

mahlum



**LONG-RANGE FACILITY PLAN**  
**Volume 1**

NEWBERG PUBLIC SCHOOLS  
NEWBERG, OREGON

24 JANUARY 2019

Project 2018901.00



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# PARTICIPANTS

The planning team would like to thank everyone who gave their time, energy and ideas to this Long-Range Facility Plan.

The contributions of so many diverse individuals from across the community, including district leadership, teachers and employees, parents, business owners and other community members, helped create a plan that reflects the needs and aspirations of Newberg Public Schools and its community.

## NEWBERG PUBLIC SCHOOLS

### STEERING COMMITTEE

Ilean Clute, *Director of Finance*

Autumn Foster, *Communications Coordinator*

Larry Hampton, *Operations / Safety Coordinator*

Gregg Koskela, *Assistant to the Superintendent*

Kyle Laier, *NHS Principal*

Luke Neff, *Director of Instructional Technology*

Dave Parker, *Assistant Superintendent*

Mikaela Schamp, *Chief of Staff*

### LONG-RANGE FACILITIES COMMITTEE

Mindy Allison, *School Board Member*

Denise Bacon, *City Councilor*

Brandy Bigelow, *Community Member*

Carr Biggerstaff, *Business and Innovation Leader*

Rob Daykin, *City of Dundee*

Emily Garrick-Steenson, *Parent Leader*

Don Griswold, *NHS Booster President*

Brittany Magallanes

Mark Martin, *Chehalem Parks & Recreation District Representative*

Deena Meyers

Lynn Montoya Quinn, *PCC Representative*

Kylleen Nipp

Mardo Nuñez, *Parent Leader*

Inez Peña, *Recent Graduate*

Brandy Penner, *School Board Member*

Angel Rodriguez II, *Parent Leader, Special Education*

Doug Rux, *Community Development Director*

Linda Samek, *George Fox University Representative*

Mary Starrett, *Yamhill County Commissioner*

Claudia Stewart, *Newberg Education Foundation*

Todd Thomas, *School Board Member*

Capri Wheaton, *Student Representative to the Board*

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Mindy Allison, *Board Vice Chair*

Ron Mock

Brandy Penner

Melinda Van Bossuyt

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## MAHLUM ARCHITECTS

LeRoy Landers, *Principal In Charge*

Jennifer Lubin, *Project Planner*



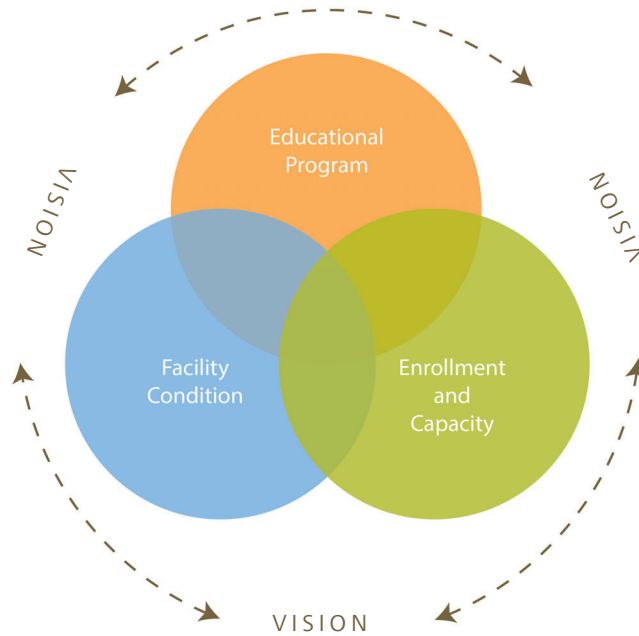
SECTION 01

**EXECUTIVE  
SUMMARY**





# 01 EXECUTIVE SUMMARY



## INTRODUCTION & PROCESS

### PURPOSE

In January of 2018, the Newberg Public Schools (the district) undertook an effort to develop a Long-Range Facility Plan. Mahlum was selected to facilitate this process and assist with preparation of the plan.

The primary purpose of the Long-Range Facility Plan is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements for those facilities as needed, and address how student populations will be accommodated over the next 10 to 20 years. The Plan provides a strategic framework for management of Newberg Public Schools’ facilities over time, such that they continually support the ongoing success of district students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations: educational program (evaluating the adequacy of existing educational facilities within the context of current educational objectives), enrollment and capacity (understanding how student populations will be accommodated over the next

10 to 20 years), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings and sites). Plan proposals that address these primary considerations are guided by a strategic vision established by the district and informed by input from the broader district community.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, plan options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. The requirements and a list of where they are addressed in this Long-Range Facility Plan Update are included in Appendix A.

### PROCESS

A district Steering Committee was assembled to provide input during the planning process and participate with a Long-Range Facilities Committee (LRFC) to develop recommendations for plan options. The Committee was comprised of key

district leadership, including representation in the areas of administration, finance, curriculum, communications, technology, and facilities management.

The LRFC was assembled to assist with plan development. This committee included participation by students, parents, community members, staff and representation from county and city planning departments. The Committee met with the planning team seven times over the course of the planning process. These three-hour meetings covered the following topics:

- 1) Vision and goal setting
- 2) Educational Programs
- 3) Enrollment and Capacity
- 4) Existing Conditions
- 5-7) Plan Development

Periodic updates were presented to the Board of Directors during Board meetings in the fall and winter of 2018.

This document represents the collaborative effort of the District Steering Committee, LRFC, Board of Directors, and planning team.



**VISION & EDUCATIONAL PROGRAM**

**DISTRICT VISION**

Newberg School District students will graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st century.

**DISTRICT MISSION**

In partnership with parents and our community, the Newberg School District will educate all students to achieve their full potential as knowledgeable, self-assured citizens ready for college and / or careers.

**DISTRICT STRATEGIC PLAN**

The Long-Range Facility Plan aligns with the district’s Strategic Plan 2014-2020. Strategic Plan goals include:

- :: Provide a high-quality, well-rounded and healthy educational experience to all students that is engaging, rigorous and culturally relevant.
- :: Build strong relationships with families, community and students to promote trust, support and collective responsibility for student success.

- :: Ensure that every classroom has a high-quality, effective educator supported by strong leadership and staff.
- :: Align resources to accomplish goals within a balanced budget.
- :: Plan systematically and strategically so that the Newberg School District continues to succeed and thrive into the future.

**DISTRICT CORE VALUES**

Implementation of the district’s Mission and Strategic Plan is guided by a clear set of Core Values. These values are:

- :: All means all
- :: Collective responsibility
- :: 21st century teaching and learning

For further definition of district Core Values see Section 02 Vision and Ed Program.

**COMMITTEE PLANNING GOALS**

In addition to the district’s vision for educational programs, the Planning Team worked with the LRFC to identify a set of goals specifically associated with the

Long-Range Facility Plan. These goals were organized into topical categories by the Planning Team and prioritized by the LRFC, via a voting process, to better understand which objectives were deemed most critical.

Prioritized goals included:

**EDUCATIONAL PROGRAMS**

- :: Provide maker spaces
- :: Update curriculum materials
- :: Address workforce readiness
- :: Accommodate growing programs, such as career and technical education (CTE) and dual-language
- :: Improve sports facilities
- :: Consider culinary overlap with food service facilities

**FACILITY REPAIR & IMPROVEMENT**

- :: Address outdoor facilities
- :: Plan for durable facilities that minimize maintenance
- :: Address major repair projects that can’t be accommodated with general funding



**SAFETY, ACCESSIBILITY, & INCLUSION**

- :: Address public / human safety
- :: Provide safe and seismically-sound structural facilities
- :: Address accessibility

**CHARACTER, DESIGN, & FEEL**

- :: Provide flexible space

**ENROLLMENT & CAPACITY**

- :: Provide new schools or expand based on enrollment
- :: Evaluate future land for school sites

**TECHNOLOGY**

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

**EQUITY**

- :: Provide equal opportunity, regardless of background

**EDUCATIONAL PROGRAM**

To further inform the planning process, district representatives identified need related to specific educational programs, with a focus on those needs having physical space implications that may impact the Long-Range Facility Plan.

All need may not be addressed in the first phase of the Long-Range Facility Plan, therefore, those items remaining should be “kept on the radar” for future phases of work. Educational program goals were defined in three broad categories:

- :: Accommodate 21st-century learning
- :: Specific Educational programs
- :: Other program considerations

**ACCOMMODATE 21ST-CENTURY LEARNING**

Modify existing spaces to better align with the district’s instructional vision:

- :: Add shared learning spaces
- :: Add maker space / creativity labs
- :: Add presentation / gallery spaces
- :: Upgrade NHS science labs

**SPECIFIC EDUCATIONAL PROGRAMS**

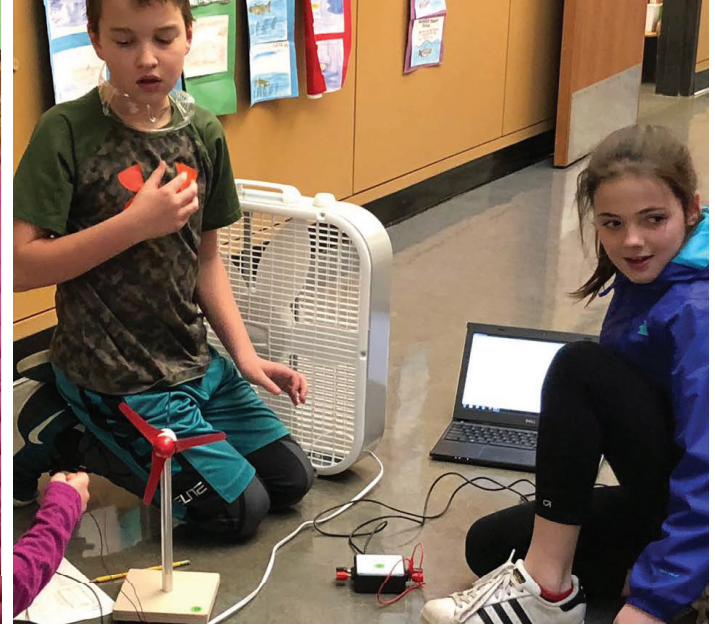
Create, improve, and/or expand specific educational programs in the district:

- :: Alternative Education
- :: Career & Technical Education
- :: Dual-Language Program
- :: School-Based Health Clinic
- :: Special Education
- :: Early Childhood Education
- :: Physical Education
- :: Athletics

**OTHER PROGRAM CONSIDERATIONS**

Provide upgrades to other areas of the district as needed to facilitate improvements in educational programs:

- :: Replace portable classrooms as needed
- :: Accessibility improvements throughout the district
- :: Expand the Antonia Crater Elementary School cafeteria



**EXISTING CONDITIONS**

There are currently 10 school facilities in Newberg School District, including six elementary schools, two middle schools, one high school, and an alternative high school. District support facilities include the district office and physical plant. Private and charter schools are not included in this Long-Range Facility Plan.

District facilities range in age from six years old to over 100 years old. The District operates almost 900,000 square feet of facility space covering over 200 acres with four properties held in reserve.

**FACILITY CONDITION ASSESSMENT**

During the summer of 2018 a Certified Facility Assessment was conducted to determine the overall condition of district facilities. The intent of the Certified Facility Assessment is to establish a Facility Condition Index (FCI) score for all buildings and sites. The FCI score is a metric representing the approximate cost to repair deficiencies (deferred maintenance) as it relates to the “as is” cost of replacement.

A chart summarizing assessment scores is shown on the following page. Most facilities were assessed as either being in “good” condition (below 20 percent of replacement cost) or “fair” condition (20 to 30 percent of replacement cost). The Edwards Elementary cafeteria building borders on “poor” condition. The Greenhouse classroom at the high school and district offices both fall into the “poor” condition category.

An “Adjusted” assessment score has also been provided by the Planning Team. The intent of the “Adjusted” score is to account for additional costs that would likely be incurred as part of a “full modernization.” The adjusted scores allow the planning committee and community to compare the cost to fully modernize aging facilities versus the cost to replace those facilities.

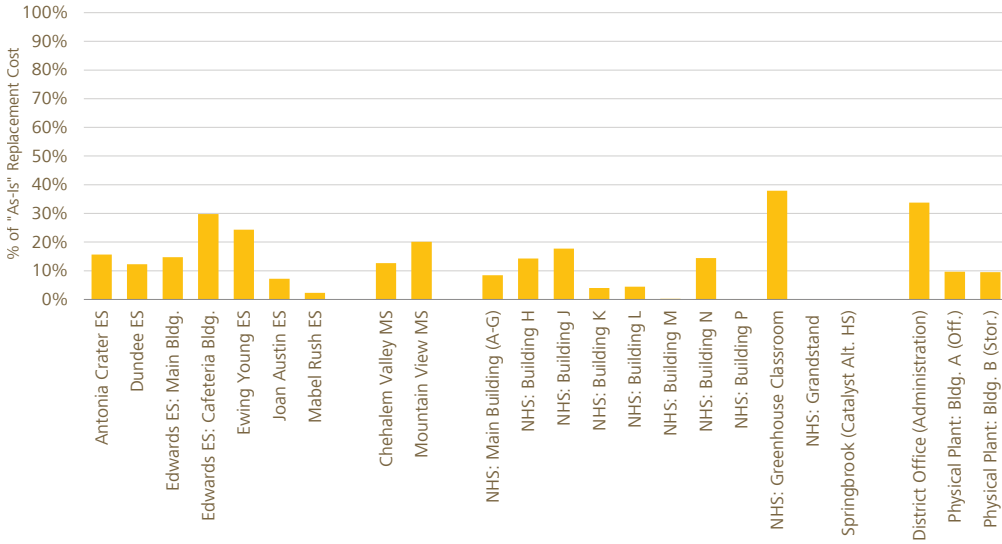
Additional elements, typically estimated on a square-foot basis include:

- :: Seismic upgrades
- :: Energy upgrades
- :: Major system replacement
- :: Programmatic suitability

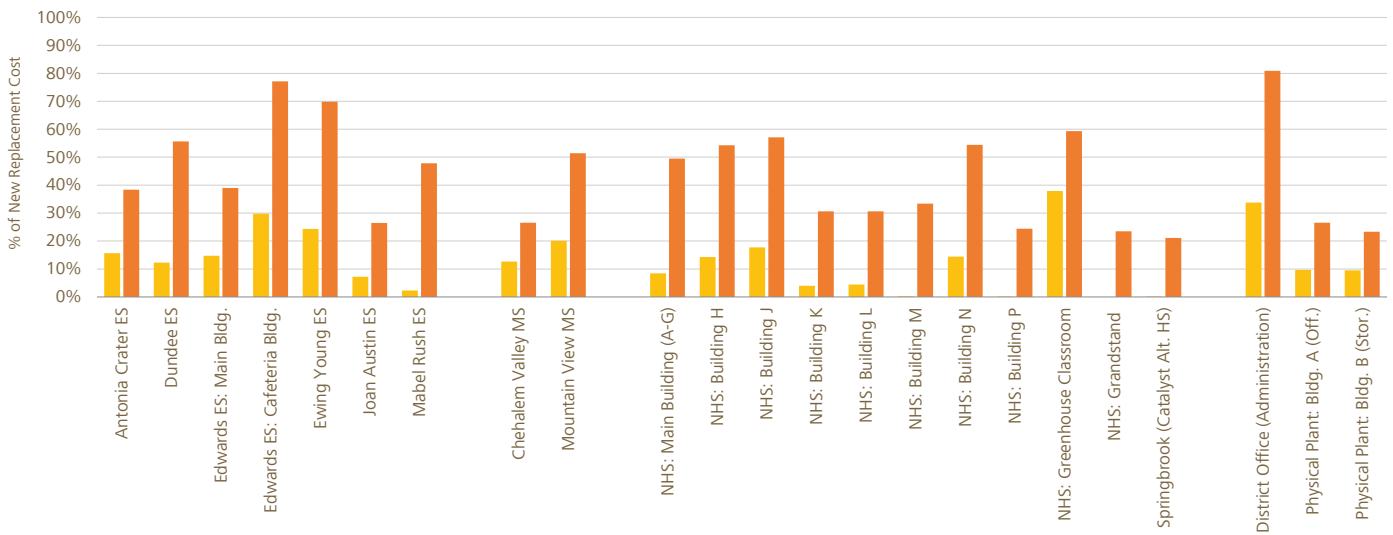
The chart opposite illustrates the adjusted full modernization scores for district education facilities. Original FCI scores are also included for comparison. “Adjusted” scores above 70 percent are typically considered as candidates for potential replacement. Although, full modernization scores above 60 percent also warrant consideration for replacement, in conjunction with other factors such as program need and enrollment.

Using the “Adjusted” full modernization comparison, four buildings, Edwards Elementary cafeteria building, Ewing Young Elementary, the Greenhouse Classroom and the District Administration Offices are candidates for replacement. Five additional buildings, Dundee Elementary, Mountain View Middle School, NHS Building H, NHS Building J and NHS Building N are over 50% and may be candidates for replacement in the next ten to twenty years.

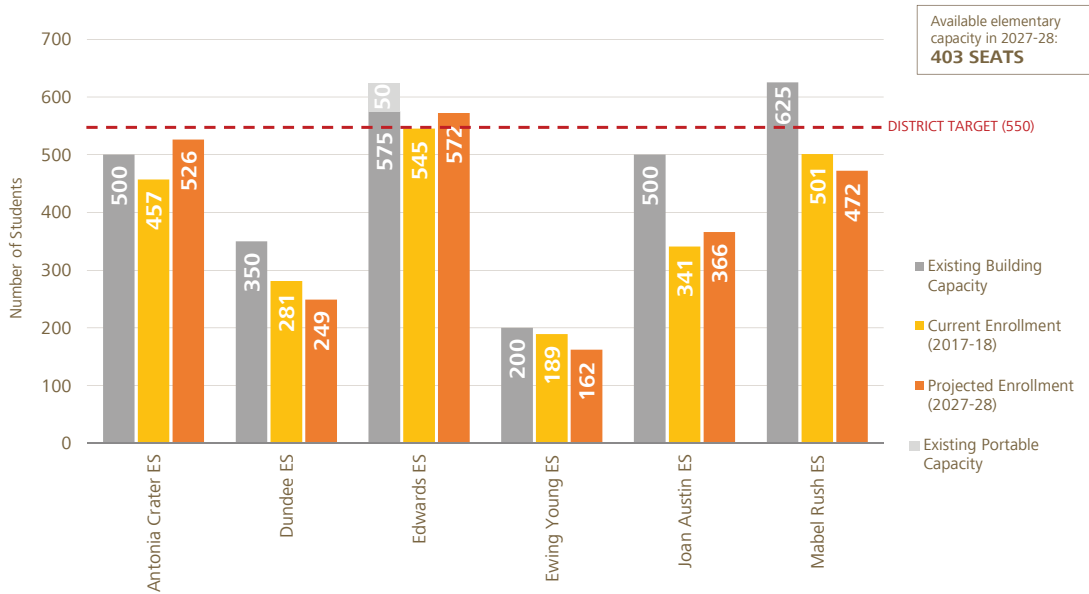
CERTIFIED ASSESSMENT SCORES (FCI)



ADJUSTED FULL MODERNIZATION COMPARISON



ENROLLMENT & CAPACITY: ELEMENTARY SCHOOLS



**CAPACITY & GROWTH**

The district currently serves over 5,000 students in kindergarten through 12th grade. The success of the district’s educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning.

**EXISTING CAPACITY**

Each school facility has an established capacity, based on the number of teaching stations, target number of students per classroom and a scheduling utilization factor. Methodologies for determining capacity vary between districts and also between grade levels.

Newberg Public School has a total permanent capacity of 6,215 seats, including 2,750 at the elementary level, 1,295 at the middle school level, 2,170 at the high school level, including Catalyst Alternative High School.

**ENROLLMENT FORECASTING**

Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs.

Newberg Public Schools received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in December 2017, which were based on existing 2017-18 school enrollment. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends.

The enrollment forecast indicates a four percent increase in total enrollment over the entire 10-year forecast period, with an additional 187 students in kindergarten through twelfth grade.

Growth projections vary by grade level, as shown in the table found on this page, and also vary between regions. There is minimal projected growth at the elementary level (one percent), significant growth expected at the middle school level (nine percent), and some growth projected at the high school level (four percent).

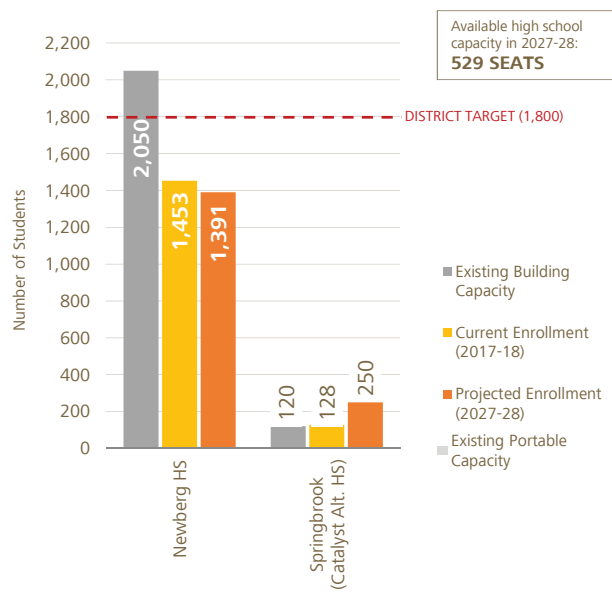
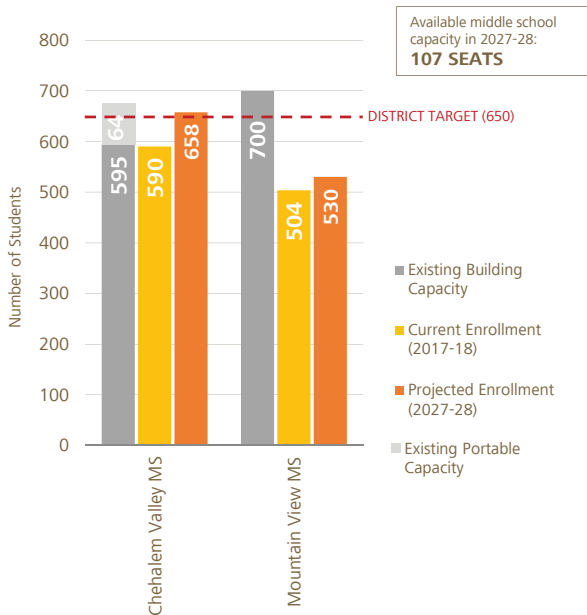
Three elementary schools, including Antonia Crater, Edwards, and Joan Austin, gain enrollment over the forecast period, while the other three elementary schools have declining enrollment.

The two middle schools both have increasing enrollment, gaining 94 students during the period. Enrollment at the high school is projected to increase by 60 students over the 10-year period.

Grade Level	2017-18 Enroll.	2027-28 Enroll.	Difference
Elementary	2,314	2,347	33 1%
Middle	1,094	1,188	94 9%
High	1,581	1,641	60 4%
<b>Total</b>	<b>4,989</b>	<b>5,176</b>	<b>187 4%</b>

Detailed capacity and enrollment information by school and region is summarized in Section 04—Capacity & Growth.

ENROLLMENT & CAPACITY: MIDDLE & HIGH SCHOOLS



**FACILITY UTILIZATION**

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2027-28.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use. The charts above and opposite compare existing capacity with existing and projected enrollment by school.

**Elementary Schools**

Looking at the district as a whole, the forecasted 33 additional elementary school students bring districtwide elementary utilization to 85 percent, if no additional capacity is planned.

This means that if all classrooms in all existing elementary schools were filled (at the planning target of 25 students per classroom), there would be 403 empty seats across the entire district, however, boundary adjustment would need to occur in order to take advantage of this additional capacity.

Individual elementary school utilization ranges vary, but three facilities have low utilization ranging from 71 percent to 76 percent.

Antonia Crater is the only elementary school expected to have enrollment greater than its capacity.

**Middle Schools**

The projected nine percent enrollment increase at the middle school level brings districtwide middle school utilization to 92 percent. Individual facility utilization varies at the middle schools, with Mountain View at 76 percent and Chehalem Valley at 111 percent.

It is anticipated that district plans for a middle school dual language program, to be housed at Mountain View Middle School, will shift approximately 60 students from Chehalem Valley Middle School to that program.

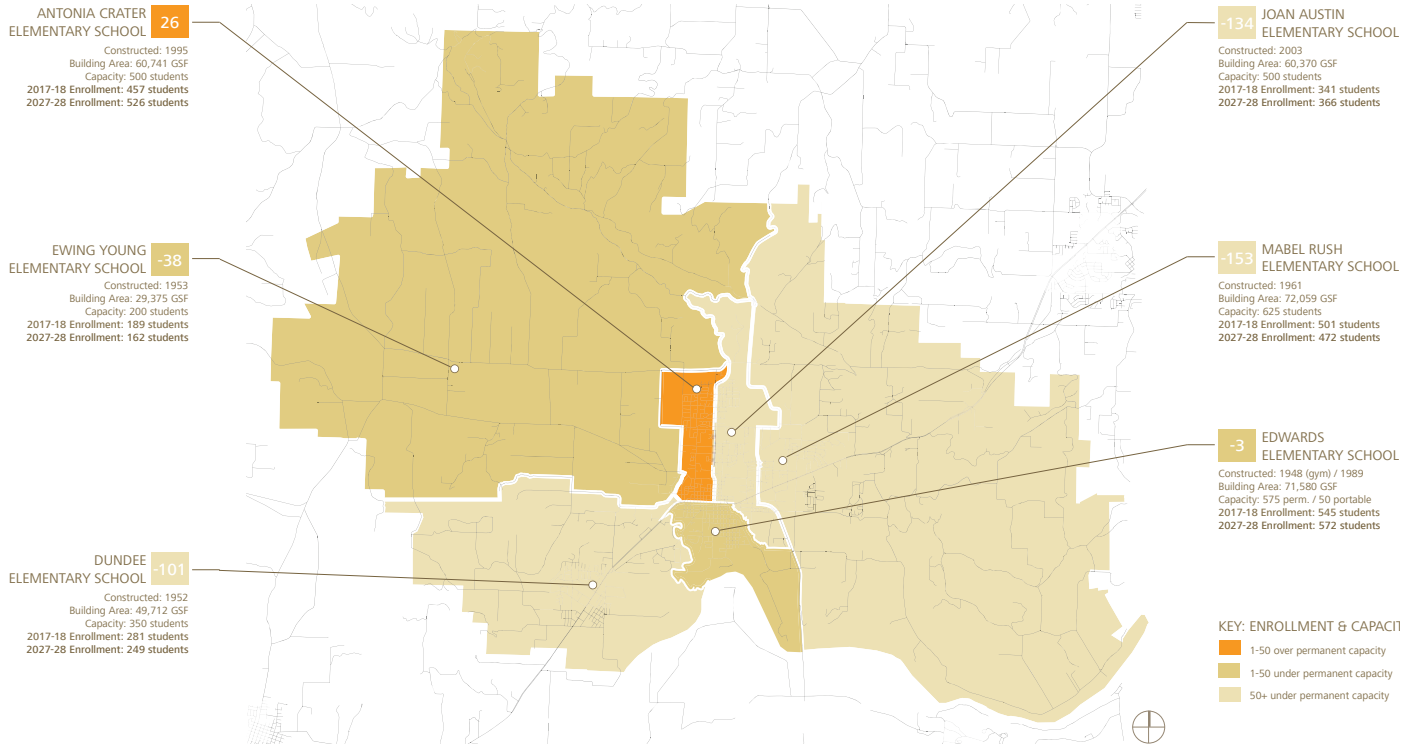
**High Schools**

Districtwide, high school utilization is projected to be 76 percent. This includes 68 percent utilization at Newberg High School and 108 percent at Catalyst Alternative High School. Catalyst is projected to be more than double its existing capacity due to the enrollment shift expected for this program.

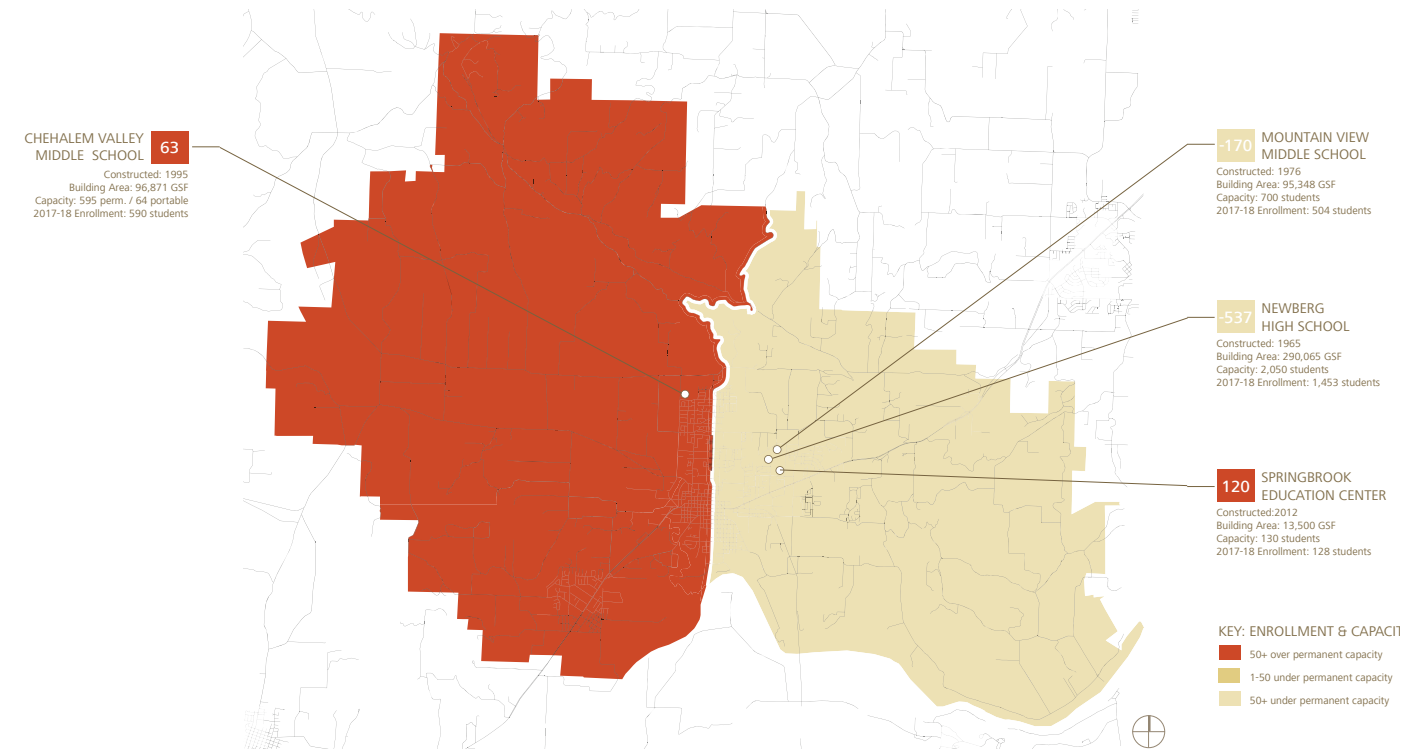
**GEOGRAPHICAL DISTRIBUTION**

The map diagrams opposite illustrate building capacity and utilization based on enrollment projections through 2027-28.

PROJECTED ENROLLMENT & EXISTING CAPACITY: ELEMENTARY SCHOOLS



PROJECTED ENROLLMENT & EXISTING CAPACITY: MIDDLE & HIGH SCHOOLS



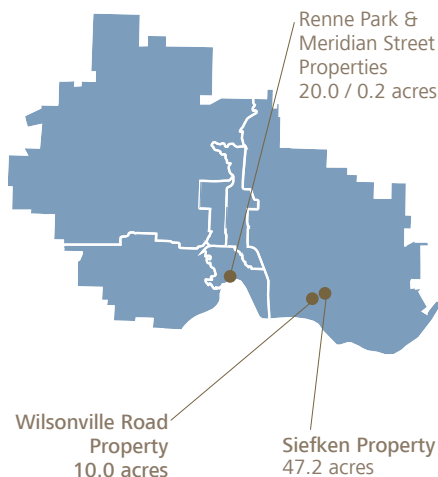


	CAPACITY		ENROLLMENT				UTILIZATION	
	Permanent Capacity (Students)	Portable Capacity (Students)	Historic Enrollment (2017-18)	Projected Enrollment (2027-28)	Difference	Growth Rate	Perm. Cap./ Proj. Enroll. Difference	Utilization Rate
<b>ELEMENTARY SCHOOLS</b>								
	25 per CL	25 per CL						
Antonia Crater ES	500	-	457	526	69	15%	-26	-5%
Dundee ES	350	-	281	249	-32	-11%	101	29%
Edwards ES	575	50	545	572	27	5%	3	1%
Ewing Young ES	200	-	189	162	-27	-14%	38	19%
Joan Austin ES	500	-	341	366	25	7%	134	27%
Mabel Rush ES	625	-	501	472	-29	-6%	153	24%
<b>Subtotal</b>	<b>2,750</b>	<b>50</b>	<b>2,314</b>	<b>2,347</b>	<b>33</b>	<b>1%</b>	<b>403</b>	<b>85%</b>
<b>MIDDLE SCHOOLS</b>								
	25 per CL	25 per CL						
Chehalem Valley MS	595	64	590	658	68	12%	-63	-11%
Mountain View MS	700	-	504	530	26	5%	170	24%
<b>Subtotal</b>	<b>1,295</b>	<b>64</b>	<b>1,094</b>	<b>1,188</b>	<b>94</b>	<b>9%</b>	<b>107</b>	<b>92%</b>
<b>HIGH SCHOOLS</b>								
	32 per CL							
Newberg HS	2,050	-	1,453	1,391	-62	-4%	659	32%
Springbrook (Catalyst Alt. HS)	120	-	128	250	122	95%	-130	-108%
<b>Subtotal</b>	<b>2,170</b>	<b>0</b>	<b>1,581</b>	<b>1,641</b>	<b>60</b>	<b>4%</b>	<b>529</b>	<b>76%</b>

**SITE OPPORTUNITIES**

The district currently owns four undeveloped sites: Renne Park and Meridian Street properties (20.0 and 0.2 acres respectively), the Siefken Property (47.2 acres) and the Wilsonville Road Property (10.0 acres).

Based on enrollment projections provided by the PSU Population Research Center, it appears that no additional school sites will need to be purchased as part of this ten-year Long-Range Facility Plan.



Three of the district’s undeveloped sites, and opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet demand for the foreseeable future. However, because middle school enrollment is projected to be very close to the district capacity by the end of Phase One, it is recommended that the district closely monitor enrollment in case a new middle school is needed sooner than projected. If this occurs, the district already owns a site that is earmarked for a new middle school.

Several of the District’s school sites appear to offer opportunities for co-location with other future facilities. This possibility for co-location could occur while keeping the existing facilities in place or by reconfiguring the entire site.

The Dundee and Ewing Young elementary school sites have this potential, due to the small size of the existing facilities and their configuration on the site. However, their relatively remote locations may make them less desirable locations for future development.

As district facilities continue to age and require replacement, it is recommended that the district consider the possibility of co-location in the future, and plan replacement facilities on larger sites with this potential strategy in mind.

One component of a Long-Range Facility Plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the district does not have an immediate need to purchase more land, it is important to understand the criteria for site selection that may be used for future land acquisition.

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size environmental impact, limitations associated with development and its geographic location relative to projected enrollment increases.

