

BR | IC

Building Relationships | Inspiring Communities

# Agenda

- 6:00 PM Welcome / Introductions
- 6:10 PM Newberg SD BDC Charter / Roles & Responsibilities / Bond Planning Timeline
- 6:20 PM Review of Long Range Facilities Plan Highlights
- 6:35 PM New 20-year Bonding Scenarios for NSD (Piper Jaffray Report)
- 6:50 PM Who is the Next Generation Learner?
- 7:20 PM Group Visioning Exercise
- 7:50 PM Student Success Act
- 8:00 PM Meeting Concludes

# Welcome & Introductions

Please share your name and your role/relationship with the District (staff member, parent, community member, etc.)

# Bond Development Committee Purpose / Roles & Responsibilities

Following the recent completion of the Long Range Facilities Plan, the District created the Bond Development Committee to prioritize facilities improvements and/or construction projects for a potential bond in May 2020.

The purpose of the Bond Development Committee is to advise the Newberg School Board in developing a bond package for the May 2020 election. Specifically, the Committee will:

- Review information related to the District's educational vision, enrollment trends, and facilities needs.
- Review public polling data related to different bond package scenarios.
- Develop a recommended bond package for the consideration of the Newberg School Board.
- The BDC is an advisory committee; it is *not* a decision-making body.

## **Additional Roles and Responsibilities:**

- Attend and actively participate in monthly committee meetings.
- Serve as an advocate for the **process** in your community (with colleagues and in your neighborhoods).

# BDC Meeting Schedule

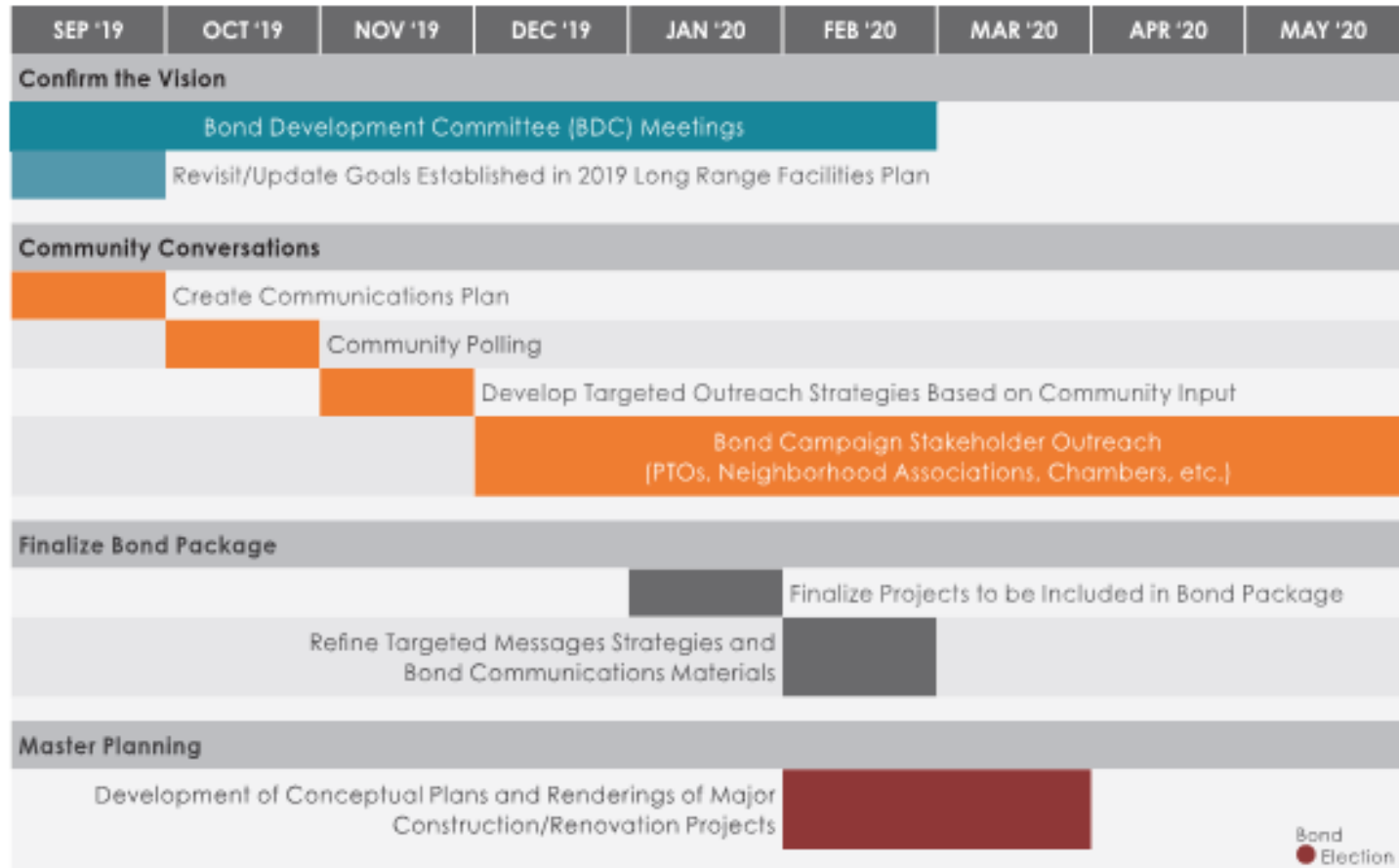
- Tuesday, September 17, 2019
- Monday, October 14, 2019
- Tuesday, November 12, 2019
- Wednesday, December 4, 2019
- Tuesday, January 7, 2020
- Tuesday, February 4, 2020
- Tuesday, March 3, 2020

*All meetings will be held from 6:00 – 8:00 p.m.*

# Timeline

## Newberg School District

### Newberg Public Schools: Approximate Timeline



# Working Together as a Team

## Group Norms

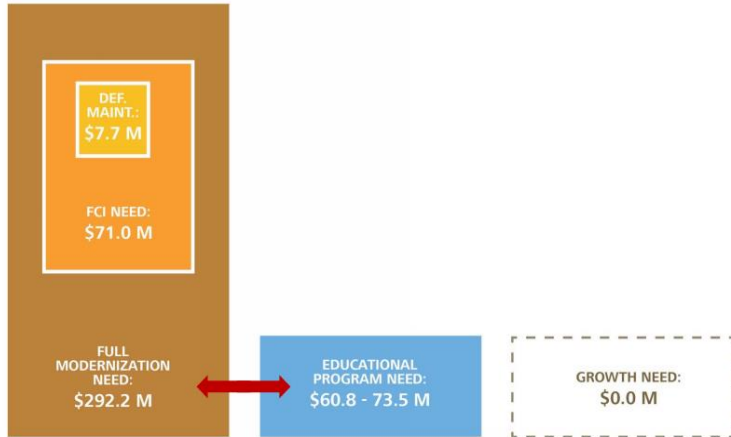
- We will start and end on time.
- Arrive prepared.
- Speak honestly, listen openly – we will promote an environment that fosters honesty and respect for other perspectives.
- Monitor “air time” when speaking to ensure that everyone has a chance to be heard.



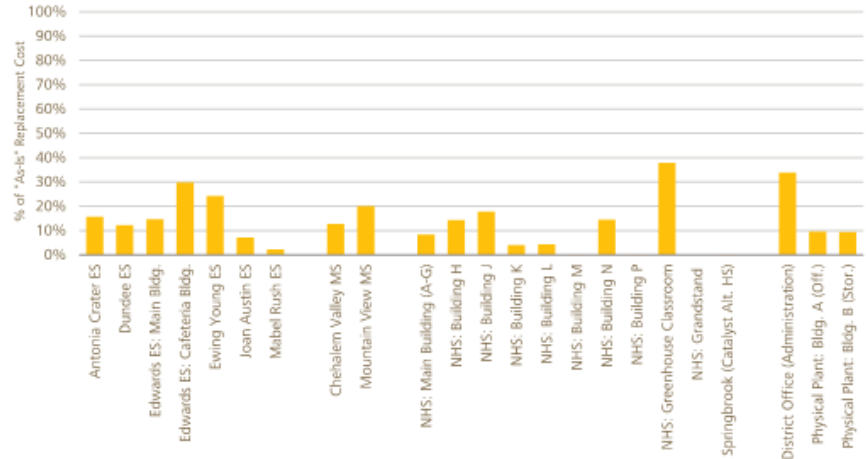
# Review of Highlights from Newberg's Long Range Facilities Plan



