LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
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www.lincoln.k12.or.us

Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Board Work Session

Date	**Tuesday, October 24, 2023**
Time	**5:00 PM**
Place	**Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Work Session of the Board beginning at 5:00 PM.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, October 24, 2023 - 5:00 PM
Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

Agenda

1. Call to Order & Establishment of a Quorum
2. LCSD Future Bond Discussion

Possible BOND Projects

South

CVH	New Roof	$1M
CVH	Sprinkler System	$400K
CVH	Intercom System	$100K
CVH	New Boiler (Veg Oil)	$300K
CVH	Replace Oil Tank	$100K
CVH	Sewer Pump (CVH and WHS) – *only because county may pay*	$100K
CVH	Paint	$150K
WHS	Replace Hot Water System	$155K
WHS	Intercom System	$100K
WHS	Paint	$150K
WHS	Turf Field	$550K
WHS	Forestry Classroom	$500K
	Need to talk about	
WHS	(6) Classroom @ $400K	$2.4M
WHS	(300) Auditorium Seating	$7M
		$13,005,000

East

TOES	New Boiler	$300K
TOES	Intercom System	$100K
TOES	Asbestos Tile/Fix Floor	$100K
TOES	Playground Rubber	$200K
TOES	Playground Turf	$100K
TOES	Replace Gym Floor	$150K
TOES	Paint	$150K
TOES	(4) Classrooms @ $400K	$1.6M
TOHS	Phone Switch	$50K
TOHS	Intercom System	$60K
TOHS	Asbestos	$100K
TOHS	Overlay Asphalt	$60K
TOHS	New Floor & Sub Floor (Middle School Area)	$75K
	Need to talk about	
TOHS	(300) Auditorium Seating	7M
TOHS	Include Band & Choir Room	
TOHS	Paint	$150K

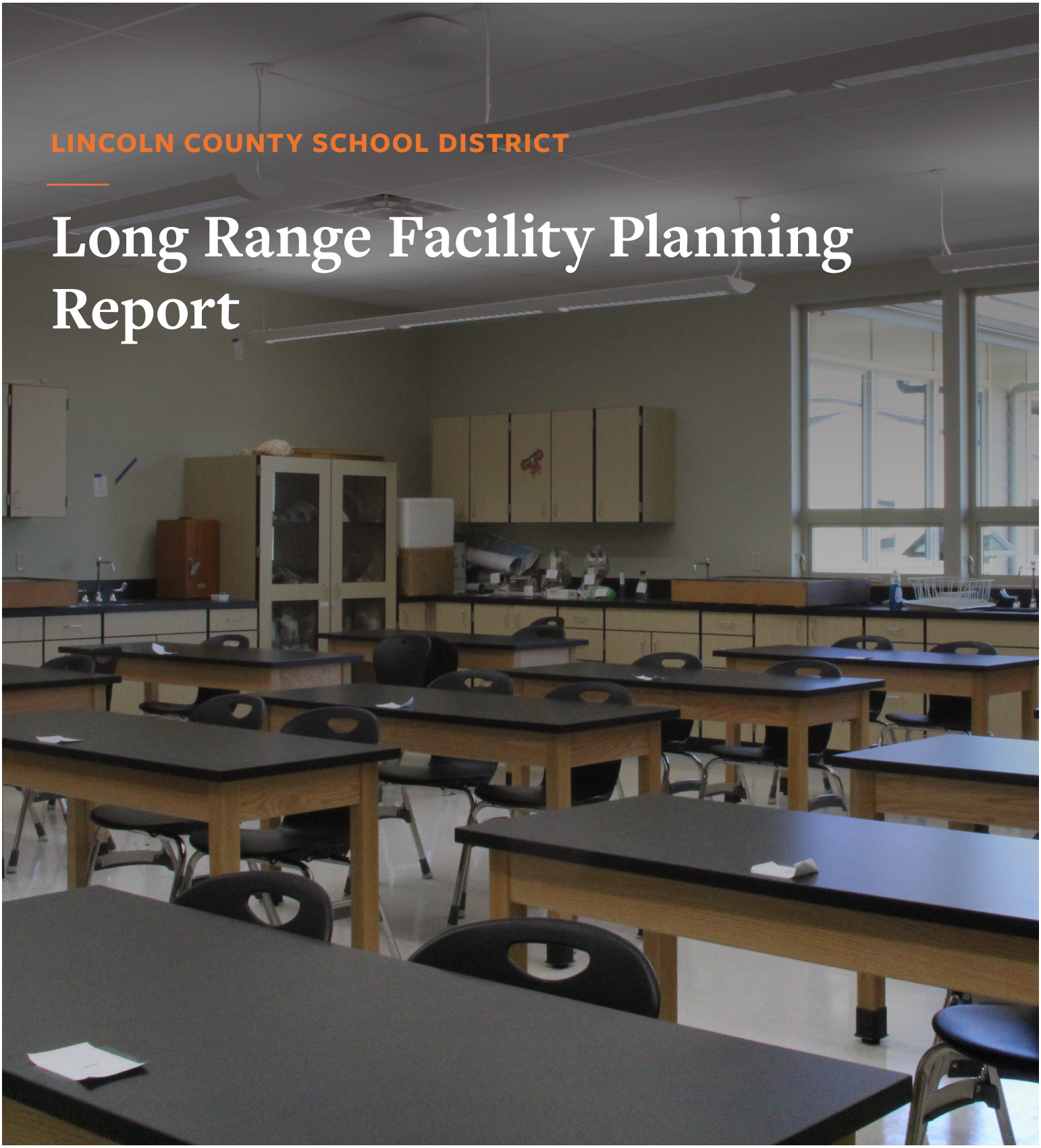
	Tier II	
TOHS	Replace Boiler to Hot Water	$350K
TOHS	Replace Water Piping	1,350,000
		$11,895000

North

OLE	Phone Switch	$40K
OLE	Intercom System	$50K
OLE	Water Supply for Sprinklers	$150K
OLE	Sprinklers	$600K
OLE	Road South	$250K
OLE	Upgrade Playground, Asphalt and Drainage	$100K
OLE	Parking Lot Lights	$50K
OLE	Asbestos	$100K
	TIER II	
OLE	Synthetic Turf Playground	$150K
TAES	Replace Section of Roof	$150K
TAES	Phone Switch	$50K
TAES	Intercom	$65K
TAES	New Playground	$200K
TAES	Asbestos Tile	$200K
TAES	Paint	$150K
TAES	TIER II	
TAES	Synthetic Turf Playground	$200K
TAHS	Synthetic Turf Football Field	$550K
TAHS	Replace Generator	$200K
TAHS	Replace Diesel Tank	$100K
TAHS	Paint	$150K
TAHS	Stair Treads	$50K
TAHS	P-Lam Panels	$100K
TAHS	Refinish Gym Floor	$60K
TAHS	Upgrade Air Hander	$200K
TAHS	Paint Exterior Doors	$30K
TAHS	Forestry Add On Classroom	$300K
		$4,245,000

West

YV	Phone Switch	$50K
YV	Water Supply for Sprinklers	$50K
YV	Sprinklers	$200K
YV	Asbestos Tile Replacement	$100K
YV	P-Lam Panel	$100K
YV	Tie Tunnel Water Together	$50K
YV	Parking Lot Lights	$50K
YV	Paint	$150K
YV	SpEd Playground	$100K
SC	Phone Switch	$50K
SC	Water System Sprinklers	$100K
SC	Sprinkler System	$350K
SC	Asbestos	$50K
SC	P-Lam Panels	$75K
SC	Paint	$150k
NMS	Phone Switch	$50K
NMS	Generator Upgrade & 1000 gallon Tank for Generator	$250K
NMS	Intercom	$100K
NMS	Replace Boilers (2)	$350K
NMS	Upgrade Air Handlers	$70K
NHS-E	Phone	$50K
NHS-E	Intercom	$100K
NHS-E	Synthetic Turf	$550
NHS-E	Upgrade (4) Classrooms	$100K
NHS-E	Asbestos	$100K
NHS-E	Kitchen Remodel (food)(294)	
NHS-E	P-Lam Panel	$50K
NHS-E	Paint	$150K
NHS-W	Asbestos	$60K
NHS-W	P-Lam Panel	$50K
NHS-W	Paint	$150
NHS-W	Develop ADA Entry	$100K
		$3,955,000



LINCOLN COUNTY SCHOOL DISTRICT

Long Range Facility Planning Report

BRIC

BRIC ARCHITECTURE, INC. SEPTEMBER 2020

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Participants

LINCOLN COUNTY LONG RANGE FACILITIES PLANNING COMMITTEE

Dr. Karen Gray, Superintendent
Rhea Warren, Assistant to the Superintendent and School Board
Rich Belloni, Facilities Director
Ron Beck, School Board Member (Zone 3)
Tim Kaufman, Facilities Manager
Chris Carlson, Community Member
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

SCHOOL PRINCIPALS

Libba Sager, Crestview Heights
Michael Gass, Crestview Heights
Sandy Mummey, Oceanlake Elementary School
Shelley Moore, Sam Case Elementary School
Rebecca Bostwick, Taft Elementary School
Liz Postlewait, Toledo Elementary School
Kristin Becker, Yaquina View Elementary School
Aaron Belloni, Newport Middle School
Reyna Mattson, Newport High School
Amy Skirvin, Waldport Middle/High School
Nick Lupo, Taft 7-12 School
Richard Ceder, Toledo Junior/Senior High School

EDUCATIONAL ADEQUACY ASSESSMENT TEAM

Elisa Warner, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.
Andrew Werth, BRIC Architecture Inc.

FACILITIES ASSESSMENT TEAM

Chris Walkup, GLAS Architects

OTHER MEETING ATTENDEES

Vince Dye, Operations Administrator
Katie Barrett, Elementary School Teaching and Learning Administrator
Alex Brasch, FLO Analytics
Ben Maloney, FLO Analytics



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1 INTRODUCTION

The following report summarizes the Long Range Facilities Plan for Lincoln County School District. Lincoln County 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 (conducted by GLAS Architects) of all schools and admin/support facilities in the District, documenting site conditions, building envelope, structure, mechanical, plumbing, and electrical systems.[1]
- Educational adequacy assessments of all schools based on interviews with school principals.
- Capacity analyses of all Lincoln County schools in order to determine the ability of current District school facilities to meet 10-year enrollment projections.[2]
- Establishment of district-wide facilities goals based on collaborative sessions with the Lincoln County Long Range Facilities Planning Committee.
- Development of a capital improvement plan (CIP) outlining the District's facilities projects over the next 10 years.



1 Facilities assessments were performed by GLAS Architects.

2 Enrollment projections were prepared by FLO Analytics on behalf of Lincoln County School District.

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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, the firm of GLAS Architects was contracted by Lincoln County 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 on each Lincoln County 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 Sizes
- Environmental Conditions for Learning
- General Classroom Features
- Special Education Program Resources
- Spaces to Support P.E. Curriculum
- Commons/Cafeteria and Servery
- Library Media Center
- Safe and Secure Learning Environments
- Administrative Spaces to Support School Operations/ Community Programs

Lincoln County School District referenced a variety of state and national standards in assessing the educational adequacy of its school 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 provided a framework for assessing the adequacy of Lincoln County's school facilities to 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 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).

SCHOOL CAPACITY ANALYSES

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.[3] In preparing this report, the following guidelines were used:

Elementary Schools

- 25 students per classrooms for grades K-5.
- 15 students per classroom for SPED classrooms.

Middle Schools

- 28 students per classroom for grades 6-8.
- 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 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.

High Schools

- 30 students per classroom for grades 9-12.
- 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 include two (2) P.E. spaces: Main and Aux Gyms. Supplemental P.E. areas (e.g. weight room) were not counted for capacity purposes.

Lincoln County 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

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

- February 20, 2020
- April 16, 2020
- May 28, 2020
- June 8, 2020
- June 25, 2020

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

Originally the committee planned to meet (4) times, but due to the unforeseen conditions associated with the Coronavirus pandemic, all meetings after February were moved to digital platforms, and a fifth session was added to accommodate schedules and provide adequate time for the work to be accomplished.

The kickoff meeting established expectations and goals for the committee as well as establishment of Guiding Principles.

The following meetings discussed facility needs, the results of the educational adequacy assessment work, capacity analysis and enrollment projections.

A Capital Improvement Plan (CIP) was developed to prioritize facilities projects based on the needs noted during the assessments (both building condition and educational adequacy) as well as additional district needs discussed at the Committee's kick-off meeting. Committee members were given an opportunity to participate in a survey to prioritize these needs (Tier I, II or III) to better identify which projects would be considered for the next District bond. Additionally, items in lower tiers are documented for long term District-wide planning.



Collaboration
with Local Government Planning Agencies

Lincoln County School District (LCSD) serves students from across the county, which encompasses a 55-mile strip of the central Oregon coast beginning at Cascade Head, south to Cape Perpetua. The county's 48,820 residents cluster around the coastal communities of Lincoln City, Depoe Bay, Newport, Waldport and Yachats, and around inland communities of Toledo, Siletz, and Eddyville. Lincoln County School District views local municipal and county planning agencies as key stakeholders in the facilities planning process. 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 Lincoln County School District will construct a new school based on capacity needs; however, the District has considered potentially constructing one or more replacement facilities in the future due to the age and condition of select school buildings, particularly in the City of Depoe Bay.

Meetings have taken place with the City Manager and Planner on a possible new school in Lincoln City as part of a potential future bond. Similar conversations have transpired with planners in Newport regarding possible locations for a new Newport High School campus, and with the City of Depoe Bay regarding locations for a new elementary school.

In addition, Superintendent Dr. Karen Gray is a member of both the City of Newport Vision 2040 Committee as well as their Education Sub Committee, and has established a relationship with Parks and Recreation Department. She is a former member of the Road's End Villages Committee for Urban Renewal with Lincoln City. Dr. Gray meets often with Lincoln County Commissioners about topics ranging from long range economic development to child care.

Historic Registry
Status of District-owned Buildings

Lincoln County School District does not own any facilities that are on the National Historic Register. However, one building has a been filed as "eligible/contributing":

Lincoln County School District Building
National Register N/A
Location: 459 SW Coast Highway, Newport, OR
Primary Construction Date: 1930
Eligibility Evaluation: Eligible/contributing
Primary Style: Art Deco

2 DISTRICT OVERVIEW

Lincoln County School District serves students from all areas in the county, which occupies a 55-mile strip of the central Oregon coast, and East-West distances average 20 miles from the Pacific Ocean to inland areas. The county's total area is about 1,000 square miles. Residents of the county cluster around the coastal communities of Lincoln City, Depoe Bay, Newport, Waldport and Yachats, and around the inland communities of Toledo, Siletz and Eddyville.

The District's guiding philosophy of "every child, every day, future ready" is intended for all who are touched by this District.

School District Facts

- 5,435 students in Grades K-12 (which includes 11 schools and 3 public charter schools)
- 600 Employees

Elementary Schools, Grades K-2

- Yaquina View Elementary

Elementary Schools, Grades K-5

- Crestview Heights
- Oceanlake Elementary
- Sam Case Elementary School
- Taft Elementary
- Toledo Elementary

Middle Schools, Grades 6-8

- Newport Middle School

High Schools, Grades 7-12

- Taft 7-12
- Toledo Jr/Sr High School
- Waldport Middle/High School

High Schools, Grades 9-12

- Newport High School

Charter Schools

- Career Tech High
- Eddyville
- Siletz Valley

Other Buildings

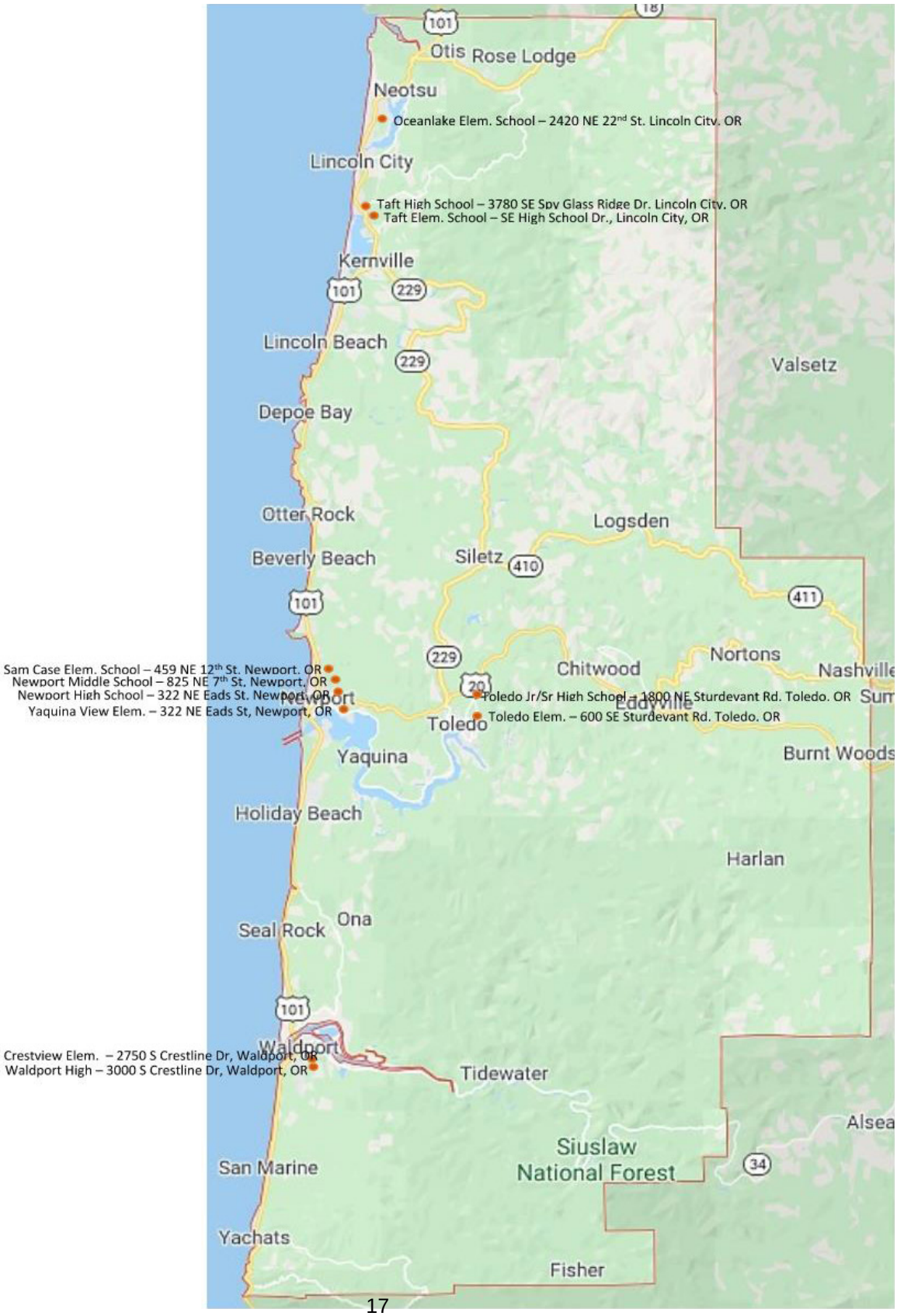
- Arcadia Elementary School (currently not open)
- Early Childhood Center
- Lincoln County District Office
- Teaching and Learning Center
- Toledo Maintenance Contractor's Building
- Toledo Maintenance (East Shop)

Bond History

In 2011, Lincoln County School District passed a $63,000,000 bond (including $15,000,000 of QSCB bonds) to fund school facility improvements which included the following:

- District-wide HVAC, Plumbing, Electrical and Energy Upgrades
- District-wide Field, Grounds and Paving Improvements
- District-wide Interior Upgrades
- Removal of Modular Classrooms
- Classroom Additions at Oceanlake,Sam Case and Toledo Elementary Schools, Toledo Jr/Sr High School and Newport High School
- Waldport High school

District Owned Facilities	
Yaquina View Elementary School	44,221 SF
Crestview Heights	77,480 SF
Oceanlake Elementary School	54,865 SF
Sam Case Elementary School	51,567 SF
Taft Elementary School	66,407 SF
Toledo Elementary School	63,694 SF
Newport Elementary School	79, 408 SF
Newport High School East Campus	86,400 SF
Newport High School West Campus	57,000 SF
Taft 7-12 School	154,560 SF
Toledo Jr/Sr High School	75,090 SF
Waldport Middle/High School	56,418 SF
Arcadia Elementary School	32,330 SF
Early Childhood Center	5,900 SF
Lincoln County District Office	7,820 SF
Teaching and Learning Center	21,500 SF
Toledo Maintenance Contractor's Building	3,343 SF
Toledo Maintenance (East Shop)	9,485 SF

