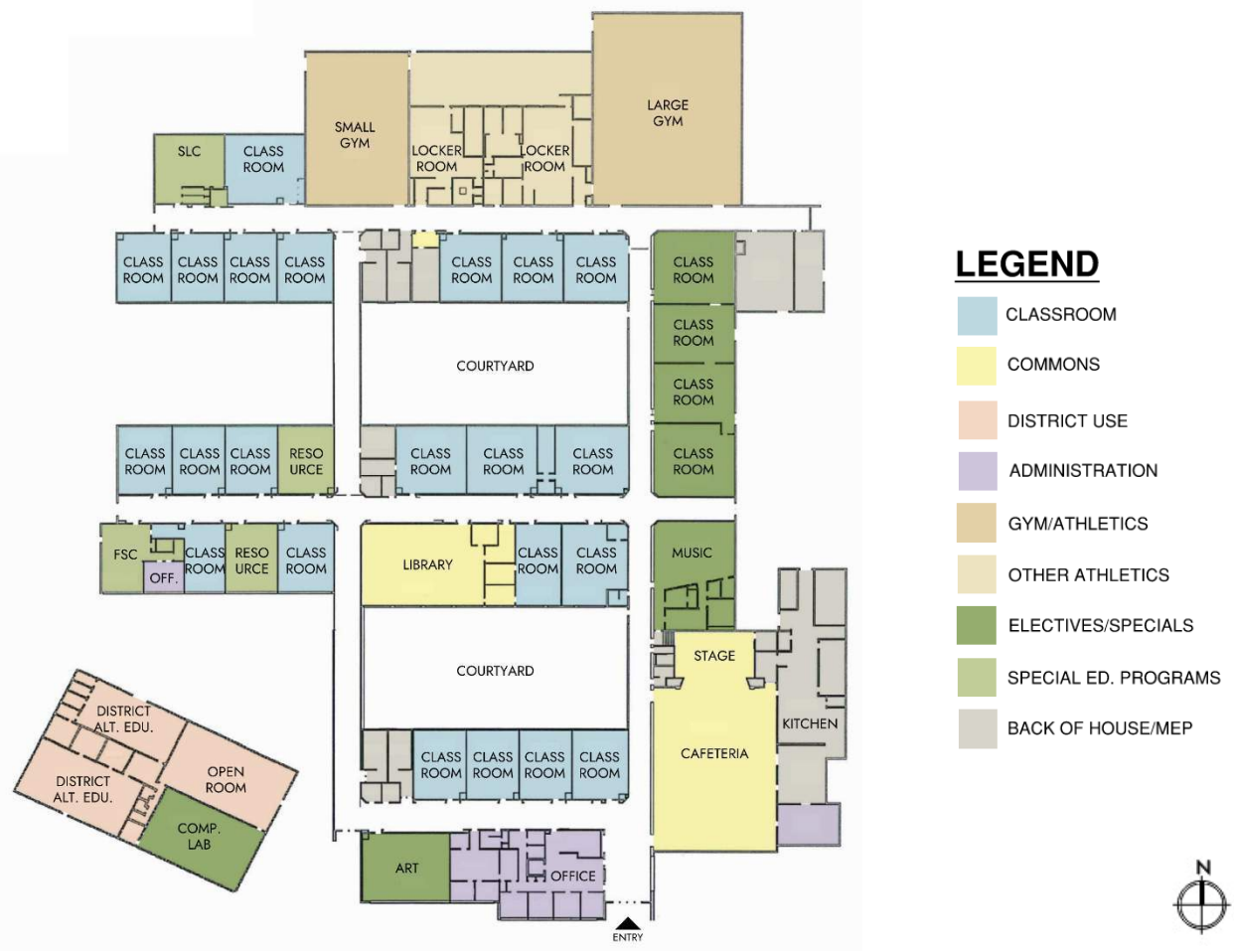
Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
10	1	N	170/4 ADA	$1,687,645

KEY SITE COMMENT

- The site is partially fenced with open access to West Albany HS and Elm Street.
- Playfields do not have functional irrigation and are very rough, limiting use for PE and extra-curricular activities.
- The school uses the WAHS track.
- Parent drop off conflicts with bus parking as lot is north of bus drop off.
- Storm drains around the gym buildings should be replaced.
- Parking lot striping needs to be restriped.
- Access to courtyards does not meet code for egress.
- Bus drop off is problematic with 9 buses and 5-6 SPED buses. There is not enough room.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
100,326	527	940	69.8%	$5,764,240



KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule.
- Windows throughout the building are original and while appearing to be insulated, are aluminum framed (and not very efficient).
- Most of the classroom lighting needs to be updated.
- Mechanical system is dated with several older ventilators.
- Modular onsite is not used and should be removed.
- Door hardware throughout should be replaced to meet code at all exterior doors.
- Stage curtains need to be replaced.
- Freezer door in kitchen is malfunctioning.
- Boilers are older model.
- Presumed ACM flooring is still in cafeteria.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule.
- Many exterior doors do not have adequate egress door exit hardware.
- The security camera system is outdated with low quality images and many blind spots.
- Several classrooms do not have shades or blinds.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes or level surfaces.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.
- The cafeteria serving counter is non-accessible.
- Multiple restrooms are inaccessible with inadequate grab bars or other fixtures mounted at non-compliant heights.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

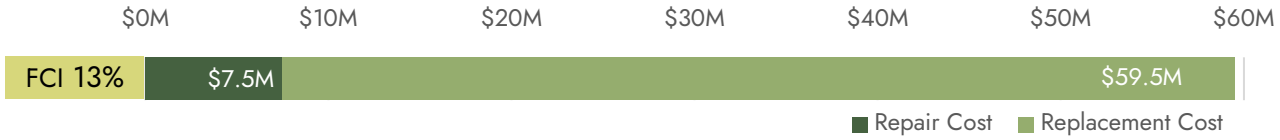
OVERALL SCORE
69.8%

- Need more small space for meeting with outside organizations.
- Lighting and technology upgrades throughout
- Temperature control is a consistent issue, as some rooms get uncomfortably warm.
- Gym equipment and finishes are old and in need of replacement.
- Add Secured vestibule.

SCORES BY CATEGORY	MEM.	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	12.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	12.9	11.4
6. Curriculum Support Adequacy	14.3	11.8
7. Safety and Security Adequacy	10.0	11.8
Overall Percentage Score	69.8%	68.4%

EXPENDITURE FORECAST

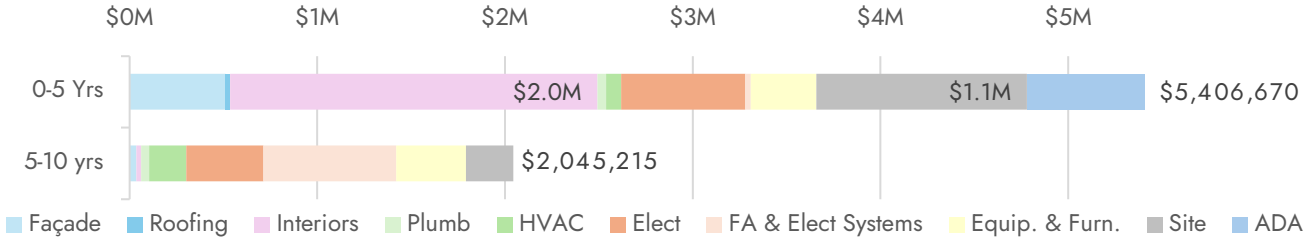
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $7.5M over the next 10 years and an overall replacement cost of $59.5M, the building has an FCI of 13%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent items include façade and roof repairs, interior finish repairs or replacement, and site improvements. Other large ticket items include lighting replacement.

SUMMARY & PRIORITIES

Memorial Middle School is very similar to Calapooia Middle School in age and condition. Both gyms need new finishes and acoustic treatments. It also has significant water intrusion issues at the roof with a need to replace all roof drains.

Mechanical systems are at the end of their life and need to be replaced along with unit ventilators. New lighting is needed throughout most classrooms. This along with new windows will assist in minimizing heat gain.

Play fields need to be irrigated and the walking track needs to be repaved. Parking lots need to be restriped along with a new approach to bus parking.

- Priority #1 – Replace finishes in both gyms.
- Priority #2 – Replace fire alarm.
- Priority #3 – Replace mechanical system throughout with new boiler, ventilation and controls.
- Priority #4 - Rework bus drop off, and parent drop off.
- Priority #5 – Replace the PA System.
- Priority #6 – Replace single-pane windows.
- Priority #7 – Update lighting.
- Priority #7 - Stage curtains need to be replaced.
- Priority #8 – Repair Play fields and repair irrigation.
- Priority #9 – replace blacktop and storm drains.
- Priority #9 – Replace lockers in hallways.

SITE & BUILDING PHOTOS

1. *Unusable Modular to be removed.*

2. *Storefront condition rusting through and single pane windows.*

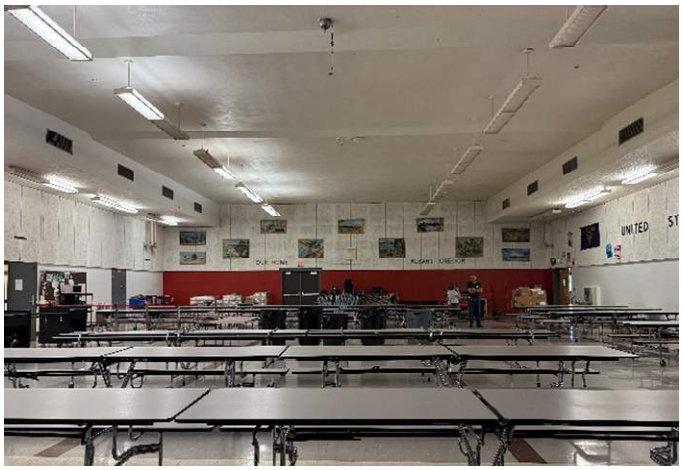
3. *ACM Flooring in Cafeteria.*

4. *Acoustic wall panels at gyms to be replaced.*

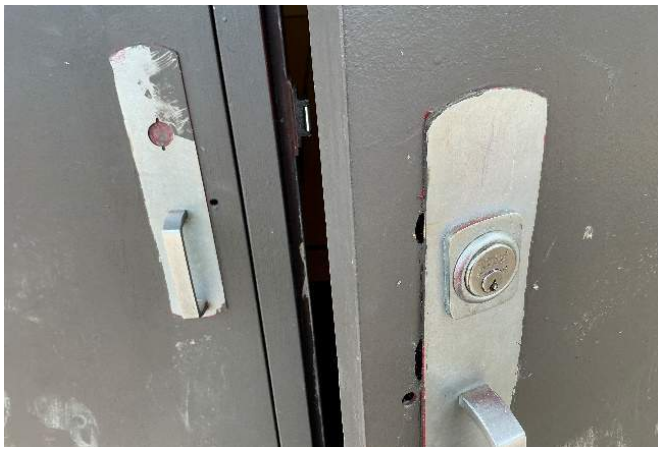
5. *Wall mats at gyms to be replaced.*

6. *Playfield condition is poor and walking track has been overgrown.*

7. *Newer lighting in hallways but roof leaks at roof drains cause stains throughout. Replace roof drains with overflow.*

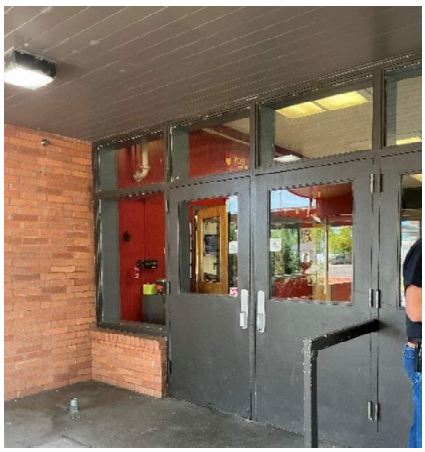


8. *Lighting in cafeteria in various conditions. Should be replaced with new.*



9. *Hardware at gym doors to be replaced. Fill holes from old hardware.*

10. *Older model boilers.*



11. *Main entry with no secured vestibule. Hardware to be updated and single-pane system replaced with new double-pane system.*

12. *Restripe parking lot.*

North Albany Middle School

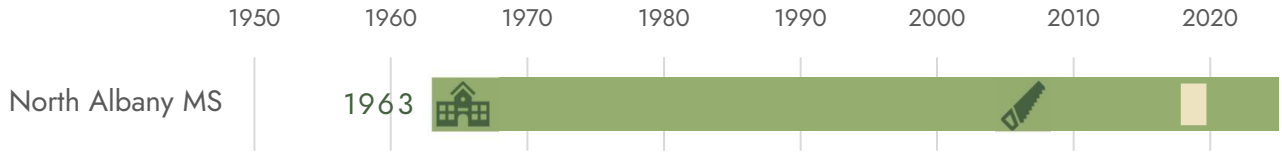
815 NW Thorton Lake Dr, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1963	107,814	6-8	$12,704,238	$63,933,702	Poor -19%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 4, 2025

North Albany Middle is a single-story school located in the northwest area of Albany. The building is largely original, built in 1963 with an addition in 2008 and a CTE and locker room interior remodel with seismic updates in 2018.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
25	1	N	124/4 ADA	$2,986,464

KEY SITE COMMENTS

- The site is almost fully fenced.
- Playfields do not have irrigation and are very rough, limiting use for PE and extra-curricular activities due to risk of injury.
- The track is currently a cinder-type gravel.
- Storm drainage needs to be renovated within central courtyard.
- Parking lot paving needs to be replaced with new striping.
- Paving in central courtyard is broken and uneven.
- Tennis courts have large cracks in paving.
- Baseball field has no grass and no pitching mound.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
107,814	440	622	66.4%	$9,717,774

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule.
- Windows throughout most building are original and while appearing to be insulated, are aluminum framed (and not very efficient).
- Some portions of the roof need replacement.
- Seismic upgrades in 2017 bond work was completed on the west side of the school and at the gym. East side should be reviewed.
- There are several classrooms that do not have access to daylight as they are interior.
- Unit ventilators were in the process of being replaced over the summer in 2025.
- Gym striping needs to be redone or flooring needs to be refinished.
- New lighting is needed throughout most of the school.
- Need roof access to library roof.
- Stage needs new curtains.
- Gym needs new wall mats.
- Mechanical units were updated in 2024 and unit ventilators installed in 2025.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- Many exterior doors do not have adequate egress signage and proper door exit hardware.
- The security camera system is outdated with low quality images and many blind spots in the courtyard.

ACCESSIBILITY NOTES

- Accessible routes throughout the site do not have proper cross slopes or level surfaces.
- Parking lot needs two accessible parking stalls.
- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.
- Multiple restrooms are inaccessible with inadequate grab bars or other fixtures mounted at non-compliant heights

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

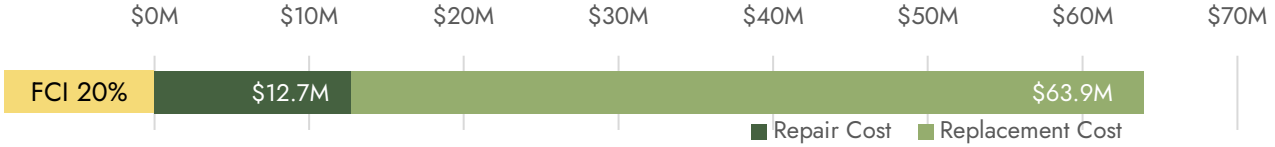
OVERALL SCORE
66.4%

- Lighting is old fluorescent and gets turned off as it is not dimmable.
- Thermal comfort throughout the school limit use of spaces.
- Heat does not work in the offices.
- Five classrooms dedicated to SPED programs. No elevator to second floor gym.
- Library does not have presentation equipment and stacks are too high for proper visibility.
- Gym divider gets stuck when coming down. No mat or storage for mats available.
- There is no covered outdoor play structure for inclement weather.

SCORES BY CATEGORY	NAMS	DISTRICT AVG
1. Acoustic Adequacy	10.0	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	13.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	13.1	11.4
6. Curriculum Support Adequacy	12.1	11.8
7. Safety and Security Adequacy	9.0	11.8
Overall Percentage Score	66.4%	68.4%

EXPENDITURE FORECAST

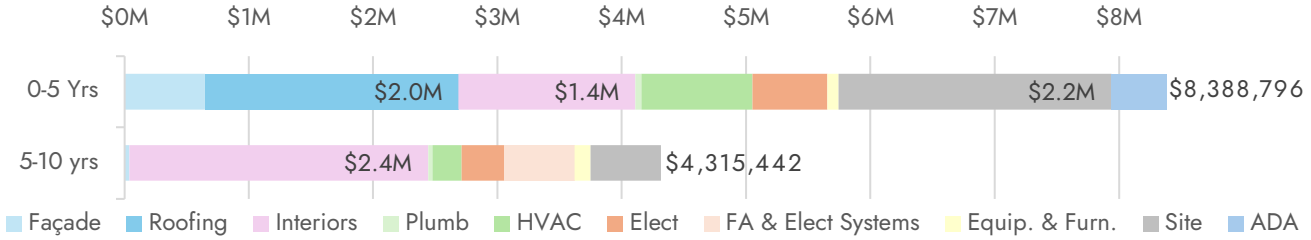
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $12.7M over the next 10 years and an overall replacement cost of $63.9M, the building has an FCI of 20%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent items include a full roof replacement at the north building, interior finishes repairs and site repairs and improvements including repaving the parking area and installing irrigation at the playfields.

SUMMARY & PRIORITIES

North Albany Middle School was renovated in the 2017 bond to include CTE classroom spaces, updated locker rooms and new shear walls and windows at the west wing. The biggest need is to replace the mechanical system and replace roofing. The playfields are also in need of repair as the community uses the fields fairly frequently. The parking lots need to be repaved.

The school throughout needs all new lighting except those areas renovated in 2017 bond while the stage needs new curtains and the gym needs new wall pads and either refinished or new flooring.

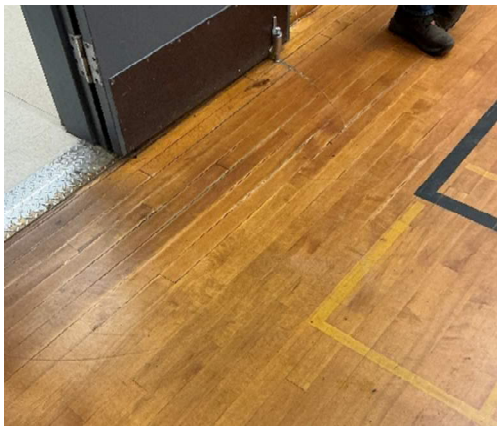
- Priority #1 – Replace roofing over north building.
- Priority #2 – Repair and irrigate playfields.
- Priority #3 – Repair paving at tennis courts.
- Priority #4 – Provide covered play structure.
- Priority #5 – Provide secured vestibule.
- Priority #6 – Continue to replace windows.
- Priority #7 – Update lighting and controls.

