



MEETING MINUTES

PROJECT: Newberg Public Schools
Long-Range Facility Plan

PROJECT NO: 2018901.00

DATE: 27 February 2018

FILE NAME: M002_LRFC_20180227

SUBJECT: Long-Range Facilities Committee Meeting 2: Educational Program

MEETING DATE: 27 February 2018

TIME: 5:30 - 8:30 pm

LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

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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.

REVIEW OF LAST MEETING

LeRoy provided an overview of the previous meeting, held on January 30th, including long-range planning goals and District vision. (Complete list of goals included in attached copy of slide presentation, and in minutes from January 30th meeting.)

- :: Visioning exercise summary: What has changed? Think about how things may be different.
- :: Long-range planning goals summary:
 - Educational programs received the most goals and votes, followed by facility improvement and safety / accessibility / inclusion.
 - All goals are important and will guide the planning process; however goals that received three or more votes are highlighted in red.
- :: Review of the District vision and how it relates to the Committee's planning task.

EDUCATIONAL GOALS

Luke Neff, NPS Director of Instructional Technology, presented information about the District's educational goals.

- :: The physical construction of schools reflects important and unspoken beliefs, and can influence how learning happens.
- :: Continuum of innovative, 21st century learning:
 - We know what is on the traditional side, what do you think is on the other end of the spectrum?
Comments included: experiential learning, project-based learning, robot teachers, teamwork, critical thinking, and talking.
 - The continuum branches out, with a proliferation of different ways of learning, such as design thinking, inquiry based learning, integrated courses, STEM and STEAM, and personalized learning.
 - Great minds DON'T think alike; they think differently and learn differently.
- :: Themes: the 5Cs, empowered student choice, "hands-on" and "minds-on" learning
 - The 5Cs are collaboration, creativity, critical thinking, communication, and citizenship.
- :: It's not about more technology. Students should be spending time applying their knowledge, working in teams to think critically about big questions, working independently and in small groups, asking peers and teachers for assistance, creating portfolios to share their progress, and leading presentations. Teachers should be circulating and working with groups, guiding conversations, and differentiating learning. There should be lots of talking and listening.
- :: Spaces that can accommodate and enhance this type of learning include:
 - Break-out rooms, for individuals or small groups (safe and supervised)
 - Flexible space and plenty of flat space
 - Space that can get dirty and is easy to clean
 - Lots of white boards ("vertical non-permanent visualization surface")
 - Makerspaces: students have access to tools that they can create with (blue screen, digital video creation, 3-D printer, etc.)



EDUCATIONAL PROGRAMS

Kyle Laier, NHS principal, presented information about the District's educational programs and goals.

- :: Career and technical education (CTE) includes all the things Luke just talked about; it's not just like the old vocational education model.
- :: The District has a good canvas for creating good CTE spaces; we still have spaces for this, they just need to be updated, modified, and/or expanded.
- :: CTE integration goals:
 - Head and hand: not just about one or the other.
 - Social classes and sexes: CTE demographics should mirror the community. Don't do well in this now (there are a lot of white males in the machine shop), but working on improving this in the District.
 - School and community: need to stay relevant with real-world work in the community. The District does this well currently and has a lot of community programs and integration.
 - Secondary, post-secondary, and industry connections: set up so kids can earn dual credit or industry credentials as they engage in CTE classes. NPS is also starting several student-run businesses; producing products and starting to generate revenue.
- :: Kids are fully engaged all the time in CTE classes.
- :: CTE space should have everything be movable so it can change as needed. Have this in the construction shop now.
- :: Manufacturing
 - The District has one of best machine shops in the state. It's not up to date and ready for industry, but second only to Benson High School.
 - Welding shop was recently redone by PCC and the District is working on expanding it so that students can earn full college credit for the program.
 - Great opportunity in the space between buildings, except for the weather. This space would be more functional if covered.
- :: Construction and design
 - The integrated design studio (IDS) was cleared it out this year and is addressing a real-world problem in the community (affordable housing) and providing a solution.
 - Integrating design, CTE, math, and English. Building tiny homes, in partnership with Love Inc.
- :: Stagecraft
 - This CTE program is in the theater department.
- :: Culinary program
 - This program is shifting to Hospitality and Tourism. The cafeteria kitchen is being changed to do this.
 - Using the old childcare space off of kitchen to create a meeting space that allows students to do catering and provide a needed service to the community. Ideally this would extend to an adjacent outdoor space as well.

