

COQUILLE SCHOOL DISTRICT

Long Range Facility Planning Report



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BRIC ARCHITECTURE, INC. NOVEMBER 2020

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1 INTRODUCTION

Participants

COQUILLE SCHOOL DISTRICT LONG RANGE FACILITIES PLANNING COMMITTEE

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Cliff Wheeler, Board Chair
Steve Britton, Board Member
Jeff Cannon, Board Member
Heather Echavarria, Board Member
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EDUCATIONAL ADEQUACY ASSESSMENT TEAM

Thea Wayburn, BRIC Architecture, Inc.

FACILITIES ASSESSMENT TEAM

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1 INTRODUCTION

The following report summarizes the Long Range Facilities Plan for Coquille School District. Coquille School District's Long Range Facilities Plan presents a long-term vision for facilities development to accommodate District operations and educational programs, in compliance with ORS 195.110. The report includes a comprehensive analysis of the District's schools, assessing their ability to meet short, mid and long-term educational and operational needs. The Long Range Facilities Plan was developed using a comprehensive, multi-pronged process spanning several months. Major activities included:

- Building condition assessments of all schools and admin/support facilities in the District, documenting site conditions, building envelope, structure, mechanical, plumbing, and electrical systems.
- Educational adequacy assessments of all schools based on interviews with school principals.
- Capacity analysis of all Coquille schools in order to determine the ability of current District school facilities to meet 10-year enrollment projections.¹
- Establishment of district-wide facilities goals based on collaborative sessions with the Coquille School Long Range Facilities Planning Committee.
- Development of a capital improvement plan (CIP) outlining the District's facilities projects over the next 10 years.

¹ Enrollment projections were prepared by FLO Analytics on behalf of Coquille School District.



Process

The Long Range Facilities Plan was developed through a series of information-gathering activities that informed the District's capital improvement goals over a 10-year planning horizon. The main components of the long range facilities planning process include:

- Facility Condition Assessments
- Educational Adequacy Assessments
- School Capacity Analyses
- Capital Improvement Plan

FACILITY CONDITION ASSESSMENTS

In winter of 2020, BRIC Architecture, Inc. (and their consulting team) was contracted by Coquille School District to perform building condition assessments of all the District's facilities. The assessments encompassed a comprehensive set of building and site features, including interior and exterior systems, mechanical, electrical, plumbing, security, ADA requirements, and technological infrastructure. The site assessments included documentation of drainage issues, pavement condition, and other features of parking lots, drop-off lanes, fields, paved walkways, and play areas.

The field team incorporated key findings into the Oregon Department of Education (ODE) Assessment template, including information regarding school safety and security, accessibility, indoor air quality (IAQ), technology and documentation of harmful substances. These forms were completed as a stand-alone deliverable and provided separately to the District (in Excel format).

EDUCATIONAL ADEQUACY ASSESSMENTS

Educational adequacy assessments were conducted by BRIC Architecture, Inc. for each school based on principal interviews. The educational adequacy assessments addressed the following areas:

- Integration of Technology
- Support of STEAM and Project-Based Learning
- Spaces to Support Flexible Instruction/Varied Group Size

- Environment Conditions for Learning
- General Classroom Features
- Special Education Program Resources
- Spaces to Support P.E. Curriculum
- Commons/Cafeteria and Served
- Library Media Center
- Safe and Secure Learning Environment
- Administrative Spaces to Support School Operations/Community Programs

A variety of state and national standards were referenced in assessing the educational adequacy of the District's facilities, as well as best practices in school design. These standards informed the visioning process for the Long Range Facilities Plan and provided a framework for the educational adequacy assessments of each school building.

Next Generation Learning Approaches: During the Long Range Facilities Planning Committee's visioning process, research on next generation learning approaches were discussed to understand how Coquille School District's school facilities will meet future educational needs. Topics included:

- Statistics on the social and learning characteristics of "Generation Z" students, referencing Gallup Poll and U.S. Census data as well as other sources.
- The concept of personalized learning, and how school environments can best support individual learning needs, interests, and approaches.
- Social Emotional Learning (SEL) Competencies: Social and emotional learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship. Research from the Collaborative for Academic, Social and Emotional Learning (CASEL) was referenced, as well as a study from the Harvard Graduate School of Education entitled *Navigating Social and Emotional Learning from the Inside Out* (2017).

1 INTRODUCTION

SCHOOL CAPACITY ANALYSIS

Classroom capacity calculations were developed based on class size goals identified by the District. Utilization factors were applied to middle and high school facilities, reflecting the percentage of the day that a classroom is occupied by students.² In preparing this report, the following guidelines were used:

Elementary Schools

- 20 students per classrooms for Kindergarten.
- 23 students per classroom for grades 1-3.
- 26 student per classroom for grades 4-6.
- 15 students per classroom for SPED classrooms.

Note: a classroom size of 25 was used at Winter Lake Elementary School as it currently is a K-7 facility.

Junior High Schools/High Schools

- 30 students per classroom for grades 7-12. (Note: 18 students per classroom for grades 8-12 was used at Winter Lakes as these classrooms were designed for smaller class size as this school is a distance learning school).
- 35 students per classroom for P.E., music and performing arts classes.
- 15 students per classroom for SPED classrooms.
- Classroom utilization rate of 85%.
- Teaching stations only include up to two (2) P.E. spaces: Main and Aux Gyms. Supplemental P.E. areas (e.g. weight room) were not counted for capacity purposes.

Coquille School District contracted with FLO Analytics to conduct district-wide enrollment projections over the next 10 years. These projections were then compared to each school's available capacity to determine the ability of the District's current school facilities to meet long-term enrollment fluctuations.

COMMITTEE WORK

Coquille School District created a Long Range Facilities Planning Committee to work with BRIC Architecture, Inc. in creating the framework for developing and crafting a Long Range Facilities Plan. The committee met a total of (5) times:

- March 4, 2020
- October 6, 2020
- October 20, 2020
- November 3, 2020
- November 10, 2020

Originally, the LRFP Committee planned to meet four (4) times during the spring of 2020. After holding a kick-off meeting on March 4th, the work of the Committee was halted for several months due to the COVID-19 pandemic and its associated social distancing restrictions. The work of the Committee resumed in fall 2020 with all remaining meetings held using digital platforms.

² Middle and high school classrooms are typically vacant for one (1) period per day during prep period.

Collaboration with Local Government Planning Agencies

Coquille School District is located in Southwestern Oregon, 20 miles from the Oregon Coast. The District is comprised of (5) schools: Lincoln School of Early Learning, Coquille Valley Elementary School, Winter Lakes Elementary School (grades K-7), Coquille Junior/Senior High School, and Winter Lakes High School (which serves students in grades 8-12).

Per the recently updated Oregon Department of Education's guidelines for Long Range Facilities Plans (May 2019), collaboration with local government agencies is required when a school district's plan includes new construction on undeveloped land. In cases where a district's plan does not include new construction, collaboration with local agencies is highly recommended but not required.

Based on enrollment projections, it is unlikely that Coquille School District will construct a new school based on capacity needs; however, the District's plan does include potential additions on existing sites. The District will work with the Coos County Planning Department should construction projects be included in any upcoming bond measures.

Historic Registry Status of District-owned Buildings

Coquille School District does not own any facilities that are on the National Historic Register.



2 DISTRICT OVERVIEW

District Overview

Coquille School District serves students from a number of counties in both traditional and non-traditional school environments from Pre-K to 12th grade. Winter Lakes offers both in-person and distance learning instruction to support a variety of students with specific instructional and personal needs.

The District's goal is to make every student feel welcomed every day and to create an educational environment where each student can succeed.

School District Facts:

→ 1,321 students in Grades K-12 (per the 2019-2020 enrollment figures)

Elementary School, Grades PK-1

→ Lincoln School of Early Learning

Elementary School, Grades 2-6

→ Coquille Valley Elementary School

Elementary School, Grades K-7

→ Winter Lakes Elementary School

Middle/High School, Grades 7-12

→ Coquille Valley Junior/Senior High School

Middle/High School, Grade 8-12

→ Winter Lakes High School

Bond History

Coquille passed a general obligation bond in 2001 for approximately \$3,500,000. Work in this bond included upgrades to science and band classrooms at Coquille Junior/Senior High School as well as the installation of an elevator.

District Owned Facilities

Lincoln School of Early Learning	33,580 SF
Coquille Valley Elementary School	67,119 SF
Coquille Junior/Senior High School	97,343 SF
Winter Lakes Elementary School	7,833 SF
Winter Lakes High School	11,156 SF
District Bus Barn	5,746 SF

2 DISTRICT OVERVIEW





3 VISION FOR COQUILLE SCHOOL FACILITIES

Guiding Principles for Coquille School Facilities

Developed by the Coquille School District Long Range Facilities Planning Committee, the following Guiding Principles shall serve as a foundation for the Coquille School District’s educational facilities planning endeavors.

Create School Facilities that Support Education, Athletics and the Arts:

Provide safe and secure facilities with resources that allow all students to thrive at their highest level.

Foster the Spirit and History of this Community:

Establish schools that welcome, inspire and create a sense of pride for students and for the community.

Build and Sustain an United School District and Community:

Provide facilities that can support community and enrollment growth and the flexibility to adapt to changing educational needs at all levels.



District-Wide Enrollment and Capacity Analysis

Coquille School District’s overall enrollment is expected to increase over the next 10 years. In an higher enrollment forecast scenario, the District may grow by 879 students by 2030. In a lower growth scenario, District-wide enrollment may increase by 439 students. Two enrollment forecast scenarios were generated due to the fact that the enrollment at both Winter Lakes campuses is increasing at a higher rate than the other school sites in the District. The Winter Lakes schools are designed as online learning campuses with an option for in-person as needed or desired. The number of students attending in-person on any given days is expressed as a percentage of the total enrollment (and this number fluctuates).

Both Functional Capacity (which excludes classroom sized spaces used for other programs) and Total Building Capacity (which includes all classroom size spaces as potential teaching stations) will be calculated. This occurs at both Coquille Valley Elementary and Lincoln School of Early Learning as classroom sized spaces in both buildings are used for other programs or functions.

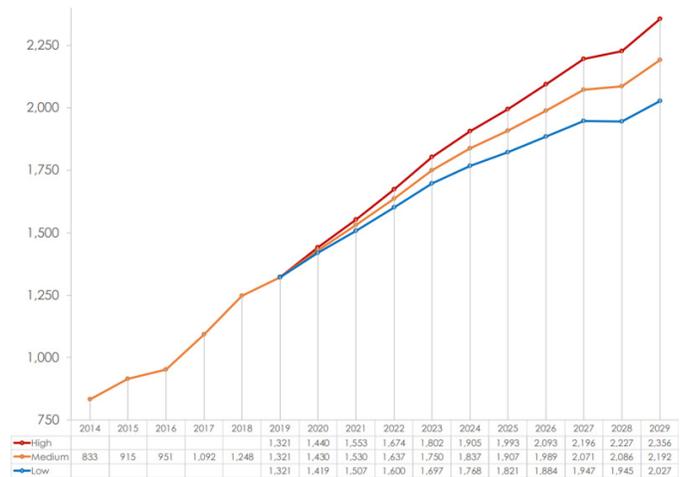
The capacity charts on the following page reflect this, as well as the facility profile sheets.

Elementary Schools: Elementary school enrollment across the district is projected to increase over the next 10 years by 163 students in the higher enrollment forecasts and by 122 students in the lower scenario.