SITE & BUILDING PHOTOS

1. *Holes in playfields due to voles. Need irrigation throughout and pest control.*

2. *Cinder type gravel track.*

3. *Center courtyard has limited access and drainage issues. All paving and grading should be redone.*



4. *Gym flooring to get replaced or refinished.*

5. *Lighting throughout most classrooms to be upgraded to LED with controls.*

6. *Stage curtains to be replaced.*

7. *ACM Flooring in cafeteria.*

8. *Site paving and striping to be redone.*

9. *Lights in hallway old fluorescent fixtures.*

10. *Curb cuts need to be modified to meet proper cross slopes*

11. *Typical classroom conditions.*

12. *Site play fields.*

Timber Ridge School

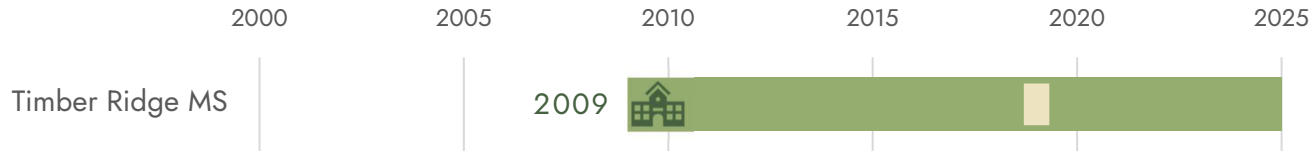
373 Timber Ridge St NE, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
2009	100,862	4-8	$7,140,063	$59,811,166	12%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Timber Ridge School is a two-story school located in the north area of Albany. The building is largely original, built in 2009 with a minor renovation to add CTE in 2017.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
20.2	1	Y (Damaged)	177/8 ADA	$2,732,766

KEY SITE COMMENTS

- The site is fully fenced.
- Playfields do not have functional irrigation and is done by hand for the football field
- There are many trees adjacent to the gym that are too close and should be removed.
- Parking lot striping needs to be repainted.
- Downspouts at the covered play area continue to plug up.
- Additional ADA Parking stalls are needed to meet code.
- Multiple curb ramps exceed maximum running slope.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
107,814	690	922	77.6%	$4,407,297

KEY BUILDING COMMENTS

- The roof needs a full replacement with noticeable leaks on interior of office.
- CMU walls need to have joints resealed.

SAFETY & SECURITY NOTES

- Mini-blinds are found throughout the exterior windows, but the electric roller shades at the gym are damaged and not functional.

ACCESSIBILITY NOTES

- Some doors throughout the building are not considered accessible due to improper clearances.
- Vertical grab bars are needed at ADA toilet stalls.
- Classroom sinks do not have knee/toe clearances.
- The classroom accessible shower does not have maneuvering clearance at the shower entry.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

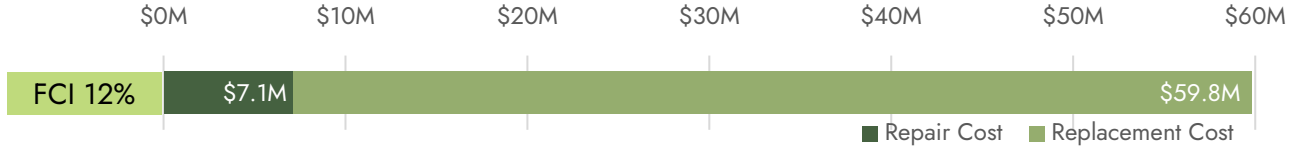
OVERALL SCORE
77.6%

- Sound attenuation between floors is an issue.
- Both gyms have poor acoustic treatments with a lot of echo.
- The school lacks meeting space for outside organization meetings.

SCORES BY CATEGORY	TRMS	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	13.0	12.6
4. Temperature Adequacy	10.0	9.3
5. School Capacity Adequacy	13.8	11.4
6. Curriculum Support Adequacy	15.0	11.8
7. Safety and Security Adequacy	13.0	11.8
Overall Percentage Score	77.6%	68.4%

EXPENDITURE FORECAST

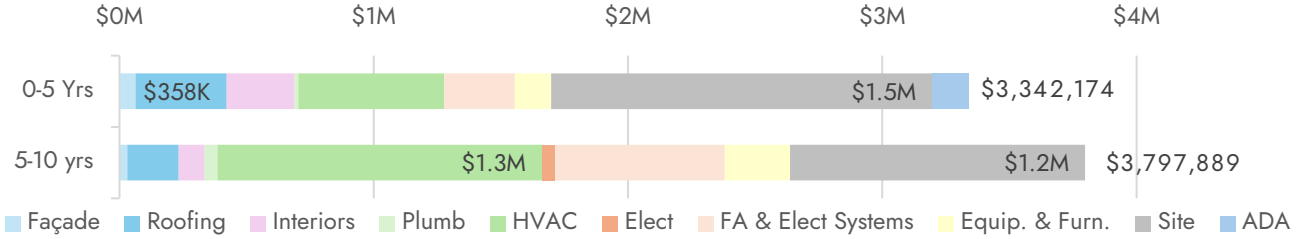
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $7.1M and an overall replacement cost of $59.8M, the building has an FCI of 12%, indicating that the building has been subjected to long-term wear.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. These items include site improvements such as irrigation and track repair, HVAC repairs as well as a replacement of the current asphalt shingle roof over the majority of the building.

SUMMARY & PRIORITIES

Timber Ridge is still relatively new school. It is getting to capacity with 3 Special Programs located on site and the community is growing. The major issues at this site are roof replacement and field irrigation. Class sizes are larger but not an immediate issue.

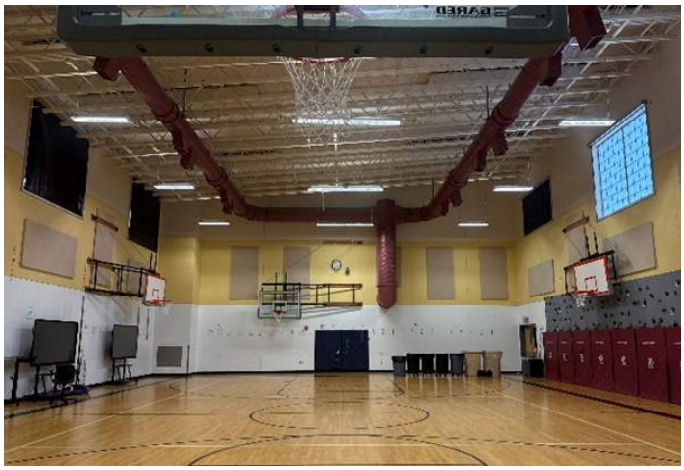
- Priority #1 – Replace the roof.
- Priority #2 – Improve acoustics in both gyms.
- Priority #3 – Provide small group meeting spaces.

SITE & BUILDING PHOTOS

1. *Roof leaks at main entry.*

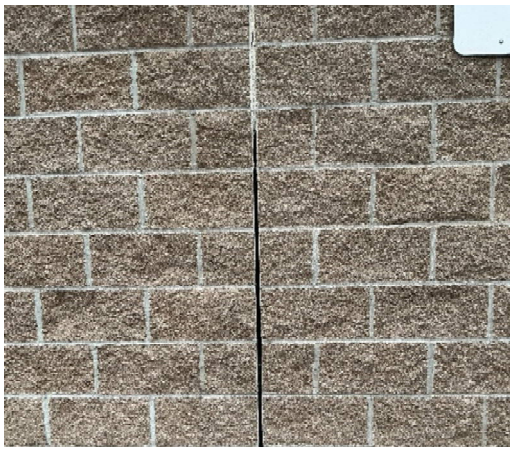
2. *Significant damage to doors at gym.*

3. *Trees planted too close to building.*



4. *Gym needs more acoustic treatment and new roller shades.*

5. *CTE Classroom.*



6. *Sealant missing at CMU wall.*

Albany Options School

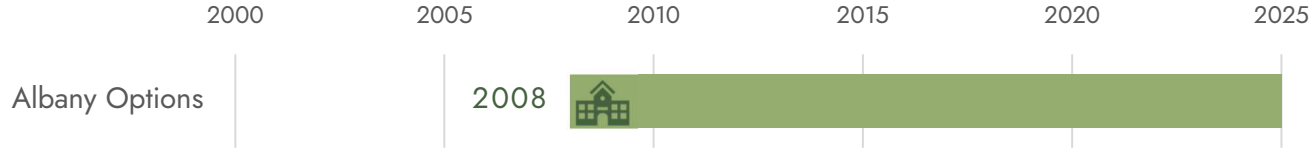
701 19TH Ave SE, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
2008	18,582	10-12	$883,910	$11,019,126	8%

GENERAL SUMMARY

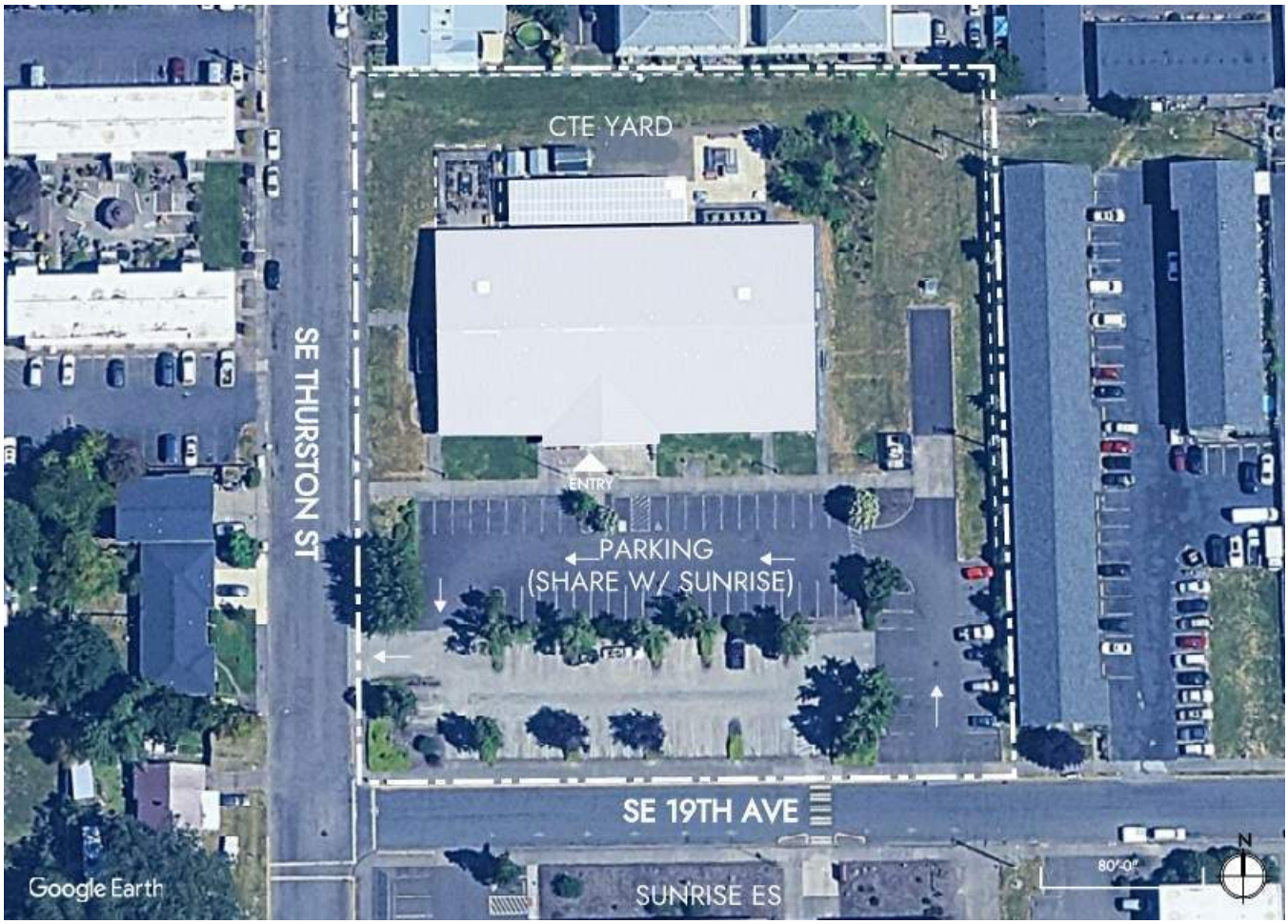
Date of Initial Visit: August 24, 2024 Date of Verification: August 6, 2025

Albany Options School is a single-story school made of a pre-engineered metal building located in the central area of Albany. Built in 2008, the building is one of the newer buildings in the District. Class sizes are smaller and are capped at 15 students per classroom.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
2.64	1	N	88/4 ADA	$362,659



KEY SITE COMMENTS

- The site is partially fenced.
- Parking lot is shared with Sunrise Elementary.
- The rear of the school is used for outdoor construction projects under a covered structure.
- The school would like to have a second access off of SE Thurston to move larger projects from the outdoor yard.
- Striping will need to be redone in a few years.
- Some damage to curbs are visible.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
18,582	143	263	70.2%	$521,251

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule.
- Windows throughout the building are original and are insulated.
- There are temperature fluctuations in GED classroom. May be a potential issue with controls.
- Cafeteria is not large enough for all students. There are outdoor tables for seating and students use the library/commons space.
- Science does not have a fume hood so chemistry is limited.
- The school would like a larger outdoor canopy for bigger projects.
- Lighting is fluorescent and gets turned off due to flicker or covered to soften the lighting.

SAFETY & SECURITY NOTES

- The main entry lacks a secured vestibule. The front door has a buzzer and camera.
- Blinds are found throughout the exterior windows, but many are damaged.
- Parts of the fencing have holes where people have cut into it.

ACCESSIBILITY NOTES

- Accessible routes have gaps in surface greater than ½" at exterior sidewalk.
- Curb ramps have cross slopes greater than 2%.
- Accessible shower is not provided.
- Accessible toilet stall does not have proper clearance.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

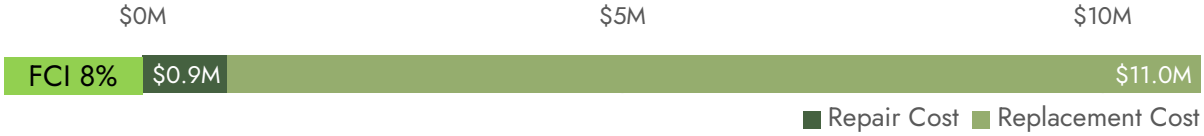
OVERALL SCORE
70.2%

- Some classrooms get warmer than others. SPED in particular gets warmer than other classrooms.
- Science does not have a fume hood.
- Science does not have eye wash but CTE classroom does.
- Temperature control is a consistent issue, as some rooms get uncomfortably warm.

SCORES BY CATEGORY	AOS	DISTRICT AVG
1. Acoustic Adequacy	11.7	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	13.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	13.0	11.4
6. Curriculum Support Adequacy	11.0	11.8
7. Safety and Security Adequacy	12.5	11.8
Overall Percentage Score	70.2%	68.4%

EXPENDITURE FORECAST

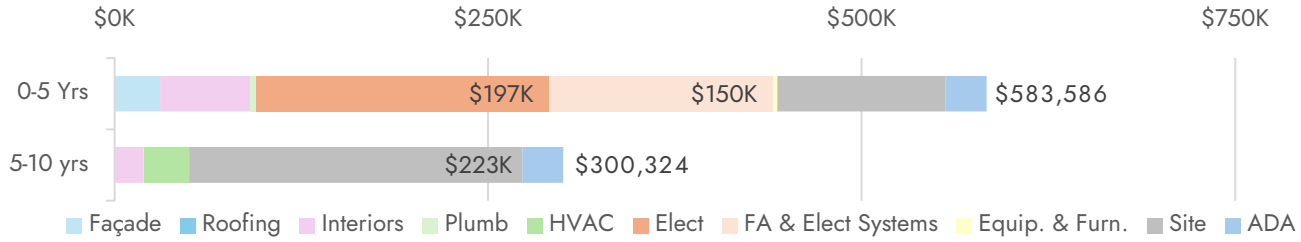
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $0.9M and an overall replacement cost of $11M, the building has an FCI of 8%, indicating that the building has been subjected to hard wear, but is in fair condition.

Repair Costs by Sub-Category



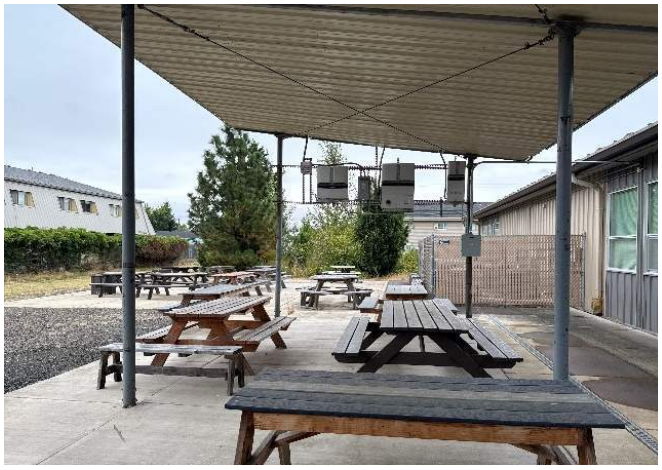
Repair costs sub-divided by building components and based on immediate need or future need, indicate that the building is in fairly good condition and only handful of repairs are needed in the next 10 years. More urgent items include the electrical upgrades, fire alarm and system upgrades, and minor site improvements.

SUMMARY & PRIORITIES

Albany Options serves a smaller population of high school students. They would like to expend to a larger building still centrally located as they have students on a wait list. The school would like to open up to more students. The building is in fairly good condition but there are a few things that would help improve the school:

- Priority #1 – Replace ridge cap on roof.
- Priority #2 – Add fume hood in science classroom.
- Priority #3 – Provide larger space for students to eat lunch with hard surface flooring.
- Priority #4 – Provide better access for shed construction to street.