- :: Digital design and commercial art
 - There is a need to keep the technology up-to-date; this is not the case currently.
 - This program has a student-run business doing sign-making (Tiger Vinyl) that is trying to get up and running again.
- :: FFA
 - The District has multiple greenhouses, some of best in state.
 - This program has a thriving student-run business, but the associated classroom is very run-down.
- :: Business and Entrepreneurship
 - The student store open during lunchtime and looking at also running some of other CTE student run businesses (integrating and working together).
- :: Early Childhood Education
 - The District would like to bring this back and is working on building this program up. We need to be developing our own teachers.
- :: Health and Medical
 - Providence Newberg hospital and Rotary donated space to start this program last year, and it is currently being developed.
- :: Automotive
 - Need to have a long-term solution to meet the need in the community.
 - Have the space for this program, but it needs attention.
 - The District is working with community college.
- :: Have heard from kids that leave the district early: "school doesn't feel relevant." Beyond building out education programs, CTE helps retain kids and increase the value of our trained community.
- :: CTE programs, like manufacturing, provide a place for different kinds of kids to have shared experiences, such as a boy with a Boeing internship and girl going into engineering working together.
- :: Are there places in the community where kids can learn out in the community? That is another component of CTE. Currently have strong internship program with the Chamber of Commerce, but still want to develop this program further.
- :: The District is working on ways to provide a connection for what students are going to do after high school.
 - Friendsview needs a wide range of part-time employees and is a reasonable distance to the high school. Have to get kids to the employer on time in a way that works for the student and the employer.
 - Web design and coding could be an area of growth; kids may only work for themselves in the future.
- :: Focus on inclusion: how does CTE work for all? Conditions need to work for everyone to be successful.
 - Catalyst students – the plan is to have students have access to all CTE programs/facilities at the high school.
- :: Does CTE go to the middle school level and do District facilities support it?
 - Some courses are in place already. This year middle school students have an elective wheel that provides a design-thinking focus through a process and a product at the end. It is a STEM-focused class.
 - Current middle school facilities don't support this very well.

- :: Buildings at the high school have the ability to clear out and make big, flexible spaces.
- :: Dual-language program
 - This program is located at Edwards Elementary and goes up to 4th grade now, with plans to add one grade per year through 8th grade.
 - The District strongly believes in the dual-language program and research supports this.
 - There is a question about where students go when get to sixth grade? Make Edwards a K-8 or move to one of middle schools? The Edwards facility is not sized to accommodate this expansion.

SCHOOL-BASED HEALTH CLINIC

Mikaela Schamp, District Chief of Staff, presented goals for a school-based health clinic.

- :: Mental health is difficult for schools to address, because staff is not trained. The District should be able to support the whole child. How do we both support acute crises and teach kindergartners about self-regulation, etc.? There are currently no facilities to support this.
- :: Start with mental health focus in a school-based clinic, with long-term vision for medical, dental, and mental health.
 - Clinic should provide prevention, intervention, and places to deal with acute crises. There are many barriers for accessing mental health supports. Students and families are more likely to access services at school because it is a familiar place and is convenient.
 - Start at the high school and move to other schools in the future: including clinical play therapy rooms and therapy offices in elementary schools and child-friendly clinic areas.
- :: Treatment space can also double as learning space and provide places for hands-on learning.
- :: This is a new idea that is just getting starting. The District would like facilities in the long-term that provide for mental wellness.
- :: Sensory rooms in all of our schools is an immediate, as well as long-term, need. Kids need a place to go to be alone; those spaces are very important for child safety and awareness.
 - Dundee has a sensory room and it has worked amazingly well for students. The playground there was also more accessible.

EDUCATIONAL GOALS & PROGRAM DISCUSSION

- :: How do we communicate the value of these programs out with the community, to get kids interested in the experience and to parents?
 - One idea is videos of CTE students telling their stories, to inform community and build support.
- :: The District does a good job of being attentive to college-bound kids, which is about 40%. We need to do a better job of connecting with the other 60%, and help these kids with a plan for what they want to do after high school.
 - Equity plays a role in this. University-bound students have programs and pathways. CTE provides encouragement and support for a different sector of students.
 - There are so many options; broaden their perspective on what is possible.
 - Bring to middle school and even elementary level.