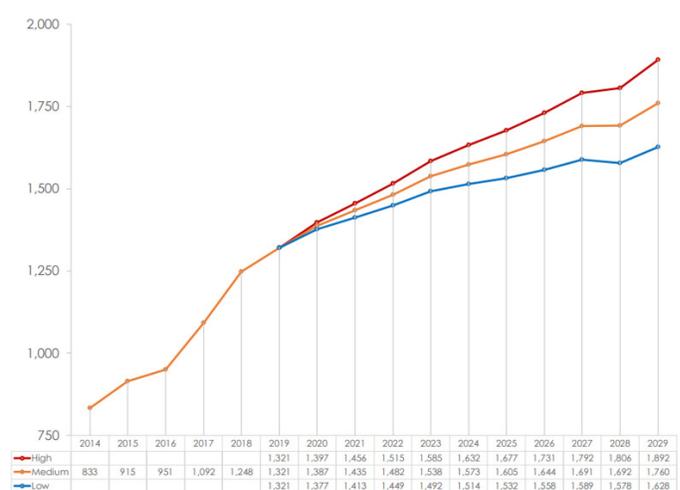
Middle Schools: District-wide middle school enrollment is projected to increase by 2030. The higher projection forecast shows an increase of 232 students and the lower forecast shows an increase of 125 students.

High Schools: High school enrollment counts are expected to increase as well by 2030. The higher projection forecast shows an increase of 475 students at the high school level. The lower projection forecast indicates 193 more students by 2030.

DISTRICTWIDE BUILDING ATTENDANCE FORECASTS – OPTION 1

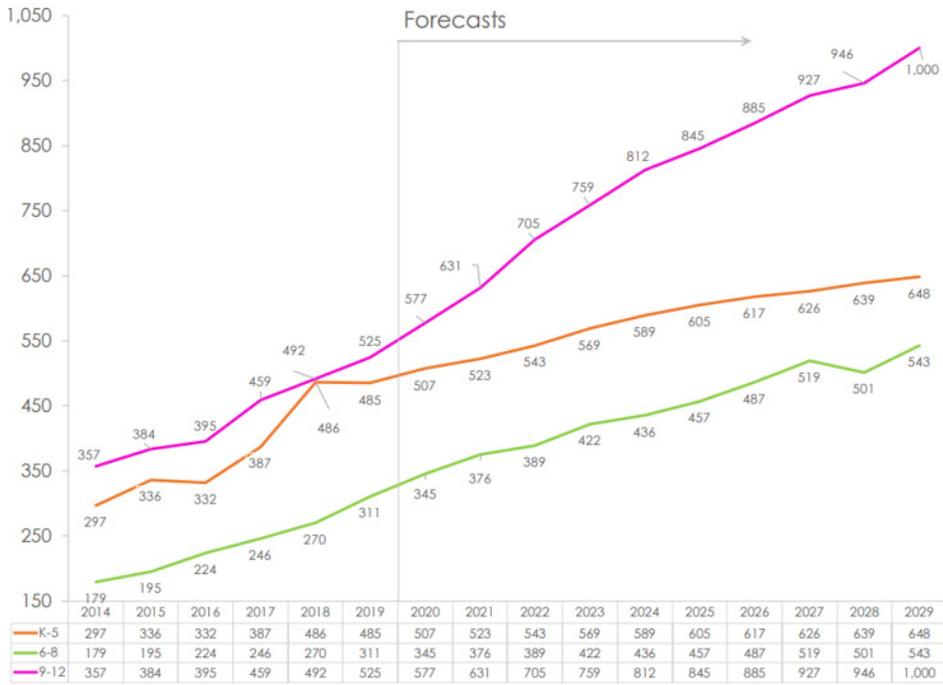


DISTRICTWIDE BUILDING ATTENDANCE FORECASTS – OPTION 2

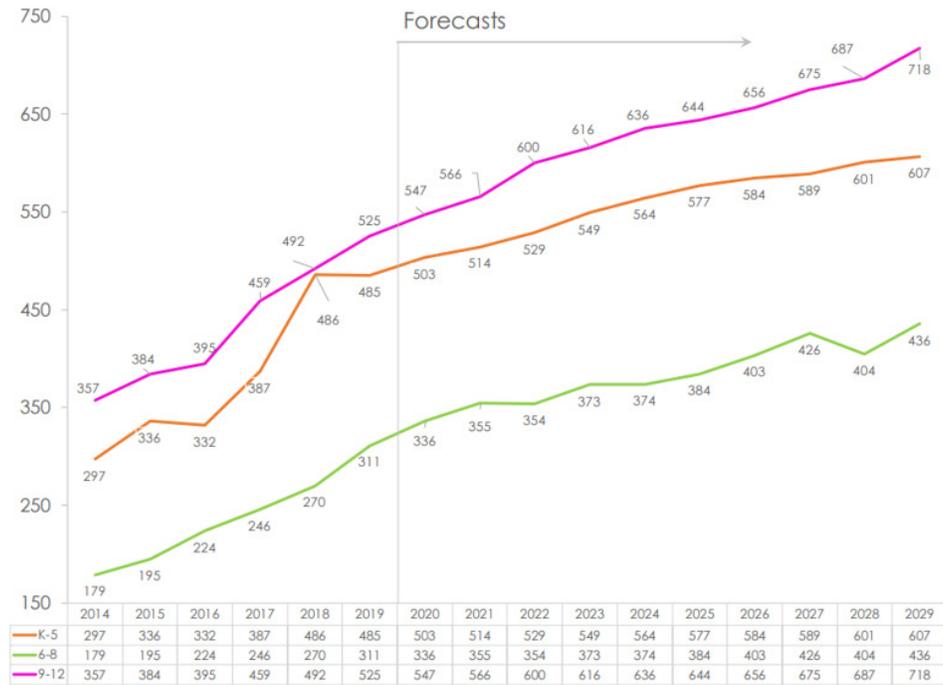


4 DISTRICT-WIDE ENROLLMENT AND CAPACITY ANALYSIS

BUILDING ATTENDANCE FORECASTS BY GRADE GROUP – OPTION 1



BUILDING ATTENDANCE FORECASTS BY GRADE GROUP – OPTION 2





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EAGLES

Various notices and photos are pinned to the bulletin board.

EXIT

4 DISTRICT-WIDE ENROLLMENT AND CAPACITY ANALYSIS

School Capacity and Enrollment Forecast

Capacity Analysis - Option 1 (High Growth)

School	Functional Capacity	Total Building Capacity	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030
Lincoln School of Early Learning	187	302	147	158	151	155	166	163	167	170	171	172
Coquille Valley Elementary School	532	636	396	409	418	440	439	451	460	463	451	472
Coquille Jr/Sr High School	676	676	397	398	422	427	428	423	422	434	415	430
Winter Lakes Elementary School	75	75	107	126	147	169	189	207	225	243	255	274
Winter Lakes High School	168	168	383	438	499	559	615	663	714	762	793	844
Total Capacity	1,634	1,853	1,430	1,530	1,637	1,750	1,837	1,907	1,989	2,071	2,086	2,192

Capacity Analysis - Option 2 (Low Growth)

School	Functional Capacity	Total Building Capacity	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030
Lincoln School of Early Learning	187	302	147	158	151	155	166	163	167	170	171	172
Coquille Valley Elementary School	532	636	396	409	418	440	439	451	460	463	451	472
Coquille Jr/Sr High School	676	676	397	398	422	427	428	423	422	434	415	430
Winter Lakes Elementary School	75	75	98	106	113	121	128	136	144	152	160	169
Winter Lakes High School	168	168	349	363	379	395	413	432	451	472	494	517
Total Capacity	1,634	1,853	1,387	1,435	1,482	1,538	1,573	1,605	1,644	1,691	1,692	1,760



Lincoln School of Early Learning

1366 North Gould Street, Coquille, Oregon 97423

Year Built 1961, 1965 | Area 33,580 SF

Student Capacity (functional) 187 Students | 2020-21 Enrollment 147 Students

% of Capacity 79% | Projected Enrollment Change by 2029-30 +25 Students



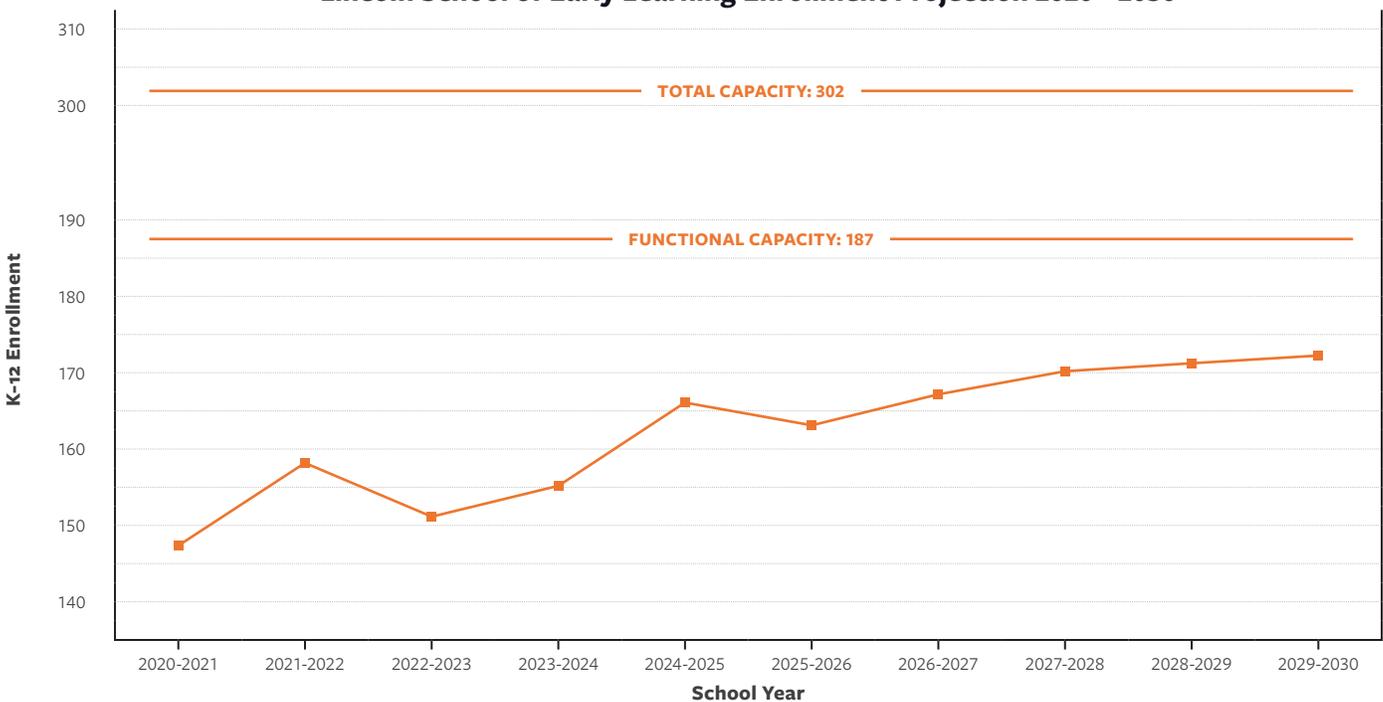
Functional Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Kindergarten)	4	20	1.00	80
General Classrooms	4	23	1.00	92
SPED Classrooms	1	15	1.00	15
Vacant Classrooms	0	23	1.00	0
Total Capacity	9			187

Total Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Kindergarten)	4	20	1.00	80
General Classrooms	4	23	1.00	92
SPED Classrooms	1	15	1.00	15
Vacant Classrooms	0	23	1.00	0
Classrooms Used for Other Purposes	5	23	1.00	115
Total Capacity	14			302

Lincoln School of Early Learning Enrollment Projection 2020 - 2030



5 FACILITY PROFILE SHEETS

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

The **Lincoln School of Early Learning** serves students up to first grade. Additionally this site, through its onsite Daycare and Child Development Center, educates students from 30 months to 10 years old. The school also has a Pre-K program.

