Rochester School District

Long Range Facilities Plan

2019 Update

OAC EDU.

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Executive Summary

Executive Summary

Rochester School District is experiencing growing enrollment trends, under-sized and aging school buildings, and the need to update our facilities to meet the needs of our next generations of students. In order to meet the mission of the District – Preparing Students for Lifelong Learning, Rewarding Careers & Productive Citizenship by Embracing Accountability, Adaptability & Academic Excellence – the Rochester School District Board of Directors identified the need to prepare for the growth of the District.

This preparation started in the winter of 2018, with the formation of a sixteen (16) member community facilities advisory committees to study the needs of the District. Specifically, the goal of the Facilities Advisory Committee was to address the immediate and future concerns of the Rochester School District and community. The committee met ten times over eight months, surveyed community and staff members, held a community meeting, participated at open houses, and presented to the Grand Mound-Rochester Chamber of Commerce. They reported their recommendations to the RSD Board of Directors on November 28, 2018.

The Rochester School District Long Range Capital Facilities Plan is the result of their planning and recommendations to the Board of Directors and the Rochester community.

The goals of this plan are to:

Identify District Needs

Inventory the existing facilities and assess the physical capability of Rochester School District's facilities to support the delivery of district educational programs now and in the foreseeable future. Special attention is given to improvements needed to support the development of the Rochester community and school facilities that require repair, maintenance or replacement that, if not addressed, will result in high costs.

Prioritize Capital Facilities Requests

Generate a list of facilities related measures that address actual or potential shortfalls in permanent educational space (housing), and identify district educational or support buildings that should be considered for modernization or upgrades over the life of the plan, including planned locations and capacities. These measures can take the form of new school construction, building additions, site acquisition, program revisions, or boundary adjustments. The purchase of new, or the relocation of existing, interim housing will also be reviewed on a case by case basis to address immediate or short-term capacity issues where the acquisition of additional permanent classroom space, or other planning measures, are not practical or financially feasible.

Determine Costs and Develop Financing Strategies

A clear estimate of project costs should be determined when developing the capital facilities plan, outlining major project costs including potential land acquisitions, design and construction, and any contingency or post-construction costs. In developing the financing strategy, all sources of funds will be thoroughly reviewed and discussed. The District will

maintain a planning dialog with local jurisdictions to ensure that the land use and financial elements are coordinated and consistent.

The planning initiatives that Rochester School District engaged in were designed to identify the short, medium and long-term needs of the District, to create a better learning and teaching environment for the students and staff of Rochester.

A core component of this plan is to address the growing enrollment trends in Rochester, Thurston County. Enrollment projections used in the creation of this plan were provided in an enrollment study prepared by OAC Services. These projections incorporate Thurston County birthrate data, cohort analysis, estimated residential construction and in-migration, and long-range community growth information.

The Long Range Capital Facilities Plan creates a solid foundation for the discussion of school district facilities planning issues and the challenges posed by growing or declining enrollments. It is intended to play an important but not pre-eminent role within an overall comprehensive district-wide planning process that also addresses curricular, community and individual student needs as they relate to district facilities and their use. The plan is designed to be revised as necessary to meet changes in the delivery of educational services, emerging issues that revise the timing of capacity projects, concerns over the long-term viability of interim housing in addressing capacity issues, or simply through the identification of better facilities planning solutions. Capital Facilities Plans do not limit the ability of the Board of Directors or Superintendent to make mid-course corrections in the trajectory of the district facilities planning effort. In the final analysis, decisions with regard to where and when new schools are constructed or remodeled will always rest with the Board, district leadership and the community at large.

While every school in Rochester School District is in need of either expansion, and/or modernization or replacement, the Facilities Advisory Committee had the tough task of prioritizing the needs of the district, based on a comprehensive study of the existing facilities, their condition and capacities, and the enrollment projections of the District. To address the most immediate concerns of the District, the principle recommendations of the committee were to modernize and expand Rochester High School, in conjunction with purchasing additional property and addressing the immediate capacity needs at Grand Mound Elementary School. And because safety and security are of utmost importance to the Rochester School District, recommendations were made to address the security throughout the District, until future modernization or replacement projects could be accomplished.

- **Modernize and Expand Rochester High School for 800 Students**
- **Safety and Security Improvements District-Wide**
- **Acquire Property for a Future School to Support Elementary Grades**
- **Address Immediate Capacity Needs at GMES**

While the Rochester School District has prioritized the need to address the immediate concern of overcrowding, the Facilities Advisory Committee has also recognized the need for future replacement and modernization projects, crucial for the long-term successful delivery of the quality education with which the Rochester community has entrusted the District. The committee has also made mid-range recommendations to consider in approximately five years. They are to meet the K-8 capacity needs (preferably with a structure that will be eligible for future School Construction Assistance Program funding) and address playground and walking track needs at Rochester Primary and Grand Mound Elementary Schools and the field and athletic facilities at Rochester Middle School.

In the long range (12+ years) the district will need to consider building an additional elementary school, modernizing Rochester Primary and/or Grand Mound Elementary School, expanding Rochester Middle School, look into repurposing K-8 buildings, and explore a grade level reconfiguration within our schools.

- **New Elementary School**
- **Modernize RPS and/or GMES**
- **Expand RMS**
- **Consider Grade Configuration**

Rochester School District is committed to holding high expectations and providing support for the long term success of every child who joins this community. Every teacher, administrator, and supporting staff member is invested in the safety and security of our students. With this plan, we will continue to Prepare Students for Lifelong Learning, Rewarding Careers & Productive Citizenship by Embracing Accountability, Adaptability & Academic Excellence in Rochester.

Rochester School District

Rochester School District

The Rochester School District Long Range Capital Facilities Plan provides the District, Thurston County, and all of our community members with a detailed accounting of capital improvements and acquisitions that are projected to be needed in the immediate future. It also provides a less detailed, long range discussion of facilities measures that might additionally be needed over a twenty-year planning period. This facilities plan was prepared by the Rochester School District Facilities Advisory Committee, based upon projected enrollment information and a comprehensive facilities assessment.

The primary objectives of the Long Range Capital Facilities Plan include: an inventory of existing capital infrastructure owned by the District; a forecast of the future needs and demands on capital facilities by the District; a discussion of the need for expanded or new capital facilities; and a plan for financing the immediate needs, and the sources of public money available for this purpose.

The details that this plan also identifies include: deficiencies in existing school facilities; the means by which existing deficiencies will be eliminated within a reasonable period of time; additional demands placed on existing school facilities by new development; and the additional school facility improvements required to serve new development.

The first step in long-range facilities planning comes with an understanding of the Rochester School District, the educational requirements and expectations, and our Strategic Plan. Every facility in the District has a direct influence in the delivery of these goals, with safety and security, health and well-being for every one of our students and staff in mind. To better develop a Long Range Capital Facilities Plan, we must first understand this strategy, then develop guidance in the successful design and construction of our facilities to meet these requirements.

History

The current District Office building opened as a school in 1936 and has housed a wide variation in grade spans over the years, from K-8 to K-2. As a result of disrepair and severe overcrowding, a new Rochester Primary School was built in 2002 to serve grades K-2. It was quickly expanded with portables to add a special education preschool program. The previous home of Rochester Primary School was remodeled and converted to the District Office in 2009.

Grand Mound Elementary School building was built in 1970 as Grand Mound Middle School. In 1989 the building was converted to Grand Mound Elementary to serve grades 3-5. However, grade configurations in the school changed several times over the years to respond to enrollment needs across the district. The building was last remodeled in 2004 and continues to house students in grades 3-5.

Rochester Middle School was built in 1961 as a high school, following the loss of the previous Rochester High School building due to a fire. In 1984 portables were added to the high school site to expand to 8th graders to bring relief the overcrowded middle school. When the current

Rochester High School was built in 1989, the previously high school building was converted to serve as Rochester Middle School, serving grades 6-8. Rochester Middle School was rebuilt in 2003 and continues to serve students in grades 6-8.

The current Rochester High School was built in 1989 and has exclusively served students in grades 9-12 since that time.

The district opened HEART Alternative School in 1997. HEART is located in a portable complex on the grounds of the District Office. HEART serves approximately 30 students in grades 9-12.

Our Mission

Prepare Students for Lifelong Learning, Rewarding Careers & Productive Citizenship by Embracing Accountability, Adaptability & Academic Excellence

Our Vision

We envision a district where…

1. There is pride in self, school and community.
2. Students, parents, and the school district are invested in securing a safe, healthy learning environment based on mutual respect, trust, shared responsibility and accountability.
3. Staff members are motivated leaders committed to continuous improvement.
4. Curriculum is aligned to state standards and is coordinated K-12 to meet the needs of all students.
5. Instruction is personalized, relevant and engaging for each student.
6. Support systems provide the necessary leadership, training, flexibility, and funding for success.
7. Relevant, reliable data is used to make informed decisions.
8. Parents provide support and encouragement to both their children and the educational process.
9. Graduates are equipped with the academic, social and personal skills necessary to pursue career goals and participate as contributing members of our society.
10. Guiding principles promote equity and excellence.

Our Goals

SUCCEED
Ensure all students acquire the knowledge and skills necessary for success.

ENGAGE
Create engaging learning experiences based on caring relationships, high academic standards and relevance to the changing world.

INVOLVE
Involve families and community in promoting high levels of student achievement, respect and pride in our schools.

INVEST
Promote and protect the community's investment in resources that optimize student achievement.

Our Initiatives & Programs

STEM (Science, Technology, Engineering, and Mathematics)
Our secondary schools emphasize science, technology, engineering, and mathematics to give our students the skills needed to succeed in today's global workplace.

Athletics, Arts, and Activities
Providing an opportunity for every student to get involved and find their passion is the driving force behind our wide variety of sports, clubs, and activities.

All-Day Kindergarten
We offer free all-day kindergarten for our students. Research shows that all day kindergarten contributes to increased school readiness, higher academic achievement, enhanced literacy, language development and provides social and emotional benefits.

Special Education
The District offers special education and related services to students who have a disability that creates an adverse impact on educational performance and requires specially designed instruction. Special services for students who qualify may include support in the area(s) of learning, social, daily living, behavior, motor, and communication skills. Special education services are free and are designed to allow students to actively participate in general education instruction to the maximum extent appropriate.

Federal and state laws require school districts to provide free and appropriate public educational programs in the least restrictive environment to eligible students determined to have a disability. Parents are actively involved in the planning of special education services through their participation in an annual meeting to develop an Individual Education Plan (IEP). Parents are encouraged to become involved in their children's programs by participating in our schools, district committees, and organizations.

Alternative Education
The alternative high school program, HEART High School, is provided on an application basis for students who wish to continue their education within a non-traditional setting. Based on state guideline performance requirements, rigorous academic participation is expected from our students. We are working to create a "learning culture" in a community atmosphere where

all feel valued and accepted for who they are and what they can achieve. A home and hospital instruction program is also available for students who are recuperating from injury or have a long-term illness.

Multi-Tiered Systems of Support at Rochester School District

Multi-Tiered Systems of Supports (MTSS) is a whole-school, data-driven prevention based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

The mission of MTSS in Rochester is to:

- Provide all students with supports they need to reach rigorous standards by identifying and filling in gaps and providing challenging learning opportunities.

- Provide appropriate supplemental instruction for all students at all levels from intervention to those that are struggling to enrichment for those that are above standard.

- Establish a fluid problem solving system based on data that is focused on identifying and addressing specific academic needs in a timely manner

- Offer multiple research based services that can be provided to students at each level

This is achieved by the integration of the following programs:

Highly Capable Services

The Highly Capable Program is a continuum of services for identified students to provide academic activities appropriate to their abilities as well as support their social and emotional needs. Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others their age, experience or environments.

Title I Part A:

The federally-funded Title I program meets the needs of students who are below grade level, or who are at the greatest risk of failing to meet academic standards. The purpose of this is to ensure that all children have fair, equal, and significant opportunities to obtain high quality education. Funding is used to enhance supplemental instruction in English Language Arts and mathematics, professional development, and family engagement. Rochester Primary School, Grand Mound Elementary School, and Rochester Middle School currently have school-wide Title IA programs.

Learning Assistance Program (LAP)

The LAP Program is state funded and is available at all Rochester School district schools. LAP serves students with academic deficits who are below grade level in the area of

English Language Arts and math. This program includes a comprehensive assessment system, interventions and instruction and individual student levels, small group instruction, supplemental courses, after school learning opportunities, summer school opportunities, family engagement, and professional development.

Transitional Bilingual Instructional Program (English Learners)

Students for whom English is not their primary language receive assistance through this state-funded program to become proficient in speaking, listening, reading, and writing English.

Title III

This federally funded program provides professional development and family engagement support to students who are learning English and at-risk Native American students.

Indian Education Program

This federally funded RSD program serves Native American students. The District provides services in homework assistance and a home-school liaison paraprofessional who assists students and families. English as a Second Language (ESL) Program serves students for whom English is not their primary language receive assistance through this state-funded program.

College Prep / Advance Placement / College in the High School

Students going on to college after high school are encouraged to consider taking College Prep, Advance Placement and/or College in the High School classes. Rochester High School offers these types of classes in English, Social Studies, Math, Science, and Foreign Language. Depending on their degree of ambition, ability, and future goals, college-bound students are encouraged to take the most competitive academic programs possible at Rochester High School so that they are best prepared for the rigorous demands of college.

Running Start

The Running Start program provides an opportunity for qualified high school juniors and seniors to take college-level courses tuition-free at local community colleges. Running Start students earn both high school and college credits, which may be applied toward high school graduation and a two-year college degree.

Career and Technical Certifications

The Rochester High School Career Technical Education (CTE) program provides students the opportunity to learn new skills, take national examinations, and earn industry-recognized certifications. Courses are available in Business Information Technology, Communications Technology, Digital Media, American Sign Language, Agricultural Science, Health and Human Services and Science Technology Engineering.

New Market Skills Center

New Market Skills Center offers juniors and seniors an opportunity to receive training, education, and hands-on experience in various career technical education programs to prepare them for the workforce, apprenticeship programs, technical schools, or college. The New Market Skills Center is located in nearby Tumwater.

Facility Planning and Level of Service

Facility Planning and Level of Service

Guiding Principles and Values for School Design

Learning

Our schools are student-centered learning environments where:

- Differentiated instruction meets the individual needs of every student.
- The focus is on critical thinking, inquiry, reflection, collaborative learning, and connections.
- Technology transparently supports student-centered learning and enhances connections.
- All students have equal access to high-quality instructional programs and extra-curricular activities.

Relationships and Connections

Positive relationships are at the core of student, staff, and community success.

- Collaborative connections are valued and encouraged: between students, between students and teachers, between teachers and teachers, and between families and staff.
- Within and beyond the school, connections between our students and real-world experiences are vital to learning, as are connections between new learning and prior learning, connecting ideas.
- Up-to-date technology is integrated to enhance communication and strengthen the connections.

Schools and Community

Our schools serve as community centers where:

- Community members of all ages and backgrounds gather for meetings and activities.
- Partnerships with community agencies and organizations that support and share our vision are developed and enhanced.

Safety and Security

Our schools provide an atmosphere where students, staff, community members, and guests feel welcome and safe. A climate that is structurally and relationally safe and secure promotes quality teaching and enhances learning.

Facilities Support Student Learning
Our school facilities support and therefore encourage teaching and learning.

- Flexibility: Our schools are flexible for curriculum changes and community use, provide for a variety of teaching and learning styles, and can be expandable for growth.

- Environmental: Our schools are safe, comfortable, and aesthetically pleasing, using both natural and man-made materials. In addition, our schools reflect a feeling of warmth and provide a nurturing and personalized environment for students, staff and the community.

- Cost Efficiency: Our schools are cost effective to build, maintain, and operate, reflecting the desired educational features while acknowledging the paramount need to use public dollars wisely.

Planning Assumptions

This Capital Facilities Plan will help guide the modernization and maintenance of existing facilities as well as the development of new facilities and the acquisition of new building sites. The following assumptions were used in developing this plan:

1. The District will seek state and federal funding to the maximum extent available to supplement its own financial resources.

2. Until changed by legislative action the State will continue to provide financial assistance for the construction of new facilities using the following space allowances per WAC 392-343-035:

- Grades K-6: 90 square feet per pupil

- Grades 7-8: 117 square feet per pupil

- Grades 9-12: 130 square feet per pupil

- Students with developmental disabilities: 144 square feet per pupil

3. New RSD schools will normally be designed to the following capacity standards:

- Elementary School 500 students

- Middle/Junior High School 600 students

- High School 800 students

4. The District will continue to provide for the delivery of educational services in modular classrooms as required during the school construction process or when funding for permanent facilities is not available.

5. The District will continue to acquire building sites in advance of construction needs and take advantage of site purchasing opportunities as they arise.

6. The District will continue to maintain its facilities in the best possible condition within applicable funding constraints.

7. Budget recommendations shall be made each year to repair, maintain and recondition facilities as warranted to operate these assets in a safe and healthful condition. Improvements to existing facilities will be based on the assumption that building life is unlimited.

8. In order to receive approval from OSPI for new facilities construction assistance, the District will comply with all applicable statutes and regulations.

9. The minimum acreage per school site will be 5 usable acres plus one usable acre for each 100 students, plus an added 5 usable acres if the school includes any grade above grade 6 (See WAC 392-342-020). The District ultimately determines site size based on the educational program it chooses to place at the location. Frequently, educational programming standards and the physical attributes of the site will necessitate the selection of sites in excess of the minimum acreage requirement set by OSPI. While the elementary schools and high school are on a shared parcel, the current average RSD elementary school site is 11-12 acres.

10. New sites will not be accepted if the attendance policies for the new site will create a racial imbalance within the district (See WAC 392-342-025).

11. Future school sites will only be accepted if all local health, zoning, building and other pertinent regulations can be met.

12. The District will determine its Level of Service (LOS) standards in accordance with adopted policies, this CFP, and other relevant factors. It is not constrained by any LOS assumptions that might be inferred by the OSPI square footage per student calculation used for the allocation of state school construction assistance. The primary determinants of building enrollment capacity within RSD are educational programs, building configuration and class size policy.

13. The District will seek development impact fees or other mitigation from developers when this collection is warranted to mitigate the student generation impact created by new residential development. These fees will be used to fund the purchase of land and capital improvements necessary to provide the school facilities that will serve this new development. Any mitigation collected will offset a portion of the local share of capital project costs.

14. As portions of this plan are implemented and as development proposals are evaluated, the District's policies and procedures may be amended. As a result, changes may be made to this list of assumptions and to this plan.

15. Revisions to this plan will be reviewed by staff and approved by the Rochester School Board of Directors.

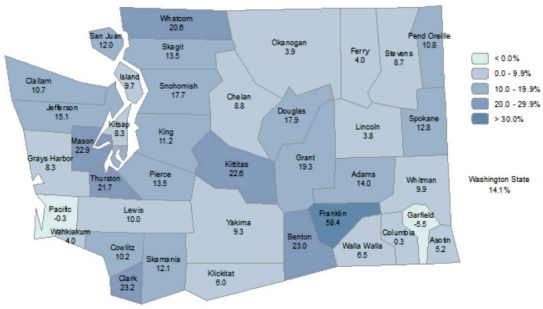
Student Enrollment Trends and Projections

Student Enrollment Trends and Projections

Enrollment Trends

For the purposes of understanding the enrollment trends and projecting growth within the District, October 1st enrollment and population data have been reviewed for the past 20 years to understand the long-term trend of the District. Enrollment trends are analyzed both internally and against external population data respectively.

Figure 4.1 indicates enrollment by grade level for the past 20 years. Figures for 2005 were interpolated from the total K-12 FTE Enrollment for that year. By comparing the trend of Total Enrollment to Total FTE Enrollment, the Total Enrollment was estimated at 2030 students. A comparison of 2004 to 2006 enrollment data with general survival rates was used to estimate the enrollment at each grade level for the purposes of comparing the 20-year data. Enrollment data has been grouped by the current grade configuration for analysis, and can be seen in Appendix A, Table A.1.



SOURCE: OFM; U.S. CENSUSBUREAU 1

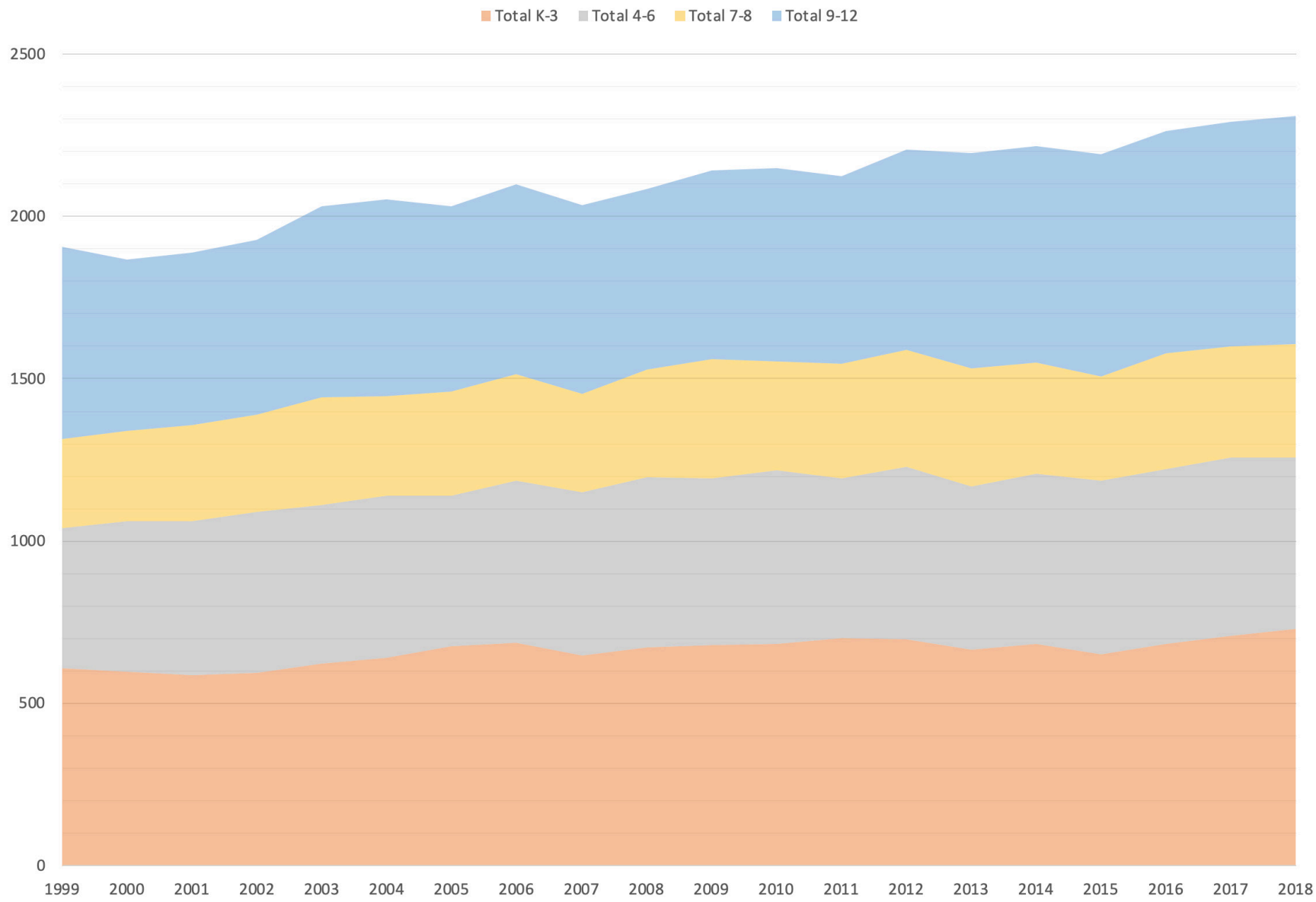
The total enrollment of Rochester School District has grown by 400 students between 1999 and 2018, with the largest increase at the Kindergarten level, indicating a growth of younger families within the District. Since the last Bond program, and the opening of Rochester Primary School and Rochester Middle School, the District has grown by nearly 20% with over 30% growth at Rochester High School. Between 2000 and 2010, the enrollment increased by 15.1%.

When enrollment is compared to county Census data of Thurston County at 21.7% growth and Lewis County at 10.0% growth, between 2000 and 2010, the enrollment is consistent with the average between the two main counties served by Rochester School District. While most of the District serves residents within Thurston county, the District is largely rural, and therefore the average growth of Thurston and Lewis Counties appears to be a good indicator of the District.

Survival rates are the comparison of enrollment from one school year to the next within the same class of students. Average survival rates by grade configuration can be seen in Appendix A, Figure A.1. With a survival rate above 100%, growth is indicated from year to year, while less than 100% indicates a decrease in enrollment for a class from year to year. The largest decrease is indicated between 2004 and 2008, while the general trend is growth for the past 5 years. Figure A.2 demonstrates similar data as the survival rates by the past 8 graduating classes from Kindergarten enrollment. The data is highlighted in Table A.1 as green.

Finally, a comparison of the 20-year enrollment data to population estimates within the Rochester School District boundaries allows an analysis of the percentage of population being enrolled within

Figure 4.1: 20-Year Enrollment Trend



the District, and can be found in Appendix A. While Table A.2 indicates a decline in the percentage of population being enrolled since 2000, the general trend is demonstrated in Figure A.3. The rate of decrease has slowed and leveled, and by applying a polynomial trend of the data, this indicates a trend towards increasing percentage in the past few years.

Projected Local Development

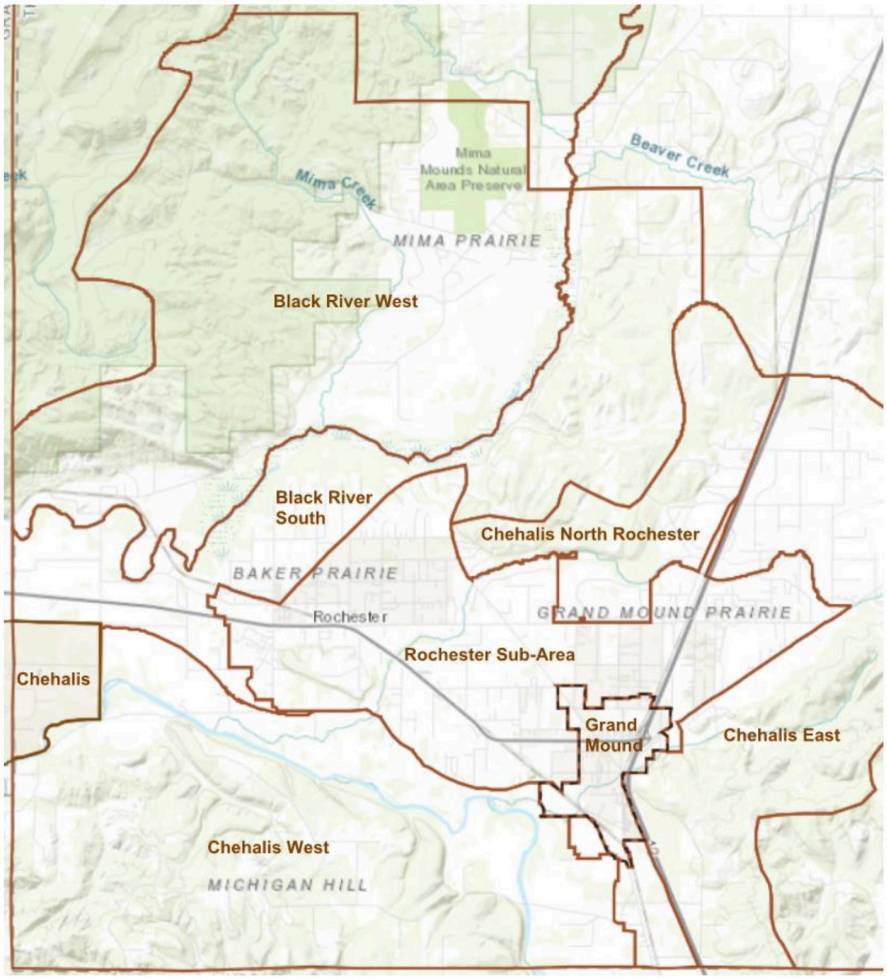
Similarly to evaluating population and enrollment, a review of the recent trends in housing developments is useful to project development in the area. Because the majority of Rochester School District falls within Thurston County, and the areas that fall outside of Thurston County are largely rural and minimal development is expected, housing developments are primarily estimated within Thurston county alone. Figure A.3 shows all housing starts within Thurston County from 2008 to 2012. The data from this period is not separated by planning area, however, approximately 1,421 housing starts occurred between the Grand Mound Urban Growth Area (UGA) and Rural Unincorporated Thurston County from 2008 to 2012, whereas 1,467 housing starts occurred from 2012 to 2017. Figure A.4 gives a closer look at Southwest Thurston County from 2012 to 2017. Over 40% of the housing starts in this timeframe occurred between 2016 and 2017, and is demonstrated by Figure A.5, with an estimated 60 housing starts within the Rochester School District boundaries, and a concentration in the Rochester Sub-Area.

Figure 4.2 identifies the Thurston County Planning Areas that overlap the Rochester School District Boundaries, and Table 4.1 shows TRPC estimates and forecasted total housing within those planning areas. There was an estimated increase of 20 housing units from 2017 to 2018, however, there's an estimated forecast of 180 housing units, or 2.7% increase by 2020. A forecasted 6% increase is expected from 2020 to 2025 totaling 600 housing starts in the District by 2025, with a fairly steady forecasted growth every five years and a total of 25% more housing over the next 20 years.

In addition to considering planned and projected housing starts, it's useful to consider any potential for increased housing within the District that may not be considered in current projections. Thurston County has focused an effort on the development of the Rochester Sub-Area and the Grand Mound UGA. The Confederated Tribes of the Chehalis Reservation also has published development plans within the District boundaries. While development plans from multiple aspects will be considered throughout this plan, the potential for increased housing starts due to zoning changes within the Grand Mound UGA are primarily considered for the use of enrollment projections.

Thurston County is currently evaluating 4 different land use scenarios for the Grand Mound UGA. Scenario 1 would maintain the current zoning as established by the UGA plan of 1996, per Figure A.6 Scenario 2 would focus efforts on commercial infrastructure and would decrease the potential for housing development by 67 housing units. Scenario 3 would focus efforts on increased medium to high-density residential development, per Figure A.7, and increase the potential housing capacity by 239 units. Finally, scenario 4 would split the effort between commercial and residential development, still greatly increasing the potential for housing starts by 160 units, per Figure A.8.

Figure 4.2: SW Thurston County Planning Areas



SOURCE: TRPC

Table 4.1: Housing Estimate and Forecast by Planning Area

			Estimate		Forecast				
Urban Area/District	**Planning Area**	**City/UGA**	**2017**	**2018**	**2020**	**2025**	**2030**	**2035**	**2040**
Grand Mound UGA	Grand Mound	UGA	430	430	490	560	630	690	740
Chehalis Reservation	Chehalis	Reservation	20	20	30	30	40	50	60
Rochester Sub-Area	Rochester Sub-Area	Rural	3,560	3,570	3,610	3,720	3,840	3,960	4,070
County (South Central)	Chehalis East	Rural	1,150	1,150	1,240	1,380	1,510	1,620	1,710
	Chehalis North Rochester	Rural	160	160	160	160	160	170	170
County (West)	Black River South	Rural	570	580	570	590	600	630	670
	Black River West	Rural	390	390	390	400	420	440	470
	Chehalis West	Rural	330	330	320	390	470	530	570

Enrollment Projections

Enrollment projections utilize historic enrollment trends, local development and birth rate data, County and State population projection data. While projecting is primarily based on the assumption that historical data can predict future trends, the shorter the forecast, the more likely it is that assumptions and predictions will be accurate. When comparing against various sets of data, and using different types of trend calculation, a range of projections is generated, which is more likely to give the District an idea of the possible outcomes for long-range planning.

Using October 1st enrollment information, OSPI generates enrollment projections annually for each school district in the State. Each year, OSPI projections utilize the previous 6 years of enrollment data to project a 6-year forecast. For Grades 1 through 12, a cohort survival methodology is used. This is the same data as presented in Appendix A, Figures A.1 and A.2, and was used in part to interpolate the missing enrollment data from 2005. With Kindergarten being the first year of enrollment counted, OSPI uses a linear regression method trend to generally predict the next 6 years of Kindergarten enrollment from the previous 6 years. While OSPI projections don't account for other factors considered by the District for long-range planning, the 6-year projection provided is utilized in determining eligible School Construction Assistance Program (SCAP) funds for capital projects and is therefore heavily considered in the development of this plan.

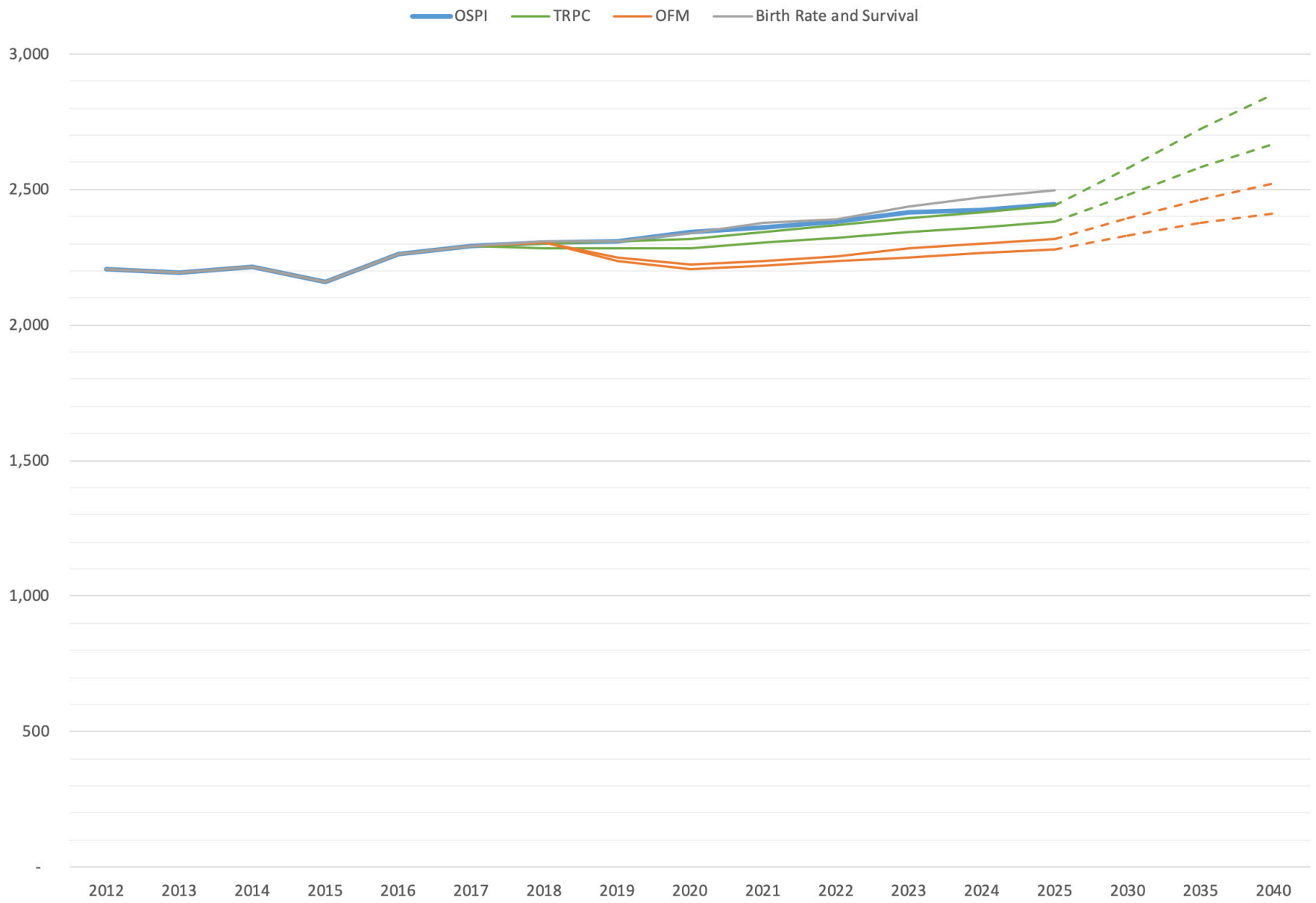
While the OSPI projections are the driver for funding assistance from the State, they do not consider outside data such as local development, birth rates or population projections. Rochester School District has not performed a formal enrollment study, but this information has been considered for the purposes of understanding the potential enrollment outcomes over both the next 6 years, as well as long-term projections.