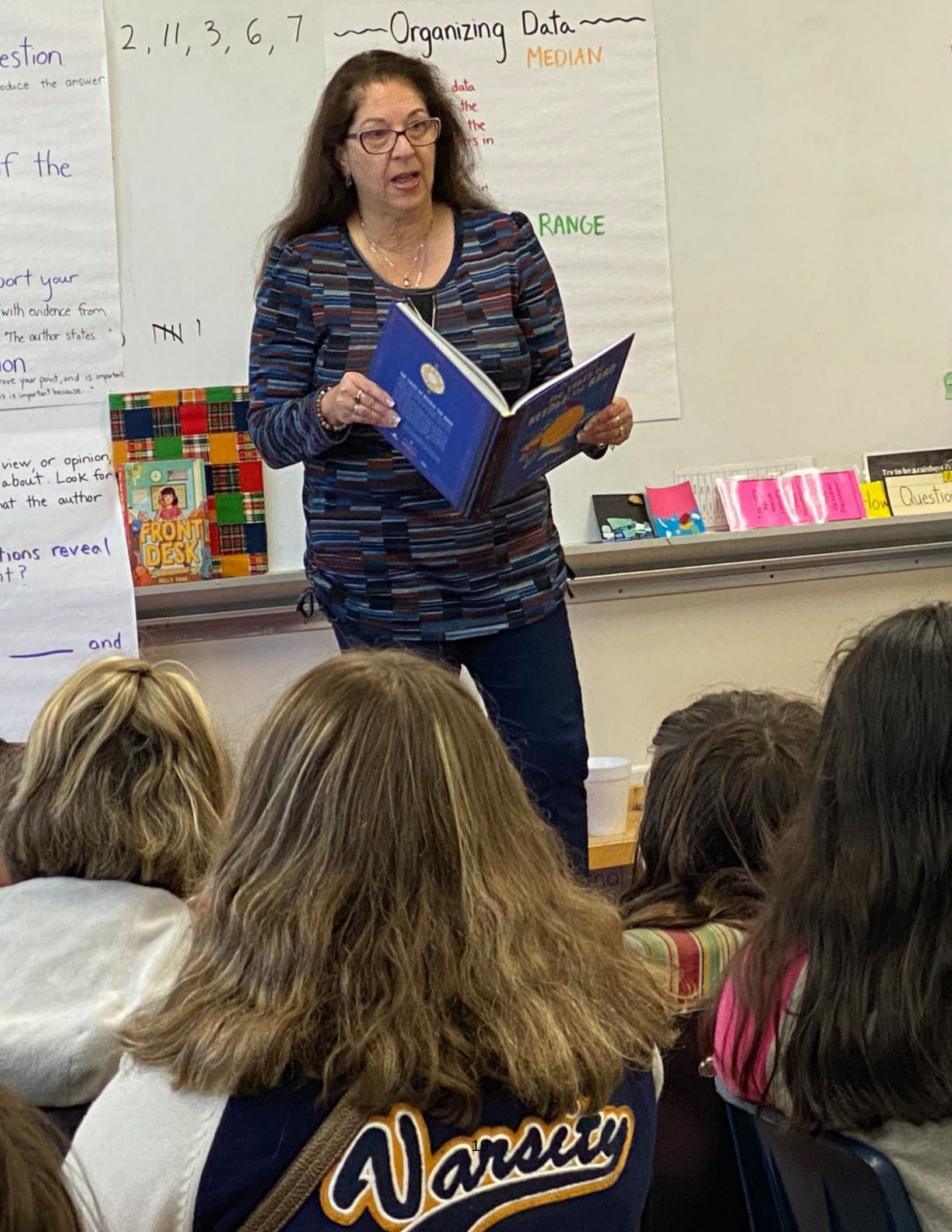

Otis
Rose Lodge
Neotsu
Oceanlake Elem. School – 2420 NE 22nd St. Lincoln City, OR
Lincoln City
Taft High School – 3780 SE Spy Glass Ridge Dr. Lincoln City, OR
Taft Elem. School – SE High School Dr., Lincoln City, OR
Kernville
Lincoln Beach
Valsetz
Depoe Bay
Otter Rock
Logsden
Beverly Beach
Siletz
Sam Case Elem. School – 459 NE 12th St. Newport, OR
Newport Middle School – 825 NE 7th St. Newport, OR
Newport High School – 322 NE Eads St. Newport, OR
Yaquina View Elem. – 322 NE Eads St, Newport, OR
Chitwood
Nortons
Nashville
Toledo Jr/Sr High School – 1800 NE Sturdevant Rd. Toledo, OR
Toledo Elem. – 600 SE Sturdevant Rd. Toledo, OR
Toledo
Yaquina
Burnt Woods
Holiday Beach
Harlan
Ona
Seal Rock
Crestview Elem. – 2750 S Crestline Dr, Waldport, OR
Waldport High – 3000 S Crestline Dr, Waldport, OR
Tidewater
Siuslaw
National Forest
San Marine
Yachats
Fisher

Guiding Principles for Lincoln County School Facilities

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

- Become a driver in the economic development and growth of the community.
- Help create a community where people want to live, work and thrive.
- Build schools that inspire, motivate and draw people to preserve the importance of our schools as hubs for our community.
- Establish a united school district and community.
- Provide opportunities for all students to read and think at highest level.
- Offer CTE programs and curriculum that adapt to changing needs in the real world.




2, 11, 3, 6, 7
Organizing Data
MEDIAN
RANGE
FRONT DESK
Varsity

District-Wide

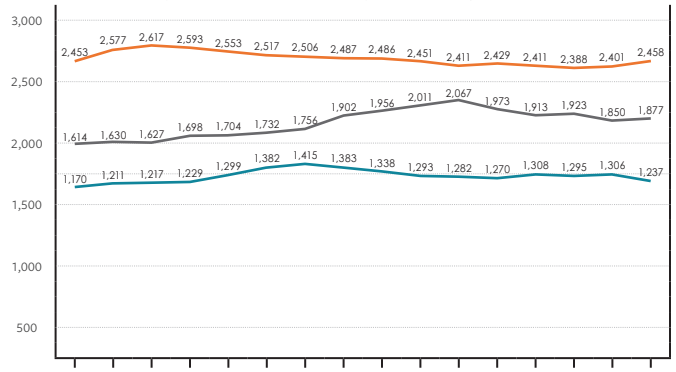
Enrollment and Capacity Analysis

Elementary Schools: Elementary school enrollment across the district is projected to be stable, and even decline slightly over the next 10 years. Five of six schools at the elementary level exhibit some level of decline by the end of the forecast period. Oceanlake is the only elementary school expected to experience an increase in enrollment by 2029–30. Based on the functional capacity of the District's elementary school buildings and projected enrollment, it is not anticipated than any elementary school will be over-capacity at any point over the next 10 years. Sam Case Elementary was slightly over-capacity in 2019-20; however, enrollment projections show that the school will be just under capacity by fall 2020 and that enrollment will continue to slowly decline through 2030.

Middle Schools: While total district-wide middle school enrollment is projected to peak around 2024 before declining, overall growth is driven by only one middle school (Taft MS). Declining enrollment is projected at Toledo Jr. High School, Waldport Middle School, and Newport Middle School over the next 10 years. Based on the functional capacity of the District's middle school buildings and projected enrollment, it is not anticipated than any middle school will be over-capacity at any point over the next 10 years.

High Schools: Total high school enrollment counts is expected to peak in 2024–25. Three out of the four high schools are expected to experience increased enrollment; only Toledo Senior HS is expected to see a decline. Based on the functional capacity of the District's high school buildings and projected enrollment, it is not anticipated than any high school will be over-capacity at any point over the next 10 years.

Building Attendance Enrollment Forecasts by Grade Group
(Medium Growth Series) - FLO Analytics



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K-5	2,453	2,577	2,617	2,593	2,553	2,517	2,506	2,487	2,486	2,451	2,411	2,429	2,411	2,388	2,401	2,458
6-8	1,170	1,211	1,217	1,229	1,299	1,382	1,415	1,383	1,338	1,293	1,282	1,270	1,308	1,295	1,306	1,237
9-12	1,614	1,630	1,627	1,698	1,704	1,732	1,765	1,902	1,956	2,011	2,067	1,973	1,913	1,923	1,850	1,877

October 31st building attendance enrollment forecasts (headcount) through 2029 by grade group, medium growth series. Includes all schools, and students living both within and outside the District. Excludes Preschool.



4 DISTRICT-WIDE ENROLLMENT AND CAPACITY ANALYSIS

School Capacity and Enrollment Forecasts (Medium Growth Series)

School Capacity and Enrollment Forecasts (Medium Growth Series)

Area	School	Total Capacity	2019-2020	2020-2021	2024-2025	2029-2030
East	Toledo Elementary School	495	413	410	400	394
	Toledo Junior High School	574	110	111	84	91
	Toledo Senior High School		206	209	204	181
East Total		**1,069**	**729**	**730**	**688**	**666**
North	Oceanlake Elementary School	440	369	390	370	395
	Taft Elementary School	645	524	527	549	522
	Taft Middle School	1,012	290	295	276	300
	Taft High School		498	506	594	576
North Total		**2,097**	**1,681**	**1,718**	**1,789**	**1,793**
South	Crestview Heights School	620	334	313	294	290
	Waldport Middle School	327	96	114	83	88
	Waldport High School		193	203	259	210
South Total		**947**	**623**	**630**	**636**	**588**
West	Sam Case Elementary School	505	480	450	431	418
	Yaquina View Elementary School	515	445	450	411	439
	Newport Middle School	598	523	545	461	429
	Newport High School	1,024	640	655	795	674
West Total		**2,642**	**2,088**	**2,100**	**2,098**	**1,960**
Total (Does not include Charter School Enrollment)		**6,755**	**5,121**	**5,178**	**5,211**	**5,007**



Crestview Heights

2750 S Crestview Drive, Waldport, Oregon 97394

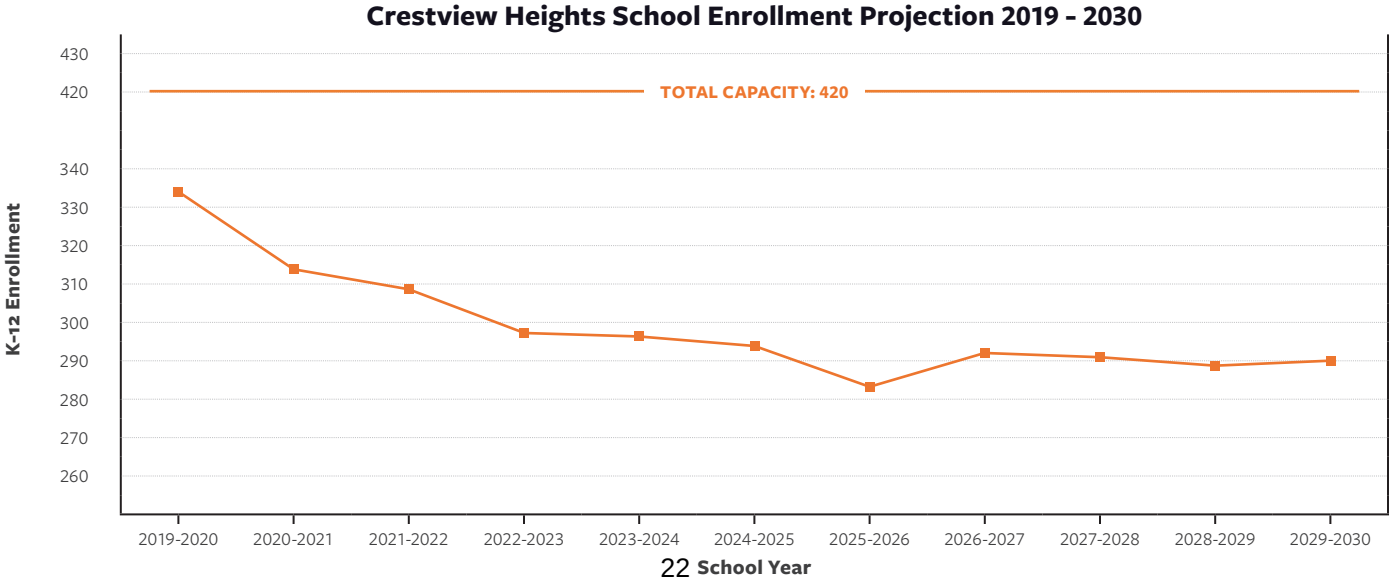
Year Built 1997 | **Area** 72,480 SF
Student Capacity 420 Students | **2019-20 Enrollment** 334 Students
% of Capacity 80% | **Projected Enrollment Change by 2029-30** -44 Students



Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	15	25	100%	375
SPED Classrooms	3	15	100%	45
Vacant Classrooms	0	25	100%	0
Total Capacity	**18**			**420**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
Middle School Classrooms	3	Room 13, 16, 19
Middle School Art Room	1	Room 15/17
Middle School Music Room	1	Room 18
Reading Lab	1	Room 11
Art Room	1	Room 21
Pre-K Classroom	1	Room 23
Total Potential Classrooms	**8**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Located in Waldport, **Crestview Heights** is a Title I school serving grades PK-6 in the south area of the district. A portion of Crestview Heights' facility is shared by the adjacent Waldport MS/HS.

CAPACITY

Crestview Heights includes 26 classrooms; however, only 18 classrooms are currently used for general instruction of elementary students. Consequently, the school's functional capacity is 420 students. Five (5) classrooms are used by the adjacent middle school, one (1) classroom is used for a pre-k program, one (1) classroom is used exclusively for art, and one (1) classroom is used as a Title I reading room. Crestview Heights is currently at 80% capacity. No portable classrooms are onsite. A gradual decline in enrollment is projected in the attendance area over the next 10 years; the school is expected to lose approximately 44 students by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Repair foundation cracking.
- Replace asphalt shingle roofing.
- Replace single ply roofing.
- Refinish wood flooring.
- Replace copper plumbing lines.
- Replace diesel boiler with electric.
- Replace power supply for electric boiler.
- Replace hot water supply/return lines.
- Replace sprinkler system.
- Lighting upgrades.
- Replace voice/data system.
- Expand existing camera system.
- Sealcoat roadways.
- Replace sanitary sewer system pump.
- Replace fuel tank.
- Replace site lighting.
- Playground upgrades and equipment replacement.
- Possible classroom addition.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks for most students; kindergarteners use iPads. Classrooms have projectors and document cameras.
- The school lacks a dedicated makerspace but does have an art room. A former project room was converted back to a general classroom.
- Classrooms are not adequately sized but have exterior windows to provide daylighting. The size of classrooms limits flexible learning within the classroom. The library can be used for larger groups but is not always available. The building does not have extended learning areas.
- Both the library and cafeteria are adequately sized and are well utilized.
- The gymnasium is adequate in size but lacks sufficient storage.
- Traffic congestion is minimal at this school and there are good sight lines within the building. This school has a secure entry vestibule. Bus and parent vehicular circulation are separate.
- Areas dedicated to SPED programs are adequate, but extra space is desired.
- Expanded administrative space, particularly conference room space, is needed.

Oceanlake Elementary School



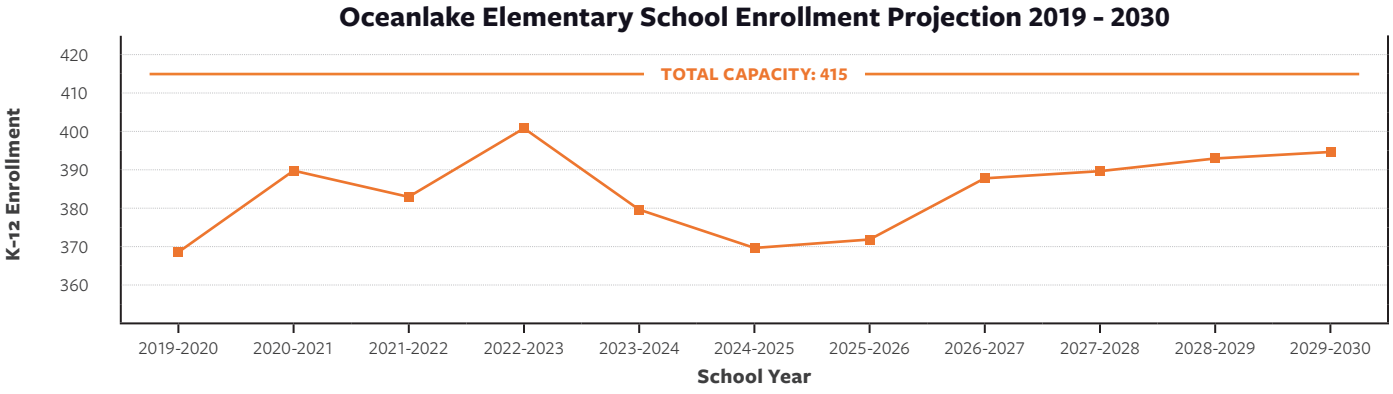
2420 NE 22nd Street, Lincoln City, Oregon 97367

Year Built 1951, 2012 | **Area** 54,865 SF
Student Capacity 415 Students | **2019-20 Enrollment** 369 Students
% of Capacity 89% | **Projected Enrollment Change by 2029-30** +26 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	16	25	100%	400
SPED Classrooms	1	15	100%	15
Vacant Classrooms	0	25	100%	0
Total Capacity	**17**			**415**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
Title I/ELD Room	1	Room 1
Total Potential Classrooms	**1**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Located in Lincoln City, **Oceanlake Elementary School** serves grades K-2 in the north area of the district.

CAPACITY

Oceanlake Elementary School has 17 active teaching stations and capacity is at 89%. One additional classroom is used for Title I / ELD instruction. There are no modulars onsite. Enrollment is projected to slowly increase over the next 10 years, adding approximately 26 students by the 2029-2030 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Roofing replacement/revise construction.
- Select exterior door replacement.
- Replace select interior walls (masonry).
- Add plastic laminate wainscoting.
- Abate/replace select resilient flooring.
- Replace resilient stair treads.
- Replace all glue-up ceiling tiles.
- Replace copper plumbing lines.
- Replace existing sewer lines.
- Replace damaged rain water drainage lines.
- Replace hot water supply/return lines.
- Install sprinkler system and water supply/pump.
- Upgrade domestic service to site.
- Replace voice/data system.
- Replace closed circuit surveillance system.
- Replace fire alarm panels.
- Kitchen/equipment upgrades.
- Partial sealcoat of roadways.
- Add parking lot lighting.
- Replace domestic lines/system.
- Upgrade playground.
- Infill basement near stage.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors and document cameras.
- The configuration of this school does not provide extended learning or flexible space.
- Classrooms are not consistent in the size or amenities. Windows are present but many windows are small.
- The school has a dedicated Makerspace and classrooms are also utilized for “messy” activities. The school also has a music classroom.
- The gym is generously sized with an adjacent stage. However, the school lacks a covered play area.
- The library is adequately sized.
- The cafeteria area is adequate in size, but students eat in their classrooms due to the lack of acoustic treatments in the space. The servery area is often congested.
- The school has a secure entry vestibule and the main office has good visibility of parking areas.
- There are multiple spaces provided for SPED programs throughout the school; however not all of them are ADA-accessible.
- The school is lacking administrative and meeting spaces, as well as available space for community partners.