Minimum site size targets for each educational level established by the District should be followed. School site size targets established as guidelines for the purpose of this Long-Range Facility Plan are:

- :: Elementary site size of 7-10 acres
- :: Middle schools site size of 15-20 acres
- :: High school site size of 35-40 acres

Additional criteria for site selection may be found in Section 05 Site Opportunities.

## LONG-RANGE FACILITY PLAN

### PHASE ONE PLAN

The LRFC felt that the following general concepts should guide development of the Long-Range Facility Plan:

- :: A “big” project would be important with regard to garnering public support.
- :: The plan should address facilities in the worst condition.
- :: Dual-language should remain at Edwards Elementary.
- :: Addressing deferred maintenance is important with regard to protecting the community’s previous investment.
- :: Career and technical education (CTE) and alternative education will garner public support.
- :: Work at the high school should be prioritized as it serves the most students.
- :: Seismic and resiliency are important, but should happen in conjunction with full modernization or replacement.

The Phase One plan proposal intends to strike a balance between community support for funding and current district need, and can serve as the basis for a potential capital measure. Projects that were identified during the planning process and have not been prioritized for inclusion in Phase One will continue to be tracked and addressed in later phases of the Plan.

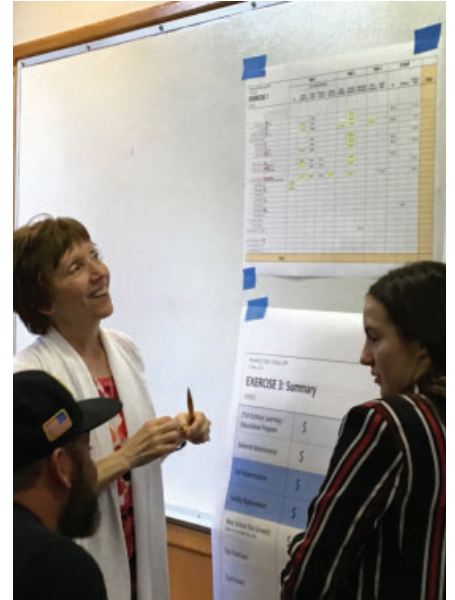
### PHASE ONE PROJECTS

#### 21st-Century Learning Upgrades

- :: Shared Learning
  - Create flexible shared learning areas within existing space at all district schools that don’t currently have them (between one and six spaces per school, depending on the size of the facility), to facilitate 21st-century learning
  - In most cases, assume existing classrooms are converted, except use locker areas at Mountain View Middle School and other areas at Newberg High School
  - Includes cost of replacing three displaced classrooms at Edwards ES; other schools do not need to replace capacity



Long-Range Facility Committee Planning



Long-Range Facility Committee Planning

**:: Maker Space / Creativity Labs**

- Create one maker space / creativity lab within existing space at all district schools, to facilitate 21st-century learning
- In most cases, assume a portion of existing library is converted

**:: Presentation / Lecture**

- Create presentation / gallery space at middle schools and the high school through remodel of existing hallway space

**High School Science Lab Upgrades**

:: Upgrade eight existing science labs at the high school through remodel of existing space

:: Upgrades to current standards, including water, electrical drops, gas, appropriate lab countertops, and exhaust systems

**Alternative Education**

:: Expand the Catalyst alternative high school program with a new addition to Springbrook Educational Center

:: Meet current program needs, accommodate hybrid / blended learning programs districtwide, and plan for enrollment growth to 250 students (+120 capacity)

:: High-level program includes three new general classrooms, one new CTE / maker space classroom, a new small gym/multipurpose room, and office / support areas

**Special Education**

:: Add one changing room and one quiet/ sensory room at each District school facility, through reconfiguration of existing space (does not include funds to replace displaced areas)

**Dual-Language Program**

:: Accommodate expansion of the existing dual-language program at Edwards Elementary School through 5th grade, with two additional (new) classrooms

:: Provide a new 6-8th grade dual-language program at Mountain View Middle School (space available; no capital funding needed)

**Early Childhood Education**

:: Build a new classroom at Edwards Elementary School to accommodate the existing migrant preschool program

**School-Based Health Clinic**

:: Provide a school-based health clinic at the high school that serves medical, mental health, and other needs for students and the community

:: Serve students during the day, including medical / health pathway classes, and serve community in the evening

:: High-level program includes three exam rooms, one office, one lab, one classroom, waiting, reception / administration, and support through remodel of existing high school area

**Accessibility / Other**

:: Replace two portable classrooms at Edwards Elementary School with permanent classroom space (assumes construction of two new classrooms)

:: Improve specific accessibility issues at four schools, including accessible entry doors, cafeteria tables and seating, playground equipment, and gender-inclusive bathrooms at the high school

**Deferred Maintenance**

- :: Address the most critical deferred maintenance needs
- :: Initial focus should be on health/safety issues and protection of previous capital investment

**Full Modernization of NHS CTE Buildings (H & J)**

- :: Fully modernize the CTE buildings to support a variety of programmatic offerings
- :: Pending availability of funding, consider constructing a covered outdoor work area between existing CTE buildings

**Replace Dundee Elementary School**

- :: Construct a new (replacement) for Dundee Elementary School
- :: Provide capacity for projected 10-year need, but construct common support functions to accommodate later expansion up to target capacity of 550 students

**Replace Edwards Cafeteria Building**

- :: Provide new cafeteria/classroom building to replace existing facility

**Replace NHS Greenhouse Classroom**

- :: Provide a new greenhouse classroom to replace aging and inadequate existing classroom

**Curriculum**

- :: Adopt updated districtwide curricula in needed areas, including math, science, health and PE, social studies, world languages and arts, English language arts, and ELL / ELP

**Technology**

- :: Replace aging devices and PA systems throughout the district
- :: Update / add wireless infrastructure, fiber runs, and data drops

**PHASE ONE SUMMARY & COSTS**

The table on the following page summarizes Phase One projects and estimated rough-order-of-magnitude (ROM) project costs, in 2023 dollars. Detail regarding ROM cost estimates that were developed as part of this planning process are included in Appendix G.

The combined total ROM cost of Phase One projects is estimated to be \$116.2 million, including bond costs.

**LONG-RANGE FACILITY PLAN: PHASE ONE**

<b>Project</b>	<b>Amount</b>	<b>Purpose</b>
<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>		
	<b>\$113.9M</b>	
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



SECTION 02

**VISION &  
EDUCATIONAL  
PROGRAM**





## 02 VISION & EDUCATIONAL PROGRAM



### DISTRICT VISION

For Newberg Public Schools several key documents provide a solid foundation for development of the long-range facility plan: clear vision and mission statements, a strategic plan developed with significant community input, and defined set of values that are reflected every day in classrooms across the district.

### VISION

Newberg School District students will graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st century.

### MISSION

In partnership with parents and our community, the Newberg School District will educate all students to achieve their full potential as knowledgeable, self-assured citizens ready for college and/or careers.

### STRATEGIC PLAN 2014-2020

In 2012-13, more than 500 students, recent graduates, district employees, parents, community members, civic, business and faith leaders engaged in conversations

about what Newberg Public School students need to be successful in the future. Hundreds more shared their comments and suggestions in online surveys.

Their responses created a roadmap to improve learning throughout the district. New strategic priorities will guide efforts to raise achievement and prepare students for college, career, the workplace and life.

Strategic plan goals include:

- :: Provide a high-quality, well-rounded and healthy educational experience to all students that is engaging, rigorous and culturally relevant.
- :: Build strong relationships with families, community and students to promote trust, support and collective responsibility for student success.
- :: Ensure that every classroom has a high-quality, effective educator supported by strong leadership and staff.
- :: Align resources to accomplish goals within a balanced budget.
- :: Plan systematically and strategically so that the Newberg School District continues to succeed and thrive into the future

In partnership with parents and our community, the Newberg School District will educate all students to achieve their full potential as knowledgeable, self-assured citizens ready for college and/or careers.  
— *NPS Mission*



**DISTRICT VALUES**

Implementation of the district’s Mission and Strategic Plan is guided by a clear set of Core Values. These values are:

**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.

These values are manifested inside the classroom in a variety of ways, including:

**1:1 Technology**

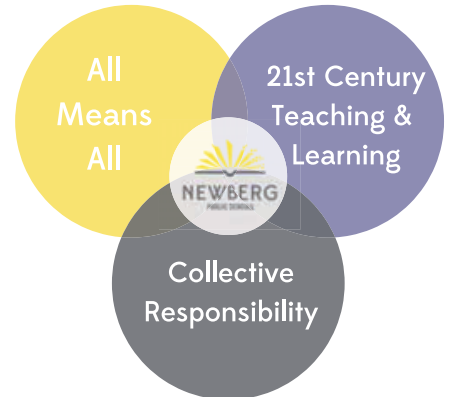
- :: Students have their own dedicated device
- :: Giving students the right tools helps them gain 21st century skills to succeed after high school

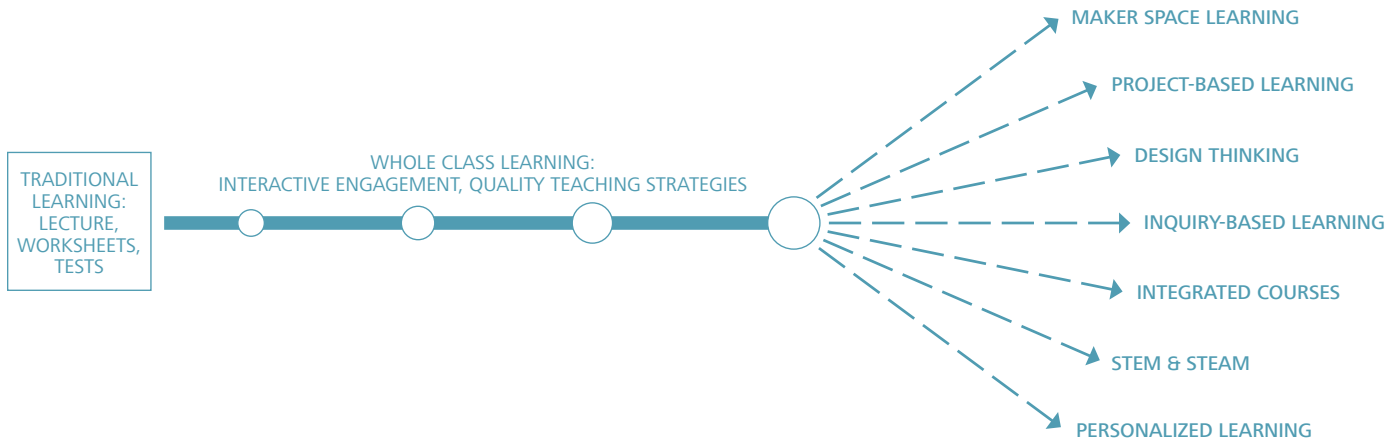
**Inclusivity**

- :: Students can expect to feel welcome and included in their classrooms
- :: The All Means All initiative is focused on equity and inclusion
- :: Students of all abilities races and economic situations work together in our 21st century classrooms

**The Five C’s**

- :: Collaborate, creativity, communicate, critical thinkers, citizenship





**21ST-CENTURY TEACHING & LEARNING**

The purpose of a long-range facility plan is to develop a road map outlining strategic management of District facilities that offer high-quality, effective and adaptable learning environments for children. Over the last few decades, education has changed dramatically to incorporate a new understanding of how individuals learn.

Essential to fulfilling the Long-Range Facility Plan’s purpose is ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn. The Long-Range Facility Plan addresses changing needs for educational program delivery and how facilities can support these requirements.

**BACKGROUND**

There have been enormous strides in our understanding of how the brain functions and how children and adults learn. We now know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats.

This new knowledge has given rise to new approaches towards more effective teaching and learning, such as project-based and inquiry-based learning, design thinking, student-managed learning, integrated courses, small group work, independent research, and presentation. While the realities of our modern world continue to change and evolve, many older school buildings are still configured as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration).

Twenty-first century learners are citizens of the world. They are connected through media and technology to a greater network of information than ever before. They need to learn to sift through vast quantities of information and evaluate it, not memorize it. These learners must be more creative, innovative, and must work in a more collaborative way.

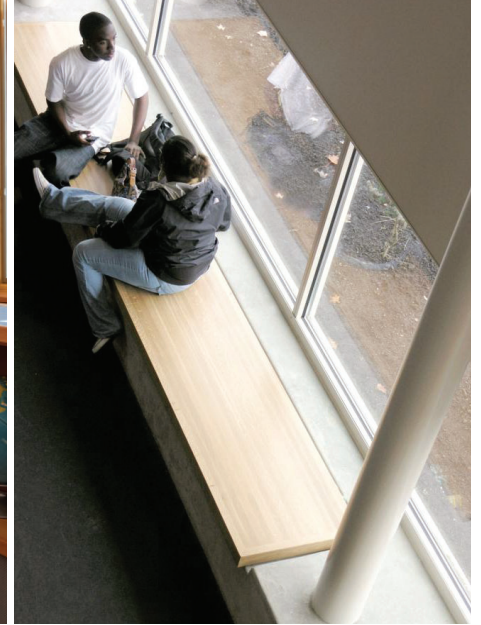
As global community members, today’s learners need to understand and relate to different cultures and be multilingual. They will live in a rapidly changing world, which

requires them to be flexible to meet the needs of the future. They must be more self-directed and prepared to be life-long learners.

**FACILITIES PLANNING IMPLICATIONS**

Striving for realistic solutions to existing problems such as dated facilities, overcrowding, rising costs and stringent budgets, many public and private institutions are embracing proactive, holistic reforms that integrate innovative teaching methods such as hands-on learning and collaborative project-based work with more effective learning environments that are flexible, adaptable and technology-rich.

Increasingly, insightful teams of administrators, educators, and parents are collaborating with architects to reimagine the schoolhouse. The goal: to create buildings that will engage students, welcome the community, and adapt to the inevitable shifts in population and pedagogy.



In order to meet the nation’s needs for the twenty-first century, the U.S. Department of Education offers the following guidelines regarding the design of learning environments:

- :: Enhance teaching and learning and accommodate the needs of all learners
- :: Serve as centers of the community
- :: Result from a planning and design process involving all stakeholders
- :: Provide for health, safety, and security
- :: Effectively use adaptable resources
- :: Allow for flexibility and adaptability to changing needs

Many of the district’s existing facilities are dated and do not support these aspirations or reflect the cultural norms of the community. Education facilities have historically been designed in a “one-size-fits-all” manner.

In addition, many district facilities have not been significantly upgraded since their original construction and have poor heating and ventilation systems or may not meet current earthquake safety guidelines.

Older building configurations were designed to support one teacher with a group of 30 students. There is limited flexibility for team-teaching or convening a variety of student group sizes, and typically no space outside the classroom to facilitate more interpersonal instruction or tutoring.

**EDUCATIONAL TRENDS**

Modern learning environments are student-centered and integrate innovative teaching methods, such as hands-on learning and collaborative project-based work with effective learning environments that are flexible, adaptable and technology-rich. Modern learning environments accommodate and encourage different students, of varying ages, abilities and interests, to learn different things from different people in different places, in different ways, and at different times.

Modern learning environments engage students, welcome the community and adapt to shifts in student population. They are flexible, connected, collaborative, culturally-relevant, multi-sensory and multi-purpose; with provisions for small study spaces and shared group space.

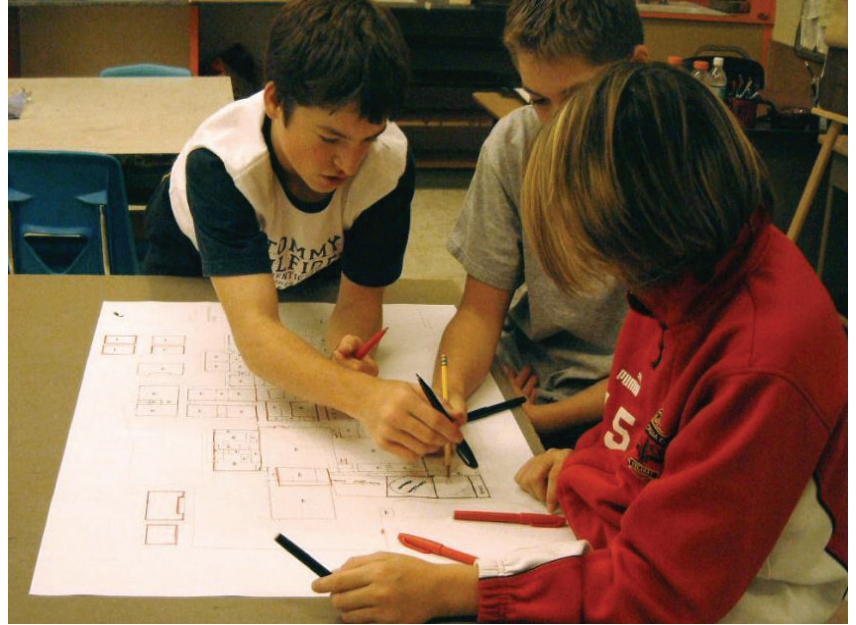
**Design Patterns**

Good buildings do matter. School facility design contributes to creating successful learning environments. Types of teaching and learning, such as independent study, peer tutoring, project-based learning, student-managed learning, mentoring and distance learning, create the need for different types of space.

**Partnerships**

Partnerships can facilitate a rich and meaningful learning experience for students beyond the classroom. In a time of diminishing resources, partnerships can augment school programs and provide educational continuity before and after school. A growing number of projects are also financed creatively through partnerships with public and private organizations.

Partnerships can take many forms: aligned services and programs, creating new learning opportunities, sharing facilities and leveraging resources.



## DESIGN TRENDS

### Environmental Responsibility

Teachers and students perform best in facilities that meet their needs. Facilities must be well-ventilated, comfortable environments that are free of hazards and irritants, while also minimizing energy and resource use. Access to daylight and good acoustics are also key elements of a healthy environment.

School buildings can be designed to go beyond sustainability in terms of energy use and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes and building technologies. There is increasing national concern about the buildings and spaces in which students learn, and how these might affect both health and achievement.

### Learning for All

Some types of learning environments that affect how school facilities are built include:

**Early Learning**—The first few years of a child's life lay the foundation for cognitive functioning, as well as behavioral, social

and physical health. Demand for early learning programs (preschool, Head Start, etc.) is increasing. More space is needed to accommodate this increasing demand. Facilities for early learning require self-contained space for learning, napping, eating, toileting and playing.

**Universal Design**—There are more than six million students with disabilities in public schools across America. The vast majority have moderate impairments that are often not visible or easily diagnosed. Children with disabilities include those with learning, speech, physical, cognitive, sensory, and emotional difficulties. These disabilities make it hard or impossible for students to utilize many areas of schools, including playgrounds.

Universal design goes beyond Americans with Disabilities Act (ADA) compliance by addressing these obstacles as ordinary, not special. Universal design addresses the physical environment and Universal Design for Learning addresses the curriculum, incorporating three principles of flexibility: multiple methods of presentation, multiple options for participation and multiple means of expression.

**English Language Learners (ELL)**—

Demand for programs for ELL continues to increase. Break-out rooms are needed to accommodate ELL curriculum. ELL programs also require classrooms that encourage small group interaction and provide for individualized testing, and which also have storage requirements for multilingual materials.

**Physical Education (PE)**—While PE curriculum in recent years has been reduced due to focusing limited funds on the core educational program, more emphasis is now being placed on school districts to provide this important activity. Recent Oregon legislation (2007 ORS 329.496) requires a minimum number of minutes per week of physical education for students in kindergarten through the eighth grade. All Oregon school districts will be required to fulfill the requirements of this legislation, which takes effect in the 2017-2018 school year.

Oregon schools today typically provide fewer minutes per week than those stipulated by the new law. An increase in the amount of PE instruction time and



facilities to support this curriculum may be needed, requiring more or different physical activity spaces.

**Wraparound Services**—Supporting the whole child means providing on-site before- and after- school programs for students and their families, health centers, teen parent child care, and other services based on each school community's needs.

#### **ELEMENTS OF THE 21ST CENTURY SCHOOL**

In the future, it is anticipated the most valuable US export will be creativity and innovation, and these attributes will ensure access to careers with the highest compensation potential and continued employment in a global marketplace. The physical implication of this trend is the need to support self-directed learning with an emphasis on educating the whole child.

In addition to the changing economic landscape, new brain-based research has resulted in the awareness that learning is not linear but holistic; it is not unidimensional but multifaceted.

#### **Learning Everywhere**

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school's social and cultural context, students' ages and abilities, educational philosophies, curriculum and pedagogies. Multipurpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school, as well as the community surrounding the school.

**Flexible**—Contemporary learning requires larger spaces and enables the combining of small student groups. Learning spaces that can be divided into smaller, more intimate sizes using shelving, lounges, furniture and screens are desired for more collaborative work. They need to be spaces for large group meetings and spaces for multiple uses including creative, verbal, experimental and collaborative activities.

**Connected**—These types of learning spaces provide both indoor and outdoor connections. They can include glass walls or large windows to connect students to

nature, while also providing a connection to the school network and Internet through wireless technology.

**Collaborative**—For a learning space to be collaborative, it needs to have areas that support small group work without creating disruption of other class activity. These collaborative spaces are often located outside the traditional classroom, not situated in highly trafficked areas, and placed within a teacher's line of sight to facilitate supervision. Circular desks, flexible furniture, and interactive equipment further support collaborative and project-centered learning.

**Multisensory**—The provision of large areas for work displays and changing visual stimulus, as well as providing access to digital resources are key components in contemporary and multi-purpose learning spaces. Allowing creation and playback of student-created sound files, including podcasts, and providing space for kinesthetic activities are different ways that a learning space can serve many purposes.



**WHAT SHOULD THIS LOOK LIKE IN NPS CLASSROOMS?**

- :: 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
- :: Students encouraging and supporting each other to work through difficult challenges
- :: Students creating 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

**LRFC OVER-ARCHING GOALS**

During the Visioning Session held with the LRFC, a number of goals were identified. These goals were grouped within several overarching themes and then prioritized by the Committee through a voting process.

**EDUCATION PROGRAMS**

- :: Provide maker spaces
- :: Update curriculum materials
- :: Address workforce readiness
- :: Accommodate growing programs, such as CTE and dual-language
- :: Improve sports facilities
- :: Consider culinary overlap with food service facilities
- :: Provide appropriate equipment and facilities to meet educational program needs
- :: Create collaborative learning spaces (“plug and play”)
- :: Allow for interface between learning and real-world support
- :: Rethink the library / media center
- :: Include ethnic studies in curriculum update

- :: 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 & IMPROVEMENT**

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



**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)

**ENROLLMENT & CAPACITY**

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

**TECHNOLOGY**

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

**EQUITY**

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

**SUSTAINABILITY & RESILIENCE**

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





**EDUCATIONAL PROGRAM GOALS**

The Long-Range Facility Committee and the district identified a number of goals and needs related to specific educational programs in the district, with a focus on those with physical space implications that would impact the Long-Range Facility Plan. Although not all of these goals may be realized in the first phase of the Long-Range Facility Plan, they should be “kept on the radar” and can be worked toward in future planning phases.

Educational program goals were defined in three broad categories:

- :: Accommodate 21st-century learning
- :: Educational programs
- :: Other program considerations

**ACCOMMODATE 21ST-CENTURY LEARNING**

Modify existing spaces to better align with the district’s instructional vision:

- :: Add shared learning spaces
- :: Add maker space / creativity labs
- :: Add presentation / gallery spaces
- :: Upgrade NHS science labs

**EDUCATIONAL PROGRAMS**

Create, improve, and/or expand specific educational programs in the district:

- :: Alternative Education
- :: Career & Technical Education (CTE)  
CTE Integrations:
  - Head & Hand
  - Social Classes & Sexes
  - School & Community
  - Secondary, Post-Secondary & Industry
- :: 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 approach directly correlates with greater educational achievement.
- :: School-Based Health Clinic  
“Schools offer an ideal context for prevention, intervention, positive development, and regular communication between school and families. 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*

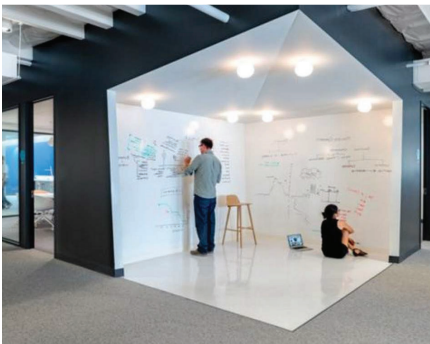
- :: Special Education
- :: Early Childhood Education
- :: Physical Education
- :: Athletics
- OTHER PROGRAM CONSIDERATIONS**
- Provide upgrades to other areas of the district as needed to facilitate improvements in educational programs.
- :: Replace portable classrooms as needed
- :: Accessibility improvements throughout the district
- :: Expand the Antonia Crater Elementary School cafeteria

Additional site specific programmatic need is summarized on the following pages by program type.

## SHARED LEARNING SPACES

Flexible shared breakout spaces to accommodate a full class.

- :: Provide at elementary, middle, and high school levels
  - Edwards (3), Dundee (2), Young (1), Rush (3), CVMS (3), MVMS (4), NHS (6)
- :: Reconfigure existing space (decompress classrooms) to create shared learning spaces, and replace displaced existing classrooms with new, if needed (Edwards only)



## MAKERSPACE / CREATIVITY LABS

Provide one flexible makerspace area in each elementary, middle, and high school facility.

- :: Locate at nine school facilities
- :: Space to accommodate a full class size (25-32 students)
- :: Remodel a portion of existing library space to create a makerspace lab (verify space available on school-by-school basis)



## PRESENTATION / GALLERY SPACES

Provide presentation / gallery areas for student activities and display at all middle school and high school facilities.

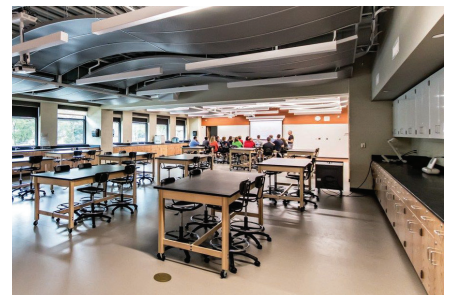
- :: Plan for hallway gallery spaces at both middle schools and the high school
- :: Provide a new lecture hall for 150 students at Newberg High School



## HIGH SCHOOL SCIENCE LABS

Improve nine existing science labs at Newberg High School.

- :: Provide for better use of space with movable tables that can be used for labs and note-taking
- :: Accommodate 32 students per lab



## ALTERNATIVE EDUCATION

Expand the Catalyst alternative high school program with a new addition to Springbrook Educational Center.

- :: Meet current program needs (gymnasium, CTE space, office and support areas)
- :: Accommodate hybrid blended learning programs districtwide
- :: Plan for enrollment growth to 250 students (additional capacity of 120 students)
- :: What is needed:
  - Three new general classrooms for 30 students each
  - One new CTE / makerspace classroom for 30 students
  - New small gymnasium or multipurpose room and associated support
  - Flexible office space for five people
  - Total area of approximately 8,500 GSF (new)



## CAREER & TECHNICAL EDUCATION (CTE)

Expand / update CTE programs and spaces at the high school.

- :: Increase visibility (add windows / glass doors throughout CTE areas)
- :: Remodel, expansion (outdoor areas), and equipment upgrades
- :: What is needed:
  - Manufacturing: Increase area, update equipment, and remodel Tiger Manufacturing
  - Integrated Design Studio (IDS): Remodel classrooms
  - Welding: Increase area and add booths / plasma table
  - Automotive: Remodel existing space and add equipment
  - Culinary: Remodel adjacent space into community room, new outdoor meeting space, and update equipment
  - Graphic Arts: Remodel existing space and update equipment, make Tiger Vinyl visible from outside
  - Greenhouse: Remodel existing classroom space
  - Barn, Medical Health, Computer Engineering: Remodel existing space



## DUAL-LANGUAGE PROGRAM

Accommodate program expansion through 5th grade at Edwards Elementary School.

- :: Currently accommodate K - 4th grade
- :: What is needed at Edwards:
  - Two classrooms and support
  - Total area of approximately 3,300 GSF
- :: Accommodate 6th through 8th grade program at Mountain View Middle School
- :: No new classrooms needed; capacity is available (little / no cost)



## SCHOOL-BASED HEALTH CLINIC

Provide a school-based health clinic at the high school that serves medical and mental health needs for students and the community.

- :: Serve students during the day and community in the evening, with child-friendly clinic areas
- :: House medical / health pathway classes during the day (treatment space = learning space)
- :: What is needed:
  - 3 exam rooms, 1 office, 1 lab, 1 classroom, waiting, reception / administration, toilet, storage
  - Assume remodel of an existing high school area (the "Great Expectations" space)
  - Total estimated area of approximately 2,500 GSF of modernization



## SPECIAL EDUCATION

Add changing rooms and quiet rooms at all school facilities (nine schools).

- :: Assume reconfiguration of existing space without replacing displaced areas
- :: What is needed:
  - Toilet, shower, changing table, storage
  - Total area of approximately 450 GSF per school of modernization

## EARLY CHILDHOOD EDUCATION

Build a new classroom at Edwards Elementary School to accommodate the existing migrant preschool program.

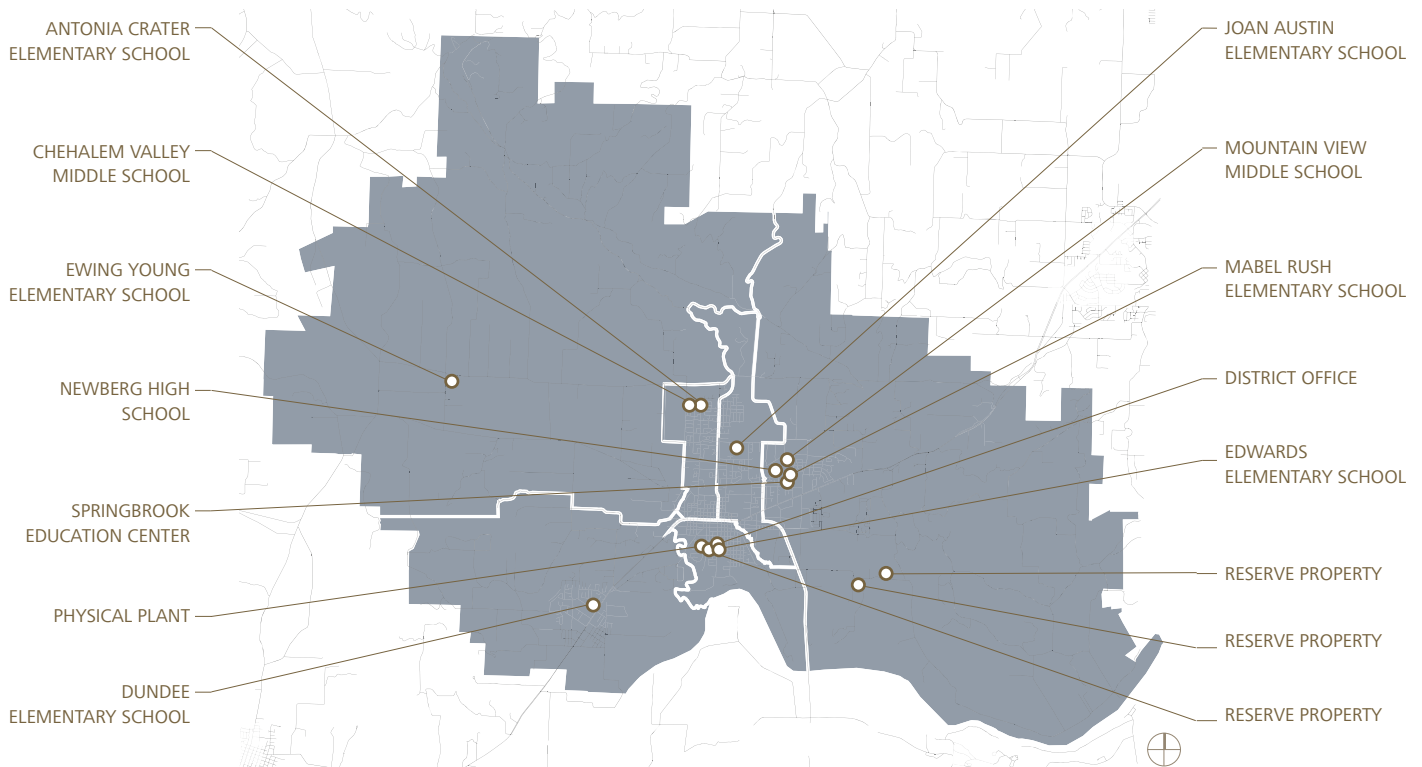


SECTION 03

**EXISTING  
CONDITIONS**



# 03 EXISTING CONDITIONS



## DISTRICT OVERVIEW

Newberg Public Schools is located Yamhill County, Oregon, approximately 25 miles southwest of Portland. It serves an 85 square mile area in the Chehalem Valley that includes the cities of Newberg and Dundee, rural Yamhill County, and parts of Washington and Clackamas Counties.

There are currently 10 school facilities in the District, including six elementary schools, two middle schools, one high school, and an alternative high school. District support facilities include the district office and physical plant. Private and charter schools are not included in this Long-Range Facility Plan.

District facilities range in age from six years old to over 100 years old. The District operates almost 900,000 square feet of facility space covering over 200 acres. A district map illustrating facility and site locations is shown above.

## SCHOOLS

Six neighborhood elementary schools serve kindergarten through fifth grade students in the district, including Antonia Crater, Dundee, Edwards, Ewing Young, Joan Austin, and Mabel Rush.

:: Edwards Elementary also houses the districtwide dual-language program (currently grades K-4) and an early learning program (migrant preschool).

:: Edwards Elementary and Joan Austin Elementary are designated as Title I schools, and receive additional funding designed to improve learning opportunities for children of low-income families.

:: Districtwide special education programs are currently housed at Dundee Elementary School.

Students in the district attend one of two neighborhood middle schools: Chehalem

Valley Middle School or Mountain View Middle School. Newberg High School is the district's comprehensive high school facility and serves the majority of high school students in the district. Catalyst Alternative High School, located in the Springbrook Education Center, provides a districtwide alternative educational program.

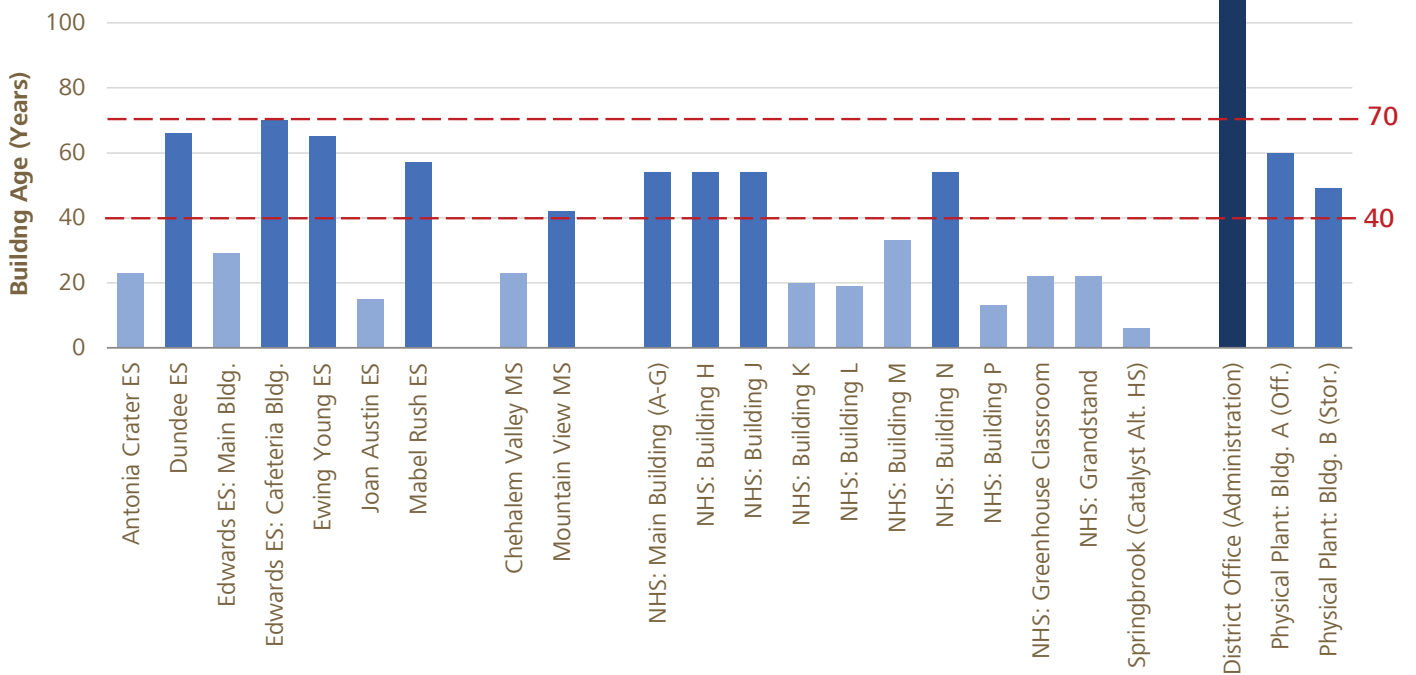
## SUPPORT FACILITIES

The district's support facilities include the district office and the physical plant, which houses the District's transportation, warehouse, and maintenance services in two adjacent buildings.

