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LONG-RANGE FACILITY PLAN
Volume 2: Appendices

NEWBERG PUBLIC SCHOOLS
NEWBERG, OREGON

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Project 2018901.00

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**REGULATORY
REQUIREMENTS**

ADDRESSING REGULATORY REQUIREMENTS: OAR 581-027-0040

- 1) Each Long-Range Plan shall contain the following information:
 - a) Population projections by school age group for the next ten years using U.S. Census or Census partner data.
See section / page 4-3 through 4-10, Appendix B.
 - b) Collaboration with local government planning agencies (city and/or county) that results in:
 - A) Identification of suitable school sites if needed; and
See section / page 5-5 through 5-8.
 - B) Proposals to fund long-range facility needs
See section / page 7-10 through 7-12.
 - c) Evidence of community involvement in determining:
 - A) Educational vision of local community; and
See section / page 2-1 through 2-2 and 2-7 through 2-12.
 - B) Proposals to fund long-range facility needs
See section / page 7-1 through 7-9.
 - d) Identification of buildings on historic preservation lists including the National Historic Register, State Historical Preservation Office, and local historic building lists
See section / page 3-3.
 - e) Analysis of district's current facilities' ability to meet current national educational adequacy standards:
 - A) Identification of facility standards used to meet district educational vision as well as national educational adequacy standards
See section / page 3-6 through 3-14.
 - B) Identification of current facility capacity
See section / page 4-1 through 4-2 and 4-7 through 4-10.
 - C) Identification of ability of current facility capacity to meet current national educational adequacy standards;
See section / page 4-7 through 4-10.
 - D) If current facilities are unable to meet current national educational adequacy standards district will then:
 - i) Identify deficiencies in current facilities
See section / page 3-6 through 3-14.
 - ii) Identify changes needed to bring current facilities up to national educational standards; and
See section / page 3-11 through 3-45.
 - iii) Identify potential alternatives to new construction or major renovation of current facilities to meet current national education adequacy standards;
See section / page 6-4 through 6-6.
 - E) A description of the plan the district will undertake to change its facility to match the projections and needs for the district for the next ten years
See section / page 7-10 through 7-12.
- 2) The Department shall establish a template for Districts and their Certified Contractors to use to collect the information required in OAR 581-027-0040(1)
Template not currently available- not applicable.
- 3) Districts and Certified Contractors shall use the template established by the Department to provide the final report to the Department in electronic format
Template not currently available- not applicable.

ADDRESSING REGULATORY REQUIREMENTS: ORS 195.110 SECTION 5

- 5) a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:
- A) Population projections by school age group
See section / page 4-3 through 4-10 and Appendix B.
 - B) Identification by the city or county and by the large school district of desirable school sites
See section / page 5-5 through 5-8.
 - C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district
See section / page 3-6 through 3-45.
 - D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
See section / page 7-10 through 7-12 and 6-2 through 6-3.
 - E) An analysis of:
 - i) The alternatives to new school construction and major renovation; and
See section / page 6-4 through 6-6.
 - ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
See section / page 5-2 through 5-5.
 - F) Ten-year capital improvement plans
See section / page 7-10 through 7-12.
 - G) Site Acquisition schedules and programs
See section / page 5-5 through 5-8.
- b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary
See section / page 5-5 through 5-8.

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Chapter 581

Division 27

SCHOOL CONSTRUCTION MATCHING PROGRAM

581-027-0040

Long-Range Facility Plan Requirements

(1) Each Long Range Facility Plan shall contain the following information:

(a) Population projections by school age group for the next ten years using U.S. Census or Census partner data.

(b) Collaboration with local government planning agencies (city and/or county) that results in:

(A) Identification of suitable school sites if needed; and

(B) Site acquisition schedules and programs.

(c) Evidence of community involvement in determining:

(A) Educational vision of local community; and

(B) Proposals to fund long-range facility needs.

(d) Identification of buildings on historic preservation lists including the National Historic Register, State Historical Preservation Office, and local historic building lists.

(e) Analysis of district's current facilities' ability to meet current national educational adequacy standards:

(A) Identification of facility standards used to meet district educational vision as well as national educational adequacy standards;

(B) Identification of current facility capacity;

(C) Identification of ability of current facility capacity to meet current national educational adequacy standards;

(D) If current facilities are unable to meet current national educational adequacy standards district will then:

(i) Identify deficiencies in current facilities;

(ii) Identify changes needed to bring current facilities up to national educational adequacy standards; and

(iii) Identify potential alternatives to new construction or major renovation of current facilities to meet current national educational adequacy standards;

(E) A description of the plan the district will undertake to change its facility to match the projections and needs for the district for the next ten years.

(2) The Department shall establish a template for Districts and their Certified Contractors to use to collect the information required in OAR 581-027-0040(1).

(3) Districts and Certified Contractors shall use the template established by the Department to provide the final report to the Department in electronic format.

Statutory/Other Authority: Sec. 2 and 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)

Statutes/Other Implemented: Sec. 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447).

History:

ODE 7-2017, f. & cert. ef. 6-1-17

ODE 4-2017, f. & cert. ef. 3-1-17

ODE 41-2016, f. & cert. ef. 7-20-16

2017 ORS 195.110¹

School facility plan for large school districts

- (1) As used in this section, "large school district" means a school district that has an enrollment of over 2,500 students based on certified enrollment numbers submitted to the Department of Education during the first quarter of each new school year.
- (2) A city or county containing a large school district shall:
 - (a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.
 - (b) Initiate planning activities with a school district to accomplish planning as required under ORS 195.020 (Special district planning responsibilities).
- (3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less than 10 percent of the total population of the large school district.
- (4) The large school district shall select a representative to meet and confer with a representative of the city or county, as described in subsection (2)(b) of this section, to accomplish the planning required by ORS 195.020 (Special district planning responsibilities) and shall notify the city or county of the selected representative. The city or county shall provide the facilities and set the time for the planning activities. The representatives shall meet at least twice each year, unless all representatives agree in writing to another schedule, and make a written summary of issues discussed and proposed actions.
- (5) (a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:
 - (A) Population projections by school age group.
 - (B) Identification by the city or county and by the large school district of desirable school sites.
 - (C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.
 - (D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
 - (E) An analysis of:
 - (i) The alternatives to new school construction and major renovation; **and**
 - (ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
 - (F) Ten-year capital improvement plans.
 - (G) Site acquisition schedules and programs.

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.
- (6) If a large school district determines that there is an inadequate supply of suitable land for school facilities for the 10-year period covered by the school facility plan, the city or county, or both, and the large school district shall cooperate in identifying land for school facilities and take necessary actions, including, but not limited to, adopting appropriate zoning, aggregating existing lots or parcels in separate ownership, adding one or more sites designated for school facilities to an

urban growth boundary, or petitioning a metropolitan service district to add one or more sites designated for school facilities to an urban growth boundary pursuant to applicable law.

- (7) The school facility plan shall provide for the integration of existing city or county land dedication requirements with the needs of the large school district.
- (8) The large school district shall:
- (a) Identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan; **and**
 - (b) Update the school facility plan during periodic review or more frequently by mutual agreement between the large school district and the affected city or county.
- (9) (a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.
- (b) A city or county shall provide notice to an affected large school district when considering a plan or land use regulation amendment that significantly impacts school capacity. If the large school district requests, the city or county shall implement a coordinated process with the district to identify potential school sites and facilities to address the projected impacts.
- (10) A school district that is not a large school district may adopt a school facility plan as described in this section in consultation with an affected city or county.
- (11) The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 (Definitions for ORS 197.505 to 197.540) to 197.540 (Review by Land Use Board of Appeals).
- (12) This section does not confer any power to a school district to declare a building moratorium.
- (13) A city or county may deny an application for residential development based on a lack of school capacity if:
- (a) The issue is raised by the school district;
 - (b) The lack of school capacity is based on a school facility plan formally adopted under this section; **and**
 - (c) The city or county has considered options to address school capacity. [1993 c.550 §2; 1995 c.508 §1; 2001 c.876 §1; 2007 c.579 §1]

¹ Legislative Counsel Committee, *CHAPTER 195—Local Government Planning Coordination*, https://www.oregonlegislature.gov/bills_laws/ors/ors195.html (2017) (last accessed Mar. 30, 2018).

2017 ORS 329.496¹

Physical education participation

- professional development
- instruction without endorsement
- rules

- (1) Every public school student in kindergarten through grade eight shall participate in physical education for the entire school year.
- (2) (a) Students in kindergarten through grade five, and students in grade six at a school that teaches kindergarten through grade six, shall participate in physical education for at least 150 minutes during each school week.

(b) Except as provided by paragraph (a) of this subsection, students in grades six through eight shall participate in physical education for at least 225 minutes during each school week.

(c) Notwithstanding the time requirements established by paragraphs (a) and (b) of this subsection, the State Board of Education shall adopt rules that prorate the time requirements for:

(A) School weeks with scheduled school closures, including closures for holidays, inservice days and days scheduled for parent-teacher conferences;

(B) School weeks with unscheduled school closures, including closures for inclement weather and emergencies;

(C) School weeks with out-of-school activities that occur during usual school hours, including field trips and outdoor school programs;

(D) Part-time school programs, including half-day kindergarten; **and**

(E) Irregular class schedules, including class schedules based on a four-day week.

(d) School districts and public charter schools are not required to comply with the time requirements established by paragraphs (a) and (b) of this subsection for school years during the biennium in which the total amounts appropriated or allocated to the State School Fund and available for distribution to school districts are less than the amounts determined to be needed for school districts through the State School Fund under the tentative budget prepared as provided by ORS 291.210 (Preparing tentative budget). After the beginning of a biennium, a school district or a public charter school may cease to comply with the time requirements established by paragraphs (a) and (b) of this subsection if the amounts appropriated or allocated to the State School Fund and available for distribution to school districts are less than the amounts determined to be needed for distribution through the State School Fund, as calculated under ORS 291.210 (Preparing tentative budget).
- (3) School districts and public charter schools shall offer instruction in physical education that meets the academic content standards for physical education adopted by the State Board of Education under ORS 329.045 (Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards). The instruction shall be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.
- (4) (a) School districts and public charter schools shall devote at least 50 percent of physical education class time to actual physical activity in each school week, with as much class time as possible spent in moderate physical activity.

(b) (A) For the purpose of satisfying the time requirements established by subsection (2) of this section, school districts and public charter schools may provide up to 45 minutes of activities during each school week that:

- Meet the academic content standards for physical education adopted by the State Board of Education under ORS
- (i) 329.045 (Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards);
 - (ii) Are provided for students by a teacher whose license allows the teacher to provide instruction in physical education to those students, even if the teacher does not have a physical education endorsement; **and**
- (iii) Have been reviewed by a licensed teacher with a physical education endorsement.
- (B)** The Department of Education shall:
- (i) Review and, as appropriate, approve activities that are developed by nonprofit professional organizations representing health and physical education educators if the activities meet the requirements of subparagraph (A) of this paragraph; **and**
 - (ii) Make available to school districts and public charter schools a list of activities approved as provided by this subparagraph.
- (C)** School districts and public charter schools may provide activities that meet the requirements of subparagraph (A) of this paragraph even if the activities are not approved as provided by subparagraph (B) of this paragraph.
- (5)** (a) Notwithstanding subsections (1), (2) and (4) of this section, a student with disabilities shall have suitably adapted physical education incorporated as part of the individualized education program developed for the student under ORS 343.151 (Individualized education program).
- (b) Notwithstanding subsections (1), (2) and (4) of this section, a student who does not have an individualized education program but has chronic health problems, other disabling conditions or other special needs that preclude the student from participating in regular physical education instruction shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the school district or public charter school.
- (6)** School districts and public charter schools shall assess school curricula at regular intervals to measure the attainment of the minimum number of minutes that students are required to participate in physical education under this section.
- (7)** (a) All teachers of physical education for public school students in kindergarten through grade eight shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the physical education program.
- (b) (A) Notwithstanding any licensing or endorsement requirements established by the Teacher Standards and Practices Commission, a teacher with an elementary multiple subject endorsement may instruct students in activities described in subsection (4)(b) of this section if the activities are reviewed by a licensed teacher with a physical education endorsement.
- (B)** A teacher described in this paragraph may provide instruction in activities described in subsection (4)(b) of this section to students who are not regularly taught by the teacher as long as the instruction in the activities to students who are not regularly taught by the teacher does not exceed 45 minutes during each school week. Nothing in this subparagraph allows a school district to employ a teacher for the sole purpose of providing instruction in activities described in subsection (4)(b) of this section.
- (8)** A school district that does not comply with the requirements of this section is considered to be nonstandard under ORS 327.103 (Standard school presumed). [2007 c.839 §5; 2017 c.301 §1]

Note: Sections 2, 3, 5, and 7, chapter 301, Oregon Laws 2017, provide:

Sec. 2. Phase-in of time requirements. (1) Except as provided by subsections (2) and (3) of this section and only for school years prior to the 2022-2023 school year, a school district may not be considered nonstandard under ORS 327.103 (Standard school presumed) and moneys may not be withheld or any other penalty or sanctions imposed on a school district that does not comply with the time requirements established by ORS 329.496 (Physical education participation) (2).

- (2)** (a) For the 2019-2020 school year, students identified in ORS 329.496 (Physical education participation) (2)(a) shall participate in physical education for at least 120 minutes during each school week.

- (b) For the 2020-2021 school year and every school year thereafter, students identified in ORS 329.496 (Physical education participation) (2)(a) shall participate in physical education for at least 150 minutes during each school week.
 - (c) If a school district fails to comply with paragraph (a) or (b) of this subsection, the school district may be considered nonstandard under ORS 327.103 (Standard school presumed).
- (3) (a) For the 2021-2022 school year, students identified in ORS 329.496 (Physical education participation) (2)(b) shall participate in physical education for at least 180 minutes during each school week.
 - (b) For the 2022-2023 school year and every school year thereafter, students identified in ORS 329.496 (Physical education participation) (2)(b) shall participate in physical education for at least 225 minutes during each school week.
 - (c) If a school district fails to comply with paragraph (a) or (b) of this subsection, the school district may be considered nonstandard under ORS 327.103 (Standard school presumed).
- (4) For the purposes of this section, a school district may:
 - (a) Prorate time requirements provided by this section in compliance with rules adopted by the State Board of Education under ORS 329.496 (Physical education participation) (2)(c);
 - (b) Apply up to 45 minutes of activities described in ORS 329.496 (Physical education participation) (4)(b) to the time requirements provided by this section; **and**
 - (c) Cease to comply with the time requirements provided by this section if the conditions described in ORS 329.496 (Physical education participation) (2)(d) are satisfied. [2017 c.301 §2]

Sec. 3. Repeal. Section 2 of this 2017 Act is repealed on July 1, 2022. [2017 c.301 §3]

Sec. 5. Recommendations for implementation of time requirements for students in grades six through eight. (1) The Department of Education shall develop recommendations for implementing the provisions of ORS 329.496 (Physical education participation) (2)(b).

- (2) For the purpose of developing the recommendations, the department shall collaborate with advocates for physical education, representatives of school districts, educators and other interested stakeholders. Collaboration may be in person, electronically, or a combination of both.
- (3) When developing the recommendations, the department shall consider:
 - (a) Best practices for providing physical education to students in grades six through eight and balance those best practices with resources available for providing physical education to students in grades six through eight, including scheduling issues, facility availability, costs for adding or upgrading facilities, moneys available for adding or upgrading facilities, the availability and costs of licensed physical education teachers and any other issues identified by the entities identified in subsection (2) of this section.
 - (b) All options for implementing the requirements of ORS 329.496 (Physical education participation) (2)(b) and other alternatives to the requirements of ORS 329.496 (Physical education participation) (2)(b) that are available for providing physical education to students in grades six through eight.
- (4) All agencies of state government, as defined in ORS 174.111 ("State government" defined), and school districts are directed to assist the department in the performance of the department's duties under this section and, to the extent permitted by laws relating to confidentiality, to furnish information and advice the department considers necessary to perform its duties.
- (5) The department may accept donations of time and money for the purpose of fulfilling the duties of the department under this section.
- (6) The department shall submit any recommendations for legislation to the interim committees of the Legislative Assembly related to education no later than November 15, 2018. [2017 c.301 §5]

Sec. 7. Repeal. Section 5 of this 2017 Act is repealed on December 31, 2018. [2017 c.301 §7]

APPENDIX B

**ENROLLMENT
FORECAST,
2018-19 TO
2027-28**

(PSU POPULATION
RESEARCH CENTER, 2018)

**NEWBERG SCHOOL DISTRICT
ENROLLMENT FORECAST
2018-19 TO 2027-28**



December 2017

**NEWBERG SCHOOL DISTRICT
ENROLLMENT FORECAST
2018-19 TO 2027-28**

**Prepared By
Population Research Center
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DECEMBER 2017

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EXECUTIVE SUMMARY

This report presents a series of three scenarios of district-wide enrollment forecasts by grade level for the Newberg School District (NSD) for the 10-year period between 2018-19 and 2027-28. Each enrollment forecast scenario relates to population forecasts that incorporate different assumptions about growth within the District, with the primary differences being the contribution of net migration to the District's population and age distribution. Individual school forecasts consistent with the middle series scenario are also presented for the 10-year period.

Population Trends

- Between 2000 and 2010, total population within the NSD grew from 28,956 persons to 33,907: an Average Annual Growth Rate (AAGR) of 1.6 percent. The City of Newberg had a higher AAGR of 2.0 percent.
- Between 2010 and 2017 the NSD AAGR was 0.8 percent, half that of the 2000-2010 decade. The District's population rose to 35,946 in 2017.
- 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.

Economic Trends

- Thirty-two percent of employed NSD residents work within Yamhill County, with 23 percent working within the area of the school district itself. Another 32 percent work at various locations within Washington County, and 10 percent work in Multnomah County.
- After three years of job losses, Yamhill County added 3,510 jobs between 2011 and 2016, reaching a high of 32,970 jobs.
- After reaching a high of 11.6 percent in 2009, the County's unemployment rate dropped to 4.7 percent in 2016.

Housing Growth and Characteristics

- With the exception of the 392 Single Family Residence (SFR) permit spike in 2005, SFR permits in the two cities of 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.

Enrollment Trends

- For the first five years of the 10-year historical period, NSD 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.

District-wide Enrollment Forecast: MIDDLE SERIES

- For the first five years of the 2018-19 TO 2027-28 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.
- Total enrollment goes up by 187 students (four percent) over the entire 10-year forecast period and all three-grade groupings increase in enrollment. The largest gains by single grade are 11th grade (16 percent), 6th grade (12 percent), and Kindergarten (eight percent).

District-wide Enrollment Forecast: LOW SERIES

- District enrollment for the 10 year forecast period declines by 77 students (two percent).
- Losses during the period occur in two grade groupings (K-5 and 9-12), with the largest percentage decline in grades K-5 (four percent). Grades 6-8 shows a three percent increase.

District-wide Enrollment Forecast: HIGH SERIES

- District enrollment for the 10 year forecast period increases by 576 students (12 percent).
- Enrollment increases by six percent in both the first and second half of the forecast. In the first half, the largest increase occurs in grades 6-8. In the second half, the largest is K-5.

Enrollment Forecasts for Individual Schools

- Three NSD elementary schools gain enrollment over the forecast period and three have declines. The two middle schools gain 94 students during the period while the high school gains 60.

Table 1 summarizes historic and forecast K-12 enrollments by five-year intervals under the three scenarios. Chart 1 depicts the District's 10-year K-12 enrollment history and the three K-12 forecast scenarios.

	Actual			Forecast	
	2007-08	2012-13	2017-18	2022-23	2027-28
K-5	2,347	2,314	2,314	2,239	2,347
<i>5 year change</i>		-33	0	-75	108
6-8	1,173	1,215	1,094	1,200	1,188
<i>5 year change</i>		42	-121	106	-12
9-12	1,677	1,592	1,581	1,615	1,641
<i>5 year change</i>		-85	-11	34	26
Total*	5,197	5,121	4,989	5,054	5,176
<i>5 year change</i>		-76	-132	65	122

Source: Historic enrollment, Newberg School District; Enrollment forecasts, Population Research Center, PSU, November, 2017

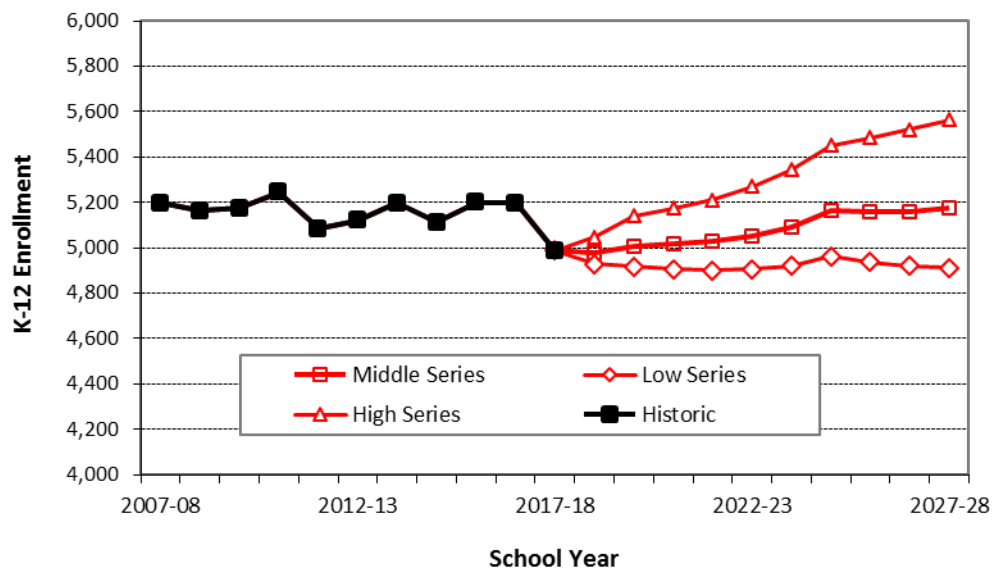
Table 2
Historic and Forecast Enrollment
Newberg School District

School Year	LOW		MIDDLE		HIGH	
	Enrollment	5 year growth	Enrollment	5 year growth	Enrollment	5 year growth
2007-08	5,197		5,197		5,197	
2012-13	5,121	-76	5,121	-76	5,121	-76
2017-18	4,989	-132	4,989	-132	4,989	-132
2022-23 (fcst.)	4,905	-84	5,054	65	5,269	280
2027-28 (fcst.)	4,912	7	5,176	122	5,565	296
AAEG*, 2017-18 to 2027-28	-0.2%		0.4%		1.1%	

*Note: Average Annual Enrollment Growth.

Source: Historic enrollment, Newberg School District; Enrollment forecasts, Population Research Center, PSU. December 2017.

Chart 1
Newberg SD K-12 Enrollment History and Forecasts
2007-08 to 2027-28



INTRODUCTION

The Newberg School District (NSD) requested that the Portland State University Population Research Center (PRC) prepare enrollment forecasts for use in the District's planning. This study integrates information about NSD enrollment trends with local area population, housing, and economic trends, and presents three forecasts ("Middle," "Low," and "High") for a 10-year horizon from 2018-19 TO 2027-28. 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.

In the next few sections we present overviews of the local area population, housing and economic trends, and NSD enrollment history, followed by the methodology and results of the district-wide and individual school enrollment forecasts for the period between 2018-19 and 2027-28.

Appendix A includes the district-wide population and enrollment forecasts for the low and high growth scenarios, and Appendix B is a profile comparing the results of the 2000 and 2010 censuses for the District. Appendix C contains a brief District profile based upon two recent American Community Survey data sets.

The Newberg School District serves the City of Newberg, the City of Dundee, portions of unincorporated Yamhill County, and a few small parts of unincorporated Clackamas and Washington County. In 2017, 65 percent of the District's population lived within the City of Newberg.

Information sources for this report include the U.S. Census Bureau, birth data from the Oregon Center for Health Statistics, annual city and county population estimates produced by PRC, county and urban growth boundary (UGB) population forecasts produced by PRC in 2017, county employment trends and forecasts from the Oregon Employment Department, housing development data from the City of Newberg, and housing development data from proprietary sources.

POPULATION, ECONOMIC, AND HOUSING TRENDS, 2000 to 2017

Population Trends

Between 2000 and 2010, total population within the NSD grew from 28,956 persons to 33,907, an Average Annual Growth Rate (AAGR) of 1.6 percent. The City of Newberg had a higher AAGR of 2.0 percent, larger than Yamhill County's overall AAGR of 1.5 percent.

Between 2010 and 2017 the NSD AAGR was 0.8%, half that of the 2000-2010 AAGR. The City of Newberg's 2010 to 2017 AAGR was also 0.8 percent, 1.2 percent lower than the 2000-2010 decade. Yamhill County's 2010 to 2017 AAGR was 0.4 percent lower than its 1.5 percent for 2000 to 2010.

Table 3 includes PRC estimates for 2000, 2010, and 2017.

	2000	2010	2017	Avg. Annual Growth Rate	
				2000-2010	2010-2017
NSD Total ¹	28,956	33,907	35,946	1.6%	0.8%
City of Newberg	18,220	22,110	23,480	2.0%	0.8%
City of Dundee	2,625	3,170	3,225	1.9%	0.2%
NSD Unincorporated	8,111	8,627	9,241	0.6%	1.0%
Yamhill County	85,500	99,405	106,300	1.5%	1.1%

1. School District population determined by PSU-PRC based on aggregation of census blocks within the NSD boundary shapefiles. The 2010 NSD population published by the Census Bureau is 33,940. The 2017 estimate is based on an extrapolation of 2010-2016 growth estimated by the Census Bureau. See <http://www.census.gov/did/www/saipe>. Sources: U.S. Census Bureau, 2000, and 2010 censuses; Portland State University Population Research Center, July 1, 2017 estimates

Economic Trends

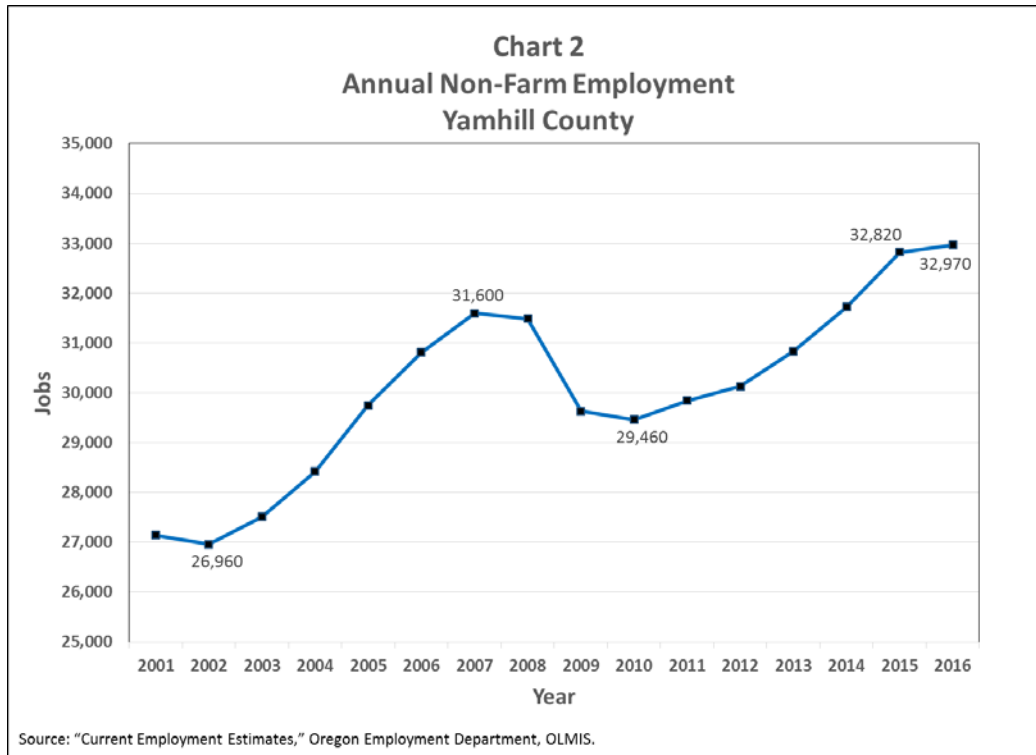
Thirty-two percent of employed NSD residents work within Yamhill County (23 percent within the area of the school district itself, 18 percent work within the City of Newberg, and one percent in the City of Dundee). Thirty-two percent and ten percent work within Washington and Multnomah Counties respectively. Table 4 reports the number and share of workers by place of work.

Job Located Within*	Workers	Share
Washington County, OR	4,586	32%
<i>Hillsboro city, OR</i>	868	6%
<i>Tigard city, OR</i>	807	6%
<i>Tualatin city, OR</i>	806	6%
<i>Beaverton city, OR</i>	770	5%
Yamhill County, OR	4,549	32%
<i>Newberg School District</i>	3,297	23%
<i>Newberg city, OR</i>	2,607	18%
<i>McMinnville city, OR</i>	799	6%
<i>Dundee city, OR</i>	99	1%
Clackamas County, OR	1,383	10%
<i>Wilsonville city, OR</i>	485	3%
Multnomah County, OR	1,374	10%
<i>Portland city, OR</i>	1,265	9%
Marion County, OR	1,215	8%
Linn County, OR	180	1%
All Other Locations	1,028	7%
Total Primary Jobs	14,315	100%

**Note: Indentation indicates that the area is also included within the area above it. For example, workers in the City of Newberg are also counted in the Yamhill County. Portions of the City of Portland are outside of Multnomah County, but few jobs are located in those areas.*

Source: U.S. Census Bureau. 2017. OnTheMap Application. Longitudinal-Employer Household Dynamics Program. 2nd Quarter 2015 data. Includes at most one (primary) job per resident. <http://onthemap.ces.census.gov/>

Between 2002 and 2007, Yamhill County added 4,640 jobs—about 17 percent growth over the five-year period. Growth slowed after 2007 and the County encountered three years of job losses. During this time jobs declined by 2,140 (seven percent). After 2010, job growth returned and the County steadily gained 3,510 jobs (12 percent) through 2016, reaching a new high of 32,970 jobs. Growth between 2015 and 2016 was 150 jobs, the smallest annual gain of the post-2010 growth period.



The Yamhill County unemployment rate rose from 5.0 percent in 2007 — higher than the U.S. rate of 4.6 percent — to 11.6 percent in 2009 — higher than the 2009 U.S. rate of 9.3. The County's unemployment rate has steadily declined since 2010, reaching 4.7 percent in 2016. Both the Oregon and U.S. unemployment rates were at 4.9 percent in 2016¹.

In October 2017, the Oregon Employment Department reported this concerning the most recent Yamhill County unemployment rate:

Yamhill County's unemployment rate was 4.1 percent in October, essentially unchanged from its revised rate of 4.0 percent in September. Over the past 12 months Yamhill County's seasonally adjusted unemployment rate has declined 0.5 percentage point. Oregon's statewide unemployment rate in October was 4.3 percent, essentially unchanged from its revised September rate of 4.2 percent. The national unemployment rate was 4.1 percent in October...The fastest-growing private-sector

¹ Oregon Employment Department, OLMIS.

industries (in Yamhill County) over the past year included: construction (+190 jobs, or 10.3%); other services (+50 jobs, or 4.8%); and manufacturing (+290 jobs, or 4.5%)².

Growth in total population does not always lead to school enrollment growth. Each community's particular demographic trends affect the relationship between population change and school enrollment trends. In particular, population by age group, birth trends, characteristics of new housing units and changing household composition affect the number of school-age children in a community.

² "Employment in Yamhill County: October 2017," Oregon Employment Department

Housing Growth and Characteristics

Table 5 presents housing and household characteristics for NSD compiled from the decennial censuses of 2000 and 2010. There was a gain of 2,392 housing units between 2000 and 2010. The increase in households during this period was 2,120, as the occupancy rate fell from 95.0 percent to 93.8 percent. The percentage of households with children under 18 declined from 41 percent in 2000 to 36 percent in 2010, with a corresponding increase of five percentage points in households with no children under 18 during the same period.

	2000	2010	Change '00 to '10
Housing Units	10,465	12,857	2,392
Households	9,946	12,066	2,120
Households with children under 18 <i>share of total</i>	4,093 41%	4,311 36%	218
Households with no children under 18 <i>share of total</i>	5,853 59%	7,755 64%	1,902
Household Population	27,693	32,383	4,690
Persons per Household	2.78	2.68	-0.10

Source: U.S. Census Bureau, 2000, and 2010 Censuses; data aggregated to NSD boundary by Portland State University Population Research Center.

Residential building permit activity between 2000-2016 within the Cities of Newberg and Dundee appears in Chart 3. With the exception of the 392 Single Family Residence (SFR) permit spike in 2005, SFR permits in the two cities averaged 183 between 2000 and 2006. With the beginning of the recession in 2007, SFR permits fell to an average of 126 between 2007 and 2009, and dropped to 40 from 2010 through 2014. The years 2015 and 2016 have shown a small rebound, and the City of Newberg reported 79 permits in the first ten and a half months of 2017. Multiple Family Residences (MFRs) averaged around 100 units during the first four years of the period, and then fell sharply.

Ninety-two percent of permits issued by the two cities were in Newberg.

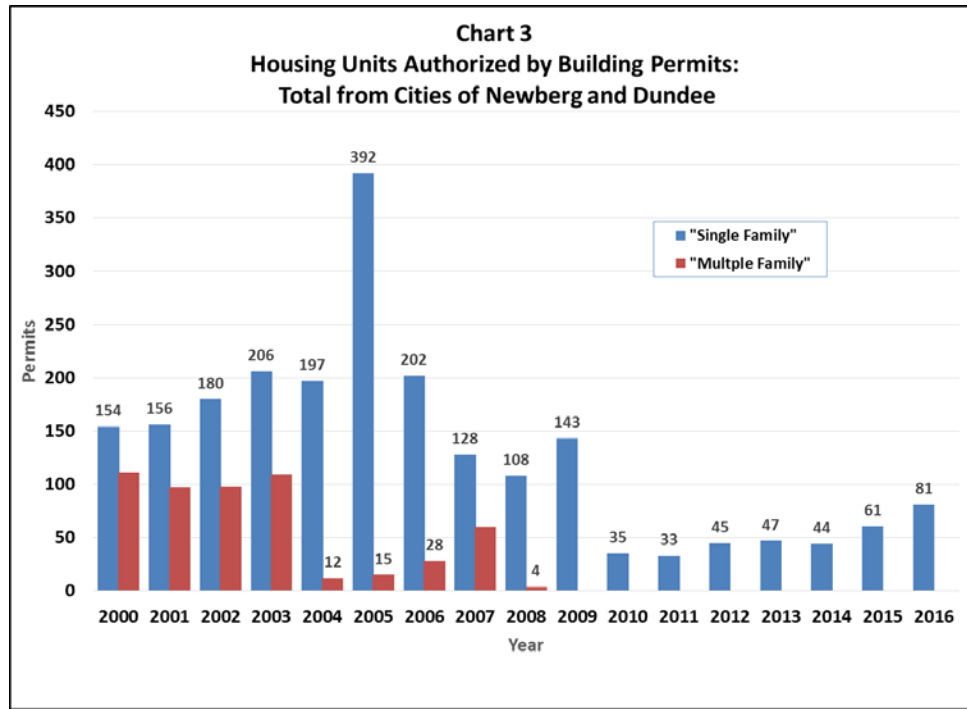


Table Six details SFR permits by elementary school attendance area for the last four years. Mabel Rush and Antonia Crater together have accounted for 68 percent of permits for the period. Thirteen percent of permits are in Joan Austin, while Dundee, Ewing Young and Edwards each have about five to eight percent. Aggregated to the middle school AAs, permits have split fairly evenly between Chehalem Valley and Mountainview.

Mabel Rush had 120 Multi-Family units permitted in 2014.

Table 6
New Single Family Housing Units Authorized by Building Permits
2014 to 2017 by Attendance Area

Single Family Units					
Elementary Area	2014	2015	2016	2017*	Total
Antonia Crater	6	22	50	19	97
Dundee	6	9	6	3	24
Edwards	3	5	3	3	14
Ewing Young	4	7	3	4	18
Joan Austin	8	8	5	17	38
Mabel Rush	15	39	33	19	106
District Total	42	90	100	65	297
Middle School Area	2014	2015	2016	2017*	Total
Chehalem Valley	17	40	60	27	144
Mountainview	25	50	40	38	153
District Total	42	90	100	65	297

**For 2017, January through September only*

Note: Excludes retirement housing.

Source: Individual records from Construction Monitor, Inc., processed and geocoded by PSU-PRC.

The City of Newberg currently has four subdivisions under public infrastructure construction with no houses yet built: Gracies Landing, Columbia Estates, Nova Grace and Hazelwood farms. Three other subdivisions, all applied for in 2017, are in the review process.

Five of these seven subdivisions are located within the Antonia Crater ESAA, totaling 224 lots. Edwards and Joan Austin have one subdivision each with 14 and 19 lots respectively.

Table 7 displays subdivision information for NSD.

The Joan Austin ESAA has a 140-unit apartment development slated to begin construction in spring 2018. Joan Austin also has an approved 38-unit apartment development, but as a designated retirement community it is unlikely to generate students.

A 20-unit apartment building is approved for construction in the Edwards ESAA.

Table 7
Single Family Subdivision Applications, 2016-2017
Newberg School District

Year	Elementary Area	Subdivision Name	Planned Lots	Undeveloped Lots	Status
2016	Antonia Crater	Gracies Landing	53	53	Under public infrastructure construction
2016	Antonia Crater	Columbia Estates	24	24	Under public infrastructure construction
2016	Edwards	Nova Grace	14	14	Under public infrastructure construction
2017	Joan Austin	Hazelwood Farms	19	19	Under public infrastructure construction
2017	Antonia Crater	Page Landing	25	25	In land use review
2017	Antonia Crater	Dutchman Ridge	46	46	In subdivision review
2017	Antonia Crater	Kings Landing	76	76	In subdivision review

**For 2017, January through September only*

Source: City of Newberg

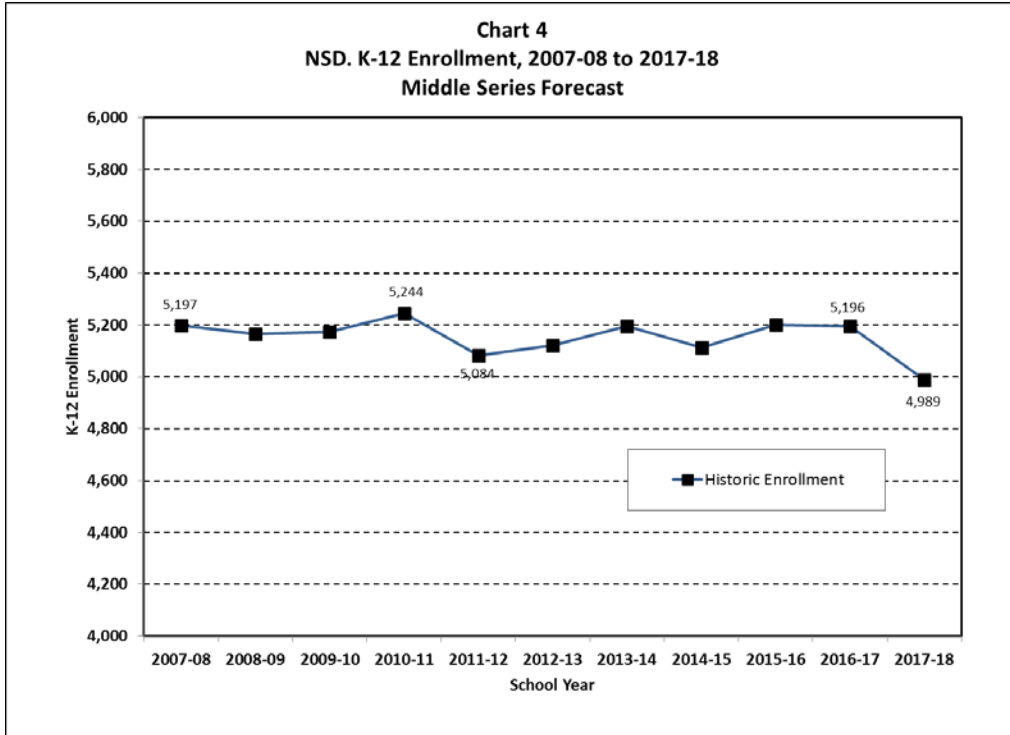
ENROLLMENT TRENDS

District-Wide Enrollment Trends

During each of the last 10 years, total District enrollment each year has mostly stayed within one percent of its 10-year average. The largest exception to this was in 2017-18, when enrollment from the previous year declined by 207 students (four percent) and the second largest was in 2011-12 (decline of 160 students, or three percent). From 2007-08 through 2017-18 high school grades lost 96 students (six percent), middle school grades lost 79 (7 percent), and elementary grades declined by 33 (one percent). By individual grade, 9th, 6th, and 11th grades showed the largest reductions: 72, 52, and 50 students respectively.

Overall, total losses were larger (three percent) in the second five years of the period than the first five (one percent).

Table 8 summarizes the enrollment history for the District by grade level annually for the past 10 years, from 2007-08 to 2017-18, and Chart 4 graphically displays total enrollment history for the period.



**Table 8
Newberg School District, Historic Enrollment, 2007-08 to 2017-18**

Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	375	351	367	371	317	389	415	378	365	371	353
1	398	407	382	387	377	343	419	413	391	370	382
2	372	389	401	384	396	372	363	427	410	398	369
3	406	386	397	414	395	386	375	350	431	427	391
4	395	411	386	409	409	401	401	375	359	422	404
5	401	380	414	386	397	423	413	402	381	363	415
6	400	389	387	431	384	402	426	394	410	383	348
7	406	396	389	396	418	389	399	417	409	400	368
8	367	406	399	403	388	424	388	379	430	409	378
9	473	370	420	414	404	398	421	389	386	426	401
10	392	464	364	419	394	400	395	420	401	382	412
11	403	405	434	349	403	387	367	379	403	391	353
12	409	410	434	481	402	407	414	389	424	454	415
Total	5,197	5,164	5,174	5,244	5,084	5,121	5,196	5,112	5,200	5,196	4,989
K-5	2,347	2,324	2,347	2,351	2,291	2,314	2,386	2,345	2,337	2,351	2,314
6-8	1,173	1,191	1,175	1,230	1,190	1,215	1,213	1,190	1,249	1,192	1,094
9-12	1,677	1,649	1,652	1,663	1,603	1,592	1,597	1,577	1,614	1,653	1,581

	5 Year Change: 2007-08 to 2012-13		5 Year Change: 2012-13 to 2017-18		10 Year Change: 2007-08 to 2017-18	
	Change	Pct.	Change	Pct.	Change	Pct.
K-5	-33	-1%	0	0%	-33	-1%
6-8	42	4%	-121	-10%	-79	-7%
9-12	-85	-5%	-11	-1%	-96	-6%
Total	-76	-1%	-132	-3%	-208	-4%

Source: Newberg School District.

Enrollment at Individual Schools

Between 2012-13 and 2017-18, the middle schools showed the largest enrollment change of the three grade groupings, a decrease of 121 students (ten percent). High school declined 11 students (less than one percent) while elementary schools were unchanged.

Over the period, Chehalem Valley and Mountain View recorded declines of eight and twelve percent respectively.

For elementary schools, three increased in enrollment and three declined. Edwards showed the largest increase at 165 students (43 percent), along with Ewing Young and Antonia Crater at 29 and 8 students respectively. Dundee and Mabel Rush had near equal decreases of 76 and 74 students, while Joan Austin lost 52.

Newberg high school was fairly steady, with a modest peak in 2016-17 at 1,653, declining to 1,581 in 2017-18, 18 students under the annual high school average for the period.

Individual school enrollment trends appear in Table 9.

Table 9
Newberg S.D., Historic Enrollment by School, 2012-13 to 2017-18

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Change 2012-13 to 2017-18
Antonia Crater Elementary	449	486	472	438	436	457	8
Dundee Elementary	357	350	328	326	301	281	-76
Edwards Elementary	380	440	444	494	521	545	165
Ewing Young Elementary	160	209	210	224	221	189	29
Joan Austin Elementary	393	336	351	337	352	341	-52
Mabel Rush Elementary	575	565	540	518	520	501	-74
District Elementary Totals	2,314	2,386	2,345	2,337	2,351	2,314	0
Chehalem Valley Middle School	640	661	661	696	656	590	-50
Mountain View Middle School	575	552	529	547	536	504	-71
Middle School Totals	1,215	1,213	1,190	1,243	1,192	1,094	-121
Newberg High School	1,592	1,597	1,577	1,593	1,653	1,581	-11
High School Totals	1,592	1,597	1,577	1,593	1,653	1,581	-11
Sitka Academy (8-12)				27			0
District Totals	5,121	5,196	5,112	5,200	5,196	4,989	-132

Source: Newberg School District.

Private and Home School Enrollment and District “Capture Rate”

Private schools within the NSD enroll local students as well as students from beyond the NSD boundaries; conversely, NSD residents attend private schools beyond the District’s boundaries, so the number of students enrolled in private schools physically located within the District cannot be used to measure overall private school share. The best source for private school enrollment by residence is census household survey data. The Census Bureau’s American Community Survey (ACS) includes questions about school enrollment by level and by type (public or private). The ACS estimate from NSD households surveyed between 2012 and 2016 indicates that 13.3 percent (+/-3.6 percent) of NSD K-12 residents are enrolled in private schools

Another difference between NSD enrollment and child population can be attributed to home schooling. Home schooled students living in the District are required to register with the Willamette Educational Service District (WESD), though the statistics kept by the WESD are not precise because students who move out of the area are not required to drop their registration. Students who enroll in public schools after having been registered as home schooled are dropped from the home school registry. For the three years from 2014-15 to 2016-17 there were 264, 242, and 282 NSD residents registered as home-schooled, respectively, an average of 263 per year.

Private schools and home schooling help to explain the difference between the number of school-age children living in the District and the number attending District schools. Both represent “outflow” from the District — that is, children eligible but not attending District schools.

Inter-District Transfers and Open Enrollment

The other “outflow” consists of District residents who attend public schools in other school districts. There is also a related “inflow” of residents from other districts.

During 2012-13 through 2017-18, NSD averaged a net inflow of 11 students per year through inter-district transfers and open enrollment. The first year (2012-13) was the only year with an outflow, all other years’ totals were inflows into the District.

By grade groupings, 9-12 varied from the District norm with net outflows in five of the six years. Both K-5 and 6-8 had net inflows in all six years.

Inter-district transfer and open enrollment data appear in Table 8.

Table 10
NSD Inter-District Transfers and Open Enrollment

	Into NSD		Out of NSD		Net
	Inter-District	Open Enrollment	Inter-District	Open Enrollment	
2012-13					
K-5	18	25	14	15	14
6-8	6	12	8	5	5
9-12	17	4	39	13	-31
Net	41	41	61	33	-12
2013-14					
K-5	28	14	23	5	14
6-8	6	3	4	1	4
9-12	16	8	35	5	-16
Net	50	25	62	11	2
2014-15					
K-5	27	9	4	4	28
6-8	5	2	3	1	3
9-12	6	2	23	4	-19
Net	38	13	30	9	12
2015-16					
K-5	19	23	12	6	24
6-8	7	3	3	1	6
9-12	28	2	19	4	7
Net	54	28	34	11	37
2016-17					
K-5	19	16	17	0	18
6-8	9	7	11	0	5
9-12	15	0	16	4	-5
Net	43	23	44	4	18
2017-18					
K-5	11	8	10	0	9
6-8	4	6	5	1	4
9-12	6	3	12	1	-4
Net	21	17	27	2	9

Source: Newberg School District

Neighboring Districts

In the earlier part of the last decade McMinnville was the only District of the four (see table 9) with percentage enrollment growth in double figures. Newberg and Dayton were much smaller and Yamhill-Carlton was negative. Moving into the years of recession and slow recovery, McMinnville dropped to two percent growth while the other three districts showed enrollment losses. In the most recent five years, all District enrollments except Yamhill-Carlton were positive.

In 2016-17, Grades 9-12 percentages of enrollment were close for all four schools. Latino enrollment varied from a high of 38 percent in Dayton to nine percent in Yamhill-Carlton.

In 2010, the percentage of each school districts' population living in areas designated as rural recorded a range from 53 percent in Yamhill-Carlton to just under 10 percent in McMinnville.

For a limited but more recent look at population, housing, social and economic information for Newberg SD, see Appendix C.

Table 11
Selected Yamhill County School Districts
Demographic and Enrollment Highlights, 2003 to 2017

	Newberg	Dayton	McMinnville	Yamhill-Carlton
Enrollment growth, 2001-02 to 2006-07	5%	2%	16%	-4%
Enrollment growth, 2006-07 to 2011-12	-1%	-9%	2%	-6%
Enrollment growth, 2011-12 to 2016-17	2%	3%	5%	-9%
Grades 9-12 enrollment, 2016-17	30%	34%	32%	31%
Latino enrollment, 2016-17	20%	38%	34%	9%
Population growth, 2000 to 2010	17%	12%	21%	11%
Population age 5 to 17, 2000	20%	25%	19%	22%
Population age 5 to 17, 2010	18%	21%	19%	19%
Population under age 5, 2000	7.2%	6.6%	7.3%	5.5%
Population under age 5, 2010	6.2%	7.5%	7.1%	5.3%
Population rural, 2010	20.4%	39.7%	9.8%	53.0%

Data assembled by Population Research Center, PSU, from several sources: U.S. Census Bureau; Newberg S.D.; OR Dept. of Education; National Center for Education Statistics.

ENROLLMENT FORECASTS

District-wide Long-series Forecast Methodology

To ensure that enrollment forecasts are consistent with the dynamics of likely population growth within the District, we combine the grade progression enrollment model with a demographic cohort-component model used to forecast population for the District by age and sex. The components of population change are births, deaths, and migration. Using age-specific fertility rates, age-sex specific mortality rates, age-sex specific migration rates, estimates of recent net migration levels, and forecasts of future migration levels, each component is applied to the base year population in a manner that simulates the actual dynamics of population change.

The 2000 and 2010 Census results were used as a baseline for the population forecasts. By “surviving” the 2000 population and 2000 births (estimating the population in each age group that would survive to the year 2010) and comparing the “survived” population to the actual 2010 population by age group, we were able to estimate the overall level of net migration between 2000 and 2010 as well as net migration by gender and age cohort. The net migration data were used to develop initial net migration rates, which were used as a baseline for rates used to forecast net migration for the 2010 to 2030 period.

We estimated the number of births to women residing within the District each year from 2000 to 2016, using data from the Oregon Department of Human Services, Center for Health Statistics. Detailed information including the age of mothers is incorporated in the establishment of age-specific fertility rates (ASFRs) for both 2000 and 2010.

Births and Fertility Rates

NSD births began the last decade with a decrease of 43 births between 2000 and 2005. Births jumped 118 during the next two years, peaking at 472 in 2007. As the economic recession and slow recovery took hold births in the District declined sharply, reaching a low of 353 in 2013. They showed modest improvement in the last three years of the period, ending in 2016 with 368 births, 20 below the median for the 16-year period.

The total fertility rate (TFR) is one measure for fertility; it is an estimate of the number of children that would be born to the average woman during her childbearing years based on age-specific fertility rates observed at a given time. The estimated TFR for NSD decreased from 1.98 in 2000 to 1.80 in 2010. Comparatively, the TFRs in 2000 were 2.12 for Yamhill County and 1.98 for the State, while in 2010 the estimated TFRs were 1.82 for both Yamhill County and the State.

NSD births appear in Chart 3 and Table 9.

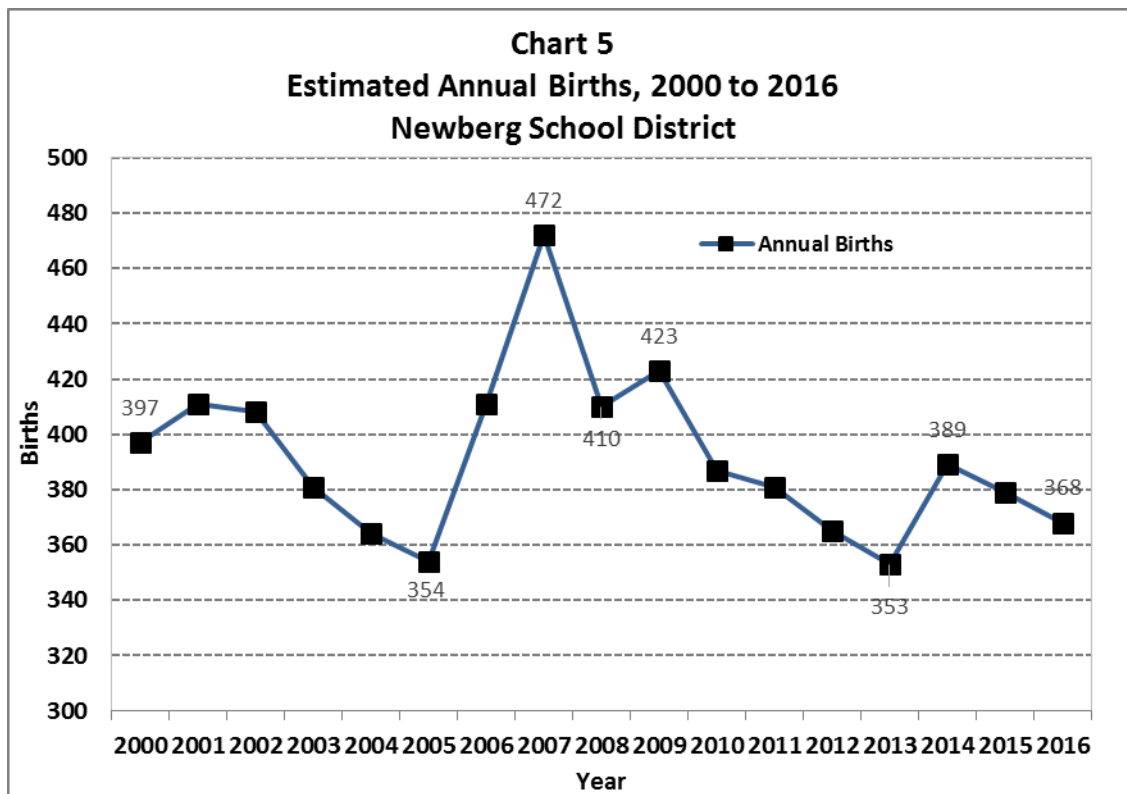


Table 12
Annual Births, 2000 to 2016
Newberg School District

Year	Births
2000	397
2001	411
2002	408
2003	381
2004	364
2005	354
2006	411
2007	472
2008	410
2009	423
2010	387
2011	381
2012	365
2013	353
2014	389
2015	379
2016	368

Source: 2000-2016 birth data from Oregon Center for Health Statistics allocated to NSD boundary by PSU-PRC.

School Enrollment and Population

School enrollment links to population in two ways. First, the kindergarten and first grade enrollments at the time of the most recent census (the 2009-10 school year) are compared to the population at the appropriate ages counted in the census. The “capture rate,” or ratio of enrollment to population, is an estimate of the share of area children enrolled in NSD schools. Assumptions for capture rates based on census data are used to bring new kindergarten and first grade students into the District.

For purposes of forecasting enrollment, the ratios of kindergarten and first grade public school enrollment to overall population in the corresponding ages are very important. Once a student is enrolled in the public schools in first grade, it is very likely that they will continue to be enrolled in subsequent grades, unless their family moves out of the District. Kindergarten capture rates have recently increased due to the attraction of full day kindergarten. We estimate that about 85 percent of NSD kindergarten-age residents will enroll in NSD kindergartens throughout the forecast horizon.

The other way that historic population and enrollment are linked is through migration. Annual changes in school enrollment by cohort closely follow trends in the net migration of children in the District’s population. Once the students are in first grade, a set of baseline rates are used to move students from one grade to the next. A grade progression rate (GPR) is the ratio of enrollment in an individual grade to enrollment in the previous grade the previous year. Baseline rates, usually 1.00 for elementary grades, represent a scenario under which there is no change due to migration. Enrollment change beyond the baseline is added (or subtracted, if appropriate) at each grade level depending on the migration levels of the overall population by single year of age.

Population Forecast

Chart six displays the 2000 to 2010 estimates and 2010 to 2030 forecasts of NSD population growth attributable to net migration. The 2010 to 2020 decade shows a population decrease attributable to net migration of 500 less persons than the previous decade (2000 to 2010). For the 2020 to 2030 decade, net migration rebounds to a high of 3,700 persons.

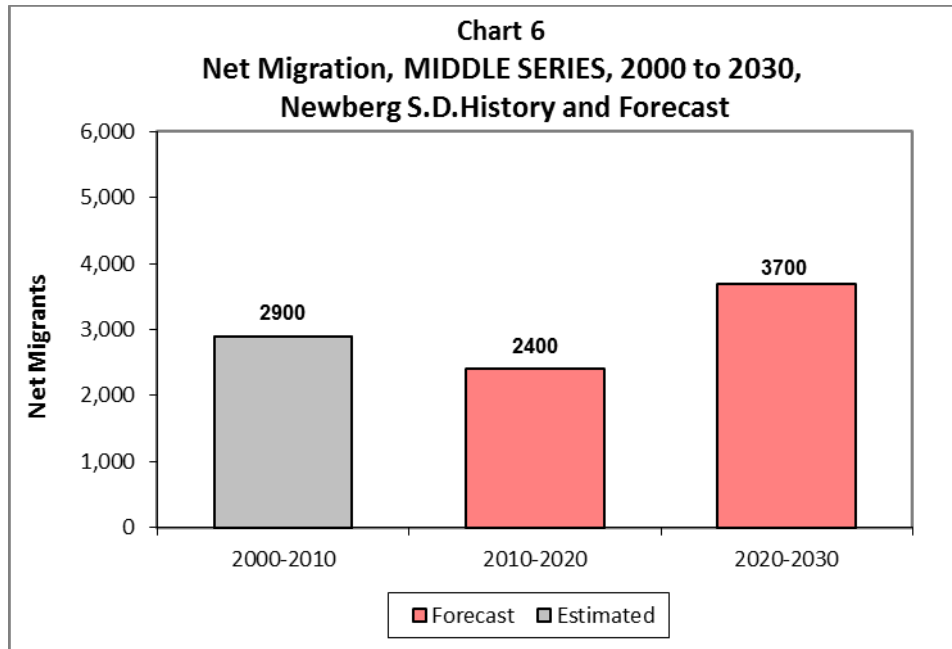


Table 10 details history and forecasts for Newberg School District population by age groups. The 2010 population for the NSD was 33,907, an increase of 4,951 persons from the 2000 Census (1.6 percent average annual growth rate, or AAGR). The forecast for 2020 population in the NSD is 37,480, an increase of 3,573 persons from the 2010 Census (1.0 percent AAGR). The 2030 population forecast is 41,498, an increase of 4,019 persons from the 2020 Census (1.0 percent AAGR).

School-age population (5 to 17) decreased by 389 persons between 2000 and 2010, and its share of total population declined by 1.8 percentage points. Between 2010 and 2020, school age population is expected to increase by 16, although the total population increase results in school-age share dropping by 1.7 percentage points. Between 2020 and 2030 school-age population is expected to decline again by 1.8 percentage points, ending at 14.7 percent.

Table 13
Population by Age Group, MIDDLE SERIES Forecast
Newberg School District, 2000 to 2030

	2000 Census	2010 Census	2020 Forecast	2030 Forecast	2010 to 2030 Change	
					Number	Percent
Under Age 5	2,071	2,095	1,956	2,145	50	2%
Age 5 to 9	2,175	2,361	2,145	2,304	-57	-2%
Age 10 to 14	2,254	2,355	2,447	2,349	-6	0%
Age 15 to 17	1,339	1,441	1,581	1,456	15	1%
Age 18 to 19	1,113	1,266	1,357	1,396	130	10%
Age 20 to 24	2,335	2,478	2,583	2,745	267	11%
Age 25 to 29	1,740	2,034	2,225	2,589	555	27%
Age 30 to 34	1,915	2,151	2,230	2,400	249	12%
Age 35 to 39	2,275	2,114	2,339	2,660	546	26%
Age 40 to 44	2,426	2,220	2,402	2,574	354	16%
Age 45 to 49	2,220	2,440	2,220	2,497	57	2%
Age 50 to 54	1,806	2,505	2,261	2,481	-24	-1%
Age 55 to 59	1,360	2,256	2,450	2,276	20	1%
Age 60 to 64	876	1,873	2,544	2,334	461	25%
Age 65 to 69	746	1,369	2,227	2,430	1,061	78%
Age 70 to 74	764	821	1,700	2,324	1,503	183%
Age 75 to 79	625	731	1,228	1,957	1,226	168%
Age 80 to 84	464	656	669	1,358	702	107%
Age 85 and over	452	741	916	1,224	483	65%
Total Population	28,956	33,907	37,480	41,498	7,591	22%
Total age 5 to 17	5,768	6,157	6,173	6,109	-48	-1%
<i>share age 5 to 17</i>	<i>19.9%</i>	<i>18.2%</i>	<i>16.5%</i>	<i>14.7%</i>		
		2000-2010	2010-2020	2020-2030		
Population Change		4,951	3,573	4,019		
<i>Percent</i>		<i>17%</i>	<i>11%</i>	<i>11%</i>		
<i>Average Annual</i>		<i>1.6%</i>	<i>1.0%</i>	<i>1.0%</i>		

Source: U.S. Census Bureau, 2000 and 2010 Censuses; data aggregated to NSD boundary by Portland State University Population Research Center. PSU-PRC Forecasts, 2020 and 2030.