Table 4.2 and Figure 4.3 indicate the projected enrollments using the various sets of data analyzed by the District. Further information regarding the details of these projections, as well as how the data was collected and projected can be found in Appendix A.

Table 4.2: Enrollment Projections

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2030	2035	2040
OSPI	2,206	2,195	2,216	2,160	2,263	2,293	2,303	2,308	2,344	2,361	2,382	2,417	2,426	2,447			
$TRPC_1$	2,206	2,195	2,216	2,160	2,263	2,293	2,302	2,309	2,316	2,341	2,367	2,392	2,418	2,443	2,577	2,722	2,850
$TRPC_2$	2,206	2,195	2,216	2,160	2,263	2,293	2,282	2,283	2,284	2,303	2,323	2,342	2,361	2,380	2,478	2,584	2,669
OFM_1	2,206	2,195	2,216	2,160	2,263	2,293	2,303	2,251	2,222	2,238	2,255	2,282	2,300	2,318	2,393	2,464	2,521
OFM_2	2,206	2,195	2,216	2,160	2,263	2,293	2,303	2,235	2,205	2,219	2,235	2,251	2,266	2,281	2,332	2,379	2,412
Birth Rate and Survival	2,206	2,195	2,216	2,160	2,263	2,293	2,308	2,307	2,341	2,375	2,390	2,439	2,470	2,499			

Figure 4.3: Enrollment Projections



School District Facility Review

School District Facility Review

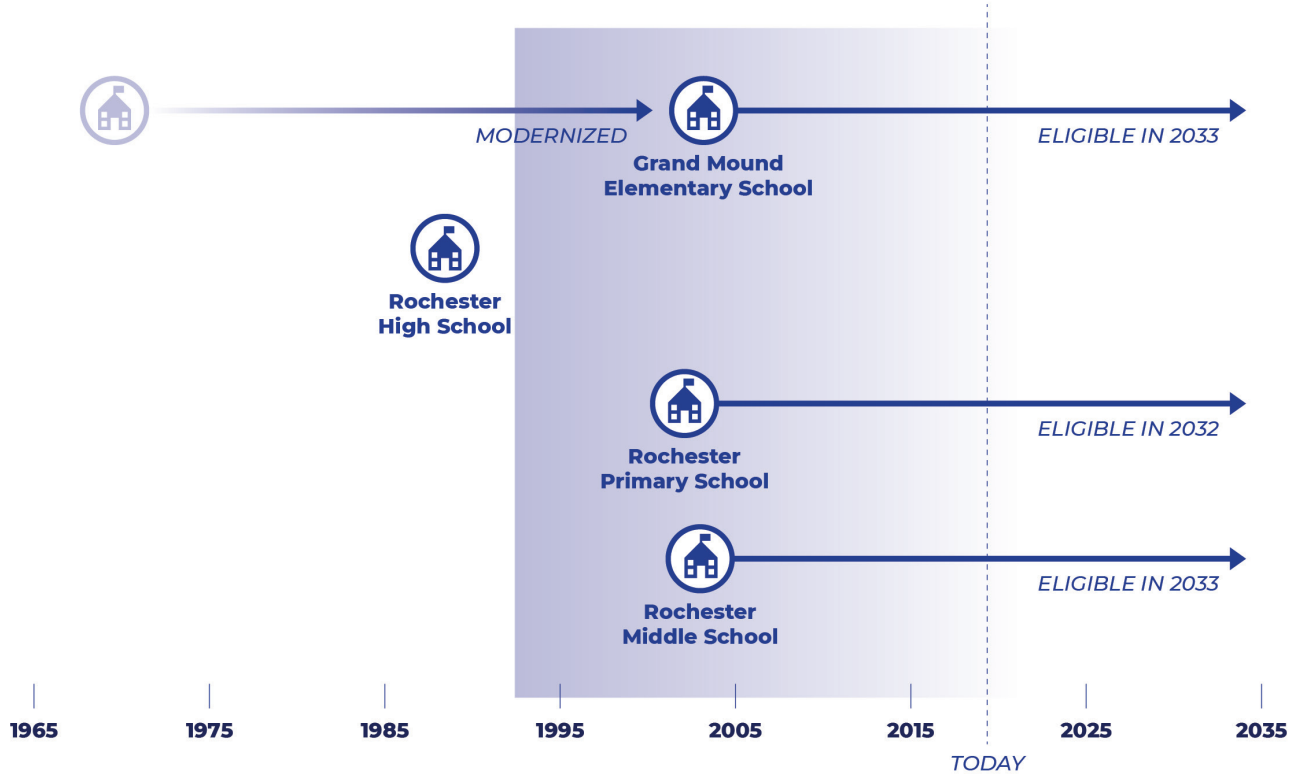
Rochester Schools and District Administrative Offices are in Rochester, Washington, located approximately 20 miles south of Olympia, off Interstate 5. The surrounding area includes the unincorporated community of Grand Mound. The service area of the District is located primarily in Thurston County, with a portion serving Lewis County and a small area of Grays Harbor County. Additionally, the District serves a portion of the Confederate Tribes of the Chehalis Reservation. The District is bounded by the Tumwater and Elma School Districts to the north, Tenino School District to the East, Centralia and Pe Ell School Districts to the south and Oakville School District to the West.

With an enrollment of 2,308 students, Rochester School District has a grade configuration that houses grades K-2 in one elementary school and grades 3-5 in another elementary school. The District has one middle school and one high school. In addition, the District has an Early Intervention Pre-School (REIP), and an alternative high school, HEART High School.

Rochester School District added to the facility inventory with the 2000 Bond Program, which included the addition of Rochester Primary School in 2002 and Rochester Middle School in 2003. Grand Mound Elementary was also updated at this time. Rochester Middle School was built around the original high school gymnasium, built in 1961. With the original primary school now functioning as the District Administrative Offices, the only school that did not receive any work in the last Bond Program was Rochester High School, built in 1989.

Most of the funding for capital construction projects comes from local taxes, either in the form of bond sales which are paid off over a period of time or through levied dollars collected over a few years. Depending on the age of the facility, however, certain buildings are eligible for assistance through the Washington State School Construction Assistance Program (SCAP). This is primarily based on the life of most building systems, making the building eligible when it is usually desirable for either a modernization or replacement. For buildings built before 1993, eligibility is after 20 years, and 30 years if built after 1993. Figure 5.1 demonstrates the timeline of when Rochester Schools were either built or modernized, as well as SCAP eligibility.

Figure 5.1: SCAP Eligibility Timeline



Rochester School District facilities are for the most part in good condition, and the Facilities and Maintenance Department has done an excellent job at maintaining the facilities. During the last Bond Program, strict building Design Standards were established for the successful long-term maintenance of the facilities, which has allowed the District to maintain deferred maintenance to a minimum. Table 5.1 summarizes the inventory of the District School Facilities. While the newest facilities are nearing 2 decades old, most building systems have a useful life remaining that compliments the long-range plans of the District. Rochester High School is due for a modernization, with most building systems at the end of, or nearing the end of, their useful life.

Table 5.1: Summary of Existing Facilities

School	Grades Housed	Site/ Acres	Year Built	Building Area*	Additions/ Remodel	Total Gross Area	Number of Portable Classrooms
Rochester Primary School	K-2	10.50**	2002	45,711		48,945	14
Grand Mound Elementary School	3-5	12.25**	1970	37,827			
			2003		0	41,618	12
Rochester Middle School	6-8	14.48	1961	4,918			
			2003		54,074	65,595	7
Rochester High School	9-12	54.38**	1989	66,409		75,921	14
HEART High School	9-12	0.00**	-	0		0	2

*Building Area accounts for the SCAP eligible permanent building area.

** RPS, GMES, and RHS are on a shared parcel.

Table 5.2 provides the OSPI assessment of the maximum enrollment capacity of each permanent educational facility. In accordance with accepted facility planning practice, interim housing is not included in this assessment. Table 5.3 details district support facilities and undeveloped land in inventory.

Table 5.2: Permanent Capacity of Educational Facilities

School	Maximum Permanent Capacity	Location
Rochester Primary School	507	7440 James Rd. SW, Rochester, WA
Grand Mound Elementary School	420	7710 James Rd. SW, Rochester, WA
Rochester Middle School	504	9937 State Highway 12 SW, Rochester, WA
Rochester High School	510	19800 Carper Rd. SW, Rochester, WA
HEART High School	0	10140 State Highway 12 SW, Rochester, WA
Total	**1941**	

Table 5.3: Inventory of Additional Facilities

Name	Site/ Acres	Location
District Administration Offices	5.00	10140 State Highway 12 SW, Rochester, WA
Maintenance Facility	0.00	19800 Carper Rd. SW, Rochester, WA
Undeveloped Land	7.50	19735 Carper Rd. SW, Rochester, WA
Undeveloped Land	25.38	10210 Albany Park Ln. SW, Rochester, WA

Rochester Primary School

Rochester Primary School is located in unincorporated Thurston County, on a shared 77.13-acre parcel with Grand Mound Elementary School and Rochester High School, bounded by James Road to the South, and undeveloped rural residential property to the East. Rochester High School is on the shared parcel to the North and Grand Mound Elementary School to the West. The school campus consists of nine single story buildings: the main classroom building, a gymnasium building and seven portable double classroom buildings. The permanent building area is 48,945 square feet, while the total portable building area is 12,397 square feet.

The main building consists of sixteen regular classrooms organized into pods surrounding three common spaces, additional classrooms supporting special programs, a library as well as administration and other support spaces. The gymnasium building houses the kitchen and a stage. The portables provide fourteen additional classrooms.

Both the main building and the gymnasium building were constructed in 2002, with the placement of the seven portable structures between 2004 and 2013 and has not received any additions or remodels. The basic construction is wood-frame construction with stucco exterior and composite shingle roofing. Overall, the building is in good condition for its age, and systems throughout the building have several years left remaining in their useful lives before serious maintenance or replacement will be warranted.

A high efficiency boiler was added to the school approximately 3-4 years ago, and the remainder of the HVAC system has been in operation since the school was built. The plumbing throughout the structure is all copper piping, and in good condition, with water heaters serving each wing, though the water heaters are beginning to experience corrosion. The electrical system throughout the main building and gymnasium building is in good condition and the capacity is still serving the needs of the school. Electrical service to the portable buildings needs service at the electrical vaults due to water intrusion. The fire system in the structure is well maintained and regularly tested with sprinklers throughout, however, the fire alarm system does experience communication issues with the telephone service. Security throughout the building is adequate, however, a secure vestibule is needed, and the access control and electronic surveillance could be improved. The portable classrooms have several years of useful life left, however, space is limited to add further capacity using portables. The interior of the facility is showing normal wear for the age of the building and is in generally good shape. Overall, the interior and exterior of the building have been maintained well, and the school is in good shape for the age. A modernization is not deemed necessary for at least another 10 years.

The main building is located in the Southwestern portion of the shared parcel, with the gymnasium building to the Southwest of the main building, and the seven portable structures located behind the main building to the North.

The school is located on an overall flat portion of the site, with the playfield to the East of the buildings. ADA accessibility to the field is present, however, the field could use improvements. A concrete walkway and aluminum access ramps provide accessibility to the portable classrooms.

Parking on the site is limited and while adequate for staff, limits the available spaces for visitors. The parking quickly becomes inadequate for any special events, requiring parents to park on the adjacent Grand Mound Elementary parking lot if space is available, or in the bus loading lot. The parking lot has more than one access, however, gets congested with both parent pick-up and drop-off and the buses. The bus loop is shared between Rochester Primary School and Grand Mound Elementary and does not provide enough clearance for buses as designed, forcing buses to drive across the grass median in the parking lot.

Further information regarding the condition of Rochester Primary School by building system is located in Appendix B.

Grand Mound Elementary School

Grand Mound Elementary School is located in unincorporated Thurston County, on a shared 77.13-acre parcel with Rochester Primary School and Rochester High School, bounded by James Road to the South, and residential properties to the West. Rochester High School is on the shared parcel to the North and Rochester Primary School to the East. The school campus consists of ten single-story buildings: the main classroom building, a multipurpose building, a boiler room building, and seven portable double classroom buildings. The permanent building area is 41,618 square feet, while the portable building area is 12,397 square feet. An additional structure is on the site to the west, serving Preschool, but is not a part of Grand Mound Elementary.

The main building consists of sixteen regular classrooms organized in a circular pattern surrounding the Library in the center of the building, additional classrooms supporting special programs as well as administration and other support spaces. The multipurpose building houses the kitchen and lunchroom, a gymnasium and supporting classrooms. The portables provide fourteen additional classrooms.

The school was constructed in 1970 with a modernization to the finishes and some of the building systems completed in 2003. Most of the portables were placed during the few years leading up to the modernization, with two being more recent. The basic construction is a mix of wood-frame con-

struction with stucco and CMU exterior with metal panels and fiber cement cladding and single-ply roofing. Overall, the building is in fair to good condition for its age, and most systems throughout the building have several years left remaining in their useful lives, though some components are nearing the end of their life and will begin needing maintenance or upgrades.

The HVAC system is natural gas fired and has been upgraded during the modernization with improved controls and added cooling, though the system cannot handle cooling both the main building and multipurpose building. The plumbing throughout the structure is all copper piping, and in good condition with sensored fixtures, with water heaters serving each building separately. The electrical system throughout the main building and gymnasium building is in good condition and the capacity is still serving the needs of the school. Electrical service is mostly in good condition, having been upgraded at the time of the modernization, however, service to the portables experiences capacity issues and tripping. The fire system in the structure is well maintained and regularly tested with sprinklers throughout. Security throughout the building is adequate, however, a secure vestibule is needed, and the access control and electronic surveillance could be improved. Most of the portable classrooms are nearing the end of their useful life left, however, they have been well maintained and should serve the school until a modernization is planned to be accomplished. The interior of the facility is in fair shape and will likely need some minor improvements or repairs before the school can be modernized again. Overall, the interior and exterior of the building have been maintained well, and the school is in good shape for the age considering the extent of the last modernization. A modernization or replacement will likely be necessary once the building is again eligible for SCAP in approximately 14 years.

The main building is located on the Southern portion of the shared parcel, with the multipurpose building to the North of the main building, the boiler room building to the West of the main building, and the seven portable structures located behind the main building to the North.

The school is located on an overall flat portion of the site, with a small playfield to the East of the buildings. While the playground is adequately sized, the playfield is undersized for the school, and the open space to the North of the access road is utilized. ADA accessibility to the field and playground are present, however, both could use improvements. A concrete walkway and aluminum access ramps provide accessibility to the portable classrooms, with a covered walkway between the main building and multipurpose building.

The dedicated parking for Grand Mound Elementary is adequate, however, due to the limited space available dedicated to Rochester Primary School, the two buildings share parking space, which becomes inadequate for any special events. The parking lot has more than one access, however, shares the same issues as Rochester Primary School, as they share a common bus loop.

Further information regarding the condition of Grand Mound Elementary School by building system is located in Appendix B.

Rochester Middle School

Rochester Middle School is located in unincorporated Thurston County, on a 14.48-acre parcel, bounded by US Highway 12 to the North, residential properties to the South, and bounded by commercial properties to the East and West, with Foster Street East of the main building. The vacant undeveloped property off Albany Park Lane, currently in the District inventory, is adjacent to the Middle School to the Southwest. The school campus consists of seven single-story buildings: the main classroom building, a shop building, a small well pump building, and three portable double classroom buildings, with an additional portable building serving as an auxiliary gym. The permanent building area is 65,595 square feet, while the portable building area is 8,866 square feet.

The main building consists of nineteen regular classrooms and is organized into four wings. Three of the wings contain the classrooms, with the fourth wing contains the administration, library, band room, locker rooms, multipurpose room, gymnasium and a stage. The portables provide six additional classrooms, and the auxiliary gym space to support additional athletic classes.

The school was constructed in 2003, however, the gymnasium and shop building are original to the previous High School that was on the site, built in 1961, and modernized with the construction of Rochester Middle School. The basic construction is wood-frame construction with fiber cement lap siding and single-ply roofing. Overall, the building is in good condition for its age, and systems throughout the building have several years left remaining in their useful lives before serious maintenance or replacement will be warranted.

A high efficiency boiler was added to the school approximately 3-4 years ago, with the original cast iron boiler remaining and needing replacement. The system does experience issues if both boilers are attempted to run together, so the original boiler serves primarily as a backup. The plumbing throughout the structure is copper piping with black pipe to the boilers, and in fair condition, with water heaters serving each wing. Fixtures have been switched from automatic to manual due to maintenance issues, and one of the wings does experience occasional drainage issues. The electrical system throughout the main building, the shop building, and service to the portables is in good condition and the capacity is still serving the needs of the school. Due to the location of access panels, there are some issues when maintenance is needed, however the system is functioning well. The fire system in the structure is well maintained and regularly tested with sprinklers throughout. Security throughout the building is adequate and the electronic surveillance is extensive, however, a secure vestibule is still needed. The portable classrooms have several years of useful life left. The interior of the facility is showing normal wear for the age of the building and is in generally good shape. Overall, the interior and exterior of the building have been maintained well, and the school is in good shape for the age. A modernization is not deemed necessary for at least another 10 years.

The main building is located on the Northern portion of the parcel, with the shop building East of the North wing of the main building, the small pump house is to the Southeast, and the four portable structures located behind the main building to the Southwest.

The school is located on a flat site, with a ballfield South of the main building. The ballfield is adequately sized for a single game, however, the school does not have space for additional sporting events. ADA accessibility to the field is generally good. The asphalt fire lane, concrete sidewalks and aluminum access ramps provide accessibility to the portable classrooms. There is a minimal separate asphalt paved walkway immediately in front of the building along the highway, however, off-site accessibility needs improvement.

Parking is generally is adequate for regular hours of school, however, parking quickly becomes inadequate for any sports or special events. The parking lot and bus loop share a common entry and exit, and in combination with the highway traffic, creates congestion at pick-up and drop-off times.

Further information regarding the condition of Rochester Middle School by building system is located in Appendix B.

Rochester High School

Rochester High School is located in unincorporated Thurston County, on a shared 77.13-acre parcel with Rochester Primary School and Grand Mound Elementary School, bounded by Carper Road to the West, and residential properties to the North, East and West. Rochester Primary School and Grand Mound Elementary School are on the shared parcel to the South. The school campus consists of thirteen single-story buildings: the main school building, seven portable double classrooms, a greenhouse building, an athletic field house, a concession stand, a ticket booth, and an athletic storage building. Additionally, there is a two-level announcing and observation tower for the football field. The total permanent building area is over 75,921 square feet, with the main building at 66,409 square feet, and a portable building area of more than 13,288 square feet.

The main building consists of fifteen regular classrooms arranged in a circular pattern surrounding the library, with half of the classrooms on the interior side. A music room, stage, small commons space, and CTE spaces are adjacent to a gymnasium with attached locker rooms, as well as administration and other support spaces. The portables provide fourteen additional classrooms. The field house contains a weight rooms and batting cages, while the other ancillary structures, aside from the greenhouse, serve athletics.

The main building consists of fifteen regular classrooms arranged in a circular pattern surrounding the library, with half of the classrooms on the interior side. A music room, stage, small commons space, and CTE spaces are adjacent to a gymnasium with attached locker rooms, as well as administration and other support spaces. The portables provide fourteen additional classrooms. The field house contains a weight rooms and batting cages, while the other ancillary structures, aside from the greenhouse, serve athletics.

The main building HVAC is a mixture of some recently upgraded equipment and older original equipment, and like the plumbing system has been maintained in a fair condition beyond its life. The electrical system is outdated and in poor condition to serve the capacity and technology requirements of the school, and service to the portables experiences issues from water intrusion. The fire system is in fair condition, however, experiences maintenance issues and requires an upgrade to an addressable system. The building exterior and interior are showing the age of the structure, requiring repairs to the exterior and roof. Overall the high school is in need of modernization and is eligible for State Construction Assistance.

The main building is located on the Northern portion of the shared parcel, with most of the remaining structures behind the main building to the East. The football/soccer field, announcing tower, and storage building are to the South of the main building and the ballfields are on the furthest East side of the property.

The school is located on an overall flat portion of the site, with all athletic fields to the East and South of the buildings. ADA accessibility to the football/soccer field and track are present, however, accessibility to the ballfields and remaining field activities is reduced with gravel and dirt pathways. Concrete walkways and aluminum access ramps provide accessibility to the portable classrooms, however, access is through the receiving area and staff parking lot.

The dedicated parking for Rochester High School is adequate, however, becomes inadequate for any sporting or special events, causing parking on fire access roads. All access for buses and vehicles is through a single point of entry and exit, which creates congestion and safety concerns during pick-up and drop-off times.

Further information regarding the condition of Rochester High School by building system is located in Appendix B.

HEART High School

HEART High School is located in unincorporated Thurston County, on a shared 5.00-acre parcel with the District Administration Offices, bounded by Albany Street to the West, Bend Street to the East, and a dedicated community park to the North. The District Administration Offices building is to the South. The school consists of a single portable containing two classrooms, with an approximate building area of 1,500 square feet.

Being a single portable building, the HEART High School program is limited in space. The building and systems are in fair condition compared to a permanent structure, and is nearing the end of its

useful life. Should enrollment increase for any reason, the single structure will quickly become inadequate to support the program.

The HEART High School building is situated in the Northern portion of the site with a concrete walkway and aluminum ramp providing access from the parking lot on the Eastern portion of the site. Parking is adequate for the school, though depending on the events with the District Administration Offices or the Boys and Girls Club, parking could become inadequate.

District Administration Offices

The Rochester School District Administration Offices building is located in unincorporated Thurston County, on a shared 5.00-acre parcel, bounded by HEART High School and community park to the North, US Highway 12 to the South, Bend Street to the East, and Albany Street to the West. The facility consists of one single story building and shares space with the Boys and Girls Club of Thurston County and the Rochester Organization of Families (ROOF).

The facility was built in 1936 and served the elementary grades until the construction of Rochester Primary School in 2002. The basic construction consists of un-reinforced brick walls and wood trusses with single-ply roofing. Due to the age of the facility, the building has exceeded its useful life for a school and is appropriately being used as a support facility. The building is in fair shape due to the age, however, the building systems and finishes do require improvements.

The facility is located centrally within the site, with parking on the East side of the building. Parking is shared with the HEART High School, the Boys and Girls Club and ROOF, and can be inadequate depending on public events. Due to the age of the facility, ADA accessibility is limited, but still provided through the back of the building.

Maintenance Facility

The Rochester School District Maintenance Facility is located in unincorporated Thurston County, on a shared 77.13-acre parcel with Rochester Primary School, Grand Mound Elementary School and Rochester High School. The Maintenance Facility is centrally located on the property, with access provided through the High School access. The facility consists of a single-story building, with a mezzanine and an approximate building area of 7,500 square feet. The building and systems are in fair to good condition, with some improvements needed to the facility.

Facilities Advisory Committee

Facilities Advisory Committee

As the first step in the process of developing this Long Range Facilities Plan, Rochester School District worked with the community to develop a committee to help make recommendations to the School Board for adoption into the plan. The intent of the Facilities Advisory Committee was to conduct a thorough analysis of the District facilities and grounds, current and projected enrollment, and future program needs. The Committee included 15 volunteer members, with parents and community members selected by lottery. They met bi-weekly, from April through October of 2018, and made both immediate and long-range recommendations to the Rochester School Board.

The Facilities Advisory Committee members represented staff, parents and the local community:

RPS Parent Representative – Amanda Singleton
GMES Parent Representative – Jessica Miller
RMS Parent Representative – Grant Rodeheaver
RHS Parent Representative – Heather Mitchell
Teacher Representative – Jody Ashton
Classified Staff Representative – Pam Johnson
Principal Representative – Matt Ishler
Bus Garage Representative – Cindy Damkaer
Director of Curriculum and Technology – Justin Black
Business Representative – Cindi Whiting
Business Representative – William Demers
Thurston County Government Representative – Shannon Shula
Youth Sports Representative – Geoff Nelson
Community Representative – Ben Higgins
Community Representative – Jeff Merriman
Superintendent – Kim Fry

To help give direction to the Facilities Advisory Committee, the administrative leadership team met three times to review and discuss the framework for the planned Committee meetings. This was to ensure that all necessary topics relating to Rochester School District programs and facilities needs were reviewed by the Committee, and that they were fully informed to make appropriate recommendations to the School Board. As a result, additional guidance was given to the Facilities Advisory Committee to ensure that each school was reviewed, and recommendations were made with the following themes of discussion:

Safety and Security

As a priority of the District, the Committee was asked to consider safety and security when evaluating long term facility needs.

Teaching and Learning

The Committee was tasked with understanding the programs offered by the District and both current and future program needs, as they relate to facilities.

Size and Configuration

The Committee was tasked with keeping school size requirements and community preferred grade configurations in mind when making recommendations.

Grounds, Athletics, & Community Use

The committee was to consider not just facility needs, but those of the grounds, athletic programs, and how the community uses the schools.

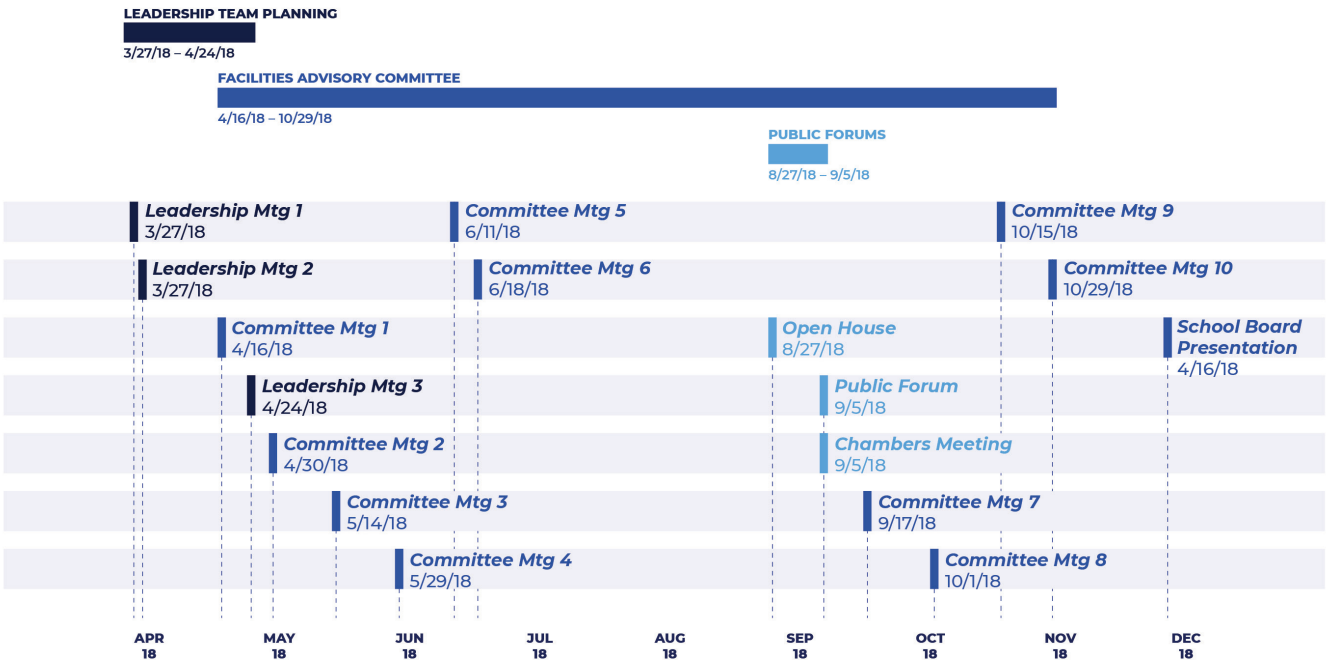
Prepare for Growth and Expansion

Knowing that each project is an endeavor for the District, the committee should make recommendations that will be lasting for future growth.

Facilities Advisory Committee Meetings

The Facilities Advisory Committee met ten times, and hosted three presentations to the public, before presenting their recommendations to the Rochester School Board. Meetings were generally scheduled on a bi-weekly basis, as seen in figure 6.1, and the Committee met for two and a half hours at a time with a very aggressive agenda and schedule each meeting.

Figure 6.1: Facilities Advisory Committee Schedule



The first meeting was held at the District Administration Offices and served as an introduction of the Committee. The Committee was given their charter from the District, the expectations and guidelines for their process, as well as an introduction to the topics to be reviewed and the individuals representing the staff, parents and community at large.

Starting with a tour of Rochester Middle School for the second meeting, the committee then evaluated and discussed the needs of the Middle School. After this review, the Committee received a presentation and held a discussion regarding the instructional vision of the District and future needs. Additionally, the Committee reviewed a draft survey for District staff on their opinions of the facility needs of the District.

For the third meeting, the Committee toured then evaluated the needs of Rochester High School. After their evaluation, they learned about the Study and Survey process with Ray Mow from Erickson McGovern, then had a discussion about the District standards for school capacities and about potential grade configurations. The meeting finished with an introduction to safety and security in schools and were left with articles describing the concerns and solutions to various issues with schools today.

On their fourth meeting, the Committee started with a tour of the District Maintenance Facility, then walked through Grand Mound Elementary School, and followed with a discussion of both facilities. The Facilities and Maintenance Director then gave an overview of the condition of the buildings and maintenance. Following their facility needs discussion, they began focused discussions by program with technology both in the classroom and supporting the classroom, arts programs and needs, and Career and Technical Education programs and needs. The focus was on facility needs, however, the Committee developed a better understanding of the individual programs and how the school buildings support education.

The fifth meeting was at Rochester Primary School and began with a tour and following discussion of the facility needs. Program specific discussions continued with food service at each facility and how the District model is impacted by each facility, athletic facilities at all levels of education, and special education programs throughout the District and their unique facility needs. The Committee then worked to prepare a survey to be issued to the community, to understand how the community feels about the needs of the District, and dovetail with the understanding of District opinion.

The sixth meeting was held back at the District Administration Offices, however, began with a tour of the facility and of the HEART High School facility, and following discussion of each facility. This meeting was the last of the regular meetings before taking a break for the Summer, and the Committee had now reviewed each facility in the District, so an internal initial survey was conducted to get a sense of the overall opinion of the Committee. Additionally, the Committee had a discussion of the Transportation throughout the District, including traffic concerns at each facility as well as the region of the District and future planning considerations. Finally, the meeting closed with the planning of public meetings to be held at the end of Summer, to share the initial findings of the Committee and better educate the public of the work of the Committee and overall needs of the District.

After having taken a break for the Summer, and hosting three public meetings/presentations and the community Survey, the Committee met for the seventh time to review findings from both the staff and community surveys, and compare to their own findings, and discuss feedback from the public meetings. There was a discussion of the survey results and how both the District staff and community aligned with understanding the needs of the District facilities. The Committee closed the meet-

ing by beginning a discussion of preliminary recommendations to the School Board, understanding that the component of cost and budget remained to be understood.

The eighth meeting was a focused meeting on understanding the funding and budgeting of the District and facilities as well as the potential costs of the projects potentially considered as part of the Long Range Facilities Plan. The Committee learned and discussed the various District funds as well as reviewed the SCAP process and eligibility of the District facilities. Trevor Carlson with Piper Jaffray then presented an informational session about how bonds and levies work, as well as shared scenarios applicable to the District and the most current preliminary recommendations being considered. The Committee then finished the meeting with a conversation regarding the cost information presented to finalize their recommendations.

The ninth and final meetings of the Committee were focused sessions to determine their recommendations to the Rochester School Board. After having reviewed all information regarding the condition and needs of each facility, District wide needs by program, staff and community input, and all available cost information, the Committee set to make the best recommendations for both the immediate short term as well as the mid and long term of the District. The resulting recommendations were then prepared and presented to the School Board at the next Regular Session.

Staff and Community Surveys

The Facilities Advisory committee issued surveys to both the District staff during the Spring, and to the community during the Summer. While the intent and results for both surveys were aligned to collect similar information, each survey was tailored to the specific audience. Each survey question was reviewed and discussed by both the Committee and District leadership to ensure that the questions were both appropriate and collected the necessary information to aid in the recommendations to the School Board.

The staff survey was issued during the middle of the Spring semester, vie staff email distribution, and collected location and demographic information necessary to understand the varying viewpoints throughout the District. The staff was asked to rank priorities throughout the District, as well as discuss grade configuration preferences and preferred facility improvements and additions based on variations of grade configuration models. Additionally, commentary from all participating staff was collected and categorized by the planning themes of the Committee.

The community survey was issued throughout the entirety of the Summer, and through the scheduled Public Meetings to ensure maximum participation. The survey was advertised through the District website, social media, local media, as well as fliers at major community businesses in the area. Similarly, to the staff survey, location and demographic information was collected to understand the participation of the survey. The community participants were also asked to rank district priorities and make recommendations on grade configurations and planning scenarios. They were also asked opinion questions to understand their understanding of the District and how they receive communication from the District. Finally, the community survey included questions to better understand the student demographic being represented as well.

As the Committee observed, both the District staff survey and the community survey shared similar results when the questioning aligned to both groups. Regarding the ranked priorities and preferences for grade configurations long term, both sets of survey data aligned well enough to minimize conflict with any recommendations presented by the Committee.

Further information about the results from both the District staff and community survey can be found in Appendices C and D.

Public Meetings

The Committee hosted three public forums, each in a different format, and each targeting a different group of the community. The first public forum was actually in conjunction with Rochester School District's Open House event for families returning to school from the summer. The second meeting was with the Rochester Grand Mound Chamber of Commerce, and finally the third meeting was an advertised event open to the public.

For the District Open House event, the Committee established an informational booth at three locations; Rochester High School, Rochester Middle School; and centrally located between Rochester Primary School and Grand Mound Elementary School. Informational signs about each school facility was posted at the entrance of each building, and informational fliers were handed out at the booths. The format was meant to be an open setting to allow parents to learn more about the efforts of the Committee and the needs of the District. Additionally, computers were setup at each of the booths to encourage participation in the community survey.

The Rochester Grand Mound Chamber of Commerce hosted the Committee to present on the efforts of the Committee as well as provide a summary of the District facility needs. The meeting was open to the public, and both Chamber Members and public participants alike engaged the Committee with questions and feedback valuable to the Committee in understanding the opinions of local business owners. Informational fliers were provided and participants were encouraged to contribute to the community survey.

Finally, following the presentation to the Chamber, the Committee held a general public forum to provide the same information and answer any questions. The intent of the final meeting was to reach groups not previously targeted with the Open House event or Chamber meeting. While local participation was lower than anticipated, the event was published via methods similar to the community survey. A similar presentation to the Chamber meeting was provided, as well as information signs about each facility, informational fliers and computers to encourage participation in the community survey.

With three public meetings, aimed at reaching different groups of the community, the Committee was able to take back valuable feedback and considerations to discuss in preparation for making recommendations to the School Board. This in combination with both the District staff survey as well as the community survey, gave a broad perspective of the community to the Committee.

Identified Needs and Recommendations

After having conducted extensive reviews of every facility, focused sessions on each program throughout the District, and evaluations of survey and public forum feedback, the Committee prepared recommendations for the Rochester School Board and presented their findings on November 28th, 2018. The committee focused their ninth meeting on prioritizing District needs and developing recommendations for the short term six-year plan of the District. The tenth and final meeting was spent evaluating the remaining needs against funding capabilities of the district to provide mid-term and long-term recommendations.

For the purposes of defining what the short, mid, and long-term components of the plan were, the Committee agreed that the short-term recommendations should apply to those recommendations to be accomplished within six years of the adoption of this Plan. Due to funding requirements, SCAP eligibility of Rochester Middle School, Rochester Primary School and Grand Mound Elementary School, and assumed debt capacity over time, the Committee determined that long-term recommendations would apply to twelve years after the adoption of this Plan, up to the twenty-year projection. Mid-term recommendations would be for the duration of time between six and twelve years.