## RESERVE PROPERTY

The district owns four reserve properties of varying sizes. These can be used to accommodate future growth or traded for other school sites in the district. More information about reserve sites is located in Section 05 - Site Opportunities.

CURRENT AGE OF FACILITIES



**FACILITY AGE**

District facilities vary significantly in age, with original construction dates as early as 1911 and as recent as 2012. Although facility age does not solely determine building condition, it is a significant factor that should be considered.

Original construction dates are used for all buildings, although many district facilities have received modernizations and additions since their initial construction. This is because major building systems and components, such as foundations, structure, and exterior materials, continue to degrade over time and eventually require replacement, regardless of subsequent work that has been done in the building.

In addition to age-related degradation or failure, older school facilities were generally not designed to accommodate current models of teaching and learning.

Building configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility for team teaching or convening a variety of student group sizes.

Often there is no space outside the classroom for private conversations to facilitate more interpersonal instruction or tutoring. Shared facilities, such as cafeterias, gymnasiums, restrooms, and administration areas are often undersized for current functions and needs.

**EXISTING CONDITIONS**

Current age of district facilities is summarized in the chart above. About half of the district’s buildings are less than 40 years old, including three elementary schools, one middle school, and many of the high school buildings.

The remaining buildings, all more than 40 years old, may not need immediate

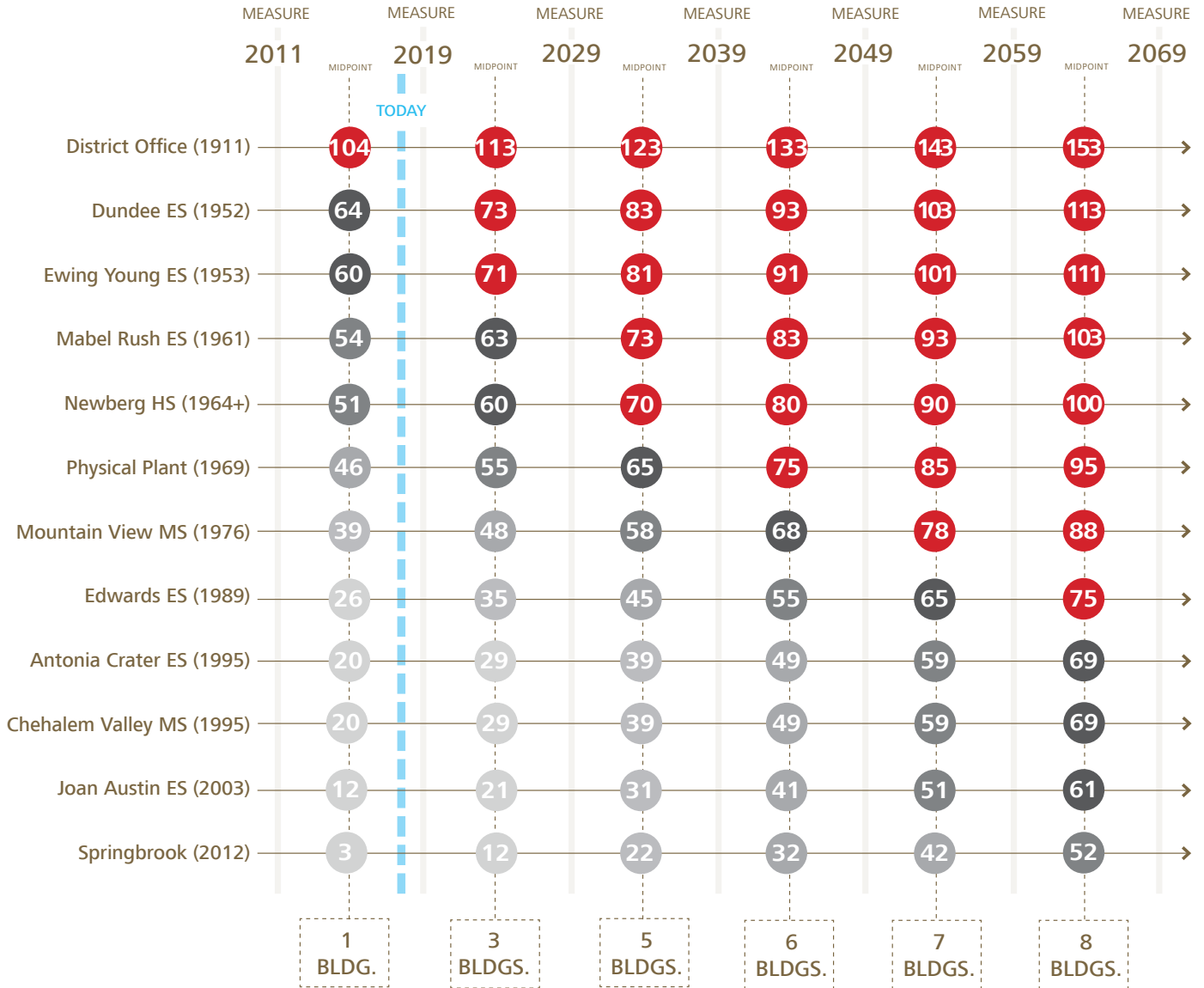
replacement, but they should be considered for replacement as part of a long-term plan. Two schools, Dundee Elementary and Ewing Young Elementary, are currently more than 60 years old, and will reach the end of their expected life-cycle within the time-frame of this long-range facility plan. The district office is over 100 years old and should also be considered for replacement.

**FACILITY AGING OVER TIME**

The chart opposite illustrates the aging of district facilities over time. While there is currently only one building over 70 years old, looking ahead through the next two potential bond cycles indicates that in less than 20 years, the district will have five buildings that are over 70 years old and likely in need of replacement or full modernization. Looking ahead another two bond cycles reveals that seven buildings will be more than 70 years old.



FACILITY AGING OVER TIME



With a history of replacing one or two facilities per capital measure cycle, the district would likely not be able to replace that many buildings in one cycle in the future. Therefore, it is important to plan ahead, considering full modernization or possible replacement of some aging facilities.

**HISTORIC BUILDINGS**

Although many of the district’s facilities are old, none of them are currently identified for historic preservation. They are not listed with the National Historic Register, State Historical Preservation Office, or any local historic building lists.

**SEISMIC CONDITION**

Although new facilities are built to meet the current seismic codes at the time of construction, many district buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs.

**SEISMIC EVALUATION**

In 2017, the District hired KPFF, a structural engineering firm, to evaluate four of the district’s older buildings to determine how they would perform during an earthquake, including:

- :: Dundee Elementary School
- :: Edwards Elementary School
- :: Mabel Rush Elementary School
- :: Mountain View Middle School

Evaluation for each facility included both Rapid Visual Screening (RVS) and a Tier 1 seismic evaluation, as well as a preliminary approach and cost estimate for upgrades. Full seismic reports are on file at the district office.

**RAPID VISUAL SCREENING**

Per the KPFF report: a rapid visual screening assessment was performed per FEMA P-154. This standard provides a methodology to identify, inventory and screen potentially hazardous buildings.

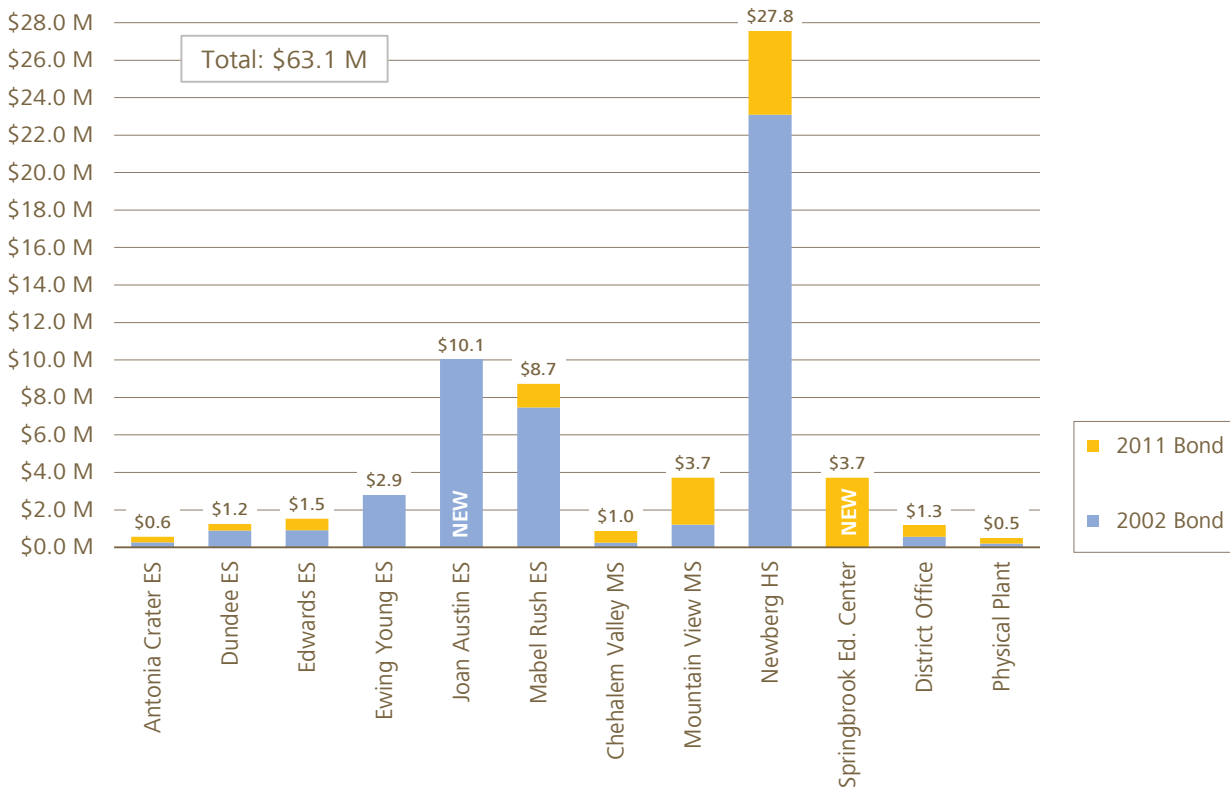
The methodology assigns a score to each building that takes into account the construction type, year of construction, structural irregularities, soil type, and visual assessment. The score is an estimate of the collapse probability if an earthquake occurs with ground motions called the risk-targeted maximum considered earthquake (MCER).

- :: Dundee – 3.4 (one in 2,500)
- :: Edwards ES – 3.4 (one in 2,500)
- :: Edwards Cafeteria & Gym – 1.2 (one in 15)
- :: Mabel Rush ES, 2003 portion – 5.1 (one in 125,000)
- :: Mabel Rush ES, older portion – 1.2 / 0.5 (collapse probability of one in 15 / one in three)
- :: Mountain View MS – 3.4 (collapse probability of one in 2,500)

**RECOMMENDED IMPROVEMENTS**

KPFF’s rough-order-of-magnitude (ROM) costs for recommended improvements are included below. Estimates reflect 2017 project costs, and are based on similar construction of recently completed projects in the Portland metro area.

RECENT CAPITAL EXPENDITURES



- :: Dundee ES – \$0.40 M to \$0.55 M
- :: Edwards ES – \$1.00 M to \$1.25 M
- :: Mabel Rush ES – \$0.60 M to \$0.75 M
- :: Mountain View MS – \$0.80 M to \$0.95 M

**NEXT STEPS**

Seismic safety is not a static situation, as building codes are periodically updated with more stringent requirements. For instance, the concept of a major subduction zone earthquake was not even contemplated at the time most district buildings were constructed. Therefore, it is necessary to continue to evaluate the District’s buildings in conjunction with current seismic requirements, and update them as necessary.

**RECENT UPGRADES**

The district has completed a number of improvements to existing facilities over the last 10 years, in addition to constructing one replacement school facility and one new education facility.

Major projects over \$500,000 that have been completed in the last two bond cycles (2002 and 2011) have occurred throughout the district and total approximately \$63.1 million. Distribution of funds by facility and bond cycle is shown in the table above.

Upgrades with 2002 bond funds include:

- :: Construction of a new elementary school (Joan Austin)
- :: Renovation and addition at Ewing Young Elementary School
- :: Renovation of Mabel Rush Elementary School

:: Renovation and addition at Newberg High School

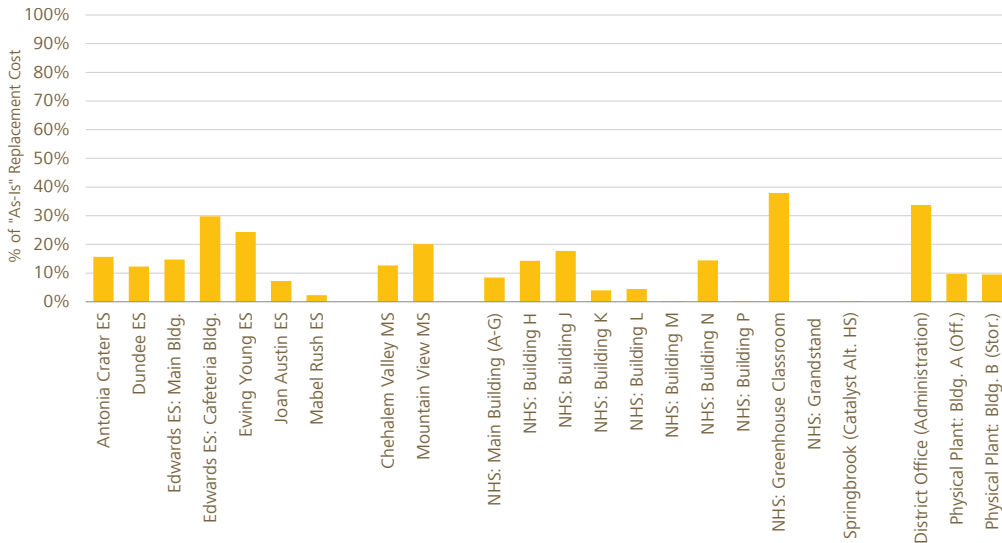
:: Various upgrades at other facilities, such interior renovations, HVAC modifications, security system installation, and site work

:: Property purchase

Upgrades completed with 2011 bond funds include:

- :: Construction of Springbrook Education Center
- :: Renovation and addition at Newberg High School
- :: Various upgrades at other facilities, such interior renovations, system upgrades, and site work

STATE ASSESSMENT SCORE (FCI)



**FACILITY ASSESSMENT**

**STATE (ODE) ASSESSMENT**

Facility assessments of all district facilities were completed by Mahlum in the spring of 2018, in conjunction with the long-range facilities planning effort. Assessments were done in compliance with the new requirements enacted by the Oregon Department of Education (ODE), using the ODE assessment template and scoring system.

The recently developed ODE assessment system is used to assess and inventory school facilities across the state. It includes the following components:

- :: Physical condition assessment
- :: School safety audit assessment
- :: ADA assessment
- :: Information technology
- :: Harmful substances assessment
- :: Indoor air quality assessment

The physical condition assessment identifies deficiencies in each major building system and calculates the cost to repair deficiencies. The chart above summarizes the physical condition assessment scores.

**FCI SCORING**

The ODE assessment system scores the major components of a building with regard to their deficiencies. The resulting “FCI” (facility condition index) score is generally intended to reflect the amount of capital required to address deferred maintenance items.

The FCI score represents cost to repair deficiencies as a percentage of the cost to fully replace the existing facility “as-is.” It does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility (a building with an approximate 70-year lifespan and modern learning environments).

The state assessment is a tool used to help the ODE understand the relative condition of various district’s facilities across Oregon. It can also be used as a tool to help school districts and their communities understand the relative condition of facilities within their district, and make decisions regarding the modernization and replacement of aging facilities.

However, the FCI score does not represent total facility need, and the comparison of cost to repair deficiencies relative to replacement cost does not represent the same finished product as a fully modernized or new building.

**ADJUSTMENTS TO FCI SCORES**

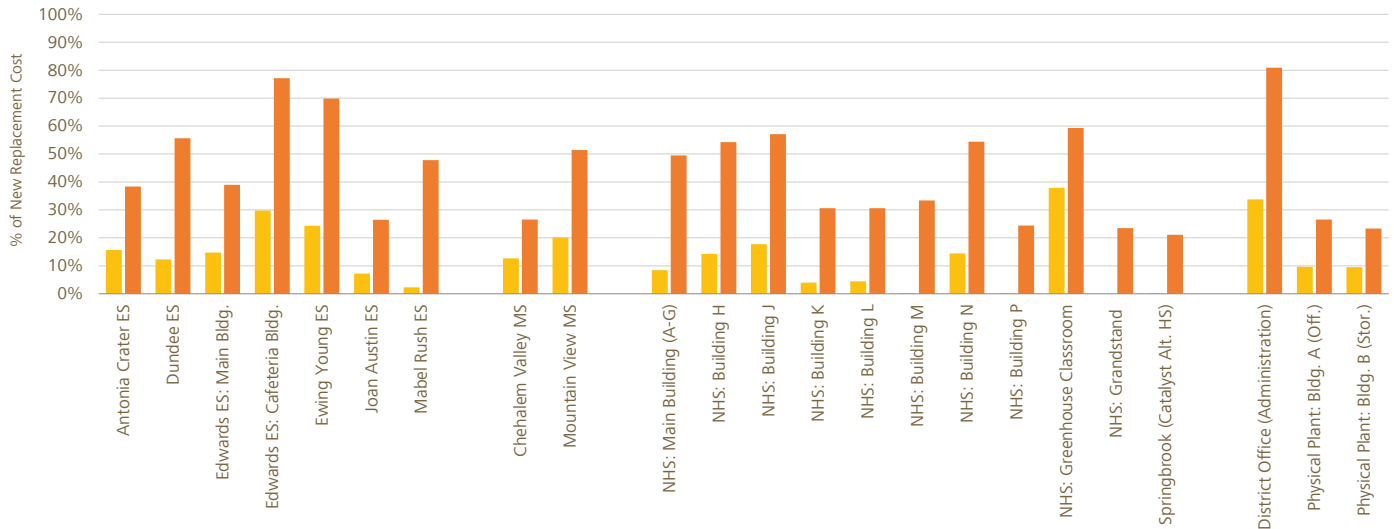
Elements that are not incorporated into the state FCI scoring include:

- :: Seismic upgrades
- :: Energy upgrades
- :: Major system replacement
- :: Programmatic suitability

As part of the long-range planning process, these elements were quantified at a high level for each facility, and combined with the state assessment FCI scores, to provide a “full modernization” score, also expressed as a percentage of replacement cost, that more accurately reflects facility need. It is important to note that cost estimates for additional elements are high-level estimates based on costs per square foot and a number of assumptions.

It is also important to note that the square foot costs used to develop

FULL MODERNIZATION ASSESSMENT SCORE



the full modernization score are escalated to 2022 dollars, to align with escalated replacement facility cost and more realistically reflect costs at the estimated time of construction. Costs and assumptions for each category are included below.

Seismic Upgrades

Seismic upgrade cost estimates reflect the cost to upgrade the facility to meet current seismic requirements for schools, but not to the higher immediate occupancy standard. Estimates were developed using a range of \$36 to \$108 per square foot (project cost in 2023 dollars), because of the wide range of building ages, conditions, and structural systems. This range also accommodates necessary patch and repair to facilities. A mid-range cost of \$77 per square foot was used to develop the full modernization costs for this plan.

Energy Upgrades

Energy upgrade cost estimates reflect the cost to significantly improve energy efficiency and bring the facility in alignment with the functionality and efficiency of a newly constructed facility. Estimates were developed using a cost of \$29 per square foot (project cost in 2023 dollars).

Major System Replacement

Major system replacement cost estimates include the cost to fully replace outdated mechanical, electrical, and plumbing systems. Estimates were developed using a cost of \$184 per square foot (project cost in 2023 dollars).

Educational Adequacy

Educational adequacy reflects a building’s ability to provide learning environments that accommodate modern educational delivery. Cost estimates reflect the cost to modernize learning environments, targeting districtwide consistency and equity. Costs were developed using the District’s target area (square footage) per student.

**FULL MODERNIZATION SCORING**

The charts above illustrate the adjusted full modernization assessment scores for district facilities, with state assessment scores included for comparison. Scores approaching 70 percent, or higher, reflecting that building modernization is estimated to be 70 percent or more than the cost of replacing the facility, are typically considered as candidates for replacement.

Three district facilities have a full modernization score of 70 percent or above, including:

- :: Edwards Elementary cafeteria building
- :: Ewing Young Elementary School
- :: District office

Full modernization scores approaching 60 percent also warrant consideration for replacement, in conjunction with other factors such as program need and enrollment. Several schools fall into this category, including:

- :: Dundee Elementary School
- :: Mountain View Middle School
- :: NHS CTE Building H
- :: NHS CTE Building J
- :: NHS Gym Building N
- :: NHS Greenhouse classroom

Detailed facility and assessment information can be found in the appendix of this document.

### AGE & CONDITION ANALYSIS

For analysis purposes, facilities are grouped into three assessment condition categories, based on the adjusted full modernization assessment scores:

- :: 1 to 50 percent of replacement cost
- :: 50 to 70 percent of replacement cost
- :: 70 percent or more of replacement cost

These categories are applied to district maps, shown opposite, that identify enrollment boundaries for each facility. In addition, facility age information is overlaid for each facility, identifying facilities that are more than 50 years old.

Combining the two metrics of age and assessment score provide a more complete analysis of building condition. Looking at geographic location can help determine what areas of the district may have opportunities for replacement and provide for evaluation based on regional equity.

#### ELEMENTARY SCHOOL LEVEL

At the elementary level, the three facilities in the worst condition (50 percent or more of replacement cost) are all also over 50 years old. Ewing Young Elementary School is located to the west, and the Dundee Elementary School and the Edwards Cafeteria Building are in the southern portion of the district.





#### MIDDLE SCHOOL LEVEL

Neither of the district's middle schools were assessed at the 70 percent or above level or are more than 50 years old. However, Mountain View scored in the 50 to 70 percent of replacement cost category, and is 42 years old.

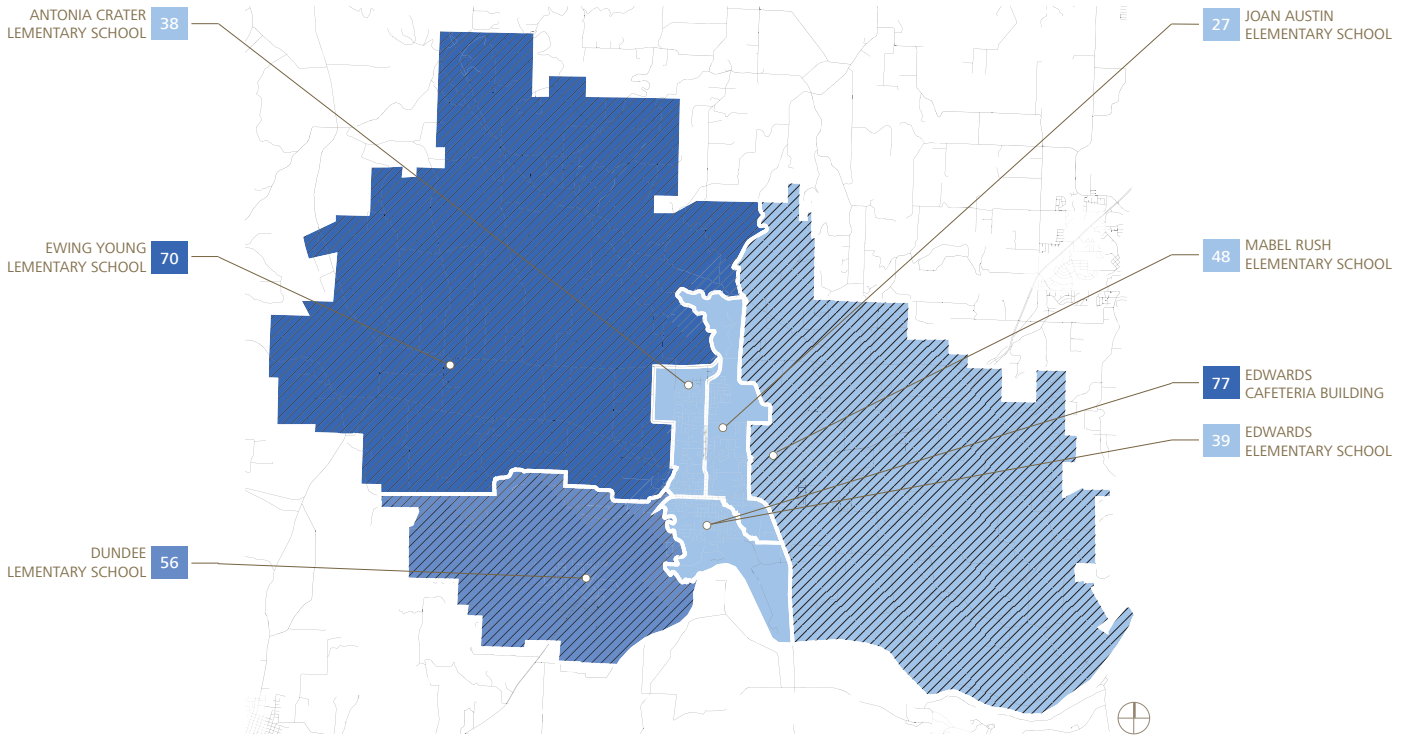
#### HIGH SCHOOL LEVEL

The condition of the district's high school varies depending on the specific building. The four oldest buildings, constructed in 1964, all scored in the 50 to 70 percent of replacement cost category.

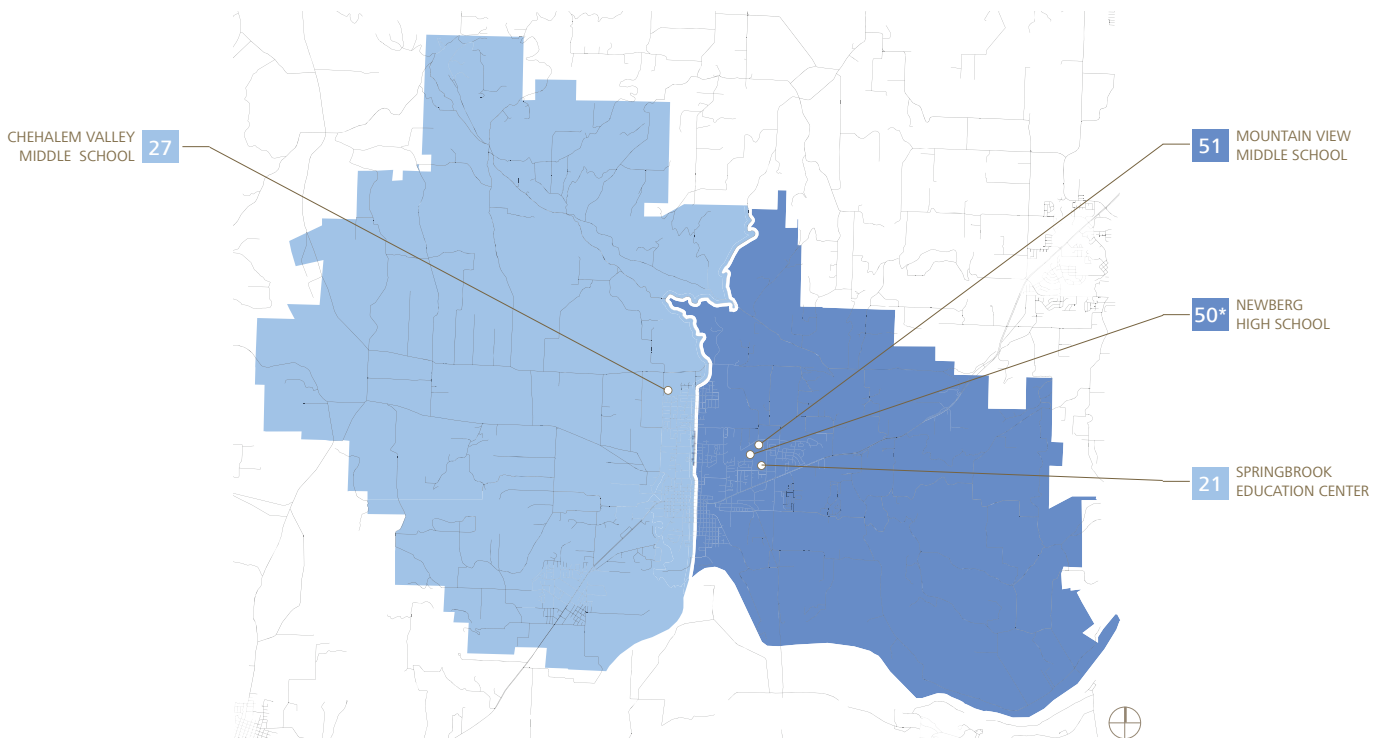
#### KEY:

-  Full modernization assessment score of up to 50% of replacement cost
-  Full modernization assessment score of 50% - 70% of replacement cost
-  Full modernization assessment score of 70% or more of replacement cost
-  Building age over 50 years

ELEMENTARY SCHOOL FACILITIES: CONDITION & AGE



MIDDLE & HIGH SCHOOL FACILITIES: CONDITION & AGE

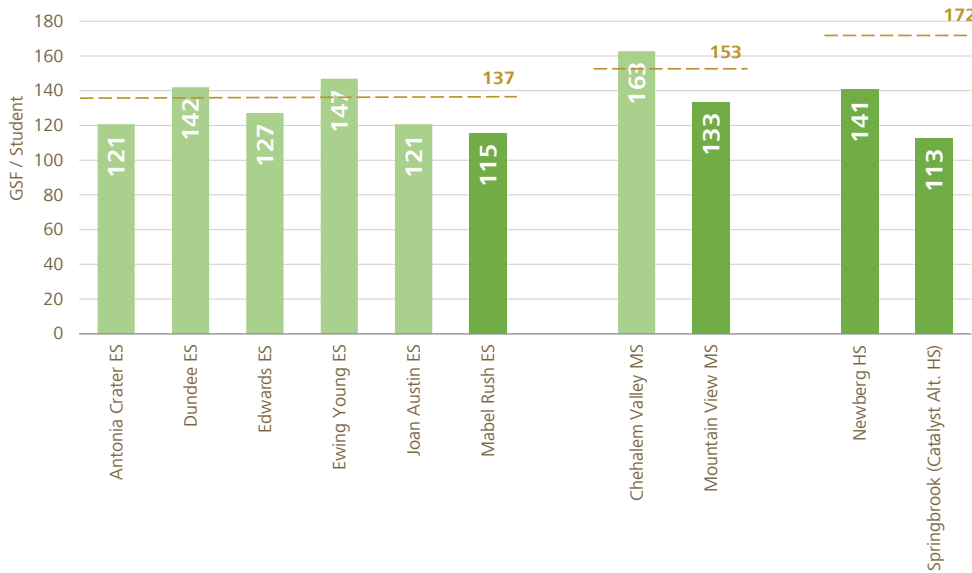


## FACILITY CONDITION SUMMARY

	FACILITY			CONDITION	
	Original Construction Date	Permanent Building Area (GSF)	GSF / Student (Perm.)	State Assessment Score (FCI)	Full Modernization Score
<b>ELEMENTARY SCHOOLS</b>					
Antonia Crater ES	1995	60,370	121	15.6%	38.3%
Dundee ES	1952	49,712	142	12.3%	55.6%
Edwards ES		71,580	127		
Main Building	1989	63,580		14.7%	39.0%
Cafeteria Building	1948	8,000		29.7%	77.1%
Ewing Young ES	1953	29,375	147	24.4%	69.8%
Joan Austin ES	2003	60,370	121	7.2%	26.5%
Mabel Rush ES	1961	72,059	115	2.3%	47.8%
<i>Subtotal</i>		<i>343,466</i>	<i>129</i>		
<b>MIDDLE SCHOOLS</b>					
Chehalem Valley MS	1995	93,271	163	12.7%	26.6%
Mountain View MS	1976	93,348	133	20.1%	51.4%
<i>Subtotal</i>		<i>186,619</i>	<i>148</i>		
<b>HIGH SCHOOLS</b>					
Newberg HS		288,485	141		
Main Building (A-G)	1964	151,243		8.4%	49.5%
Building H	1964	12,000		14.2%	54.3%
Building J	1964	27,000		17.7%	57.1%
Building K	1998	5,024		3.9%	30.6%
Building L	1999	32,509		4.4%	30.6%
Building M	1985	10,800		0.2%	33.4%
Building N	1964	37,999		14.4%	54.4%
Building P	2005	10,920		0.2%	24.4%
Greenhouse Classroom	1996	990		37.9%	59.3%
Grandstand	1996	9,000		0.0%	23.5%
Springbrook (Catalyst Alt. HS)	2012	13,500	113	0.1%	21.1%
<i>Subtotal</i>		<i>324,611</i>	<i>127</i>		
<b>DISTRICT SUPPORT</b>					
District Office	1911	30,152	-	33.8%	80.9%
Physical Plant					
Building A	1958	9,663	-	9.6%	26.5%
Building B	1969	9,663	-	9.5%	23.3%
<i>Subtotal</i>		<i>30,152</i>			



AREA PER STUDENT



EDUCATIONAL SUITABILITY

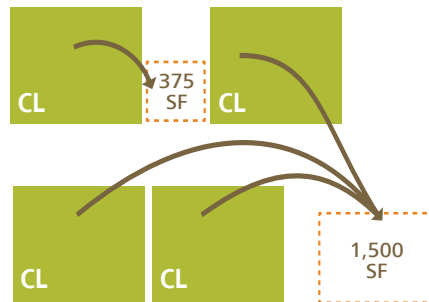
AREA PER STUDENT

Gross square footage per student (GSF/student) is one metric that can be used to compare educational suitability in school facilities. GSF/student is determined by taking the total gross square footage of a facility and dividing it by the student capacity of the building. It is important to note that this metric is not necessarily a reflection of classroom size, as it takes into account all spaces within the building and provides the average amount of total space per student.

According to the 2013 Annual School Construction Report, published by School Planning and Management, the national median for GSF/student in new schools completed in 2012 was 137 for elementary schools, 153 for middle schools and 172 for high schools.