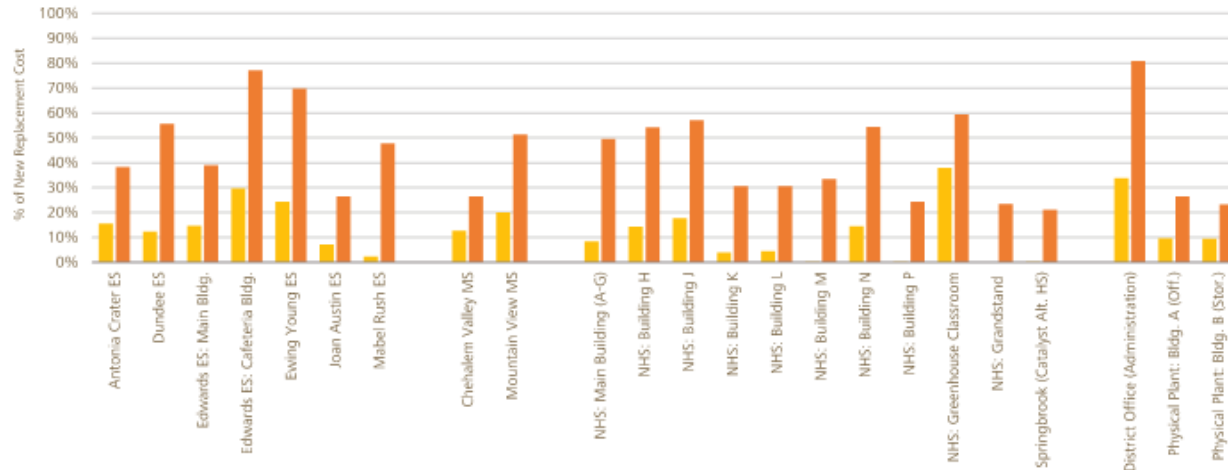
# Need Summary



## CERTIFIED ASSESSMENT SCORES (FCI)



## ADJUSTED FULL MODERNIZATION COMPARISON



# LRFP Committee Priorities

## 21<sup>st</sup> Century Upgrades

- Create shared learning areas in select schools by repurposing classrooms. Replace displaced CRs.

## Makerspace/Creativity Labs

- Add a makerspace within existing space at every school (e.g. in library).

## High School Science Lab Upgrades

- Upgrade all high school science labs to current standards.

## Alternative Education

- Expand Catalyst Alternative High School program with a new addition to Springbrook Ed Center.

## Special Education

- Add a changing room / sensory room at each school by repurposing existing spaces.

## Dual-language Program

- Two (2) new classrooms at Edwards for expansion of Dual Language Program.

## Early Childhood Education

- One (1) new classroom at Edwards to accommodate existing Migrant Preschool Program.

## School-based Health Clinic

- Add a school-based health clinic at the high school by repurposing other areas.

## Accessibility/Other

- Address accessibility issues at four (4) schools.
- Replace two (2) portable classrooms at Edwards with newly constructed classrooms.

## Deferred Maintenance

- Address critical deferred maintenance needs, prioritizing health/safety issues and protection of capital investments.

# LRFP Committee Priorities

- At least one “big” project to garner public support.
- Address facilities in the worst condition.
- Dual language should remain at Edwards Elementary.
- Address deferred maintenance to protect community’s previous investment.
- Expand CTE/alternative education opportunities.
- Prioritize high school projects (as they will affect the most students).
- Seismic upgrades are important but should occur in conjunction with full modernizations or replacements.

## LONG-RANGE FACILITY PLAN: PHASE ONE

Project	Amount	Purpose
<b>REPLACEMENT SCHOOLS</b>		
Dundee Elementary School @ 350 (Total \$34.3M)*	\$34.3 M	Improve condition, enhance program
Edwards Cafeteria Building (Total \$5.3M)	\$ 5.3 M	Improve condition
NHS Greenhouse Classroom (Total \$0.9M)	\$ 0.9 M	Improve condition, enhance program
Resiliency Upgrade (new buildings only)	\$ 1.9 M	Improve chance of reuse/community safety
<b>FULL MODERNIZATION</b>		
NHS CTE Buildings H & J (Total \$18.9M)	\$18.9 M	Improve condition, enhance program
<b>FACILITY CONDITION IMPROVEMENTS</b>		
Facility Maintenance, Repairs (Total \$61.0M)	\$16.5 M	Health / safety , protect investment
<b>EDUCATION PROGRAM IMPROVEMENTS</b>		
21st-Century Learning Upgrades (Total \$16.7M)	\$ 8.4 M	Enhance program
NHS Science Labs (Total \$5.7M)	\$ 5.7 M	Enhance program
Special Education (Total \$2.4M)	\$ 2.4 M	Enhance program
Dual-Language (Total \$2.0M)	\$ 2.0 M	Add grade level, enhance program
Alternative Education (Total \$5.7M)	\$ 5.7M	Enhance program, add capacity
Early Childhood Education (Total \$1.1M)	\$ 1.1M	Enhance program
Health Clinic/Accessibility/Other (Total \$5.1M)	\$ 1.3M	Provide improved access, student services
<b>DISTRICT SUPPORT</b>		
Curriculum (Total \$13.5M)	\$ 7.0 M	Replace out-of-date curriculum
Technology (Total \$2.5M)	\$ 2.5 M	Improve access to technology
<b>SUBTOTAL</b>		
	\$113.9M	
Estimated Bond Costs (2%)	\$ 2.3M	

**ESTIMATED PHASE ONE CAPITAL NEED: \$116.2M**

\*Estimated total need for each line item is shown for comparison with proposed line item allocations

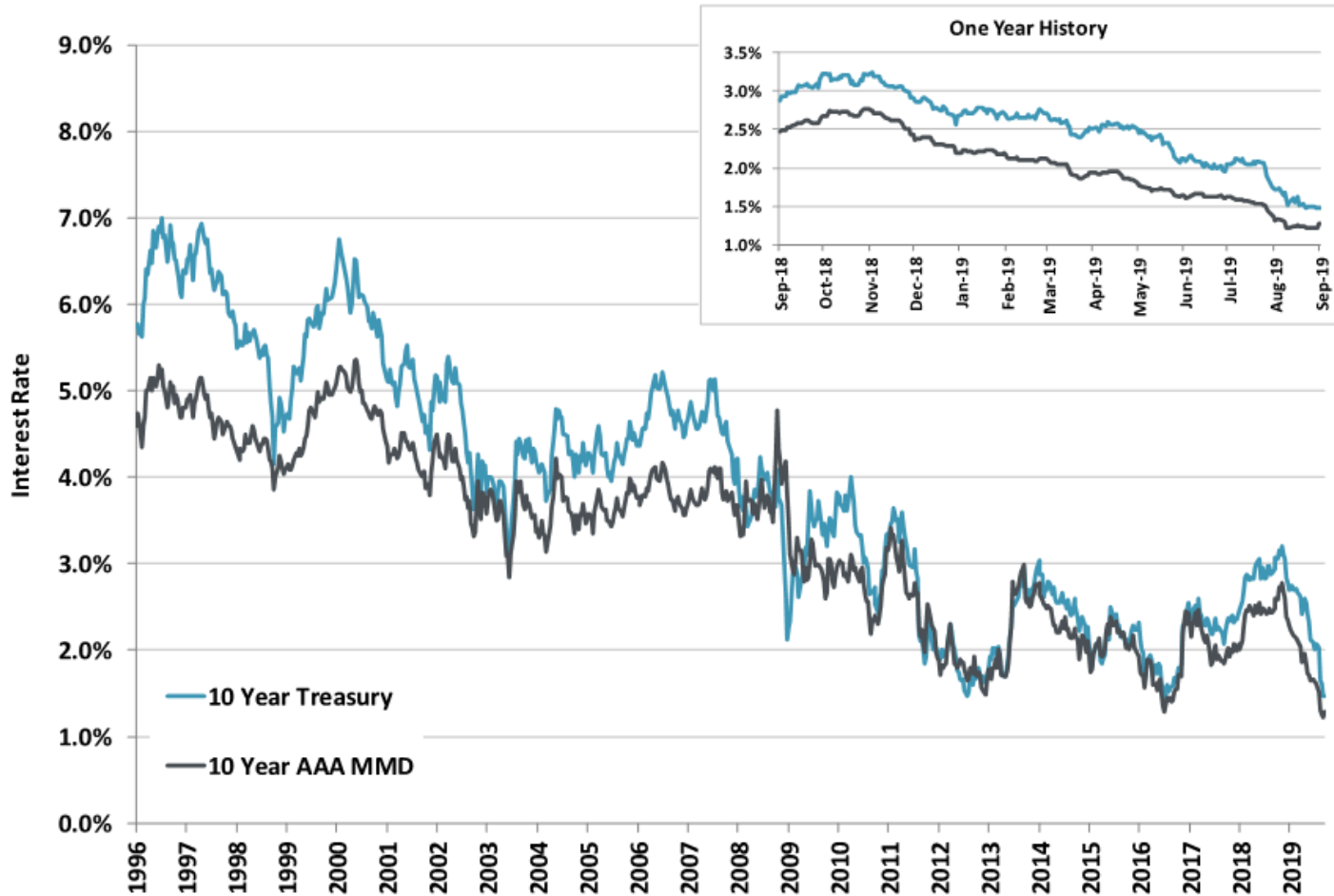


# New 20-Year Bonding Scenarios for NSD

(Piper Jaffray Report)