The primary short-term recommendations to the School Board included the modernization of Rochester High School, with expansion to increase student capacity, safety and security improvements to all schools throughout the District, the acquisition of property for the future development of an additional school, and increased capacity at Grand Mound Elementary School.

As demonstrated by the Committee to the School Board, Rochester High School also ranked as the number one priority with both the District staff survey and the community survey, as requiring the most immediate attention. After review by the Committee, and in accordance with assessments that took place, the Committee agreed that the High School required the most immediate attention. Additionally, the expansion of Rochester High School would address many of the top concerns raised by the staff and community, such as meeting the current and projected enrollment, improved spaces for existing programs and support activities, as well as providing space for future programs. The Committee also considered that Rochester High School is the only school eligible for SCAP and is the oldest school that has yet to be modernized.

The Committee also prioritized safety and security improvements to all schools, and recommended that this be considered a priority to the District. To further define what improvements should be made, the Committee recommended that security vestibules be added at every entrance, access control be expanded at each facility, traffic concerns be addressed where practicable, and other systems necessary to school safety and security be evaluated and improved as necessary. The Committee noted that safety and security was not only a primary objective throughout the course of their work, but was also considered the priority by both District staff and community surveys.

As an initial step in the long-term recommendations to address capacity concerns in the District, the Committee recommended that the District procure property for a future school to be built and that immediate capacity concerns at Grand Mound Elementary be addressed. The Committee present-

ed findings that the preferred location for a future site would be within the Grand Mound UGA, or directly adjacent to the boundary. This would be in line with Thurston County planning efforts and provide better infrastructure to the school site. Additionally, the Committee recommended that immediate placement of classrooms at Grand Mound Elementary School be considered, due to the condition of the facility and current capacity concerns. The Committee recommended the School Board consider the use of multiple classroom modular structure to minimize cost.

As an interim to the long-term recommendations, the Committee provided recommendations for needs to be addressed between six and twelve years after the adoption of this plan. Those recommendations included further attention to immediate capacity concerns in Kindergarten through Eighth Grade, similarly to the recommendations made for Grand Mound Elementary School, and that field and athletic facilities be addressed at both elementary schools and the Middle School. The Committee asked the District to consider a Capital Levy to cover these capital improvements, and to minimize costs to maintain a higher debt capacity which would be needed to fund the long-term recommendations.

Finally, the Committee addressed long-term recommendations for the Board to consider up to twenty years after the adoption of this Plan. The long-term recommendations included the addition of a school to serve elementary grades, the modernization of Grand Mound Elementary School and Rochester Primary School, and the expansion of Rochester Middle School. The Committee asked the School Board to consider modifying the current grade configuration if the District adds another elementary school, and to consider the potential re-configuring of the current schools serving Kindergarten through Eighth Grade.

As established with the recommendation to procure an additional school property in the short-term, the Committee recognized the long-term need to add to the school inventory and address projected enrollment. As the Committee reviewed the current arrangement of school facilities and grade configuration, the Committee recognized that moving forward with that plan would be a challenge for the District with transportation logistics, constraints of existing resources of the school properties, and the support of the community to any changes in the current grade configuration.

The Rochester School Board considered the thoughtful work of the Facilities Advisory Committee, and has set forth this Long Range Facilities Plan to address the growing concerns of the District and community. The recommendations provided by the Committee were carefully considered and incorporated into this Plan accordingly.

Six-Year Facilities Plan

Six-Year Facilities Plan

Overview

By reviewing the unhoused student population and projected housing needs in the District, it is apparent that one of the greatest needs is more space. While portable classrooms have historically been utilized as more than just an interim solution to housing needs, Rochester School District is now nearing the point where we can no longer place portable classrooms on some sites due to the lack of available space. In conjunction with modernizing or replacing aged facilities, it will be the objective of the Long Range Facilities Plan to address this issue throughout the District.

The following projects are intended to be completed as the first steps in the Long Range Facilities Plan. This scope serves as the first phase in a long-range plan to address the District's more pressing concerns with current and projected enrollment exceeding the capacity of the available facilities, which are no longer able to properly handle the growing student population at their maximum capacity. Additionally, as safety and security for our students, staff and community within the District facilities are held as the number one priority of the District, the following scope will also address the needs of the District to meet current standards for school safety and security.

As recommended by the Facilities Advisory Committee, and agreed to by the community input we received, Rochester School District has planned to accept those recommendations and implement them into this Plan. The planned facility improvements over the next six years will be to modernize and expand Rochester High School to accept a capacity of 800 students. This will enable the District to be prepared for the enrollment growth projected over the long-range portion of this Plan. The District will also address safety and security, and make improvements District-wide. To prepare for the long-term portion of this Plan, the District will seek to procure property where an additional school can later be built and serve the elementary grades. Finally, to address immediate concerns with capacity and current enrollment, the District will begin looking to provide housing solutions that will benefit the District in the long-term, and start with the needs of Grand Mound Elementary School.

Planned Facility Improvements

Modernize and Expand Rochester High School for 800 Students

The Rochester School District Board of Directors has tasked staff to engage in a pre-bond planning process that may lead to a bond measure in early 2020 for the modernization and expansion of Rochester High School to a capacity of 800 students.

As described earlier in this Plan, enrollment growth caused by birthrates, in-migration, and local residential construction will continue to take place in our community. This growth has already created a housing shortfall at all grade levels, which has thus-far been addressed with the installation of portable classrooms on all of our school sites. While interim housing is being utilized throughout the district to address this issue, Rochester High School is also the most outdated of our facilities, and in combination with other factors, has been determined to be the priority of the District for modernization and expansion.

Rochester High School was built in 1989 and has not yet been modernized. As the facility is now thirty years old, many of the building systems have reached the end of their useful life, and without modernization, the building maintenance and operational costs will continue to rise more than normal, forcing the District to begin deferring maintenance. While the District can proudly demonstrate excellence in maintaining our facilities, without modernization, this will no longer be practicable, as systems need to be replaced. Due to the age of the facility, Rochester High School is also eligible for School Construction Assistance Program (SCAP) funds from the State. Not only is Rochester High School eligible for SCAP to be modernized, but the unhoused student population in the high school grades adds eligibility for additional funding from the State to support this project.

While the District has considered both the option to modernize Rochester High School, or replace the school, the District has determined that modernization is the most practical option for the District. While a new facility would benefit the District due to some challenges with the site, the cost difference of a new facility and modernizing the existing facility is likely to exceed the bonding capacity of the District making that option even more of a challenge. That said, the existing structure is in good shape for a modernization, and in combination of the space allotted on the property, lends itself well to a modernization option.

In addition to addressing the concerns of the aging facility and the concerns of a growing enrollment, the modernization of Rochester High School will also address many of the further concerns raised by the District's assessment, Facilities Advisory Committee, and the community at large. As will be discussed later, a modernization will provide the high school population with a purpose-built facility that meets all current safety and security concerns. As the bulk of the cost to improve safety and security District-wide would be incurred in the High School, the project would inherently absorb those costs, and provide the best option while maintaining efficiency in the development of this plan.

The High School is also overwhelmingly underserving many of the current programs offered by the District. While the District is able to make ends meet and provide many educational opportunities to our students, the modernization will allow much needed space to better serve existing programs, as well as provide space to offer programs not currently able to be supported by the High School. The music and arts programs currently offered are currently forced to share space, function without performing arts space and some reside in portable classrooms, without the ability to provide support for multiple programs simultaneously and the necessary spaces to meet the demand of our student population. While the District works to meet the demands of our regional technical professions and has altered existing spaces to offer programs demanded by these industries, our Career Technical Education (CTE) spaces are in need of improvements and expansion to properly support these programs. District provided Special Services and other supporting programs are severely limited in space and often have to share space necessary for other support functions and administrative obligations of the school. By providing dedicated space necessary for the programs offered by the District, we'll be able to better serve each and every one of our students.

In addition to the main building, the site and athletic facilities of Rochester High School are in need of improvement and serve as one of the only recreational spaces available to the community. While Independence Park, located next to the District Administrative Offices, provides a public park space to the community, neither Rochester nor Grand Mound are incorporated, therefore, a maintained City Park is not available. Due to limited funds, Thurston County also does not have a dedicated County Park within the District boundaries, as a park is typically cost prohibitive. Due to the lack of recreational space, District facilities function as this space for the community, as well as provide athletic facilities for clubs and other non-District funded sporting events. By improving the athletic facilities at the High School, the District would also be providing a better recreational space for the future of the community. Finally, the District did a comparison of the existing facilities to those of our AA competitors regionally and found that Rochester High School is limited in athletic facilities. The High School does not have an auxiliary gym, tennis courts, nor a separate practice field, and existing facilities to support track and field activities require improvement to meet competitive standards. A comparative of the existing athletic facilities to those within the same competing division are provided in Appendix B.

The primary challenge with a modernization project of Rochester High School will be the limitation of water available to the property, which is also shared with Rochester Primary School and Grand Mound Elementary School. The property is served by a well for both potable drinking water and water used for fire and other facility support systems, and due to the parcel being shared by three schools, this limits the High School on available water and makes expansion difficult. Due to the

proximity of the property to the Chehalis River and the lower elevation, the available aquifer is shallower than higher elevations, thus limiting the capacity compared to other properties of similar size. The District has begun working with Thurston County to identify methods of mitigating this issue for both the immediate expansion of the High School and the support of long-term planning of the District. To address the immediate concern of well capacities, the modernization will afford the District the opportunity to explore methods of limiting building and grounds use of water, as well as provide efficient systems that will provide a conservation effort for the limited resource on the property. The District will also evaluate other means of providing water to the site in the support of the long-term plans of the District and shared elementary schools. In tandem with providing a more water efficient building, the District will continue working with local jurisdictions to look at further means to solve this issue with the site. Further details and mitigation strategies would be provided during the initial planning phases of the project.

Safety and Security Improvements District-Wide

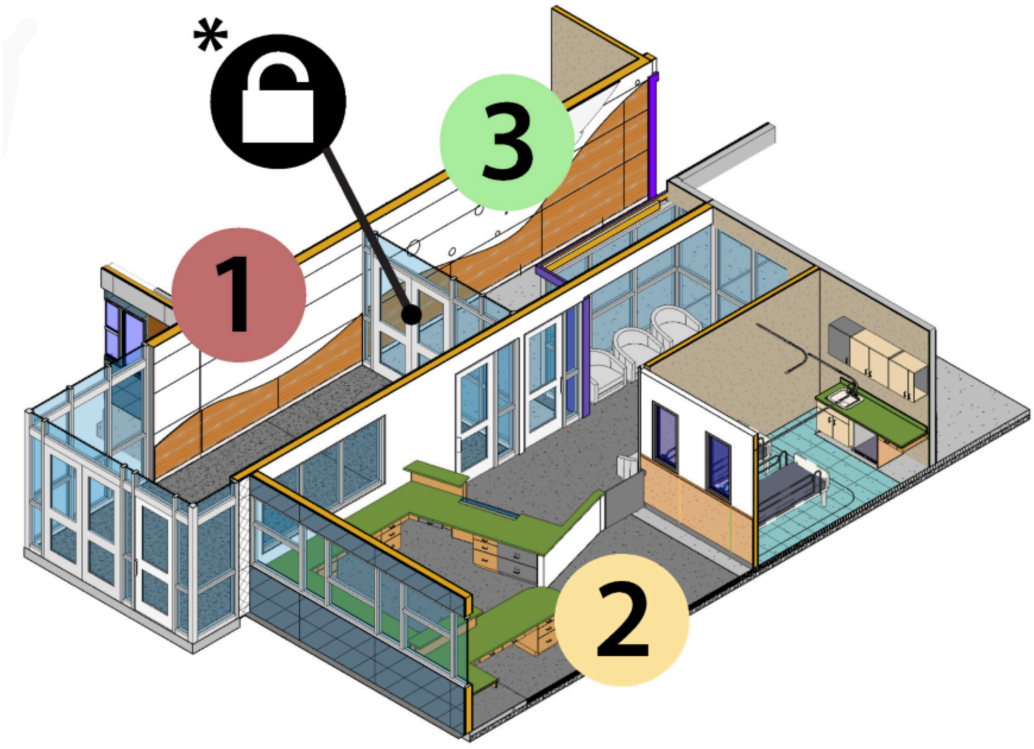
As previously stated, student and staff safety, security and health has been identified as the primary interest of Rochester School District. The older designs of our sites and facilities, and the aging of the facilities and systems themselves cause our schools to fall behind today's safety, security and health standards. While the District constantly reviews and updates policies and training to address most of the concerns, it is through facility improvements that the District will be able to meet current standards. As the District will begin planning for a potential bond, these improvements are prioritized to be addressed within the short-term of this Plan.

There are several areas of facility improvement that the District has considered in reviewing safety and security throughout the District, and in the development in planning the improvements intended to be completed in the near future. The primary goals to be addressed by these improvements will be to improve each facility in the areas of deterrence, detection, delay and response.

The first step that each facility should be provide with is ***Deterrence***. Every one of our schools should prevent unwanted visitors from gaining access to our students and staff. By addressing the design and layout of our existing facilities, improving the design of Rochester High School, and through the improvement of electronic safety and security systems, the district will be able to deter threats from our school grounds and facilities.

The primary improvement that will be implemented at each of our schools will be the redesign of each main entry point with the addition of a security vestibule. Security vestibules will not only provide a welcoming and secure access to the main office of every school but will offer effective control of visitors. In addition to providing improved access control, the security vestibules will offer extra time needed for lockdown from threats, and increase deterrence to property damage. As demonstrated in Figure 7.1, the security vestibule is provided through the use of two sets of entry doors.

Figure 7.1: Security Vestibule Example



By maintaining the second set of doors locked during normal school hours, visitors enter the vestibule (Area 1) and are forced to enter the reception area of the office (Area 2). The rest of the school (Area 3) is maintained safe and secure from any visitors who are not supposed to be in the building.

The second focus of safety and security improvements will be with regards to ***Detection***. Every school should be equipped with the necessary electronic surveillance equipment to quickly locate, identify and contain any person who has gained access to the school property, whether warranted or not. This is equally important in assisting local agencies, should an emergency occur on school property.

While Rochester schools already employ the use of electronic surveillance equipment, the systems in place need to be evaluated for maximum effectiveness. Attention will be placed on not only ensuring that every school has complete coverage, but that our systems are standardized and set-up for ease of maintenance and upgrade.

Similar to deterrence, our buildings need to have the capability to ***Delay*** unwanted visitors. Should a visitor gain access to the school grounds or building, we should have the ability to prevent access to our classrooms and commons spaces and allow time for a public safety response.

While the security vestibules will support this capability, it is in combination with electronic access controls and lockdown capabilities. Like electronic surveillance, Rochester schools have already implemented and effective electronic access control system. We will evaluate how our buildings are being used and those systems in place, so we can make necessary improvements and make sure those systems are being used to their full potential.

Finally, while the above improvements are more preventative, our schools need to provide an efficient ***Response***. By providing reliable communication systems that are interactive and coordinated with our training policies, our schools will ensure the most efficient response from emergency personnel.

Systems in place for fire notification, lockdown initiation, intrusion detection, and our intercom announcing all need to be not only reliable, but well coordinated and quickly communicate for the best response. We will not only review each of these systems and make improvements in areas where they are needed, but by making sure the systems are effectively integrated as necessary and are easy to use, we will provide safer environments for our students and staff.

Outside of the building systems, and improvements necessary to increase the safety, security and health of those inside, site safety is as much of a priority to the District. At Rochester High School, all vehicles enter and exit at a single point, and with no walkway for pedestrians, this creates a safety hazard that must be addressed. South of the High School, At Grand Mound Elementary School and Rochester Primary School, the District will make improvements to the traffic flow of buses and other vehicles to minimize the risk and make a more efficient safer parking lot. Finally, at Rochester Middle School, with Highway 12 fronting the school, congestion in combination with pedestrian safety will be addressed with improvements to the entry and exits and frontage of the highway.

By working with Thurston County, improvements at Rochester Middle School will also dovetail with the goals of increasing safety and mobility along Highway 12 with the Rochester Main Street project. The short-term plans of the District will align with the action plan of the County, and contribute to the overall improvement of Rochester's Main Street. The goal of this project is to invest in the infrastructure along approximately two miles of this corridor in order to address local residents' requests to improve safety and mobility concerns, while providing economic vitality and strengthening the identity of Rochester. The Rochester Main Street project will improve conditions to allow our students to walk and bike to school safely and will be incorporated in to the long-term plans of the District.

As previously mentioned, the modernization of Rochester High School will inherently incorporate all of these improvements, minimizing the overall cost for District-wide safety and security improvements. It is for this reason that while addressing these concerns now is a priority, it also aligns well with the overall short-term goals of our long-range plan. By folding safety and security improvements into the long-range plan in conjunction with plans to modernize and replace or add facilities, the District can efficiently bring safety, security and health standards up to the most current standards.

Acquire Property for Future School to Support Elementary Grades

As a first step in the long-range plan to provide an additional elementary school within the District, the District will seek to acquire additional property early. As brought forth by the Facilities Advisory Committee and Thurston County, now is the right time for the District to be pursuing property, as it aligns with the planning efforts of the County. Additionally, as real estate prices continue to rise, an early procurement of land will be a more cost effective approach to supporting the long-term plans of the District.

The acquisition of property is not only in support of a longer-term plan of the District, but it also requires the foresight of the District to understand what the projected development and impacts to our community is. The District needs to consider the impacts to and from transportation and infrastructure, as well as how well the site lends itself to development. By working with Thurston County, the District has evaluated the planning of our community and has developed a targeted approach to selecting the appropriate location for a property.

District Standards for School Sites

As the long-range plan of the District is to procure the property to support the elementary grades, it is important to ensure that the property meet the minimum size requirements for an elementary school. Per WAC 392-342-020, the minimum size for school sites is governed first by the grade level, then based on enrollment capacity to ensure the site provides enough space to meet program requirements. Since the District standard for elementary capacity has been set to 500 students, this requires the property be at least 10 acres. Because development issues can sometimes arise during planning and construction, and to ensure space for growth is available, the District would seek property of at least 12 acres if possible.

Available property for use as a school site will be minimal within the District boundaries, and even more limited based on other criteria considered. It is for that reason that the District would consider available property that could potentially serve middle school grades as well. While the District has carefully considered the planned improvements over the long-range, we understand that plans could eventually change, and it is for that reason, that the District would consider a larger property to allow flexibility for the long-term plans of the District, even beyond the twenty years of this Plan.

The District standard for a middle school capacity has been established as 600 students, requiring a site for such a school to be at least 16 acres. In order to provide similar flexibility as an elementary site, and ensure space is available for athletic programs, the District would consider a site of 20 acres for a middle school. To prepare the District for these possibilities, we will seek to procure property between 10 and 20 acres, provided other criteria has been considered.

Grand Mound UGA

As discussed previously, the ideal location of a school property would be either within the Grand Mound Urban Growth Area (UGA) or directly adjacent to the borders. Because Thurston County is currently working on the planning of the Grand Mound UGA, our timing in this procurement is ideal. The District has been working with Thurston County, and having a representative on the Facilities Advisory Committee has enabled the District to understand and prepare for the plans being set forth. Should the District locate a property adjacent to the boundaries of the UGA, we will work with Thurston County to incorporate that property within the UGA to take advantage of those resources.

As seen at our other school sites, and noted as a challenge to the expansion of Rochester High School, development within the District boundaries is typically limited by the need to supply water with a well and requiring a septic system. Because the Urban Growth Area has a provided water system and sanitary sewer system, this would offer infrastructure to the property not typically found in most other locations.

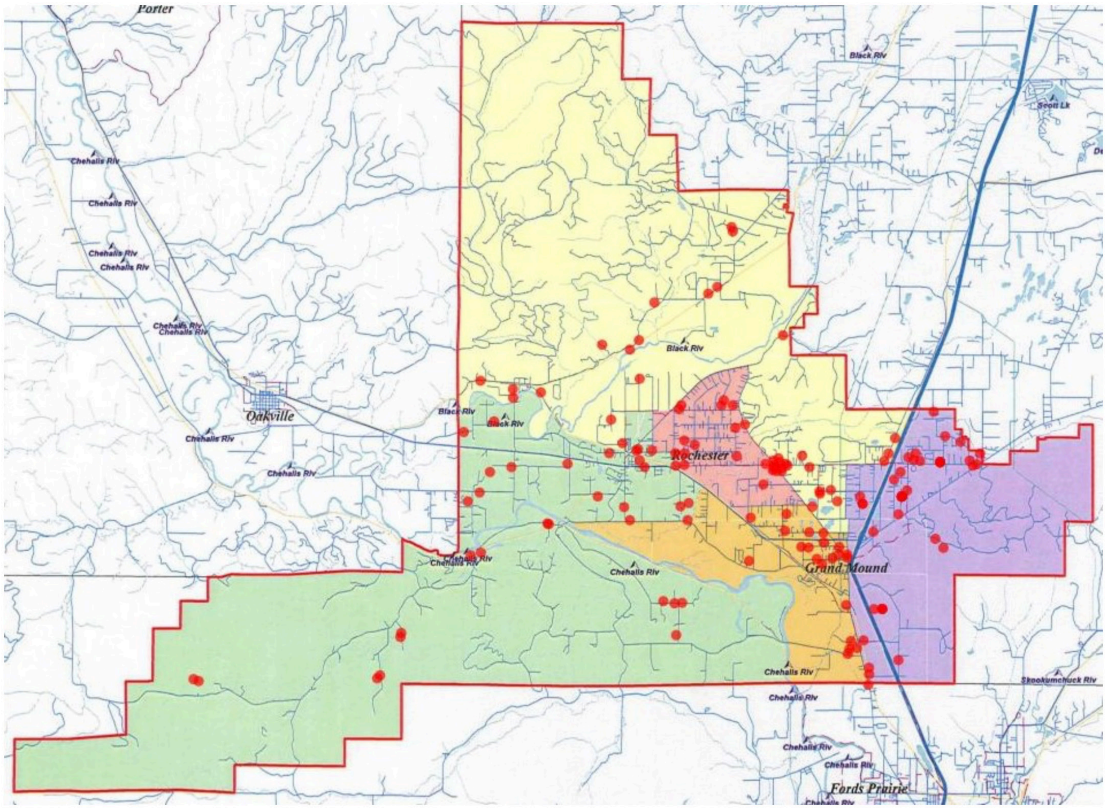
In support of the intent of the Grand Mound UGA, the placement of a school within the area would benefit the planned high density residential zoned areas. As discussed earlier, it will always be within the best interest of the long-term plan to tie safety and security into other components of this Plan. By locating a school near high density housing, and in conjunction of the planned mobility improvements of the UGA, this would increase the opportunity for safe walking and bike routes to our schools.

Transportation Considerations

Rochester School District buses many of our students from around the area, and currently about two-thirds of our students use the bus as their primary method of transportation. This means that the District must consider both the impact of a new school on local roads and infrastructure, as well as the planned improvements of the area and it's impact on a potential location. A new school also means added routes and Rochester School District would look to ways of increasing efficiency with our site selection. Figure 7.2 demonstrates the locations of bus stops and the student population that uses that form of transportation.

Part of the planning by the County within the UGA includes various traffic improvements which would not only offer better infrastructure for the planned development but would benefit the location of a school within the route of those planned improvements.

Figure 7.2: District Transportation Stops



Maple Lane Facility

While the Grand Mound UGA offers infrastructure to the District that would otherwise be unavailable, those resources would too be limited depending on the planned development within the UGA and of the water supply and wastewater treatment facility. Competition for the infrastructure in place does encourage the District to secure property earlier rather than later, as development costs would be higher in the future to ensure the systems can handle the capacity of a school. The Department of Corrections has issued plans to further develop the Maple Lane Facility, which would greatly impact the availability of these resources available within the UGA.

Pending environmental reviews and zoning considerations, the Washington State Department of Corrections (DOC) plans to expand the current Maple Lane Facility in two phases with the possibility of a third. The first phase would be the modernization of existing facilities and expansion of facilities to increase by 128 beds. This project is currently in design and is expected to be completed by the time this Plan is set in place. Additionally, the DOC has begun the process of planning the addition of a 500 bed facility to house a Minimum Security Women's Facility, which would also add an additional 200 staff to the facility. There is a potential to plan for an addition of another 200 beds to that facility if completed.

The planned expansion and addition to the Maple Lane Facility would exceed the capacities of the existing water and sanitary sewage systems in the UGA. For this project to be completed, the DOC would provide funding in support of increasing capacities of facilities serving that infrastructure,

however, that contribution would only provide for an increase in capacity suitable to the development of the Maple Lane Facility. As these projects are currently in the planning phase, an early procurement of property would allow the District to ensure the available water and sewer capacities are either allocated or increased for the development of a future school.

A separate but equal concern of the District with the development of the Maple Lane Facility projects, is the proximity to our schools. While the District may choose to place a property within any proximity of a correctional facility, a jail would not be able to be placed within 1 mile of a school and a prison would not be able to be placed within 2 miles of a school. Proximity to the Maple Lane Facility will be considered as the District reviews potential property. While the location of the Maple Lane Facility is already within close proximity of Rochester Primary School, the District would consider the redevelopment of the facility to a Minimum Security Women's Correctional Facility as a new development, and work with the DOC to discuss impacts and prevent any safety concerns of the District and community.

Local Marijuana Industry

Within the boundaries of the District, we have the local farming, processing and sales of marijuana products, which will be considered by the District in site selection. The safety of our students and concerns of our community will remain the priority when considering a location. Similar to statutes of minimum proximity for the development of correctional facilities, facilities that are involved in the process, distribution or sales of marijuana products are also required to be maintained at least 1000 feet from any school facility. While the District may choose to locate a facility within a closer distance of an existing facility, this will be considered during review of available land.

Development Considerations and Natural Hazards

There are many other considerations that will need to be factored into the decision of procuring property for another school. Certain environmental factors have the potential to create an emergency situation and must be considered and mitigated for the safety of our students and staff, and when our facilities are used by the community. Flooding from the Chehalis River, landslides, wildfires and earthquakes all have the potential to impact our properties and schools. Additionally, while not an emergency, other environmental factors have the potential to impact development in the future, such as ground water and gophers.

With the Chehalis River, Scatter Creek and the Black River all running through the District boundaries, many areas have the potential to flood in a heavy rain event. While local jurisdictions will review and ensure mitigation is designed into any new facility that lies within a floodplain, the District will consider the location prior to the procurement of a property. In areas with high groundwater, the potential for flooding exists where the property doesn't necessarily lie within the floodplain of one of these rivers.

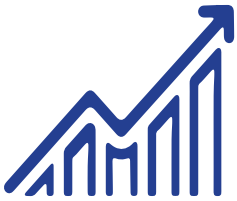
While landslides only threaten certain areas within our District, it is still a hazard that exists and will be considered in property selection. Landslides represent a hazard mostly around Michigan Hill and north of the Rochester area. While a heavily sloped property would not ideally be suited for a school site, proximity to those areas still represents a concern for access.

As we've seen in more recent summers, wildfires present themselves as a growing concern in Western Washington and exists as a potential hazard that must be considered within the District. Any new facility will be equipped with necessary fire suppression to provide safety to those occupying the building, however, these systems do not fully protect the District against property damage. While insurance and grants could help recover costs of losses due to fire damage, the District will consider the areas with increased risk of wildfires when selecting a property.

Today's structures are built to withstand extreme forces resulting from an earthquake event, and provide safe shelters for our students, staff and community, but other issues arise from earthquakes that the District will consider. Soil conditions in some areas, often around rivers where the river may have historically shifter, require facilities be built with deep foundations. This is to prevent a rapid settling of the structure in an earthquake, due to something known as liquefaction. Liquefaction occurs when loose soils literally vibrate to the extent where they act as a fluid. While this is a hazard that would likely only present itself in a large earthquake event, the development costs for structures built over those soils increase significantly, and the District will take an active roll to seek property where this risk is minimal.

As mentioned, other environmental factors do present themselves to the District for consideration, with the intent to eventually develop a building. As mentioned, high ground water can present a potential hazard for flooding, but it also makes other systems difficult to construct that support a building. With the development of a large structure and parking lots on a property, the area for stormwater to drain is reduced, and this must be mitigated with the use of a drainage system. Those systems are more difficult to design and more expensive to build in areas with higher ground water. Additionally, should the District be forced to find property where a sewer system is not in place, septic systems require much more space in these areas.

Finally, a concern and potential issue for development in Thurston County is the distribution of protected species, such as the Pocket Gopher and the Oregon Spotted Frog. Areas where these animals prefer to live require developers to consider mitigation strategies for the protection of their natural habitats. This can make the development process difficult or seemingly impossible. Understanding that the preferred areas for distribution of these animals widely covers the areas where the District would consider procuring a property, the District will work with local jurisdictions to mitigate this risk to the future development of a school.



Address Immediate Capacity Needs at Grand Mound Elementary School

The planning and construction of adding instructional facilities is a lengthy process, especially in the case of Rochester School District. Due to funding capacities and the extent of which Rochester schools have to currently rely on temporary housing, addressing this concern will need to be approached over the long-term planning of the District. To meet the immediate enrollment demands,

it will be necessary to add classroom space as an interim until the long-term plans of the District can be executed. As an alternative to portable classrooms, the District will evaluate other methods of adding space that remains cost effective, but provides solutions where portable classrooms fall short. While the District will take this approach throughout the District, Grand Mound Elementary School will be addressed in the short-term.

One of the issues that the District faces when purchasing a portable classroom to meet enrollment demands is the fact that this space is not recognized by the State for future SCAP funding. As previously mentioned, schools become eligible for funding assistance from the State for modernization or replacement after they've aged 30 years. This assistance to the District is based entirely on the permanent area of the facility, and the instructional space that resides in temporary structures does not count for future funding. The State considers all portable classrooms as temporary structures. While these provide housing to the District when additions to existing facilities are not feasible or cost effective, this sets up the District for a lack of needed funding from the State in the long-term. By considering housing options for our students that are a more permanent option, yet still cost effective, the District will be preparing our schools for added funding from the State in the future.

The same reason that the State doesn't consider portable classrooms in calculations for funding, is the very reason that the District will look to options that have us rely on portable classrooms moving forward. Portables have an effective useful life of about 20 years, and while they can be used for longer than their useful life, maintenance costs typically increase significantly. While the District cannot immediately place all students in permanent structures due to funding limitations, we will consider other avenues that provide longer lasting facilities until we are able to reach those long-term goals.

The District has reviewed options to build cost effective spaces, and provide facilities that last longer and count for future funding with the State. The typical portable classroom is built off-site in either two or three sections and houses two instructional spaces. These facilities are then placed on a temporary foundation. By increasing the size of the structure and number of instructional spaces, and by placing these facilities on a permanent foundation, the District will provide a better long-term solution. This facility can either be built off-site, similar to how portables are constructed, but of more durable systems, or on-site, similar to the construction of a home. By starting at Grand Mound Elementary School, the District will address immediate capacity concerns at the elementary level, and begin the process of adding permanent instructional space to our inventory.

Schedule and Cost Summary

With the Modernization and Expansion of Rochester High School being both the longest project to complete, and the largest cost with the planned projects within the first phase of this Plan, it's important to understand everything that goes into the planning and development. As discussed previously, a lot will also go into the procurement of another property for the development of a future school. The District will also need to plan, and schedule work based on funding availability from the State.

With the successful passage of a bond, Rochester School District will need to work on the sale of those bonds in a quick manner to begin funding the projects, which could take a few months to complete. That said, with the available Capital Fund, as will be discussed in the funding plan, the District will be able to begin immediately addressing the initial phases of pre-design and planning of the High School. By beginning these processes early, the District will be able to minimize cost escalation to an extent most practicable. The District will engage necessary pre-design activities as soon as possible.

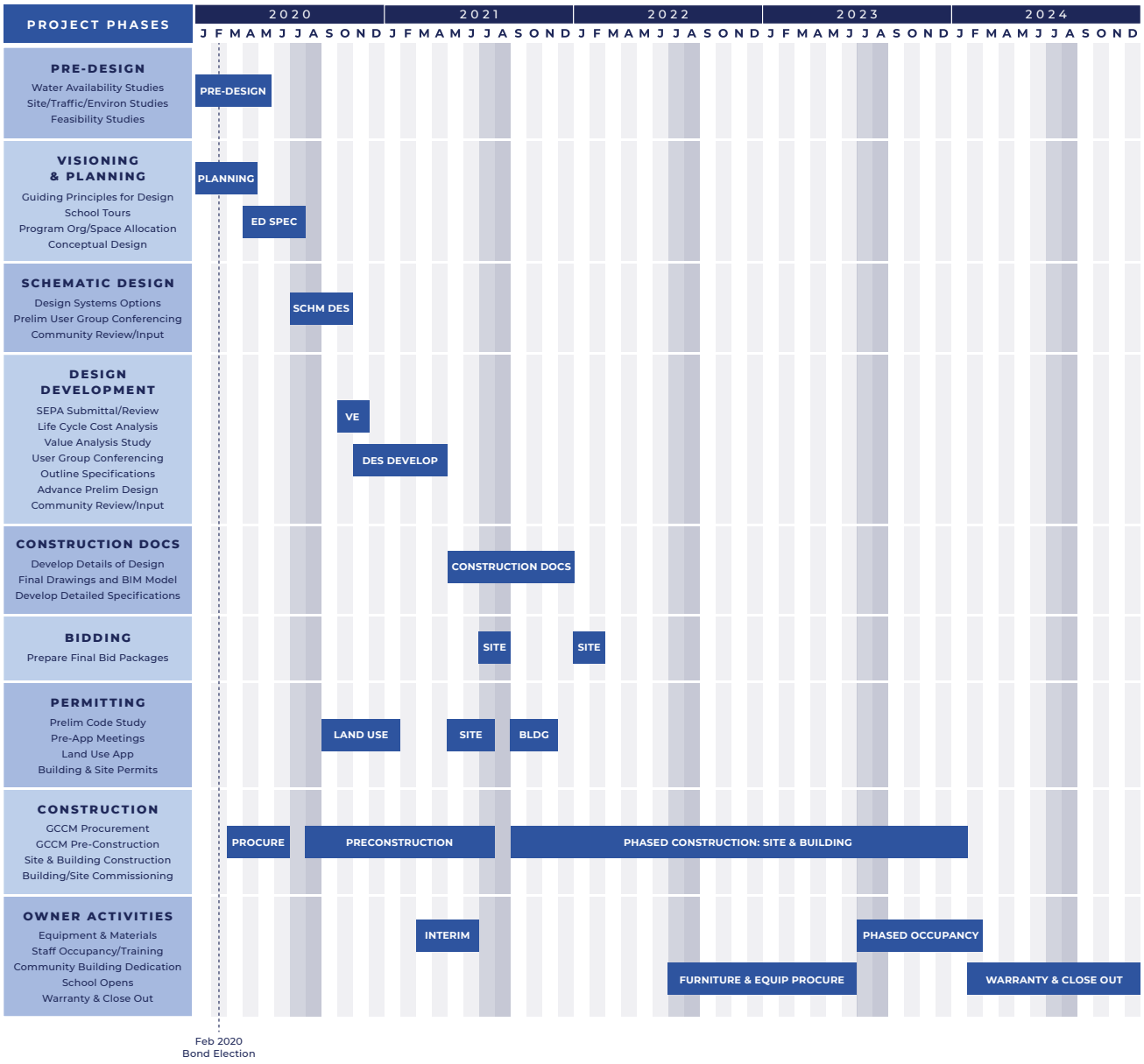
As the first step in the long design process, before an architect can begin the formal phases of design, the District will immediately begin the necessary visioning and planning work for what the modernization and expansion will look like. This will take some time to work with the staff and community to define how each programmed space will be addressed. Part of the initial planning process also includes the Educational Specifications, where the District will work with the design team to specify those needs in a detailed manner. This beginning process could take between six to eight months for the High School.

As the School District approves the Educational Specifications, the formal stages of design will begin to take place. Beginning with a Schematic Design, the design team will work very closely with the District, High School Staff, and members of the community to capture as much available input as possible and begin reviewing options to address the specified needs by program space. Following an approved Schematic Design, the design team will enter the Design Development phase where the plans are put into place and details are addressed throughout. As the District works with the design team to review and refine the developed designs, the final steps will be to prepare the Construction Documents, whereas necessary details and formatting are provided to make the plans ready for a contractor. During these phases, the District will work with a third party outside of the design team to review plans to ensure quality and that the design remains within the budget. The design processes could take up to eighteen months for a High School project, especially with the complexities of modernization.