Sam Case Elementary School



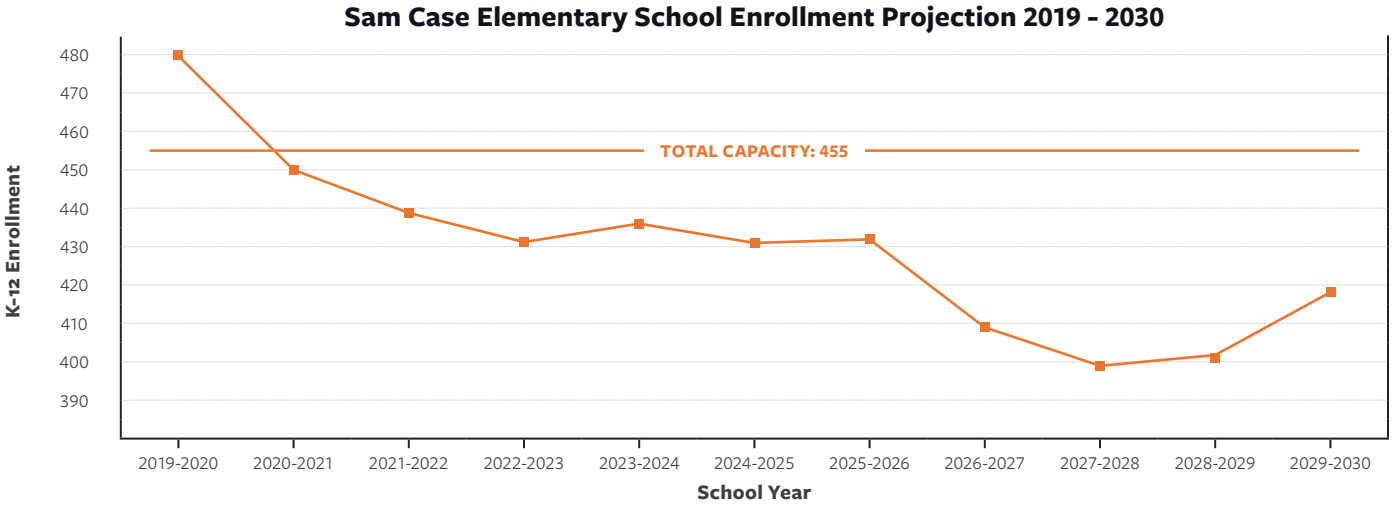
459 NE 12th Street, Newport, Oregon 97365

Year Built 1958, 2012 | **Area** 51,567 SF
Student Capacity 455 Students | **2019-20 Enrollment** 480 Students
% of Capacity 105% | **Projected Enrollment Change by 2029-30** -62 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	17	25	100%	425
SPED Classrooms	2	15	100%	30
Vacant Classrooms	0	25	100%	0
Total Capacity	**19**			**455**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
ELD	1	Room 33
Art	1	Room 1
Total Potential Classrooms	**2**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Located in Newport, **Sam Case Elementary School** is a Title I school serving grades 3-6 in the west area of the district.

CAPACITY

Sam Case Elementary School is at 105% capacity based on enrollment for the 2019-2020 school year. The school has a total of 19 active teaching stations. An additional two (2) classrooms are used for art and ELD instruction. The site does not have any modular classrooms. Enrollment is expected to decline over the next 10 years, with a decrease of approximately 62 students projected by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Partial flooring abatement and replacement (carpet and resilient tile).
- Install plastic laminate wainscoting.
- Replace failing piping fittings.
- Replace air handling units with in-room unit ventilator.
- Install sprinkler system/water system and pump; fire sprinkler line.
- Replace voice/data system.
- Replace fire panel.
- Kitchen/equipment upgrades.
- Replace existing cabinetry (countertops and cabinets).
- Seal coat roadways.
- Install retaining wall/site improvements.
- Playground improvements.
- Relocation of main office (remodel and/or addition).
- Possible school addition.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks.
- Although there are spaces throughout the school supporting a variety of group sizes, the school does not have extended learning areas. Hallways are used for this purpose, causing noise transmission. Classrooms are adequately sized and have exterior windows. Furnishings are older in style.
- There is one classroom currently designated as a makerspace; other "messy" activities occur in the classrooms.
- The gymnasium and cafeteria are adequately sized. P.E. classes are scheduled throughout the day. The cafeteria is used for lunch only; breakfast is served in classrooms.
- Traffic congestion is a challenge at drop-off and pick-up times, and there are concerns with students who cross the playground to be picked up by cars along the street.
- The main office is not adjacent to the main entry nor is there a secure entry vestibule.
- SPED areas have been recently remodeled.
- The school lacks conference/meeting spaces; available spaces do not have furniture sized for adults.

Taft Elementary School



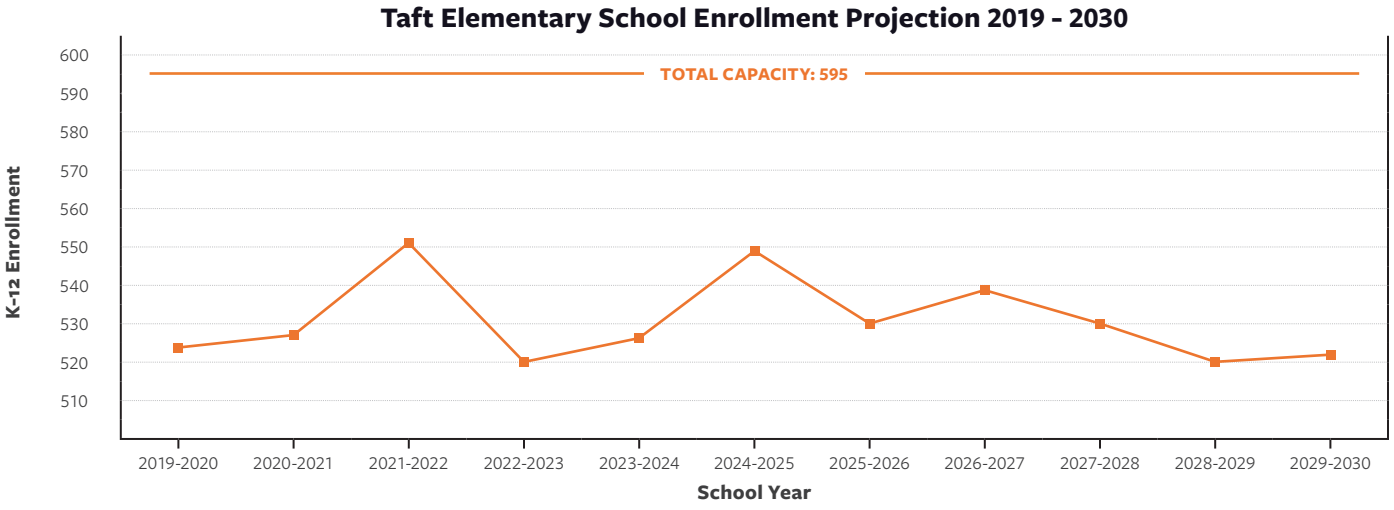
4040 SE High School Drive, Lincoln City, Oregon 97367

Year Built 1951, 2013 | **Area** 66,407 SF
Student Capacity 595 Students | **2019-20 Enrollment** 524 Students
% of Capacity 88% | **Projected Enrollment Change by 2029-30** -2 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	22	25	100%	550
SPED Classrooms (Classroom-sized Only)	3	15	100%	45
Vacant Classrooms	0	25	100%	0
Total Capacity	**25**			**595**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
Help Center	1	Room 21
Early Intervention Center	1	Room 15
Total Potential Classrooms	**2**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Located in Lincoln City, **Taft Elementary School** serves grades 3-6 in the north area of the district.

CAPACITY

Taft Elementary School has a total of 25 classrooms used for general instruction and two (2) classrooms used for other purposes (e.g. HELP Center and Early Intervention). There are no modular classrooms. Functional capacity is currently at 88%. Enrollment is expected to fluctuate over the next 10 years, with a net gain of two (2) students by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Turf field replacement.
- Replace exterior siding at kitchen.
- Replace built-up roofing.
- Install wainscoting.
- Abate and replace hard surface flooring.
- Ceiling replacement.
- Casework replacement.
- Replace copper piping and main meter.
- Plumbing fixture replacement.
- Mechanical upgrades.
- Replace voice/data system.
- Partial sprinkler upgrades.
- Partial fire alarm replacement.
- Kitchen/equipment upgrades.
- Seal coat roadways.
- Construct covered play area.
- Playground Upgrades.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors and document cameras.
- Due to the building's design there are no extended learning or flexible areas for small group work. There are a number of classrooms that lack exterior windows. The building's configuration prohibits keeping grade levels together.
- There are no dedicated STEM spaces; the art room is now a general classroom and band is offered in the cafeteria. Classrooms have carpeting which is not conducive to messy activities.
- Both the library and cafeteria are adequately sized. There are issues with congestion at the servery area, due to its configuration. The library is centrally located.
- The gymnasium is amply sized and has an attached stage.
- The school has a secure entry vestibule. The building configuration makes supervision challenging at times. There are separate bus and parent drop off lanes.
- There is a lack of support space for SPED programs, including staff offices. The SLC classrooms are adjacent to one another and connected by a door.
- The school is lacking administrative and meeting spaces, as well as available space for community partners.

Toledo Elementary School



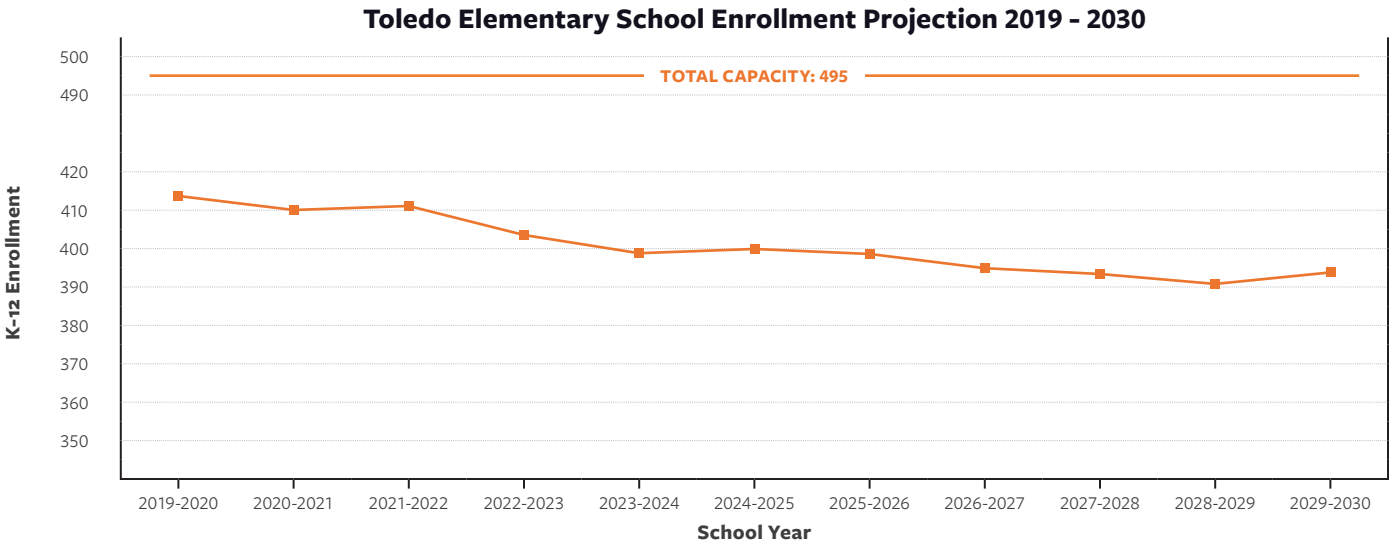
600 SE Sturdevant Road, Toledo, Oregon 97391

Year Built 1987, 2012 | **Area** 63,694 SF
Student Capacity 495 Students | **2019-20 Enrollment** 413 Students
% of Capacity 83% | **Projected Enrollment Change by 2029-30** -19 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	18	25	100%	450
SPED Classrooms (2 SLCs, 1 Resource Room)	3	15	100%	45
Vacant Classrooms	0	25	100%	0
Total Capacity	**21**			**495**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
N/A	-	-
Total Potential Classrooms	**0**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Toledo Elementary School serves students in grades K-6 on the east side of the District.

CAPACITY

Toledo has 21 teaching stations. There are no modular classrooms present. The building is at 83% capacity, based on the enrollment for the 2019-2020 school year. Slowly declining enrollment is projected over the next 10 years, with approximately 19 fewer students anticipated by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Replace aluminum window systems.
- Replace select interior doors.
- Replace all carpeting.
- Replace select resilient flooring.
- Replace gymnasium floor.
- Install plastic laminate wainscoting.
- Replace copper plumbing lines (older section of school).
- Replace boiler and select air handlers.
- Partial voice/data system replacement.
- Partial intercom replacement.
- Partial kitchen/equipment upgrades.
- Restroom upgrades.
- Seal coat roadways and parking lots.
- Playground addition and upgrades.
- Partial site lighting replacement.
- Turf Field Replacements.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have Smartboards and document cameras.
- The school lacks a dedicated Makerspace or art room. However, classrooms are amply-sized and can support “messy” and project-based activities. There is a room near the gymnasium used for drama; it has a stage.
- Classrooms have exterior windows and amenities such as cabinetry and bookshelves. There are spaces outside the classrooms that are used for extended learning and small group work. Larger groups can use the cafeteria, gymnasium or library.
- Both the library and cafeteria are adequately-sized and are well-utilized.
- The gymnasium is large and there are locker rooms present. The school also has a covered play area.
- Traffic congestion occurs at pick-up and drop-off. There are congestion issues even with separate bus and parent lanes. This school does not have a secure entry vestibule, and there are a few areas withing the building that are difficult to supervise.
- Areas dedicated to SPED programs are adequate with needed amenities such as toilet rooms.
- Administrative spaces, particularly conference room spaces, are needed. The Assistant Principal’s office is located near the library.

Yaquina View Elementary School



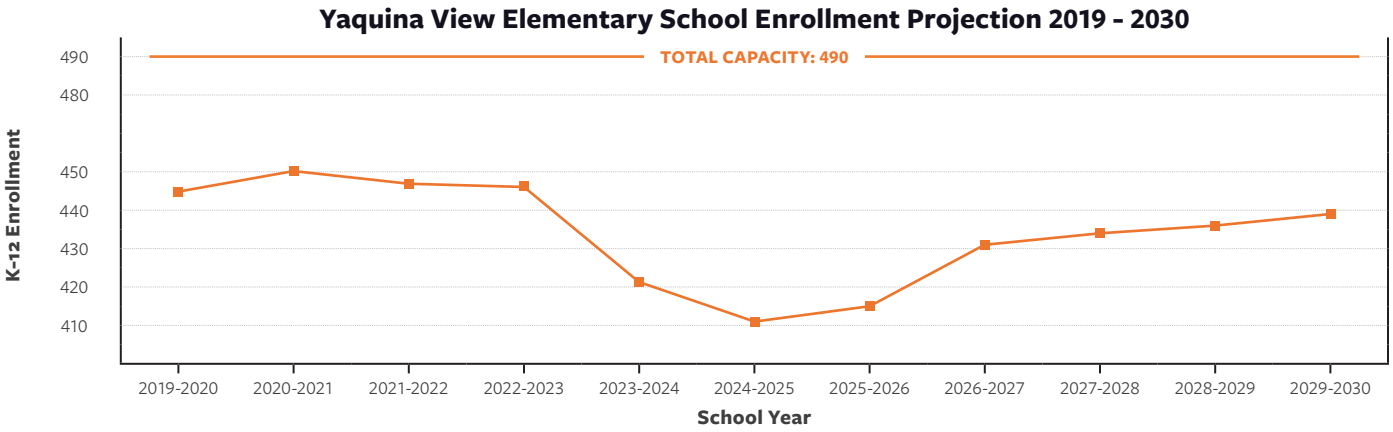
351 SE Harney Street, Newport, Oregon 97365

Year Built 1960 | **Area** 44,221 SF
Student Capacity 490 Students | **2019-20 Enrollment** 445 Students
% of Capacity 91% | **Projected Enrollment Change by 2029-30** -6 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	19	25	100%	475
SPED Classrooms	1	15	100%	15
Vacant Classrooms	0	25	100%	0
Total Capacity	**20**			**490**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
ESL	1	Room 21
Total Potential Classrooms	**1**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Yaquina View Elementary School is located in Newport, serving K-2 students in the west area of the district.

CAPACITY

Yaquina View has a total of 20 teaching stations used for general instruction. An additional classroom is used exclusively for ESL instruction. The school facility lacks a dedicated cafeteria; students eat all meals within the classrooms. The school is currently at 91% capacity; a slight decrease in enrollment of six (6) students is projected by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Replace aluminum windows.
- Replace built-up roofing.
- Add plastic laminate wainscoting.
- Abate and replace resilient tile flooring.
- Replace remaining copper plumbing lines.
- Replace air handler and upgrade controls.
- Install sprinkler system/water system and pump.
- Replace voice/data system.
- Partial camera replacement.
- Partial kitchen/equipment upgrades.
- Partial site roadway improvements (seal coat).
- Replace select site lighting.
- Upgrade playground.
- Turf Field Replacement.
- Potential Gymnasium and Classroom Addition.
- Relocation of main office.

EDUCATIONAL ADEQUACY

- The facility has Chromebooks and iPads for student use, but it is not a 1:1 distribution.
- There are not spaces for small group or flexible instruction. Classrooms are adequately-sized and have exterior windows. Some furnishings are too big for the students' age/size.
- The existing stage is used for STEM, but it has acoustical deficiencies and is not accessible.
- The library is adequately-sized.
- The gymnasium is adequately-sized and used all day, including for recess during inclement weather. The space was designed as a cafeteria, so floor space is compromised with existing tables.
- The kitchen is undersized and there is no dedicated cafeteria; meals are served in classrooms.
- Traffic congestion is a challenge at drop-off and pick-up times(only one entry/exit to this site). The office is not adjacent to the main entry and the school lacks a secure entry vestibule. The layout of the building puts the office far away from select classrooms.
- Some SPED areas are undersized, and there are no available spaces to add other programs/resources.
- This school lacks space for administrative needs. There is no space for adults to meet with appropriately sized furnishings.

Newport Middle School



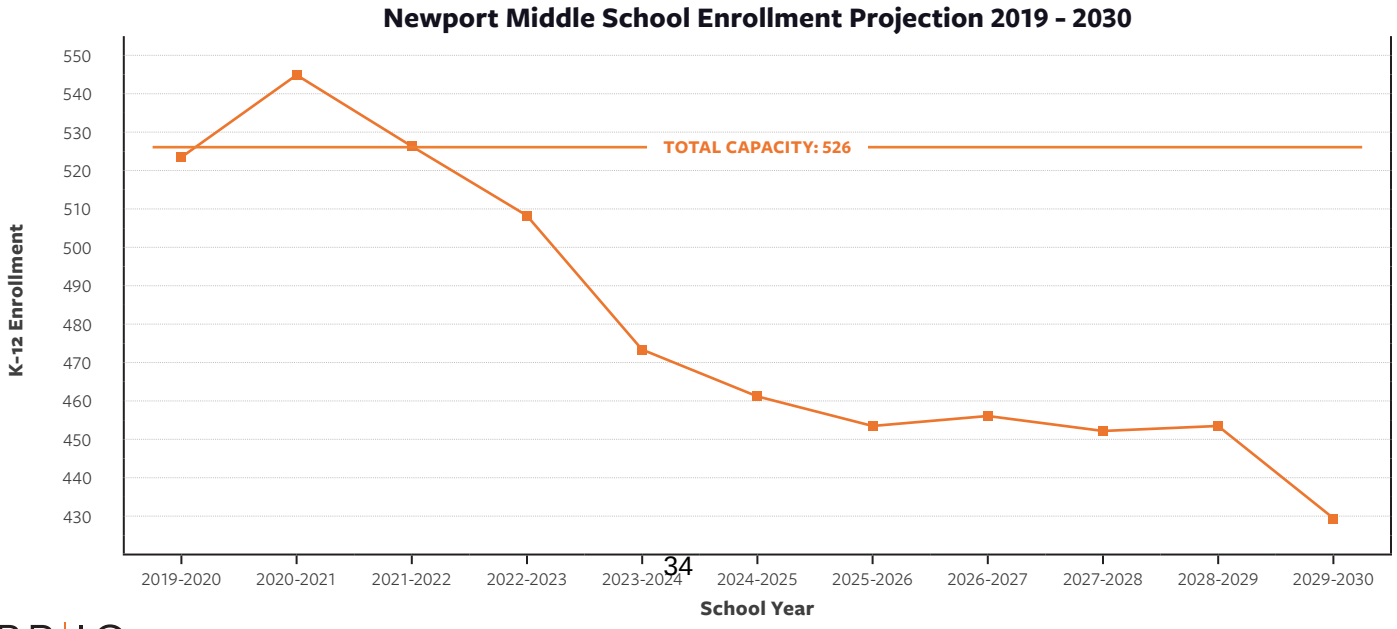
825 NE 7th Street, Newport, Oregon 97365

Year Built 1997 | **Area** 79,408 SF
Student Capacity 526 Students | **2019-20 Enrollment** 523 Students
% of Capacity 99% | **Projected Enrollment Change by 2029-30** -94 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	13	28	85%	309.4
Science Labs	3	28	85%	71.4
Art Classrooms	1	28	85%	23.8
Music Classrooms	1	35	85%	29.8
CTE/Elective Classrooms	1	28	85%	23.8
P.E. Teaching Spaces	1	35	85%	29.8
SPED Classrooms	3	15	85%	38.3
Vacant Classrooms	0	28	85%	0.0
Total Capacity	**23**			**526**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
Multi-Purpose Room	1	Room 3125
Library Classroom	1	Room 3131
Future Bound (Alt Middle School Program)	1	Room 1106
Total Potential Classrooms	**3**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Newport Middle School serves grades 6-8. The school is located adjacent to Newport High School. A residential neighborhood sits to one side of the site; the rest of the site is surrounded by heavy vegetation.