A small amount of difference in GSF/student can have a big impact on the amount of space in a facility and how it is used. For example, the difference between Edwards and Dundee is only 15 square feet per student. However, when this is

multiplied by the number of students per classroom (25), it equates to an additional 375 square feet per classroom, or an additional 1,500 square feet for a cluster of four classrooms.



This additional space is enough to provide break-out areas and/or other types of teaching and support space for the classrooms that a school with a lower area per student would not be able to have.

Distribution and configuration of space is also important to consider. Adding onto an existing school can increase the GSF/student, but does not always provide the desired types and relationships of spaces, such as break-out spaces adjacent to classrooms.

Elementary School Level

A comparison of area per student in the district’s elementary school facilities is shown in the chart above. Most of the district’s elementary schools are relatively close to the national benchmark of 137 GSF/student.

The two newest school facilities, Antonia Crater and Joan Austin, provide 16 square feet less per student than the national benchmark. It was noted by the district that although these facilities provide shared learning areas and reasonably sized classrooms, they do not provide enough space in the cafeteria and other support areas. Therefore, the area per student for future new or replacement elementary schools should be increased, and in closer alignment with the national benchmark.

It is important to note that the high area per student at Ewing Young is likely due in part to the fact that is a very small school, and therefore less efficient in terms of shared support areas. Similarly, Dundee’s relatively high area per student reflects additional square footage in the facility that is used for districtwide special education programs.



Ewing Young ES: Lack of shared learning areas



Mabel Rush ES: Lack of shared learning areas



Mountain View MS: Lack of shared learning areas

Mabel Rush provides the least area per student. This is an indicator that the facility may not be able to provide program accommodation at the same level as newer facilities with more area per student.

**Middle School Level**

A comparison of area per student in the district’s middle schools indicates that there is a significant difference between the two facilities. Chehalem Valley provides more than the national benchmark, while Mountain View provides significantly less. This can be an issue in terms of equity for students across the district.

**High School Level**

Both of the high school facilities are significantly below the national benchmark in terms of area per student. This is not unusual for an alternative program like Catalyst, due to reduced offerings. However, increasing the area per student should be considered at Newberg High School.

*How well does the facility create a successful environment for learning, inspiring, and building community?*

**EDUCATIONAL SUITABILITY METRICS**

Educational suitability addresses the following question:

How well does the facility create a successful environment for learning, inspiring, and building community?

Although this can be difficult to quantify, district facilities were evaluated at a high level in a number of different areas.

**Shared Learning**

Modern learning environments tend to offer several options that support large group, small group and individual learners needs. Currently two options exist in many of Newberg’s older schools. These options are the general classroom environment and the hallway.

- :: Limited or no shared learning areas in older schools
- :: Limited or no space for one-on-one, group project, etc.
- :: Limited ability for outside of classroom supervision
- :: Disruption caused by use of learning space as thoroughfare



Ewing Young ES: Undersized classroom



Newberg High School: Limited ceiling height in gymnasium

**Classrooms**

Currently, most classrooms in Newberg’s older schools have the following characteristics.

- :: Undersized classrooms do not allow for flexible learning
- :: Limited or no connection to other learning areas
- :: Functionally limiting

**Natural Light**

Access to daylight is a key element of a healthy learning environment. Research over the last two decades has shown that lighting impacts physical health, psychological well-being, and academic performance.

- :: Little or no opportunity for visual relief
- :: Numerous spaces that are dark and uninviting
- :: Damaged blinds that limit use

**Wayfinding / Character / Community**

Supervision and wayfinding are important considerations in modern learning environments. Currently, many of Newberg’s older school buildings demonstrate the following characteristics:

- :: Spatially constrictive
- :: Restricts observation of students
- :: Not particularly welcoming



Mountain View MS: Narrow hallway with poor wayfinding



Mountain View MS: Locker areas with no natural light and limited observation



Chehalem Valley MS: Hallway with no natural light or views



Mountain View MS: Classroom with limited natural light

## FACILITY SUMMARY SHEETS

A summary of each of Newberg Public School's existing facilities is included on the following pages, including site, facility, and assessment information.

### SITE AND FACILITY INFORMATION

- :: Construction date, site area, and building area data, provided by NPS, is approximate.
- :: Existing building capacity, provided by NPS, is based on 25 students per classroom for elementary and middle school, and 30 students per classroom for high school.
- :: GSF / student (gross square foot per student) represents the total building area divided by the stated student capacity of the facility.

### ASSESSMENT INFORMATION

- :: Physical condition assessment scores are from the 2018 facilities assessment completed by Mahlum, using the Oregon Department of Education assessment template.

- :: Adjusted full modernization scores include the physical condition scores, plus seismic upgrade, energy upgrade, major system replacement, and educational adequacy components.
- :: Educational adequacy assessment includes elements such as classroom size and configuration, availability of break-out / flex and support areas, access to natural light, sense of community and ease of wayfinding.

Individual building assessment forms can be found in the NPS Facilities Assessment.

## ASSESSMENT SUMMARY: ANTONIA CRATER ELEMENTARY SCHOOL

### SITE INFORMATION

- :: Address: 203 W Foothills Drive  
Newberg, OR 97132
- :: Site Area: 7.0 acres
- :: Zone: R-1 (Low Density Residential)

### FACILITY INFORMATION

- :: Construction Date: 1995 (Original)
- :: Building Area: 60,370 GSF
- :: Building Capacity: 500 students
- :: Area Per Student: 121 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 20

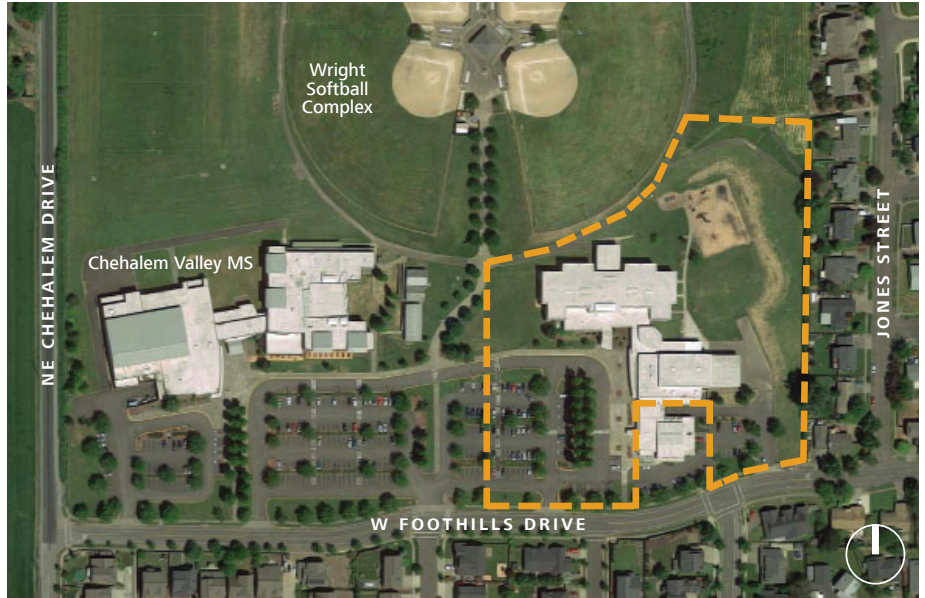
### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
15.6%
- :: Adjusted Full Modernization Score:  
38.3%
- :: Educational Adequacy: Good

### DESCRIPTION

Antonia Crater Elementary is a neighborhood school that currently houses approximately 457 students in kindergarten through fifth grade. It is adjacent to Chehalem Valley Middle School and shares parking and other site amenities. The school facility is connected to the Chehalem Senior Center.

The two-story building is slab-on-grade with steel construction and a stucco and masonry exterior. The flat roof is single-ply with skylights.



Antonia Crater Elementary School: Site and Surrounding Area



Antonia Crater Elementary School: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Antonia Crater Elementary School in March 2018. Major issues noted in the assessment report include the following:

**Substructure**

- :: Settling crack at sloped hallway to the gymnasium

**Shell**

- :: Possible moisture behind stucco finish material. This material needs to be investigated. Areas of stucco also have discoloration of surface and rusting of flashing.
- :: Areas of masonry may have moisture coming through mortar from cavity. Needs to be investigated.
- :: Roof is 23 years old, and has multiple leaks and patches.
- :: Skylights have some leaking. Kalwall material is deteriorating should be replaced with a better material.
- :: Damage to soffits is evident.
- :: Hairline cracks are visible in the siding.

**Interiors**

- :: Interior finishes are worn and need to be replaced, including paint, carpet, sheet flooring, and some ceilings.

**Services**

- :: HVAC controls and instrumentation need repair/replacement.

**Site**

- :: Major repair is needed at parking lots.
- :: Pedestrian paving has cracking, but no apparent settlement.

Refer to full facility assessment report for more information.

Antonia Crater Elementary School: Existing Conditions

## ASSESSMENT SUMMARY: DUNDEE ELEMENTARY SCHOOL

### SITE INFORMATION

- :: Address: 140 SW 5th Street  
Dundee, OR 97115
- :: Site Area: 16.0 acres (district-owned)  
10.5 acres (used as school site)
- :: Zone: R-1 (Single-Family Residential)

### FACILITY INFORMATION

- :: Construction Date:  
1952 (Original)  
1970 / 1989 / 1994 (Additions / Re-models)
- :: Building Area: 49,712 GSF
- :: Building Capacity: 350 students
- :: Area Per Student: 142 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 14

### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
12.3%
- :: Adjusted Full Modernization Score:  
55.6%
- :: Educational Adequacy: Poor

### DESCRIPTION

Dundee Elementary is a neighborhood school that currently houses approximately 281 students in kindergarten through fifth grade. It is located in the western portion of the district, in the city of Dundee.

The Dundee Elementary school site has a total of 16.0 acres, but most of the park area, approximately 5.5 acres, is currently leased to the Chehalem Park and Recreation District.

The one-story building is slab-on-grade, with the exception of the basement under the gymnasium wing (not accessible). It is steel construction with siding, stucco and masonry veneer. The facility has both flat roof areas and a sloped roof with asphalt shingles.



Dundee Elementary School Site and Surrounding Area



Dundee Elementary School: Exterior View





**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Dundee Elementary School in March 2018. Major issues noted in the assessment report include the following:

**Substructure**

- :: Basement under gymnasium wing has settling cracks at exit "porch."
- :: Gymnasium roof structure needs to be replaced, due to dryrot at sheathing.

**Shell**

- :: Possible moisture behind stucco finish material. This material needs to be investigated. Areas of stucco also have discoloration of surface and rusting of flashing.
- :: Areas of masonry may have moisture coming through mortar from cavity. Needs to be investigated.
- :: Cedar siding needs to be repainted.
- :: Roofing materials need to be replaced (asphalt shingle, built-up and single-ply)

**Interiors**

- :: Stair to basement needs major work.
- :: Carpet needs to be replaced.
- :: A portion of the ceiling tile needs to be replaced.

**Services**

- :: Boiler needs work.

**Site**

- :: Roads, parking lots, and pedestrian paving have alligating and pot-holing and need major work.
- :: Playground has very poor site drainage and should be repaired.
- :: Ramp to gymnasium basement and electrical room has drainage problem and should be repaired.
- :: Play structure needs to be repainted.

Refer to full facility assessment report for more information.

Dundee Elementary School: Existing Conditions

**ASSESSMENT SUMMARY:  
EDWARDS ELEMENTARY  
SCHOOL**

**SITE INFORMATION**

- :: Address: 715 E 8th Street  
Newberg, OR 97132
- :: Site Area: 6.0 acres (shared with District Office)
- :: Zone: R-2 (Medium Density Residential)

**FACILITY INFORMATION**

- :: Construction Date:  
1989 (Main Building)  
1948 (Cafeteria Building)
- :: Permanent Building Area:  
63,580 GSF (Main Building)  
8,000 GSF (Cafeteria Building)
- :: Permanent Building Capacity:  
575 students
- :: Area Per Student: 127 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 23

**ASSESSMENT INFORMATION**

- :: Physical Condition Assessment Score:  
14.7% (Main Building)  
29.7% (Cafeteria Building)
- :: Adjusted Full Modernization Score:  
39.0% (Main Building)  
77.1% (Cafeteria Building)
- :: Educational Adequacy: Poor

**DESCRIPTION**

Edwards Elementary and the Edwards Cafeteria Building comprise a neighborhood school that currently houses approximately 545 students in kindergarten through fifth grade. The district’s dual-language program (currently grades K-4) and migrant preschool program are also housed in this facility. It is centrally located in the district, sharing a site with the district administration building and adjacent to Renne Park (a district reserve site).

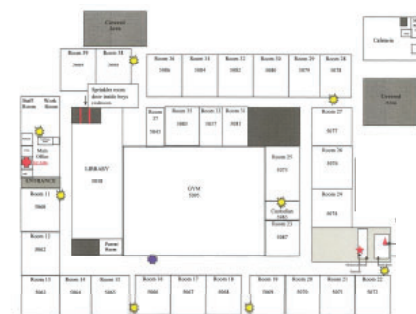
The one-story building is slab-on-grade with steel construction and a stucco and masonry exterior. The roof is single-ply with skylights.



Edwards Elementary School Site and Surrounding Area



Edwards Elementary School: Exterior View



Edwards Elementary School: Reference Plan (not to scale)



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Edwards Elementary School in March 2018. Major issues noted in the assessment report (main building only unless otherwise noted) include the following:

**Shell**

:: Possible moisture behind stucco finish material. This material needs to be investigated. Areas of stucco also have discoloration of surface and rusting of flashing.

:: Areas of masonry may have moisture coming through mortar from cavity. Needs to be investigated.

:: Major water damage at soffits and fascias throughout building, as well as underlying damage to sheathing and some structure where visible.

:: There is evidence of wide-ranging water damage at the roof (main building and cafeteria), requiring major repair.

:: Cafeteria roof framing needs bracing (seismic issue).

:: The two covered play areas are showing rust at beams, columns, and decking.

:: Roof coverings need to be replaced (main building and cafeteria).

:: Exterior covered walkway surrounding perimeter of cafeteria building should be replaced due to water damage.

**Interiors**

:: Interior finishes (paint, ceilings and floors in cafeteria building) are worn and need to be replaced.

:: A portion of the interior wood doors need to be replaced.

:: Cafeteria kitchen does not meet ADA.

**Site**

:: Road at bus drop-off and some pedestrian paving needs repair.

Refer to full facility assessment report for more information.

Edwards Main Building: Existing Conditions



Edwards Cafeteria Building: Existing Conditions

**ASSESSMENT SUMMARY:  
EWING YOUNG  
ELEMENTARY SCHOOL**

**SITE INFORMATION**

- :: Address: 17600 NE North Valley Road  
Newberg, OR 97132
- :: Site Area: 9.4 acres
- :: Zone: PAI (Public/Assembly Institutional,  
Yamill County)

**FACILITY INFORMATION**

- :: Construction Date:  
1953 (Original)  
1963 / 1979 / 2003 (Additions / Remodels)
- :: Permanent Building Area:  
29,375 GSF
- :: Permanent Building Capacity:  
200 students
- :: Area Per Student: 147 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 8

**ASSESSMENT INFORMATION**

- :: Physical Condition Assessment Score:  
29.7% (Cafeteria Building)  
14.7% (Main Building)
- :: Adjusted Full Modernization Score:  
77.1% (Cafeteria Building)  
39.0% (Main Building)
- :: Educational Adequacy: Poor

**DESCRIPTION**

Ewing Young Elementary is a neighborhood school that currently houses approximately 189 students in kindergarten through fifth grade. The school is located in the southwestern portion of the district.

The one-story building is slab-on-grade with steel construction and a panel siding and masonry exterior. The roof is single-ply with skylights.



Ewing Young Elementary School Site and Surrounding Area



Ewing Young Elementary School: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Ewing Young Elementary School in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Roof structure requires major repair, due to roof leakage over time. Some areas are spongy to walk on. Reason is unclear.
- :: Entire single-ply roof should be replaced, due to numerous leaks and evidence of membrane degradation.
- :: Gym walls are cracked at upper corners due to no expansion joint.
- :: All of the wood panel siding needs to be replaced, due to extensive rotting and woodpecker damage.
- :: Failed seal at storefront window at main entry and several exterior doors exhibit slight air gap at door strike.

**Interiors**

- :: Folding partitions need to be replaced. Some interior wood doors, wallboard, and wainscot need to be repaired.
- :: Lay-in ceiling tile needs to be repaired or replaced, due to staining and assumed lack of bracing. Glued-up ceiling tile needs to be replaced throughout.

**Services**

- :: Some plumbing fixtures in poor condition.
- :: Domestic water system and septic system could use minor maintenance.
- :: HVAC supply, boiler, and controls are old but in relatively good condition; should have minor maintenance.

**Equipment & Furnishings**

- :: Stage is not accessible and finishes are old.
- :: Fixed furnishings need moderate repair.

**Site**

- :: Parking lot and some pedestrian paving need major repair.

Refer to full facility assessment report for more information.

## ASSESSMENT SUMMARY: JOAN AUSTIN ELEMENTARY SCHOOL

### SITE INFORMATION

- :: Address: 2200 N Center Street  
Newberg, OR 97132
- :: Site Area: 11.8 acres
- :: Zone: R-1 (Low Density Residential)

### FACILITY INFORMATION

- :: Construction Date: 2003 (Original)
- :: Permanent Building Area: 60,370  
GSF
- :: Permanent Building Capacity: 500  
students
- :: Area Per Student: 121 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 20

### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
7.2%
- :: Adjusted Full Modernization Score:  
26.5%
- :: Educational Adequacy: Good

### DESCRIPTION

Joan Austin Elementary is a neighborhood school that currently houses approximately 341 students in kindergarten through fifth grade. It is centrally located in the district.

The two-story building is slab-on-grade with steel construction, panel siding and masonry veneer. Roof construction is slab on steel deck, with single-ply covering and multiple skylights.



Joan Austin Elementary School Site and Surrounding Area



Joan Austin Elementary School: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Joan Austin Elementary School in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Some localized spots of corrosion on metal panel siding and exterior windows.
- :: Localized evidence of water intrusion and visible efflorescence at masonry veneer.
- :: Single-ply roofing requires major repair. It is 15 years old and shows evidence of multiple leaks, particularly around penetrations.
- :: Skylights require moderate repair.



**Services**

- :: Roof drains are too close to building and could use better outflow point.
- :: Some HVAC controls need major repair, due to intermittent problems reported.

**Site**

- :: Parking lot and roadways need major repair.

Refer to full facility assessment report for more information.



## ASSESSMENT SUMMARY: MABEL RUSH ELEMENTARY SCHOOL

### SITE INFORMATION

- :: Address: 1441 Deborah Road  
Newberg, OR 97132
- :: Site Area: 6.0 acres
- :: Zone: R-1 (Low Density Residential)

### FACILITY INFORMATION

- :: Construction Date:  
1961 (Original)  
1985 / 2003 (Remodel / Addition)
- :: Permanent Building Area: 72,059  
GSF
- :: Permanent Building Capacity: 625  
students
- :: Area Per Student: 115 GSF
- :: Grade Levels: K-5
- :: Number of General Classrooms: 25

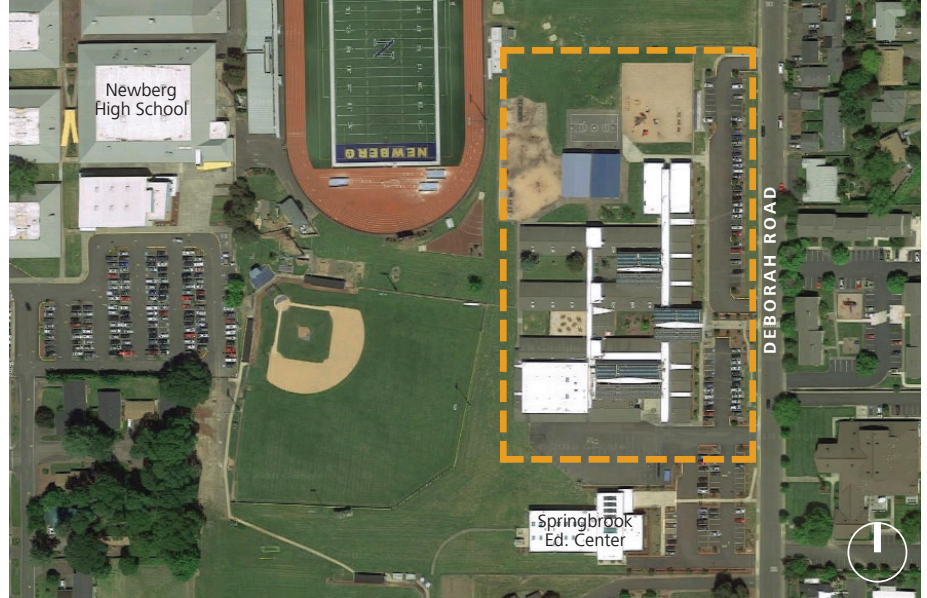
### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
2.3%
- :: Adjusted Full Modernization Score:  
47.8%
- :: Educational Adequacy: Poor

### DESCRIPTION

Mabel Rush Elementary is a neighborhood school that currently houses approximately 501 students in kindergarten through fifth grade. It is centrally located in the district, adjacent to Newberg High School to the west and the Springbrook Education Center to the south.

The one-story building is slab-on-grade and appears to have both wood frame and load-bearing masonry construction. The facility has a pitched roof with asphalt shingles.



Mabel Rush Elementary School Site and Surrounding Area



Mabel Rush Elementary School: Exterior View





**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Mabel Rush Elementary School in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Exterior glu-lam beams could be refinished.
- :: Main posts and beams at covered play could be repainted.

**Interiors**

- :: Resilient sheet flooring is damaged in some corridor areas and cafeteria, and should be replaced.
- :: Ceiling tile has some staining of individual tiles, and is assumed to have no diagonal bracing.

**Services**

- :: Some plumbing fixtures in poor condition.
- :: Domestic water system and septic system could use minor maintenance.
- :: HVAC supply, boiler, and controls are old but in relatively good condition; should have minor maintenance.

**Equipment & Furnishings**

- :: Fixed furnishings need minor repair.

**Site**

- :: Roadways, parking lot, and some pedestrian paving need major repair.

Refer to full facility assessment report for more information.

## ASSESSMENT SUMMARY: CHEHALEM VALLEY MIDDLE SCHOOL

### SITE INFORMATION

- :: Address: 403 W Foothills Drive  
Newberg, OR 97132
- :: Site Area: 11.0 acres
- :: Zone: R-1 (Low Density Residential)

### FACILITY INFORMATION

- :: Construction Date:  
1995 (Original)  
2012 (Remodel / Addition)
- :: Permanent Building Area: 93,271  
GSF
- :: Permanent Building Capacity: 595  
students
- :: Area Per Student: 163 GSF
- :: Grade Levels: 6-8
- :: Number of Teaching Stations: 28

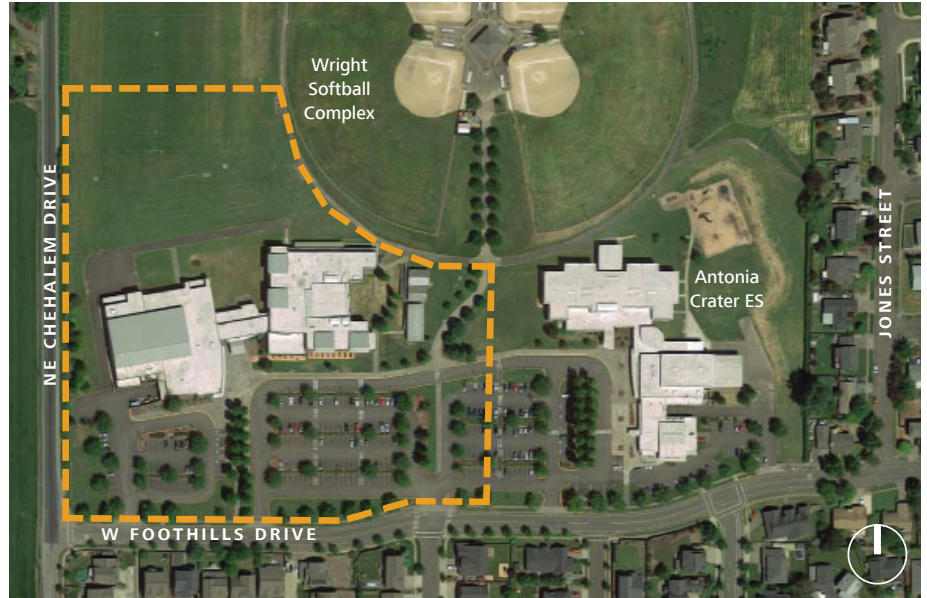
### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
12.7%
- :: Adjusted Full Modernization Score:  
26.6%
- :: Educational Adequacy: Fair

### DESCRIPTION

Chehalem Valley Middle School is a neighborhood school that currently houses approximately 590 students in sixth through eighth grade. It is centrally located in the district, adjacent to Antonia Crater Elementary School.

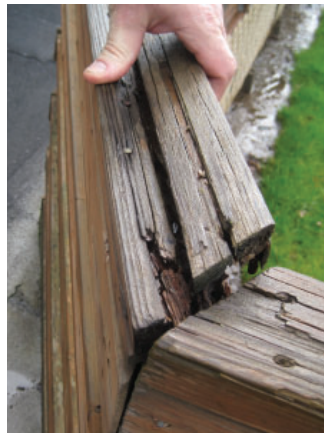
The partial two-story building is slab-on-grade with steel construction, and both stucco and masonry veneer on the exterior. The facility has a flat single-ply roof.



Chehalem Valley Middle School Site and Surrounding Area



Chehalem Valley Middle School: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Chehalis Valley Middle School in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Cracking in second floor classroom drywall, appears to be due to some type of structural movement / sagging. This should be looked into.
- :: Exterior stucco is EIFS and shows major rusting at flashing, cracking at surface, and discoloration. This system needs to be replaced.
- :: Single-ply roofing is near the end of its life-cycle and needs to be replaced.

**Interiors**

- :: Resilient material on stair treads and risers needs to be replaced.
- :: Some areas of wallboard and wainscot need minor repair.
- :: Carpets are deteriorating and need to be replaced throughout.
- :: Lay-in ceiling tile needs minor repair.

**Services**

- :: Chiller tank needs to be replaced.

**Equipment & Furnishings**

- :: Oven in kitchen is not functioning properly and needs to be repaired.
- :: Stage curtain and sound partitions are old and damaged.
- :: Fixed furnishings need minor repair.

**Site**

- :: Portions of the roadway, parking lot, and pedestrian paving need major repair or replacement. A section of sidewalk near the portables should be added.
- :: Drainage around the building is very poor. There is evidence of ponding of water.
- :: Portables are in poor condition.

Refer to full facility assessment report for more information.

## ASSESSMENT SUMMARY: MOUNTAIN VIEW MIDDLE SCHOOL

### SITE INFORMATION

- :: Address: 2015 N Emery Drive  
Newberg, OR 97132
- :: Site Area: 11.0 acres
- :: Zone: R-1 (Low Density Residential)

### FACILITY INFORMATION

- :: Construction Date:  
1976 (Original)  
1997 / 2003 / 2012 (Remodel / Addition)
- :: Permanent Building Area: 95,348  
GSF
- :: Permanent Building Capacity: 700  
students
- :: Area Per Student: 136 GSF
- :: Grade Levels: 6-8
- :: Number of Teaching Stations: 33

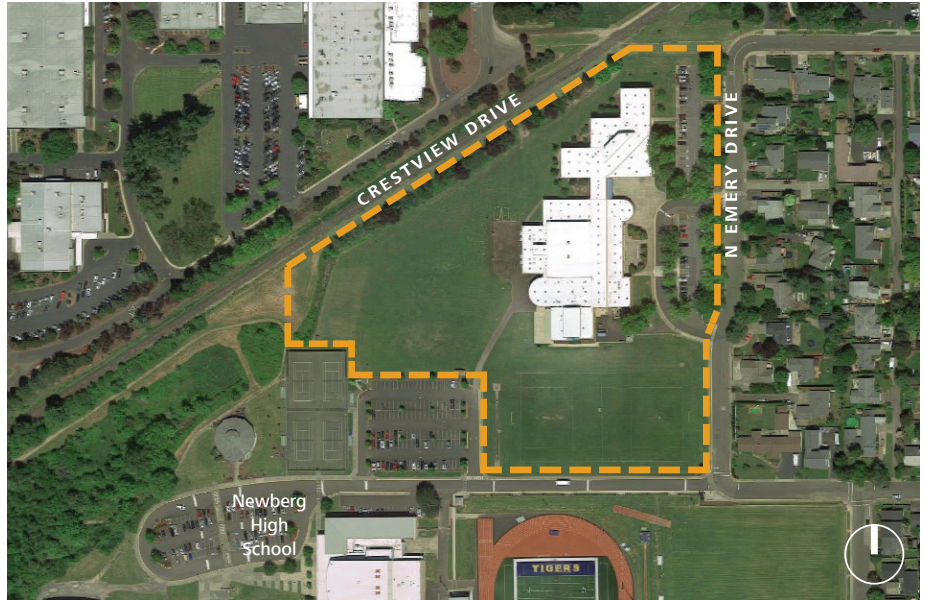
### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
20.1%
- :: Adjusted Full Modernization Score:  
51.4%
- :: Educational Adequacy: Poor

### DESCRIPTION

Mountain View Middle School is a neighborhood school that currently houses approximately 504 students in sixth through eighth grade. It is centrally located in the district and adjacent to Newberg High School to the south.

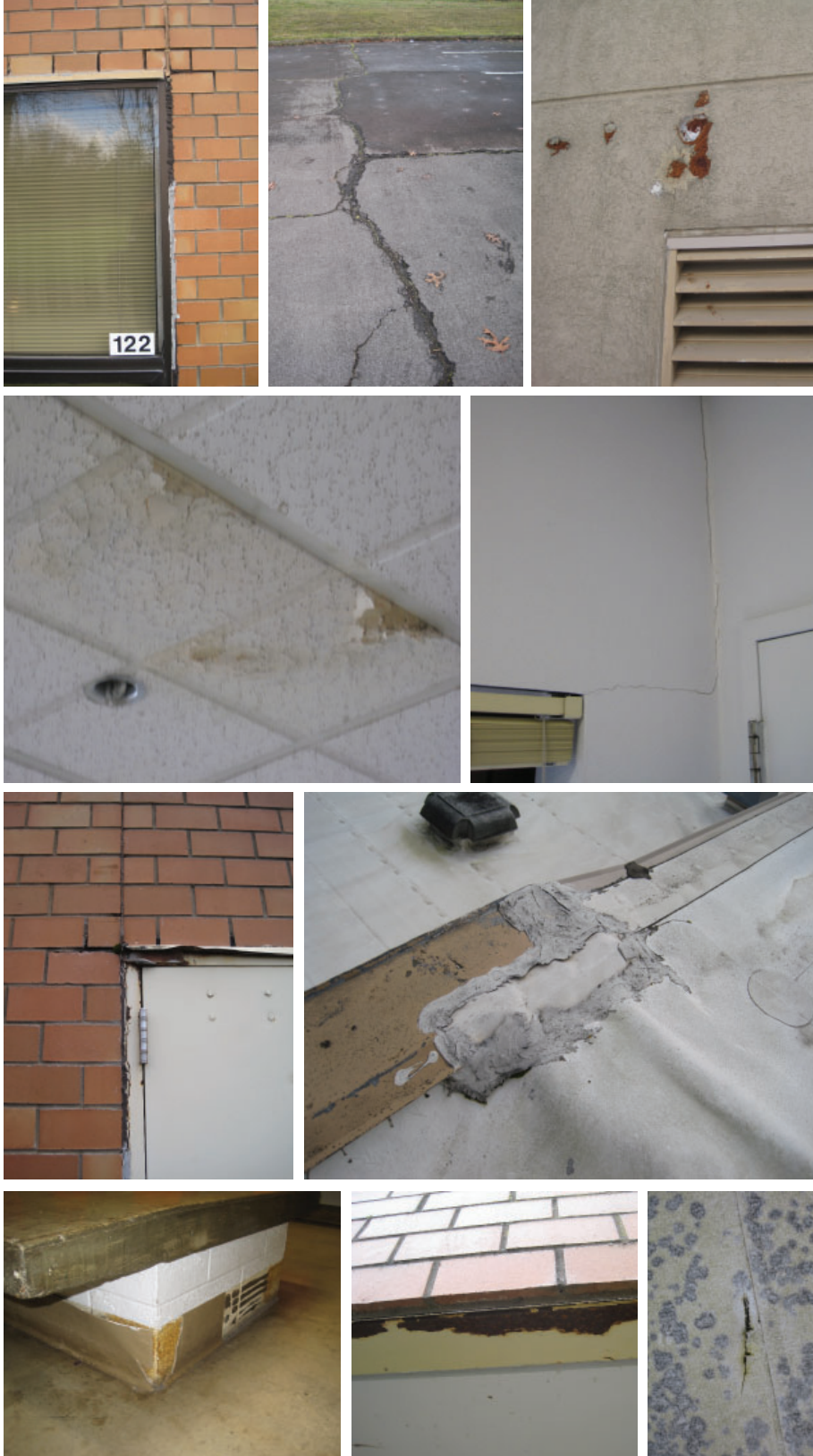
The partial two-story building is slab-on-grade with wood frame construction, and stucco and masonry veneer. The facility has a flat single-ply roof.



Mountain View Middle School Site and Surrounding Area



Mountain View Middle School: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Mountain View Middle School in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Suspected damage to roof sheathing and localized dry rot of framing, due to numerous leaks over time.
- :: Exterior stucco is EIFS and is in very bad condition. There is apparent water infiltration and significant damage from woodpecker nesting. This system needs to be replaced.
- :: Masonry veneer shows apparent water damage from cavity and badly rusted flashing and angle irons over headers.
- :: A portion of exterior windows and doors need to be repaired or replaced.
- :: Roofing needs to be replaced. Some skylights have deteriorated and need to be replaced.

**Interiors**

- :: Some interior doors, carpet, and resilient flooring need to be replaced.
- :: Majority of interior wallboard needs minor repair.
- :: Lay-in ceiling tile needs moderate repair.
- :: Acoustic issue in band room needs to be addressed (sound level is too high).

**Services**

- :: HVAC system required some minor work.

**Equipment & Furnishings**

- :: Oven in kitchen needs to be replaced.
- :: Fixed furnishings need minor repair.
- :: Locker configuration is problematic for visual observation.
- :: Mini-blinds in many areas are severely damaged and need to be replaced.

**Site**

- :: Roadway, parking lot, and pedestrian paving need replacement.
- :: Electrical generator needs to be replaced.

Refer to full facility assessment report for more information.