- :: The term “makerspace” is generic. Makerspace areas in schools are launch areas for students to take what they have learned to the next level.
 - Need hands-on equipment and space for this.
 - If start makerspace in elementary, students have background and understanding when get to high school.
 - When these kind of learning spaces are created, they should be viewable by other students, so they can see the opportunities.
- :: In terms of a bond, there is a need for expansions, renovations, and equipment. This process needs to look at all the needs and prioritize.
 - Kids want heat in the high school; they are tired of being cold. This is a complex problem that the District would like to solve.
 - Partner with businesses to reuse machinery. Footprint of equipment is often too big to go in the shops we have now. If space was larger, would have this opportunity.
- :: In past bonds that were successful, it was an entire year of laying the groundwork. Lots of work and communication is needed.
 - Explain the greater value beyond the direct value to the specific students who will use those facilities.
 - Include businesses in part of the strategic campaign; the need is there from them as well.
 - Story-telling element: previous bonds were not in digital age that we are today. Parents love a good heartwarming story – lots of sharing on social media of inspiring stories.
 - The District can inform the community about the facts, but cannot advocate for a bond.
- :: Our task is to identify areas of need and how additional support can be made by the facilities to support programs and growth, tapping into your opinions as community members as to what feels most important and level of support.

MODERN LEARNING ENVIRONMENTS

LeRoy presented a more detailed ‘virtual tour’ of successful educational spaces at the elementary, middle, and high school levels.

- :: Elementary school level
 - Create spaces for kids so that every moment can be a potential learning moment: calming spaces so kids can learn, spaces that encourage students to engage, and maintain a spirit of joy in learning
 - Create environments that kids want to be in: opportunities for cooperation, instill human qualities of empathy and warmth
 - Think about how can facilities enhance learning, such as using sustainability to create a beautiful landscape and teach students how the systems are working
- :: Middle school level
 - Support social growth with opportunities to engage in a positive way, such as learning communities that bring students together around grade level, subjects, etc.
 - Provide flexibility, community assets, such as gymnasiums and commons.
 - Use transparency, views and daylight to activate space and transform teaching and learning opportunities.



- :: High school level
 - There is benefit to providing a variety of types of spaces for students, including individual and small group areas, flexible places to work with others, and large spaces for students to gather as a community.
 - Accommodate indoor and outdoor use.
- :: Learning components: classroom clusters or pods, with associated support spaces; multiple-function spaces such as cafeterias, stages; accessible and secure spaces for the community.

NEXT STEPS

- :: Committee members would like to have reminder emails that go onto their calendars prior to meetings.
- :: Committee members would also like to have the material prior to the meeting next time if possible. In case some people are gone, they can still review the material and send their comments ahead of time.
- :: The next meeting will be held in the same location (District Office Board Room) on Wednesday, March 21st at 5:30 pm.
- :: A copy of the presentation materials and meeting minutes will be posted on the District website.

Long-Range Facility Plan



Welcome!

- :: Please sign in
- :: Get a name tag
- :: Introduce yourself to someone you don't know
- :: Grab a drink and snack
- :: Turn off your cell phones or place on "stun"
- :: Workshop will start promptly at 5:30 PM

Agenda



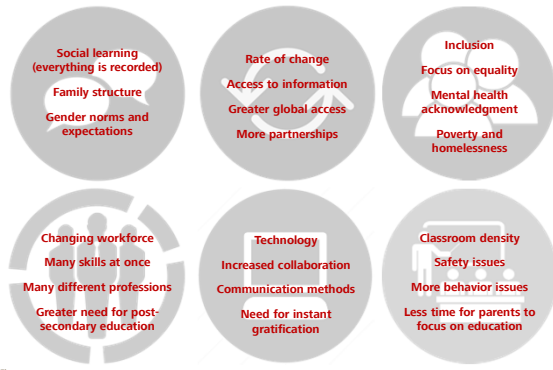
- 5:30 Review
- 5:45 District Educational Program Presentation
- 6:30 Discussion
- 7:00 Break
- 7:10 Modern Learning Environments Presentation
- 7:45 Next Steps
- 8:00 Adjourn

Review

Visioning Exercise



Visioning Exercise: What Has Changed?