CAPACITY

Newport Middle School has 23 teaching stations used for general instruction and three (3) classrooms used for other purposes, with a total functional capacity of 526 students. The school is currently at 99% capacity; however, enrollment over the next 10 years is projected to decrease by approximately 94 students, easing overcrowding at this facility.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Structural/foundation repairs.
- Roofing replacements/replace any dry rot.
- Replace/repair exterior stucco walls.
- Select exterior door replacement.
- Select flooring replacement.
- Refinish wood sports floor.
- Replace copper plumbing lines.
- Replace boilers.
- Air handler replacement.
- Replace hot water supply/return lines.
- Replace voice/data system.
- Closed circuit surveillance improvements/ replacement.
- Replace fire alarm panels.
- Kitchen/equipment upgrades.
- Seal coat roadways and parking lots.
- Replace generator and fuel tank.
- Replace all site lighting.
- Playground upgrades (swings).
- Stair tread and handrail upgrades.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors and Smartboards.
- There are spaces throughout the school for a variety of group sizes, but spaces around the classrooms are undersized to be utilized for flexible learning. Classrooms are adequately-sized and have exterior windows for daylighting.
- There are several STEM programs at this campus, including robotics, video production, habitat restoration and skateboarding. Science classrooms and the art room are utilized for other “messier” activities.
- Both the library and cafeteria are adequately-sized and well-utilized.
- There is only one gymnasium space at this facility, which is used all day long and its availability is impacted by inclement weather.
- Traffic congestion is a challenge at drop-off and pick-up times. The school does not have a secure entry vestibule and there are “blind spots” in the building as a result of its layout.
- Some SPED areas are undersized.
- Areas of the building have been reconfigured or reduced in size to accommodate changing needs for administrative and meeting spaces.

Newport High School



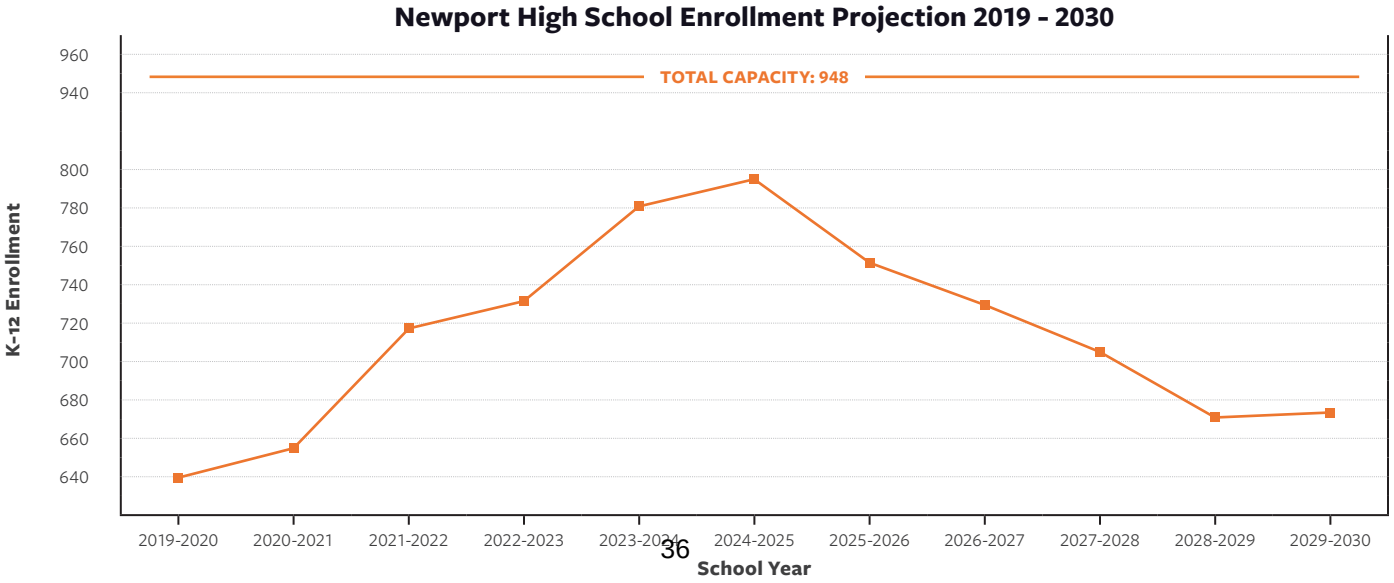
311 & 312 NE Eads Street, Newport, Oregon 97365

Year Built 1950, 2012 | **Area** 57,000 SF (West); 86,400 SF (East)
Student Capacity 948 Students | **2019-20 Enrollment** 640 Students
% of Capacity 68% | **Projected Enrollment Change by 2029-30** +34 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	23	30	85%	586.5
Science Labs	2	30	85%	51.0
Art Classrooms	2	30	85%	51.0
Music Classrooms	2	35	85%	59.5
CTE/Elective Classrooms	1	30	85%	25.5
P.E. Teaching Spaces	2	35	85%	59.5
SPED Classrooms	9	15	85%	114.8
Vacant Classrooms	0	30	85%	0.0
Total Capacity	**41**			**948**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
Classroom Used for Early Childhood	2	Room W18, W20
Classroom Used for Staff Room	1	Room E4
Total Potential Classrooms	**3**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Newport High School serves students in grades 9-12 on the District's west side. Newport High School's campus occupies two (2) buildings positioned on opposite sides of the street. Each campus has a separate administration area in addition to a variety of classroom types.

CAPACITY

Newport High School contains 41 teaching stations (including both campuses). Campus-wide, the school is at 68% capacity. Enrollment is expected to increase and then decrease, with a net gain of 34 students by 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Foundation repairs.
- Roofing replacement (built-up and asphalt shingle).
- Exterior siding replacement.
- Select interior door replacement.
- Replace flooring in restrooms.
- Select abatement and flooring replacement.
- Interior finish upgrades.
- Replace glue-up ceiling tiles.
- Replace all copper and galvanized plumbing lines.
- Replace boilers and air handlers.
- Valve replacement on incoming lines.
- Voice/data system upgrades/partial replacement.
- Remodel kitchen.
- Sealcoat roadways.
- Upgrade site lighting.
- Replace grandstands.
- Turf field replacement.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors although some are outdated.
- There are spaces throughout the school for a variety of group sizes. Classrooms are adequately sized and have exterior windows (except for science).
- There are spaces at this campus for STEM/STEAM programs; existing computer labs are being utilized for this (since the school is 1:1); the Art Room is amply sized.
- The library is adequately sized and well utilized.
- There are several spaces that are utilized for P.E., but since they are fully scheduled, there is not availability for other programs to uses these spaces.
- The cafeteria is adequate in size only because students can go off-campus for lunch.
- The library is well utilized by students and by adults for meetings and events.
- There are a number for spaces dedicated for SPED programs; select spaces are scheduled to be remodeled.
- This campus is made of two buildings located across the street from one another. Vehicular circulation is challenging. Both students and staff use both campuses all day long; only the East campus has a secure entry vestibule.
- Administrative areas are located at both campuses. Some offices have been displaced due to relocation of the health room.

Taft 7-12 School

3780 SE Spyglass Ridge Drive, Lincoln City, Oregon 97367

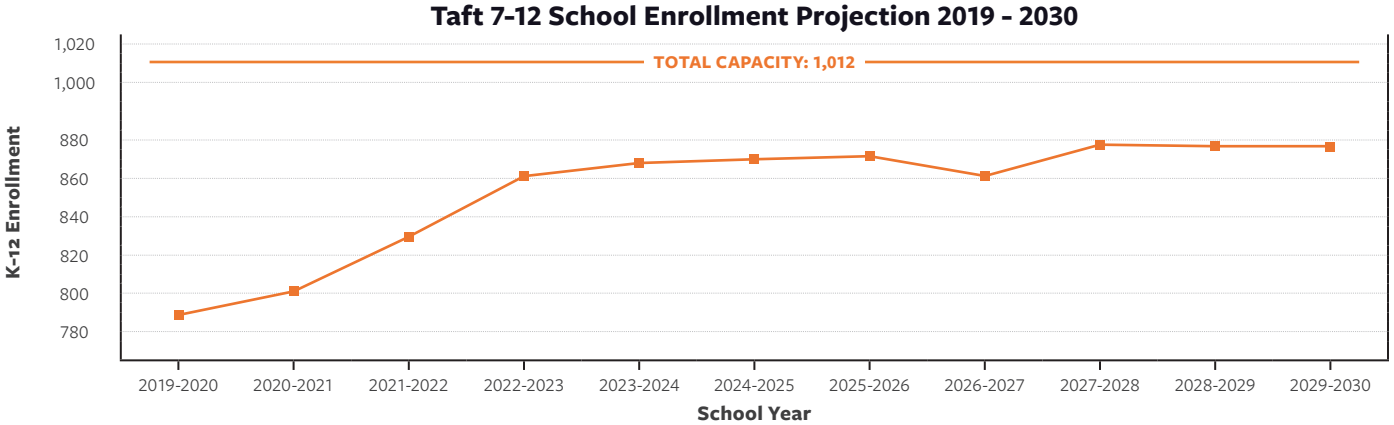
Year Built 1997 | **Area** 154,560 SF
Student Capacity 1,012 Students | **2019-20 Enrollment** 788 Students
% of Capacity 78% | **Projected Enrollment Change by 2029-30** +88 Students



Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	25	30	85%	637.5
Science Labs	4	30	85%	102.0
Art Classrooms	0	30	85%	0.0
Music Classrooms	2	35	85%	59.5
CTE/Elective Classrooms	4	30	85%	102.0
P.E. Teaching Spaces	2	35	85%	59.5
SPED Classrooms	4	15	85%	51.0
Vacant Classrooms	0	30	85%	0.0
Total Capacity	**41**			**1,012**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
N/A	-	-
Total Potential Classrooms	**0**	



FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



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DESCRIPTION

Located in Lincoln City, **Taft 7-12 School** serves students in grades 7-12 on the District's north side. Students reside in Lincoln City, Depoe Bay and the Rose Lodge Area.

CAPACITY

Taft 7-12 is currently at 78% capacity, with a total of 41 teaching stations, and no modular classrooms. Enrollment is projected to increase gradually over the next 10 years, adding approximately 88 students by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Considering construction of west wing.
- Turf field replacement.
- Replace aluminum windows.
- Select door replacement.
- Replace built-up roofing.
- Replace carpeting.
- Refinish wood floors.
- Replace stair finishes.
- Replace copper plumbing lines.
- Replace boiler.
- HVAC controls upgrades.
- Partial AHU replacement.
- Partial hot water supply/return replacement.
- Voice/data system upgrades.
- Provide additional cameras.
- Partial kitchen/equipment upgrades.
- Seal coat roadways.
- Replace diesel tank.
- Replace generator.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors and document cameras.
- Classrooms are adequately sized and have exterior windows. Furnishings are a variety of styles and ages and do not provide maximum flexibility.
- There are some extended learning spaces present; large groups use the library or the gymnasium.
- There are several STEM programs at this campus, but a shop for industrial arts is highly desired. There are several CTE programs at this site – child development, culinary arts and forestry, as well as welding and design commercial arts.
- The library is adequate in size, even though it was reduced in size to provide resource rooms for SPED programs.
- There are multiple spaces provided for P.E. activities.
- The cafeteria serves both the middle and high school students, but it is undersized to accommodate all middle school students in one lunch. High school students are permitted to leave campus for lunch.
- The school has a secure entry vestibule with good visibility to parking areas. There are separate parking area for students, staff and visitors and a dedicated bus lane.
- SPED classrooms are undersized but have amenities such as an accessible toilet room.
- Administrative spaces are at capacity. Some administrative spaces are being used by other programs.

Toledo Jr/Sr High School



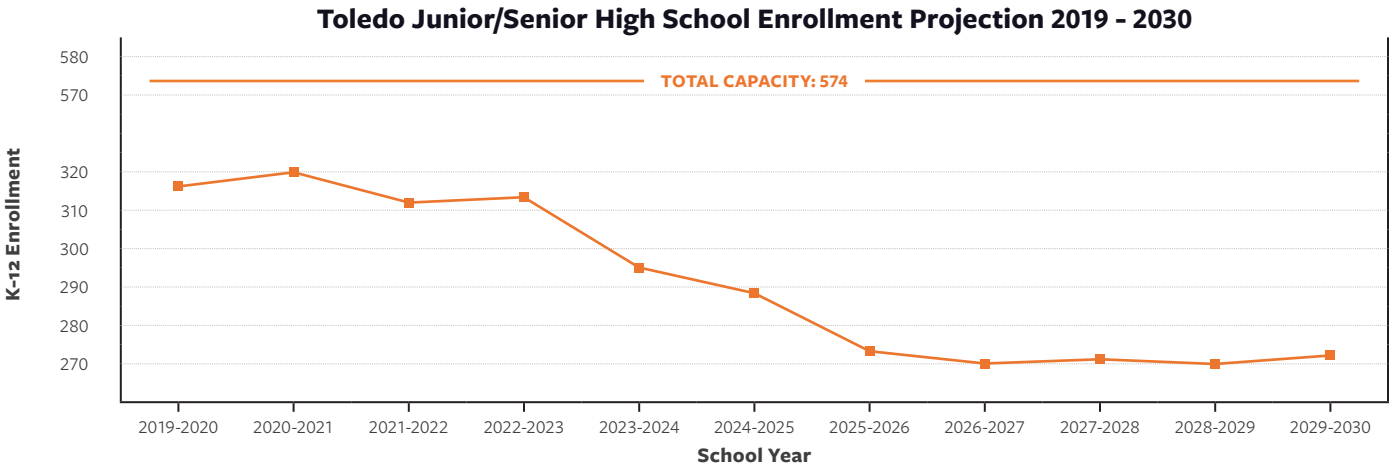
1800 NE Sturdevant Road, Toledo, Oregon 97391

Year Built 1955, 2012 | **Area** 75,090 SF
Student Capacity 574 Students | **2019-20 Enrollment** 316 Students
% of Capacity 55% | **Projected Enrollment Change by 2029-30** -44 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	14	30	85%	357.0
Science Labs	3	30	85%	76.5
Art Classrooms	0	30	85%	0.0
Music Classrooms	1	35	85%	29.8
CTE/Elective Classrooms	1	30	85%	25.5
P.E. Teaching Spaces	2	35	85%	59.5
SPED Classrooms	2	15	85%	25.5
Vacant Classrooms	0	30	85%	0.0
Total Capacity	**23**			**574**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
N/A	-	-
Total Potential Classrooms	**0**	



FACILITY CONDITION INDEX (FCI)

FCI Formula: Cost to Repair / Cost to Replace



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DESCRIPTION

Toledo Jr/Sr High School serves students in grades 7-12 on the east side of the District.

CAPACITY

Toledo Jr/Sr High School is at 55% capacity. There are a total of 23 classrooms. Enrollment is projected to decline over the next 10 years by 44 students.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Select structural upgrades (wood floor systems).
- Partial window replacement (aluminum/steel window systems).
- Replace built-up roofing.
- Replace interior wainscoting.
- Replace select interior doors.
- Replace all carpeting.
- Replace select resilient flooring.
- Replace stair treads.
- Replace domestic water distribution system and select plumbing fixtures.
- Replace boilers and air handlers.
- Replace all hot water supply/return lines.
- Replace all steam unit ventilators.
- Convert from steam to hot water system.
- Replace voice/data system.
- Partial replacement of clock/intercom system.
- Partial replacement of closed circuit surveillance system.
- Seal coat roadways and parking lots.
- Partial site lighting replacement.
- Turf Field Replacements.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have projectors. Some are equipped with Smartboards.
- There are spaces throughout the school to support a variety of group sizes, but the school's layout does not include extended learning or flexible learning spaces for small groups. Hallways are often used for this purpose.
- CTE programs such as robotics and video production are offered at the school site, but spaces are undersized. Project-based learning occurs in classrooms due to lack of dedicated STEAM spaces.
- Classrooms are adequate in size and have exterior windows; furnishings are a mix of styles and ages. A high amount of fixed casework in classrooms limits flexibility.
- The cafeteria and kitchen are adequately sized. High school students are permitted to leave campus for lunch but tend to stay onsite. Hallways and outdoor spaces (weather permitting) are used by students for lunch.
- There are multiple spaces for P.E. instruction; all are fully scheduled and not often available for other uses during the school day.
- The library is adequate but use of this space has reportedly declined in recent years.
- Traffic congestion is minimal at this site; the building has a secure entry vestibule.
- The school has dedicated space for SPED programs, but these spaces lack the needed amenities. Students with specialized needs attend schools in Newport.
- This school lacks adequate administrate spaces and conference rooms. Other spaces have been converted into meeting rooms.

Waldport Middle/High School



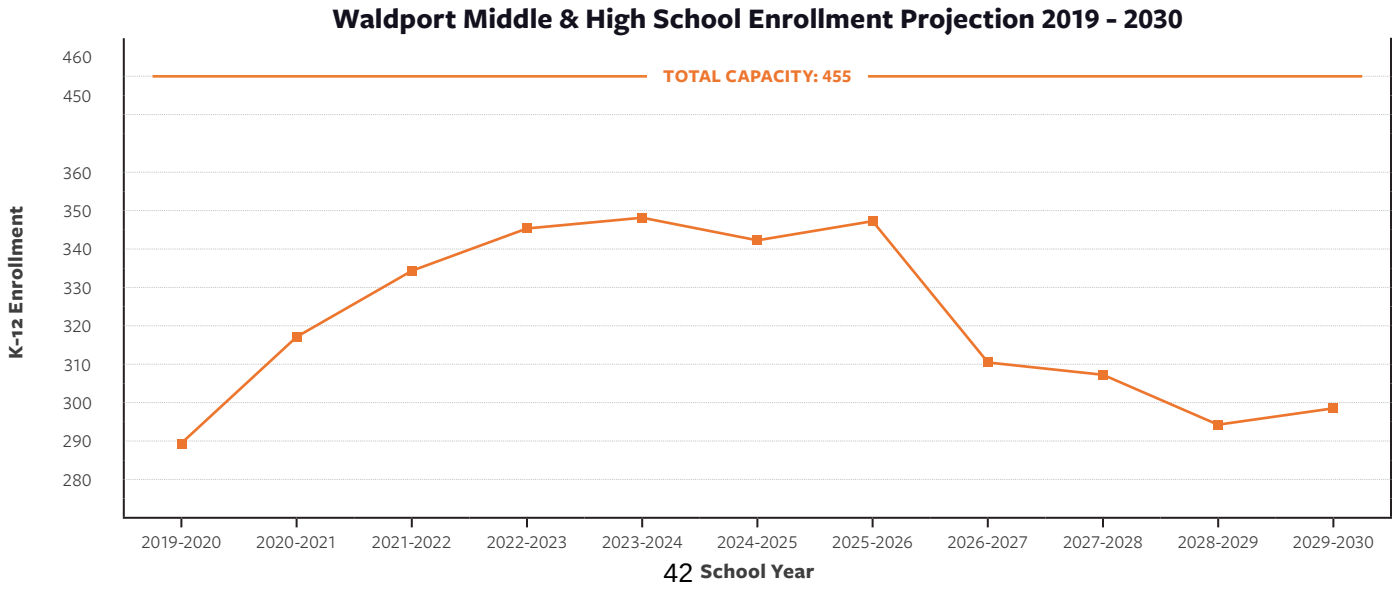
3000 S Crestline Drive, Waldport, Oregon 97394

Year Built 2013 | **Area** 56,418 SF
Student Capacity 455 Students | **2019-20 Enrollment** 289 Students
% of Capacity 64% | **Projected Enrollment Change by 2029-30** +9 Students

Capacity Analysis

Teaching Stations	Qty	Max. Class Size (if used as teaching station)	Utilization Rate	Capacity
General Classrooms	12	30	85%	306.0
Science Labs	2	30	85%	51.0
Art Classrooms	0	30	85%	0.0
Music Classrooms	0	35	85%	0.0
CTE/Elective Classrooms (Room 241)	1	30	85%	25.5
P.E. Teaching Spaces	2	35	85%	59.5
SPED Classrooms	1	15	85%	12.8
Vacant Classrooms	0	30	85%	0.0
Total Capacity	**18**			**455**

Description of Classroom-sized Teaching Spaces Used for Other Purposes	Qty	Location
N/A	-	-
Total Potential Classrooms	**0**	



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Waldport Middle/High School serves grades 7-12 on the south side of the district.

CAPACITY

Waldport is at 64% capacity. This school has a total of 18 teaching stations. Enrollment is expected to increase and then decrease, with a net gain of nine (9) students by the 2029-30 school year.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Replace boiler.
- Replace hot water supply/return lines.
- Replace voice/data system.
- Partial clock/intercom system replacement.
- Partial closed circuit surveillance system replacement.
- Seal coat roadways, parking lots.
- Replace sanitary sewer pump station.
- Replace fuel tank/fuel distribution.
- Turf Field Replacements.
- Potential classroom Addition.

