

Meeting Notes

Project: Newberg School District Bond Planning

Date: September 17, 2019

Subject: Bond Development Committee Meeting

Attendees: Joe Morelock, Nikki Fowler, Gregg Koskela, Larry Hampton, Luke Neff, Shanna Andres, Mindy Allison, Mary Jane Bachmaier, Carr Biggerstaff, Jason Blubaugh, Mark Brown, Shannon Buckmaster, Jennifer Esmond, Emily Garrick-Steenson, Don Griswald, Larry Hampton, Lydia Keuler, Reed Langdon, Brittany Magallanes, Ron March, Matt Miller, Scott Murphy, Casey Petrie, Rebecca, Piros, Doug Rux, Linda Samek, AJ Schwanz, Dan Staley, Jeri Turgesen, Trey Watt, Bob Woodruff, Ann Ziehl, Karina Ruiz, and Elisa Warner

Introductions / Overview of Committee

- This is the first meeting of Newberg School District's Bond Development Committee. Superintendent Joe Morelock welcomed the Committee members and thanked them for agreeing to serve on the Committee.
- Following introductions, Karina Ruiz with BRIC Architecture provided an overview of the charter, roles and responsibilities of the Bond Development Committee.
- 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 of the BDC include:
 - Attend and actively participate in monthly committee meetings.

- Serve as an advocate for the process in the community (with colleagues and neighbors). Even if individual priorities differ, the goal is for everyone to be able to feel heard through a participatory process.
- Karina provided an overview of the timeline leading up to a May 2020 bond.
- Group norms were shared to help set parameters for effective and respectful interactions between Committee members.

Highlights of 2018-19 Long Range Facilities Plan

- Karina provided a brief overview of the District’s Long Range Facilities Plan. The LRFP Committee identified categories of priorities as part of their process, including:
 - 21st Century Upgrades
 - Makerspace/Creativity Labs
 - High School Science Lab Upgrades
 - Alternative Education
 - Special Education
 - Dual-language Program
 - Early Childhood Education
 - School-based Health Clinic
 - Accessibility
 - Deferred Maintenance
- The Committee prioritized a set of projects for Phase I of bond planning, totaling approximately \$116 M.
- The recommendations outlined in the Long Range Facilities Plan are not prescriptive, but can serve as a starting point in the Committee’s discussions.

New 20-Year Bonding Scenarios for NSD

- Nikki Fowler presented new 20-year bonding scenarios for Newberg School prepared by Piper Jaffray. It is a good time to borrow, as interest rates are lower than when the last scenarios were run during the long range facilities planning process. The goal is to achieve an “evergreen” bond cycle where the tax rate remains steady over multiple bonds, allowing the District to stay on top of facilities improvements and meet long-term growth needs.

Next Generation Learners

- Karina provided an overview of “next generation learners” and the challenges associated with preparing students for jobs that don’t yet exist.
- Schools must be prepared to educate Generation Z students. Generation Z encompasses those born between 2001 and 2025. By 2020, Gen Z will be the largest generation in the U.S.
- Generation Z is culturally diverse. Multiracial children constitute the fastest growing youth group

in the U.S. Also, there is a greater prevalence of multigenerational households.

- Gen Z are innate users of technology. There is an expectation that all media will be on-demand, interactive, and engaging.
- Gen Z is collaborative by nature – in school, games and social media. Their social circles are global. They demand a certain amount of authenticity.
- Many students are reporting that they feel anxious and overwhelmed.
- Gen Z is distinct from millennials. Gen Z's care more about their place in the world.
- Gen Z students can multitask between five (5) screens. They communicate with great speed; they are agile communicators accustomed to rapid-fire responses. They are not always precise communicators, however. They communicate with images – they tell stories with pictures, music, and art. They live-stream and co-create; they are not just media consumers, they are producers.
- Their attention spans are getting shorter – an average of 8 seconds. Expectation for “snack-size” media.
- Students are more likely to try to figure something out on their own instead of asking for help. Students still value teachers’ role in instruction but would prefer to try to research content on their own first.
- Entrepreneurship is in their DNA. They intend to change the world by making a difference.
- They are not just consumers of technology; they are also creators. They can use online tools to create original media content (e.g. YouTube).
- There is an increasing recognition of the value of personalized learning – education is headed in this direction for *all* students. Every child should have an individual education plan (IEP). Personalized learning ensures students can learn at their own pace and interest level. Education is heading in this direction for *all* students.
- Education should still be rigorous and relevant. Traditionally, knowledge acquisition was the focus of education. The shift needs to be from acquisition to application.
- Gen Z has a high level of social conscience and interest in volunteering.
- Education needs to balance interpersonal and intrapersonal competencies.
- Schools need to provide access to social emotional learning resources.
- Newberg School District defines the six (6) Cs of education as: communication; collaboration; critical thinking; creativity; citizenship; and, character. The sixth “C” – character - was added based on student feedback. The six (6) Cs of education are foundational to the portrait of a successful Newberg Public Schools graduate.
- Career technical education (CTE) prepares students for career, college and life experiences. Such opportunities have the added benefit of engaging students that may not otherwise be engaged by the traditional education process. CTE in Oregon casts a wide net and provides a robust framework for being able to provide this level of education.
- Rigor and relevancy are important, evidenced by renewed focus on CTE. The rigor relevance framework includes assimilation, adaptation, acquisition and application.