District-wide Enrollment Forecast

Chart 7 compares the historic and forecast number of births in the District with the historic and forecast number of NSD kindergarten students. The trend in births correspond to kindergarten cohorts (September to August) in general. However, external factors, such as migration of children into and out of the District between birth and age five, and private school enrollment, can alter the correlations between lagged births and kindergarten enrollment.

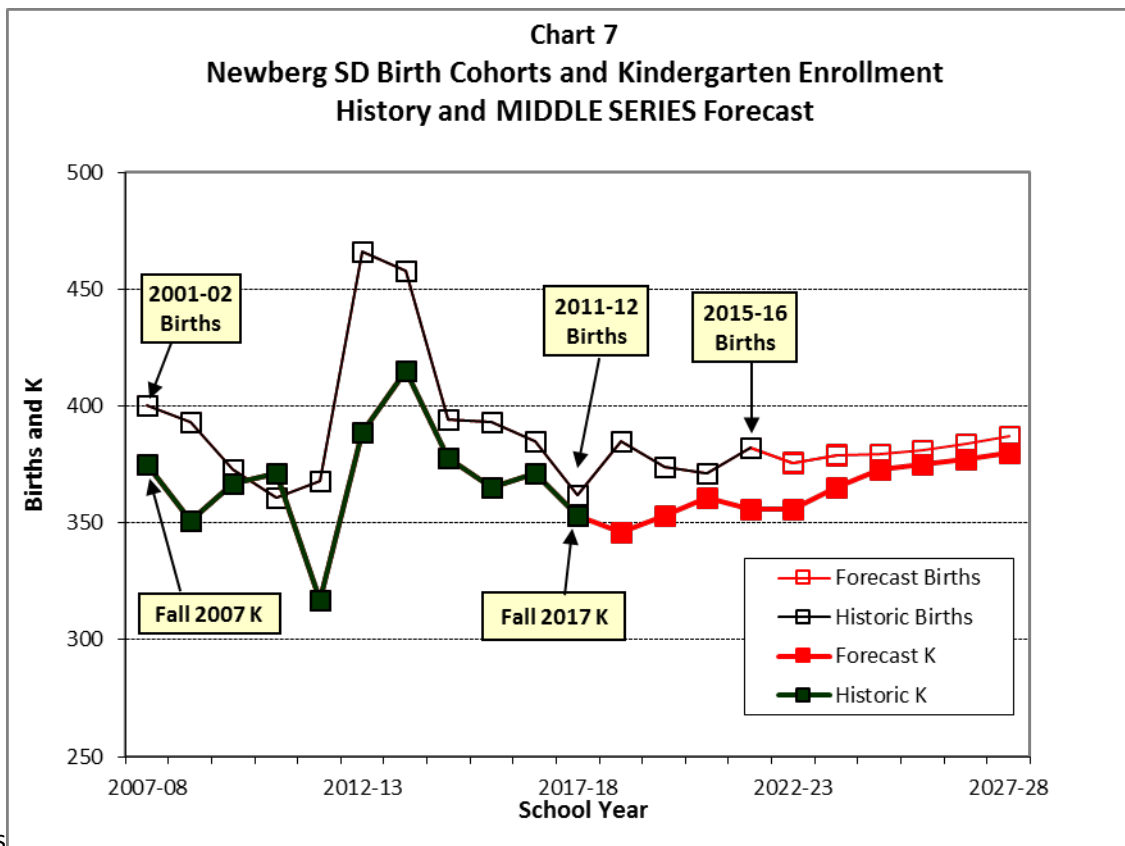


Table 11 contains the NSD middle series grade level forecasts for each year from 2018-19 TO 2027-28. For the first five years of the forecast, enrollment losses in all but two of K-5 grades resulted in a 75 student decline. Losses were largest in fourth and fifth grades. In the second half of the forecast K-5 turns around with a 108 student increase. Each K-5 grade level grows during this period.

Middle schools recorded the largest numeric and percentage increase in the first five forecast years (106 students, 10 percent). Sixth grade had the largest increase at 54. In the second half of the forecast, grades 6-8 post a one percent decline as the earlier, smaller K-5 cohorts progress to middle school.

During the 10 year forecast period the high school grades increase by 60 students, and total enrollment by 187 students.

Appendix A includes the district-wide population and enrollment forecasts for the low and high growth scenarios.

Table 14
Newberg School District MIDDLE SERIES Enrollment Forecasts, 2018-19 to 2027-28

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	
Total	4,989	4,980	5,008	5,015	5,026	5,054	5,092	5,162	5,157	5,161	5,176	
K-5	2,314	2,275	2,248	2,243	2,251	2,239	2,252	2,280	2,303	2,320	2,347	
6-8	1,094	1,137	1,181	1,237	1,206	1,200	1,186	1,183	1,168	1,178	1,188	
9-12	1,581	1,568	1,579	1,535	1,569	1,615	1,654	1,699	1,686	1,663	1,641	

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.
-75	-3%	108	5%	33	1%
106	10%	-12	-1%	94	9%
34	2%	26	2%	60	4%
65	1%	122	2%	187	4%

Population Research Center, Portland State University, November 2017.

Individual School Forecasts

Forecasts for individual schools are consistent with the MIDDLE SERIES district-wide growth forecast, under a scenario in which current boundaries and grade configurations remain constant. Of course, school districts typically respond to enrollment change in various ways that might alter the status quo, such as attendance area boundary changes, opening new schools, closing schools, and policy or program changes. If new charter or private schools open, enrollment at District-run schools may be affected. However, the individual school forecasts depict what future enrollments might be under current conditions.

The methodology for the individual school forecasts relies on unique sets of GPRs for each school. New kindergarten classes were forecast each year based on recent trends and birth cohorts within elementary attendance areas. Subsequent grades were forecast using GPRs based initially on recent rates and adjusted based on expected levels of housing growth. The final forecasts for individual schools are controlled to match the district-wide forecasts. Table 12 presents the enrollment forecasts for each school, grouped by school level (elementary, middle, and high).

Elementary schools as a group grows by 33 students over the 10-year forecast period (2017-18 to 2027-28), but the six schools are evenly split between increasing and decreasing enrollments. Antonia Crater, Edwards, and Joan Austin grow, with Antonia Crater at the top with a 69 student increase. Dundee, Ewing Young and Mabel Rush show roughly equal declines for the period.

Chehalem Valley and Mountain View middle schools both grow over the 10 years, at 68 and 26 students respectively. Newberg High School increased by 60 students during the forecast period, Ending with an enrollment of 1,641.

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

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

Population Research Center, Portland State University, November, 2017

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APPENDIX A

NSD LOW AND HIGH FORECAST SCENARIOS, 2018-19 TO 2027-2

**Table A-1
Newberg School District LOW SERIES Enrollment Forecasts, 2018-19 to 2027-28**

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	331	338	344	337	336	342	348	351	354	356
1	382	359	342	354	360	352	351	358	364	367	370
2	369	384	361	347	359	365	357	356	363	369	372
3	391	371	386	365	351	363	369	361	360	367	373
4	404	393	373	390	369	355	367	373	365	364	371
5	415	406	395	377	394	373	359	371	377	369	368
6	348	413	404	395	377	394	373	359	371	377	369
7	368	349	415	408	399	381	398	377	363	375	381
8	378	369	350	419	412	403	385	402	381	367	379
9	401	380	371	355	425	418	409	391	408	387	373
10	412	399	379	374	358	428	421	412	394	411	390
11	353	390	378	363	358	343	410	403	395	378	394
12	415	384	424	416	400	394	378	451	444	435	416
Total	4,989	4,928	4,916	4,907	4,899	4,905	4,919	4,962	4,936	4,920	4,912
K-5	2,314	2,244	2,195	2,177	2,170	2,144	2,145	2,167	2,180	2,190	2,210
6-8	1,094	1,131	1,169	1,222	1,188	1,178	1,156	1,138	1,115	1,119	1,129
9-12	1,581	1,553	1,552	1,508	1,541	1,583	1,618	1,657	1,641	1,611	1,573

	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	-170	-7%	66	3%	-104	-4%
6-8	84	8%	-49	-4%	35	3%
9-12	2	0%	-10	-1%	-8	-1%
Total	-84	-2%	7	0%	-77	-2%

**Table A-2
Newberg School District HIGH SERIES Enrollment Forecasts, 2018-19 to 2027-87**

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	360	370	378	376	377	391	402	400	401	405
1	382	382	379	389	398	396	397	411	423	421	421
2	369	390	390	386	396	405	403	404	419	431	429
3	391	376	398	396	392	403	412	410	411	426	438
4	404	398	383	404	402	398	409	418	416	417	432
5	415	411	405	389	410	408	404	415	424	422	423
6	348	418	414	407	391	412	410	406	417	426	424
7	368	354	425	420	413	397	418	416	412	423	432
8	378	374	360	431	426	419	403	424	422	418	429
9	401	387	383	367	440	435	428	411	433	431	427
10	412	408	394	388	372	446	441	434	417	439	437
11	353	398	395	380	374	359	430	425	419	402	423
12	415	392	443	438	421	414	398	476	471	464	445
Total	4,989	5,048	5,139	5,173	5,211	5,269	5,344	5,452	5,484	5,521	5,565
K-5	2,314	2,317	2,325	2,342	2,374	2,387	2,416	2,460	2,493	2,518	2,548
6-8	1,094	1,146	1,199	1,258	1,230	1,228	1,231	1,246	1,251	1,267	1,285
9-12	1,581	1,585	1,615	1,573	1,607	1,654	1,697	1,746	1,740	1,736	1,732

	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	73	3%	161	7%	234	10%
6-8	134	12%	57	5%	191	17%
9-12	73	5%	78	5%	151	10%
Total	280	6%	296	6%	576	12%

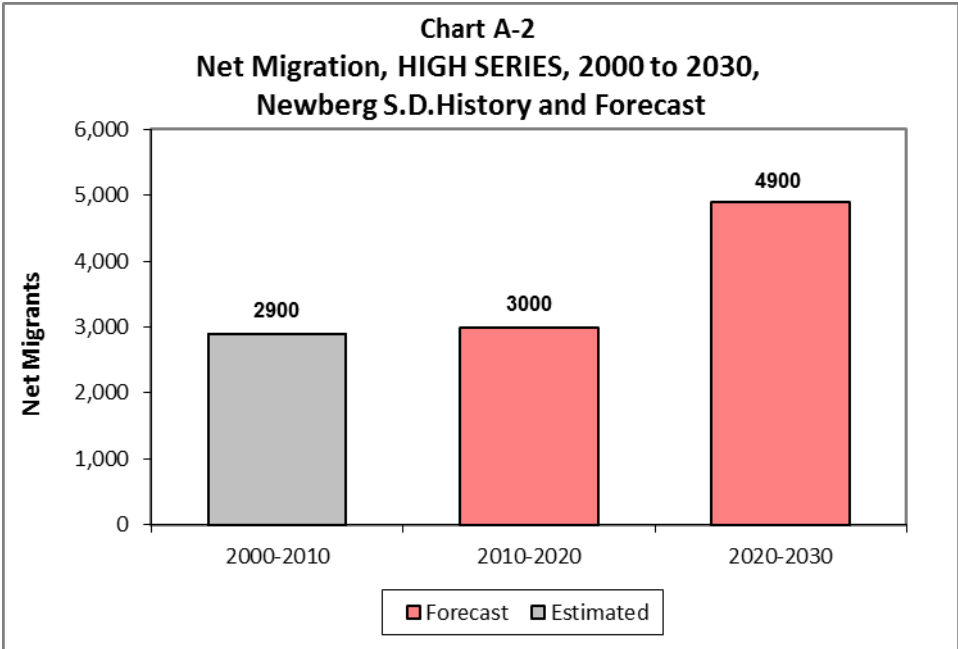
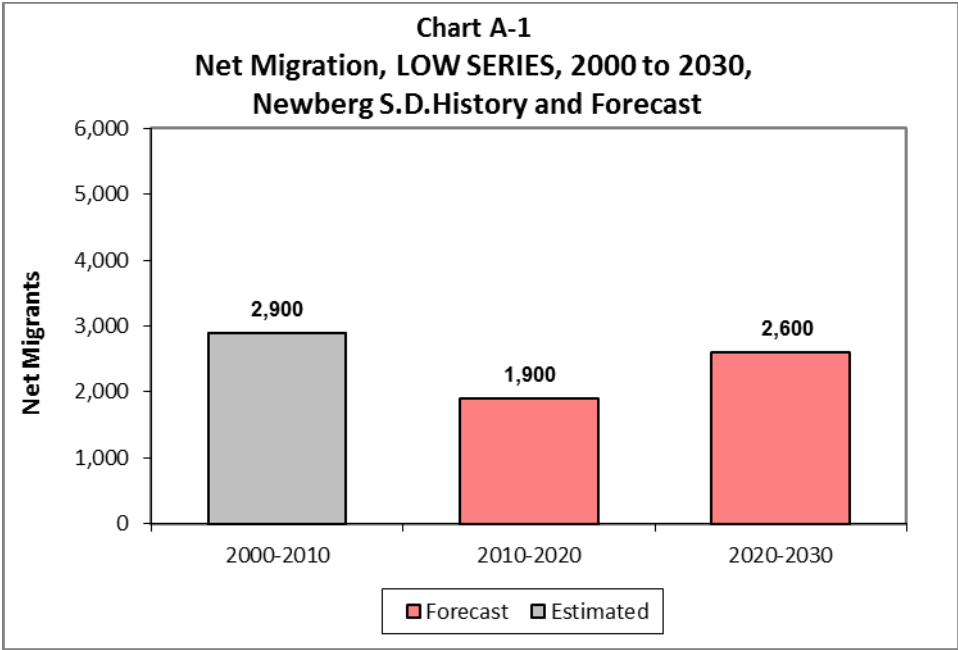


Chart A-3
Newberg SD Birth Cohorts and Kindergarten Enrollment
History and LOW SERIES Forecast

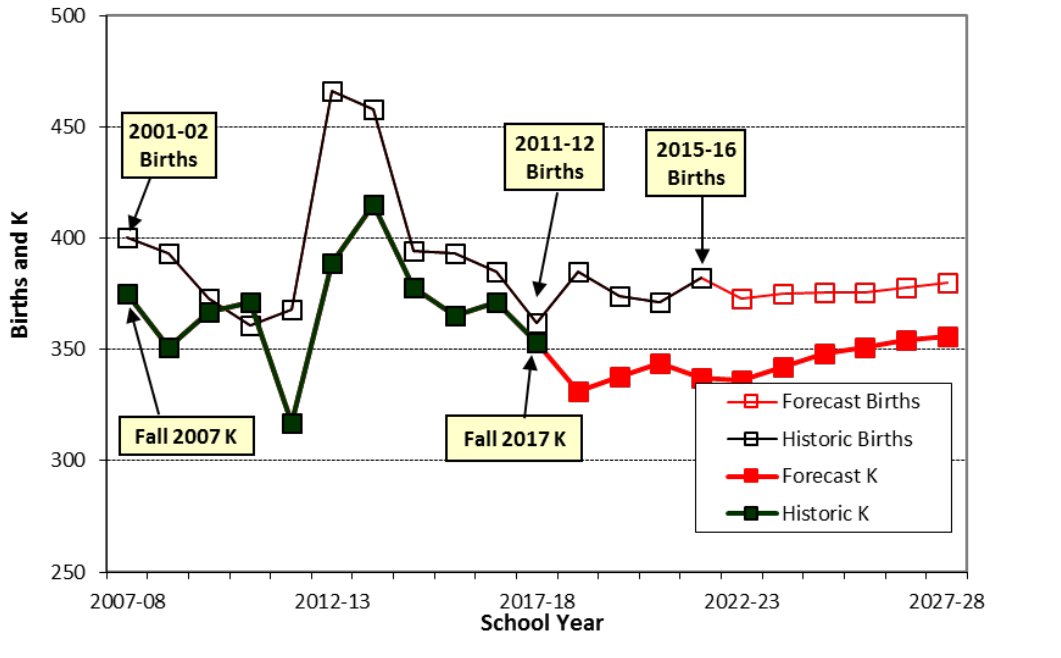


Chart A-4
Newberg SD Birth Cohorts and Kindergarten Enrollment
History and HIGH SERIES Forecast

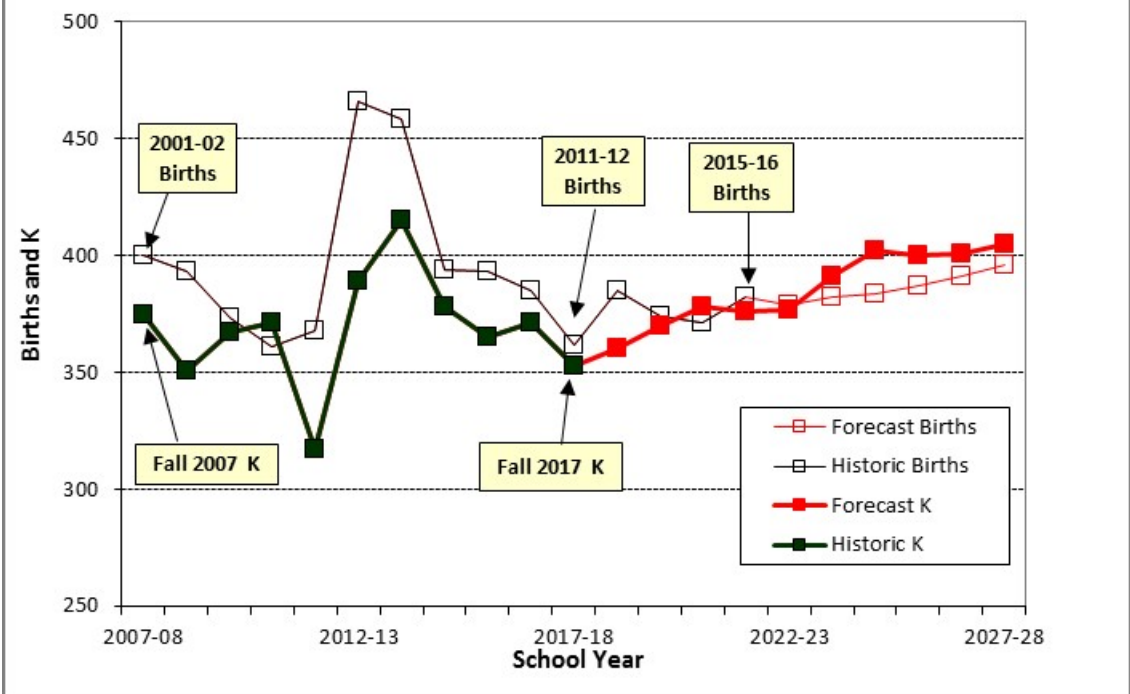


Table A3
Population by Age Group , LOW SERIES Forecast
Newberg School District, 2000 to 2030

	2000 Census	2010 Census	2020 Forecast	2030 Forecast	2010 to 2030 Change	
					Number	Percent
Under Age 5	2,071	2,095	1,892	2,038	-57	-3%
Age 5 to 9	2,175	2,361	2,063	2,175	-186	-8%
Age 10 to 14	2,254	2,355	2,439	2,207	-148	-6%
Age 15 to 17	1,339	1,441	1,558	1,361	-80	-6%
Age 18 to 19	1,113	1,266	1,344	1,294	28	2%
Age 20 to 24	2,335	2,478	2,546	2,685	207	8%
Age 25 to 29	1,740	2,034	2,187	2,481	447	22%
Age 30 to 34	1,915	2,151	2,191	2,290	139	6%
Age 35 to 39	2,275	2,114	2,299	2,542	428	20%
Age 40 to 44	2,426	2,220	2,365	2,473	253	11%
Age 45 to 49	2,220	2,440	2,195	2,411	-29	-1%
Age 50 to 54	1,806	2,505	2,237	2,399	-106	-4%
Age 55 to 59	1,360	2,256	2,427	2,214	-42	-2%
Age 60 to 64	876	1,873	2,522	2,292	419	22%
Age 65 to 69	746	1,369	2,209	2,390	1,021	75%
Age 70 to 74	764	821	1,680	2,232	1,411	172%
Age 75 to 79	625	731	1,206	1,856	1,125	154%
Age 80 to 84	464	656	655	1,300	644	98%
Age 85 and over	452	741	893	1,154	413	56%
Total Population	28,956	33,907	36,907	39,794	5,887	17%
Total age 5 to 17	5,768	6,157	6,060	5,743	-414	-7%
<i>share age 5 to 17</i>	<i>19.9%</i>	<i>18.2%</i>	<i>16.4%</i>	<i>14.4%</i>		

	2000-2010	2010-2020	2020-2030
Population Change	4,951	3,000	2,887
<i>Percent</i>	<i>17%</i>	<i>9%</i>	<i>8%</i>
<i>Average Annual</i>	<i>1.6%</i>	<i>0.9%</i>	<i>0.8%</i>

Source: U.S. Census Bureau, 2000 and 2010 Censuses; data aggregated to NSD boundary by Portland State University Population Research Center. PSU-PRC Forecasts, 2020 and 2030.

Table A4
Population by Age Group, HIGH SERIES Forecast
Newberg School District, 2000 to 2030

	2000 Census	2010 Census	2020 Forecast	2030 Forecast	2010 to 2030 Change	
					Number	Percent
Under Age 5	2,071	2,095	2,040	2,265	170	8%
Age 5 to 9	2,175	2,361	2,227	2,468	107	5%
Age 10 to 14	2,254	2,355	2,505	2,543	188	8%
Age 15 to 17	1,339	1,441	1,613	1,550	109	8%
Age 18 to 19	1,113	1,266	1,380	1,510	244	19%
Age 20 to 24	2,335	2,478	2,607	2,861	383	15%
Age 25 to 29	1,740	2,034	2,262	2,714	680	33%
Age 30 to 34	1,915	2,151	2,275	2,499	348	16%
Age 35 to 39	2,275	2,114	2,385	2,780	666	32%
Age 40 to 44	2,426	2,220	2,438	2,684	464	21%
Age 45 to 49	2,220	2,440	2,239	2,590	150	6%
Age 50 to 54	1,806	2,505	2,274	2,564	59	2%
Age 55 to 59	1,360	2,256	2,462	2,334	78	3%
Age 60 to 64	876	1,873	2,566	2,389	516	28%
Age 65 to 69	746	1,369	2,245	2,484	1,115	81%
Age 70 to 74	764	821	1,720	2,392	1,571	191%
Age 75 to 79	625	731	1,250	2,024	1,293	177%
Age 80 to 84	464	656	683	1,418	762	116%
Age 85 and over	452	741	933	1,294	553	75%
Total Population	28,956	33,907	38,104	43,363	9,456	28%
Total age 5 to 17	5,768	6,157	6,345	6,561	404	7%
<i>share age 5 to 17</i>	<i>19.9%</i>	<i>18.2%</i>	<i>16.7%</i>	<i>15.1%</i>		

	2000-2010	2010-2020	2020-2030
Population Change	4,951	4,197	5,259
<i>Percent</i>	<i>17%</i>	<i>12%</i>	<i>14%</i>
<i>Average Annual</i>	<i>1.6%</i>	<i>1.2%</i>	<i>1.3%</i>

Source: U.S. Census Bureau, 2000 and 2010 Censuses; data aggregated to NSD boundary by Portland State University Population Research Center. PSU-PRC Forecasts, 2020 and 2030.

APPENDIX B

2000 AND 2010 CENSUS PROFILE FOR THE DISTRICT

2000 and 2010 Census Profile Newberg School District

Approximation based on census blocks

POPULATION	2000		2010		Change	
SEX AND AGE						
Total population	28,956	100.0%	33,907	100.0%	4,951	17.1%
Under 5 years	2,071	7.2%	2,095	6.2%	24	1.2%
5 to 9 years	2,175	7.5%	2,361	7.0%	186	8.6%
10 to 14 years	2,254	7.8%	2,355	6.9%	101	4.5%
15 to 19 years	2,452	8.5%	2,707	8.0%	255	10.4%
20 to 24 years	2,335	8.1%	2,478	7.3%	143	6.1%
25 to 29 years	1,740	6.0%	2,034	6.0%	294	16.9%
30 to 34 years	1,915	6.6%	2,151	6.3%	236	12.3%
35 to 39 years	2,275	7.9%	2,114	6.2%	-161	-7.1%
40 to 44 years	2,426	8.4%	2,220	6.5%	-206	-8.5%
45 to 49 years	2,220	7.7%	2,440	7.2%	220	9.9%
50 to 54 years	1,806	6.2%	2,505	7.4%	699	38.7%
55 to 59 years	1,360	4.7%	2,256	6.7%	896	65.9%
60 to 64 years	876	3.0%	1,873	5.5%	997	113.8%
65 to 69 years	746	2.6%	1,369	4.0%	623	83.5%
70 to 74 years	764	2.6%	821	2.4%	57	7.5%
75 to 79 years	625	2.2%	731	2.2%	106	17.0%
80 to 84 years	464	1.6%	656	1.9%	192	41.4%
85 years and over	452	1.6%	741	2.2%	289	63.9%
Median age (years)	33.8		36.8		3.0	
Under 18 years	7,839	27.1%	8,252	24.3%	413	5.3%
18 to 64 years	18,066	62.4%	21,337	62.9%	3,271	18.1%
65 years and over	3,051	10.5%	4,318	12.7%	1,267	41.5%
Male population	14,221	100.0%	16,714	100.0%	2,493	17.5%
Under 5 years	1,096	7.7%	1,115	6.7%	19	1.7%
5 to 9 years	1,129	7.9%	1,184	7.1%	55	4.9%
10 to 14 years	1,144	8.0%	1,233	7.4%	89	7.8%
15 to 19 years	1,168	8.2%	1,372	8.2%	204	17.5%
20 to 24 years	1,091	7.7%	1,202	7.2%	111	10.2%
25 to 29 years	906	6.4%	1,008	6.0%	102	11.3%
30 to 34 years	950	6.7%	1,049	6.3%	99	10.4%
35 to 39 years	1,124	7.9%	1,080	6.5%	-44	-3.9%
40 to 44 years	1,209	8.5%	1,100	6.6%	-109	-9.0%
45 to 49 years	1,078	7.6%	1,216	7.3%	138	12.8%
50 to 54 years	916	6.4%	1,224	7.3%	308	33.6%
55 to 59 years	677	4.8%	1,086	6.5%	409	60.4%
60 to 64 years	439	3.1%	945	5.7%	506	115.3%
65 to 69 years	382	2.7%	672	4.0%	290	75.9%
70 to 74 years	333	2.3%	372	2.2%	39	11.7%
75 to 79 years	263	1.8%	344	2.1%	81	30.8%
80 to 84 years	175	1.2%	265	1.6%	90	51.4%
85 years and over	141	1.0%	247	1.5%	106	75.2%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.

www.pdx.edu/prc

2000 and 2010 Census Profile Newberg School District

Approximation based on census blocks

POPULATION (continued)	2000		2010		Change	
Male population (continued)						
Median age (years)	33.0		35.9		2.9	
Under 18 years	4,019	28.3%	4,246	25.4%	227	5.6%
18 to 64 years	8,908	62.6%	10,568	63.2%	1,660	18.6%
65 years and over	1,294	9.1%	1,900	11.4%	606	46.8%
Female population	14,735	100.0%	17,193	100.0%	2,458	16.7%
Under 5 years	975	6.6%	980	5.7%	5	0.5%
5 to 9 years	1,046	7.1%	1,177	6.8%	131	12.5%
10 to 14 years	1,110	7.5%	1,122	6.5%	12	1.1%
15 to 19 years	1,284	8.7%	1,335	7.8%	51	4.0%
20 to 24 years	1,244	8.4%	1,276	7.4%	32	2.6%
25 to 29 years	834	5.7%	1,026	6.0%	192	23.0%
30 to 34 years	965	6.5%	1,102	6.4%	137	14.2%
35 to 39 years	1,151	7.8%	1,034	6.0%	-117	-10.2%
40 to 44 years	1,217	8.3%	1,120	6.5%	-97	-8.0%
45 to 49 years	1,142	7.8%	1,224	7.1%	82	7.2%
50 to 54 years	890	6.0%	1,281	7.5%	391	43.9%
55 to 59 years	683	4.6%	1,170	6.8%	487	71.3%
60 to 64 years	437	3.0%	928	5.4%	491	112.4%
65 to 69 years	364	2.5%	697	4.1%	333	91.5%
70 to 74 years	431	2.9%	449	2.6%	18	4.2%
75 to 79 years	362	2.5%	387	2.3%	25	6.9%
80 to 84 years	289	2.0%	391	2.3%	102	35.3%
85 years and over	311	2.1%	494	2.9%	183	58.8%
Median age (years)	34.5		37.8		3.3	
Under 18 years	3,820	25.9%	4,006	23.3%	186	4.9%
18 to 64 years	9,158	62.2%	10,769	62.6%	1,611	17.6%
65 years and over	1,757	11.9%	2,418	14.1%	661	37.6%

AREA AND DENSITY

2010 Land Area - Acres ¹	51,520	51,520		
Persons per acre	0.6	0.7	0.1	17.1%
Persons per square mile	360	421	62	17.1%

RACE

Total population	28,956	100.0%	33,907	100.0%	4,951	17.1%
White alone	26,570	91.8%	29,967	88.4%	3,397	12.8%
Black or African American alone	89	0.3%	208	0.6%	119	133.7%
American Indian and Alaska Native alone	185	0.6%	246	0.7%	61	33.0%
Asian alone	305	1.1%	638	1.9%	333	109.2%
Native Hawaiian and Other Pacific Islander alone	32	0.1%	52	0.2%	20	62.5%
Some Other Race alone	1,162	4.0%	1,807	5.3%	645	55.5%
Two or More Races	613	2.1%	989	2.9%	376	61.3%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.

www.pdx.edu/prc

2000 and 2010 Census Profile

Newberg School District

Approximation based on census blocks

POPULATION (continued)	2000		2010		Change	
RACE (continued)						
Race alone or in combination with one or more other races ²						
White	27,145	93.7%	30,893	91.1%	3,748	13.8%
Black or African American	166	0.6%	377	1.1%	211	127.1%
American Indian and Alaska Native	408	1.4%	613	1.8%	205	50.2%
Asian	461	1.6%	980	2.9%	519	112.6%
Native Hawaiian and Other Pacific Islander	92	0.3%	125	0.4%	33	35.9%
Some Other Race	1,345	4.6%	1,988	5.9%	643	47.8%

HISPANIC OR LATINO AND RACE

Total population	28,956	100.0%	33,907	100.0%	4,951	17.1%
Hispanic or Latino	2,442	8.4%	3,733	11.0%	1,291	52.9%
Not Hispanic or Latino	26,514	91.6%	30,174	89.0%	3,660	13.8%
White alone	25,468	88.0%	28,378	83.7%	2,910	11.4%
Black or African American alone	84	0.3%	183	0.5%	99	117.9%
American Indian and Alaska Native alone	154	0.5%	151	0.4%	-3	-1.9%
Asian alone	301	1.0%	618	1.8%	317	105.3%
Native Hawaiian and Other Pacific Islander alone	25	0.1%	49	0.1%	24	96.0%
Some Other Race alone	21	0.1%	37	0.1%	16	76.2%
Two or More Races	461	1.6%	758	2.2%	297	64.4%

RELATIONSHIP

Total population	28,956	100.0%	33,907	100.0%	4,951	17.1%
In households	27,693	95.6%	32,383	95.5%	4,690	16.9%
In family households	24,343	84.1%	28,159	83.0%	3,816	15.7%
Householder	7,487	25.9%	8,895	26.2%	1,408	18.8%
Spouse ³	6,135	21.2%	7,169	21.1%	1,034	16.9%
Child	8,806	30.4%	9,636	28.4%	830	9.4%
Own child under 18 years	7,225	25.0%	7,429	21.9%	204	2.8%
Other relatives	1,200	4.1%	1,579	4.7%	379	31.6%
Nonrelatives	715	2.5%	880	2.6%	165	23.1%
In nonfamily households	3,350	11.6%	4,224	12.5%	874	26.1%
Householder	2,459	8.5%	3,171	9.4%	712	29.0%
Nonrelatives	891	3.1%	1,053	3.1%	162	18.2%
Population under 18 in households	7,822	99.8%	8,192	99.3%	370	4.7%
Population 18 to 64 in households	17,117	94.7%	20,143	94.4%	3,026	17.7%
Population 65 and over in households	2,754	90.3%	4,048	93.7%	1,294	47.0%
In group quarters	1,263	4.4%	1,524	4.5%	261	20.7%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
 Tabulated by Population Research Center, Portland State University.

www.pdx.edu/prc

2000 and 2010 Census Profile Newberg School District

Approximation based on census blocks

POPULATION (continued)	2000		2010		Change	
GROUP QUARTERS						
Total group quarters population	1,263	100.0%	1,524	100.0%	261	20.7%
Institutionalized population	297	23.5%	183	12.0%	-114	-38.4%
Male	92	7.3%	69	4.5%	-23	-25.0%
Female	205	16.2%	114	7.5%	-91	-44.4%
Noninstitutionalized population	966	76.5%	1,341	88.0%	375	38.8%
Male	385	30.5%	550	36.1%	165	42.9%
Female	581	46.0%	791	51.9%	210	36.1%
Population under 18 in group quarters	17	0.2%	60	0.7%	43	252.9%
Population 18 to 64 in group quarters	949	5.3%	1,194	5.6%	245	25.8%
Population 65 and over in group quarters	297	9.7%	270	6.3%	-27	-9.1%

HOUSEHOLDS	2000		2010		Change	
Total households	9,946	100.0%	12,066	100.0%	2,120	21.3%
Family households (families) ⁴	7,487	75.3%	8,895	73.7%	1,408	18.8%
With own children under 18 years	3,819	38.4%	3,942	32.7%	123	3.2%
Husband-wife family	6,135	61.7%	7,169	59.4%	1,034	16.9%
With own children under 18 years	2,948	29.6%	2,973	24.6%	25	0.8%
Male householder, no wife present	411	4.1%	533	4.4%	122	29.7%
With own children under 18 years	247	2.5%	268	2.2%	21	8.5%
Female householder, no husband present	941	9.5%	1,193	9.9%	252	26.8%
With own children under 18 years	624	6.3%	701	5.8%	77	12.3%
Nonfamily households ⁴	2,459	24.7%	3,171	26.3%	712	29.0%
Householder living alone	1,853	18.6%	2,428	20.1%	575	31.0%
Male	786	7.9%	1,044	8.7%	258	32.8%
65 years and over	172	1.7%	297	2.5%	125	72.7%
Female	1,067	10.7%	1,384	11.5%	317	29.7%
65 years and over	557	5.6%	710	5.9%	153	27.5%
Households with individuals under 18 years	4,093	41.2%	4,311	35.7%	218	5.3%
Households with individuals 65 years and over	1,994	20.0%	2,937	24.3%	943	47.3%
Average household size	2.78		2.68		-0.10	-3.6%
Average family size ⁴	3.16		3.07		-0.09	-2.8%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.

www.pdx.edu/prc

2000 and 2010 Census Profile Newberg School District

Approximation based on census blocks

HOUSING UNITS	2000		2010		Change	
Total housing units	10,465	100.0%	12,857	100.0%	2,392	22.9%
Occupied housing units	9,946	95.0%	12,066	93.8%	2,120	21.3%
Owner occupied ⁵	7,181	72.2%	8,594	71.2%	1,413	19.7%
Owned with a mortgage or a loan	N/A		6,687	77.8%		
Owned free and clear	N/A		1,907	22.2%		
Renter occupied	2,765	27.8%	3,472	28.8%	707	25.6%
Vacant housing units ⁶	519	5.0%	791	6.2%	272	52.4%
For rent	181	34.9%	263	33.2%	82	45.3%
For sale only	155	29.9%	215	27.2%	60	38.7%
Rented or sold, not occupied	44	8.5%	74	9.4%	30	68.2%
For seasonal, recreational, or occasional use	52	10.0%	107	13.5%	55	105.8%
For migrant workers	0	0.0%	2	0.3%	2	--
All other vacants	87	16.8%	130	16.4%	43	49.4%
Owner-occupied housing units	7,181	72.2%	8,594	71.2%	1,413	19.7%
Population in owner-occupied housing units	20,240		23,247		3,007	14.9%
Average household size of owner-occupied units	2.82		2.71		-0.11	-3.9%
Renter-occupied housing units	2,765	27.8%	3,472	28.8%	707	25.6%
Population in renter-occupied housing units	7,453		9,136		1,683	22.6%
Average household size of renter-occupied units	2.70		2.63		-0.07	-2.6%

1. Land area of the 2010 census blocks that approximate the area.
2. In combination with one or more of the other races listed. The six numbers may add to more than the total population, and the six percentages may add to more than 100 percent because individuals may report more than one race.
3. "Spouse" represents spouse of the householder. It does not reflect all spouses in a household. Responses of "same-sex spouse" were edited during processing to "unmarried partner."
4. "Family households" consist of a householder and one or more other people related to the householder by birth, marriage, or adoption. They do not include same-sex married couples even if the marriage was performed in a state issuing marriage certificates for same-sex couples unless there is at least one additional person related to the householder by birth or adoption. Same-sex couple households with no relatives of the householder present are tabulated in nonfamily households. "Nonfamily households" consist of people living alone and households which do not have any members related to the householder.
5. Percentage distribution of ownership categories ("owned with a mortgage or a loan" and "owned free and clear") adds to 100 percent.
6. Percentage distribution of vacancy categories ("for rent," etc.) adds to 100 percent.

APPENDIX C

**2006-2010 and 2011-2015 AMERICAN COMMUNITY SURVEY PROFILE
FOR THE DISTRICT**

Population, Housing, Social and Economic Profile

Newberg School District 29J, Oregon

	2006-2010			2011-2015			Compare
	Estimate	CV *	Margin of Error (+/-)	Estimate	CV *	Margin of Error (+/-)	Statistically Different?
POPULATION							
Total population	33,582	●	719	34,679	●	681	**
Percent under 18 years	24.7%	●	1.4%	20.9%	●	1.2%	**
Percent 65 years and over	11.7%	●	0.9%	13.9%	●	0.9%	**
Median age (years)	36.6	●	1.1	38.6	●	1.2	**
Percent white alone, non-Latino	85.4%	●	1.8%	82.3%	●	2.0%	**
HOUSING							
Total housing units	12,858	●	406	12,682	●	388	
Occupied housing units	12,028	●	374	11,952	●	388	
Owner occupied	8,947	●	422	8,352	●	406	**
Percent owner-occupied	74.4%	●	2.6%	69.9%	●	2.6%	**
Renter occupied	3,081	●	328	3,600	●	334	**
Vacant housing units***	830	●	265	730	●	214	
Vacancy rate	6.5%	●	2.0%	5.8%	●	1.7%	
Average household size	2.71	●	0.08	2.76	●	0.09	
Renter households paying more than 30 percent of household income on rent plus utilities	52.0%	●	6.5%	57.8%	●	8.1%	
SOCIAL							
Age 25+ with a bachelor's degree or higher	29.7%	●	1.8%	30.0%	●	2.7%	
Foreign-born population	2,268	●	568	2,594	●	456	
Percent foreign-born	6.8%	●	1.7%	7.5%	●	1.3%	
Age 5+ language other than English at home	3,032	●	604	3,676	●	544	
Percent language other than English	9.7%	●	1.8%	11.3%	●	1.7%	
ECONOMIC							
Median household income (2015 dollars)	\$67,043	●	\$2,967	\$60,339	●	\$3,761	**
Per capita income (2015 dollars)	\$30,178	●	\$3,340	\$27,869	●	\$1,523	
Percent of persons below poverty level	8.2%	●	1.8%	16.4%	●	3.0%	**

* **Green**, **yellow**, and **red** icons indicate the reliability of each estimate using the coefficient of variation (CV). The lower the CV, the more reliable the data. **High reliability** (CV < 15%) is shown in green, **medium reliability** (CV between 15-30% - be careful) is shown in yellow, and **low reliability** (CV > 30% - use with extreme caution) is shown in red. However, there are no absolute rules for acceptable thresholds of reliability. Users should consider the margin of error and the need for precision.

** Indicates that the two estimates are statistically different at the 90 percent confidence level based on results of z-test taking into account the difference between the two estimates as well as an approximation of the standard errors of both estimates.

*** Vacant units include those for sale or rent, those sold or rented but not yet occupied, those held for seasonal, recreational, or occasional use, as well as other vacant such as homes under renovation, settlement of an estate, or foreclosures.

Source: U.S. Census Bureau, American Community Survey 5 year estimates. Surveys are collected over a 60 month period. Estimates represent average characteristics over the entire period. Tabulated by Population Research Center, Portland State University, with additional calculations from source data as needed.

APPENDIX C

**LEVY RATE
ANALYSIS
REPORTS**

(PIPER JAFFRAY,
2017 & 2018)



Newberg School District No. 29J

General Obligation Bonds Levy Rate Analysis

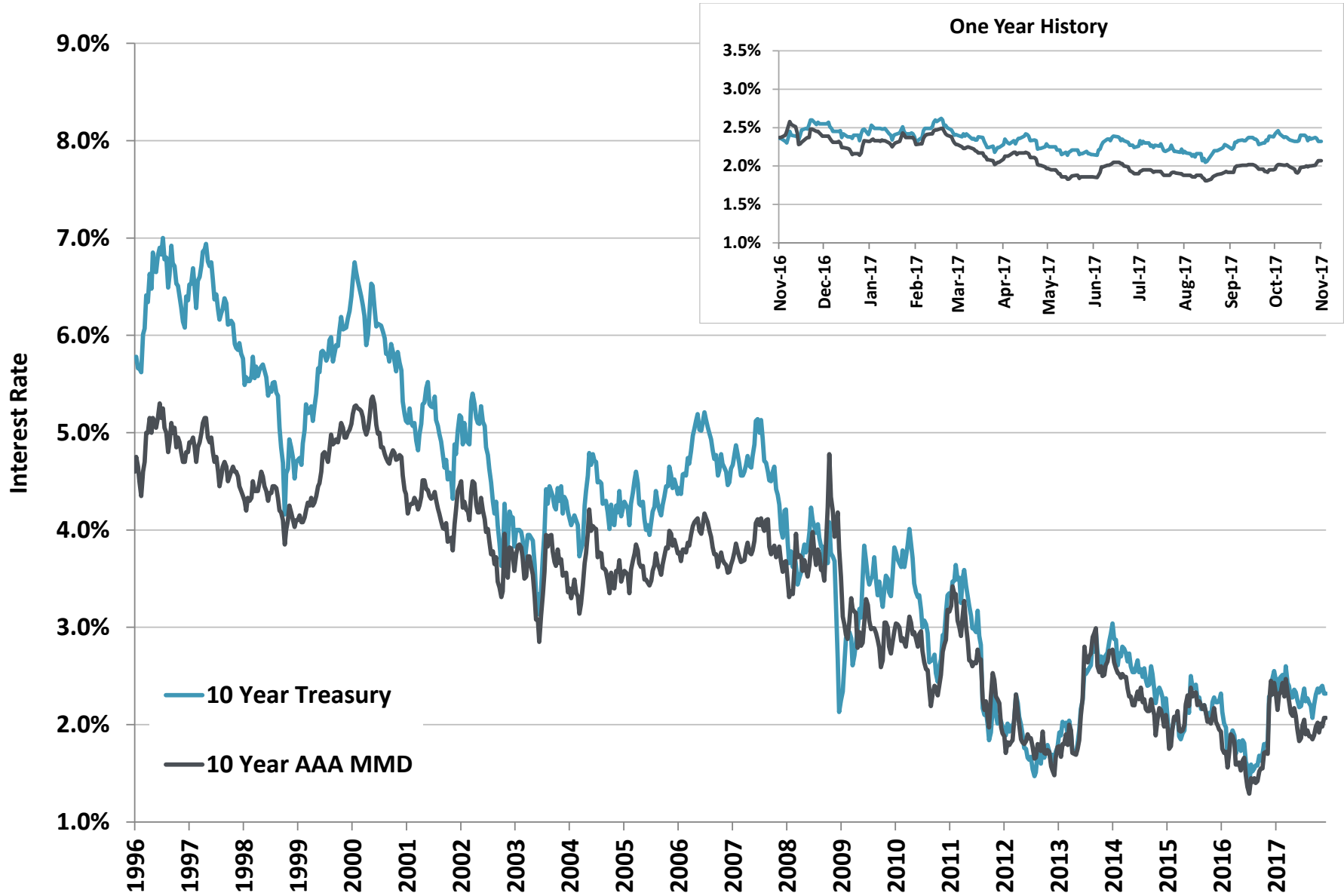
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November 24, 2017

HISTORICAL INTEREST RATES

10 Year Tax-Exempt (AAA MMD) vs. 10 Year Treasury Rates



NEWBERG SCHOOL DISTRICT NO. 29J

Historical Property Values

Fiscal Year	M5 Real Market Value	Total Assessed Value	% AV Growth
2018	\$ 5,148,891,169	\$ 3,506,170,819	4.05%
2017	4,594,564,261	3,369,593,696	5.30%
2016	4,096,848,786	3,199,908,305	4.30%
2015	3,948,178,719	3,068,093,465	5.30%
2014	3,571,763,474	2,913,638,423	2.81%
2013	3,482,306,093	2,833,987,921	3.05%
2012	3,633,273,993	2,750,159,657	0.19%
2011	4,078,365,230	2,744,814,130	4.71%
2010	4,197,568,704	2,621,418,044	4.83%
2009	4,483,969,169	2,500,602,470	6.50%
2008	4,311,248,071	2,347,935,212	2.30%
2007	3,743,935,229	2,295,130,512	5.12%
2006	3,002,030,107	2,183,393,609	8.23%
2005	2,680,186,292	2,017,408,393	8.26%
2004	2,380,646,124	1,863,461,065	1.87%
2003	2,313,733,888	1,829,224,195	7.65%
2002	2,167,842,780	1,699,295,658	4.40%
2001	2,108,850,038	1,627,701,871	--

Source: Yamhill, Washington and Clackamas Counties Departments of Assessment and Taxation

Urban Renewal Excess

When urban renewal areas are created, they are designated as either “standard” or “reduced” rate plans and the type determines the assessed value against which general obligation bonds are levied. General obligation bonds cannot be levied on the excess assessed value in standard rate plan areas. Alternatively, general obligation bonds can be levied on the excess assessed value in reduced rate plan areas, if the bonds were approved at an election after October 6, 2001.

Urban Renewal Excess - 2018			
Reduced Rate			
	Plan Area	County	Amount
n/a			\$ -
Total Reduced Rate Urban Renewal Excess:			\$ -
Standard Rate			
	Plan Area	County	Amount
n/a			\$ -
Total Standard Rate Urban Renewal Excess:			\$ -

2018 Assessed Value for Bond Levies	
Total Assessed Value:	\$ 3,506,170,819
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 10/6/01):	3,506,170,819
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 10/6/01):	\$ 3,506,170,819

NEWBERG SCHOOL DISTRICT NO. 29J
Outstanding General Obligation Bonds

Purpose	Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
General Obligation Bonds:				
<i>New Money</i>				
Series 1998 New elem. school, land acquisition, planning and design	06/01/98	06/15/11	\$ 22,630,000	\$ -
Series 2002* Technology, roofing, existing school improvements	12/15/02	06/15/12	46,300,000	-
Series 2011 Upgrade school facilities and increase energy efficiency	06/28/11	06/15/19	27,140,000	15,000,000
<i>Refunding Bonds</i>				
Series 2005 Adv. Refund 2002 GO Bonds	04/04/05	06/15/21	35,645,000	10,110,000
Total General Obligation Bonds				<u>\$ 25,110,000</u>

Legal General Obligation Debt Capacity

M5 Real Market Value (Fiscal Year 2018)	\$ 5,148,891,169
Debt Capacity	
General Obligation Debt Capacity (7.95% of Real Market Value)	\$ 409,336,848
Less: Outstanding Debt Subject to Limit	(25,110,000)
Remaining General Obligation Debt Capacity	<u>\$ 384,226,848</u>
Percent of Capacity Issued	6.13%

NEWBERG SCHOOL DISTRICT NO. 29J

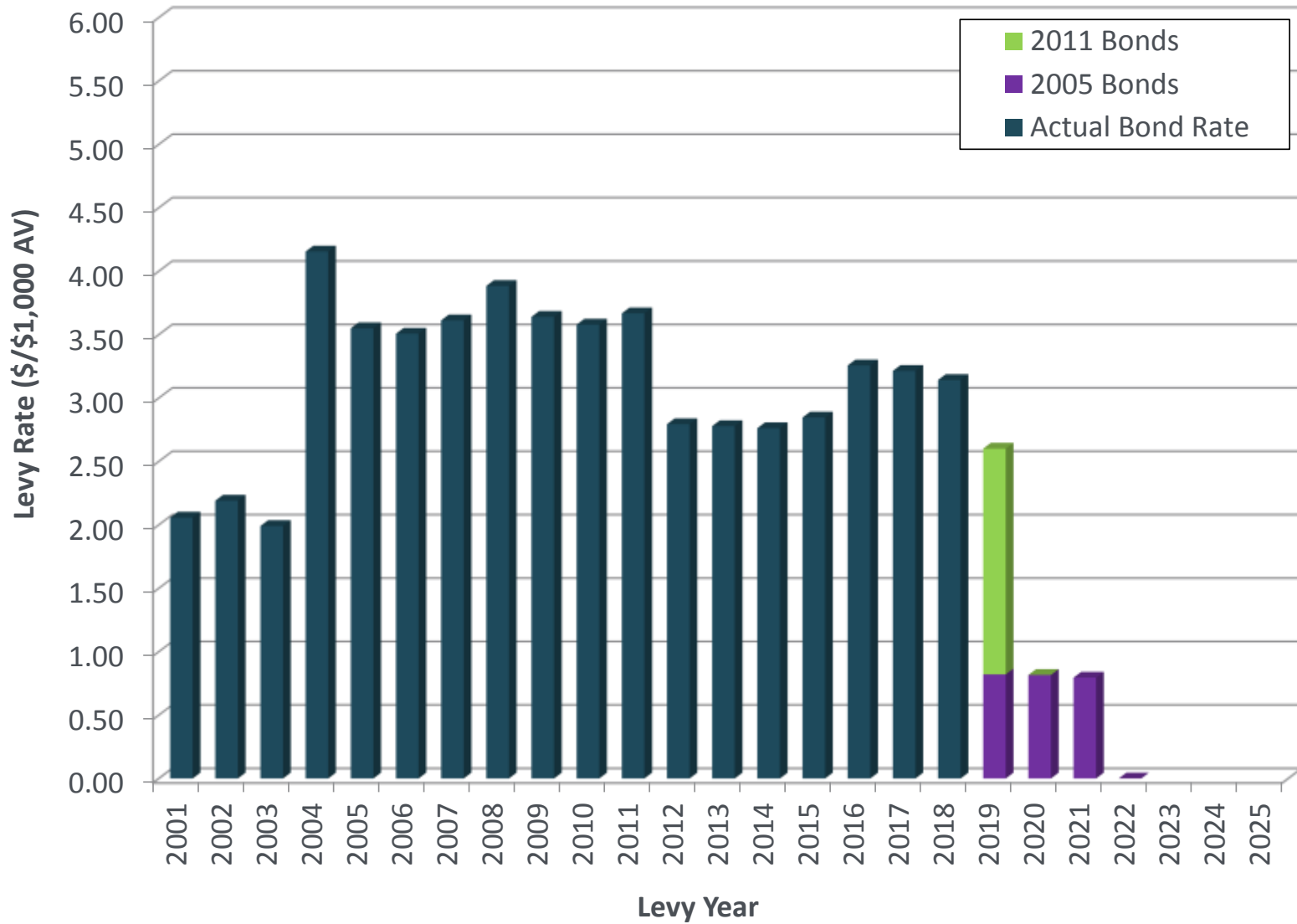
Outstanding General Obligation Bonds – Actual and Projected Levy Rates

		Outstanding General Obligation Bonds									
Fiscal Year	Debt Service					Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected	Projected Bond Rate	
	1998 Bonds	2002 Bonds	2005 Bonds	2011 Bonds	Total						
Actual	2001	\$ 1,277,735	\$ -	\$ -	\$ -	\$ 1,277,735	\$ 1,627,701,871	--	\$ 2.0571		
	2002	1,273,135	-	-	-	1,273,135	1,699,295,658	4.40%	2.1905		
	2003	1,273,420	-	-	-	1,273,420	1,829,224,195	7.65%	1.9909		
	2004	1,268,440	-	-	-	1,268,440	1,863,461,065	1.87%	4.1550		
	2005	1,268,400	985,344	909,410	-	3,163,154	2,017,408,393	8.26%	3.5499		
	2006	1,263,025	1,356,988	1,805,863	-	4,425,875	2,183,393,609	8.23%	3.5070		
	2007	4,632,588	749,763	1,840,863	-	7,223,213	2,295,130,512	5.12%	3.6123		
	2008	4,803,588	1,659,368	2,019,813	-	8,482,768	2,347,935,212	2.30%	3.8838		
	2009	5,048,375	1,619,325	2,142,825	-	8,810,525	2,500,602,470	6.50%	3.6400		
	2010	5,309,575	1,572,250	2,186,613	-	9,068,438	2,621,418,044	4.83%	3.5787		
	2011	5,583,600	1,515,000	2,272,613	-	9,371,213	2,744,814,130	4.71%	3.6674		
	2012	-	1,937,250	3,287,613	2,379,250	7,604,113	2,750,159,657	0.19%	2.7937		
	2013	-	-	5,376,013	2,569,500	7,945,513	2,833,987,921	3.05%	2.7784		
	2014	-	-	5,485,013	2,641,400	8,126,413	2,913,638,423	2.81%	2.7621		
	2015	-	-	5,646,513	2,758,200	8,404,713	3,068,093,465	5.30%	2.8462		
	2016	-	-	5,791,550	2,785,950	8,577,500	3,199,908,305	4.30%	3.2568		
	2017	-	-	6,094,800	2,674,775	8,769,575	3,369,593,696	5.30%	3.2139		
Current	2018	-	-	2,736,050	6,207,250	8,943,300	3,506,170,819	4.05%	3.1420		
Projected	2019	-	-	2,891,150	6,267,000	9,158,150	3,611,355,944	3.00%		97.5%	2.60
	2020	-	-	2,961,125	-	2,961,125	3,719,696,622	3.00%		97.5%	0.82
	2021	-	-	2,969,825	-	2,969,825	3,831,287,521	3.00%		97.5%	0.80
	2022	-	-	-	-	-	3,936,647,927	2.75%		97.5%	-
	2023	-	-	-	-	-	4,044,905,745	2.75%		97.5%	-
	2024	-	-	-	-	-	4,156,140,653	2.75%		97.5%	-
	2025	-	-	-	-	-	4,270,434,521	2.75%		97.5%	-

*Net debt service after federal direct subsidy on 2011B QSCB.

