



The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

INTRODUCTION

On January 30th, the Long-Range Facilities Committee (LRFC) held its first meeting. This kick-off session included an overview presentation describing the long-range planning process, the role of the committee, basics of school funding, recent bond successes, and modern learning environments. This was followed with a visioning session to identify goals and needs for District facilities that are important to committee members and a presentation by the Assistant Superintendent about the District's vision and mission. A copy of the presentation follows these minutes, for more detailed information.

LONG-RANGE PLANNING PROCESS

LeRoy presented an overview of the long-range planning process. (More detailed information can be found in the attached presentation.)

- :: A long-range plan is a high-level look at what makes the most sense for the next 10 years and beyond (30 years), in terms of facilities, and the ability of facilities to support learning. Historically, the District has typically had a nine-year bond cycle. During this planning process, we will spend the most time talking about the first phase, because it is the next step and has the potential to suggest the need for a bond, but future phases are also important to consider.
- :: There are State and Department of Education requirements for school districts to do long-range plans, to understand the needs of districts across the state and potentially to qualify for some matching funds.
- :: The three basic elements of the plan are the educational program (most important), enrollment and capacity, and facility condition. Decision-making around the facts and needs in these three big "buckets" are guided by the District vision.
- :: Mahlum will be conducting a facility assessment, using template by the state, to evaluate the existing condition of facilities. State assessments don't provide a holistic assessment, so we will overlay a high-level assessment of other elements, such as seismic, energy efficiency, and educational adequacy assessments.
- :: Ideally, plan development will happen in a strategic, phased manner, through a process of discussion and prioritization. It is a balance of the amount of community support and prioritizing the needs of the District.

COMMITTEE ROLE & SCHEDULE

- :: The Long-Range Facilities Committee can have a profound impact on school facilities in your community. The role of the committee is to attend and participate in every meeting, work with the "big picture," ask questions, express your opinion, be open to others, and have fun! The District cares very much about your input. This committee and the work it is doing is a continuation of the legacy for public education and caretaking for the Newberg community.
- :: The committee is scheduled to meet seven more times between now and the end of the process. It is critical that committee members commit to attending all of the meetings, so everyone is working from a shared knowledge base. Meetings are from 5:30 – 8:30 pm and future meeting dates are as follows: February 27, March 21, May 2, May 30, June 13, June 27, and October 31.

BASICS OF SCHOOL FUNDING

- :: The basics of school funding were described, including property tax rate allocations and sources and types of school funding. Capital funding is provided through voter-approved capital bonds and other sources. Operational funding is not part of the purview of this long-range planning process.

- :: Why would Districts choose a local option levy rather than a bond? Levies can be used to support very specific programs, or if there is time-crunch, such as an immediate need for teachers. It is a balance between operational levies and capital bonds.
- :: The District has bonds that are 'sunsetting' soon (2019 and 2021), which is a good opportunity to consider if it is a good time for a bond.
- :: The core source of funding for buildings is through capital measures (the state does not fund them, with the exception of some matching funds.)

RECENT BOND SUCCESSES

- :: Thank you to the community for the success of recent bonds.
- :: Successful capital measures were passed in 1993, 2002, and 2011. In addition to providing funds for many classroom renovations and additions, and continued improvements to facilities, safety, and technology, bond funds were used to construct Springbrook Education Center (2011 bond), Joan Austin Elementary School and the Newberg High School expansion (2002 bond), and Antonia Crater Elementary School and Chehalem Middle School (1993 bond).

MODERN LEARNING ENVIRONMENTS

LeRoy presented a brief 'virtual tour' of modern learning environments, showing examples of successful educational spaces.

- :: The purpose of the 'virtual tour' is to provide an expanded view of what is out there and what is possible. It is not to say any particular example is an appropriate solution for Newberg Public Schools.
- :: Key components in schools that thrive include:
 - Facilitate learning everywhere
 - Support multiple modes of delivery
 - Offer opportunities for social learning
 - Integrate technology throughout
 - Maximize connections to community
 - Seek educational partnerships & joint use
 - Embrace sustainable design
 - Inspire!

VISIONING EXERCISE

- :: As a warm-up exercise, committee members were asked to brainstorm about: "What has changed in the world since you were in school?" Responses were recorded on cards, and are included below:
 - Technology
 - Inclusion
 - Access to information
 - Gender norms and expectations
 - More sharing and collaboration
 - Industry and employment opportunities
 - Safety issues
 - Social learning (everything is recorded)
 - Less access to real-world activities
 - Workforce has changed
 - Less time for parents to focus on education, but more pressure to be involved
 - Classroom density

- Mental health acknowledgement
- More behavior issues
- Focus on equality
- The world is shrinking; there is more global access in classrooms
- Rate of change (things happen at a faster pace)
- The way we communicate (“I’ll text you”)
- Work environment requires many skills at once
- Problem of poverty and homelessness
- Family structure
- Need for instant gratification
- More partnerships with schools (businesses and organizations)
- Training students that may have many different professions
- Greater need for post-secondary education (less family wage jobs)

:: Committee members then brainstormed about goals for long-range planning in the District. Goals were recording on cards and then voted on by committee members. Goals are listed below, grouped into like categories and prioritized based on the number of votes. It is important to note that all goals will be carried forward to inform the planning process.