Visioning Exercise: Long-Range Planning Goals



- :: Educational programs (29 votes)
- :: Facility improvement (17 votes)
- :: Safety, accessibility, and inclusion (12 votes)
- :: Character, design, and feel (7 votes)
- :: Enrollment and capacity (7 votes)
- :: Technology (6 votes)
- :: Equity (3 votes)
- :: Sustainability and resilience (2 votes)

Long-Range Planning Goals

Educational Programs

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

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Long-Range Planning Goals

Facility Improvement

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

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Long-Range Planning Goals

Safety, Accessibility & Inclusion

- :: **Address public / human safety**
- :: **Provide safe and seismically-sound structural facilities**
- :: **Address accessibility**
- :: Implement mindful design for inclusion kids
- :: Provide ADA facilities that are sized for high school students
- :: Create accessible and safe social spaces for students

Character, Design & Feel

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

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Long-Range Planning Goals

Enrollment & Capacity

- :: **Provide new schools or expand based on enrollment**
- :: **Evaluate future land for school sites**
- :: Respond to shifts in enrollment

Equity

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

Technology

- :: **Provide well-equipped classrooms for technology**
- :: **Design adaptable facilities that accommodate changing technology**

Sustainability & Resilience

- :: Plan energy efficient facilities
- :: Address sustainability programs and "bricks and mortar"
- :: Provide resilience (emergency preparedness, etc.)
- :: Reuse grey water for irrigation

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District Values

All Means All

All students are given the same opportunities to learn in inclusive classrooms, regardless of barriers to learning like poverty, disability, or ethnicity.

Collective Responsibility

Educators, students, families, and the community are invested in the success of all students, taking ownership and actively participating in students' education, social, and emotional growth.

21st Century Teaching and Learning

Active learners participate in discussions and explorations as they're taught how to learn. Through collaboration, communication, critical thinking, creativity, and citizenship, students dig deeper into content as educators observe, ask questions, and connect learners to the global community through technology and project-based learning.

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So, our task is to...

Understand how school facilities can best support the District's vision, mission, and strategic plan objectives

Determine what, if anything, should be done to improve their ability to support quality education in your community

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Educational Program

Modern Learning Environments



Schools That Thrive

1. Facilitate learning everywhere
2. Support multiple modes of delivery
3. Offer opportunities for social learning
4. Integrate technology throughout
5. Maximize connections to community
6. Seek educational partnerships & joint use
7. Embrace sustainable design
8. Inspire!

Seek partnerships



Utilize the world as the campus

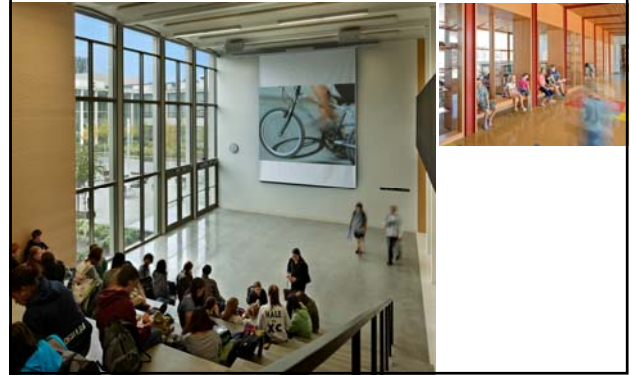


Embrace sustainable design





Facilitate learning everywhere



Integrate technology throughout



Elementary Level

Make every moment a learning moment



Provide an atmosphere of clarity & calm



Encourage students to engage



Maintain a spirit of joy



Seek cooperation in doing



Instill human qualities: empathy, warmth



Promote sustainability



Middle Level

Support social growth (village square)



Create learning communities

include science rooms, flexible studio/lab spaces, small group, and teacher prep spaces