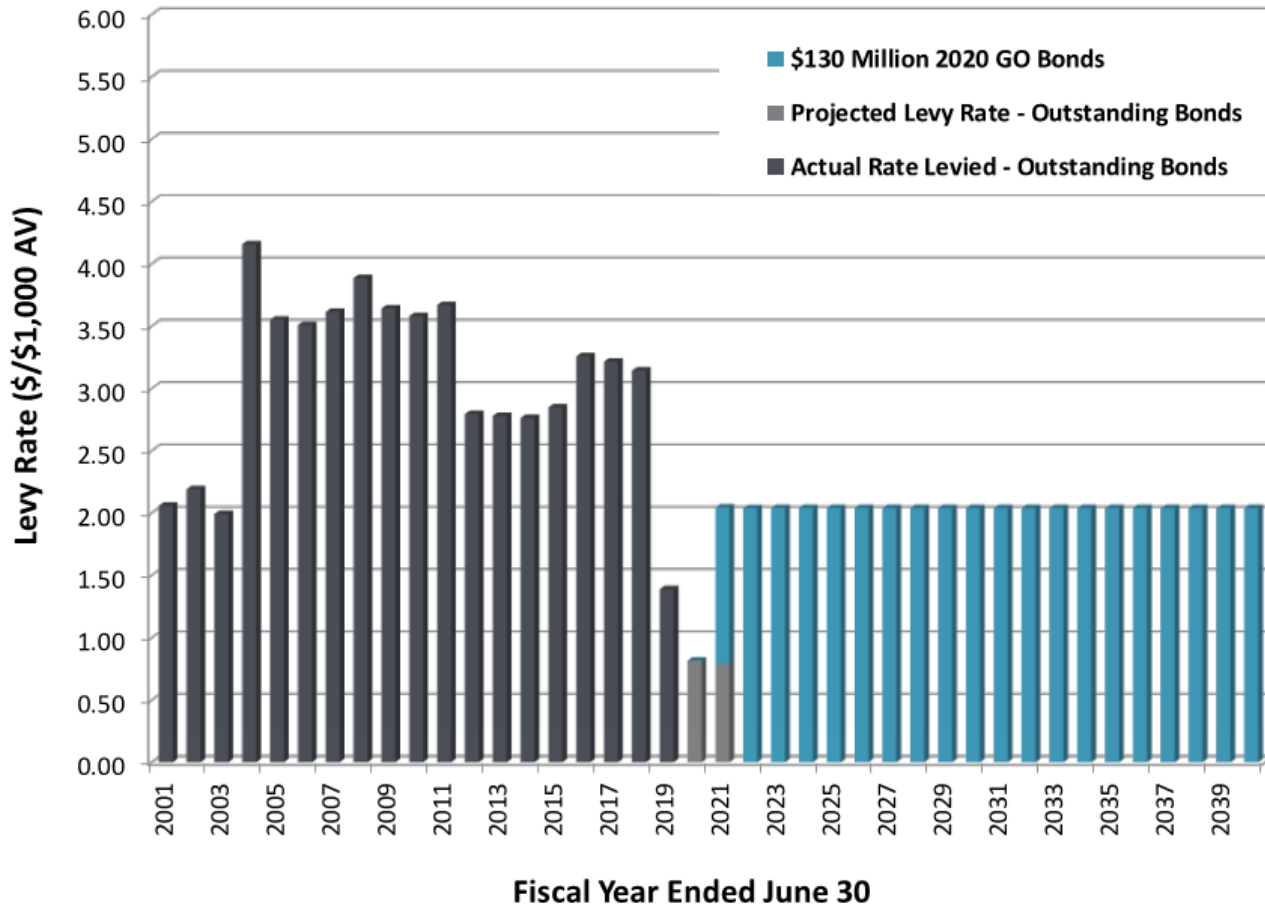
## HISTORICAL INTEREST RATES

10 Year Tax-Exempt (AAA MMD) vs. 10 Year Treasury Rates



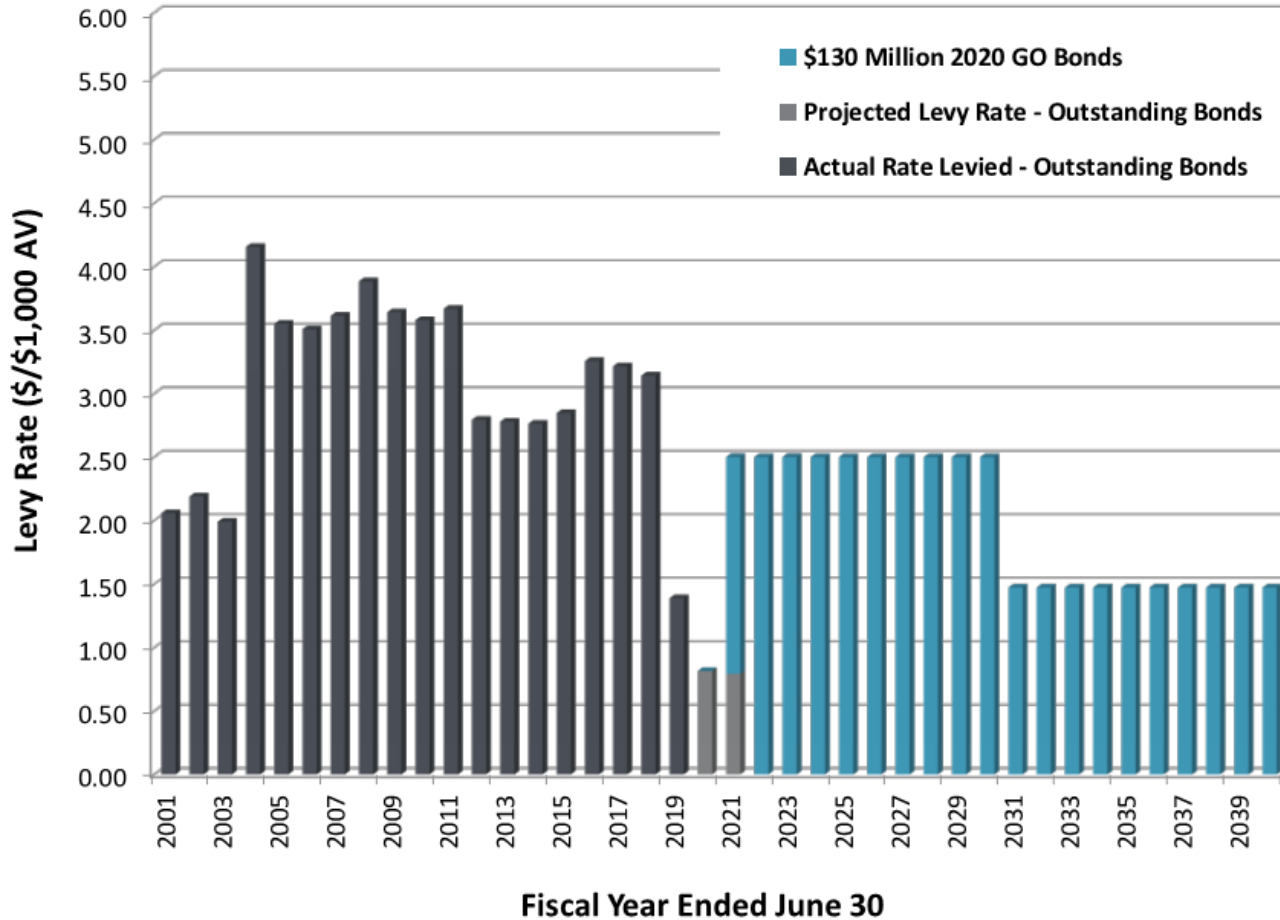
### NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2020 – \$130 Million (20 Years – Projected Level Levy)