Educational Programs (29 votes total)

- Provide maker spaces (6 votes)
- Update curriculum materials (4 votes)
- Address workforce readiness (3 votes)
- Accommodate growing programs, such as CTE and dual-language at Edwards (3 votes)
- Improve sports facilities (3 votes)
- Consider culinary overlap with food service facilities (3 votes)
- Provide appropriate equipment and facilities to meet the needs of educational programs (2 votes)
- Create collaborative learning spaces (“plug and play”)(2 votes)
- Allow for the interface between learning and real-world support (1 vote)
- Rethink the library / media center (1 vote)
- Include ethnic studies in curriculum update (1 vote)
- Provide community support spaces (resource rooms, etc.)
- Provide space for performing arts
- Design STEAM facilities at Ewing Young
- Provide ability to cook on site (flexibility)

Facility Repair and Improvement (17 votes total)

- Address outdoor facilities (5 votes)
- Plan for durable facilities that minimize maintenance (4 votes)
- Address major repair projects that cannot be accommodated with the general fund (4 votes)
- Provide adequate infrastructure (technology backbone) (1 vote)
- Provide adequate and consistent HVAC (1 vote)
- Provide weather-appropriate playgrounds (1 vote)
- Repair building and site-related drainage at the high school (1 vote)
- Provide adequate shelter from the rain (high school)
- Repair asphalt at Mountain View Middle School

Safety, Accessibility, & Inclusion (12 votes total)

- Address public / human safety (4 votes)
- Provide safe and seismically-sound structural facilities (4 votes)
- Address accessibility (3 votes)
- Implement mindful design for inclusion kids (1 vote)

- Provide ADA facilities that are sized for high school students
- Create accessible and safe social spaces for students

Character, Design, & Feel (7 votes total)

- Provide flexible space (3 votes)
- Make learning visible (2 votes)
- Create inspiring design (2 votes)
- Consider daylighting and quality of educational spaces
- Provide flexibility for changes in use
- Interface with existing neighborhoods (in design of facilities)

Enrollment & Capacity (7 votes total)

- Provide new schools or expand based on enrollment (4 votes)
- Evaluate future land for school sites (3 votes)
- Respond to shifts in enrollment

Technology (6 votes total)

- Provide well-equipped classrooms for technology (3 votes)
- Design adaptable facilities that accommodate changing technology (3 votes)

Equity (3 votes total)

- Provide equal opportunity, regardless of background (3 votes)
- Provide equal opportunity for all kids at all schools
- Provide safe and equitable play equipment (including for life skills students)

Sustainability & Resilience (2 votes total)

- Plan energy-efficient facilities (1 vote)
- Address sustainability programs & “bricks and mortar” (1 vote)
- Provide resilience (emergency preparedness, etc.)
- Reuse grey water for irrigation

Operational (not part of this planning effort)

- Provide more money for facilities staff
- Plan for sustainable food service (reusable items, etc.)

DISTRICT VISION, MISSION, STRATEGIC PLAN, AND VALUES

- :: Dave Parker, Assistant Superintendent, presented an overview of the District’s vision, mission, strategic plan, and values.
- :: General overview of Newberg Public Schools:
 - The District is not growing a lot right now, but there are many areas that are poised for development in the near future.
 - There is currently a gap in graduation rates between economically disadvantaged students and other students; the District is working to improve this.
 - There is approximately \$49 million in the general fund. 85% of these funds are used for teacher/staff salaries and benefits; the rest is what is left for facilities and everything else.
 - This community has been very generous and our buildings are in good shape. However, there are still some areas of challenge, including science labs at the high school and other areas throughout the District.
- :: The District vision was developed with the input of hundreds of students, parents and community members. The wording of the vision is very intentional and reflects this input: knowledge and skills are important, being good citizens is important, and 21st century is important. We need good thinkers and collaborators.



- :: The District mission is how we do it. This includes an equity push (“all students”, “college and careers”) and working on connecting kids with experiences that help them bridge the gap after high school.
- :: The District’s strategic plan developed about four years ago and is currently being reviewed. Each bullet point emphasizes a different constituency: 1-students are the priority, 2-parents and community, 3-how are we working with staff (teachers need to get experience and practice to keep up with what is changing in the world), 4-School Board and being fiscally sound.
- :: Our core values are lenses we look through when making decisions:
 - All means all
 - Collective responsibility (working together to find solutions)
 - 21st century teaching and learning (how to we begin to change what happens in classrooms)
- :: The District has lots of great things happening and many of challenges to work on.

NEXT STEPS

- :: LeRoy provided some final words and food for thought:
 - Think about areas where you can get the most “bang for the buck,” related to the District vision, such as helping economically disadvantaged students and “all means all.” What initiatives and specific programs would help support these?
 - The planning process has 3 C’s: clear, concise, and compelling. Decisions should be community based and resonate with your community.
 - Remember that the strategic thinking that is being discussed now will have to cover the needs for a long period of time (the next 9-10 year bond period, plus time for passing another bond and designing).
- :: The next meeting will be held in the same location (District Office Board Room) on Tuesday, February 27 at 5:30 pm.
- :: A copy of the presentation materials and meeting minutes will be posted on the District website.