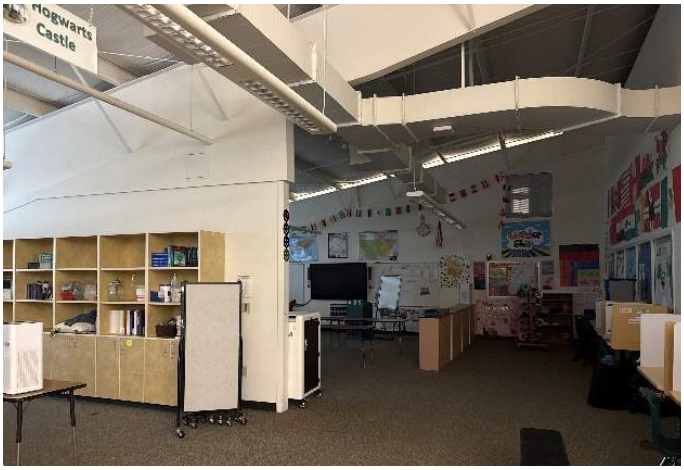
SITE & BUILDING PHOTOS



1. *Outdoor covered area.*

2. *Science classroom.*

3. *Art classroom.*



4. *Open concept classrooms*

5. *Typical classroom.*

6. *Potential location for access to road.*

South Albany High School

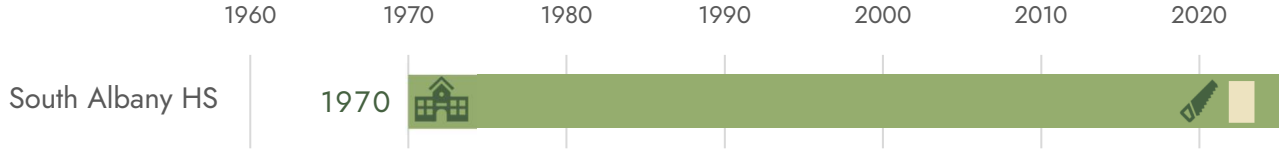
3705 Columbus St SE, Albany, Oregon 97321

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1970	205,060	9-12	$23,266,569	$131,827,622	18%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

South Albany High School is a two-story building located in the central area of Albany. The building was originally, built in 1970.The 2017 bond work included added CTE classrooms, shop space and an auxiliary gym with some interior renovations. There are several buildings on campus including the Public Pool. See separate assessment report for the Pool.



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
38.82	14	N	366/6 ADA	$5,216,698

KEY SITE COMMENTS

- The site is fully fenced. The gates need overhead structure to strengthen the supports.
- Stadium seating was purchased used in 1994 and is near end of life.
- The track is currently turf and is 12-13 years old.
- Staff and student parking is adequate but restriping is needed.
- Tennis court paving is cracking.
- Parking is not adequate for staff or students. They are parking on the grass.
- Significant congestion on Columbus at staff and student parking entrance
- Sliding gates are maintenance issue.
- South lot line is adjacent to a 40' power easement prohibiting adding fences for softball and tennis courts.
- School would like to expand parking near stadium.
- The school would like to add visitor seating at the stadium. No bleachers exist now.
- Track surface is lifting and will need replacement.
- Irrigation is not programmable.
- The scoreboard at the stadium is from 1980.
- Would like turf for rest of the fields.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
205,060	1401	1689	62.0%	$15,061,435

KEY BUILDING COMMENTS

- The main entry lacks a secured vestibule.
- Windows throughout the buildings are original and single-pane with the exception of the new CTE classrooms and auxiliary gym.
- There are several classrooms without access to daylight.
- The site is served by a chiller and boiler. Pipes are run under ground to each building. There have been several pipes rusted through and should be replaced.
- During the 2017 bond work, the theater grid system was not replaced. This is antiquated and is not allowed to be used by students. It limits use of the theater.
- The commons building was replaced due to a fire. The food science classroom is on the second floor which limits access to replace equipment.
- The gym has Title IX concerns with women's locker and team rooms not equal to men's.
- The site wall enclosing the chiller is deteriorating with stone finish coming off.
- Building 6 door hardware needs to be replaced.
- Replace sensor faucets throughout as they are not usable when power goes out.
- Roofing was replaced two years ago.
- Building 10 exterior doors are delaminated at original gym.
- Building 7 had roof leaks and ceiling tiles need to be replaced.
- Lighting throughout should be upgraded to LED and controls with exception of new bond work.
- Building 3 recently flooded and has been abated.
- One portable on site is used for daycare.

SAFETY & SECURITY NOTES

- Security is a concern at this site. During the last bond in 2017, fencing was added throughout the site. The gates need structural improvements as it is easy to open gates from the outside.
- The main entry lacks a secured vestibule and the office lacks direct visibility to the entrance.
- There are several access points throughout the site making supervision difficult.
- The security camera system is outdated with low quality images and many blind spots.
- Blinds are found throughout the exterior windows, but many are damaged and not functional.
- With separate buildings, weather is a concern all day as students get soaked during winter.
- Lighting at stadium is poor. People have fallen in the dark.

ACCESSIBILITY NOTES

- Doors throughout the building are not considered accessible due to improper clearances and non-compliant hardware.
- Staff restrooms do not meet ADA requirements. Others were renovated in the 2017 bond work.
- Auditorium does not have ADA Accessible seating or access.
- The Library does not have an accessible path downstairs to reading area.
- Parking needs restriping.

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document.

OVERALL SCORE
62.0%

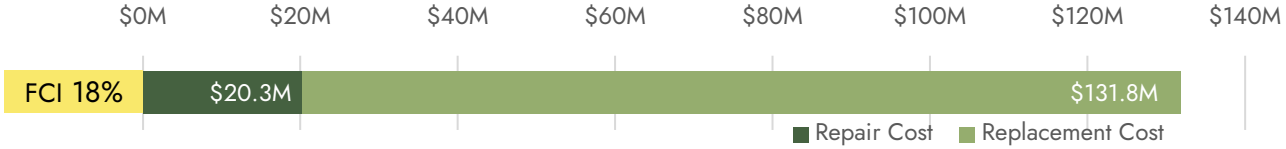
- Several classrooms in Building 1 were converted from larger classrooms with removable partitions. There are acoustic concerns with these spaces.
- Lighting is not dimmable and teachers use lamps in lieu of fluorescent lighting.
- Many classroom access is through exterior doors and no interior hallways which effects climate control.
- Temperature control is a consistent issue, as some rooms get uncomfortably warm.
- The main gym is undersized and lacks sufficient seating for parent events.
- School is at capacity and some spaces smaller than typical classrooms have been converted to classrooms.
- There are nine dedicated spaces for SPED programs. Most are located in building 1.
- Administration offices need additional space and conferencing. There are no itinerate offices.
- Library is not able to have large meetings. Technology is antiquated.
- Band and choir need additional storage. Larger items are stored in travel trailers.
- Theater cannot alter rigging system as it does not meet current code. School uses APAC for performances.

SCORES BY CATEGORY	SAHS	DISTRICT AVG
1. Acoustic Adequacy	12.5	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	10.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	10.4	11.4
6. Curriculum Support Adequacy	10.7	11.8
7. Safety and Security Adequacy	9.0	11.8
Overall Percentage Score	62.0%	68.4%

- There is no office for the registrar.
- Building 3 is art and pottery. Ventilation is poor. Class sizes are small because of room size.
- Science equipment is in poor condition. Only a couple of science classrooms have vents for labs. Space is really equipped for 20 students but class sizes are 30.
- CTE outdoor shop space gets wind-driven rain and pavement is sloped. Would like flatter work surface.
- Locker rooms need to be more equitable. Women have 50% less lockers than men and has no coach office.
- Would like to expand CTE offering.

EXPENDITURE FORECAST

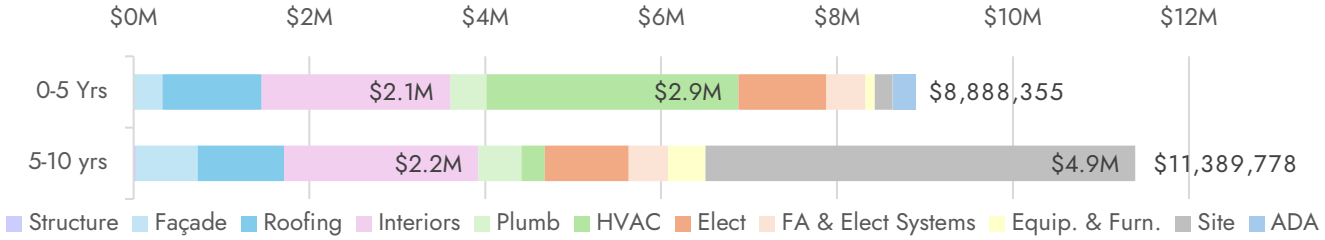
Repair vs Replacement – Facility Condition Index (FCI)



The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $20.3M over the next 10 years and an overall replacement cost of $131.8M, the building has an FCI of 18%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. More urgent items include repairs to the interior finishes, HVAC repairs, and site upgrades $4.9M. Other large dollar items include lighting replacement.

SUMMARY & PRIORITIES

South Albany High School has several safety concerns with individual buildings throughout the campus. While efforts were made during the 2017 bond projects to improve safety, on campus issues remain with no weather protection and access gates easily openable. Several educational adequacy issues are around upgrading science labs, art classrooms and overall classroom layouts. The school also has Title IX issues with athletic facilities that need to be addressed.

- Priority #1 – Replace buildings 2 and 3
- Priority #2 – Update and replace mechanical piping and controls
- Priority #3 – Replace track and turf
- Priority #4 – Address Title IX issues in locker rooms and fields
- Priority #5 – Replace rigging system in Auditorium
- Priority #5 – Add secured vestibule and address site fencing
- Priority #6 – Move softball field away from canal to provide fencing and get dugouts out of easement.
- Priority #7 – Provide better acoustics in Building 1

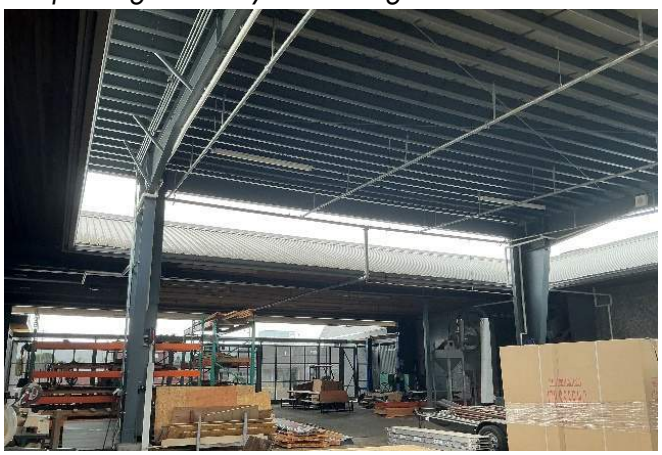
SITE & BUILDING PHOTOS

1. *ADA Parking and paving needs to be updated.*

2. *Wall at chiller with finish coming off.*

3. *Storm drains splash on ground and make passing time very wet during inclement weather.*

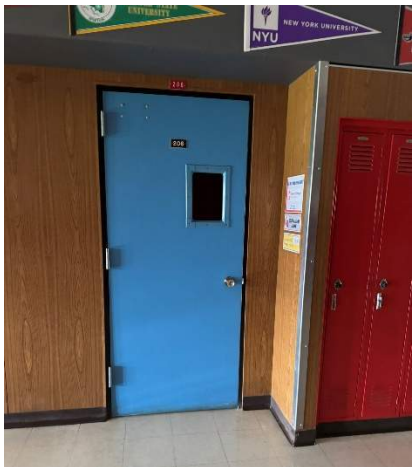
4. *Typical classroom with outdated technology and lighting.*



5. *Corner of existing roof pours rain down into covered shop space. Need to address storm/gutter system.*

6. *Ceiling and lighting in Library needs to be replaced.*

7. *Rigging at theater unable to be used due to code issues and safety concerns.*

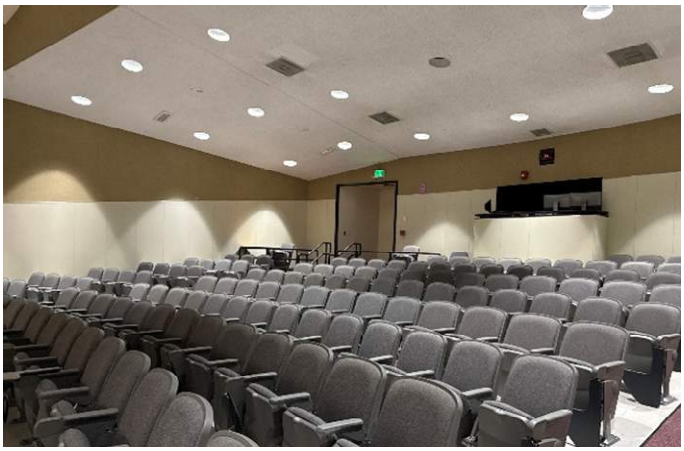


8. *Typical classroom doors do not meet code for ADA Accessibility with hardware and clearances.*

9. *Science classroom equipment is outdated and needs to be replaced.*

10. *Science classroom casework does not have ADA Accessible stations. Classroom is too small for current enrollment.*

11. *Water softener does not work.*

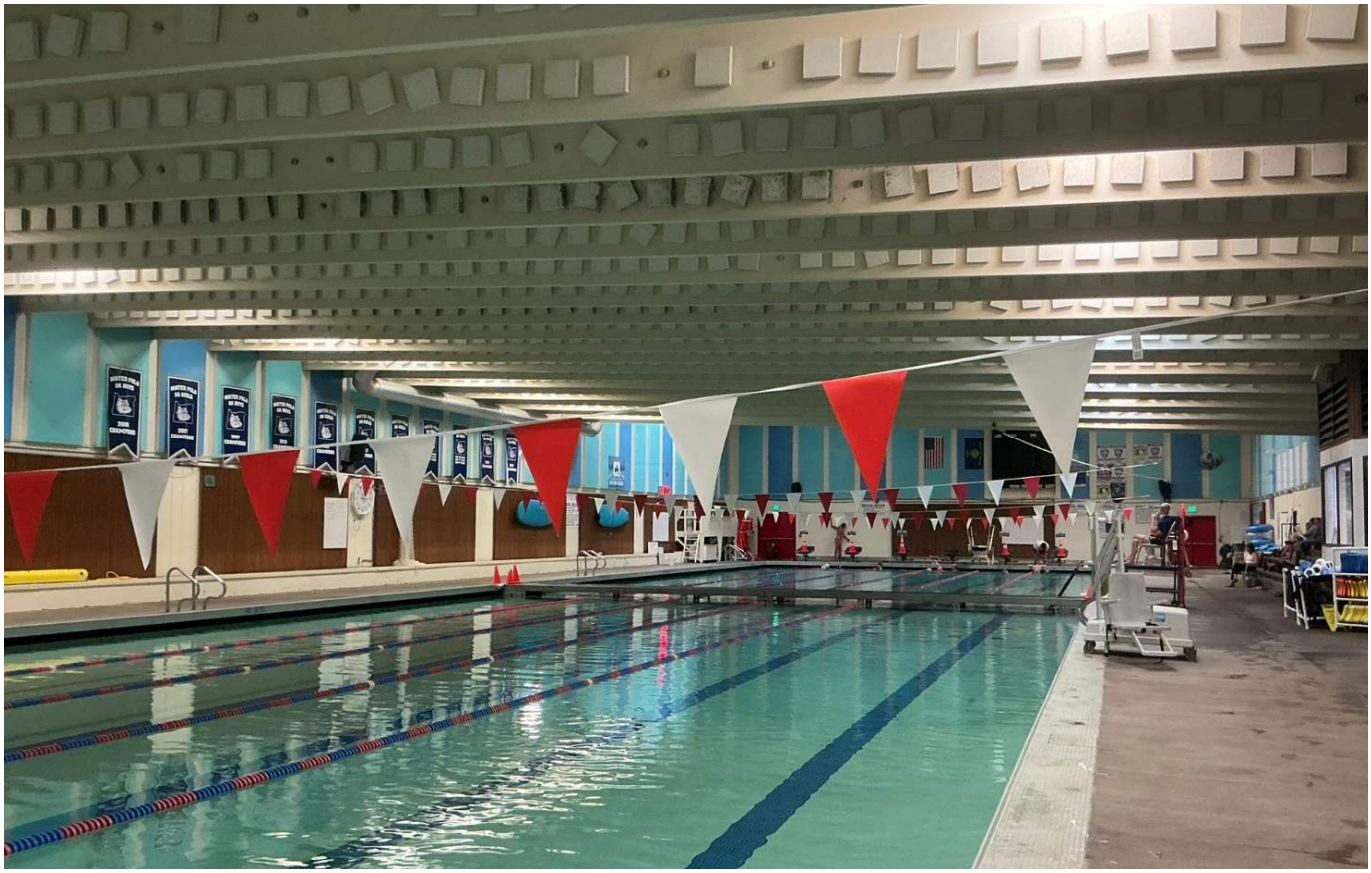


12. *No ADA Compliant seating in auditorium.*

Community Pool

3705 Columbus Street, SE Albany, Oregon 97322

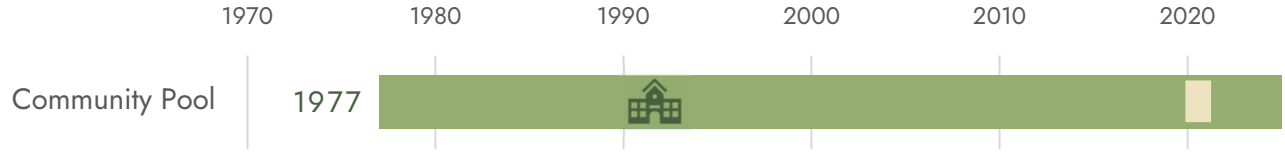
Year Built	Square Feet	Repair $	Replace $	FCI
1977	17,490 sf	$1,680,024	$10,913,760	16%



GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

The Community Pool at South Albany High School is a single-story building located in the south-central area of Albany. The building is 48 years old, with a limited mechanical renovation in 2019. The structure is pre-cast double tee concrete roof structure, tilt-up concrete walls, standing seam metal roof with modified bituminous roofing with solar panels on the roof.