CAPACITY

Lincoln School of Early Learning includes 14 classrooms; however, only 8 classrooms are currently used for general instruction of elementary students. Two (2) classrooms used for a pre-k program, and one (1) classroom is used exclusively for reading intervention. Another is used for Early Intervention Services. A lower level space is utilized for Headstart. This school is currently at 79% capacity and is expected to see an increase of 25 students in the next 10 years.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

Building Shell:

- Seismic evaluation and retrofit
- Replace roof at gymnasium
- Replace windows at cafeteria

Building Systems:

- HVAC replacement/upgrade building controls
- Lighting upgrades
- Electrical panel replacement
- Replacement of fire alarm, paging and clock systems
- Replace non-working kitchen equipment
- Piping and fixture replacement

Building Finishes:

- Flooring replacements
- Student restroom upgrades/repairs

Site:

- Paving replacements (both parking lots and sidewalks)
- Add storm drainage system for roadway and parking areas

EDUCATIONAL ADEQUACY

- Classrooms are equipped with markerboards and Smartboards, and students have access to computers or tablets.
- Classrooms are adequately sized with exterior windows. "Messy" activities occur within the classroom space. The building does not have extended learning areas, but the classrooms are sized large enough to accommodate this.
- The cafeteria appears to be adequate in size but lacks enough tables to accommodate the student population. This site does not have a dedicated library space.
- The gymnasium is adequate in size. Additional covered play areas are desired.
- Traffic congestion is a challenge and there is minimal parking onsite. The school lacks a secure entry vestibule, and the main office is located directly across from the entry doors.
- Areas have now been dedicated to onsite SPED programs as the District Offices have relocated from this facility. This school lacks an elevator (layout/floor plan is on multiple levels).
- Administrative spaces, particularly additional conference room space, are needed.

Coquille Valley Elementary School

1115 North Baxter Street, Coquille, Oregon 97423

Year Built 1972 (excluding gymnasium) | **Area** 67,119 SF
Student Capacity (functional) 532 Students | **2020-21 Enrollment** 396 Students
% of Capacity 74% | **Projected Enrollment Change by 2029-30** +76 Students



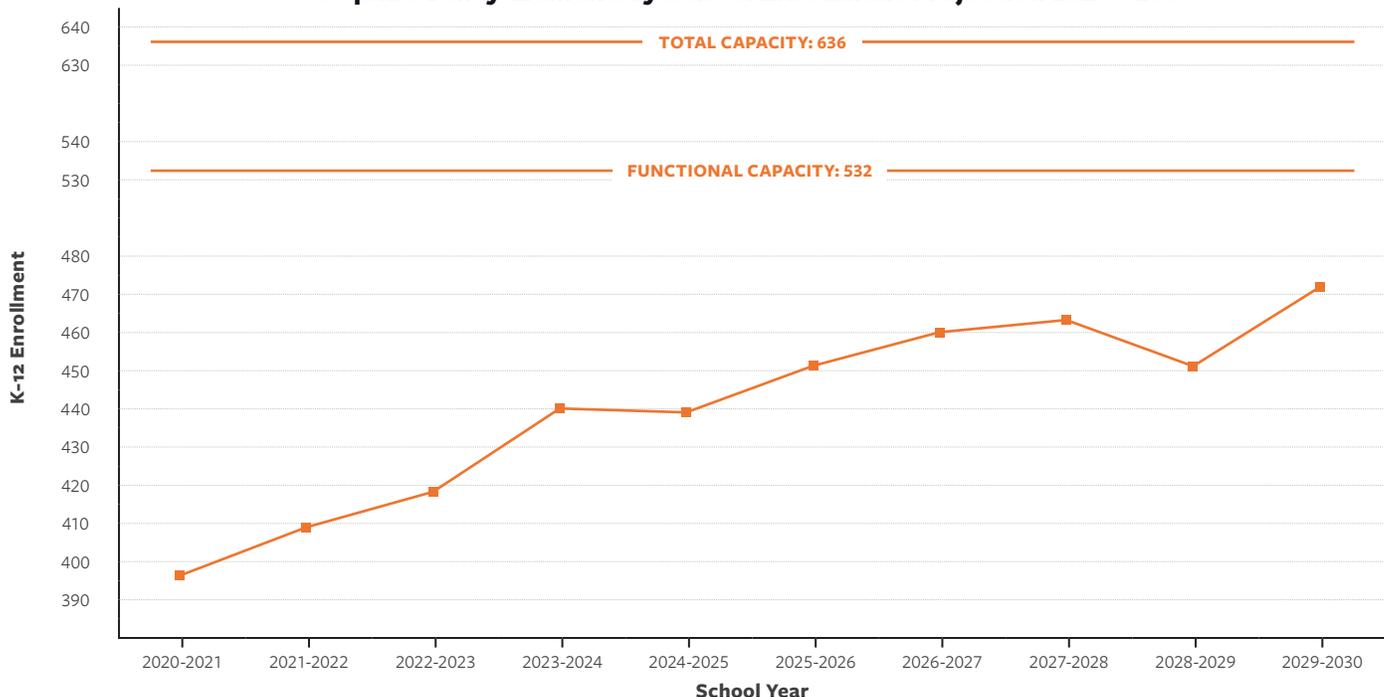
Functional Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Grades 2-3)	6	23	1.00	138
General Classrooms (Grades 4-6)	11	26	1.00	286
SPED Classrooms	2	15	1.00	30
Other Potential Classrooms (Rooms 2, 19, 21)	3	26	1.00	78
Total Capacity	22			532

Total Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms (Grades 2-3)	6	23	1.00	138
General Classrooms (Grades 4-6)	11	26	1.00	286
SPED Classrooms	2	15	1.00	30
Other Potential Classrooms (Rooms 2, 19, 21)	3	26	1.00	78
Classrooms Used for Other Purposes	4	26	1.00	104
Total Capacity	26			636

Coquille Valley Elementary School Enrollment Projection 2020 - 2030



5 FACILITY PROFILE SHEETS

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Coquille Valley Elementary School serves students in grades 2-6 for the Coquille School District. The building was the former middle school.

CAPACITY

Coquille Valley Elementary School has 22 teaching stations and capacity is at 74%. There are no modulars onsite. Enrollment is projected to increase by 76 students by 2030.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

Building Shell:

- Seismic evaluation and retrofit
- Replace wood shingle siding

Building Systems:

- Piping and plumbing fixtures replacement (including boiler)
- Fire sprinkler replacement
- Lighting upgrades
- Electrical panel replacement

Building Finishes:

- Select flooring replacement
- Classroom furniture upgrades/replacement

Site:

- Paving upgrades (parking lot and sidewalk)
- Construct additional drive into school site for parent drop off/pickup

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks for almost every student. Classrooms are equipped with markerboards and projectors; some have Smartboards.
- The school has several open classrooms that will be used for STEAM until they are needed for general instruction. The existing computer lab may be converted into a Makerspace.
- Classrooms are adequately sized but do not have exterior windows. The building does not have extended learning areas. Flexible instruction does occur within the classrooms but is often challenging.
- The gymnasium, cafeteria and library are all adequate in size. The library was recently remodeled and can accommodate a variety of activities.
- Traffic congestion is a challenge at this site. Although bus and vehicular drop off are separate, there is only one access point into the site for parent drop off and staff. Onsite congestion affects neighboring streets. The school does not have a secure entry vestibule. The school lacks exterior windows for visibility.
- Areas dedicated to SPED programs are classrooms equipped with amenities such kitchen areas and restrooms.
- Administrative spaces are adequate for the school's current needs.

Coquille Junior/ Senior High School

499 West Central Boulevard, Coquille, Oregon 97423

Year Built 1953, 1965, 1971, 2002 | Area 97,343 SF

Student Capacity 676 Students | 2020-21 Enrollment 397 Students

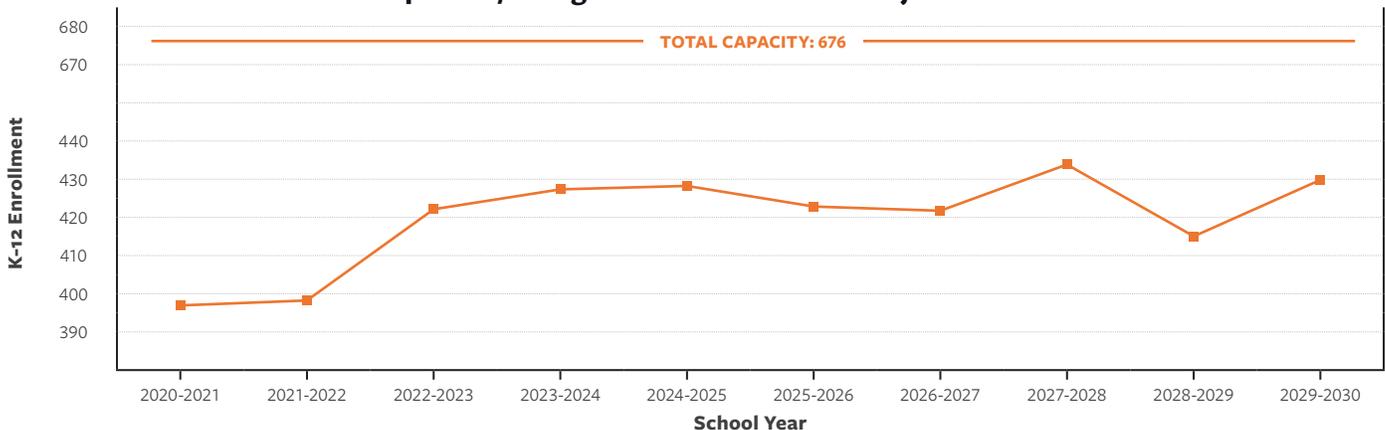
% of Capacity 59% | Projected Enrollment Change by 2029-30 +33 Students



Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	14	30	0.85	357
Science Labs	3	30	0.85	77
Art Classrooms	1	30	0.85	26
Music Classrooms	1	35	0.85	30
CTE/Elective Classrooms	3	30	0.85	77
P.E. Teaching Spaces	2	35	0.85	60
SPED Classrooms	2	15	0.85	26
Vacant Classrooms	1	30	0.85	26
Total Capacity	27			676

Coquille Jr/Sr High School Enrollment Projection 2020 - 2030



5 FACILITY PROFILE SHEETS

FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Coquille Junior/Senior High School serves students in grades 7-12. This school has (14) general instruction classrooms in addition to spaces for CTE, Music, Art and PE. Enrollment at this school is expected to increase by 33 students in the next 10 years.