Provide flexibility: The commons with stage

nurtures body, mind and soul



Provide flexibility: PE & community asset



Provide transparency, views, & daylighting



Support learning everywhere

allows students to discover new interests



High School Level

Provide places for the individual



Provide places to work with others



Provide places to gather as a community



Accommodate indoor and outdoor use



Support multiple use



Discover possibility - before



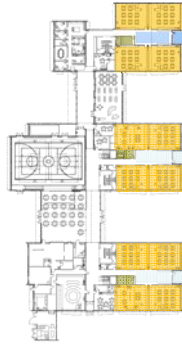
Discover possibility - after



Learning Components

Learning Components: Pods

Lesson Learned 1: Transparency and supervision



Learning Components: Pods

Lesson Learned 2: Not intersected by traffic patterns



Learning Components: Pods

Lesson Learned 3: Appropriately sized for all uses



Learning Components: Media Center

Materials and colors creates calmness, comfort, and focus



Learning Components: Media Center

Importance of good daylighting and acoustics



Learning Components: Media Center

Appropriately located for public use



Learning Components: Music/Commons/Gym

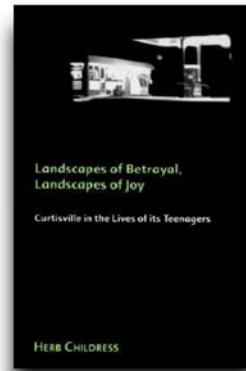
Stage centered between two event spaces



Next Steps

Educational Programs and Modern Learning Environments

Newberg Public Schools Long Range Facilities Planning Committee, 2.27.2018



“The fact is that our physical construction of high schools reflects important but unspoken beliefs, and that both the beliefs and the construction make the ensuing experience almost inevitable.” — Dr. Herb Childress



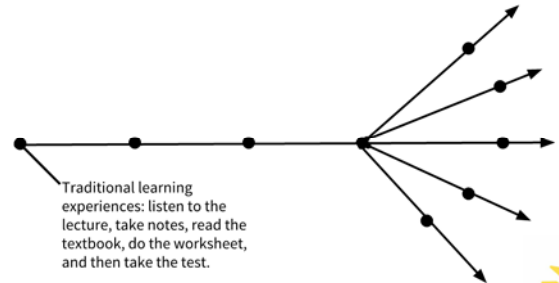
Continuum of Innovative, 21st Century Teaching and Learning

Traditional learning experiences: read the textbook or do the worksheet or listen to the lecture and take notes, then take the test.

What goes over here?



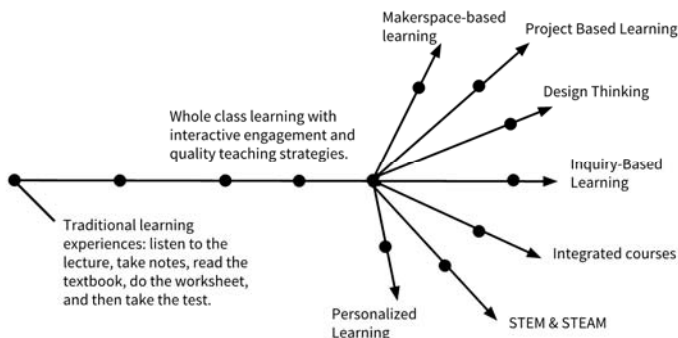
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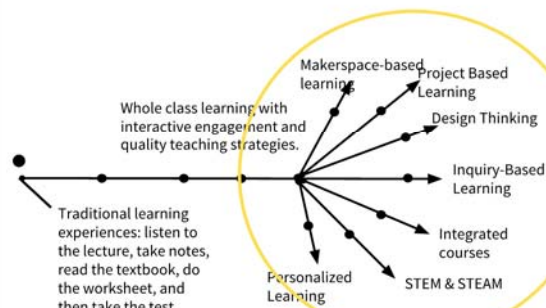
Continuum of Innovative, 21st Century Teaching and Learning



Whole class learning with interactive engagement and quality teaching strategies.

Traditional learning experiences: listen to the lecture, take notes, read the textbook, do the worksheet, and then take the test.

Continuum of Innovative, 21st Century Teaching and Learning



Whole class learning with interactive engagement and quality teaching strategies.

Traditional learning experiences: listen to the lecture, take notes, read the textbook, do the worksheet, and then take the test.

Themes:

- The 5Cs, like creativity, critical thinking, and collaboration.
- “Hands on and minds on” learning.
- Empowered student choice.

The 5Cs Classroom



Students spending class time applying their knowledge instead of just taking notes and tests.