Throughout the design process, the District will also be addressing Land Use and the State Environmental Policy Act, concerns with water availability and mitigating the potential to exceed well capacities, and permitting with all Authorities Having Jurisdiction. The Land Use and water components will be addressed earlier in the design phases, while permitting will be addressed once the plans are near completion and ready for construction.

The procurement of a contractor and bidding the construction work will take significant effort to ensure the High School is built on-time and within budget. Early planning of construction will go into the High School project, as the District will need to consider phased work to maintain normal operations and provide the highest safety standards during the work. The construction will take about twenty-four months to complete but will depend on the need for phased construction. Early preconstruction efforts will be beneficial to the overall project, and the District will consider the use of alternative contracting procedures, per RCW 39.10. Early input and collaboration between the District, design team and contractor will help ensure the safety of our students and staff throughout the project and help mitigate impacts to normal school operations while construction occurs.

Figure 7.3: Preliminary Rochester High School Schedule



Throughout the process, the District will take on several responsibilities, aside from stewardship of the project for the community. Because Rochester High School will remain occupied during the construction activities, the District will work closely with the project team to determine interim housing needs. If warranted, the District will plan and install interim housing early to ensure smooth transition and school operations. Planning for furniture and equipment that supports our programs will begin early to support manufacturing schedules and to support any potential for a phased occupancy. With the likelihood for a phased construction project, the District will likely move-in to various spaces when complete and will work closely with the contractor to plan around school schedules, will minimizing disruption to construction activities.

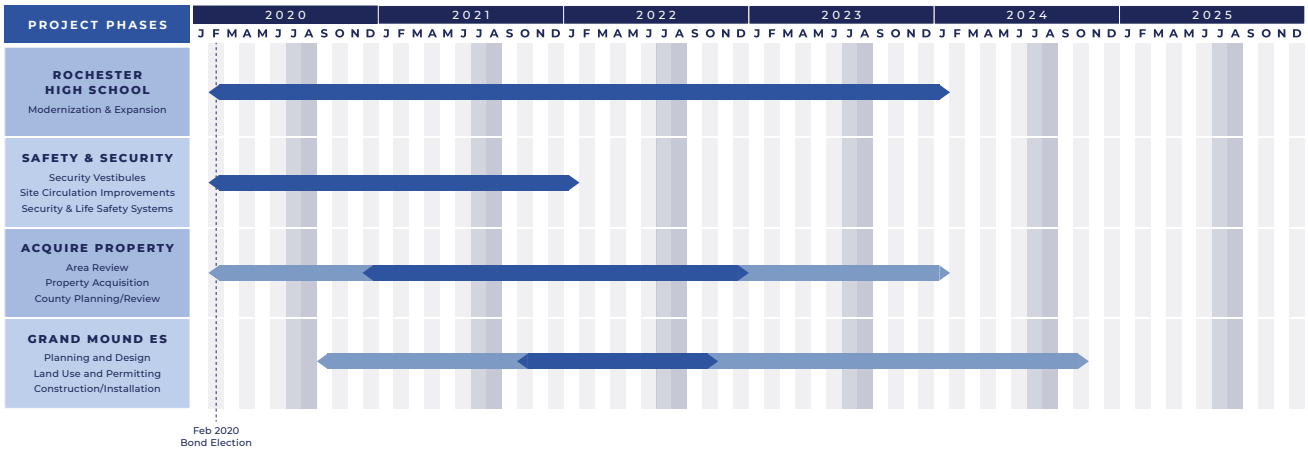
Figure 7.3 illustrates a preliminary schedule of what the Modernization and Expansion of Rochester High School may look like, should the District pursue a Bond in February of 2020. Actual planning of activities will take place when both the design team and contractor join the District on the project team. The District will also consider the safety of students and staff on-site, and the operation of the school.

While the High School project will take a few years to complete, the District will begin immediately addressing the safety and security projects throughout the remaining schools. Some of the work to be completed can occur during the school year, as there will be minimal impact to normal operations, however, the security vestibules will best be planned for Summer to minimize disruption. Site improvements will be mostly planned for Summer as well, to also avoid impacting normal transportation operations.

Regarding the addition of property to the District inventory, the District will look to procure land as soon as possible to minimize expenditures on rising real estate pricing. Early procurement will also help secure resources available, if the District is able to procure within or adjacent to the Grand Mound UGA. The District will thoroughly review all potential areas ahead of time, as described in the earlier section, to ensure an efficient process once an opportunity is presented.

With the need for additional space at Grand Mound Elementary, the District will work to address enrollment concerns before any problems with enrollment occurs. With all of the projects, the District will need to evaluate the timing of work due to funding available from either the sale of bond money or reimbursement from the State. Figure 7.4 illustrates the overall preliminary schedule of the planned projects within the first six years of this Plan.

Figure 7.4: Preliminary Bond Program Schedule



Rochester School District consulted with third-party estimators to develop an estimate of the planned projects necessary in the first six years of the Long Range Facilities Plan. While the District continues to work with the staff and community to develop the conceptual details of what the planned improvements to the High School will be, we will continue to update estimates for accuracy prior to engaging in any potential bond proposition. Additionally, depending on the timing of some of the work, the District has accounted for expected escalation in the next few years. Table 7.1 summarizes the estimated costs of the proposed projects. Figures are rounded for the purpose of providing information within this Plan and will be reviewed in depth prior to any potential bond proposition.

Table 7.1: Preliminary Bond Program: Estimated Costs

Rochester High School	
Design and Professional Services	$7M
Site Development	$11M
Building Construction	$37.5M
Furniture, Fixtures, Equipment and Move-In	$3.1M
Permitting, Taxes, and Fees	$5.3M
Project Contingencies	$4.8M
Project Total	$68.7M
Estimated SCAP	*($17.2M)*
Estimated Local Project Cost	$51.2M
Safety & Security Improvements	$2M - $3M
Property Acquisition	$250,000
Grand Mound Elementary School Added Classrooms	$4M - $5M
Total Estimated Local Cost	**$58M - $60M**

Six-Year Finance Plan

The principal funding mechanism for school facility construction and modernization has traditionally been voter approved bonds. While other funding sources can include SCAP and development impact (mitigation) fees, those funds vary in how much they can offset costs to the District and community, forcing major capital improvements to rely on local voters.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other major capital improvement projects. A >60% voter approval is required for passage. Bonds are then retired over time through the collection of property taxes.

Rochester School District has an assessed valuation of $1,250,349,565 as of January 1, 2019. This is the total assessed value of taxable properties that fall within the District boundaries. The limit for all outstanding bonds for the District is 5% of assessed value or $62,517,478. The District has $3,299,534 of debt as of January 1, 2019, and therefore has a current bonding capacity of $59,217,944. The existing debt is expected to be paid off by the time this Plan is implemented, therefore, the District will have the complete statutory capacity available.

The primary portion of funding for the Six-Year Plan will be from the sale of general obligation bonds. While this will be evaluated before any potential bond proposition, the above estimated local cost represents the estimated funds from bonds.

School Construction Assistance Program

The source of funds for the School Construction Assistance Program is the Common School Construction Fund. Sources of the fund include proceeds derived from the sale or appropriation of timber and other crops from school and state land, interest accrued on the fund, federal support and potential donations to the fund. If these sources are insufficient to meet the needs of the program, the State can either appropriate additional funding, or ration project funding on a priority basis.

SCAP is meant to provide assistance to school districts undertaking major new construction or modernization projects. School districts must qualify for SCAP for specific capital projects based on an eligibility system. Individual construction projects must meet those eligibility requirements based on either the age of the facility or a need for more space per state calculations and can only receive assistance if local funds have been secured through either general obligation bonds or capital levies. Once the project is determined to be eligible, SCAP will provide partial assistance to the District based on formulas, allowances, and recognized project costs within the project.

Each District in the State is assigned a percentage each year, based on factors that include demographics. This percentage is applied to an assumed cost of construction as determined by the State, known as the Construction Cost Allocation, then multiplied by the Eligible Area as determined by OSPI. The Construction Cost Allocation (CCA) is used by OSPI to help define or limit its level

of financial support for school construction. It is a budget driven value that is not intended to fully reflect the actual cost of school construction in Washington State. The Eligible Area portrays either the square footage of new space required to address unhoused students for an enrollment project or the building square footage approved for upgrade or replacement for a modernization project.

Figure 7.5: SCAP

STATE ASSISTANCE = **ELIGIBLE AREA** x **CCA** x **FAP**

ELIGIBLE AREA

New Construction
Future Need - Existing Capacity
State Square Foot Allocation
K-6 *90 s.f. / student*
7-8 *117 s.f. / student*
9-12 *130 s.f. / student*
"Students with Disabilities" *144 s.f. / student*

Building Modernization/ Replacement
Age
Before 1993 = 20 yrs
After 1993 = 30 yrs
Limited to "area of need"
Major mod > 40% up to 100% of CCA

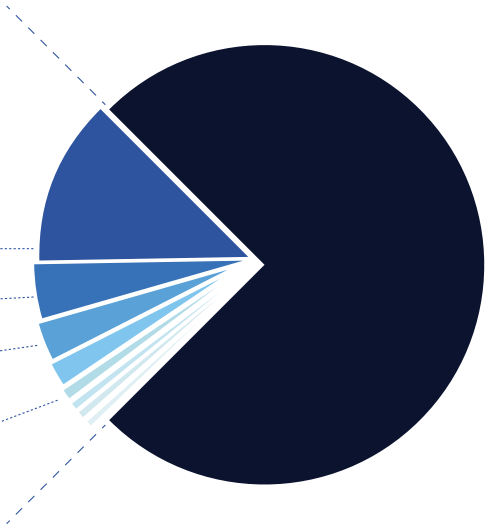
CCA

Determined by Legislature
Release Year
July 2018: **$225.97**

FAP

Level of Assistance Relates to Wealth in District
Local Assessed Land Value per Pupil compared to State Average Value per Pupil
Additional percentage points for School District growth
Rochester: **74.79%**

SCAP-RECOGNIZED COSTS (STATE AND LOCAL FUNDS)



Construction Cost
A/E Design Fees
Project/Construction Management
Furniture & Equipment
"Art in Public Places"
Value Engineering
Constructability Review
Building Commissioning
Certain Special Inspections & Testing
Educational Specifications
Energy (ELCCA) Report
7% Sales Tax

NON-RECOGNIZED COSTS (LOCAL FUNDS ONLY)

Includes but are not limited to:

Excess Costs

- Recognized costs above current Construction Cost Allocation (CCA) and Funding Assistance Percentage (FAP)
- Recognized costs in excess of eligible square footage
- Local sales tax above 7%
- Construction contract modifications (change orders)
- Construction or design contingency
- Design service fees not already included in A/E Contract

Additional Project Costs

- Land purchases and easement costs
- Feasibility studies
- Surveys and geotechnical services
- Off-site work (right-of-way development, traffic mitigation, etc.)
- Hazardous materials abatement and demolition if not part of recognized modernization work
- Legal fees, permit fees, and non-building inspections

As previously discussed, Rochester High School is the only project currently eligible for SCAP within the Six-Year Plan. The current estimate of SCAP for the High School is as described above, and greatly offsets the cost to meet the project goal. It is because of this SCAP eligibility that the District is able to plan this project within the statutory debt capacity, due to the rising costs of construction.

Capital Project Fund

The District's budget is split into five different funds; the General Fund which supports most of the District's expenditures, the Capital Project Fund which is used for construction projects, a Debt Service Fund to pay off long-term debts, Associated Student Body Fund containing funds raised by and for student activities, and the Transportation Vehicle Fund used for the purchase and repairs of buses.

Any of the other sources listed here, that are intended for the acquisition or construction of school projects will be deposited in the Capital Project Fund. Additionally, sources include the sale of District owned properties, any interest earnings, capital levies and the transfer of State forest money. The District has also budgeted annually for necessary improvements or repairs of the buildings or for the purchase of portable classroom buildings with available funds. Rochester School District does receive annual deposits from State forest money, however, it varies widely from year to year, and is not reliable for long-term budgeting purposes. Approximately $1.2 Million in State forest money was transferred in the most recent year.

New Development Mitigation/Impact Fees

Rochester School District also receives supplemental fees to help offset the impact to schools from new developments and growth within the District boundaries. The actual fees received are minimal and don't cover the costs to support the enrollment growth of the District as new families arrive, however, it is an added source that's counted on and could be used for minor improvement projects.

The authority for local jurisdictions such as Thurston County to condition new development on the mitigation of school impacts is provided for under the State Subdivision Act, RCW 58.17, the State Environmental Policy Act, RCW 43.21C, and the Growth Management Act, RCW 36.70A. These state statutes seek to ensure that adequate public facilities, (like schools, utilities and fire stations), are available to meet the demands of new growth by authorizing permitting jurisdictions to condition development approval on the implementation of mitigation measures that enable local jurisdictions to meet the infrastructure demands of new development.

The calculation of the Rochester School District unfunded need in support of jurisdictional school impact fee collection is provided in Appendix E. This calculation recognizes projected costs of the applicable projects within the Six-Year Plan, though calculations may be updated annually and submitted to the authorities having jurisdiction. Per the governing State RCW's which govern the impact fees, the District does not factor facility improvement costs, as these fees are strictly to mitigate the impact on growth. The calculations include the acquisition costs for the required property

to support a future school and both the added facilities planned at Grand Mound Elementary and the expansion portion of Rochester High School to support a capacity of 800 students.

In order to calculate an estimated cost of the impact to the District, the Student Generation Factor must first be evaluated for both Single Family Homes and Multi-Family Homes. This factor is an estimated number of students per the type of housing constructed within the District boundaries. This value has been developed by first adjusting the previous SGF using enrollment trend data, then adjusting all grade levels to meet an average equal to the known enrollment within the current population estimates. Estimates are then calculated against this factor after dividing by the design standard for enrollment capacity for District Facilities.

Because the development of the planned construction projects within the Six-Year portion of this Plan will be offset by the estimated SCAP collection, those costs are factored and similarly multiplied by the SGF to identify the credit back to the individual homes. Additionally, the current taxes being collected from homeowners on previous bond debt is projected over the course of the remaining debt and credited back to the fees being calculated.

The Total on the last line of the Impact Fee Calculation document portrays the cost of addressing new home construction related enrollment growth identified within the Six-Year Plan. This value is greater than the actual school impact fees specified and collected under respective Thurston County and Lewis County impact fee ordinances. The District accepts a voluntary discount to the impact fee calculations. While some jurisdictions set and mandate the discount percentage, the District is not currently mandated, but has set the rate to be consistent with surrounding school districts, and maintain equity of impact fees within the counties covered by Rochester School District.

Long Range Facilities Plan

Long Range Facilities Plan

While the principle focus of this Plan is 2020 - 2026, it is also important to engage in longer term facilities planning. The current and projected enrollment exceeds the capacities of our schools and needs to be addressed over the course of the Plan to the extent practicable by the limits of the District. Grand Mound Elementary School will likely need to be either extensively remodeled and modernized or completely replaced within the next twenty years, and the other District schools will need upgrades for their mechanical and electrical systems.

While the District acknowledges that many factors could change the plans or intent of the planned projects over the course of the next twenty years, an effort has been made to develop a plan that addresses the projected concerns. Any potentially planned facility improvements are presented here as mid-range and long-range projected facility needs. Mid-range projections cover the six years following the initial Six-Year portion of this Plan, and the long-range projections are expected to cover up to twenty years after the implementation or revision of this Plan.

Similar to earlier portions of the plan, the District will consider the impacts to and from transportation and infrastructure, as well as planned development in the area when planning the projected facility needs. The District continues to evaluate the planning of our community and will work to refine the projected needs to align with the long-term goals of the community.

Water Availability on Shared School Parcel

Moving forward in the long-range planning of the District facility improvements, the concern of water availability at the shared site with Rochester High School, Rochester Primary School and Grand Mound Elementary School, will continue to need to be addressed and represent a greater challenge moving forward. As previously discussed, the District will look to mitigate the long-term capacity issues on the site with the modernization and expansion of the high school, but efforts will need to be continued into the long-range portion of the Plan as the District considers replacement or modernization of the elementary schools. The District will evaluate the possibility to store and/or bring in additional water to the site to support the projected needs.

Transportation

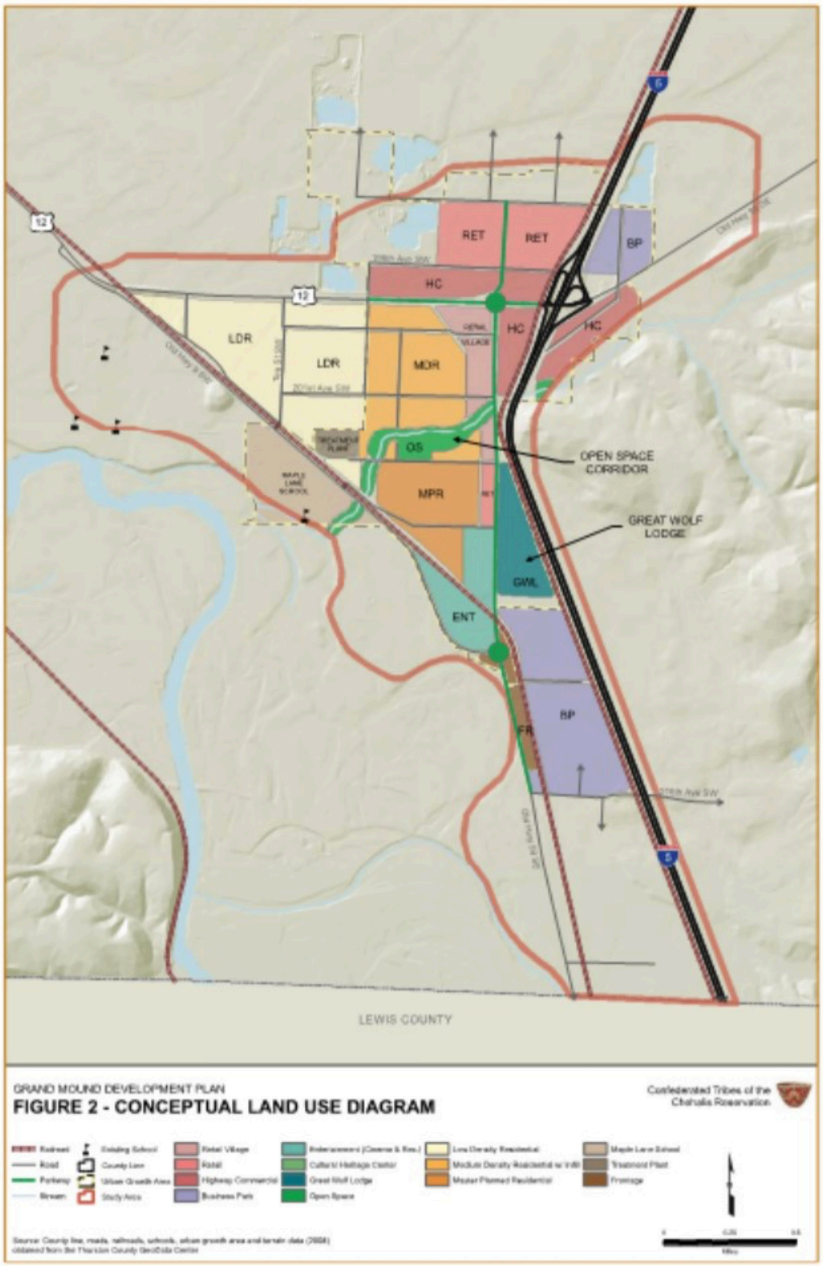
With the acquisition of property in the Six-Year portion of the Plan, and the planning efforts to address the projected needs District-wide, impacts to and from transportation changes will be reviewed. With the planned development in the Grand Mound Urban Growth Area (UGA), traffic improvements regionally, and the planned addition of multi-modal transportation infrastructure, there will be an opportunity to improve busing throughout the District.

In the potential scenarios of the Grand Mound UGA, there's an increase in high-density residential property and a planned open-space corridor with walking and bike paths. By providing the infrastructure for more walking and biking within the Grand Mound UGA and with the Rochester Main Street Project, there will be a greater potential for students to safely walk and bike to our schools.

Confederated Tribes of the Chehalis Reservation – Grand Mound Development Plan

While reviewing the projected facility needs and evaluating long-range plans, the District will consider the long-range plans of the Confederated Tribes of the Chehalis Reservation within the District Boundaries. Specifically, the greatest impact to the District will come from the Tribe's Grand Mound Development Plan. Plans to develop retail facilities and more family-oriented recreation and entertainment facilities will not only provide employment opportunities in our area, but the Grand Mound Development plan also includes a planned residential community. These developments would attract more families to the area, bringing not just higher enrollments, but a concentration of families in and around Grand Mound.

Figure 8.1: Grand Mound Development Plan



Mid-Range Projected Facility Needs

Rochester School District is planning to address as many of the immediate concerns as practicable and within the limits of available funding sources within the Six-Year portion of this plan. In order to allow projected debt capacity to increase again for further major capital projects, the District intends to minimize capital improvements to those that could feasibly be accomplished with minimal funding and in support of addressing the long-term needs of the District. The following projected needs have been identified as within the capabilities of the District to address prior to the long-range portion of this plan.

Address Capacity Needs

With the successful improvements to the District's facilities related to safety and security, and the modernization and expansion of Rochester High School, the greatest need of the District will be to continue to address the existing and projected capacity needs at the remaining schools. Similarly to the planned method of addressing the capacity at Grand Mound Elementary within the Six-Year portion of this Plan, the District would continue to look for ways to minimize reliance on temporary portable classrooms. Looking forward into the mid-range and long-range portions of this Plan, this will be more necessary, as our current inventory of portable classrooms will be aged and require replacement.

The District will also need to consider the long-range projected needs when choosing how to address capacity concerns within the mid-range of this Plan. As discussed earlier, the limitations of resources on the existing properties will require the District to look for alternative ways of addressing those capacities, and this will make added facilities to address enrollment concerns more of a challenge in the long-term. Additionally, any facilities to address capacity concerns should not be added in such a way that they would be removed when addressing the long-range projected needs.

While the need to address capacity concerns in all portions of this Plan is understood, the exact method of solving this issue in the mid-range will be further evaluated after the completion of the Six-Year portion of the plan to ensure the above considerations can be adequately addressed.

K-8 Athletic Facilities

As described in the School District Facility Review, all of our facilities require improvements to the athletic facilities, which includes playfields and playgrounds at the elementary schools as well as the ball field at Rochester Middle School and the need for more practice space. While the majority of the District athletic facilities are housed at Rochester High School, the K-8 spaces would not be addressed within the Six-Year portion of this Plan and have been identified as current facility needs that cannot be deferred to the long-range portion of the Plan.

At the elementary school level, the students currently participate in a robust walk/run program without a walking track or path. By adding a paved track at the elementary level, this would not only

support this program and allow the students to have a surface other than the playfields, but this would minimize maintenance costs on the playfields from erosion due to repetitive use. Additionally, the playfields experience drainage issues and are uneven, which make them unusable for portions of the school year and for certain activities.

The playgrounds at the elementary schools, while in fair to good shape at the moment, will need to be evaluated for replacement. Additionally, the District would consider using available space on the shared parcel to expand the size of the playfields. Like the need to address capacity concern, however, the District will need to evaluate the replacement of playgrounds against the long-range facility needs and the limitations of the site.

At Rochester Middle School, the fields were restored in 2011, however, the turf has been damaged from moles and will need to be addressed again. While the diamond is in good shape, the outfield and the football/soccer field will require improvements. Additionally, due to the overlap of the fields at the Middle School, the District is limited in the ability to use both fields simultaneously. The District would consider not only turf alternatives to address the issues with the grass, but a redesign of the fields could potentially improve the use of both fields, and provide additionally practice space for the District.

Prepare for Long-Range Projected Facility Needs

Similar to the efforts utilized in the development of this Plan, the District would begin similar processes to prepare for the long-range portion of this Plan. Additionally, depending on any potential savings from prior mentioned projects, or the availability of funds, the District would consider the use of those funds to support the implementation of those long-range needs and the necessary early work to minimize risk and costs. The needs of the District are outgrowing the ability to address those concerns, due to financial limitations, and any early support of those efforts will save the District and community more money in the long-term.

Long-Range Projected Facility Needs

New Elementary School

As alluded to previously in the Plan, long-range growth projections indicate a need for another school to accommodate future student enrollment. Since the projection of enrollments can be impacted greatly by local development patterns, birth rates, and in-migration, there is a great deal of uncertainty that comes into play when making facilities planning decisions beyond the short term, six-year planning window. That said, due to the current capacity concerns of the schools within the District, it's likely possible that a more rapid than anticipated increase in enrollment growth could make the construction of another school a priority before 2032. For this reason, the District is making an early effort to acquire property in the short-term and will look to opportunities in the mid-range to facilitate the planning and construction as early as possible. Changes in enrollment trajectory will be continue to be reviewed annually and incorporated into future planning efforts.

Grade Configuration Change

Aside from relieving enrollment at the existing facilities, the greatest impact that adding a school facility will have on the District will be in the overall grade configurations of the schools. The District and Facilities Advisory Committee engaged the community in the survey effort to evaluate the impact to grade configuration with the addition of another school. The District also solicited district-wide feedback from teaching staff, support staff, and other administrators. The results of both surveys equally indicated that there was a majority support for a K-1, 2-3, 4-6, 7-8, 9-12 grade-span configuration.

While the District will continue to evaluate and communicate with the community about the potential changes to the current configuration upon the addition of a school, the early planning efforts and survey data support the school addition at the elementary level. Both the staff and community survey results demonstrate the desire to maintain a single-track grade configuration, which will be considered when approaching the planning of another school.

Rochester Primary School & Grand Mound Elementary School

While Grand Mound Elementary School was modernized in the last bond program, the facility will be over sixty years old by the time the long-range component of this Plan is addressed. For this reason, the District would consider a new building in lieu of modernization project to replace Grand Mound Elementary School. Due to the age of the facility and the time since the last modernization, the school will be eligible for SCAP, which will help off-set the costs of construction. The replacement building should be sized for a capacity of 500 students, increasing the permanent capacity of this school by approximately 150 students.

Due to the limitations of the shared parcel between the elementary schools and the high school, and since Rochester Primary School will also be eligible for School Construction Assistance Program (SCAP) funds to be modernized, the District will consider options to combine the efforts of modernization and expansion with the needs of Grand Mound Elementary School. By including the SCAP eligibility of both elementary schools, the District could potentially address the capacity concerns of both schools while working within the limitations of the site. Additionally, since the early efforts to increase capacity at Grand Mound Elementary School without relying on portables will have the potential to increase eligibility in the long-term beyond the scope of this current Plan, the District will want to maintain any permanent facility added in the Six-Year portion of the Plan. Finally, any improvements to the two existing elementary schools will be evaluated for potential repurposing of the facilities and grade configuration change in combination of the addition of another school.

Rochester Middle School

The final major long-range facility need that the District has identified is the modernization and potential expansion of Rochester Middle School. The middle school will become eligible for SCAP concurrently with the elementary schools. Due to site limitations and the design of the facility, the District has considered additions between the wings of the middle school to add capacity. Any potential expansion of the school should have a design capacity of 600 students for an increase in permanent capacity of approximately 150 students.

Because the limitations of the shared parcel with the two elementary schools, and the potential to repurpose and evaluate changing the grade configuration of the facilities upon improvement, Rochester Middle School will too be considered for repurpose to facilitate the overall improvement of the District facilities and increased capacity. By considering changing the use of each of the facilities, the District can work to most effectively make the necessary improvements within funding limitations.

Long-Range Finance Plan

Similar to the Six-Year Finance Plan, the Long-Range Projected Facility Needs would need to be funded through the same funding mechanisms. Unlike the Six-Year Finance Plan, however, the District will have existing bond debt when the Mid-Range and Long-Range planned facility improvements are implemented. The timing of the long-range projects coincides with the increasing debt capacity of the District and the eligibility of the three remaining schools for SCAP.

To fund the Mid-Range Projected Facility Needs, the District has discussed and will consider the use of a Capital Levy. While the planned projects are meant to be minimal in cost, and the District will work to accomplish as much as possible without utilizing a levy, this will provide an opportunity to gain adequate funding for the recommended projects while supporting the long-term goals of increasing debt capacity to support the long-range portion of the Plan. Capital Levies require a >50% voter approval and can be up to six years in length, which coincides well with the structure of this Plan. Levies are paid to the District in semi-annual payments and collected annually, which limits the amount that the District can ask of voters. That said, it would provide enough funding to facilitate the planned projects.

While the SCAP eligibility for the remaining schools in the District, and any eligibility due to underhoused students in grades K-8, are difficult to estimate this far in advance, the District would plan to maximize the use of those funds to meet as much of the planned improvements as possible. Because construction will continue to escalate by the time the K-8 schools are eligible for SCAP, the District will consider looking at implementing another potential bond at the start of the long-range portion of this plan. Estimates will continue to be evaluated as this plan is updated, and similar efforts to those used to develop this plan will be implemented ahead of time, but the below projections demonstrate the expected debt capacity increase over time and potential for SCAP eligibility.

Appendix A

Enrollment Trend and Projection Information

Table A.1: Enrollment Trend Data

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Kindergarten	123	118	137	147	159	169	170	169	125	192	163	180	158	191	165	169	143	205	186	185
Grade 1	173	156	157	145	157	157	176	178	176	129	191	174	174	160	178	162	167	148	196	174
Grade 2	156	165	146	155	145	175	156	183	174	189	139	197	180	171	156	187	166	170	160	197
Grade 3	158	158	147	147	161	139	176	156	171	163	186	133	188	175	166	164	176	162	165	172
Total K-3	**610**	**597**	**587**	**594**	**622**	**640**	**678**	**686**	**646**	**673**	**679**	**684**	**700**	**697**	**665**	**682**	**652**	**685**	**707**	**728**
Grade 4	137	159	159	159	153	166	139	191	148	183	173	187	133	191	162	168	164	193	169	161
Grade 5	153	142	165	164	166	157	166	140	189	152	177	170	184	145	190	170	192	173	193	169
Grade 6	139	164	149	174	172	175	156	169	166	190	166	177	177	195	153	187	178	170	188	199
Total 4-6	**429**	**465**	**473**	**497**	**491**	**498**	**461**	**500**	**503**	**525**	**516**	**534**	**494**	**531**	**505**	**525**	**534**	**536**	**550**	**529**
Grade 7	148	141	160	146	170	151	171	156	156	161	200	154	191	173	185	150	170	182	165	187
Grade 8	127	137	138	154	161	159	151	171	149	168	164	183	161	187	178	191	151	174	179	162
Total 7-8	**275**	**278**	**298**	**300**	**331**	**310**	**322**	**327**	**305**	**329**	**364**	**337**	**352**	**360**	**363**	**341**	**321**	**356**	**344**	**349**
Grade 9	135	127	146	145	169	164	155	182	165	131	156	156	164	159	179	174	172	163	177	185
Grade 10	166	131	126	144	148	165	151	152	150	154	136	151	152	169	160	167	172	173	153	163
Grade 11	143	147	121	121	148	141	139	138	137	144	158	132	133	144	176	153	166	172	177	154
Grade 12	150	123	139	126	121	136	124	113	128	127	131	156	129	146	147	174	173	178	185	200
Total 9-12	**594**	**528**	**532**	**536**	**586**	**606**	**569**	**585**	**580**	**556**	**581**	**595**	**578**	**618**	**662**	**668**	**683**	**686**	**692**	**702**
Total K-12	**1908**	**1868**	**1890**	**1927**	**2030**	**2054**	**2030**	**2098**	**2034**	**2083**	**2140**	**2150**	**2124**	**2206**	**2195**	**2216**	**2190**	**2263**	**2293**	**2308**

Figure A.1: Survival Rates

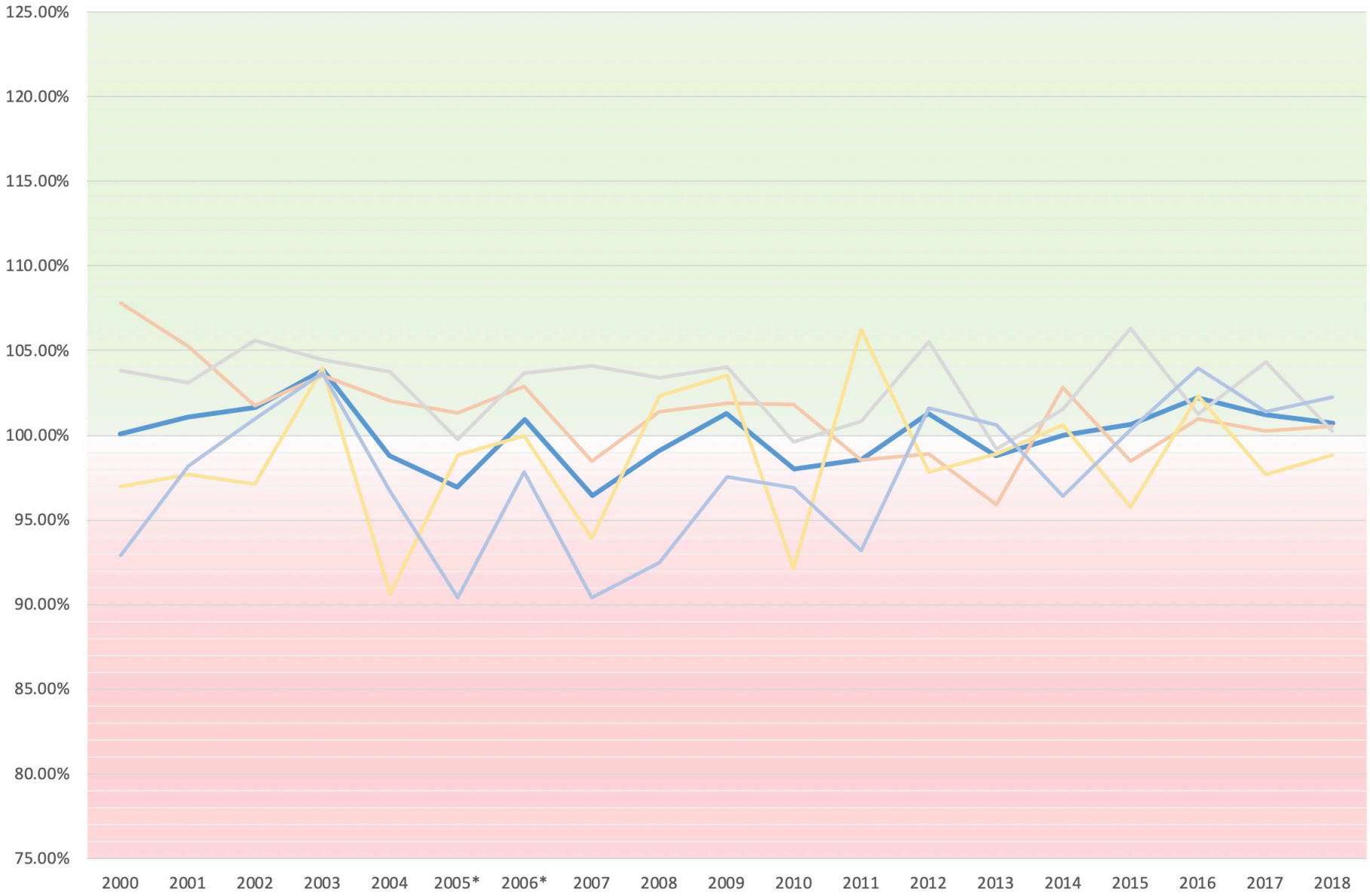


Figure A.2: Enrollment by Graduating Class

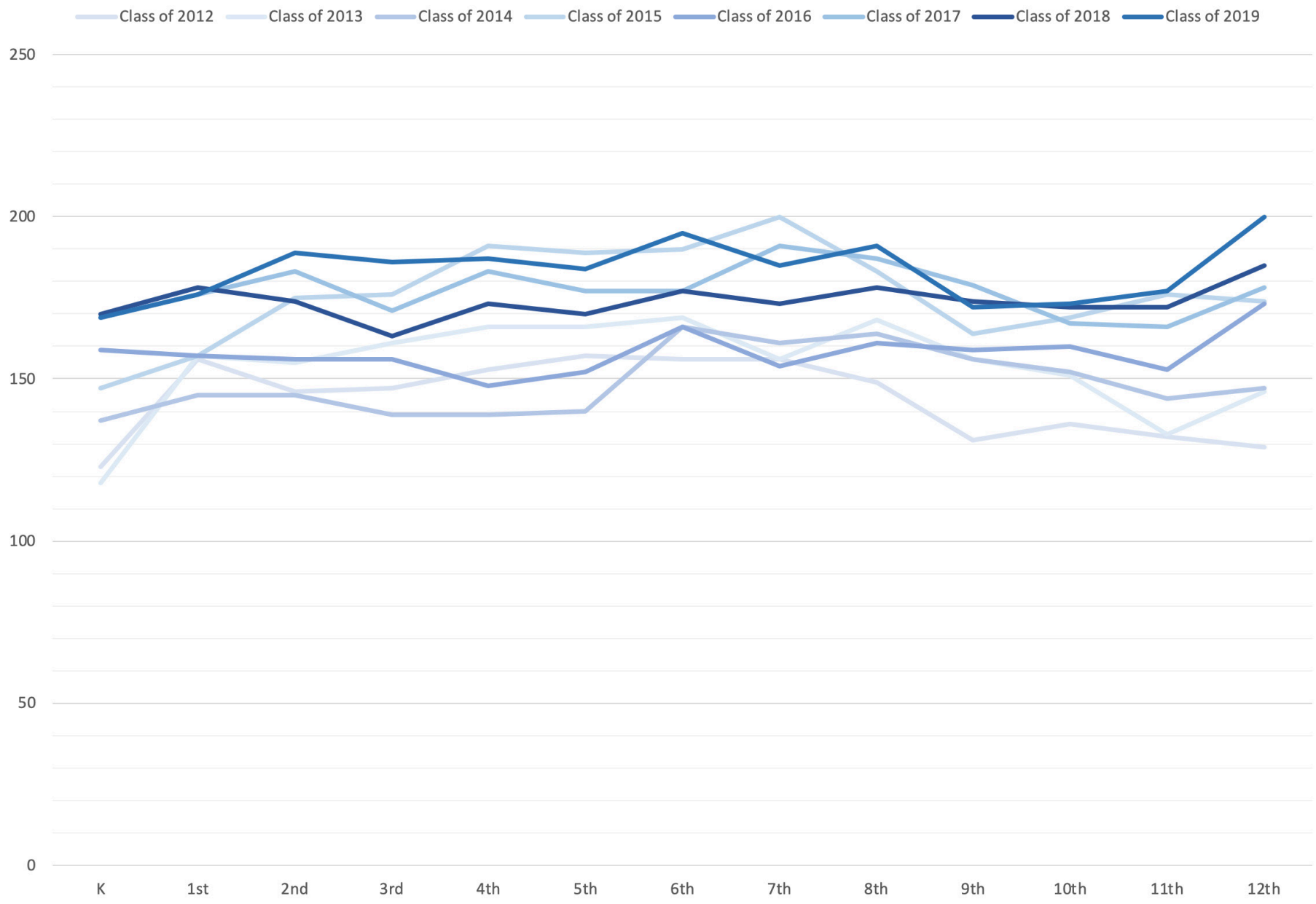


Table A.2: Percentage of Population Enrolled

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Population Estimate	10,997	11,234	11,538	11,846	12,190	12,612	12,959	13,343	13,716	14,044	14,285	14,199	14,206	14,244	14,321	14,417	14,678	14,871	15,070
Total K-12 Enrollment	1868	1890	1927	2030	2054	2030	2098	2034	2083	2140	2150	2124	2206	2195	2216	2190	2263	2293	2308
% Population	**16.99%**	**16.82%**	**16.70%**	**17.14%**	**16.85%**	**16.10%**	**16.19%**	**15.24%**	**15.19%**	**15.24%**	**15.05%**	**14.96%**	**15.53%**	**15.41%**	**15.47%**	**15.19%**	**15.42%**	**15.42%**	**15.32%**