NEWBERG SCHOOL DISTRICT NO. 29J

Outstanding General Obligation Bonds – Actual and Projected Levy Rates



NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 – Summary of Structuring Scenarios (20-Year Amortization, w/ 10-year Step)

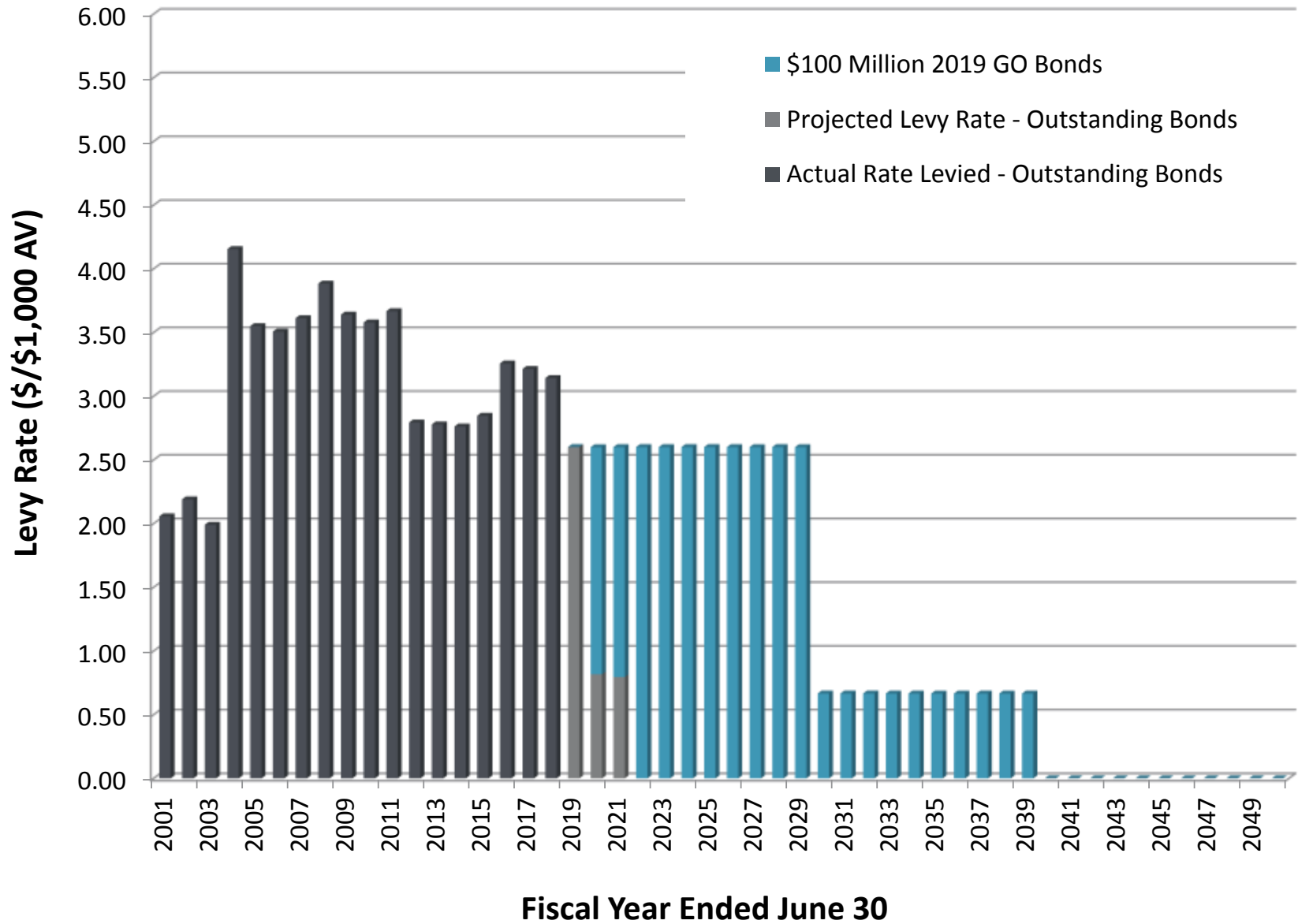
20 Year Amortization (w/ 10 year step)										
Structure	\$100 Million			\$110 Million		\$120 Million		\$130 Million		
Par Amount										
Current Interest Bonds	\$	85,265,000		\$	86,465,000		\$	87,685,000	\$	88,895,000
Deferred Interest Bonds		14,732,283			23,530,829			32,314,747		41,102,087
Total Par Amount	\$	99,997,283		\$	109,995,829		\$	119,999,747	\$	129,997,087
% Current Interest Bonds		85%			79%			73%		68%
% Deferred Interest Bonds		15%			21%			27%		32%
Dated Date		6/15/2019			6/15/2019			6/15/2019		6/15/2019
Final Maturity		6/15/2039			6/15/2039			6/15/2039		6/15/2039
Amortization Period		20 Years			20 Years			20 Years		20 Years
Levy Rates*										
	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined	
2018.....	\$ 3.14	\$ -	\$ 3.14	\$ -	\$ 3.14	\$ -	\$ 3.14	\$ -	\$ 3.14	
2019.....	2.60	-	2.60	-	2.60	-	2.60	-	2.60	
2020.....	0.82	1.78	2.60	1.78	2.60	1.78	2.60	1.78	2.60	
2021.....	0.80	1.81	2.60	1.81	2.60	1.81	2.60	1.81	2.60	
2022-2029.....	-	2.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	
2030-2039.....	-	0.67	0.67	1.06	1.06	1.46	1.46	1.86	1.86	
Interest										
Current Interest Rates		+ 1.50%		+ 1.50%		+ 1.50%		+ 1.50%		
True Interest Cost (TIC)		3.96%		4.15%		4.28%		4.37%		
Total Interest Cost		\$36,957,333		\$48,443,905		\$59,915,300		\$71,390,924		
Total Interest Cost % of Par		37%		44%		50%		55%		

* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

Note: Deferred interest bonds are a tool used by issuers to manage the amount of annual debt service due and the resulting levy rate. Interest accrues until the maturity date and interest is calculated every 6 months based on the accreted value. Since the accreted interest is not paid to the investor in the period it accrues, the levy rate is lower than it otherwise would be with all current interest bonds. The bonds typically come at higher interest rates since investors do not receive any money until the maturity date. We try to minimize the use as much as possible while keeping projections within an issuer's parameters. The exact amount of deferred interest bonds will not be determined until the bonds are sold.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 –20 Years, \$100 Million (with 10-year step)



Newberg School District No. 29J
Projected Debt Service Schedule
\$99,997,283
General Obligation Bonds, Series 2019
20 Year Issue

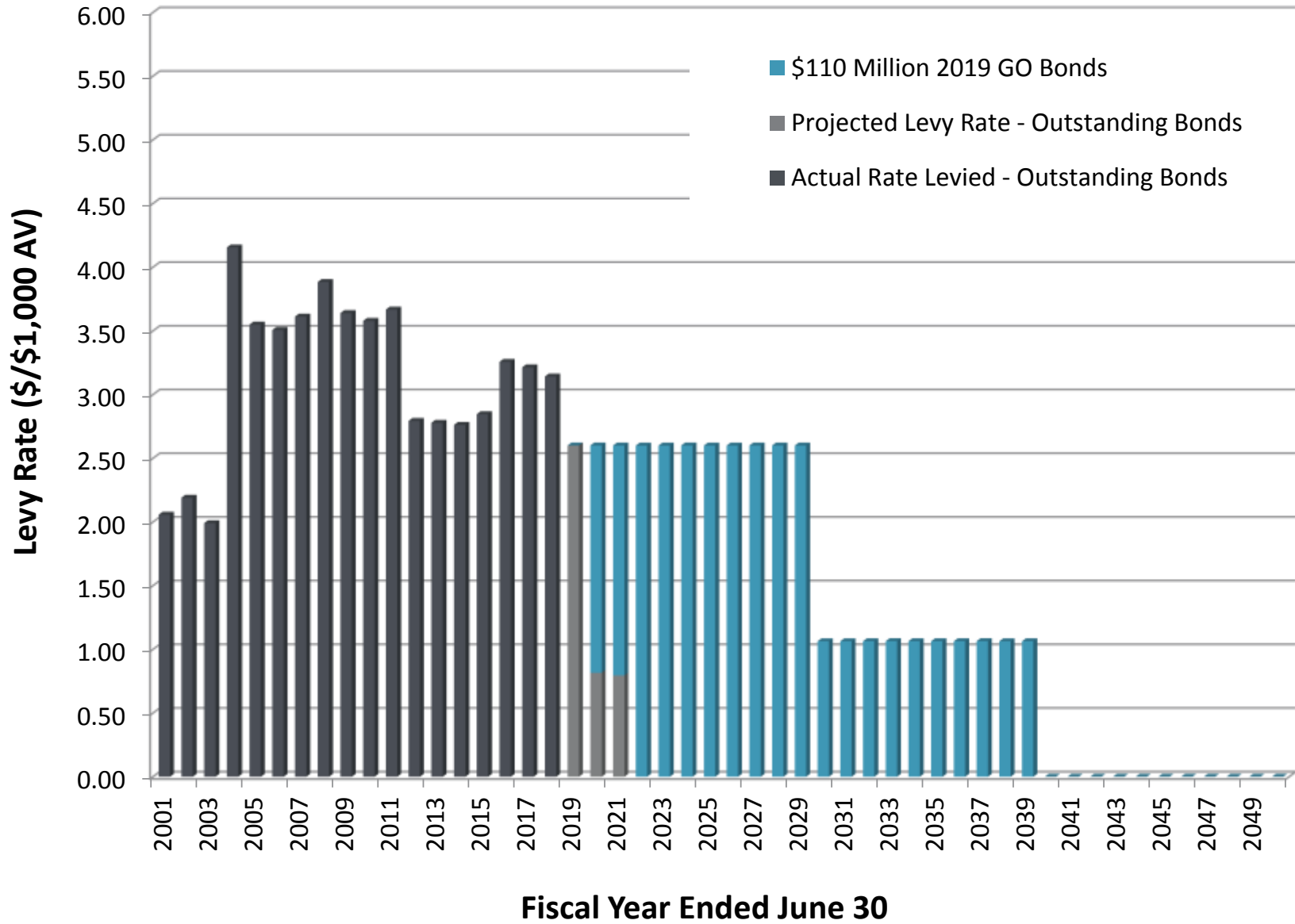
Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 1,386,273	\$ 1,386,273	\$ -	\$ -	\$ -
06/15/2020	3,595,000	2.60%	1,386,273	4,981,273	6,367,547	265,314	6,632,861
12/15/2020			1,339,538	1,339,538			
06/15/2021	3,995,000	2.71%	1,339,538	5,334,538	6,674,077	242,065	6,916,142
12/15/2021			1,285,406	1,285,406			
06/15/2022	7,360,000	2.80%	1,285,406	8,645,406	9,930,812	307,139	10,237,951
12/15/2022			1,182,366	1,182,366			
06/15/2023	7,890,000	2.93%	1,182,366	9,072,366	10,254,732	262,942	10,517,674
12/15/2023			1,066,778	1,066,778			
06/15/2024	8,405,000	3.03%	1,066,778	9,471,778	10,538,555	270,219	10,808,775
12/15/2024			939,442	939,442			
06/15/2025	8,950,000	3.18%	939,442	9,889,442	10,828,884	277,664	11,106,547
12/15/2025			797,137	797,137			
06/15/2026	9,530,000	3.30%	797,137	10,327,137	11,124,274	285,238	11,409,511
12/15/2026			639,892	639,892			
06/15/2027	10,150,000	3.43%	639,892	10,789,892	11,429,784	293,071	11,722,855
12/15/2027			465,819	465,819			
06/15/2028	10,815,000	3.56%	465,819	11,280,819	11,746,639	301,196	12,047,835
12/15/2028			273,312	273,312			
06/15/2029	11,520,000	3.68%	273,312	11,793,312	12,066,625	309,401	12,376,025
12/15/2029			61,344	61,344			
06/15/2030	3,055,000	4.02%	61,344	3,116,344	3,177,689	81,479	3,259,168
12/15/2030							
06/15/2031	1,923,085	4.46%	1,341,915	3,265,000	3,265,000	83,718	3,348,718
12/15/2031							
06/15/2032	1,845,720	4.65%	1,509,280	3,355,000	3,355,000	86,026	3,441,026
12/15/2032							
06/15/2033	1,768,491	4.82%	1,676,509	3,445,000	3,445,000	88,333	3,533,333
12/15/2033							
06/15/2034	1,692,616	4.98%	1,847,384	3,540,000	3,540,000	90,769	3,630,769
12/15/2034							
06/15/2035	1,616,303	5.13%	2,018,697	3,635,000	3,635,000	93,205	3,728,205
12/15/2035							
06/15/2036	1,552,789	5.23%	2,182,211	3,735,000	3,735,000	95,769	3,830,769
12/15/2036							
06/15/2037	1,494,989	5.31%	2,345,011	3,840,000	3,840,000	98,462	3,938,462
12/15/2037							
06/15/2038	1,441,385	5.37%	2,503,615	3,945,000	3,945,000	101,154	4,046,154
12/15/2038							
06/15/2039	1,396,907	5.40%	2,658,093	4,055,000	4,055,000	103,974	4,158,974
Total	\$ 99,997,283		\$ 36,957,333	\$ 136,954,616	\$ 136,954,616	\$ 3,737,138	\$ 140,691,754

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 –20 Years, \$110 Million (with 10-year step)



Newberg School District No. 29J

\$109,995,829

General Obligation Bonds, Series 2019

Projected Bond Levy Rates

20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2019
First Coupon:	12/15/2019
Final Maturity	06/15/2039
Term (years):	20.00
Current Market Rates Plus:	1.50%

2018 Property Tax Data (000s)	
Total Assessed Value:	\$ 3,506,171
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 2001)	\$ 3,506,171
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 2001)	\$ 3,506,171

Summary	
Issue Amount:	\$ 109,995,829
Current Interest Bonds	79% \$ 86,465,000
Deferred Interest Bonds	21% \$ 23,530,829
Total Interest Cost:	\$ 48,443,905
Interest Cost as a Percent of Par:	44%

Structuring Assumptions				
	AV Growth		Tax Collections ⁽¹⁾	
	2019	3.00%	2019	95.0%
	2020	3.00%	2020	96.0%
	2021	3.00%	2021	96.5%
	2022	2.75%	2022	97.0%
	Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total		FY Total
		Prior Debt	New Bonds	
2018	\$ 3,506,171	\$ -	\$ -	\$ -
2019	3,611,356	9,158,150	-	9,158,150
2020	3,719,697	2,961,125	6,371,082	9,332,207
2021	3,831,288	2,969,825	6,673,912	9,643,737
2022	3,936,648	-	9,927,138	9,927,138
2023	4,044,906	-	10,252,738	10,252,738
2024	4,156,141	-	10,538,319	10,538,319
2025	4,270,435	-	10,825,465	10,825,465
2026	4,387,871	-	11,122,922	11,122,922
2027	4,508,538	-	11,430,577	11,430,577
2028	4,632,523	-	11,744,662	11,744,662
2029	4,759,917	-	12,067,140	12,067,140
2030	4,890,815	-	5,070,780	5,070,780
2031	5,025,312	-	5,210,000	5,210,000
2032	5,163,508	-	5,355,000	5,355,000
2033	5,305,505	-	5,505,000	5,505,000
2034	5,451,406	-	5,655,000	5,655,000
2035	5,601,320	-	5,810,000	5,810,000
2036	5,755,356	-	5,970,000	5,970,000
2037	5,913,628	-	6,135,000	6,135,000
2038	6,076,253	-	6,300,000	6,300,000
2039	6,243,350	-	6,475,000	6,475,000
		\$ 15,089,100	\$ 158,439,734	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 3.14	\$ -	\$ 3.14
2.60	-	2.60
0.82	1.78	2.60
0.80	1.81	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06
-	1.06	1.06

(1) Includes estimated delinquencies. Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.
(2) 2018 prior debt rate shown is actual rate levied.

Newberg School District No. 29J
Projected Debt Service Schedule
\$109,995,829
General Obligation Bonds, Series 2019
20 Year Issue

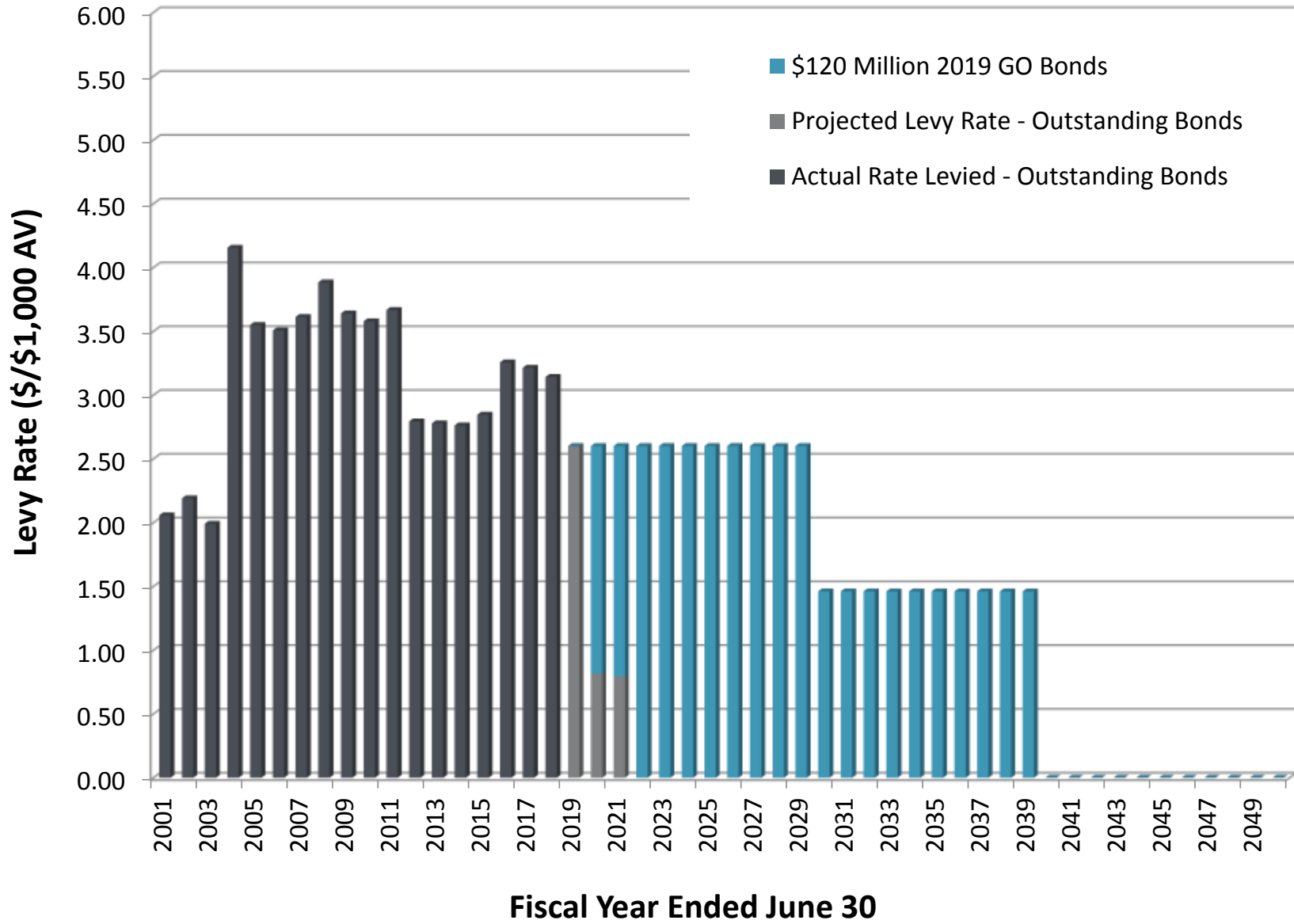
Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 1,413,041	\$ 1,413,041	\$ -	\$ -	\$ -
06/15/2020	3,545,000	2.60%	1,413,041	4,958,041	6,371,082	265,462	6,636,544
12/15/2020			1,366,956	1,366,956			
06/15/2021	3,940,000	2.71%	1,366,956	5,306,956	6,673,912	242,059	6,915,971
12/15/2021			1,313,569	1,313,569			
06/15/2022	7,300,000	2.80%	1,313,569	8,613,569	9,927,138	307,025	10,234,163
12/15/2022			1,211,369	1,211,369			
06/15/2023	7,830,000	2.93%	1,211,369	9,041,369	10,252,738	262,891	10,515,629
12/15/2023			1,096,659	1,096,659			
06/15/2024	8,345,000	3.03%	1,096,659	9,441,659	10,538,319	270,213	10,808,532
12/15/2024			970,233	970,233			
06/15/2025	8,885,000	3.18%	970,233	9,855,233	10,825,465	277,576	11,103,041
12/15/2025			828,961	828,961			
06/15/2026	9,465,000	3.30%	828,961	10,293,961	11,122,922	285,203	11,408,125
12/15/2026			672,789	672,789			
06/15/2027	10,085,000	3.43%	672,789	10,757,789	11,430,577	293,092	11,723,669
12/15/2027			499,831	499,831			
06/15/2028	10,745,000	3.56%	499,831	11,244,831	11,744,662	301,145	12,045,807
12/15/2028			308,570	308,570			
06/15/2029	11,450,000	3.68%	308,570	11,758,570	12,067,140	309,414	12,376,554
12/15/2029			97,890	97,890			
06/15/2030	4,875,000	4.02%	97,890	4,972,890	5,070,780	130,020	5,200,800
12/15/2030							
06/15/2031	3,068,690	4.46%	2,141,310	5,210,000	5,210,000	133,590	5,343,590
12/15/2031							
06/15/2032	2,946,000	4.65%	2,409,000	5,355,000	5,355,000	137,308	5,492,308
12/15/2032							
06/15/2033	2,825,992	4.82%	2,679,008	5,505,000	5,505,000	141,154	5,646,154
12/15/2033							
06/15/2034	2,703,882	4.98%	2,951,118	5,655,000	5,655,000	145,000	5,800,000
12/15/2034							
06/15/2035	2,583,417	5.13%	3,226,584	5,810,000	5,810,000	148,974	5,958,974
12/15/2035							
06/15/2036	2,481,968	5.23%	3,488,032	5,970,000	5,970,000	153,077	6,123,077
12/15/2036							
06/15/2037	2,388,478	5.31%	3,746,522	6,135,000	6,135,000	157,308	6,292,308
12/15/2037							
06/15/2038	2,301,831	5.37%	3,998,169	6,300,000	6,300,000	161,538	6,461,538
12/15/2038							
06/15/2039	2,230,573	5.40%	4,244,427	6,475,000	6,475,000	166,026	6,641,026
Total	\$ 109,995,829		\$ 48,443,905	\$ 158,439,734	\$ 158,439,734	\$ 4,288,074	\$ 162,727,808

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 –20 Years, \$120 Million (with 10-year step)



Newberg School District No. 29J
Projected Debt Service Schedule
\$119,999,747
General Obligation Bonds, Series 2019
20 Year Issue

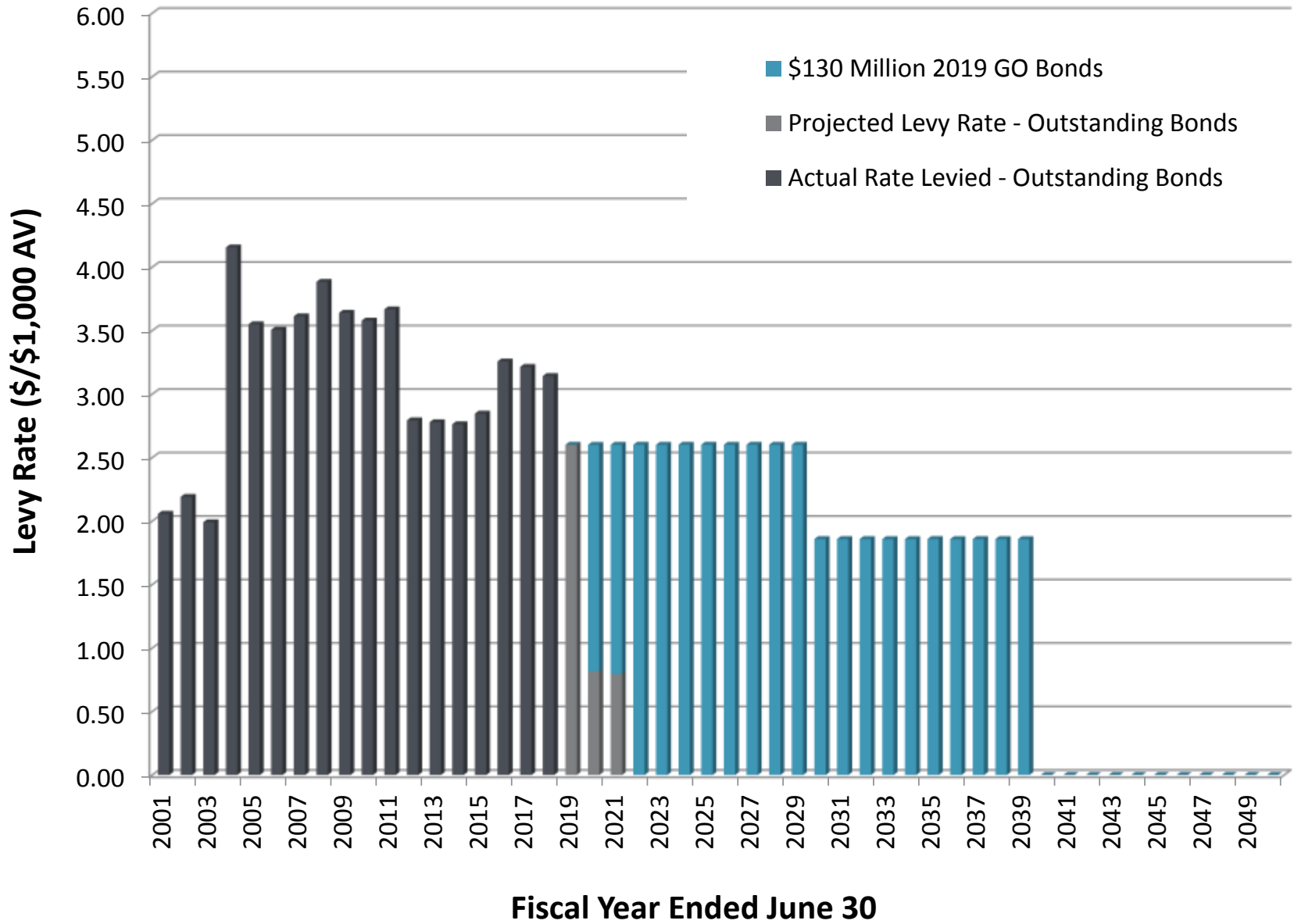
Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 1,440,149	\$ 1,440,149	\$ -	\$ -	\$ -
06/15/2020	3,490,000	2.60%	1,440,149	4,930,149	6,370,298	265,429	6,635,727
12/15/2020			1,394,779	1,394,779			
06/15/2021	3,885,000	2.71%	1,394,779	5,279,779	6,674,558	242,082	6,916,641
12/15/2021			1,342,137	1,342,137			
06/15/2022	7,245,000	2.80%	1,342,137	8,587,137	9,929,275	307,091	10,236,366
12/15/2022			1,240,707	1,240,707			
06/15/2023	7,775,000	2.93%	1,240,707	9,015,707	10,256,415	262,985	10,519,400
12/15/2023			1,126,804	1,126,804			
06/15/2024	8,285,000	3.03%	1,126,804	9,411,804	10,538,607	270,221	10,808,828
12/15/2024			1,001,286	1,001,286			
06/15/2025	8,825,000	3.18%	1,001,286	9,826,286	10,827,572	277,630	11,105,202
12/15/2025			860,968	860,968			
06/15/2026	9,405,000	3.30%	860,968	10,265,968	11,126,937	285,306	11,412,243
12/15/2026			705,786	705,786			
06/15/2027	10,020,000	3.43%	705,786	10,725,786	11,431,572	293,117	11,724,689
12/15/2027			533,943	533,943			
06/15/2028	10,675,000	3.56%	533,943	11,208,943	11,742,886	301,100	12,043,985
12/15/2028			343,928	343,928			
06/15/2029	11,380,000	3.68%	343,928	11,723,928	12,067,856	309,432	12,377,288
12/15/2029			134,536	134,536			
06/15/2030	6,700,000	4.02%	134,536	6,834,536	6,969,072	178,694	7,147,766
12/15/2030							
06/15/2031	4,217,240	4.46%	2,942,760	7,160,000	7,160,000	183,590	7,343,590
12/15/2031							
06/15/2032	4,046,280	4.65%	3,308,720	7,355,000	7,355,000	188,590	7,543,590
12/15/2032							
06/15/2033	3,878,359	4.82%	3,676,641	7,555,000	7,555,000	193,718	7,748,718
12/15/2033							
06/15/2034	3,712,757	4.98%	4,052,243	7,765,000	7,765,000	199,103	7,964,103
12/15/2034							
06/15/2035	3,548,307	5.13%	4,431,693	7,980,000	7,980,000	204,615	8,184,615
12/15/2035							
06/15/2036	3,406,989	5.23%	4,788,011	8,195,000	8,195,000	210,128	8,405,128
12/15/2036							
06/15/2037	3,280,021	5.31%	5,144,979	8,425,000	8,425,000	216,026	8,641,026
12/15/2037							
06/15/2038	3,162,277	5.37%	5,492,723	8,655,000	8,655,000	221,923	8,876,923
12/15/2038							
06/15/2039	3,062,516	5.40%	5,827,484	8,890,000	8,890,000	227,949	9,117,949
Total	\$ 119,999,747		\$ 59,915,300	\$ 179,915,047	\$ 179,915,047	\$ 4,838,729	\$ 184,753,775

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 –20 Years, \$130 Million (with 10-year step)



Newberg School District No. 29J
\$129,997,087
General Obligation Bonds, Series 2019
Projected Bond Levy Rates
20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2019
First Coupon:	12/15/2019
Final Maturity	06/15/2039
Term (years):	20.00
Current Market Rates Plus:	1.50%

2018 Property Tax Data (000s)	
Total Assessed Value:	\$ 3,506,171
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 2001)	<u>\$ 3,506,171</u>
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 2001)	<u>\$ 3,506,171</u>

Summary			
Issue Amount:		\$	129,997,087
Current Interest Bonds	68%	\$	88,895,000
Deferred Interest Bonds	32%	\$	41,102,087
Total Interest Cost:		\$	71,390,924
Interest Cost as a Percent of Par:			55%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2019	3.00%	2019	95.0%
2020	3.00%	2020	96.0%
2021	3.00%	2021	96.5%
2022	2.75%	2022	97.0%
Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total Prior Debt	New Bonds	FY Total
2018	\$ 3,506,171	\$ -	\$ -	\$ -
2019	3,611,356	9,158,150	-	9,158,150
2020	3,719,697	2,961,125	6,369,180	9,330,305
2021	3,831,288	2,969,825	6,674,870	9,644,695
2022	3,936,648	-	9,931,077	9,931,077
2023	4,044,906	-	10,254,757	10,254,757
2024	4,156,141	-	10,538,708	10,538,708
2025	4,270,435	-	10,829,490	10,829,490
2026	4,387,871	-	11,125,763	11,125,763
2027	4,508,538	-	11,432,543	11,432,543
2028	4,632,523	-	11,746,087	11,746,087
2029	4,759,917	-	12,068,371	12,068,371
2030	4,890,815	-	8,862,163	8,862,163
2031	5,025,312	-	9,105,000	9,105,000
2032	5,163,508	-	9,355,000	9,355,000
2033	5,305,505	-	9,610,000	9,610,000
2034	5,451,406	-	9,875,000	9,875,000
2035	5,601,320	-	10,150,000	10,150,000
2036	5,755,356	-	10,425,000	10,425,000
2037	5,913,628	-	10,715,000	10,715,000
2038	6,076,253	-	11,010,000	11,010,000
2039	6,243,350	-	11,310,000	11,310,000
		<u>\$ 15,089,100</u>	<u>\$ 201,388,011</u>	

Projected Levy Rates ⁽¹⁾		
\$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 3.14	\$ -	\$ 3.14
2.60	-	2.60
0.82	1.78	2.60
0.80	1.81	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	2.60	2.60
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86
-	1.86	1.86

(1) Includes estimated delinquencies. Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) 2018 prior debt rate shown is actual rate levied.

Newberg School District No. 29J
Projected Debt Service Schedule
\$129,997,087
General Obligation Bonds, Series 2019
20 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 1,467,090	\$ 1,467,090	\$ -	\$ -	\$ -
06/15/2020	3,435,000	2.60%	1,467,090	4,902,090	6,369,180	265,383	6,634,563
12/15/2020			1,422,435	1,422,435			
06/15/2021	3,830,000	2.71%	1,422,435	5,252,435	6,674,870	242,094	6,916,964
12/15/2021			1,370,539	1,370,539			
06/15/2022	7,190,000	2.80%	1,370,539	8,560,539	9,931,077	307,147	10,238,224
12/15/2022			1,269,879	1,269,879			
06/15/2023	7,715,000	2.93%	1,269,879	8,984,879	10,254,757	262,942	10,517,700
12/15/2023			1,156,854	1,156,854			
06/15/2024	8,225,000	3.03%	1,156,854	9,381,854	10,538,708	270,223	10,808,931
12/15/2024			1,032,245	1,032,245			
06/15/2025	8,765,000	3.18%	1,032,245	9,797,245	10,829,490	277,679	11,107,170
12/15/2025			892,882	892,882			
06/15/2026	9,340,000	3.30%	892,882	10,232,882	11,125,763	285,276	11,411,039
12/15/2026			738,772	738,772			
06/15/2027	9,955,000	3.43%	738,772	10,693,772	11,432,543	293,142	11,725,685
12/15/2027			568,043	568,043			
06/15/2028	10,610,000	3.56%	568,043	11,178,043	11,746,087	301,182	12,047,269
12/15/2028			379,185	379,185			
06/15/2029	11,310,000	3.68%	379,185	11,689,185	12,068,371	309,445	12,377,816
12/15/2029			171,081	171,081			
06/15/2030	8,520,000	4.02%	171,081	8,691,081	8,862,163	227,235	9,089,398
12/15/2030							
06/15/2031	5,362,845	4.46%	3,742,155	9,105,000	9,105,000	233,462	9,338,462
12/15/2031							
06/15/2032	5,146,560	4.65%	4,208,440	9,355,000	9,355,000	239,872	9,594,872
12/15/2032							
06/15/2033	4,933,294	4.82%	4,676,707	9,610,000	9,610,000	246,410	9,856,410
12/15/2033							
06/15/2034	4,721,633	4.98%	5,153,368	9,875,000	9,875,000	253,205	10,128,205
12/15/2034							
06/15/2035	4,513,198	5.13%	5,636,803	10,150,000	10,150,000	260,256	10,410,256
12/15/2035							
06/15/2036	4,334,090	5.23%	6,090,911	10,425,000	10,425,000	267,308	10,692,308
12/15/2036							
06/15/2037	4,171,564	5.31%	6,543,436	10,715,000	10,715,000	274,744	10,989,744
12/15/2037							
06/15/2038	4,022,724	5.37%	6,987,276	11,010,000	11,010,000	282,308	11,292,308
12/15/2038							
06/15/2039	3,896,182	5.40%	7,413,818	11,310,000	11,310,000	290,000	11,600,000
Total	\$ 129,997,087		\$ 71,390,924	\$ 201,388,011	\$ 201,388,011	\$ 5,389,312	\$ 206,777,323

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

School District Levy Rates in Neighboring Districts

District	2018 Extended ADMw	Assessed Value (Net of Urban Renewal)	2018 Levy Rates			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
Gladstone SD 115	2,424.09	838,314,001	4.8650	-	4.5040	9.3690
Sherwood SD 88J	6,157.42	3,200,521,261	4.8123	-	4.3307	9.1430
West Linn-Wilsonville SD 3J	11,107.75	7,378,129,941	4.8684	1.5000	2.7050	9.0734
St. Paul SD 45	415.94	162,649,117	4.7763	-	3.3397	8.1160
Beaverton SD 48J	49,290.66	28,769,392,352	4.6930	1.2500	2.1097	8.0527
Dayton SD 8	1,198.70	458,582,195	5.0892	-	2.9532	8.0424
Mt. Angel SD 91	1,008.33	250,813,750	4.6268	-	3.3443	7.9711
Lake Oswego SD 7J	7,852.46	7,731,348,056	4.4707	1.3900	2.0888	7.9495
Forest Grove SD 15	7,721.73	2,514,787,323	4.9142	-	2.9263	7.8405
Newberg SD 29J	6,070.83	3,506,170,819	4.6616	-	3.1420	7.8036
Tigard-Tualatin SD 23J	15,097.94	11,075,162,537	4.9892	1.0000	1.7761	7.7653
Sheridan SD 48J	1,260.93	320,596,401	4.7882	-	2.9338	7.7220
North Clackamas SD 12	20,769.53	13,561,682,738	4.8701	-	2.3542	7.2243
Hillsboro SD 1J	25,287.98	15,309,595,582	4.9749	-	2.1763	7.1512
Gaston SD 511J	739.70	248,743,113	5.0494	-	2.0342	7.0836
Yamhill-Carlton SD 1	1,191.68	667,298,085	4.7818	-	2.2804	7.0622
Banks SD 13	1,365.11	599,487,434	5.0152	-	2.0405	7.0557
Woodburn SD 103	7,742.51	1,830,530,557	4.5247	-	2.3895	6.9142
Oregon Trail SD 46	5,078.90	3,204,250,285	4.6397	-	2.2594	6.8991
Canby SD 86	5,794.85	3,133,630,904	4.5765	-	2.2023	6.7788
McMinnville SD 40	8,213.80	3,323,734,926	4.1494	-	2.6044	6.7538
Silver Falls SD 4J	4,491.34	1,746,689,243	4.5458	-	2.1770	6.7228
Amity SD 4J	1,063.58	369,831,606	4.7796	-	1.6602	6.4398
Jefferson SD 14J	1,112.67	467,780,670	4.8468	-	1.4441	6.2909
Oregon City SD 62	9,442.99	5,373,369,418	4.9629	-	1.1403	6.1032
Salem-Keizer SD 24J	53,293.14	17,897,753,010	4.5210	-	1.5608	6.0818
Cascade SD 5	2,765.80	1,121,884,793	4.6405	-	1.3604	6.0009
Willamina SD 30J	1,109.32	405,910,183	5.0022	-	0.5789	5.5811
North Santiam SD 29J	2,725.05	1,357,750,111	4.3973	-	1.1754	5.5727
Colton SD 53	805.29	365,354,765	4.9801	-	0.4328	5.4129
Estacada SD 108	3,306.50	1,478,404,056	4.1476	-	1.2568	5.4044
Molalla River SD 35	3,154.37	1,764,687,522	4.7001	-	-	4.7001
North Marion SD 15	2,387.91	1,004,481,806	3.3333	-	1.3319	4.6652
Gervais SD 1	1,420.83	537,306,667	4.6427	-	-	4.6427



Newberg School District No. 29J

General Obligation Bonds, Series 2019 Levy Rate Analysis

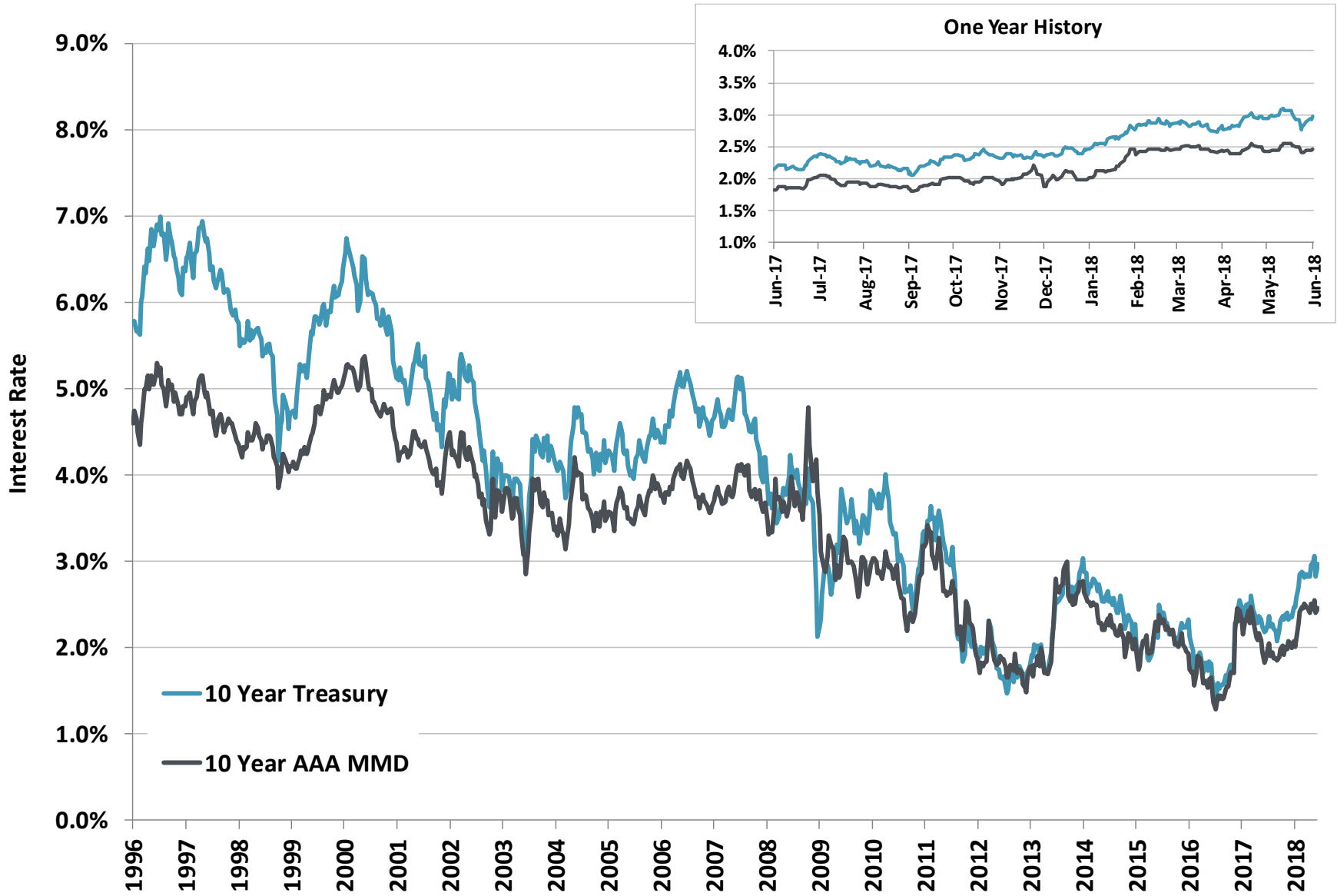
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June 12, 2018

HISTORICAL INTEREST RATES

10 Year Tax-Exempt (AAA MMD) vs. 10 Year Treasury Rates



NEWBERG SCHOOL DISTRICT NO. 29J
Historical Property Values

Fiscal Year	M5 Real Market Value	Total Assessed Value	% AV Growth
2018	\$ 5,148,891,169	\$ 3,506,170,819	4.05%
2017	4,594,564,261	3,369,593,696	5.30%
2016	4,096,848,786	3,199,908,305	4.30%
2015	3,948,178,719	3,068,093,465	5.30%
2014	3,571,763,474	2,913,638,423	2.81%
2013	3,482,306,093	2,833,987,921	3.05%
2012	3,633,273,993	2,750,159,657	0.19%
2011	4,078,365,230	2,744,814,130	4.71%
2010	4,197,568,704	2,621,418,044	4.83%
2009	4,483,969,169	2,500,602,470	6.50%
2008	4,311,248,071	2,347,935,212	2.30%
2007	3,743,935,229	2,295,130,512	5.12%
2006	3,002,030,107	2,183,393,609	8.23%
2005	2,680,186,292	2,017,408,393	8.26%
2004	2,380,646,124	1,863,461,065	1.87%
2003	2,313,733,888	1,829,224,195	7.65%
2002	2,167,842,780	1,699,295,658	4.40%
2001	2,108,850,038	1,627,701,871	--

Source: Yamhill, Washington and Clackamas Counties Departments of Assessment and Taxation

Urban Renewal Excess

When urban renewal areas are created, they are designated as either “standard” or “reduced” rate plans and the type determines the assessed value against which general obligation bonds are levied. General obligation bonds cannot be levied on the excess assessed value in standard rate plan areas. Alternatively, general obligation bonds can be levied on the excess assessed value in reduced rate plan areas, if the bonds were approved at an election after October 6, 2001.

Urban Renewal Excess - 2018			
Reduced Rate			
Plan Area	County	Amount	
n/a		\$	-
Total Reduced Rate Urban Renewal Excess:		\$	-
Standard Rate			
Plan Area	County	Amount	
n/a		\$	-
Total Standard Rate Urban Renewal Excess:		\$	-

2018 Assessed Value for Bond Levies	
Total Assessed Value:	\$ 3,506,170,819
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 10/6/01):	3,506,170,819
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 10/6/01):	\$ 3,506,170,819

NEWBERG SCHOOL DISTRICT NO. 29J
Outstanding General Obligation Bonds

Purpose	Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
General Obligation Bonds:				
<i>New Money</i>				
Series 1998 New elem. school, land acquisition, planning and design	06/01/98	06/15/11	\$ 22,630,000	\$ -
Series 2002* Technology, roofing, existing school improvements	12/15/02	06/15/12	46,300,000	-
Series 2011 Upgrade school facilities and increase energy efficiency	07/12/11	06/15/19	27,140,000	12,474,250
<i>Refunding Bonds</i>				
Series 2005 Adv. Refund 2002 GO Bonds	04/04/05	06/15/21	35,645,000	10,110,000
Total General Obligation Bonds				<u>\$ 22,584,250</u>

*Refunded.

Legal General Obligation Debt Capacity

M5 Real Market Value (Fiscal Year 2018)	\$ 5,148,891,169
Debt Capacity	
General Obligation Debt Capacity (7.95% of Real Market Value)	\$ 409,336,848
Less: Outstanding Debt Subject to Limit	<u>(22,584,250)</u>
Remaining General Obligation Debt Capacity	\$ 386,752,598
Percent of Capacity Issued	5.52%

NEWBERG SCHOOL DISTRICT NO. 29J

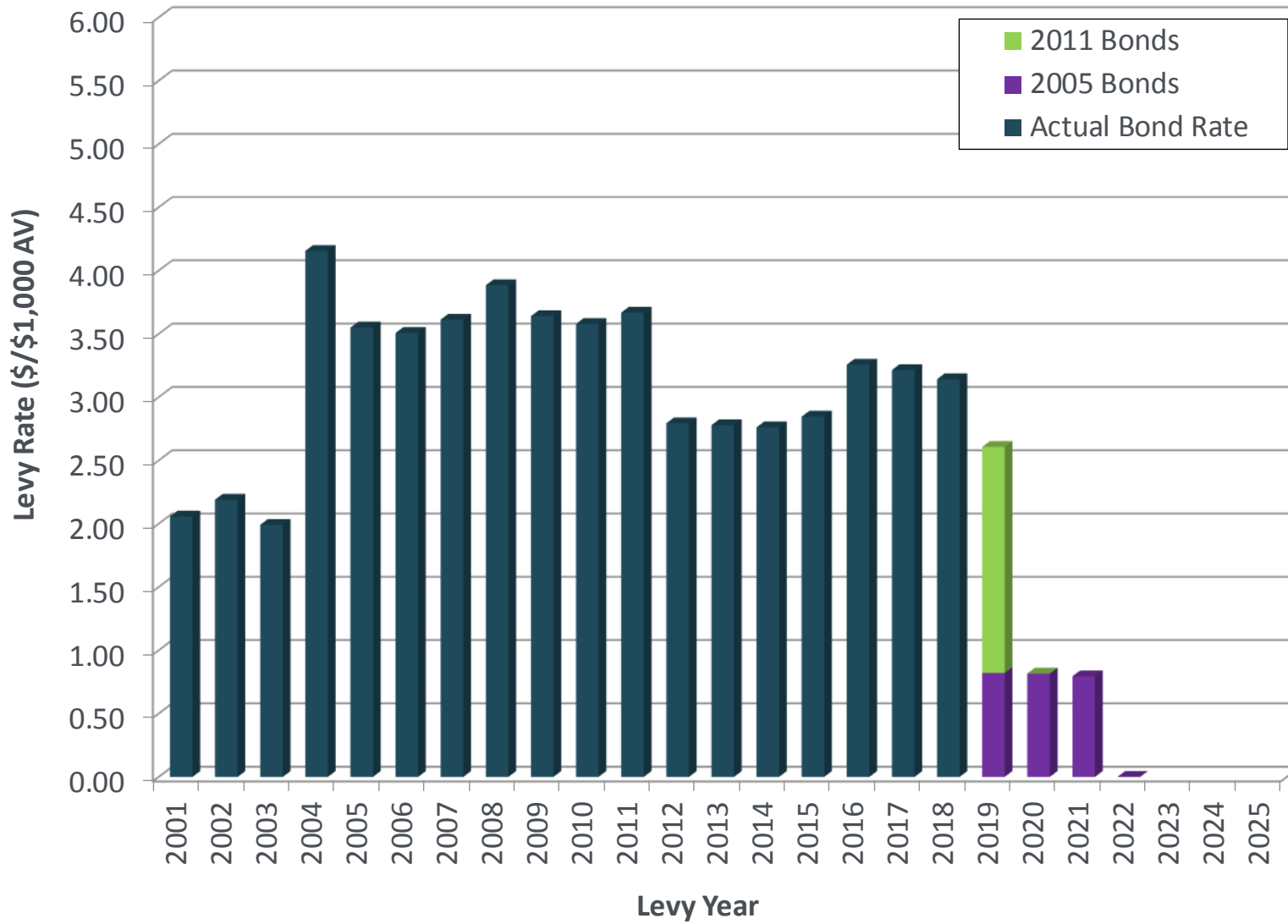
Outstanding General Obligation Bonds – Actual and Projected Levy Rates

		Outstanding General Obligation Bonds									
Fiscal Year	Debt Service					Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected	Projected Bond Rate	
	1998 Bonds	2002 Bonds	2005 Bonds	2011 Bonds*	Total						
Actual	2001	\$ 1,277,735	\$ -	\$ -	\$ -	\$ 1,277,735	\$ 1,627,701,871	--	\$ 2.0571		
	2002	1,273,135	-	-	-	1,273,135	1,699,295,658	4.40%	2.1905		
	2003	1,273,420	-	-	-	1,273,420	1,829,224,195	7.65%	1.9909		
	2004	1,268,440	-	-	-	1,268,440	1,863,461,065	1.87%	4.1550		
	2005	1,268,400	985,344	909,410	-	3,163,154	2,017,408,393	8.26%	3.5499		
	2006	1,263,025	1,356,988	1,805,863	-	4,425,875	2,183,393,609	8.23%	3.5070		
	2007	4,632,588	749,763	1,840,863	-	7,223,213	2,295,130,512	5.12%	3.6123		
	2008	4,803,588	1,659,368	2,019,813	-	8,482,768	2,347,935,212	2.30%	3.8838		
	2009	5,048,375	1,619,325	2,142,825	-	8,810,525	2,500,602,470	6.50%	3.6400		
	2010	5,309,575	1,572,250	2,186,613	-	9,068,438	2,621,418,044	4.83%	3.5787		
	2011	5,583,600	1,515,000	2,272,613	-	9,371,213	2,744,814,130	4.71%	3.6674		
	2012	-	1,937,250	3,287,613	2,379,250	7,604,113	2,750,159,657	0.19%	2.7937		
	2013	-	-	5,376,013	2,569,500	7,945,513	2,833,987,921	3.05%	2.7784		
	2014	-	-	5,485,013	2,641,400	8,126,413	2,913,638,423	2.81%	2.7621		
	2015	-	-	5,646,513	2,758,200	8,404,713	3,068,093,465	5.30%	2.8462		
	2016	-	-	5,791,550	2,785,950	8,577,500	3,199,908,305	4.30%	3.2568		
	2017	-	-	6,094,800	2,674,775	8,769,575	3,369,593,696	5.30%	3.2139		
Current	2018	-	-	2,736,050	6,226,679	8,962,729	3,506,170,819	4.05%	3.1420		
Projected	2019	-	-	2,891,150	6,286,429	9,177,579	3,611,355,944	3.00%		97.5%	2.61
	2020	-	-	2,961,125	-	2,961,125	3,719,696,622	3.00%		97.5%	0.82
	2021	-	-	2,969,825	-	2,969,825	3,831,287,521	3.00%		97.5%	0.80
	2022	-	-	-	-	-	3,936,647,927	2.75%		97.5%	-
	2023	-	-	-	-	-	4,044,905,745	2.75%		97.5%	-
	2024	-	-	-	-	-	4,156,140,653	2.75%		97.5%	-
	2025	-	-	-	-	-	4,270,434,521	2.75%		97.5%	-

*Net debt service after federal direct subsidy on 2011B QSCB, assuming 6.6% reduction in subsidy due to federal sequestration.

NEWBERG SCHOOL DISTRICT NO. 29J

Outstanding General Obligation Bonds – Actual and Projected Levy Rates



NEWBERG SCHOOL DISTRICT NO. 29J

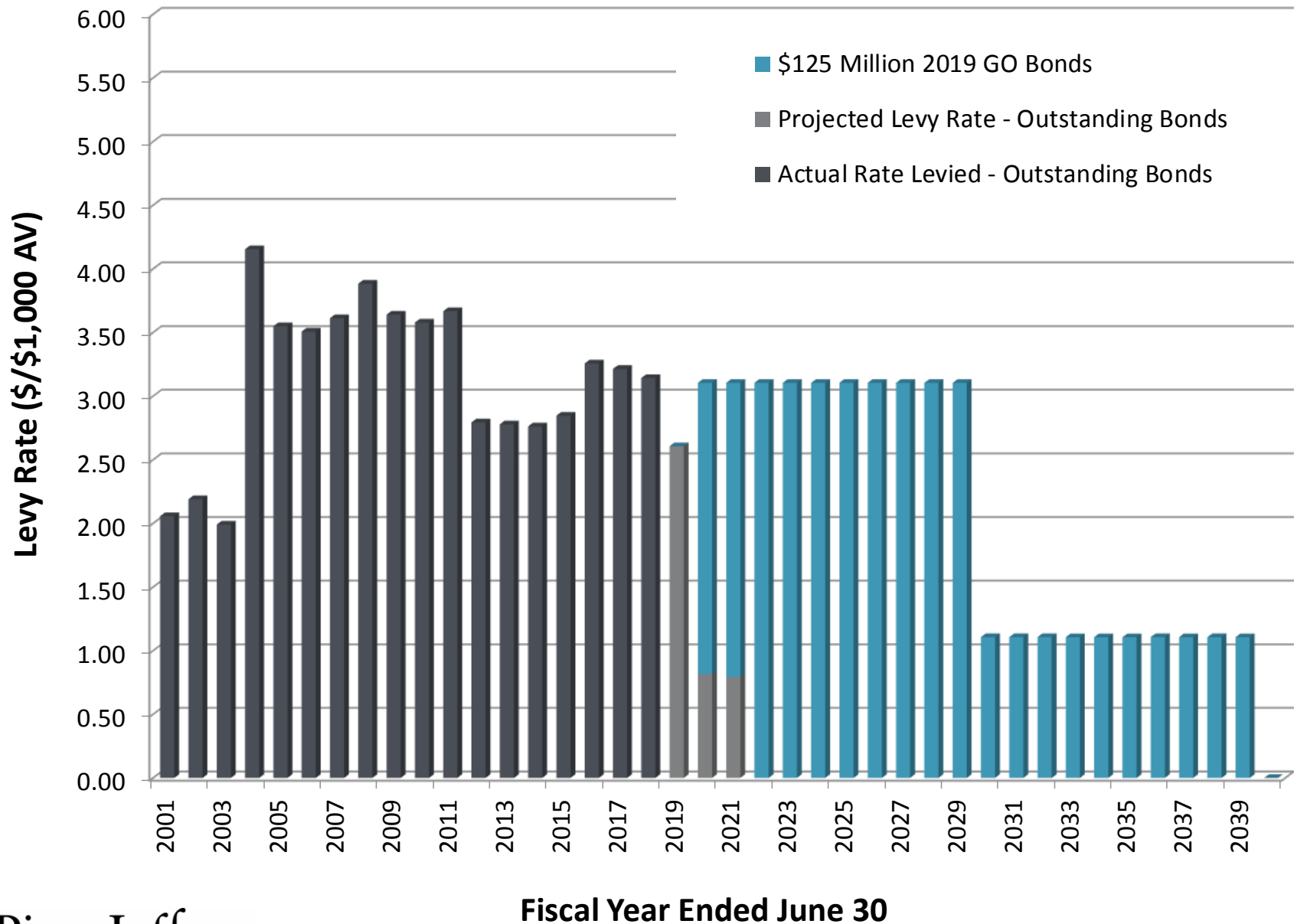
General Obligation Bonds, Series 2019 – Summary of Structuring Scenarios

20 Year Term (w/ 10-Year Projected Levy Step of ~\$2.00)							
Structure	\$125 Million			\$150 Million		\$175 Million	
Par Amount							
Current Interest Bonds	\$ 125,000,000			\$ 150,000,000		\$ 175,000,000	
Deferred Interest Bonds	-			-		-	
Total Par Amount	\$ 125,000,000			\$ 150,000,000		\$ 175,000,000	
% Current Interest Bonds	100%			100%		100%	
% Deferred Interest Bonds	0%			0%		0%	
Dated Date	6/15/2019			6/15/2019		6/15/2019	
Final Maturity	6/15/2039			6/15/2039		6/15/2039	
Amortization Period	20 Years			20 Years		20 Years	
Projected Levy Rates*							
	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2018.....	\$ 3.14	\$ -	\$ 3.14	\$ -	\$ 3.14	\$ -	\$ 3.14
2019.....	2.61	-	2.61	-	2.61	-	2.61
2020-2021.....	0.81	2.30	3.10	2.73	3.54	3.16	3.97
2022-2029.....	-	3.10	3.10	3.54	3.54	3.97	3.97
2030-2039.....	-	1.11	1.11	1.54	1.54	1.97	1.97
Interest Estimates							
Cushion over Current Interest Rates	+ 1.00%			+ 1.00%		+ 1.00%	
True Interest Cost (TIC)**	4.33%			4.39%		4.44%	
Total Interest	\$56,588,763			\$72,619,266		\$88,651,711	
Total Interest as % of Par	45%			48%		51%	

* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 – 20 Years, \$125 Million (with 10-year step)



Newberg School District No. 29J
\$125,000,000
General Obligation Bonds, Series 2019
Projected Bond Levy Rates
20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2019
First Coupon:	12/15/2019
Final Maturity:	06/15/2039
Term (years):	20.00
Current Market Rates Plus:	1.00%

2018 Property Tax Data (000s)	
Total Assessed Value:	\$ 3,506,171
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 2001):	\$ 3,506,171
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 2001):	\$ 3,506,171

Summary			
Issue Amount:		\$	125,000,000
Current Interest Bonds	100%	\$	125,000,000
Deferred Interest Bonds	0%	\$	-
Total Interest Cost:		\$	56,588,763
Interest Cost as a Percent of Par:			45%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2019	3.00%	2019	96.0%
2020	3.00%	2020	96.5%
2021	3.00%	2021	97.0%
2022	2.75%	2022	97.5%
Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total		FY
		Prior Debt	New Bonds	Total
2018	\$ 3,506,171	\$ 8,962,729	\$ -	\$ 8,962,729
2019	3,611,356	9,177,579	-	9,177,579
2020	3,719,697	2,961,125	8,213,691	11,174,816
2021	3,831,288	2,969,825	8,583,189	11,553,014
2022	3,936,648	-	11,916,761	11,916,761
2023	4,044,906	-	12,244,099	12,244,099
2024	4,156,141	-	12,577,351	12,577,351
2025	4,270,435	-	12,927,163	12,927,163
2026	4,387,871	-	13,282,140	13,282,140
2027	4,508,538	-	13,644,842	13,644,842
2028	4,632,523	-	14,020,714	14,020,714
2029	4,759,917	-	14,404,639	14,404,639
2030	4,890,815	-	5,274,933	5,274,933
2031	5,025,312	-	5,421,588	5,421,588
2032	5,163,508	-	5,570,349	5,570,349
2033	5,305,505	-	5,720,949	5,720,949
2034	5,451,406	-	5,877,378	5,877,378
2035	5,601,320	-	6,038,512	6,038,512
2036	5,755,356	-	6,207,342	6,207,342
2037	5,913,628	-	6,377,480	6,377,480
2038	6,076,253	-	6,552,961	6,552,961
2039	6,243,350	-	6,732,683	6,732,683
		\$ 24,071,258	\$ 181,588,763	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 3.14	\$ -	\$ 3.14
2.61	-	2.61
0.82	2.29	3.10
0.80	2.31	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	3.10	3.10
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11
-	1.11	1.11

(1) Includes estimated delinquencies. Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.
(2) 2018 prior debt rate shown is actual rate levied.

Newberg School District No. 29J
Projected Debt Service Schedule
\$125,000,000
General Obligation Bonds, Series 2019
20 Year Issue

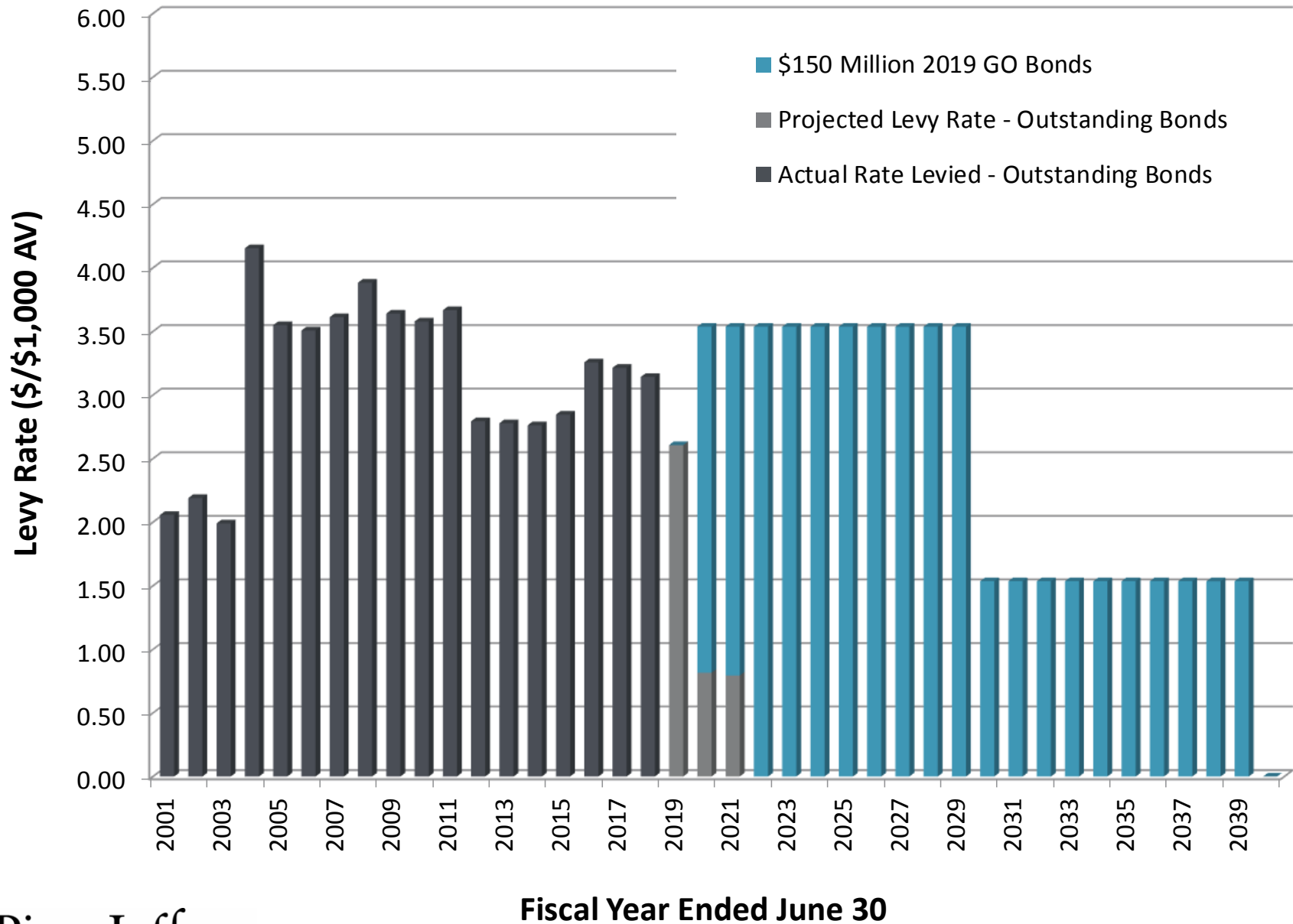
Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 3,809,215	\$ 3,809,215	\$ -	\$ -	\$ -
06/15/2020	1,865,000	2.99%	2,539,476	4,404,476	8,213,691	297,906	8,511,597
12/15/2020			2,511,595	2,511,595			
06/15/2021	3,560,000	3.13%	2,511,595	6,071,595	8,583,189	265,459	8,848,649
12/15/2021			2,455,881	2,455,881			
06/15/2022	7,005,000	3.25%	2,455,881	9,460,881	11,916,761	305,558	12,222,319
12/15/2022			2,342,049	2,342,049			
06/15/2023	7,560,000	3.33%	2,342,049	9,902,049	12,244,099	313,951	12,558,050
12/15/2023			2,216,175	2,216,175			
06/15/2024	8,145,000	3.44%	2,216,175	10,361,175	12,577,351	322,496	12,899,847
12/15/2024			2,076,081	2,076,081			
06/15/2025	8,775,000	3.59%	2,076,081	10,851,081	12,927,163	331,466	13,258,629
12/15/2025			1,918,570	1,918,570			
06/15/2026	9,445,000	3.73%	1,918,570	11,363,570	13,282,140	340,568	13,622,708
12/15/2026			1,742,421	1,742,421			
06/15/2027	10,160,000	3.83%	1,742,421	11,902,421	13,644,842	349,868	13,994,710
12/15/2027			1,547,857	1,547,857			
06/15/2028	10,925,000	3.90%	1,547,857	12,472,857	14,020,714	359,505	14,380,219
12/15/2028			1,334,819	1,334,819			
06/15/2029	11,735,000	3.96%	1,334,819	13,069,819	14,404,639	369,350	14,773,989
12/15/2029			1,102,466	1,102,466			
06/15/2030	3,070,000	4.18%	1,102,466	4,172,466	5,274,933	135,255	5,410,187
12/15/2030			1,038,294	1,038,294			
06/15/2031	3,345,000	4.37%	1,038,294	4,383,294	5,421,588	139,015	5,560,603
12/15/2031			965,174	965,174			
06/15/2032	3,640,000	4.52%	965,174	4,605,174	5,570,349	142,829	5,713,178
12/15/2032			882,975	882,975			
06/15/2033	3,955,000	4.64%	882,975	4,837,975	5,720,949	146,691	5,867,640
12/15/2033			791,189	791,189			
06/15/2034	4,295,000	4.75%	791,189	5,086,189	5,877,378	150,702	6,028,080
12/15/2034			689,256	689,256			
06/15/2035	4,660,000	4.85%	689,256	5,349,256	6,038,512	154,834	6,193,346
12/15/2035			576,171	576,171			
06/15/2036	5,055,000	4.94%	576,171	5,631,171	6,207,342	159,163	6,366,505
12/15/2036			451,240	451,240			
06/15/2037	5,475,000	5.01%	451,240	5,926,240	6,377,480	163,525	6,541,006
12/15/2037			313,980	313,980			
06/15/2038	5,925,000	5.07%	313,980	6,238,980	6,552,961	168,025	6,720,985
12/15/2038			163,842	163,842			
06/15/2039	6,405,000	5.12%	163,842	6,568,842	6,732,683	172,633	6,905,316
Total	\$ 125,000,000		\$ 56,588,763	\$ 181,588,763	\$ 181,588,763	\$ 4,788,798	\$ 186,377,562

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 – 20 Years, \$150 Million (with 10-year step)



Newberg School District No. 29J

\$150,000,000

General Obligation Bonds, Series 2019

Projected Bond Levy Rates

20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2019
First Coupon:	12/15/2019
Final Maturity	06/15/2039
Term (years):	20.00
Current Market Rates Plus:	1.00%

2018 Property Tax Data (000s)	
Total Assessed Value:	\$ 3,506,171
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 2001):	\$ 3,506,171
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 2001):	\$ 3,506,171

Summary	
Issue Amount:	\$ 150,000,000
Current Interest Bonds	100% \$ 150,000,000
Deferred Interest Bonds	0%
Total Interest Cost:	\$ 72,619,266
Interest Cost as a Percent of Par:	48%

Structuring Assumptions				
	<u>AV Growth</u>		<u>Tax Collections⁽¹⁾</u>	
	2019	3.00%	2019	96.0%
	2020	3.00%	2020	96.5%
	2021	3.00%	2021	97.0%
	2022	2.75%	2022	97.5%
	Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements			Projected Levy Rates ⁽¹⁾		
		Total Prior Debt	New Bonds	FY Total	\$/\$1,000 AV		
					Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
2018	\$ 3,506,171	\$ 8,962,729	\$ -	\$ 8,962,729	\$ 3.14	\$ -	\$ 3.14
2019	3,611,356	9,177,579	-	9,177,579	2.61	-	2.61
2020	3,719,697	2,961,125	9,766,196	12,727,321	0.82	2.72	3.54
2021	3,831,288	2,969,825	10,191,559	13,161,384	0.80	2.74	3.54
2022	3,936,648	-	13,574,637	13,574,637	-	3.54	3.54
2023	4,044,906	-	13,948,775	13,948,775	-	3.54	3.54
2024	4,156,141	-	14,331,214	14,331,214	-	3.54	3.54
2025	4,270,435	-	14,727,118	14,727,118	-	3.54	3.54
2026	4,387,871	-	15,129,632	15,129,632	-	3.54	3.54
2027	4,508,538	-	15,546,002	15,546,002	-	3.54	3.54
2028	4,632,523	-	15,976,446	15,976,446	-	3.54	3.54
2029	4,759,917	-	16,415,786	16,415,786	-	3.54	3.54
2030	4,890,815	-	7,327,124	7,327,124	-	1.54	1.54
2031	5,025,312	-	7,528,821	7,528,821	-	1.54	1.54
2032	5,163,508	-	7,730,748	7,730,748	-	1.54	1.54
2033	5,305,505	-	7,947,666	7,947,666	-	1.54	1.54
2034	5,451,406	-	8,162,615	8,162,615	-	1.54	1.54
2035	5,601,320	-	8,389,482	8,389,482	-	1.54	1.54
2036	5,755,356	-	8,620,222	8,620,222	-	1.54	1.54
2037	5,913,628	-	8,858,233	8,858,233	-	1.54	1.54
2038	6,076,253	-	9,096,914	9,096,914	-	1.54	1.54
2039	6,243,350	-	9,350,073	9,350,073	-	1.54	1.54
		\$ 24,071,258	\$ 222,619,266				

(1) Includes estimated delinquencies. Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) 2018 prior debt rate shown is actual rate levied.