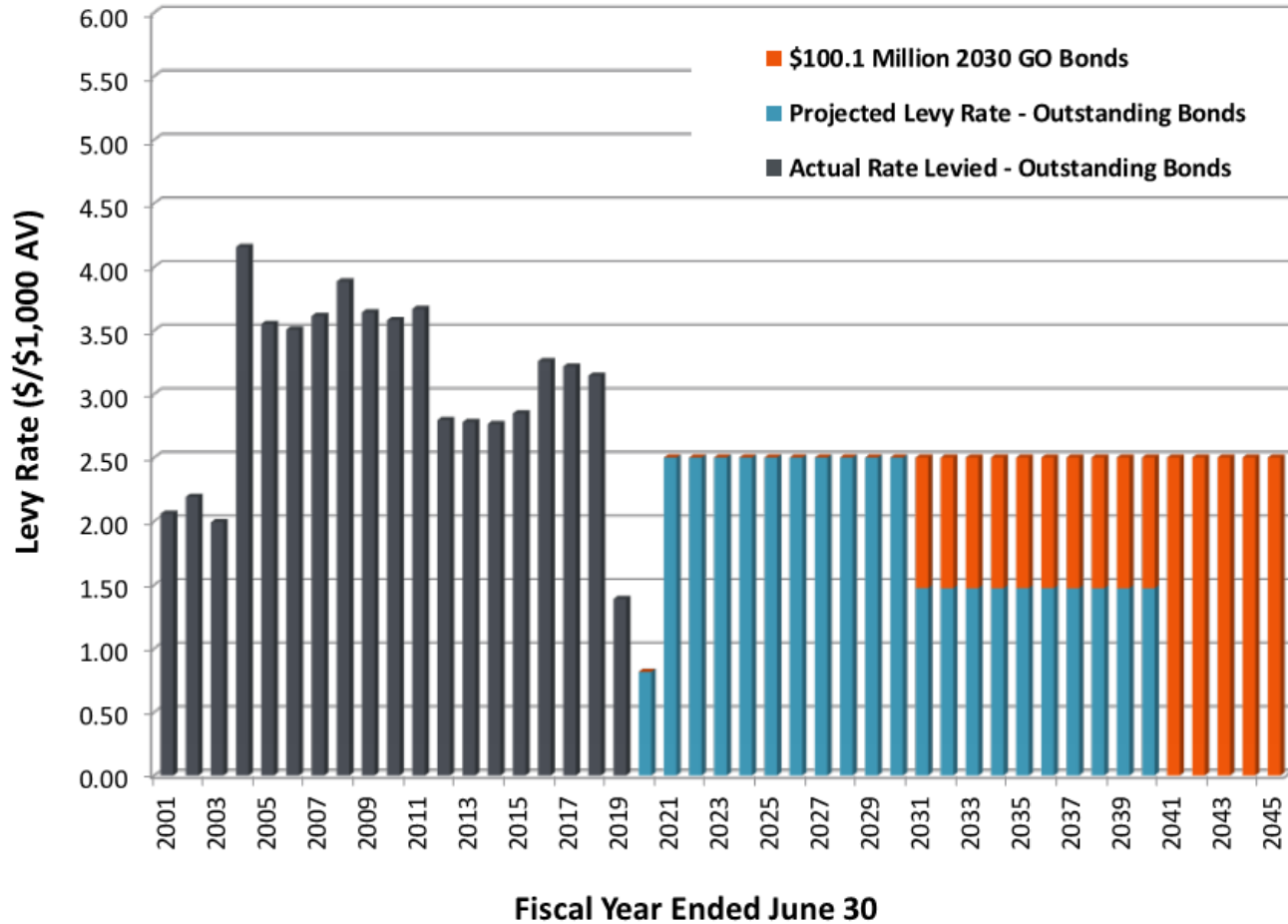
### NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2020 – \$130 Million (20 Years – Projected \$2.50 Initial Levy w/ 10 Year Step)



### NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2020 – \$100 Million (2<sup>nd</sup> Issuance – Projected Level Levy Continuation)





Who is the next generation learner?



# Portrait of a Newberg Public Schools Graduate

Critical Thinking

Communication

Collaboration

Citizenship


Creativity

Character



**NEWBERG**  
PUBLIC SCHOOLS

# Next Generation Learner Profile



We are currently preparing students for jobs that don't yet exist...



using technologies that haven't been invented...



in order to solve problems we don't even know are problems yet.

# WHO IS GEN Z?

Members of Generation Z are currently 18 years and younger with a birth year between 2001 and 2025.

“

ACCORDING TO THE MOST RECENT U.S. CENSUS ESTIMATES, GEN Z IS ABOUT 20 MILLION STRONG AND PROJECTED TO HIT 23 MILLION BY 2020. IN ADDITION, OTHER DEMOGRAPHIC RESEARCH ESTIMATES THAT THIS IS ONE OF THE MOST DIVERSE GROUPS IN UNITED STATES HISTORY.



**+400%**

increase in multiracial marriages (Black and White) in the last 30 years (with a 1,000% increase in Asian-White marriages)

**+50%**

increase in the multiracial youth population since 2000 (to 4.2 million)

**Multiracial children is the fastest growing youth group in the US**

**Modern families come in all colors and sizes. Long-standing views of race have been challenged by culture: celebrities, artists, politicians and athletes of mixed heritage have changed discourse, along with trans-racial and international adoptions.**

Source: Census: "The two or more races population: 2010 Census Brief"; American Academy of Child and Adolescent Psychiatry

# GEN Z DIGITAL EXPERIENCE ATTRIBUTES

Gen Z, more than any other generation is driven by digital experiences. These digital experiences are being fueled by changes in the characteristics of Gen Z and the ways in which they use new technologies to exchange information and communicate.

## ON-DEMAND

Gen Z has always had the ability to multi-task and handle multiple streams of information and juggle both short and long term information and/or learning goals.

## INTERACTIVE

Gen Z expects to pick and use various types of media and create a personalized “mash-up” of content. Students also use social media as a way to express their identity and creativity through creation of user-generated content.

## COLLABORATIVE

Gen Z learns best through observation, collaboration, intrinsic motivation, and from self-organizing social systems comprised of peers. This can take place in either a virtual (messaging, virtual reality) or in-person environment.

## AUTHENTIC

Brand awareness and Gen Z customer acquisition takes place only when situated in a social and authentic context.

# GEN Z ADAPTIVE SURVIVAL STRATEGIES

Gen Z's came of age in an economic downturn, seeing their Millennial siblings struggling with huge student loan debt and living through a cascade of social media amplified tragedies like Hurricane Sandy, terror attacks, and mass shootings like Sandy Hook.

For them, life has always been a 24/7 hybrid social media reality show and as a result they have consciously or unconsciously developed “adaptive survival strategies” for navigating their always connected world.



# Don't treat them like Millennials

## Gen Z

Tech Innate: 5 Screens  
Think in 4D  
Judiciously Share (GeoLoco Off)  
Active Volunteers  
Blended (race & gender)  
Togetherness  
Mature  
Communicate with Images  
Make Stuff  
Have Humility  
Future Focused  
Realists  
Want to Work for Success  
Collective Conscious

## Millennials

Tech Savvy: 2 Screens  
Think in 3D  
Radical Transparency: Share All  
Slacktivists  
Multi-cultural  
Tolerance  
Immature  
Communicate with Text  
Share Stuff  
Have Low Confidence  
Now Focused  
Optimists  
Want to be Discovered  
Team Orientation

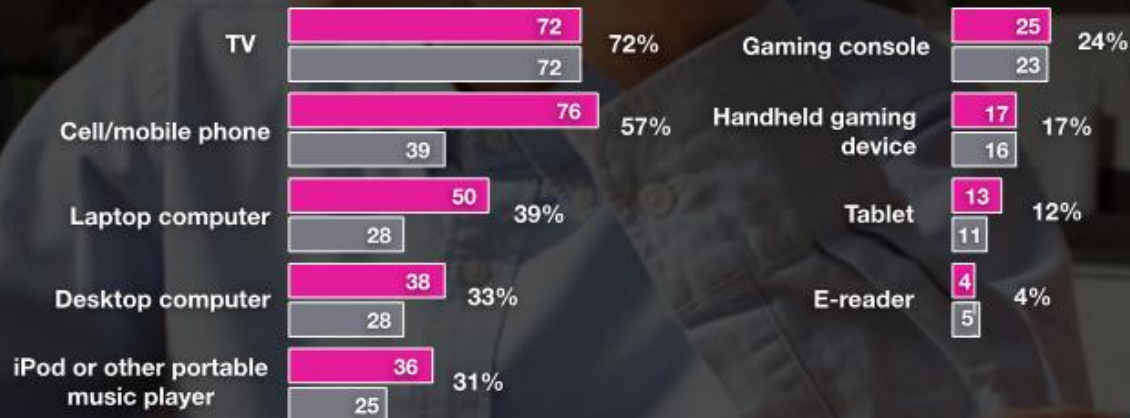




## They multi-task across 5 screens

### Percentage who use the following devices multiple times per day

■ Age (13-17)   ■ Age (8-12)



Source: JWT Intelligence

&

# They communicate with speed

**68%**  
of teachers think that digital tools make students more likely to take shortcuts and not put effort into their writing

**46%**  
of teachers say digital tools make students more likely to "write too fast and be careless"

Gen Z are agile communicators: speed of communication and repartee garners cultural currency. They're accustomed to rapid-fire banter and commentary. As a result, Gen Z are not precise communicators and leave a lot of room for interpretation.