Figure A.3: Percentage of Population Enrolled

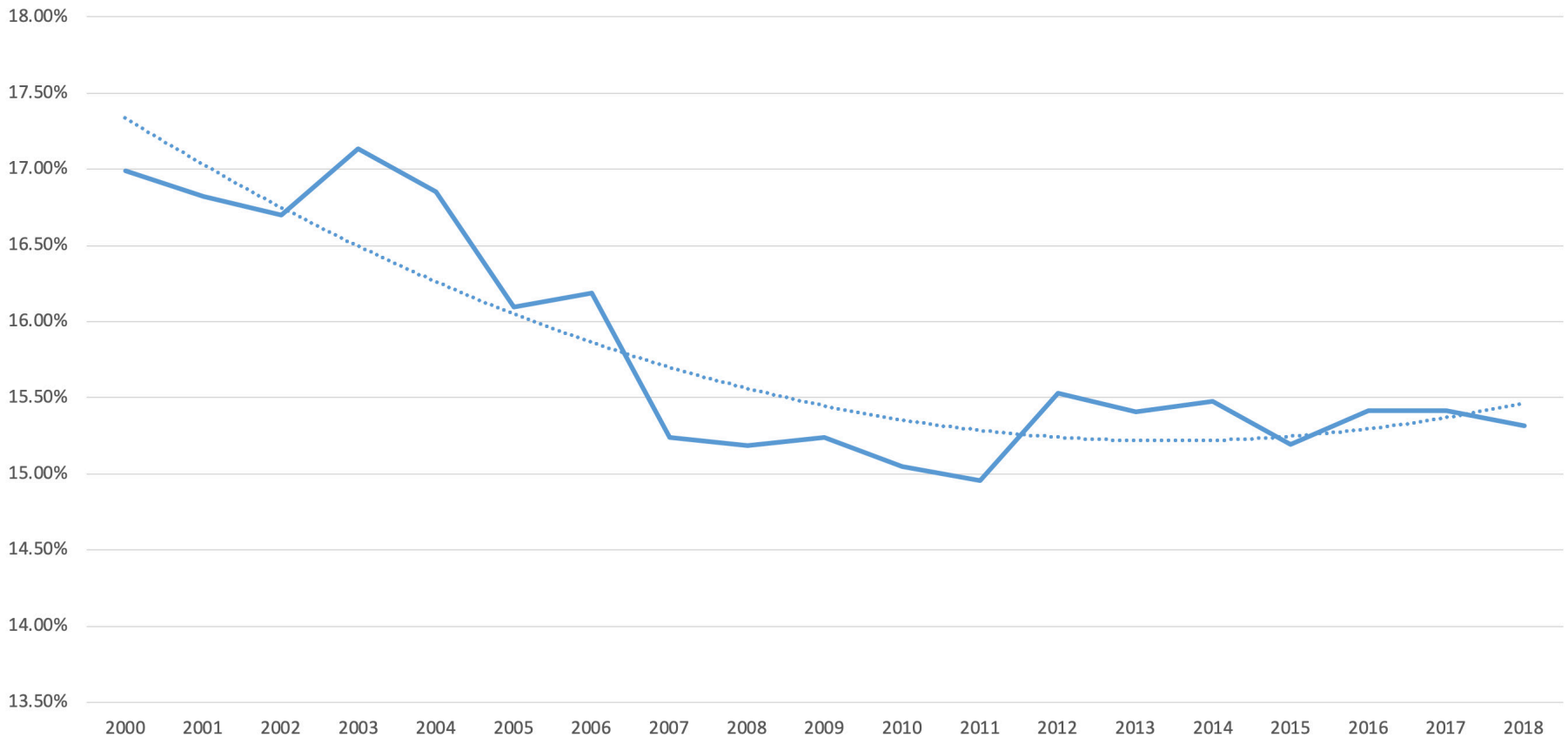
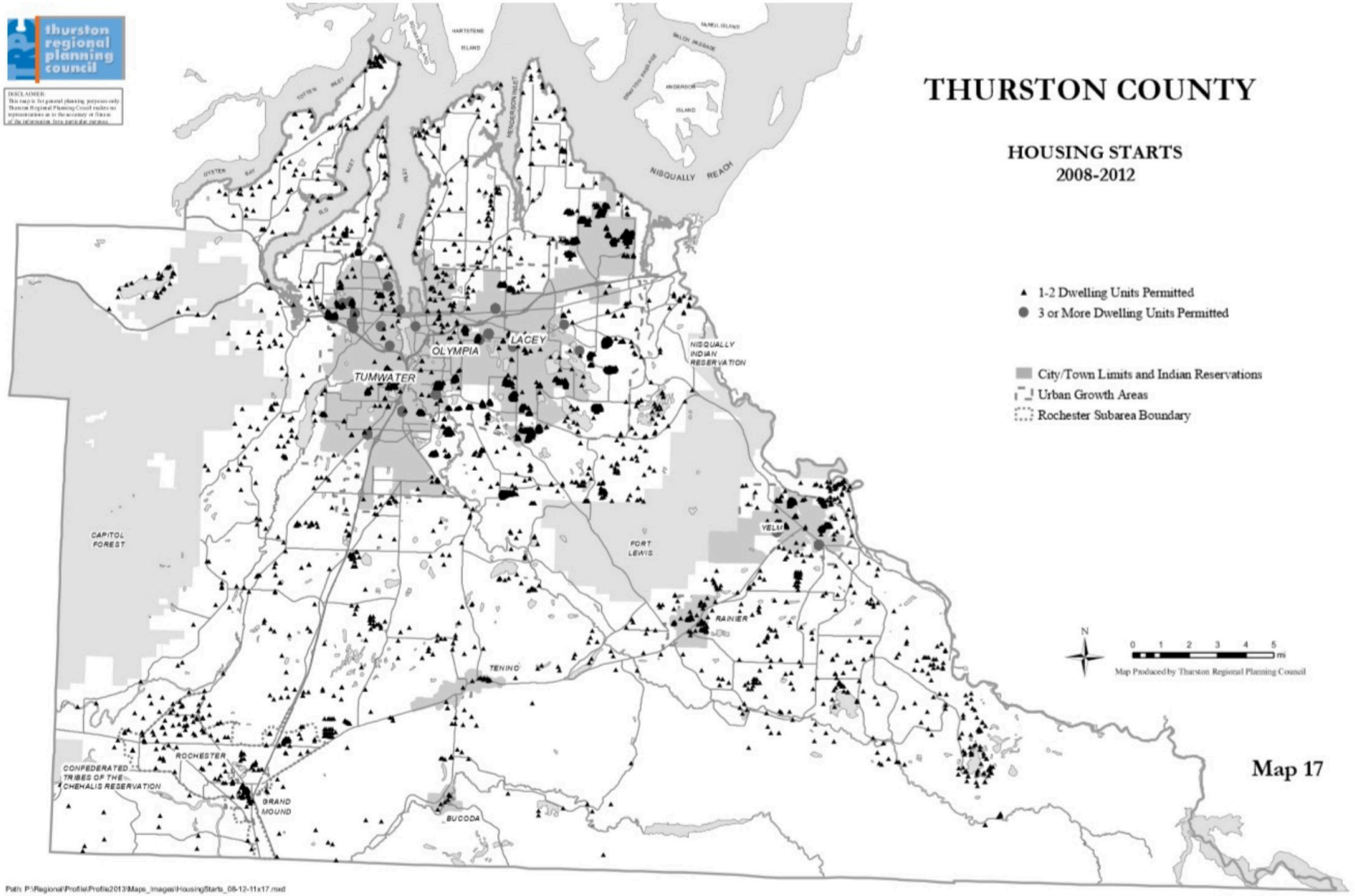
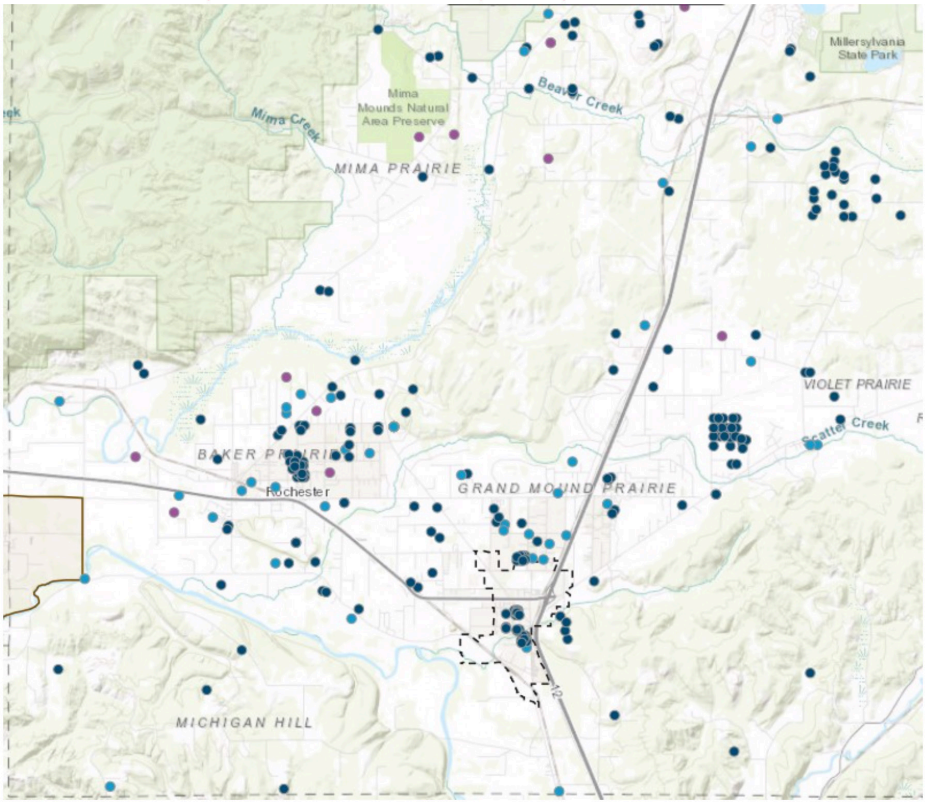


Figure A.3: Thurston County Housing Starts 2008-2012



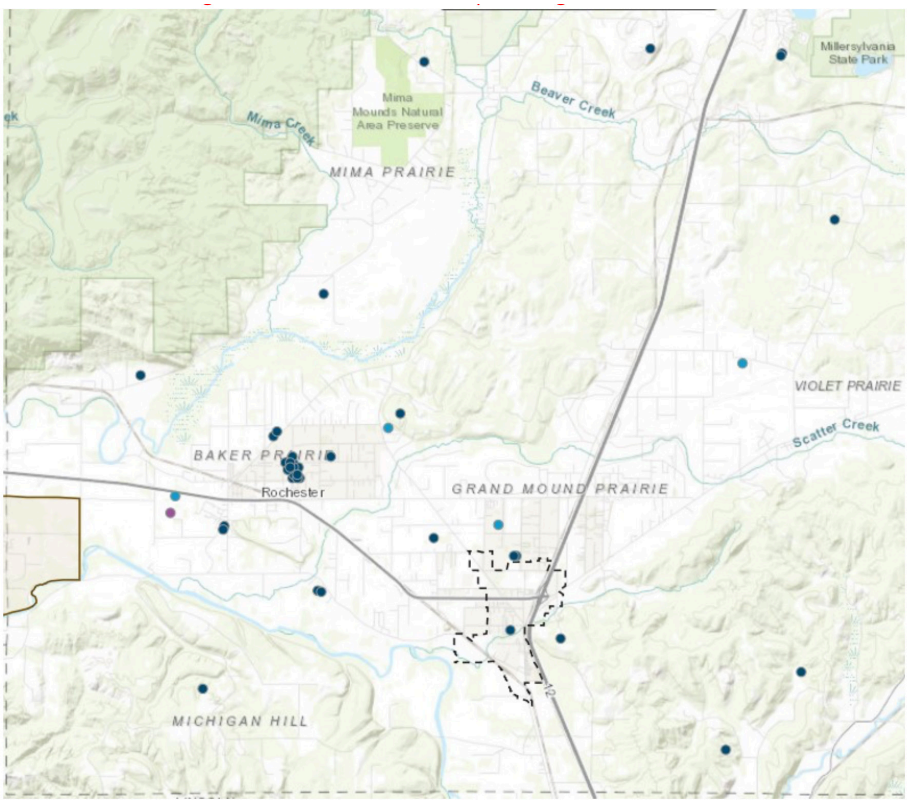
SOURCE: TRP

Figure A.4: SW Thurston County Housing Starts 2012-2017



SOURCE: TRPC

Figure A.5: SW Thurston County Housing Starts 2016-2017



SOURCE: TRPC

Figure A.6: Current Grand Mound UGA Zoning

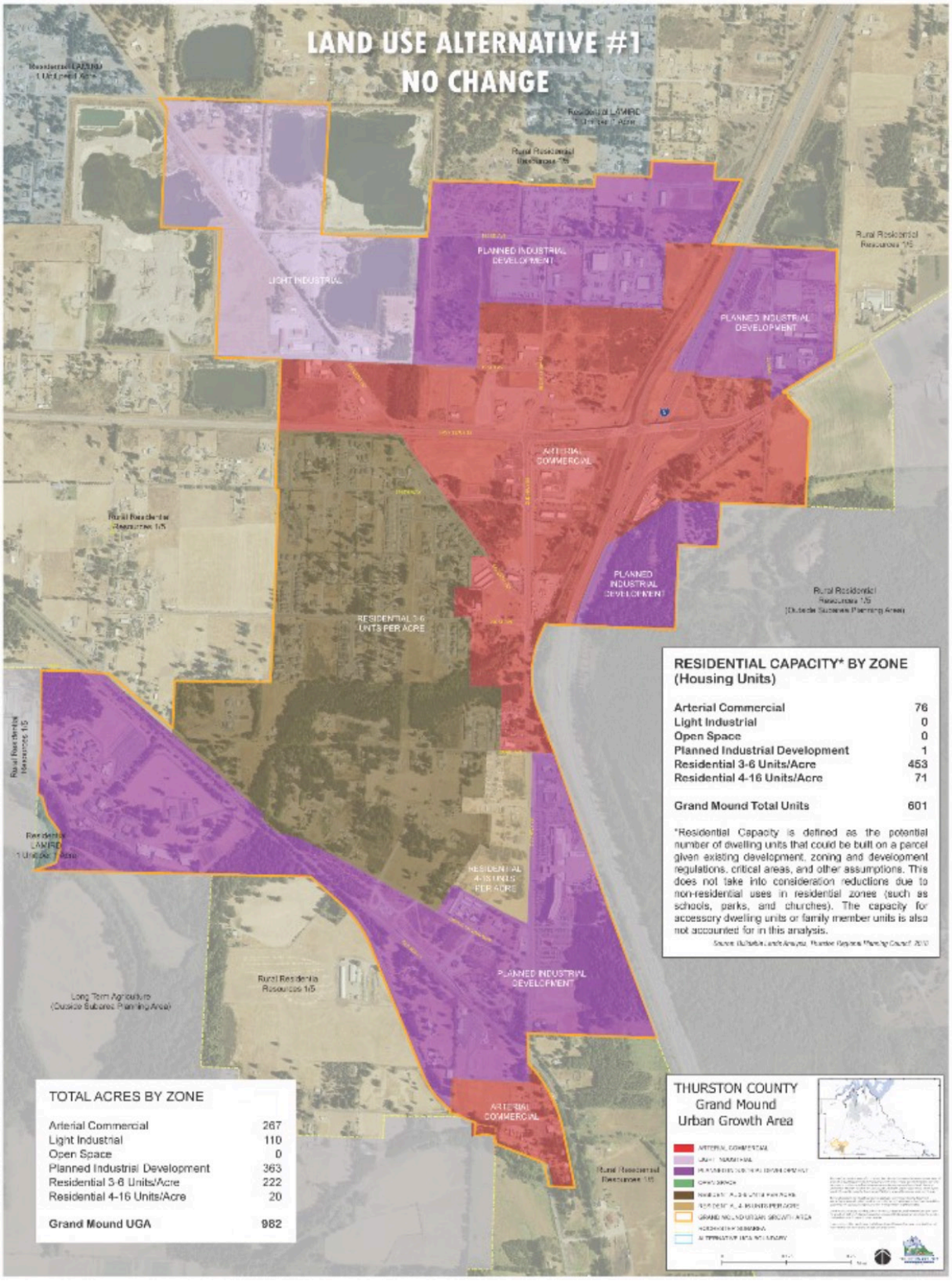


Figure A.7: Potential Grand Mound UGA Zoning Scenario 3

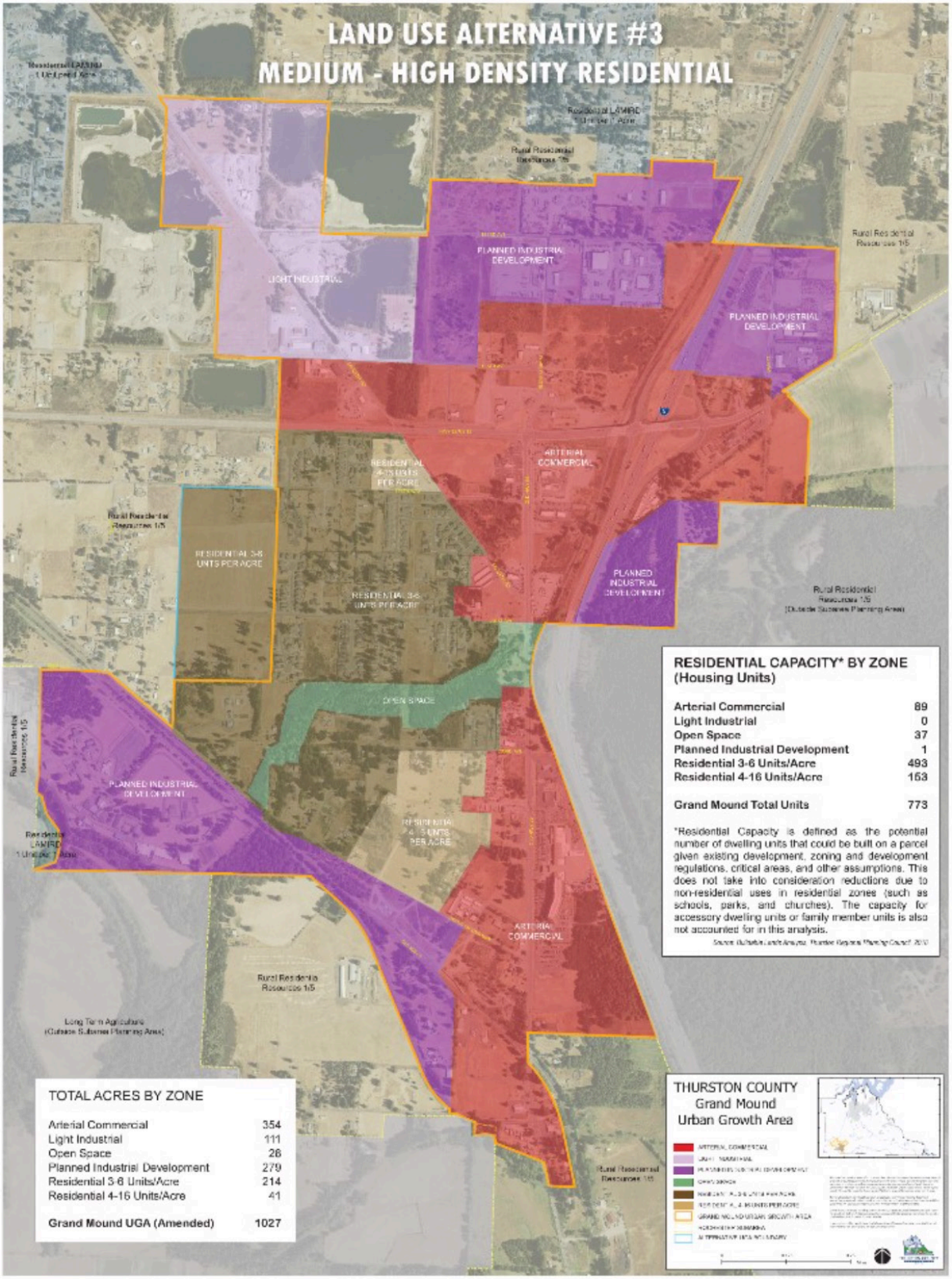


Figure A.8: Potential Grand Mound UGA Zoning Scenario 4

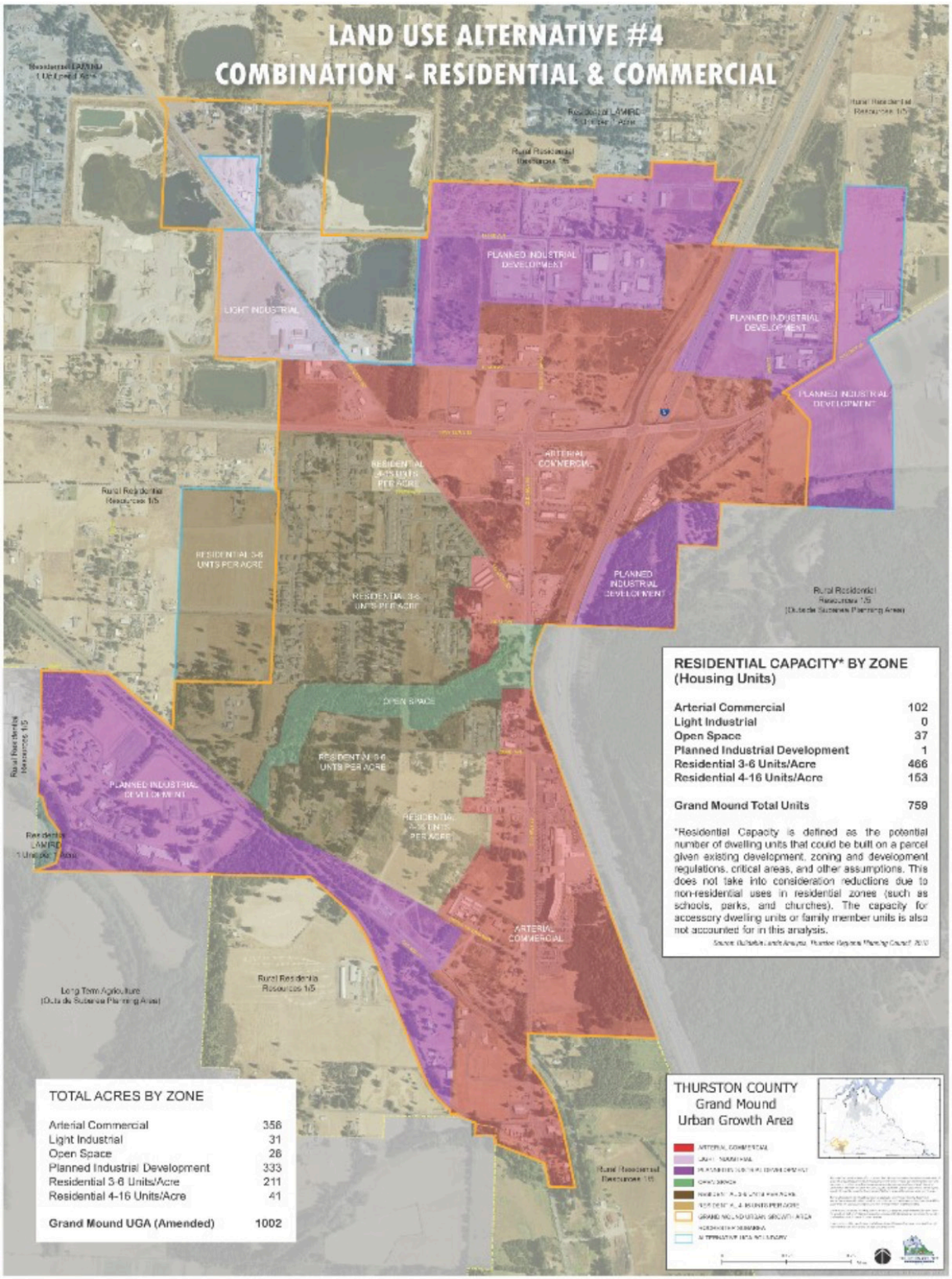


Table A.3: Adjusted Enrollment Projections with Birth Rate

OFM Women 15-44	64,090	64,385	64,565	64,547	64,739	64,845	66,767	68,689	70,611					
DOH Birth Data	3,979	3,919	4,046	3,964	4,173									
Birth Rate	62.1%	60.9%	62.7%	61.4%	64.5%	64.4%								
Providence Birth Rate Thurston						59.5%								
Providence Birth Rate Lewis						69.2%								
Projected Birth Rate	62.1%	60.9%	62.7%	61.4%	64.5%	64.4%	64.7%	65.3%	65.9%					
Approx. Year of Kindergarten						**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Projected Kindergarten Enrollment						186	185	190	186	196	196	203	211	219
										4.70	4.70	4.70	4.70	4.70
						4.67%	4.72%	4.70%	4.70%	%	%	%	%	%
Adjusted Enrollment Projection				Survival										
					K	186	185	190	186	196	196	203	211	219
				97.14%	1	196	174	180	185	181	190	190	197	205
				102.57%	2	160	197	178	184	189	186	195	195	202
				99.75%	3	165	172	197	178	184	189	185	195	195
				100.89%	4	169	161	174	198	180	186	191	187	197
				104.03%	5	193	169	167	181	206	187	193	198	194
				101.49%	6	188	199	172	170	183	209	190	196	201
				97.10%	7	165	187	193	167	165	178	203	184	190
				100.95%	8	179	162	189	195	168	167	180	205	186
				99.43%	9	177	185	161	188	194	167	166	179	204
				96.55%	10	153	163	179	156	181	187	161	160	172
				100.36%	11	177	154	164	179	156	182	188	162	161
				106.97%	12	185	200	165	175	192	167	195	201	173
					Total	**2293**	**2308**	**2307**	**2341**	**2375**	**2390**	**2439**	**2470**	**2499**

Six-Year Forecasts

OSPI 6-year enrollment forecasts are based on variations of grade-cohort analysis. A grade-cohort represents the number of children in one grade level in one year. The analysis technique simply compares the average survival rate of the previous 6 years for Grades 1 through 12. OSPI projects kindergarten enrollment by looking at whether kindergarten enrollment has increased or decreased over the previous six years. OSPI projections are demonstrated in line 1 of Table 4.2. It is important to note the trend of enrollment over the previous 6 years and projected enrollment from OSPI when considering the use of funding assistance from OSPI, which will be further discussed later in this plan.

For the purposes of projecting long-range enrollment, population projections from both Thurston Regional Planning Council (TRPC) and Office of Financial Management (OFM) were used to compare against OSPI projections. While this data primarily helps with projections beyond 6 years, it provides a more conservative estimate of enrollment for comparison. Both sets of data listed in Table 4.2 offer a range as indicated in Figure 4.3. Enrollments from the previous 6 years are compared to population estimated to determine a factor of the total population that is enrolled in the District. With this historical comparison, that information is then projected using population forecasts provided by either OFM or the TRPC. While OFM estimates historical populations by District, forecasts are only done by County, so a percentage of the total between Thurston and Lewis Counties is established to estimate populations within the District boundaries. TRPC provides population estimates and projections by District, however, they only consider the Thurston County portion. With both sets of information, linear interpolation is used to estimate years not forecasted. The two sets of enrollment forecasts are determined by extending the average of the previous 6-year factor of the total population estimate, or by continuing a projected trendline. The projected trendline tends to be the most conservative estimate and does not consider the factors assumed for growth. With both TRPC and OFM projections, the factor of student enrollment from total population is not adjusted in any other way, so any assumptions that a significant change in the percentage of children in the District per total population is not demonstrated with these estimates.

The last line of Table 4.2 utilizes the same techniques of applying survival rates from the previous 6 years as OSPI projections. The key difference with this last set of projection data is that birth rates from the previous 6 years are also considered to estimate the potential growth of Kindergarten as opposed to simply continuing the linear trend applied by OSPI. The most recent Birth rate data is provided by Providence Hospital in Centralia, which serves both Thurston and Lewis County and overlaps the District. Previous years are taken from the Department of Health birth counts and OFM population estimates to compare similar rates. This data is limited to the estimated population of women between the years of 15 and 44. Kindergarten estimates are projected 5 years after the birth count year, and while the school year doesn't align properly, this allows the closest projection of potential Kindergarten enrollments. From this number, the average survival rate is then applied to project grades 1 through 12 and estimate the total enrollment. Table A.3 shows the adjusted enrollment projections by grade using the data described.

Finally, an evaluation of OSPI enrollment projections from the 2012 update of this plan is compared against actual enrollment from the past 6 years in Table A.4. From the last update, enrollment pro-

jections were expected to increase nearly 10% from 2011 enrollment (190 students), where actual enrollment grew by an additional 58 students beyond the projected enrollment of 2017. While this demonstrates that the enrollment projections provided offer a conservative approach to forecasting the next 6 years, it also shows that the District has recently been growing faster than previous estimates and only emphasizes the need of additional space and improvements as defined later in this plan.

Table A.4: OSPI Enrollment Projection Evaluation

	2012	2013	2014	2015	2016	2017	Change from 2011	
Enrollment	2206	2195	2216	2160	2263	2293	248	112.13%
OSPI Projected	2146	2166	2185	2198	2228	2235	190	109.29%

Projected Student Enrollment Through 2040

20-year enrollment projections are valuable for long-range planning purposes. These enrollment projections are used by the District in the creation of the long-range portion of this plan. The long-range plan also operates as a check on the six-year plan ensuring that the document is internally consistent and that it operates in concert with the comprehensive plans of other local planning jurisdictions. Based on both TRPC and OFM population projections, enrollment is expected to continue growth through 2040 with a potential of up to 500 additional students enrolled in the District over the next 20 years.

Figures A.9 and A.10 show the evaluation and projection of OFM population estimates within Thurston and Lewis Counties. The evaluation is in comparison of their 2012 Growth Management Act (GMA) update, as of 2017. OFM projections are purely for the purposes of providing planning ranges of projected populations, and it is up to the individual county to determine the planned target for development and growth. While the lowest projections for Lewis County are level, the median projections for both Counties continue the growth on a close to linear projection.