Newberg School District No. 29J
Projected Debt Service Schedule
\$150,000,000
General Obligation Bonds, Series 2019
20 Year Issue

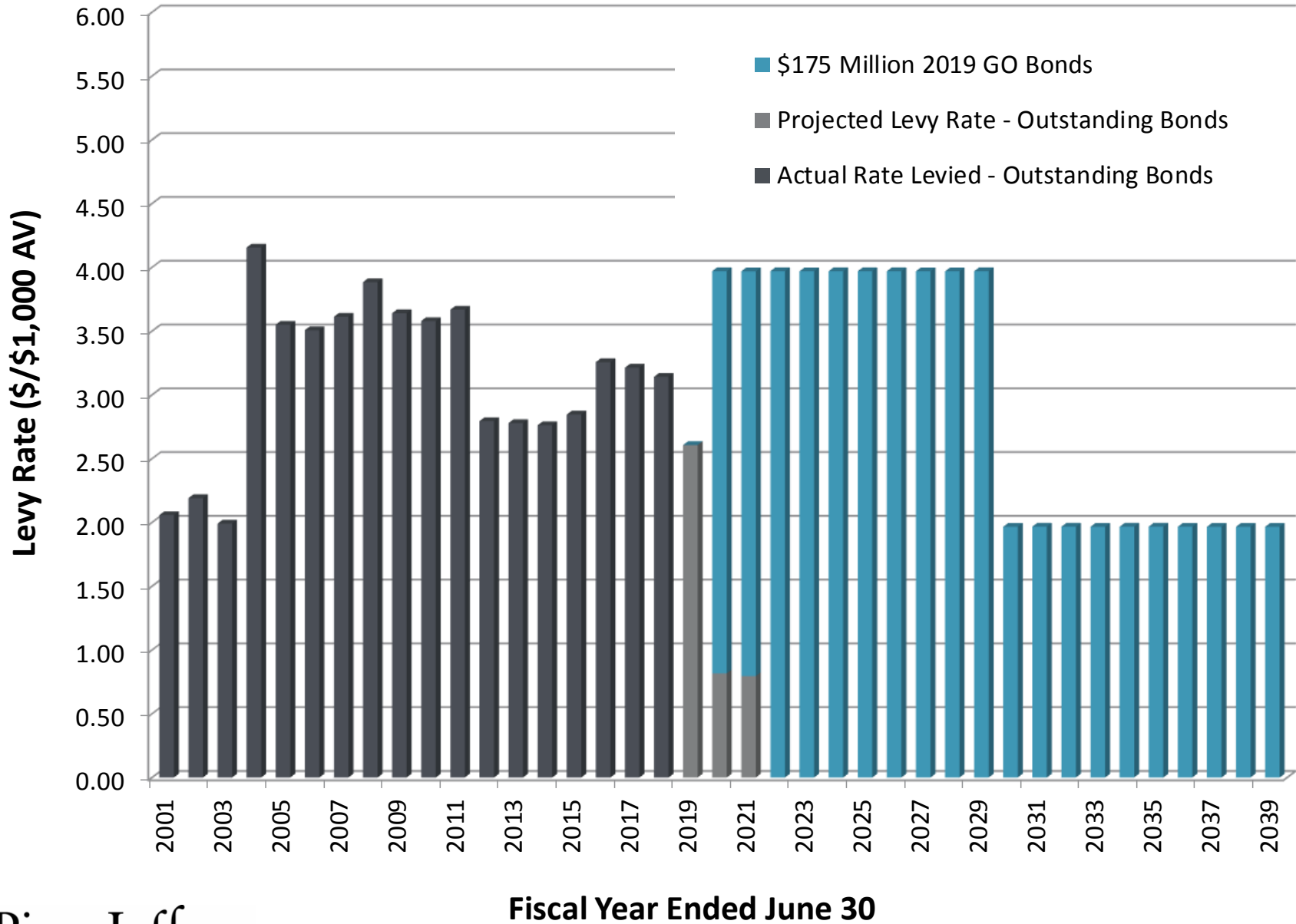
Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 4,647,718	\$ 4,647,718	\$ -	\$ -	\$ -
06/15/2020	2,020,000	2.99%	3,098,478	5,118,478	9,766,196	354,214	10,120,411
12/15/2020			3,068,279	3,068,279			
06/15/2021	4,055,000	3.13%	3,068,279	7,123,279	10,191,559	315,203	10,506,762
12/15/2021			3,004,819	3,004,819			
06/15/2022	7,565,000	3.25%	3,004,819	10,569,819	13,574,637	348,068	13,922,705
12/15/2022			2,881,887	2,881,887			
06/15/2023	8,185,000	3.33%	2,881,887	11,066,887	13,948,775	357,661	14,306,436
12/15/2023			2,745,607	2,745,607			
06/15/2024	8,840,000	3.44%	2,745,607	11,585,607	14,331,214	367,467	14,698,682
12/15/2024			2,593,559	2,593,559			
06/15/2025	9,540,000	3.59%	2,593,559	12,133,559	14,727,118	377,618	15,104,737
12/15/2025			2,422,316	2,422,316			
06/15/2026	10,285,000	3.73%	2,422,316	12,707,316	15,129,632	387,939	15,517,572
12/15/2026			2,230,501	2,230,501			
06/15/2027	11,085,000	3.83%	2,230,501	13,315,501	15,546,002	398,615	15,944,617
12/15/2027			2,018,223	2,018,223			
06/15/2028	11,940,000	3.90%	2,018,223	13,958,223	15,976,446	409,652	16,386,099
12/15/2028			1,785,393	1,785,393			
06/15/2029	12,845,000	3.96%	1,785,393	14,630,393	16,415,786	420,918	16,836,704
12/15/2029			1,531,062	1,531,062			
06/15/2030	4,265,000	4.18%	1,531,062	5,796,062	7,327,124	187,875	7,514,999
12/15/2030			1,441,910	1,441,910			
06/15/2031	4,645,000	4.37%	1,441,910	6,086,910	7,528,821	193,047	7,721,868
12/15/2031			1,340,374	1,340,374			
06/15/2032	5,050,000	4.52%	1,340,374	6,390,374	7,730,748	198,224	7,928,972
12/15/2032			1,226,333	1,226,333			
06/15/2033	5,495,000	4.64%	1,226,333	6,721,333	7,947,666	203,786	8,151,452
12/15/2033			1,098,808	1,098,808			
06/15/2034	5,965,000	4.75%	1,098,808	7,063,808	8,162,615	209,298	8,371,913
12/15/2034			957,241	957,241			
06/15/2035	6,475,000	4.85%	957,241	7,432,241	8,389,482	215,115	8,604,597
12/15/2035			800,111	800,111			
06/15/2036	7,020,000	4.94%	800,111	7,820,111	8,620,222	221,031	8,841,253
12/15/2036			626,617	626,617			
06/15/2037	7,605,000	5.01%	626,617	8,231,617	8,858,233	227,134	9,085,367
12/15/2037			435,957	435,957			
06/15/2038	8,225,000	5.07%	435,957	8,660,957	9,096,914	233,254	9,330,168
12/15/2038			227,536	227,536			
06/15/2039	8,895,000	5.12%	227,536	9,122,536	9,350,073	239,745	9,589,818
Total	\$ 150,000,000		\$ 72,619,266	\$ 222,619,266	\$ 222,619,266	\$ 5,865,866	\$ 228,485,132

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

General Obligation Bonds, Series 2019 – 20 Years, \$175 Million (with 10-year step)



Newberg School District No. 29J
\$175,000,000
General Obligation Bonds, Series 2019
Projected Bond Levy Rates
20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2019
First Coupon:	12/15/2019
Final Maturity:	06/15/2039
Term (years):	20.00
Current Market Rates Plus:	1.00%

2018 Property Tax Data (000s)	
Total Assessed Value:	\$ 3,506,171
Less Standard Rate Urban Renewal Value:	-
Assessed Value (Bonds Approved After 2001):	\$ 3,506,171
Less Reduced Rate Urban Renewal Value:	-
Net Assessed Value (Bonds Approved Before 2001):	\$ 3,506,171

Summary			
Issue Amount:		\$	175,000,000
Current Interest Bonds	100%	\$	175,000,000
Deferred Interest Bonds	0%	\$	-
Total Interest Cost:		\$	88,651,711
Interest Cost as a Percent of Par:			51%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2019	3.00%	2019	96.0%
2020	3.00%	2020	96.5%
2021	3.00%	2021	97.0%
2022	2.75%	2022	97.5%
Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total Prior Debt	New Bonds	FY Total
2018	\$ 3,506,171	\$ 8,962,729	\$ -	\$ 8,962,729
2019	3,611,356	9,177,579	-	9,177,579
2020	3,719,697	2,961,125	11,318,764	14,279,889
2021	3,831,288	2,969,825	11,794,979	14,764,804
2022	3,936,648	-	15,237,720	15,237,720
2023	4,044,906	-	15,653,495	15,653,495
2024	4,156,141	-	16,085,122	16,085,122
2025	4,270,435	-	16,527,118	16,527,118
2026	4,387,871	-	16,982,169	16,982,169
2027	4,508,538	-	17,447,020	17,447,020
2028	4,632,523	-	17,927,037	17,927,037
2029	4,759,917	-	18,421,987	18,421,987
2030	4,890,815	-	9,374,567	9,374,567
2031	5,025,312	-	9,636,514	9,636,514
2032	5,163,508	-	9,901,606	9,901,606
2033	5,305,505	-	10,169,391	10,169,391
2034	5,451,406	-	10,453,093	10,453,093
2035	5,601,320	-	10,740,454	10,740,454
2036	5,755,356	-	11,033,105	11,033,105
2037	5,913,628	-	11,333,988	11,333,988
2038	6,076,253	-	11,646,120	11,646,120
2039	6,243,350	-	11,967,462	11,967,462
		\$ 24,071,258	\$ 263,651,711	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 3.14	\$ -	\$ 3.14
2.61	-	2.61
0.82	3.15	3.97
0.80	3.17	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97
-	3.97	3.97

(1) Includes estimated delinquencies. Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.
(2) 2018 prior debt rate shown is actual rate levied.

Newberg School District No. 29J
Projected Debt Service Schedule
\$175,000,000
General Obligation Bonds, Series 2019
20 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2019			\$ 5,486,258	\$ 5,486,258	\$ -	\$ -	\$ -
06/15/2020	2,175,000	2.99%	3,657,506	5,832,506	11,318,764	410,525	11,729,289
12/15/2020			3,624,989	3,624,989			
06/15/2021	4,545,000	3.13%	3,624,989	8,169,989	11,794,979	364,793	12,159,772
12/15/2021			3,553,860	3,553,860			
06/15/2022	8,130,000	3.25%	3,553,860	11,683,860	15,237,720	390,711	15,628,431
12/15/2022			3,421,748	3,421,748			
06/15/2023	8,810,000	3.33%	3,421,748	12,231,748	15,653,495	401,372	16,054,867
12/15/2023			3,275,061	3,275,061			
06/15/2024	9,535,000	3.44%	3,275,061	12,810,061	16,085,122	412,439	16,497,561
12/15/2024			3,111,059	3,111,059			
06/15/2025	10,305,000	3.59%	3,111,059	13,416,059	16,527,118	423,772	16,950,890
12/15/2025			2,926,084	2,926,084			
06/15/2026	11,130,000	3.73%	2,926,084	14,056,084	16,982,169	435,440	17,417,609
12/15/2026			2,718,510	2,718,510			
06/15/2027	12,010,000	3.83%	2,718,510	14,728,510	17,447,020	447,359	17,894,379
12/15/2027			2,488,518	2,488,518			
06/15/2028	12,950,000	3.90%	2,488,518	15,438,518	17,927,037	459,668	18,386,704
12/15/2028			2,235,993	2,235,993			
06/15/2029	13,950,000	3.96%	2,235,993	16,185,993	18,421,987	472,359	18,894,345
12/15/2029			1,959,783	1,959,783			
06/15/2030	5,455,000	4.18%	1,959,783	7,414,783	9,374,567	240,374	9,614,940
12/15/2030			1,845,757	1,845,757			
06/15/2031	5,945,000	4.37%	1,845,757	7,790,757	9,636,514	247,090	9,883,604
12/15/2031			1,715,803	1,715,803			
06/15/2032	6,470,000	4.52%	1,715,803	8,185,803	9,901,606	253,887	10,155,494
12/15/2032			1,569,695	1,569,695			
06/15/2033	7,030,000	4.64%	1,569,695	8,599,695	10,169,391	260,754	10,430,144
12/15/2033			1,406,546	1,406,546			
06/15/2034	7,640,000	4.75%	1,406,546	9,046,546	10,453,093	268,028	10,721,121
12/15/2034			1,225,227	1,225,227			
06/15/2035	8,290,000	4.85%	1,225,227	9,515,227	10,740,454	275,396	11,015,851
12/15/2035			1,024,052	1,024,052			
06/15/2036	8,985,000	4.94%	1,024,052	10,009,052	11,033,105	282,900	11,316,005
12/15/2036			801,994	801,994			
06/15/2037	9,730,000	5.01%	801,994	10,531,994	11,333,988	290,615	11,624,603
12/15/2037			558,060	558,060			
06/15/2038	10,530,000	5.07%	558,060	11,088,060	11,646,120	298,618	11,944,739
12/15/2038			291,231	291,231			
06/15/2039	11,385,000	5.12%	291,231	11,676,231	11,967,462	306,858	12,274,320
Total	\$ 175,000,000		\$ 88,651,711	\$ 263,651,711	\$ 263,651,711	\$ 6,942,958	\$ 270,594,669

(1) Beginning in FY 2020 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

NEWBERG SCHOOL DISTRICT NO. 29J

School District Levy Rates in Neighboring Districts

District	2018 Extended ADMw	Assessed Value (Net of Urban Renewal)	2018 Levy Rates			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
Gladstone SD 115	2,424.09	838,314,001	4.8650	-	4.5040	9.3690
Sherwood SD 88J	6,157.42	3,200,521,261	4.8123	-	4.3307	9.1430
West Linn-Wilsonville SD 3J	11,107.75	7,378,129,941	4.8684	1.5000	2.7050	9.0734
St. Paul SD 45	415.94	162,649,117	4.7763	-	3.3397	8.1160
Beaverton SD 48J	49,290.66	28,769,392,352	4.6930	1.2500	2.1097	8.0527
Dayton SD 8	1,198.70	458,582,195	5.0892	-	2.9532	8.0424
Mt. Angel SD 91	1,008.33	250,813,750	4.6268	-	3.3443	7.9711
Lake Oswego SD 7J	7,852.46	7,731,348,056	4.4707	1.3900	2.0888	7.9495
Forest Grove SD 15	7,721.73	2,514,787,323	4.9142	-	2.9263	7.8405
Newberg SD 29J	6,070.83	3,506,170,819	4.6616	-	3.1420	7.8036
Tigard-Tualatin SD 23J	15,097.94	11,075,162,537	4.9892	1.0000	1.7761	7.7653
Sheridan SD 48J	1,260.93	320,596,401	4.7882	-	2.9338	7.7220
North Clackamas SD 12	20,769.53	13,561,682,738	4.8701	-	2.3542	7.2243
Hillsboro SD 1J	25,287.98	15,309,595,582	4.9749	-	2.1763	7.1512
Gaston SD 511J	739.70	248,743,113	5.0494	-	2.0342	7.0836
Yamhill-Carlton SD 1	1,191.68	667,298,085	4.7818	-	2.2804	7.0622
Banks SD 13	1,365.11	599,487,434	5.0152	-	2.0405	7.0557
Woodburn SD 103	7,742.51	1,830,530,557	4.5247	-	2.3895	6.9142
Oregon Trail SD 46	5,078.90	3,204,250,285	4.6397	-	2.2594	6.8991
Canby SD 86	5,794.85	3,133,630,904	4.5765	-	2.2023	6.7788
McMinnville SD 40	8,213.80	3,323,734,926	4.1494	-	2.6044	6.7538
Silver Falls SD 4J	4,491.34	1,746,689,243	4.5458	-	2.1770	6.7228
Amity SD 4J	1,063.58	369,831,606	4.7796	-	1.6602	6.4398
Jefferson SD 14J	1,112.67	467,780,670	4.8468	-	1.4441	6.2909
Oregon City SD 62	9,442.99	5,373,369,418	4.9629	-	1.1403	6.1032
Salem-Keizer SD 24J	53,293.14	17,897,753,010	4.5210	-	1.5608	6.0818
Cascade SD 5	2,765.80	1,121,884,793	4.6405	-	1.3604	6.0009
Willamina SD 30J	1,109.32	405,910,183	5.0022	-	0.5789	5.5811
North Santiam SD 29J	2,725.05	1,357,750,111	4.3973	-	1.1754	5.5727
Colton SD 53	805.29	365,354,765	4.9801	-	0.4328	5.4129
Estacada SD 108	3,306.50	1,478,404,056	4.1476	-	1.2568	5.4044
Molalla River SD 35	3,154.37	1,764,687,522	4.7001	-	-	4.7001
North Marion SD 15	2,387.91	1,004,481,806	3.3333	-	1.3319	4.6652
Gervais SD 1	1,420.83	537,306,667	4.6427	-	-	4.6427

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APPENDIX D

**LONG-RANGE
FACILITY
COMMITTEE
MEETINGS**



MEETING MINUTES

PROJECT: Newberg Public Schools
Long-Range Facility Plan

PROJECT NO: 2018901.00

DATE: 31 January 2018

FILE NAME: M001_LRFC1_20180123

SUBJECT: Long-Range Facilities Committee Meeting 1: Overview & Vision Development

MEETING DATE: 30 January 2018

TIME: 5:30 - 8:30 pm

LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

- | | | | |
|-------------------------|--------------------------------|--------------------|-------------------------------------|
| X Mindy Allison | mindy7000@gmail.com | Melina Peña | mepena19@students.newberg.k12.or.us |
| Denise Bacon | denise.bacon@newbergoregon.gov | X Brandy Penner | brancoff@gmail.com |
| X Brandy Bigelow | brandy.bigelow@a-dec.com | Polly Peterson | popeters@gmail.com |
| X Carr Biggerstaff | carr@chehalemvia.com | X Ines Piña | ipena329@gmail.com |
| Tim Burke | burket@newberg.k12.or.us | Angel Rodriguez II | angelrod1977@yahoo.com |
| Valeria Cosgrove | valeria.cosgrove00@gmail.com | Rick Rogers | rick@newberghabitat.org |
| X Rob Daykin | Rob.Daykin@dundecity.org | X Doug Rux | doug.rux@newbergoregon.gov |
| X Emily Garrick-Stenson | garrick_stenson@yahoo.com | Linda Samek | lsamek@georgefox.edu |
| Fred Gregory | fgregory@georgefox.edu | X Mary Starrett | starrettm@co.yamhill.or.us |
| X Don Griswold | dongriswoldinc@gmail.com | X Claudia Stewart | claudiastewart@gmail.com |
| Mona Lou | loum@newberg.k12.or.us | Kate Stokes | kate@yoservices.org |
| X Mark Martin | mmartin@cprdnewberg.org | X Todd Thomas | toddthomas56@msn.com |
| Kevin Milner | milner@newberg.k12.or.us | Capri Wheaton | cawhea19@students.newberg.k12.or.us |
| Lynn Montoya Quinn | lmontoya@pcc.edu | Ron Wolfe | wolfepac24@msn.com |
| X Mardo Nuñez | Nunez.mardo@gmail.com | | |

Support Team

- | | | | |
|-----------------|----------------------------|------------------|---------------------------|
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| X Luke Neff | neffl@newberg.k12.or.us | | |



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

INTRODUCTION

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

LONG-RANGE PLANNING PROCESS

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

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

COMMITTEE ROLE & SCHEDULE

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

BASICS OF SCHOOL FUNDING

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

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

RECENT BOND SUCCESSES

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

MODERN LEARNING ENVIRONMENTS

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

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

VISIONING EXERCISE

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

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

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

Educational Programs (29 votes total)

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

Facility Repair and Improvement (17 votes total)

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

Safety, Accessibility, & Inclusion (12 votes total)

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

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

Character, Design, & Feel (7 votes total)

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

Enrollment & Capacity (7 votes total)

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

Technology (6 votes total)

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

Equity (3 votes total)

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

Sustainability & Resilience (2 votes total)

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

Operational (not part of this planning effort)

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

DISTRICT VISION, MISSION, STRATEGIC PLAN, AND VALUES

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



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

NEXT STEPS

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

Long-Range Facility Plan



Welcome!

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

Agenda



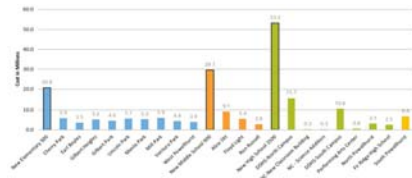
- 5:30 Introductions
- 6:00 Overview Presentation: LRFP Process, Committee Role, School Funding, Bond Success, Modern Learning Environments
- 6:30 Break
- 6:35 Visioning Exercise
- 8:00 District Vision Presentation: Vision, Mission, Strategic Plan, Values
- 8:20 Next Steps & Questions
- 8:30 Adjourn

Support Team Members



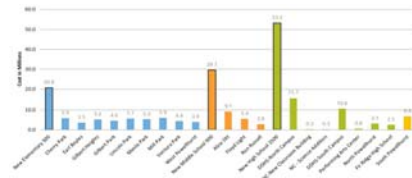
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|--|--|
| David Parker , Assistant Superintendent | Gregg Koskela , Asst. to Superintendent |
| Ilean Clute , Director of Finance | Mikaela Schamp , Chief of Staff |
| Larry Hampton , Operations / Safety | |
| Autumn Foster , Communications | LeRoy Landers , Mahlum |
| Luke Neff , Instructional Technology | Jennifer Lubin , Mahlum |
| Kyle Laier , NHS Principal | |

Planning Process



What does a long-range facility plan do?

- :: Looks at facility needs over time
- :: Considers the ability of facilities to support learning
- :: Considers enrollment projections
- :: Considers need for new school sites
- :: Considers the condition of buildings and sites
- :: Analyzes alternatives to new construction and major renovation
- :: Analyzes measures to increase efficient use of school sites
- :: Creates a ten-year capital improvement plan (within context of a longer timeframe)



What doesn't it do?

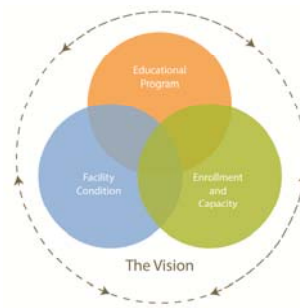
- :: Provide detailed program of educational space
- :: Provide floor plans or designs

Why do a long-range plan?

- :: A state requirement for large school districts (ORS 195.110) helps the state understand the extent of district need
- :: New ODE School Construction Matching Program (OAR 581-027) requires long-range planning and facility assessment
- :: Helps districts to strategically plan for future facility needs
- :: Provides the information needed to make informed decisions
- :: Keeps community informed and build support for district plans
- :: Allows coordination with other development (growth) occurring in your district
- :: Establish an ongoing cycle for keeping your capital investments up to date
- :: Helps ensure that you don't do something now that you have to undo later

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Elements of the Plan



Educational Program

- :: General Education
- :: Full-Day Kindergarten
- :: Preschool
- :: STEM
- :: Technology
- :: Textbooks

Enrollment and Capacity

- :: Growth
- :: Capacity
- :: Utilization
- :: Boundaries

Facility Condition

- :: Health and Safety
- :: Accessibility (ADA)
- :: Infrastructure
- :: Sustainability
- :: Life Expectancy

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Plan Development



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Plan Development



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Plan Development

Phase One 2006-2016:

This approach will make significant progress towards updating aging district facilities. Three phases of similar magnitude would allow the district to fully update facilities within a 24-30 year timeframe.

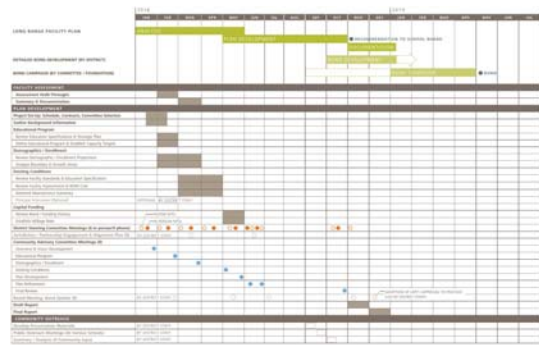
In this first phase, all new sites would be acquired. New schools would be constructed to meet anticipated demand through 2014: 2 elementary, 1 middle school, and a high school addition. Five elementary schools would be replaced and significant improvements can be made to existing middle schools and high schools.

The table at right quantifies the expenditures in the first bond. The charts on the following pages illustrate the potential degree of impact that could be achieved in the full update program.

Site Acquisition		
Elementary	\$16,000,000	
Middle	\$3,000,000	
High	\$12,000,000	
Sub Total	\$31,000,000	
New Schools		
Elementary	\$24,000,000	
Middle	\$27,000,000	
High	\$0	
Sub Total	\$51,000,000	
Replacement Schools		
Elementary	\$90,000,000	
Middle	\$0	
High	\$0	
Sub Total	\$90,000,000	
Additions/Renovations		
Elementary	\$3,000,000	
Middle	\$16,000,000	
High	\$88,000,000	
Sub Total	\$107,000,000	
Community Amenities		
Elementary	\$1,000,000	
Middle	\$1,000,000	
High	\$2,000,000	
Sub Total	\$4,000,000	
Total	\$239,000,000	

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Schedule



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Committee Role

Long-Range Facilities Committee Role

- :: Attend and participate in every meeting – *your commitment is critical*
- :: Express your point of view
- :: Work with the “big picture”
- :: Be open to other viewpoints
- :: Listen, learn, and ask questions
- :: Have fun!

What Your Committee Offers

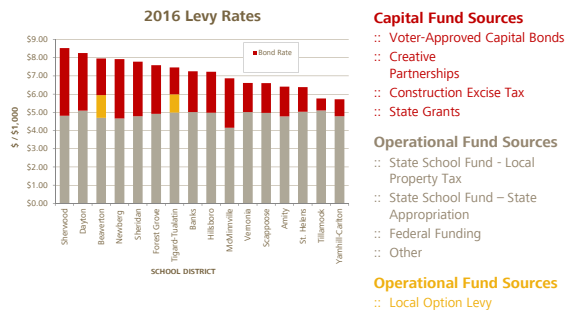
- :: Provide a perspective of the larger Newberg community
- :: You are the next extension of the legacy for public education and caretaking of facilities in your community
- :: Your voice is important to the District

Meeting Schedule

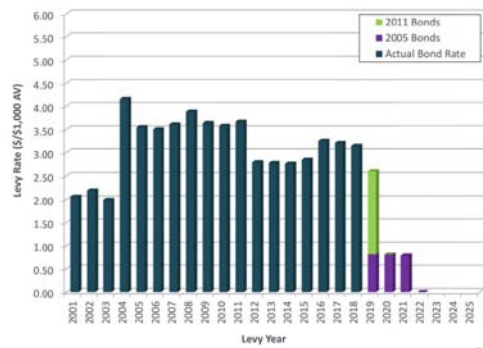
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|---|--|
| Meeting 1: January 30
Overview & Vision Development | Meeting 5: May 30
Plan Development |
| Meeting 2: February 27
Educational Program | Meeting 6: June 13
Plan Refinement |
| Meeting 3: March 21
Demographics & Enrollment | Meeting 7: June 27
Plan Refinement |
| Meeting 4: May 2
Existing Conditions | Meeting 8: October 31
Final Review |

Basics of School Funding

Property Tax Rates & Their Allocation



Outstanding Bonds



What is True Now

- :: There are opportunities to modernize your children's learning environments
- :: There are opportunities to improve school and site safety
- :: There may be need to accommodate continued growth
- :: There is repair work or replacement that needs to be done



What is True Now

- :: Oregon does not provide funding for building schools or major capital renovations
- :: Districts are expected to finance these projects with general obligation bonds authorized by local voters
- :: The state now offers matching grants for communities that pass school-related capital measures

Recent Bond Success

Recent Bonds

- 2011 Bond: \$27.1 million (retires in 2019)**
- :: Springbrook Education Center (alternative education)
 - :: Classroom renovations
 - :: Textbooks, equipment, technology, and security updates
 - :: Deferred maintenance and energy efficiency
- 2002 Bond: \$46.3 million (retires in 2021)**
- :: Joan Austin Elementary School
 - :: Newberg High School expansion
 - :: Classroom renovations and additions
 - :: Deferred maintenance and increase safety/security
- 1993 Bond: \$36.4 million (retired in 2012)**
- :: Antonia Crater Elementary School
 - :: Chehalem Middle School
 - :: Addressed seismic issues following the '93 Spring Break Quake

2011 Bond Projects



2002 Bond Projects



Newberg High School Expansion



Joan Austin Elementary School

1993 Bond Projects



Antonia Crater Elementary School



Chehalam Valley Middle School

Modern Learning Environments



Schools That Thrive

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



Learning everywhere / multiple modes of delivery



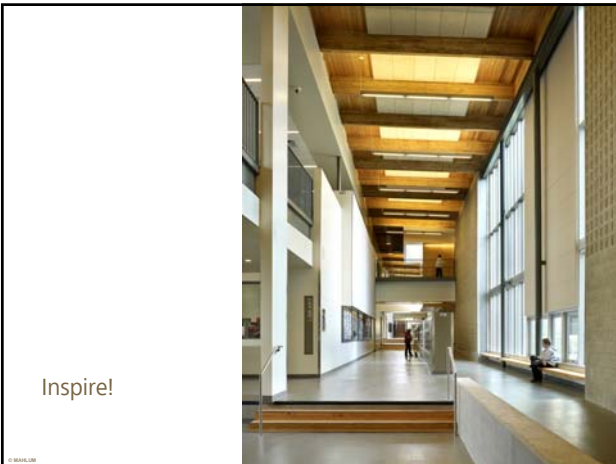
Opportunities for social learning



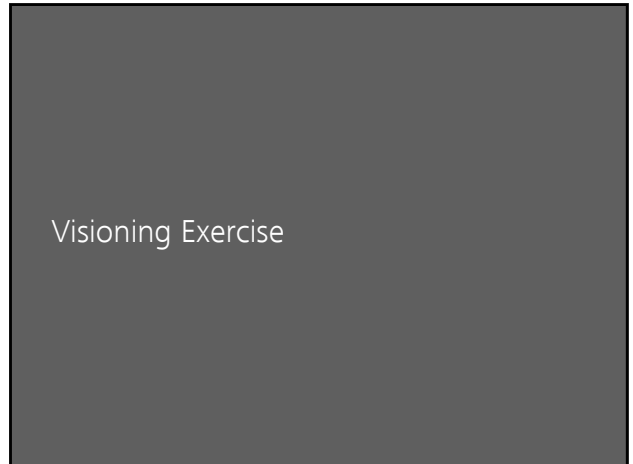
Integrate technology throughout



Connections to community



Inspire!



Visioning Exercise



How has the world changed since you were in school?



How has the world changed since you were in school?

District Vision



Newberg Public Schools

- :: Communities
 - Newberg
 - Dundee
 - Rural Yamhill County
 - Parts of Washington & Clackamas Counties
- :: 5,072 students
 - 47% economically disadvantaged
 - 5% migrant
 - 13% special education
 - 5% English language learners
 - 2.3% talented & gifted
 - 20% Hispanic / 72% White / 8% Other



Newberg Public Schools

- :: \$76.6 million operating budget
- :: 85 square miles
- :: 577 employees
- :: 10 school facilities
 - 6 elementary schools (grades K-5)
 - 2 middle schools (grades 6-8)
 - 1 high school (grades 9-12)
 - 1 alternative high school (Catalyst)



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.”



Strategic Plan 2014-2020

- :: Serves as a roadmap to improve learning throughout the district
- :: Raise achievement and prepare students for college, career, the workplace and life
- :: Align goals and objectives with strategic priorities to increase student success

Strategic Plan Goals

- :: 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 Values

All Means All

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



District Values

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.



District Values

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.

District Values: Inside our Classrooms

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



So, our task is to...

- :: Understand how school facilities can best support the District's vision, mission, and strategic plan objectives
- :: Determine what, if anything, should be done to improve their ability to support quality education in your community

Next Steps

Thank you!



MEETING MINUTES

PROJECT: Newberg Public Schools
Long-Range Facility Plan

PROJECT NO: 2018901.00

DATE: 27 February 2018

FILE NAME: M002_LRFC_20180227

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

MEETING DATE: 27 February 2018

TIME: 5:30 - 8:30 pm

LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

X Mindy Allison	mindy7000@gmail.com	X Kylleen Nipp	Knipp@ymail.com
Denise Bacon	denise.bacon@newbergoregon.gov	Mardo Nuñez	Nunez.mardo@gmail.com
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X Kyle Laier	laierk@newberg.k12.or.us		
X Luke Neff	neffl@newberg.k12.or.us		

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

REVIEW OF LAST MEETING

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

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

EDUCATIONAL GOALS

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

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



EDUCATIONAL PROGRAMS

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

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

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

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

SCHOOL-BASED HEALTH CLINIC

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

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

EDUCATIONAL GOALS & PROGRAM DISCUSSION

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

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

MODERN LEARNING ENVIRONMENTS

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

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



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

NEXT STEPS

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

Long-Range Facility Plan



Welcome!

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

Agenda



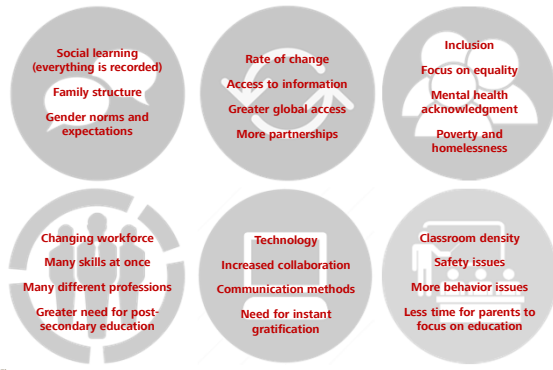
- 5:30 Review
- 5:45 District Educational Program Presentation
- 6:30 Discussion
- 7:00 Break
- 7:10 Modern Learning Environments Presentation
- 7:45 Next Steps
- 8:00 Adjourn

Review

Visioning Exercise



Visioning Exercise: What Has Changed?



Visioning Exercise: Long-Range Planning Goals



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

Long-Range Planning Goals

Educational Programs

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

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Long-Range Planning Goals

Facility Improvement

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

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Long-Range Planning Goals

Safety, Accessibility & Inclusion

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

Character, Design & Feel

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

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Long-Range Planning Goals

Enrollment & Capacity

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

Equity

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

Technology

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

Sustainability & Resilience

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

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District Values

All Means All

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Collective Responsibility

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

21st Century Teaching and Learning

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

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So, our task is to...

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

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

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Educational Program

Modern Learning Environments



Schools That Thrive

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

Seek partnerships



Utilize the world as the campus

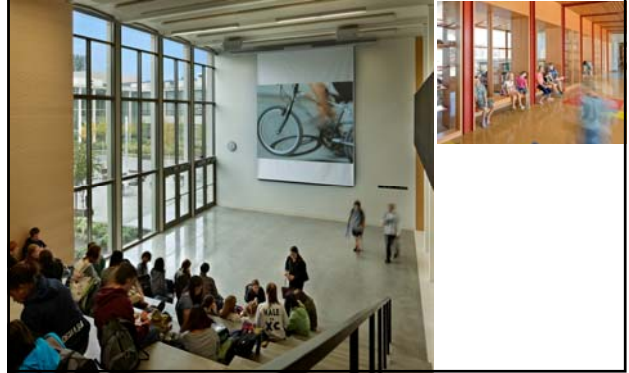


Embrace sustainable design





Facilitate learning everywhere



Integrate technology throughout



Elementary Level

Make every moment a learning moment



Provide an atmosphere of clarity & calm



Encourage students to engage



Maintain a spirit of joy



Seek cooperation in doing



Instill human qualities: empathy, warmth



Promote sustainability



Middle Level

Support social growth (village square)



Create learning communities

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



Provide flexibility: The commons with stage

nurtures body, mind and soul



Provide flexibility: PE & community asset



Provide transparency, views, & daylighting



Support learning everywhere

allows students to discover new interests



High School Level

Provide places for the individual



Provide places to work with others



Provide places to gather as a community



Accommodate indoor and outdoor use



Support multiple use



Discover possibility - before



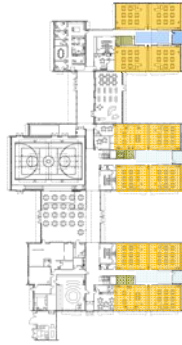
Discover possibility - after



Learning Components

Learning Components: Pods

Lesson Learned 1: Transparency and supervision



Learning Components: Pods

Lesson Learned 2: Not intersected by traffic patterns



Learning Components: Pods

Lesson Learned 3: Appropriately sized for all uses



Learning Components: Media Center

Materials and colors creates calmness, comfort, and focus



Learning Components: Media Center

Importance of good daylighting and acoustics



Learning Components: Media Center

Appropriately located for public use



Learning Components: Music/Commons/Gym

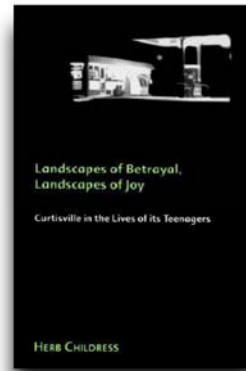
Stage centered between two event spaces



Next Steps

Educational Programs and Modern Learning Environments

Newberg Public Schools Long Range Facilities Planning Committee, 2.27.2018



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



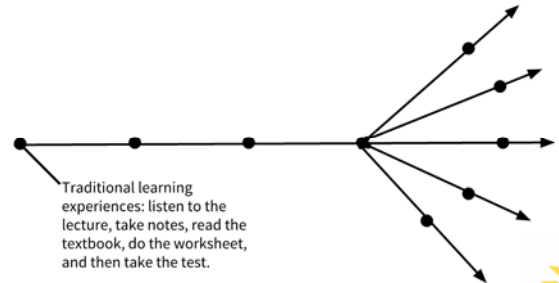
Continuum of Innovative, 21st Century Teaching and Learning

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

What goes over here?



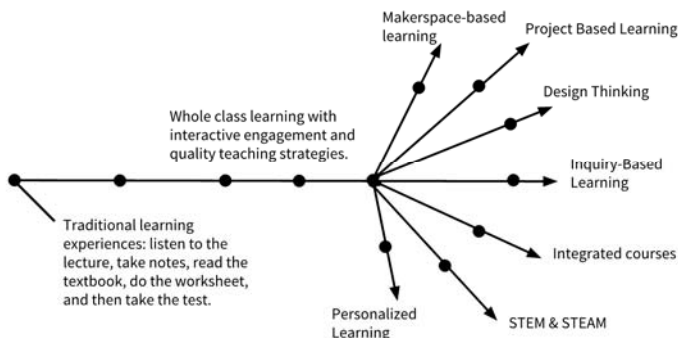
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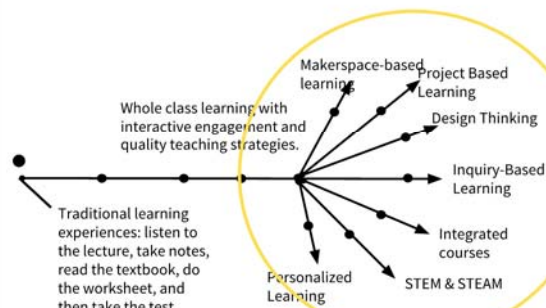
Continuum of Innovative, 21st Century Teaching and Learning



Whole class learning with interactive engagement and quality teaching strategies.

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

Continuum of Innovative, 21st Century Teaching and Learning



Whole class learning with interactive engagement and quality teaching strategies.

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

Themes:

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

The 5Cs Classroom



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



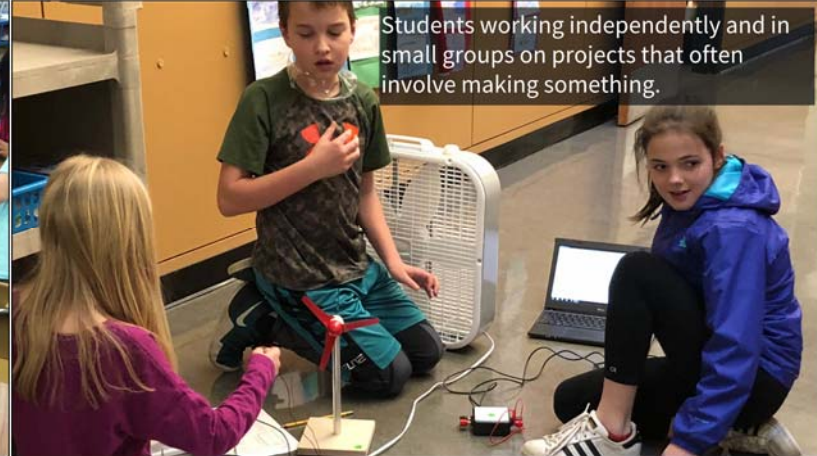
Students working in teams to think critically about big questions.



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



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

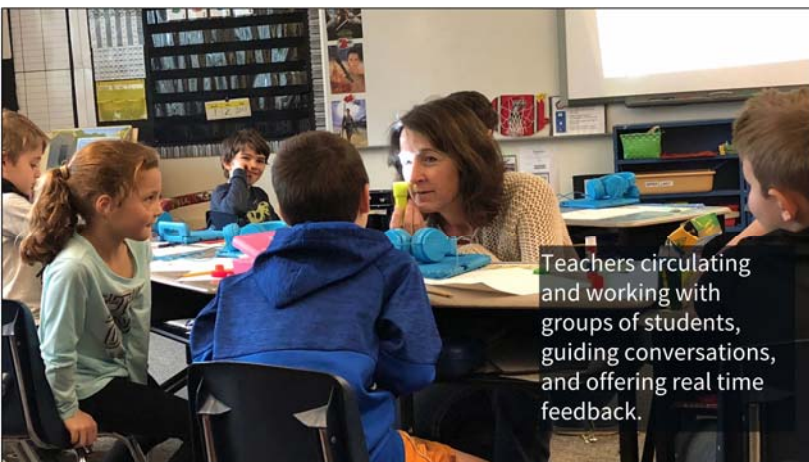




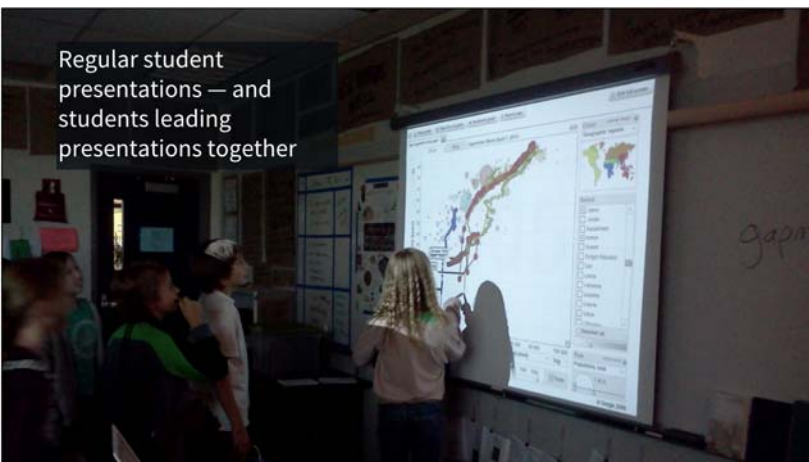
Students regularly asking peers and teachers for assistance and encouraging and supporting each other to work through difficult challenges



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



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

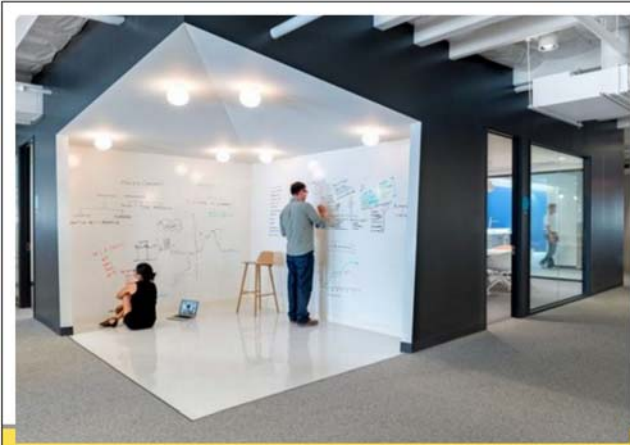


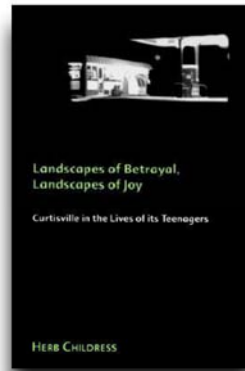
Regular student presentations — and students leading presentations together

The 5Cs Classroom

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







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



Programs



1940s



1970s



2000s



2030s



Career-Technical Education



LONG RANGE FACILITY PLANNING

CAREER & TECHNICAL ED



CAREER & TECHNICAL ED INTEGRATIONS

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



MACHINING, ROBOTICS, WELDING & ENGINEERING

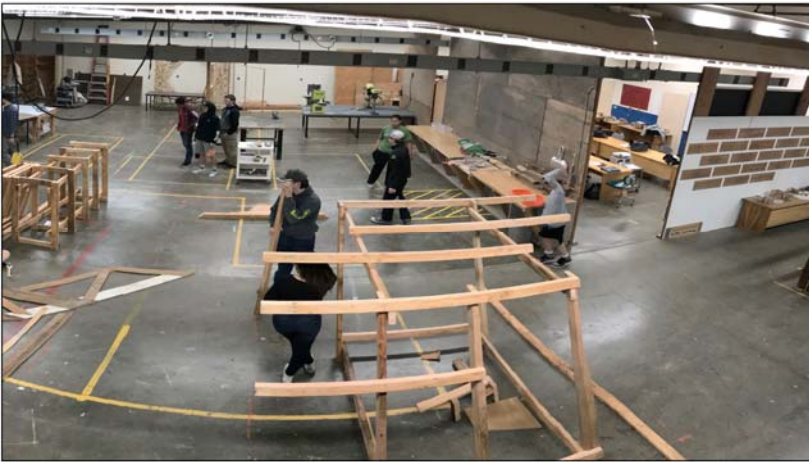
MANUFACTURING



INTEGRATED STUDIO DESIGN

CONSTRUCTION & DESIGN





GRAPHIC ARTS
DIGITAL DESIGN & COMMERCIAL ART



HORTICULTURE
FUTURE FARMERS OF AMERICA



MARKETING
BUSINESS & ENTREPRENEURSHIP





EARLY CHILDHOOD
EDUCATION



BASIC NURSING ASSISTANT
MEDICAL HEALTH



COMING ATTRACTION?
AUTOMOTIVE



Secondary Dual Language Program



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



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



School Based Health Clinic

Mental Health Focus



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



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

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

National Association of School Psychologists



Clinical Play Therapy Rooms & Therapy Offices

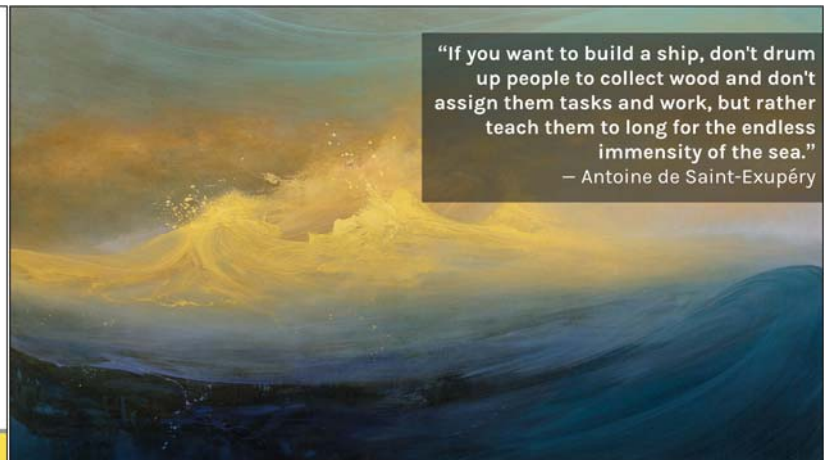


Child Friendly Clinic Areas



Treatment Space = Learning Space

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



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



MEETING MINUTES

PROJECT: Newberg Public Schools Long-Range Facility Plan
PROJECT NO: 2018901.00
DATE: 17 April 2018
FILE NAME: M003_LRFC_20180411
SUBJECT: Long-Range Facilities Committee Meeting 3: Capacity & Growth

MEETING DATE: 11 April 2018
TIME: 5:30 - 8:30 pm
LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

Mindy Allison	mindy7000@gmail.com	Kylleen Nipp	Knipp@ymail.com
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The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

EDUCATIONAL PROGRAM (CONTINUATION FROM PREVIOUS MEETING)

This meeting, primarily earmarked for enrollment growth and capacity, began with a further discussion of the District's educational program needs, in order to define the specific requirements for the District's educational goals discussed at the previous meeting. Educational program needs are divided into three categories: accommodating 21st century learning, specific program-related needs, and other considerations. LeRoy presented information on each of these categories.

Accommodate 21st Century Learning

- :: Newberg is like many districts, in that learning outside of classroom is largely happening in spaces like corridors that are not ideal. Many older facilities are not configured to meet the needs of current educational delivery models.
- :: Four key strategies have been identified by the District to improve learning environments:
 - Add shared learning spaces in all schools – using classroom decompression to create flexible learning areas in existing space; may require new classrooms, but probably only in Edwards ES
 - Add makerspace / creativity labs in all schools – primarily through remodeling a portion of existing library space in most schools
 - Add presentation / gallery spaces in middle and high schools – including display areas in existing hallways and a new lecture hall at the high school; showcase what is going on in school, so students can see
 - Upgrade high school science labs – modernize existing space with flexible, moveable tables that accommodate 32 students per lab and provide necessary lab amenities (gas, water, hoods, etc.)

Educational Program Needs

- :: District needs were established for eight specific programs:
 - Alternative Education – expand Catalyst at Springbrook Educational Center; new addition to accommodate an additional 120 students with classroom, PE, and support areas
 - Career & Technical Education – expand and update CTE programs and spaces at the high school, including manufacturing, integrated design studio, welding, automotive, culinary, graphic arts, FFA, and medical health programs
 - Dual-Language Program – expand the existing program at Edwards through 5th grade (add two classrooms) and accommodate grades 6-8 at MVMS (no additional space needed)
 - 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, and houses medical pathway classes
 - Special Education – add changing rooms at all school facilities in the District
 - Early childhood education – accommodate the existing migrant preschool program at Edwards with one new classroom and support
 - Physical Education – meet state PE requirements in all elementary and middle schools, adding between three and seven new PE teaching stations (gym or multipurpose room) throughout the District
 - Athletic Facilities – improve District athletic facilities at the high school, including phase 2 of the grandstand (already planned), additional tennis courts, new dance/cheer multipurpose room, etc.

Other Program Considerations

- :: Two other areas of need are included in the educational program “bucket”:
 - Replace portable classrooms – add two new classrooms at Edwards to replace classrooms that are currently in modular buildings; CVMS also has portables that are expected to remain at this time, as they are not regularly used as teaching spaces
 - Accessibility improvements – improve specific accessibility issues at four schools, including entry doors, cafeteria tables and seating, playground equipment and gender-inclusive restrooms at the high school

Rough-Order-of-Magnitude (ROM) Cost Estimates

Rough-order-of-magnitude, very high-level planning estimates were developed for each of the areas of educational program need listed above. This provides a tool that allows the Committee to begin to quantify and prioritize the needs for the first phase of planning work.

- :: ROM costs are based on a number of assumptions:
 - New construction costs of \$340 for elementary schools, \$370 for middle schools, and \$390 for high schools, based on recent and current project costs in the region (may be on the conservative side, because the worst thing you can do is underestimate cost and not be able to deliver on promises)
 - Remodel cost varies – typically 2/3 of new construction
 - Soft costs, which are determined by the District and may include items such as permitting, professional service fees, furniture, and equipment, vary from 1.25% to more than 1.5% but are estimated at 35% for this planning exercise
 - Escalation, to bring costs up to 2023 dollars (an estimate of halfway through construction), is estimated at six percent per year, which still may not be enough based on current conditions
- :: Costs assumptions above are combined with square footage estimates for each project to arrive at the ROM cost estimates:
 - Accommodate 21st century learning: \$23.7 million
 - Educational program needs: \$29.7 to \$42.4 million (depending on extend of PE additions)
 - Other program considerations: \$2.6 million

Questions

- :: Process to get to the list of educational program needs? Projects were developed based on the needs identified by the District Steering Committee, District vision and educational goals, and goals and needs presented by the Long-Range Planning Committee at previous meetings.
- :: Plan proposals will be developed by this Committee in future meetings; these proposals will be very carefully listened to by the District and the Board; want to have plans that will be supported by the community and reflect their needs and values.
- :: If enrollment is higher than projected, would shared learning spaces be available to be turned back into classrooms? That depends on the specific plan for the spaces; PRC projections are usually good and there may be other ways to address this need.



EXERCISE: PRIORITIZING EDUCATIONAL NEED

Committee members were asked to prioritize the list of educational needs that were presented, both from a personal perspective and what they thought the community would most support.

- :: This was a first pass at prioritization; will revisit again in more detail when developing plan proposals.
- :: Photos of the completed boards are included at the end of these meeting minutes, and a summary of results will be presented at the next meeting.

ENROLLMENT GROWTH & CAPACITY

- :: The District has undeveloped properties, which is important to meet state requirements for the Long-Range Plan. The District needs to be planning to accommodate for future growth with enough sites.
 - This could be a greenfield site, if it is in the right location.
 - Another approach is to increase efficient use of large sites with existing schools by adding another facility on the site, if space is available.
 - Rule of thumb: elementary sites should be 8-10 acres, middle school sites should be around 20 acres, and high school sites need around 40 acres typically.

Enrollment Projections

- :: PSU's Population Research Center (PRC) developed 10-year enrollment projections for the District, with low, middle and high series projections through 2027-28.
 - Long-range planning commonly uses the middle series, but it is good to look at high growth series also.
 - Enrollments are projected by grade level and by school site.
 - The PRC usually communicates with jurisdictions to understand current permits and developments that are happening, that are then incorporate into the projections. PRC projections tend to be relatively accurate, although things happen that can impact beyond what is projected, especially beyond the five-year mark.
- :: Sometimes a longer-term straight-line projection is done by Mahlum to get a sense of what may be happening further out, but growth patterns were too inconsistent to make this viable for this planning work.
- :: The full PRC study can be found on the District website, if anyone would like to see more detail.
- :: Discussion / questions:
 - What is the number of students that makes a difference in school funding? Each individual student comes with a specific dollar amount of funding, which may vary depending on the type of student.
 - What about transfer students from out of District? Transfer report from last year stated only +11 students, and +9 students the year before that, so this has a negligible impact.
 - Middle school and high school enrollments have more tolerance to accommodate growth fluctuations and growth over the stated capacity their facilities.
 - If early childhood enrollment is added, need to plan for this through elementary school also (not currently expected).
 - There is a lot of development in the community currently, and there is some concern that this is not being reflected in the PRC projections.
 - There is a good possibility that many of the people moving here are older, so may not affect school enrollment significantly.

- Enrollment projections have to have a stopping point when looking at development.

Target Class and Building Sizes

- :: Classroom target capacities are based on good planning protocol and may not be what exists currently, which can be driven by operational realities. The long-range plan should not be based on current operational realities, especially if they are not what the District and community think is optimal for learning.
 - 25 students per classroom for elementary and middle school levels (except 20 for kindergarten)
 - 32 students per classroom for high school level (except 33-40 for large specialized classes)
- :: Target building capacities are a guideline only. If schools fall significantly below the target minimum, it may be a consideration to close the school.
 - 550 seats for elementary facilities
 - 650 seats for middle school facilities
 - 1,800 seats for high school facilities
- :: Analysis of the District's existing and target building capacity show that most schools are hovering around the target building size and are well utilized. Two sites are potential opportunities to add capacity: Dundee and Ewing Young elementary schools.
 - Considering enrollment projections for Ewing Young and Dundee, is there a point that they get so small that the District needs to do something about it?