EXISTING SITE CONDITIONS

ADA Entrance	No. Bldgs.	Parking
Y	1	6 ADA – Share w/ HS

KEY SITE COMMENTS

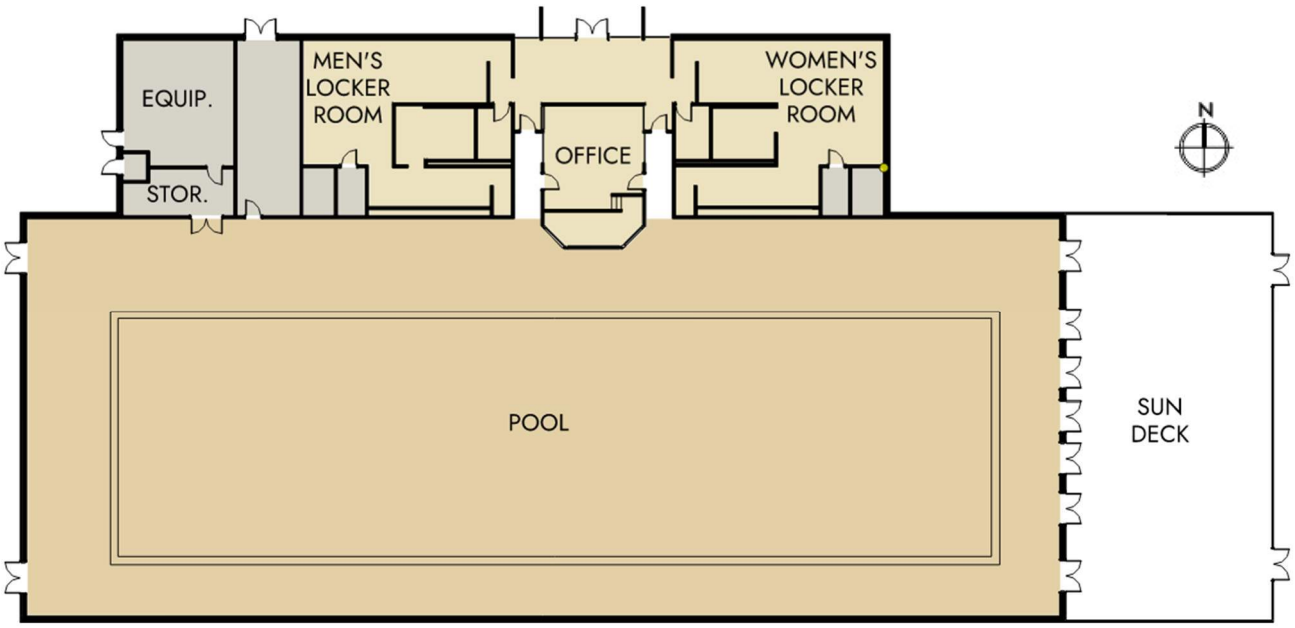
- The site is not fenced as it is open to the public.
- The pool shares parking with South Albany High School.
- More parking is needed for the school as part of a request by the high school.
- The asphalt needs to be re-paved with visible cracks, gaps and ponding issues.

ACCESSIBILITY NOTES

- ADA parking to be restriped.
- Restrooms are not fully accessible. ADA grab bars needed and stalls widened.
- ADA dressing room
- Recent renovation with new partitions at showers and dressing rooms in good condition.

EXISTING BUILDING CONDITIONS

Square Feet	Bldg. Repair $
17,490 sf	$1,680,024



KEY BUILDING COMMENTS

- Lighting throughout is original and should be replaced.
- Multiple areas of the pool surface show patching and should be fully refinished.
- Acoustic panels throughout the ceiling are either missing, crooked or showing heavy signs of dirt accumulation on the surfaces.
- Pool equipment and room should be evaluated further to determine efficiency of the system and expected lifespan of equipment.
- Several metal grates in the equipment room are rusted through and should be replaced
- Surfaces in general in all spaces show heavy wear or damage, including the bleachers, wood wall panels and concrete floor.
- Mechanical systems and ductwork need to be cleaned.
- The pool is used by several groups throughout the community and all schools in the district. There is not enough seating in the pool for parents and spectators. There is also not enough room to add additional seating.
- Existing bleacher seating needs to be replaced as exposed ends are rusting and are currently taped off.
- Lighting over swimming pool should be relocated for better illumination for swimmers.
- Exterior steel louver doors should be replaced.
- Repaint interior where paint is peeling off walls.

SAFETY & SECURITY NOTES

- It is recommended to replace the door hardware at the main entry with solid pulls in lieu of U-shaped pulls.
- This site is not a school so added security is not an issue here.

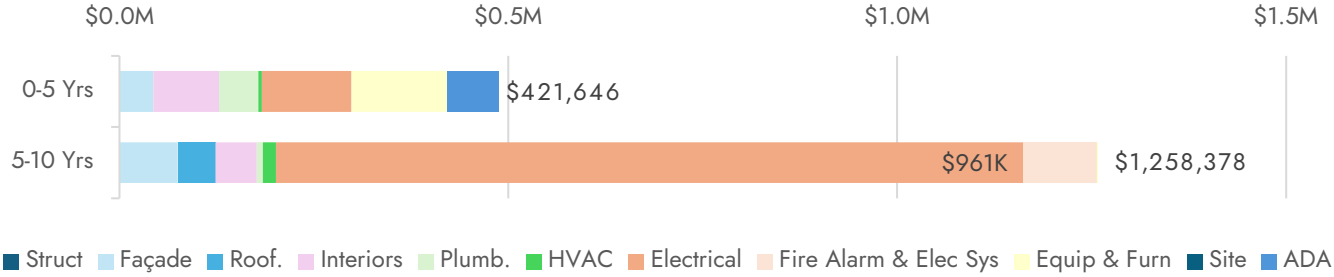
EXPENDITURE FORECAST

Repair vs Replacement – Facility Condition Index (FCI)

The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $1.7M in the next 10 years and an overall replacement cost of $10.4M, the building has an FCI of 45%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life and significant repairs are needed.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that repairs are needed in the next 10 years, with the majority of repairs needed in the next 10 years. The largest items to be repaired include the electrical while improvements to equipment and furnishings, as well as façade improvements are also needed.

SUMMARY

The community pool is used by the entire district and the community. Lighting should be replaced with LED fixtures and lighting at the pool should be relocated for better illumination. Seating for spectators should be replaced. All acoustic panels should be replaced and mechanical ducts should be cleaned. It is recommended that additional study of the pool equipment room be completed by a pool specialist to confirm conditions.

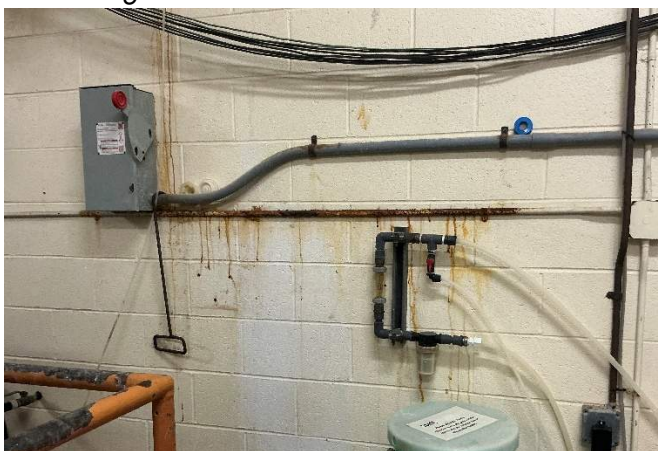
BUILDING PHOTOS

1. *Multiple patches visible in the pool surface.*

2. *Dirt and dust accumulation on ceiling acoustic panels.*

3. *Visible water damage to wood paneling and damage to concrete bench.*

4. *Dirt and dust accumulation on ceiling acoustic panels as well as many missing or crooked panels.*



5. *Visible corrosion on electrical conduits in equipment room.*

6. *Long term corrosion on metal grating in equipment room.*

West Albany High School

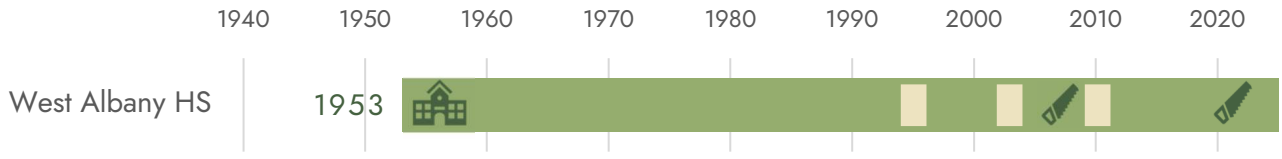
2100 Elm St, Albany, Oregon 97322

Year Built	Square Feet	Grades	Repair $	Replace $	FCI
1953/2021	289,840	9-12	$23,629,794	$112,575,120	21%

GENERAL SUMMARY

Date of Initial Visit: August 24, 2024 Date of Verification: August 5, 2025

West Albany High School is a two-story building located in the central area of Albany. The building was originally, built in 1953 with a significant remodel and addition during the last Bond Cycle to include 111,000 Squarefoot addition. The original school is connected to the new addition at the existing gym



EXISTING SITE CONDITIONS

Site Acres	No. Bldgs.	Irrigation	Parking	Site Repair $
39.54	1	Y/N	429/12 ADA	$1,866,736

KEY SITE COMMENTS

- The site is fully fenced.
- Playfields do not have full automatic irrigation and has manual irrigation of several fields.
- The track and football field are currently turf. It is 14 years old. They cannot add any additional rubber.
- Softball and baseball fields are too rough to use.
- Tennis courts get storm drainage off baseball field. Review of storm drainage should be done.
- Parking lot striping was typically in good condition.
- Parking at stadium is gravel, would like to see it paved.
- Baseball and softball bleachers are at end of life.

EXISTING BUILDING CONDITIONS

Square Feet	Enrollment	Capacity	Ed. Adequacy	Bldg. Repair $
289,840	1275	2068	57.7%	$21,763,059

1st Floor

2nd Floor

KEY BUILDING COMMENTS

- The new addition has little areas of concern.
- Windows throughout the original building are original and while appearing to be insulated, are aluminum framed (and not very efficient).
- Presumed ACM tile was found in classrooms.
- Ceiling tiles in original building fall frequently.
- Not enough team rooms as they use classrooms for visitors.
- The wrestling room is the former automotive shop and has recently been treated for mold.
- Recently the former band and choir rooms were converted to an early childhood learning center.
- The existing woodshop is too small and is expanding into other spaces.
- Rail system on existing gym bleachers does not collapse. Sometimes does not function.
- Cooling and ventilation are consistent issues throughout the original school; the school is heated by the original system.

SAFETY & SECURITY NOTES

- There are several points of entry throughout the school.
- The new addition has secured entry and most exits have card reader control access.
- The security camera system is fairly new throughout.
- Roller shades are located on the new addition, but there is a mixture of shading devices on the original building with exterior shading elements on south facing and west facing windows.
- New PAC practice rooms and auditorium need strobes and cannot lock practice rooms in case of a lockdown.
- Transitions bus is parked behind F hall and does not let security gate close.

ACCESSIBILITY NOTES

- Accessible routes throughout the original school do not have proper cross slopes or level surfaces.
- Several doors throughout the original building are not considered accessible due to improper clearances and non-compliant hardware.
- Multiple restrooms in the original school are inaccessible with inadequate grab bars or other fixtures mounted at non-compliant heights.
- Accessible parking and access at stadium is not up to code

EDUCATIONAL ADEQUACY

As described in OAR 581-027-0043 the Department's Educational Adequacy Review Standards, an analysis of the District's ability to meet their Educational standards with respect to their facilities was conducted to identify elements that are conducive to a healthy and comfortable indoor learning environment. School staff was interviewed using the same questions and scoring matrix across the district, with categories and key comments highlighted below. The full report can be found under the appendix of this document. The items refer to the original school.

OVERALL SCORE
57.7%

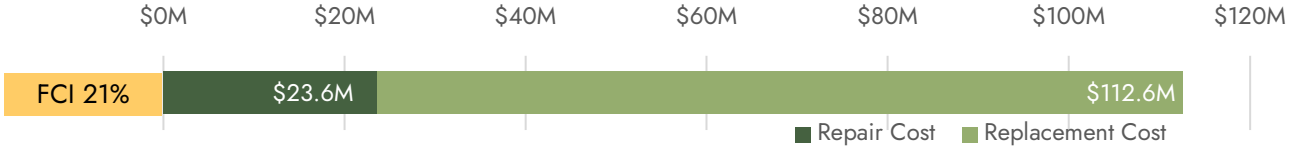
- The original school has several classrooms without windows.
- The classrooms have original single-pane windows attributing to solar heat gain on the south side.
- The original school does not have cooling throughout except the Library, SPED, some science and the café. The addition is air-conditioned.
- Temperature control in the original building is a consistent issue, as some rooms get uncomfortably warm. Classrooms get moved to the addition which has cooling on warmer days.
- The main competition gym was recently renovated with a seismic grant.
- Lighting in new addition is all on controls and is LED. The original school has older fluorescent lighting with no controls.
- FSC programs have been located in the old administration offices. De-escalation room needs to be brought up to code to remove dangers and to improve lighting. Would like to get a kitchenette.
- The new cafeteria is large enough for entire school. It is the main circulation to get to other building at F hall. This connection is too small and makes F hall really loud.
- Original building classrooms are smaller than current standard with several between 640 and 740 SF. Average modern classroom is 900 SF.

- Classes are reaching capacity or higher at 33 students.
- The wrestling room and weight room are remote from the rest of the athletics wing with moisture issues in the wrestling room.
- Title IV equity concerns exist with women's locker and team rooms which are smaller than men's locker room.

SCORES BY CATEGORY	WAHS	DISTRICT AVG
1. Acoustic Adequacy	13.3	10.9
2. Air Quality Adequacy	5.0	5.5
3. Lighting Adequacy	10.0	12.6
4. Temperature Adequacy	7.5	9.3
5. School Capacity Adequacy	7.2	11.4
6. Curriculum Support Adequacy	7.5	11.8
7. Safety and Security Adequacy	7.5	11.8
Overall Percentage Score	57.7%	68.4%

EXPENDITURE FORECAST

Repair vs Replacement – Facility Condition Index (FCI)

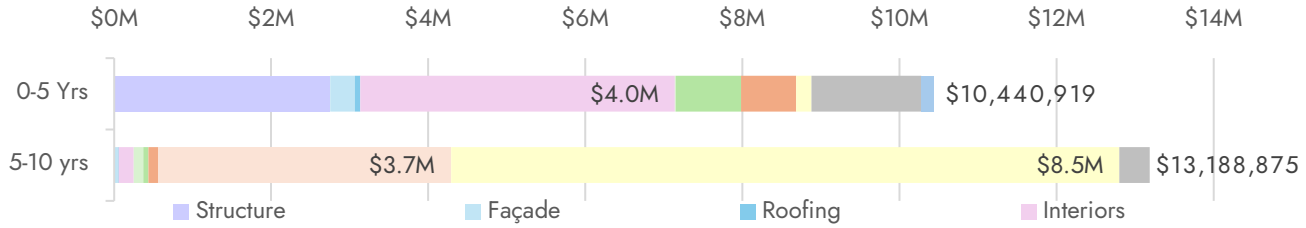


The FCI or Facility Condition Index, provides an indication of the building's overall condition by comparing the repair costs, with development and escalation to the mid-point of construction added, versus the overall building replacement costs.

With repair costs around $23.6M over the next 10 years and an overall replacement cost of $112.6M, the building has an FCI of 21%, indicating that the building has been subjected to hard, long-term wear, and the building or and its components are nearing the end of their useful or serviceable life.

Note that the replacement value is only for the portion of the building that was not part of the 2017 Bond Projects.

Repair Costs by Sub-Category



Repair costs sub-divided by building components and based on immediate need or future need, indicate that significant repairs are needed in the next 10 years. These items include the Interior Finishes, Fire Alarm and Systems upgrades, and Furnishings and Equipment . Other large dollar items include lighting replacement and repairs at the existing slab.

SUMMARY & PRIORITIES

The original school does not meet general education needs with sizes of classrooms smaller than modern classrooms. This limits the number of students to less than contracted capacity. There are several concerns with athletics being split in two locations in the original school. Significant upgrades to the original school are needed to improve learning spaces including replacing all lighting and controls, replacing single-pane windows and to enlarge classrooms that are too small.

The school administration would like to replace the original building to complete the master plan with new athletic spaces, new general education classrooms, science and CTE classrooms. If the building does not get replaced, below are additional priorities.

- Priority #1 – Replace rest of building.
- Priority #2 – Add fire strobes in PAC spaces.
- Priority #3 – Replace Lighting in original school.
- Priority #4 – If original building gets replaced, replace competition gym.
- Priority #5 – Improve irrigation system to be automatic.
- Priority #6 – Improve Title IX issues with athletics at gym and softball field.
- Priority #7 – Improve grading at baseball field to reduce stormwater runoff.
- Priority #8 – Install taller fences at athletic fields.
- Priority #9 – Improve spaces for Special Programs to meet state requirements if no building replacement.
- Priority #10 – Improve canopies to eliminate bird nesting with flat soffit panels.

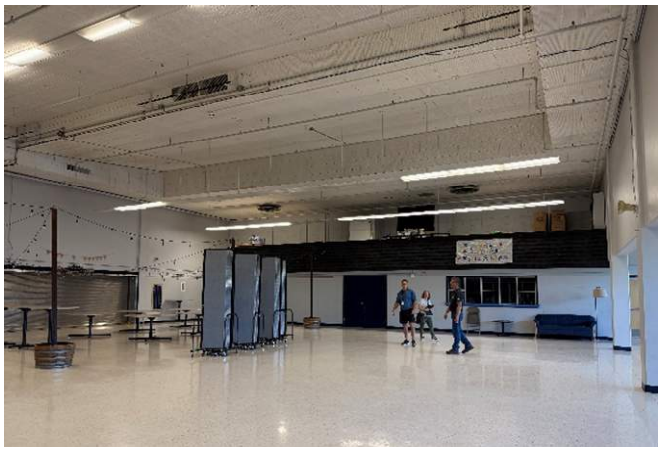
SITE & BUILDING PHOTOS

1. *Original classrooms with ACM flooring and fluorescent lighting.*

2. *Original lighting in various stages of function.*

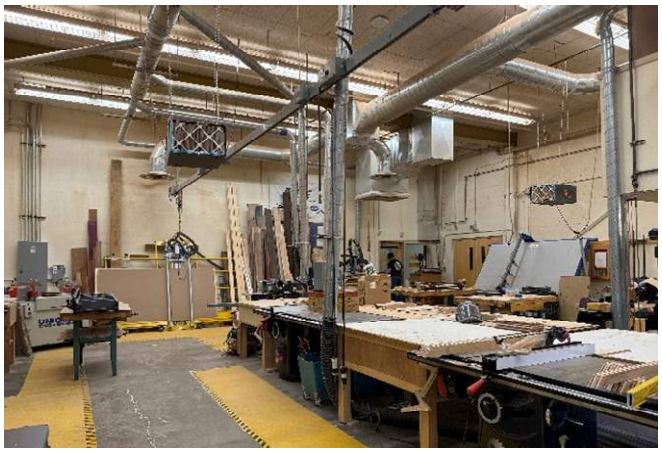
3. *Shade fabric over windows to reduce heat gain.*

4. *Original single-pane windows.*



5. *Old cafeteria is shared with Café and early learning. No formal separation between spaces.*

6. *Weight room separate from rest of gym.*



7. *Woodshop is getting too small for needs.*

8. *Early learning classroom in former band room. Minimal windows and old lighting.*

9. *Courtyards are underutilized and inaccessible to students.*

10. *New entry. Birds perch on sprinkler lines and land create messes at main entry.*

11. *New addition commons.*

12. *Competition gym flooring was recently refinished. It is on it's last sanding. Any new finish will require replacement.*

APPENDIX D: ENROLLMENT PROJECTIONS

Memorandum

To:	Greater Albany Public Schools Andy Gardner 718 Seventh Avenue SW Albany, OR, 97321	**Date:**	February 5, 2026
		Project No.:	F1554.01.003
From:	Alex Brasch Senior Population Geographer		
	Ethan Poole GIS Analyst		
Re:	2026–27 to 2035–36 Enrollment Forecasts—Greater Albany Public Schools		

Summary

At the request of Greater Albany Public Schools (GAPS/District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2026–27 to 2035–36 school years. The study was completed via three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios—low, middle, and high—of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending GAPS schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's elementary, middle, and high schools and programs, as well as the number of students residing in each of the District's attendance areas (AAs).

