

BR | IC

Building Relationships | Inspiring Communities

Agenda

- 6:00 PM Welcome
- 6:10 PM Review of Draft Guiding Principles
- 6:30 PM Facilities Assessments - Highlights
- 7:00 PM Enrollment / Capacity Overview
- 7:20 PM Exercise: Application of Guiding Principles to NSD
- 8:00 PM Meeting Concludes



Review of Draft Guiding Principles

Schools should thoughtfully incorporate features, services, and experiences that actively promote social-emotional learning among students.

- Promote social-emotional regulation skills to ensure that students feel safe at school.
- Support training and access to facilities for programs that facilitate students' social emotional growth.
- Support resiliency development among students.



Inspire genuine engagement by creating real-world, authentic learning experiences that are relevant to students' daily lives and future goals.

- Students want and need real-world, authentic experiences.
- Instruction must adapt to the way students learn now.
- Address the *why* (i.e. intentionality) of what is being learned.
- Create blended learning opportunities where subjects are not siloed.
- We don't know what the world of tomorrow looks like; we need to be listening to our students.



Promote entrepreneurship by creating student-centered environments that invite student exploration, autonomy and choice.

- Offer broad, lateral experiences to help students find their passion.
- Provide opportunities to experience entrepreneurship first-hand.
- Offer entrepreneurship courses.
- Teach students how to independently evaluate and discern information.
- Challenge traditional barriers in terms of activities and pursuits (e.g. socio-economic, gender, etc.).



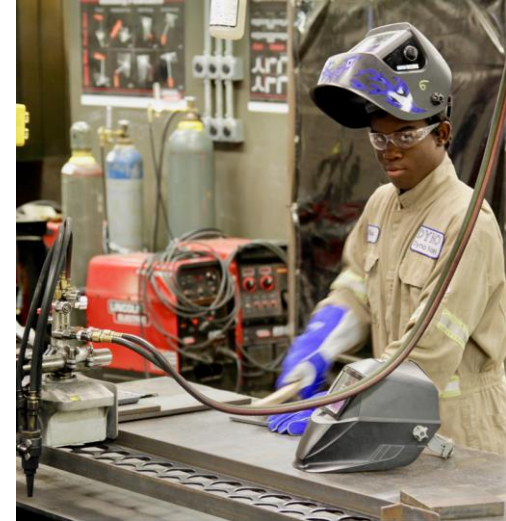
Experiential, project-based learning activities should be omnipresent, highly-visible and celebrated.

- Don't relegate hands-on activity areas to "back of the house" spaces. Make such spaces highly visible to generate interest among students.
- Facilitate growth through trials, failures, and the messiness that is central to true learning.
- Provide project-based learning opportunities with real purpose and accountability (change makers).



Create authentic, embedded learning opportunities for career technical education (CTE) within and outside of the school building.

- Introduce CTE opportunities at the middle school level.
- Introduce students to different careers in real-life settings.
- Offer pathways to earning an associate's degree in high school.
- Utilize untapped resources within the community to expand CTE offerings (e.g. medical, culinary, auto shop).
- Ensure CTE offerings reflect student interests.



Position students for a successful future by fostering the development character-building traits and soft skills.

- Teach students basic life skills such as finance, cooking, and health care in a way that is engaging and relevant.
- Help students build face-to-face interpersonal communication skills.
- Teach technological literacy that is purposeful and goes beyond use of social media.
- Build perseverance and grit in students.
- Promote character growth and citizenship development.



Generate and sustain meaningful partnerships within the local community by connecting teachers, parents, industry partners, and service agencies to Newberg students.

- Hire and cultivate teachers that are skilled facilitators rather than “content-masters” while engaging different industry partners as the “experts.”
- Provide opportunities for service learning and volunteerism. Students should learn that giving back is important. Allow students to self-select the types of service opportunities they pursue.
- Be mindful of recruiting and retaining local teachers and staff with community ties.



The concept of flexibility is multifaceted, applying to the immediate environment as well as location, schedule, and curriculum.

- Extend the concept of flexibility to both space + time (i.e. schedule).
- Appreciate that traditional conceptions of school spaces are evolving (e.g. what is a library?).
- Building features should support the evolving role of teachers as designers and facilitators.
- Support mental flexibility in designing applied learning activities.



Move extracurricular activities toward the curriculum and into the building.

- “Extra-curricular” activities help build essential skills; they should be valued as commensurate to curriculum-based instruction (i.e. “co-curricular”).
- Empower teachers to have the ability to be flexible with teaching and learning approaches (curricular and extra-curricular).