CAPACITY

Coquille Junior/Senior High School is at 59% capacity.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

Building Shell:

- Seismic evaluation and retrofit
- Glass block/glazing replacement

Building Systems:

- Piping and fixture replacement
- Fire sprinkler replacement
- Lighting upgrades
- Electrical panel replacement
- HVAC and controls replacement
- Replacement of fire alarm, paging and clock systems
- Equipment upgrades/replacement in metal and wood shops

Building Finishes:

- Flooring replacements
- Casework replacement in selected areas
- Remodel of cafeteria and kitchen
- Remodel of band classroom and adjacent spaces

Site:

- Lighting replacement/provide additional fixtures in parking lot
- Grandstand Improvements or Replacement
- Replace drainage system at field/track

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks for almost all students. Classroom technology includes markerboards, projectors and desktop computers (in some cases). Technology is well integrated at this site.
- The school has several STEM programs, as well as a metals shop, wood shop and art classroom. Not all STEM programs have dedicated classroom space. Performing Arts is housed in the existing cafeteria.
- Classrooms vary in size; there are (4) classrooms used by the junior high that are undersized. Classrooms do have natural light (windows) on at least one wall. There are no extended learning areas at this school site due to its layout.
- The gymnasiums and library are adequate in size. The library is used for meetings and community functions as well. The size of the existing cafeteria works given the fact that high school students can go off-campus or eat in other locations.
- Traffic congestion is a challenge at this site as there is only one entry/exit point. Bus and vehicular circulation are combined. The school does not have a secure entry vestibule and there are several spaces accessed from the outside.
- A remodel of a former locker room in 2020 has created dedicated space to SPED programs at this site.
- Administrative spaces, particularly conference room and storage space, are needed. The current staff room is undersized.

Winter Lakes Elementary School

1742 West Fir Street, Coquille, Oregon 97423

Year Built Unknown | **Area** 7,833 SF

Student Capacity 75 Students | **2020-21 Enrollment** 107/98 Students

% of Capacity* 143%/131% | **Projected Enrollment Change by**

2029-30 +167/+71 Students

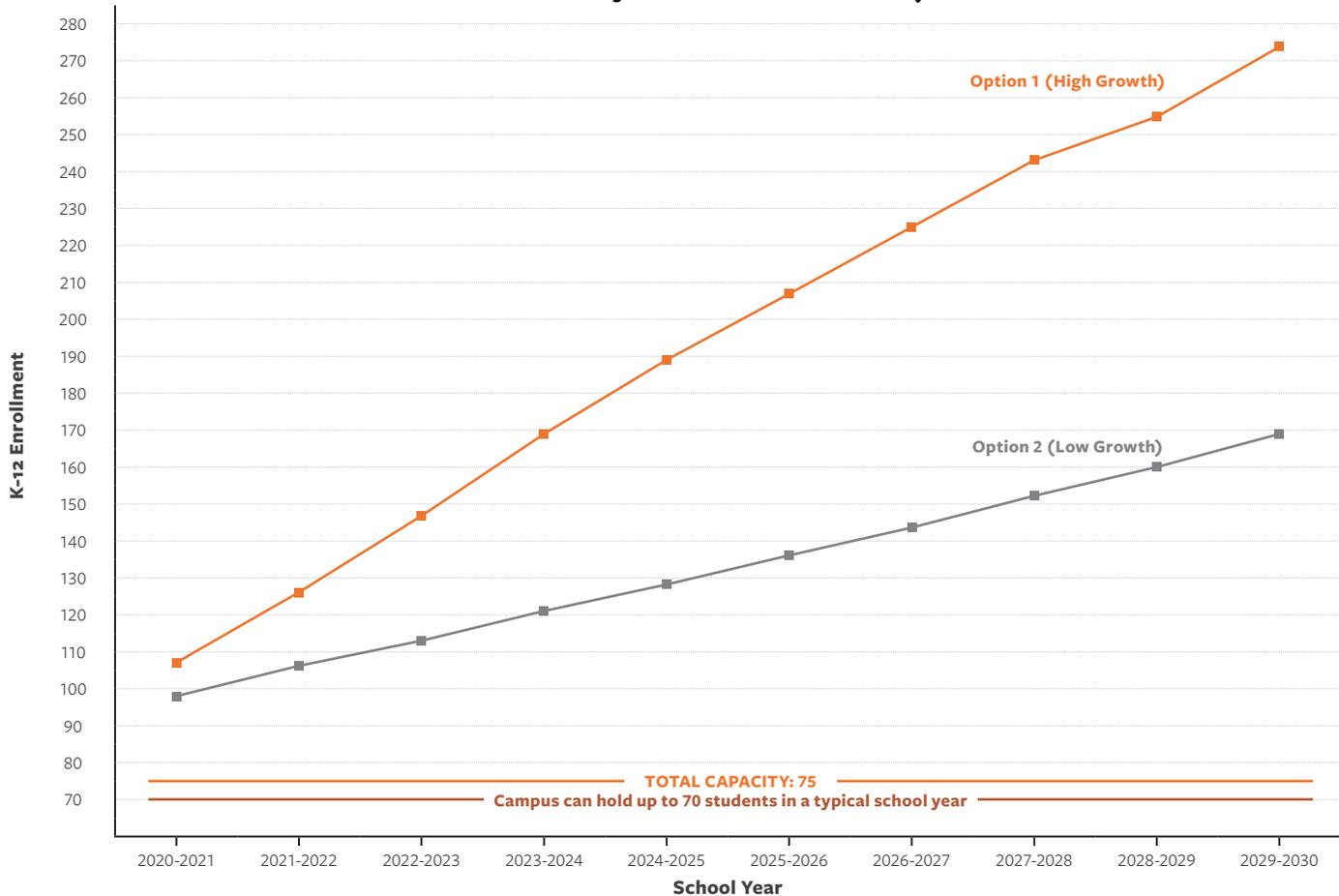
**This campus is based on an online curriculum where students have a choice to work from home, onsite or both*



Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	3	25	1.00	75
SPED Classrooms (Classroom-Sized Only)	0	25	1.00	0
Vacant Classrooms	0	25	1.00	0
Total Capacity	3			75

Winter Lakes Elementary School Enrollment Projection 2020 - 2030



5 FACILITY PROFILE SHEETS

FACILITY CONDITION INDEX (FCI)

FCI Formula: $\text{Cost to Repair} / \text{Cost to Replace}$



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Winter Lakes Elementary School offers a blended learning environment for grades K-7, and operates similarly to the Winter Lakes High School. Student usage of the physical building varies.

CAPACITY

Winter Lakes Elementary School has a total of 3 classrooms used for general instruction and two (2) smaller spaces used for small group instruction. Enrollment is expected to increase by 161 students in higher enrollment forecasts or 78 in lower forecasts. The physical building is over capacity based on enrollment projections, but not all students attend classes in the physical building. On average there is around 20% of the student population onsite.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

Building Shell:

- Seismic evaluation and retrofit

Building Systems:

- Piping and fixture replacement
- Lighting updates
- Electrical panel replacement
- Add intercom system
- Add access control

Building Finishes:

- Remodel restrooms

Site:

- Paving replacement (both parking lots and sidewalks)
- Add storm drainage system

EDUCATIONAL ADEQUACY

- Classrooms are equipped with computers (and Chromebooks); most students at this school site are distance learners.
- The school utilizes a small classroom space for messy activities, or outdoor space is used (weather permitting).
- Classrooms are average in size and have natural light. Space for large group work (when occurs) is challenging and weather dependent.
- The kitchen is undersized; the gymnasium doubles as the cafeteria space.
- The gymnasium is adequate in size and there is ample outdoor space for activities.
- There is not a dedicated library at this school but bookshelving is present in classrooms.
- The site lacks a secure entry vestibule. There is no visibility from the parking area into the office. Classrooms are accessed via exterior covered walkway.
- Areas dedicated to SPED programs are present at this site.
- Administrative spaces are severely undersized and lack walls for privacy. There are no conference rooms or dedicated health room.

Winter Lakes High School

1500 West Central Boulevard, Coquille, Oregon 97423

Year Built 2019 | **Area** 11,156 SF

Student Capacity 168 Students | **2020-21 Enrollment** 383/349 Students

% of Capacity* 228%/208% | **Projected Enrollment Change by**

2029-30 +461/+168 Students

**This campus is based on an online curriculum where students have a choice to work from home, onsite or both*



Capacity Analysis

Teaching Stations	Qty	Max. Class Size Goal (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	8	18	0.85	122
Science Labs	0	18	0.85	0
Art Classrooms	1	18	0.85	15
Music Classrooms	0	18	0.85	0
CTE/Elective Classrooms	2	18	0.85	31
P.E. Teaching Spaces	0	35	0.85	0
SPED Classrooms	0	15	0.85	0
Vacant Classrooms	0	18	0.85	0
Total Capacity	11			168

DESCRIPTION

Winter Lakes High School serves grades 8-12. The configuration of Winter Lakes offers a “blended learning” environment to students in grades 8-12. Students may work from home, at school or a combination of the two. Winter Lakes provides opportunities for all kinds of learners. The school opened in early 2020 and the CTE wing was completed in summer 2020, providing a total of (11) classrooms in addition to a makerspace.

CAPACITY

The physical building is over capacity based on enrollment projections, but not all students attend classes in the physical building. On average there is around 20-30% of the student population onsite.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

→ None (new facility)

EDUCATIONAL ADEQUACY

- The facility is designed for online curriculum. There is a variety of technology and equipment onsite.
- The school has dedicated spaces for hands on learning. A makerspace area was completed in 2020.
- Classrooms are adequately sized for the programs offered. There is ample natural light and spaces do not appear to have acoustical issues as the facility is new. The commons area can be used for larger groups.
- This site does not have a gymnasium or a dedicated library.
- The kitchen and commons are adequate in size; students are allowed off-campus.
- This school has a secure entry vestibule and good visibility from the main office to the front door. Bus and parent vehicular circulation are separate.
- This school site does have an office space for a SPED teacher.
- Administrative spaces are adequate (although more are desired).