Demographic and Residential Development Analysis

The district population grew by more than 18,500 residents since 2000, including growth of over 10,000 in the 2000s and nearly 8,500 in the 2010s.

The school-age population (ages five to 17) grew by 507 between 2010 and 2020—an annual average growth rate (AAGR) of 0.5 percent—a less than half the rate of total population. In contrast, the population under age five decreased by about 70 during the same period, resulting in an AAGR of −0.2 percent.

Linn County is projected to add 17,917 residents in the 20-year period between 2020 and 2040, which is over 7,600 fewer than between 2000 and 2010. Over the same 20-year period, Benton County is projected to add 14,441 residents, which is about 2,600 fewer than between 2000 and 2020.

The number of GAPS K–12 students in October 2025 living in housing units built in 2015 through 2024 yielded student generation rates of 0.12 K–12 students per multifamily (MF) unit and 0.38 K–12 students per single-family (SF) unit.

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Enrollment Assessment

The District enrolled 1,080 (11.3 percent) fewer students in 2025–26 than in 2017–18.

The largest numeric and percentage enrollment loss between 2017–18 and 2025–26 among grade groups K–5, 6–8, and 9–12 occurred in the K–5 grade group, in which enrollment fell by 808 students (18.1 percent). The District enrolled 169 (7.8 percent) fewer 6–8 students and 103 (3.5 percent) fewer 9–12 students in 2025–26 than in 2017–18.

Enrollment Forecasts

Births to district residents are compiled by school cohorts (September to August) to facilitate comparison to K enrollment. The district averaged 780 births per year from 2011–12 to 2020–21, including a peak of 828 in 2017–18. Birth totals have fallen since 2020–21 to a four-year average of 710, including a low of 683 in 2024–25, the most recent cohort for which data are available.

The K-to-birth ratio is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in GAPS K classes. Comparing 2025–26 K enrollment with 2019–20 births, we derived a K-to-birth ratio of 0.67, meaning that, for every 100 children born to district residents, there were 67 children enrolled in GAPS K five years later.

K headcount enrollment averaged 662 students per year from 2017–18 to 2025–26, including a low of 516 in 2025–26 and a high of 716 in 2019–20.

The middle scenario forecast assumes a gradual increase in the K-to-birth ratio over a five-year period, stabilizing at 0.78 in 2030–31 and beyond. Even as the ratio increases, the recent birth decline means that K enrollment is expected to be lower than the most recent five-year average of 606 (excluding 2025–26), averaging 553 students over the ten years from 2026–27 to 2035–36.

The low scenario K-to-birth ratio increases to 0.68 in 2026–27 and rises to 0.74 in 2030–31 and beyond, resulting in an average of 520 K students per year. The high scenario averaging 586 K students per year results from a forecasted K-to-birth ratio reaching 0.82 by 2030–31.

The growth or decline in enrollment among cohorts from one year to the next in the middle scenario reflects averages that exclude the 2020–21 and 2021–22 school years impacted by the COVID-19 pandemic. For example, each year's forecast 1st grade enrollment is expected to be slightly larger the previous year's K enrollment, while a net loss of four percent is expected for cohorts progressing from 10th to 11th grade.

In the middle scenario, K–12 enrollment is expected to decrease from 8,486 in 2025–26 to 7,239 in 2035–36, representing a loss of 1,247 students (14.7 percent) in the ten-year period.

The low forecast scenario anticipates a decrease of 1,957 students (23.1 percent) by 2035–36, while the high forecast scenario expects enrollment to decrease by only 490 students (5.8 percent) in the ten-year period.

In the middle scenario, K–5 enrollment is expected to decrease by 330 students (9.0 percent), from 3,664 in 2025–26 to 3,334 in 2035–36; 6–8 enrollment is expected to decrease by 388 students (19.4 percent), from 2,003 to 1,615; and 9–12 enrollment is expected to decrease by 529 students (18.8 percent), from 2,819 to 2,290.

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Demographic and Residential Development Analysis

Understanding the population and housing trends in the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Figure 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Figure 3 illustrates the 2000 to 2025 population change for Linn County; Benton County; GAPS; the Cities of Albany, Millersburg, Tangent; and unincorporated areas that comprise the district. Approximately 80 percent of GAPS students reside in Linn County, which grew by 13,603 residents in the 2000s and an additional 11,938 in the 2010s, resulting in 24.8 percent growth over the 20-year period. The district grew at a higher rate than Linn County each decade. Adding 10,071 residents in the 2000s and 8,495 in the 2010s, the district grew by 36.5 percent in 20 years.

Although the district's population grew between each decade between 2000 and 2020, its share of children under age 18 decreased. Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to Decennial Census counts, GAPS added 16,472 residents (43.8 percent) ages 18 and older between 2000 and 2020. In comparison, the school-age population (ages five to 17) grew by 1,721 (18.0 percent), and the number of children under the age of five grew by 373 (10.3 percent) in the same period. Notably, while the population age 18 and over grew by over 15 percent in the 2010s, the population under age five decreased by 67 (0.2 percent). The proportion of GAPS population under the age of 18 was 25.9 percent in 2000, 24.4 percent in 2010, and 22.0 percent in 2020.

The Portland State University Population Research Center published population forecasts for Linn and Benton Counties in June 2025. Results in Figure 5 show Linn County increasing by 17,917 residents between 2020 and 2040, significantly fewer than the 25,541 increase between 2000 and 2020. Following AAGRs of 1.2 percent in the 2000s and 1.0 percent in the 2010s, growth is expected to slow to rates of 0.7 percent annually in the 2020s and 0.6 percent in the 2030s.

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Student generation rates (SGRs) also vary by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Factors that impact SGRs include the number of bedrooms, housing costs, neighborhood demographics, age of housing, and family-friendly amenities such as playgrounds and proximity to schools.

Figure 6 includes the SGRs for SF and MF housing types, based on October 2025 student locations and new residential construction between 2015 and 2024. Housing units built in 2025 are excluded from the analysis because they may not have been completed and occupied by October 2025. Of the 8,321 students residing in the district, 587 live in the 1,542 SF units that were built between 2015 and 2024, while 99 live in the 809 MF units that were built in the same period. On average, each SF unit yields 0.38 K–12 students, or about one student for every three units; while each MF unit yields 0.12 K–12 students, or about 12 students for every 100 units.

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Planned Residential Construction

FLO gathered residential development data from the planning departments of the City of Albany to assess housing trends in the district. Key development data are presented in Figures 7 and 8. Figure 7 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Figure 8 includes details of residential development data gathered by FLO about these same developments, such as development name, anticipated number of units, and current status.

Based on available information from winter 2025–26, 612 housing units are under construction, planned, or proposed in the ten-year period. Of those units, 348 are SF units, and 264 are MF units. Notable projects include Curry Meadows, The Loren at Brookside, and Phase 1 of Colonia del Valle Próspero which are expected to result 172, 108, and 54 units, respectively.

The greatest number of new housing units is expected in the Meadow Ridge–Timber Ridge Elementary School (ES) AA. Other ESAAs that are anticipated to experience housing growth include Tangent, South Shore, and Oak Grove. The prospective SF housing units are evenly distributed between the Memorial and North Albany Middle School (MS) AAs, while the entirety of prospective MF units is expected in the Timber Ridge MSAA. The West Albany High School (HS) AA includes 252 prospective housing units, while the remaining 360 are in the South Albany HSAA.

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2017–18 to 2025–26 headcount) based on the enrollment reports and student information system extracts provided by the District. FLO evaluated historical grade progression ratios (GPRs), participation in special or non-traditional programs, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Enrollment Trends

Figure 9 shows the district-wide enrollment by individual grade for school years 2017–18 to 2025–26 and the nine-year change over the period. District-wide enrollment stayed relatively stable between 2017–18 and 2019–20 with a net change of 13 fewer students, but decreased significantly in 2020–21, losing 393 students, mostly from the effects of COVID-19. There was little change between 2020–21 and 2021–22, and a small increase of 54 students was observed in 2022–23. This was followed by three years of increasingly large losses of 116, 224, and 386 students in the years between 2022–23 and 2025–26. Overall, between 2017–18 and 2025–26, K–12 enrollment decreased by 1,080 students (11.3 percent).

Figure 10 tabulates enrollment by school and grade group (i.e., K–5, 6–8, 9–12). K–5 enrollment decreased by 180 students between 2017–18 and 2019–20 then by another 352 students between 2019–20 and 2020–21. Enrollment remained stable in 2021–22, decreasing by only seven students, before increasing by 103 students between 2021–22 and 2022–23. Losses of 60, 82, and 230 students over the following three years resulted in an overall decrease of 808 students (18.1 percent) between 2017–18 and 2025–26.

6–8 enrollment grew by 150 students in the first two years of the study period and only decreased by seven students in 2020–21. Steady losses of 57, 118, and 120 students in 2021–22 through 2023–24, followed by comparatively smaller losses of eight and nine students in 2024–25 through 2025–26 resulted in an overall loss of 169 students (7.8 percent) between 2017–18 and 2025–26.

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9–12 enrollment remained stable between 2017–18 and 2018–19, growing by only 17 students, before decreasing by 34 students in 2020–21. There were then three years of growth when enrollment increased by a total of 195 students before decreases of 134 students in 2024–25 and 147 students in 2025–26. Overall, 9–12 enrollment decreased by 103 students (3.5 percent) between 2017–18 and 2025–26.

Residence-Attendance Matrices

Transfer rates represent the number of students who enroll in GAPS from outside the district boundary or enroll in a school/program other than their neighborhood school, based on the attendance area in which they live. Analysis of transfer rates can help reveal patterns of student choice or quantify the effects of district policies, because high transfer rates may be due to program offerings, school locations, or individual preferences. Monitoring transfer rates can lead to changes to district policies; for instance, if a particular school with a high transfer-in rate began to reach or exceed capacity, a District may consider limiting transfers or adding program capacity.

Based on FLO's analysis of district-wide K–12 transfers (Figure 11), a total of 165 students living outside the district boundary were enrolled in GAPS schools in 2025–26, representing 1.9 percent of enrollment. Overall, 1,335 students residing within the district boundary transferred to a school or program different from their neighborhood school, which is based on the AA in which they live. This amounts to a district-wide intra-district transfer rate of 16.0 percent. The largest percentage of transfers occurs within the K–5 grade group, with an intra-district transfer rate total of 19.6 percent attending a different neighborhood school.

As depicted in the residence-attendance matrices shown in Figures 12 through 14 by grade group, transfer rates also differ by school. For instance, transfer-out rates—representing the number of students who live in a school's ESAA, but enroll in a different school/program—range from 4.2 percent from the Oak Grove ESAA to 45.2 percent from the South Shore ESAA. From the perspective of individual school enrollment, K–5 transfer-in rates—representing the number of students who do not live in a school's ESAA, including students residing outside the district boundary—range from 4.4 percent at Meadow Ridge ES to 62.8 percent at South Shore ES.

Grades 6–8 transfer-out rates range from 8.7 percent from Memorial MSAA to 14.2 percent from the North Albany MSAA. Grades 6–8 transfer-in rates range from 8.7 percent at Timber Ridge MS to 18.4 percent at Memorial MS. Grades 9–12 transfer-out rates are 10.8 percent in the West Albany HSAA and 17.5 percent in the South Albany HSAA. Grades 9–12 transfer-in rates were 18.5 percent at West Albany HS and 6.9 percent at South Albany HS.

Enrollment Forecasts

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-age children residing in the district. We compared historical K class sizes to historical birth data (i.e., live births to GAPS residents from the Oregon Health Authority) to determine annual K-to-birth ratios. These values, in combination with age-group-specific population projections of childbearing-age women residing in the district, allow us to forecast the number of anticipated births GAPS residents and thus the number of kindergarteners anticipated in future school years.

Figure 15 illustrates how the number of births to GAPS residents through 2019–20 relates to historical K enrollment and how the observed and forecasted number of births from 2020–21 to 2029–30 impacts the K forecast. Births are shown in alignment with K cohorts (e.g., births occurring

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between September 2011 and August 2012 were eligible to enroll in K in the 2017–18 school year). GAPS annual births fluctuated between 2011–12 and 202018–21, with a high reaching 828 in 2017–18 and a low of 732 in 2012–13, and averaging780 births per year. The 769 births to district residents in 2019–20 (the cohort eligible to enroll in K in fall 2025) was consistent with previous historical trends as were the 776 births in 2020–21, the cohort that aligns with 2026–27 K enrollment. The number of births fell sharply to 700 in 2021–22 then increased to 733 births and 725 births in 2022–23 and 2023-24. The 683 births in 2024–25, the most recent year for which birth data are available, is the lowest number observed in the historical study period, leading to a recent four-year average of 710 births per year.

K enrollment averaged 622 students per year from 2017–18 to 2025–26, including a low of 516 in 2025–26 and a high of 716 in 2019–20. Enrollment decreased sharply by 134 students in 2020–21, largely due to the effects of COVID-19, before recovering in 2022–23 with an increase of 73 students. K enrollments of 603 and 606 in 2023–24 and 2024–25, respectively, were followed by the lowest K enrollment observed during the study period of 516 students.

The link between births and K is the K-to-birth ratio, which is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in GAPS K classes, often referred to as a capture rate. For instance, comparing 2025–26 K enrollment with 2019–20 births, we derived a K-to-birth ratio of 0.67, meaning that for every 100 children born to district residents, there were 67 children enrolled in GAPS K five years later. Ratios for GAPS have fluctuated in the years between 2020–21 and 2024–25, ranging from 0.71 to 0.81, with the 2025–26 ratio representing a sizeable decline from the previous year. Since 2020–21,ratios have not reached pre-pandemic levels such as 0.95 in 2019–20.

The middle scenario assumes a K-to-birth ratio of 0.72 in 2026–27 rising to 0.78 by 2030–31. Although mobility of families between a child's birth and age five means that births are not a perfect indicator of future enrollment, K enrollment is expected to increase from 2025–26 levels, though a lower number of forecasted births and a K-to-birth ratio well below 1.00 results in an average K class size of 553 students over the ten-year period.

Figure 16 illustrates future K enrollment under the low, middle, and high scenarios based on different rates of population change and different assumptions of future K-to-birth ratios. In the low scenario, the ratio initially rises to 0.68 in 2026–27 and then stabilizes at 0.74 in 2030–31 and beyond. The lower ratio results in between 22 and 42 fewer K students each year, yielding an average of 520 K students per year in the ten-year forecast period. Conversely, the high scenario has a ratio of 0.76 in 2026–27 and 0.82 in 2030–31 and beyond. This results in 28 to 40 more K students each year (averaging 586 K students per year).

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment and therefore plays an important role in FLO's forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2024–25 were to become 101 1st graders in 2025–26, the GPR would be 1.01. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00

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indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 17 depicts the GPRs for all District K–12 students from 2017–18 to 2025–26. The number of grades with GPRs above 1.00 has been declining since 2021–22, indicating that the District often has a net loss of students by cohort. Cohorts progressing from K to 1st and from 8th to 9th grades typically have the highest GPRs, as new students join District schools at 1st and 9th grades. In 2025–26, 1st and 9th grades were the only grades at or above 1.00. The final column in Figure 17 shows our assumptions for future GPRs in the middle scenario enrollment forecast, influenced by historical averages from the three most recent years.

District-Wide Enrollment Forecasts

As shown in Figure 18, district-wide enrollment is forecasted to decrease from 8,486 in 2025–26 to 7,239 in 2035–36, representing a loss of 1,247 students (14.7 percent) in the ten-year period. Enrollment loss is anticipated in each forecast year, based on the expectations of fewer births to GAPS residents than before 2020, lower than pre-pandemic K-to-birth ratios, and GPRs less than 1.00 indicating that many cohorts will lose students as they progress through the grades. The low forecast scenario anticipates a decrease of 1,957 students (23.1 percent) by 2035–36, while the high forecast scenario expects enrollment to decrease by 490 students (5.8 percent) in the ten-year period.

From a grade group perspective as shown in Figure 19, K–5 enrollment is expected to decrease each year from 2025–26 to 2030–31, losing 411 students over the five-year period. Between 2030–31 and 2035–36 it is anticipated that K–5 enrollment will increase by 81 students. Over the ten-year period, K–5 enrollment is expected to decline by 330 students (9.0 percent). Grades 6–8 enrollment is also expected to decrease between 2025–26 and 2030–31, losing 197 students. Similar annual declines between 2030–31 and 2035–36 are anticipated; these will result in a five-year loss of 191 students. Over the ten-year period, grades 6–8 enrollment will decrease by 388 students (19.4 percent). Enrollment in grades 9–12 is anticipated to decrease in almost every year of the forecast period, including potential losses of 118 students from 2025–26 to 2030–31 and 411 students from 2030–31 to 2035–36. Grades 9–12 enrollment over the ten-year period is expected to decrease by 529 students (18.8 percent). The district-wide forecasts by individual grade are reported annually for the low, middle, and high scenarios in Figures 20, 21, and 22, respectively.

Forecasts by Individual School

Figure 23 shows enrollment forecasts for each of the District's schools and programs for each year from 2026–27 to 2035–36. Different demographics, rates of residential development, and GPRs contribute to differing rates of enrollment decline and growth for each school. Enrollment in every neighborhood school is expected to decline over the ten-year period apart from Takena ES and Tangent ES, which are expected to remain relatively stable. At the K–5 level, most of the loss is expected to occur in the first five years of the forecast period with a majority of K–5 schools anticipating more stable enrollment between 2030–31 and 2035–36. Enrollment in grades 6–8 and 9–12 is expected to decline in almost every year of the forecast period. Among the middle schools, Memorial MS is anticipated to lose the largest number of students (114), while Timber Ridge MS is expected to lose the fewest (81 students). Among the high schools, West Albany HS is projected to have a larger numeric loss (281 students) than South Albany HS (258 students). The sum of individual school and program enrollments is consistent with the district-wide middle enrollment forecast scenario.

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Methodology

District-Wide Enrollment Forecasts

To prepare the ten-year forecasts from 2026–27 to 2035–36, FLO forecasts births through 2030. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates for women of childbearing age. Birth rates estimated for 2020 resulted in a total fertility rate estimate of 1.65 and decrease over the forecast period.[1] Cohort change ratios based on historical trends are used to forecast 2030 population ages ten and older by five-year age group and sex.[2] Forecasts of populations under age ten in 2030 based on ratios of population to births are added, resulting in a 2020-to-2030 population growth of 5,151 in the low scenario, 6,588 in the middle scenario, and 8,025 in the high scenario, compared with 10,071 between 2000 and 2010 and 8,495 between 2010 and 2020.