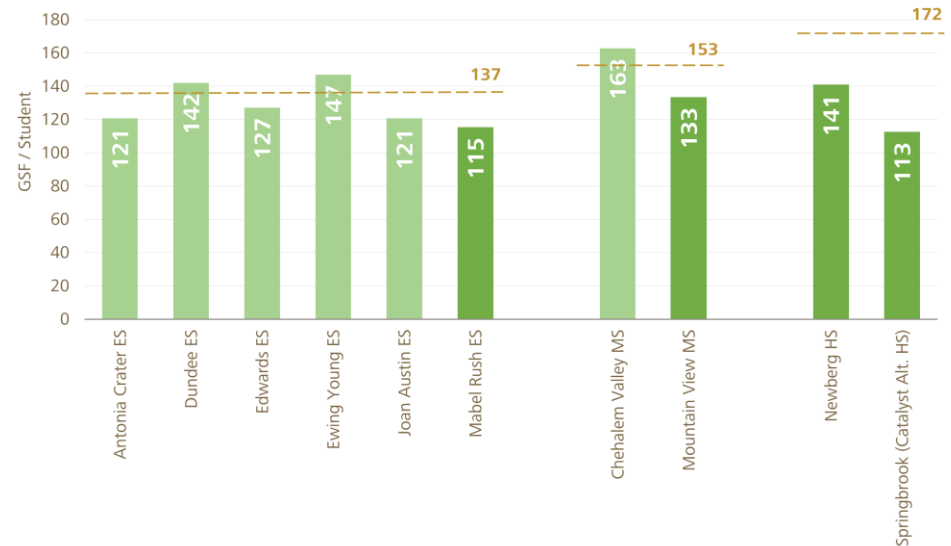
Overview of Facilities Assessments Findings by School

District-wide Educational Adequacy Highlights

- Most classrooms undersized and do not support flexible learning.
- Limited or no connection to extended learning areas.
- Lack of areas to support different group sizes, collaboration, one-on-one support.
- Some classrooms lack access to natural daylight.
- Older school buildings are spatially constrictive.
- Poor passive visual supervision / line of sight limits observation of students.
- Some older schools do not have a welcoming appearance.

School Name	Educational Adequacy Rating
Antonia Crater ES	Good
Dundee ES	Poor
Edwards ES	Poor
Ewing Young ES	Poor
Joan Austin ES	Good
Mabel Rush ES	Poor
Chehalem Valley MS	Fair
Mountain View MS	Poor
Newberg HS	Good, Fair or Poor (varies by building)
Springbrook (Catalyst) HS	Fair