5 FACILITY PROFILE SHEETS

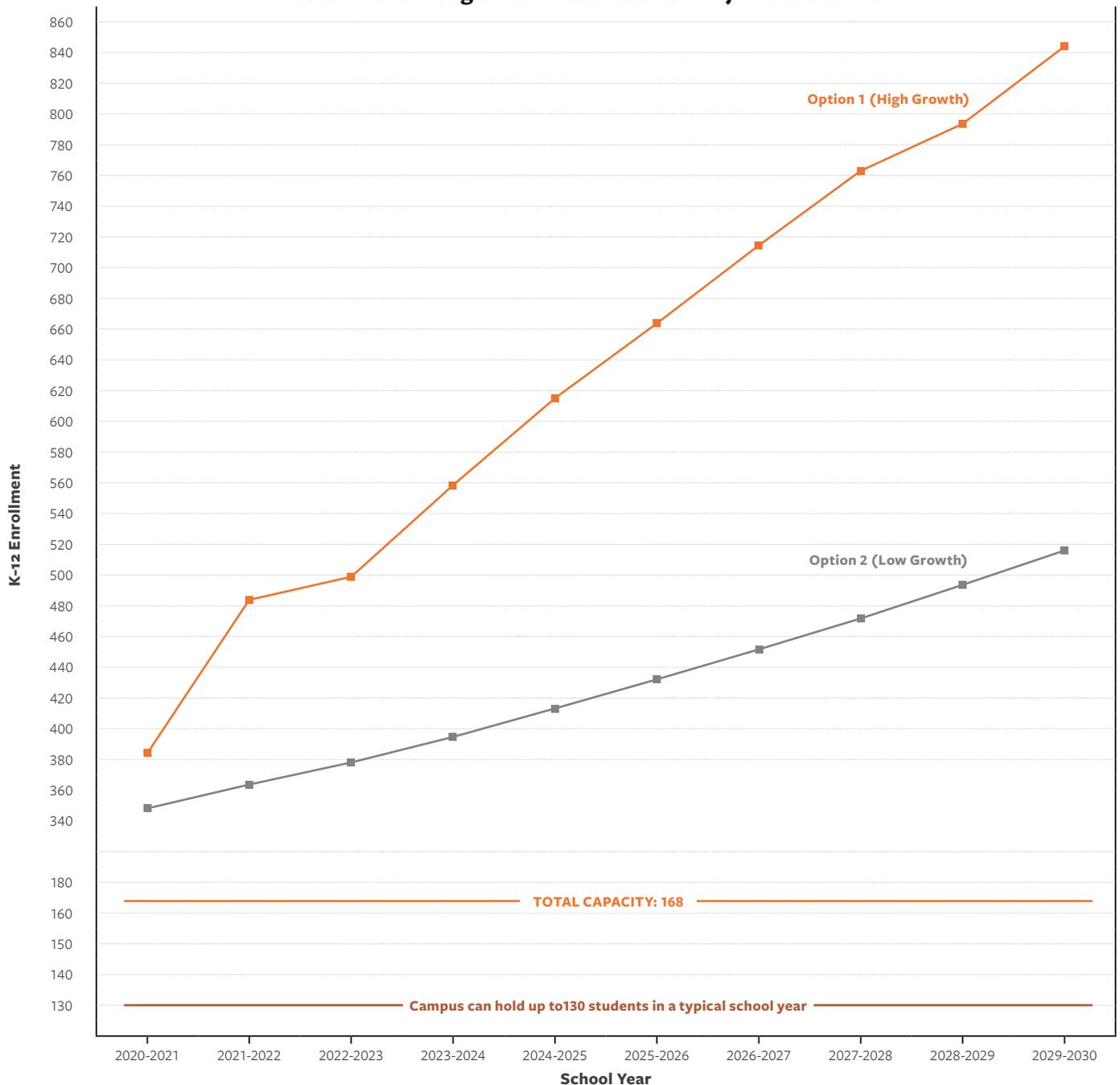
FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

Winter Lakes High School Enrollment Projection 2020 - 2030



District Bus Barn

351 SE Harney Street, Newport, Oregon 97365

Year Built 1974 | Area 5,746 SF

Student Capacity N/A | 2020-21 Enrollment N/A

% of Capacity N/A | Projected Enrollment Change by 2029-30 N/A



FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



The FCI score presented above is generated from the Oregon Department of Education School Facility Assessment form, based on recorded observations during the onsite assessments. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

The **District Bus Barn** is adjacent to Coquille Junior/Senior High School and contains bus parking and shop areas.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

Building Shell:

- Seismic evaluation and retrofit
- Replace roof

Building Systems:

- Replace overhead doors
- Piping fixture replacement
- HVAC replacement
- Upgrade building controls
- Lighting upgrades
- Electrical panel replacement
- Add access control

6 CAPITAL IMPROVEMENT PLAN

Coquille School District's Capital Improvement Plan (CIP) addresses the District's facility needs over the next 10 years. Tier I items have been identified as those improvements that need to be addressed in the next bond measure.

Tier I Projects

(0-5 Years)

- Seismic upgrades at Coquille Junior/Senior High School
- HVAC controls replacement at select schools
- Construct gymnasium at Winter Lake High School
- Re-keying/access control at most schools
- Classroom additions at select schools
- Electrical panel replacement/add generators at select schools
- Roofing replacements at select schools
- Construct additional drive for drop-off/pick-up at Coquille Valley Elementary School



6 CAPITAL IMPROVEMENT PLAN

Tier II Projects

(5-10 Years)

The Long Range Facilities Planning committee identified the following items as potential “Tier II” projects to be considered once the bond-funded Tier I projects are complete, or if other sources of funding become available for Tier I items. This list provides a starting reference for future long-range facilities planning considerations.

- Replacement of fire alarm systems at select schools
- Remodel of cafeteria and kitchen at Coquille Junior/Senior High School
- Improvements at the Bus Barn parking areas to address drainage issues
- Student restroom upgrades/repairs at select schools
- Piping/plumbing fixture replacement at most schools
- Glass block/glazing replacement at Coquille Junior/Senior High School
- Flooring replacements at select schools

Tier III Projects

(10+ Years)

The Long Range Facilities Planning committee identified the following items as potential “Tier III” projects to

be considered once the bond-funded Tier I and Tier III projects are complete, or if other sources of funding become available for higher Tier items.

- Lighting upgrades at most school sites
- Site lighting improvement at select schools
- Parking upgrades (parking lots and sidewalks) at most school sites
- Replacement of paging and clock systems at select schools

Other Improvements

The following list are other improvements that were captured as part of the committee’s prioritization exercise. While important to the District, these recommendations may or may not be included in a future bond measure and are listed here for documentation purposes only.

- Create a permanent District Office
- Stadium repairs at Coquille Junior/Senior High School
- New facilities for SPED and technology (to free up classroom space)
- Add another gymnasium at Coquille Junior/Senior High School

Tier I (0-5 Years)	Tier II (5-10 Years)	Tier III (10+ Years)	Other Improvements
<ul style="list-style-type: none"> Seismic Upgrades at Coquille Jr/Sr HS 	<ul style="list-style-type: none"> Classroom additions at select schools 	<ul style="list-style-type: none"> Replacement of fire alarm systems at select schools 	<ul style="list-style-type: none"> Piping / Plumbing Fixture Replacements at Most Schools
<ul style="list-style-type: none"> HVAC and controls replacement at select schools 	<ul style="list-style-type: none"> Electrical Panel Replacement /add generators at select schools 	<ul style="list-style-type: none"> Remodel of cafeteria and kitchen at Coquille Junior/Senior High School 	<ul style="list-style-type: none"> Glass block/glazing replacement at Coquille Junior/Senior HS
<ul style="list-style-type: none"> Construct gymnasium at Winter Lakes HS 	<ul style="list-style-type: none"> Roofing replacements at select schools 	<ul style="list-style-type: none"> Improvements at the Bus Barn parking areas to address drainage issues 	<ul style="list-style-type: none"> Flooring Replacements at select schools
<ul style="list-style-type: none"> Re-keying/ Access Control at most schools 	<ul style="list-style-type: none"> Construct additional drive for drop off/pick up at Coquille Valley ES 	<ul style="list-style-type: none"> Student restroom upgrades/repairs at select schools 	<ul style="list-style-type: none"> Lighting Upgrades at Most School Sites Site Lighting Improvements at select schools
			<ul style="list-style-type: none"> Parking upgrades (parking lots and sidewalks) at most school sites Replacement of paging and clock systems at select schools
			<ul style="list-style-type: none"> Create a permanent District Office Stadium Repairs at Coquille Junior/Senior High School New facilities for SPED and Technology (to free up classroom space) Add another gymnasium at Coquille Junior/Senior High School
			<p>Note: These items written in by Committee Members on the survey and areas that are here for documentation purpose only.</p>

Alternatives to New Construction

Based on enrollment projections, there are several school sites in Coquille that will exceed capacity, particularly at both Winter Lakes sites. Since these schools are set up for distance learning, schedule changes could be implemented to offset potential capacity challenges, or additional classrooms at these sites may need to be constructed. At the other remaining school sites, it does not appear that they will exceed their capacity in the next 10 years. However, if conditions were to change, there are several approaches that would allow the District to increase their schools' functional capacity without new construction.

Increase Class Sizes: The capacity numbers presented above are based on the District's class size goals of 20 or less for Kindergarten, 23 for grades 1-3 and 26 for grades 4-6; and 30 students for both middle and high school classes. If the District decides to increase class size goals in the future, building capacity would be adjusted accordingly. The consolidation of more students into fewer spaces could potentially free up one or more additional classrooms for other instructional uses.

Increase Classroom Utilization Rates at Secondary Level: When calculating student capacity at the middle and high school level, a utilization factor is applied to each classroom reflecting that the room will be vacant for one period per day for teacher prep. A utilization factor of 85% was applied to middle and high schools. If teachers were to prep in a centralized teacher planning room rather than their classrooms, it would be possible to increase the utilization rate of classrooms accordingly, resulting in greater student capacity. This model discourages "ownership" of a classroom by a single teacher and is more akin to a college set-up where teachers may teach in multiple rooms throughout the day. While effective from a utilization standpoint, such a practice requires a culture shift within school operations that can be challenging to implement.

Makerspace / STEM Lab on Wheels: Some school districts have developed "mobile makerspaces" that can be moved from classroom to classroom. This works best when classrooms have the following features:

- Hard-surfaced flooring.
- Sink.
- Large enough to accommodate student movement and activity.
- Flexible furnishings that allow easy reconfiguration of spaces.

Although a mobile makerspace lacks many of the advantages of a dedicated makerspace, such an approach can serve as a non-construction alternative to providing students with opportunities for hands-on, project-based learning.



District-owned Sites Undeveloped Land

The District owns lots at both 1140 N Central Coquille, Oregon and 1561 W. Central Coquille, Oregon. These lots would be considered future locations for a District storage facility and a gymnasium for Winter Lakes High School, respectively.



7 APPENDIX

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information			
School Name	Lincoln School of Early Learning	Building ID	19640100
Address	1336 N Gould Coquille, Oregon 97423	Date of Assessment	February 5, 2020
Principal Name	Amy Flora	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classrooms are equipped with markerboards and Smartboards. Students also have access to tablets and computers. Technology is used in small group and whole class instruction. There is WiFi but there are several “dead spots” in the building.			
Support of STEAM and Project-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General classrooms are generous in size to allow for these activities to occur within the classrooms, given the grade levels housed at this site. Performances occur at the High School.			
Spaces to Support Flexible Instruction / Varied Group Sizes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There are no extended learning areas off classroom hallways. Classrooms are generous in size to allow for a variety of group sizes and instruction. Newer furniture has aided in providing a variety of group sizes. The stage (when available), cafeteria and fields are also used for extended learning. The SMART reading program does not have a dedicated space currently.			
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General classrooms have windows for daylight and acoustics appear to be adequate in between instructional spaces. Building systems are nearing or at the end of their useful life.			
General Classroom Features	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom sizes are generous and storage is provided. Select classrooms have adjoining storage rooms. There are places to display (bulletin boards) within the classrooms and throughout hallways. Classroom flooring is a hard surface material; classrooms have sinks.			
Special Education Program Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The stage is used as a Resource classroom and there is an office space dedicated for SPED. At the time of the original assessment there were no classrooms equipped to be a Lifeskills classroom at Lincoln (i.e. no kitchen or dedicated restroom), and students were bussed to another site. Since the assessment, an Adaptive Lifeskills classroom has been created in the former Board room (The District Office has moved out of this school site).			
Spaces to Support P.E. Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gym is sufficiently sized. Outdoor space is also used for PE when weather allows, although an additional covered play area would be ideal to avoid scheduling challenges. The gymnasium is also utilized for youth sports (after hours, etc.).			
Commons / Cafeteria and Servery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The kitchen is adequately sized although it is also housing equipment and storage for other programs. It is set up on a split schedule. Breakfast is also served at this site in addition to lunch. There is a lack of tables so meal time is crowded and will continue to be a challenge as the school population grows. It was noted that students will be eating the classrooms in the future. The stage is not connected to this area and used for other purposes. The cafeteria and kitchen are located below one classroom wing.			