Enrollment & Capacity

- :: Enrollment and capacity analysis shows that most of the District's facilities can accommodate the projected enrollments.
 - Antonia Crater is projected to be over capacity by 26 students, which is likely is not enough to be critical, but should keep an eye one for next phase of planning.
 - Edwards is projected to be at capacity; however this does not include additional program needs, such as classroom decompression due to adding shared learning spaces, adding a preschool classroom, and adding 2 dual language classrooms.
 - Districtwide capacity at elementary level would allow migrating seats from Antonia Crater and Edwards to adjacent schools to accommodate as needed (boundary change).
- :: Enrollment and capacity "take-away": enrollment growth does not create a significant capacity need (no budget required), however other impacts may affect capacity need (particularly at Edwards).

DISCUSSION

- :: Ideal class size by grade: is there a state mandated cap? No, don't know of any... except for PE class size because of new state requirement.
- :: Is the state offering any funding to meet new PE requirements? Not specifically, however the District was successful at receiving grant funding for the LRFP and facility assessment work, and it is possible to be eligible for a matching grant of up to \$8 million when go out for a capital measure.
- :: Discussion about not showing enough enrollment growth. There is concern about using middle range projection numbers, because they don't seem high enough, but the high growth numbers may not be right either.



- There are 1000+ units of development coming in, plus 260 at Springbrook. Springbrook development is not included in the PRC projections.
 - Riverside is expected to be flat for the next two years, but expect development after that of at least 800-900 homes.
 - George Fox students are in the community renting homes and this is not taken into account.
 - Much of what is planned to be built is not necessarily affordable housing that families would move into.
 - 164 students in the district are registered as homeschoolers; not everyone registers. Program changes may bring these students back into
 - Current private school enrollment is not known, but Veritas is likely around 178 students. (not all of which are from this school district).
- :: There is a greater need for special education space beyond just changing rooms; ideally have sensory rooms in all schools.

NEXT STEPS

- :: The next meeting will be held in the same location (District Office Board Room) on **Wednesday, May 2nd** at 5:30 pm at the District office.
- :: A copy of the presentation materials and meeting minutes will be posted on the District website.

Long-Range Facility Plan



Welcome!

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

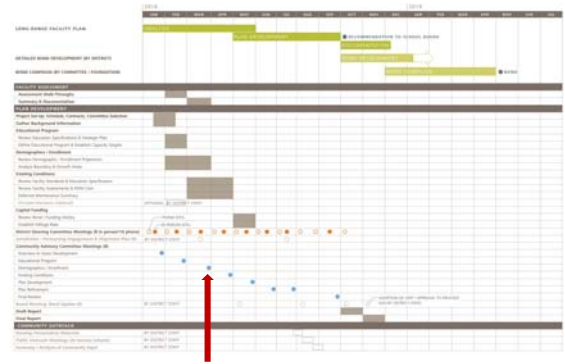
Agenda: Meeting 3 April 11, 2018



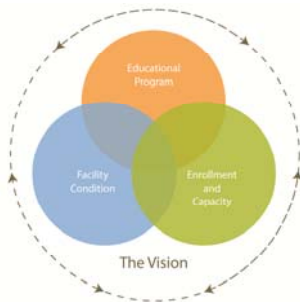
- 5:30 Review
- 5:45 Educational Program Needs
- 6:45 Exercise: Prioritizing Program Need
Break
- 7:15 Enrollment Growth & Capacity
- 8:15 Next Steps
- 8:30 Adjourn

Review

Schedule: Where we are



Elements of the Plan



Educational Program

- :: General Education
- :: Full-Day Kindergarten
- :: Preschool
- :: STEM
- :: Technology
- :: Textbooks

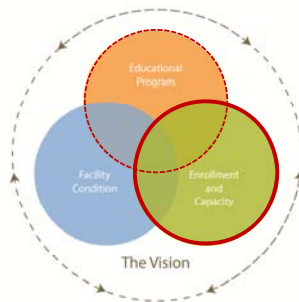
Enrollment and Capacity

- :: Growth
- :: Capacity
- :: Utilization
- :: Boundaries

Facility Condition

- :: Health and Safety
- :: Accessibility (ADA)
- :: Infrastructure
- :: Sustainability
- :: Life Expectancy

Elements of the Plan



Educational Program

- :: General Education
- :: Full-Day Kindergarten
- :: Preschool
- :: STEM
- :: Technology
- :: Textbooks

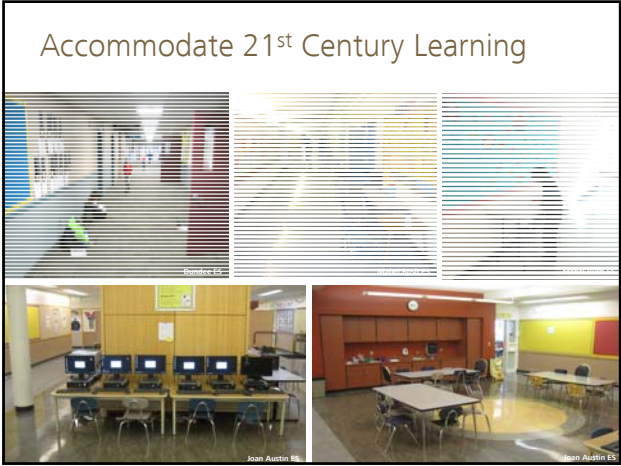
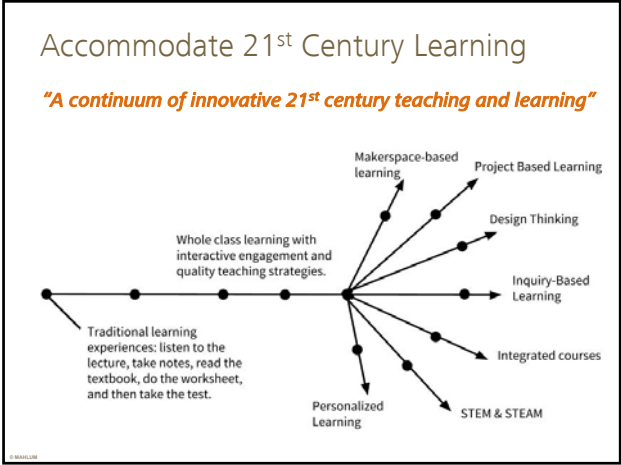
Enrollment and Capacity

- :: Growth
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Facility Condition

- :: Health and Safety
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- :: Life Expectancy

Accommodate 21st Century Learning



- ## Accommodate 21st Century Learning
- Modify existing spaces to better align with the District's instructional vision:
1. Add shared learning spaces
 2. Add maker space / creativity labs
 3. Add presentation / gallery spaces
 4. Upgrade NHS science labs

1. 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)

Edwards Elementary School

2. Makerspace / Creativity Labs

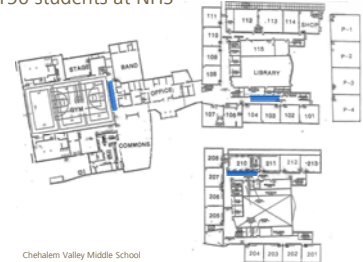
- :: Provide one flexible makerspace area in each elementary, middle, and high school facility (9 total)
- :: Space to accommodate a full class size (25-32 students)
- :: Remodel a portion of existing library space to create makerspace lab (verify space available on school-by-school basis)



Edwards Elementary School

3. Presentation / Gallery Spaces

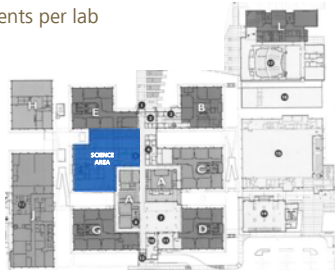
- :: Provide presentation / gallery areas for student activities and display at all middle school and high school facilities
- :: Plan for hallway gallery spaces at all 3 schools and a new lecture hall for 150 students at NHS



Chehalis Valley Middle School

4. NHS Science Lab Upgrade

- :: Improve 9 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



Newberg High School

Educational Program Needs

Educational Program Needs

...that could impact the LRF

1. Alternative Education
2. Career & Technical Education
3. Dual-Language Program
4. School-Based Health Clinic
5. Special Education
6. Early Childhood Education
7. Physical Education
8. Athletics

1. Alternative Education

- :: Expand the Catalyst alternative high school program with a new addition to Springbrook Educational Center
 - Meet current program needs (gym, CTE space, office space)
 - Accommodate hybrid blended learning programs districtwide
 - Plan for enrollment growth to 250 students (+120 capacity)
- :: Here is what is needed:
 - 3 new general classrooms for 30 students each
 - 1 new CTE / makerspace classroom for 30 students
 - New small gymnasium / multipurpose room and support
 - Flexible office space for 5 people
 - Total area of approximately 8,500 GSF (new)

2. Career & Technical Education

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

3. Dual-Language Program

- :: Accommodate program expansion through 5th grade at Edwards Elementary School
 - Currently accommodate K - 4th grade
- :: Accommodate 6-8th grade program at Mountain View Middle School
 - No new classrooms needed; capacity is available (little / no cost)
- :: Here is what is needed at Edwards:
 - 2 classrooms and support
 - Total area of approximately 3,300 GSF

4. 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 and community in the evening
 - House medical / health pathway classes during the day
- :: Here is what is needed:
 - 3 exam rooms, 1 office, 1 lab, 1 classroom, waiting, reception / administration, toilet, storage via remodel of existing high school area ("Great Expectations" space)
 - Total area of approximately 2,500 GSF of modernization

5. Special Education

- :: Add changing rooms at all school facilities (9 schools)
- :: Assume reconfiguration of existing space without replacing displaced areas
- :: Here is what is needed:
 - Toilet, shower, changing table, storage
 - Total area of approximately 450 GSF per school of modernization

6. Early Childhood Education

- :: Add 1 preschool classroom at Edwards Elementary to accommodate existing migrant preschool program (currently housed in a sub-par space at Edwards)
- :: Here is what is needed:
 - 1 preschool classroom plus support
 - Total area of approximately 1,575 GSF
 - Allowance for outdoor play area

7. Physical Education

- :: Meet state PE requirements in all elementary & middle schools
 - Elementary: 150 minutes per week (incl. 45 minutes in classroom)
 - Middle: 225 minutes per week (incl. 45 minutes in classroom)
- :: Here is what is needed:

SCHOOL	Add'l PE Stations** (WITH classroom usage)	Add'l PE Stations** (WITHOUT classroom usage)
Antonia Crater ES	1	1
Dundee ES	-	-*
Edwards ES	1	2
Ewing Young ES	-	-
Joan Austin ES	-*	1
Mabel Rush ES	1	2
Chehalem Valley MS	-	1
Mountain View MS	-*	-*
Total Need	3 PE sta (3 schools)	7 PE sta (5 schools)

* Capacity requires additional PE space, but projected enrollments through 2027-28 do not
 ** PE stations can be multipurpose rooms or full-size gymnasiums (1 or 2 stations)

8. Athletics

:: Improvement District athletic facilities

- High school and middle school / community use

:: Here is what is needed:

- Phase 2 of grandstand (locker rooms, restrooms, storage)
- Four additional tennis courts at NHS
- Enlarge weight room
- Additional dance / cheer multipurpose room (30 students / 2,500 NSF)
- Improve existing Renne track
- Other miscellaneous improvements

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Other Program Considerations

Other Program Considerations

...that could impact the LRF

1. Replace portable classrooms
2. Accessibility improvements

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1. Replace Portable Classrooms

:: Improve learning environments and safety / observation of students

:: Here is what is needed:

- Replace the 2 portable classrooms at Edwards Elementary School with permanent classrooms
- Total area of approximately 2,700 GSF

Note:

3 portable classrooms at Chehalem Valley Middle School will be left in place at this time

- They are not utilized as classrooms most of the time
- Re-evaluate prior to next planning phase

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2. Accessibility Improvements

:: Improve specific accessibility issues at 4 schools

- Ewing Young and Mabel Rush elementary schools
- Mountain View Middle School
- Newberg High School

:: Here is what is needed:

- Accessible entry doors
- Cafeteria tables and seating
- Playground equipment
- Gender-inclusive bathrooms (NHS only)

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ROM Cost Estimates

R.O.M. Cost: Assumptions

Construction Cost

:: New construction cost (2018 dollars)

- Elementary school: \$340 / GSF
- Middle school: \$370 / GSF
- High school: \$390 / GSF

:: Remodel cost varies (typically 2/3 new cost)

Soft Cost

:: Soft cost multiplier: 1.35%

Escalation

:: Escalation: 6% per year

:: Years of escalation: 5 years (to 2023, midpoint of construction)

R.O.M. Cost: Summary

Accommodate 21st Century Learning	
Shared learning spaces	\$8.0 M
Maker space / creativity labs	\$6.9 M
Presentation / gallery space	\$3.0 M
NHS science labs	\$5.7 M
Subtotal	\$23.7 M
Educational Program Needs	
Alternative Education	\$5.7 M
Career & Technical Education	\$7.5 M
Dual-Language Program	\$2.0 M
School-Based Health Clinic	\$1.3 M
Special Education	\$1.7 M
Early Childhood Education	\$1.1 M
Physical Education	\$4.6 M – \$17.3 M
Athletics	\$5.8 M
Subtotal	\$29.7 M – \$42.4 M
Other Program Considerations	
Replace portable classrooms	\$1.7 M
Accessibility improvements	\$0.9 M
Subtotal	\$2.6 M
Total ROM Cost	\$56.0 M – \$68.7 M

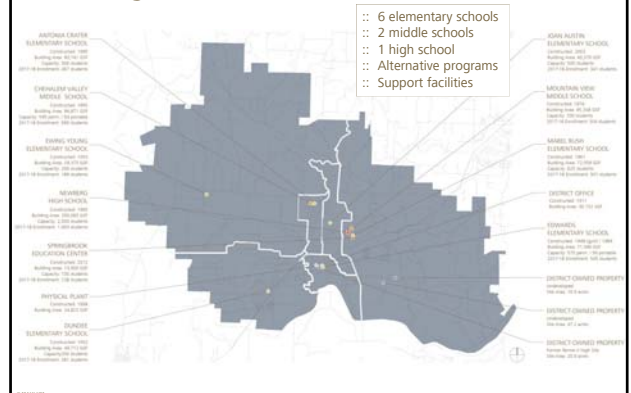
Exercise

Prioritizing educational program needs:
What do you think?

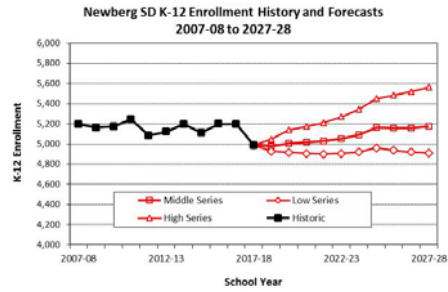


Enrollment Growth & Capacity

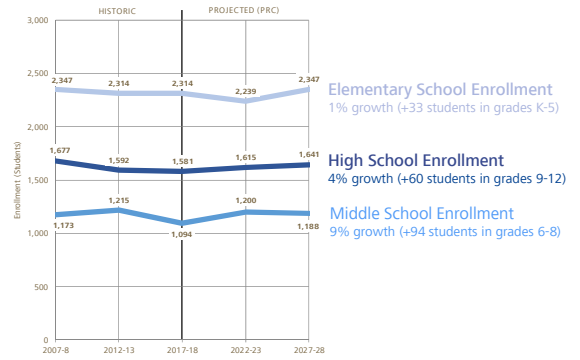
Existing District Facilities



Enrollment Projections



Enrollment Projections: By Grade Level



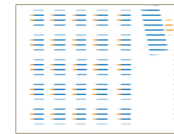
Enrollment Projections: By School

School	NSD Enrollment Forecasts for Individual Schools, 2018-19 to 2027-28											Change
	Actual	Forecast										
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2017-18
Antonia Crater Elementary	457	468	468	476	487	496	496	505	513	517	526	69
Dundee Elementary	251	251	250	241	235	235	231	223	213	205	202	-12
Edwards Elementary	545	565	561	559	559	565	559	565	567	569	572	27
Ewing Young Elementary	189	177	169	158	147	140	131	124	117	109	103	-79
John Austin Elementary	341	341	349	347	356	347	353	368	362	363	366	25
Madison Elementary	301	401	401	402	407	440	450	450	462	467	472	171
Madison Elementary Totals	3,314	3,275	3,248	3,182	3,211	3,232	3,251	3,280	3,303	3,320	3,347	33
Chickadee Valley Middle School	190	430	461	482	488	494	491	488	481	476	478	288
Mountain View Middle School	304	327	330	345	338	342	335	335	327	322	330	26
Middle School Totals	4,904	7,577	7,991	8,299	8,296	8,266	8,186	8,124	8,008	7,978	8,088	184
Newberg High School	1,581	1,568	1,579	1,555	1,569	1,615	1,654	1,689	1,686	1,663	1,641	60
High School Totals	1,581	1,568	1,579	1,555	1,569	1,615	1,654	1,689	1,686	1,663	1,641	60
District Totals	4,889	4,980	5,008	5,029	5,096	5,101	5,192	5,262	5,267	5,264	5,276	87

- Elementary School: 3 schools increasing; 3 schools decreasing
- Middle School: Increase at both schools; greatest at CVMS
**Dual language at MVMS may shift some enrollment (±60)*
- High School: Minimal increase; some enrollment may shift to Catalyst

Target Capacity: Classroom

- Kindergarten class size target: **20 students**
- Elementary school class size target: **25 students**
- Middle school class size target: **25 students**
- High School class size target: **32 students**
- Large classroom size target (HS): **33-40 students**

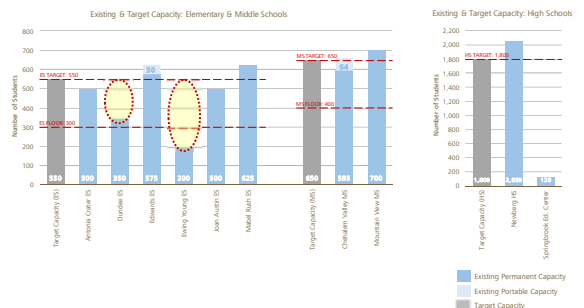


Target Capacity: Building



- Elementary School Capacity Target: 550 K-5 Students
Minimum: 300
- Middle School Capacity Target: 650 6-8 Students
Minimum: 400
- High School Capacity Target: 1,800 9-12 Students
Minimum: n/a

Existing & Target Building Capacity



- Ewing Young and Dundee are well below target capacity, providing an opportunity to add capacity at existing sites

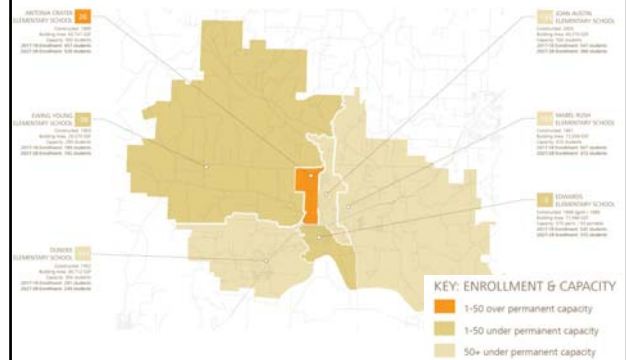
Enrollment & Capacity: Elementary



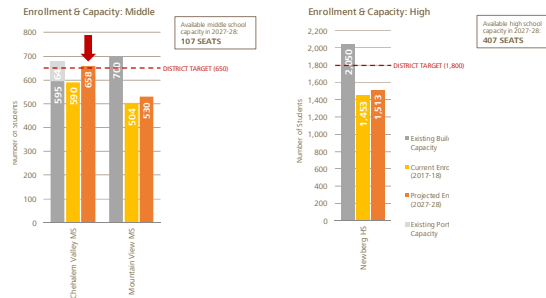
- :: Antonia Crater projected to be over capacity in 2027-28 (+26)
- :: Edwards projected to be at capacity in 2027-28

Districtwide capacity at elementary level would allow migrating seats from Crater and Edwards to adjacent schools to accommodate as needed.

Enrollment & Capacity: Elementary



Enrollment & Capacity: Middle / High



- :: CVMS will have capacity need if don't continue to use portables (63 over)
- Districtwide capacity at middle level would allow migrating seats from CVMS to MVMS to accommodate (expected due to new dual language program)**

Enrollment & Capacity *"Take-Aways"*

Projected enrollment growth in the District is minimal through 2027-28, and does not create significant capacity need.

Budget required to accommodate enrollment growth: \$0

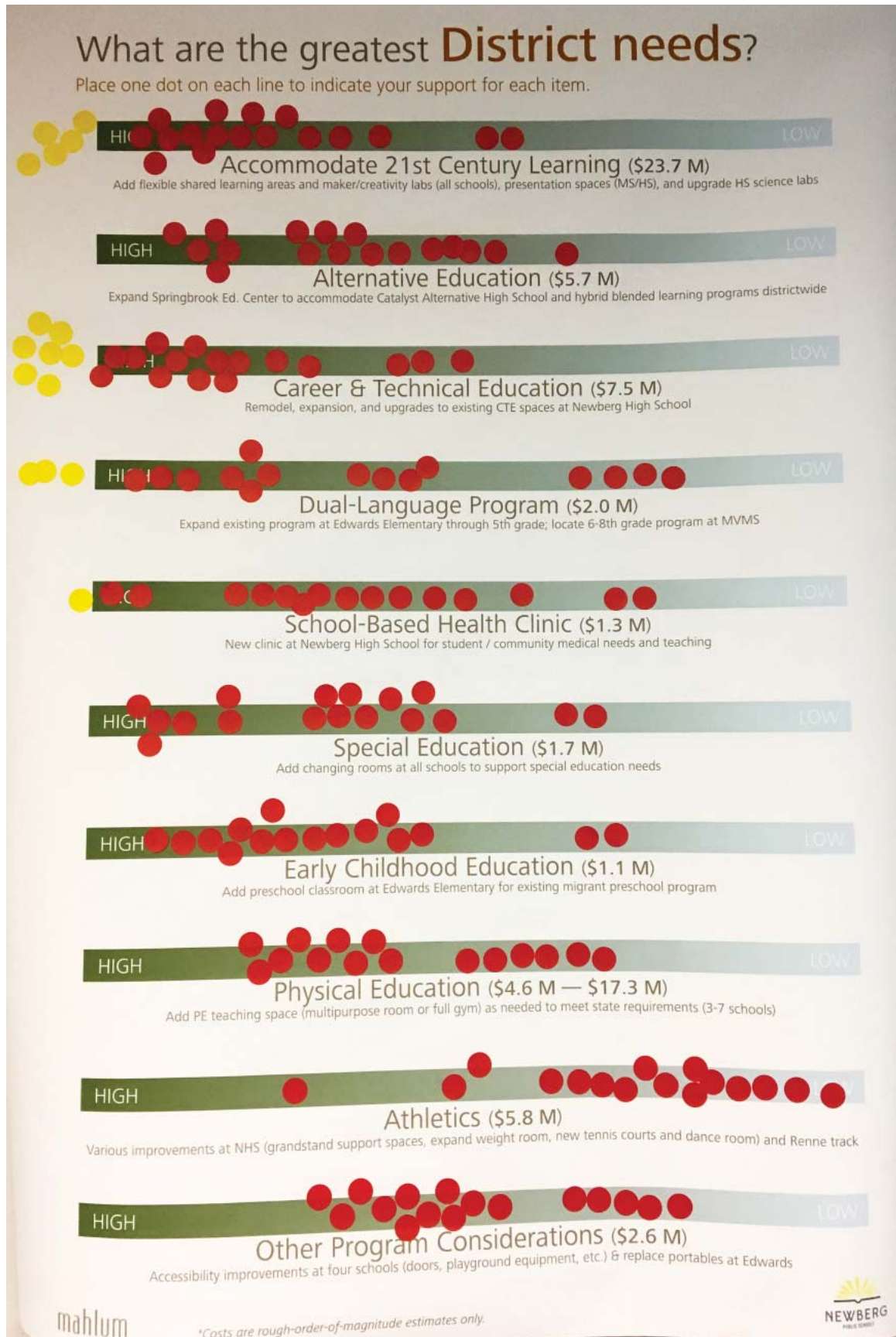
Other impacts that may affect capacity need (Edwards):

- :: Classroom decompression for shared learning areas
- :: Replacement of portable classrooms with permanent space
- :: Additional dual-language program classrooms
- :: Additional migrant preschool classroom

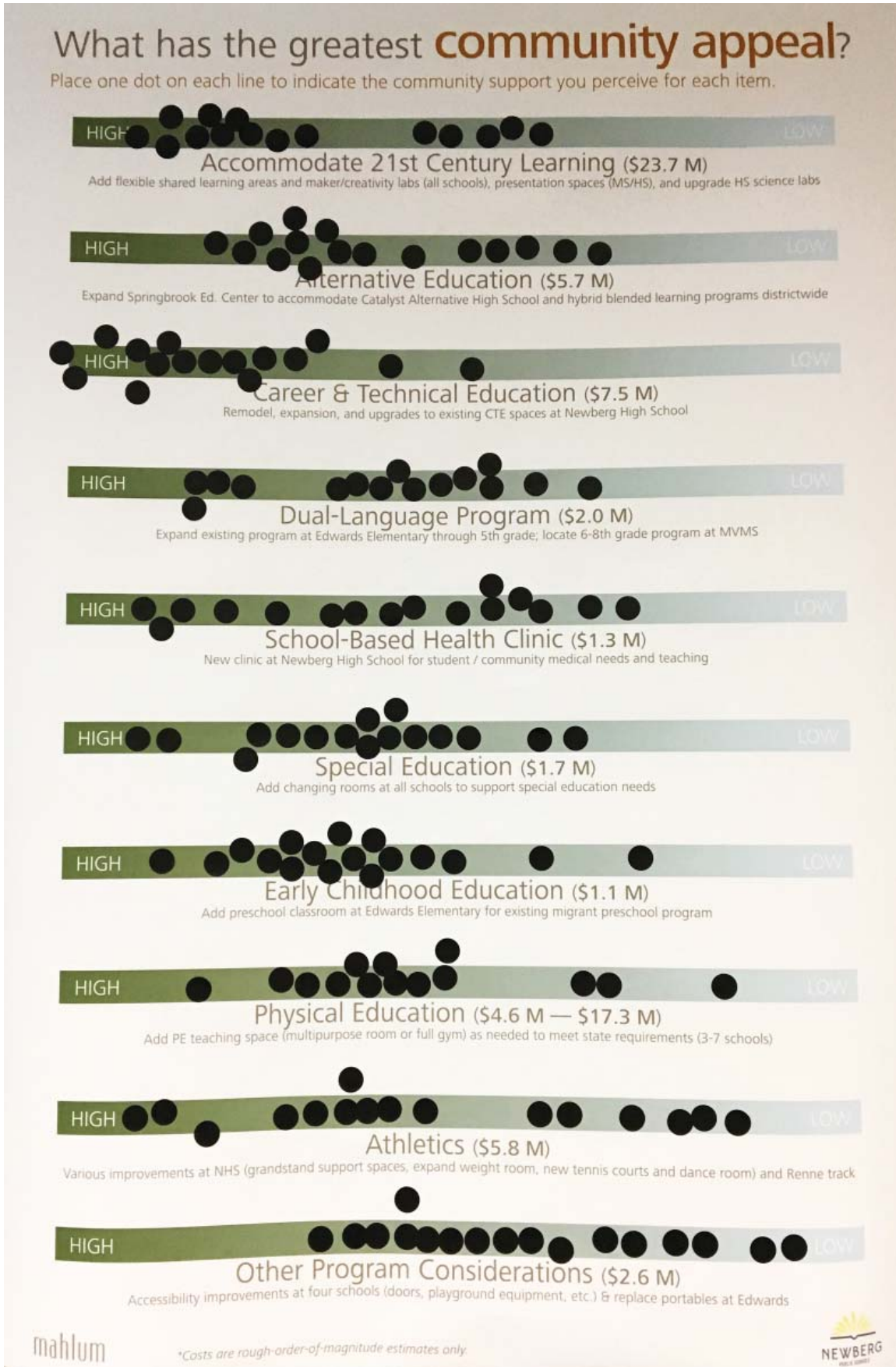
Potential costs for these items have been accounted for in the educational program category

Next Steps

PRIORITIZATION EXERCISE: BOARD 1



PRIORITIZATION EXERCISE: BOARD 2





MEETING MINUTES

PROJECT: Newberg Public Schools Long-Range Facility Plan
PROJECT NO: 2018901.00
DATE: 02 May 2018
FILE NAME: M004_LRFC_20180502
SUBJECT: Long-Range Facilities Committee Meeting 4: Facility Condition

MEETING DATE: 02 May 2018
TIME: 5:30 - 8:30 pm
LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

X Mindy Allison	mindy7000@gmail.com	Kylleen Nipp	Knipp@ymail.com
Denise Bacon	denise.bacon@newbergoregon.gov	Mardo Nuñez	Nunez.mardo@gmail.com
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Luke Neff	neffl@newberg.k12.or.us		

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

REVIEW

LeRoy reviewed the two 'buckets of need' that have been covered in previous meetings.

- :: Educational program
 - Needs include accommodate 21st century learning, educational program needs, and other considerations.
 - Total rough-order-of-magnitude cost for educational program needs in the District is estimated to be between \$60.8 million and \$73.5 million.
 - A couple of changes have occurred since program needs originally presented to the Committee: the CTE cost estimate went up, due to change in assumption about amount of square footage (20" bays instead of 16' bays as originally thought) and expansion of Antonia Crater cafeteria was added (estimated at \$1.1 million).
 - Review of the educational program exercise showed a spectrum of program support from personal and community perspectives. The greatest combined support was for CTE (27 votes), followed by 21st century learning (24 votes), alternative education (17 votes), early childhood education (17 votes), and special education (15 votes). "Golden ticket" dots showed the most committee support for CTE and accommodate 21st century learning.
- :: Enrollment growth
 - Based on enrollment projections, there is no indication of need over next 10 years due to growth, but the District should continue to monitor this.
 - Existing capacity appears to be able to accommodate the projected growth, assuming some boundary adjustments may be required (typically required in the scope of any long-rang plan).

EXISTING DISTRICT FACILITIES

LeRoy provided a high-level overview of what the District looks like today.

- :: The District has 10 school facilities and additional support facilities. Three District-owned properties are undeveloped and could be utilized for trading to acquire school sites in the future.
- :: Age of facilities:
 - Age is not a straight indicator of building condition, but for a large section of development, it is a consideration that should be thought about, in conjunction with facility assessment and other factors.
 - When buildings approach 60-70 years of life, major modernization or replacement is typically considered by Districts, along with other factors such as historic nature, and whether it is an icon for the community.
 - Three elementary buildings will be at the "end of expected life cycle" within the next 10 years (more than 75 years old within the timeframe of this facility plan), including Dundee Elementary, Edwards cafeteria building, and Ewing Young Elementary.
 - The District office will be more than 130 years old by the end of the facility plan timeframe.
 - The expected building life cycle varies depending on many factors. An example of average building life in years was provided, from the Government Finance Officers Association.

:: Age and capacity:

- Looking at schools that are both older facilities and also significantly below the District's target capacity highlights potential opportunities to add capacity and create more efficient use of existing sites, if they are in an area of capacity need.
- Both Ewing Young and Dundee elementary schools fall into this category. The Ewing Young site could add up to 350 seats of additional capacity and the Dundee site could add up to 200 seats of additional capacity.
- There is not a lot of opportunity to add capacity at middle school and high school levels, but they are projected to have enough capacity in existing facilities.

FACILITY ASSESSMENT

A facility assessment overview was provided for the Committee.

:: The assessment process:

- Most of two weeks were spent visiting all the District's sites (architect and owner representative).
- The facility assessment did not involve testing or destructive evaluation.
- A form developed by the Oregon Department of Education, new in the last couple of years, is used for evaluation.
- The intention of the form is to help the state understand how districts compare across the state. It is intended to identify deficiencies (deferred maintenance items) and estimate cost to repair deficiencies.

:: The assessment yields an FCI score, which represents the amount of money to fix deficiencies for deferred maintenance items as a percentage of the cost to fully replace the building "as-is."

:: Major expenditures in last 10-15 years were taken into account in the assessments. Funds from previous bonds have been spent. This process needs to recognize the money that has already been invested by the community in previous bonds.

:: Facility assessment findings (FCI score):

- Total cost for fixing assessed deficiencies is estimated at \$71 million in 2023 dollars.
- Facilities assessed to be in the worst condition (30% or more of replacement cost): cafeteria at Edwards, NHS greenhouse classroom, and the District office.
- Facilities assessed at 20-30% of replacement cost: Ewing Young ES and Mountain View MS.

LeRoy provided a virtual building tour with select photographs from each school, showing some examples of existing conditions.

:: Antonia Crater ES: appears to be water behind the walls; hairline cracks are visible in the siding; damage to soffits is evident

:: Dundee ES: appears to be water behind the walls; dry rot in sheathing underneath the roof; alligatoring and potholing in asphalt

:: Edwards ES: significant soffit damage in this building (water damage and dry rot); gutter is rusted through; alligatoring and potholing in asphalt; no dedicated spaces for small group work (hallways used)

:: Edwards ES Cafeteria: kitchen doesn't conform to ADA; tile chipping on floors and peeling off ceiling; seismic condition is not good (structural connections between columns and beams)

- :: Ewing Young ES: roof is worn through in some places; cracking in masonry at corners of gym building; dry rot and ceiling staining are evident
- :: Joan Austin ES: efflorescence in the brick that may suggest moisture coming through; evidence of rust and water damage
- :: Mabel Rush ES: floor damage; pavement damage; playground drainage is an issue; water damage
- :: Chehalem Valley MS: portables are not in good condition; crack on wall on second floor at structural connection, this should be looked into; carpets and roofs are deteriorating; exterior wall material showing damage due to possible water leakage
- :: Mountain View MS: woodpecker damage on exterior building skin; leakage and cracking throughout; building does not have a lot of places for lockers and locker configuration creates problems (lack of observation); corridors are very narrow and do not function well for a middle school; tears in roofing material; door flashing is showing wear; staining across exterior masonry may indicate water coming behind the brick
- :: Newberg HS
 - Main Building: has had a lot of work done to it; the main student hall and cafeteria are in good condition; rusting handrails, broken cementitious boards on exterior, sheet flooring damage, broken bollards, joint sealant between soffit panels is rotting
 - Buildings H and J (CTE): panel material on exterior is damaged; corroded conditions in the mechanical rooms, roof in Building J is sagging (beams have additional structural members strapped to it, indicating a possible structure issue) and leaking
 - Buildings L: leaking, some window sills appear to never have been installed (gap between brick and foundation wall), sealant is rotting on exterior joints
 - Building M: minor issues only, holding up relatively well
 - Building N (gymnasiums): exterior panels show water intrusion from behind, some panels damaged, bathrooms need to be redone, there are a lot of ongoing leaks (buckets hanging from the ceiling), seismic issues
 - Building K (post-high school life skills): some roof issues and broken wall panels on the exterior
 - Greenhouse classroom: compromised computer storage and network (next to furnace and water leakage), indoor air quality concerns
- :: District Office: appears to be an unreinforced masonry building, based on age and what was observed; the building did receive some seismic upgrades in the late eighties, but it was prior to significant seismic code changes in 1997; evidence of water infiltration in the walls, which is difficult to fix in an unreinforced masonry building; roof needs to be replaced; third floor has significant active leaking.
- :: Districts never allocate 100% of the maintenance need; it is usually a percentage.

FULL MODERNIZATION ASSESSMENT

- :: Adjustment made to state assessment to represent the percentage of replacement cost to make the building equivalent to a new facility (75-year lifespan).
 - Full modernization costs include state FCI assessment costs, seismic upgrades, energy upgrades, major system replacement, and educational suitability.
 - Costs are rough-order- of-magnitude only, developed with very high-level estimates.
 - This metric helps compare the cost to fix everything compared to a new building.

- :: Total estimated District need for full modernization is approximately \$292 million in 2023 project cost dollars.
 - No district ever tries to tackle all of the assessed need at once. When the Committee balances need and community support, it may end up to be a small percentage of the total (15-30% of total).
- :: Assessment findings:
 - 60-70% of replacement cost is the typical threshold where districts consider facility replacement.
 - Facilities with scores at 60% or above include Edwards Cafeteria, Ewing Young Elementary, and the District office. These should be part of the conversation if considering any facility replacements in the District.
 - Facilities with scores approaching 60% should also be considered, in combination with other factors. These facilities include Dundee Elementary, Mountain View Middle School, NHS Buildings H and J (CTE), NHS Building N (gymnasiums), and the NHS greenhouse classroom.
 - Buildings that are not dealt with now will need to hold out for at least another 13 years (and likely another 20-30 years).

EDUCATIONAL SUITABILITY

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

- :: Area per student is one metric to assess educational suitability, using national benchmarks from School Planning and Management. Area per student can impact many factors:
 - Inclusion of administrative and support functions
 - Physical education increases due to emerging state requirements
 - Diversity of learning spaces
- :: Schools that are more than 20 SF below the national benchmark include Mabel Rush ES, Mountain View MS, NHS, and Springbrook.
- :: Smaller schools may have higher numbers because share the same common spaces (such as gym) among fewer students.
- :: What does this really mean in the District's existing schools:
 - Some classrooms throughout the district are undersized: less flexible to reconfigure furniture for different activities, may have limited or no connection to other learning spaces, and can be functionally limited (such as NHS gym having low beams that don't work well for basketball and other sports).
 - Most schools don't have shared learning space outside of the classrooms: limited or no space for one-on-one or small group projects, limited ability for outside of classroom supervision, and disruption of learning caused by using learning spaced as thoroughfare.
 - Lack of natural light: can make spaces dark and uninviting, lack of visual relief, and damaged blinds limit use.
 - Wayfinding / character / community: narrow hallways at Mountain View and unwelcoming environments.



DEFERRED MAINTENANCE & RECENT CAPITAL EXPENDITURES

- :: Total deferred maintenance need is \$13.5 million, but seismic-related work is pulled out (\$5.8 million), so remainder of \$7.7 million is roughly 10% of total FCI deferred maintenance (does not represent full repair of all district maintenance, just a list of what is on the radar currently).
- :: Recent capital expenditures: approximately \$63 million has been invested in District facilities since 2002, from two recent bonds (2002 and 2011).
 - It takes more of today's dollars to do the work that was done.
 - Look at individual buildings at the high school, rather than one lump sum.

NEED SUMMARY

- :: Growth need: \$0.
- :: Educational program need: \$60.8 - \$73.5 million.
- :: Facility condition need (full modernization): \$292.2 million.

NEXT STEPS

- :: The next meeting will be held in the same location (District Office Board Room) on **Wednesday, May 30th** at 5:30 pm.
- :: A copy of the presentation materials is attached and meeting minutes will be posted on the District website.

Long-Range Facility Plan



Welcome!

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

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Agenda: Meeting 4 May 2, 2018

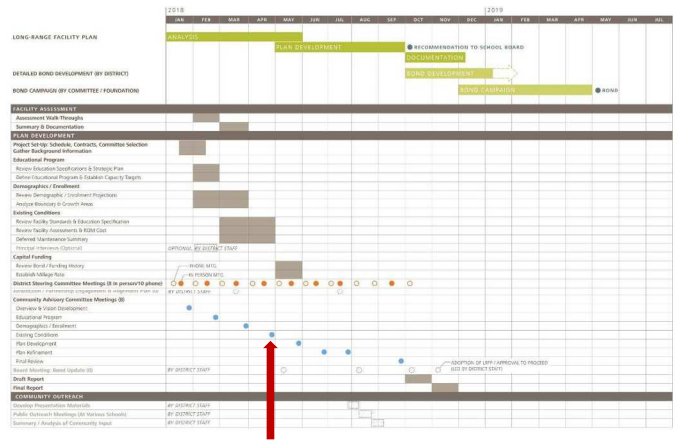


- 5:30 Review
- 5:45 Existing District Facilities
- 6:00 Facility Assessment
- 7:00 Full Modernization Assessment
- 7:30 Break
- 7:40 Educational Suitability
- 8:00 Deferred Maintenance & Recent Capital Expenditures
- 8:15 Next Steps

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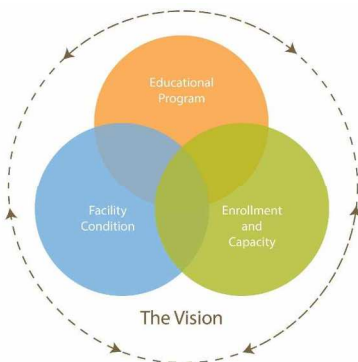
Review

Schedule: Where we are



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Elements of the Plan



Educational Program

- :: General Education
- :: Full-Day Kindergarten
- :: Preschool
- :: STEM
- :: Technology
- :: Textbooks

Enrollment and Capacity

- :: Growth
- :: Capacity
- :: Utilization
- :: Boundaries

Facility Condition

- :: Health and Safety
- :: Accessibility (ADA)
- :: Infrastructure
- :: Sustainability
- :: Life Expectancy

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Educational Program: Need Summary

ROM Cost Summary

Accommodate 21st Century Learning

Shared learning spaces	\$8.0 M
Maker space / creativity labs	\$6.9 M
Presentation / gallery space	\$3.0 M
NHS science labs	\$5.7 M
Subtotal	\$23.7 M

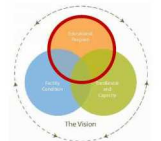
Educational Program Needs

Alternative Education	\$5.7 M
Career & Technical Education	\$11.2 M
Dual-Language Program	\$2.0 M
School-Based Health Clinic	\$1.3 M
Special Education	\$1.7 M
Early Childhood Education	\$1.1 M
Physical Education	\$4.6 M - \$17.3 M
Athletics	\$5.8 M
Subtotal	\$33.4 M - \$46.1 M

Other Program Considerations

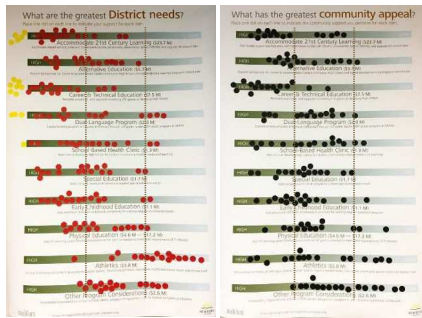
Replace portable classrooms	\$1.7 M
Expand cafeteria at Antonia Crater	\$1.1 M
Accessibility improvements	\$0.9 M
Subtotal	\$3.7 M

Total ROM Cost	\$60.8 M - \$73.5 M
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Educational Program: Need Summary

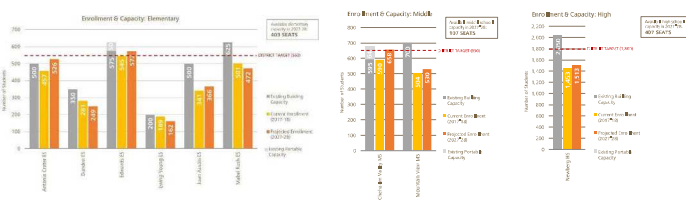
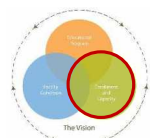


- Most combined support:**
1. CTE (27)
 2. 21st century learning (24)
 3. Alternative education (17)
 4. Early childhood education (17)
 5. Special education (15)

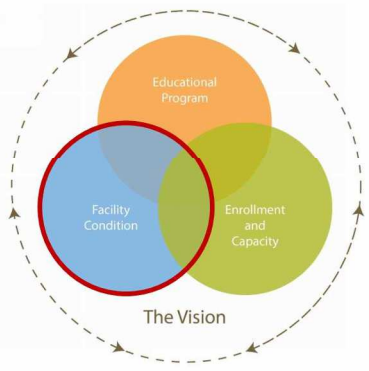
- Least combined support:**
1. Athletics
 2. Other (accessibility, portables)

Enrollment Growth: Need Summary

:: No significant capacity need due to projected enrollment growth



Elements of the Plan



Educational Program

- :: General Education
- :: Full-Day Kindergarten
- :: Preschool
- :: STEM
- :: Technology
- :: Textbooks

Enrollment and Capacity

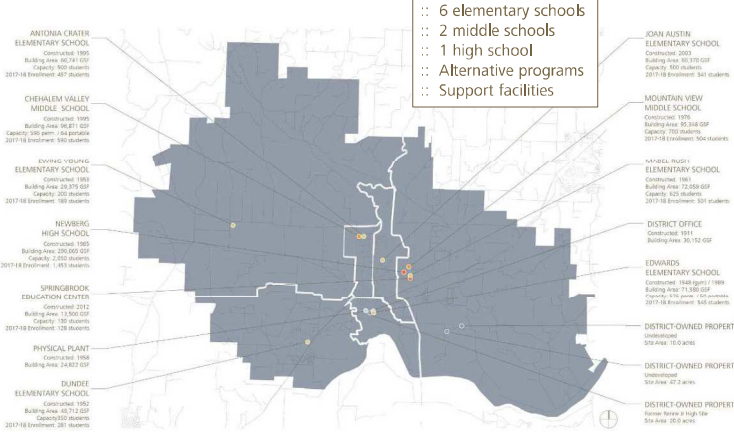
- :: Growth
- :: Capacity
- :: Utilization
- :: Boundaries

Facility Condition

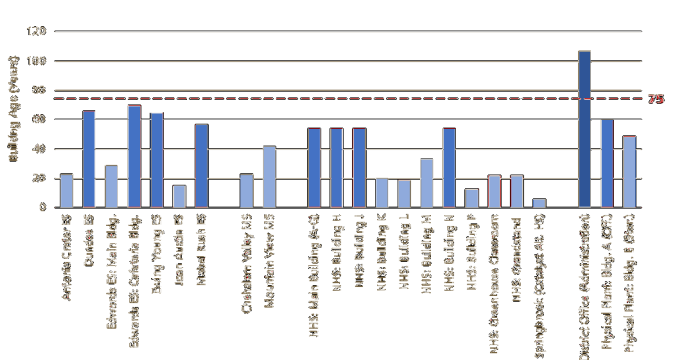
- :: Health and Safety
- :: Accessibility (ADA)
- :: Infrastructure
- :: Sustainability
- :: Life Expectancy

Existing District Facilities

Existing District Facilities



Age of Facilities

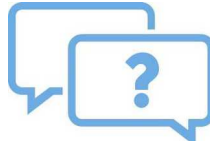


- :: 3 elementary buildings reach "end of expected life-cycle" within next 10 years
- :: District office will be nearly 120 years old

Average Use of Building Life in Years

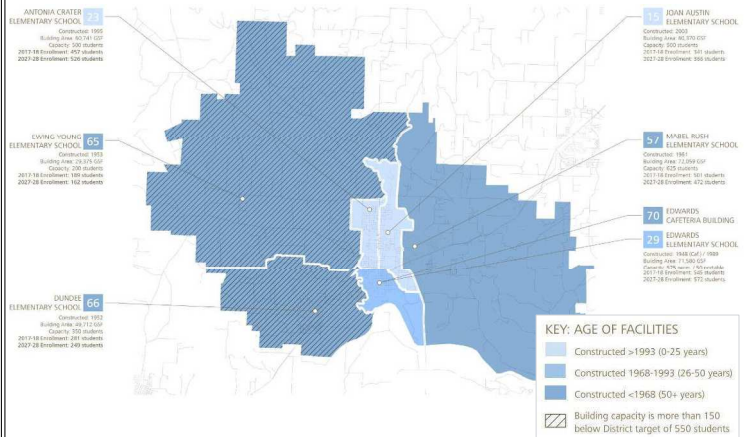
From the Government Finance Officers Association

Permanent Structure	55	Interior Construction	15
Portable	25	Interior Renovation	10
Foundation	50	Ceiling Finish	10
Frame	50	Plumbing	20
Floor Covering	15	HVAC	20
Carpeting	5	Electrical	20
Computer Flooring	10	Fire System	25
Exterior Walls	50	Elevators	20
Roof Covering	10		



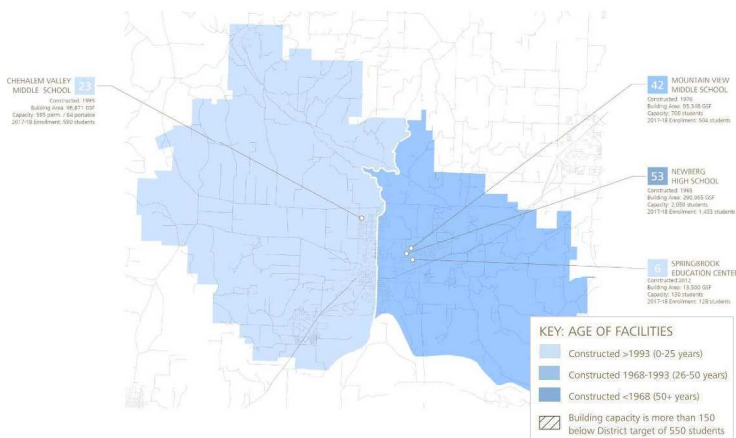
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Age & Capacity: Elementary



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Age & Capacity: Middle / High



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Facility Assessment

Facility Assessment: Overview

- :: High-level visual assessment of all District facilities using ODE assessment template
- :: Architect and district representative walk-throughs
- :: Does not involve testing or destructive evaluation
- :: Components
 - Physical condition assessment
 - School safety audit assessment
 - ADA assessment
 - Information technology
 - Harmful substances assessment
 - Indoor air quality assessment

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Facility Assessment: Overview

- :: Used as a tool to understand relative condition
- :: Intended to identify deficiencies in each major building system and estimated cost to repair
- :: Yields a Facility Condition Index (FCI) score:
 - Reflects the amount of capital required to address "deficiencies" or deferred maintenance items
 - Considers current condition, but also considers within the context of expected life-cycle
 - Represents the cost to address deficiencies as a percentage of the cost to fully replace existing facility "as-is"
 - Does not represent total facility need or cost to fully modernize

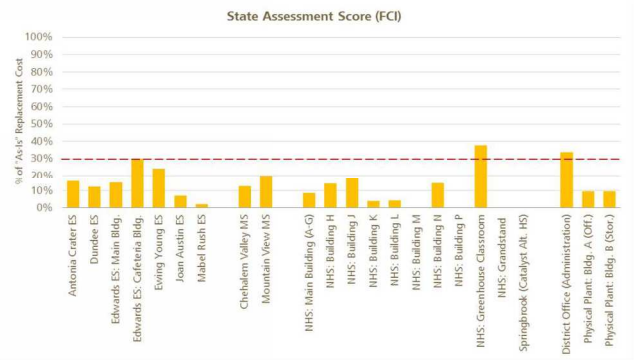
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Facility Assessment: Overview

Physical Condition Assessment Categories

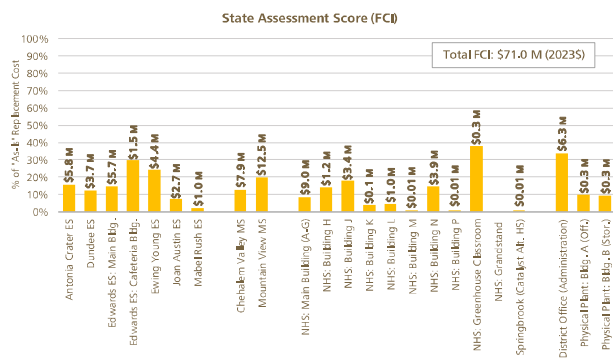
- :: **Substructure**— foundations, basements
- :: **Shell**— floor, roof, exterior walls, windows, doors
- :: **Interiors**— partition walls, ceilings, doors, stairs, finishes
- :: **Services**— plumbing, heating/cooling/ventilation, fire protection, electrical, elevators
- :: **Equipment & Furnishings**— restrooms, food service, vocational, science, stage, art
- :: **Site**— roads, parking, landscaping, utilities, site lighting, fencing, play areas

Facility Assessment: Findings



- :: Assessment score at, or over, 30% of replacement cost: Edwards Cafeteria, Greenhouse Classroom and District Office

Facility Assessment: Findings



- :: Estimated ROM cost to complete FCI repairs for each building
- :: Cost shown based on "as-is" adjusted replacement cost (up from state \$)

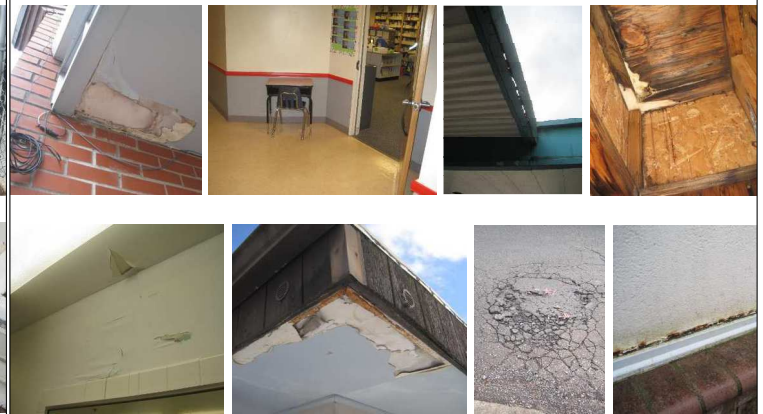
Building Condition: Antonia Crater ES



Building Condition: Dundee ES



Building Condition: Edwards ES (Main)



Building Condition: Edwards ES (Cafeteria)



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Building Condition: Ewing Young ES



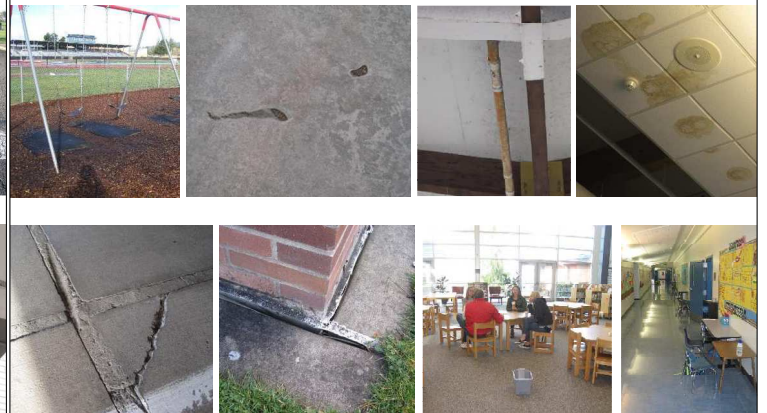
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Building Condition: Joan Austin ES



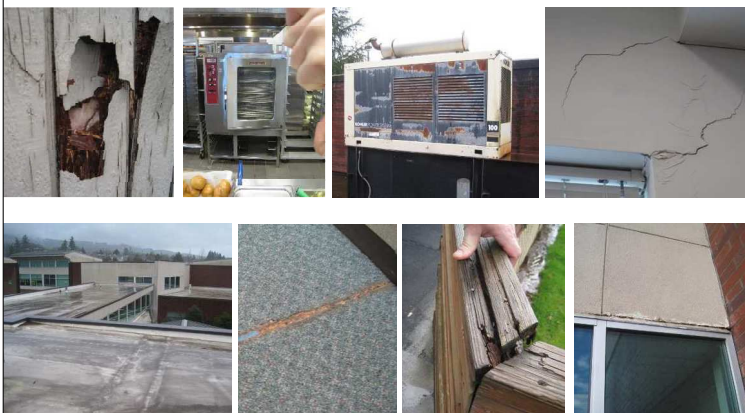
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Building Condition: Mabel Rush ES



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Building Condition: Chehalem Valley MS



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Building Condition: Mountain View MS



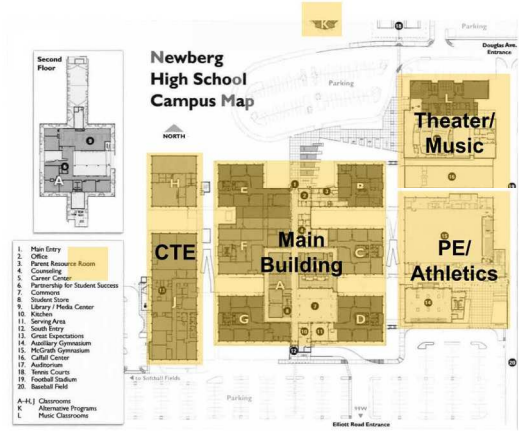
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Building Condition: Mountain View MS



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Building Condition: Newberg HS



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Building Condition: NHS (Main)



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Building Condition: NHS (H & J)



© MAHLUM

Building Condition: NHS (L & M)



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Building Condition: NHS (Gymnasiums)



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Building Condition: NHS (Other Areas)



Full Modernization Assessment

Full Modernization: Overview

:: Adjustment to state assessment to represent percentage of replacement cost to make the building equivalent to a new facility (75-year lifespan)

:: High-level assessment using ROM SF costs

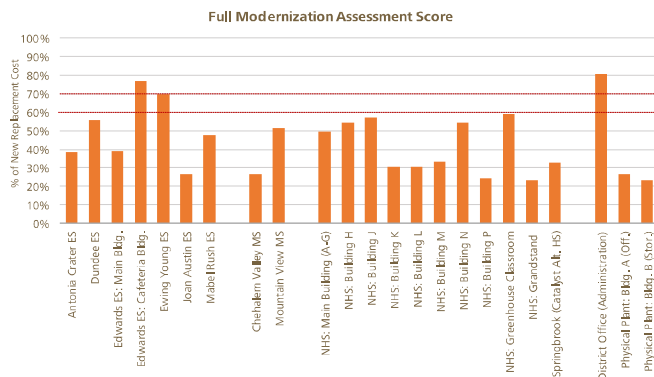
:: Components

- State FCI assessment scores (deferred maintenance)
- Seismic upgrades
- Energy upgrades
- Major system replacement
- Educational suitability

Full Modernization: FCI vs. "75-year"

State Assessment (FCI) +/- \$71.0 M	A metric to quantify deferred maintenance costs and represent them as a percentage of replacement cost
+	
Seismic Upgrades +/- \$37.9 M	ROM cost to upgrade to current standards (not "immediate occupancy") Assume \$77/SF including patch & repair
+	
Energy Upgrades +/- \$13.8 M	ROM cost to significantly improve energy efficiency Assume \$29/SF
+	
Major System Replacement +/- \$88.6 M	ROM cost to fully replace MEP systems Assume \$184/SF
+	
Educational Suitability +/- \$80.8 M	ROM cost to modernize learning environments, targeting districtwide consistency/equity Assume 137 SF/student ES, 153 SF/student MS, 172 SF/student HS
Total: +/- 292.2 M	Estimated ROM costs are 2023 project cost Costs are not based on detailed system reports/studies

Full Modernization: Findings



Full Modernization: Findings

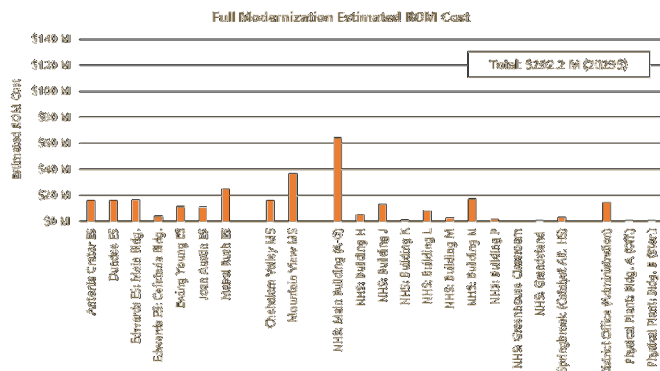
:: Buildings assessed at 60-70% of replacement cost or more should be considered for replacement:

- Edwards Elementary School Cafeteria Building
- Ewing Young Elementary School
- District Office

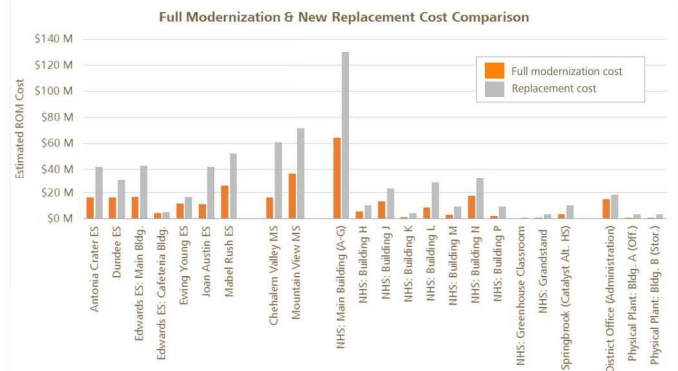
:: Buildings scoring 50-60% may also be considered, in combination with other factors

- Dundee Elementary School
- Mountain View Middle School
- NHS CTE Buildings (H & J) and Main Gymnasium Building (N)
- NHS Greenhouse Classroom

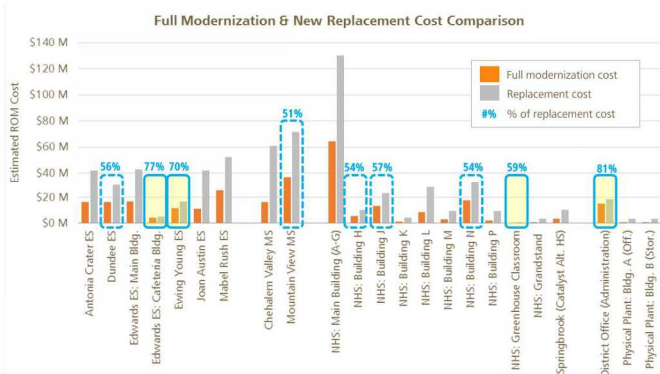
Full Modernization: Findings



Full Modernization: Findings



Full Modernization: Findings



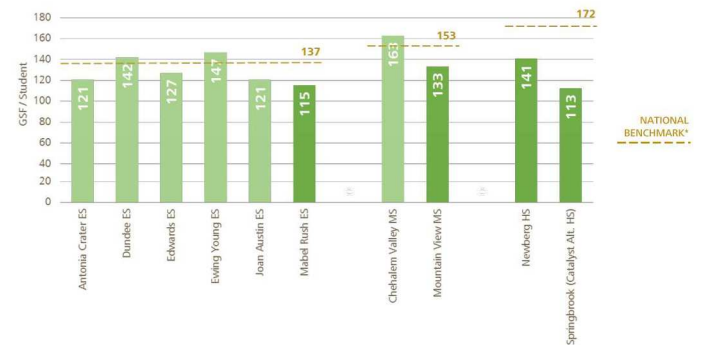
If you are going to consider investing significant capital in one of the circled facilities (repair deficiencies or address programmatic need), consider the comparison illustrated by this chart.