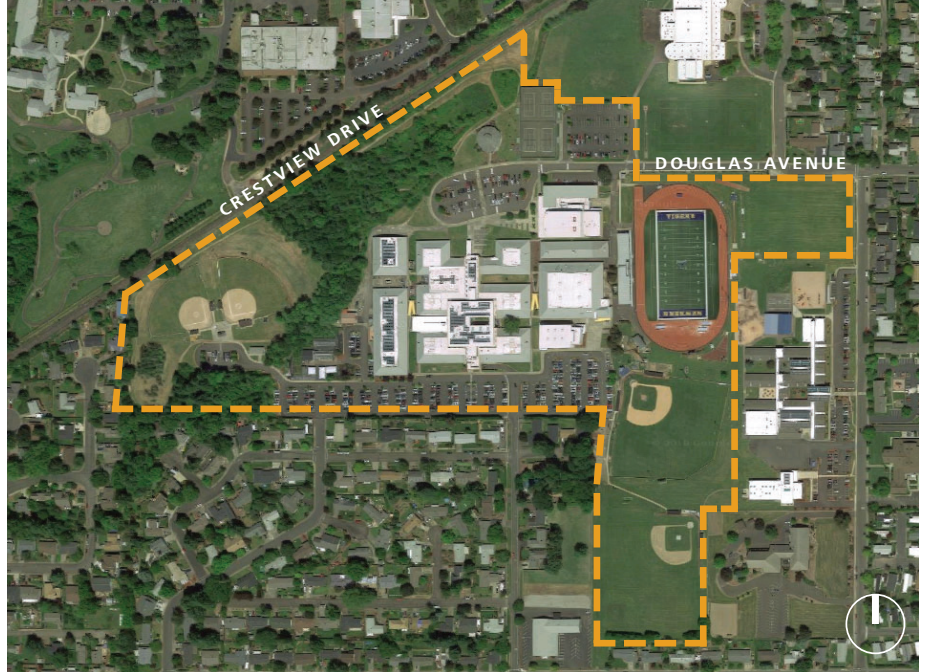
**ASSESSMENT SUMMARY:  
NEWBERG HIGH SCHOOL**

**SITE INFORMATION**

- :: Address: 2400 Douglas Avenue  
Newberg, OR 97132
- :: Site Area: 55.0 acres
- :: Zone: R-1 (Low Density Residential)

**FACILITY INFORMATION**

- :: Construction Date:  
1965 (Original)  
1969 / 1991 / 1995 / 2003 / 2012  
(Remodel / Addition)
- :: Permanent Building Area:  
290,065 GSF
- :: Permanent Building Capacity:  
2,050 students
- :: Area Per Student: 141 GSF
- :: Grade Levels: 9-12
- :: Number of Teaching Stations: 80



Newberg High School Site and Surrounding Area

**ASSESSMENT INFORMATION**

- :: Physical Condition Assessment Score:
  - 8.4% (Main Building, A-G)
  - 14.2% (Building H)
  - 17.7% (Building J)
  - 3.9% (Building K)
  - 4.4% (Building L)
  - 0.2% (Building M)
  - 14.4% (Building N)
  - 0.2% (Building P)
  - 37.9% (Greenhouse Classroom)
  - 0.0% (Grandstand)
- :: Adjusted Full Modernization Score:
  - 49.5% (Main Building, A-G)
  - 54.3% (Building H)
  - 57.1% (Building J)
  - 30.6% (Building K)
  - 30.6% (Building L)
  - 33.4% (Building M)
  - 54.4% (Building N)
  - 24.4% (Building P)
  - 59.3% (Greenhouse Classroom)
  - 23.5% (Grandstand)
- :: Educational Adequacy:
  - Poor (Buildings H, J, N)
  - Fair (Main Building, A-G)
  - Good (Buildings K, L, M, P)



Newberg High School - Main Building (A-G): Exterior View

**DESCRIPTION**

Newberg High School is the district's comprehensive high school. It currently houses approximately 1,453 students in ninth through twelfth grade. The campus consists of a main building and nine other separate structures. It is centrally located in the district, adjacent to Antonia Crater Elementary School to the east and Mountain View Middle School to the north.

The majority of the buildings on campus are one-story buildings, although there is a two-story portion in the main building.



Newberg High School - Building H (CTE): Exterior View



Newberg High School - Building J (CTE): Exterior View



Newberg High School - Building M: Exterior View

ASSESSMENT SUMMARY:  
NEWBERG HIGH SCHOOL,  
CONTINUED



Newberg High School - Building N (Main Gymnasium): Exterior View



Newberg High School - Building P (Auxilliary Gymnasium): Exterior View



Newberg High School - Building K (Educational Support)





**EXISTING CONDITIONS: A-G**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Main Building (A-G) in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Wood roof decking shows evidence of rotting; extent is difficult to determine.
- :: Panel siding shows significant water intrusion and damage, with some panels broken. Majority of flat metal panel soffits require joint sealant material to be removed and replaced, due to failing.
- :: Evidence of water intrusion behind areas of masonry veneer; some flashing is done improperly and should be replaced.
- :: Evidence of significant roof leakage throughout the building. It is unclear if it is related to single ply and/or metal roof.

**Interiors**

- :: Majority of carpet and resilient sheet flooring is in poor condition and needs to be replaced.
- :: Majority of lay-in ceiling tile needs moderate repair.

**Services**

- :: Small repairs needed at some plumbing fixtures.

**Equipment & Furnishings**

- :: Food service equipment needs minor repair.
- :: Some restroom accessories/stalls need major repair.

**Site**

- :: Roadway and pedestrian paving need major repair. Parking lots need minor repair.
- :: Storm sewer needs moderate repair.
- :: Some lighting bollards are damaged.
- :: Storm water issues need to be addressed; slope and run-off is problematic.

Refer to full facility assessment report for more information.



**EXISTING CONDITIONS: H & J**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Buildings H and J (CTE) in March 2018. Major issues noted in the assessment report (both buildings, unless otherwise noted) include the following:

**Shell**

- :: Sagging roof was noted from exterior of Building J. It appears that additional structure was strapped to existing structure at some point. Because it is unclear what structural analysis was done prior to this, it is recommended that the original failing structure be replaced. It is suspected that the addition of major PV array on roof may have contributed to the structural problem.
- :: Damage to roof sheathing due to repeated roof leaks is suspected. Single-ply roofing needs to be replaced. There is evidence of significant leakage throughout the building; may be due to third-party PV panel installation.
- :: Flashing and edge conditions at metal roof need repair.
- :: Damage at some panel siding and majority of soffits.
- :: Exterior doors need to be replaced (H).

**Interiors**

- :: Majority of wallboard and ceiling tile need repair (H). All ceiling tile at J needs to be replaced, due to roof structural issue.
- :: Floor tile needs major repair (H). Sheet flooring needs to be replaced (J).
- :: Interior doors need repair or replacement.

**Services**

- :: Small repairs needed at some plumbing fixtures.

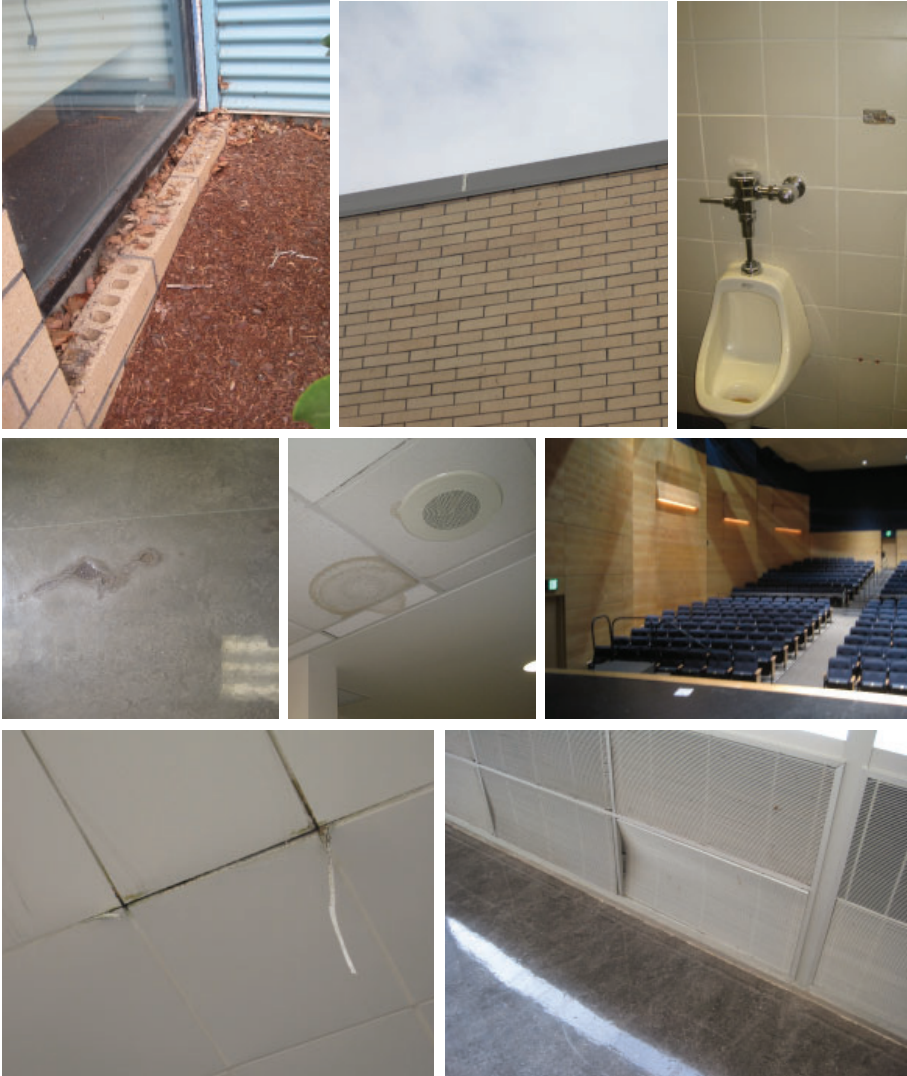
**Equipment & Furnishings**

- :: A portion of restroom accessories/stalls need major repair.

**Site**

- :: Paving at outdoor project area between buildings needs to be replaced.
- :: Storm sewer needs moderate repair.

Refer to full facility assessment report for more information.



**EXISTING CONDITIONS: L**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Building M (Performing Arts) in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Painted metal panels, numerous fascia, and soffit joints have sealant that is damaged or missing.
- :: Two windows are missing masonry sill, with wall cavity exposed.
- :: Minor repair needed at curtain wall windows.

**Interiors**

- :: A portion of carpet and resilient sheet flooring is in poor condition and needs to be replaced.
- :: Some wallboard, wainscot, and lay-in ceiling tile needs minor repair.

**Services**

- :: Small repairs needed at some plumbing fixtures.

**Equipment & Furnishings**

- :: Theater needs lighting repair, and some seating and flooring repair.

Refer to full facility assessment report for more information.



**EXISTING CONDITIONS: M**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Building M (Wrestling) in March 2018. Major issues noted in the assessment report include the following:

**Shell**

- :: Modest repair at frame seal of some exterior doors.

**Interiors**

- :: Minor repair needed at some painted wall and ceiling surfaces.

Refer to full facility assessment report for more information.



**EXISTING CONDITIONS: N**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Building N (Main Gymnasium) in March 2018. Major issues noted in the assessment report include the following:

Shell

:: Connections at glulams present some concern, particularly seismic. While there is no readily apparent sagging of main structure, condition of connections should be evaluated outside this assessment. There is evidence of significant and ongoing water leakage, likely damage to sheathing. Structure is too low for gym function, causing issues with sporting events.

:: Single-ply roofing needs to be replaced and metal roofing needs repair. There is evidence of significant leakage throughout the building, which may also involve flashing at metal roof. Downspouts and gutters also need attention.

:: Damage at some panel siding and majority of soffits.

Interiors

:: Some wallboard needs moderate repair and some resilient sheet flooring needs to be replaced.

:: Majority of ceiling tile needs to be replaced. There is significant leak damage.

**EXISTING CONDITIONS: P**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Building P (Auxiliary Gymnasium) in March 2018. Major issues noted in the assessment report include the following:

Shell

:: Some evidence of possible water intrusion at small portion of masonry veneer.

Interiors

:: Small portion of wallboard needs minor repair.

Refer to full facility assessment report for more information.





**EXISTING CONDITIONS: K**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Building K in March 2018. Major issues noted in the assessment report include the following:

Shell

- :: Exterior fiber cement board shows damage at some panels; damaged backer rod and sealant on some panels.
- :: Entry window needs moderate repair).
- :: Roofing needs minor repair.

Interiors

- :: Carpet needs to be replaced.
- :: Small portion of wallboard and ceiling tile need minor repair.

Services

- :: Small repairs needed at some plumbing fixtures.



**EXISTING CONDITIONS: GREENHOUSE CLASSROOM**

Images at left represent examples of conditions documented during the facility assessment of Newberg High School Greenhouse Classroom in March 2018. Major issues noted in the assessment report include the following:

Shell

- :: Foundation / floor slab needs repair.
- :: All siding, windows, and exterior door need to be replaced.

Interiors

- :: Interior walls (closet), door, and ceiling tile need to be replaced.
- :: Painted floor needs to be refinished.

Services

- :: Furnace and ductwork are non-functional and need to be replaced.
- :: Electrical service, lighting, and communications/security systems need to be replaced.



**EXISTING CONDITIONS: GRANDSTAND**

Grandstand is in good condition.



Refer to full facility assessment report for more information.

**ASSESSMENT SUMMARY:  
SPRINGBROOK EDUCATION  
CENTER (CATALYST HIGH  
SCHOOL)**

**SITE INFORMATION**

- :: Address: 1421 Deborah Road  
Newberg, OR 97132
- :: Site Area: 2.4 acres
- :: Zone: R-1 (Low Density Residential)

**FACILITY INFORMATION**

- :: Construction Date: 2012 (Original)
- :: Permanent Building Area: 13,500  
GSF
- :: Permanent Building Capacity: 120  
students
- :: Area Per Student: 113 GSF
- :: Grade Levels: 9-12
- :: Number of Teaching Stations: 6

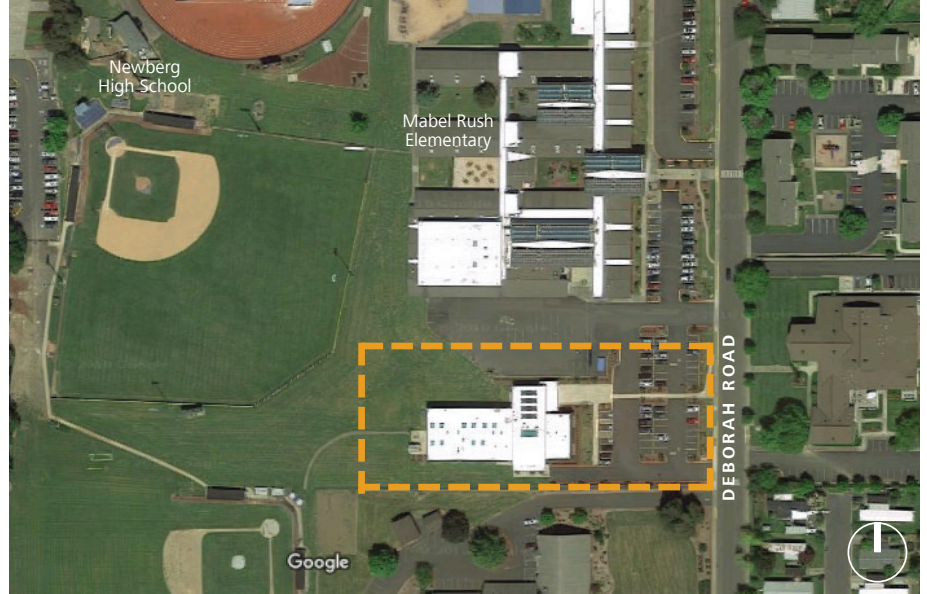
**ASSESSMENT INFORMATION**

- :: Physical Condition Assessment Score:  
0.1%
- :: Adjusted Full Modernization Score:  
21.1%
- :: Educational Adequacy: Fair

**DESCRIPTION**

The Springbrook Education Center currently houses Catalyst, the district’s alternative high school, with approximately 128 students in ninth through twelfth grade. It is adjacent to Newberg High School and Mabel Rush Elementary School.

The district’s newest facility, this one-story building is slab-on-grade with steel-frame construction. It has metal panel and masonry veneer on the exterior, and single-ply roofing.



Springbrook Education Center Site and Surrounding Area



Springbrook Education Center: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of the Springbrook Education Center (Catalyst Alternative High School) in March 2018. Major issues noted in the assessment report include the following:

Shell

:: Glulam beams exposed on exterior should be refinished / protected.

Refer to full facility assessment report for more information.



## ASSESSMENT SUMMARY: DISTRICT OFFICE

### SITE INFORMATION

- :: Address: 714 E 6th Street  
Newberg, OR 97132
- :: Site Area: N/A (located on Edwards Elementary School site)
- :: Zone: R-2 (Medium Density Residential)

### FACILITY INFORMATION

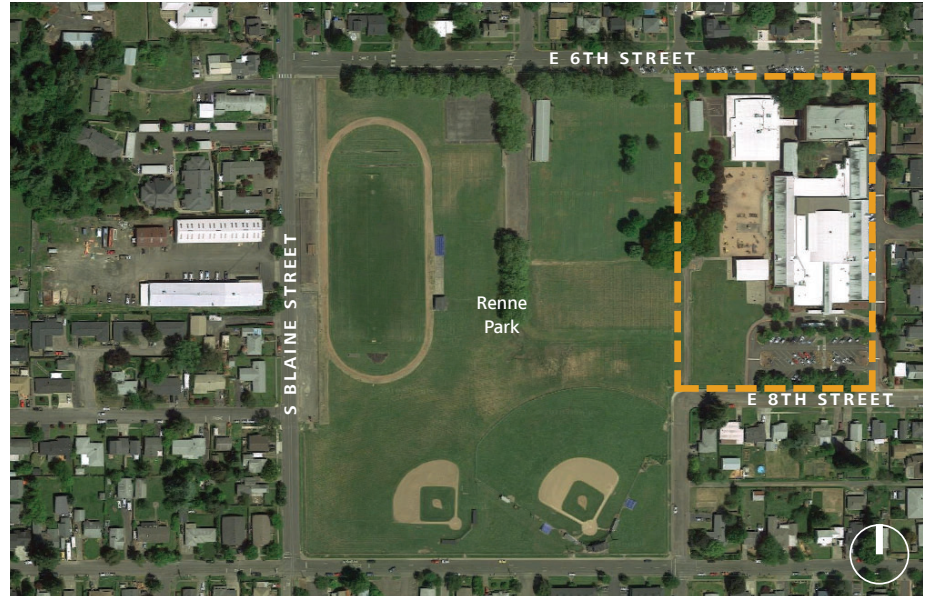
- :: Construction Date:  
1911 (Original)  
1948 / 1989 (Remodel / Addition)
- :: Permanent Building Area: 30,152  
GSF
- :: Permanent Building Capacity: N/A
- :: Area Per Student: N/A
- :: Grade Levels: N/A
- :: Number of Teaching Stations: N/A

### ASSESSMENT INFORMATION

- :: Physical Condition Assessment Score:  
33.8%
- :: Adjusted Full Modernization Score:  
80.9%
- :: Educational Adequacy: N/A

### DESCRIPTION

The District Office is over 100 years old and is the oldest building in the district. It currently houses all district administrative functions. It is located on the Edwards Elementary School site in the central part of the district.



District Office Site and Surrounding Area



District Office: Exterior View





**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of the District Office in March 2018. Major issues noted in the assessment report include the following:

**Substructure**

:: Daylight basement walls need major repair. Exterior cracking may be allowing water penetration.

**Shell**

:: Wood roof structure needs major repair. There is extensive leaking throughout the building. Roof sheathing shows rot and also likely in structural components.

:: Built-up roofing is in poor condition and needs to be replaced.

:: Unreinforced masonry walls need to be replaced. Some seismic bracing was installed 20+ years ago.

:: Exterior doors need to be replaced, as wood frames are in poor condition.

:: Some window frames are not in good condition.

**Interiors**

:: A portion of the interior doors need to be replaced.

:: Stairs to top floor need major repair.

:: A portion of carpet and wallboard ceilings need to be replaced. All glued-up ceiling tile needs to be replaced. It has spray-on "popcorn" which may contain asbestos.

**Services**

:: No services currently serve the top floor. If this floor is re-activated, all systems would need repair or replacement.

**Site**

:: See Edwards Elementary (shared site).

Refer to full facility assessment report for more information.

**ASSESSMENT SUMMARY:  
PHYSICAL PLANT BUILDINGS**

**SITE INFORMATION**

- :: Address: 703 S Blaine Street  
Newberg, OR 97132
- :: Site Area: 2.6 acres
- :: Zone: R-2 (Medium Density Residential)

**FACILITY INFORMATION**

- :: Construction Date:  
1958 (Building A)  
1969 (Building B)
- :: Permanent Building Area:  
9,663 GSF (Building A)  
9,663 GSF (Building B)
- :: Permanent Building Capacity: N/A
- :: Area Per Student: N/A
- :: Grade Levels: N/A
- :: Number of Teaching Stations: N/A

**ASSESSMENT INFORMATION**

- :: Physical Condition Assessment Score:  
9.6% (Building A)  
9.5% (Building B)
- :: Adjusted Full Modernization Score:  
26.5% (Building A)  
23.3% (Building B)
- :: Educational Adequacy: N/A

**DESCRIPTION**

The district’s physical plant includes two main buildings, located directly west of Edwards Elementary School, the District Office and Renne Park. Building A primarily houses office and transportation functions, and Building B houses maintenance functions.

Both are one-story premanufactured buildings with slab-on-grade, metal siding and pitched metal roof.



Physical Plant Site and Surrounding Area



Physical Plant Building A: Exterior View



Physical Plant Building B: Exterior View



**EXISTING CONDITIONS**

Images at left represent examples of conditions documented during the facility assessment of Physical Plant Buildings A and B in March 2018. Major issues noted in the assessment report include the following (both buildings unless otherwise noted):

**Shell**

- :: Metal roof needs moderate repair.
- :: Exterior doors need to be replaced (except roll-up garage doors).

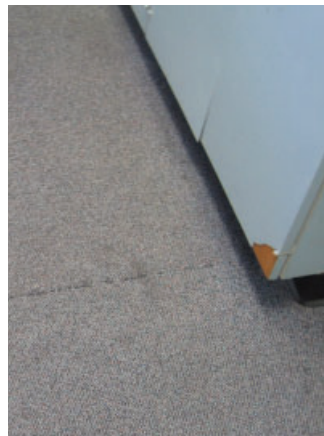
**Interiors**

- :: Wallboard needs minor repair.
- :: Carpet in office area needs to be replaced (Building A).

**Site**

- :: Parking lot needs major repair.

Refer to full facility assessment report for more information.





SECTION 04

**CAPACITY &  
ENROLLMENT**



# 04 CAPACITY & ENROLLMENT



## DISTRICT CAPACITY

Newberg Public Schools (NPS) currently serves approximately 5,000 students in kindergarten through 12th grade.

The success of the district’s educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning. Planning for fluctuations in student enrollment is an important school district activity, because the state funding formula for education is allocated, and teachers are assigned, based on the number of students anticipated each year.

## DETERMINING CAPACITY

Existing facility capacity is a planning metric that reflects the number of students that can be accommodated in a particular building. It does not take into account specific variations in classroom sizes and configurations, and also does not signify the maximum number of students that can be accommodated in a school. The number of students actually enrolled at a school may be higher or lower than its capacity.

Facility capacity can be determined in a variety of ways. NPS determines capacity as follows:

$$\begin{array}{c}
 \text{Number of general classrooms} \\
 \text{(elementary schools)} \\
 \text{or} \\
 \text{Number of teaching stations} \\
 \text{(middle and high schools)} \\
 \times \\
 \text{Target number of students per classroom} \\
 \times \\
 \text{Utilization factor}
 \end{array}$$

General classrooms at the elementary level include grade-level classrooms, but do not include specialized teaching spaces such as music rooms, gymnasiums, and special education classrooms. At the middle and high school levels, all scheduled teaching stations are typically included when determining capacity.

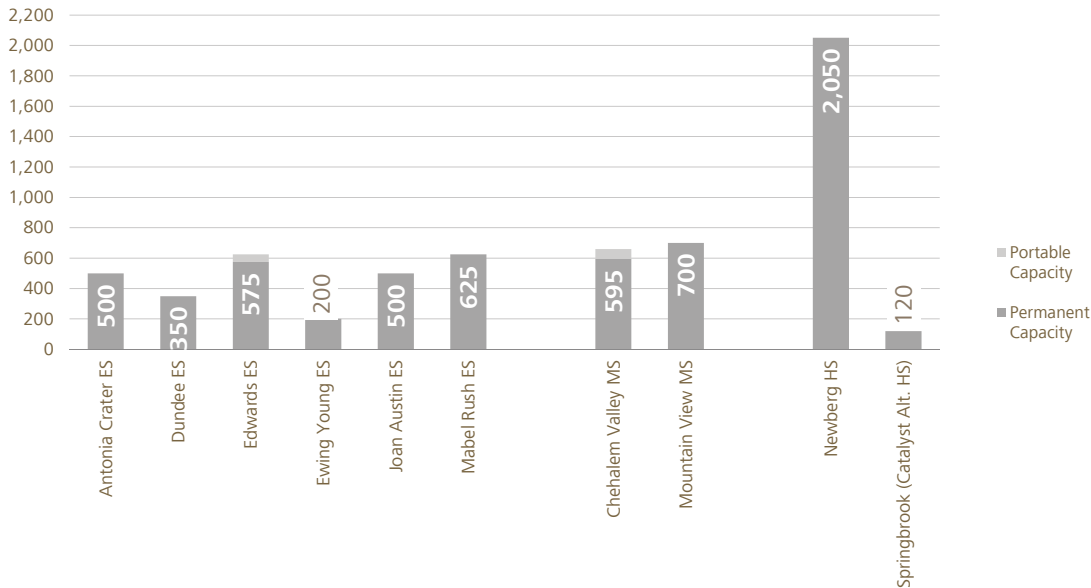
The target number of students per classroom is a planning parameter that reflects an “ideal” class size target for a given grade level. For NPS, capacities are based on the following class size targets:

- :: Elementary: 25 students per classroom
- :: Middle: 25 students per classroom
- :: High: 32 students per classroom

A utilization factor is then applied, to reflect for the amount of time the classroom can be used for teaching each day. Lower utilization factors indicate that classrooms are unused for one or more periods of the day, due to teacher planning time and/or scheduling requirements, which is typical for most middle and high schools.

- :: Elementary utilization: 100 percent
- :: Middle level utilization: 85 percent
- :: High school utilization: 80 percent

EXISTING DISTRICT CAPACITY



**EXISTING FACILITY CAPACITY**

The district has a total permanent capacity of 6,215 students. The total permanent capacity at the elementary level is 2,750 students. Capacities at each elementary school vary greatly, ranging between 200 and 625 students at each of the six facilities.

The total permanent capacity at the middle school level is 1,295 students. The district’s two middle schools have capacities of 595 and 700 students.

The existing permanent capacity at the high school level is 2,170 students, including both Newberg High School and Catalyst Alternative High School.

Two schools in the district currently utilize one or more modular (portable) classrooms to provide additional capacity on site. Edwards Elementary School utilizes two portable classrooms, with additional modular buildings used for storage and support. Chehalem Valley Middle School has three portable classrooms on site, however they are not currently used as dedicated classrooms. Because of the temporary nature of modular facilities, portable capacity is not considered in the long-range facility plan.

**TARGET FACILITY CAPACITY**

While school building size is a reflection of the educational models in place at the time a school was constructed, school size targets are based on current thinking regarding the number of students needed to meet the district’s program goals and provide an optimal learning environment.

Targets are based on existing resources and staffing ratios and provide a range for planning purposes. School size targets may vary through the years, as educational program models and funding levels change.

Newberg Public Schools has established the following target capacities for their educational facilities:

- :: Elementary School (grades K-5): 550 students
- :: Middle School (grades 6-8): 650 students
- :: High School (grades 9-12): 1,800 students

The table opposite compares target capacities of school districts in the region.

Districts may also establish target floor and ceiling sizes for different types of facilities. A target floor represents the minimum capacity a facility can have and still provide an appropriate learning environment and efficient operations. The target ceiling is the maximum capacity at a facility that can still allow for an appropriate learning environment.

It is generally assumed that schools that are near the target capacity are able to provide a full academic program. Schools with capacity that is significantly below the target may not be able to offer a full program without supplemental funding.

It is typical for districts to have a wide variety of school sizes, as building stock is constructed over a long period of time and reflects the educational models and capital constraints of the time. Two of the district’s six elementary school facilities have a permanent capacity of less than 400 students (less than 80 percent of target capacity). Both middle schools are within range of the target facility capacity of 650 students. Newberg High Schools is above the district’s target capacity of 1,800 students.



DISTRICT TARGET ENROLLMENT COMPARISON

District	Elementary	K-8	Middle	High
<b>Newberg</b>	<b>550</b>	-	<b>650</b>	<b>1,800</b>
Forest Grove	550	-	900 <sup>1</sup>	2,500
Portland (Floor)	300	350	450	1,200
(Target)	450	500	600	1,350
(Plan Capacity)	600	675	675	1,500
North Clackamas	500-550	-	750	1,800 <sup>2</sup>
Gresham-Barlow	600	-	900	2,000
David Douglas	600	-	900	3,000+
Beaverton	750	-	1,100	2,200
Hillsboro	600	-	800	1800 <sup>3</sup>

<sup>1</sup> Target for Upper Elementary School (5-6) and Middle School (7-8) facilities

<sup>2</sup> Assumes 1,500 at HS facility and 300 at Professional Technical Center

<sup>3</sup> No targets identified; numbers indicate capacities at recent schools

**ENROLLMENT FORECASTING**

Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school, provide a framework for facility needs to better serve student achievement. As such, student enrollment forecasts comprise an important component of the Long-Range Facility Plan.

**PRC FORECAST**

The district received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in December 2017, based on existing 2017-18 school enrollment. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends. Enrollment forecasts are typically updated annually to incorporate new enrollment data, as well as newly released birth and housing data.

**Population & Enrollment Trends**

Population and enrollment trends noted in the PRC forecast include the following:

- :: The district added close to 5,000 residents between 2000 and 2010, reaching a total population of 33,907. The Average Annual Growth Rate (AAGR) was 1.6 percent during this period. Between 2000 and 2017, the district’s AAGR went down to 0.8 percent, with population rising to 35,946.
- :: Between 2000 and 2016, NSD births reached a high of 472 in 2007. As the recession and slow recovery took hold, births declined to a low of 353 in 2013. They ended the period at 368 in 2016.
- :: For the first five years of the 10-year historical period, NPS decreased in total enrollment by 76 students. During the second five years, District enrollment declined by an additional 132 students, bringing the total 10-year decrease to 208. Enrollment losses occurred across all three grade level groupings.

**Housing Trends**

- :: With the exception of the 392 Single Family Residence (SFR) permit spike in 2005, SFR permits in Newberg and Dundee averaged 183 annually between

2000 and 2006. As the recession began, permits declined to about 40 annually between 2010 and 2014. They have risen modestly in the following two years.

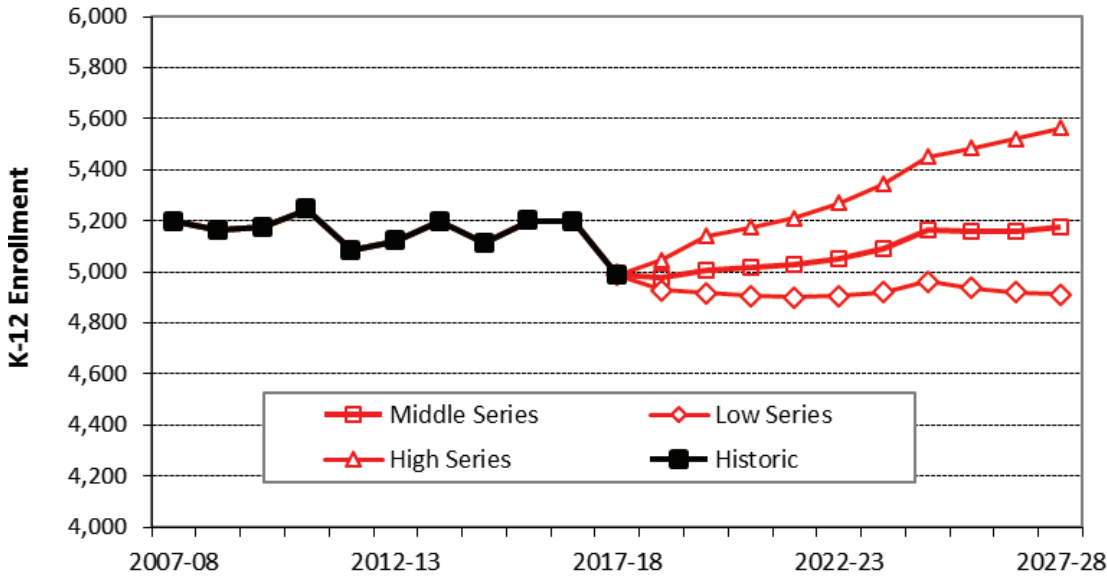
- :: The Antonia Crater and Mabel Rush Elementary School Attendance Areas (ESAA) have seen the largest number of single family residence permits in the last few years.
- :: Currently the City of Newberg has seven new single-family subdivisions either permitted or in the review process. Five of them are located in the Antonia Crater ESAA.

For reference, the full PRC enrollment forecast report can be found in Appendix B of this report.

**Prekindergarten Enrollment**

Prekindergarten enrollment was not included in the PRC enrollment forecast. The district’s only early learning program is the migrant preschool, which occupies one classroom at Edwards Elementary School. As there were no plans to expand early learning within the time frame of the Long-Range Facility Plan, this enrollment was not added to the PRC enrollment projections.

NPS K-12 ENROLLMENT HISTORY & FORECASTS 2007-08 TO 2027-28 (PRC, 2017)



**PROJECTED DISTRICT ENROLLMENT**

The PRC study presents three forecasts (“Middle,” “Low,” and “High”) for a 10-year horizon from 2018-19 to 2027-28, as shown in the chart above. PRC considers the middle forecast as most likely to occur. The low forecast considers the effect of less robust local area population growth than anticipated during the forecast period, and the high forecast assumes stronger than anticipated growth. For the purposes of the Long-Range Facility Plan, the middle series forecast is used.

**Enrollment Forecast Summary**

The enrollment forecast indicates a four percent increase in total enrollment over the entire 10-year forecast period, with an additional 187 students in kindergarten through twelfth grade. Growth projections vary by grade level, as shown in the upper table opposite.

There is minimal projected growth at the elementary level (one percent), significant growth expected at the middle school level (nine percent), and some growth projected at the high school level (four percent). The largest gains by single grade are 11th grade (16 percent), 6th grade (12 percent), and kindergarten (eight percent).

- :: For the first five years of the middle series forecast, grades 6-8 show the largest increase of the three grade groupings: 106 students (ten percent). High school grades grow by 34 students (two percent), and K-5 enrollment declined by 75 (three percent).
- :: During the second five years, the trends in K-5 and 6-8 reverse, with a five percent increase in K-5 and a one percent decrease in 6-8. High school enrollment remains steady with a two percent increase.

**Individual School Forecasts**

The projected rate of enrollment growth through 2027-28 varies significantly among individual facilities, as shown in the lower table opposite.

Three elementary schools, including Antonia Crater, Edwards, and Joan Austin, gain enrollment over the forecast period, while the other three elementary schools have declining enrollment.

The two middle schools both have increasing enrollment, gaining 94 students during the period. Enrollment at the high school is projected to increase by 60 students over the 10-year period.

**Growth beyond 2027-28**

It can be helpful to look at enrollment growth beyond the 10-year planning horizon, to help inform facility-related decisions over a longer term. Straight-line enrollment projections out to 20 or 30 years in the future can provide some indication of future need in the district, although these projections do not take into account the many factors used in the PRC projections and have significantly less accuracy the farther out they are.

Straight-line projections were not used in this Long-Range Facility Plan, because of the significant difference in the five and ten year rates of growth at each grade level grouping.