Figure A.9: Thurston County GMA Projection Evaluation

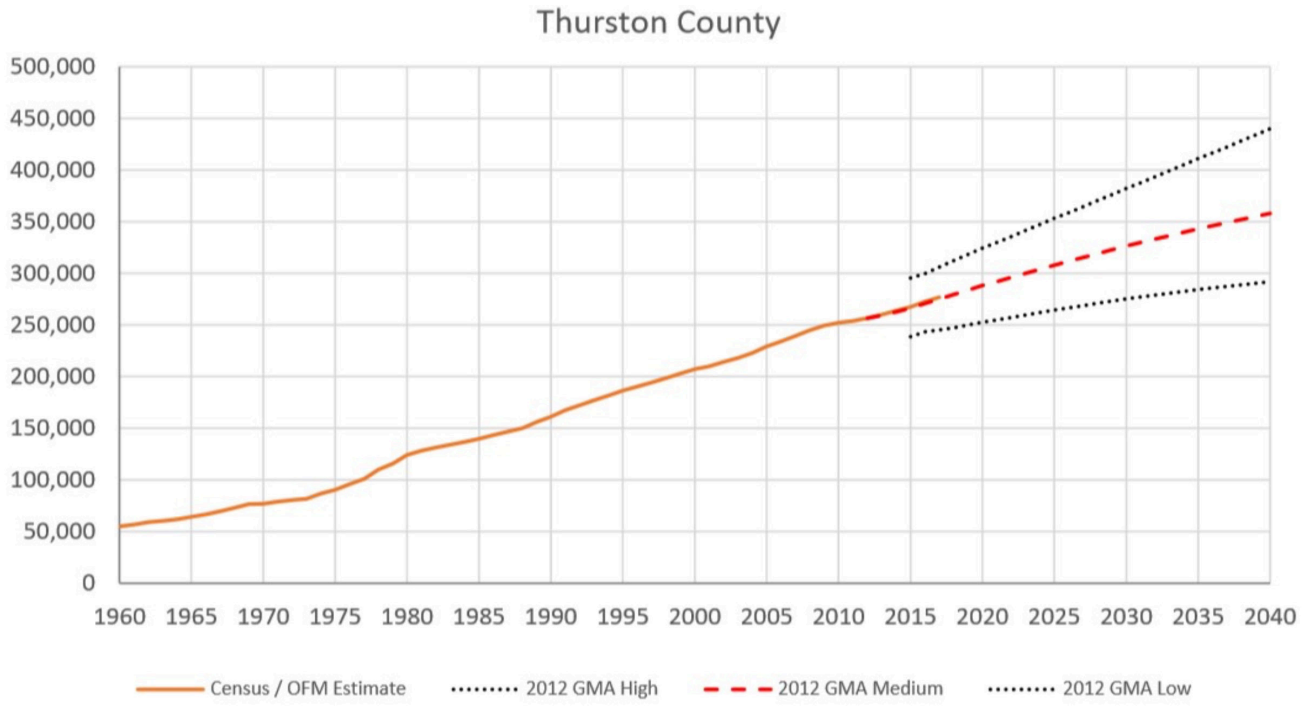
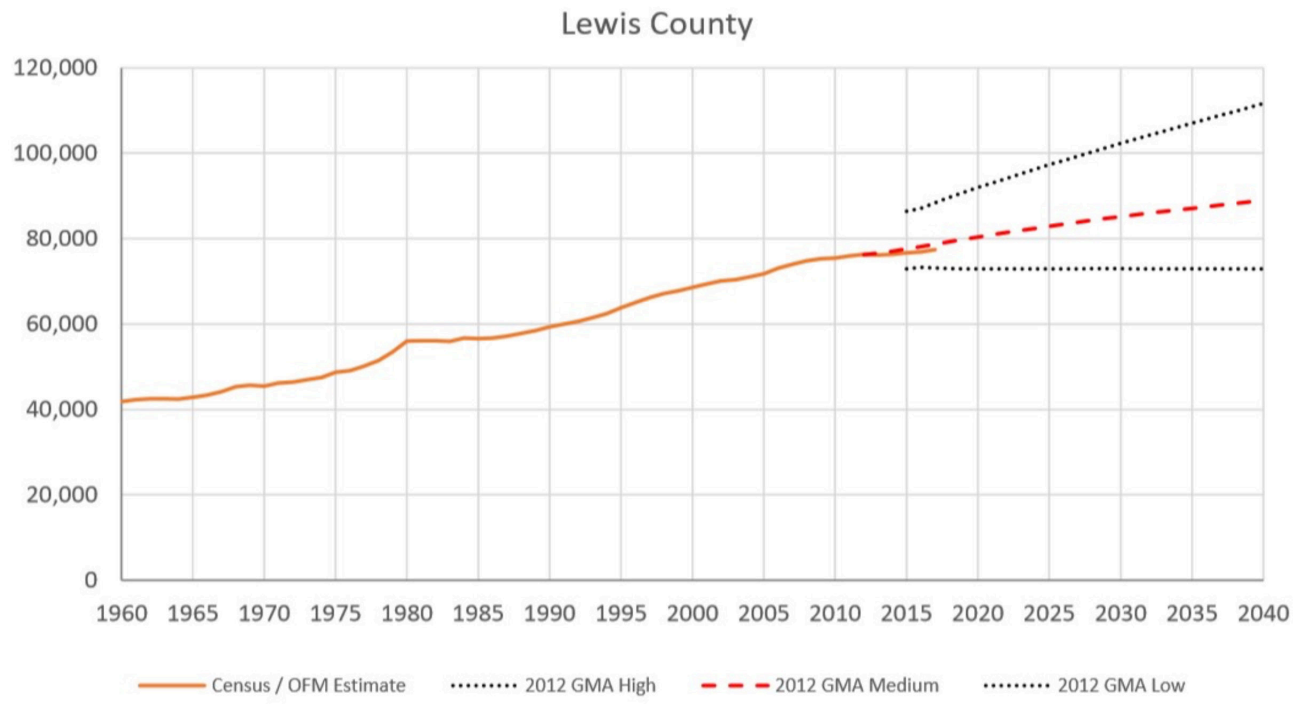


Figure A.10: Lewis County GMA Projection Evaluation



Appendix B

Facility Assessments

Facility Assessments

All District Facilities were assessed to aid in the development of this Plan. Observations are provided here and organized according to Uniformat II coding, and indexed as follows when applicable:

A - Substructure
- A10 - Foundations
- A40 - Slab on Grade
- A60 - Water and Gas Mitigation

B - Shell
- B10 - Superstructure
- B20 - Exterior Vertical Enclosures
- B30 - Exterior Horizontal Enclosures

C - Interiors
- C10 - Interior Construction
- C30 - Interior Finishes

D - Services
- D10 - Conveying
- D20 - Plumbing Systems
- D30 - HVAC Systems
- D40 - Fire Protection Systems
- D50 - Electrical Systems
- D60 - Communications
- D70 - Electronic Safety and Security

G - Building Sitework
- G20 - Site Improvement
- G30 - Liquid and Gas Utilities
- G40 - Site Electrical Utilities

Assistance was provided by TCF Architecture for overall condition, and an evaluation of mechanical systems by MSI Engineers for the school buildings specifically. Supplementary reports from TCF and MSI are provided.

Rochester Primary School

A - Substructure

A40 - Slab on Grade

- Both the main building and the gymnasium building are on a standard slab on grade, with no known or visually detectable issues.

A60 - Water and Gas Mitigation

- No known or visibly detectible issues with water mitigation were evident around the foundation.

B - Shell

B10 - Superstructure

- The buildings utilize engineered trusses that appear to be in good condition.

B20 - Exterior Vertical Enclosures

- The Exterior walls of the buildings are of a composite wood frame construction, with a stucco exterior siding. Normal wear was evident to the exterior; however, it was in good overall shape.
- No known or visible issues with exterior windows.
- No known or visible issues with exterior doors.
- No known or visible issues with exterior vents.

B30 - Exterior Horizontal Enclosures

- The roofing is a composite architectural 40-year product at what appears to be a standard 6/12 pitch. The roofing is in good condition, and is only halfway through it's useful life. Anchors are provided for maintenance, and access to the roof is through the communications room.
- The only penetrations are for standard vents, and there are no roof appurtenances.
- A covered walkway of steel construction is provided for bus loop access. The structure is in good condition and was painted within the last five years, however the height of the structure make it inefficient for coverage in windy conditions.

C - Interiors

C10 - Interior Construction

- Both the main building and the gymnasium building are of wood-frame construction and do not have operable partitions.
- Interior doors are wood doors and in good condition
- No issues were observed with the suspended ceiling structure or acoustic tiles throughout.

C30 - Interior Finishes

- Tackable walls are provided in all classrooms and in fair condition.

D - Services

D10 - Conveying

D1010 Elevators & Lifts

- None

D20 - Plumbing Systems

- No issues were observed or noted with the domestic water system.
- All valves are working correctly and provide good isolation, except for restrooms by the gym.
- Copper piping is used throughout and in good condition.
- Hot water heaters in are in the mechanical mezzanine, with one supplying heated water to each wing.
- The water heater tanks look like they are corroding and should be considered for replacement within 5 years.
- Circulation pumps are used in the water system and no issues were noted or reported.
- Every portable is wet with restrooms
- Plumbing Fixtures are mostly sensored fixtures.
- Washing sinks are used instead of basins and class sinks contain bubblers.
- Wall mounted toilets are used and need support underneath.
- The drain field for the septic system is in the field, with no issues observed or reported.

D30 - HVAC Systems

- The HVAC system is natural gas-fired, with service provided by PSE.
- A 4-pipe hydronic system is used (same system as RMS).
- 1 older Burnham cast iron sectional boiler is in place and needs replaced.
- 1 newer Raypack high efficiency condensing boiler mostly serves the building. The boiler is 3 years old and in good condition.
- Blemo controlled 3-way valves are used and work well.
- Niagra HVAC controls, Ion based, with N4 operating system is used.
- An economizer unit is used to provide some air cooling.
- 2 Mini-split heat pump units are used in the MDF space.
- Air handlers serve each classroom in the mechanical mezzanine.

D40 - Fire Protection Systems

- The building experiences issues with the telephone system, which keeps dropping the line on the fire alarm, preventing a call-out. This should be corrected as soon as possible.
- The main building and gymnasium building are sprinkled throughout, with no issues with the standpipe.
- The fire protection system is the original system.

D50 - Electrical Systems

- Power is supplied with a PSE transformer outside the front of the building.
- 3 Phase 480 Volts is supplied with 1800 Amp service and 120/208 throughout the building.
- Siemens switchgear is used and in good condition.
- Portable power vaults flood, and should be corrected soon.
    - The gymnasium and wall packs are LED lighting, with T8 throughout the remainder of the building. All lighting is in good condition.
- Metal halides remain at entry and are being changed to LED.

D60 - Communications

- The MDF is in the mechanical mezzanine above the boiler room.
- IDF's are in the mezzanine of Kindergarten wing and at the opposite West wing.
- The MDF contains the Bogen communication system, phone system, and HVAC controls (which have not been networked).
- 4 servers are in the MDF, and at 8 years old, they are ready to be replaced.
- The District keeps the servers split between the High School and Primary School for security.
- Short throws are used in all classrooms with the same wiring. Juno Frontrow systems are in all classrooms, and the school is 1:1 with Chromebooks.
- An IDF serves the gymnasium building between bathrooms, and one is in every portable.
- Voice communications are served by the original Bogen system (installed by Dimension al). The District needs a new provider. (Sound electronics is difficult to schedule as well).
- A Shoretell phone system is used District-wide.
- The intercom out to the portables has intermittent issues, which is potentially an issue with the vault flooding, and should be corrected as soon as possible.

D70 - Electronic Safety and Security

- Access control is provided by an S2 keypad on the front door of the main building and the front door of the gymnasium building outside of the gate.
- The District would like to expand to all exterior doors, or at least doors providing bus and playground access.
- Electronic surveillance is provided by an original Bosch system, and uses HS NVR.
- Arecont and Samsung cameras are used, with 40 feeds. The school has only a few exterior blind spots, particularly in the parking lot and bus loading area.

G - Building Site

G20 - Site Improvement

- The site circulation needs signage to help delineate the bus loop.
- No curb exists at the bus loop, and buses drive on the grass.
- The District would prefer paving the grass strip if possible, otherwise an evaluation of the bus turning radius is needed and a curb should be added.
- The parking lot is in good shape with good striping and good signage, though there is an issue with people parking on the grass.

- Sidewalks are in good shape; however, no sidewalks are provided along the road.
- Moles are present in the field, and cause maintenance issues.
- Landscaping should be addressed, as trees and tall hedges are planted near the buildings, causing safety and maintenance issues.
- Minimal landscaping is preferred by the District.

G30 - Liquid and Gas Utilities

- Irrigation is provided by a new Rainbird system with controls in the mechanical mezzanine.
- Good coverage is provided, except at the front by the bus loop sidewalk.
- The site has poor storm drainage at the SW corner of the playground, south of the kitchen where deliveries are received, and on the pathway to the commons under the covered walkway.

G40 - Site Electrical Utilities

- Electrical vaults serving the portables sometimes flood, and should be addressed as soon as possible. Additionally, it was reported that the flooding causes the vaults to fill with earthworms, which decay and cause nuisance smells.
- Good lighting is provided throughout the site except around the portables.
- No lighting is provided for the flag pole.
- Metal halide bulbs are used on the exterior and should be replaced with LED when at the end of their useful life.

Grand Mound Elementary School

A - Substructure

A10 - Foundations

- The main building is on a concrete stem wall, with a 48” crawl space and wood floors. The stem walls appear to be in good condition.

A40 - Slab on Grade

- The multipurpose building with the gymnasium, lunchroom and Special Learning Classrooms is slab on grade. The slab was shot and skim coated during the last modernization and no issues were observed or reported.

A60 - Water and Gas Mitigation

- All water mitigation in place appears to be functioning correctly, as the foundations were dry, and no issues were observed or reported.
- The crawl space is a vented space, with 6” of sand and a vapor barrier below.

B - Shell

B10 - Superstructure

- The main roof structures are wooden, 1970 trusses, at a 2.5% slope (2/12).
- The roof structure used to have large parapets, which were removed during the last modernization.

B20 - Exterior Vertical Enclosures

- Exterior walls are of CMU construction throughout, and for the most part in fair to good condition. The multipurpose building on the south wall has a minor non-structural crack.
- No issues were observed or reported with exterior windows.
- Exterior floor grates at gymnasium were observed to be bent, though this is a minor issue, and does not diminish the integrity of the grate.
- No major issues were observed or noted with any exterior doors or grilles.
- No issues were reported or observed with exterior louvers or vents.

B30 - Exterior Horizontal Enclosures

B3010 Roofing

- A single-ply roofing system is applied and is in fair condition. The District has expressed plans to remove and replace within next 5-8 years
- The building has a small weather station attached (public), with no issues observed or reported.
- The covered walk to the bus loop is steel frame structure with a metal roof with gasketed screws. While the structure is in good condition, the height is too high to protect pedestrians from weather.

C - Interiors

C10 - Interior Construction

- Interior partitions are wood framed, with no issues observed or reported.
- All interior doors are wooden doors and in fair to good condition.
- No issues were observed or reported with the suspended ceiling structure or acoustic tiles throughout.

D - Services

D20 - Plumbing Systems

- All domestic water valves are in good condition and provide good isolation.
- Most of the water system was updated during the modernization and contains copper piping throughout in good condition.
- The buildings are heated with both a water heater in the mechanical mezzanine above the gymnasium, and a water heater in the main building, with isolation between the buildings.
- A few of the portables do have water to them.
- Plumbing fixtures are mostly sensored fixtures with some minor issues.
- An electric Insta-hot and washing sinks are in the kitchen.
- Classroom sinks contain bubblers.
- Metered faucets are used in the restrooms with wall mounted toilets.
- Rain Water Drainage
- The low slope roof drains rain water well with a piped overflow.
- The drain field for the septic system is behind the portables and the multipurpose building.
- No issues were reported with the system, as new septic tanks were installed 2 years ago.

D30 - HVAC Systems

- The HVAC systems are natural gas-fired.
- A 4-pipe hydronic system is used with 2 cast iron sectional Weil McClain boilers.
- Blemo valve controllers are used, with no issues observed or reported.
- Niagra HVAC controls, Ion based, with an N4 operating system is used.
- Mini split in mdf
- If gym cooling is on, cuts out cooling on main building
- Air handlers in the mechanical mezzanine serve each classroom and the gym/commons.
- All portables have Bard units, economizers demand controlled, and wifi controlled thermostats, which was part of an energy grant completed recently, District wide.

D40 - Fire Protection Systems

- Both the main building and multipurpose building are sprinklered throughout.
- No issues were observed or reported with the fire suppression system or the standpipes.
- The fire protection system was updated during the last modernization.

D50 - Electrical Systems

- 3 Phase, 480 Volt power is supplied via one transformer inside and one outside for the portables, with a PSE transformer out in front of the building.
- Siemens switchgear is used, with all switches upgraded during the last modernization, and is mostly in good shape.
- The building does have issues with the portables losing power and breakers tripping, mainly at the older portables.
- Electrical power throughout the building is generally in good shape.
- The lighting is generally in good shape, though the District reported that ballasts need replacement more frequently.
- T8 lighting is used throughout, while outside walkway lighting and wall packs are LED.

D60 - Communications

- The MDF is in the mezzanine above the library, and has its own cooling unit, the phone system and Bogen intercom system, which was installed during the last modernization.
- An IDF is in the gym storage room and at each portable, with the gymnasium sound system in the IDF.
- WAP's are provided in all classrooms, and 1 in the cafeteria.
- Short throws are in all classrooms, with the same wiring, and all classrooms are 1:1 with Chromebooks.
- There is a need for a projector and amplification in the cafeteria.

D70 - Electronic Safety and Security

- Access control is provided with an S2 keypad at the front door of the main building, the back door providing access to the portables, and the main door to the multipurpose building.
- The District would like to add to access control to the cafeteria door, but not add to the South door.
- Electronic surveillance is provided with the Bosch system installed from the last modernization and has the same components as the RPS system.
- 20 cameras are used, and the building needs more internal and external coverage, including the gymnasium and playground.

G - Building Site

G20 - Site Improvement

- The parking lot is in fair condition, however, the building needs more parking, as parents park on the grass.
- Sidewalks are in good condition, though no sidewalk is provided along the road.
- The playfield has poor drainage and is unlevel, or bumpy, and should be addressed.
- Landscaping is becoming a maintenance issue, and potentially a safety issue, as hedges along the building grow too tall above the gutters and into the soffit. Minimal landscaping is desired by the District.

G30 - Liquid and Gas Utilities

- Irrigation is controlled with an automated Rainbird system, mounted on the back of the multipurpose building.
- Some irrigation heads aren't located, and the system provides poor coverage.
- The stormwater system is in good condition, but needs to be cleaned.
- Stormwater runs to a retention pond, which is the same as the Primary School. This does become an issue in the warmer months with bees attracted, and should be addressed soon.

G40 - Site Electrical Utilities

- No issues were observed or reported with the exterior electrical system.
- Poor exterior lighting is provided on the walkways to and around the portables.
- Outside lights are in good shape with metal halide bulbs, and should be replaced with LED when at the end of the life.

Rochester Middle School

A - Substructure

A40 - Slab on Grade

- Both the main building and the shop building are standard slab on grade, with no known or visible cracking or other issues.

A60 - Water and Gas Mitigation

- Both buildings offer good foundation drainage, with underground galleries and a retention pond.

B – Shell

B10 - Superstructure

- Roof construction is of engineered hinged trusses with some framing, with no known or visually detectable issues.

B20 - Exterior Vertical Enclosures

- Exterior walls are wood frame construction with Hardi-plank siding, and in good condition.
- No known or observed issues with exterior windows.
- No known or observed issues with exterior doors, which are the same specified doors as the other buildings.
- No known or observed issues with exterior louvers or vents.

B30 - Exterior Horizontal Enclosures

- Roofing is a 3-tab 40-yr architectural product, approximately halfway through it's life, and overall in generally good condition. A leak was recently reported as a result of air blowing water into soffit above staff breakroom where two roof lines meet. The District performs repairs internally, and this was addressed with no report of further leaking.
- Similarly to the High School, the roof contains minimal appurtenances, with no known or observed issues.
- Few horizontal vents were observed with no known or detectable issues.

C - Interiors

C10 - Interior Construction

- Interior partitions are wood framed, with one operable partition in the Special Learning Classrooms space, which is not normally used. Everything is in good condition.
- Interior Doors are wood doors, with no known or observed issues.
- All Suspended ceiling systems and acoustic tiles appear to be in good condition with minimal staining from a previously corrected roof leak.

C30 - Interior Finishes

- All interior finishes are in good condition and have several years left of useful life before replacement is recommended.

D - Services

D20 - Plumbing Systems

- The Middle School is on City water which has good pressure but is harder water than the other facilities, causing more buildup on fixtures and maintenance.
- Plumbing Fixtures throughout the building are generally in good condition.
- Classrooms with sinks contain bubblers.
- A washing station is in the kitchen
- Sloan or zern flush valves are used, however, auto-flush toilets are not used at this facility.
- Auto faucets are used at washing stations in gang restrooms.
- Staff restrooms have regular manual faucets.
- Copper piping and isolation valves throughout, with no issues with piping or valves.
- Hot water heaters are in the mezzanine, with one providing hot water for each wing, and are in good condition.
- Circulation pumps are used with no known issues.
- 2 portables have plumbing routed to them.
- The building does experience problems with floor drains, likely due to groundwater, but should be evaluated further.
- The septic system drain field is in the soccer field, with no known issues.
- An acid neutralization tank is provided for the science classrooms .
- A small portable compressor is used in the woodshop, however it is not a hard-piped system.

D30 - HVAC Systems

- The building is fueled by propane, with tanks located by Portable 1, and a small tank located by the shop building.
- A 4-pipe hydronic system is used, and generally in good condition.
- 3 way valves are used, with no variable speed pumping. Honeywell actuators are used, and the District has reported some issues, and the desire to switch to Blemo.
- 1 Burnham cast iron sectional boiler remains in poor condition, and needs to be replaced.
- 1 Raypack high efficiency condensing boiler primarily serves the building, and is 3 years old and in good condition.
- The building experiences issues with running both boilers, where the Raypack has to be 100% to loop or the system won't function correctly. This should be evaluated and corrected upon replacing the Burnham boiler.
- The Raypack boiler currently carries all load, and the old boiler is only used as a backup.
- The building has both a primary and secondary loop.
- All copper piping, with the exception of the boilers, which are piped with insulated black pipe.

- Pot chemical feeders are used and in good condition.
- 2 circulating pumps are used and in good condition
- Small furnaces are used in the shop area, and in fair to good condition.
- Niagra HVAC controls are used, Ion based, with an N4 operating system.
- A Trane chiller is used with one pump on the CW loop, and in good condition.
- It is unknown if the system uses glycol as it is contracted out, however, it is not likely.
- A mini split system is used both in the computer/robotics room and the MDF.
- An economizer unit is used and in good condition.
- Air handlers serve each classroom in the mezzanine with no known issues.
- Large air handlers are used for the gym and commons, which are demand controlled.
- A dust collector is used for the shop which is believed to activate makeup air. The dust collector is in fair condition.

D40 - Fire Protection Systems

- Both the main building and the shop building are sprinklered throughout, with no known or observed issues in the system or standpipe.
- The building has the original fire system, which is networked and wired well, and in good condition.

D50 - Electrical Systems

- 3 Phase, 480 Volt Power is supplied with a transformer inside the main electrical room and a PSE transformer outside in front of the building, with 1800 A service.
- ITE and Siemens switchgear is used.
- Covers on panels in the building are not flush with the wall, mainly in the hall by the gym.
- The only reported issue was that the main breaker tripped when the sewage pump failed. Overall the system is in good condition.
- Some panels are placed behind doors in custodial closets, which does present a safety issue when working in the panel. This should be considered during the next modernization.
- Both the gymnasium and wall packs use LED lights.
- T8 is used throughout the rest of the building except in the commons which have round fixtures with several Compact fluorescents. This was reported as difficult to maintain, and the technicians have to take down the fixtures to change ballasts. These should be considered for replacement with LED fixtures.
- Good lighting is provided throughout the building.

D60 - Communications

- The MDF is located off of the art room, containing the main phone and intercom head end.
- IDF's are located in the mezzanine of each of two halls, outside of the band room, in the mezzanine above the stage, upstairs in the shop building and in each portable.
- An audio closet is off the stage for the gym and commons.
- Every classroom has 2 drops above the ceiling, WAP's in every instructional area, 2 WAP's in the commons, and no exterior WiFi. The school is 1:1 with Chromebooks.
- Short throw projectors are used throughout, except the band room, art room, and

commons which are needed. The District would like dual projectors/screens in the commons due to the clerestory windows and no curtain system.

- Cables are running the same as the High School.
- Every class has a Juno Frontrow amplification system.
- The building is connected to dark fiber by WAVE broadband to Grand Mound Elementary and the Administration building.
- The building has a brand new Telecore amplification system, and the District is looking to install an IP based system
- Digital clocks are used, but the building is on an analog system.

D70 - Electronic Safety and Security

- Access control is provided with an S2 keypad at the front door, the door at the end of gym, and the door leading from tech building. The District would like rest of exterior doors on S2 including the main technology door, as well as the library and gym.

D7030 Electronic Surveillance

- The electronic surveillance system is not labeled Bosch, but the District believes it is an older Bosch system, with no networking module.
- Over 60+ cameras are used, some Arecont, and some Avert-X (Costco brand that the District would like to replace with Access or Arecont), all cameras are networked and on exact software, with 2 NVR's in the MDF. Good coverage is provided, but additional coverage may be needed at the parking lot.

G - Building Site

G20 - Site Improvement

- Better signage is needed at the back fire lane and around the dumpsters, as the access is reportedly blocked frequently.
- There is no traffic light onto US Highway 12, which makes it difficult for busses to enter and exit the site, and blocks traffic on Highway 12. This should be evaluated further by a traffic engineer.
- The parking lot is in good condition, with good striping, but needs better signage.
- No sidewalks are provided along 12, just curbing on the asphalt paving. This should be addressed for safety concerns.
- Moles have caused damage in the fields, which were reseeded and treated in 2010-2011. The field is already in poor to fair condition.
- The ballfield diamonds are in good condition.
- Additional landscaping is need in some areas with low ground cover desired in empty beds, as the bare ground becomes a maintenance issue.
- Landscaping in the median at the exit on the West end of the parking lot to Highway 12 is in poor condition.
- French drains are provided near the grass with no mow strip causing maintenance issues and rocks to be thrown onto the highway by lawn mowers. This is a safety concern and should be evaluated.

G30 - Liquid and Gas Utilities

- Irrigation provided by a fully automated Rainbird system, with controls in the pump house on the Southeast corner of the main building, and is in good condition.
- The District reported maintenance issues with catch basins on site.
- The outlet pipe to the storm pond by Highway 12 reportedly gets clogged with weeds, and the same issue is reported with the storm pond behind the shop building.
- Drainage grates are in the lawn and landscaping gets overgrown.

G40 - Site Electrical Utilities

- There is a J-box in one of the planter beds for cameras that reportedly keeps getting run over by busses. This should be evaluated for correction.
- Exterior lighting around the building and in the parking lot is poor. Lights are spaced too far apart and not bright enough. The bulbs are a high pressure sodium, providing a dull yellow.

Rochester High School

A - Substructure

A40 - Slab on Grade

- The building is on a standard concrete slab on grade with no settling observed.
- Some cracking was noted in the commons under the VCT but is structurally in good condition. This is primarily an issue with the flooring.

A60 - Water and Gas Mitigation

- The foundation drainage is in good condition.
- The building contains no drywells, access, or crawl space.

B – Shell

B10 - Superstructure

- Roof construction consists of trusses and TJI's in-between. Some roof dipping in the gym/commons area was noticed.
- The District replaced purlins about 20 years ago and appear to be in good condition.
- A full structural evaluation is recommended.
- Ventilation in the ridge was installed after construction of the building was complete.

B20 - Exterior Vertical Enclosures

- The exterior walls of the gymnasium is tilt-up concrete construction.
- Exterior CMU walls are used throughout the rest of the building.
- No issues were observed or reported with exterior windows.
- Speciallite doors are used for all exterior doors. This is the District standard, and they are all in good condition.
- No known issues were observed or reported with exterior louvers or vents.

B30 - Exterior Horizontal Enclosures

- There appear to be issues with the fascia on the south side of the music room and the west side of the gymnasium.
- The roofing is a 3-Tab 40 or 50-year architectural product, and is in fair condition.
- Dryvit insulation product is used.
- Soffit is too far, would like to look into reducing size to get rid of dry system
- The District reported that the kitchen and science classrooms were re-roofed, after the valleys had leakage. The gym was reroofed when the roof structure was repaired.
- Nothing is on the roof except an exhaust fan.
- Few louvers were observed with no known issues.
- A smoke hatch is over the stage with no known or observed issues. The District reported that they replaced a heat link as a maintenance item.

C - Interiors

C10 - Interior Construction

- The High School uses light gauge steel framing for interior walls, with no observed or known issues.
- The District has removed all operable walls from the original design, with the exception of the moveable partition at the commons, which is a Wondoor, and in fair condition.
- No issues were observed or reported with interior windows.
- All interior doors are wooden 1-hour doors, and in fair to good condition.
- Interior magnetic scissor gates are located at each side of the main hallways, and in fair condition.
- Interior gates are both manual and locked by key, therefore, they fail to open on a loss of power.
- No major issues were observed or reported with suspended ceiling structures, and acoustic tiles are in mostly fair condition.
- Minor damage was observed in some tiles from maintenance.
- The District attic stock of acoustical tiles is split between the building and facilities.

D - Services

D10 - Conveying

- A small lift is used for the stage, with a rated 500 lb capacity, and access in the music room.
- The lift experiences issues with gate switch but is in fair condition.

D20 - Plumbing Systems

- Domestic water isolation gate valves are frozen.
- The water system has some isolation but is not consistent.
- A private well is on site that serves all three schools on the shared site. The well is on a generator.
- There are 4 pumps from the well, with 1 or 2 pumps reported down, which are about 30 years old. All pumps need serviced.
- The water is untreated, slightly hard water. No softeners are used, and some scaling is on fixtures throughout the building.
- Circulation pumps are used for hot water, and in fair to good condition.
- There is good pressure throughout building.
- CPVC is used to the building from the well buried about 3 ft deep. Cleanouts are not located in good areas, making maintenance difficult.
- 1 water heater is used for the kitchen in a custodial closet, and 1 is located in mechanical room for the rest of the building
- The District reported satisfaction with central water heating as long as there is good circulation.
- There are 7 wet portables on site with individual water heaters approaching the middle to end of their 8-10 year lifespans.
- Booster heaters are used for the dishwasher.

- Copper pipe is used throughout the building, and the District reported some issues with pitting and leaks. Repairs were made with SharkBite fittings.
- One portable is plumbed with PEX.
- Plumbing Fixtures are mostly Sloan fixtures.
- A couple battery operated auto flush toilets are used.
- Mostly wall mounted toilets throughout, except in the staff and kitchen bathrooms.
- Push metered faucets are used in the restrooms.
- Some trap primers are used, mainly for HVAC, but are not solenoid operated.
- The District is in the process of changing fixtures to American Standard
- Older kitchen fixtures are used and in fair condition.
- Main bathrooms in the commons have poor drainage.
- The septic drain field is in the back left of the field behind the weight room building.
- A lift station is located by the baseball field behind portables.
- The CW system wasn't originally treated, but is now and no issues are reported.
- The shop has a new compressor going in and is using the old compressor for a storage tank.
- Welding gas is used in the metal shop, with minimal piping.

D30 - HVAC Systems

- The District had an ESCO performed 5-8 years ago by Air Systems Northwest.
- Water service Heat pumps are 5-8 years old and serviced by Temp Control Mechanical.
- A Cleaver Brooks electric boiler is serving water service.
- The field house and portable P1/2 are on propane.
- The cooling tower was replaced 5 years ago and has pan heaters.
- Economizers are used on the portables.
- The building uses Trane tracer HVAC controls with no issues reported. All temperatures are controlled by the system.
- The heat pump loop uses steel piping.
- Circulating pumps are 5-6 years old and controlled with VFD's.
- Suspended heat pumps are used in the gym.
- Electric unit heaters are used in the shop spaces.
- The building does not have a glycol system
- The MDF uses a standalone AC unit.
- 3 outside air handling units are used for ventilation, with no demand controls.
- An older makeup air unit is used for the kitchen, in front of the hood in fair condition.

D40 - Fire Protection Systems

- The fire system needs to be upgraded to an addressable system.
- The fire suppression reportedly keeps losing air and should be addressed soon.
- The District reports a lot of false alarms with the fire system.
- A dry system is used for the canopy on the exterior. It is an older system, and has issues with rust and excessive maintenance needs.
- The main building is sprinklered throughout and served by the well with a separate pump.
- The kitchen has a powder system for the hood

- Standpipes are in good condition.
- The system sprinkler heads are in good condition, with Night Fire servicing all schools.
- The fire panel was replaced 2-3 years ago, but all wiring and sensors were not.
- The system contains audible alarms and strobe lights, but no voice.

D50 - Electrical Systems

- A backup diesel generator is used for the well pumps.
- 3 Phase, 480 is serving all buildings, with AC units and shop equipment on 480.
- The building does not have a generator, however, an Auto Transfer switch is installed in the main electrical room.
- Transformers serving the portables are outside. They have issue with bees nesting, and are getting old and weathered, and starting to rust.
- The main building transformer is inside, with the PSE transformer near the entry.
- Surge suppressors are used on all lighting panels.
- The building has 200A services and one main switch room, with distribution panels in the metal shop.
- Siemens switchgear is mostly used, with some ITE and Square D.
- The District recently cleaned out all smoke detectors, which are in good condition.
- No issues were reported with breakers, just receptacles.
- The portable electrical vaults reportedly get some water intrusion.
- The District recently added additional power capacity to underserved rooms, and is adding another circuit to the break room for a printer.
- The building has no capacity on the clock system.
- Shop spaces are fully served with extra capacity available.
- Some panels are placed in custodial closets behind doors, which represents a safety issue when working in the panels.
- The building lighting is a mix of T5 in gymnasium, and T8/T12 throughout the rest of the building. The District is working to swap all to LED with a retrofit.
- The front exterior lighting under the canopy and wall packs are LED.
- Overall, lighting is in fair condition, with old fixtures with failing covers.

D60 - Communications

- The High School has 1 MDF and 2 IDF in the main building, with 1 IDF in the mechanical room at the end of the 200/300 hall, and the 2nd IDF in the robotics room.
- The District would like to add a 3rd IDF in the Custodial office to serve the 100/200 wing and commons better.
- Each portable has it's own IDF, with some in ceiling and most on back wall. Several are daisy chained together, starting in P5/6 then to 7/8 and from 5/6 to 1/2 and 3/4, from 1/2 to the weight room, and 5/6 fed from the MDF.
- No computer is in the MDF. The District uses a laptop and prefers not having a computer.
- Some DNS/DHCP servers are at the Primary School.
- All CAT5 cabling, with maybe a couple runs of CAT6.
- Every classroom has 2 drops from the ceiling, but the District would prefer 4.
- Wireless is supplied in all classrooms. Each classroom has a WAP, the commons has

2-3, the gym 2, and the stadium has 2.

- 90% of classrooms have short-throw projectors, a few have regular projectors, with all less than 6 years old and in good condition.
- Currently using Juno Frontrow audio systems, and the District would like to eventually have a permanent installed system that is compatible with existing assist sets.
- The building uses an analog based clock/bell, and the District would like to switch to an IP based system.
- All projector cabling is from the ceiling. The District would like to have cabling run through walls with an interface plate. They currently connect HDMI surface cables.
- The school is 1:1 with Chromebooks, but the building needs better power and space allocated for COW's.
- The building currently uses a Shoretell VOIP phone system.
- The business computer lab has a fiber connection into lab with an "IDF" in the class room, a Sysco switch, and 30-32 dual screen desktops.
- The commons projector is in need of an update, as it is a smaller size and not really suited for the space.
- The commons sound system is also undersized, and should be replaced.
- The stadium sound system was updated last spring, and the gym system was refurbished 6-7 years ago but is ready for an update.
- The District is looking into an IP intercom, with LED warning lights for announcements and lockdown.
- Digital signage using Chromebit is desired in the entry and commons.
- The commons and gym audio systems don't have RF for hearing disability/audio assist.

D70 - Electronic Safety and Security

- The High School has S2 access controls on all buildings.
- A keypad is at the front door, back door by the kitchen, weight room, batting cage, and front gym door. The District would like to add at the end of the wings going to the por tables. The District would like to also add interior controls on the front of the kitchen and library.
- The main front doors are electrified but not in use, only one door on the right.
- The S2 panel is located in the MDF, and was installed in the last 3 years at all buildings
- The electronic surveillance Network Video Recorder is in the MDF, with all cameras being network based. The High School has 36 cameras (Arecont mostly, with few Access cameras), and uses Exacqvision software.
- All cameras were installed over the last 5 years as budget allowed.
- The District is looking to get a wireless license camera on the reader board.
- The electronic surveillance is a new Bosch networked system with new wiring and controls and sensors.
- Motion detectors are in hallways, with exterior door sensors, and portables have door and motion detectors.
- No security is in the concessions building.