Educational Suitability



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

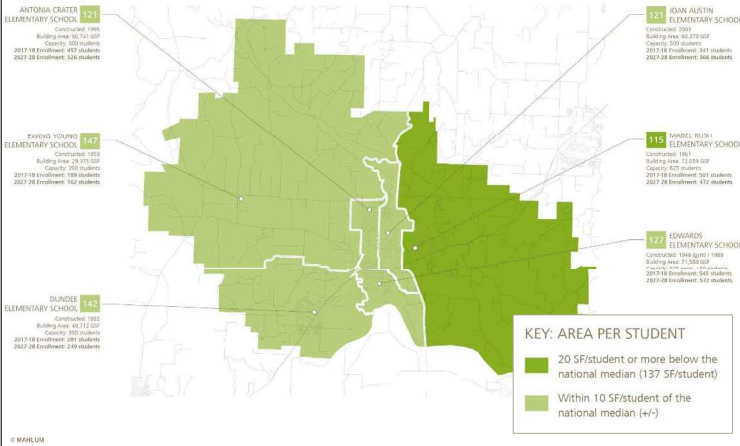
Area Per Student



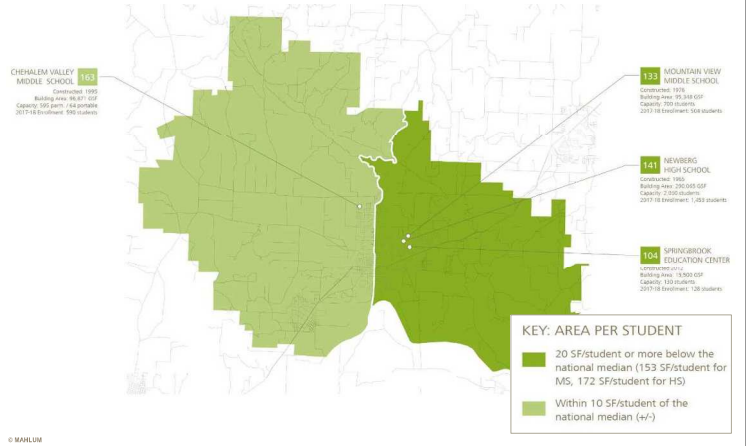
:: More than 20 SF/student below national benchmark: Mabel Rush ES, Mountain View MS, Newberg HS, Springbrook

* 2013 Annual School Construction Report, School Planning & Management

Area Per Student: Elementary



Area Per Student: Middle / High



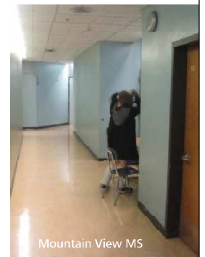
Educational Suitability: Classrooms

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



Educational Suitability: Shared Learning

- :: 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



Educational Suitability: Natural Light

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



Educational Suitability: Wayfinding / Character / Community

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



Deferred Maintenance & Recent Capital Expenditures

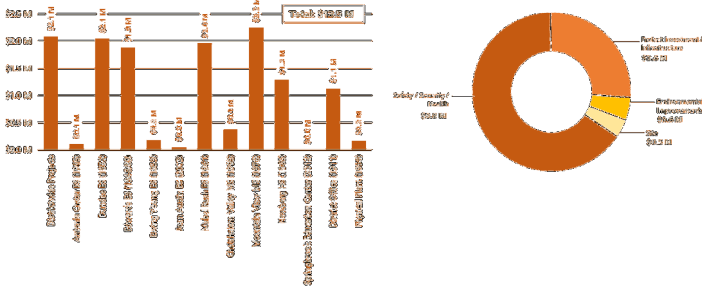
Deferred Maintenance

- :: District list of known/expected upgrades and repairs in the next 10 years
- :: Rough estimates in some cases
- :: Project costs in 2023 dollars
- :: Four categories of need
 - Safety / security / health
 - Protect investment / infrastructure
 - Environmental improvements
 - Site

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Deferred Maintenance

- :: Total estimated deferred maintenance need: \$13.5 million
- :: Costs shown are project costs escalated to 2023 dollars



- :: District deferred maintenance list includes \$5.8 M for seismic-related upgrades at Dundee, Edwards, Mabel Rush, Mountain View, and District Office
- :: Remaining cost (\$7.7 M) represents roughly 10% of total FCI deferred maintenance

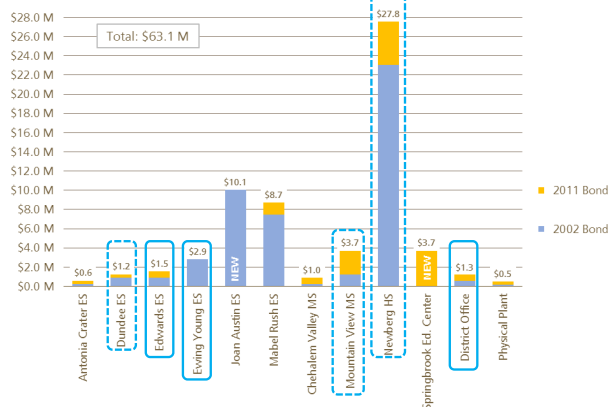
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Recent Capital Expenditures

- :: Approximately \$63 million invested in existing District facilities since 2002
- :: Funding from recent bonds (2002 and 2011)
- :: Includes new facilities and renovations / additions

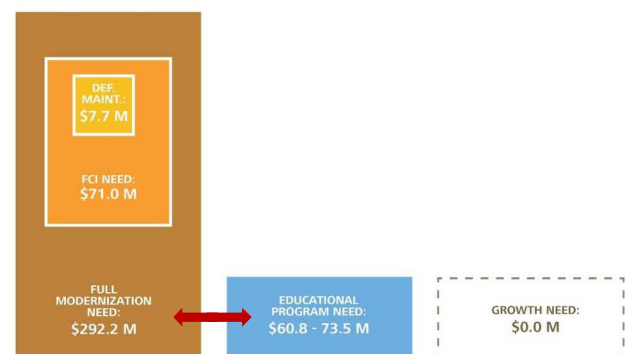
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Approximate Recent Capital Expenditures



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Need Summary



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MEETING MINUTES

PROJECT: Newberg Public Schools
Long-Range Facility Plan

PROJECT NO: 2018901.00

DATE: 31 May 2018

FILE NAME: M005_LRFC_20180530

SUBJECT: Long-Range Facilities Committee Meeting 5: Plan Development

MEETING DATE: 30 May 2018

TIME: 5:30 - 8:30 pm

LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

X Mindy Allison	mindy7000@gmail.com	Kylleen Nipp	Knipp@ymail.com
Denise Bacon	denise.bacon@newbergoregon.gov	Mardo Nuñez	Nunez.mardo@gmail.com
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Mark Martin	mmartin@cprdnewberg.org	Todd Thomas	toddthomas56@msn.com
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X Lynn Montoya Quinn	lmontoya@pcc.edu		

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X Luke Neff	neffl@newberg.k12.or.us		



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

REVIEW

LeRoy provided a high-level review.

- :: This is the first of three planning meetings to develop the long-range facility plan. This group will start to discuss with each other what, if anything, makes sense with regard to managing facilities in the next 10 years, and whether the district should go out for a capital measure or not.
- :: There are three approaches to plan development: a "piecemeal" approach, fixing everything at once (which no district can afford to do), or a strategic phased plan, which is what we are focusing on in this process.
 - Phased planning includes thinking about what happens after the initial phase and prioritizing projects.
 - Consider the level of community support, balanced against all of the district need.
- :: Discussion of a sample capital measure of \$100 million.
 - \$100 million is a reference point only. The Committee may decide to go for more, less, or none.
 - Some existing district debt will sunset in 2019, providing a drop in the tax rate and an opportunity to ask the community for another capital measure to "refill the bucket." Passing a capital measure in 2019 for \$100 million would maintain the current tax rate.
 - Levy rates shown on the chart are per \$1,000 of assessed value (not market value). These property taxes are paid by all tax payers in the district. The estimated median property value in the district (rough-order-of-magnitude) is between \$250,000 and \$300,000.
 - Capital measures are commonly amortized over a 20-year period, with a 10-year step-down, which allows the district to have debt capacity again and have potential to consider the next capital measure.
 - *When does a bond need to go to public?*
May 2019 and possibly November 2019 if necessary.
 - *How does proposed construction in the district play into the calculations?*
Piper Jaffray runs models that project the current rate and a calculation for expected growth. They don't want to be too aggressive or tax rates will go up. Typically want to be conservative, so tax rate may decrease or stay consistent.
 - *Where does Mahlum's role stop in the timeline? Who is going to carry us through this?*
There are many paths that can be taken. Sometimes help districts with outreach and even the beginning of the campaign. The District cannot campaign, but can provide information. Outreach typically includes surveys/polling in conjunction with open houses. In this process, Mahlum will do the planning part, the District will do outreach in the fall and coordinate someone doing a survey, and then Mahlum will hold one more meeting in the fall to let the Committee know what the outreach feedback is. Then Mahlum will do the state-mandated report. Community members may form a PAC and move forward.
- :: NEED – Educational Program:
 - Looked at the amount of support from previous exercise, broken into three tiers: Tier – CTE and 21st-century learning; Tier 2– alternative education, early childhood education, and special education; Tier 3– dual-language and school-based health clinic.
- :: NEED – Enrollment Growth and Capacity:
 - No significant capacity need due to projected enrollment growth in the next 8 to 10 years.

- :: NEED – Facility Condition:
 - \$71 million is estimated for deferred maintenance needs (per state facility assessment).
 - \$292 million is estimated for full modernization of all District facilities, fixing facilities to be essentially like new and last for another 70 years (includes deferred maintenance, seismic upgrades, energy upgrades, major system replacement, and educational suitability).
 - Facilities with the highest percentage of cost to fully modernize versus replacement include: District Office, Edwards Cafeteria, Ewing Young Elementary, NHS greenhouse classroom, NHS CTE buildings (H and J), Dundee Elementary, NHS gym building (N), and Mountain View Middle School.
- :: Review of approximate recent capital expenditures in the last two bonds (last 16 years).
- :: Larry noted that roughly \$400,000 per year is currently allocated for ongoing maintenance projects in the District.
- :: High-level overview of non-capital and capital investment options
 - Non-capital investment options result in learning environments, CTE, special education and other programs remaining as-is
 - Capital investment options include: addressing educational program needs, address deferred maintenance needs, fully modernize buildings, school replacement, purchase land for future growth (not needed), build additions or new schools for growth (not needed), and fund districtwide curriculum and technology needs
- :: *A District safety and security assessment was done a couple of years ago at HS and MS. Is this included in the facility costs?*

Not in great detail, but the state assessment does have some scoring related to safety issues, such as site perimeter fencing, etc. For example, the safety and security assessment recommended that lockers be removed and replaced at Mountain View. This type of work would not be included in the deferred maintenance cost, but would be included in the full assessment cost.
- :: *What about the construction excise tax that the District collects?*

Larry noted that some funds are set aside to replace the turf field periodically, and these funds may also be made available for other deferred maintenance items in some cases. There are limited uses for these funds, similar to what is allowable with bond funds.
- :: Facility replacement approaches: don't replace versus phased replacement. If the District doesn't replace aging facilities over time, it can create an overwhelming situation in the future where there are too many buildings in need of replacement all at once.

PLANNING EXERCISE

Three table groups of 3-4 people each completed a series of three exercises to determine preliminary projects and funding for a long-range facility plan. Photos of completed exercise sheets are attached.

- :: Group 1: \$156.6 million
 - Fully fund deferred maintenance at buildings that didn't have a need for modernization or replacement.
 - Do the minimum at Ewing Young, rather than put in money now, since it likely needs to be replaced in the next phase.
 - Replace Edwards cafeteria building, because it costs almost as much to fully modernize.
 - Full modernization at Mountain View, because in too rough of shape to leave for another 10 years.

- Full modernization at CTE buildings and greenhouse, because there will be good community buy-in for CTE and high school programs, high school programs also serve the most kids, and CTE is a good program.
 - District office needs to be done in the next cycle.
 - Fully fund Springbrook, because alternative education is growing and has good community buy-in.
 - Buildings need to be safe, but must have curriculum and technology!
- :: Group 2: \$176.3 million
- Full modernization and expansion at Dundee, to add 150 to 200 students and close Ewing Young. Ewing Young is very expensive to run because it is so small (average \$1,300 more per student than any other school). This plan improves Dundee and saves operational funds.
 - Replace Edwards cafeteria building.
 - Fully modernize Mountain View; it needs a lot of help.
 - Full modernization at CTE buildings and greenhouse; same line of thinking as Group 1.
 - Fully fund deferred maintenance at other buildings, but like Group 1's idea of doing less if planning to replace a building in the next phase.
 - Technology is fully funded and curriculum at 50%. Consider utilizing free and online curriculum resources. The District has gone through many curriculum changes rapidly.
 - CTE and Catalyst will get a lot of community buy-in.
 - Shared learning spaces could possibly function as maker spaces as well.
 - District office could potentially move to Ewing Young, or some Catalyst functions could go there?
- :: Group 3: \$150.5 million
- CTE is a priority.
 - 21st century learning is a huge priority. Shared learning environments are really important; maker space less important if create shared learning environments.
 - Fund special education in all the schools. It's a priority for the district to become more inclusionary.
 - Fully fund PE projects to be more forward thinking and avoid budget crises in the future.
 - Replace Dundee; it is in bad condition and old, and looked at cost of modernization versus replacement.
 - Replace Edwards cafeteria building, due to concern about safety issues.
 - Full modernization at both CTE buildings, and replacement of greenhouse.
 - Emphasis on Ewing Young going away, but included \$0.3 million for special education in case it stays.
 - Fully fund curriculum and technology.
- :: Observations
- All groups funded deferred maintenance at 50 percent or more.
 - It is remarkable how close the three plans are (within \$25 million); often plans vary more widely in the first pass.

NEXT STEPS

- :: The next meeting will be held in the same location (District Office Board Room) on **Wednesday, June 13th** at 5:30 pm.
- :: The next meeting will be a refinement of the work done today. We will identify areas where there is different thinking and discuss. Piper Jaffray will run bond scenarios so the Committee can see the implications to the tax rate.
- :: A copy of the presentation materials is attached and meeting minutes will be posted on the District website.

Long-Range Facility Plan



Welcome!

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

Agenda: Meeting 5

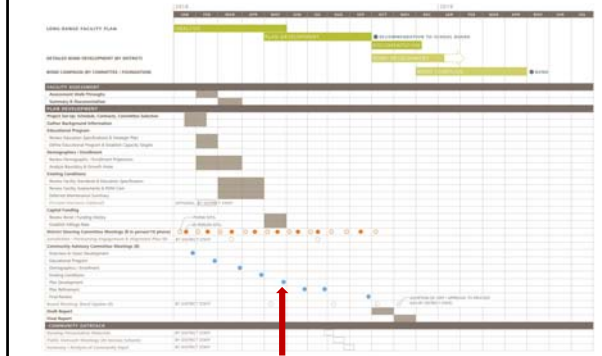
May 30, 2018



- 5:30 Review
- 6:00 Exercise 1
- 6:30 Break
- 6:35 Exercise 2
- 7:05 Break
- 7:10 Exercise 3
- 7:30 Report back and discussion
- 8:27 Next steps

Review

Schedule: Where We Are



Approaches to Plan Development

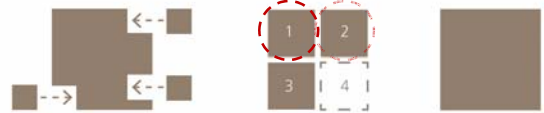


Piecemeal Approach

Strategic Phased Plan

All at Once

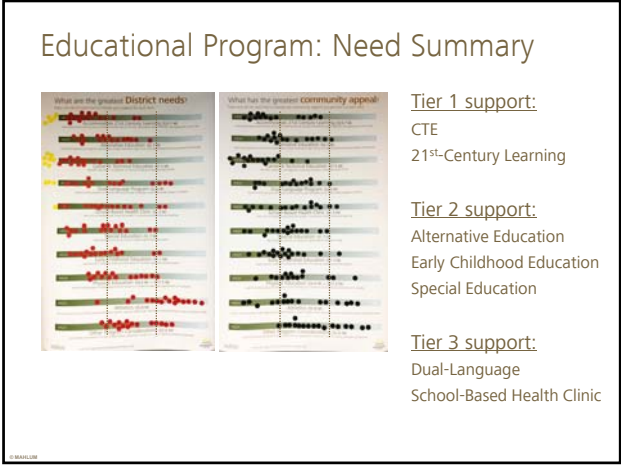
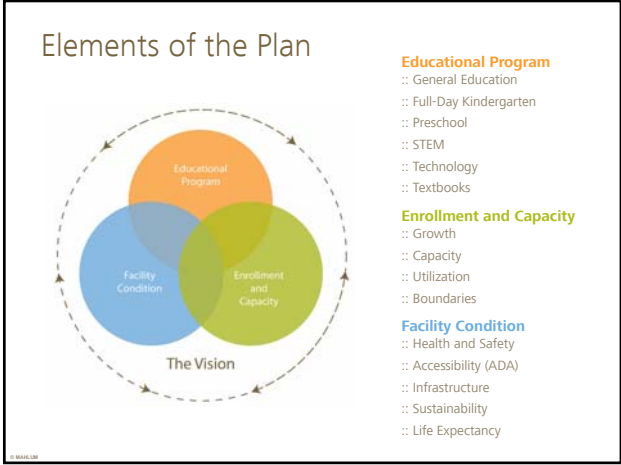
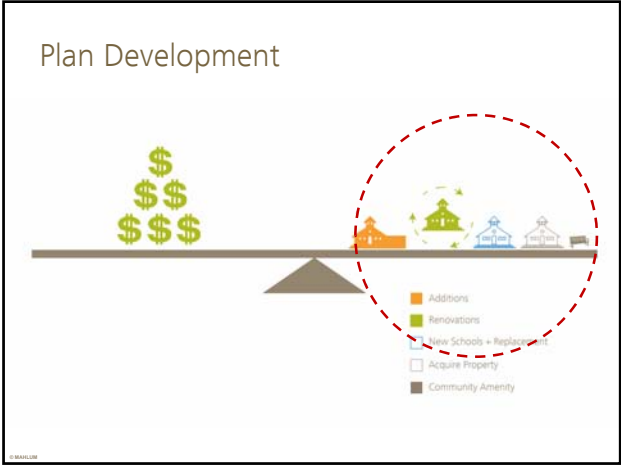
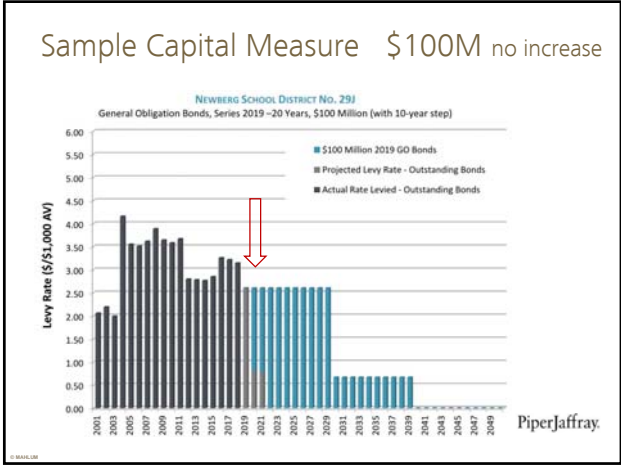
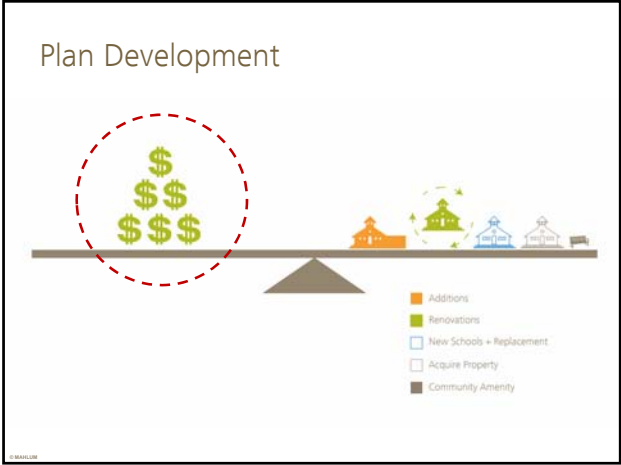
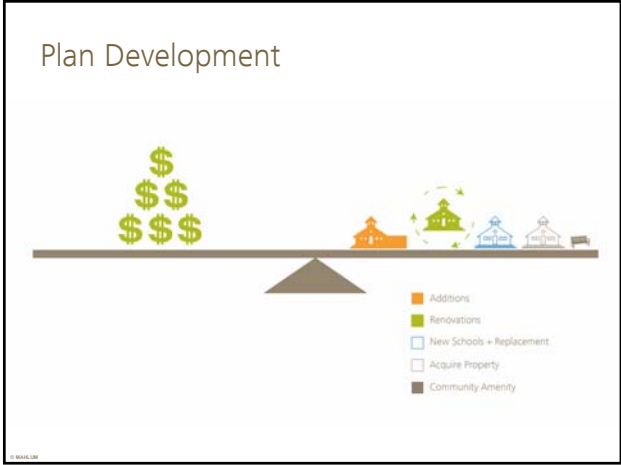
Approaches to Plan Development



Piecemeal Approach

Strategic Phased Plan

All at Once



Educational Program: Need Summary

ROM Cost Summary

Accommodate 21st Century Learning	
Shared learning spaces	\$8.0 M
Maker space / creativity labs	\$6.9 M
Presentation / gallery space	\$3.0 M
NHS science labs	\$5.7 M
Subtotal	\$23.7 M
Educational Program Needs	
Alternative Education	\$5.7 M
Career & Technical Education	\$11.2 M
Dual-Language Program	\$2.0 M
School-Based Health Clinic	\$1.3 M
Special Education	\$2.5 M
Early Childhood Education	\$1.1 M
Physical Education	\$17.3 M
Athletics	\$5.8 M
Subtotal	\$46.9 M
Other Program Considerations	
Replace portable classrooms	\$1.7 M
Expand cafeteria at Antonia Crater	\$1.1 M
Accessibility improvements	\$0.9 M
Subtotal	\$3.7 M
Total ROM Cost	\$74.3 M



Tier 1 \$34.8M
Tier 2 \$ 9.3M
Tier 3 \$ 3.3M

Enrollment Growth: Need Summary

:: No significant capacity need due to projected enrollment growth



Facility Condition: Need Summary

:: State calculated deficiency **\$71 M**

:: Projected full modernization **\$292 M**

:: Highest costs to fully modernize:

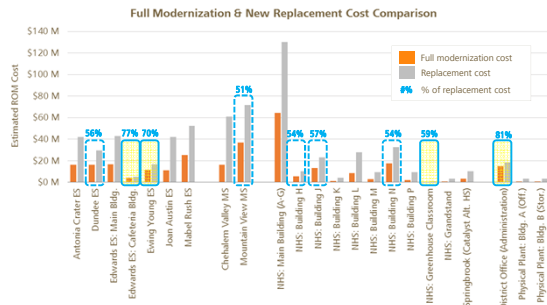
- District Office (81% replacement)
- Edwards Cafeteria (77% replacement)
- Ewing Young ES (70% replacement)
- NHS Greenhouse Classroom (59% replacement)
- NHS CTE Buildings H & J (57% / 54% replacement)
- Dundee ES (56% replacement)
- NHS Gym Building N (54% replacement)
- Mountain View Middle School (51% replacement)



Full Modernization: FCI vs. "75-year"

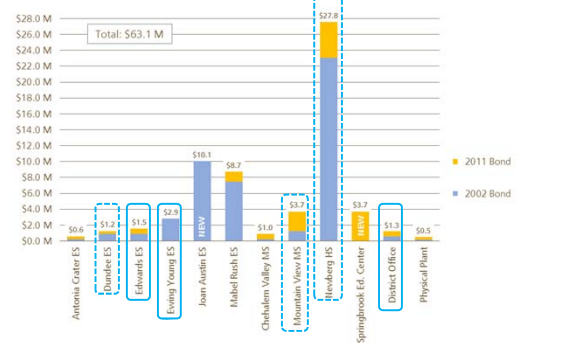
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Educational Suitability +/- \$80.8 M	ROM cost to modernize learning environments, targeting districtwide consistency/equity <i>Assume 137 SF/student ES, 153 SF/student MS, 172 SF/student HS</i>
Total: +/- 292.2 M	Estimated ROM costs are 2023 project cost Costs are not based on detailed system reports/studies

Full Modernization: Findings



If you are going to consider investing significant capital in one of the circled facilities (repair deficiencies or address programmatic need), consider the comparison illustrated by this chart.

Approximate Recent Capital Expenditures



Investment Options

Non-Capital Investment Options

- :: No significant modernizations or maintenance – *limited to operational budget*
- :: Learning environments remain as-is
- :: CTE, SPED and other programs remain as-is
- :: Increase class sizes
- :: Adjust enrollment boundaries
- :: Allow / maintain school enrollment above targets
- :: Add capacity with modulars (operational \$)

Capital Investment Options: Extg. Facilities

- :: Address educational program needs / improve instructional space
 - Accommodate 21st-century learning (shared learning, maker space, presentation areas)
 - Specific program needs: alt. ed., CTE, dual-language, health center, etc.
- :: Address deferred maintenance (per state assessments)
 - At-risk / time-critical items identified at each school
 - Interior and exterior building repairs if identified
- :: Fully modernize building (per projected costs)
 - Deferred maintenance, seismic upgrade, energy upgrade, system replacement as necessary, and improve educational suitability

Capital Investment Options: Extg. Facilities

- :: School replacement
 - Does a combination of instructional space, condition, and enrollment needs suggest school replacement?*
 - Dundee ES, Edwards ES Cafeteria Building, Ewing Young ES
 - Mountain View Middle School
 - NHS Buildings H & J (CTE), Building N (Gym), Greenhouse classroom
District office
- :: Additions to address growth
 - No schools show a significant need based on enrollment growth
- :: Other amenities
 - Parking, lighting, turf, etc.

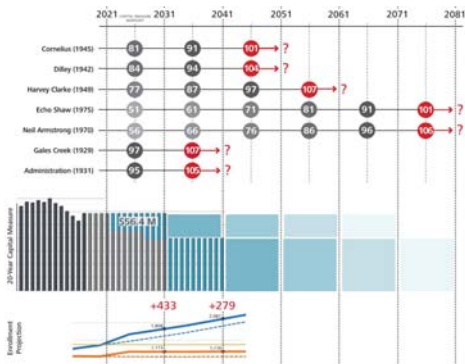
Capital Investment Options: New Facilities

- :: Purchase land for future growth
 - Plan ahead in anticipation of growth beyond 10-year horizon
 - 10 acres for elementary / 20 acres for middle / 40 acres for high
- :: New schools for growth

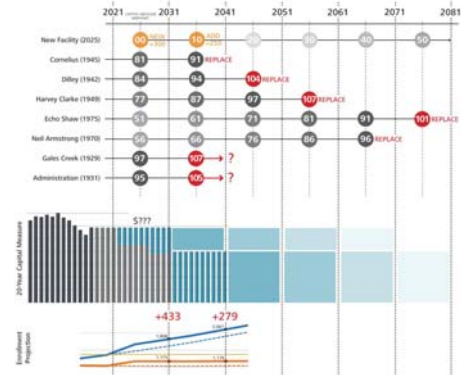
Capital Investment Options: Support

- :: Curriculum
 - Adoption of updated curricula
 - Math, science, health & PE, social studies, world languages & arts, English language arts, ELL / ELP
- :: Technology
 - Replace aging devices and PA systems throughout the district
 - Update/add wireless infrastructure, fiber runs, and data drops
 - Server room backup generator
- :: Food Service
- :: Transportation

Facility Replacement: "Don't Replace"



Facility Replacement: "One per Cycle"



Planning Exercise

Planning Exercise: Why an exercise?

- :: Start to explore your thoughts regarding facility need, potential projects and your assessment of Newberg's willingness to support through property taxes
- :: Recognize and discuss common, and differing, opinions
- :: Begin to identify priorities

Planning Exercise: Relax!

- :: You are NOT expected to come up with a final plan approach tonight (this is only a first pass, but we do want you to complete the exercise)
- :: You will have two more meetings to review, discuss ask questions and modify
- :: Your work:
 - Represents a highly valued community opinion, that will serve as the foundation of a facility plan
 - Does not necessarily identify specific capital improvement projects included in a final plan

If you choose a non-capital approach:

- :: You do NOT see a need for capital improvement
- and / or*
- :: You want property taxes to decrease

A Reminder.....

Vision: District Values

All Means All

- :: All students are given the same opportunities to learn in inclusive classrooms

Collective Responsibility

- :: Educators, students, families, and the community are invested in the success of all students

21st Century Teaching and Learning

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



Vision: Planning Goals

Educational Programs

- :: Provide maker spaces
- :: Update curriculum materials
- :: Address workforce readiness
- :: Accommodate growing programs, such as CTE and dual-language
- :: Improve sports facilities

Facility Improvement

- :: Address outdoor facilities
- :: Plan for durable facilities that minimize maintenance
- :: Address major repair projects not accommodated with the general fund

Safety, Accessibility & Inclusion

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



Vision: Planning Goals

Character, Design, and Feel

- :: Provide flexible space

Enrollment and 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



Let's get going!

Group 1 Exercise: \$156.6 million

NPS: Long-Range Facility Plan, Meeting 5

30 May 2018

Newberg Public Schools LRFP 30 May 2018 EXERCISE 1 mahlum	TIER 1					TIER 2			TIER 3		OTHER		Total	
	CTE	21st-Century Learning				Early Child/Ed.	Special Education	Alternative Education	Dual-Language	Health Clinic	PE	Athletics		Access/Other
		Shared Learning	Maker Space	Present. / Lecture	Science Labs (HS)									
Antonia Crater ES														
Dundee ES		\$0.8M				\$0.3M				\$3.5M		\$1.1M	1.1	
Edwards ES: Main Bldg		\$0.5M	\$0.8M			\$0.3M				\$3.5M		\$1.7M	1.6	
Edwards ES: Cafeteria Bldg		\$3.3M	\$0.8M			\$1.1M	\$0.3M	\$2.0M		\$3.5M		\$1.7M	5.5	
Ewing Young ES			\$0.8M				\$0.3M					\$0.2M	1.1	
Joan Austin ES			\$0.8M				\$0.3M			\$1.5M		\$0.2M	1.1	
Mabel Rush ES		\$0.8M	\$0.8M				\$0.3M			\$3.5M		\$0.2M	1.1	
Chehalem Valley MS		\$0.8M	\$0.8M	\$0.1M			\$0.3M			\$3.5M			2	
Mountain View MS		\$1.1M	\$0.8M	\$0.1M			\$0.3M					\$0.2M	2.3	
NHS: Main Building (A-G)		\$1.6M	\$0.8M	\$2.8M	\$5.7M		\$0.3M			\$1.3M		\$0.4M	7.6	
NHS: Building H	\$6.6M												4.6	
NHS: Building J	\$6.6M												6.6	
NHS: Building K														
NHS: Building L														
NHS: Building M														
NHS: Building N											\$5.8M			
NHS: Building P														
NHS: Greenhouse Classroom														
NHS: Grandstand														
Springbrook (Catalyst) Atr. HS								\$5.7M					6.7	
District Office (Administration)														
Physical Plant: Bldg. A (D1)														
Physical Plant: Bldg. B (Stor.)														
Total	11.2	8.1	6.4	.2	5.7	1.1	2.7	5.7					41.1	

Newberg Public Schools LRFP 30 May 2018 EXERCISE 2 mahlum	1. 21st Cent. Learning / Ed. Program		2. Deferred Maint. (50% Replacement)		3. Full Modernization (100% Replacement)		4. Facility Replacement		Total by Facility	Notes
	1	2	3	4	5	6				
Antonia Crater ES 1995 (38.3% of replacement)	1.1	5.8								
Dundee ES 1952 (55.6% of replacement)	1.6	3.7	\$16.4 M						\$29.5 M	
Edwards ES 1989 (39.0% of replacement)	5.5	5.7								
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	\$1.5 M	\$4.1 M				5.3			
Ewing Young ES 1953 (69.8% of replacement)	1.1	2.2	\$11.7 M						\$16.8 M	
Joan Austin ES 2003 (26.5% of replacement)	1.1	2.7								
Mabel Rush ES 1961 (47.8% of replacement)	1.9	1.0								
Chehalem Valley MS 1995 (26.6% of replacement)	2	7.9								
Mountain View MS 1976 (51.4% of replacement)	\$2.4 M	\$12.5 M		36.8					\$71.6 M	
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	7.6	4.5								
NHS Building H (CTE) 1964 (54.3% of replacement)		\$1.2 M		5.6					\$10.3 M	
NHS Building J (CTE) 1964 (57.1% of replacement)		\$3.4 M		13.3					\$23.3 M	
NHS Building N (Gym) 1964 (54.4% of replacement)	0	3.9		17.8					\$32.7 M	
NHS Other Buildings 1985-2005 (24-33% of replacement)	N/A	1.2								
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	0		1.5					\$0.9 M	
NHS Grandstand 1996 (23.5% of replacement)	N/A	5.0 M								
Springbrook Ed. Center 2012 (21.1% of replacement)	5.7									
District Office 1911 (80.9% of replacement)	N/A	3.2		\$15.0 M					\$18.5 M	
Physical Plant 1958/1969 (28.5% / 23.5% of replacement)	N/A	6								
Total by Need	27.6	47.4		56.2					5.3	

Newberg Public Schools LRFP 30 May 2018 EXERCISE 3: Summary mahlum		
21st-Century Learning / Educational Program	\$ 27.6	Total of Column 1 from Exercise 2
Deferred Maintenance	\$ 47.4	Total of Column 2 from Exercise 2
Full Modernization	\$ 56.2	Total of Column 3 from Exercise 2
Facility Replacement	\$ 5.3	Total of Column 4 from Exercise 2
New School (For Growth) (Does not include site cost)	\$ 0	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M
Site Purchase	\$ 0	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M
Curriculum	\$ 13.5	\$13.5 M (Total need)
Technology	\$ 2.5	\$2.5 M (Total need)
Reserve	\$ 0	0% - 5%
Subtotal	\$ 153.5	
Estimated Bond Costs (2%)	\$ 3.1	x 1.02 (Bond Cost Multiplier)
Grand Total	\$ 156.6	

Group 2 Exercise: \$176.3 million

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Newberg Public Schools LRFP 30 May 2018 EXERCISE 1 mahlum	TIER 1					TIER 2			TIER 3		OTHER			Total
	CTE	21st-Century Learning				Early Childhd.	Special Education	Alternative Education	Dual-Language	Health Clinic	P.E.	Athletics	Access./ Other	
		Shared Learning	Maker Space	Present. / Lecture	Science Labs (HS)									
Antonia Crater ES			\$0.9M											
Dundee ES		\$0.3 M	\$0.8M			\$0.3 M				\$1.5 M		\$0.9 M	1.4	
Edwards ES Main Bldg.		\$3.3 M	\$0.8M			\$0.3 M				\$1.5 M		\$1.7 M	5.3	
Edwards ES Cafeteria Bldg.						\$1.1 M	\$0.3 M		\$2.0 M				1.4	
Ewing Young ES			\$0.8M				\$0.3 M						1.1	
Joan Austin ES			\$0.8M				\$0.3 M			\$1.5 M		\$0.2 M	1.5	
Mabel Rush ES		\$0.8 M	\$0.8M				\$0.3 M			\$1.5 M		\$0.2 M	1.3	
Chehalem Valley MS		\$0.8 M	\$0.8M	\$0.1 M			\$0.3 M						1.9	
Mountain View MS		\$1.1 M	\$0.8M	\$0.1 M			\$0.3 M			\$1.5 M			2.4	
NHS Main Building (A-G)		\$1.6 M	\$0.8M	\$2.8 M	\$5.7 M		\$0.3 M		\$1.3 M			\$0.4 M	6.1	
NHS Building H	\$4.6 M												4.6	
NHS Building J	\$6.6 M												6.6	
NHS Building E														
NHS Building I														
NHS Building M														
NHS Building N												\$5.8 M		
NHS Building P														
NHS Greenhouse Classroom														
NHS Grandstand														
Springbrook (Catalyst Art) HS							\$5.7 M						5.7	
District Office (Administration)														
Physical Plant: Bldg. A (DK)														
Physical Plant: Bldg. B (DK)														
Total	11.2	8.1	2.4	5.7	2.7	5.7							40.9	

EXERCISE 2 mahlum	1 21st-Century Learning Ed Program	2 Deferred Maintenance	3 Full Modernization	4 Facility Replacement	Total by Facility	Notes
Antonia Crater ES 1995 (38.3% of replacement)	14	5.8			7.2	
Dundee ES 1952 (55.6% of replacement)	Ø	Ø	304m	Ø	324	Close, Open, Upgrade, Replace, Upgrade, Upgrade
Edwards ES 1989 (39.0% of replacement)	53	5.7			11.0	
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	Ø	Ø	53	53	
Ewing Young ES 1953 (69.8% of replacement)	Ø	Ø	Ø	Ø	Ø	
Joan Austin ES 2003 (26.5% of replacement)	3	2.7			3.0	
Mabel Rush ES 1961 (47.8% of replacement)	13	1.0			2.3	
Chehalem Valley MS 1995 (26.6% of replacement)	19	7.9			9.8	
Mountain View MS 1976 (51.4% of replacement)	Ø	Ø	368	Ø	368	
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	101	9.0			19.1	
NHS Building H (CTE) 1964 (54.3% of replacement)	46	Ø	56	Ø	56	
NHS Building J (CTE) 1964 (57.1% of replacement)	46	Ø	133	Ø	133	
NHS Building N (Gym) 1964 (54.4% of replacement)	Ø	39	Ø	Ø	39	
NHS Other Buildings 1985-2005 (24-33% of replacement)	N/A	1.2			1.2	
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	Ø	Ø	.9	.9	
NHS Grandstand 1996 (23.5% of replacement)	N/A	\$0.0 M				
Springbrook Ed. Center 2012 (21.1% of replacement)	51	\$0.0 M			5.7	
District Office 1911 (80.9% of replacement)	N/A	6.3	Ø	Ø	6.3	
Physical Plant 1958/1969 (26.5% / 23.5% of replacement)	N/A	0.6			.6	
Total by Need	26	44.1	87.3	62	163.6	

Newberg Public Schools LRFP 30 May 2018 EXERCISE 3: Summary mahlum		
21st-Century Learning / Educational Program	\$ 20	Total of Column 1 from Exercise 2
Deferred Maintenance	\$ 441	Total of Column 2 from Exercise 2
Full Modernization	\$ 873	Total of Column 3 from Exercise 2
Facility Replacement	\$ 62	Total of Column 4 from Exercise 2
New School (For Growth) (Does not include site cost)	\$ Ø	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M
Site Purchase	\$ Ø	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M
Curriculum	\$ 6.7	\$13.5 M (Total need)
Technology	\$ 2.5	\$2.5 M (Total need)
Reserve	\$	0% - 5%
Subtotal	\$ 172.85	
Estimated Bond Costs (2%)	\$ 3.45	x 1.02 (Bond Cost Multiplier)
Grand Total	\$ 176.307	

Group 3 Exercise: \$150.5 million

NPS: Long-Range Facility Plan, Meeting 5

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Group 3

Newberg Public Schools LRFP 30 May 2018 EXERCISE 1 mahlum	TIER 1					TIER 2			TIER 3		OTHER		Total	
	CTE	21st-Century Learning				Early Childhd.	Special Education	Alternative Education	Dual-Language	Health Clinic	P.E.	Athletics		Access/Other
		Shared Learning	Maker Space	Present. / Lecture	Science Labs (HS)									
Antonia Crater ES			\$0.8M				\$0.3M				\$3.5M	\$1.1M	.65	
Jundee ES	\$0.5M	\$0.8M				\$0.3M							.8	
Edwards ES- Main Bldg.	\$3.3M	\$0.8M			\$1.1M	\$0.3M		\$2.0M		\$1.5M		\$1.7M	4.9	
Edwards ES- Cafeteria Bldg.													.3	
Ewing Young ES			\$0.8M			\$0.3M						\$0.2M	.3	
Joan Austin ES			\$0.8M			\$0.3M				\$3.5M			3.8	
Mabel Rush ES	\$0.8M	\$0.8M				\$0.3M				\$3.5M		\$0.2M	4.6	
Chehalem Valley MS	\$0.8M	\$0.8M	\$0.1M			\$0.3M				\$3.5M			4.6	
Mountain View MS	\$1.1M	\$0.8M	\$0.1M			\$0.3M						\$0.2M	1.8	
NHS Main Building (A-G)		\$1.8M	\$0.8M	\$2.8M	\$5.7M	\$0.3M			\$1.3M			\$0.4M	11.7	
NHS Building H	\$4.6M												4.6	
NHS Building J	\$6.6M												6.6	
NHS Building K														
NHS Building L														
NHS Building M														
NHS Building N												\$5.8M		
NHS Building P														
NHS Greenhouse Classroom														
NHS Grandstand								\$5.7M					5.7	
Springbrook Catalyst All. HS														
District Office (Administration)														
Physical Plant: Bldg. A (PH)														
Physical Plant: Bldg. B (PH)														
Total	11.0	8.1	3	5.7	1.1	2.7	5.7	2.0	1.3	17.5				

Newberg Public Schools LRFP 30 May 2018 EXERCISE 2 mahlum	1. 21st-Cent. Learning / Ed. Program	2. Deferred Maint. (Only maintenance not replacement)	3. Full Modernization (Replacement of existing)	4. Facility Replacement	Total by Facility	Notes
Antonia Crater ES 1955 (38.3% of replacement)	0.65				.65	
Jundee ES 1952 (55.8% of replacement)	0.8	\$1.6M	\$3.7M	OR: \$16.4M	29.5	29.5
Edwards ES 1989 (39.0% of replacement)	9.9	5.7			16.6	
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	\$1.5M	\$4.1M	OR: \$5.3M	5.3	5.3
Ewing Young ES 1953 (69.8% of replacement)	0.3		\$4.4M	OR: \$11.7M	3	3
Joan Austin ES 2003 (26.5% of replacement)	3.8		\$2.7M		3.8	3.8
Mabel Rush ES 1961 (47.8% of replacement)	4.6	1			5.6	5.6
Chehalem Valley MS 1995 (26.9% of replacement)	4.6	7.9			12.5	12.5
Mountain View MS 1976 (51.4% of replacement)	1.4	12.5	OR: \$16.8M	OR: \$71.6M	13.9	13.9
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	10.7	9			11.6	11.6
NHS Building H (CTE) 1964 (54.3% of replacement)	4.6	5.6	OR: \$12.3M	OR: \$10.3M	5.6	5.6
NHS Building J (CTE) 1964 (57.1% of replacement)	6.6	3.3	OR: \$23.3M		13.3	13.3
NHS Building N (Gym) 1964 (54.4% of replacement)	5.8	5.9	OR: \$17.8M	OR: \$32.7M		
NHS Other Buildings 1985-2005 (24-33% of replacement)	N/A	\$1.2M				
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	\$0.3M	OR: \$0.5M	OR: \$0.9M	.9	.9
NHS Grandstand 1996 (23.5% of replacement)	N/A	\$0.0M				
Springbrook Ed. Center 2012 (21.1% of replacement)	5.7				5.7	5.7
District Office 1911 (80.8% of replacement)	N/A	\$6.3M	OR: \$15.0M	OR: \$18.5M		
Physical Plant 1988/1969 (26.5% / 23.5% of replacement)	N/A	\$0.6M				
Total by Element	41.05	36.1	18.9	35.7		

Newberg Public Schools LRFP 30 May 2018 EXERCISE 3: Summary mahlum		
21st-Century Learning / Educational Program	\$ 41.05M	Total of Column 1 from Exercise 2
Deferred Maintenance	\$ 36.1M	Total of Column 2 from Exercise 2
Full Modernization	\$ 18.1M	Total of Column 3 from Exercise 2
Facility Replacement	\$ 35.7M	Total of Column 4 from Exercise 2
New School (For Growth) (Does not include site cost)	\$	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M
Site Purchase	\$	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M
Curriculum	\$ 13.5M	\$13.5 M (Total need)
Technology	\$ 2.5M	\$2.5 M (Total need)
Reserve	\$	0% - 5%
Subtotal	\$ 147.55M	
Estimated Bond Costs (2%)	\$	x 1.02 (Bond Cost Multiplier)
Grand Total	\$ 150.5M	



MEETING MINUTES

PROJECT: Newberg Public Schools Long-Range Facility Plan
PROJECT NO: 2018901.00
DATE: 15 June 2018
FILE NAME: M006_LRFC_20180613
SUBJECT: Long-Range Facilities Committee Meeting 6: Plan Refinement

MEETING DATE: 13 June 2018
TIME: 5:30 - 8:30 pm
LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

X Mindy Allison	mindy7000@gmail.com	Kylleen Nipp	Knipp@ymail.com
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The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

SCHEDULE

- :: One more plan development meeting is planned after tonight, if it is needed. Please hold the date for now (June 27th).
- :: The District will go out to the community with a summary of the process, needs, and proposed plans in the fall. The purpose of those meetings is to understand what the larger community supports.
- :: Information will be given back to Mahlum and will be reported back to the Committee in one final meeting in the fall. Then Mahlum will combine all the information and input and draft a report that will go to the State.

ROUND 1 RESULTS

LeRoy provided a high-level review of the Round 1 exercises that were completed by Committee members at the last meeting. Three groups each developed a preliminary plan, with total amounts ranging from \$150 million to \$177 million.

- :: Educational program:
 - All three groups unanimously fully supported: CTE, shared learning, science labs, special education, and alternative education.
 - There was no (or very minimal) support for presentation/lecture space and athletics.
 - There was varying support for dual-language, PE, and accessibility/other.
- :: Facility condition:
 - There were varying support and approaches for Dundee ES and Mountain View MS.

BOND AMOUNT OPTIONS

- :: Last time, one 'baseline' capital measure amount of \$100 million was presented, based on trying to maintain the current (2019) tax rate.
- :: Other options were run by Piper Jaffray based on the bond amounts developed at the last meeting, with the same 20-year duration and step-down amount (for 'apples-to-apples' comparison): \$125 million, \$150 million, and \$175 million.
 - The \$125 million capital measure amount is similar to the current (2018) tax rate and is an increase from the 2019 rate by \$0.49 per \$1,000 of assessed property value.
 - The \$150 million capital measure amount is similar to 2005-2011 tax rates and is an increase from the 2019 rate by \$0.93 per \$1,000 of assessed property value.
 - The \$175 million capital measure amount is similar to the 2004 tax rate and is an increase from the 2019 rate by \$1.36 per \$1,000 of assessed property value.
- :: All options presented include a step down after 10 years, to make sure there is a "bucket" for the community to consider filling again for funding future needs. Otherwise, it is harder to pass subsequent capital measures.
- :: Piper Jaffray does the capital measure calculations. They look at many factors, such as current tax base, projected growth, escalation over time, and other factors.
- :: Discussion
 - How do NPS property taxes stack up compared to other districts in the area? Piper Jaffray's chart shows that Newberg had one of the higher levy rates in the region in 2016, at just under \$8.00 per \$1,000 including capital and operational fund sources. It is important to note that this can fluctuates significantly.

- This community has never passed a bond that high. Sticker shock will be significant. Some people vote based on their pocketbook, but also on how they feel (if they perceive there is a need). PCC had a level-rate levy that didn't pass in Newberg last year.
- It is important to remember that costs escalate 3-4 percent per year typically, and closer to 10-12 percent per year recently. This impacts the total bond amount needed.
- What's the risk of leveling out the bond (no step-down)? It's more appealing in the short term, but mortgages the future for the district. There is not enough capacity down the road without a step-down.

HIGH IMPACT SITES

- :: Looking at the amount of money that the three groups allocated per facility to fix condition, there are some sites with significantly larger investment, and therefore higher impact on the bond amount:
 - Edwards ES complex (main building and cafeteria building)
 - Dundee ES
 - Mountain View MS – as an additional strategy if need to lower the total bond amount, consider waiting until the next bond cycle to do any major work to Mountain View and only do minimal maintenance in this phase.
 - NHS CTE buildings – spending a significant amount of money for full modernization, but do not see a lot of benefits to replace them instead (buildings are flexible, in a good location, etc.)
 - Greenhouse classroom – this one is a “no-brainer.” It is not a lot of money, and there is unanimous support to replace it.
- :: Edwards is pressured from a standpoint of capacity; may need to add up to eight additional classrooms on the site to meet proposed program needs.
 - There are limited options for adding onto the existing building and some inherent inefficiency in adding onto a 30+ year old building.
- :: Dundee:
 - Potentially large funding allocation by two out of three groups; up to \$32.4 million, with varying approaches (full modernization with addition or replacement at existing size).
 - The existing facility has a low capacity (350) and a large site, so there is an opportunity to add capacity and also maintain operations of existing school while it is being built.
- :: Additional Strategies:
 - Additional Strategy 1: replace Dundee at 575 capacity and relocate K-5 dual-language program and migrant preschool to Dundee site, alleviating the pinch point at Edwards. Relocate special education to Edwards. Dual-language is a choice program and moving special education to Edwards puts it closer to the center of district and adjacent to the district office. However, it is important to note that there are good reasons for it to be at Edwards: dual-language is located at Edwards because many students live in the Edwards area, and there is synergy between ESL and this program.
 - Additional Strategy 2: replace Dundee at 550 capacity and co-locate Dundee, Ewing Young and special education on the Dundee site, allowing closure of Ewing Young.
- :: Aging of facilities over time:
 - It is good for the district to bite off a big project as part of this phase to work on this issue.
 - Facility age chart doesn't take into account all of the newer additions and remodels. Work that has been done at Dundee makes the building look nice, but it still may not be in good shape operationally or structurally. Piecemeal upgrades can be inefficient. Also being next to Hwy 99 is not the best location on the site for a school.

:: Discussion of strategies:

- Park improvements were funded with a federal grant and would take some state approval to take out the park. Also this is the only park in Dundee, so there is some emotional attachment to it.
- What about potential for Edwards to be a K-8 dual language school? The district has thought about this, but decided not to do it because there is available capacity at Mountain View and it would require relocating neighborhood Edwards students out to other schools.
- Moving dual-language can be disruptive for this community, which already has a harder time. This is not a good choice.
- What is the purpose of the district reserve site adjacent to Edwards? It is in reserve for a possible third middle school. May be able to use a portion of the site for Edwards expansion. Is this the best location for a new middle school? There have been discussions of district-owned housing for teachers on the site. There are close to 200 new housing units in the works currently in the area and both existing middle schools are on the north side of town. This is a good location, due to growth and proximity.
- How would Newberg/Dundee vote for a new building in Dundee? It would be based on the perception of need.
- Consider the traffic congestion at Dundee; better to relocate out of that site completely.

EXERCISE – ROUND 2

:: Each group should answer some initial questions first, before starting the exercise:

- Does the updated tax information impact your opinion regarding the maximum capital allocation for Phase I?
- Do you feel there is anything that must be included in Phase 1 of the plan (due to condition/need or political reasons)?
- Is there anything that should be added or eliminated?

:: Other considerations:

- Add \$2 million for dual-language classrooms (the district is planning to continue this program)
- Seismic and resiliency upgrades
- Additional planning strategies proposed tonight (for Dundee, Edwards, Mountain View)
- Other strategic ideas your group may think of

:: The three groups revisited the exercises from last time, incorporating all of the considerations discussed above. Group members were the same, if they were present, and people who weren't present last time were distributed among the groups.

:: Group 1: \$150.3 million

- Kept amount the same but shifted some things. It's already a lot of money, so it needs to do what we need it to do.
- Mountain View in done in Phase 1 and Dundee would be in Phase 2.
- Full modernization at Mountain View would have to be phased and would be more disruptive than a complete replacement (operational impact).
- Added resiliency upgrade to Mountain View, along with full modernization. This serves half the kids and is a good, central location.
- Need a big project in each bond to show you accomplished something. But it is also important to do maintenance work at all buildings – to protect investment and spread resources across the district.
- Added the 8 classrooms at Edwards.



- :: Group 2 - \$130.2 million
 - What must be included: replace NHS greenhouse and Edwards cafeteria. Also must have maintenance across the board.
 - Cut deferred maintenance by roughly 50%, except at Mountain View (only \$6 million).
 - Plan for Mountain View in phase 2 (full modernization or replacement).
 - Include full modernization of Dundee with an addition. Close Ewing Young and move those students to Dundee. Not doing a replacement: leverage what you have rather than taking it down. It would be hard to build new school on the park.
 - Did not put anything in for seismic, except where there are full modernizations and replacements.
 - Keep dual-language at Edwards.
 - Need to do one big project (Dundee).
- :: Group 3: \$118.4 million
 - Trying to get to the \$100 million level and looking at what could be our sales pitch.
 - Dundee replacement for 350 students to address current capacity only. Design to accommodate future growth.
 - Reduced deferred maintenance at Mountain View, setting up for replacement or full modernization in the next bond phase.
 - Took out funding for Springbrook addition.
 - Took out PE across the board.
 - Not closing any schools and not moving dual-language.
 - New building is good sales point. CTE is a good sales point. These are good investments. Every time the community is asked what are the priorities, maintaining the community investment is always at the top of the list. Safety/seismic is also always supported.

NEXT STEPS

- :: The next meeting will be held in the same location (District Office Board Room) on **Wednesday, June 27th** at 5:30 pm.
- :: A copy of the presentation materials is attached and meeting minutes will be posted on the District website.

Long-Range Facility Plan

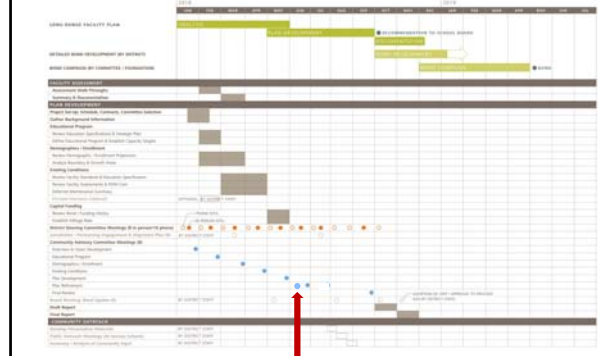


Welcome!

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

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Schedule: Where We Are



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Agenda: Meeting 6

June 13, 2018



- 5:30 Round 1 Exercise Results
- 6:00 Bond Amount Options
- 6:30 High-Impact Sites
- 7:00 Break
- 7:05 Exercises – Round 2
- 8:00 Report back and discussion
- 8:27 Next steps

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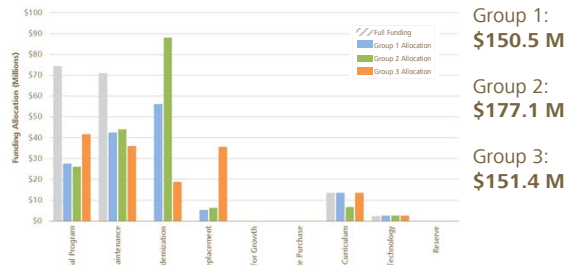
Round 1 Exercise Results

Exercise – Round 1

Great job!

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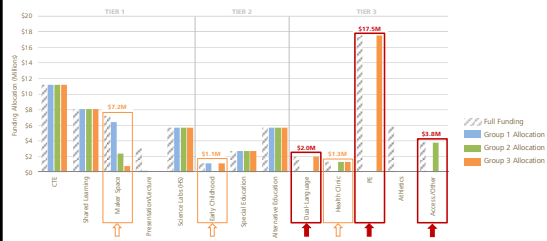
Exercise – Round 1



* Totals vary slightly from previous meeting amount, due to math errors

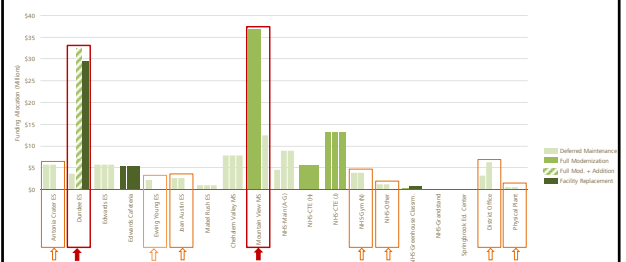
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Exercise – Round 1: Educational Program Support



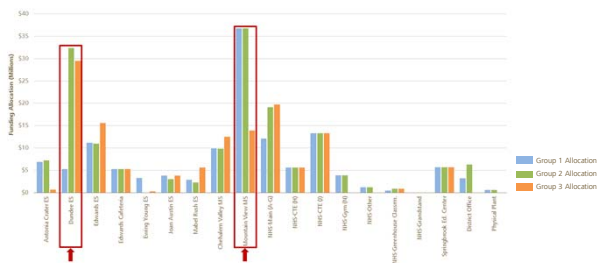
- :: Unanimous support: \$33.4M (CTE, shared learn., science, SPED, alt. ed.)
- :: No support: \$8.8M (presentation space, athletics)
- :: Varying support: \$32.1M (dual-language, PE, access/other, etc.)