AREA PER STUDENT

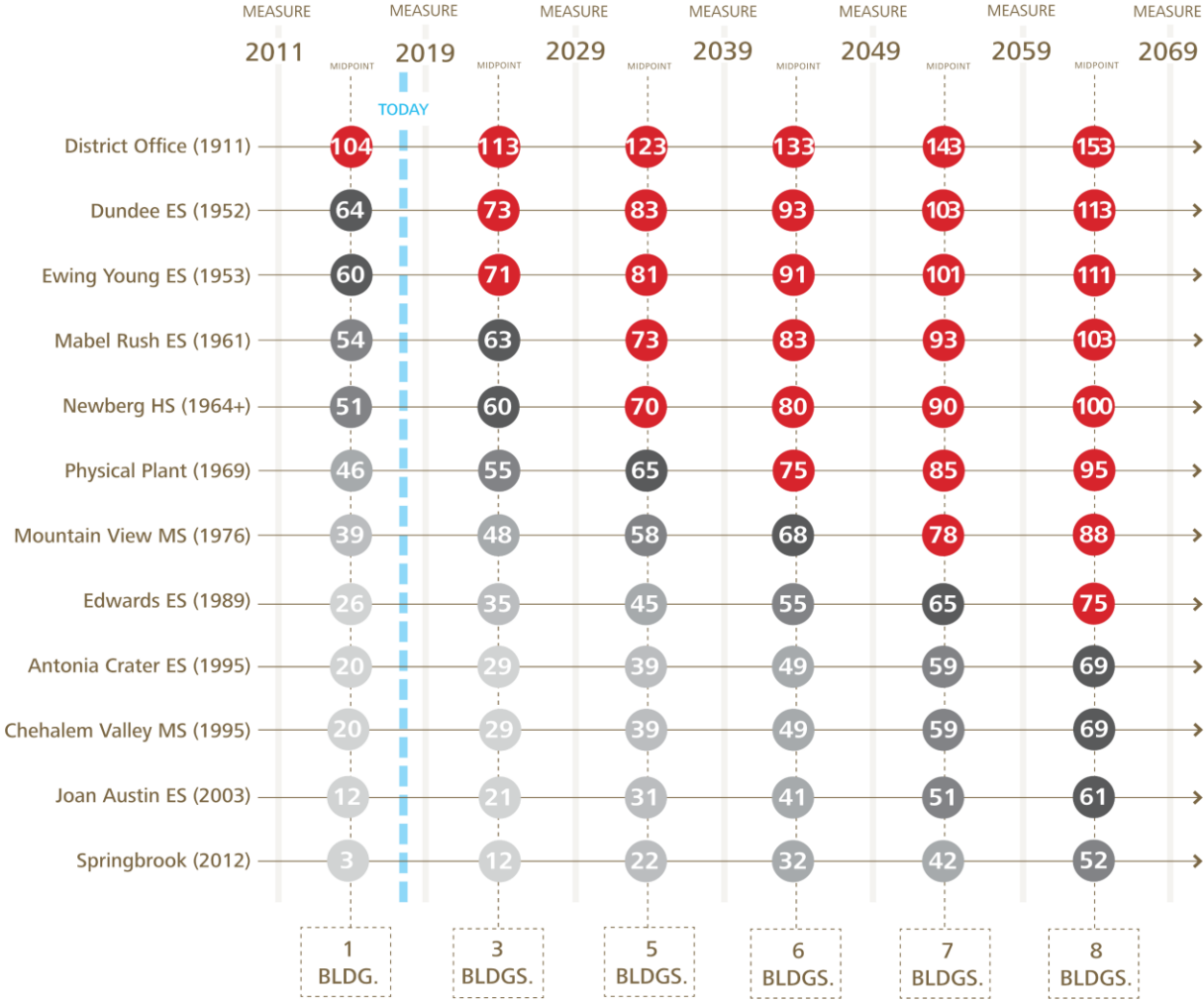


District-wide Educational Adequacy Highlights

Ed Adequacy Improvement Description	Elementary Schools						Middle Schools		High Schools	
	Antonia Crater ES	Dundee ES	Edwards ES	Ewing Young ES	Joan Austin ES	Mabel Rush ES	Chehelem Valley MS	Mountain View MS	Newberg HS	Springbrook (Catalyst) HS
Creation of shared extended learning areas. At most schools, this will be accomplished by repurposing existing space (with the exception of Edwards).		X	X	X		X	X	X	X	
Add makerspace.	X	X	X	X	X	X	X	X	X	X
Provide presentation/gallery areas for student activities and work displays.							X	X	X	
Provide new lecture hall for 150 students.									X	
Science lab improvements.									X	
Construct 8,500 SF addition at Catalyst HS to plan for school enrollment growth and meet program needs.										X
Expand career technical education (CTE) programs and spaces.									X	X
Dual language program expansion (repurpose existing spaces).			X							
Add school-based health clinic (repurpose existing spaces).									X	
SPED-area renovations, including addition of changing and/or restroom and quiet room.	X	X	X	X	X	X	X	X	X	
Construction of early childhood education classroom to support migrant preschool program.			X							

District Buildings are Aging

FACILITY AGING OVER TIME



Building Condition Assessment

Antonia Crater Elementary (1995)

- One of the District's newest facilities.
- Replacement of 23-year-old roof with multiple leaks and patches.
- Replacement of aging, leaky skylights.
- Exterior siding and masonry repairs (moisture penetration).
- Replacement of worn interior finishes including paint, flooring and some ceilings.
- Upgrade HVAC controls.
- Parking lot asphalt repairs.



Building Condition Assessment

Dundee Elementary (1952)

- Exterior siding and masonry repairs (moisture penetration).
- Roofing replacements. Address dry rot at sheathing of gym roof structure.
- Settling cracks at exit “porch” of basement.
- Repair of basement stairs.
- Flooring replacements.
- Ceiling replacements.
- Boiler repairs.
- Sidewalk and parking lot repairs / repaving.
- Resolve drainage issues at playground and near ramp to gym basement.
- Repaint play structure.



Building Condition Assessment

Edwards Elementary (1989)

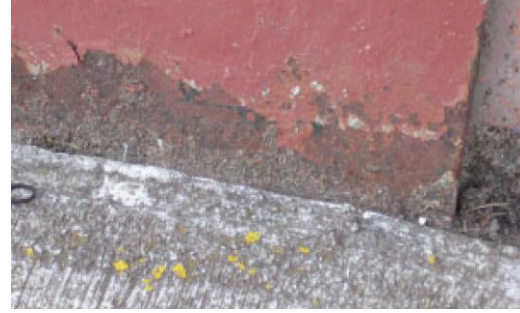
- Exterior stucco and masonry repairs (moisture penetration).
- Major water damage at soffits and facias throughout building, including underlying damage to sheathing and some structure.
- Roofing replacement of main and cafeteria buildings. Address wide-ranging water damage due to roof leaks.
- Seismic bracing of cafeteria roof.
- Replacement of exterior covered walkway due to water damage.
- Replacement of worn interior finishes including paint, ceilings, and cafeteria flooring.
- ADA upgrades in cafeteria.
- Replacement of select interior wood doors.
- Asphalt/pavement repairs at drop-off lane and pedestrian paths.