EDUCATIONAL ADEQUACY

- The facility is 1:1 Chromebooks and classrooms have document cameras and Smartboards.
- There are limited spaces throughout the school for a variety of group sizes. Larger spaces serve multiple functions and don't offer flexibility.
- There are two CTE programs at this school, including forestry and natural resources. The school also has a woods and metal shop and an art classroom. There is a stage at this school, but it lacks proper acoustics and sight lines.
- Several classrooms are not adequately sized. Additionally, some classes are held at Crestview Heights Elementary. There are no extended learning areas within the building. Most classrooms have tables and chairs; only a few utilize desks.
- Both the library and cafeteria are adequately sized. The cafeteria/multipurpose room houses several functions in additional to meals. High school students are allowed to leave campus for lunch.
- Gymnasium space is mostly reserved for use by the upper grades; the middle school students use the gymnasium at the elementary school for some programs. The multipurpose room is used for wrestling.
- The school lacks a secure entry vestibule.
- Space for SPED programs is limited. Several spaces previously designed for SPED are now housing other programs.
- This school lacks adequate space for administrative purposes; there is one conference room.

Arcadia Elementary School

1811 NE Arcadia Drive, Toledo, Oregon 97391

Year Built 1963 | **Area** 32,330 SF
Current Use Closed

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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

Arcadia Elementary School is located in Toledo, Oregon. The school site was closed in 2005 due to budgetary reasons.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Exterior siding replacement.
- Window replacement.
- Roof replacement.
- Replace all exterior doors.
- Replace HVAC (furnace and air handlers).
- Install sprinklers.
- Replace lighting.
- Replace voice/data system.
- Replace clock/intercom.
- Replace cameras.
- Replace access control.
- Replace all plumbing fixtures and piping.
- Replace interior wall finishes.
- Replace gymnasium flooring.
- Replace carpet and hard surface flooring.
- Restroom upgrades.
- Kitchen and kitchen equipment upgrades.
- Site Improvements (parking lots, roadways, sidewalks, landscaping, water supply).

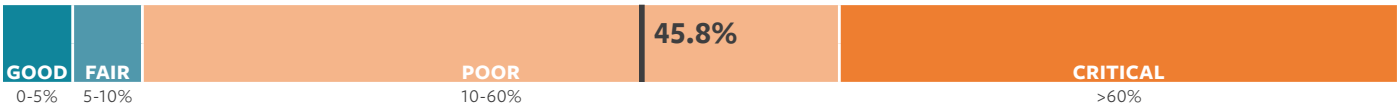
Early Childhood Center

420 NE 12th Street, Newport, Oregon 97365

Year Built Unknown | **Area** 5,900 SF
Current Use Early Childhood

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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

The **Early Childhood Center** facility is owned by the Lincoln County School District but leased to the Linn Benton Lincoln Educational Service District (ESD). Educational services are provided for children form birth to kindergarten age.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Repair cracks in slab.
- Replace dry rot at roof framing and replace built-up roofing.
- Window replacement.
- Siding replacement.
- Replace all flooring in restrooms.
- Repaint interior walls.
- Repair air handler unit and in-room ventilator units.
- Replace all copper piping.
- Install sprinklers.
- Install heating control system.
- Replace voice/data system.
- Replace clock/intercom.
- Replace access control.
- Site Improvements (parking lots, roadways, sidewalks, landscaping, water supply).
- Playground upgrades.

Lincoln County District Office

459 SW Coast Highway, Newport, Oregon 97365

Year Built 1937 | **Area** 7,820 SF
Current Use District Offices



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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

The **Lincoln County District Offices** house administrative services, including offices and meeting spaces.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Repairs issues with slab and basement walls.
- Repair roof decking and replace roofing system.
- Patch/repair and re-paint exterior walls.
- Replace roof access hatches.
- Replace stair treads.
- Replace glue-up ceiling tile assemblies.
- Replace select plumbing fixtures and valves.
- Replace air handlers and furnace.
- Install heating controls.
- Demolish existing parking garage.
- Install District VOIP hub.

Teaching and Learning Center

1212 NE Fogarty Street, Newport, Oregon 97365

Year Built Unknown | **Area** 21,500 SF
Current Use Administrative/Community

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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

The **Teaching and Learning Center** is located in the former pool building in Newport. These facilities will provide opportunities for school administrators and teachers to meet and explore curriculum alignment. The building will devote areas to Special Needs and Talented and Gifted (TAG) Programs, a liaison for homeless students and spaces for local groups and organizations to meet and contribute to the community.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Install fire sprinkler system and pump.
- Replace voice/data system.
- Replace clock/intercom.
- Replace access control.
- Select Site Improvements (parking lots).

Toledo Maintenance Contractor's Building

353 NE Burgess Road, Toledo, Oregon 97391

Year Built Unknown | **Area** 3,343 SF
Current Use Support Services

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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

This site houses Sodexo Custodial and First Student Bus.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Replace all carpet flooring.
- Replace select plumbing fixtures/valves.
- Install fire sprinkler system and pump.
- Replace voice/data system.
- Select Site Improvements (parking lots).

Toledo Maintenance (East Shop)

294 NE Burgess Road, Toledo, Oregon 97391

Year Built Unknown | **Area** 9,485 SF
Current Use Shop

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 conducted by another architectural firm. The number does not reflect any seismic deficiencies that might be present.

DESCRIPTION

This shop facility is located in Toledo.

KEY FACILITY CONDITION IMPROVEMENT NEEDS

- Replace all carpet flooring.
- Install fire sprinkler system and pump; install fire line.
- Replace voice/data system.
- Select Site Improvements (parking lots, paving).
- Replacement of East Grounds Building.

Lincoln County 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 identified on the next bond measure (0-5 yeat time frame). Tier II items should be addressed in 5-10 year time frame, and items identified as Tier III are considered in a 10 years or longer time frame.

CAPITAL IMPROVEMENTS - Tier I

- Structural Repairs at Select Schools
- Drop-off Lane Improvements to Support Traffic Flow
- Select Field Turf Replacements
- Technology/Communications Systems Upgrades
- Safety and Security Upgrades
- Creation of Extended Learning Areas in Schools
- Creation/Expansion of CTE Spaces
- Roof Replacements at Select Schools
- Plumbing Upgrades at all Schools
- Classroom Furniture Replacement



50

CAPITAL IMPROVEMENTS - Tier II

- Kitchen Upgrades
- Mechanical (HVAC) Upgrades at Most Schools
- Spaces/Features to Support STEAM Activities
- Restroom Upgrades (including ADA Upgrades)
- Playground Improvements at Toledo Elementary School
- Add Covered Play Structures at Taft, Oceanlake and Sam Case Elementary Schools
- Playground Upgrades at Select Schools
- Fire Alarm/Sprinkler Upgrades at Select Schools
- Construct Gymnasium at Yaquina View Elementary School

CAPITAL IMPROVEMENTS - Tier III

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. Tier III items would be considered after Tier I and Tier III items are completed or funded by other resources. This list provides a starting reference for future long-range facilities planning considerations.

- Site Improvements
- Door Replacements at Select Schools
- Electrical/Lighting Upgrades at Select Schools
- Fuel Tank Replacements at Select Schools
- Interior Finish Upgrades (cabinetry, walls, ceilings)
- Flooring Replacements
- Window Replacements
- Sanitary Sewer Repairs/Upgrades at Select Schools
- Provide Additional Gym Space at Select Secondary Schools
- Expansion of Administrative Spaces
- Provide Dedicated Spaces for Community Partners

Alternatives
to New Construction

Based on enrollment projections, it is very unlikely that Lincoln County schools will reach or exceed capacity within 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 25 students for elementary classes and 28 students for middle school classes and 30 students for 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.



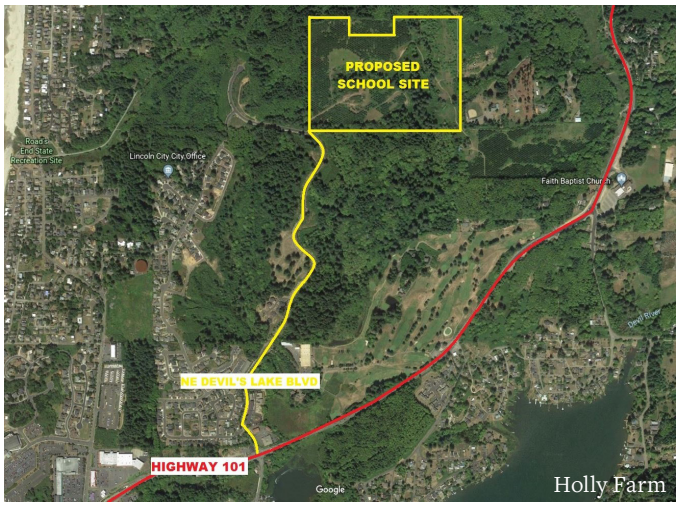
District-owned
Sites Undeveloped Land

Lincoln County School District owns undeveloped land that was acquired for a potential future elementary school site.

HOLLY FARM

54 acres (30 usable)

Undeveloped land



Holly Farm

Potential
School Sites

In addition, there are several other sites the District has identified as potential school site, including (2) options for a K-6 school at Depoe Bay and a shared site with Oregon Coast Community College for a new Newport High School facility.

NEW HIGH SCHOOL SITE NEAR OCCC

25-50 acres

Undeveloped land





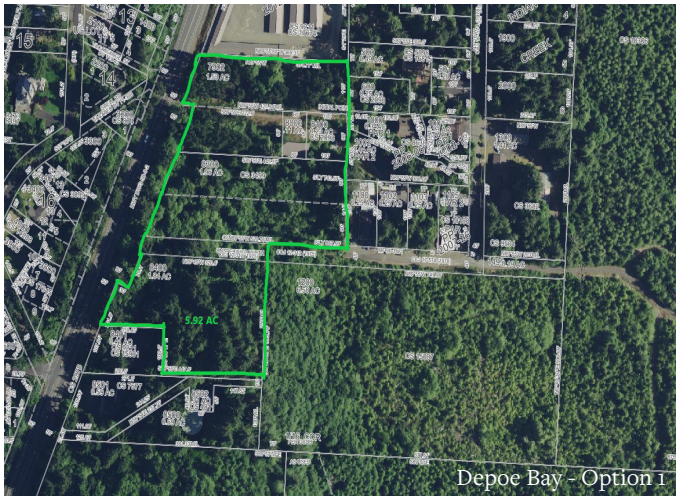


Potential
School Sites (continued)

DEPOE BAY - OPTION 1

6 acres

Undeveloped land

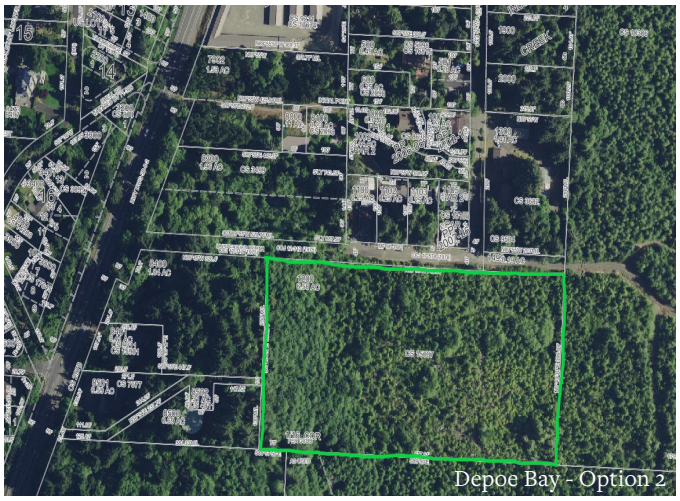


Depoe Bay - Option 1

DEPOE BAY - OPTION 2

6 acres

Undeveloped land


Depoe Bay - Option 2

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Crestview Heights Elementary School	Building ID	Unknown
Address	2750 S Crestline Dr, Waldport, 97394	Date of Assessment	March 13, 2020
Principal Name	Libba Sager	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	

The school has a 1:1 student/device ratio (Chromebooks) for first through sixth grade and iPads for kindergarteners. Everyone classroom (15) has either a Mimeo or Promethean board, projector, and document camera and speakers. Consistent Wi-Fi connectivity is an issue for student use and technology access. There is no computer lab in the building.

Support of STEAM and Project-based Learning		X			

The small size of classrooms limits the ability for teachers to present more project-based activities, as well as the lack of additional space to store equipment and materials needed for science units and more hands-on activities. All classrooms have sinks and tile flooring. There is an Art classroom, but no maker-space or wet lab. There used to be a project room in the school that has been converted for general instruction with the increase in class sizes.

Spaces to Support Flexible Instruction / Varied Group Sizes		X			

The small size of classrooms limits varied arrangements for flexible instruction. Beyond the classroom, the school has limited spaces to support varied group sizes: the library is larger and there is the multipurpose room/cafeteria, but these spaces are not always available for class use. The K-12 campus and courtyard are occasionally used for extended learning. There is seating and tables in the courtyard which are used when the weather is nice. Generally, extended learning areas are not provided by design.

Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		

The acoustics are acceptable. There is no mechanical cooling, which in the summer can get very hot if the sun is out, in those situations windows and fans are used to help with cooling. The heating is acceptable and can be adjusted remotely. Classroom lighting is acceptable for fluorescent fixtures, but some teachers have lamps and use half of their fluorescent lighting.

General Classroom Features			X		

Crestview Heights ES serves grades K-6. The building originally housed a K-8 program. The neighboring Waldport Middle School/High School still uses some spaces in the southwest wing of the building for middle school classrooms, art, and music. The elementary classrooms are small and the spaces non-uniform. All classrooms have sinks, water fountains, tile floors, cabinets, inside/outside doors, fluorescent lighting, and at least one wall of windows for natural lighting.

Special Education Program Resources			X		

Room 1 is the Structured Learning Center (SLC) and this space has been subdivided. Room 1c is the Social Calm Room used for social-emotional support and self-regulation. Room 31 is the Special Education Resource Room where reading, writing, math and SEL support occur. The spaces are adequate, but additional space would be helpful.

Spaces to Support P.E. Curriculum			X		

A large gym is provided that serves the school's needs, though there is only a small closet for gym storage which is insufficient.