G - Building Site

G20 - Site Improvement

- Access roads are in fair shape, but better signage is needed on the roadway.
- Parking Lot signage needs updated and replaced with new posts. Placement needs to be reevaluated
- The median and landscaping strips are difficult to maintain. Bark was added but weeds are an issue. The District would prefer grass or something low maintenance
- Striping is in good condition in the main parking lot.
- The back lot needs re-striped, and no parking signs near access to the fields. There is no signage for maintenance access.
- Access to field along the maintenance fence needs blocked, as students drive onto field
- Sidewalks are in good shape, but there is no sidewalk along the bus loop and no side walk along the access road or offsite.
- The baseball field drainage is poor.
- The District reported that it is difficult to maintain the appearance of the main field with practice.
- The athletic field fencing needs some adjustments.
- New dugouts were placed for the softball field
- The District upgraded all scoreboards recently.
- The softball and baseball and lower stadium have wooden bleachers, which are in fair condition and maintenance needed
- The concession building has cadet unit heaters, which are old and inadequate.
- The concession roof is in good condition.
- Stairs to field don't get used, and grass is worn from a path. This should be evaluated.
- The bleacher area was meant to be covered PE space originally.
- The bleacher/track/concession area has poor ADA accessibility and should be ad dressed.
- Picnic tables across the lot repeatedly get damaged, and should be removed or replace.
- Something other than bark around the picnic tables is preferred by the District.
- The District would like to reduce the bark around facilities, as it tracks in the building.
- The District prefers low maintenance ground covers, such as heather or kinnikinic.

G30 - Liquid and Gas Utilities

- Manual irrigation is used for the practice field and softball field, with no electric running out.
- Rainbird controls are used for the majority of irrigation, and fully automated.
- Irrigation controls are located on posts on the east side of the concession building.
- The District is using Hunter to upgrade, and changing over.
- A large area in front of the building is not covered by irrigation and there is no coverage by portables.
- A drainage ditch by the portables is inadequate during heavier rains, and floods walk ways. The drainage piping needs extended.
- Catch basins need improved maintenance.

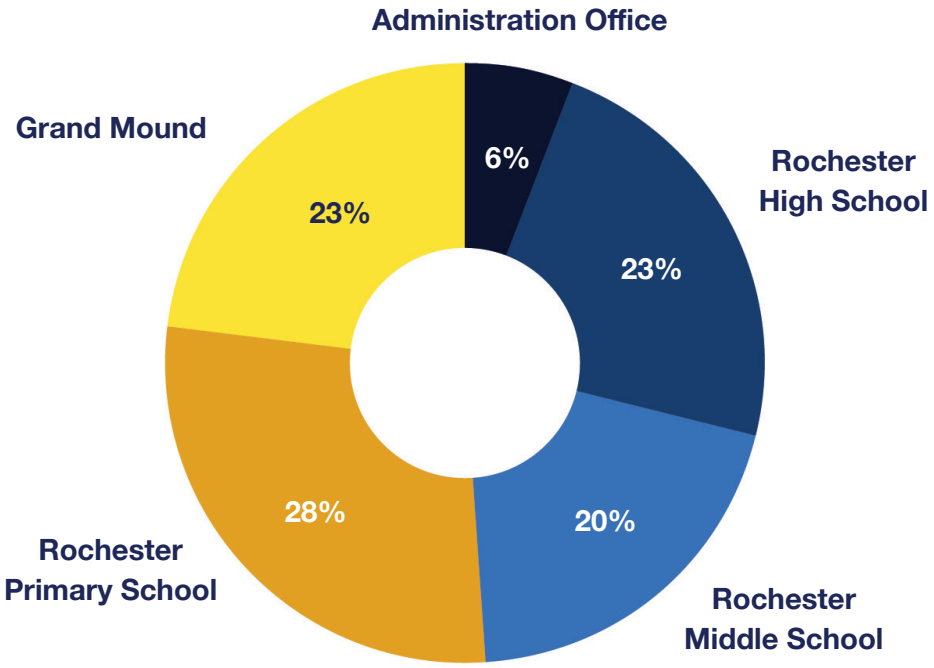
G40 - Site Electrical Utilities

- There is new exterior football lighting.
- Dark spots were reported around the building, with not enough lighting going to portables, minimal poor lighting in parking lot, and no light on the access road.
- Exterior lighting is all older sodium lighting and fluorescent lighting.

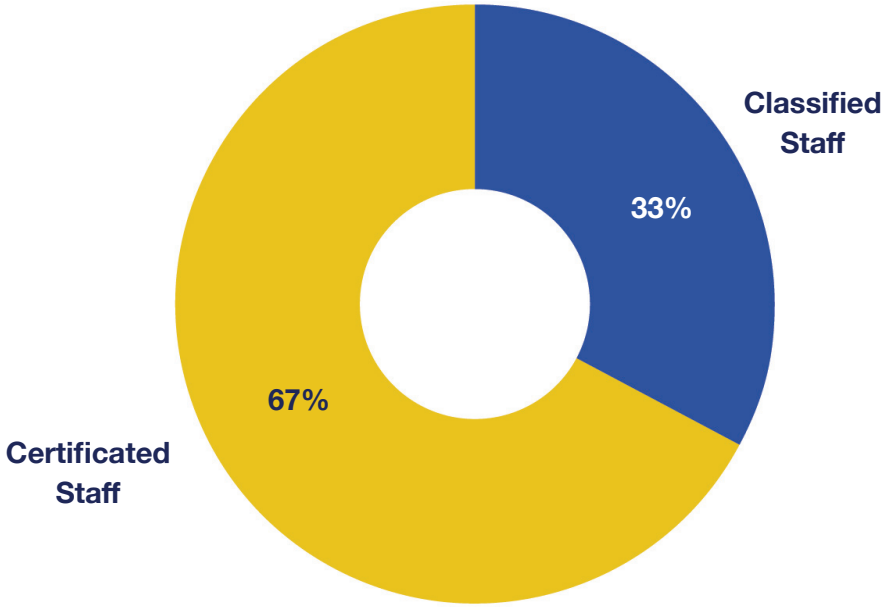
Appendix C

Staff Survey Results

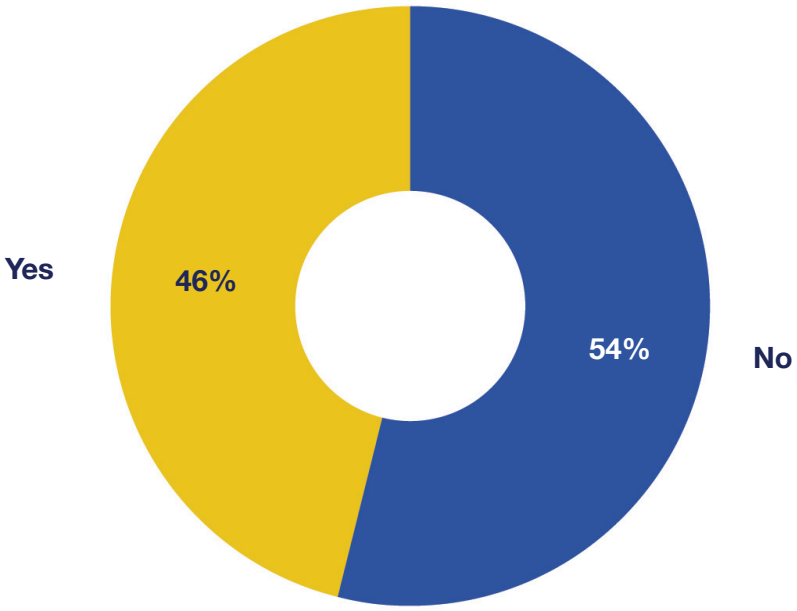
What building are you in?



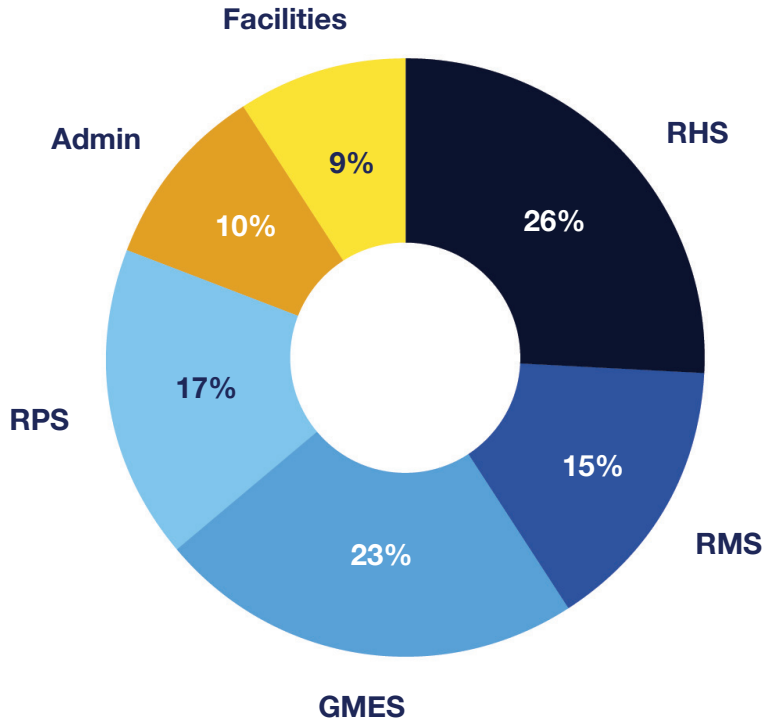
Are you certificated or classified staff?



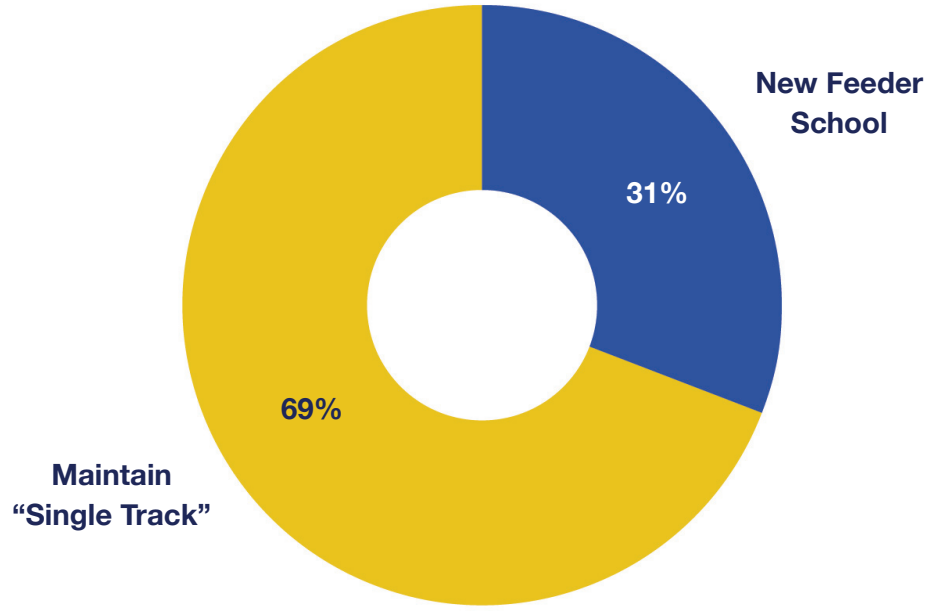
Do you live within the Rochester School District?



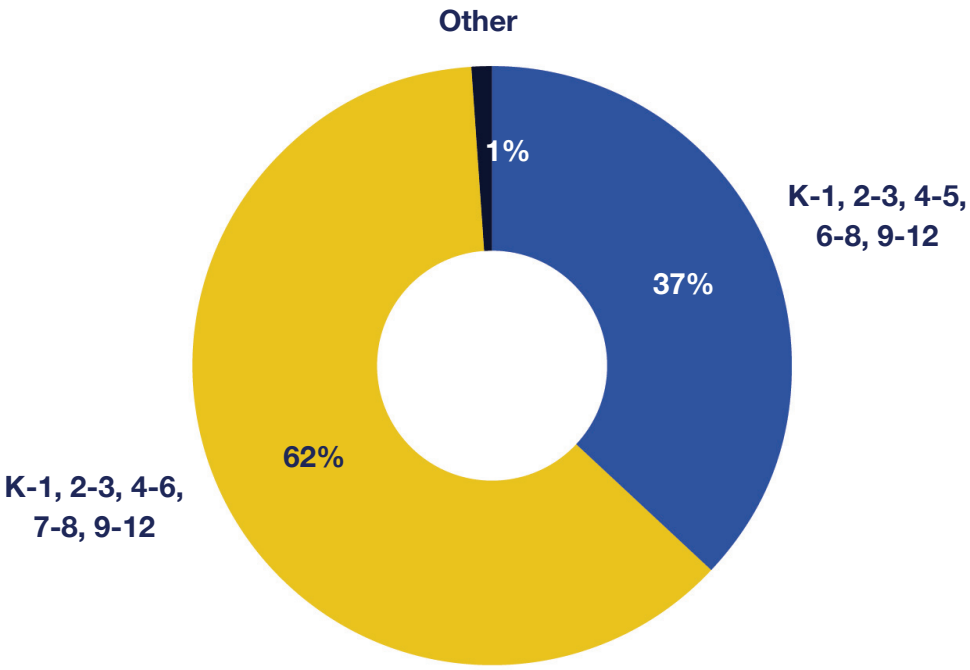
Rank what you believe the priority should be to either modernize or replace each of the following facilities



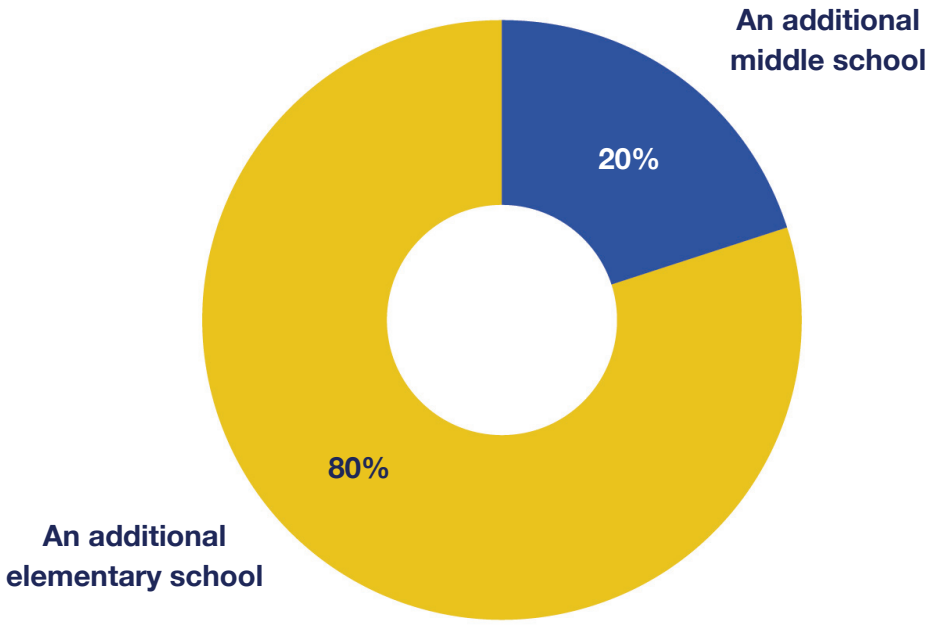
Preference to “single track” system or additional school to feed into single high school



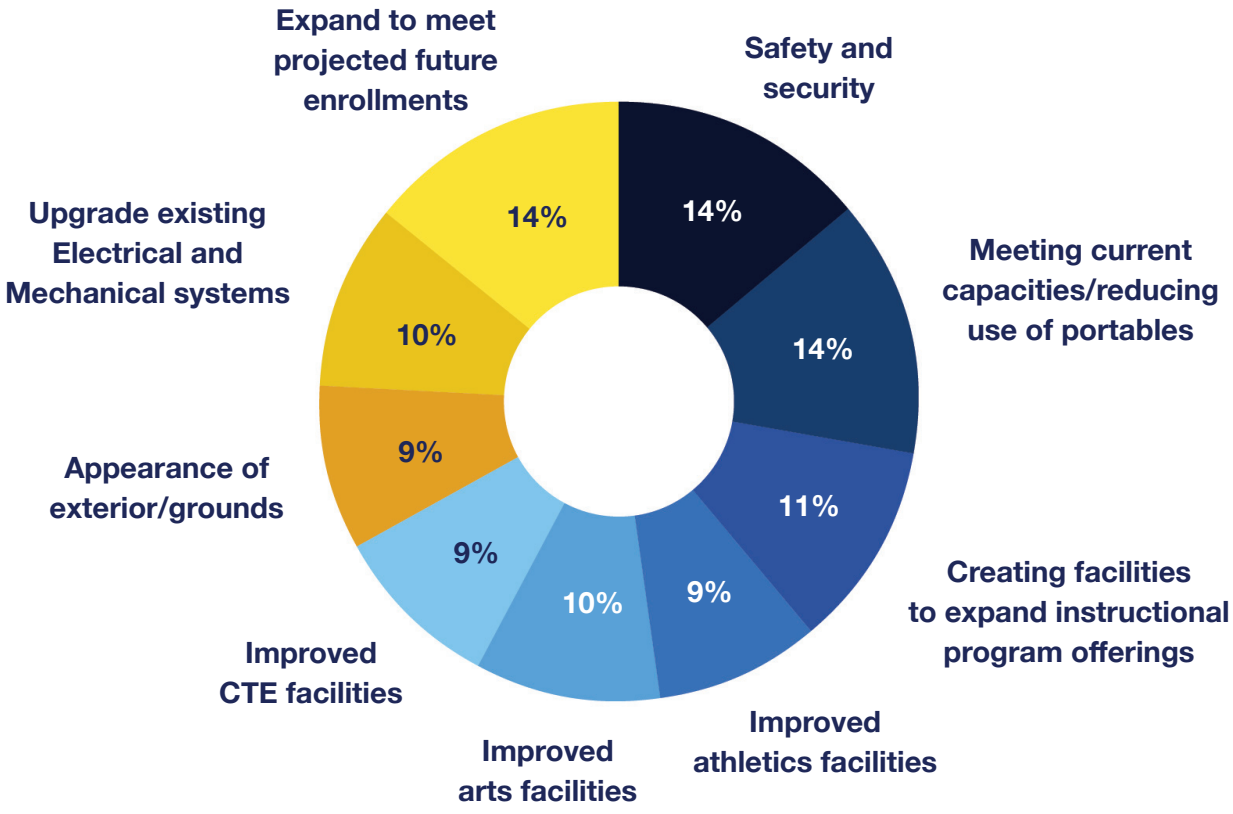
Single track configurations



Which additional school would you prefer?



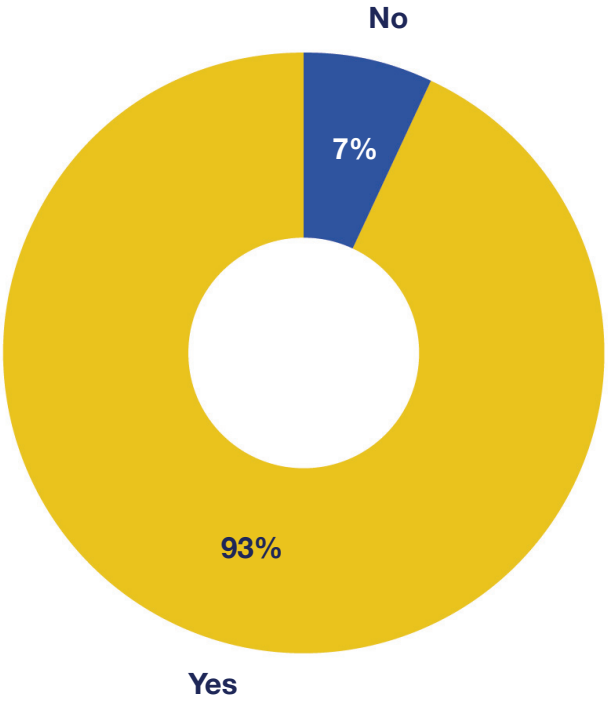
Ranked opinions of priorities



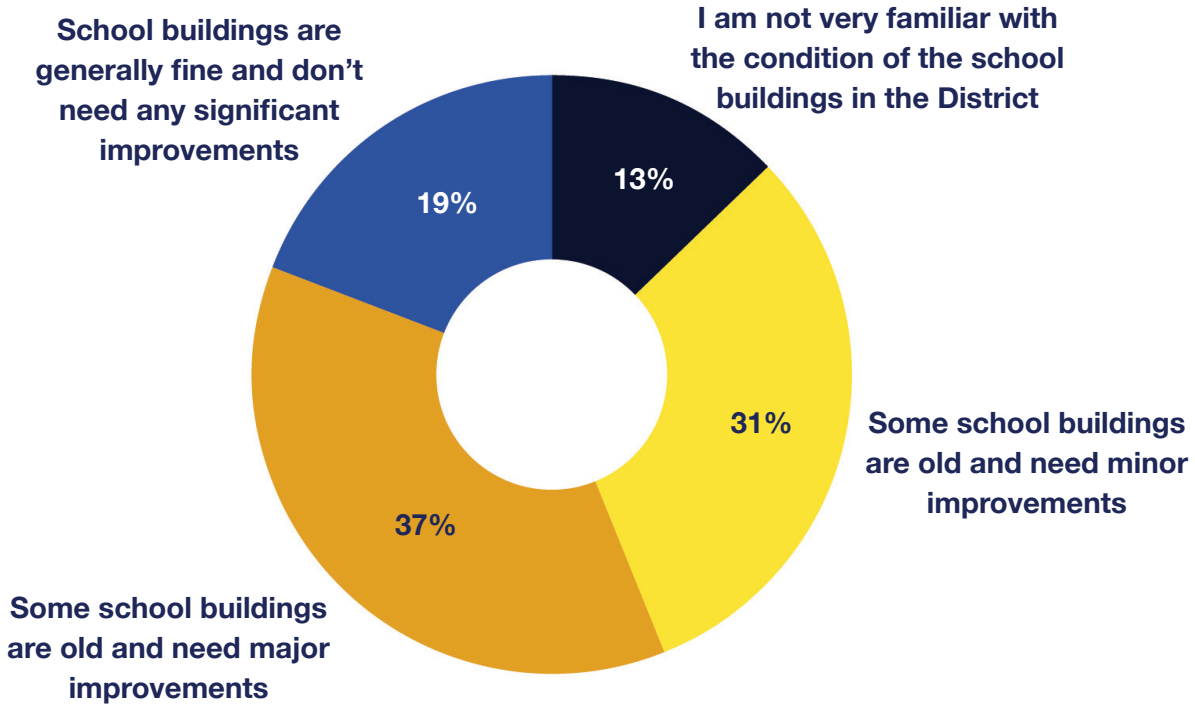
Appendix D

Community Survey Results

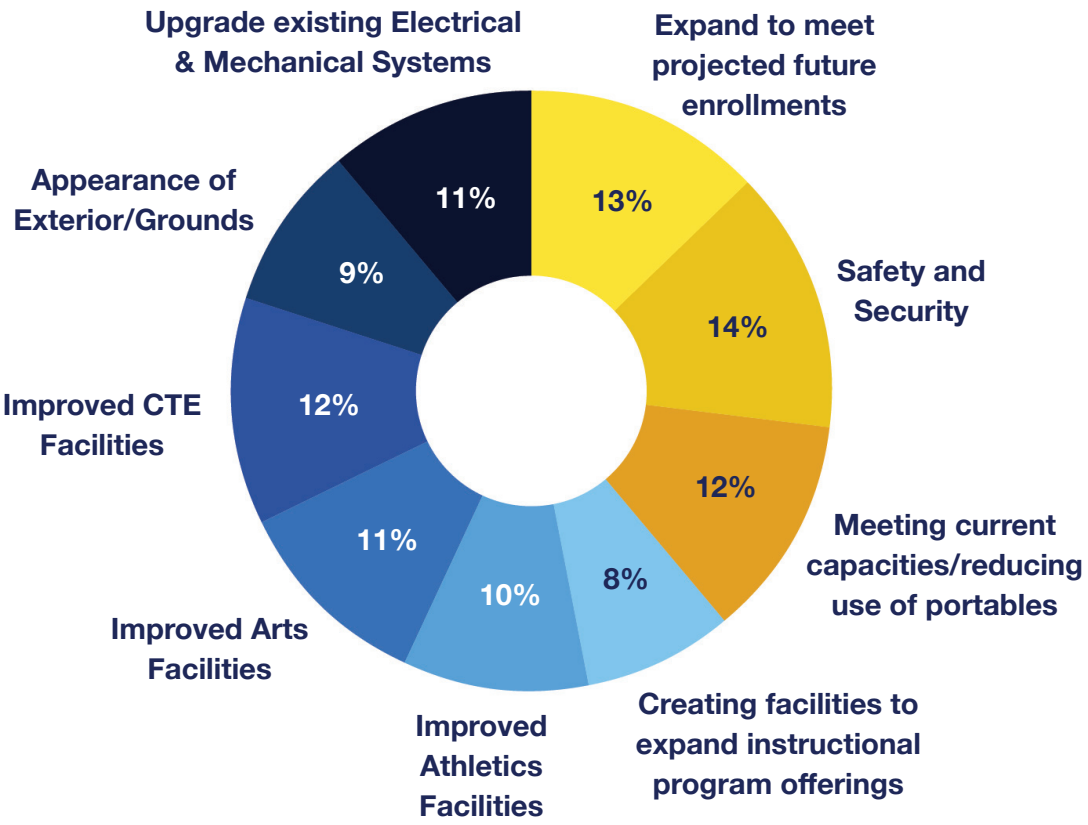
Do you live within Rochester School District?



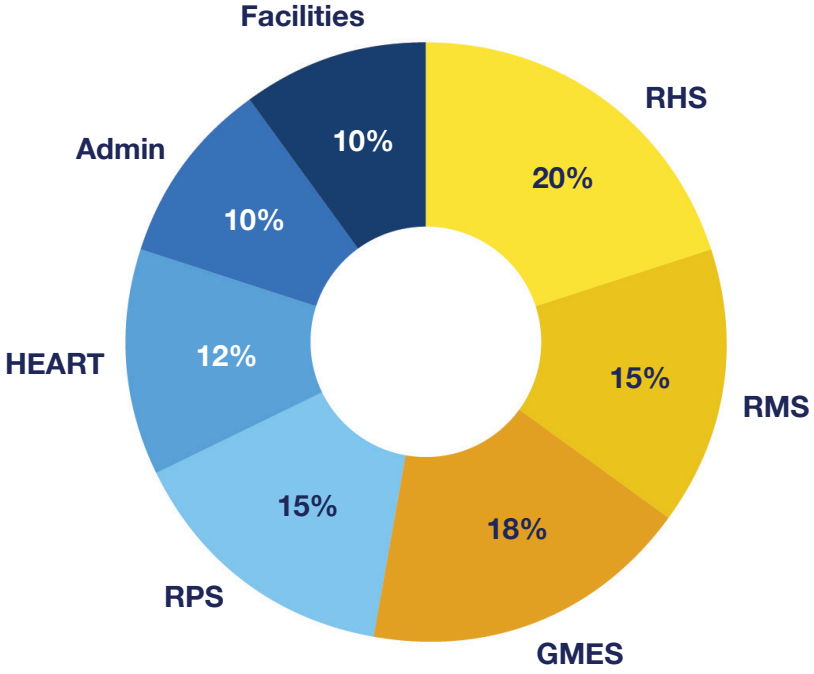
What is your opinion of the condition of the school buildings in Rochester School District?



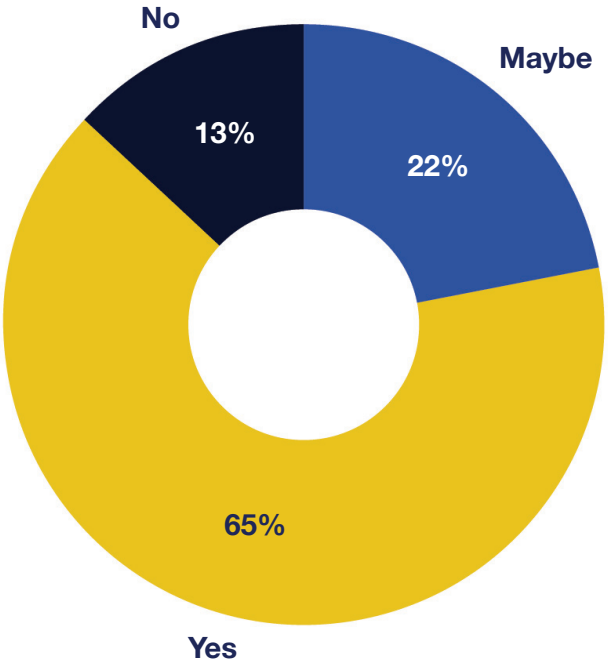
Rank by priority



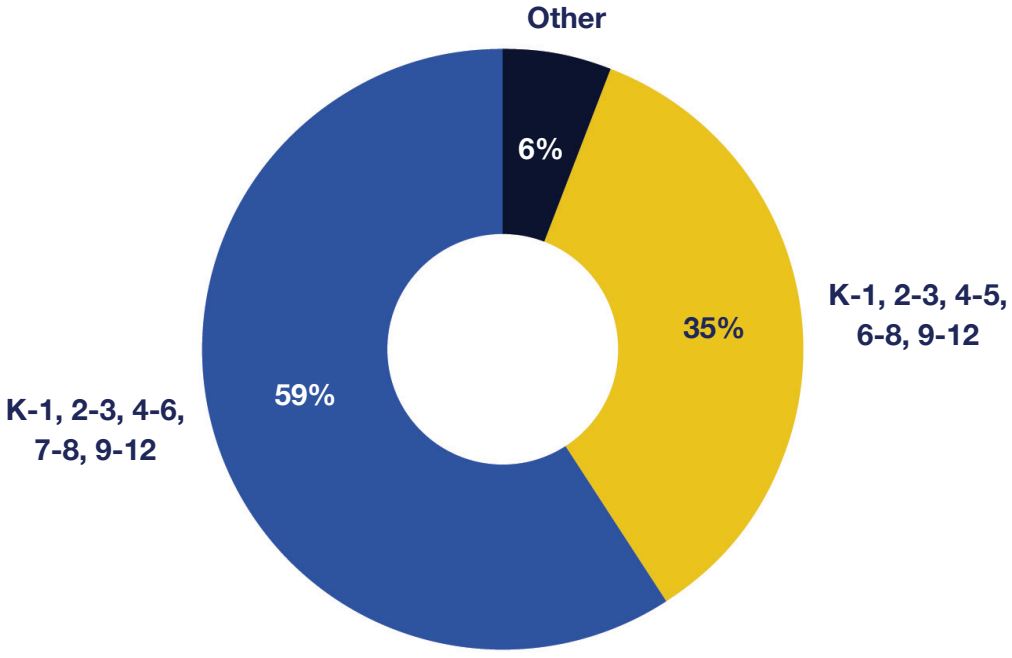
Rank what you believe the priority should be to either modernize or replace each of the following facilities



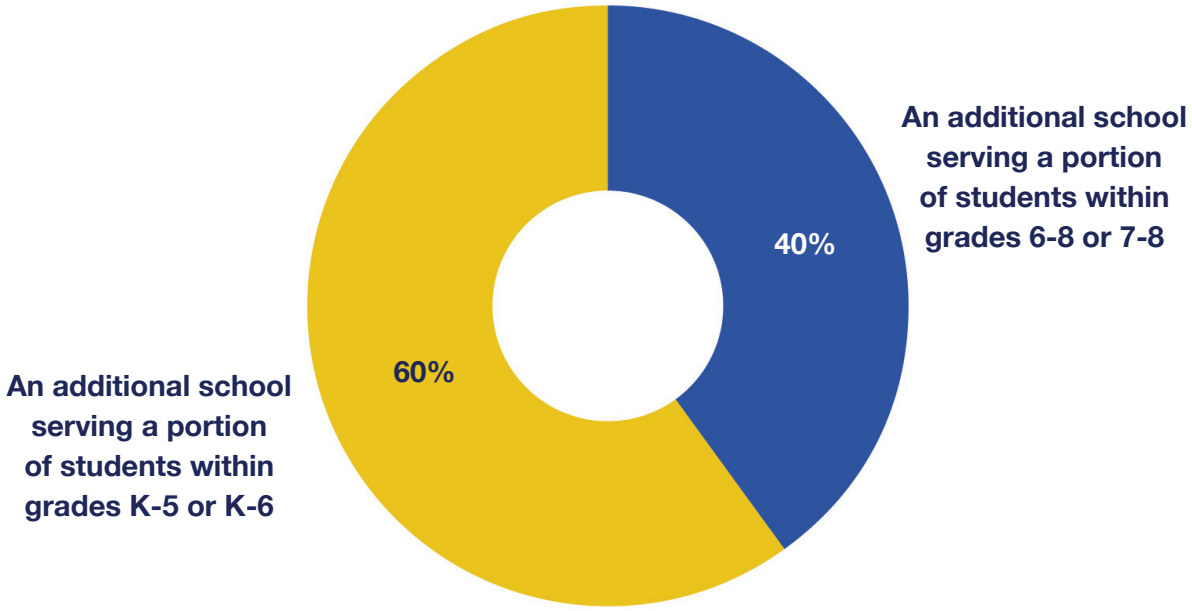
Would it be preferred to maintain a “single track” system?



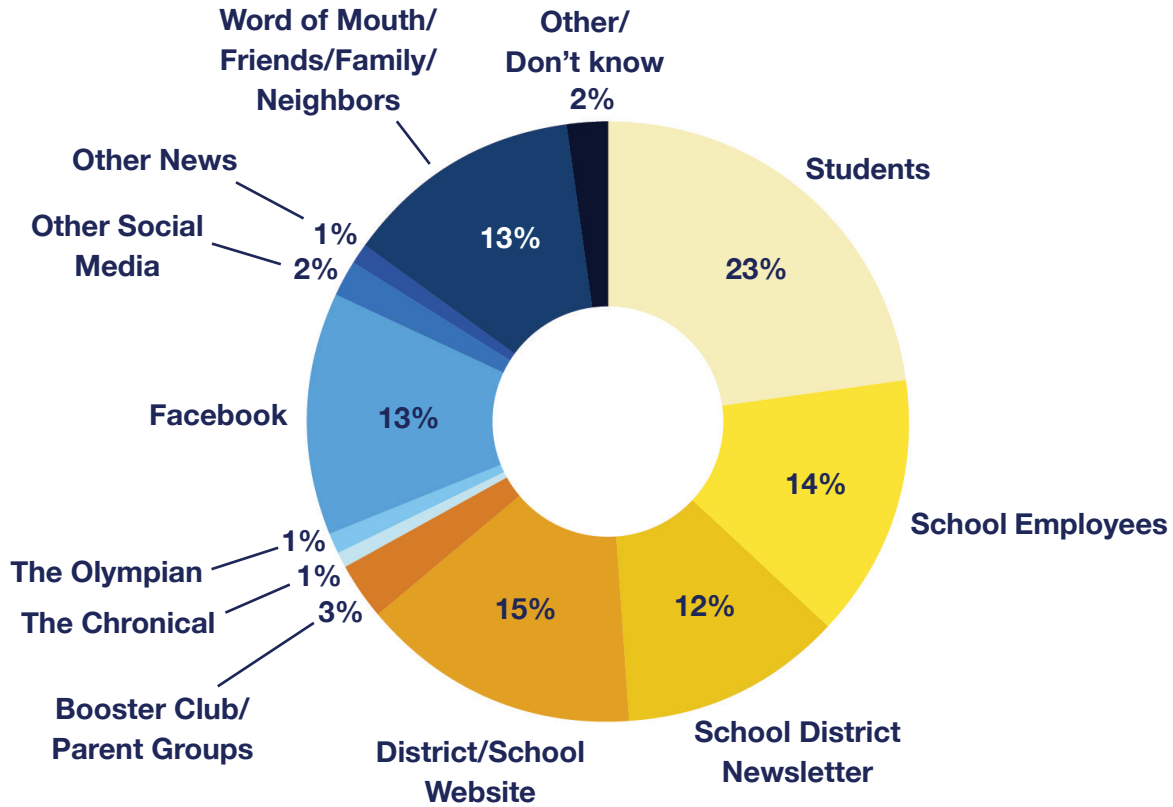
If we maintained a “single track” grade configuration, by adding an additional school, which of the following options would be preferred?