Building Condition Assessment

Ewing Young Elementary (1953)

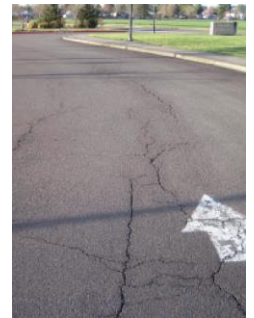
- Roofing replacement, including major roof structure repairs due to long-standing roof leaks.
- Replacement of all wood panel siding due to damaged, rotting conditions.
- Replacement of folding partition walls.
- Cracking at gym walls due to lack of expansion joint.
- Ceiling tile replacements.
- Plumbing fixture replacements (poor condition).



Building Condition Assessment

Joan Austin Elementary (2003)

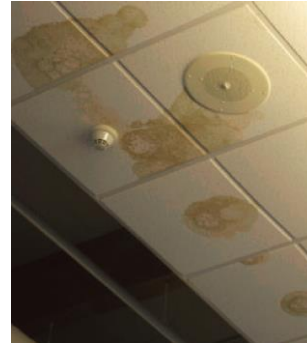
- One of the District's newest facilities.
- Metal siding cleaning/repairs.
- Major roofing repairs – water leaks, particularly around penetrations.
- Skylight repairs.
- HVAC control repairs.
- Repair of parking lot and roadways.



Building Condition Assessment

Mabel Rush Elementary (1961)

- Flooring replacements in corridors and cafeteria.
- Ceiling tile replacements and addition of diagonal bracing.
- Replacement of select plumbing fixtures (in poor condition).
- Repair of roadways, parking lot, and pedestrian paving.



Building Condition Assessment

Chehalem Valley Middle School (1995)

- Investigation of drywall cracking on 2nd level due to structural movement.
- Replacement of exterior EIFS stucco.
- Roofing replacements.
- Flooring replacements.
- Replacement of chiller tank.
- Kitchen equipment replacement (oven).
- Stage upgrades (curtain and sound partitions).
- Repair/replacement of portions of roadway, parking lot, and pedestrian walkways.
- Resolution of drainage issues.
- Replacement of aging portable classrooms.



Building Condition Assessment

Mountain View Middle School (1976)

- Improve line of sight (visual supervision) at locker areas.
- Replacement of exterior EIFS stucco.
- Roofing and skylight replacements. Repair of damaged roof sheathing and dry rot due to long-standing leaks.
- Select exterior and interior door replacements. Select window replacements.
- Ceiling tile replacements.
- Flooring replacements.
- Kitchen equipment replacement (oven).
- Window covering replacements.
- Roadway, parking lot, and pedestrian path replacements.
- Electrical generator replacement.



Building Condition Assessment

Newberg High School (1964)

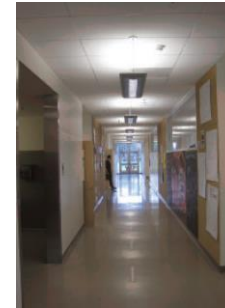
- Roofing replacements, including major roof structure repairs due to long-standing roof leaks.
- Exterior panel siding and masonry veneer show significant water intrusion and damage.
- Flooring replacements (most buildings).
- Extensive ceiling tile replacements due to long-standing leaks and/or structural issues.
- Select restroom stall repairs/replacements.
- Repair of portions of roadway, parking lot, and pedestrian walkways.
- Resolution of storm sewer and stormwater issues.
- Exterior and interior door replacements in CTE building.
- Select window repairs.
- Theater upgrades, including lighting, seating and flooring repairs.
- Further structural (seismic) assessments of CTE and main gym buildings.
- Wallboard repairs.
- Plumbing fixture repairs.
- Major renovation or replacement of greenhouse classroom.



Building Condition Assessment

Springbrook Education Center / Catalyst HS (2012)

- Refinish exposed glulam beams on exterior.



Building Condition Assessment

District Office (1911)

- Wall repairs in daylight basement (exterior cracking and possible water penetration).
- Roofing replacement.
- Replacement of unreinforced masonry walls (seismic).
- Replacement of exterior doors and frames. Replacement of select window frames.
- Replacement of select interior doors.
- Select flooring replacements.
- Select ceiling replacements.
- Stairway repairs.
- No services currently at upper level.



Building Condition Assessment

Physical Plant Buildings (1969)

- Roofing repairs (metal roof).
- Exterior door replacements (except roll-up doors).
- Select flooring replacements.
- Parking lot asphalt repairs.