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Crestview Heights Elementary School	Building ID	Unknown
Address	2750 S Crestline Dr, Waldport, 97394	Date of Assessment	March 13, 2020
Principal Name	Libba Sager	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Commons / Cafeteria and Servery	☐	☐	☐	X	☐
The school operates four (4) lunches per day. The multi-purpose/cafeteria and kitchen are adequate for the school's needs. The 21st Century After School program uses the multi-purpose/cafeteria for some of its programming. The kitchen also serves breakfast for all students which is eaten in the classrooms and provides an after-school meal for the 21st Century After School program.					
Library Media Center	☐	☐	☐	X	☐
The library is spacious and functions well. The space does support a range of activities and group sizes, including family events.					
Safe and Secure Learning Environment	☐	☐	☐	X	☐
The layout of the building generally allows for a good level of visual supervision. Administration and/or staff has good sight lines when standing at the intersection of the hallways. There is a secure entry vestibule at the school and there is exterior site fencing for the school grounds. Bus and parent drop-off lanes are separate and the site circulation system operates well.					
Administrative Spaces to Support School Operations / Community Programs	☐	X	☐	☐	☐
More office and conference room space are needed. There is a lot of competition for use of the conference room. There is a larger foyer at the front of the building where additional offices could be built. The 21st Century After School program uses the multi-purpose/cafeteria, library, and gym after-hours. The program houses its offices currently on the multipurpose room stage, so dedicated office spaces are needed.					
Overall Rating:	0	6	12	16	0
Total Score:					34/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Oceanlake Elementary School	Building ID	Linc_sch01A
Address	2420 NE 22nd St, Lincoln City, OR 97367	Date of Assessment	March 17, 2020
Principal Name	Sandy Mummey	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology					X
Integration of technology is excellent for a K-3 school Third graders have a 1:1 student/device ratio. Younger grades are slightly less, but this is appropriate for the younger age groups. All classrooms are equipped with document cameras and ceiling-mounted data projectors. No computer lab is present as the school is entirely mobile. Wireless access is very good - no issues reported.					
Support of STEAM and Project-based Learning					X
Oceanlake has a makerspace that is available for hands-on STEAM activities (formerly rooms 50, 51 and 53 - walls were removed to create an open space). Teachers also conduct such activities in their classrooms. Classrooms all have hardsurfaced flooring and sinks. A dedicated music room is present; the space is sufficient to meet current needs - no issues or complaints. Six raised flower beds are provided outside of the kindergarten area for student gardening.					
Spaces to Support Flexible Instruction / Varied Group Sizes			X		
The school consists of double-loaded corridors without extended learning areas near classrooms. However, a makerspace is present to accommodate varied activities. All students can fit into the gymnasium for an assembly. There is variation in classroom sizes and layout due to multiple additions being added over the years. Some classrooms reportedly feel small and cannot accommodate reconfiguration for collaboration as easily as others.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		
Due to multiple wings added at different times, there are multiple HVAC systems in use leading to inconsistent thermal conditions. Acoustics are reportedly substandard throughout many areas of the facility, especially the commons. Although every classroom has a window, many windows are small and provide only a small amount of natural light.					
General Classroom Features				X	
Classrooms have hard-surfaced flooring with an area rug in one area for "carpet time" activities. Every classroom has a sink. All classrooms have access to natural daylighting / windows. There is a degree of variation between classroom wings, with some classrooms larger and/or better equipped than others. For example, some classrooms have shared "Jack and Jill" offices between them. Other classrooms have dedicated offices and unisex restrooms. Still other classrooms lack these additional resources entirely.					
Special Education Program Resources				X	
Rooms 11 and 13 were combined to create a Structure Learning Center (SLC) with a dedicated restroom. The "Tree House Room" serves as a de-escalation space where students can practice self-regulation skills. There is also a sensory room located upstairs (above the cafeteria), which is not ADA accessible (no elevator access). This area used to serve as a staff lounge. SPED buses use the main bus lane, but arrive first allowing SPED students to board before other students. A SPED resource room is located near the gym. This space was formerly a general purpose classroom, but was sectioned off to create a resource room + Title I room. The Speech room is located in the former custodial office.					
Spaces to Support P.E. Curriculum				X	
As this school was originally designed as a high school, the gymnasium is very large with permanent bleachers. The gym received frequent community use. The gymnasium has an adjacent stage that is used for assemblies and music performances. However, an outdoor covered play area is not provided, limiting options for outdoor recess.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Oceanlake Elementary School	Building ID	Linc_sch01A
Address	2420 NE 22nd St, Lincoln City, OR 97367	Date of Assessment	March 17, 2020
Principal Name	Sandy Mummey	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Commons / Cafeteria and Servery			X		
The cafeteria is a former gymnasium with hard surfaces, high ceilings, and no acoustical panels. It is reportedly very noisy when occupied. The cafeteria can fit six (6) class sections at a time; however, students currently eat lunch in their classrooms. This decision was made to avoid the noise and chaos of the cafeteria environment. The configuration of the servery leads to bottlenecks.					
Library Media Center				X	
The library media center meets the school's needs. The size was reduced to create a staff development room; however, the smaller space is still reportedly sufficient.					
Safe and Secure Learning Environment			X		
The school has a main entry with a vestibule where visitors are buzzed in. The main entry along with two other entry points near parent and bus lanes are open (and staffed) during drop-off / pick-up times. Drop-off/pick-up system works well. The main office has good visibility of the main parking lot but staff use a camera to view the building's main entry. The school lacks exterior cameras, but more are scheduled to be added in the near future. Exterior doors do not have sensors; as such, there is no way to know if a door is propped or not completely shut. This has been a particular issue with the exterior door near the library that leads to the playground; bark chips frequently accumulate around the door frame and prevent the door from latching completely. There are a lot of exterior doors in this facility, as every classroom has a door leading outside. The principal reports that it is the school's policy that the exterior classroom doors may only be used for exiting, not for building entry.					
Administrative Spaces to Support School Operations / Community Programs			X		
Administrative spaces are at capacity with every extra room, space and/or closet used to provide misc. workstations. The school recently sectioned off the library to create a staff development room; this has proven to be very beneficial to staff collaboration and morale. Storage is a bit lacking due to using closets as office space, etc., but generally adequate (encourages teachers to be selective in what they retain). No community room or parent resource center is present; this is greatly needed. There is a lack of private meeting space; the principal gives up her office to accommodate certain meetings (e.g. DHS). As a rural district, the school has many community partners, such as LBL, Homeless Advocate Program, etc. The school does not have workstations or dedicated meeting rooms available for itinerant staff and/or community partners. A small health room is present, but the District nurse does not have a dedicated workstation or office.					
Overall Rating:	0	0	15	16	10
Total Score:					41/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Sam Case Elementary School	Building ID	Linc_sch02A
Address	459 NE 12th Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Shelley Moore	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	
This facility is 1:1 Chromebook. Devices remain at school for students.					
Support of STEAM and Project-based Learning				X	
Currently there is one classroom at this site designated as a Maker Space (room 1); if needed for general instruction, this room would be converted back to a traditional classroom. The existing stage is now a small instructional space. Other project-based and "messy" learning occurs within the classrooms (classrooms have hard surface flooring).					
Spaces to Support Flexible Instruction / Varied Group Sizes			X		
Teachers have a number of spaces to accomplish varied group size and instruction. Large groups are accommodated in the gymnasium, cafeteria or library; smaller groups utilize outdoor space, the play porch and hallways. Classroom doors have glazing for passive supervision. There are no flexible or extended learning spaces. Hallways do become crowded when used as flexible learning space.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		
Classrooms have exterior windows. There are challenges with noise control from hallways. There are thermal issues at this facility. Lighting is new.					
General Classroom Features			X		
There were no issues expressed with the physical size of the classrooms, except for the fact that walls are not operable to create larger classrooms. The age and style of existing furnishings makes it difficult to be completely flexible with group sizes and configurations.					
Special Education Program Resources					X
This school site houses one Resource classroom (room 15) and one SLC Classroom (room 17). The SLC Classroom was recently remodeled and does have an accessible toilet room, several break rooms and a sensory room.					
Spaces to Support P.E. Curriculum				X	
PE is offered every third day to all students (done by rotation). Classes are held all day long every day to accommodate this. Due the current number of students and other instructional needs, there is not time in the current schedule to provide PE classes to every student every day. There were no issues discussed with the size of the space itself.					
Commons / Cafeteria and Servery				X	
The physical space is adequately sized. There are six lunch periods a day, with three classes in each lunch period. Breakfast is served at this site and in the classrooms.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Sam Case Elementary School	Building ID	Linc_sch02A
Address	459 NE 12th Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Shelley Moore	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center	☐	☐	☐	X	☐
The library is used all day long for a number of activities, including a program called Digital Citizen, library skills and research. Community use of this space also occurs, but furniture is not sized for adults.					
Safe and Secure Learning Environment	☐	X	☐	☐	☐
There are challenges with pick up and drop off as there are (3) locations where this occurs. Bus pick-up occurs from the gymnasium; parents pick up in two locations. One is at the front of the school (it was noted speed bumps are being installed at this front location). Students are also picked up by parked cars along the street in which students must cross the playground to access. The playground is unlocked during this period and it is hard to supervise students getting into parked cars not adjacent to the school (even with a crossing guard present). Students who walk also cross the playground. Per the floor plan, the main office is not adjacent to the main entrance (it is across the hallway); there is no secure entry vestibule.					
Administrative Spaces to Support School Operations / Community Programs	☐	☐	X	☐	☐
Currently a program called 21st Century utilizes an office and shares storage space. There are not enough conference or meeting rooms at this facility. It is highly desired to have a meeting space dedicated to adults only with appropriate furnishings.					
Overall Rating:	0	2	12	20	5
Total Score:					39/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Taft Elementary School	Building ID	Unknown
Address	4040 High School Dr, Lincoln City 97367	Date of Assessment	March 16, 2020
Principal Name	Becca Bostwick	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology					X
The school has a 1:1 student/device ratio (Chromebooks). Classrooms are equipped with data projectors and document cameras. Wifi connectivity is very good. Some interactive white boards are present but are no longer utilized. One computer lab is present. Some of the classrooms are equipped with speakers. A data projector is provided in the library media center.					
Support of STEAM and Project-based Learning		X			
Some classrooms are carpeted and not conducive to messy activities. A makerspace or wet lab is not present. The stage associated with the gym was recently remodeled with parent group funds; it is equipped with new lighting and a new curtain system. The school has a band class that is offered to every student during the school day (grant-funded); however, there is not a dedicated space - it is currently held in the cafeteria (poor acoustics) with instrument lockers around the perimeter. Students have to practice in sections rather than all together; this limits instruction. A separate music room is provided (for general music instruction); however, the space is undersized. The former art classroom is now used for general instruction; it currently serves as a 5th grade classroom. There is a student garden near the building's main entrance.					
Spaces to Support Flexible Instruction / Varied Group Sizes		X			
Some classrooms have a narrow, rectangular shape that limits classroom arrangements. Extended learning areas are not provided by design.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)		X			
Several very narrow, dark interior classrooms are present (former breezeway was enclosed to create additional teaching stations). Aging carpeting in some classrooms creates odor issues. Some students eat breakfast within their classrooms. Thermal conditions are acceptable. There have been mold concerns in the past associated with the ESL room (Room 56); however, air quality tests did not reveal any issues. Acoustics are generally good. There is some noise transference associated with the modular wall separating the Title I room from the staff room.					
General Classroom Features			X		
Taft ES serves grades 3-6. The building was originally constructed as a high school. The building was later adapted for elementary use. At that time, a center breezeway was enclosed to create additional interior classrooms. Unfortunately, all of the interior classrooms do not have windows. The school previously tried to implement a different scheduling model for 6th graders (more similar to a middle school); unfortunately, the building did not support this. The school typically has five (5) sections of each grade level; however, the layout of the building does not support keeping grade levels together. Many classrooms have old carpeting that requires replacement. Each classroom has a sink. Rooms 57, 59 and 61 are positioned near the cafeteria; the location is very distracting midday as classes queue into the hallway waiting to be served lunch.					
Special Education Program Resources			X		
Rooms 20 and 22 are Structured Learning Center (SLC) classrooms. The SLCs are adjacent with a connecting door. Currently, one lead SPED teacher supervises both rooms (door remains open with multiple aids on both sides). This configuration is challenging, as students with distinct needs cannot always be grouped together. Room 10 is a small "den" room used for social-emotional support, self-regulation, etc. Adaptive P.E. is held in the corridor areas (not ideal). There is a lack of private meeting spaces, as well as a lack of workstations for specialists.					
Spaces to Support P.E. Curriculum					X
A large gym is provided. The gym serves the school's needs. The gym is scheduled to have seismic upgrades this summer. The gymnasium has an attached stage.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Taft Elementary School	Building ID	Unknown
Address	4040 High School Dr, Lincoln City 97367	Date of Assessment	March 16, 2020
Principal Name	Becca Bostwick	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Commons / Cafeteria and Servery	☐	☐	☐	X	☐
The school operates three (3) lunches. The cafeteria is adequate for the school's needs, though the configuration of the servery can lead to bottle-necks with students lining up even outside of the cafeteria and into the corridor. Instrument lockers line cafeteria walls as band is held in this space.					
Library Media Center	☐	☐	☐	X	☐
The library is spacious; it was the former cafeteria. It is centrally located and inviting to students. The space is equipped with a data projector.					
Safe and Secure Learning Environment	☐	☐	☐	X	☐
A secure entry vestibule is present. The "P" layout of the classroom wings is difficult to supervise, especially when there are "runners." Bus and parent drop-off lanes are separate. Significant traffic queuing occurs during drop-off/pick-up times. SPED buses line up on west side (separate area).					
Administrative Spaces to Support School Operations / Community Programs	☐	X	☐	☐	☐
There are reportedly insufficient workstations and/or offices to support staffing needs. The health room is currently positioned within an office buried within the main office (difficult for students to access, no waiting area). The school lacks a designated conference room. The principal frequently has to give up her office to others when a private meeting area is needed. Community partners include HELP Center in Room 21, Early Intervention Program in Room 15 (classroom-sized space). The after-school program uses the cafeteria after-hours as well as storage areas on the 2nd floor area above the cafeteria.					
Overall Rating:		8	6	12	10
Total Score:					36/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Toledo Elementary School	Building ID	Unknown
Address	600 SE Sturdevant Road, Toledo, OR 97391	Date of Assessment	March 13, 2020
Principal Name	Liz Postlewait	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	
The school has a 1:1 student/device ratio (Chromebooks), as well as smart boards and document cameras in classrooms. With the Chromebook carts in classrooms, the school does not have a computer lab. The Library/Media Center has a document camera, projector, laptop, speakers, and a couple of computers that students can access.					
Support of STEAM and Project-based Learning				X	
Classrooms are spacious and each pair of classrooms share a "bump-out" space that is used for flex learning and allows for a variety of teaching approaches and differentiation at the classroom level. All classrooms have a sink and all but two classrooms have vinyl tile flooring. A larger room off of the Gymnasium is used for drama and contains a small stage. There is no art room, maker-space or wet lab in the building.					
Spaces to Support Flexible Instruction / Varied Group Sizes				X	
Classrooms are spacious and each pair of classrooms share a "bump-out" space that is used for flex learning and allows for a variety of teaching approaches and differentiation at the classroom level. Other shared gathering areas for larger group in the school are the gymnasium, media center, multipurpose cafeteria, and a music room/drama room. There is also a patio near the front entrance that is occasionally used as an outdoor learning space, though its location near the entrance can be distracting and the concrete furniture and surface less inviting.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)				X	
Currently, there are no issues with the acoustics, heating/cooling or lighting. Classrooms have many windows and two different sets of lighting.					
General Classroom Features				X	
Toledo ES serves grades K-6. The building was originally a middle school. Classrooms are spacious and each pair of classrooms share a "bump-out" space that is used for flex learning and allows for a variety of teaching approaches and differentiation at the classroom level. All classrooms have a sink. All but two classrooms have vinyl tile flooring and the other two classrooms have carpet. All classrooms have built in cabinets, bookshelves, and desks or tables based on teacher preference.					
Special Education Program Resources				X	
Rooms 107 and 108 are the Structured Learning Center (SLC) which are self-contained classrooms that share a door way, each with its own bathroom and a break room for social-emotional support. The SLCs are well located near the bus access. The Resource Room (Room 301) is housed in a typical classroom space separately from the SLCs and this is where students come for small group instruction.					
Spaces to Support P.E. Curriculum					X
The school has a large full gym that serves the school's needs. There are locker rooms from when the school was originally a middle school. The High School uses the gym for basketball and one of the locker rooms. Toledo ES uses the other locker room for storage. There is also a covered-play area outside and fields, including high school softball and baseball fields on the property. The elementary school field turns muddy in the rainy season, so a synthetic turf field would be helpful.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Toledo Elementary School	Building ID	Unknown
Address	600 SE Sturdevant Road, Toledo, OR 97391	Date of Assessment	March 13, 2020
Principal Name	Liz Postlewait	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Commons / Cafeteria and Servery				X	

The school operates seven (7) lunches per day by grade level. The multi-purpose/cafeteria and kitchen are spacious and adequate for the school's needs. The kitchen provides breakfast to each classroom by cart and provides a meal for the after-school program. The school does experience "traffic jams" outside of the cafeteria between lunch periods as one grade leaves and crosses the hall as the other grade is entering. The 21st Century After School program uses the multi-purpose/cafeteria for its programming.

Library Media Center				X	

The Library/Media Center is a single large space that is more centrally located within the building. The furnishings include tables and book shelves that have limited flexibility. The space functions well for a single class, but does not support a range of activities and group sizes and is not used by students outside of class time. The Library/Media Center has a document camera, projector, laptop, speakers, and a couple of computers that students can access.

Safe and Secure Learning Environment			X		

The school does not have a fully secure entry vestibule. The front doors are kept locked and visitors have to use the doorbell to be buzzed in or use a badge to gain access. The second set of doors has manual locks. While the shared classroom "bump-out" spaces create certain opportunities for flexible instruction, they also pose some challenges in terms of direct visual supervision with the adjacent classrooms and create a potential place for students to hide. Although the bus and parent drop-off lanes are separate, there are challenges on the school site with vehicle congestion prior to pick up. Cars lining up prior to pick up create issues for initial bus access, though once the pickup process gets going the flow is efficient. There are also some issues with how vehicle circulation is mapped out on the site, blind spots, and crosswalks that are not clear or painted. There is exterior site fencing around the playground, covered-play area, and around the baseball and softball fields.

Administrative Spaces to Support School Operations / Community Programs		X			

The original office space was set up well, but not designed to have an Assistant Principal. The Assistant Principal's office is now located in the Media Center Room 112A. With the Principal on leave, the Principal's office is being used for a conference room, since there is not one. Office and conference room spaces are needed. Community programs include the 21st Century After School program that uses the multi-purpose/cafeteria and Young 4H, Lego Club, and Archery that use the gym and classrooms.

Overall Rating:	0	2	3	32	5
Total Score:					42/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Yaquina View Elementary School	Building ID	Linc_sch08
Address	351 SE Harney Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Kristin Becker	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology			X		
The school has Chromebooks for student use, but it is not a 1:1 distribution. Kindergarten students have iPads (6-7). There is wireless in the building. The desktop running the reader board is not functional.					
Support of STEAM and Project-based Learning	X				
The existing stage is used as a STEM space but it has poor acoustics and is not accessible. The school lacks dedicated space for Music or Art. There are raised garden beds onsite but no space or outdoor learning area. Teachers don't have adequate space within their classrooms to provide science or inquiry based learning. Classrooms have hard surface floors.					
Spaces to Support Flexible Instruction / Varied Group Sizes	X				
There are no spaces within the existing school layout to provide flexible instruction or small groups. All classrooms are needed for general instruction. As this is a K-2 grade configuration, it would be challenging to allow small group work in hallways. Classrooms were added to this building three years ago but needed for general instruction.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)		X			
General classrooms have exterior windows with the exception of (2) classrooms (one in Hall D and one in Hall B) and the stage, which is used for instruction. There are noise issues between the gym and the existing stage; the space "echos" and sound is easily transmitted between the two spaces. There are challenges with the thermal conditions throughout this facility, with rooms being too hot or too cold. Lighting is original and has not had upgrades; it is not dimmable. Several spaces have light switches in other rooms. The switches for the gymnasium lights are on the stage and the switches for the Library are in an adjacent hallway.					
General Classroom Features		X			
The furniture for kindergarten classrooms is appropriate; furniture in other classrooms is too big for the size of the students (most furniture was sized for when this site was an elementary school). Since classrooms do not have individual restrooms, this has become challenging with long waits and supervision, given the age of the students. Hallways have places for display but students often tear what is being displayed off the walls.					
Special Education Program Resources		X			
There is one Resource room and one classroom for SLC (room 16) Although this is a larger classroom, it is not large enough for the equipment and supplies needed. There are no sinks in this space, and one restroom which has to serve approximately 20 students, some with additional toileting needs. Speech language occurs in the Library. There is a room for the Counselor (room 43) but it is not large enough for small groups The Psychologist currently uses room 18 but often has to rotate on space availability. There is a desire for outside counselors to come to this site but there is no room. Currently room 19 is used as overflow for SPED and SLC, but this room will not be available for this use for the next school year.					
Spaces to Support P.E. Curriculum		X			
The gymnasium is adequately sized. However, since it was originally designed as a cafeteria/gymnasium, there are tables located against the walls, which causes challenges with floor space and safety concerns. Students take PE twice a week and the space is used all day except for recess time (in the event of inclement weather). There are 6 classes of PE taught every day. The gymnasium is also utilized before school due to the varied drop off times.					
Commons / Cafeteria and Servery		X			
The kitchen is undersized. The cafeteria is also the gymnasium so it is no longer used for meals. Breakfast and lunch are served in the classrooms. Food is sent to each room via cart which is located in hallways. Lunchtime is staggered to accommodate lunch and recess for all students.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Yaquina View Elementary School	Building ID	Linc_sch08
Address	351 SE Harney Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Kristin Becker	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center	☐	X	☐	☐	☐
The library is used for story time and book check-out. Students also can color, play or read in the library. The furniture is set up as an instructional space; there are no soft seating areas. Staff meetings are housed in the Library. The physical space was reduced to accommodate other needs; currently it can house 1 class at a time.					
Safe and Secure Learning Environment	X	☐	☐	☐	☐
Classrooms are located on either side of long hallways; hallway intersections often become congested. Supervision is challenging. The office is not located adjacent to the general classrooms nor does it have a welcome area for parents .It was noted it is easier to access some classrooms by going outside than to walk down hallways. There is not a secure entry vestibule. The building is not all one level; hallways (i.e. Hallway B) is ramped, and students often run on the ramped hallways. Drop off and pick up also pose challenges. The proximity of the school site to traffic lights causes congestion. Parents are allowed to walk students to classrooms. There are safety concerns with walkers and the unloading of buses and cars at the same time. In the afternoons buses arrive very early just to line up and access school site; parent pick-up is parallel to buses, as well as street side and beyond. Approximately 25% of parents collect their students from the classroom. There is only one entry/exit to this site.					
Administrative Spaces to Support School Operations / Community Programs	X	☐	☐	☐	☐
It is highly desired to have a space at this site dedicated for adult usage/meetings with appropriate furniture. There is a general lack of space for parent volunteers, itinerants, etc. It is desired to house a bi-lingual Pre-K/K program at this site but there is no space. The Health room was relocated near the front office; the Assistant Principal is now in an office in the Library (which reduced the floor area of the Library).					
Overall Rating:	4	12	3	0	0
Total Score:					19/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Newport Middle School	Building ID	unknown
Address	825 NE 7th Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Aaron Belloni	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	
This facility is 1:1 Chromebook. The majority of the devices are owned by the District; the remainder are brought to school by the students. Classrooms have projectors and several have Smartboards. There are multiple computer labs but are not longer using these rooms as such.					
Support of STEAM and Project-based Learning					X
There are a number of programs offered at this campus, including a Robotics Class and Video Production Class. Science classrooms are also utilized for project-based learning. This campus also offers a Habitat Restoration class, which is conducted outside and a Skateboarding class held at the track. Messy activities occur in general classrooms as well. The school has an Art Room. The school's stage is used for school performances.					
Spaces to Support Flexible Instruction / Varied Group Sizes		X			
There are a variety of spaces to accommodate many groups, but not the extent it is desired at this school. The Media Center can hold a large group (50-70) but not a entire grade level. The Commons is used for larger groups. Conference Rooms can house smaller groups. there are no diedicated extedned learning areas.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		
Classrooms have exterior windows. Noise is an issue at this school. There are challenges with the thermal conditions; the lower level areas tend to be colder. Lighting is mostly fluorescent fixtures and not dimmable. Some classes such as Leadership are conducted in hallways. There are ample areas for display.					
General Classroom Features			X		
The classrooms are adequately sized and staff are able to move the furniture around to create different instructional configurations. Some classrooms are set up with a small commons area but it is undersized and space is tight, especially with student circulation.					
Special Education Program Resources			X		
There are two SLC classrooms and one Resource classroom (rooms 3118,3121 and 3122). Room 3116 has now been converted into a break room for SLC. Classroom 3118 has an exterior door and restroom facilities. There are sinks in the classroom. The size of the classroom space itself is too small for their current use.					
Spaces to Support P.E. Curriculum		X			
There is one gymnasium and over 500 students. PE is conducted all 7 periods a day, which impacts lunch/recess in inclement weather. The covered play area has no walls. PE cannot be expanded to full day because there is no space. A second Gymnasium is highly desired.					
Commons / Cafeteria and Servery				X	
The physical spaces are adequately sized for the school's needs. There are two lunch periods a day (students are not allowed off campus); breakfast is also provided and served in the cafeteria. The Commons is utilized before school as well as for Drama.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Newport Middle School	Building ID	unknown
Address	825 NE 7th Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Aaron Belloni	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center	☐	☐	X	☐	☐
The library is dominated by Study Hall 5 of the 7 periods a day, and utilized by elective classes. Typically there are 25-30 students per period using the space. The Library itself is adequately sized. The challenge is FTE/staffing.					
Safe and Secure Learning Environment	☐	X	☐	☐	☐
There are challenges with traffic/congestion. There is an intersection at the bottom of the hill that causes issues, especially at pick-up times. There is a separate bus loop but the SPED buses use the same drive as parents. Parents and buses exit the site from different sides of the building. Additionally all Newport schools use the same buses, which is time consuming. The building layout does have some "blind spots" which making it challenging for supervision. There is not a secure entry vestibule at the main entrance.					
Administrative Spaces to Support School Operations / Community Programs	☐	X	☐	☐	☐
There are several classrooms that are not in use. Room 3125 is now a multi-purpose room and Room 1106 (former Home EC Room) was the former site of an alternative school for 7th and 8th graders. One of the computer labs (room 3131) is unoccupied. Several spaces were also reconfigured for changing needs. Room 1140 was a small conference room and was reduced in size to create a needed office. The school lacks adequate office spaces and would like to have additional conference rooms. The Media Center or a general classroom are used for staff meetings.					
Overall Rating:	0	8	12	8	5
Total Score:					33/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Waldport High/Middle School	Building ID	Unknown
Address	3000 S Crestline Dr, Waldport, OR 97394	Date of Assessment	March 13, 2020
Principal Name	Amy Skirvin	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	

The school has a 1:1 student/device ratio (Chromebooks). There are occasional Wi-Fi connectivity issues, but good overall. Most classrooms have a smart board and document camera. There is a computer lab located off of the Media Center.