- Research shows that the level of student engagement declines dramatically from 5th grade to 12th grade. Our schools are not connecting. Students say that they are playing the game of school. For a lot of kids, the existing model is not working. How can we support the needs of all learners?

Group Discussion

The Committee divided into four (4) small groups for a discussion-based exercise around the following question:

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

Group 1

- Support for programs that facilitate students' social emotional learning growth.
- Instruction adapts to the way students learn now. Address the why (intentionality) of what is being learned.
- Support opportunity to explore their potential and interests. This relates to character growth and citizenship development.
- Opportunities to problem-solve, experience entrepreneurship, attitudes and skills.
- Ability to be flexible with the type of activities (curricular and extra-curricular) the building and schedule will support. This includes extracurricular activities, such as team-based sports, robotics. Move extracurricular activities toward the curriculum and into the building.
- Students should feel safe at school; this includes social-emotional regulation skills.

Group 2

- Middle school CTE opportunities. Engage students early (before high school).
- Offer an entrepreneur course – teach students these types of skills.
- Teach life Skills: Finance/Home Economics/Health Care/Vocational Agriculture. However, make it engaging and relevant – it should not be a boring, personal finance class.
- Hands-on technical training – let them do stuff!
- Teach students how to evaluate and discern information. There is a wealth of information out there – how can they navigate this and make good choices?
- Help students build soft skills, interaction skills, communication, and character-building.
- Introduce students to different careers.
- STEM/STEAM opportunities.
- Mental flexibility.
- Blended Learning (hybrid/project-based). Subjects are not siloed.
- Pathway to associates degree while in high school.
- Service/volunteering. Everyone should learn that giving back is important.
- Non-traditional opportunities – breaking traditional barriers in terms of activities and pursuits (e.g. socio-economic, gender, etc.).

Group 3

- Computer science – where is it?
- Retention of local teachers and admin.
- Community stakeholders – support of programs, kids and teachers.
- Resiliency development and emotional health to support:
 - Internships (within and outside of district).
 - Untapped resources – medical, culinary, auto shop.
 - Teaching/leading/entrepreneurship.
 - Importance of location (on campus).
 - Flexible space + time (schedule). Flexible to changes in technology, priorities (e.g. what is a library?).
 - Students want and need real-world, authentic experiences.
 - Connections to community (time).
 - Service – need more student voice in what types of service opportunities they pursue.
 - Changes in technology / priorities.
 - Broad, lateral experiences that offer student choice, ability to find their passion.
 - Visible project-based spaces. Not just back of the house. Make them highly-visible to show the value, generate interest among students, etc.

Group 4

- Embedded learning opportunities through career technical education (CTE).
- Parents and teachers are partners in lifelong learning (birth through death). We cannot just be focused on staff resources but must engage different partners as experts.
- Project-based learning with real purpose and accountability (change-makers).
- Co-curricular activities leading to embedded character-building and soft skills. Do not use the term “extra-curricular” but instead recognize them as “co-curricular” – they are part of the academic experience. Students need to know how to problem-solve, persevere (grit), etc.– a lot of these lessons are taught through the co-curricular.
- Authentic corporate/industry partnerships. Educational should be real and relevant to what the students are asking for. We don’t know what the world of tomorrow looks like; we need to be listening to our students.
- Shift in the role of teachers as designers and facilitators. This impacts professional development and hiring practices. We need to make sure that the right personalities are brought in – teachers that are skilled facilitators instead of just “content-masters.” Facilitate learning through the trials, the failures, and the messiness that is central to true learning.
- Tech literacy that meets a purpose (more than social media). Flexible use of technological tools to meet a need.

Discussion

- There was a question about students finishing high school with an associate's degree. Are we trying to eliminate community colleges altogether? No, the District is partnering with community colleges to expand the types of courses and activities available to high school students. The hope is that every student will end up with some type of career, whether it is via a traditional four-year program, an industry-based training program, apprenticeship, or other means. If a student does not want to pursue a four-year program, there are a range of alternative approaches that can lead them to a successful career.

Student Success Act

- Superintendent Joe Morelock delivered a brief overview of the Student Success Act. The District is currently looking at different options for investing these funds in a manner that maximizes the benefits to students. The timing of the Committee's work is fortuitous, as there is an opportunity to have these conversations in concert with each other. At the same time, it is important to ensure that the public understands that SSA funds will not replace the need for a bond.

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

Submitted by

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