NPS MIDDLE SERIES ENROLLMENT FORECASTS, 2018-19 TO 2027-28 (PRC, 2017)

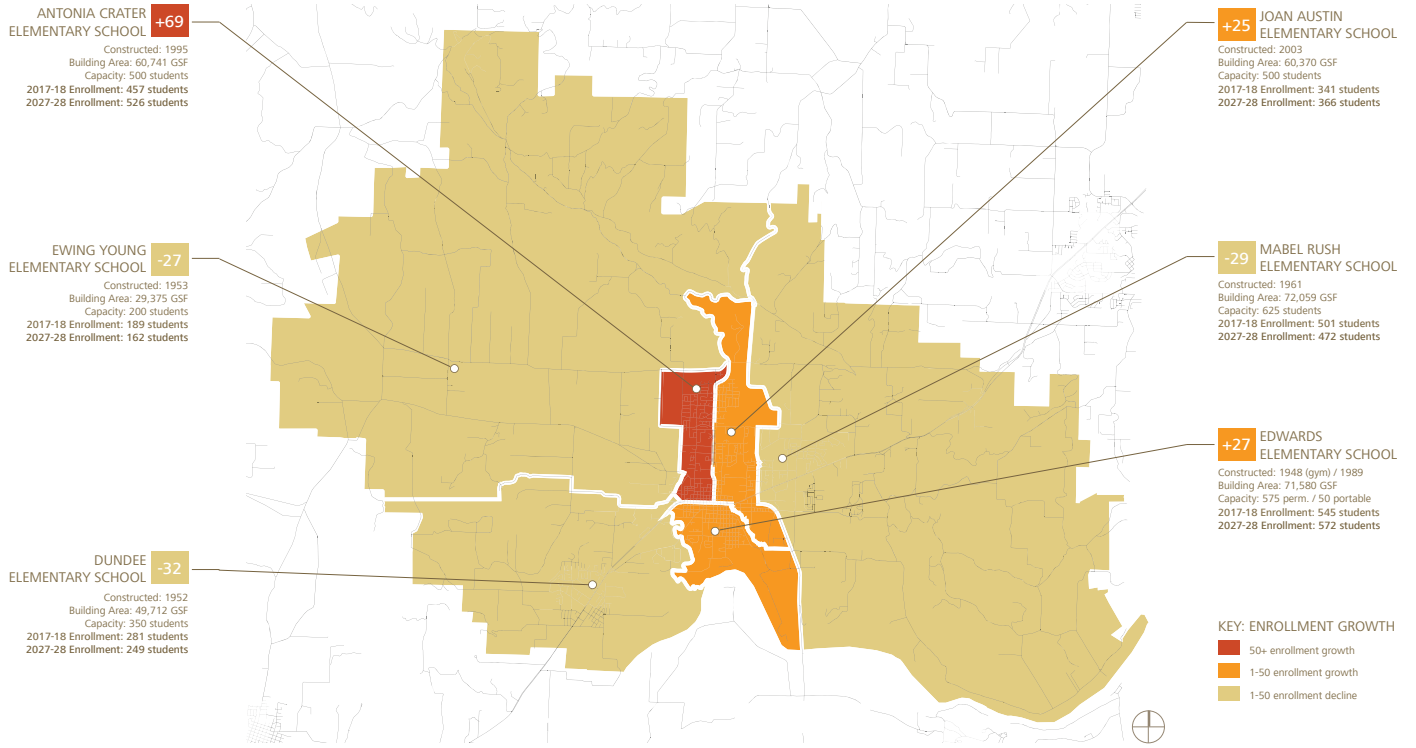
Grade	Actual	Forecast									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	353	346	353	361	356	356	365	373	375	377	380
1	382	366	358	365	374	368	368	378	386	388	391
2	369	387	370	364	371	380	374	374	384	392	394
3	391	373	391	375	369	376	385	379	379	390	398
4	404	395	377	396	380	374	381	390	384	384	395
5	415	408	399	382	401	385	379	386	395	389	389
6	348	415	408	400	383	402	386	380	387	396	390
7	368	351	419	413	405	388	407	391	385	392	401
8	378	371	354	424	418	410	393	412	396	390	397
9	401	383	376	360	431	426	417	400	419	403	397
10	412	403	385	380	364	436	431	422	404	424	407
11	353	394	385	370	365	350	419	414	406	388	408
12	415	388	433	425	409	403	387	463	457	448	429
<b>Total</b>	<b>4,989</b>	<b>4,980</b>	<b>5,008</b>	<b>5,015</b>	<b>5,026</b>	<b>5,054</b>	<b>5,092</b>	<b>5,162</b>	<b>5,157</b>	<b>5,161</b>	<b>5,176</b>
<b>K-5</b>	<b>2,314</b>	<b>2,275</b>	<b>2,248</b>	<b>2,243</b>	<b>2,251</b>	<b>2,239</b>	<b>2,252</b>	<b>2,280</b>	<b>2,303</b>	<b>2,320</b>	<b>2,347</b>
<b>6-8</b>	<b>1,094</b>	<b>1,137</b>	<b>1,181</b>	<b>1,237</b>	<b>1,206</b>	<b>1,200</b>	<b>1,186</b>	<b>1,183</b>	<b>1,168</b>	<b>1,178</b>	<b>1,188</b>
<b>9-12</b>	<b>1,581</b>	<b>1,568</b>	<b>1,579</b>	<b>1,535</b>	<b>1,569</b>	<b>1,615</b>	<b>1,654</b>	<b>1,699</b>	<b>1,686</b>	<b>1,663</b>	<b>1,641</b>

	5 Year Change: 2017-18 to 2022-23		5 Year Change: 2022-23 to 2027-28		10 Year Change: 2017-18 to 2027-28	
	Change	Pct.	Change	Pct.	Change	Pct.
K-5	-75	-3%	108	5%	33	1%
6-8	106	10%	-12	-1%	94	9%
9-12	34	2%	26	2%	60	4%
<b>Total</b>	<b>65</b>	<b>1%</b>	<b>122</b>	<b>2%</b>	<b>187</b>	<b>4%</b>

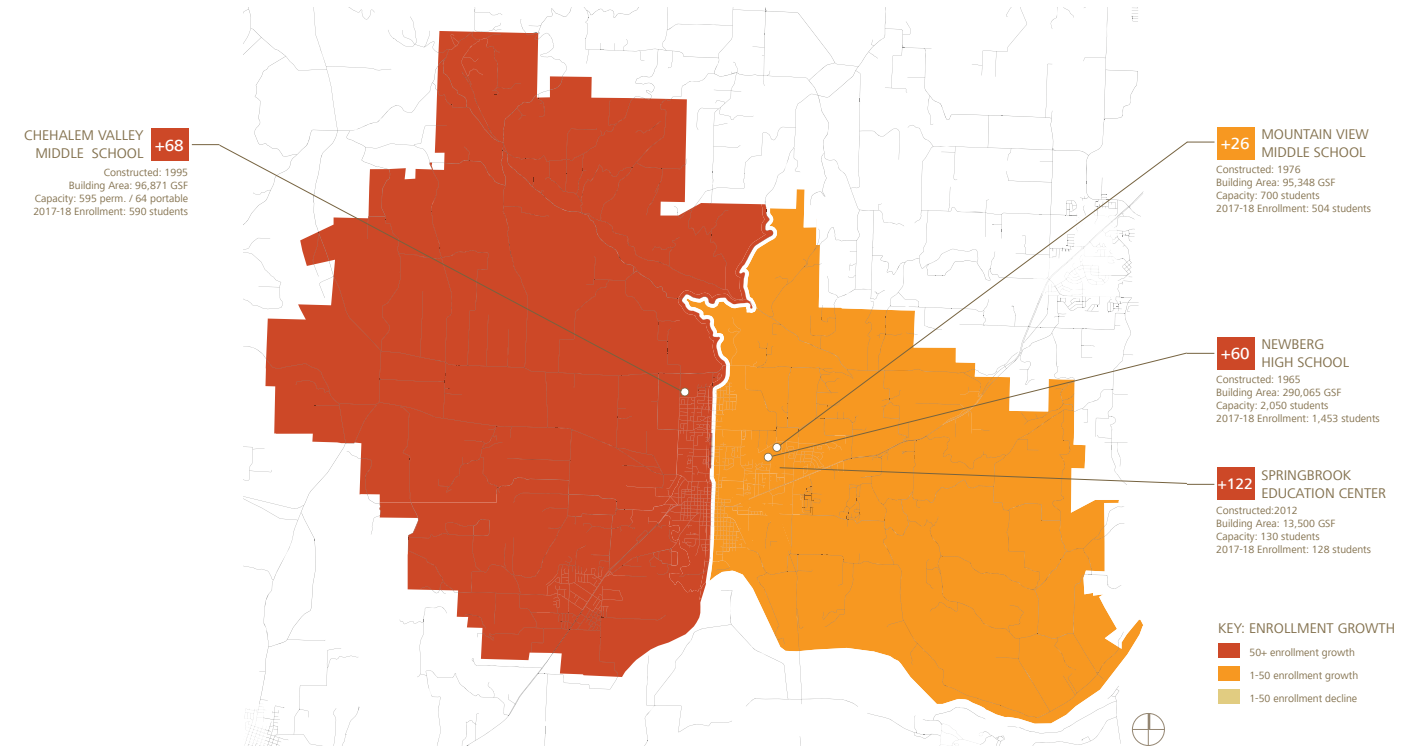
NPS ENROLLMENT FORECASTS FOR INDIVIDUAL SCHOOLS, 2018-19 TO 2027-28 (PRC, 2017)

School	Actual	Forecast										Change
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2017-18-2027-28
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
<b>District Elementary Totals</b>	<b>2,314</b>	<b>2,275</b>	<b>2,248</b>	<b>2,243</b>	<b>2,251</b>	<b>2,239</b>	<b>2,252</b>	<b>2,280</b>	<b>2,303</b>	<b>2,320</b>	<b>2,347</b>	<b>33</b>
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
<b>Middle School Totals</b>	<b>1,094</b>	<b>1,137</b>	<b>1,181</b>	<b>1,237</b>	<b>1,206</b>	<b>1,200</b>	<b>1,186</b>	<b>1,183</b>	<b>1,168</b>	<b>1,178</b>	<b>1,188</b>	<b>94</b>
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
<b>High School Totals</b>	<b>1,581</b>	<b>1,568</b>	<b>1,579</b>	<b>1,535</b>	<b>1,569</b>	<b>1,615</b>	<b>1,654</b>	<b>1,699</b>	<b>1,686</b>	<b>1,663</b>	<b>1,641</b>	<b>60</b>
<b>District Totals</b>	<b>4,989</b>	<b>4,980</b>	<b>5,008</b>	<b>5,015</b>	<b>5,026</b>	<b>5,054</b>	<b>5,092</b>	<b>5,162</b>	<b>5,157</b>	<b>5,161</b>	<b>5,176</b>	<b>187</b>

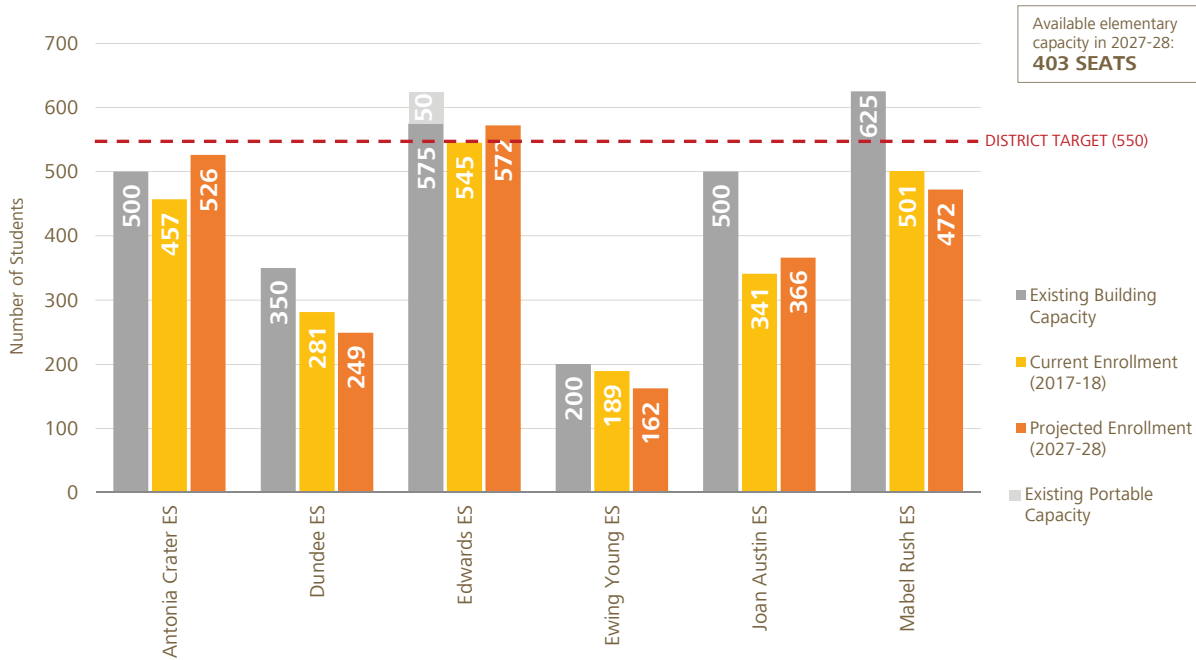
PROJECTED ENROLLMENT GROWTH (2018-19 TO 2027-28): ELEMENTARY SCHOOLS



PROJECTED ENROLLMENT GROWTH (2018-19 TO 2027-28): MIDDLE & HIGH SCHOOLS



ENROLLMENT & CAPACITY COMPARISON: ELEMENTARY



**SCHOOL UTILIZATION**

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the PRC enrollment projections to 2027-28.

**EXISTING FACILITY CAPACITY & PROJECTED ENROLLMENT**

The charts above and on the following page compare existing capacity, current enrollment, and projected enrollment for each school in the district. This comparison assumes current school boundaries, programs and conditions.

At the elementary level, Antonia Crater is the only elementary school expected to have enrollment greater than its capacity. It is projected to be over by 26 students, only five percent of its capacity. Edwards and Ewing Young are projected to be close

to full capacity, while Dundee, Joan Austin, and Mabel Rush are all expected to remain significantly below their existing capacities.

At the middle school level, Chehalem Valley is projected to be over its permanent capacity by 63 students, however use of the existing portable classrooms on site would accommodate these students. It is also anticipated that district plans to locate the middle school dual language program at Mountain View Middle School will further reduce enrollment pressure at Chehalem. Projected enrollment at Mountain View is expected to be well below its existing capacity.

At the high school level, Newberg High School’s projected enrollment is expected to be well below existing capacity. Catalyst Alternative High School, located at the Springbrook Education Center, has a projected enrollment well above the existing capacity. It should be noted that the PRC forecast combined all high school enrollment in the district and did not

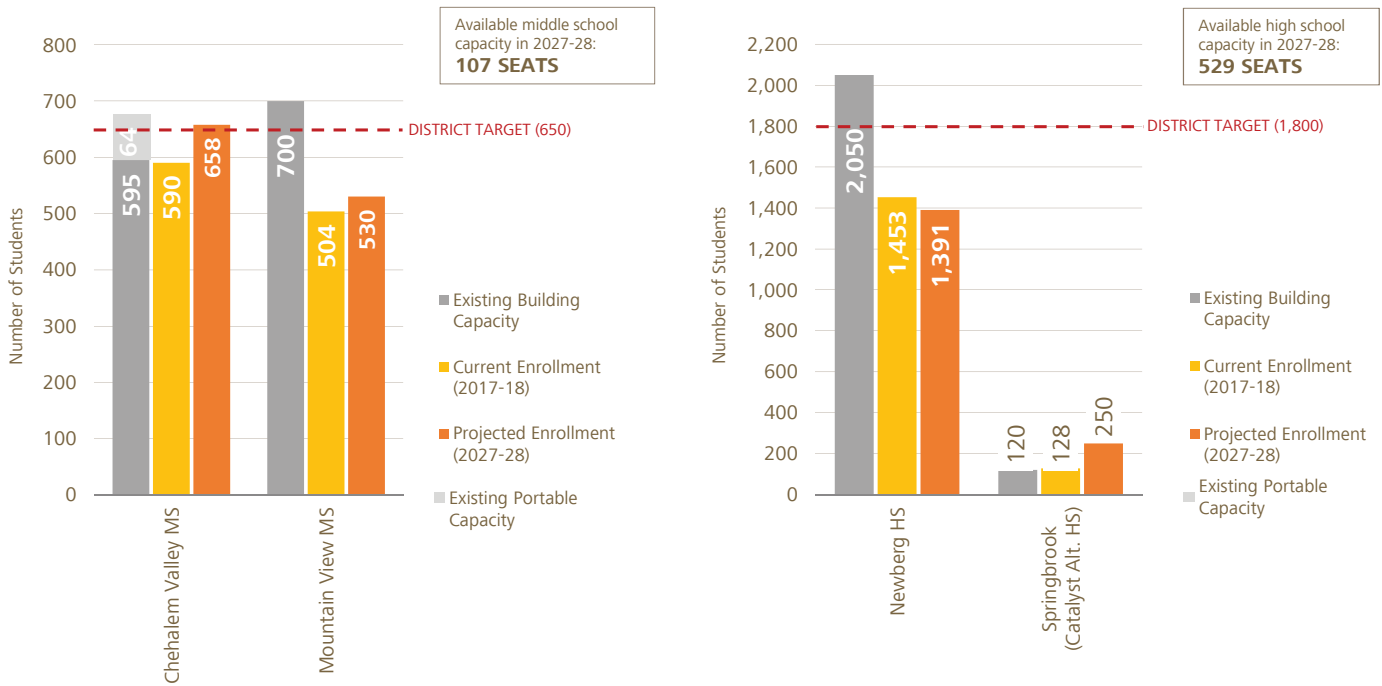
provide a separate forecast for Catalyst. District staff projected a need for Catalyst enrollment to grow to 250 students by 2027-28, and this was then subtracted from the PRC’s combined high school projection.

It was recognized that modest over-enrollment at middle school and high school grade levels is more easily absorbed than at elementary grade levels due to the size and structure of the programs.

**UTILIZATION**

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use.

ENROLLMENT & CAPACITY COMPARISON: MIDDLE AND HIGH



**Student Assignment Procedures**

Newberg Public Schools provides a guaranteed neighborhood school spot for every K-12 student in the district, based on their home address. The district also provides options for students to attend other schools, including other district neighborhood schools, alternative and dual-language schools, and independently operated charter schools.

As noted previously, enrollment growth in the district is expected to continue over the next ten years, particularly at the middle school level. It is likely that some schools will be operating at or above their existing facility capacity. These schools will have to offer educational programs with less space per student to the extent other strategies cannot mitigate overcrowding.

At the same time, some schools are expected to see declining enrollment, or are currently operating in such small capacity buildings that it is likely they will never reach district targets.

The table opposite summarizes capacity, enrollment, and utilization for each facility, based on the 2027-28 enrollment projections and existing school facility capacities.

**Elementary Schools**

Looking at the district as a whole, the forecasted 33 additional elementary school students bring districtwide elementary utilization to 85 percent, if no additional capacity is planned.

This means that if all classrooms in all existing elementary schools were filled (at the planning target of 25 students per classroom), there would be 403 empty seats across the entire district.

The estimated 403-seat surplus assumes elementary students are redistributed as necessary throughout the district where space is available, which would require boundary adjustments.

Individual elementary school utilization ranges vary, but three facilities have low utilization ranging from 71 percent to 76 percent. Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population.

The district may want to consider approaches which improve the utilization of existing facilities in the future. Potential strategies to address low utilization could include school consolidation, co-location with other programs, and/or grade reconfiguration.

**Middle Schools**

The projected nine percent enrollment increase at the middle school level brings districtwide middle school utilization to 92 percent. This is close to full capacity across the district, so it will be important to continue to monitor middle school growth to ensure it can be accommodated.

FACILITY CAPACITY, ENROLLMENT & UTILIZATION

	CAPACITY		ENROLLMENT				UTILIZATION	
	Permanent Capacity (Students)	Portable Capacity (Students)	Historic Enrollment (2017-18)	Projected Enrollment (2027-28)	Difference	Growth Rate	Perm. Cap./ Proj. Enroll. Difference	Utilization Rate
<b>ELEMENTARY SCHOOLS</b>								
	<i>25 per CL</i>	<i>25 per CL</i>						
Antonia Crater ES	500	-	457	526	69	15%	-26	-5%
Dundee ES	350	-	281	249	-32	-11%	101	29%
Edwards ES	575	50	545	572	27	5%	3	1%
Ewing Young ES	200	-	189	162	-27	-14%	38	19%
Joan Austin ES	500	-	341	366	25	7%	134	27%
Mabel Rush ES	625	-	501	472	-29	-6%	153	24%
<i>Subtotal</i>	<i>2,750</i>	<i>50</i>	<i>2,314</i>	<i>2,347</i>	<i>33</i>	<i>1%</i>	<i>403</i>	<i>85%</i>
<b>MIDDLE SCHOOLS</b>								
	<i>25 per CL</i>	<i>25 per CL</i>						
Chehalem Valley MS	595	64	590	658	68	12%	-63	-11%
Mountain View MS	700	-	504	530	26	5%	170	24%
<i>Subtotal</i>	<i>1,295</i>	<i>64</i>	<i>1,094</i>	<i>1,188</i>	<i>94</i>	<i>9%</i>	<i>107</i>	<i>92%</i>
<b>HIGH SCHOOLS</b>								
	<i>32 per CL</i>							
Newberg HS	2,050	-	1,453	1,391	-62	-4%	659	32%
Springbrook (Catalyst Alt. HS)	120	-	128	250	122	95%	-130	-108%
<i>Subtotal</i>	<i>2,170</i>	<i>0</i>	<i>1,581</i>	<i>1,641</i>	<i>60</i>	<i>4%</i>	<i>529</i>	<i>76%</i>

It is possible that additional middle school capacity may be required in Phase Two of the Long-Range Facility Plan, however other strategies may be implemented to mitigate this need.

Individual facility utilization varies at the middle schools, with Mountain View at 76 percent and Chehalem Valley at 111 percent.

**High Schools**

Districtwide, high school utilization is projected to be 76 percent, based on the forecasted additional 60 students. This includes 68 percent utilization at Newberg High School and 108 percent at Catalyst Alternative High School. Catalyst is projected to be more than double its existing capacity due to the enrollment shift expected for this program.

**FACILITY TARGET SIZE & PROJECTED ENROLLMENT**

Enrollment projections through 2027-28 indicate that some schools are projected to have enrollment well below the

district target. At the elementary level, this includes Dundee and Ewing Young, both projected to be less than half of the District target, and Joan Austin, projected to be less than 70% of the District target.

Although target capacity is a planning number and not critical in the same way as actual facility capacity, it is important as a guideline for the district.

Target capacities are established at the size that will be able to provide the best educational program for students, and veering too far over or under these targets may indicate compromises in the school's ability to provide the best educational program possible.

**OTHER PROGRAM CONSIDERATIONS**

Like many school districts, NPS offers programs and special services beyond K-12 general education instruction, to support students whose needs are not met in traditional school settings.

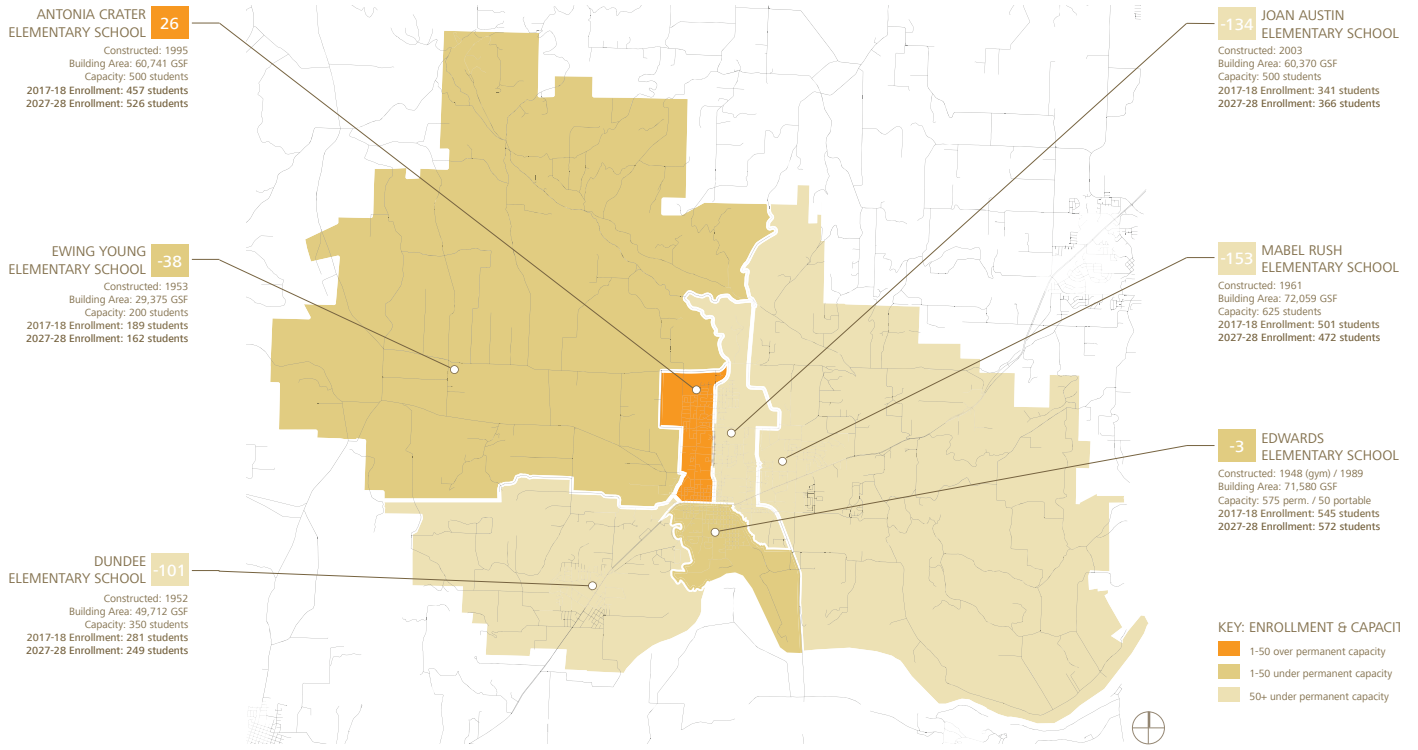
The district currently provides alternative education options, charter schools, and special services including special education, language immersion programs and online learning. The district also provides full-day kindergarten throughout the district and an early learning program at one elementary school.

These programs typically have space and facility requirements that were not anticipated during the design and construction era of most district facilities. It is clear the increased success and demand for these programs fosters space needs that must be designed and integrated districtwide into the overall program delivery for each school.

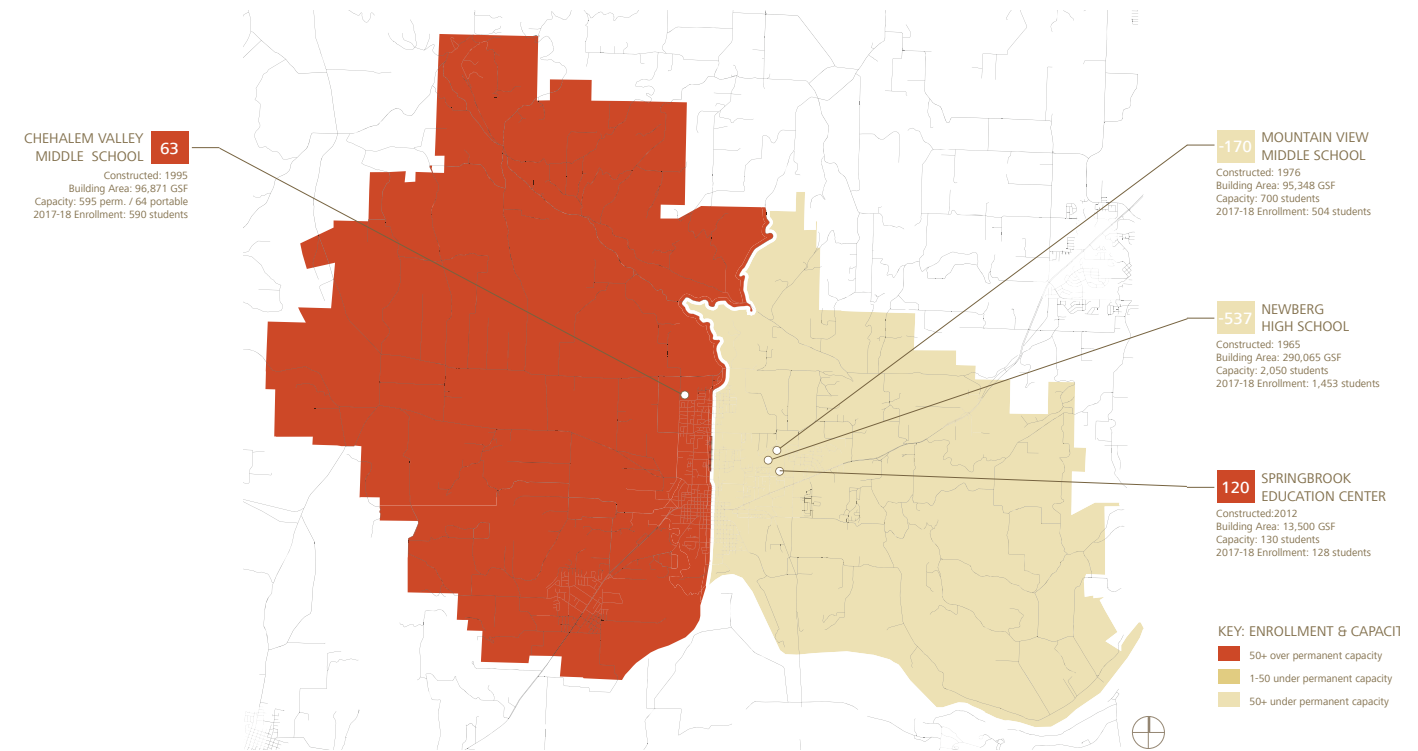
**GEOGRAPHICAL DISTRIBUTION**

The following map diagrams illustrate building capacity and utilization based on enrollment projections through 2027-28.

PROJECTED ENROLLMENT & EXISTING CAPACITY: ELEMENTARY SCHOOLS



PROJECTED ENROLLMENT & EXISTING CAPACITY: MIDDLE & HIGH SCHOOLS



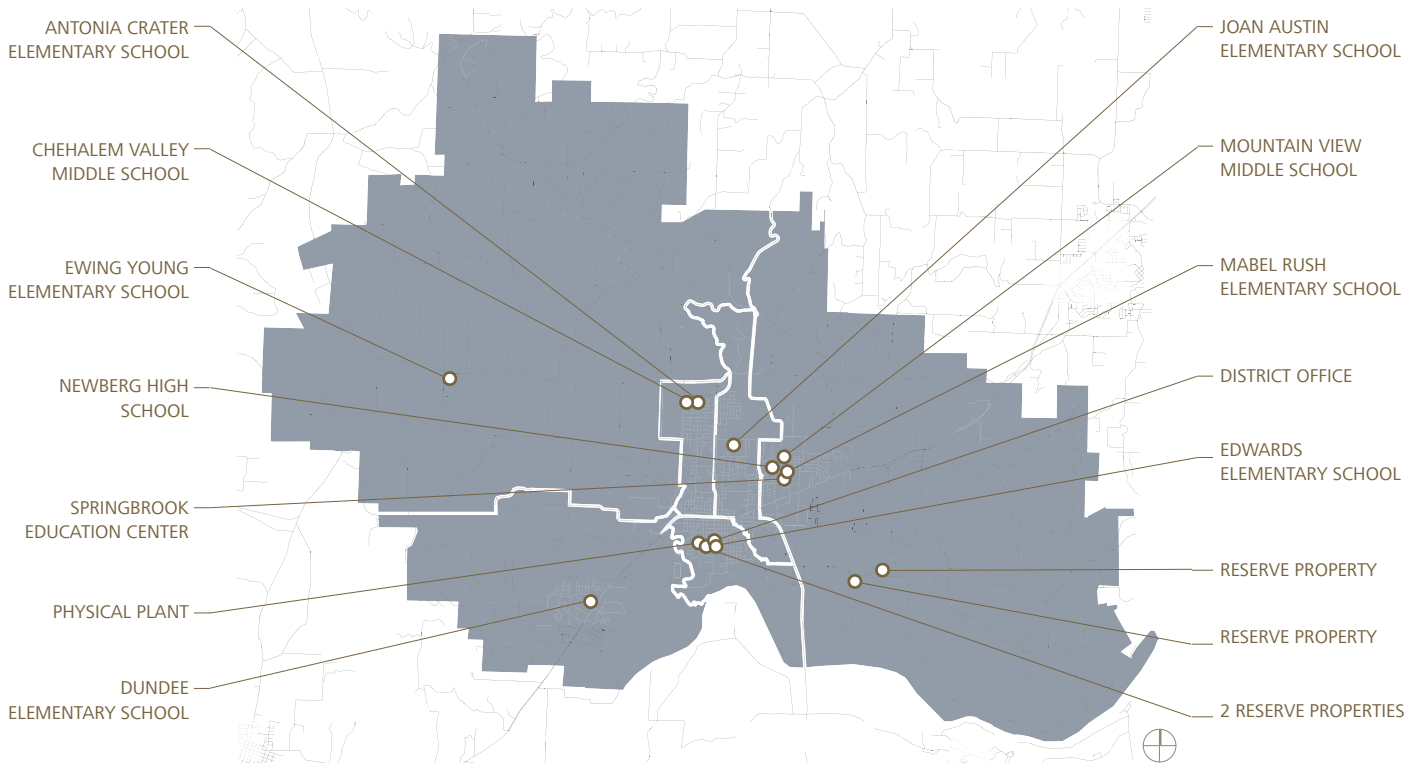


SECTION 05

**SITE  
OPPORTUNITIES**



# 05 SITE OPPORTUNITIES



## EXISTING DISTRICT SITES

Newberg Public Schools currently owns 16 sites, shown on the map diagram above. Newberg Public Schools serves an 85 square mile area in the Chehalem Valley that includes the cities of Newberg and Dundee, rural Yamhill County and parts of Washington and Clackamas Counties. Most district sites are located within the City of Newberg, with the exception of Dundee Elementary in the southwestern part of the district, which is located in the City of Dundee.

District sites total over 200 acres and include 10 school sites in operation, two administrative / support sites, and four undeveloped sites.

Type of Site	Area (Acres)	%
Elementary Schools	56.2	26%
Middle Schools	22.0	10%
High School	55.0	26%
Other Programs	2.4	1%
District Support	2.6	1%
Undeveloped Property	77.4	36%
<b>Total Site Area</b>	<b>215.6 acres</b>	



Dundee Elementary School: Adjacent school and park parking areas

## EFFICIENT USE OF SCHOOL SITES

In addition to estimating the student capacity of each school, a Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are adequate in size and distribution to meet long-term forecasts. This evaluation provides assurance that there is a sufficient inventory of properties relative to enrollment demands, and that they are being used effectively to address school needs.

School sites must provide space for: school building(s), exterior instruction, play areas (hard, soft, and covered), intramural / athletic activities, parking, and pedestrian and vehicular circulation. Site areas may need to meet other regulatory requirements, including: property line setbacks, easements, fire separations, fire truck access and / or environmental restrictions (e.g. wetlands).

## MULTISTORY BUILDINGS

Several of the district's school sites have multistory buildings, including the two newest elementary schools (Antonia Crater and Joan Austin), both middle schools (Chehalem Valley and Mountain View), and a small portion of Newberg High School.

As land costs increase, multistory buildings become more cost effective to build and operate. Land costs in the area have risen significantly in the last 20 years. Therefore, it is suggested that the district make it a practice to construct multistory buildings when new schools are built.