Source: Pew Research, 2012



Globe

1:39

60%

Globe

1:40

60%

ROROFERNANDEZ

They communicate with images



523 posts

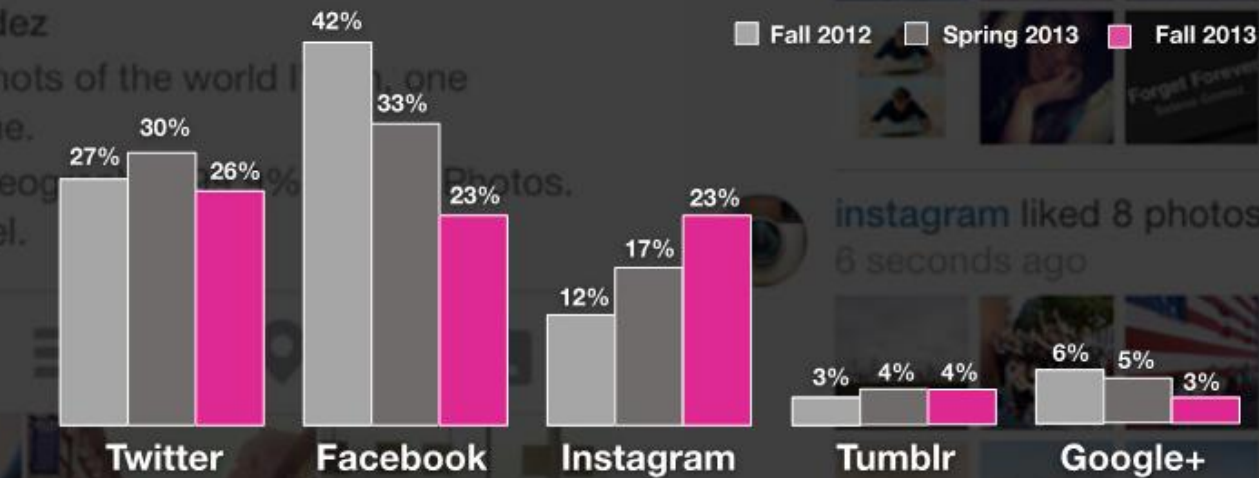
618 followers

189 following



liked a photo. 5 seconds ago

### Percentage of Gen Z using social media



% share of respondents, select findings



annaleticohen liked remezcla's photo. 2 minutes ago



Source: AFP News Report, via MarketingCharts 2013



Overview

Grid

Graph

Summoner's Rift  
Classic  
Normal

# VICTORY

## They live-stream and co-create

15:54:12

253

261

24/13/42

x

13/24/11

Rank	Summoner Name	Champion	K/D/A	Items	CS	Gold	XP
18	kyuubitao	Twitch	6/1/4	[Items]	15.7k	301	
18	Havosar	Garen	8/4/10	[Items]	11.8k	153	
18	MrYamazuki	Annie	6/3/2	[Items]	12.5k	226	
17	penelopelemon	Soraka	1/4/14	[Items]	8.9k	49	
17	xCORPSx	Lee Sin	3/1/12	[Items]	10.1k	108	
17	Beamov	Nidalee	1/5/3	[Items]	11.4k	203	
18	Dilullo	Ezreal	7/4/2	[Items]	6.6k	94	
10	Lilou2	Olaf	1/1/0	[Items]	9.4k	204	
17	Lilou2	Olaf	2/6/0	[Items]	9.9k	177	

# #1

live-streaming platform in the world is Twitch, which features live video gameplay, news and chat

Gen Z gravitate to live-streaming media, such as Twitch and Ustream. Two-way live-streaming and video-conferences (think: FaceTime and Skype) are their preferred ways to communicate.

- Your Team
- kyuubitao
  - Havosar
  - MrYamazuki
  - penelopelemon
  - xCORPSx
- Enemy Team
- Antionoisabeast1
  - Beamov
  - Dilullo
  - Lilou2
  - xPunkfreak

MrYamazuki joined the room.  
Havosar joined the room.  
Lilou2 joined the room.  
Antionoisabeast1 joined the room.  
penelopelemon joined the room.  
xPunkfreak joined the room.  
Dilullo joined the room.  
xCORPSx joined the room.  
kyuubitao joined the room.

Home



## Their social circles are global

**81%**

of online teens use some kind of Social Media

**26%**

of Gen Z would need to fly to visit most of their social network friends

Source: JWT Intelligence and Pew Research center



## Their attention spans are getting shorter

**8 sec**

is the average American  
attention span  
(down from 12 sec in 2000)

**11%**

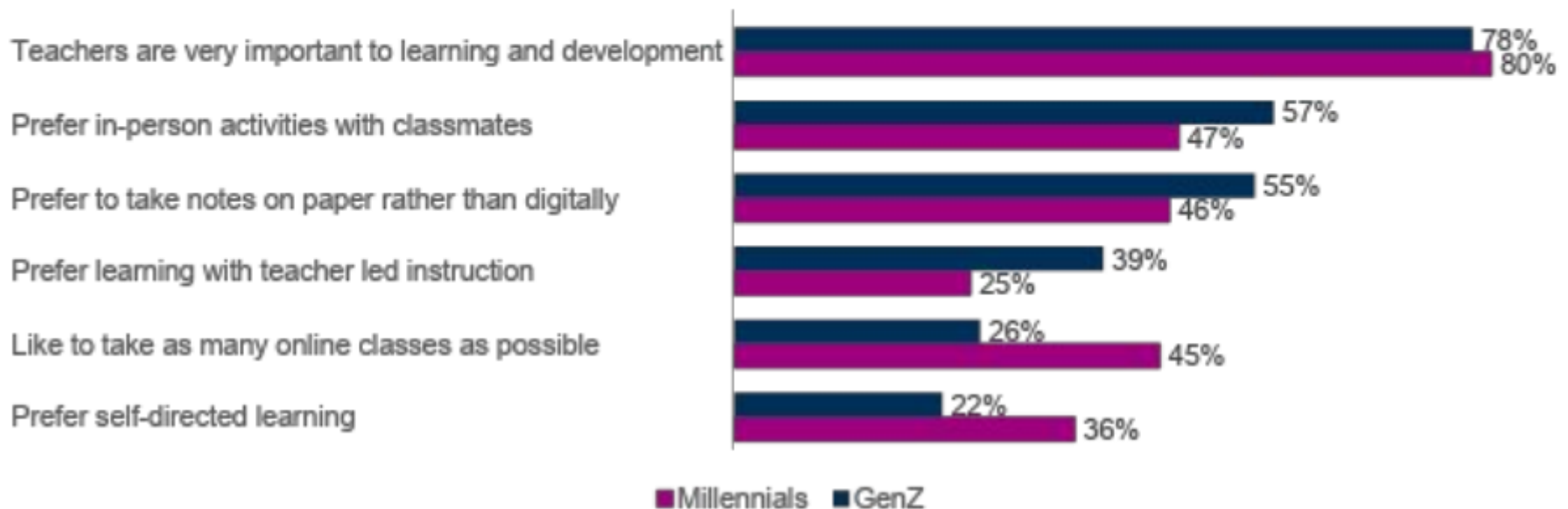
of children 4-17 years old  
have been diagnosed with  
ADHD (up from 7.8% in  
2003)

Gen Z are the ultimate consumers of snack media. They communicate in bite sizes. Research studies suggest that their brains have evolved to process more information at faster speeds, and are cognitively more nimble to handle bigger mental challenges. But, getting and keeping their attention is challenging.

Source: National Center for Biotechnology Information, U.S. National Library of Medicine, The Associated Press

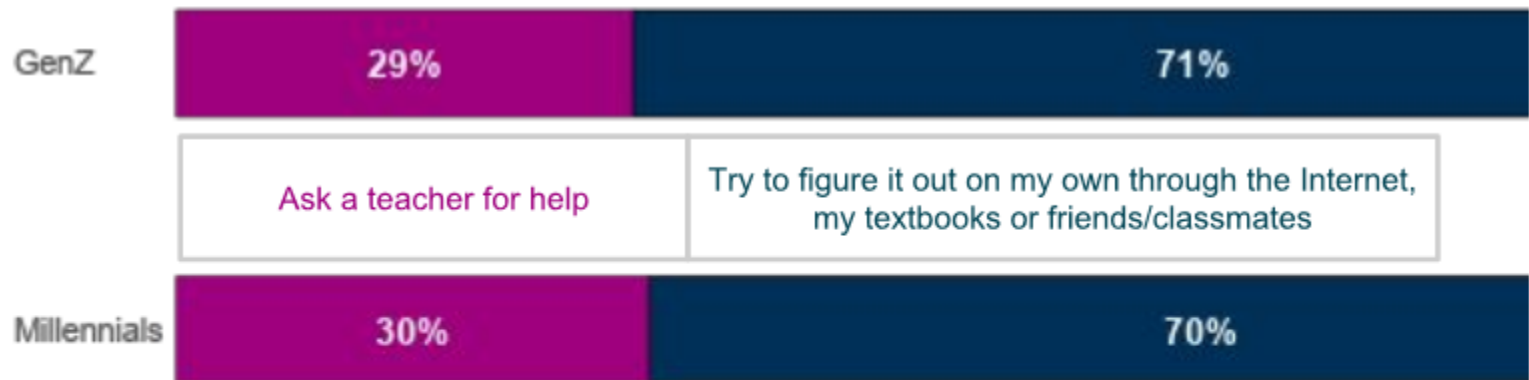
## Though GenZ embraces technology, they still value “traditional” methods of instruction

Although GenZ are considered “Digital Natives” and bypass traditional learning methods, many still value printed materials and teacher interactions as part of the college experience. Millennials, however, need the flexibility of online methods of learning.