Enrollment and Capacity Analysis

District-wide Enrollment Projections

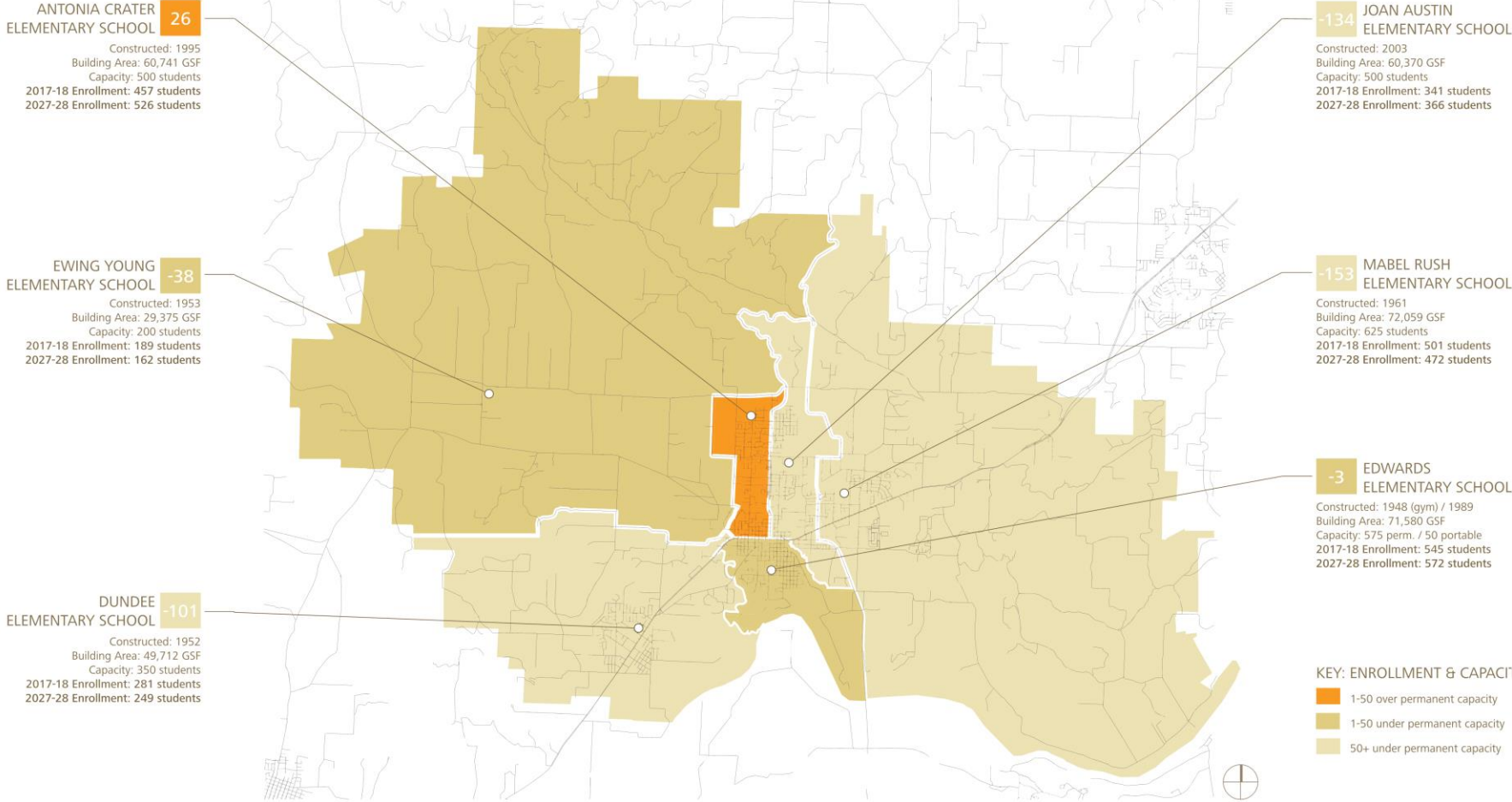
Table 15
NSD Enrollment Forecasts for Individual Schools, 2018-19 to 2027-28

School	Actual		Forecast									Change 2017-18- 2027-28
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Antonia Crater Elementary	457	468	468	476	497	494	496	505	512	517	526	69
Dundee Elementary	281	263	249	241	235	238	241	243	243	245	249	-32
Edwards Elementary	545	565	561	559	559	565	559	565	567	569	572	27
Ewing Young Elementary	189	177	160	158	147	149	151	154	157	159	162	-27
Joan Austin Elementary	341	341	349	347	356	347	353	358	362	363	366	25
Mabel Rush Elementary	501	461	461	462	457	446	452	455	462	467	472	-29
District Elementary Totals	2,314	2,275	2,248	2,243	2,251	2,239	2,252	2,280	2,303	2,320	2,347	33
Chehalem Valley Middle School	590	610	661	692	688	658	651	648	651	656	658	68
Mountain View Middle School	504	527	520	545	518	542	535	535	517	522	530	26
Middle School Totals	1,094	1,137	1,181	1,237	1,206	1,200	1,186	1,183	1,168	1,178	1,188	94
Newberg High School	1,581	1,568	1,579	1,535	1,569	1,615	1,654	1,699	1,686	1,663	1,641	60
High School Totals	1,581	1,568	1,579	1,535	1,569	1,615	1,654	1,699	1,686	1,663	1,641	60
District Totals	4,989	4,980	5,008	5,015	5,026	5,054	5,092	5,162	5,157	5,161	5,176	187