## SHARED USE & PARTNERSHIPS

District school facilities are community assets that are used in a variety of ways by families and community groups. One effective way of maximizing the use of a school site is to share the use with other organizations. Current examples of shared use in Newberg Public Schools include:

- :: Portion of Dundee Elementary site is leased to the Parks Department
- :: Antonia Crater Elementary and Chehalem Valley Middle are adjacent to park site, including the Darnell Wright Softball Complex

There are also opportunities for district schools to share sites with other district functions and facilities. This includes schools and school programs that share buildings on a site, or have their own buildings on a shared site.

Currently, the district has several facilities that have adjacent sites and share some fields and/or site amenities, including:

- :: Mabel Rush Elementary, Mountain View Middle, Newberg High School, and Springbrook Education Center (Catalyst Alternative High School)
- :: Antonia Crater Elementary and Chehalem Valley Middle
- :: Edwards Elementary and the Renne Park site (District office also in adjacent location)

Finally, partnerships can be leveraged to support district programs by providing spaces in the community where students can learn and work. This benefits both students and the community.

The district does not currently have any programs located in community spaces, however, opportunities to develop these types of relationships would be considered.



Chehalem Valley Middle School: Modular Classroom Facility

**MODULAR CLASSROOMS**

Modular classroom buildings are an affordable and flexible method for responding to fluctuations in school enrollment and increasing the efficient use of a school site. However, the use of modular buildings must be balanced with site considerations and issues of safety, educational quality, and equity between schools.

The following site conditions should be considered when considering modular classrooms:

- :: Environmental constraints / conditions (steep or changing slopes, streams, wetlands or other sensitive lands)
- :: School features (parking, play areas and fields)
- :: Development code (how modular buildings are classified and regulated according to zoning code; building setbacks from lot lines required by the code)
- :: Core facilities (the ability of the school’s core facilities, such as cafeteria, gym and restrooms, to accommodate additional enrollment)

- :: Safety and security (safe and secure access from the modulares to core facilities in the main building)
- :: Fire safety (access roads and proximity to hydrants)

Other issues to consider when making decisions about using modular buildings include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement.

It cannot be assumed that permanent classrooms always provide a better learning environment than modular classrooms. However, because modular buildings are designed to be semipermanent, they often lack some of the architectural quality and amenities provided by permanent classrooms. These differences may impact student achievement. When some schools have more modular buildings than others, there is the potential to foster inequality between schools.

Finally, modular classrooms are often utilized as a last resort strategy to

manage enrollment/capacity issues. These classrooms are typically purchased and installed using operation funds rather than capital construction funds. Because of this, the use of modular classrooms may have a significant negative impact on already underfunded operational budgets.

Currently, Newberg Public School is only utilizing modular classrooms at two district facilities, Edwards Elementary School and Chehalem Valley Middle School. Two classrooms at Edwards provide needed general classroom space, and others house the online school program and other support functions. The three modular classrooms at Chehalem Valley are not typically used as regular classrooms. The district has a goal to minimize and/or eliminate the use of modular classrooms wherever possible, including the two modular classrooms at Edwards as part of the proposed Phase One Plan.

**STUDENT & STAFF PARKING**

Required vehicle parking standards are a local zoning code issue that can add to the need for larger school sites. The following strategies can be used to help mitigate this issue: reimbursing the local



Edwards Elementary School: Bus Drop-Off



Antonia Crater Elementary School: Parent Drop-Off

transit agency for allowing the students to ride for free; the use of transportation demand management plans; the proximity of a frequent transit line; providing better bicycle storage facilities on campus; and making shared parking arrangements with various organizations in the neighborhood.

Shared parking arrangements most directly affect the amount of the school site being dedicated to parking. Shared parking arrangements require nearby organizations with ample parking and compatible use schedules, which may not be available near all school sites.

**SCHOOL SITE SIZE**

Minimum site size should be established for each educational level. The following sizes are basic guidelines, which should be verified, based on the district’s education specification criteria (such as number and type of play fields, number of building floors, and parking and bus requirements).

Newberg Public Schools has established school site size targets for the purpose of this Long-Range Facility Plan:

- :: Elementary site size target of 7-10 acres
- :: Middle schools site size target of 15-20 acres
- :: High school site size target of 35-40 acres

All existing district sites at the elementary and high school levels are within or above the target ranges. Both of the existing middle school sites are below the target size, but function adequately, in part due to the ability to share site amenities with the adjacent school facility. The district should consider focusing future investment on larger sites whenever possible, as they provide the most flexibility for use.

There are also several options to reduce the space on a school site dedicated to non-educational uses, such as athletic facilities or parking. However, the following factors should be considered:

- :: Good walking, biking and transit access should be available to reduce the demand for vehicle parking.

:: Sufficient parking is an issue for parents and others who volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is an important consideration.

:: School sports and extracurricular activities have consistently been highly regarded by district families. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

**INTERIM RELOCATION**

Because of the extensive work often required to upgrade schools to achieve modern learning environments, entire schools may need to temporarily relocate into different facilities while construction is completed. These facilities that will temporarily house displaced students are called “interim relocation sites.” In some instances, vacant school buildings might serve this purpose.



Newberg High School: Grandstand



Mabel Rush Elementary School: Playground

Any school recommended for replacement or major alteration that might require student displacement will require an analysis of the site and its relationship to the neighborhood in order to determine the feasibility to work on-site around the existing buildings.

Some of the district's existing facilities appear to have sites that will likely accommodate replacement on site while maintaining operations in the current facility, but will have to be verified on a site-by-site basis. Currently the district does not have any vacant facilities that can be used as "swing" sites for temporary relocation.

#### **SITE UTILIZATION SUMMARY**

The district makes efficient use of its school sites in a variety of ways; however, the district must consider specific site conditions and the values and demands of the community when evaluating these options. Site conditions such as steep slopes, wetlands and development code regulations that establish use standards for school buildings and other site improvements are also important considerations.

#### **ANALYSIS OF LAND REQUIRED FOR 10-YEAR PLAN**

Based on enrollment projections provided by the PSU Population Research Center, it appears that no additional school sites will need to be purchased as part of this ten-year Long-Range Facility Plan.

Three of the district's undeveloped sites and opportunities for added capacity at some existing operational sites appear to offer adequate opportunity to increase capacity to meet demand for the foreseeable future.

There is no projected need for any additional elementary, middle, or high schools within the time-frame of this Long-Range Facility Plan.

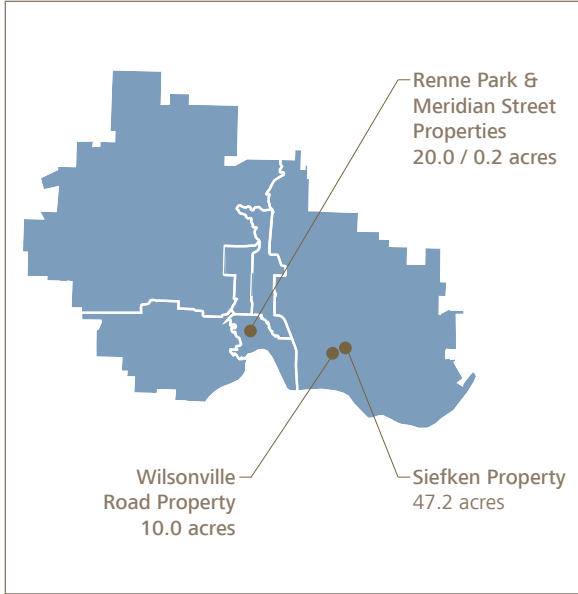
The only elementary school with significant capacity need is Edwards, due to educational program needs rather than projected enrollment growth. This is proposed to be accommodated with a classroom addition in Phase One.

No new middle or high schools are projected to be needed during the time-frame of this Long-Range Facility Plan. However, because middle school enrollment is projected to be very close to the district capacity by the end of Phase One, it is recommended that the district closely monitor enrollment in case a new middle school is needed sooner than projected. If this occurs, the district already owns a site that is earmarked for a new middle school, discussed later in this section.

#### **DISTRICT-OWNED ACTIVE FACILITY SITES**

Currently, the District's 10 active school sites fall into the following size ranges:

- :: Elementary school site sizes range from approximately six to 16 acres
- :: Middle school sites are both approximately 11 acres
- :: The high school site is 55 acres



District Reserve Site Locations



Reserve Site: Renne Park Property and Meridian Street Property

**DISTRICT-OWNED RESERVE SITES**

In addition to the District’s developed sites, the District also owns four currently undeveloped sites, shown above.

**Renne Park Property**

The Renne Park property, the former site of the now demolished Renne Junior High, is adjacent to Edwards Elementary in the southern part of the District. It is within the City of Newberg. The site is currently being used for community events and as field space for Edwards.

The site is approximately 20.0 acres, which could accommodate an elementary or middle school. This site is identified by the district as a potential location for a future new middle school.

**Meridian Street Property**

The Meridian Street property, located at 603 Meridian Street, is directly across the street from the district office. It is a small residential lot with a house that is currently being rented. The site is approximately 0.2 acres. It is in reserve for future parking for the district office when it is needed.

**Wilsonville Road Property**

The Wilsonville Road property, at 30150 NE Wilsonville Road, is located to the

southeast of Newberg in rural Yamhill County. It is currently zoned AF-10 (agricultural/forestry - small holding) and is used as farmland and a residence. A school is a conditional use in this zone.

This property is approximately 10.0 acres in size, which could accommodate an elementary school. Because of it’s somewhat remote location, it is expected that this site will be used in the future to sell or trade for another school site in a more appropriate location.

**Siefken Property**

The Siefken property, located at 30420 NE Siefken Lane, is also bordered by NE Wilsonville Road. It is in the southeast part of the district, in rural Yamhill county, in close proximity to the Wilsonville Road property. It is currently zoned EF-40 (exclusive farm use) and used as farmland. A school is a permitted use in this zone.

The site is approximately 47.2 acres, which can accommodate an elementary, middle, or high school, and/or additional district programs. Because of it’s somewhat remote location, it is expected that this site will be used in the future to sell or trade for another school site in a more appropriate location.

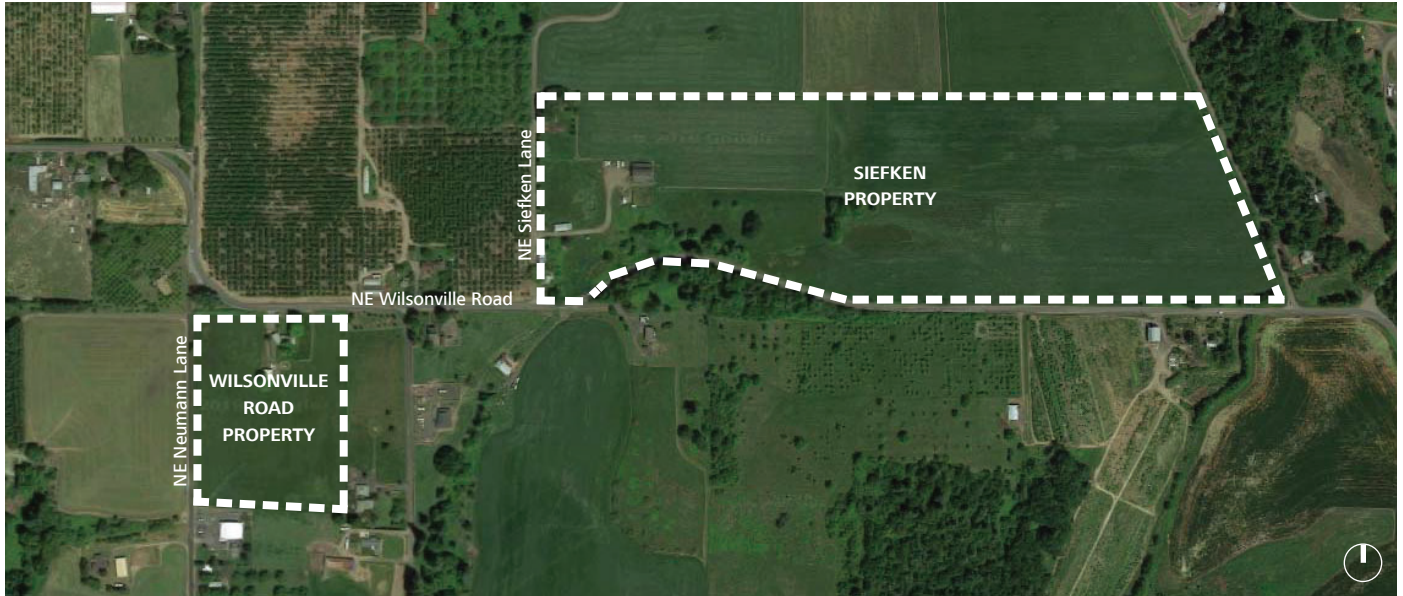
**CO-LOCATION WITH EXISTING DISTRICT FACILITIES**

In some cases, a district’s existing facilities may be located on sites that are large enough to accommodate co-location with another facility in the future, if the need arises. This option may be considered in particular for smaller non-neighborhood facilities, such as an alternative program or special education facility. However, it will be important to assess program compatibility before considering co-location, as well as other factors outside the scope of this study, such as setbacks, easements, site access, and the presence of wetlands.

Based on a high-level analysis that included comparison with District site size targets, general topography, site configuration, and location in the District, a few of the District’s school sites appear to offer opportunities for co-location with another future facility in their existing configuration, beyond the shared use that is already occurring with adjacent District sites.

The Dundee and Ewing Young elementary school sites have this potential, due to the small size of the existing facilities and their configuration on the site. However, their relatively remote locations may





Reserve Sites: Wilsonville Road Property and Siefken Property

make them less desirable locations for future development, unless significant growth occurs in the surrounding areas. In addition, the available space at Dundee is currently leased to the Chehalem Parks and Recreation Department, and is in use as a city park with ball fields.

Although the Joan Austin site is relatively large (11.8 acres), its configuration in the center of the site limits flexibility and would likely make adding an additional facility difficult. Other elementary school sites and both middle school sites do not appear to have available space for co-location with the existing facilities.

Newberg High School’s site could potentially have some available site area to the north, along Crestview Drive, however this site already has adjacent elementary, middle, and alternative high schools.

As district facilities continue to age and require replacement, it is recommended that the district consider the possibility of co-location in the future, and plan replacement facilities on larger sites with this potential strategy in mind.

### IDENTIFYING FUTURE SCHOOL SITES

One component of a Long-Range Facility Plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the district does not have an immediate need to purchase more land, it is important to understand the criteria for site selection that may be used for future land acquisition.

#### CRITERIA FOR SITE SELECTION

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and environmental impact. Each site and the surrounding property should be evaluated on both its present and possible future uses. The following are general criteria for all educational facilities.

#### Site Size

Minimum site size targets for each educational level established by the District should be followed. School site size targets established as guidelines for the purpose of this Long-Range Facility Plan are:

- :: Elementary site size of 7-10 acres
- :: Middle schools site size of 15-20 acres
- :: High school site size of 35-40 acres

#### Site Characteristics

- :: Usable size and shape
- :: Ability to support the educational program
- :: Ability to support future expansion
- :: Usable topography and soil conditions
- :: Presence of trees and other vegetation

#### Infrastructure

- :: Availability of water, sewer and energy sources (electricity, natural gas)
- :: Potential for alternative energy use and/or shared use
- :: Availability of telecommunications

#### Legal Requirements

- :: Appropriate zoning (will variance or re-zoning be required?)
- :: Ability to comply with state rules and regulations (disabled access, etc.)
- :: Not a hazardous area (flood plain, etc.)
- :: Available and free of encumbrances



Mountain View Middle School: Bicycle Parking

**Location**

- :: Convenient location for majority of students
- :: Relationship to existing educational facilities
- :: Proximity to other community services (library, parks, museums)
- :: Zoning potential development of surrounding land
- :: Potential for shared use (parks, etc.)
- :: Appropriate location for open space in the community
- :: Aesthetically pleasing environment

**Vehicular Access**

- :: Accessible for service vehicles
- :: Suitable surrounding roads and traffic patterns
- :: Multiple points of access to the site

**Health and Safety**

- :: Safe environment
- :: Healthy air quality
- :: Free of industrial and traffic noise
- :: Served by public agencies (police, fire, public transit, etc.)

**Pedestrian & Bicycle Access**

In accordance with ORS 195.115, city and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified.

SECTION 06

**REGULATORY  
CONTEXT  
& CAPITAL  
FINANCING**



## 06

## REGULATORY CONTEXT &amp; CAPITAL FINANCING



The regulatory context for the Long-Range Facility Plan is primarily established by the Oregon Administrative Rules (OAR) and the Oregon Revised Statutes (ORS), in addition to any applicable city and county ordinances. The policy context is primarily defined by Board of Education policy, which not only impacts affects facility priorities, but directs capital resources to maintain and / or rehabilitate the physical plant.

### STATE OF OREGON REGULATORY CONTEXT

There have been some changes to the regulatory environment, including the recent development of the School Construction Matching Program by the Oregon Department of Education, amendments to ORS 195.110, passage of the statewide Construction Excise Tax and physical education requirements.

### OAR 581-027-0040 SCHOOL CONSTRUCTION MATCHING PROGRAM

The Oregon Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority.

The OARs are the official compilation of rules and regulations having the force of law in the state of Oregon, and are the regulatory and administrative corollary to the Oregon Revised Statutes. The OARs are published pursuant to ORS 183.360 (3).

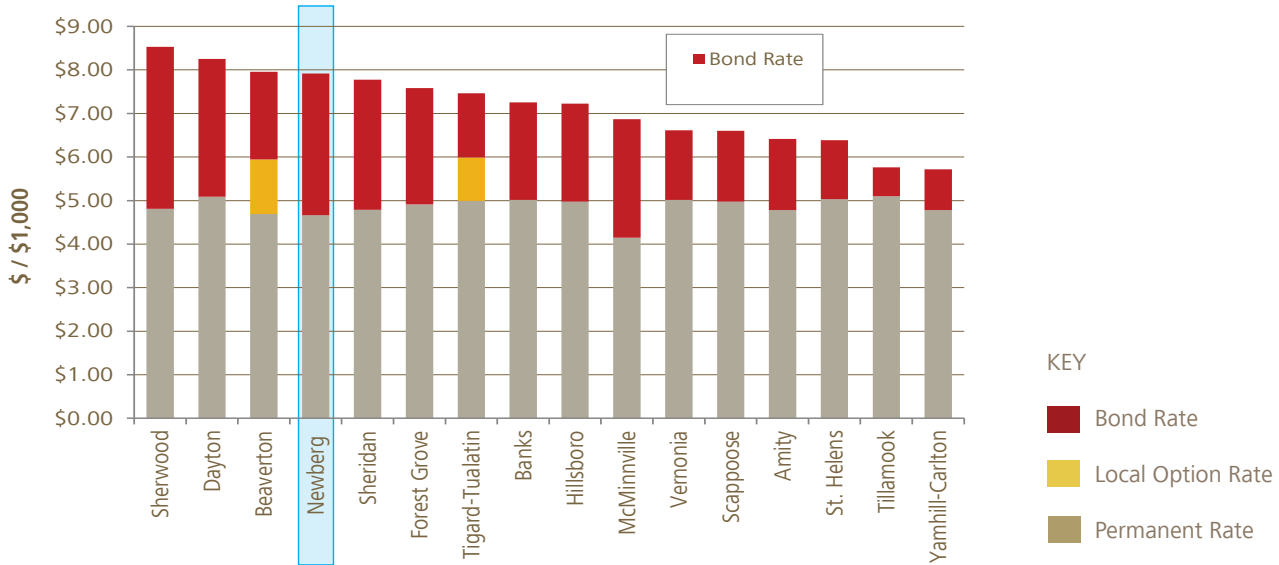
Chapter 581 of the OAR encompasses the rules and regulations of the Oregon Department of Education (ODE). Division 27 within this chapter covers the School Construction Matching Program, and defines requirements for facility assessment, seismic assessment, and long-range facility plans. Adoption of this plan will satisfy the current requirements of the applicable OARs. OAR 581-027-0040 and how these requirements are addressed in this report are included for reference in Appendix A.

### ORS 195.110 AMENDMENTS (2007)

State regulations (ORS 195.110) have been updated to address space and land needs for large (primarily fast-growing) school districts. Adoption of this plan will satisfy the current requirements of Section 5 of ORS 195.110. Amendments to ORS 195.110, passed in 2007 in Senate Bill (SB) 336, were comprised primarily of the following changes:

- :: Changes the definition of districts subject to facility planning requirements from “high growth school districts” to “large school districts”
- :: Defines “large school districts” as districts with enrollment of 2,500 students or more
- :: Adds more requirements for school facility planning coordination between the district and cities and counties with large school districts in their jurisdiction; requires local jurisdictions containing more than 10 percent of students enrolled in large school districts to adopt district facility plans into their comprehensive plans
- :: Extends the minimum planning period from five years to 10 years
- :: Allows district boards to adopt capacity criteria that can be used by the affected local jurisdiction to evaluate whether capacity exists to accommodate projected development
- :: Allows the denial of residential development applications because of insufficient school capacity, based upon adopted capacity criteria (however, school capacity still may not be used to establish a building moratorium)

2016 SCHOOL DISTRICT LEVY RATES: NEIGHBORING DISTRICTS



ORS 195.110 and how these requirements are addressed in this report are included for reference in Appendix A.

**HISTORIC CONSERVATION**

State statute ORS 358.653 requires school districts that have buildings of historic significance in their facility portfolio to coordinate with the State Historic Preservation Office to protect buildings from inadvertently being transferred, sold, demolished, substantially altered, or allowed to deteriorate by work being performed on the buildings.

**PHYSICAL EDUCATION REQUIREMENTS**

In 2007, the Oregon Legislature enacted House Bill 3141 (ORS 329.496), which calls for a minimum of 150 minutes of weekly physical activity for students in kindergarten through fifth grade, and 225 minutes of weekly physical activity for students in sixth through eighth grades. Senate Bill 4 (SB4) was enacted in 2017, with new provisions and amendments.

School districts are required to provide students with the specified amount of physical activity starting in the 2017-18 school year.

Based on preliminary evaluations completed by the district as part of this planning process, several schools may need additional PE teaching stations in order to meet this requirement through the 2025-26 school year (the capital plan horizon). A more detailed analysis will be required to confirm specific space needs. The district will also need to assess the availability of physical education instructors and supporting budget, which is not included in a capital plan. ORS 329.496 - Physical education participation is included in Appendix A for reference.

**CONSTRUCTION EXCISE TAX (2007)**

The 2007 State Legislature passed Senate Bill 1036, which allowed allowing school districts to impose a Construction Excise Tax (CET) on new construction or an increase in square footage (over 1,000 square feet) in an existing structure. This revenue can be used for land acquisition, construction, renovation or improvement of school facilities; costs to purchase and install equipment or other capital; and architectural, engineering, legal or similar costs related to capital improvements.

Newberg Public Schools has a CET rate of \$1.00 per square foot for residential and \$0.50 per square foot for non-residential construction. The district received CET funds of approximately \$415,000 in 2015-16 and \$408,000 in 2016-17.

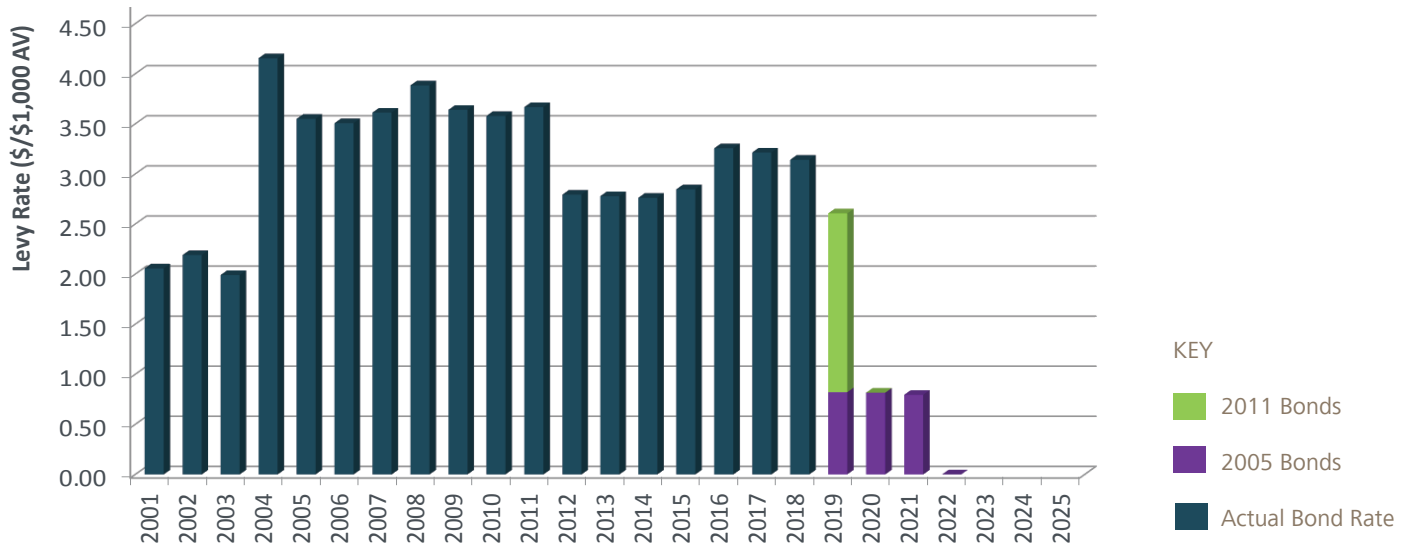
**OPTIONS FOR FUNDING CAPITAL IMPROVEMENTS**

The majority of operating funds for public schools in Oregon are allocated by the state under a funding formula that is primarily based upon the number of students enrolled in each school district, funded by local property taxes and state appropriations. In general, these funds cannot be used for capital expenses.

The main source of funding for capital projects for schools in Oregon is voter-approved bonds. School districts typically borrow money to build or improve schools and repay the borrowing with special property tax money.

General Obligation (GO) bonds are a commonly used school capital financing instrument. Bond debt is paid from proceeds of property taxes. The calculation for this tax is based on the assessed value of property, which is different from the market value of property.

OUTSTANDING GENERAL OBLIGATION BONDS: NEWBERG PUBLIC SCHOOLS (PIPER JAFFRAY, JUNE 2018)



**EXISTING RATES**

The levy rate chart, opposite, illustrates 2016 levy rates for school districts in the region, including the bond rate, shown in red. Newberg Public Schools is in the upper range of districts that currently have bonds. The district currently has a bond rate of \$3.14 per thousand dollars of assessed value.

**EXISTING BONDS**

The chart above illustrates actual and projected levy rates for Newberg Public School’s outstanding general obligation bonds. Currently, the district has a total debt service of approximately \$9.0 million, from 2005 and 2011 bonds. This results in a 2018 bond rate of \$3.14 per thousand of assessed property value, and a projected 2019 bond rate of \$2.61 per thousand.

The district’s most recent bond, was approved by voters in 2011. This eight-year bond is scheduled to sunset in 2019, reducing the projected levy rate to \$0.82 per thousand in 2020. The remaining debt service is scheduled to sunset in 2022, at which time the debt service and projected bond rate will be zero.

As is typical in most districts, recent NPS bonds were structured to step-down over time, providing an opportunity to “refill the bucket” while minimizing or eliminating perceived increases to the levy rate.

Debt levels are governed by Board policy, which requires the periodic review of debt capacity to ensure that debt levels are prudent and affordable to district taxpayers.

Complete levy rate analysis reports, completed for the district by Piper Jaffray, are included in the Appendix of this document for reference.

**OTHER SOURCES OF CAPITAL FUNDS**

In addition to capital bonds, there are additional sources of capital funding that may be available to school districts, including the Construction Excise Tax (CET), Cool Schools, SB1149, and state grants. However, these are limited both in amount and in how they can be used.

The federal government does not have a regular program to provide capital funds for school districts. However, in

recent years, the federal government has provided very limited capital funds to school districts for specific purposes as part of national economic stimulus efforts.

Operating funds may be used for some types of capital expenses. The district may choose to use operating budget dollars to pay for unavoidable capital needs. However, that will reduce the amount of funding that is available to pay for critical operating expenses, such as teacher salaries.

**PARTNERSHIPS AND CREATIVE FINANCING**

Capital improvement partnerships provide vital opportunities for the district and should be further explored in the planning and construction of capital projects. Identifying successful capital funding partnerships is a thoughtful process and must benefit both Newberg Public Schools and any potential partner.

**ALTERNATIVES TO NEW CONSTRUCTION**

There are a number of ways to accommodate growth in programs and / or enrollment that do not necessitate new construction or renovation. Strategies that address program, growth, and condition can provide additional capacity and may influence the extent of major modernizations and / or new construction.

Whenever possible, it is important for the district to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies are identified as potential ideas to be considered, and will not necessarily be implemented by the district.

Strategies that address program:

- :: Repurpose existing space for other uses when possible
- :: Utilize public / private partnerships
- :: Develop online education programs to reduce enrollment demand
- :: Provide alternative programs in non-traditional facilities

Strategies that address growth:

- :: Increase class sizes
- :: Re-activate vacant / repurposed buildings
- :: Adjust enrollment boundaries to maximum total district capacity
- :: Allow or maintain enrollment above target capacities
- :: Add capacity in the form of modulars (comes from operational funds)

Strategies that address condition:

- :: Close schools in the poorest condition and consolidate if enrollment / capacity allow
- :: Address the most critical issues using annual maintenance dollars when possible

**STRATEGIES THAT ADDRESS PROGRAM**

**Repurpose existing space**

The district has historically reviewed program alternatives and considered a variety of changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment.

**Implement public / private partnerships**

There may be opportunities for public / private partnerships to support district programs, in lieu of new construction or major renovations. In general, lease arrangements are made on a case-by-case basis to support educational program objectives.

In particular, there is opportunity for career and technical education programs to have robust partnerships with industry, both within school facilities and with internships at industry partner sites.

**Develop online education programs**

Providing a robust online school program can help districts manage enrollment to a limited extent, as well as fill a need for students with particular learning styles and needs. However, this option is typically only used by a small percentage of students.

NPS currently has a hybrid online education program, the Chehalem Online Learning Alliance (COLA). It is a tuition-free virtual program for grades K-8 that blends online instruction with regular contact with a highly qualified teacher.



In alignment with current trends, the District anticipates the use of online learning primarily as a complimentary educational resource, rather than being used exclusively by a large number of students, so it is not expected to provide a significant reduction in enrollment at traditional school facilities.

#### **Provide alternative education programs in non-traditional facilities**

Small, specifically tailored educational programs can be located in facilities other than traditional school buildings, allowing districts to utilize other types of building stock they may own, or lease commercial or retail space.

The ability to house some students outside of traditional school facilities can reduce enrollment demand. This strategy is most appropriate for high school students and potentially middle school students.

#### **STRATEGIES THAT ADDRESS GROWTH**

##### **Increase class size**

The district could choose to increase the target class size to accommodate growth, however, this approach is

impractical to meet long-term needs. All districts have natural fluctuations in class size, both between grade levels and within a given year, however there is a limit to the number of students that can be accommodated within a given space, determined by the size of existing classrooms in the district. Large class sizes may also compromise instruction.

In addition, existing facilities have support spaces, such as a cafeterias and restrooms, that are sized to accommodate a certain number of students. Increasing class sizes beyond what the building was designed for may impact the viability of these support functions.

Reactivate vacant and leased buildings NPS fully utilizes its existing building stock and does not currently own any vacant or leased facilities. However, this strategy should be kept in mind when replacing facilities in the future. If the district has the opportunity to take buildings off-line rather than demolish them, it can provide flexibility for future use, as well as potential swing space during construction periods.

Off-line facilities may provide an opportunity to address growth in the future. However, their location in relation to areas of capacity need must be considered, as well as the significant capital costs associated with maintenance and improvement. Leasing facilities may offset some costs.

##### **Adjust enrollment boundaries**

Adjusting enrollment boundaries within the district can help compensate for enrollment growth in individual schools, particularly if growth is concentrated in specific areas. However, this process is complex and can cause significant disruption for schools and families. This approach can also lead to increased busing requirements and associated costs, and may have less impact in a smaller district.

There is also potential to look at boundary adjustment between Newberg Public Schools and other neighboring districts adjacent to areas of capacity need. This approach is only viable if the adjustment can be beneficial to both districts.

**Allow enrollment over targeted capacities**

Allowing enrollment over targeted capacities is another way to compensate for enrollment growth in concentrated areas. The district does not have any schools with current enrollments over the stated targeted capacities of 550 for elementary schools, 650 for middle schools, and 1,800 for high schools. However, several schools have existing capacities that are greater than the target capacity, including Edwards Elementary School (575), Mabel Rush Elementary School (625), Mountain View Middle School (700), and Newberg High School (2,050).

Looking ahead to 2025-26, Edwards Elementary School and Chehalem Valley Middle School are projected to have enrollment over the target capacity, but only to a very small degree. It was determined by the district that increasing enrollment above the target capacity does not align with the district's vision and goals, and will not provide the best educational environment for students.

**Add capacity with modular buildings**  
Modular classroom buildings offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Modular buildings offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate.

Modular classroom buildings lack some of the architectural quality and special features or amenities that permanent classrooms have. It is these differences that may make a difference in student achievement. Further, while adding to a school's enrollment, they do not expand the existing shared common areas such as cafeterias, gymnasiums, media centers and restrooms. Finally, as discussed in the previous chapter, it is important to note that the addition of modular classrooms may create security concerns and place additional stress on already underfunded operational budgets.

The district currently has two school facilities that are have portable classrooms on site, Edwards Elementary School and Chehalem Valley Middle School. Edwards utilizes two portable classrooms as regularly scheduled classrooms and Chehalem Valley uses them only on an intermittent, as-needed basis, or for storage.

There is a desire to eliminate modular buildings whenever possible, therefore the Long-Range Facility Plan is primarily based on permanent capacity only, and includes a proposal to replace the portables at Edwards Elementary in Phase One.

**APPROACHES THAT ADDRESS CONDITION****Close schools and consolidate**

Closing or repurposing schools that are in the poorest condition can alleviate the need for modernization, if these students can be accommodated at neighboring schools. The district utilized this strategy when the oldest elementary school in the district was repurposed to become the district office. This facility is now over 100 years old and would require significant modernization if it were being used by students, but can still provide usable space for district administration and support functions.

The district's projected excess capacity at the elementary level of 403 seats in 2027-28 could allow for the closure of a small school in the district, with these students being absorbed into one or more nearby schools. Including the capacity reductions required to decompress classrooms to accommodate 21st-century learning that are proposed in the Phase One Plan, the projected excess capacity would be closer to 200 seats.

Ewing Young Elementary School, with a capacity of 200, is the only school small enough to close. In addition to being well below the target size of 550, it is also one of the oldest schools in the district, has significant maintenance needs, and is in a relatively remote location in the district, making it a possible candidate for closure.

However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, and continuation of site-specific programs and activities.

Therefore, closing or repurposing additional school facilities is not indicated in Phase One of the Long-Range Facility Plan. The district may want to consider this at some point in the future. Ideal candidates would be facilities that are in very poor condition, have capacity significantly below district targets, and / or do not adequately accommodate educational programs.

**Use maintenance funding for most critical issues**

It may be possible to allocate some operational funds to fix immediate needs in some facilities. As noted previously, this is not a viable long-term strategy and may impact the district's ability to meet operational needs. Currently, the district's maintenance budget does not have capacity for additional projects beyond basic maintenance needs.