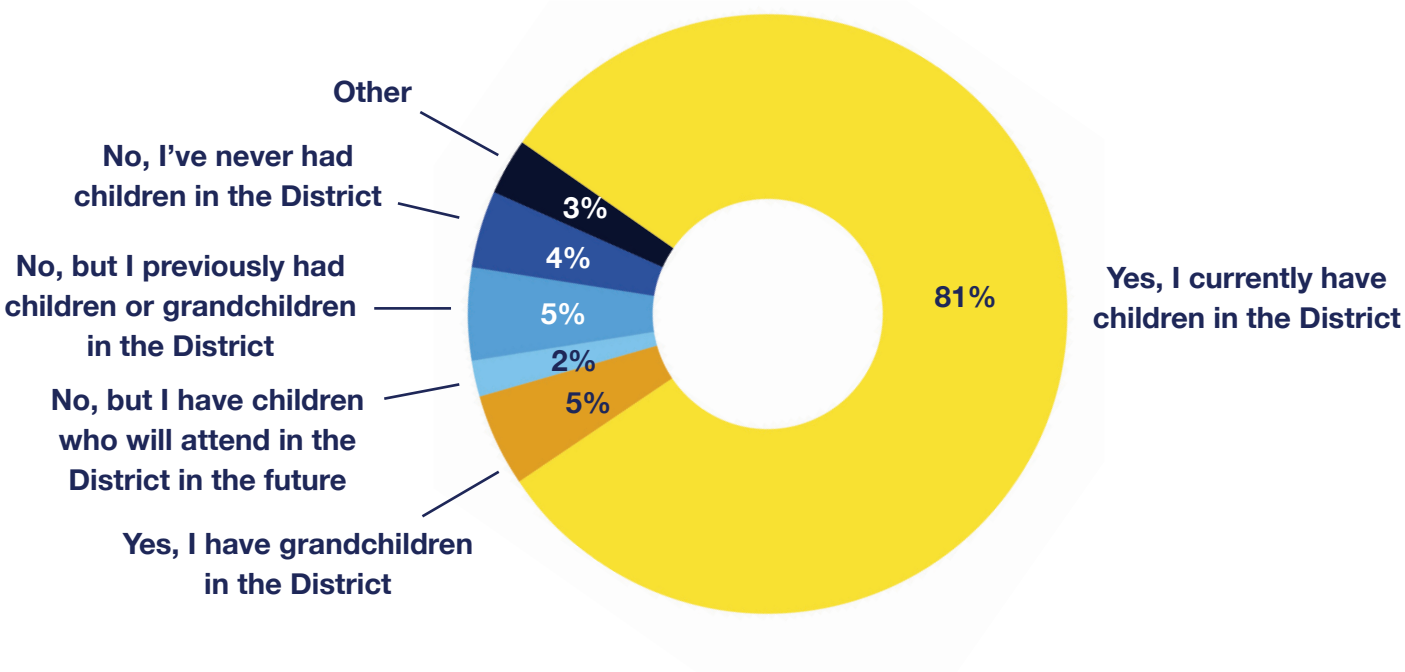
If we did not maintain a “single track” configuration, which would be preferred?



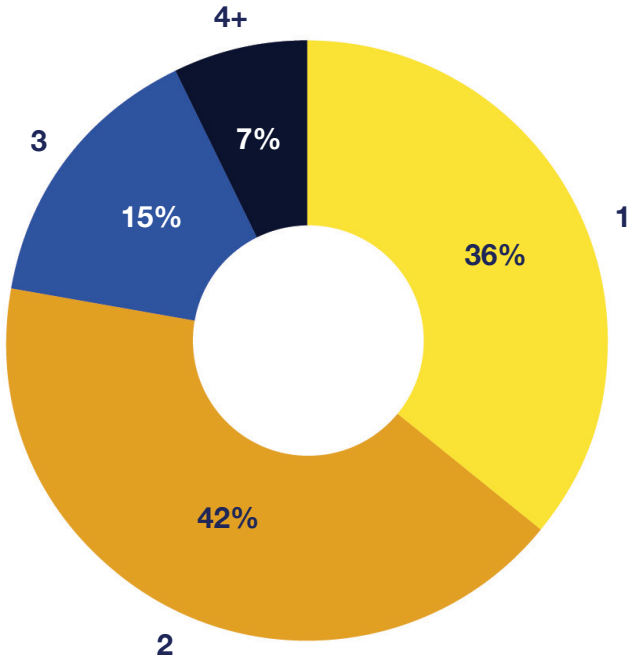
What is your main source of information?



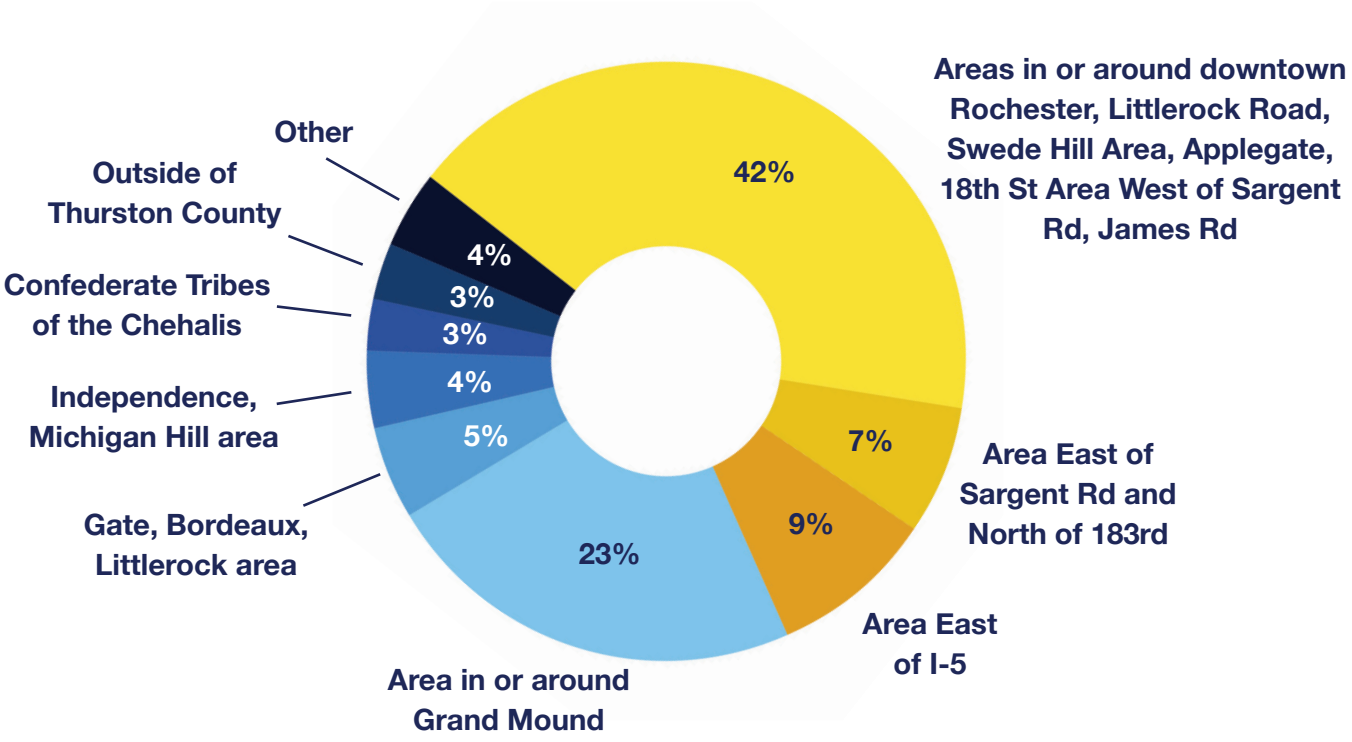
Do you have children or grandchildren that are students in Rochester School District?



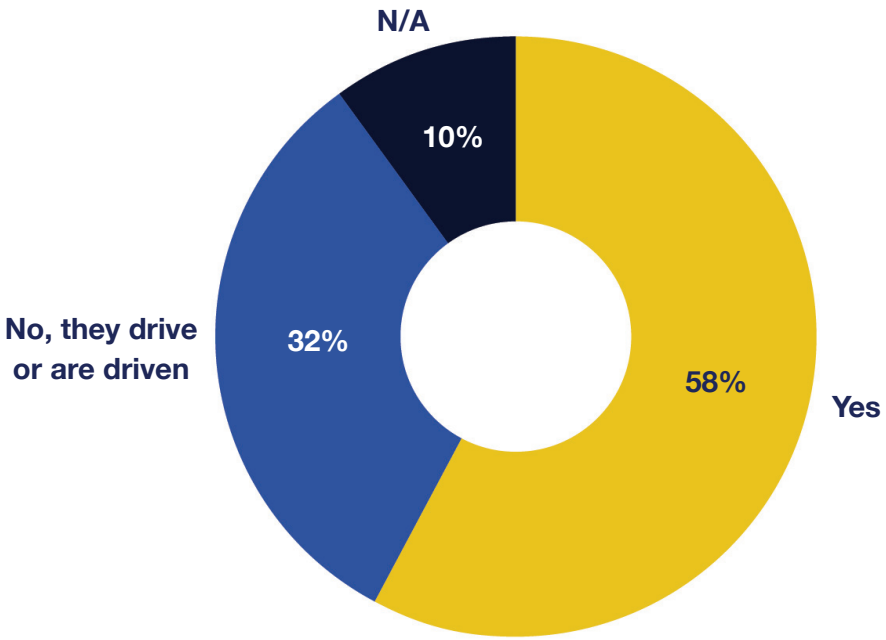
If you have children in the district, how many children do you have?



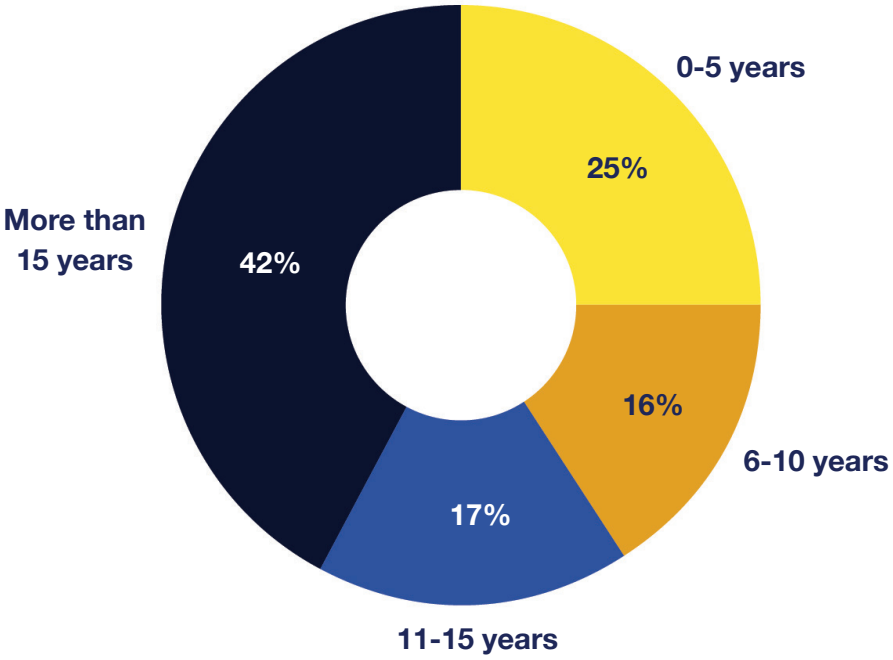
What area best describes the area you live in?



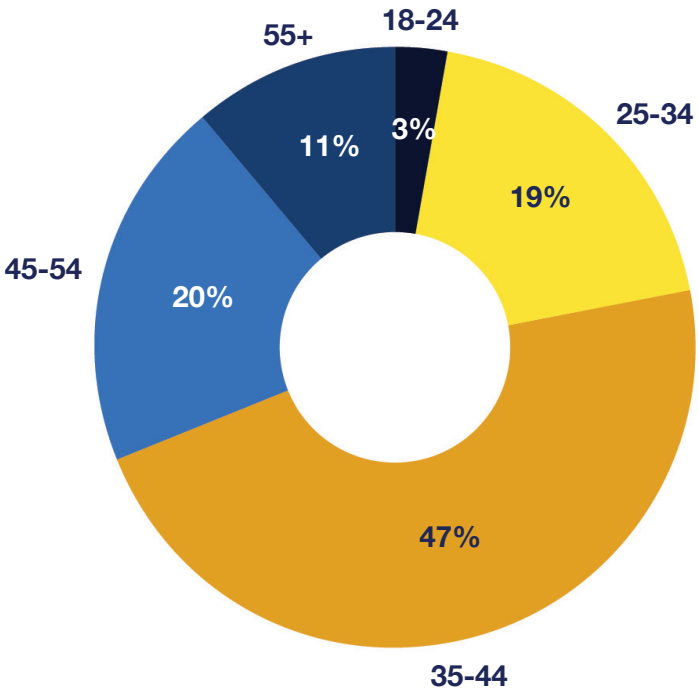
If you have a student in the district, do they bus to or from school?



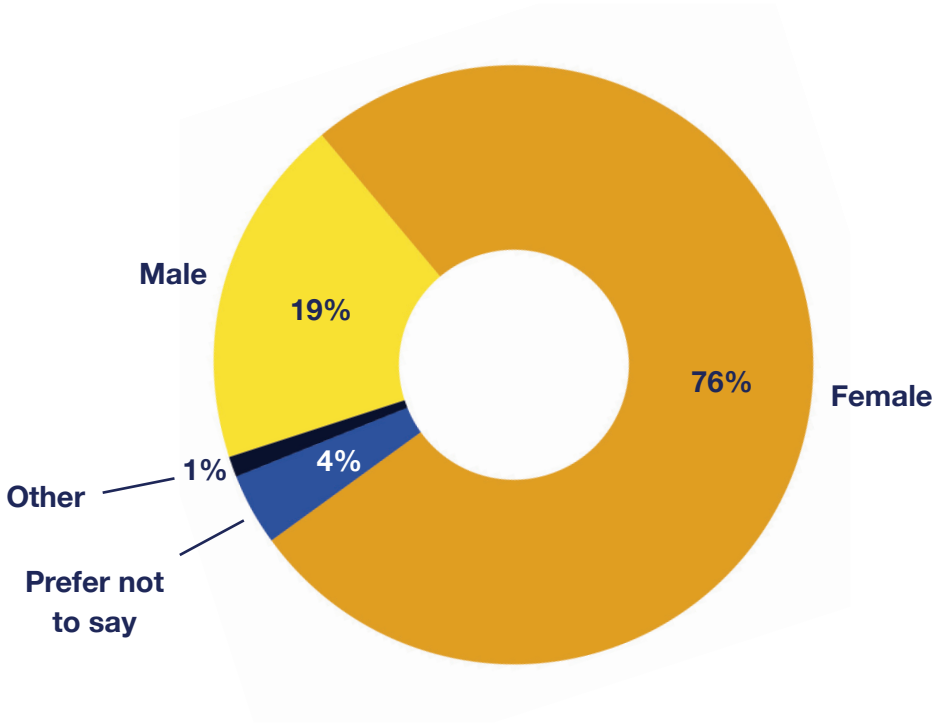
How long have you lived in the Rochester School District area?



What is your age?



Gender



Appendix E

Impact Fee Calculations

Impact Fee Calculations

School Site Acquisition Cost:

((Acres x Cost per Acre)/Facility Capacity) x Student Generation Factor

School	Facility Acreage	Cost per Acre	Facility Capacity	SGF SFH	SGF MFH	Cost per SFH	Cost per MFH
Elementary	12	$ 15,885.42	500	0.266	0.166	$ 101.41	$ 63.29
Middle	20	$ -	600	0.142	0.092	$ -	$ -
High	32	$ -	800	0.171	0.110	$ -	$ -
Total						**$ 101.41**	**$ 63.29**

School Construction Cost:

(Facility Cost/Facility Capacity) x Student Generation Factor x (% Perm/Total Sq. Ft.)

School	% Perm/ Total SF	Facility Cost	Facility Capacity	SGF SFH	SGF MFH	Cost per SFH	Cost per MFH
Elementary	79%	$ 5,243,110.00	500	0.266	0.166	$ 2,203.57	$ 1,375.16
Middle	88%	$ -	600	0.142	0.092	$ -	$ -
High	85%	$ 63,041,580.00	800	0.171	0.110	$ 11,453.87	$ 7,367.98
Total						**$ 13,657.44**	**$ 8,743.15**

Temporary Facility Cost:

(Facility Cost/Facility Capacity) x Student Generation Factor x (% Temp/Total Sq. Ft.)

School	% Perm/ Total SF	Facility Cost	Facility Capacity	SGF SFH	SGF MFH	Cost per SFH	Cost per MFH
Elementary	21%	$ 501,536.00	46	0.266	0.166	$ 609.04	$ 380.08
Middle	12%	$ 501,536.00	50	0.142	0.092	$ 170.92	$ 110.74
High	15%	$ 501,536.00	50	0.171	0.110	$ 257.29	$ 165.51
Total						**$ 1,037.25**	**$ 656.32**

State Match Credit:

CCA x Eligible Area x Funding Assistance Percentage x Student Generation Factor

School	CCA	Eligible Area per Student	Funding Assistance %	SGF SFH	SGF MFH	Cost per SFH	Cost per MFH
Elementary	$ 225.97	90	74.79 %	0.266	0.166	$ 4,045.93	$ 2,524.90
Middle	$ 225.97	117	0.00 %	0.142	0.092	$ -	$ -
High	$ 225.97	130	74.79 %	0.171	0.110	$ 3,756.94	$ 2,416.74
Total						**$ 7,802.87**	**$ 4,941.65**

Tax Payment Credit:

	SFH	MFH
Average Assessed Value	$247,809.48	$231,451.91
Capital Bond Interest Rate	2.25%	2.25%
Years Amortized	2	2
Property Tax Levy Rate	0.00141	0.00141
Net Present Value of Average Dwelling	$ 674.29	$ 629.78
Total	**$ 674.29**	**$ 629.78**

Need Summary

	SFH	MFH
School Site Acquisition	$ 101.41	$ 63.29
Permanent Facility Cost	$ 13,657.44	$ 8,743.15
Temporary Facility Cost	$ 1,037.25	$ 656.32
State Match Credit	$ 7,802.87	$ 4,941.65
Tax Payment Credit	$ 674.29	$ 629.78
Fee Total	**$ 6,318.95**	**$ 3,891.33**

Voluntary Mitigation with 50% Discount	**$ 3,159**
Voluntary Mitigation with 35% Discount	**$ 2,531**

Assumptions and Clarifications

- For all calculations, the SGF was corrected so that the average was equal to the average SGF based on 2018 TRPC Data. This was found by dividing the October 1 Enrollment by the Population Estimate.
- An average cost per acre of $12,607 for parcels >5 acres was used with estimated taxes, fees and escalation applied.
- 2018 construction estimates were escalated by 2 years for both an 8-classroom modular structure and the expansion component of Rochester High School.
- 2018 SCAP Eligibility estimates for K-8 Underhoused Students was applied at the Elementary level for a potential modular structure.
- 2018 Bond Interest Rate and Levy Rate provided for Tax Credits by Piper Jaffray
- Voluntary Mitigation values reviewed against previous Rochester School District Impact Fee calculations and current average values of Thurston County school districts. Discounts and final values were reviewed by the Board of Directors and submitted to the Thurston County Assessor in December, 2018.

Appendix F

Bond Tax Rate Projections

Bond Tax Rate Projections

The following projections have been provided by Piper Jaffray to illustrate two scenarios of Bond sales, after the successful issue of a potential bond proposition per the intent of the Six-Year portion of this plan. The two scenarios presented include a single sale of all Bonds and an even split of the sale of Bonds over two consecutive years. The debt service, projected tax rates in combination with the EP&O levy, and the projected debt capacity are based on current information, which is subject to change and would be updated at the time of a potential bond proposition.

Figure F.1: Single Bond Sale Scenario Debt Service and Tax Rate Projections

Calculation Factors			
Rating:	Aa1 (State Guarantee); A1 (Underlying)		
Interest Rates:	Current Plus 1.00 Percent		
Assessed Value Increases at:			
		R&P	Timber
Certified	2019	7.54%	40.82%
	2020	3.00%	0.00%
	2021	3.00%	0.00%
	2022 - 2068	3.00%	0.00%
Issue Structure:	Combined Level Tax Rate		
		Issue 1	Issue 2
Bonds Issued:		6/1/2020	12/1/2021
Issue Size:		$58,000,000	$0

Total
$58,000,000

NOTES:
(1) Certified EP&O levy amount.
(2) Utilizes Debt Service Fund reserves.

(in 1,000's)

Levy Year	Bond Assessed Value	Debt Service: Prior Debt	2020 Issue	2021 Issue	Total Bonds	EP&O Levy		Projected Tax Rates: Prior Debt	2020 Issue	2021 Issue	Total Bonds	EP&O Levy	Combined Tax Rates	
2019	$1,250,350	$1,640	$0	$0	$1,640	$1,849	(1)	$1.31	$0.00	$0.00	$1.36	$1.50	$2.86	
2020	1,286,805	1,749	0	0	1,749	3,173		1.36	0.00	0.00	1.36	2.50	3.86	
2021	1,324,354	0	3,853	0	3,853	3,267		0.00	2.91	0.00	2.81	2.50	5.31	(2)
2022	1,363,030	0	3,833	0	3,833	3,364		0.00	2.81	0.00	2.81	2.50	5.31	
2023	1,402,866	0	3,947	0	3,947	3,463		0.00	2.81	0.00	2.81	2.50	5.31	
2024	1,443,897	0	4,064	0	4,064	3,566		0.00	2.81	0.00	2.81	2.50	5.31	
2025	1,486,159	0	4,179	0	4,179	3,671		0.00	2.81	0.00	2.81	2.50	5.31	
2026	1,529,689	0	4,302	0	4,302	3,780		0.00	2.81	0.00	2.81	2.50	5.31	
2027	1,574,524	0	4,430	0	4,430	3,892		0.00	2.81	0.00	2.81	2.50	5.31	
2028	1,620,705	0	4,560	0	4,560	4,008		0.00	2.81	0.00	2.81	2.50	5.31	
2029	1,668,271	0	4,693	0	4,693	4,127		0.00	2.81	0.00	2.81	2.50	5.31	
2030	1,717,265	0	4,830	0	4,830	4,249		0.00	2.81	0.00	2.81	2.50	5.31	
2031	1,767,728	0	4,974	0	4,974	4,375		0.00	2.81	0.00	2.81	2.50	5.31	
2032	1,819,704	0	5,118	0	5,118	4,505		0.00	2.81	0.00	2.81	2.50	5.31	
2033	1,873,241	0	5,267	0	5,267	4,639		0.00	2.81	0.00	2.81	2.50	5.31	
2034	1,928,383	0	5,425	0	5,425	4,777		0.00	2.81	0.00	2.81	2.50	5.31	
2035	1,985,179	0	5,582	0	5,582	4,919		0.00	2.81	0.00	2.81	2.50	5.31	
2036	2,043,680	0	5,746	0	5,746	5,065		0.00	2.81	0.00	2.81	2.50	5.31	
2037	2,103,935	0	5,916	0	5,916	5,216		0.00	2.81	0.00	2.81	2.50	5.31	
2038	2,165,998	0	6,091	0	6,091	5,371		0.00	2.81	0.00	2.81	2.50	5.31	
2039	2,229,923	0	6,270	0	6,270	5,531		0.00	2.81	0.00	2.81	2.50	5.31	
2040	2,295,766	0	0	0	0	5,695		0.00	0.00	0.00	0.00	2.50	2.50	
	Total Debt Service:		$93,080	$0										
	Total Interest:		$35,080	$0										
	Net Interest Cost:		4.59%	0.00%										

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Prepared 5/15/2019

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Figure F.2: Split Bond Sale Scenario Debt Service and Tax Rate Projections

Calculation Factors			
Rating:	Aa1 (State Guarantee); A1 (Underlying)		
Interest Rates:	Current Plus 1.00 Percent		
Assessed Value Increases at:			
		R&P	Timber
Certified	2019	7.54%	40.82%
	2020	3.00%	0.00%
	2021	3.00%	0.00%
	2022 - 2068	3.00%	0.00%
Issue Structure:	Combined Level Tax Rate		
		Issue 1	Issue 2
Bonds Issued:		6/1/2020	12/1/2021
Issue Size:		$29,000,000	$29,000,000

NOTES:
(1) Certified EP&O levy amount.
(2) Utilizes Debt Service Fund reserves.

(in 1,000's)

Levy Year	Bond Assessed Value	Debt Service: Prior Debt	2020 Issue	2021 Issue	Total Bonds	EP&O Levy		Projected Tax Rates: Prior Debt	2020 Issue	2021 Issue	Total Bonds	EP&O Levy	Combined Tax Rates	
2019	$1,250,350	$1,640	$0	$0	$1,640	$1,849	(1)	$1.31	$0.00	$0.00	$1.36	$1.50	$2.86	
2020	1,286,805	1,749	0	0	1,749	3,173		1.36	0.00	0.00	1.36	2.50	3.86	
2021	1,324,354	0	3,364	0	3,364	3,267		0.00	2.54	0.00	2.52	2.50	5.02	(2)
2022	1,363,030	0	1,820	1,616	3,436	3,364		0.00	1.34	1.19	2.52	2.50	5.02	
2023	1,402,866	0	1,873	1,665	3,538	3,463		0.00	1.33	1.19	2.52	2.50	5.02	
2024	1,443,897	0	1,928	1,713	3,640	3,566		0.00	1.34	1.19	2.52	2.50	5.02	
2025	1,486,159	0	1,984	1,762	3,747	3,671		0.00	1.34	1.19	2.52	2.50	5.02	
2026	1,529,689	0	2,042	1,815	3,857	3,780		0.00	1.34	1.19	2.52	2.50	5.02	
2027	1,574,524	0	2,101	1,869	3,970	3,892		0.00	1.33	1.19	2.52	2.50	5.02	
2028	1,620,705	0	2,166	1,920	4,085	4,008		0.00	1.34	1.18	2.52	2.50	5.02	
2029	1,668,271	0	2,230	1,977	4,207	4,127		0.00	1.34	1.19	2.52	2.50	5.02	
2030	1,717,265	0	2,293	2,036	4,329	4,249		0.00	1.34	1.19	2.52	2.50	5.02	
2031	1,767,728	0	2,361	2,094	4,455	4,375		0.00	1.34	1.18	2.52	2.50	5.02	
2032	1,819,704	0	2,431	2,153	4,585	4,505		0.00	1.34	1.18	2.52	2.50	5.02	
2033	1,873,241	0	2,505	2,217	4,722	4,639		0.00	1.34	1.18	2.52	2.50	5.02	
2034	1,928,383	0	2,575	2,285	4,860	4,777		0.00	1.34	1.18	2.52	2.50	5.02	
2035	1,985,179	0	2,654	2,352	5,005	4,919		0.00	1.34	1.18	2.52	2.50	5.02	
2036	2,043,680	0	2,733	2,417	5,150	5,065		0.00	1.34	1.18	2.52	2.50	5.02	
2037	2,103,935	0	2,813	2,491	5,304	5,216		0.00	1.34	1.18	2.52	2.50	5.02	
2038	2,165,998	0	2,894	2,567	5,461	5,371		0.00	1.34	1.19	2.52	2.50	5.02	
2039	2,229,923	0	2,978	2,645	5,623	5,531		0.00	1.34	1.19	2.52	2.50	5.02	
2040	2,295,766	0	0	5,788	5,788	5,695		0.00	0.00	2.52	2.52	2.50	5.02	
2041	2,363,584	0	0	5,958	5,958	5,865		0.00	0.00	2.52	2.52	2.50	5.02	
2042	2,433,437	0	0	0	0	6,040		0.00	0.00	0.00	0.00	2.50	2.50	
	Total Debt Service:		$45,745	$49,340										
	Total Interest:		$16,745	$20,340										
	Net Interest Cost:		4.58%	4.72%										

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Figure F.3: Single Bond Sale Scenario
Debt Capacity Projections

			Debt Outstanding				Unused Capacity	
Date	Assessed Valuation	Debt Capacity (5% of A.V.)	Prior Debt	2020 Issue	2021 Issue	Total Debt	Amount	Percent
1/1/2019	$1,250,350	$62,517	$3,300	$0	$0	$3,300	$59,218	94.72%
12/1/2019	1,250,350	62,517	1,719	0	0	1,719	60,798	97.25%
12/1/2020	1,286,805	64,340	0	58,000	0	58,000	6,340	9.85%
12/1/2021	1,324,354	66,218	0	58,000	0	58,000	8,218	12.41%
12/1/2022	1,363,030	68,151	0	56,735	0	56,735	11,416	16.75%
12/1/2023	1,402,866	70,143	0	55,310	0	55,310	14,833	21.15%
12/1/2024	1,443,897	72,195	0	53,715	0	53,715	18,480	25.60%
12/1/2025	1,486,159	74,308	0	51,945	0	51,945	22,363	30.09%
12/1/2026	1,529,689	76,484	0	49,985	0	49,985	26,499	34.65%
12/1/2027	1,574,524	78,726	0	47,820	0	47,820	30,906	39.26%
12/1/2028	1,620,705	81,035	0	45,440	0	45,440	35,595	43.93%
12/1/2029	1,668,271	83,414	0	42,830	0	42,830	40,584	48.65%
12/1/2030	1,717,265	85,863	0	39,975	0	39,975	45,888	53.44%
12/1/2031	1,767,728	88,386	0	36,855	0	36,855	51,531	58.30%
12/1/2032	1,819,704	90,985	0	33,455	0	33,455	57,530	63.23%
12/1/2033	1,873,241	93,662	0	29,755	0	29,755	63,907	68.23%
12/1/2034	1,928,383	96,419	0	25,730	0	25,730	70,689	73.31%
12/1/2035	1,985,179	99,259	0	21,365	0	21,365	77,894	78.48%
12/1/2036	2,043,680	102,184	0	16,635	0	16,635	85,549	83.72%
12/1/2037	2,103,935	105,197	0	11,515	0	11,515	93,682	89.05%
12/1/2038	2,165,998	108,300	0	5,980	0	5,980	102,320	94.48%
12/1/2039	2,229,923	111,496	0	0	0	0	111,496	100.00%
12/1/2040	2,295,766	114,788	0	0	0	0	114,788	100.00%
12/1/2041	2,363,584	118,179	0	0	0	0	118,179	100.00%

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Figure F.4: Split Bond Sale Scenario
Debt Capacity Projections

			Debt Outstanding				Unused Capacity	
Date	Assessed Valuation	Debt Capacity (5% of A.V.)	Prior Debt	2020 Issue	2021 Issue	Total Debt	Amount	Percent
1/1/2019	$1,250,350	$62,517	$3,300	$0	$0	$3,300	$59,218	94.72%
12/1/2019	1,250,350	62,517	1,719	0	0	1,719	60,798	97.25%
12/1/2020	1,286,805	64,340	0	29,000	0	29,000	35,340	54.93%
12/1/2021	1,324,354	66,218	0	27,545	29,000	56,545	9,673	14.61%
12/1/2022	1,363,030	68,151	0	26,945	28,710	55,655	12,496	18.34%
12/1/2023	1,402,866	70,143	0	26,270	28,360	54,630	15,513	22.12%
12/1/2024	1,443,897	72,195	0	25,515	27,950	53,465	18,730	25.94%
12/1/2025	1,486,159	74,308	0	24,675	27,475	52,150	22,158	29.82%
12/1/2026	1,529,689	76,484	0	23,745	26,930	50,675	25,809	33.74%
12/1/2027	1,574,524	78,726	0	22,720	26,310	49,030	29,696	37.72%
12/1/2028	1,620,705	81,035	0	21,590	25,615	47,205	33,830	41.75%
12/1/2029	1,668,271	83,414	0	20,350	24,835	45,185	38,229	45.83%
12/1/2030	1,717,265	85,863	0	18,995	23,965	42,960	42,903	49.97%
12/1/2031	1,767,728	88,386	0	17,515	23,000	40,515	47,871	54.16%
12/1/2032	1,819,704	90,985	0	15,900	21,935	37,835	53,150	58.42%
12/1/2033	1,873,241	93,662	0	14,140	20,760	34,900	58,762	62.74%
12/1/2034	1,928,383	96,419	0	12,230	19,465	31,695	64,724	67.13%
12/1/2035	1,985,179	99,259	0	10,155	18,045	28,200	71,059	71.59%
12/1/2036	2,043,680	102,184	0	7,905	16,495	24,400	77,784	76.12%
12/1/2037	2,103,935	105,197	0	5,470	14,800	20,270	84,927	80.73%
12/1/2038	2,165,998	108,300	0	2,840	12,950	15,790	92,510	85.42%
12/1/2039	2,229,923	111,496	0	0	10,935	10,935	100,561	90.19%
12/1/2040	2,295,766	114,788	0	0	5,680	5,680	109,108	95.05%
12/1/2041	2,363,584	118,179	0	0	0	0	118,179	100.00%

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Appendix G

Glossary of Terms

Glossary of Terms

Throughout this Long Range Facilities Plan, a number of terms are used. They are defined as follows:

CFP
Capital Facilities Plan

Construction Cost Allocation (CCA)
Construction Cost Allocation (formerly Area Cost Allowance) is the dollar amount per square foot that OSPI sets to establish a theoretical cost for the purpose of calculating school construction assistance for new construction or modernization. It is adjusted annually to try to keep pace with increases in school construction costs, however; it is constrained by the budgetary considerations and is not intended to portray a true cost of construction. WAC 392-343-060 establishes guidelines for determining the per square foot construction cost allocation for new school construction. The 2016 State funded Construction Cost Allocation rate is $213.23 per square foot.

Funding Assistance Percentage (FAP)
Funding Assistance Percentage is a number used in the funding formula for determining state assistance. It is calculated annually based on a district's assessed land value per student as compared to the statewide average assessed land value per student. The FAP accounts for differences in wealth across the state and a district's ability to raise funds. The minimum percentage is 20% of Recognized Project Costs. Not all project costs are recognized for state assistance.
The FAP for South Kitsap School District in 2016 is 59.82%.

FTE (Full-Time Equivalent)
This is a means of measuring student enrollment based on the number of hours per day in attendance at district schools. A student is considered an FTE if he/she is enrolled for the equivalent of a full schedule each school day.

GFA (per student)
Gross Floor Area per student

GMA
Washington State Growth Management Act, Chapter 36.70A RCW

Headcount
Headcount refers to the number of students actually attending school on a designated date. Hours of course work or daily attendance are not considered. Headcount information obtained annually during the first week of October is used for facility planning and capacity analysis.

Interim Educational Space
Temporary, moveable, modularly constructed educational space.

Modernization or New-In-Lieu of Modernization
A Modernization Project is a major improvement to a facility that typically involves structural changes and replacement of fixtures, fittings, furnishings, and service systems in order to bring it up to a contemporary state consistent with the needs of changing educational programs and applicable codes. A New-In-Lieu Project involves the replacement of an existing school with new construction in lieu of Modernization. New-In-Lieu applies when the cost of modernization approaches the cost of replacement and it makes more economical sense to replace a facility rather than modernize it.

Multi-Family Dwelling Unit
Two or more attached residential dwelling units

OFM
Washington State Office of Financial Management

OSPI
Washington State Office of the Superintendent of Public Instruction

New Construction
New construction is the additions to an existing facility or new construction that adds square footage to the Permanent Inventory.

Permanent Educational Space
Educational space located within a non-moveable structure, set upon a foundation.

Practical Capacity
A measure of a building's student capacity that differs from Theoretical Capacity by taking into account additional factors such as core facility constraints, operating policies, teacher contract limitations, pull out requirements and the need for teacher planning space.

Pull Out Space
Educational space, normally at the elementary level, used to house programs such as band, music, computer labs and reading or math assistance programs. At the elementary level, this constitutes space that does not house a permanently assigned classroom of students. It is therefore not counted as a teaching station in the calculation of a school's practical capacity.

RCW
Revised Code of Washington

SEPA
Washington State Environmental Policy Act, Chapter 43.21C RCW

Single-Family Dwelling Units
Single unit detached residential dwellings including mobile homes.

Theoretical Capacity
A gross measure of building capacity obtained by multiplying the number of teaching stations by the district Level of Service standard.

Unhoused Students
A measure of the number of students enrolled at a permanent facility in excess of that facility's district rated capacity. The unhoused student value can also be computed by grade or grade-span.

WAC
Washington Administrative Code