The link between our population forecast and the district-wide student enrollment forecast occurs at K, where we use the birth forecasts through 2030 and the expected K-to-birth ratios to forecast future K class sizes. Forecasts for grades 1–12 use GPRs based initially on the average of the most recent three years, adjusted as needed to eliminate outliers and in consideration of expected residential development. GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, while K-to-birth ratios and GPRs are adjusted upward or downward for the high and low forecast scenarios.

Forecasts for Individual Schools

Forecasts of the number of residents in each AA by individual grade K–12 are prepared before the forecasts of students attending individual schools. New K residents by AA for each forecast year are initially based on 2025–26 shares of district resident K students adjusted for the number of additional K students expected based on housing growth. Initial forecasts for grades 1–12 apply districtwide GPRs based on historical averages, individually reviewed to minimize the influence of outliers, and are also adjusted to account for expected enrollment impacts of housing growth and program placement. Sums of initial forecasts will likely differ from the forecasts of district-wide enrollment; therefore, final AA forecasts are derived by proportionally adjusting initial forecasts to match the district-wide forecasts by grade, a process referred to as controlling.

About 140 GAPS students are enrolled in schools that do not have Aas (i.e., Albany Options). Because these schools have relatively stable enrollments, their future enrollments are assumed to remain very close to their 2025–26 levels. Forecasts for these schools are prepared before the neighborhood school forecasts and are aggregated to non-AA totals by grade and year, which are subtracted from the district-wide forecasts, resulting in control totals for neighborhood schools.

Initial forecasts for each neighborhood elementary school have two components: resident enrollment and non-resident enrollment. Resident K students are forecast using shares of their resident K population based on the levels observed in 2025–26. Initial resident forecasts for grades 1–5 use districtwide GPRs based on a three-year average, with students added from the housing adjustment for those areas with new development. Each K share and GPR is reviewed and adjusted if necessary to account for outliers that may influence the average rates. Initial nonresident K forecasts carry over the number of nonresident K enrollments in 2025–26 and initial non-resident forecasts for grades

[1] TFR is the number of children that would be born to a woman throughout her childbearing years, based on age-specific birth rates at a given time.
[2] Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. 2017. *Cohort Change Ratios and Their Applications*. Cham, Switzerland: Springer International Publishing.

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1–5 use districtwide GPRs with adjustments to maintain relatively stable non-resident K–5 totals. After the initial resident and non-resident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Initial forecasts for the District's neighborhood secondary schools also have resident and non-resident components. Resident forecasts for entry grades 6 and 9 use GPRs applied to feeder 5th and 8th grade classes, and subsequent grades use districtwide GPRs based on a three-year average. Each school's share of its AA residents is monitored, and GPRs may be adjusted to ensure relatively stable forecast shares. Non-resident forecasts for secondary schools use assumptions for entry grades and district-wide GPRs that keep nonresident enrollment close to its 2025–26 level at each school, unless program changes that will impact non-resident enrollment are known. After the initial resident and non-resident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Decennial Census and American Community Survey, U.S. Census Bureau
- Birth data, Oregon Health Authority
- Population estimates and forecasts, Portland State University Population Research Center
- Enrollment data, Greater Albany Public Schools
- Land use data, Linn County
- Property characteristics, Linn County Assessor
- Spatial data, Linn County

Accuracy

Enrollment forecasts are expected values based on assessment of current and past data and should be considered as just one of several planning tools rather than the only criterion for the allocation of future resources. Unlike measurable data such as the results of a survey, forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared forecasts that were conducted using similar data and methodologies. The appropriate use of forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. Therefore, it is important that stakeholders monitor conditions that will affect future populations and that forecasts be updated, either at a regular frequency or when their deviation from actual enrollment is significant.

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Limitations

The services undertaken in completing this memorandum were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This memorandum is solely for the use and information of our client unless otherwise noted. Any reliance on this memorandum by a third party is at such party's sole risk.

Opinions and recommendations contained in this memorandum apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this memorandum.

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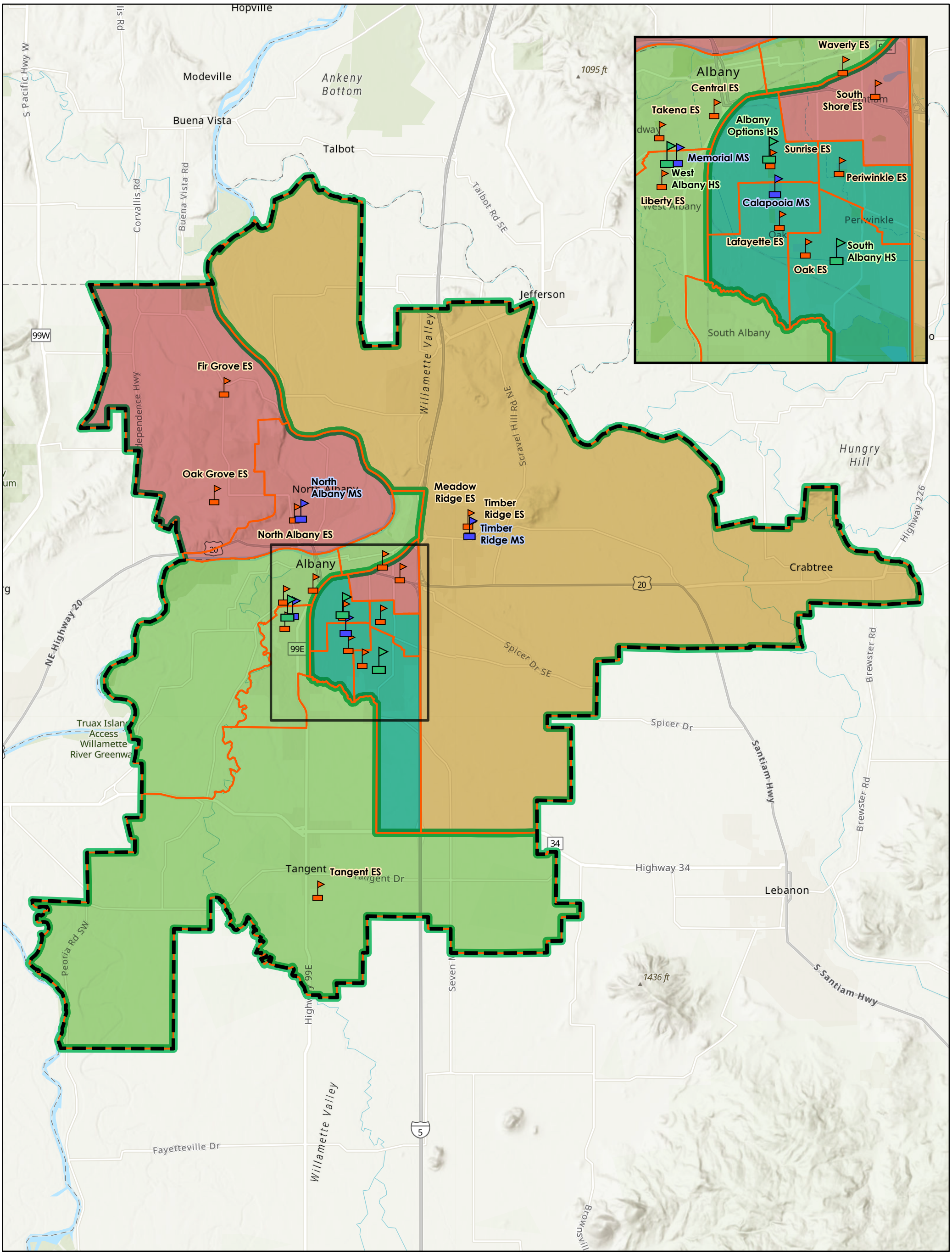
Figures

Figure 1: District Overview



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N

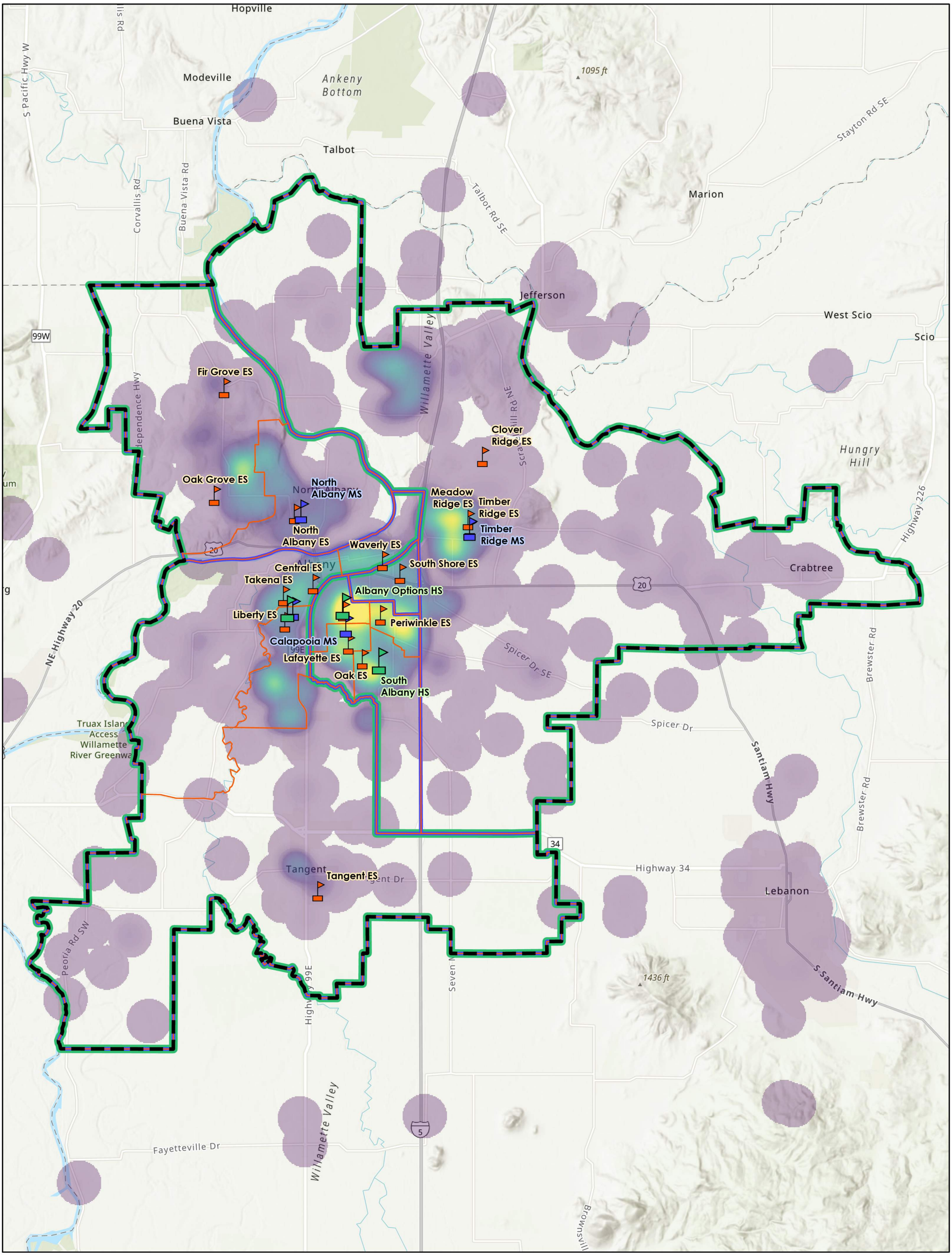
0 1 2 4 Miles

- Elementary School
- Middle School
- High School
- District Boundary
- Elementary School Attendance Area
- 481 High School Attendance Area

Middle School Attendance Area

- Calapooia MS
- Memorial MS
- North Albany MS
- Timber Ridge MS

Figure 2: Student Density



FLO Analytics

N

0 1 2 4 Miles

- Elementary School
- Middle School
- High School
- District Boundary
- Elementary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area

Student Density

- Sparse
- Dense

Figure 3: County, School District, and City Population – 2000 to 2025

	2000 Census	2010 Census	2020 Census	2025 Estimate*	Average Annual Growth		
					2000–10	2010–20	2020–25
Linn County	103,069	116,672	128,610	130,322	1.2%	1.0%	0.3%
Benton County	78,153	85,579	95,184	98,291	0.9%	1.1%	0.6%
Greater Albany Public Schools (GAPS)	50,824	60,895	69,390	--	1.8%	1.3%	--
City of Albany	40,852	50,158	56,472	57,897	2.1%	1.2%	0.5%
City of Millersburg	651	1,329	2,919	3,214	7.4%	8.2%	1.9%
City of Tangent	933	1,164	1,231	1,235	2.2%	0.6%	0.1%
GAPS Unincorporated Area	8,388	8,244	8,768	--	-0.2%	0.6%	--

Notes

* July 2025 population estimates are only available for counties and cities.

Indentation signifies the nesting of geographic areas. For instance, the school district is indented because it is part of the county. City totals are further indented because they are within the school district boundary.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses (April 1); Population Research Center, Portland State University, July 1, 2025 estimates.

Figure 4: School District Population by Age Group – 2000 to 2020

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000–2010	2010–2020
Total Population	50,824	60,895	69,390	1.8%	1.3%
Age 18 and over	37,644	46,061	54,116	2.0%	1.6%
Ages 5 to 17	9,547	10,761	11,268	1.2%	0.5%
Under age 5	3,633	4,073	4,006	1.1%	-0.2%
Under 18 share of total	25.9%	24.4%	22.0%	--	--

Notes

Indentation signifies the nesting of variables. For instance, the "Age 18 and over" category is indented because it is a component of total population.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5: County and Urban Growth Boundary (UGB) Population Forecasts

	2020 Census	2030 Forecast	2040 Forecast	Average Annual Growth	
				2020–2030	2030–2040
Linn County	128,610	137,797	146,527	0.7%	0.6%
Benton County	95,184	102,839	109,595	0.8%	0.6%
City of Albany UGB (Linn County)	48,392	51,603	54,636	0.6%	0.6%
City of Albany UGB (Benton County)	9,117	11,596	14,000	2.4%	1.9%
City of Millersburg UGB	2,919	5,267	7,717	6.1%	3.9%
City of Tangent UGB	1,268	1,346	1,452	0.6%	0.8%

Sources

Population Research Center, Portland State University, March 2025.

Figure 6: Student Generation Rates

K–12 Students per Housing Unit Built 2015–2024

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	1,542	273	188	126	587	0.18	0.12	0.08	0.38
Multifamily [a]	809	63	18	18	99	0.08	0.02	0.02	0.12

Notes

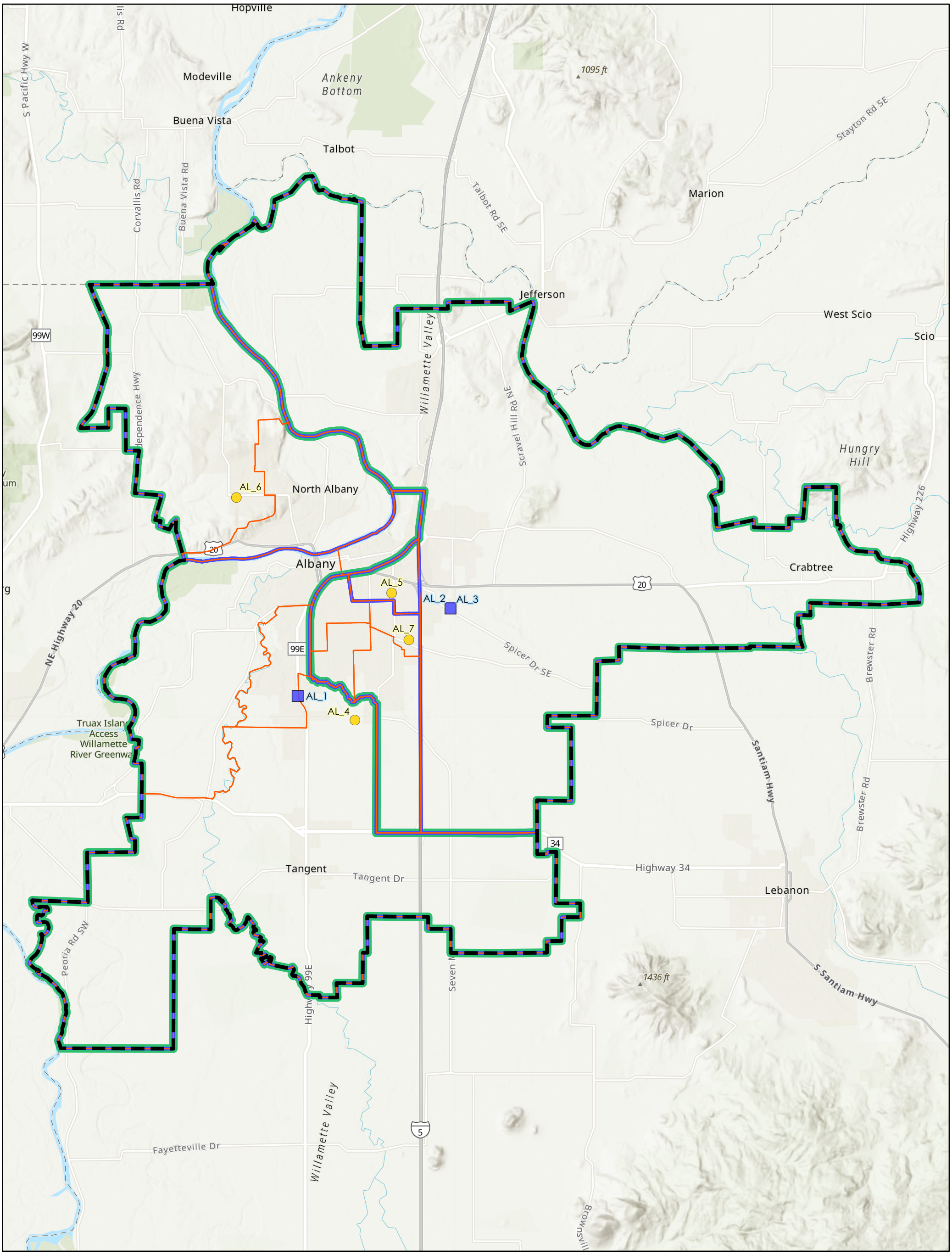
Units built in 2025 are excluded, because they may not have been completed and occupied by October 2025.

(a) Excludes senior housing.

Source

Greater Albany Public Schools 2025–26 headcount enrollment and Linn County Assessor Data.

Figure 7: Residential Development



FLO Analytics

District Boundary
Elementary School Attendance Area
Middle School Attendance Area
High School Attendance Area
Single-family Housing Developments
Multifamily Housing Developments

Label Correspond to Map IDs on Figure 8.