Population Research Center, Portland State University, November, 2017

Enrollment and Capacity: Elementary Schools

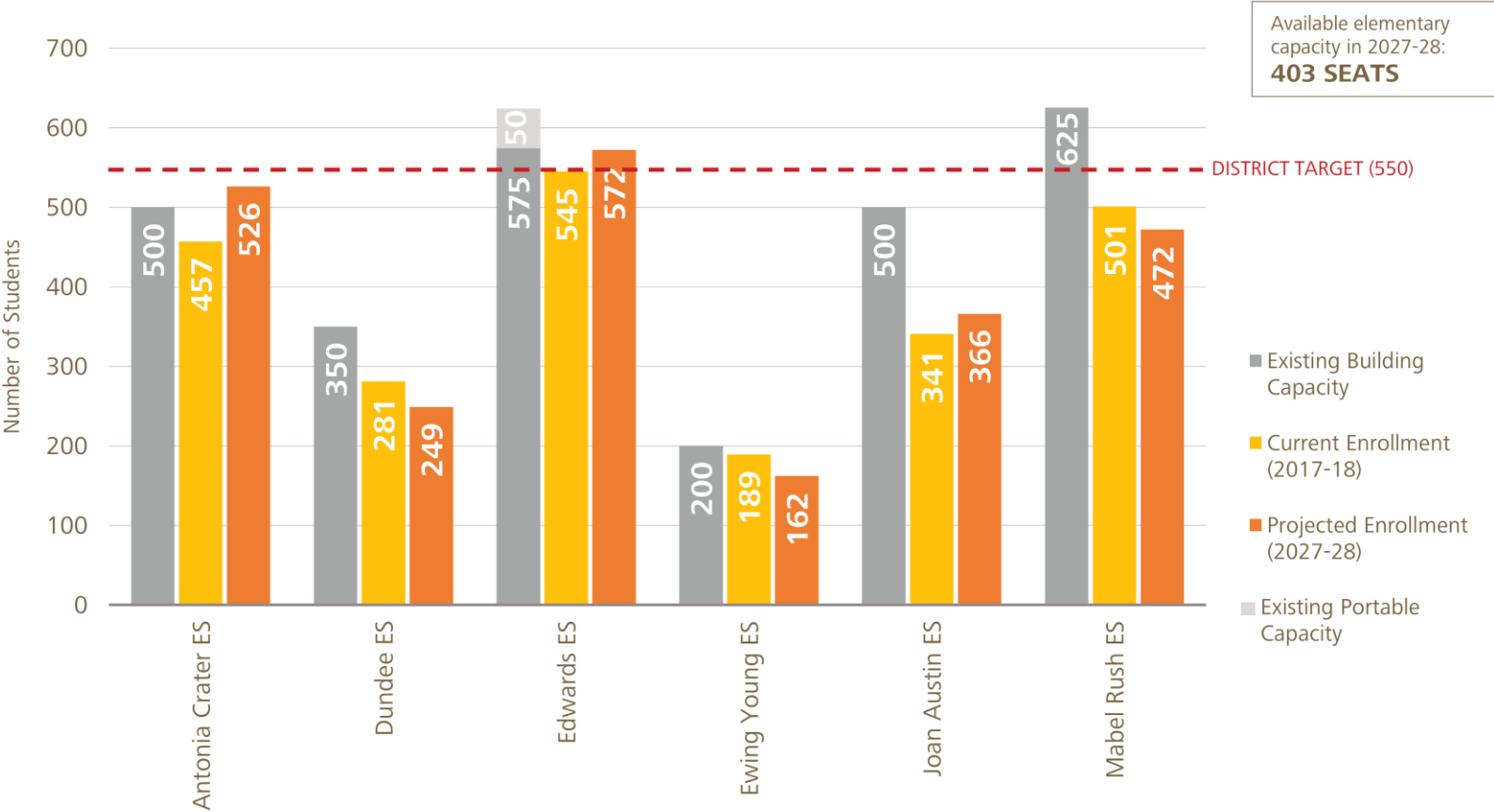
PROJECTED ENROLLMENT & EXISTING CAPACITY: ELEMENTARY SCHOOLS



*Map prepared for NSD by Mahlum as part of the District's LRFP.