Exercise – Round 1: Facility Condition Support



- :: Varying support / strategy: Dundee ES, Mountain View MS

Exercise – Round 1: Total Support

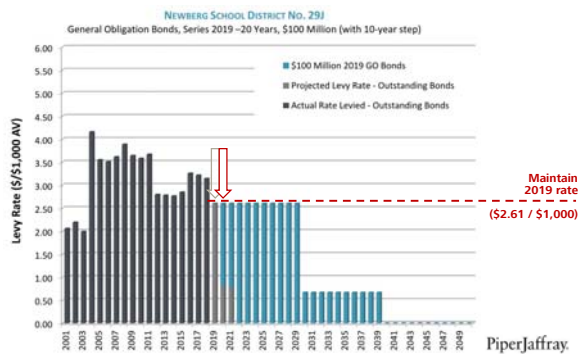


- :: Varying support / strategy: Dundee ES, Mountain View MS

Bond Amount Options

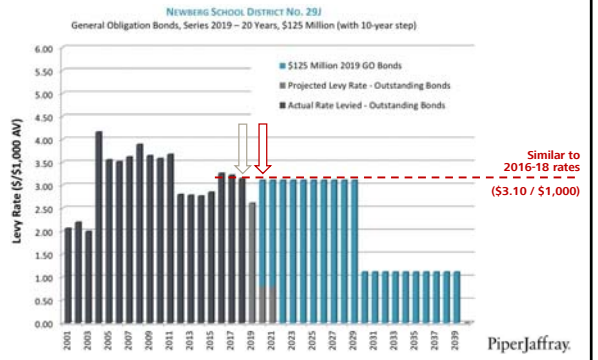
Capital Measure: \$100M

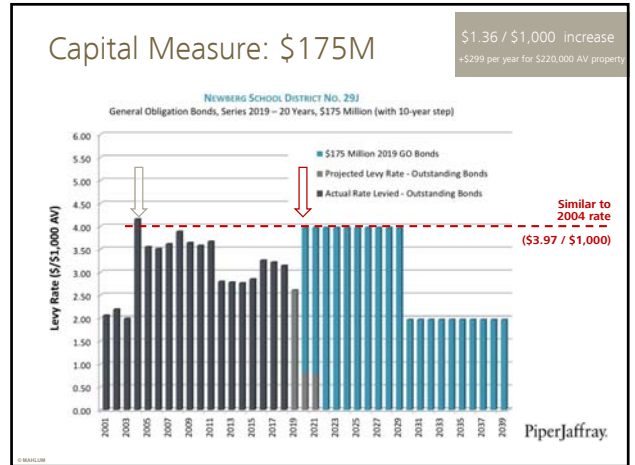
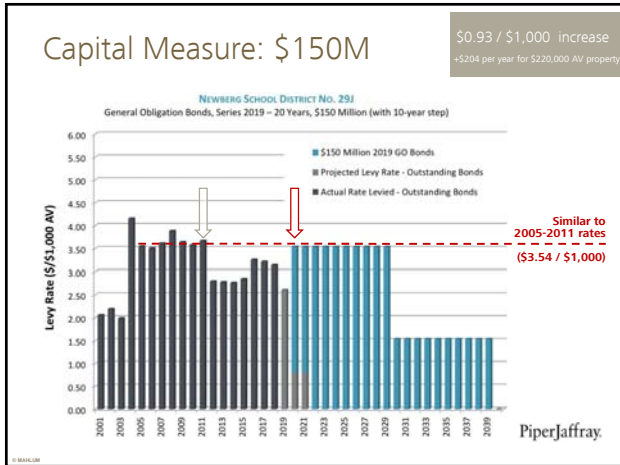
\$0.00 / \$1,000 increase
+\$50 per year for \$220,000 AV property



Capital Measure: \$125M

\$0.49 / \$1,000 increase
+\$107 per year for \$220,000 AV property





- ### What level of community support?
- \$100 M = no tax rate increase**
 - Maintain 2019 tax rate
 - Adds \$0 per year for \$220,000 AV property
 - \$125 M = \$0.49 / \$1,000 tax rate increase**
 - Similar to 2016-2018 tax rates
 - Adds +/- \$107 per year for \$220,000 AV property
 - \$150 M = \$0.93 / \$1,000 tax rate increase**
 - Similar to 2005-2011 tax rates
 - Adds +/- \$204 per year for \$220,000 AV property
 - \$175 M = \$1.36 / \$1,000 tax rate increase**
 - Similar to 2004 tax rate
 - Adds +/- \$299 per year for \$220,000 AV property

High-Impact Sites

High-Impact Sites

- :: Dundee ES
- :: Edwards ES complex
- :: Mountain View MS
- :: NHS CTE Buildings
- :: Greenhouse classroom

Facility Condition: Round 1 Funding Allocations

	Group 1	Group 2	Group 3
Antonia Crater ES	5.8	5.8	0.0
Dundee ES	3.7	32.4	29.5
Edwards ES	5.7	5.7	5.7
Edwards Cafeteria	5.3	5.3	5.3
Ewing Young ES	2.2	0.0	0.0
Joan Austin ES	2.7	2.7	0.0
Mabel Rush ES	1.0	1.0	1.0
Chehalem Valley MS	7.9	7.9	7.9
Mountain View MS	36.8	36.8	12.5
NHS-Main (A-G)	4.5	9.0	9.0
NHS-CTE (H)	5.6	5.6	5.6
NHS-CTE (I)	13.3	13.3	13.3
NHS-Gym (N)	3.9	3.9	0.0
NHS-Other	1.2	1.2	0.0
NHS-Greenhouse Classrm.	0.5	0.9	0.9
NHS-Grandstand	0.0	0.0	0.0
Springbrook Ed. Center	0.0	0.0	0.0
District Office	3.2	6.3	0.0
Physical Plant	0.6	0.6	0.0
Total Funding	103.9	138.4	90.7

Legend: Deferred Maintenance (light green), Full Modernization (medium green), Facility Replacement (dark green)

High-Impact Sites

- :: Edwards ES complex
- :: Dundee ES
- :: Mountain View MS
- :: NHS CTE Buildings
- :: Greenhouse classroom

Facility Condition: Round 1 Funding Allocations

	Group 1	Group 2	Group 3
Antonia Crater ES	5.8	5.8	0.0
Dundee ES	3.7	32.4	29.5
Edwards ES	5.7	5.7	5.7
Edwards Cafeteria	5.3	5.3	5.3
Ewing Young ES	2.2	0.0	0.0
Joan Austin ES	2.7	2.7	0.0
Mabel Rush ES	1.0	1.0	1.0
Chehalem Valley MS	7.9	7.9	7.9
Mountain View MS	36.8	36.8	12.5
NHS-Main (A-G)	4.5	9.0	9.0
NHS-CTE (H)	5.6	5.6	5.6
NHS-CTE (I)	13.3	13.3	13.3
NHS-Gym (N)	3.9	3.9	0.0
NHS-Other	1.2	1.2	0.0
NHS-Greenhouse Classrm.	0.5	0.9	0.9
NHS-Grandstand	0.0	0.0	0.0
Springbrook Ed. Center	0.0	0.0	0.0
District Office	3.2	6.3	0.0
Physical Plant	0.6	0.6	0.0
Total Funding	103.9	138.4	90.7

Legend: Deferred Maintenance (light green), Full Modernization (medium green), Facility Replacement (dark green)

Impact Site: Edwards Elementary

:: Educational program needs create a “pinch-point” if implemented: need up to 8 additional classrooms

- Existing facility is projected to be at capacity by 2028 (no available classrooms)
- Replace classrooms converted to shared learning space (+3 classrooms)
- Add 5th grade dual language program (+2 classrooms)
- Add migrant preschool classroom (+1 classroom)
- Replace portable classrooms (+2 classrooms)

:: Limited options for adding onto existing building

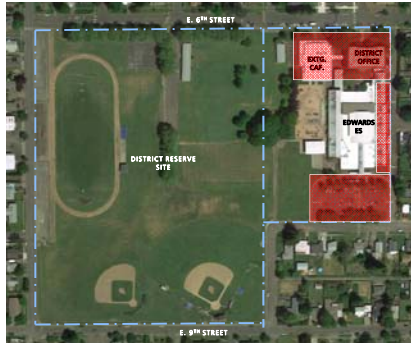
- Existing facility is ‘landlocked’ on three sides
- Constraints of multiple existing buildings on the site
- Site is tight, unless encroach on adjacent District-owned reserve site

:: Inefficiency of adding onto 30+ year-old building

Impact Site: Edwards Elementary

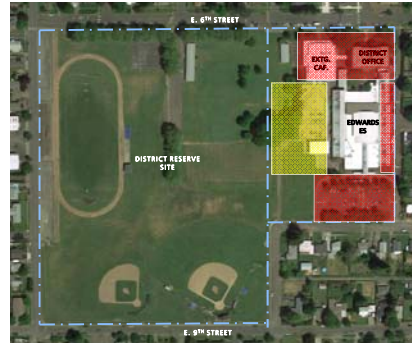


Impact Site: Edwards Elementary



:: Landlocked on three sides

Impact Site: Edwards Elementary



:: Landlocked on three sides

:: Replacement of cafeteria and additions required for program improvements displace play areas

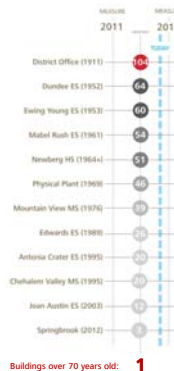
Impact Site: Dundee Elementary

:: Potentially large funding allocation (up to \$32.4M)

:: Varying options supported in exercise:

- Deferred maintenance
- Full modernization + addition (increase capacity to 550)
- Replacement at existing capacity (350 students)

Aging Facilities Over Time: Today

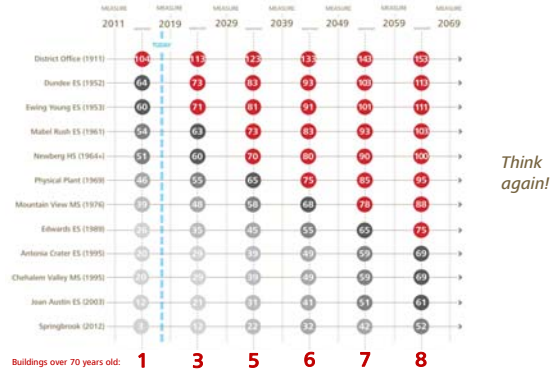


:: 12 existing facility sites in the District
 :: Only one building is over 70 years old

Nothing to worry about, right?

Buildings over 70 years old: **1**

Aging Facilities Over Time: Long-Term



Think again!

Impact Site: Dundee Elementary

:: Potentially large funding allocation (up to \$32.4M)

:: Varying options supported in exercise:

- Deferred maintenance
- Full modernization + addition (increase capacity to 550)
- Replacement at existing capacity (350 students)

:: Existing facility has low capacity (350) and a large site

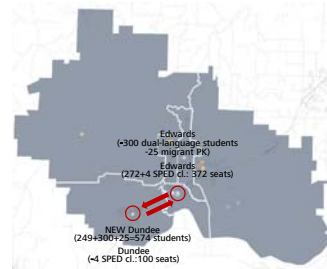
:: Additional strategies (\$48M to \$50M):

- Strategy 1: **Replace facility at 575 capacity** and relocate K-5 dual-language program and migrant preschool to Dundee site, alleviating pinch point at Edwards. Relocate Special Ed to Edwards
- or
- Strategy 2: **Replace facility at 550 capacity** - co-locate Dundee, Ewing Young and Special Ed on Dundee site, allowing closure of Ewing Young

Impact Site: Dundee Elementary



Planning Strategy 1: Dundee/Edwards



:: Replace Dundee with 575-student new school on existing site

- 23 classrooms (3 K-5 strands plus 5 additional classrooms)
- Adds 125 seats to District*

:: Relocate dual-language & migrant preschool programs from Edwards to Dundee

- 2 K-5 strands (+/-300 seats)
- 1 preschool classroom (25 seats)

:: Relocate 4 District SPED classrooms from Dundee to Edwards (100-seat capacity)

:: Edwards capacity is reduced by 75 seats to 500 (convert 3 classrooms to shared learning areas)

:: Doesn't provide capacity to close Ewing Young

*100 seats for SPED not counted as capacity

Planning Strategy 1: Pros & Cons

PROS

- :: Eliminates one of the district's oldest and smallest (inefficient) elementary school buildings
- :: Creates a new Dundee facility at close to the district target (optimal) size
- :: Relocates dual-language students (a districtwide choice program)
- :: Relocates special ed. students (a districtwide program) to a more centralized location and adjacent to administration
- :: All relocated students have a new (or newer) facility
- :: Does not require major classroom addition at Edwards, saving +/- \$8M

Dundee Elementary:	
Dundee students	249
Dual-language students	300 (12 CL)
Migrant preschool	25 (1 CL)
Total students	574
New Dundee capacity	575

Edwards Elementary:	
Edwards students	272 +/-
District SPED students	100 (4 CL)
Total students	372
New Edwards capacity	500 (100+/- available seats)

CONS

- :: Does not allow closure of Ewing Young unless.... a significant reboundary is implemented

Planning Strategy 2: Dundee/Ewing Young



:: Replace Dundee with 550-student new school on existing site

- Adds 100 seats to District *
- 22 classrooms (3 K-5 strands plus 4 additional classrooms)

:: Close Ewing Young and relocate students to Dundee

- Reduces District capacity by 200
- Projected 162 Ewing Young students are relocated

:: 4 District SPED classrooms continue to be located at Dundee (100-seat capacity)

:: Still have to add capacity at Edwards to meet program needs

*100 seats for SPED not counted as capacity

Planning Strategy 2: Pros & Cons

PROS

- :: Eliminates two of the district's oldest and smallest (inefficient) elementary school buildings
- :: Creates a new Dundee facility at the district target (optimal) size
- :: Relocated students move into a new facility

Dundee Elementary:	
Dundee students	249
Ewing Young students	162
Special ed. students	100 (4 CL)
Total students	511
New Dundee capacity	550

CONS

- :: Does not address capacity issue at Edwards (requires 8-classroom addition to meet educational program needs) – addition cost +/- \$10M
or.....you could re-boundary
- :: Increased travel distance for some Ewing Young students

Impact Site: Mountain View MS

- :: Potentially large funding allocation (up to \$36.8 M)
- :: Varying options supported in exercise:
 - Deferred maintenance
 - Full modernization

Impact Site: Mountain View MS

- :: Potentially large funding allocation (up to \$36.8 M)
- :: Varying options supported in exercise:
 - Deferred maintenance
 - Full modernization
- :: Additional strategy (if capital cost reduction needed)
 - Plan to replace facility in next bond cycle (Phase 2)
 - Only do educational program needs and minimal maintenance in this phase (\$5M +/-)*
 - Avoids significant investment that could create long-term commitment to existing building

* Reconfiguration of existing space would need to be confirmed

Exercise – Round 2

Some Initial Questions to Answer First

1. Does the updated tax information impact your opinion regarding the maximum capital allocation for Phase 1?
2. Do you feel there is anything that must be included in Phase 1 of the Plan?
3. Is there anything that should be added?
4. Is there anything that should be eliminated?

Let's get started!

Using your work from the previous planning meeting as a basis for discussion, consider adjusting your plan, while taking into consideration:

1. Your answers to the previous questions
2. Adding \$2.0 M for dual-language classrooms*
3. Seismic & resiliency upgrades
4. Additional planning strategies proposed tonight (for Dundee*, Edwards*, Mountain View MS)
5. Other strategic ideas your group may think of

Keep in mind that your opinion regarding a maximum capital allocation for Phase 1 will push some projects into Phase 2.

With regard to this, what major projects might be included in Phase 2?
How does that impact how much you invest in those projects now?

Group 1 Exercise, Round 2: \$150.3 million

NPS: Long-Range Facility Plan, Meeting 6

13 June 2018

Newberg Public Schools LRFP 30 May 2018		21st-Century Learning / Ed Program		Deferred Maint		Full Modernization		Facility Replacement		Total by Facility		Notes
EXERCISE 2 million		1	2	3	4	5	6	7	8	9	10	
Antonia Crater ES 1965 (38.3% of replacement)	1.1	3.3									6.4	
Dundee ES 1952 (5.6% of replacement)	1.6	2.7			\$16.4 M			\$29.5 M			4.3	
Edwards ES 1989 (9.0% of replacement)	5.5	4.7									10.2	
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	\$1.5 M			\$4.1 M			5.3			5.3	
Ewing Young ES 1953 (9.0% of replacement)	1.1	2.2			\$11.7 M			\$16.8 M			3.3	
Joan Austin ES 2003 (26.5% of replacement)	1.1	2.2									3.3	
Mabel Rush ES 1961 (47.6% of replacement)	1.9	1.0									2.9	
Chehalem Valley MS 1995 (26.6% of replacement)	2	6.9									8.9	
Mountain View MS 1976 (51.4% of replacement)	\$2.4 M	\$12.5 M				3.7		\$71.8 M			3.7	
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	7.6	4.5									12.1	
NHS Building H (CTE) 1964 (54.3% of replacement)	\$4.6 M	\$1.2 M				5.6		\$10.3 M			5.6	
NHS Building J (CTE) 1964 (57.1% of replacement)	\$6.6 M	\$3.4 M				13.3		\$23.3 M			13.3	
NHS Building N (Gym) 1964 (54.4% of replacement)	\$5.8 M					3.9		\$12.7 M			3.9	
NHS Other Buildings 1965-2005 (24.3% of replacement)	N/A	1.2									1.2	
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	\$0.3 M				.5		\$0.9 M			.5	
NHS Grandstand 1996 (23.3% of replacement)	N/A	\$0.0 M										
Springbrook Ed. Center 2012 (27.7% of replacement)	5.7										5.7	
District Office 1911 (80.9% of replacement)	N/A	3.2				\$19.0 M		\$18.5 M			3.2	
Physical Plant 1954/1969 (26.5% / 23.5% of replacement)	N/A	6									6	
Total by Need	27.6	38.4				5.1		5.3			13.4	

Newberg Public Schools LRFP 30 May 2018		EXERCISE 3: Summary million	
21st-Century Learning / Educational Program	\$ 29.6	Total of Column 1 from Exercise 2	
Deferred Maintenance	\$ 38.4	Total of Column 2 from Exercise 2	
Full Modernization	\$ 58.1	Total of Column 3 from Exercise 2	
Facility Replacement	\$ 5.3	Total of Column 4 from Exercise 2	
New School (For Growth) (Does not include site cost)	\$	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M	
Site Purchase	\$	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M	
Curriculum	\$ 13.5	\$13.5 M (Total need)	
Technology	\$ 2.5	\$2.5 M (Total need)	
Reserve	\$	0% - 5%	
Subtotal	\$ 147.4		
Estimated Bond Costs (2%)	\$ 2.9	x 1.02 (Bond Cost Multiplier)	
Grand Total	\$ 150.3		

\$ 150.3m

Group 2 Exercise, Round 2: \$130.2 million

NPS: Long-Range Facility Plan, Meeting 6

13 June 2018

Newberg Public Schools LRFP
30 May 2018

EXERCISE 2

mahlum

	1. 21st-Cent. Learn. / Ed. Program	2. Deferred Maint. (Total replacement)	3. Full Modernization (Replacement)	4. Facility Replacement	Total by Facility	Notes
Antonia Crater ES 1995 (38.3% of replacement)	14	29			43	
Dundee ES 1952 (55.6% of replacement)	\$1.6 M	\$3.7 M	OR: 33.2 +1.9	OR:	35.1	+1.8 +1.9
Edwards ES 1989 (39.0% of replacement)	73	215			130	+2.0
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	\$1.5 M	OR:	OR: 53 +1.9	72	+1.9
Ewing Young ES 1953 (89.8% of replacement)	\$1.2 M	\$4.4 M	OR:	OR:		
Joan Austin ES 2003 (26.5% of replacement)	3	135			165	
Mabel Rush ES 1961 (47.8% of replacement)	13	.5			18	
Chehalem Valley MS 1995 (26.6% of replacement)	19	395			595	
Mountain View MS 1976 (51.4% of replacement)	24	60	OR: Ø	OR:	84	65 23.4
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	101	45			146	
NHS Building H (CTE) 1964 (54.3% of replacement)	\$4.6 M	\$1.2 M	OR: 56	OR: \$16.3 M	56	
NHS Building J (CTE) 1964 (57.1% of replacement)	\$6.6 M	\$3.4 M	OR: 133	OR: \$23.3 M	133	
NHS Building N (Gym) 1964 (54.4% of replacement)	\$5.8		OR: \$17.8 M	OR: \$32.7 M	195	
NHS Other Buildings 1985-2009 (24-33% of replacement)	N/A				16	
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	\$5.1 M	OR: \$6.5 M		9	
NHS Grandstand 1996 (23.9% of replacement)	N/A	\$0.0 M				
Springbrook Ed. Center 2012 (17.1% of replacement)	57				57	
District Office 1911 (80.9% of replacement)	N/A		OR: \$15.0 M	OR: \$18.5 M	10	
Physical Plant 1958-1969 (25.9% / 23.9% of replacement)	N/A				3	
Total by Need	304	259	540	81	1124	

Group 2

\$130.2m \$177.1M²

Newberg Public Schools LRFP
30 May 2018

EXERCISE 3: Summary

mahlum

21st-Century Learning / Educational Program	\$ 30.4	Total of Column 1 from Exercise 2
Deferred Maintenance	\$ 25.9	Total of Column 2 from Exercise 2
Full Modernization	\$ 54.0	Total of Column 3 from Exercise 2
Facility Replacement	\$ 8.1	Total of Column 4 from Exercise 2
New School (For Growth) (Does not include site cost)	\$ —	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M
Site Purchase	\$ —	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M
Curriculum	\$ 6.7	\$13.5 M (Total need)
Technology	\$ 2.5	\$2.5 M (Total need)
Reserve	\$ —	0% - 5%
Subtotal	\$ 127.6	
Estimated Bond Costs (2%)	\$ 2.55	x 1.02 (Bond Cost Multiplier)
Grand Total	\$ 130.15	

Group 3 Exercise, Round 2: \$118.4 million

NPS: Long-Range Facility Plan, Meeting 6

13 June 2018

EXERCISE 2 mahlum	1. 21st-Cent. Learn. / Ed. Program	2. Deferred Maint. (20% replacement)	3. Full Modernization (20% replacement)	4. Facility Replacement	Total by Facility	Notes
Antonia Crater ES 1995 (38.3% of replacement)	0.3M	\$5.8 M			0.3M	includes replacement
Dundee ES 1952 (55.6% of replacement)	\$1.6 M	\$3.7 M	OR: \$16.4 M	OR: 29.5	29.5	includes replacement
Edwards ES 1989 (39.0% of replacement)	6.4M	5.7M			12.1M	
Edwards Cafeteria 1948 (77.1% of replacement)	N/A	\$1.5 M	OR: \$4.7 M	OR: 5.3	5.3	includes replacement
Ewing Young ES 1953 (69.8% of replacement)	0.3M	\$4.4 M	OR: \$11.7 M	OR: \$16.8 M	3	
Joan Austin ES 2003 (26.5% of replacement)	0.3M	\$2.7 M			0.3M	includes replacement
Mabel Rush ES 1961 (47.8% of replacement)	1.1M	1M			2.1M	
Chehalem Valley MS 1995 (26.6% of replacement)	1.1M	5.0M			6.1M	includes replacement
Mountain View MS 1976 (51.4% of replacement)	1.4M	Plan 2 6.0M	OR: \$36.8 M	OR: \$71.6 M	74M	
NHS Buildings A-G (Main) 1964 (49.5% of replacement)	10.7M	9M			19.7	
NHS Building H (CTE) 1964 (54.3% of replacement)	\$4.8 M	\$1.2 M	OR: 5.6	OR: \$10.3 M	5.6	includes replacement
NHS Building J (CTE) 1964 (57.1% of replacement)	\$6.6 M	\$3.4 M	OR: 13.3	OR: \$23.3 M	13.3	
NHS Building N (Gym) 1964 (54.4% of replacement)	\$5.8 M	\$3.9 M	OR: \$17.8 M	OR: \$32.7 M		
NHS Other Buildings 1985-2005 (24-33% of replacement)	N/A	\$1.2 M				
NHS Greenhouse Classrm. 1996 (59.3% of replacement)	N/A	\$0.3 M	OR: 10.5 M	OR: 0.9M	.9	includes replacement
NHS Grandstand 1996 (23.5% of replacement)	N/A	\$0.0 M				
Springbrook Ed. Center 2012 (21.1% of replacement)	Plan 1 8.0	\$0.0 M			Plan 2 8.0	includes replacement
District Office 1911 (86.9% of replacement)	1M	\$6.3 M	OR: \$15.0 M	OR: \$18.5 M		
Physical Plant 1953/1969 (25.5% / 23.5% of replacement)	N/A	\$0.8 M				
Total by Need	21.6	36.1	18.9	35.7		

\$118.4 \$151.4 M

EXERCISE 3: Summary

mahlum

21st-Century Learning / Educational Program	\$ 21.6	Total of Column 1 from Exercise 2
Deferred Maintenance	\$ 36.1 M	Total of Column 2 from Exercise 2
Full Modernization	\$ 18.9	Total of Column 3 from Exercise 2
Facility Replacement	\$ 35.7 M	Total of Column 4 from Exercise 2
New School (For Growth) (Does not include site cost)	\$ -	Elem. (550): \$46.3 M Middle (650): \$66.5 M High (1,800): \$218.1 M
Site Purchase	\$ -	Elem. (10 ac.): \$1.5 M Middle (20 ac.): \$3.0 M High (40 ac.): \$6.0 M
Curriculum	\$ 10.0M	\$13.5 M (Total need)
Technology	\$ 2.5 M	\$2.5 M (Total need)
Reserve	\$ -	0% - 5%
Subtotal	\$ 148.4	
Estimated Bond Costs (2%)	\$ 3.0	x 1.02 (Bond Cost Multiplier)
Grand Total	\$ 151.4	



MEETING MINUTES

PROJECT: Newberg Public Schools
Long-Range Facility Plan

PROJECT NO: 2018901.00

DATE: 28 June 2018

FILE NAME: M007_LRFC_20180627

SUBJECT: Long-Range Facilities Committee Meeting 7: Plan Finalization

MEETING DATE: 27 June 2018

TIME: 5:30 - 8:00 pm

LOCATION: Board Room, NPS District Office

ATTENDEES:

Long-Range Facilities Committee

X Mindy Allison	mindy7000@gmail.com	Kylleen Nipp	Knipp@ymail.com
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X Luke Neff	neffl@newberg.k12.or.us		



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

SCHEDULE

- :: This is the last planning development meeting. We are planning for one more meeting in the fall, for the Committee to hear about community input and possible tweaking of a potential proposal.
- :: After the last meeting, Mahlum will write a draft report that summarizes the process, needs, and plan proposals. The report will go to the Board for approval, and then be sent to the State to meet their requirements for long-range facility planning. This will allow the district to be eligible for matching grant money if the decision is made to go out for a bond.

ROUND 2 REVIEW

LeRoy provided a high-level review of the Round 2 exercises that were completed by Committee members at the last meeting.

- :: The main purpose of this review is to make sure that what we heard is accurate, knowing that the details of these plans will be tweaked by the district as the process continues. We also tried to capture the basic rationale behind each group's decisions. This will be important to convey to the community when doing outreach.
- :: Three groups each revised their preliminary plans, with revised total amounts ranging from \$122 million to \$150 million. Group totals were reduced in two of the groups, after gaining an understanding the tax implications of different bond amounts.
- :: Big "take-aways" from Round 2:
 - Proposals are now in the \$100-\$150 million range.
 - Include a big project to garner support (which project varied by group, similar to Round 1).
 - Address facilities in the worst condition.
 - Keep the dual-language program at Edwards.
 - Deferred maintenance is important to protect investment (a significant amount of support at this district).
 - CTE and alternative education are expected to garner support from the community.
 - Seismic and resiliency upgrades are important and should happen in conjunction with full modernization or replacement projects.
- :: Group 1: \$150.3 million:
 - Fully modernize Mountain View Middle School. This group also talked about making it the resiliency building for the area.
 - Plan for Dundee in Phase 2 and keep Ewing Young open.
 - New addition at Springbrook Education Center to expand Catalyst Alternative High School. District would like to increase the capacity of this program.
 - This group also wanted to ensure that each school was addressed and received resources.
- :: Group 2: \$132.4 million:
 - Fully modernize Dundee Elementary School, with a 200-student addition. Also address resiliency and seismic issues in this project.
 - Plan for Mountain View Middle School in Phase 2.
 - New addition at Springbrook Education Center to expand Catalyst Alternative High School.

- :: Group 3: \$122.2 million:
 - Replace Dundee at existing size (350 students). There is greater opportunity to fix existing site and facility issues than with modernization. Plan for core areas of the replacement building to be sized to accommodate expansion to 550 in the future.
 - Plan for Mountain View Middle School in Phase 2.
 - Springbrook expansion project was dropped because the school was originally designed with “alternative education” in mind, in terms of use and calendar days. Plan for Catalyst to run classes in the evenings and weekends to increase utilization, rather than build expensive physical space.
- :: All Groups:
 - Fully modernize NHS Buildings H & J.
 - Addition at Edwards Elementary School. There is a pinch-point at Edwards, particularly when implement educational program goals.
 - Replace the Edwards cafeteria building and NHS greenhouse classroom.
 - Existing facility improvements throughout the district. One group did not support this as a replacement, but we would advocate for it. It is a small project that can be replaced and completely fixed for relatively little money.
 - Educational program improvements throughout the district.
 - Curriculum and technology funding, supported at different levels.
 - High percentage of support for 21st-century learning upgrades and deferred maintenance across the board.
- :: Review of capital measure options:
 - \$100 million capital measure would maintain the 2019 tax rate. Adds \$0 per year.
 - \$125 million capital measure would be similar to current (2016-2018) tax rates. Adds \$107 per year.
 - \$150 million capital measure would be similar to previous (2005-2011) tax rates. Adds \$204 per year.

ADDITIONAL CONSIDERATIONS

- :: Modernization versus new comparison for Dundee and Mountain View:
 - Likely will have a premium added to modernization projects. To fully modernize either Dundee or Mountain View will likely require a relocation of students during construction, since it is mostly full and there is not enough empty space to modernize with students there. Probably will need five or six different phases over a period of years, which would be disruptive from an operational standpoint, as well as expensive.
 - Replacement facilities could be constructed on the site while the facility remains operational. There will still be some site disruption, but students can stay at school.
- :: Dundee Elementary site options:
 - There was concern at the last meeting about coordination with the parks department if Dundee is replaced on site, but there are other alternatives for where the replacement facility can be located, other than the one shown last time on the park.
 - A replacement school could be located fully on the park site, partially on the park site, or primarily on the existing Dundee site. The existing facility could likely remain operational in all these options, and would not necessarily require losing the park area.
 - Could administration and cafeteria be relocated with a full modernization? Estimated funding would not typically include moving large spaces around very much.

- Existing gym is not very big, will this be able to be increased if do an addition? Yes, in theory this is included in the funding estimate for the addition, because the total area is based on the target square footage per student.
 - There would also be a need to increase parking capacity, which may require going into the park area.
 - Single-story schools are not typically built anymore, but an addition to the existing building would need to be one-story to align with existing.
 - What is the site size needed for an elementary school? New elementary school of 550 students would typically need 7-10 acres. In existing conditions, schools can be put on sites that are less than five acres.
 - What about moving the ball fields across the street to the newly acquired site and returning the park area to the district? The Orchard property across the street is seven acres. There may be a possibility to trade for this with some of the school district property. Another five acres is owned by others.
- :: Decompression due to adding shared learning areas:
- When you decompress, you lose capacity. District capacity was evaluated, based on enrollment projections and plan for decompression to create shared learning areas.
 - There will not be a significant capacity issue at the elementary level, other than a small amount over capacity at Antonia Crater.
 - At the middle school level, Chehalem Valley will be over capacity and districtwide will be close to capacity (projected to have 48 seats available).
 - Consider how far over capacity does the district need to be to justify building a new middle school? The district can increase the target size of middle schools, or don't increase and need a new middle school sooner. The district believes that holding the target size at 650-700 is the best choice for the district.
- :: Mountain View Middle site options:
- Full modernization would require relocation of students during modernization. It is almost unworkable to do it with students in the building, even with phasing. If relocate, where would students go? Consider a split shift; running two schools out of one facility, but this is very disruptive and difficult to implement.
 - A replacement facility appears to fit on the site while leaving the existing school operational, in more than one location. There is also some flexibility because the district owns the adjacent property.
- :: Edwards Elementary site options:
- A more detailed study of the Edwards site indicates that there are viable options for locating a replacement cafeteria and classroom addition on the existing site area.
 - Consider replacing the cafeteria first, near the parking lot and maintain operations, then demolish the old cafeteria and construct a classroom addition in that area. This maintains the existing play area.
- :: District input:
- Dundee and Mountain View make sense as the major projects. The district feels that Dundee is the priority for Phase One, due to day-to-day operational challenges, as well as condition and the other reasons that have been identified.
 - The district also feels that replacement is much more beneficial than modernization.
 - Consideration of building new middle school on the Renne Park site (in Phase 2), as a replacement for Mountain View. Provides a middle school in the southern part of the district. Then can modernize or demolish Mountain View and have or construct a third middle school on that site at some point in the future. Need community support for this option, as Mountain View could sit unoccupied for some amount of time. By then, may need a third middle school due to capacity issues. Also consider moving Catalyst to Mountain View and move district office to the Springbrook Education Center. Springbrook may be a little small. A third middle school could also be used for a magnet or specific program in the district. This idea is most appealing if considerable growth occurs and the district is significantly over capacity.

:: Questions and discussion:

- Does a Dundee replacement include closing Ewing Young? The initial size of the replacement should be considered (550 versus 350 students). The recommendation is to opt toward a replacement approach and replace at 350, because it is better way to spend your money. The district will get a better product with replacement, and won't build additional capacity that is not yet needed, which would inflate the cost of the capital measure.
- The special education program takes up a different amount of space than traditional students. Plan for this. First question: is special education staying on this site? There are some functional relationships that aren't optimal at Dundee. If yes, the challenge is to design space to meet their needs, but that could convert to general classrooms when they are needed for general population due to growth in the area.

PLAN FINALIZATION

- :: There are two basic approaches of how to take this committee's work out the community. One option is that there is no single clear approach, and all three proposals will be brought forward. Another option is to choose one plan that is preferred, but still show all three to the community. Our approach is not to sway anyone's opinion.
- :: Dundee is likely the best candidate for Phase one, from the District and Mahlum perspectives.
- :: Capture of work so far: is it representative of the thinking of the committee groups? Yes.
- :: Reconsider replacement versus modernization for Dundee and Mountain View:
 - Was modernization driven by a desire to build an addition? Hear a lot from community about paying too many taxes. The decision was driven by the need to get to \$100 million.
 - It would be hard to convince the community to build a 550 student school without the capacity need.
- :: Mahlum took an educated stab at revising the work that has been done, within the context of what we have seen other districts and committees do. There are three really good plan approaches that should be considered and should be showed to the community, to show the depth and breadth of the discussion, but would be great to have one preferential approach. We think Dundee at 350 is the best option.
 - Final capital measure amount will likely be different that exactly what we are showing now.
 - \$8 million in matching funds from the state could be used as a selling point to the community. Need to get a guarantee from the state before including this in the proposals. Also seismic and retrofit grants are available, but are not linked to capital measure funding. Seismic assessments have been done on four existing schools to date.
 - Blind straw poll: based on what you have heard tonight (new information about operational challenges with modernization, district input, and Mahlum input), does replacement of Dundee at 350 (option 3) seem to be the preferred approach? 10 yes votes (out of 11 present at the time).
 - Reduced 21st century learning funding – will this leave out some schools? Probably would distribute among all schools that need it rather than leave some out.
 - Deferred maintenance funding seems too low. There is also concern with snowballing over time, if don't address maintenance needs in a timely way. Districts never fully fund deferred maintenance and usually do less than 50% of the total need. This is a strategic move: there will always be problems left on the table, which become the future reasons to go out for the next phase. What is not critical now will become critical in the future. It is a continuing cycle. Are the conditions at NPS similar to other districts that are doing less maintenance funding? Yes, or possibly in even better condition, because there are not that many old schools in the district's inventory, and many renovations have been completed.
 - Should capital measure language be specific or general? It depends on the specifics and should be a strategic decision. Bond language promises have to be met. The district will likely will engage a bond expert to craft the bond language, after surveying, polling and outreach.



NEXT STEPS

- :: A huge thank you to everyone for volunteering your time and making the commitment to this process!! Good planning work!
- :: Please consider attending the community outreach meetings in the fall, if you are interested and able. It can be helpful to have committee representation. Also consider participating in the PAC when it is formed, because the people on this Committee are the most knowledgeable about the plan.
- :: The next meeting will be held in the same location (District Office Board Room) on **Wednesday, October 24th** at 5:30 pm.
- :: A copy of the presentation materials is attached and meeting minutes will be posted on the District website.

Long-Range Facility Plan

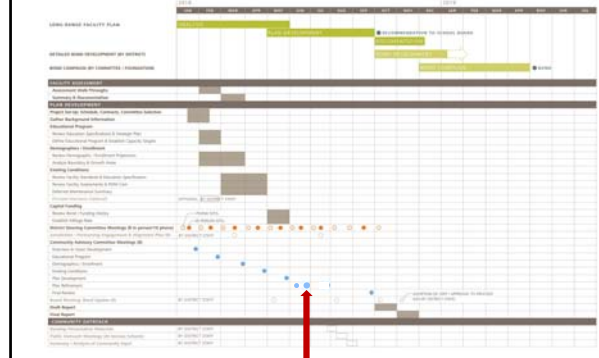


Welcome!

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

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Schedule: Where We Are



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Agenda: Meeting 7 June 27, 2018

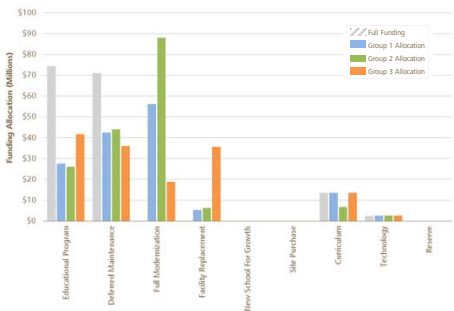


- 5:30 Long-Range Facility Plan: Round 2 review
- 6:00 Additional considerations
- 6:30 Break
- 6:35 Plan finalization & final questions
- 7:55 Next steps
- 8:00 Adjourn

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Long-Range Facility Plan – Round 2

Exercise – Round 1



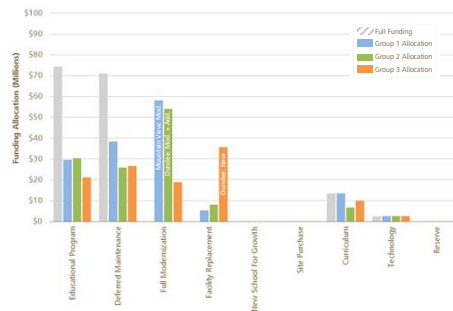
Group 1:
\$150.5 M

Group 2:
\$177.1 M

Group 3:
\$151.4 M

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Exercise – Round 2



Group 1:
\$150.3 M

Group 2:
\$132.4 M

Group 3:
\$122.2 M

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Round 2 "Take-Aways"

- :: \$100M - \$150M range
- :: Need to have a big project to garner support
 - Dundee ES or Mountain View MS?
 - Full modernization or new?
- :: Address facilities in the worst condition
 - Edwards Cafeteria (replace)
 - NHS CTE Buildings (fully modernize)
 - NHS Greenhouse Classroom (replace)
- :: Keep dual-language at Edwards
- :: Deferred maintenance is important to protect investment (43%-74% funded)
- :: Other
 - CTE and alternative education will garner community support
 - Prioritize work at the high school because it serves the most students
 - Seismic and resiliency upgrades are important, but should happen in conjunction with full modernization or replacement
- :: Phase 2: will depend...

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 (50% or more)
 - Leverage what you have (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 1
- :: New Addition at Springbrook Education Center to expand Catalyst HS
 - Capacity issue needs to be addressed
 - Improves a successful program that reflects district values and has community support

Group 2:

- :: Fully modernize Dundee Elementary School, with 200-student addition
 - Condition and educational suitability need to be addressed
 - Leverage what you have (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 1
- :: New Addition at Springbrook Education Center to expand Catalyst HS
 - Capacity issue needs to be addressed
 - Improves a successful program that reflects district values and has community support

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 2
 - Keep option open to fully modernize or replace
 - Minimal investment in Phase 1

All Groups:

- :: Fully Modernize NHS Buildings H & J (CTE)
 - 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
 - Leverage what you have (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
 - Therefore, capacity issue needs to be addressed

All Groups:

- :: Replace Edwards Cafeteria Building & NHS Greenhouse classroom
 - Condition needs to be addressed
 - Modernization costs are more than half of replacement cost and projects are relatively small
- :: Existing facility improvements throughout the district
 - Protect the community's capital investment
 - Safety and security is a priority of the district and community
 - Important to do something at every school
- :: 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 2 Proposals

	1	2	3
Educational Program Improvements			
21st Century Learning Upgrades (\$16.3M)	\$12.7	\$10.0	\$8.4
(\$16.7M in MV plan; \$15.9M-\$16.7M in Dundee plans)	79%	63%	50%
High School Science Labs (\$5.7M)	\$5.7	\$5.7	\$5.7
Special Education (\$2.1M-\$2.4M)	\$2.4	\$2.1	\$2.0
Dual-Language Program (\$2.0M)	\$2.0	\$2.0	\$2.0
Alternative Education (\$5.7M)	\$5.7	\$5.7	\$5.7
Early Childhood Education (\$1.1M)	\$1.1		\$1.1
Health Clinic / Accessibility / Other (\$5.1M)		\$4.9	\$1.3
Facility Condition Improvements			
Deferred Maintenance (\$71.0M)	\$38.4	\$25.9	\$26.7
(\$52.2M in MV plan; \$56.6M-\$61.0M in Dundee plans)	74%	46%	44%
Full Modernization			
Dundee Elementary w/ Addition (\$35.4M)			\$35.4
Mountain View Middle School (\$36.8M)	\$36.8		
NHS CTE Buildings (H & B) (\$18.9M)	\$18.9	\$18.9	\$18.9
NHS Greenhouse Classroom (\$0.5M)	\$0.5		
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	
Facility Replacement			
Dundee Elementary @ 350 / expand to 550 (\$34.3M)			\$34.3
Edwards Cafeteria Building (\$5.3M)	\$5.3	\$5.3	\$5.3
NHS Greenhouse Classroom (\$0.9M)	\$0.9	\$0.9	\$0.9
Resiliency Upgrade (\$1.9M per building)	\$1.9		
District Support			
Curriculum (\$13.5M)	\$13.5	\$6.7	\$10.0
Technology (\$2.9M)	\$2.5	\$2.5	\$2.5
Subtotal	\$147.4	\$129.8	\$119.8
Estimated Bond Costs (2%)	\$2.9	\$2.6	\$2.4
Total	\$150.3	\$132.4	\$122.2

5 Major project

Review: Capital Measure Options

\$100 M = no tax rate increase

- Maintain 2019 tax rate
- Adds \$0 per year for \$220,000 AV property

\$125 M = \$0.49 / \$1,000 tax rate increase

- Similar to 2016-2018 tax rates
- Adds +/- \$107 per year for \$220,000 AV property

\$150 M = \$0.93 / \$1,000 tax rate increase

- Similar to 2005-2011 tax rates
- Adds +/- \$204 per year for \$220,000 AV property

\$175 M = \$1.36 / \$1,000 tax rate increase

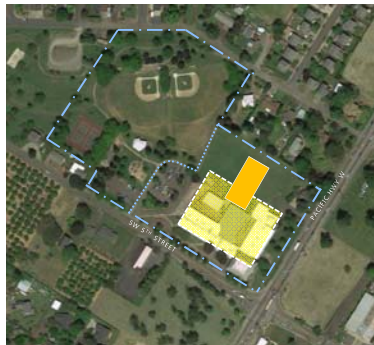
- Similar to 2004 tax rate
- Adds +/- \$299 per year for \$220,000 AV property

Additional Considerations

Modernization vs. New

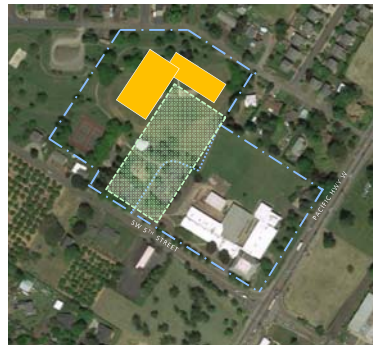
	DUNDEE ES		MOUNTAIN VIEW MS	
	MOD. + ADD	NEW	MOD.	NEW
COST:	\$35.4 M (+5% premium)	\$34.3 M* (\$50-\$48M)	\$36.8 M (+5% premium)	\$75.0 M
CAPACITY:	550	350 (expand to 550)	700	700
LOGISTICS:	Likely requires relocation (or phased replacement)	School remains operational during construction	Likely requires relocation (or phased replacement)	School remains operational during construction
CONFIG.:	Some existing site / building issues remain	Alleviates existing site / building issues	Some existing site / building issues remain	Alleviates existing site / building issues
IMAGE:	Does not address image / appearance		Does not address image / appearance	
OTHER:	Addition allows closure of Ewing Young	May require coordination with parks department		

Dundee Elementary: Site Options



- FULLY MODERNIZE + ADD.**
- ∴ Likely requires relocation for 1 year (phased repl. would require 5-6 phases)
 - ∴ Existing site issues remain:
 - Proximity to Hwy 99
 - Parking / entry access
 - Service access to cafeteria
 - Addition impacts amount of play area
 - ∴ Leaves existing park and agreements intact

Dundee Elementary: Site Options



- REPLACE - PARK SITE**
- ∴ Existing facility 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

Dundee Elementary: Site Options



- REPLACE – PARTIAL PARK**
- :: Existing facility remains operational during construction
 - :: Partially reduces existing park and requires renegotiation with Parks

Dundee Elementary: Site Options



- REPLACE – NOT ON PARK**
- :: Existing facility remains operational during construction
 - :: May impact parking, etc.
 - :: Leaves existing park and agreements mostly intact
 - :: Potential planning constraints (limited space)

Mountain View: Decompression

FACILITY CAPACITY	Existing Perm. Cap.	Port. Cap.	Decomp. (# CL)	Decomp. (Seats)	Resulting Capacity	2028 Avail. Cap.
ELEMENTARY SCHOOL						
Antonia Crater ES	500		0 ¹		500	-26
Dundee ES	350		2	50	300	51
Edwards ES	575	50	0 ²		575	3
Ewing Young ES	200		0 ³		200	38
Joan Austin ES	500		0 ¹		500	134
Mabel Rush ES	625		3	75	550	78
	2,750		5	125	2,625	278
MIDDLE SCHOOL						
Chehalem Valley MS	595	75	3	64	531	-127
Mountain View MS	700		0 ¹		700	170
	1,295		3	64	1,231	43
HIGH SCHOOL						
Newberg HS	2,050		0 ¹		2,050	659
Springbrook Ed. Center	120		-		120	-130
	2,170				2,170	529
Total			8	189		

- ELEMENTARY LEVEL**
- :: Adding shared learning areas reduced district capacity by 125 seats
 - :: Projected 2028 available capacity of 278 seats
- MIDDLE LEVEL**
- :: Adding shared learning areas reduced district capacity by 64 seats
 - :: Projected 2028 available capacity of 43 seats

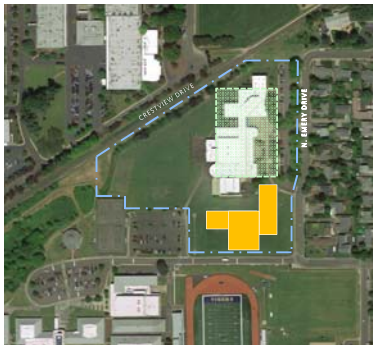
¹ Facility already has shared learning space
² 3 classrooms repurposed for shared learning are replaced (new addition)
³ Ewing Young, MVMS, and NHS use areas other than classrooms for shared learning space

Mountain View: Site Options



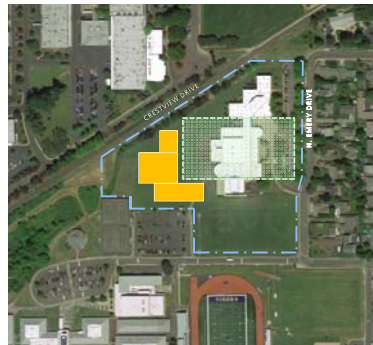
- FULL MODERNIZATION**
- :: Likely requires relocation for 1 year (where?)
 - :: Some existing building configuration issues may not be addressed:
 - Access to choir/band and other teaching spaces through gym
 - Classroom reconfiguration is limited
 - :: May not address overall image / appearance of building

Mountain View: Site Options



- REPLACE AT 700**
- :: Existing school can remain 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: Site Options

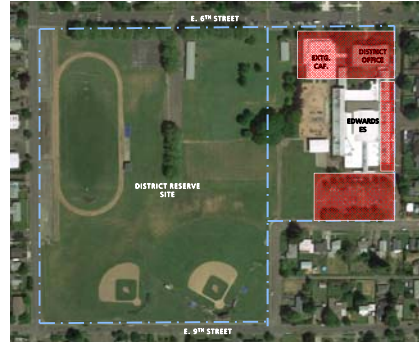


- REPLACE AT 700**
- :: Existing school can remain operational during construction
 - :: Increased site flexibility due to adjacent school district property (NHS)
 - :: Opportunity to create smaller footprint with a two-story school
 - :: Opportunity to fix existing configuration issues (access through gym, etc.)

Edwards Elementary: Existing



Edwards Elementary: Site Constraints



:: Landlocked on three sides

Edwards Elementary: Planning Option



:: Landlocked on three sides

:: **Phase 1:**
New cafeteria

:: **Phase 2:**
6-8 classroom wing addition to accommodate program needs

:: **Optional Phase 3:**
Additional classrooms for SPED (relocate from Dundee) or full dual-language program

District Input

:: Dundee vs. Mountain View

:: Full modernization vs. replacement

:: Phase 2 Mountain View on Renne Site (adjacent to Edwards)

Plan Finalization

Discussion

Question 1

:: Accurate so far?

:: Rationale?

Question 2

:: Reconsider replacement vs. modernization for Dundee / Mountain View?

- Did you modernize Dundee because it cost too much to build a new 550 within your current plan?

- If you weren't adding, would you still modernize Dundee to further reduce overall cost or would you replace it? (Consider answer in light of operational implications of a full modernization?)

Discussion

Question 1

- :: Accurate so far?
- :: Rationale?

Question 2

- :: Reconsider replacement vs. modernization for Dundee / Mountain View?
 - Did you modernize Dundee because it cost too much to build a new 550 within your current plan?
 - If you weren't adding, would you still modernize Dundee to further reduce overall cost or would you replace it? (Consider answer in light of operational implications of a full modernization?)

We took a stab at each group's work, assuming replacement and rebalancing to stay close to previous totals

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Round 2 Proposals

	1	2	3
Educational Program Improvements			
21st-Century Learning Upgrades (\$18.3M)	\$12.7	\$10.0	\$8.4
(\$16.1M in MV plan; \$15.9M-\$16.7M in Dundee plan)	79%	63%	50%
High School Science Labs (\$5.7M)	\$5.7	\$5.7	\$5.7
Special Education (\$2.1M-\$2.4M)	\$2.4	\$2.1	\$2.7
Dual-Language Program (\$2.0M)	\$2.0	\$2.0	\$2.0
Alternative Education (\$5.7M)	\$5.7	\$5.7	\$5.7
Early Childhood Education (\$1.1M)	\$1.1		\$1.1
Health Clinic / Accessibility / Other (\$5.1M)		\$4.9	\$1.3
Facility Condition Improvements			
Deferred Maintenance (\$71.0M)	\$38.4	\$25.9	\$26.7
(\$52.2M in MV plan; \$56.6M-\$61.0M in Dundee plan)	74%	46%	44%
Full Modernization			
Dundee Elementary w/ Addition (\$33.4M)			\$35.4
Mountain View Middle School (\$36.8M)	\$36.8		
NHS CTE Buildings (H & J) (\$18.9M)	\$18.9	\$18.9	\$18.9
NHS Greenhouse Classroom (\$0.5M)	\$0.5		
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	
Facility Replacement			
Dundee Elementary @ 350 / expand to 550 (\$34.3M)			\$34.3
Edwards Cafeteria Building (\$5.3M)	\$5.3	\$5.3	\$5.3
NHS Greenhouse Classroom (\$0.9M)	\$0.9	\$0.9	\$0.9
Resiliency Upgrade (\$1.9M per building)		\$1.9	
District Support			
Curriculum (\$13.5M)	\$13.5	\$6.7	\$10.0
Technology (\$2.9M)	\$2.5	\$2.5	\$2.5
Subtotal	\$147.4	\$129.8	\$119.8
Estimated Bond Costs (2%)	\$2.9	\$2.6	\$2.4
Total	\$150.3	\$132.4	\$122.2

6 Major project

Something to consider...

	1	2	3
Educational Program Improvements			
21st-Century Learning Upgrades (\$18.3M)	\$8.0	\$7.9	\$8.4
(\$16.1M in MV plan; \$15.9M-\$16.7M in Dundee plan)	50%	50%	50%
High School Science Labs (\$5.7M)	\$5.7	\$5.7	\$5.7
Special Education (\$2.1M-\$2.4M)	\$2.4	\$2.4	\$2.4
Dual-Language Program (\$2.0M)	\$2.0	\$2.0	\$2.0
Alternative Education (\$5.7M)	\$5.7	\$5.7	\$5.7
Early Childhood Education (\$1.1M)	\$1.1	\$1.1	\$1.1
Health Clinic / Accessibility / Other (\$5.1M)		\$4.9	\$1.3
Facility Condition Improvements			
Deferred Maintenance (\$71.0M)	\$14.0	\$15.0	\$16.5
(\$52.2M in MV plan; \$56.6M-\$61.0M in Dundee plan)	27%	27%	27%
Full Modernization			
Dundee Elementary w/ Addition (\$33.4M)			\$35.4
Mountain View Middle School (\$36.8M)			
NHS CTE Buildings (H & J) (\$18.9M)	\$18.9	\$18.9	\$18.9
NHS Greenhouse Classroom (\$0.5M)			
Resiliency Upgrade (\$1.9M per building)			
Facility Replacement			
Dundee Elementary @ 350 / expand to 550 (\$34.3M)			\$34.3
Dundee Elementary @ 550 (\$48.0M)		\$48.0	
Mountain View Middle @ 700 (\$75.0M)	\$75.0		
Edwards Cafeteria Building (\$5.3M)	\$5.3	\$5.3	\$5.3
NHS Greenhouse Classroom (\$0.9M)	\$0.9	\$0.9	\$0.9
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	\$1.9
District Support			
Curriculum (\$13.5M)	\$7.0	\$7.0	\$7.0
Technology (\$2.9M)	\$2.5	\$2.5	\$2.5
Subtotal	\$150.4	\$129.2	\$119.9
Estimated Bond Costs (2%)	\$3.0	\$2.6	\$2.3
Total	\$153.4	\$131.8	\$116.2

- \$ increased
- \$ decreased
- \$ shifted
- 6 Major project

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Next Steps

NPS Capital Measure Plan Options: Round 2

1 **2** **3**

Educational Program Improvements

21st-Century Learning Upgrades (\$18.3M) <i>(\$16.1M in MV plan; \$15.9M-\$16.7M in Dundee plans)</i>	\$12.7 79%	\$10.0 63%	\$8.4 50%
High School Science Labs (\$5.7M)	\$5.7	\$5.7	\$5.7
Special Education (\$2.1M-\$2.4M)	\$2.4	\$2.1	\$2.7
Dual-Language Program (\$2.0M)	\$2.0	\$2.0	\$2.0
Alternative Education (\$5.7M)	\$5.7	\$5.7	
Early Childhood Education (\$1.1M)	\$1.1		\$1.1
Health Clinic / Accessibility / Other (\$5.1M)		\$4.9	\$1.3

Facility Condition Improvements

Deferred Maintenance (\$71.0M) <i>(\$52.2M in MV plan; \$56.6M-\$61.0M in Dundee plans)</i>	\$38.4 74%	\$25.9 46%	\$26.7 44%
--	----------------------	----------------------	----------------------

Full Modernization

Dundee Elementary w/ Addition (\$35.4M)		\$35.4	
Mountain View Middle School (\$36.8M)	\$36.8		
NHS CTE Buildings (H & J) (\$18.9M)	\$18.9	\$18.9	\$18.9
NHS Greenhouse Classroom (\$0.5M)	\$0.5		
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	

Facility Replacement

Dundee Elementary @ 350 / expand to 550 (\$34.3M)			\$34.3
Edwards Cafeteria Building (\$5.3M)	\$5.3	\$5.3	\$5.3
NHS Greenhouse Classroom (\$0.9M)		\$0.9	\$0.9
Resiliency Upgrade (\$1.9M per building)		\$1.9	

District Support

Curriculum (\$13.5M)	\$13.5	\$6.7	\$10.0
Technology (\$2.5M)	\$2.5	\$2.5	\$2.5

Subtotal	\$147.4	\$129.8	\$119.8
Estimated Bond Costs (2%)	\$2.9	\$2.6	\$2.4
Total	\$150.3	\$132.4	\$122.2

NPS Capital Measure Plan Options: Something to Consider

1 **2** **3**

Educational Program Improvements

21st-Century Learning Upgrades (\$18.3M) <i>(\$16.1M in MV plan; \$15.9M-\$16.7M in Dundee plans)</i>	\$8.0 <i>50%</i>	\$7.9 <i>50%</i>	\$8.4 <i>50%</i>
High School Science Labs (\$5.7M)	\$5.7	\$5.7	\$5.7
Special Education (\$2.1M-\$2.4M)	\$2.4	\$2.4	\$2.4
Dual-Language Program (\$2.0M)	\$2.0	\$2.0	\$2.0
Alternative Education (\$5.7M)	\$5.7	\$5.7	\$5.7
Early Childhood Education (\$1.1M)	\$1.1	\$1.1	\$1.1
Health Clinic / Accessibility / Other (\$5.1M)		\$4.9	\$1.3

Facility Condition Improvements

Deferred Maintenance (\$71.0M) <i>(\$52.2M in MV plan; \$56.6M-\$61.0M in Dundee plans)</i>	\$14.0 <i>27%</i>	\$15.0 <i>27%</i>	\$16.5 <i>27%</i>
--	----------------------	----------------------	----------------------

Full Modernization

Dundee Elementary w/ Addition (\$35.4M)		\$35.4	
Mountain View Middle School (\$36.8M)	\$36.8		
NHS CTE Buildings (H & J) (\$18.9M)	\$18.9	\$18.9	\$18.9
NHS Greenhouse Classroom (\$0.5M)	\$0.5		
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	

Facility Replacement

Dundee Elementary @ 350 / expand to 550 (\$34.3M)			\$34.3
Dundee Elementary @ 550 (\$48.0M)		\$48.0	
Mountain View Middle @ 700 (\$75.0M)	\$75.0		
Edwards Cafeteria Building (\$5.3M)	\$5.3	\$5.3	\$5.3
NHS Greenhouse Classroom (\$0.9M)	\$0.9	\$0.9	\$0.9
Resiliency Upgrade (\$1.9M per building)	\$1.9	\$1.9	\$1.9

District Support

Curriculum (\$13.5M)	\$7.0	\$7.0	\$7.0
Technology (\$2.5M)	\$2.5	\$2.5	\$2.5

Subtotal	\$150.4	\$129.2	\$113.9
Estimated Bond Costs (2%)	\$3.0	\$2.6	\$2.3
Total	\$153.4	\$131.8	\$116.2

APPENDIX E

**ADDITIONAL
DISTRICT
INFORMATION**



Newberg School District Strategic Planning – 5 Year Plan

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.

Priorities

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

INSIDE OUR CLASSROOMS



1:1 TECHNOLOGY

Students will have their own dedicated ChromeBook or iPad during the 2017-2018. This fulfills our digital conversion goals. Giving students the right tools helps them gain 21st century skills to succeed after high school. The 2011 Newberg School District Bond helped jumpstart the funding for 1:1 technology, with voters supporting our commitment to **Collective Responsibility**.

INCLUSIVITY

Students can expect to feel welcome and included in their classrooms. The **All Means All** initiative is focused on equity and inclusion. We provide students the support and accommodations they need to have the same classroom experiences as their peers. Students of all abilities, races, and economic situations work together in our 21st century classrooms.



THE 5 Cs

Students **collaborate** in diverse groups and make compromises to reach common goals. They use **creativity** to generate and improve on original ideas, often creating work across multiple media. Students **communicate** effectively through varying channels to support learning. They are **critical thinkers** who analyze, evaluate, and understand complex systems as they solve problems. All students focus on **citizenship** through respecting diverse viewpoints and peaceful conflict resolution.



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

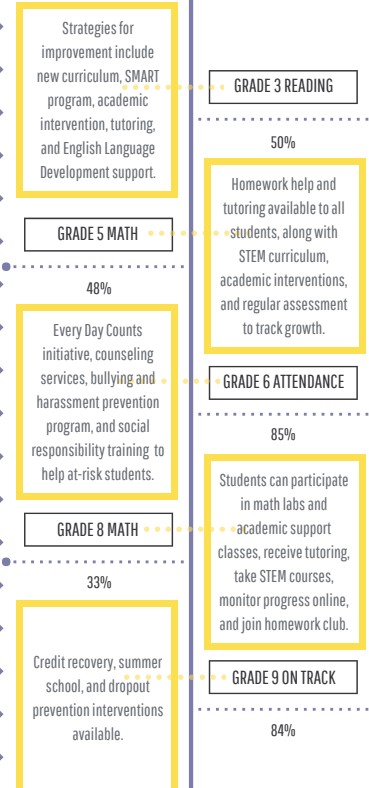
Educators, students, families, and the community are invested in the success of all students, taking ownership and actively participating in students' educational, social, and emotional growth.

21ST CENTURY TEACHING & 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.

HOW ARE WE DOING?