N

0 1 2 4 Miles

Figure 8: Residential Development Details

Map ID	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Total Units	Notes
AL_1	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	The Loren at Brookside	MF	108	Permit application submitted Dec 2025.
AL_2	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	Colonia del Valle Próspero Phase 2	MF	102	Affordable Farmworker Housing. Still needs state funding to proceed.
AL_3	Meadow Ridge ES-Timber Ridge ES	Timber Ridge MS	South Albany HS	Colonia del Valle Próspero Phase 1	MF	54	Affordable Farmworker Housing. Under construction.
AL_4	Tangent ES	Memorial MS	West Albany HS	Curry Meadows	SF	172	Approved. Construction starting soon.
AL_5	South Shore ES	North Albany MS	South Albany HS	15Fifty Place	SF	83	Workforce Housing. Mix of bedroom counts. Approved.
AL_6	Oak Grove ES	North Albany MS	West Albany HS	Riverwood Crossing	SF	80	Approx 12 already constructed and being sold. Other lots listed as 'future release'. Likely built soon.
AL_7	South Shore ES	North Albany MS	South Albany HS	Unnamed Subdivision	SF	13	Plat approved.
Total SF						**348**	
Total MF						**264**	
Grand Total						**612**	

Notes

SF is single-family and MF is multifamily

The anticipated phasing of construction is based on the known status of projects as of winter 2025–26.

Sources

Residential development information from the City of Albany planning department.

Figure 9: Historical Enrollment by Grade

Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2017–18 to 2025–26
K	698	642	716	582	583	656	603	606	516	-182
1	739	698	664	699	668	678	659	624	611	-128
2	696	747	703	646	686	661	675	648	611	-85
3	757	686	756	662	641	697	656	657	627	-130
4	771	742	690	698	655	690	689	665	644	-127
5	811	774	763	653	700	654	694	694	655	-156
6	730	798	790	741	686	713	656	681	685	-45
7	727	730	799	781	775	683	679	645	677	-50
8	715	738	733	793	797	744	685	686	641	-74
9	731	747	750	754	806	781	786	704	738	7
10	742	720	744	728	753	803	778	781	681	-61
11	713	729	702	715	714	728	775	733	727	14
12	736	725	743	708	694	724	761	748	673	-63
K–12 Total	**9,566**	**9,476**	**9,553**	**9,160**	**9,158**	**9,212**	**9,096**	**8,872**	**8,486**	**-1,080**

Notes

The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

Sources

Greater Albany Public Schools October 1 Fall Membership 2017–18 to 2025–26 headcount enrollment.

Figure 10: Historical Enrollment by School and Grade Group

School Name	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2017–18 to 2025–26
Central ES (3-5)	166	144	142	112	115	123	136	126	112	-54
Lafayette ES	337	344	316	242	249	264	272	296	266	-71
Liberty ES	337	352	326	273	278	318	304	298	280	-57
Meadow Ridge ES (K-3)	477	471	511	446	450	544	572	515	495	18
North Albany ES	269	243	316	279	271	269	291	292	268	-1
Oak ES	338	309	310	247	242	272	270	275	218	-120
Oak Grove ES	429	393	360	306	328	329	347	362	366	-63
Periwinkle ES	443	449	443	367	385	384	337	327	300	-143
South Shore ES	422	433	413	362	317	336	332	356	355	-67
Sunrise ES	382	329	334	304	321	361	336	326	316	-66
Takena ES (K-2)	153	145	141	113	131	140	125	127	122	-31
Tangent ES	170	134	138	105	95	114	105	123	105	-65
Timber Ridge ES (4-5)	247	247	240	195	240	286	273	263	277	30
Waverly ES	260	269	286	241	252	261	239	208	184	-76
Online School	42	27	16	348	259	35	37	--	--	--
K–5 Total	**4,472**	**4,289**	**4,292**	**3,940**	**3,933**	**4,036**	**3,976**	**3,894**	**3,664**	**-808**
Calapooia MS	558	657	709	654	653	652	608	591	623	65
Memorial MS	605	597	627	571	566	527	533	548	527	-78
North Albany MS	609	607	563	519	488	526	475	475	440	-169
Timber Ridge MS	381	385	402	380	403	398	380	398	413	32
Online School	19	20	21	191	148	37	24	--	--	--
6–8 Total	**2,172**	**2,266**	**2,322**	**2,315**	**2,258**	**2,140**	**2,020**	**2,012**	**2,003**	**-169**
South Albany HS	1,410	1,428	1,472	1,358	1,480	1,543	1,560	1,515	1,401	-9
West Albany HS	1,351	1,307	1,274	1,237	1,307	1,268	1,305	1,312	1,275	-76
Albany Options	138	158	153	145	131	167	178	138	143	5
Online School	23	28	40	165	49	58	57	1	--	--
9–12 Total	**2,922**	**2,921**	**2,939**	**2,905**	**2,967**	**3,036**	**3,100**	**2,966**	**2,819**	**-103**
K–12 Total	**9,566**	**9,476**	**9,553**	**9,160**	**9,158**	**9,212**	**9,096**	**8,872**	**8,486**	**-1,080**

Notes

The grades serviced per school are representative of the 2025–26 school year (e.g., K–1 enrollment at Fir Grove in 2017–18 and 2018–19 is part of Oak Grove).

The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

Sources

Greater Albany Public Schools October 1 Fall Membership 2017–18 to 2025–26 headcount enrollment.

Figure 11: District-wide Transfer Rates

Grade Group	Total Enrollment	Enrollment from Within District [a]	Enrollment from Out-of-District [b]	Intra-district Transfers [c]	Total Transfers [d]	Transfer Rate from Out-of-District	Intra-district Transfer Rate	Total Transfer Rate
K–5	3,664	3,602	62	705	767	1.7%	19.6%	20.9%
6–8	2,003	1,972	31	227	258	1.5%	11.5%	12.9%
9–12	2,819	2,747	72	403	475	2.6%	14.7%	16.8%
K–12	**8,486**	**8,321**	**165**	**1,335**	**1,500**	**1.9%**	**16.0%**	**17.7%**

Notes

(a) Enrollment from Within District is the number of students who reside within the district boundary.

(b) Enrollment from Out-of-District is the number of students who reside outside the district boundary.

(c) Intra-district Transfers is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) Total Transfers is the sum of Enrollment from Out-of-District and Intra-district Transfers.

Sources

Greater Albany Public Schools 2025–26 attendance areas and October 2025–26 headcount enrollment.

Figure 12: Grades K–5 Residence-Attendance Matrix

School of Attendanc / Attendance Area	Residence Count	Central ES	Lafayette ES	Liberty ES	Meadow Ridge ES	North Albany ES	Oak ES	Oak Grove ES	Periwinkle ES	South Shore ES	Sunrise ES	Takena ES	Tangent ES	Timber Ridge ES	Waverly ES	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
Central ES (3-5)	134	99	2	6	1	3	4	1	6	4	3	0	1	3	1	73.9%	35	26.1%
Lafayette ES	238	1	197	3	2	2	1	0	4	20	2	2	1	2	1	82.8%	41	17.2%
Liberty ES	253	0	12	228	0	1	0	3	2	3	3	1	0	0	0	90.1%	25	9.9%
Meadow Ridge ES (K-3)	525	0	3	10	473	3	0	1	0	26	3	2	0	0	4	90.1%	52	9.9%
North Albany ES	258	0	0	1	0	233	0	11	1	12	0	0	0	0	0	90.3%	25	9.7%
Oak ES	273	0	9	3	2	2	184	8	11	35	9	3	1	2	4	67.4%	89	32.6%
Oak Grove ES	331	0	0	3	2	4	0	317	1	0	0	1	1	0	2	95.8%	14	4.2%
Periwinkle ES	308	1	17	4	4	2	5	7	220	28	12	2	2	2	2	71.4%	88	28.6%
South Shore ES	241	1	0	1	1	3	3	3	32	132	17	1	3	4	40	54.8%	109	45.2%
Sunrise ES	331	3	9	4	0	3	6	2	12	32	252	2	2	0	4	76.1%	79	23.9%
Takena ES (K-2)	139	0	2	3	0	2	4	3	2	6	6	103	2	0	6	74.1%	36	25.9%
Tangent ES	114	0	12	3	0	2	4	0	0	6	0	1	85	1	0	74.6%	29	25.4%
Timber Ridge ES (4-5)	297	3	0	5	0	3	3	1	1	14	1	0	0	262	4	88.2%	35	11.8%
Waverly ES	160	2	1	1	4	2	0	6	3	24	3	2	0	0	112	70.0%	48	30.0%
K–5 Subtotals	3,602	110	264	275	489	265	214	363	295	342	311	120	98	276	180	80.4%	705	19.6%
From Out-of-District [a]	62	2	2	5	6	3	4	3	5	13	5	2	7	1	4	--	--	--
K–5 Totals	3,664	112	266	280	495	268	218	366	300	355	316	122	105	277	184	--	--	--
Transfer-In Student Total [b]	767	13	69	52	22	35	34	49	80	223	64	19	20	15	72	--	--	--
Transfer-In Rate	20.9%	11.6%	25.9%	18.6%	4.4%	13.1%	15.6%	13.4%	26.7%	62.8%	20.3%	15.6%	19.0%	5.4%	39.1%	--	--	--

Notes

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Greater Albany Public Schools 2025–26 attendance areas and October 2025–26 headcount enrollment.

Figure 13: Grades 6–8 Residence-Attendance Matrix

Attendance Area \ School of Attendance	Residence Count	Calapooia MS	Memorial MS	North Albany MS	Timber Ridge MS	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
Calapooia MS	632	563	32	27	10	89.1%	69	10.9%
Memorial MS	471	11	430	21	9	91.3%	41	8.7%
North Albany MS	437	30	24	375	8	85.8%	62	14.2%
Timber Ridge MS	432	15	28	12	377	87.3%	55	12.7%
6–8 Subtotals	1,972	619	514	435	404	88.5%	227	11.5%
From Out-of-District [a]	31	4	13	5	9	--	--	--
6–8 Totals	2,003	623	527	440	413	--	--	--
Transfer-In Student Total [b]	258	60	97	65	36	--	--	--
Transfer-In Rate	12.9%	9.6%	18.4%	14.8%	8.7%	--	--	--

Notes

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Greater Albany Public Schools 2025–26 attendance areas and October 2025–26 headcount enrollment.

Figure 14: Grades 9–12 Residence-Attendance Matrix

Attendance Area \ School of Attendance	Residence Count	South Albany HS	West Albany HS	Albany Options	Capture Rate	Transfer-Out Student Total [c]	Transfer-Out Rate
South Albany HS	1,582	1,305	196	81	82.5%	277	17.5%
West Albany HS	1,165	66	1,039	60	89.2%	126	10.8%
9–12 Subtotals	2,747	1,371	1,235	141	85.3%	403	14.7%
From Out-of-District [a]	72	30	40	2	--	--	--
9–12 Totals	2,819	1,401	1,275	143	--	--	--
Transfer-In Student Total [b]	475	96	236	143	--	--	--
Transfer-In Rate	16.8%	6.9%	18.5%	100%	--	--	--

Notes

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Great Albany Public Schools 2025–26 attendance areas and October 2025–26 headcount enrollment.

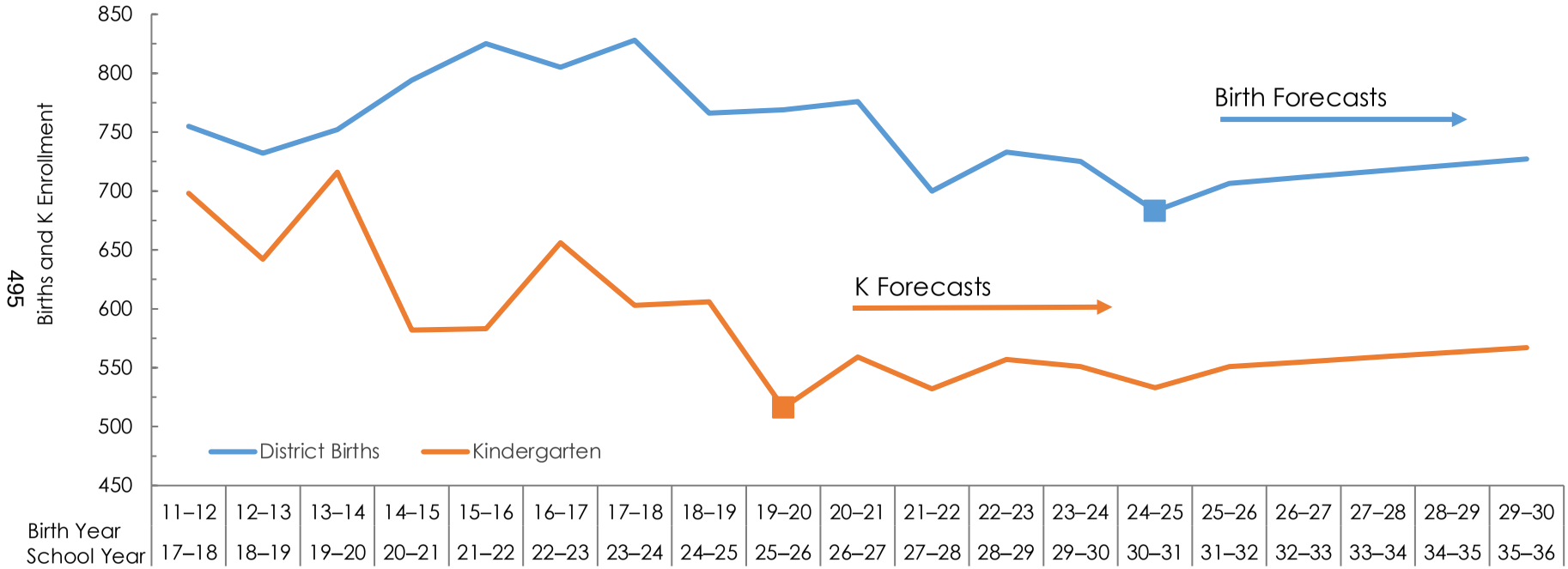
Figure 15: District Births and Kindergarten Enrollment

Birth Year	11–12	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	23–24	24–25	25–26	26–27	27–28	28–29	29–30
Births	755	732	752	794	825	805	828	766	769	776	700	733	725	683	706	712	717	722	727

Forecasts →

School Year	17–18	18–19	19–20	20–21	21–22	22–23	23–24	24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34	34–35	35–36
Kindergarten	698	642	716	582	583	656	603	606	516	559	532	557	551	533	551	555	559	563	567
Ratio to Births	0.92	0.88	0.95	0.73	0.71	0.81	0.73	0.79	0.67	0.72	0.76	0.76	0.76	0.78	0.78	0.78	0.78	0.78	0.78

Forecasts →



Notes

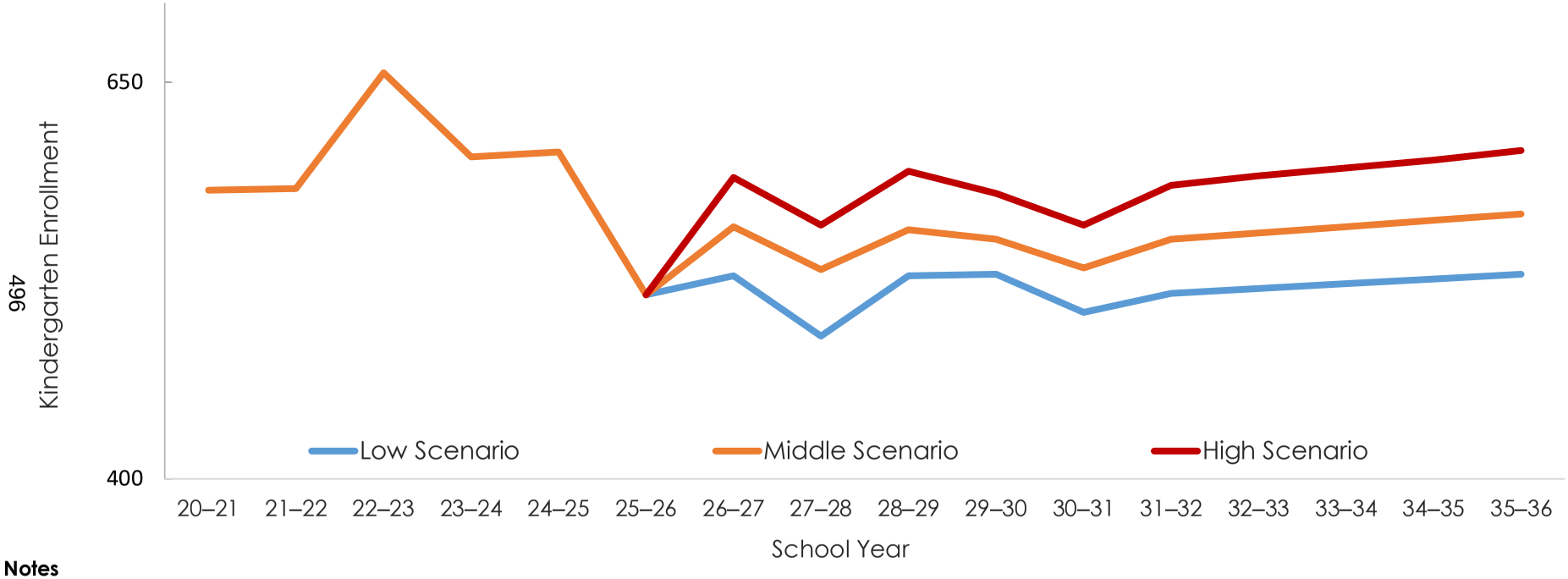
Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 11–12 birth year represents births from September 2011 to August 2012, which is the 17–18 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 17–18 K divided by 11–12 births). Births from 2025 to 2030, which inform K classes beginning with the 2031–32 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates.

Sources

Oregon Heath Authority September 2011 through August 2025 births to mothers residing within the district boundary and FLO 2025–26 to 2029–30 birth forecasts. Greater Albany Public Schools October 2017–18 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (middle scenario).

Figure 16: Kindergarten Enrollment and Ratio to Births

	K Enrollment						Forecasts →									
Scenario	**20–21**	**21–22**	**22–23**	**23–24**	**24–25**	**25–26**	**26–27**	**27–28**	**28–29**	**29–30**	**30–31**	**31–32**	**32–33**	**33–34**	**34–35**	**35–36**
Low						516	528	490	528	529	505	517	520	523	526	529
Ratio to Births						0.67	0.68	0.70	0.72	0.73	0.74	0.74	0.74	0.74	0.74	0.74
Middle	582	583	656	603	606	516	559	532	557	551	533	551	555	559	563	567
Ratio to Births	0.73	0.71	0.81	0.73	0.79	0.67	0.72	0.76	0.76	0.76	0.78	0.78	0.78	0.78	0.78	0.78
High						516	590	560	594	580	560	585	591	596	601	607
Ratio to Births						0.67	0.76	0.80	0.81	0.80	0.82	0.82	0.82	0.82	0.82	0.82



Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 11–12 birth year represents births from September 2011 to August 2012, which is the 17–18 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 17–18 K divided by 11–12 births). Births from 2025 to 2030, which inform K classes beginning with the 2031–32 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates.