Enrollment and Capacity: Elementary Schools

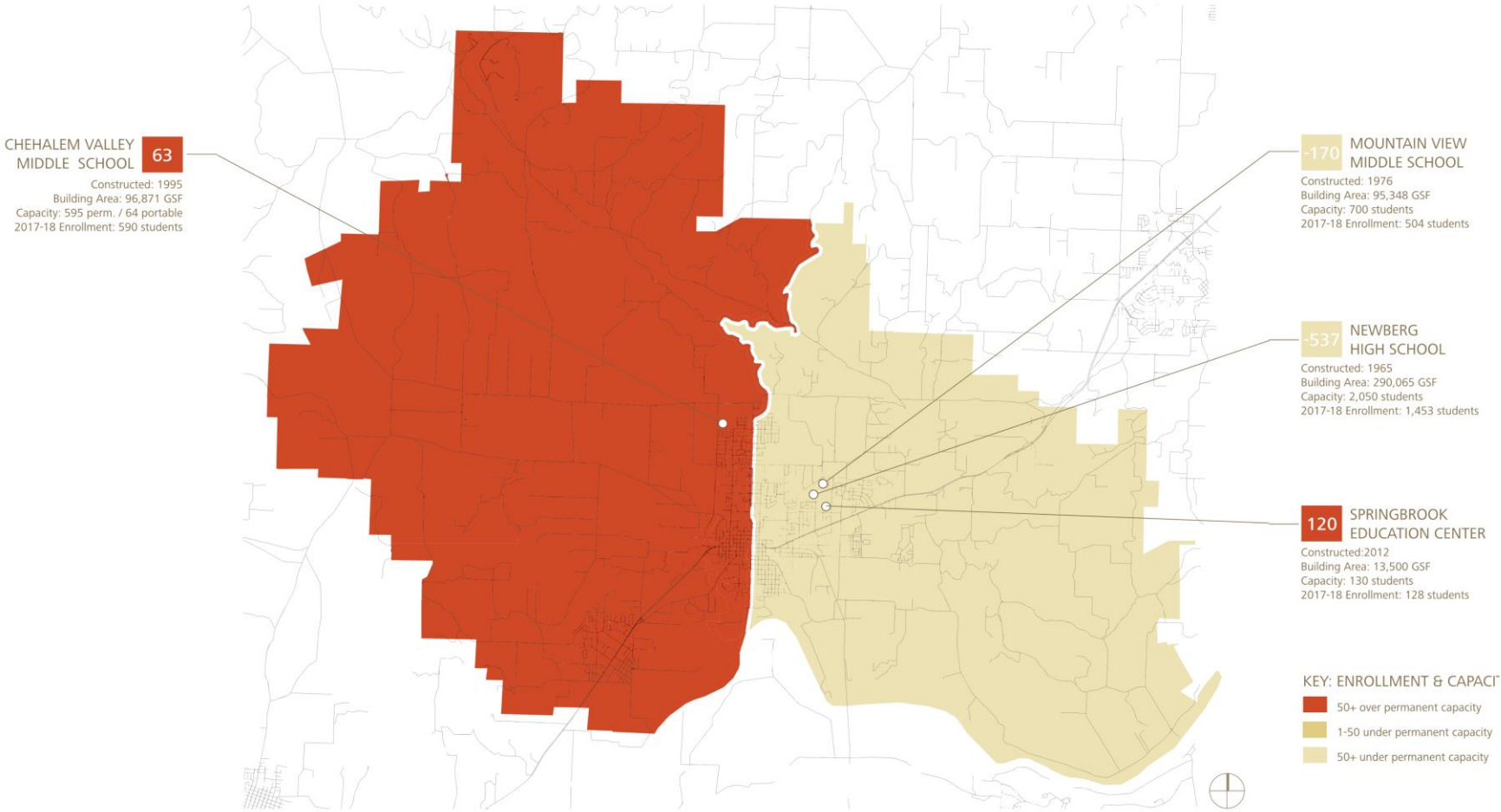
ENROLLMENT & CAPACITY COMPARISON: ELEMENTARY



*Chart prepared for NSD by Mahlum as part of the District's LRFP.