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information			
School Name	Lincoln School of Early Learning	Building ID	19640100
Address	1336 N Gould Coquille, Oregon 97423	Date of Assessment	February 5, 2020
Principal Name	Amy Flora	Assessor Name	Thea Wayburn
Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Library Media Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is no library at this facility. It was previously housed on the stage but this has become another program.			
Safe and Secure Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A secure entry vestibule is not present; the main office is located across the hall from the main entrance. Hallways are adequately sized but there are no extended learning areas. Parking and traffic issues are challenging at this site. There is a limited amount of parking onsite that cannot support events. Parking on adjacent streets is challenging. All vehicles use same drive which makes pedestrian traffic a safety issue. Parents use the bus loading areas. This facility also lacks an elevator which is a challenge for students of this age accessing both classroom wings and the cafeteria and kitchen. Students with disabilities have to go outside to access spaces.			
Administrative Spaces to Support School Operations / Community Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There are several classrooms being used for the District Offices; these will be needed as the population grows (note: The District Office was moved out of this school site in Summer 2020). The administration area (including the staff room) itself is undersized for today's needs and there was not a conference room or space within existing offices for meetings (use other rooms). After the assessment was completed, a former office has been converted into a conference room.			
Overall Rating:	2	21	10
Total Score:			33/55

7 APPENDIX

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information			
School Name	Coquille Valley Elementary School	Building ID	19640300
Address	1115 N Baxter Street Coquille, Oregon 97423	Date of Assessment	February 5, 2020
Principal Name	Geoff Wetherell	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classrooms are equipped with markerboards and projectors. Smartboards are present in classrooms. There is a dedicated computer lab with approximately 50 desktops. The school is almost 1:1 for Chromebooks. Technology is integrated well. WiFi is present. The library has two projectors and screens in addition to a number of computers. Currently in the process of acquiring monitors for the hallways to digitally display student work.			
Support of STEAM and Project-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Two classrooms are empty and in the process of being used for STEM this year; will be needed for general instruction next year. Existing computer lab to be converted into a Makerspace (have screen printing machine and 3-D printers). Science is taught only for fifth and sixth grades (mobile carts used as “lab”). School would like more “messy” spaces. Spaces for these have been re-purposed. Art and music are provided on rotation; sixth graders go off-site for Band.			
Spaces to Support Flexible Instruction / Varied Group Sizes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There are no extended learning areas off classroom hallways. The ability to offer a variety of teaching approaches is challenging within the classroom. Tables and chairs are present in many classrooms to provide more flexibility; there is a lack of alternative type seating (i.e...stools). The library, covered play area, gymnasium and cafeteria are used for large groups. This site houses a robust after school program. Older students congregate in the lobby at certain times of day (supervised).			
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General classrooms have no windows; acoustics appear to be adequate in between instructional spaces. Building systems are nearing or at the end of their useful life. Lighting does not appear to have been upgraded recently.			
General Classroom Features	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom sizes are generally sufficient although they lack windows. There are adequate areas to display inside and outside the classroom. Most classrooms do not have sinks and flooring is hard surface. Cabinetry in the classroom is minimal. Furniture is a combination of newer and old styles.			
Special Education Program Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
As this site was a middle school, there are several rooms equipped for special education with kitchen areas and/or sinks and restrooms located close by. This school has a Resource classroom, Adaptive Lifeskills, MLC.			
Spaces to Support P.E. Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gym is sufficiently sized. Outdoor space is also used for PE when weather allows. All grade levels take PE multiple times a week. There is a covered play area for outdoor use.			
Commons / Cafeteria and Servery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The kitchen is adequately sized for food preparation. There are two lunch periods a day. Breakfast, lunch and snack are provided. There is no stage associated with the cafeteria. The cafeteria is not used for PE although it has the infrastructure in place for PE.			

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information			
School Name	Coquille Valley Elementary School	Building ID	19640300
Address	1115 N Baxter Street Coquille, Oregon 97423	Date of Assessment	February 5, 2020
Principal Name	Geoff Wetherell	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Library Media Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>The library seems adequately sized and is used for a number of activities, including traditional library instruction (have a librarian), small group instruction and after school programs. It was recently remodeled and has new finishes, furniture and equipment. It has two projectors and screens..</p>			
Safe and Secure Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>A secure entry vestibule is not present. Hallways are adequate; there are no extended learning areas. The site is in a residential neighborhood with only one entry/exit. The parking areas and turn around are combined; traffic at drop-off and pick-up is very congested and affects traffic off-site. Buses utilize the upper road for bus drop off.</p>			
Administrative Spaces to Support School Operations / Community Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>There are several classrooms being used for other purposes; one is storage; one is the District Technology Department. The A/V storage room is now an office for two people. If the library is open there are enough meeting spaces at this site. There is enough space within the building for administrative staff. The staff room is adequately sized.</p>			
Overall Rating:	2	15	20
Total Score:			37/55

7 APPENDIX

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information			
School Name	Coquille Jr/Sr High School	Building ID	19640200
Address	499 W Central Blvd Coquille, Oregon 97423	Date of Assessment	February 3, 2020
Principal Name	Jeff Philley	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classrooms are equipped with markerboards and projectors. Classrooms aside from designated computer labs have desktops. The school is almost 1:1 for Chromebooks. Technology is integrated well. WiFi in the building is excellent with no dead spots.			
Support of STEAM and Project-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The school houses two STEM programs, Manufacturing and Allied Health Care. There are both metal and wood shop classrooms. Allied Health does not have a dedicated space. A general classroom dedicated to visual arts and performing arts is housed in the cafeteria, which isn't ideal.			
Spaces to Support Flexible Instruction / Varied Group Sizes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No extended learning areas are present, except for fish hatchery and library space. Classrooms are located off a main corridor. The two spaces used for extended learning are adequately sized. There is a lack of varied space sizes to easily accommodate a variety of activities. Most classrooms have desks and/or tables and chairs. Students congregate in hallways or the gymnasium.			
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General classrooms have at least one wall of windows. The music building lacks proper acoustics. Building systems are nearing or at the end of their useful life. This is challenging on days that are very warm or very cold. Temperature controls are non-functioning.			
General Classroom Features	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom sizes are generally sufficient except for four classrooms utilized by junior high students (classrooms 222-225). Science classrooms are more than adequately sized. Finishes are worn except in areas that have been remodeled, such as science classrooms. Current furnishings vary and larger tables do not allow more flexible learning environments, especially in smaller classrooms. Not all classrooms have sinks, and vary in quantity of cabinetry. Flooring is a hard surface material.			
Special Education Program Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
At the time of the assessment, there was one resource room and one adaptive life skills room that are combined with a middle learning center model. None of the classrooms have specialized features. Since the assessment was completed the school has converted an old locker room area as an Adaptive Lifeskills classroom with a kitchenette area, sensory room and ADA access.			
Spaces to Support P.E. Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gym is sufficiently sized. There is also an upper gym area and a weight room. Outdoor space is also used for PE when weather allows. Seventh and eighth grades take PE every day; high school students are only required to take (1) year of PE. A stage is present off the cafeteria.			
Commons / Cafeteria and Servery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information			
School Name	Coquille Jr/Sr High School	Building ID	19640200
Address	499 W Central Blvd Coquille, Oregon 97423	Date of Assessment	February 3, 2020
Principal Name	Jeff Philley	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Library Media Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The library seems adequately sized and is used for a number of activities, including independent study or credit recovery classes. The library can accommodate 70 students or more. District training and community functions are also held in the library. Bookshelving is in good condition; tables and chairs and soft seating are worn.			
Safe and Secure Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secure entry vestibule is not present. Main office area has been remodeled but did not include a secure vestibule. Staff have view of building approach. Hallways are wide but classrooms doors lack glazing for passive supervision; there are no extended learning areas. Students access several spaces via outside covered walkways. The site has one lane entry/exit onto a low visibility street. Parking stalls are not designated for students and/or staff. Pick-up and drop off by parents and buses are all combined together. Pedestrian traffic is challenging.			
Administrative Spaces to Support School Operations / Community Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The building is short at least (6) administrative/support spaces. Rooms not designed as office spaces are being used as such. The health room is a cot in an office. There are not enough conference rooms and the staff room is undersized. Storage for administrative purposes is lacking and there are no staff restrooms within the office areas.			
Overall Rating:	4	12	15
Total Score:			31/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information			
School Name	Winter Lakes Elementary School	Building ID	19640400
Address	1742 N Fir Street Coquille, Oregon 97423	Date of Assessment	February 4, 2020
Principal Name	Sharon Nelson	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classrooms are equipped with computers (and chromebooks if needed) to support the curriculum offered. Most students are distance learners; average number of students on site/day is 35. Would like to purchase projection screen/smart TV.			
Support of STEAM and Project-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is one small room used for “messy” activities; these types of activities are also done outside if the weather permits. There is a lack of classrooms onsite that prohibits dedicating a larger indoor space to science, art or other messier activities.			
Spaces to Support Flexible Instruction / Varied Group Sizes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no extended learning areas; however, small group work is still accomplished. Most students choose what they work on and much of this is independent work. There is a challenge with the variety of subjects and age groups. Large group work can be accomplished though it is limiting; this happens in the covered area/breezeway outside the classrooms or outside on lawn space.			
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Windows are present in classrooms. Acoustics seem adequate although thermal conditions within classrooms are inconsistent. Lighting does not appear to have been recently replaced or upgraded.			
General Classroom Features	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms seem small and the finishes and cabinetry are worn. Built-in countertops for computers limit flexibility in rooms. Due to growing population, more classrooms are needed to help with population and challenges with behavioral issues. There is a lack of areas to display inside the building.			
Special Education Program Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is a classroom dedicated to special education (SLC) with one teacher and several aides. A storage room is currently being used for 1:1 needs. Students who use this classroom are integrated into general population for PE and lunch.			
Spaces to Support P.E. Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gym is sufficiently sized. Outdoor space is also used for PE when weather allows, which is amply sized. The gymnasium is also used for after school programs and on weekends. Since the time of this assessment it is noted that there have been repairs and upgrades to the gymnasium.			
Commons / Cafeteria and Servery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The kitchen is undersized and also used for food serving (meals are brought in). Breakfast, lunch and after school snacks are provided to students. The kitchen itself has a cooler and a warming oven. New tables were purchased after the assessment was conducted. The cafeteria is in the gymnasium space. The existing stage is the current staff room due to lack of space.			