Sources

Oregon Heath Authority September 2011 through August 2025 births to mothers residing within the district boundary. Greater Albany Public Schools October 2017–18 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (low, middle, and high scenarios).

Figure 17: Grade Progression Ratios

Grade Progression Ratios	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2035–36
K–1	1.00	1.03	0.98	1.15	1.16	1.00	1.03	1.01	1.02
1–2	1.01	1.01	0.97	0.98	0.99	1.00	0.98	0.98	0.99
2–3	0.99	1.01	0.94	0.99	1.02	0.99	0.97	0.97	0.99
3–4	0.98	1.01	0.92	0.99	1.08	0.99	1.01	0.98	0.99
4–5	1.00	1.03	0.95	1.00	1.00	1.01	1.01	0.98	1.00
5–6	0.98	1.02	0.97	1.05	1.02	1.00	0.98	0.99	1.00
6–7	1.00	1.00	0.99	1.05	1.00	0.95	0.98	0.99	0.99
7–8	1.02	1.00	0.99	1.02	0.96	1.00	1.01	0.99	1.00
8–9	1.04	1.02	1.03	1.02	0.98	1.06	1.03	1.08	1.05
9–10	0.98	1.00	0.97	1.00	1.00	1.00	0.99	0.97	0.99
10–11	0.98	0.98	0.96	0.98	0.97	0.97	0.94	0.93	0.96
11–12	1.02	1.02	1.01	0.97	1.01	1.05	0.97	0.92	0.98

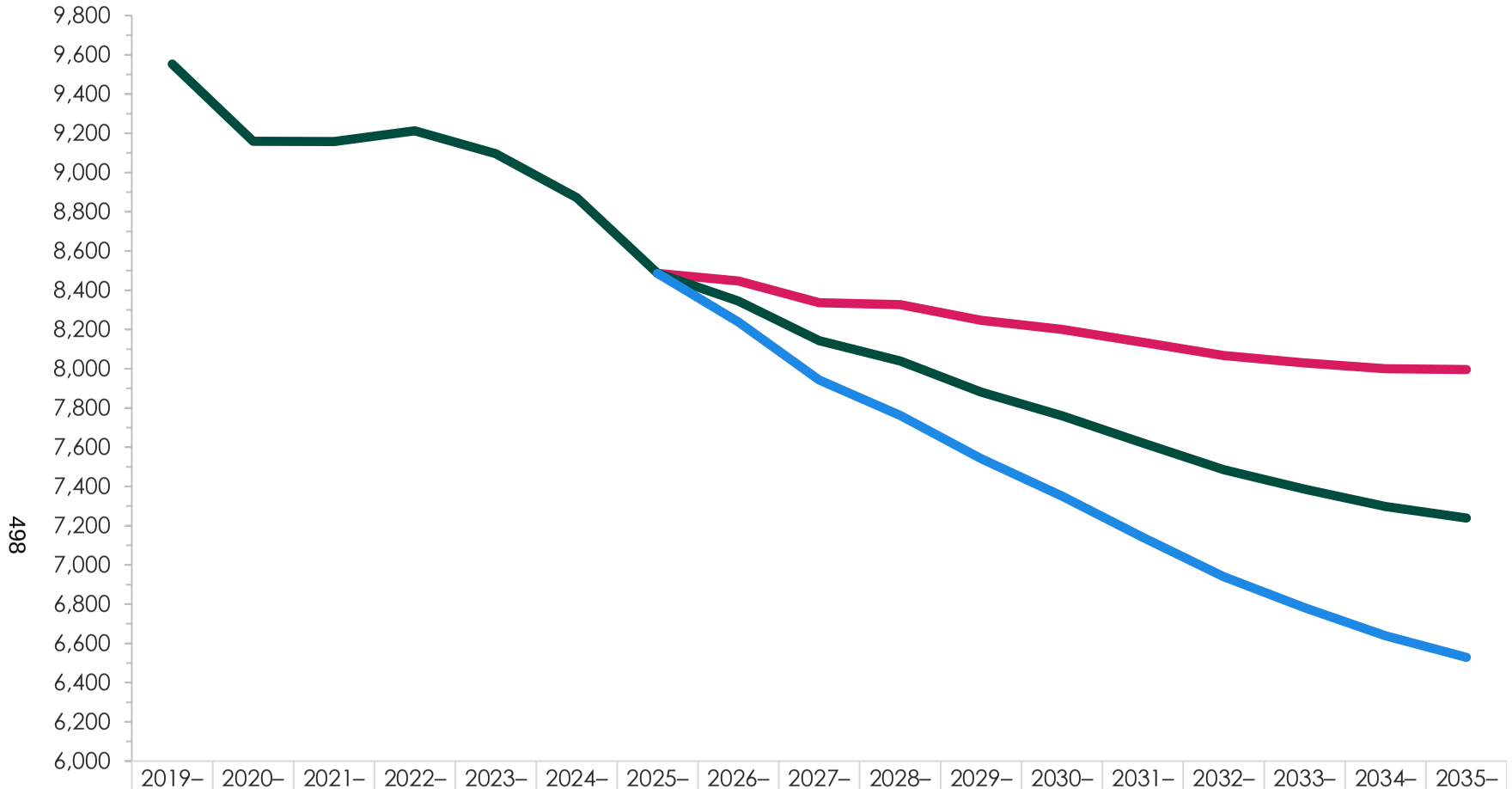
Notes

Grade progression ratios (GPRs) are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. GPRs quantify how cohort sizes change as students progress from one grade to the next, accounting for new students that join an existing cohort and for students that do not advance to the next grade. For instance, 100 kindergarteners in 2019–20 becoming 95 first graders in 2020–21 yields a K–1 GPR of 0.95. A GPR value greater than 1.00 (green color) indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 (blue color) indicates that the student cohort decreased in size from one grade to the next. Darker shades of green represent higher values and darker shades of blue represent lower values.

Sources

Greater Albany Public Schools October 2017–18 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (middle scenario).

Figure 18: District-wide Enrollment Forecasts – Low, Middle, and High Scenarios

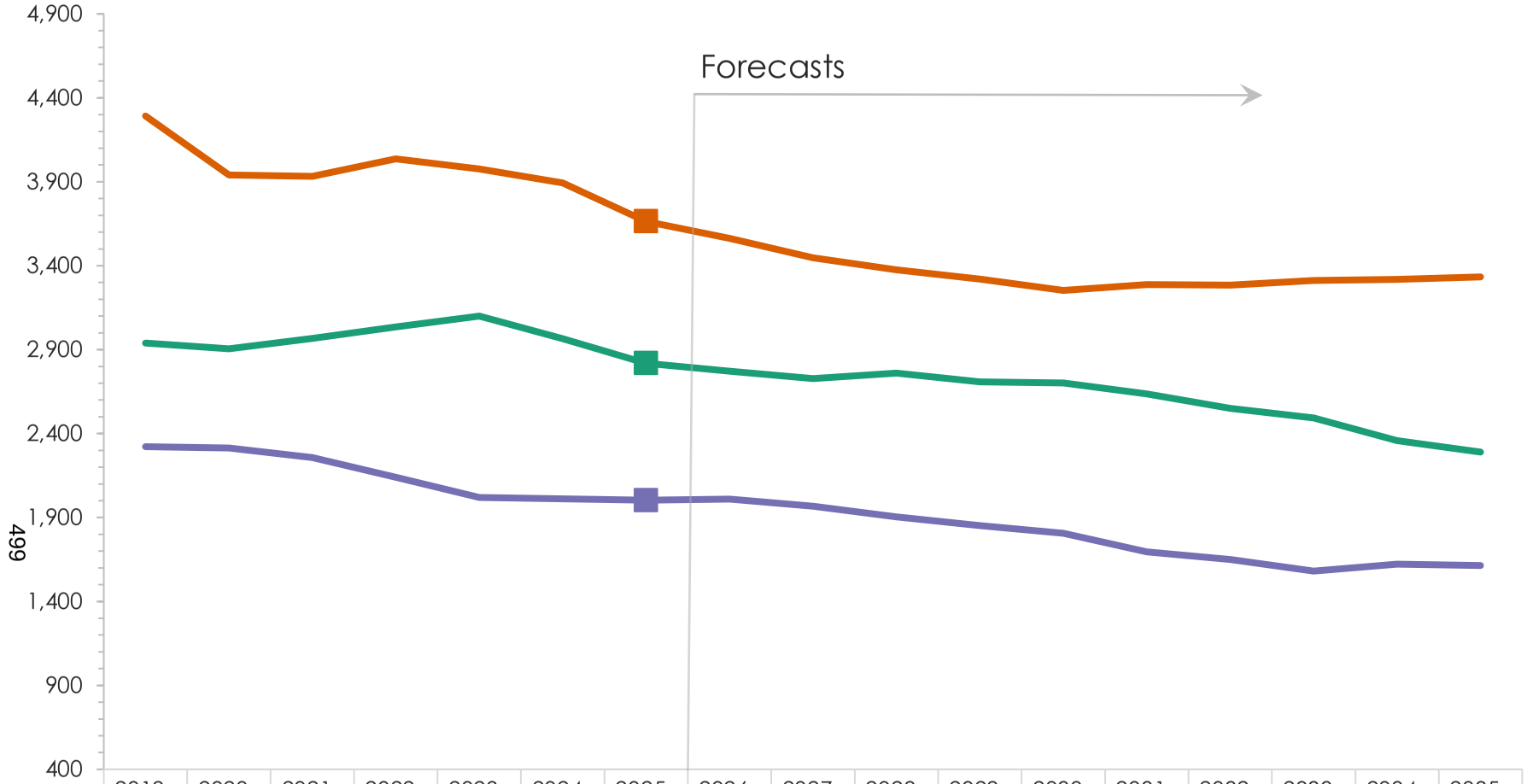


	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
High							8,486	8,447	8,336	8,327	8,247	8,200	8,135	8,067	8,030	8,000	7,996
Middle	9,553	9,160	9,158	9,212	9,096	8,872	8,486	8,345	8,143	8,040	7,881	7,760	7,621	7,485	7,386	7,298	7,239
Low							8,486	8,239	7,943	7,762	7,541	7,351	7,141	6,940	6,782	6,639	6,529

Sources

Greater Albany Public Schools October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (low, middle, and high scenarios).

Figure 19: District-wide Enrollment Forecasts by Grade Group – Middle Scenario



	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K–5	4,292	3,940	3,933	4,036	3,976	3,894	3,664	3,563	3,447	3,376	3,321	3,253	3,288	3,284	3,312	3,318	3,334
6–8	2,322	2,315	2,258	2,140	2,020	2,012	2,003	2,010	1,968	1,904	1,852	1,806	1,696	1,650	1,581	1,622	1,615
9–12	2,939	2,905	2,967	3,036	3,100	2,966	2,819	2,772	2,728	2,760	2,708	2,701	2,637	2,551	2,493	2,358	2,290

Sources

Greater Albany Public Schools October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (middle scenario).

Figure 20: Enrollment Forecasts by Individual Grade – Low Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	516	528	490	528	529	505	517	520	523	526	529
1	611	516	528	490	528	529	505	517	520	523	526
2	611	599	506	518	481	518	519	495	507	510	513
3	627	600	589	497	509	473	509	510	486	498	501
4	644	614	587	577	487	498	463	498	499	476	488
5	655	640	611	584	574	484	495	460	495	496	473
6	685	645	631	602	576	566	477	488	453	488	489
7	677	672	633	619	591	565	556	468	479	445	479
8	641	675	670	631	617	589	564	555	467	478	444
9	738	672	711	706	665	650	620	594	585	492	503
10	681	724	662	701	696	655	641	611	586	577	485
11	727	648	692	633	670	665	626	613	584	560	552
12	673	706	633	676	618	654	649	611	598	570	547
K–5	3,664	3,497	3,311	3,194	3,108	3,007	3,008	3,000	3,030	3,029	3,030
6–8	2,003	1,992	1,934	1,852	1,784	1,720	1,597	1,511	1,399	1,411	1,412
9–12	2,819	2,750	2,698	2,716	2,649	2,624	2,536	2,429	2,353	2,199	2,087
K–12	8,486	8,239	7,943	7,762	7,541	7,351	7,141	6,940	6,782	6,639	6,529

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Greater Albany Public Schools October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (low scenario).

Figure 21: Enrollment Forecasts by Individual Grade – Middle Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	516	559	532	557	551	533	551	555	559	563	567
1	611	524	568	540	566	560	541	560	564	568	572
2	611	606	519	563	535	561	555	536	555	559	563
3	627	607	602	515	559	531	557	551	532	551	555
4	644	623	603	598	512	556	528	554	548	529	548
5	655	644	623	603	598	512	556	528	554	548	529
6	685	652	641	620	600	595	510	553	526	551	546
7	677	679	646	636	615	595	590	506	548	522	546
8	641	679	681	648	637	616	596	591	507	549	523
9	738	675	715	717	683	671	649	628	623	534	578
10	681	733	671	711	712	679	667	645	624	619	531
11	727	654	704	645	683	684	653	641	620	600	595
12	673	710	638	687	630	667	668	637	626	605	586
K–5	3,664	3,563	3,447	3,376	3,321	3,253	3,288	3,284	3,312	3,318	3,334
6–8	2,003	2,010	1,968	1,904	1,852	1,806	1,696	1,650	1,581	1,622	1,615
9–12	2,819	2,772	2,728	2,760	2,708	2,701	2,637	2,551	2,493	2,358	2,290
K–12	8,486	8,345	8,143	8,040	7,881	7,760	7,621	7,485	7,386	7,298	7,239

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Greater Albany Public Schools October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (middle scenario).

Figure 22: Enrollment Forecasts by Individual Grade – High Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	516	590	560	594	580	560	585	591	596	601	607
1	611	529	605	574	609	595	574	600	606	611	617
2	611	612	530	606	575	610	596	575	601	607	612
3	627	613	614	531	608	577	612	598	577	603	609
4	644	630	616	617	533	611	579	615	600	579	606
5	655	650	636	622	623	538	617	584	621	606	584
6	685	659	654	639	625	626	541	620	587	624	609
7	677	686	660	655	640	626	627	542	621	588	625
8	641	682	691	665	660	645	631	632	546	626	592
9	738	682	725	735	707	702	686	671	672	581	666
10	681	739	682	726	736	708	702	686	671	672	581
11	727	658	714	659	701	711	684	678	663	648	649
12	673	717	649	704	650	691	701	675	669	654	639
K–5	3,664	3,624	3,561	3,544	3,528	3,491	3,563	3,563	3,601	3,607	3,635
6–8	2,003	2,027	2,005	1,959	1,925	1,897	1,799	1,794	1,754	1,838	1,826
9–12	2,819	2,796	2,770	2,824	2,794	2,812	2,773	2,710	2,675	2,555	2,535
K–12	8,486	8,447	8,336	8,327	8,247	8,200	8,135	8,067	8,030	8,000	7,996

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Greater Albany Public Schools October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (high scenario).

Figure 23: Enrollment Forecasts by School

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Lafayette ES	266	268	258	246	242	235	241	235	238	243	238	-28
Liberty ES	280	270	259	253	259	245	247	246	248	248	250	-30
Meadow Ridge ES (K-3)	495	465	433	427	434	430	437	436	438	445	448	-47
Timber Ridge ES (4-5)	277	278	275	253	218	214	218	218	222	216	215	-62
North Albany ES	268	253	247	240	227	223	229	228	230	230	232	-36
Oak ES	218	206	196	189	185	180	181	181	182	182	185	-33
Oak Grove ES	366	369	353	346	340	334	338	338	342	341	343	-23
Periwinkle ES	300	293	283	287	282	272	280	282	282	283	285	-15
South Shore ES	355	350	336	331	325	318	319	318	321	321	322	-33
Sunrise ES	316	309	299	301	307	304	302	303	304	306	307	-9
Takena ES (K-2)	122	124	127	125	125	125	123	124	126	127	129	7
Central ES (3-5)	112	102	100	97	97	100	99	98	99	97	98	-14
Tangent ES	105	100	103	106	109	102	102	105	108	108	110	5
Waverly ES	184	176	178	175	171	171	172	172	172	171	172	-12
K–5 Total	**3,664**	**3,563**	**3,447**	**3,376**	**3,321**	**3,253**	**3,288**	**3,284**	**3,312**	**3,318**	**3,334**	**-330**
Calapooia MS	623	623	623	584	567	552	526	524	500	523	519	-104
Memorial MS	527	529	477	455	428	446	427	427	409	413	413	-114
North Albany MS	440	433	448	436	431	407	379	360	346	353	351	-89
Timber Ridge MS	413	425	420	429	426	401	364	339	326	333	332	-81
6–8 Total	**2,003**	**2,010**	**1,968**	**1,904**	**1,852**	**1,806**	**1,696**	**1,650**	**1,581**	**1,622**	**1,615**	**-388**
South Albany HS	1,401	1,343	1,321	1,346	1,342	1,362	1,337	1,301	1,270	1,179	1,143	-258
West Albany HS	1,275	1,276	1,254	1,261	1,213	1,186	1,147	1,097	1,070	1,026	994	-281
Albany Options	143	153	153	153	153	153	153	153	153	153	153	10
9–12 Total	**2,819**	**2,772**	**2,728**	**2,760**	**2,708**	**2,701**	**2,637**	**2,551**	**2,493**	**2,358**	**2,290**	**-529**
K–12 Total	**8,486**	**8,345**	**8,143**	**8,040**	**7,881**	**7,760**	**7,621**	**7,485**	**7,386**	**7,298**	**7,239**	**-1,247**

Sources

Greater Albany Public Schools October 2025–26 headcount enrollment and FLO October 2026–27 to 2030–31 and 2035–36 enrollment forecasts (consistent with district-wide middle scenario).

Greater Albany School District 8J

Code: FB
Adopted:

Facilities Planning

Long Range Facility Plan
The District will review the current Long Range Facility Plan (LRFP) and provide a yearly report to the Board. The report will include recommended changes to the LRFP and funding needs for budget planning. The Board will approve the recommended changes to the LRFP.

The District will update the LRFP every five years with a superintendent committee beginning in the 2031-32 school year (or sooner if needed). The committee will analyze appropriate data to evaluate the district's facilities needs on a long-range basis to update the LRFP. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities. The District will present the updated LRFP to the Board for approval.

Building Capacity and School Attendance Boundaries
The District will monitor building capacity and school attendance boundaries by reviewing information including but not limited to; building and grade level enrollment, building capacity, building condition, educational program enhancements and instructional staff resource prioritization for potential building consolidation or school attendance boundary update. The District will provide a yearly building capacity report to the Board by June 30.

If building consolidation or school attendance boundary updates are needed, the District will make a recommendation with an implementation plan to the Board for approval. The implementation plan will include a detailed timeline with dates and information for parents and staff.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS 332.155
OAR 581-022-2345

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).