Enrollment and Capacity: Middle and High Schools

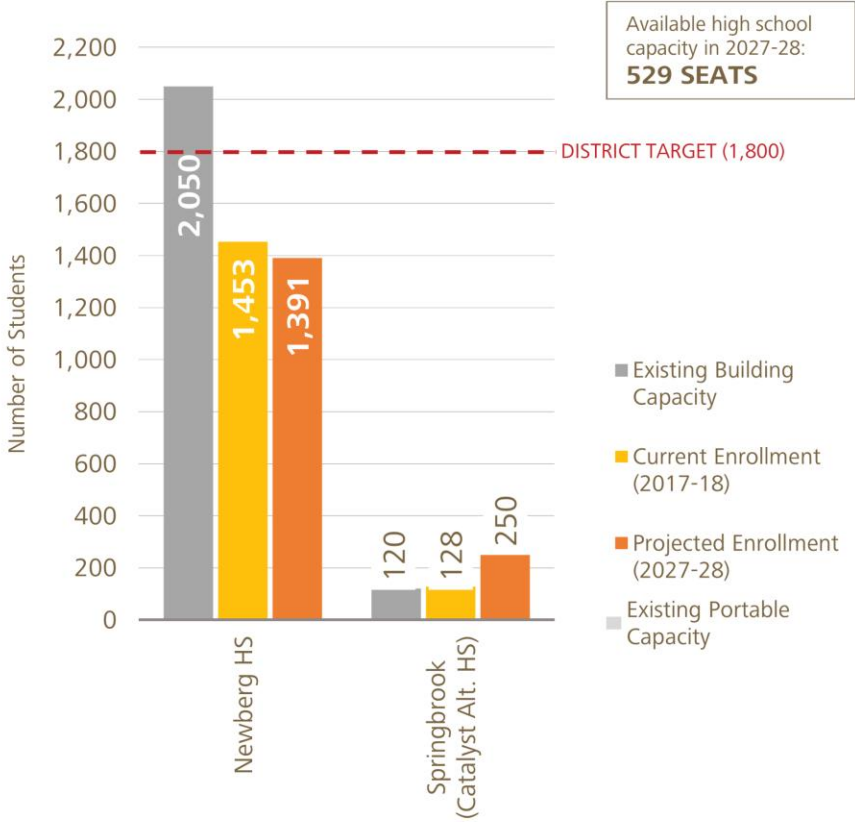
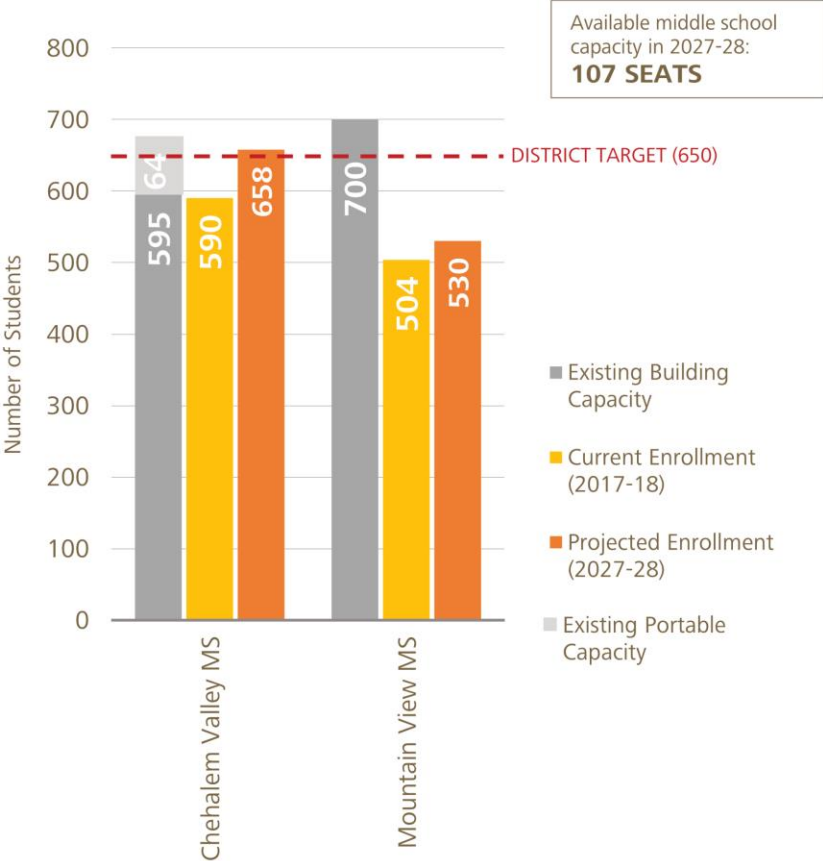
PROJECTED ENROLLMENT & EXISTING CAPACITY: MIDDLE & HIGH SCHOOLS



**Map prepared for NSD by Mahlum as part of the District's LRFP.*

Enrollment and Capacity: Middle and High Schools

ENROLLMENT & CAPACITY COMPARISON: MIDDLE AND HIGH



*Chart prepared for NSD by Mahlum as part of the District's LRFP.

Small Group Discussion



Small Group Discussion

To be discussed during conference call...



A group of young women, likely students, are walking outside a school building. They are wearing backpacks and carrying bags. 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!