## But they are still more likely to try and figure out problems on their own first

This is true for both Millennials and GenZ, although more pronounced with the latter.







**72%**

of high school students want to start a business someday (compared to 64% of college students)

## Entrepreneurship is in their DNA

**61%**

of high school students want to be an entrepreneur rather than an employee (compared to 43% of college students)

Surrounded by DIY education and crowdsourcing, these teens dream of self employment. They feel pressured to gain professional experience at a very early age. Low wage entry level Gen Z jobs lead to competition with struggling Millennials, fueling competitiveness.

A person is seated at a wooden desk in a bright, modern office. The desk is equipped with multiple computer monitors, a desk lamp, and various office supplies. The person is focused on their work. The office has large windows in the background, and there are several potted plants on the desks. The overall atmosphere is professional and productive.

60% expect to have multiple jobs by the time they are 30



42% say they intend to work for themselves



## They intend to change the world

**26%**

of 16-to-19 year-olds are currently volunteering

Social listening reveals that Gen Z are determined to “make a difference” and “make an impact.” Social entrepreneurship is one of the most popular career choices.

Source: U.S. Department of Labor, 2013.

# Implications for Teaching and Learning

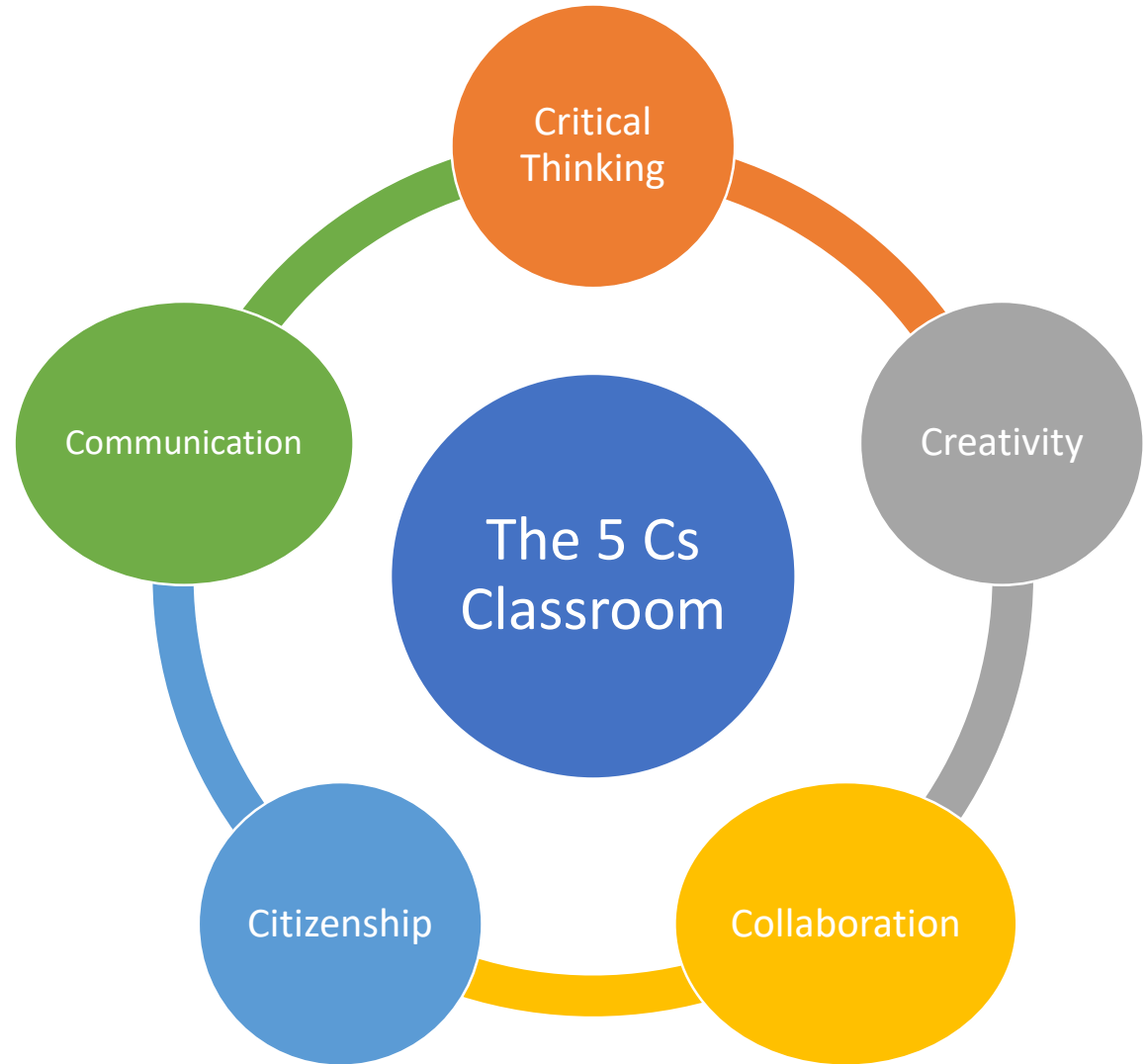
Critical Thinking

Creativity

Collaboration

Communication

Citizenship



# Implications for Teaching & Learning

Balance Interpersonal & Intrapersonal competencies



# Implications for Teaching & Learning

Balance **Interpersonal** & Intrapersonal competencies

Leadership

Global Citizenship

Collaboration

Communication

Emotional Intelligence



# Implications for Teaching & Learning

Balance Interpersonal & **Intrapersonal** competencies

How to Learn  
Intrinsic Motivation  
Grit  
Growth Mindset  
Self Awareness





# Purpose of Core Competencies

- Problem solving
- Transfer and application of information
- Interpersonal relationships
- Managing change and learning agility
- Soft skills that global economy expects of our workforce

# Career Technical Education (CTE)

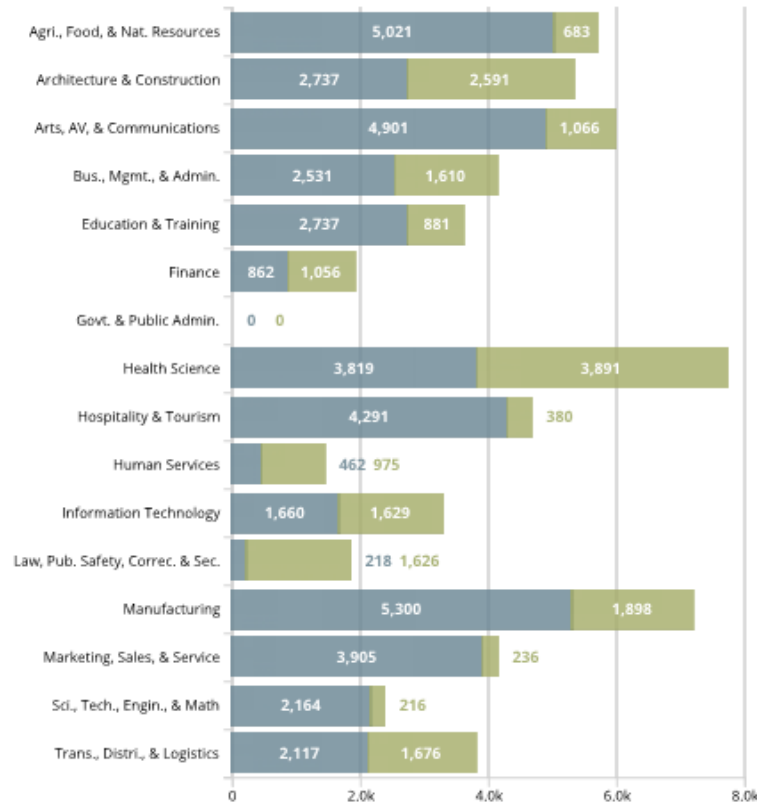
- CTE prepares secondary, postsecondary and adult students with technical, academic and employability skills for success in the workplace and in further education.
- The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to an average national freshman graduation rate of 80 percent.
- 91 percent of high school graduates who earned 2-3 CTE credits enroll in college.