7 APPENDIX

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information			
School Name	Winter Lakes Elementary	Building ID	19640400
Address	1742 N Fir Street Coquille, Oregon 97423	Date of Assessment	February 4, 2020
Principal Name	Sharon Nelson	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Library Media Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The space lacks a dedicated library space. There are bookshelves in classroom space available to students, who can access the books at any time.			
Safe and Secure Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A secure entry vestibule is not present. Classrooms are accessed via breezeway (buildings are not internally connected). There is no ADA access at this site; the main office is a slightly raised building with steps. The office building does not have any windows to see those walking in the breezeway. The site does not have a security camera system. Since this assessment was completed, exterior fencing was added.			
Administrative Spaces to Support School Operations / Community Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The office area is severely undersized. There are no walls to provide confidential office space for the staff. There are no conference rooms or a health room. The gymnasium is heavily used after school and the size seems adequate.			
Overall Rating:	4	18	5
Total Score:			27/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information			
School Name	Winter Lakes (HS/CTE)	Building ID	194640401
Address	1501 W Central Blvd Coquille, Oregon 97423	Date of Assessment	February 6, 2020
Principal Name	Jennifer Sweeney	Assessor Name	Thea Wayburn
Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program was designed for online curriculum. Each classroom has (18) desktops. There are large monitors in public areas. The conference room has technology. The site houses two simulators, with the intent on purchasing a third one in 2020.			
Support of STEAM and Project-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
At the time of this assessment, "Messy" instruction is still done at the church site (former site of this facility)with students bussed to this site. A makerspace was completed as part of the construction that was ongoing at the time of the assessment. A construction classroom and cosmology classrooms are also part of the completed construction. Project-based learning is occurring in several classrooms onsite. Performing Arts/ Visual Arts are done at the Coquille Valley Jr/Sr HS facility.			
Spaces to Support Flexible Instruction / Varied Group Sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There are no extended learning areas off classroom hallways, but class size is smaller than a traditional facility. Instruction is individual and on-line-based. Students can utilize outdoor space once it is completed (new site/construction). Large groups use the commons area. This school has unique ways to provide varied learning situations for its students.			
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
General classrooms all have windows; acoustics appear to be adequate in between instructional spaces. The building was opened in early 2020 so systems, including lighting are new.			
General Classroom Features	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom sizes are generally sufficient for the class size (18). Classrooms have separate storage closets. There is furniture to support computer instruction but rooms lack any soft or alternative seating. The building could benefit for more tackable surfaces. These could be provided as needed.			
Special Education Program Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is no Adaptive Lifeskills classroom onsite. The site has SPED teacher with an office.			
Spaces to Support P.E. Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE is offered two ways: an online guidance program or off-site (this facility lacks its own gymnasium). The school was previously were using Coquille Community Center but had to pay to do so. They also have to take into consideration commute times. A gymnasium is desired at this site.			
Commons / Cafeteria and Servery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The kitchen is adequately sized. Students are allowed off campus (within limits). There are three meals/day offered onsite.			

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EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information			
School Name	Winter Lakes (HS/CTE)	Building ID	194640401
Address	1501 W Central Blvd Coquille, Oregon 97423	Date of Assessment	February 6, 2020
Principal Name	Jennifer Sweeney	Assessor Name	Thea Wayburn

Ratings	1 = Below Satisfactory	3 = Satisfactory	5 = Above Satisfactory
Library Media Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
This site lacks a library (not part of the building's design).			
Safe and Secure Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school has a security vestibule adjacent to the main office. Staff can see who enters the building. The site has a looping driveway for drop-off. The only component missing is a school zone sign in front of school (use the site's reader board to accomplish this).			
Administrative Spaces to Support School Operations / Community Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The building has adequate spaces for this, although more are desired. The principal's office can house six individuals and there is a separate conference room. The commons can also be used for larger groups, as well as a classroom.			
Overall Rating:	1	6	40
Total Score:			47/55



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Meeting Notes

Project: Coquille School District Long Range Facility Planning
Date: October 6, 2020
Project Number: 19018
Subject: LRF Meeting 02
Attendees: **Tim Sweeney**
Teri Pointer
Dave Waddington
Shane Boyd
Cliff Wheeler
Heather Echavarria
Stephanie Donaldson
Steve Britton
Jeff Cannon
Jeff Philley
Katharine Domenighini
Tony Jones
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

1. Dan Hess with BRIC Architecture Inc. welcomes everyone to the meeting and introduces Thea Wayburn, also with BRIC Architecture Inc. Thea is an architect and planner and conducted both the building facilities assessments and the educational adequacy assessments for the District earlier in the year. Dan reviews the agenda for this meeting in addition to the meeting schedule for the next two months.

2. Dan provides some information regarding long range facilities planning versus bond planning. Long range facilities planning provides a summaries of a district's needs over the next 10 years based on the conditions of its facilities, educational adequacy assessments and capacity analysis. This information is used to create a capital improvement plan. Bond planning utilizes this information to build the framework for a bond measure and will help create a more concise plan of what would be included in a future bond. This information is used in polling and community outreach to see what the community will support.

3. The next topic is a discussion of the Guiding Principles. At the kick-off meeting earlier this year, Dan Hess led an exercise in which several questions were asked to the committee. The questions asked were as follows:

- What is important to you about this community?

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- What is the most important outcome of this process?
- How will we know if we have been successful?

Answers were recorded for each of the questions. There were several common themes to each of the responses that stood out including the importance of community and support and respect between the district and the community. From these responses, Guiding Principles were created, which will be used throughout this process as a framework for what is important to this committee and a reminder of the desired goals of the work moving forward. The Guiding Principles are listed below:

Create School Facilities that Supports Education, Athletics and the Arts:

- Provide safe and secure facilities with resources that allow all students to thrive at their highest level.

Foster the Spirit and History of this Community:

- Establish schools that welcome, inspire and create a sense of pride for students and for the community.

Build and Sustain a United School District and Community:

- Provide facilities that can support community and enrollment growth and the flexibility to adapt to changing educational needs at all levels.

The group feels these Guiding Principles are well done and capture the committee's responses to the questions.

4. Thea Wayburn shares a presentation on the facilities assessment process. These assessments were conducted in January 2020 by BRIC Architecture and their consulting team. From their observations and findings, a detailed report was written that captures this information with recommendations as well as pricing for each recommendation. This report is intended to be a catalog for the District to use moving forward with future bond planning. In addition, the assessment team completed the forms created by the Oregon Department of Education. This is required for a District if they are seeking grant funding from the state to pay for the assessment work. Thea reviews District-wide common themes as well as findings at each of the school sites and the Bus Barn. The Winter Lakes HS was not included in this presentation as it is a brand new facility (it was assessed for the purpose of the state's forms). Thea and Dan ask the committee for comments or questions:

- Dan notes that the District is already pursuing the grant/funding for seismic work. This work is scheduled to begin soon. This will be focused on Coquille Jr/Sr High School.
- It is noted that the siding issues at the Winter Lakes K-8 campus are being repaired the week of October 12.
- Dan notes that the District has done a great job at maintaining all of the facilities, and that the findings are very common in older facilities, not only within this District, but in Districts state-

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wide. Based on a facilities' age, systems and finishes can be nearing or at the end of their useful life.

- It is noted that roofing has been previously addressed, but there are still areas that will need to be completed, such as the gymnasium roof at Lincoln.
- The question is asked – what does sprinkler replacement entail? Dan states that the engineer has noted the existing system does not meet the current code requirements and suggest full replacement for compliance. However, there may be alternative solutions to improve without replacement.
- It is noted that any recommendations related to the Bus Barn would not be included in a future bond measure.
- The high school is a very important facility; it is a gathering point for the community, so it is important to focus on making this building seismically safe. This also helps provide a place for the community to gather in the event of an emergency.
- Fire/life safety and HVAC (mechanical) recommendations are important.
- It is stated that providing a generator at all school sites should be considered (Winter Lakes HS has one). In addition, upgrading or replacement of electrical panels would need to be addressed.
- The question is asked if window replacement is part of seismic work? Dan states no, and that window replacement is costly.
- Are the glass blocks load bearing? Dan will ask the structural engineer and let the committee know.
- What will seismic upgrades entail? Dan states that work starts with strengthening of the roof (or diaphragm), then addresses deficiencies with the walls and then the foundation.
- Will the seismic grant cover all the necessary work? It will not and if the costs exceed the grant money, the District will have to find additional funds.
- Traffic control at Coquille Valley should be considered.
- Additional gym space is necessary, especially since there is no longer access to the community center. A gym at Winter Lakes HS has already been discussed.
- It is stated that the enrollment report already conducted by FLO Analytics shows growth in this District. If this growth occurs, there will be a need for more classrooms at many school sites. The District office currently occupies several spaces at Lincoln, which if there is growth this space would be needed for instruction. This topic will be reviewed in more detail at the November 3rd meeting.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

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October 6, 2020

Submitted by

Thea Wayburn
BRIC Architecture, Inc.

Attachments:

- LRFPP Meeting 02 PPT, October 6, 2020

Meeting Notes

Project: Coquille School District Long Range Facility Planning
Date: October 20, 2020
Project Number: 19018
Subject: LRF Meeting 03
Attendees: **Tim Sweeney**
Teri Pointer
Dave Waddington
Shane Boyd
Heather Echavarria
Stephanie Donaldson
Steve Britton
Jeff Cannon
Jeff Philley
Katharine Domenighini
Geoff Wetherell
Carl Hull
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

1. Dan Hess with BRIC Architecture Inc. welcomes everyone to the meeting and reviews the agenda for this meeting.

2. Dan provides some follow up information to a number of questions asked at the previous meeting (answers are in *italics*):

- What does sprinkler replacement entail? *Per the engineer the best approach is to fully replace a sprinkler system if it is not functioning and/or not up to code. However, based on the type of project or scope of work, the system may not have to be fully replaced (more investigation on a project by project basis would be recommended).*
- Is window replacement part of seismic work? *No, it is not.*
- Are the glass blocks load bearing? *Typically, it is not. The structural engineer working on the seismic grant at the JR/SR High School will look into this more closely as they are performing their work and notify BRIC if there are structural implications at this site.*

3. The next topic is a presentation on Next Generation Learning (see the attached PowerPoint presentation). Today's students are very different in how they learn and interact and what their expectations are. After the presentation, Dan asks the group for comments or thoughts:

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- At the high school, they are preparing about half of the students to leave the county and compete in urban areas or continue onto higher education. The other half that stay in the county – there are a limited amount of available jobs – are assisted by providing connections and the tools needed to be successful in finding jobs.
- The high school has hired a number of talented and younger staff that will be helpful in addressing the social emotional learning of students in the future (not at the forefront right now).
- At the Winter Lakes HS campus, there are a number of programs in place to help students be successful in finding job opportunities (cosmetology, construction, etc.).
- The question is asked – is the District seeing a change at the younger grade levels in how students are learning? The answer is yes, and it is even more exacerbated by the current COVID-19 pandemic. There are seeing more students enrolled in online learning, even at the kindergarten level. The virtual component works well for many parents in the community for a variety of reasons. Enrollment at both Winter Lakes campus as well as their physical school sites has increased.
- Class sizes have grown over the last 10 years at all grade levels.
- Technology integration at all grade levels has been happening over the last 10 years, and into the elementary school within the last 5 years.

4. Thea Wayburn shares a presentation on the educational adequacy assessments. These assessments look at how the building delivers teaching and learning by asking a series of questions related to safety and security, general conditions of instructional spaces, and opportunities for STEM/STEAM/CTE as well as flexible instruction. The attached PowerPoint presentation documents the assessment’s categories, the ranking system and reviews the observations District-wide as well as by school site. The following are comments or observations during and after the presentation:

- It is noted that the District Office has moved out of Lincoln.
- Thea notes an error on one slide (this is corrected in the attached PowerPoint).
- It is noted that in Summer of 2020 there was approximately \$135,000 allocated to provide SPED improvements at Coquille Jr/Sr High School.
- It is asked that since these assessments were conducted in the early part of this year and improvements have been made before the committee was resumed, will these educational adequacy assessments be updated? Dan and Thea state that they can be updated as they will be included in the LRFP report. Tim Sweeney will email Dan and Thea a list of these improvements as well as some of the Districts’ vision about enrollment and capacity.