SECTION 07

**PLAN  
DEVELOPMENT**



## 07 PLAN DEVELOPMENT



Long-Range Facility Committee Visioning Session, January 2018

### PROCESS OVERVIEW

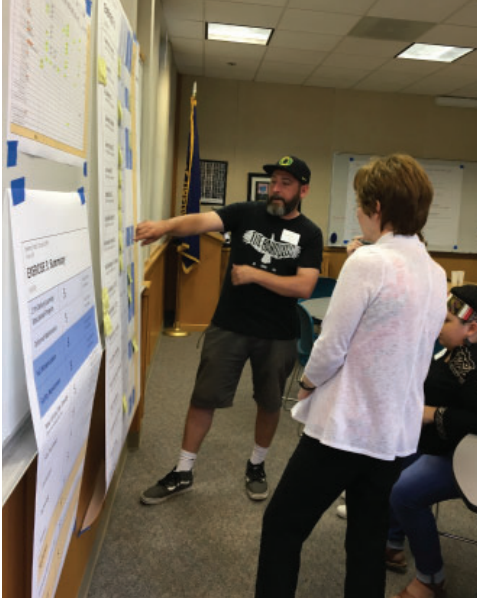
Newberg Public Schools' long-range facility plan process began in January of 2018 and with Board adoption of the Plan in 2019. The process included several iterations of plan development, in order to arrive at a long-range facility plan that accommodates the needs of the district over the next ten years, sets the stage for future planning phases, and reflects the desires of the community.

A Steering Committee, made up of key district leadership, directed the planning process. A Long-Range Facilities Committee (LRFC) was created to provide broad representation from the community, including parents from various schools and neighborhoods, Board members, community and business leaders, representatives from local regulatory agencies, and a student representative. This group met seven times throughout the planning process, to provide diverse perspectives and input, and help develop plan proposals.

After establishing planning goals, and gaining an understanding of the district's vision, educational program, existing facility conditions, and projected enrollment growth, potential projects and associated rough-order-of-magnitude budgets that reflected district needs were developed. Through a series of exercises, committee members prioritized the projects, balancing district need and community support.

Three rounds of planning exercises and discussion resulted in the development of three capital measure scenarios that addressed district need at varying levels.

Although all three planning scenarios represented appropriate approaches to address the needs of the district and community, one proposal garnered slight preference. The preferred proposal will be re-confirmed prior to the district's, and Board's, future decision to move forward with a capital measure request.



Long-Range Facility Committee Planning



Long-Range Facility Committee Planning

**DISTRICT NEED**

**PROJECTS**

District needs for capital improvements over the next 10 years were defined in five categories, for consideration and prioritization by the district, LRFC, and community:

- :: Educational Program Improvements
  - 21st-century learning improvements, including shared learning areas, maker space, presentation / lecture, and high school science lab upgrades
  - Career & technology education
  - Early childhood program (classroom for migrant preschool)
  - Special education upgrades
  - Alternative education (expansion of Catalyst Alternative High School)
  - Dual-language program (expansion through eighth grade)
  - School-based health clinic at the high school
  - PE additions to meet state requirements
  - Athletics upgrades

- Accessibility / other, including ADA improvements, portable classroom replacement, and expansion of Antonia Crater cafeteria

- :: Facility Condition Improvements
- :: Full Modernization
- :: Facility Replacement
- :: District Support
  - Curriculum
  - Technology

Three additional areas of consideration were also discussed. These included:

- :: New school(s) for growth
- :: Site purchase
- :: Reserve funds

After assessing district need related to these areas, it was determined that construction of new schools to accommodate increased enrollment and also new site purchases would not be required as part of the 10-year plan. Capital allocation for reserve funding was also not provided by the LRFC.

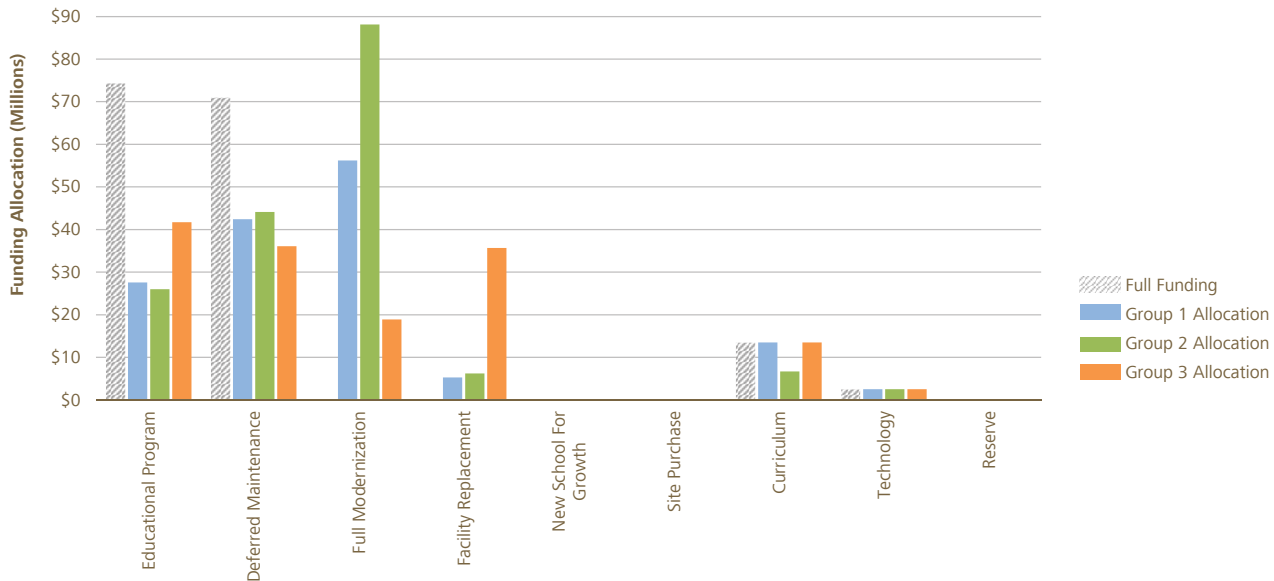
**ROM COSTS**

Rough-order-of-magnitude (ROM) costs were established for each identified area of consideration. These costs were based on a number of high-level planning assumptions and were intended to help the LRFC provide input into the approximate level of community capital support and to aid in prioritization of projects. Actual project estimates and budgets will be determined as projects become more defined.

For the Long-Range Facility Plan, ROM costs are based on the following assumed construction costs (2018 dollars):

- :: \$340 per square foot for new elementary school construction
- :: \$370 per square foot for new middle school construction
- :: \$390 per square foot for new high school construction
- :: Varying cost per square foot for modernization, typically two-thirds of new construction cost

TOTAL FUNDING ALLOCATIONS: ROUND ONE EXERCISE



Projects also require expenses that are not considered direct construction costs, including permit fees, state and local taxes, and architectural and engineering fees. These are identified as “soft” costs, and vary widely from project to project. For planning purposes, soft costs have been included based on prior historical costs. A soft cost multiplier of 1.35 has been applied.

Escalation is also included in the ROM costs, as projects will not be implemented until several years in the future, pending passage of a potential capital measure. Five years of escalation are assumed, representing estimated costs in 2023 dollars (for purposes of planning, the estimated midpoint of construction).

The escalation rate can vary significantly over time, ranging from zero or negative escalation to over 10 percent per year. A six percent per year rate of escalation has been assumed for this planning work.

ROM cost estimates developed for planning projects as a part of this process are included in Appendix G.

### PHASE ONE DEVELOPMENT

The LRFCC engaged in three planning-focused meetings, to develop, refine, and finalize the Phase One Plan.

### ROUND ONE: PLAN DEVELOPMENT

In the first planning meeting, committee members were divided into three table groups and each tasked with prioritizing the identified projects into a proposed Phase One Plan through a series of exercises. No budget limitations were given.

The three resulting plan proposals ranged in cost from \$150.5 million to \$177.1 million. Analysis of the three planning scenarios revealed similar levels of support in a number of areas, as shown in the charts found on the following pages. Projects supported by all three groups included educational program improvements, deferred maintenance, curriculum, and technology.

None of the groups provided funding for new schools (growth related), site acquisition, or reserve funding. Enrollment and capacity analysis did not indicate a

need for additional capacity within the time frame of the Long-Range Facility Plan, and the district already has three undeveloped sites in reserve for future school facilities when needed.

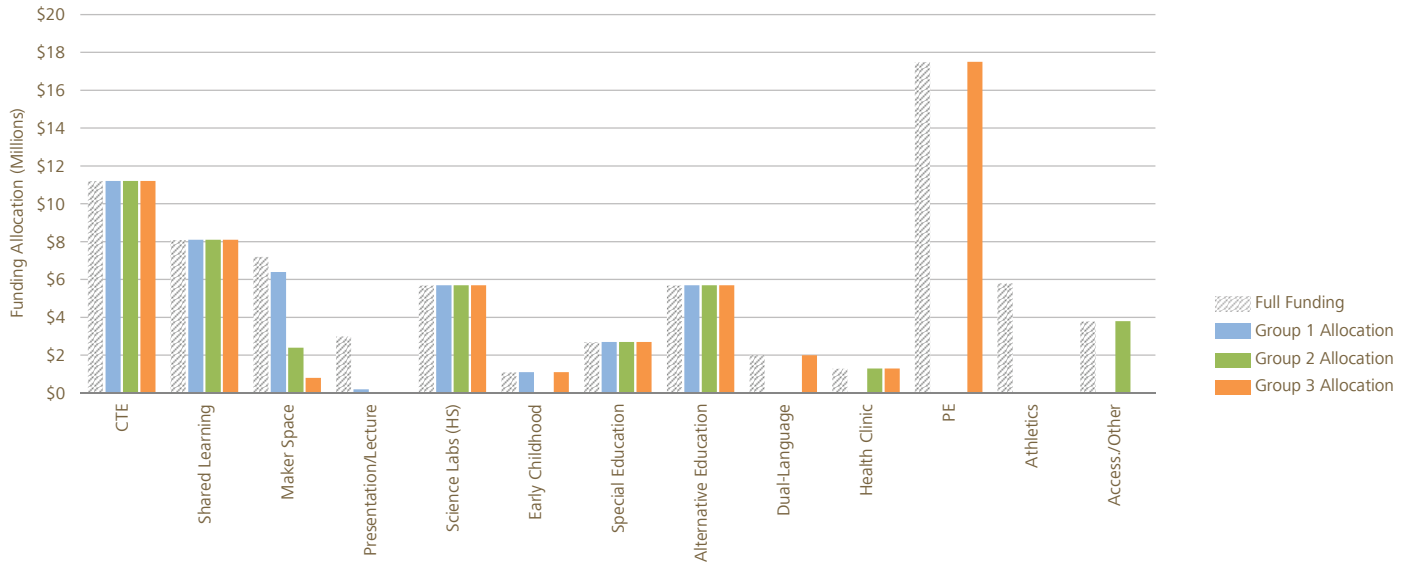
### EDUCATION PROGRAM

Within educational program improvements, there was unanimous and full support for CTE, shared learning, high school science labs, alternative education, and special education projects. Exercise results are shown in the upper chart opposite.

Committee members felt that it was important to support CTE because it is a successful program that has the potential to impact all students, it reinforces the district vision for 21st-century learning, and it is expected to be strongly supported by the broader community.

The addition of shared learning spaces was supported, because 21st-century learning environments are a high priority for the district and these improvements impact schools throughout the district, and at all grade levels.

EDUCATIONAL PROGRAM FUNDING ALLOCATIONS: ROUND ONE EXERCISE



Special education and alternative education were supported because they are also important priorities for the district, in order to become more inclusionary and realize the vision of “all means all.”

The Catalyst Alternative High School program is successful and has a positive impact on students in the district, and should be expanded. It is a growing program that has a lot of community support.

There was little or no support for athletics and presentation/lecture spaces, with all other areas receiving support from only one or two of the groups.

**Facility Condition Improvements**

In Round One, deferred maintenance was supported at 50 percent or more by all of the groups, with the idea that less maintenance should be done at buildings identified for replacement or full modernization in the next phase. The Committee felt that it was important to protect the investment of the district and the community, and to do some level of improvement at all schools in the district to provide equity.

Unanimous support was given for replacement of the Edwards Cafeteria building and the NHS greenhouse classroom, because the facilities are relatively small (and therefore require relatively little capital investment to replace) and in such poor condition that it would cost almost as much to fully modernize them.

Full modernization of NHS Buildings H and J (CTE) was also unanimously supported, because although the existing buildings have significant needs, they can provide a flexible shell in a good location for these programs if modernized.

For other facility condition improvements, the level of support varied greatly, depending on the strategic approach taken by each group. Both full modernization and replacement were considered for Dundee Elementary, while two groups supported full modernization at Mountain View Middle School. Dundee is one of the oldest in the district, and in very poor condition. Mountain View, although not as old, is also in poor condition. It also has a configuration that does not provide educational adequacy or easily allow for modernizations that would create learning environments.

**ROUND TWO: PLAN REFINEMENT**

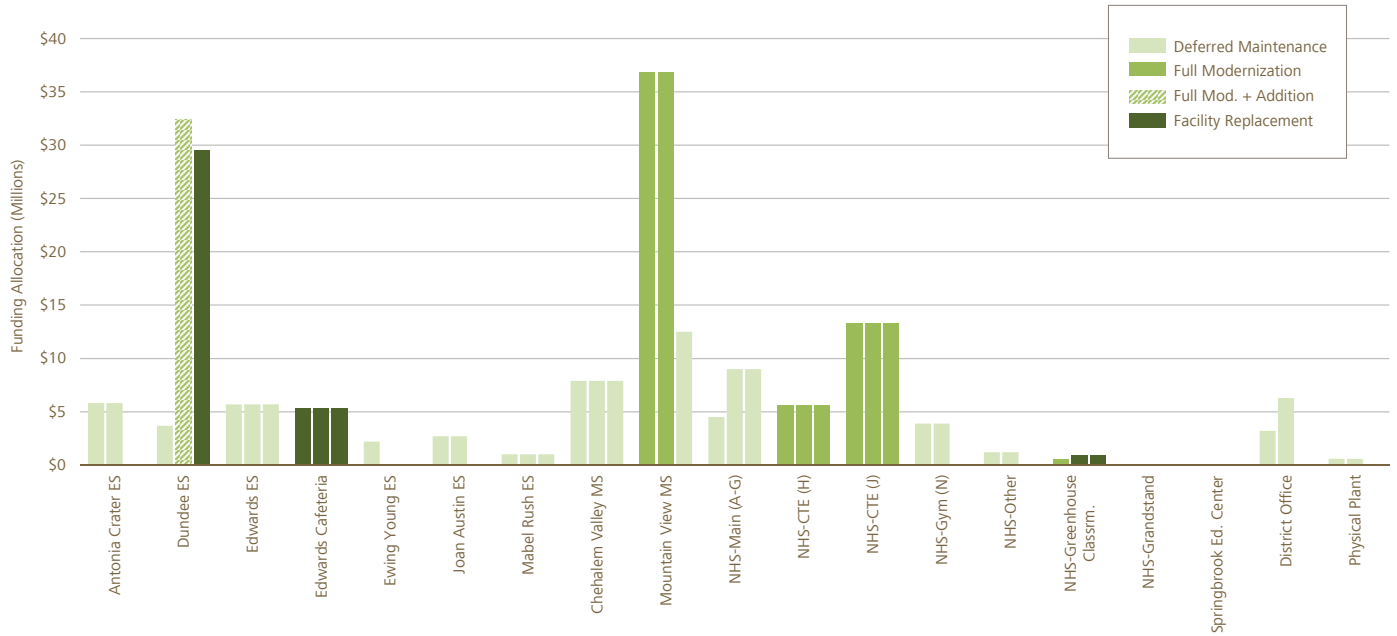
In the second planning meeting, the committee was given information regarding the tax rate impacts of different capital measure amounts, as well as some additional strategies to consider for Edwards, Dundee and Mountain View.

Based on information provided by Piper Jaffray, a significant drop in the general obligation rate will occur in 2020. It was understood that this drop represents a significant opportunity to consider an associated capital measure to address district facility need.

To facilitate exploration of plan approaches, the planning team shared information regarding current bond debt and the potential tax implication of several sample capital measures.



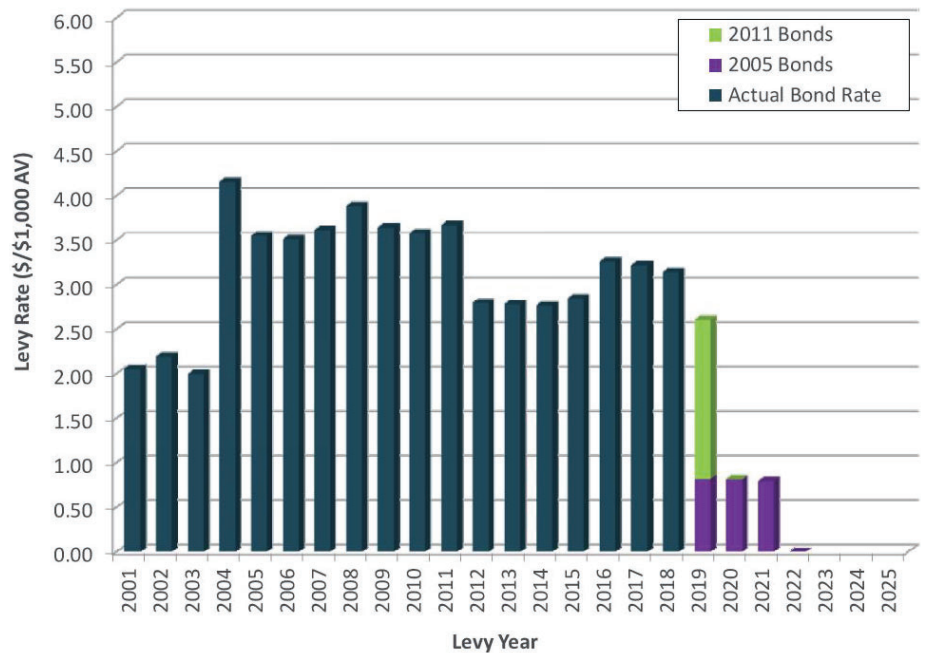
FACILITY CONDITION FUNDING ALLOCATIONS: ROUND ONE EXERCISE



With regard to this, Piper Jaffray modeled amortization for several capital measure options, these included:

- \$100M - No tax rate increase  
- Maintains 2019 tax rate
- \$125M - \$0.49 / \$1000 increase  
- Similar to 2016-18 tax rate
- \$150M - \$0.93 / \$1000 increase  
- Similar to 2005-11 tax rate
- \$175M - \$1.36 / \$1000 increase  
- Similar to 2004 tax rate

The three groups came together again and were asked to discuss any potential changes to their proposals, based on the new information. All three groups made refinements, with the resulting three plans ranging from \$122.2 million to \$150.3 million.



OUTSTANDING GENERAL OBLIGATION BONDS - ACTUAL AND PROJECTED RATES

There was consensus around the need to do one big project in the plan, to garner community support. Each group prioritized a different project.

**Group 1**

:: Fully modernize Mountain View Middle School

- Condition and educational suitability need to be addressed
- Impacts a larger number of students than an elementary school
- Leverages what the district already has (rather than replace)

:: Plan for Dundee in Phase 2 / Keep Ewing Young open

- Keep option open to fully modernize or replace
- Minimal investment in Phase One

**Group 2**

:: Fully modernize Dundee Elementary School, with 200-student addition

- Condition and educational suitability need to be addressed
- Leverages what the district already has (rather than replace)

- Doesn't impact adjacent park or agreement with Parks department
- Addition allows closure of Ewing Young, which is also in poor condition and undersized/inefficient for the district to run

:: Plan for Mountain View Middle School in Phase 2

- Keep option open to fully modernize or replace
- Minimal investment in Phase One

**Group 3**

:: Replace Dundee Elementary School at existing size (350 students)

- Condition and educational suitability need to be addressed
- More opportunity to fix existing site and facility issues than with modernization
- Inefficient to modernize and expand a 66-year-old building

:: Plan for Mountain View Middle School in Phase Two

- Keep option open to fully modernize or replace
- Minimal investment in Phase One

**All Groups**

:: Fully Modernize NHS Buildings H & J (CTE)

- Existing facility condition and educational suitability need to be addressed
- Improves a successful program that reflects district values and has community support
- Impacts a large number of students
- Leverages what the district already has (rather than replace)
- No major benefits to replacement rather than modernization (plan flexibility, good location, size, access)

:: Addition at Edwards Elementary School

- It is important to keep dual-language at Edwards (majority of dual-language students live in this neighborhood and it is a low SES area)
- District has indicated a desire to expand the dual-language program to include 5th grade
- Capacity issue needs to be addressed

:: Replace Edwards Cafeteria Building & NHS Greenhouse classroom

- Condition needs to be addressed

COMPARISON: FULL MODERNIZATION VERSUS NEW CONSTRUCTION

	DUNDEE ES		MOUNTAIN VIEW MS	
	MOD. + ADD	NEW	MOD.	NEW
<b>COST:</b>	\$35.4 M (+5% premium)	\$34.3 M* (550=\$48M)	\$36.8 M (+5% premium)	\$75.0 M
<b>CAPACITY:</b>	550	350 (expand to 550)	700	700
<b>LOGISTICS:</b>	Likely requires relocation (or phased replacement)	School remains operational during construction	Likely requires relocation (or phased replacement)	School remains operational during construction
<b>CONFIG.:</b>	Some existing site / building issues remain	Alleviates existing site / building issues	Some existing site / building issues remain	Alleviates existing site / building issues
<b>IMAGE:</b>	Does not address image / appearance		Does not address image / appearance	
<b>OTHER:</b>	Addition allows closure of Ewing Young	May require coordination with parks department		

- Modernization costs are more than half of replacement cost and projects are relatively small
- :: Existing facility improvements throughout the district
  - Deferred maintenance is important to protect the community's capital investment
  - Safety and security is a priority of the district and community
  - It is important to do something at every school
  - Seismic and resiliency upgrades are necessary, but should happen in conjunction with full modernization or replacement, to maximize efficiency of funds
- :: Educational program improvements throughout the district
  - Provide modern learning environments that reflect district values and increase flexibility / usability for all students
- :: Curriculum and technology funding
  - Critically important for quality education
  - Impacts the entire district

**ROUND THREE: PLAN FINALIZATION**

In the third planning meeting, the Committee focused on understanding the ramifications of new construction versus full modernization in the context of the proposed major projects. As summarized in the chart above, full modernization presents significant issues at both Dundee and Mountain View.

**Modernization Versus New**

In terms of logistics, modernization of the existing facility would require either relocation of students during construction, or significant construction phasing, with as many as five or six phases that occur over multiple years. Both of these options present significant disruption for students, staff, and parents for long period of time. Drawing out the construction process over a number of phases in order to allow the school to continue to operate during construction also affects the project cost, resulting in an estimated premium of five percent more.

Relocation would also have cost implications. The district currently does not have adequate space available to house a relocated elementary or middle school,

and would likely require leasing and/or constructing temporary space, as well as potentially dispersing some functions throughout existing district facilities.

Modernization also has some less tangible limitations, in terms of building configuration and image. Although there are opportunities to improve both the functionality and aesthetics of a building with a full modernization, there are limitations due to the parameters of working with an existing facility, such as structural grid, exterior materials, number of floors, and location on the site.

Constructing a new school facility on an existing site while the school remains operational also has limitations, in terms of location on the site. A high-level preliminary analysis of the Dundee and Mountain View sites indicates that both sites could accommodate a new facility in multiple locations, while allowing the existing school to function during construction.

Site studies of both sites, shown on the following pages, are intended for planning purposes only, to illustrate possible building locations. They do not represent actual designs for these facilities.



**DUNDEE ELEMENTARY SCHOOL:  
REPLACE ON ADJACENT PARK SITE**

- :: Existing school remains operational during construction
- :: Relocated away from Hwy 99
- :: Old Dundee site is available for future facility (or sell/trade)
- :: Reduces existing park, eliminates ball fields, and requires renegotiation with parks department



**DUNDEE ELEMENTARY SCHOOL:  
REPLACE PARTIALLY ON ADJACENT PARK SITE**

- :: Existing school remains operational during construction
- :: Partially reduces existing park and requires renegotiation with parks department



**DUNDEE ELEMENTARY SCHOOL:  
REPLACE NOT ON ADJACENT PARK SITE**

- :: Existing school remains operational during construction
- :: May impact parking, etc.
- :: Leaves existing park and agreements mostly intact
- :: Potential planning constraints (limited space)

**Alignment of Plan Options**

Based on consideration of the limitations of full modernization, and in an effort to maintain three distinct plan options and keep budgets in the \$100 to \$150 million range, the Committee refined the three plan options through a large group discussion. The refined plan options ranged in cost from \$116.2 million to \$153.4 million.

**Changes included:**

- :: Full modernization projects for Dundee and Mountain View were changed to replacement projects (new construction).

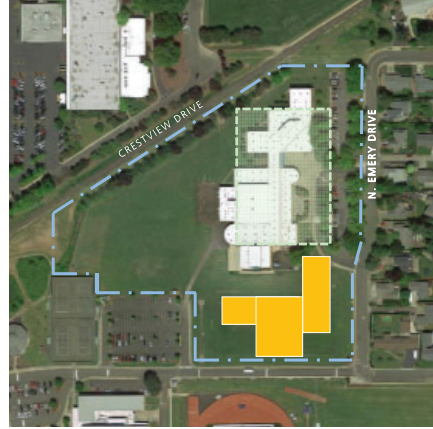
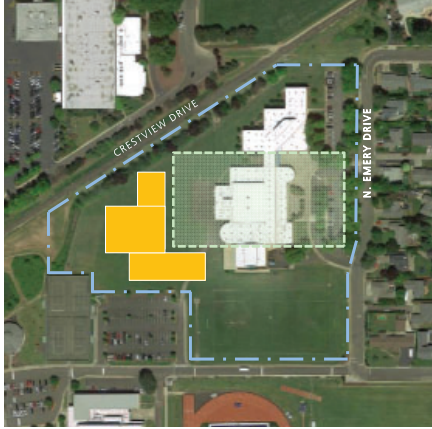
- :: Deferred maintenance funding was reduced in all plan options, allocating a consistent 27 percent of need across the board. This helped balance the increased funding required for the change to new construction, while still being in the one-third range that is typically supported by districts in long-range facility plans. The district felt this was a sufficient amount to address the most critical needs over the next 10 years.

- :: 21st-century learning upgrades were reduced in Options 1 and 2, allocating a consistent 50 percent of need across the board.

- :: Other minor adjustments were made to provide consistent funding across all three options in other areas, such as special education, alternative education, resiliency upgrades, and district support.

**Preferred Approach**

There was consensus among committee members that although all three long-range facility plan proposals were viable and appropriate for the district, Option 3, the plan that included replacement of Dundee Elementary at its existing capacity of 350 students, was the preferred approach.



**MOUNTAIN VIEW MIDDLE SCHOOL:  
REPLACE TO THE WEST**

- :: Existing school remains operational during construction
- :: Increased site flexibility due to adjacent school district property (NHS)
- :: Opportunity to create smaller footprint with a two-story school
- :: Opportunity to fix existing configuration issues (access through gym, etc.)

**MOUNTAIN VIEW MIDDLE SCHOOL:  
REPLACE TO THE SOUTH**

- :: Existing school remains operational during construction
- :: Increased site flexibility due to adjacent school district property (NHS)
- :: Opportunity to create smaller footprint with a two-story school
- :: Opportunity to fix existing configuration issues (access through gym, etc.)

This option addresses the facility with the most challenging operational needs for the district, as well as replacing a building that is one of the oldest and in the poorest condition. It provides the necessary amount of capacity for the district, while allowing for future expansion when needed, by sizing core facilities to accommodate 550 students.

Postponing modernization or replacement of Mountain View Middle School will allow the district to see how middle school enrollment changes over the next phase, and have the flexibility to address it accordingly. The 2027-28 middle school enrollment projections indicate that the district will be very close to capacity at that time. If this holds true, the District

may want to consider a variety of options to add middle school capacity, such as facility replacement with a larger capacity, building a third middle school that can act as swing space during other facility replacements and/ or incorporate other programs until it's full capacity is needed, or other options.

Option 3 also requires the least amount of funding of the three options (\$116.2 million). It is relatively close to the \$100 million capital measure benchmark that would not increase the tax rate for property owners, and has the potential for future adjustment to meet that benchmark if that is determined to be what the community will support.

**Approach for Community Outreach**

The Committee decided that all three plan approaches should be presented to the community for input, with the acknowledgment that Option 3 was preferred by the Committee and the district.

**LONG-RANGE FACILITY PLAN**

**GENERAL PRINCIPLES & CONCEPTS**

Along with identifying specific plan components, the Community Advisory Committee felt the following general concepts should be incorporated into the plan.

- :: A “big” project would be important with regard to garnering public support.
- :: The plan should address facilities in the worst condition.
- :: Dual-language should remain at Edwards Elementary.
- :: Addressing deferred maintenance is important with regard to protecting the community’s previous investment.
- :: Career Technical Education (CTE) and alternative education will garner public support.
- :: Work at the high school should be prioritized as it serves the most students.
- :: Seismic and resiliency are important, but should happen in conjunction with full modernization or replacement.

The Phase One plan proposal intends to strike a balance between community support for funding and current district need, and can serve as the basis for a potential capital measure. Projects that were identified during the planning process and have not been prioritized for inclusion in Phase One will continue to be tracked and addressed in later phases of the Plan.

**PHASE ONE PROJECTS**

**21st-Century Learning Upgrades**

- :: Shared Learning
  - Created flexible shared learning areas within existing space at all district schools that don’t currently have them (between 1-6 spaces per school, depending on size of facility), to facilitate 21st-century learning

- In most cases, assume existing classrooms are converted, except use locker areas at MVMS and other areas at NHS
- Includes cost of replacing three displaced classrooms at Edwards ES; other schools do not need to replace capacity
- :: Maker Space / Creativity Labs
  - Create one maker space / creativity lab within existing space at all district schools, to facilitate 21st-century learning
  - In most cases, assume a portion of existing library is converted
- :: Presentation / Lecture
  - Create presentation / gallery space at middle schools and the high school through remodel of existing hallway space

**High School Science Lab Upgrades**

- :: Upgrade eight existing science labs at the high school through remodel of existing space
- :: Upgrades to current standards, including water, electrical drops, gas, appropriate lab countertops, and exhaust systems

**Alternative Education**

- :: Expand the Catalyst alternative high school program with a new addition to Springbrook Educational Center
- :: Meet current program needs, accommodate hybrid / blended learning programs districtwide, and plan for enrollment growth to 250 students (+120 capacity)
- :: High-level program includes three new general classrooms, one new CTE / maker space classroom, a new small gym/multipurpose room, and office / support areas

**Special Education**

- :: Add one changing room and one quiet/ sensory room at each District school facility, through reconfiguration of existing space (does not include funds to replace displaced areas)

**Dual-Language Program**

- :: Accommodate expansion of the existing dual-language program at Edwards Elementary School through 5th grade, with two additional (new) classrooms
- :: Provide a new 6-8th grade dual-language program at Mountain View Middle School (space available; no capital funding needed)

**Early Childhood Education**

- :: Build a new classroom at Edwards Elementary School to accommodate the existing migrant preschool program

**School-Based Health Clinic**

- :: Provide a school-based health clinic at the high school that serves medical, mental health, and other needs for students and the community
- :: Serve students during the day, including medical / health pathway classes, and serve community in the evening
- :: High-level program includes three exam rooms, one office, one lab, one classroom, waiting, reception / administration, and support through remodel of existing high school area

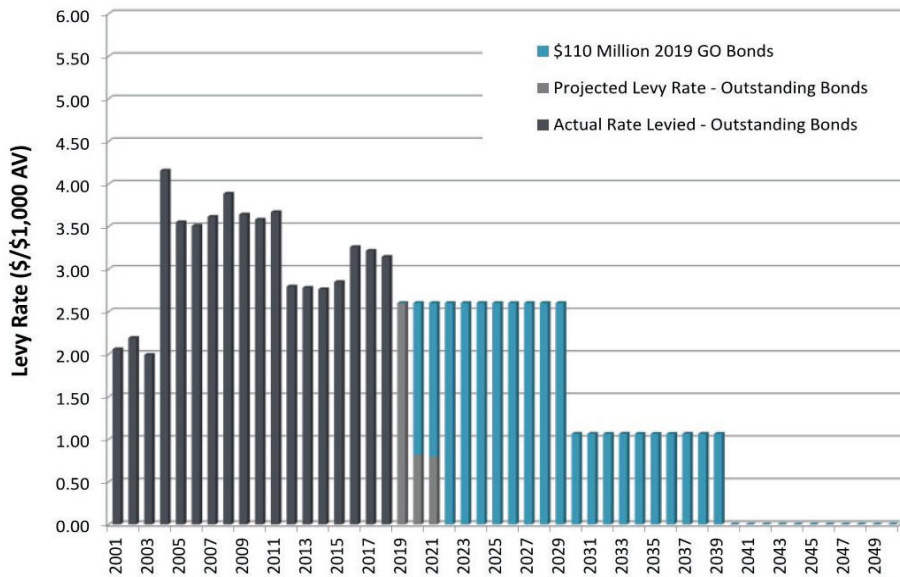
**Accessibility / Other**

- :: Replace two portable classrooms at Edwards Elementary School with permanent classroom space (assumes construction of two new classrooms)
- :: Improve specific accessibility issues at four schools, including accessible entry doors, cafeteria tables and seating, playground equipment, and gender-inclusive bathrooms at the high school

**Deferred Maintenance**

- :: Address the most critical deferred maintenance needs
- :: Initial focus should be on health/safety issues and protection of previous capital investment.

GENERAL OBLIGATION BONDS - \$110 MILLION SCENARIO



Full Modernization of NHS CTE Buildings (H & J)

- :: Fully modernize the CTE buildings to support a variety of programmatic offerings.
- :: Pending availability of funding consider constructing a covered outdoor work area between existing CTE buildings.

Replace Dundee Elementary School

- :: Construct a new (replacement) for Dundee Elementary School.
- :: Provide capacity for projected 10-year need, but construct common support functions to accommodate later expansion up to target capacity of 550 students.

Replace Edwards Cafeteria Building

- :: Provide new cafeteria/classroom building to replace existing facility

Replace NHS Greenhouse Classroom

- :: Provide new greenhouse classroom to replace aging and inadequate existing classroom.

Curriculum

- :: Adopt updated districtwide curricula in needed areas, including math, science, health and PE, social studies, world languages and arts, English language arts, and ELL / ELP

Technology

- :: Replace aging devices and PA systems throughout the district
- :: Update / add wireless infrastructure, fiber runs, and data drops

PHASE ONE SUMMARY & COSTS

The table on the following page summarizes Phase One projects and estimated rough-order-of-magnitude (ROM) project costs, in 2023 dollars. Detail regarding ROM cost estimates that were developed as part of this planning process are included in Appendix G.

The combined total ROM cost of Phase One projects is estimated to be \$116.2 million, including bond costs.

FUNDING

Funding is assumed to be provided through a general obligation bond with a 20-year term. The district has not yet determined the best time to bring a capital measure to the community to address current and projected needs through 2027-28.

For the Phase One planning scenario, the proposed bond amortization structure provides a rate “step-down” after 10 years, to allow the potential for the district to go out for another bond at that time. Bond and levy rate analysis was provided to the district by Piper Jaffray, including estimated tax rate increases per \$1,000 of assessed property value.

Bond amounts and levy rates are estimated based on a number of factors, including growth in the community, changes to assessed property values, and interest rates. It is important to note that bond amounts included in this Long-Range Facility Plan are estimates only, and will need to be re-assessed and adjusted prior to proposing a capital measure. Preliminary bond information that was developed for the planning process is included in Appendix C.

**LONG-RANGE FACILITY PLAN: PHASE ONE**

<b>Project</b>	<b>Amount</b>	<b>Purpose</b>
<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>		
	<b>\$113.9M</b>	
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