*Source: US Department of Education, as reported by the Association for Career Technical Education (ACTE).*



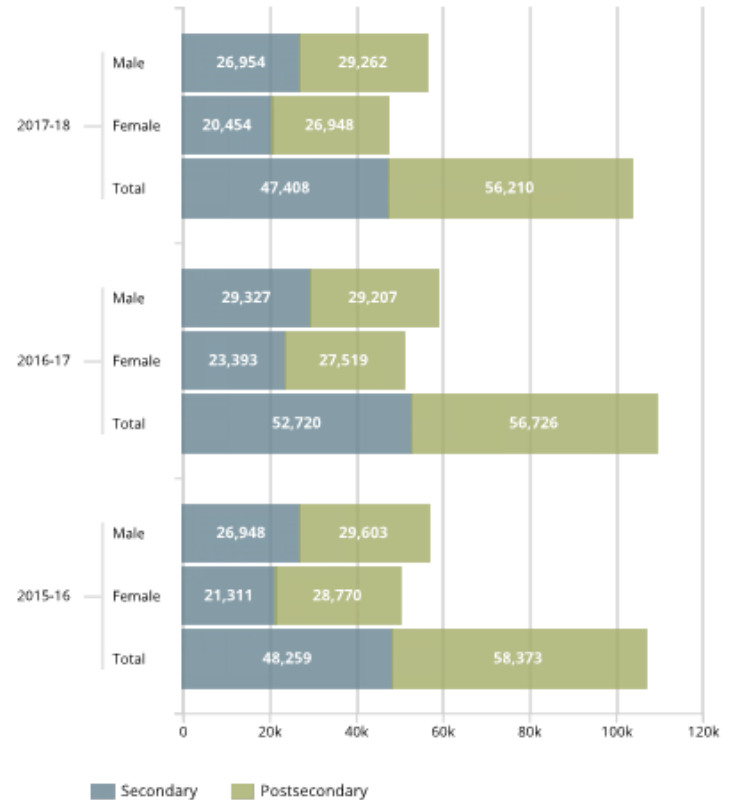
**ENROLLMENT**

**2017-2018 CTE Concentrator Enrollment by Career Cluster**



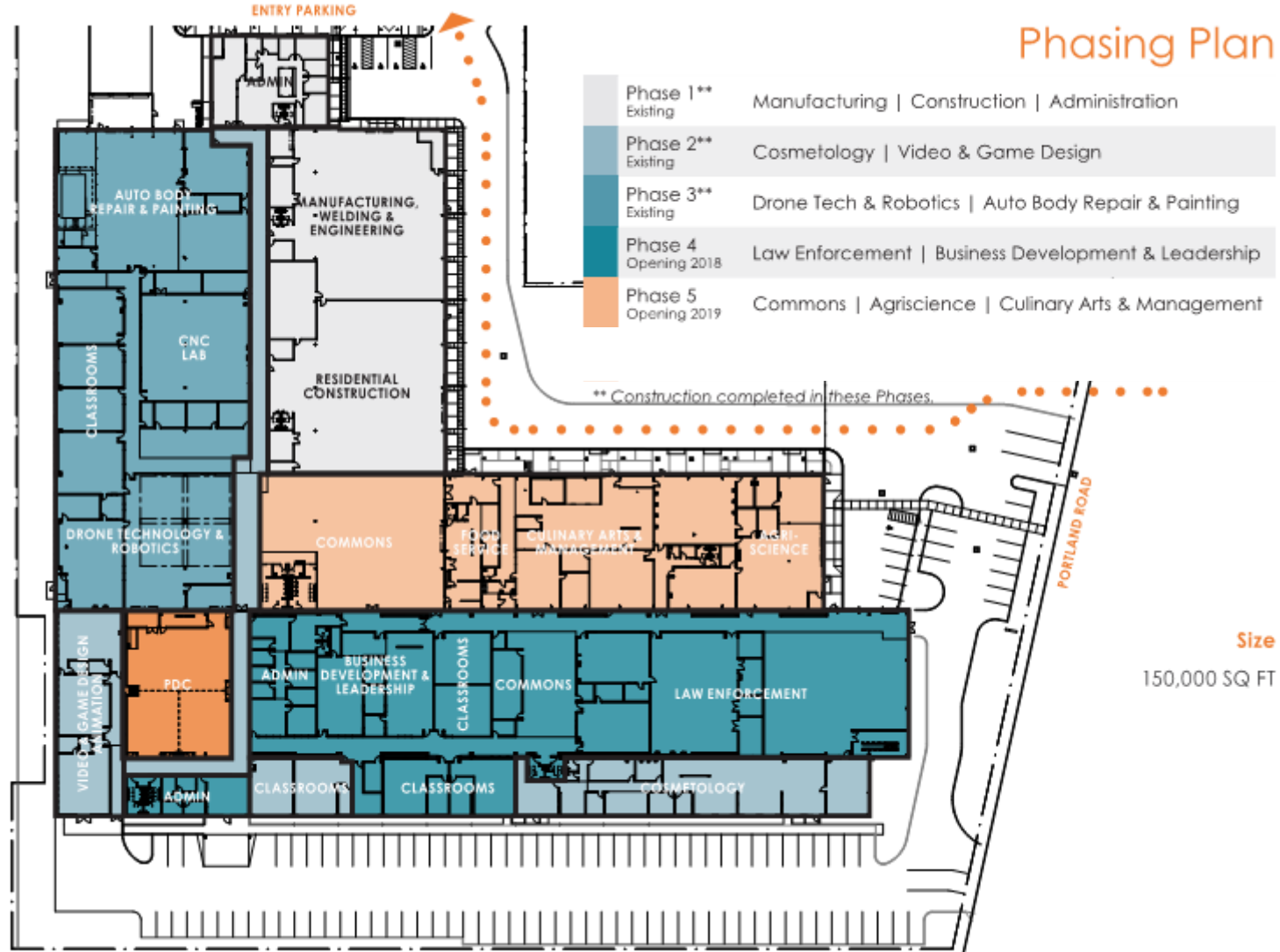
SOURCE: 2017-2018 Consolidated Annual Report. Data last updated on August 5, 2019.

**CTE Participant Enrollment for Most Recent 3 Years**



SOURCE: 2015-2016 Consolidated Annual Report, 2016-2017 Consolidated Annual Report, and 2017-2018 Consolidated Annual Report. Data last updated on August 5, 2019.

# CTEC – Salem-Keizer Public Schools



# Social Emotional Learning (SEL)

Social and emotional learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship.



# Social Emotional Learning (SEL)

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



A student with long brown hair is sitting at a desk, writing in a notebook with a pencil. In the foreground, there is a tablet and a laptop. The background shows a classroom setting with wooden desks and chairs. The text 'Personalized Learning' is overlaid on the image in a white, outlined font.

# Personalized Learning

- Learning at your own pace in your best learning environment.
- Education is heading in this direction for **all** children.

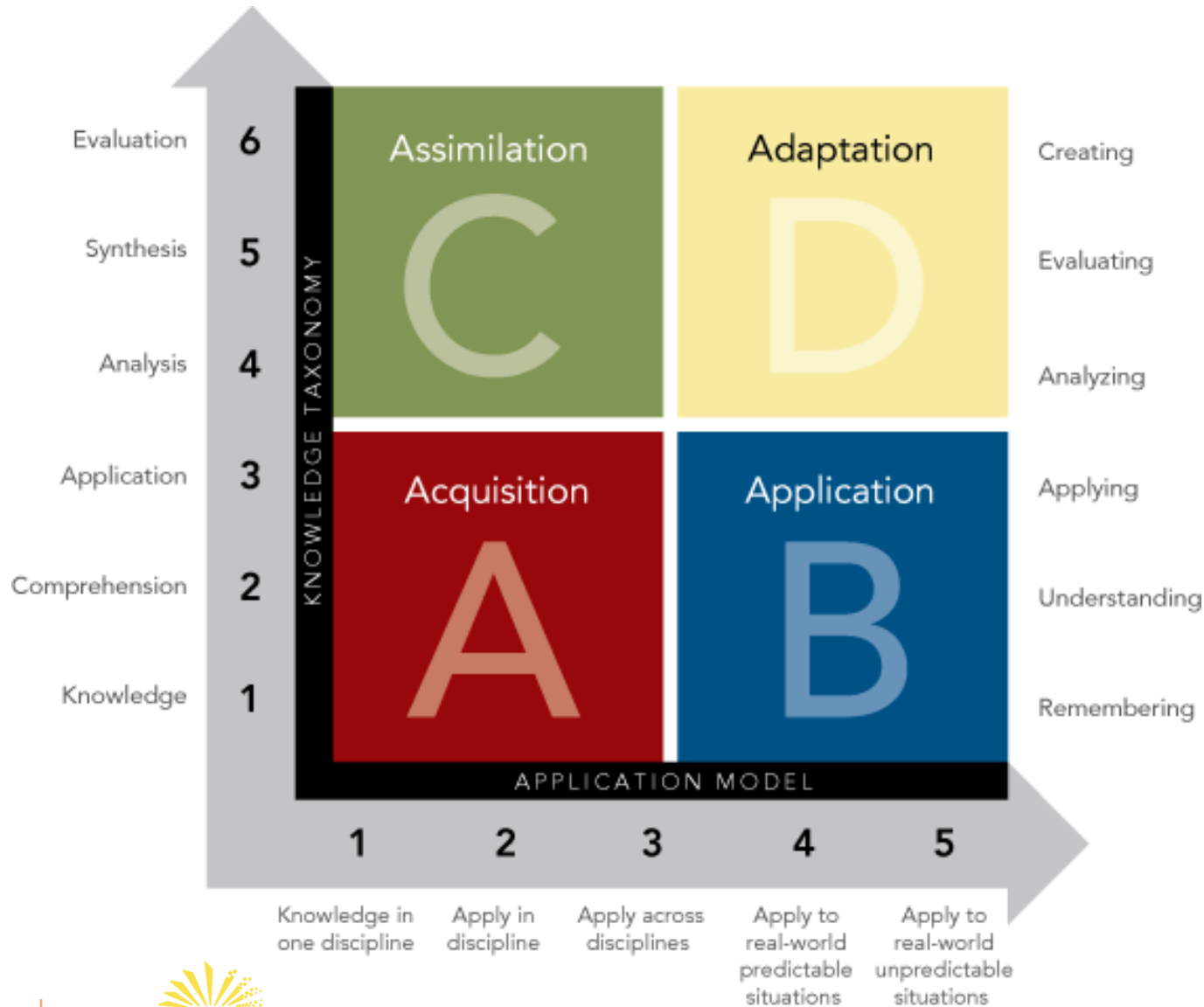
A person is shown from the chest down, wearing a white t-shirt, holding a black stylus and writing on a white tablet. The background is a blurred indoor setting with a window and some greenery. The text 'Rigor and Relevancy' is overlaid in a white, outlined font on the left side of the image.