Support of STEAM and Project-based Learning				X	

Generally, the design of the building is good for supporting STEAM and project-based learning. There are two full CTE programs. The Natural Resources program has an outdoor learning lab, there is also a full-size wood and metals shop with a classroom attached, and the Forestry classes use the woods on campus. The lack of Science Lab storage creates challenges for supporting a greater variety of activities. The High School Art Department has a large flexible space and the Middle School Art classroom is located in the elementary school building. The Multipurpose/Cafeteria stage has challenging acoustics and sight lines and not enough seating for larger events, requiring the choir to perform in the gym, which is not ideal. The Middle School hallway has some smaller classrooms that are more challenging to support a variety of learning approaches. Approximately 60-70% of the spaces work for supporting STEAM and PBL programs.

Spaces to Support Flexible Instruction / Varied Group Sizes			X		

Overall, the building is limited in spaces to support varied group sizes and extended learning areas are not provided by design. There are issues with the use of classrooms and support spaces already being maximized, limiting flexibility. The Commons area is a large open space but does not support a variety of group sizes well. The Multipurpose Room functions as the cafeteria, the wrestling room, and for drama creating issues with activity overlap and scheduling. The Library is a good size, but is limited in furnishings to support varied group sizes.

Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		

Overall, lighting is good in the classrooms. The quality of heating and cooling is inconsistent, varying from space to space. Room 244 at the High School is described as always being cold. The Multipurpose/Cafeteria has poor acoustics.

General Classroom Features			X		

Waldport High/Middle School serves grades 7-12. Waldport Middle School/High School uses some spaces in the southwest wing of the Crestview ES building for middle school classrooms, art, and music. The Middle School hallway has some smaller classrooms that are cramped with a full student class. All classrooms have sinks and tile flooring. Two classrooms have desks with the rest having tables.

Special Education Program Resources		X			

Special Education spaces are limited. Room 204 has two break rooms for quieting and social-emotional support. Former Special Education spaces are now being used for the college and career program, HELP Center for homeless assistance program, and a school-based health center.

Spaces to Support P.E. Curriculum			X		

There are two gyms on this combined Elementary, Middle and High School campus. Waldport High/Middle School has a gym and weight room and the Middle School program uses the Elementary School gym for some programs. An additional gym is needed to support after-school athletics and the Middle School program. The Multipurpose Cafeteria is used for the wrestling program with mats hanging from the ceiling.

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Waldport High/Middle School	Building ID	Unknown
Address	3000 S Crestline Dr, Waldport, 97394	Date of Assessment	March 13, 2020
Principal Name	Amy Skirvin	Assessor Name	Andrew Werth

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Commons / Cafeteria and Servery	☐	☐	X	☐	☐
The school operates two (2) lunches per day, one for the Middle School and one for the High School. High School students are allowed off campus for lunch. Food is prepared at the Elementary School kitchen and carted to the High/Middle School warming kitchen for service. There is plenty of space in the Multipurpose/Cafeteria for seating. The kitchen also serves breakfast for all students in the Multipurpose/Cafeteria. The Multipurpose/Cafeteria is also used for the wrestling room and drama program.					
Library Media Center	☐	☐	☐	X	☐
The Library is a good size, but is limited in furnishings to support varied group sizes. A classroom located off of the Library was being used and there still is an attached computer lab, but now with no computers. There is a lack of wall space to hang things.					
Safe and Secure Learning Environment	☐	☐	X	☐	☐
The "L-shaped" layout of the building allows for a good level of visual supervision by staff down the halls. Several site issues were fixed last year including painting and barricades to help with circulation and improved site lighting. Currently there is a single outdoor security camera and more are needed. There is the process of students walking from the High/Middle School through the courtyard to access the Elementary School, which creates a lock-out situation, so the school has asked the District to add fencing for safety. The school does not have a secure entry vestibule.					
Administrative Spaces to Support School Operations / Community Programs	☐	X	☐	☐	☐
Additional office and conference room space is needed. There is a single conference room that is over scheduled and no dedicated In-School Suspension space. The reception area/office space lacks a place for privacy for counting money or space for separating students. The Staff Room #203 lacks a real staff lounge and currently functions as storage, the mail room and the workroom. There is no space for Professional Development so they jump from classroom to classroom. The Principal's Office lacks wall space for hanging schedules or other material, with wall space taken up by (3) windows and cabinets.					
Overall Rating:	0	4	18	12	0
Total Score:					34/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Newport High School	Building ID	Linc_sch09
Address	322 NE Eads Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Reyna Mattson	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	
This facility is 1:1 Chromebook. Chromebooks can travel home with students. Outdated projectors is the biggest technology challenge.					
Support of STEAM and Project-based Learning				X	
There are rooms other than dedicated science classrooms used for science-type projects. Existing computer labs are now being utilized as Maker Spaces (as the school has gone 1:1). Music spaces were remodeled in the last bond but there is no Auditorium or performance space onsite. The Art room (room E34) is amply sized and houses up to 40 students per class.					
Spaces to Support Flexible Instruction / Varied Group Sizes			X		
There are a number of spaces that are utilized for group use. The gymnasium can house the entire student body; both the small gymnasium and the cafeteria can house a single grade level. The wrestling room is also utilized for larger groups. There are also a number of areas throughout both buildings for groups. There are lounge areas on the west campus but are surrounded by classrooms so acoustics is an issue. Outside/courtyard spaces (weather permitting) are also used for "messy" activities.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		
General classrooms, with the exception of science rooms, have exterior windows. Noise can be an issue at times. There are challenges with thermal conditions. Classrooms have newer lighting but it is not dimmable. SPED rooms have covered their lights to accommodate their students.					
General Classroom Features			X		
There were no issues expressed with the physical size of the classrooms. Furnishings are a mix of styles and ages, and staff has found ways to be creative with what is available.					
Special Education Program Resources				X	
This campus has two Resource Classrooms (rooms E14 and E22); one has an office. There are also a number of spaces (rooms W29-W35) dedicated to SLC; these spaces are being remodeled in 2020.					
Spaces to Support P.E. Curriculum				X	
There are a number of spaces used for PE. There is a large gymnasium, a wrestling room and a strength training room. Students are required 1 credit for PE, usually taken by 9th graders. Other programs (SLC, Preschool program) struggle to find availability for these PE spaces.					
Commons / Cafeteria and Servery			X		
The physical space is adequately sized only because this is an open campus. All grade levels are allowed go off-site for lunch. Currently there is only (1) lunch period. The facilities (kitchen and cafeteria) are located on the East Campus.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Newport High School	Building ID	Linc_sch09
Address	322 NE Eads Street Newport, Oregon 97365	Date of Assessment	March 12, 2020
Principal Name	Reyna Mattson	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center					X
It was noted this library has a high percentage of book circulation and the space is well utilized. There is a librarian on staff. Students use this space for reading, groups, clubs and research (partnership with OSU). The library is adequately sized and can hold approximately 60 people seated, more if standing. The space is equipped with dimmable lighting and a projector. This space is also used for events such as Parents' Night.					
Safe and Secure Learning Environment	X				
This facility has two sites, located across the street from one another. Students travel back and forth between the buildings all day long. Teachers also provide instruction at both sites. The East campus has an entry vestibule; the West campus does not. Vehicular and bus traffic is complicated as the street between the sites is closed and parking area access is often restricted or not clear how to access. Lastly, buses serve all schools in Newport, meaning students picked up first are on buses for an extended period of time. The layout of the building however has created "blind spots" that don't allow for passive supervision, which would occur in hallways (based on building layout).					
Administrative Spaces to Support School Operations / Community Programs		X			
There are adequate spaces, but they are located in two buildings. Staff are not able to provide back-up for one another in this set up. The relocation of the Health Room closer to the main office/reception area has displaced the location of the Assistant Principal (currently located in a conference room). The Health Room is now located adjacent to the Principal's office, which can provide confidentiality challenges. There is a health center located onsite for use by students (space is rented out).					
Overall Rating:	1	2	12	16	5
Total Score:					36/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Taft High School (Grades 7-12)	Building ID	Linc_sch10A
Address	3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367	Date of Assessment	March 16, 2020
Principal Name	Nick Lupo	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology					X
The school operates with a 1:1 student/device ratio. All classrooms are equipped with data projectors (most are ceiling-mounted), document cameras, and speakers. Internet access for staff and students is excellent; visitor wifi is not dependable, but generally adequate.					
Support of STEAM and Project-based Learning				X	
The same instructor teaches physics and art. The art room has taken over part of the wood shop, creating a STEAM teaching station that supports, art, physics, graphic design, screen printing, engraving, and more. They also conduct welding via a post-secondary partnership. While the school has maximized use of this space, they desire a true shop-type space to support industrial arts curriculum. There are two science labs for middle schoolers and an additional two science labs for high schoolers. Two music rooms are present; however, one is currently being used for general instruction (as there is only one music teacher). Drama classes are offered as well as an extracurricular drama club. An auditorium is not present. A range of CTE programs are offered, including child development (through on-site child care program), culinary arts, and forestry (uses grounds). There is also a design commercial arts program as well as welding program (which has welding bays).					
Spaces to Support Flexible Instruction / Varied Group Sizes		X			
There is an extended learning area located on the 2nd floor (high school hallway). Otherwise, there are limited areas for extended learning. Gym is large enough to accommodate the entire student body. Classroom furnishings are not flexible and do not support collaboration. Library Media Center has flexible furnishings that support different configurations.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)				X	
Most classrooms have windows to provide access to natural daylight, with the exception of one classroom along the middle school hallway. Thermal conditions are reportedly inconsistent across different areas of the building. Acoustics are reportedly fine. No indoor air quality issues or concerns.					
General Classroom Features			X		
Classroom features do not always align with what is taught in those spaces. Most classroom furniture is dated (20+ years) and not particularly flexible. General classrooms have aging carpet. The principal reports that the plan is to replace the carpet with hardsurfaced flooring in the near future. Some classrooms have sinks, whereas others do not. Nearly all classrooms have windows.					
Special Education Program Resources			X		
The school has two (2) adjacent Structured Learning Center (SLC) classrooms that are reportedly undersized and lacking a dedicated washer/dryer. ADA accessible restrooms are provided Two resource rooms were created by reducing the size of the library. A third resource room is provided on the 2nd level; it is slightly smaller than a traditional classroom.					
Spaces to Support P.E. Curriculum					X
A main gym, aux gym, weight room, and mat room are present. All areas are reportedly adequate for the school's needs.					
Commons / Cafeteria and Servery				X	
The school operates separate lunches for MS and HS students. The cafeteria is too small to accommodate the number of MS students in one lunch; however, the high school lunch is manageable due to the open campus policy. The servery is generally adequate, although lines can be long at times. There is a small stage at one end of the commons.					

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Taft High School (Grades 7-12)	Building ID	Linc_sch10A
Address	3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367	Date of Assessment	March 16, 2020
Principal Name	Nick Lupo	Assessor Name	Elisa Warner

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center	☐	☐	☐	☐	X
Although the library was reduced in size to create two (2) SPED resource rooms, the remaining area is reportedly adequate for the school's needs. The library is an inviting space with ample daylighting. The space is easily reconfigured to support a range of activities.					
Safe and Secure Learning Environment	☐	☐	☐	X	☐
Secure entry vestibule is present; visitors are buzzed in. Main office can view building approach via camera, but not directly. Principal can view front parking lot from office; receptionist cannot. Bus lanes are separate from parent drop-off. Separate parking areas are provided for staff, visitors and students.					
Administrative Spaces to Support School Operations / Community Programs	☐	☐	X	☐	☐
Administrative space is reportedly at capacity. One meeting room is present. Some admin areas are occupied by special programs. For example, a school-based health center is provided within the building, where students can receive clinical services. A preschool program occupies several classrooms (167, 169, and 170 D) and utilizes the courtyard as a play area (leaving it unavailable to students).					
Overall Rating:	0	2	9	16	15
Total Score:					42/55

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 1 OF 2)

School Information

School Name	Toledo Junior/Senior High School	Building ID	Linc_sch11
Address	1800 NE Sturdevant Road Toledo, Oregon 97391	Date of Assessment	March 18, 2020
Principal Name	Richard Ceder	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Integration of Technology				X	
This facility is 1:1 Chromebook. Chromebooks can travel home with high school students only. Classrooms are equipped with projectors; some have Smart Boards.					
Support of STEAM and Project-based Learning			X		
The upper shop area is currently where CTE programs are housed. There is a desire to expand this area to include adjacent/connected instructional space. Robotics and Video Production are offered but the spaces they occupy are not adequately sized. Project based learning occurs within classrooms; the building does not have dedicated spaces for this. There is a small stage and the Gymnasium is used for performances.					
Spaces to Support Flexible Instruction / Varied Group Sizes			X		
There are a number of spaces that are utilized for group use. The gymnasium can house the entire student body. The courtyard area can accommodate a group of approximately 100. There is also a Commons space used for large events and for the Leadership class. Hallways are used for smaller group activity; classrooms doors have to remain open for passive supervision. There are no flex or break out spaces.					
Environment Conditions for Learning (Acoustics, Thermal Conditions, Lighting)			X		
All classrooms have exterior windows (either from an exterior wall or for classrooms situated around courtyards). There is some typical noise issues from hallways, but more so between certain classrooms. Mechanical systems are noisy and make presentations difficult. They are classrooms that tend to be "warmer" than others due to the existing mechanical system. Lighting appears to be newer but does not have any dimmable features.					
General Classroom Features			X		
There were no issues expressed with the physical size of the classrooms. Furnishings are a mix of styles and ages, and staff has found ways to be creative with what is available. Classrooms are set up in a more traditional layout; most furniture is not mobile. The courtyard area lacks any sort of furnishings so it can be used as an instructional space. There is plenty of space/places to display student work throughout the school, as well as outside agencies.					
Special Education Program Resources		X			
This campus two classroom spaces used for SLC (one for 7-9; the other for 10-12). Neither space is equipped with accessible restrooms or learning kitchens. Students with higher/greater needs go to Newport. There is not enough of a student population to warrant providing these services at this site.					
Spaces to Support P.E. Curriculum			X		
There are a number of spaces used for PE. There is a large gymnasium and a weight room. The gymnasium is large and well used; adding programs like wrestling or housing community sports has become challenging. Some teams practice before school starts to find gym time. Health is taught in the gym or in available classrooms as their is no dedicated classroom for this purpose. Junior High students take gym every day; high school students take 1 credit with the option to take weightlifting as a another credit.					
Commons / Cafeteria and Servery				X	

EDUCATIONAL ADEQUACY ASSESSMENT (PAGE 2 OF 2)

School Information

School Name	Toledo Junior/Senior High School	Building ID	Linc_sch11
Address	1800 NE Sturdevant Road Toledo, Oregon 97391	Date of Assessment	March 18, 2020
Principal Name	Richard Ceder	Assessor Name	Thea Wayburn

Ratings	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Library Media Center			X		
The Media Center is shared with their Online Recovery, which is run by the school Librarian. Students use the space to read books, do research, or find a different environment than their classroom. Book circulation has declined. The space is used for meetings such as Booster Club or for School board meetings.					
Safe and Secure Learning Environment			X		
Buses serve all the schools in this area, so often students have to wait for buses. This site lacks sidewalks which is a safety concern for those who walk to school. Buses and vehicular traffic are well separated (separate bus loop) and congestion is minimal. There are multiple exits off site which help with potential congestion. This school has some level changes so there are accessibility challenges as well as supervision concerns. There is an entry vestibule.					
Administrative Spaces to Support School Operations / Community Programs		X			
There are a number of programs housed at this site. There is an early learning center, which is desired to move to the elementary school site. There is a school based health center onsite (own space, is not utilizing classrooms). A health program for the homeless occupies one classroom. In general there is a lack of office and conference space onsite. In addition, there is a lack of adequate acoustics in exisitng office areas. Existing computer labs (no longer needed) have been converted into conference rooms. New conference rooms spaces are not connected to the office area. There are several small rooms that could be converted into small classrooms if the student population grows.					
Overall Rating:	0	4	21	8	0
Total Score:					33/55

Meeting Notes

Project:	Lincoln County SD Long Range Facilities Plan
Date:	February 20, 2020
Project Number:	19016
Subject:	Meeting #1
Attendees:	**Dr. Karen Gray, Superintendent** **Rich Belloni, Facilities Director** **Ron Beck, School Board Member (zone 3)** **Tim Kaufman, Facilities Manager** **Chris Carlson, Community Member** **Dan Hess, BRIC Architecture Inc.** **Thea Wayburn, BRIC Architecture Inc.**

This was the kick-off meeting for the Long Range Facilities Plan for the Lincoln County School District. The purpose of this meeting is to help the District plan the path for a potential future bond. The meeting was started with introductions of all present. A handout of the PowerPoint presentation was distributed.

1. The meeting schedule was then reviewed. There will be a total of (4) meetings as part of this process. Each meeting will have different topics/goals:

- February- work to date and Guiding Principles Exercise
- March – Update on educational adequacy interviews and presentation on Next Generation Learning
    - The Educational Adequacy interviews are a different type of assessment that looks at and documents how teaching and learning is conducted at schools, not the physical conditions of finishes and systems.
- April – Review of Educational Adequacy Report and Capacity Analysis and Prioritization Exercise
- May – Presentation of Capital Improvement Plan

Dr. Gray noted that there will be a Board Meeting on June 9th that BRIC should attend to present to the School Board.

2. An explanation of what a Long Range Facilities Plan was presented to the group.

3. A brief discussion was held about the Lincoln County School District's Bond History, with an emphasis on the work that was completed in the 2011 bond. This bond was a $68 million dollar bond that touched all the buildings in some capacity; an additional $15 million was made available from QSCB (qualified school construction bond).

4. The Facilities Assessments have been conducted by another architectural firm and were sent to BRIC Architecture for review. There are common themes with repair and replacement needs for components

such as roofing, HVAC, lighting, controls. The question is then asked to each group member: **"What facility issues do you think are the most critical?"** Responses are as follows:

Rich –

- See attached list. It is noted the District has property to construct new facilities to replace those in the poorest condition as well as re-think grade configurations if needed.
- Egress and Fire/Life Safety
- Most buildings are on DDC controls (not Arcadia)

Tim –

- Roofing
- Buildings coming to the end of their useful life
- It was asked about lead – testing occurred 2 years ago and a lot of existing piping, etc. was replaced
- All F.A. is Siemens

Chris –

- Building materials/exterior and the coastal environment; need to be "built like a boat"
- Earthquake resiliency

It was also stated that "local" presence for design and construction services is important, provided local companies have the capacity to perform the work.

5. The last portion of the meeting was a Guiding Principles exercise. BRIC Architecture posed 3 questions to the group and recorded their responses for each.

What is important to you about this community?

- Housing – can't keep qualified people here; lack of housing/cost of existing housing
- Livability – housing, parking; schools should give people a reason to STAY
- Economic Development – the School District should be a driver in the economic development plans
- Easy going low pressure lifestyle
- Wealth gap causes kids to learn differently
- Regulatory obstacles to growth
- A positive economic future
- Addressing the large percentage of homelessness (this includes students who don't live with a parent)

What is the most important outcome of this process?

- People want to stay here
- A community that helps you grow
- People to live, work and thrive here
- A good way to communicate this message

- A robust plan for CTE curriculum and ability to adapt to changing needs

How will we know if we have been successful?

- WOW! Schools are inspiring
- All kids can read and think at a high level
- When Lincoln County graduates apply for jobs in our towns
- Have a county-wide understanding that all schools are part of one District, one Community
- Families stay here for generations
- When the 2026 bond is passed, people are already asking what the next bond will do

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:

- PPT Presentation by BRIC Architecture, February 20, 2020
- Long Term Plan list, distributed by Rich Belloni

Meeting Notes

Project: Lincoln County SD Long Range Facilities Plan
Date: April 16, 2020
Project Number: 19016
Subject: Meeting #2
Attendees: **Dr. Karen Gray, Superintendent**
Rich Belloni, Facilities Director
Ron Beck, School Board Member (zone 3)
Tim Kaufman, Facilities Manager
Chris Carlson, Community Member
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

This was the second meeting for the Long Range Facilities Plan for the Lincoln County School District. The purpose of these meetings are to help the District plan the path for a potential future bond. The PowerPoint presentation was emailed to all present as this meeting was conducted remotely.