5. The next meeting is scheduled for November 3rd, 2020 and will focus on enrollment forecasts/projections and capacity analyses.

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These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Thea Wayburn
BRIC Architecture, Inc.

Attachments:

- LRF Meeting 03 PPT, October 20, 2020



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Meeting Notes

Project: Coquille School District Long Range Facility Planning
Date: November 3, 2020
Project Number: 19018
Subject: LRF Meeting 04
Attendees: **Tim Sweeney**
Teri Pointer
Dave Waddington
Shane Boyd
Cliff Wheeler
Stephanie Donaldson
Heather Echavarria
Jeff Cannon
Jeff Philley
Carl Hull
Tony Jones
Alex Brasch, FLO Analytics
Ben Mahoney, FLO Analytics
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.
Elisa Warner, BRIC Architecture Inc.

1. Thea Wayburn with BRIC Architecture Inc. welcomes everyone to the meeting and reviews the agenda for this meeting. Several introductions are made – Alex Brasch and Ben Maloney from FLO Analytics and Elisa Warner with BRIC Architecture Inc. Ben and Alex conducted the enrollment forecasting report for the school district and will be presenting their results this evening. They provide enrollment forecasting for many school districts in Oregon and Washington. Elisa Warner is a lead planner at BRIC Architecture Inc. and works with Thea on capacity analyses and long range planning.

2. Thea begins the presentation with a description of enrollment forecasting and capacity analyses and how they work together and how they can be used as tools for bond planning.

3. Alex with FLO Analytics begins the presentation on enrollment forecasting. The first slide explains the method used to provide enrollment forecasting: Progression Ratio. This looks at births and historic enrollment. Births are reviewed to generate a kindergarten forecast while historic enrollment is used to develop the grade progression ratios. There are a series of slides that show historic enrollment trends by grade and by school. Darker number indicate growth, as the report findings show Coquille SD is growing, particularly at Winter Lakes.

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District birth rates are discussed, looking at how children born in a particular year trends to enrollment for kindergarten. In this study, the number of student enrolling in kindergarten is above 100%, indicating a number of factors such as people moving into the area with kindergarten- aged children, or children from nearby areas are enrolling in this school district.

Ben Maloney from FLO Analytics presents forecast options. There are two – higher growth scenario (option 1) and lower growth scenario (Option 2). The two options affect both Winter Lakes campuses as enrollment has increased at a higher rate than the other school sites. If the grade progression ratio were used, the number of students enrolled at Winter Lakes increases to a number that would not be feasible. The following slides (in the attached PowerPoint) show both options as they forecast District-wide, by grade and by school.

Alex notes that while COVID was not considered for the report findings, there has been some studies done and based on preliminary results, Coquille School District appears to be rebounding quicker than other districts. It is noted that a high percentage of the K-3 population in Coquille are back in in-person learning.

At this time Thea asks if there are any questions. The comment is made that it appears more classrooms are going to be needed for Winter Lakes. Tim Sweeney responds that it has been discussed, as well as providing a gymnasium to the HS campus. Classrooms could be added below a gymnasium space (not above due to needed heights for athletic activities).

5. Thea Wayburn begins the presentation on capacity. School capacity calculations are based on the number of instructional spaces, referencing class goal sizes (provided by the District) and utilization rates. An elementary school has a rate of 1.0 as students do not switch rooms for classes. Middle and high Schools look at bell schedules to determine a utilization rate as classrooms are generally not used every period of the school day. BRIC calculated both functional capacity (which excludes classroom sized spaces used for other purposed) as well as total building capacity (which includes all classroom sized spaces for potential teaching stations). This scenario is present at both Coquille Valley and Lincoln.

The following slides show the capacity at each school site and compare it to the enrollment forecasting. Lincoln, Coquille Valley and Coquille Jr/Sr High School appear to have capacity for the forecasted enrollment growth. At both Winter Lakes campuses, as much of the instruction is online/distance learning, the enrollment projections are way higher than what these buildings can physically hold or would hold. However, as enrollment grows there may be a need for additional physical space.

Dan Hess states that it appears there are two types of growth in this District: normal/healthy growth and growth from an increase of the Winter Lakes programs. Dan asks the group in terms of the information presented this evening, what does the District's sense in terms of what is needed, and has the district

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been able to track how many students are onsite at Winter Lakes? Tim states that they were tracking it before the Covid-19 pandemic and that on average it was 35 students (with a high at 60) at the elementary school campus and 60-65 a day at the high school (with a high around 100 students). Many students who attend Winter Lakes do not live in Coquille so it is not likely they would attend in person. However, if in person attendance increases the District could look at schedule changes (i.e. an A/B schedule) or other ways to accommodate an increase in students.

6. The final meeting is scheduled for November 10th, 2020. Prior to this meeting BRIC Architecture will be sending the committee a survey to complete before the meeting. This survey will help craft the Capital Improvement Plan that is part of the Long Range Facility Planning Report. In the survey there will be list of recommendations that have been generated from the facility assessment reports, meeting discussions, educational adequacy reports and capacity analyses. Committee members can vote if each recommendation is a Tier I, Tier II or Tier III priority. Tier I are the highest priority items that would be considered in a 0-5 year timeframe. Tier II items fall in a 5-10 year timeframe and Tier III items are considered longer term or 10 plus year timeframe. The results of the survey will be the focus of the discussion on November 10th.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Thea Wayburn
BRIC Architecture, Inc.

Attachments:

- LRFPP Meeting 04 PPT, November 3, 2020

Meeting Notes

Project: Coquille School District Long Range Facility Planning
Date: November 10, 2020
Project Number: 19018
Subject: LRF Meeting 05
Attendees: **Tim Sweeney**
Teri Pointer
Dave Waddington
Shane Boyd
Cliff Wheeler
Stephanie Donaldson
Heather Echavarria
Jeff Cannon
Jeff Philley
Carl Hull
Geoff Wetherell
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

1. Thea Wayburn with BRIC Architecture Inc. welcomes everyone to the meeting and reviews the agenda.

2. Thea begins the presentation with a description of the work to date leading up to this final meeting for the committee. Thea then shares the process that led to the creation of the survey. The survey was sent to the committee members the week of November 3rd (via Survey Monkey). The recommendations (both District-wide and school specific) were generated as a result of the facilities assessments, educational adequacy interviews, enrollment forecasting and capacity analyses reports, and conversations held at previous meetings with this committee. Each recommendation could be voted for in (1) of (3) tiers (Tier I, Tier II or Tier II). The tiers indicated the importance or priority of each recommendation. Tier I items are typically addressed in a 0-5 year timeframe, Tier II in a 5-10 year timeframe and Tier III in 10 years or more timeframe.

Establishing the series of tiers helps set the framework for the District as they begin their bond planning efforts and will be included in the Long Range Facilities Plan Report. It is beneficial to have all the recommendations documented as items in a lower level could move up if need (i.e. a boiler replacement in Tier II may need to move up to Tier I if the systems has issues or needs more urgent attention).

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Likewise, if alternate measures are available to fund projects, items in lower tiers could move up if those recommendations above them have been financed in a different way.

Thea shares a chart that shows each recommendation was voted for (and what percentage of voters). Additional recommendations were also recorded on the write-in question on the survey. A second chart shows how the recommendation results are weighted (to help provide an average among the votes). Higher weighted values in this chart indicate higher priority recommendations. The weighted numbers can also help set benchmarks for where each Tier would fall.

At this time Thea asks if there are any questions. There are none at this time.

3. Thea Wayburn presents an interactive program that has each recommendation listed on a separate square or note and placed in one of the 3 Tiers. There is also a column for those items that were written in on the survey. This program will allow the committee to review where items are placed and determine if items need to move (and they can be moved in real time). The following notes below document the discussion held by the committee:

- Are the items in each listed in order of how they should be addressed? Thea replies that they are listed by how they were scored and that does not indicate which one has to be done first.
- What do the restroom finishes entail? Thea notes that there is some work at Lincoln and at Winter Lakes ES. At Winter Lakes, the work would help make the restroom accessible. At Lincoln it is to repair and/or replace damaged or worn finishes.
- A suggestion is made to move adding a parent drop off at Coquille Valley ES into Tier I.
- Is the recommendation for fire alarm replacement – is this a safety issues and would clocks and paging have to be included (as these systems have a life expectancy)? Dan states that they are often grouped together as they are low voltage items, but they do not have to be together if desired. The committee leaves the fire alarm system replacement in Tier II but moves clocks and paging system replacement to Tier III.
- Some clarification is provided regarding the recommendation for the parking area at the Bus Barn. Sinkholes occur from time to time and the parking area should be looked at to remedy the issues. The parking area would also be repaved.
- The column called other improvements is reviewed. It is discussed if it should be renamed “Tier IV”. It is decided to remain named as is.
 - It is clarified the suggestion to provide a District Office does not necessarily mean new construction, it is desired to find a permanent home for it (the recommendation is reworded to reflect this)
 - It is clarified the recommendation regarding finding different homes for SPED and Technology is not in reference to students, it is for support staff occupying space in the school buildings.

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- It is noted that if these are relocated it may offset the need to construct additional classrooms at select locations.
 - This list will remain as items discussed and/or desired but may not be part of a bond measure.
- There is a discussion around the recommendation for re-keying and access controls:
 - What does this all entail? The Junior/Senior HS needs exterior door replacement (as doors do not work); this also includes re-keying doors.
 - This one should move to a one of the Tiers as it appears to be a safety issue.
 - It is noted this topic is one the District needs to have a bigger conversation on.
 - Would it address all of the schools? Could it/would it include providing safe entry vestibules like Winter Lakes HS has? Lincoln's layout proves trickier to accomplish this and it has two entries.
 - It is noted with door replacement it may simply be a new door and frame or it may involve repair or replacement of adjacent finishes.
 - This type of recommendation would be one to have community support, especially if these issues are addressed at most or all sites.
 - This recommendation moved to Tier I and restroom upgrades is moved to Tier II.
- Dan states that the next step in this process is bond planning. A committee would be formed, and these recommendations can be looked at in more detail to provide project costs and other fees associated with each recommendation.
 - This will assist in determining if recommendations need to move to another list if too costly or if they can be done with other means of funding.
- It is noted that it is important that ALL of the schools are touched by the bond measure; this could definitely aid in gathering community support for the bond.

The final list of Tiers is attached to these meeting notes. These will be included in the Long Range Facilities Report as well.

4. This is the final meeting for this committee. The Long Range Facilities Report will be completed in the next few weeks. After District review and implementation of any changes, the District will have a final draft to submit to the State as required.

- It is asked who submits this? Typically, a District submits it to the State.
- When is it due? December 1st and grants are due December 15th. This gives the state time to review and indicate if any changes to the report need to be made.
- BRIC's goal is to send it to the District by November 30th with the hope of having it to the District by November 23rd if possible.
- Who is addressing the seismic grant? This is being done by BRIC/structural engineer.

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Everyone is thanked for their efforts and participation in this process.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Thea Wayburn
BRIC Architecture, Inc.

Attachments:

- LRF Meeting 05 PPT, November 10, 2020
- Prioritization Exercise – PDF of final results

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