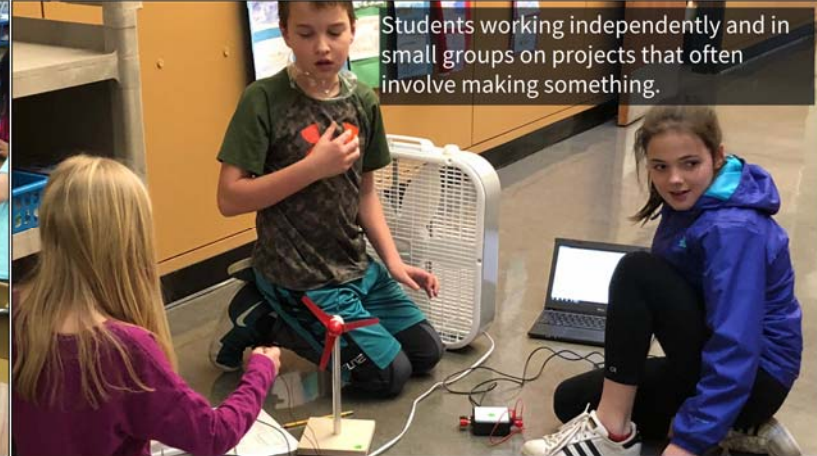
Students working in teams to think critically about big questions.



Lots of talking and listening — a constant exchange of ideas.

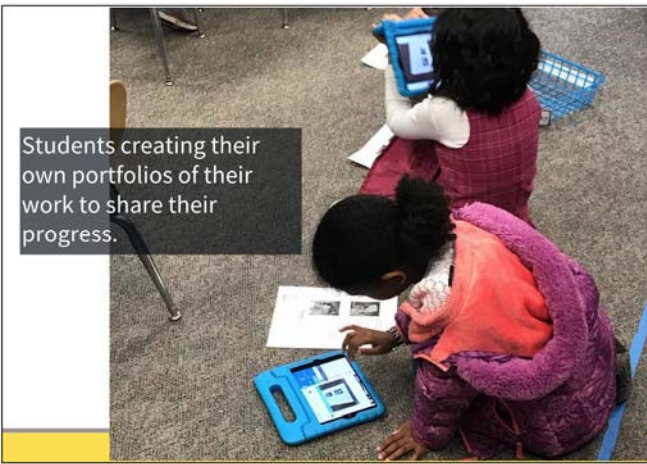


Students working independently and in small groups on projects that often involve making something.





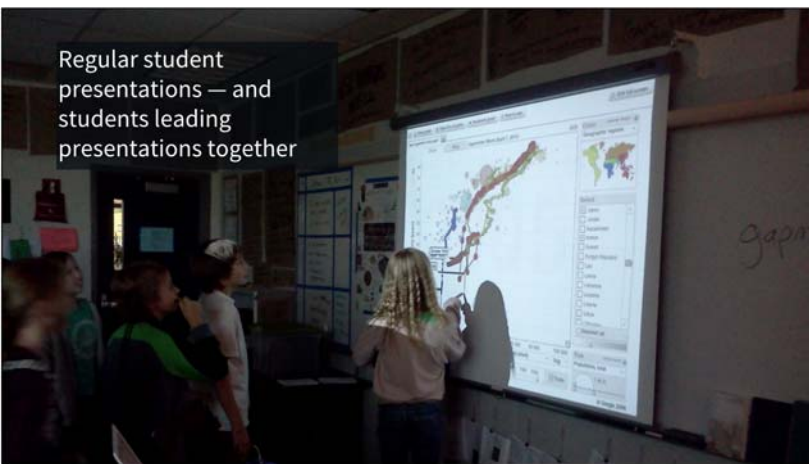
Students regularly asking peers and teachers for assistance and encouraging and supporting each other to work through difficult challenges



Students creating their own portfolios of their work to share their progress.



Teachers circulating and working with groups of students, guiding conversations, and offering real time feedback.