1. The schedule was reviewed briefly. Due to the current circumstances, this meeting is only the second one as its original date of March 12th was cancelled. It was noted that the remaining meeting dates will be discussed at the end of this meeting.

2. Thea reviews the Facilities Assessment findings, both from the discussion had at the kick-off meeting and what was captured in the Facilities Assessment reports conducted by GLAS Architects. Thea notes that the information from both are in alignment. Key findings include roofing, turf replacement, systems replacement and/or upgrades, finish upgrades (i.e. flooring, wainscoting). It is noted that this information will be used at a future meeting to prioritize needs for each school and District-wide as part of the Capital Improvements Plan.

3. Dan reviews the Guiding Principles. These were crafted by BRIC Architecture as a result of the group discussion/exercise at the kick-off meeting. These Guiding Principles are part of the attached Power Point presentation. The group felt these statements did a good job of capturing the discussion. Dr. Gray noted that she would like to add to these statements that their schools are the hub of the community. Below are the updated Guiding Principles:

- Become a driver in the economic development and growth of the community.
- Help create a community where people want to live, work, and thrive.
- Build schools that inspire, motivate, and draw people to; preserve the importance of our schools as hubs for our community.
- Establish a united school district and community.
- Provide opportunities for all students to read and think at the highest level.
- Offer CTE programs and curriculum that adapt to changing needs in the real world.

4. An update and overview of the Educational Adequacy interviews was presented by Thea. As previously noted, the purpose of the educational adequacy interview is to review and document the spaces at each school site and document any challenges or needs as it relates to teaching and learning. This is a different type of building assessment in which we are not looking at finishes or systems but how the buildings are being used. Due to unforeseen circumstances, these interviews were changed to phone interviews with each School Principal (as opposed to face-to face meetings), all of whom provided thorough responses and engaging conversation. There are several categories of questions and responses are grouped by category. An overview of common themes is in the attached PowerPoint. A more detailed presentation for each school site will be part of the next meeting. Dr. Gray would like curriculum directors to be present (if possible) at this meeting.

5. Dan shares a presentation on the Next Generation Learner. Current students are very different in how they learn and what their expectations area. After the presentation, Dan asks for comments or thoughts from the group:

- There is a slide that shows very traditional desks in rows – it is noted that most classrooms in Lincoln County schools look like this. However as new educational systems are developed, how should classrooms look?
- Social-Emotional Learning is a topic already discussed in this District, and it is even more so important given the current circumstances of distance learning for all students.
- Kids are very adaptable and can learn anywhere and at any time. Schools are just one place learning happens. Even during the summer, students are still learning even if they are not attending school.
- There is a clear message in the District that middle and high school students are not engaged; attendance levels support this. How can students be engaged? How can project based and CTE learning help this?
- Workplaces are already finding ways to retain younger generations of employees, could it be translated into school environments?
- School is one place in the day of a student, less of a facility and more of a facilitator
- How do we created “low administration” buildings so that teachers and administrative staff are not spending time dealing with space management or traffic issues? Buildings should be streamlines, easy to maintain and not overly showy.
- Teachers and teaching has changed – need to think modular, collaborative, and highly technical; teacher development needs to be supported.

6. Dan reviews the upcoming schedule (dates still TBD). It was decided the following meetings will only be 1 hour long.

- Meeting 3 will discuss Educational Adequacy and Capacity and information/data on enrollment.
- Meeting 4 will be prioritization exercise of what things are most important/critical by school and District-wide and what items would be considered for future bonds.
- Meeting 5 will be a presentation of the draft Capital Improvement Plan.
- August: Board presentation; this was originally scheduled for June, but it would be ideal to have time for all the data collection to occur. It was also noted that an August presentation is more inline with the School Board retreat.

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:

- PPT Presentation by BRIC Architecture, April 16, 2020

Meeting Notes

Project: Lincoln County SD Long Range Facilities Plan
Date: May 28, 2020
Project Number: 19016
Subject: Meeting #3
Attendees: **Dr. Karen Gray, Superintendent**
Rich Belloni, Facilities Director
Ron Beck, School Board Member (zone 3)
Tim Kaufman, Facilities Manager
Chris Carlson, Community Member
Rhea Warren, Assistant to the Superintendent
Vince Dye, Operations Administrator
Katie Barrett, Elementary School Teaching and Learning Administrator
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

This was the third meeting for the Long Range Facilities Plan for the Lincoln County School District. The purpose of these meetings are to help the District plan the path for a potential future bond. The PowerPoint presentation was emailed to all present one week prior to this meeting.
This meeting was conducted remotely.

1. The schedule was reviewed. There were some suggestions made to the proposed schedule:
    - The fourth meeting needs to be moved from June 11th at 4pm to June 8th (the time was set after the meeting; it will be held from 11am- noon).
    - The fifth meeting will be held on June 25th, but it is suggested that this meeting needs to be a 90 minute meeting. It will be scheduled from 3:30pm to 5:00pm.
    - There will be no meeting in July to review the Draft Capital Improvements Plan; however, a draft will be sent a week ahead of the August 11th Board meeting for review and comment.
    - BRIC Architecture will present the Capital Improvements Plan to the School Board on August 11th at 6:30pm.

2. The focus of this meeting is to review the Educational Adequacy Assessments. At the previous meeting, a description of the process and general common themes were presented. The presentation for this meeting provides a detailed slide for each school plus the rating given to each as part of the assessment report. As there were individuals not present at the last meeting, Thea spends some time reviewing the assessment process and the general themes again. A description of how the information is ranked and what the scores mean were provided. Thea mentions that many of the schools scored in a consistent range and that all schools are finding ways to deliver instruction today in more traditional facilities.

In an effort to be mindful of time and since all those present received the presentation ahead of time, Dr. Gray suggests that the presentation focus on Crestview Heights, Yaquina View, Newport Middle and Taft High.

Thea reviews the detailed slides for each of these schools. It is noted that there is an error on the slide for Yaquina View as there is no separate cafeteria. Thea will revise the slide information. It is of note that Yaquina View had the lowest score; one possible reason is that it is currently being used as a K-2 school when its original design was for a more traditional elementary school grade configuration. Additional CTE programs were identified at Taft High and will be added to that slide.

The committee asks to review one more school – Taft Elementary. It is noted that the score seems high for this school considering it is a facility with the greatest need. Thea will review the assessment form and the notes from the interview and make any changes if necessary.

4. A brief overview of capacity analysis and enrollment forecasting is presented by Thea. These will be discussed in greater detail at the next meeting. The company who has conducted the enrollment forecasting – FLO Analytics – will also be presenting at the next meeting.

5. Dr. Gray asks Vince and Katie to share their thoughts on education and how classrooms need to be/should be designed:

- Vince mentions that the district will be 1:1 for grades 1-12 and 2:1 for kindergarten this year. His wish would be for all classrooms to have voice amplification systems to help reduce teacher stress and help improve student concentration. It is desired to provide technology so that the teacher is not "stuck" at the front of the classroom – provide wireless technology connections for teachers. Large flat panel monitors in each classrooms would be ideal. It is also desired that teachers have the ability to control the 1:1 devices.
- Vince also states that student information services will be changing in the next two years and classrooms will need to be set up AND teachers will need instruction on how to use.
- Katie states that as long as classrooms are large enough they have the potential to work for varied group size and instruction. Furnishings are key to this flexible environment as well. At the elementary school level, spaces for intervention need to be provided within or next to classrooms. It is also important for younger students to have the ability to leave their classrooms for other activities, especially lunch. Some of the school sites do not allow for this (i.e. no separate gym and cafeteria).
- Dr. Gray also states the importance of furniture and that this is challenge district-wide, with a wide variety of furniture types and styles present in their schools, and a large portion of it more traditional and not as flexible.

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:

- PPT Presentation by BRIC Architecture, May 28, 2020

Meeting Notes

Project: Lincoln County SD Long Range Facilities Plan
Date: June 8, 2020
Project Number: 19016
Subject: Meeting #4
Attendees: **Dr. Karen Gray, Superintendent**
Rich Belloni, Facilities Director
Ron Beck, School Board Member (zone 3)
Tim Kaufman, Facilities Manager
Chris Carlson, Community Member
Rhea Warren, Assistant to the Superintendent
Alex Brasch, FLO Analytics
Ben Maloney, FLO Analytics
Dan Hess, BRIC Architecture Inc.
Thea Wayburn, BRIC Architecture Inc.

This was the fourth meeting for the Long Range Facilities Plan for the Lincoln County School District. The purpose of these meetings are to help the District plan the path for a potential future bond. The PowerPoint presentation was emailed to all present prior to this meeting. This meeting was conducted remotely.

1. The agenda was briefly reviewed. Introductions were made. Alex Brasch and Ben Maloney of FLO Analytics were part of this meeting to present the enrollment forecasting. FLO Analytics was hired by the District to conduct this scope of work as part of the Long Range Planning process. They work with many school districts to provide forecasting for bond planning purposes and they can also assist in making recommendations for boundary changes as one way of balancing enrollment.

The updated schedule was also reviewed.

2. Alex and Ben began their presentation on enrollment forecasting. This is an overview of the report that they completed and submitted to the District on May 29th, 2020.

The first slide is a chart documenting historic fall membership enrollment, provided by the Oregon Department of Education. It is noted that the student does not consider any building planning, just changes in enrollment over a period of time. Historical data is provided as well as forecasting from the current school year (2019-2020) until 2029. Generally, information for the first 5 years is more accurate than the next 5 years out (there can be inaccuracies). The enrollment data that is provided to FLO Analytics for their reports is not taking into consideration circumstances such as the current Coronavirus pandemic. This chart is color coded, with numbers in red for each school showing the highest enrollment and blue indicating the lowest. This information also includes charter schools in the District
.

Dr. Gray raises the question about Siletz Valley School, the enrollment numbers do not seem correct; it is noted that this school did convert to a K-12 model and that might reflect the increase in number. It is also noted that students from Toledo attend Siletz for a few months then return to Toledo, and the state's numbers may not reflect all these changes.

The next slide shares information regarding District birth rates and forecasting for kindergarten enrollment. It is asked if there could be an increase in kindergarten students as a result of the Coronavirus pandemic. At this time there is not enough information to know if this will affect enrollment numbers; it is also possible it could result in a decline due to the economy during this pandemic, or if families move away in order to find work.

Total building attendance is presented, and the graph to describe this has 3 different colored lines, representing low, average, and high attendance scenarios. In all 3 there is an increase until 2024, then there is a decline. The next graph shows forecasts by grade level.

Dr Gray asks the group when does the next bond sunset? It is thought 2023 or 2024, but after some discussion it is determined it is 2026 at the latest (as the last bond was passed in 2011). It was financed to be paid off one year early. Dr. Gray notes that all the work being done as part of the long range planning is to prepare for the next bond, and the committee will need to pay close attention to the enrollment projections between 2024-2026 (the time in which a bond measure may occur). Determining if space is needed at facilities to handle enrollment or if buildings need repair or replacement due to their age and condition will need to be carefully considered. Class size can also affect this; lower class sizes can translate into more classroom space and more teachers (and more budget needed).

The final slides present attendance and enrollment forecasting for all schools. It is noted a lot of discussion is around Taft and Lincoln City area schools, and that the District has already purchased property there to accommodate growth.

Dr. Gray thanks FLO Analytics for the work they have provided to the District.

3. Thea presents capacity analysis for each school (not including charter schools). Capacity is calculated with a goal class size and an optimization rate (how long the space is used during the day). For elementary schools, this is 100%; for secondary schools, the bell schedule is taken into consideration and a factor of 85% is used.
Room usage was provided or confirmed by principals at each school site. Since there are several sites that are combined middle school and high schools, the graphs in the presentation used the high class size of 30 for high schools (in some cases not every general classroom was provided with a grade level, and in some cases it was noted rooms were shuffling around). Thea notes that the middle school goal class size was also checked as part of the analysis, and these numbers are reflected on the slides for these school sites.

Thea also notes that there are some school sites where there are classrooms or classroom size spaces being used for other functions, such as staff rooms, reading rooms or libraries. If these classrooms were needed for capacity, their current use would be displaced. In these circumstances, the question to add

instructional spaces or “core” spaces would need to take place.
Dan also notes that this process of analyzing capacity may not always reflect how the building is being used. These are all factors that need to be considered.

The capacity for each school was calculated and can be compared to the enrollment forecasting provided by FLO Analytics to show where schools may be at or over capacity in the next 10 years. In most cases, school sites have more capacity than what will be needed for enrollment. The schools in which this is not exactly the case are at Crestview Heights and Waldport. The capacity analysis for Crestview Heights is significantly higher than its current and projected enrollment needs; however, there are (5) classrooms at this site dedicated to middle school use for Waldport. On the enrollment project chart for Waldport, there are a number of years where it appears the capacity at Waldport cannot support enrollment. However, if the classrooms at Crestview Heights are added to this number, the school can support the enrollment. This is a unique situation that will need to be clearly explained, considering funds were provided for these sites in the previous bond.

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:

- PPT Presentation by BRIC Architecture, June 8, 2020

Meeting Notes

Project:	Lincoln County SD Long Range Facilities Plan
Date:	June 25, 2020
Project Number:	19016
Subject:	Meeting #5
Attendees:	**Dr. Karen Gray, Superintendent**
	Rich Belloni, Facilities Director
	Ron Beck, School Board Member (zone 3)
	Tim Kaufman, Facilities Manager
	Chris Carlson, Community Member
	Dan Hess, BRIC Architecture Inc.
	Elisa Warner, BRIC Architecture Inc.
	Thea Wayburn, BRIC Architecture Inc.

This was the fifth meeting for the Long Range Facilities Plan for the Lincoln County School District. The purpose of these meetings are to help the District plan the path for a potential future bond. The PowerPoint presentation was emailed to all present prior to this meeting. This meeting was conducted remotely.

1. Dan Hess introduced Elisa Warner from BRIC who has joined the group for this meeting. Elisa is an educational planner who assisted with the educational adequacy interviews/assessments and will be helping tally the results of the survey that will be used later in the meeting as part of the prioritization exercise. Introductions were made by those in attendance.

The agenda and the schedule were reviewed. Dr. Gray would like to change BRIC's presentation to the School Board until September in the hopes the meeting can be conducted in person. The August 11th meeting will now be a Zoom meeting to review the draft report. Thea will coordinate with Rhea on a time for this meeting on August 11th.

2. A recap of the process to date is presented. Thea then shares several slides that provide a list of capital improvements, based on the assessments conducted by GLAS Architects and the information discussed at the kick-off meeting for the Long Range Facilities Planning process. A third slide captures items that resulted from the educational adequacy assessments. These lists were used to create the survey that the committee members will take as part of the prioritization exercise.

It is asked if seismic work noted at Crestview is an error on the slide. Thea will check **(update – during the meeting Thea is able to check and the error is on the assessment form, not an error on the slide).**

3. Thea presents a slide on capacity analysis. At the June 8th meeting, capacity analysis was presented to the committee; it was calculated by assuming all classroom size spaces, regardless of their current use, could be considered for instructional space. This generated the Total Building Capacity. At the previous

meeting, there was some discussion around the capacity analyses for Crestview Heights and Waldport versus the enrollment projections (as there are classrooms in the Crestview Heights building that are dedicated to Waldport).

Thea states that BRIC wanted to test a second method for studying the capacity analysis. In this method, it is assumed only spaces used as classrooms are to be accounted for in the school's capacity. Programs currently occupying classroom sized spaces are not accounted for as these programs would be displaced if converted into classrooms. This is called Functional Capacity.

The chart on this slide shows both numbers – Total Building Capacity and Functional Capacity – versus the enrollment projections generated by FLO Analytics. Both methods of providing of capacity analysis show there are no capacity issues in the District moving forward with the 2020-2021 school year (however, there were some capacity issues at Sam Case in 2019-2020 and Newport appears to be over capacity for 2020-2021, then drops in enrollment).

Dr. Gray notes that as the committee looks toward a future bond, consideration needs to be made on proposing new facilities based on the age of existing facilities and/or lack of modernity versus the need for new buildings due to capacity issues.

4. Dan reviews the prioritization exercise. This will be conducted as a survey (survey link sent to all committee members prior to meeting). Each of the items listed in the slides for capital improvements and educational adequacy are reflected in this survey. Each item can be voted as a Tier I, Tier II or Tier III item, with Tier I items being the most important/critical. There is also a place on the survey to write-in any recommendations not reflected in the list. For example, new construction (as identified at the kick-off meeting) is not on the list but can be written in if it is important. Additionally, if a school is replaced, then the capital improvements identified by the assessments are no longer needed. This is why new construction was excluded on the list. Each committee member will take the survey individually.

After time was provided during the meeting to take the survey and for BRIC to review the results, Elisa shares her screen to show how voting occurred. Below is a chart that shows each recommendation and how each was voted upon:

Recommendation	Tier I	Tier II	Tier III
Structural Repairs at Select Schools	3	1	
Drop-off Lane Improvements to Support Traffic Flow	3	1	
Select Field Turf Replacements	2	2	
Technology/Communications Systems Upgrades	2	2	
Safety and Security Upgrades	2	2	
Creation of Extended Learning Areas in Schools	2	2	
Creation/Expansion of CTE Spaces	2	2	
Roof Replacements at Most Schools	2	2	
Plumbing Upgrades at all Schools	2	2	
Cafeteria Improvements at Select Schools	2	2	
Kitchen Upgrades	1	3	
Mechanical (HVAC) Upgrades at Most Schools	1	3	
Spaces/Features to Support STEAM Activities	1	3	
Classroom Furniture Replacement	2	1	1
Restroom Upgrades	1	3	
Provide Additional Gym Space at Select Secondary Schools	1	3	
Playground/Covered Play Upgrades at Select Schools	1	2	1
Fire Alarm/Sprinkler Upgrades at Select Schools	1	2	1
Site Improvements		4	
Door Replacements at Select Schools	1	2	1
Electrical/Lighting Upgrades at Select Schools	1	2	1
Fuel Tank Replacements at Select Schools	2		2
Interior Finish Upgrades (cabinetry, walls, ceilings)		3	1
Flooring Replacements		3	1
Window Replacements		3	1
Sanitary Sewer Repairs/Upgrades at Select Schools		3	1
Expansion of Administrative Spaces	1		3
Provide Dedicated Spaces for Community Partners		1	3

There was also (1) write-in comment to replace Newport High School, Taft Elementary School and Oceanlake Elementary School.

The following is the comments/discussion that followed:

- Dan commented that it appears there were not too many discrepancies in how committee members voted.
- Dan comments that turf field replacement was 3rd on the list of Tier I recommendations – is this something of importance to the community. It is stated than a number of fields were replaced as part of the previous bond with bond funding, and since turf fields have a life expectancy, this upcoming bond will need to provide funding for their replacements. Fields are heavily used.
- Dr. Gray states that as priorities are being established, it is important to identify what will sell in the bond – safety/security, technology, HVAC, fields.
- Dan asks the group if improvements to traffic flow is of importance to the District; it is stated it is an issue at several sites, but 2 of these sites (Taft and Oceanlake) are also identified to be replaced, so the traffic issues would be addressed at these sites.
- Dr. Gray thinks that furniture replacement should be a higher priority. Some was replaced in previous bond but a lot of what is in the District is older.
- There were some split voting on both gymnasiums and cafeteria (expanding or adding) and it is thought this might need to move up to deal with site lacking both of these spaces, or the implications the Coronavirus will have on schools and the need for space.
- The recommendation for fuel tanks was also split on its voting; however, if alternate sources are put in place, there will be no need to replace fuel tanks.
- The highest priority educational item appears to be related to expansion/adding extended learning to schools, followed by CTE expansion.
- There is a discussion around technology – there needs to be more equity in what is provided in every classroom, and the funding to do this needs to be part of the bond. There is a challenge currently as what is being provided is inconsistent and technology standards need to be created to streamline the process.
- Will pricing be part of the report? Dan states there is not enough detail to provide accurate pricing; pricing exercises could be part of the Pre-Bond Planning process (pricing would also be more accurate the closer a District is to a bond measure).
- Dr. Gray would like to see Tier III items removed from any lists so that the committee can really focus on the Tier I and Tier II items. Tier III will be a separate list. Thea notes it will be important to have these captured/documented as these items may need to move up in priority as the District gets closer to a bond measure. In addition, funding for any of these items (from any Tier) could be provided outside of bond funding. They could then be removed from their list.

5. BRIC will send a draft report out by the end of July/August 1st, so committee members have time to review ahead of the August 11th meeting. The items in each of Tiers I and II can be reviewed in greater detail as well.

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:

- PPT Presentation by BRIC Architecture, June 25, 2020

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3. Good of the Order
4. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

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