# Rigor and Relevancy

- **Rigor** is determined by evidence of one's abilities.
- Breaking down silos separating core academics from problems-based learning so all subject areas **relevant** to long-term career paths.
- Standards-driven CTE programs that align with the new global economy.



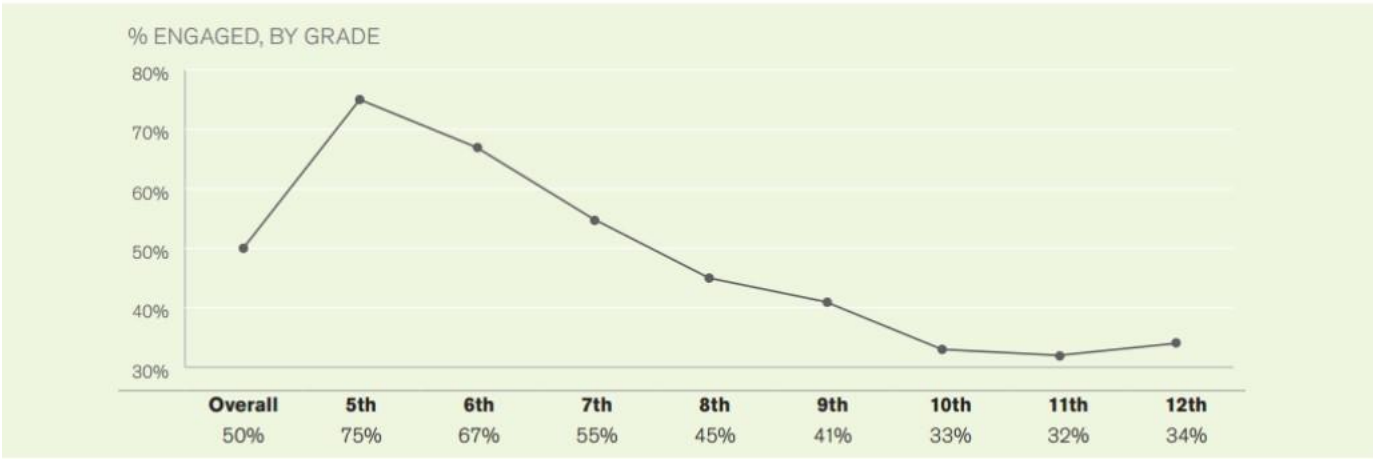
# Rigor Relevance Framework



Why does it matter?

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# Our Kids Aren't Engaged



SURVEYED STUDENTS WHO ARE ENGAGED WITH SCHOOL

GRADE 5	GRADE 12
74%	34%

2015 Gallup Student Poll – Engagement

# Our Current Schools Aren't Connecting

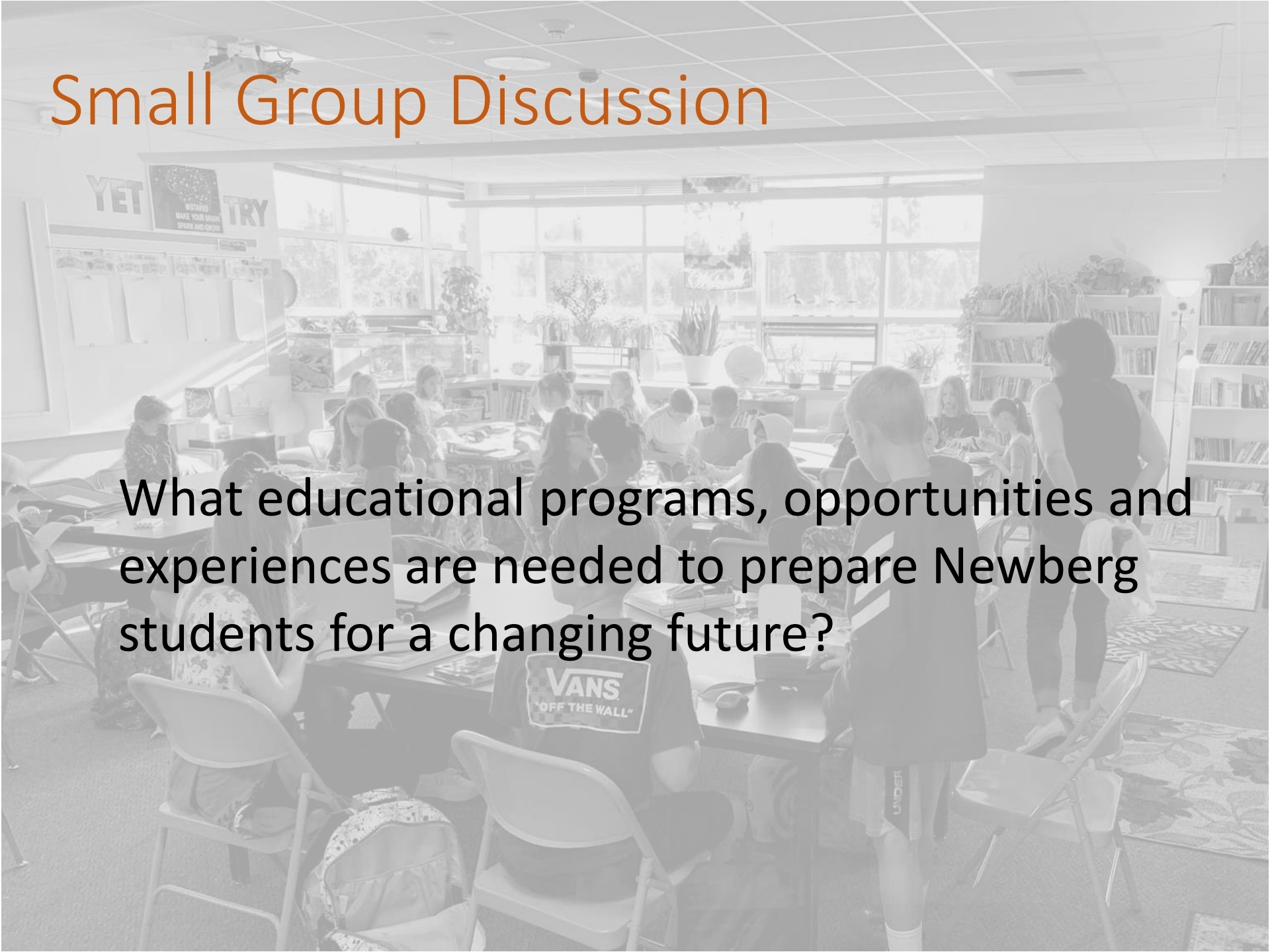




# Visioning Exercise

# Small Group Discussion

What educational programs, opportunities and experiences are needed to prepare Newberg students for a changing future?





# Student Success Act: Brief Discussion

A group of young women, likely students, are walking outside a school building. They are wearing backpacks and casual clothing. The building has large glass windows and a brick section. The scene is brightly lit, suggesting daytime. The text "THANK YOU!" is overlaid in the center of the image.

THANK YOU!