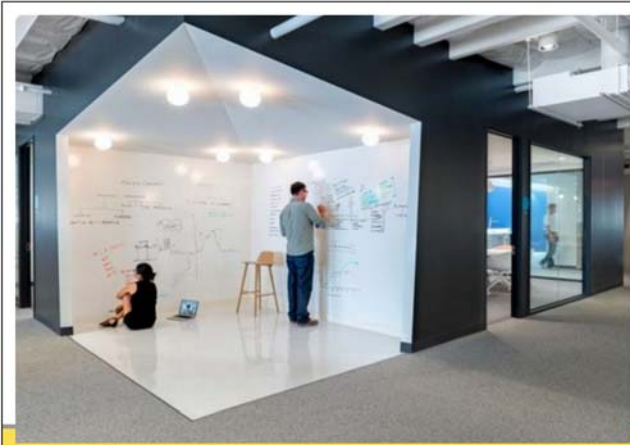


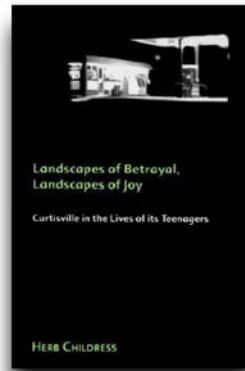
Regular student presentations — and students leading presentations together

The 5Cs Classroom

- What kind of space do you like to work in when you're trying to solve a hard problem?
- What kind of space do you like for doing focused, deep, critical thinking?
- What kind of space do you want for presenting your work?







“The fact is that our physical construction of high schools reflects important but unspoken beliefs, and that both the beliefs and the construction make the ensuing experience almost inevitable.” — Dr. Herb Childress



Programs



1940s



1970s



2000s



2030s



Career-Technical Education



LONG RANGE FACILITY PLANNING

CAREER & TECHNICAL ED



CAREER & TECHNICAL ED INTEGRATIONS

- Head & Hand
- Social Classes & Sexes
- School & Community
- Secondary, Post-Secondary & Industry



MACHINING, ROBOTICS, WELDING & ENGINEERING

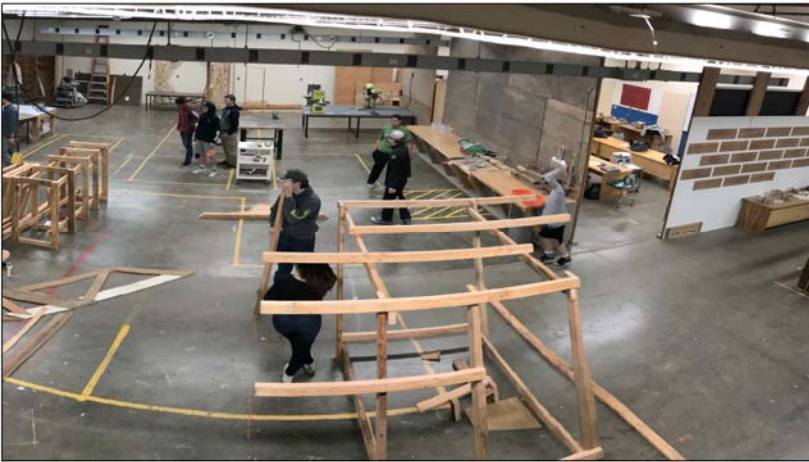
MANUFACTURING



INTEGRATED STUDIO DESIGN

CONSTRUCTION & DESIGN





GRAPHIC ARTS
DIGITAL DESIGN & COMMERCIAL ART



HORTICULTURE
FUTURE FARMERS OF AMERICA



MARKETING
BUSINESS & ENTREPRENEURSHIP





EARLY CHILDHOOD
EDUCATION



BASIC NURSING ASSISTANT
MEDICAL HEALTH



COMING ATTRACTION?
AUTOMOTIVE



Secondary Dual Language Program



Research shows that Dual Language Programs are one of the best ways to increase language literacy, both for English speakers and Spanish speakers



A dual language immersion classroom approach directly correlates with greater educational achievement.



School Based Health Clinic

Mental Health Focus



“Schools are an ideal place to provide mental health services to children and youth...”



Schools offer an ideal context for prevention, intervention, positive development, and regular communication between school and families...

In fact, research has shown that students are more likely to seek counseling when services are available in schools. In some cases, such as rural areas, schools provide the only mental health services in the community.”

National Association of School Psychologists



Clinical Play Therapy Rooms & Therapy Offices



Child Friendly Clinic Areas



**What questions do you have for us?
What's on your mind?
What ideas do you have?**



**"If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea."
— Antoine de Saint-Exupéry**