Percentage of students meeting expectations in areas that help determine student success

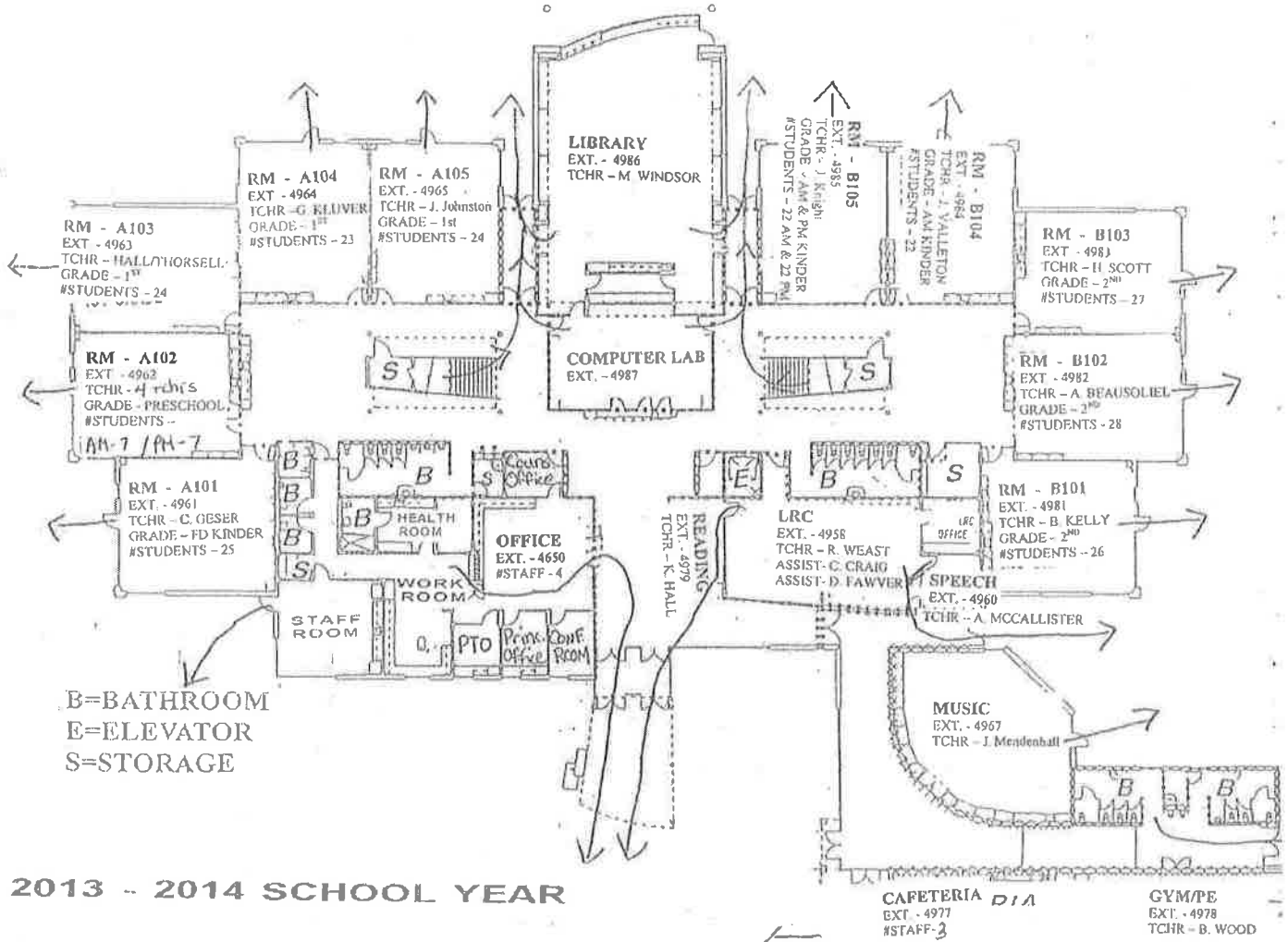


Based on Oregon state assessment tests, attendance tracking, and credit completion for grade 9.

BUILDING MAP- PEOPLE

Rooms, Phone Extensions, Students (each level); •Teacher Names; • # of People Per Room ;
 •Lockdown and Lockout Details; •Evacuation Routes

ANTONIA CRATER ELEMENTARY 1ST FLOOR



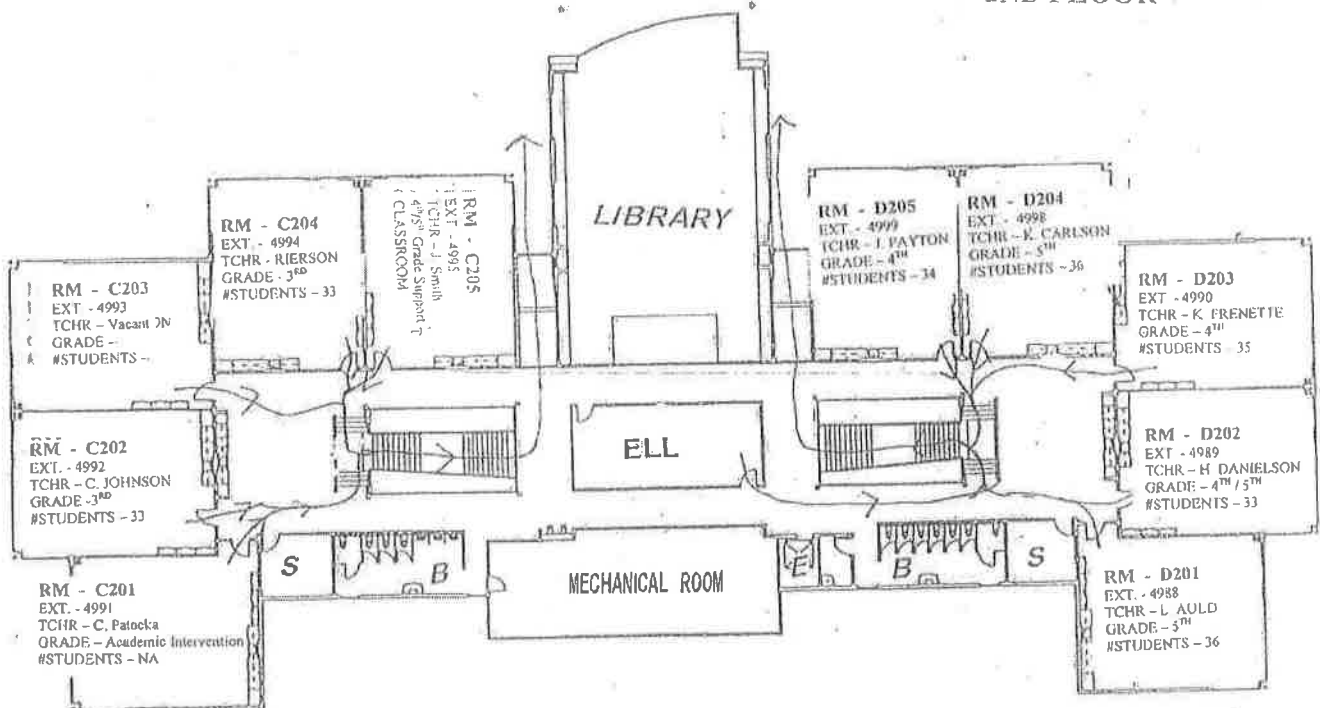
2013 - 2014 SCHOOL YEAR

SCHOOL NAME

BUILDING MAP- PEOPLE

Rooms, Phone Extensions, Students (each level); ●Teacher Names; ● # of People Per Room ;
 ●Lockdown and Lockout Details; ●Evacuation Routes

ANTONIA CRATER ELEMENTARY 2ND FLOOR

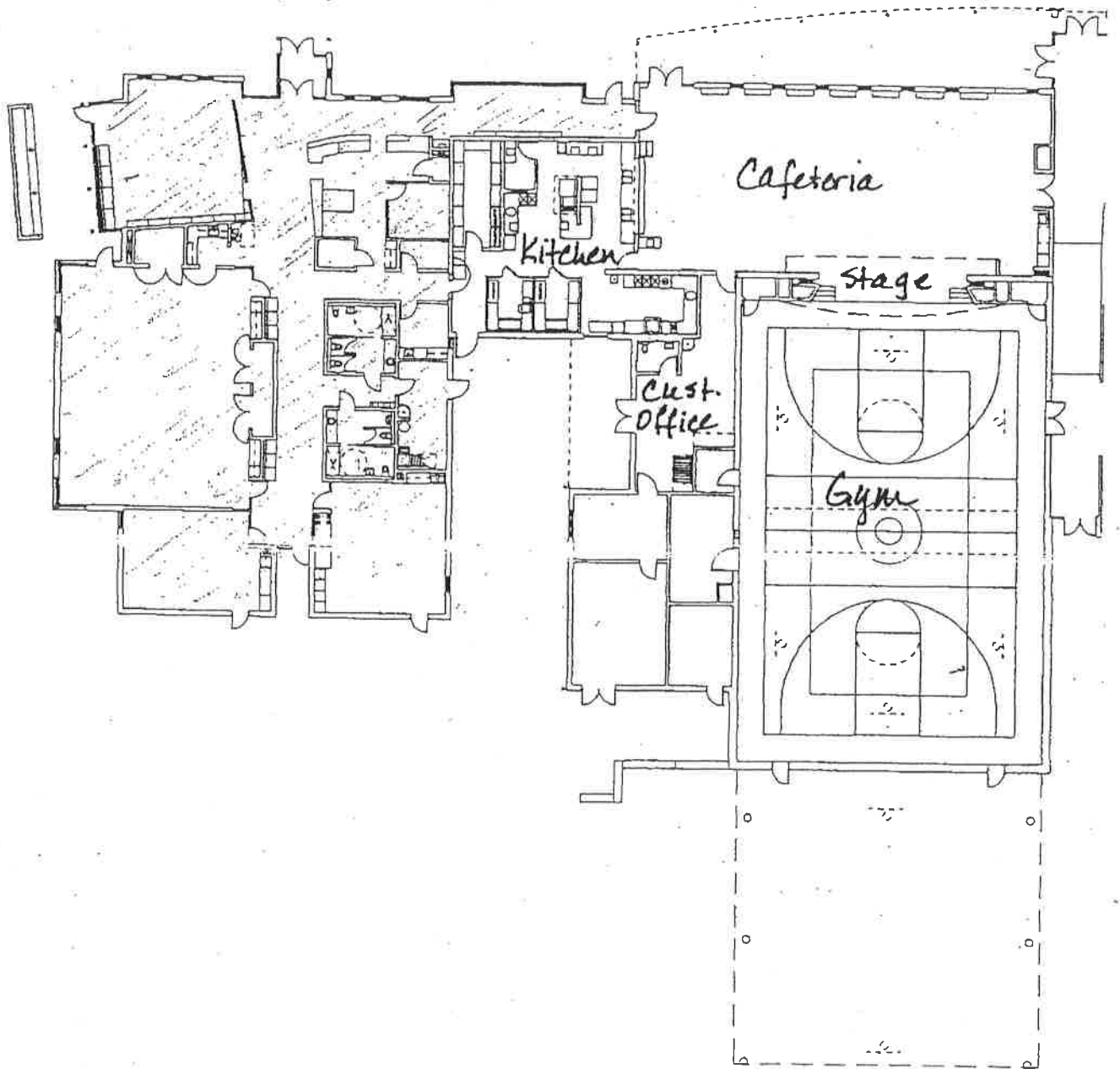


B=BATHROOM
 E=ELEVATOR
 S=STORAGE

2013 - 2014 SCHOOL YEAR

ANTONIA CRATER ELEM.

CRATER ELEMENTARY
Gym & Cafeteria
Senior Center (shaded area)

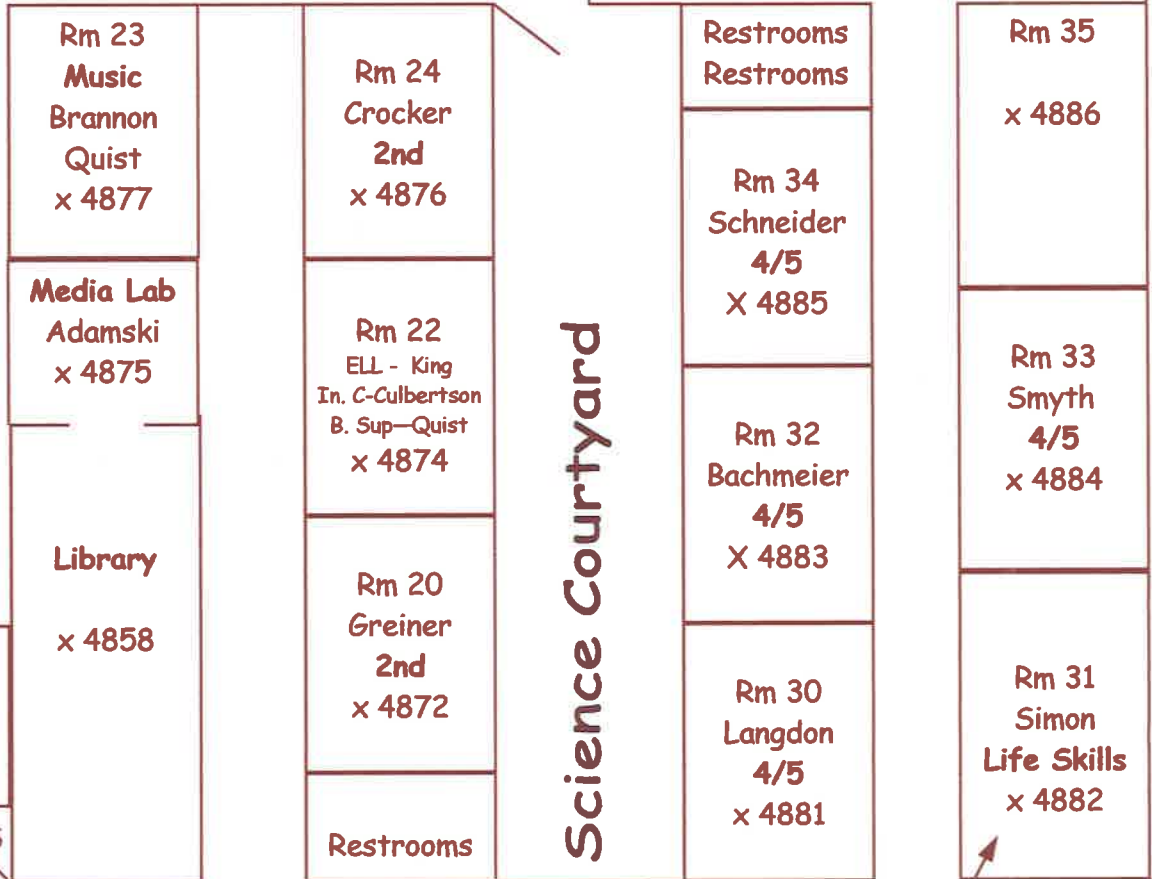


Dundee Elementary School

140 SW 5th
Dundee, OR 97115
503-554-4850

Attendance Line 503-554-4897

Updated 8/31/09

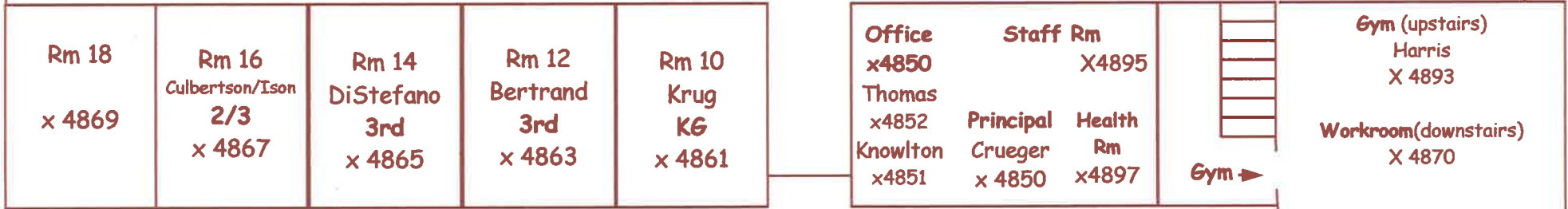


Jan/Mireya **Cafeteria**
X 4898

Jane/Glenice
X 4859

Kevin Hall
Counseling x4857

Raile
Speech x4860



Deborah Crueger, Principal
Jill Knowlton, Office Manager
Shelley Thomas, Secretary

↑
Entrance

→
Basement
Entrance

EDWARDS SCHOOL -- HAZARD/SERVICES
2013-2014

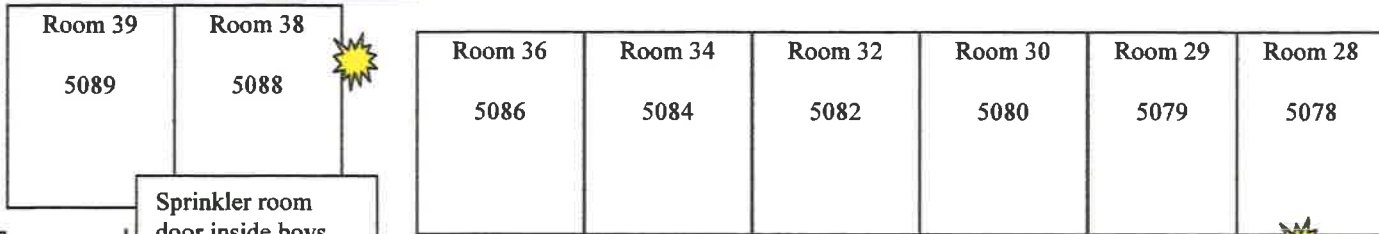
 Fire Extinguishers
 AED

Covered Area

Playground

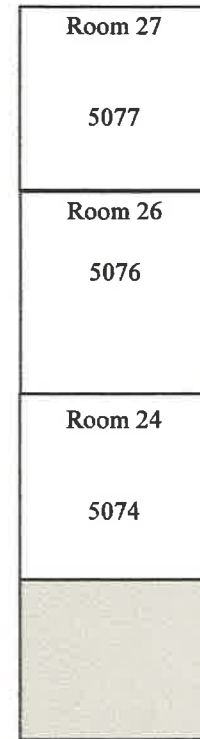
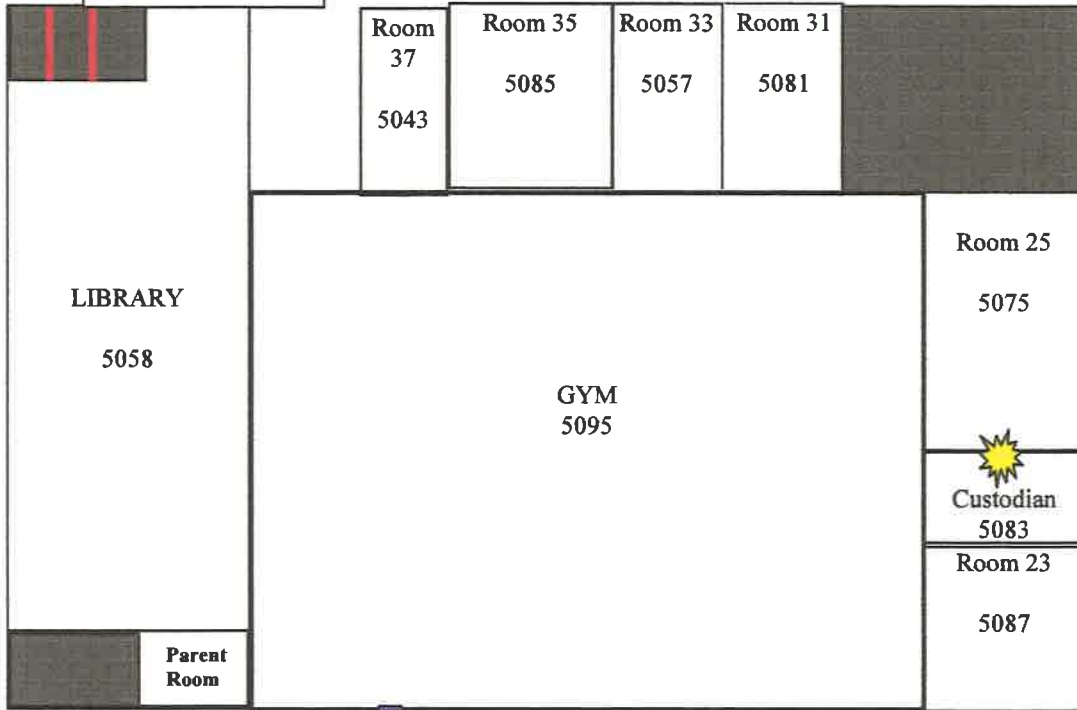
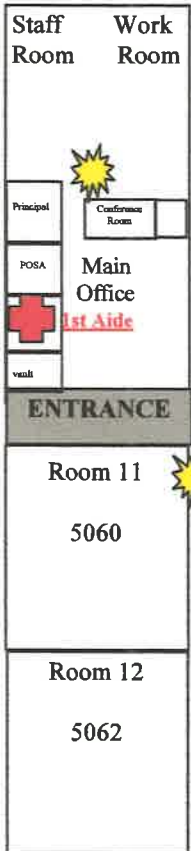
Cafeteria

Music Room
x5094

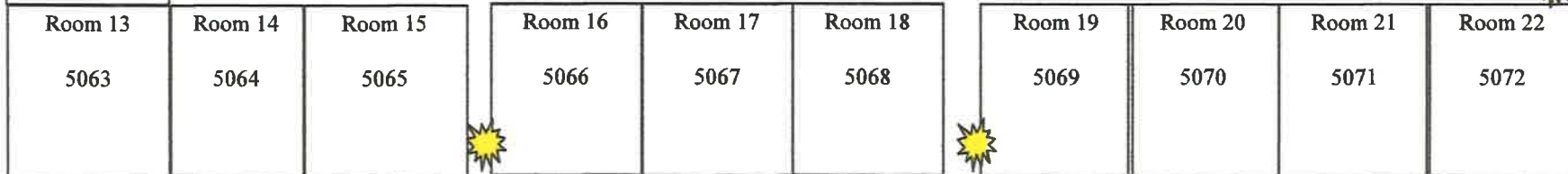
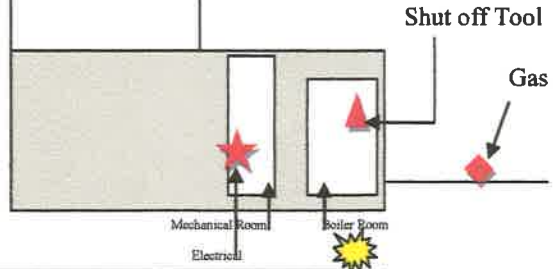


Sprinkler room door inside boys restroom

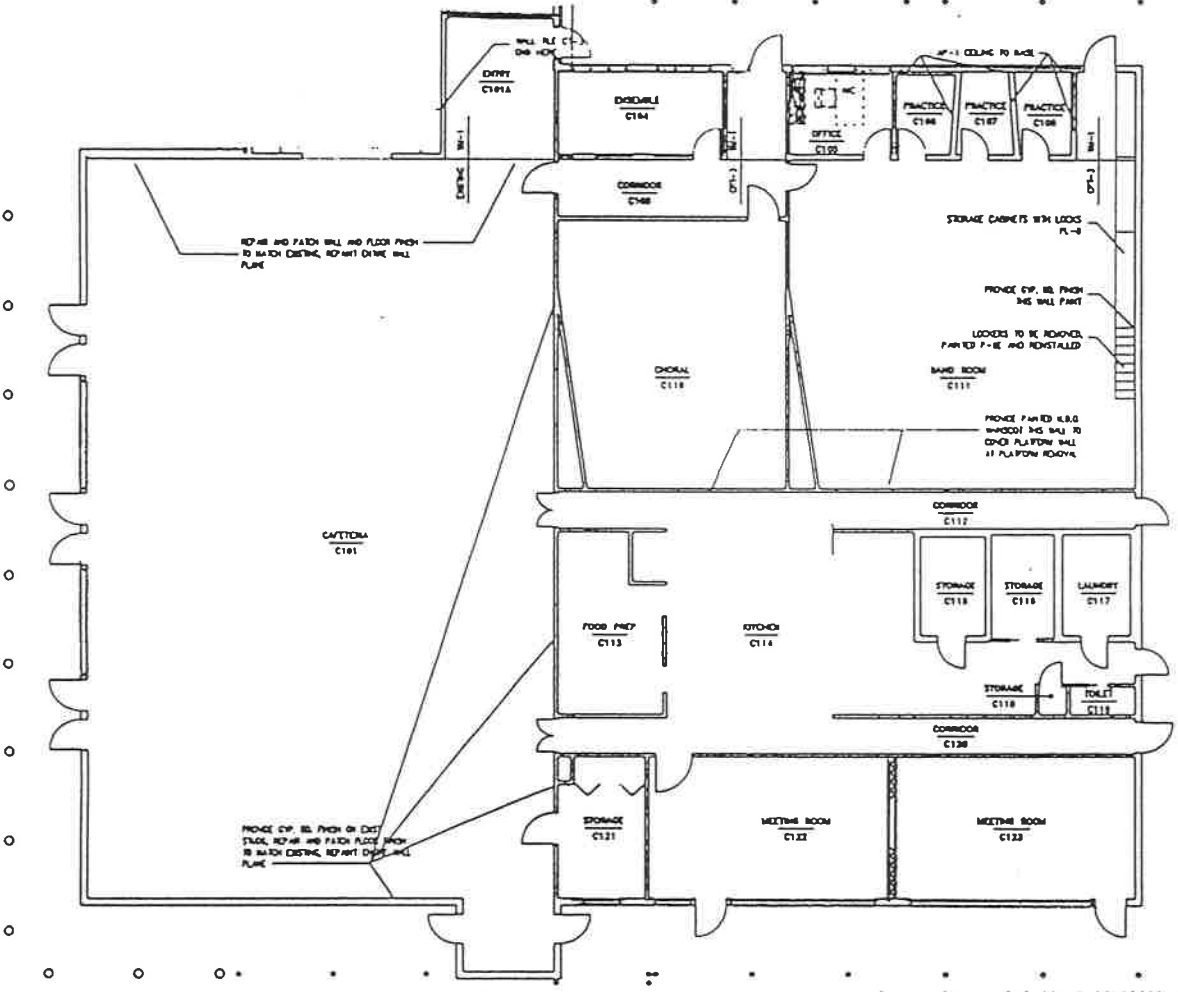
Covered Area



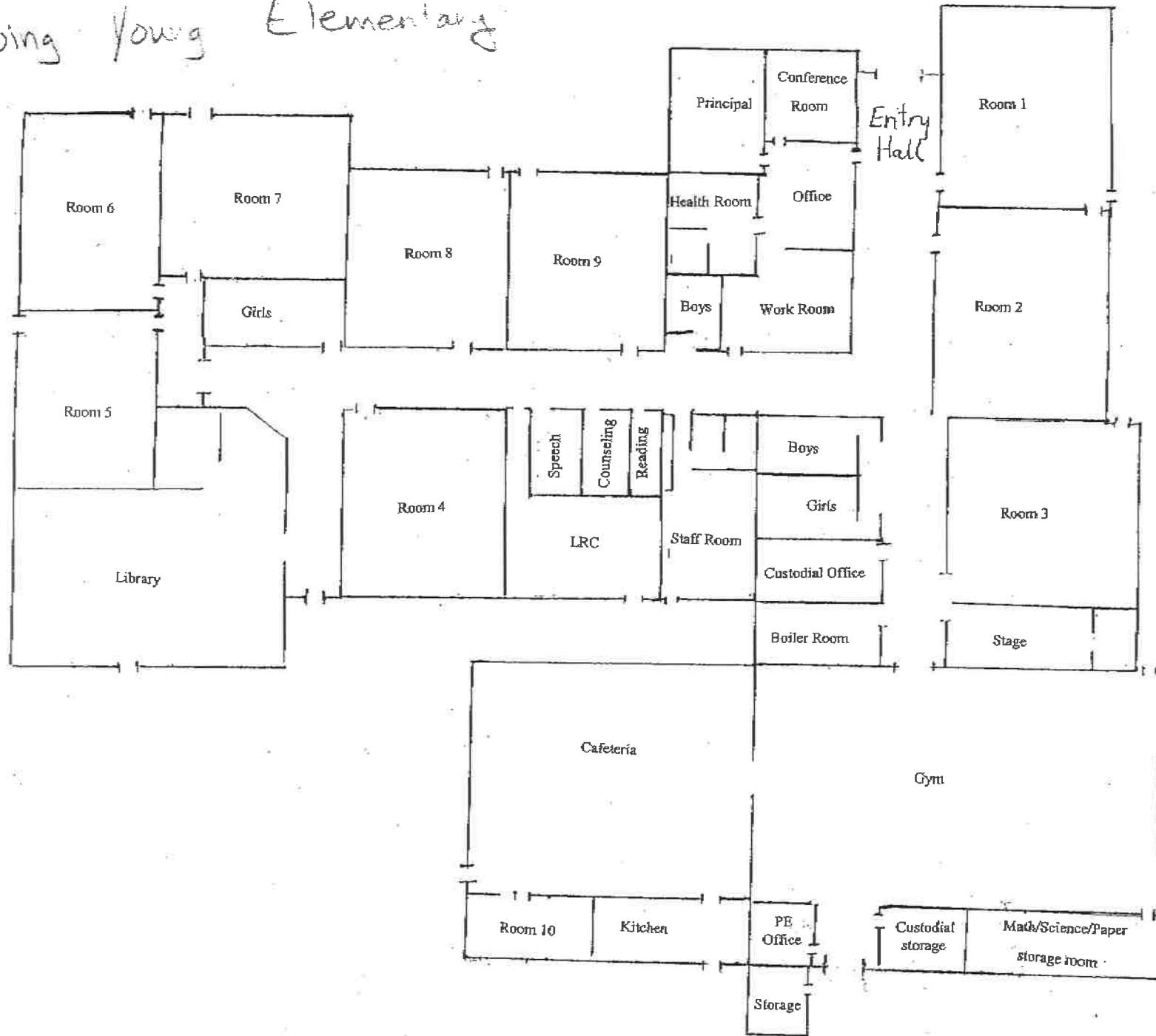
EDWARDS ELEMENTARY SCHOOL
715 E 8th
Newberg, Oregon
97132



EDWARDS CAFETERIA



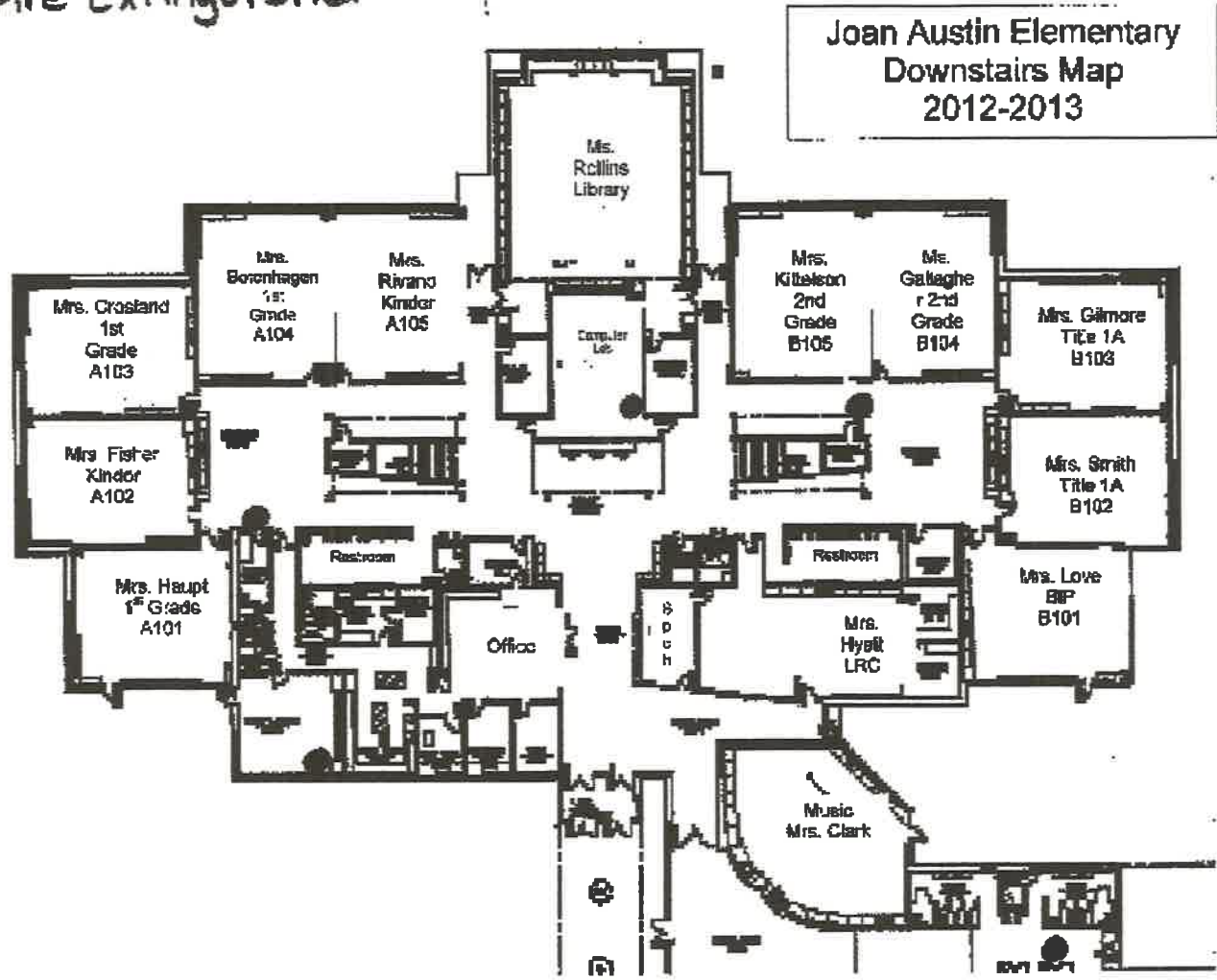
Ewing Young Elementary



BUILDING MAP- PEOPLE

Rooms, Phone Extensions, Students (each level); • Teacher Names; • # of People Per Room ;
• Lockdown and Lockout Details; • Evacuation Routes

● Fire Extinguisher

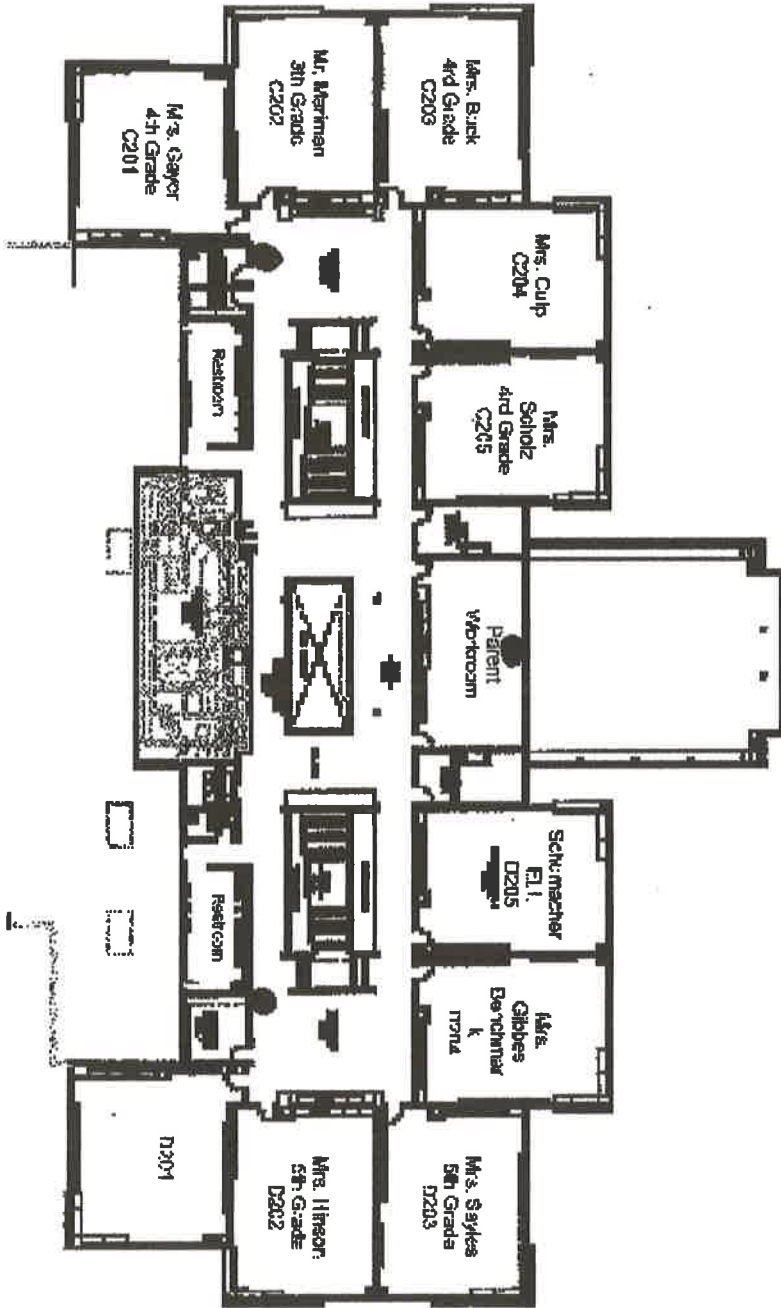


JOAN AUSTIN

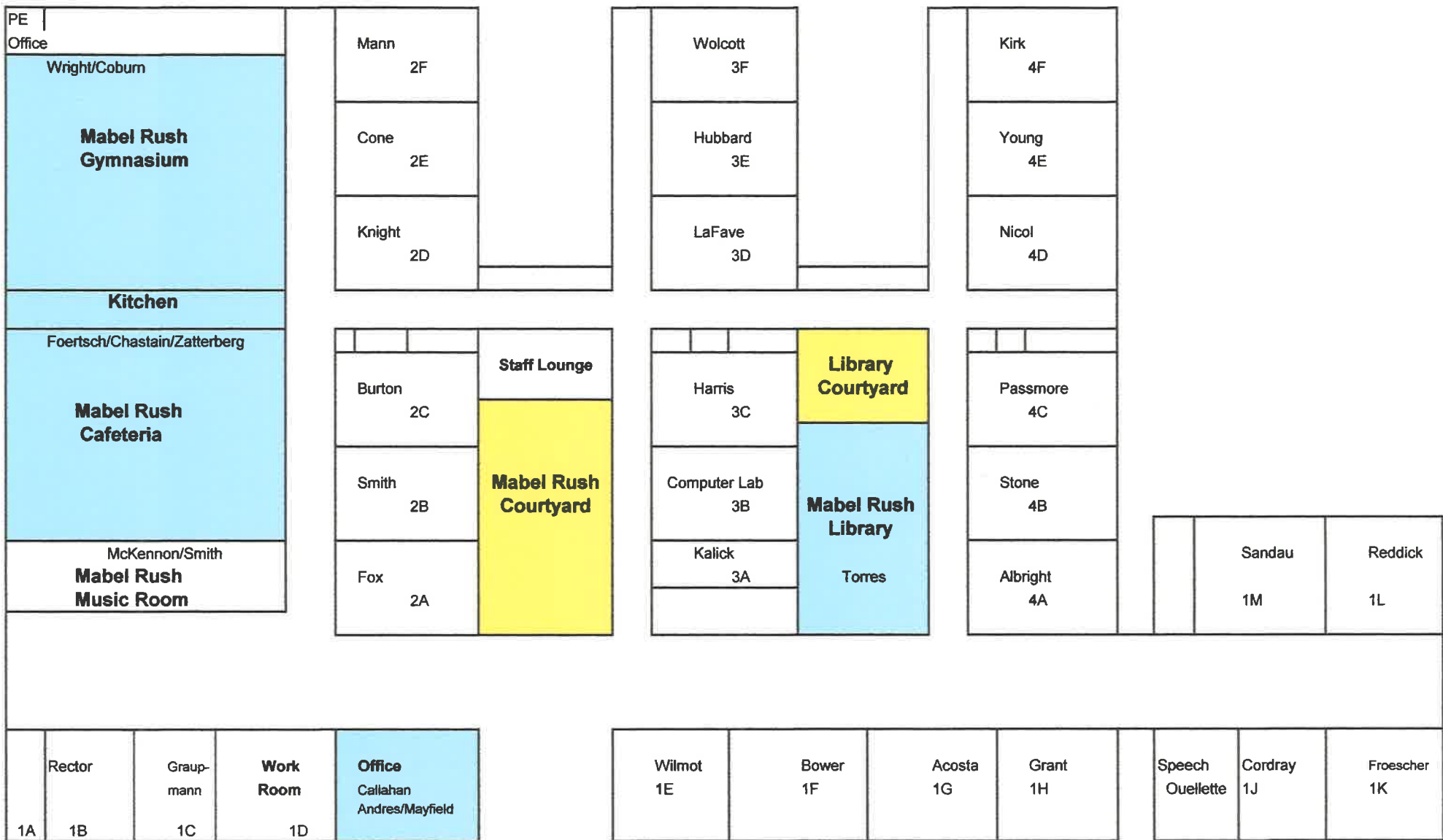
BUILDING MAP- PEOPLE

Rooms, Phone Extensions, Students (each level); • Teacher Names; • # of People Per Room ;
 • Lockdown and Lockout Details; • Evacuation Routes








● - Fire Extinguisher

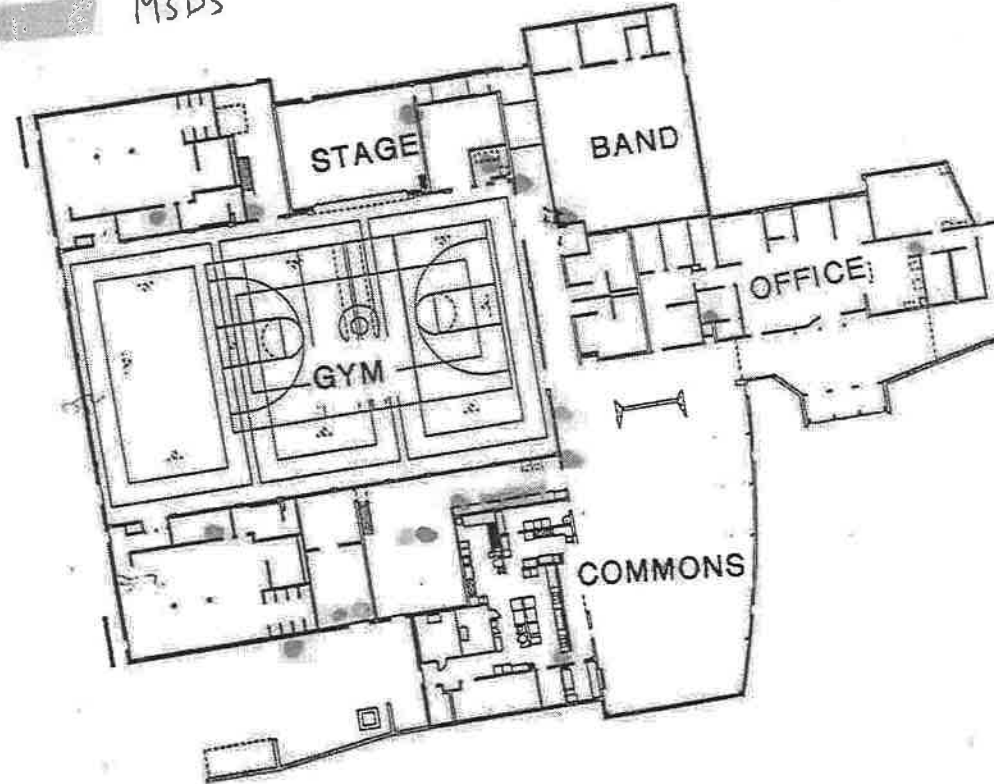


Joan Austin Elementary
 Upstairs Map
 2013-2014

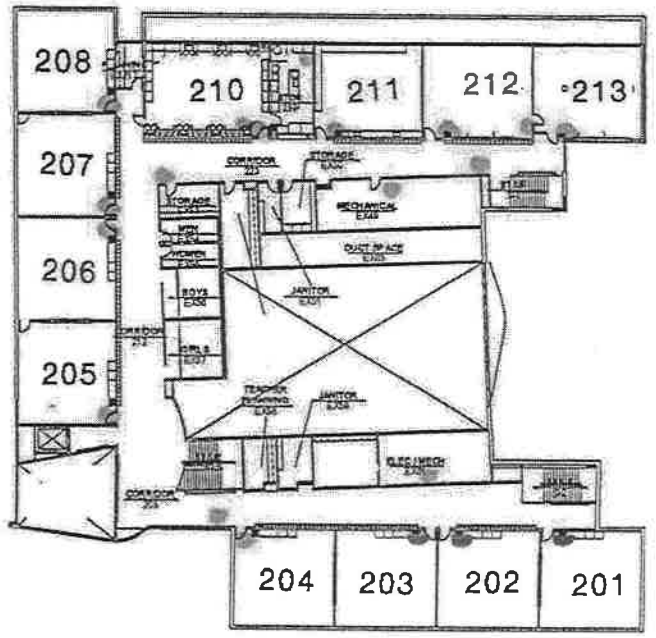
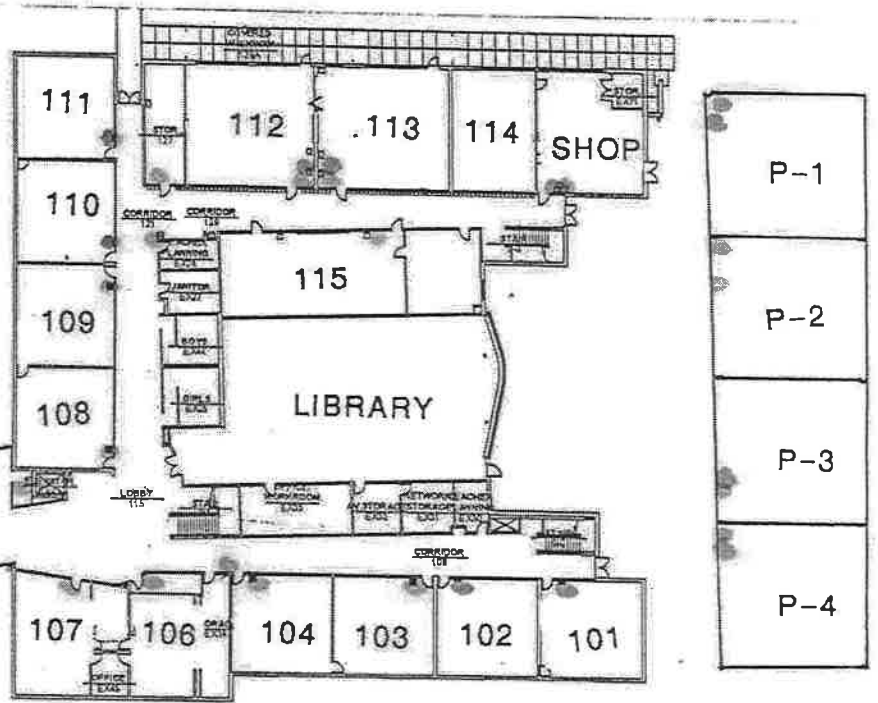


Mabel Rush Elementary

-  ABC fire ext
-  First Aid kits
-  AED
-  Gas shut off
-  MSDS
-  electrical shut off
-  water shut off

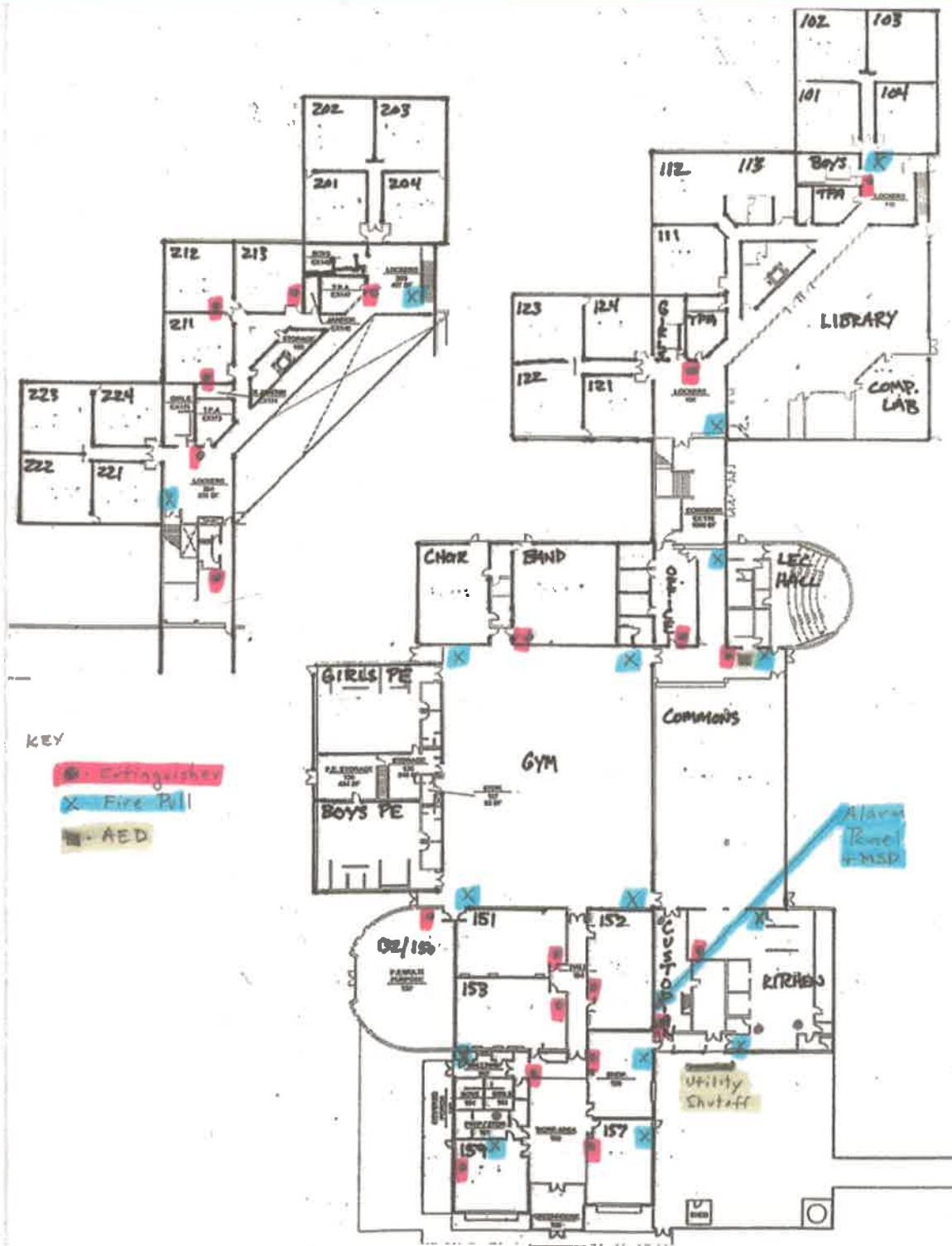


CHEHALEM VALLEY
MIDDLE SCHOOL



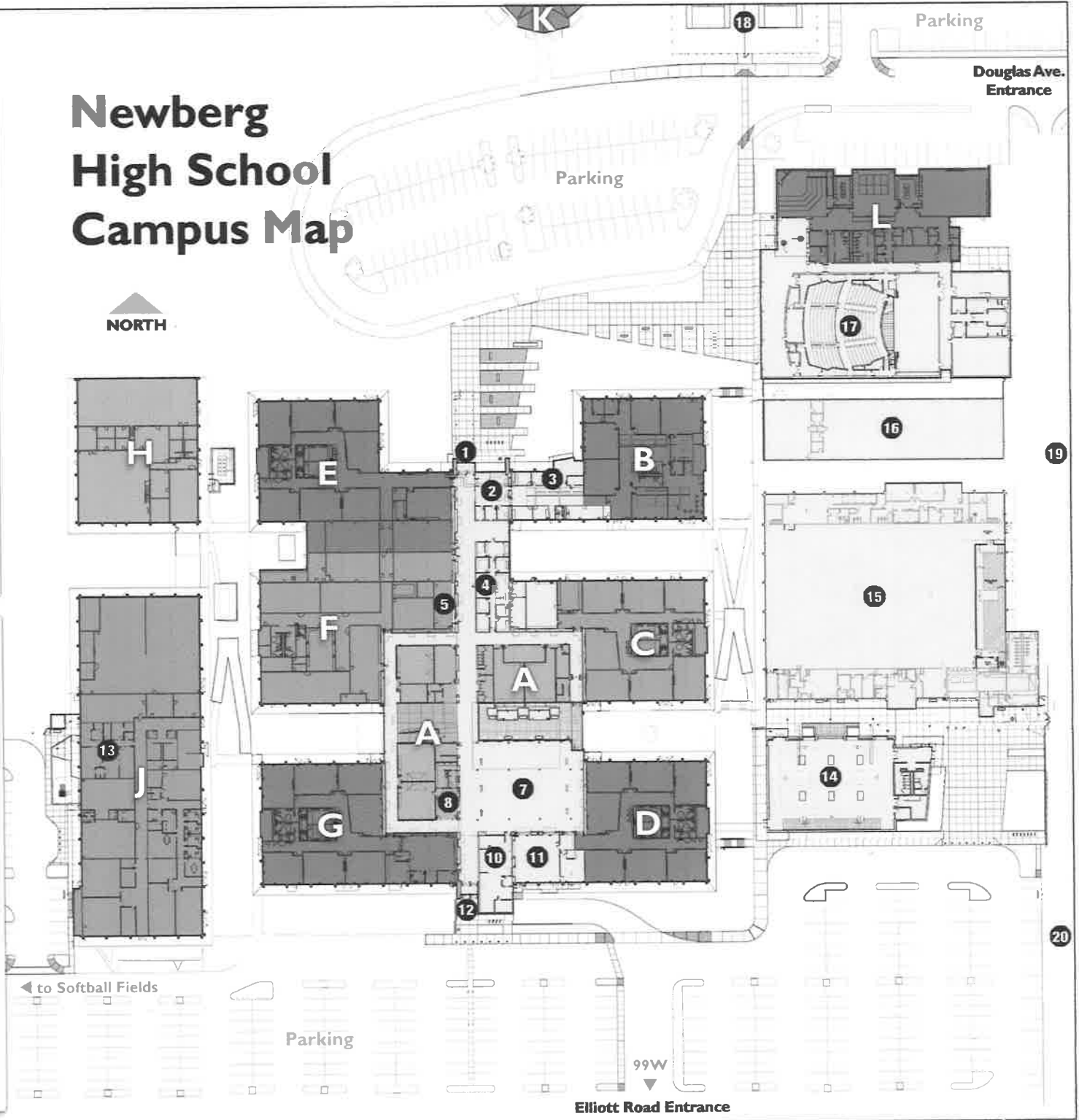
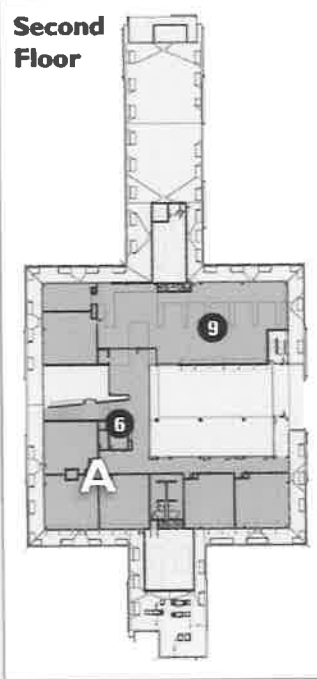
BUILDING MAP- HAZARDS/SERVICES

- Hazards/MSDS; • Fire Extinguishers; • First Aid/ AED Location; • Utility Shut Off Locations



MOUNTAIN VIEW MIDDLE SCHOOL

Newberg High School Campus Map



- 1. Main Entry
 - 2. Office
 - 3. Parent Resource Room
 - 4. Counseling
 - 5. Career Center
 - 6. Partnership for Student Success
 - 7. Commons
 - 8. Student Store
 - 9. Library / Media Center
 - 10. Kitchen
 - 11. Serving Area
 - 12. South Entry
 - 13. Great Expectations
 - 14. Auxiliary Gymnasium
 - 15. McGrath Gymnasium
 - 16. Caffall Center
 - 17. Auditorium
 - 18. Tennis Courts
 - 19. Football Stadium
 - 20. Baseball Field
-
- A-H, J Classrooms
 - K Alternative Programs
 - L Music Classrooms

Springbrook Education Center

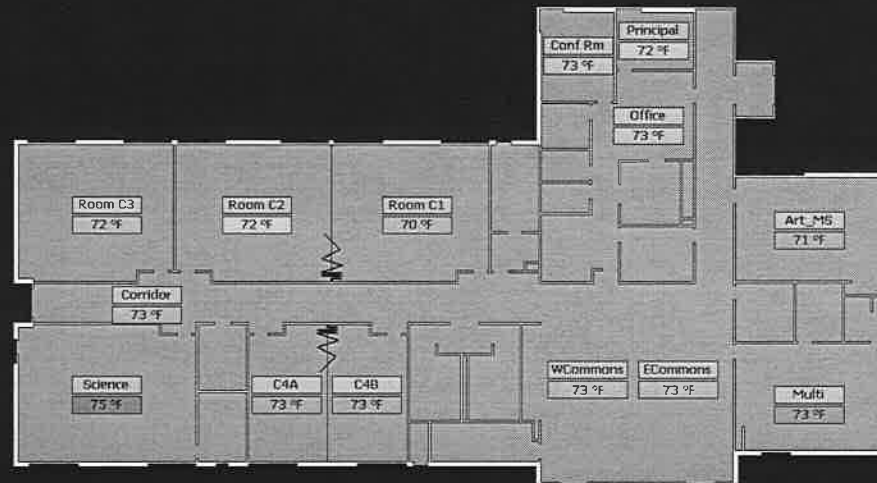
29-Aug-16 7:21 AM PDT
OUTSIDE: 59.0 °F / FAP: Normal

Navigate System »

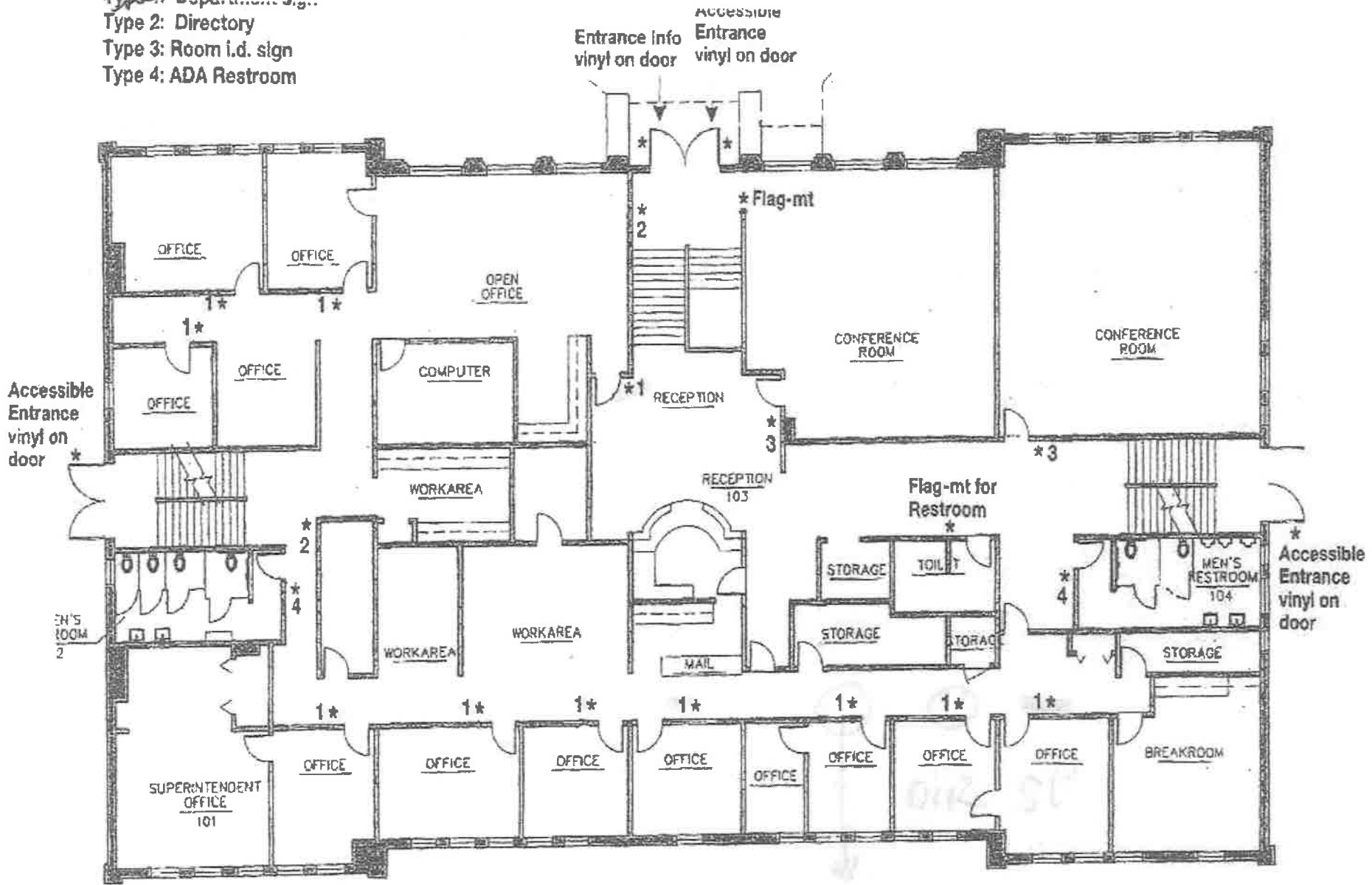


Site Overview

Logout

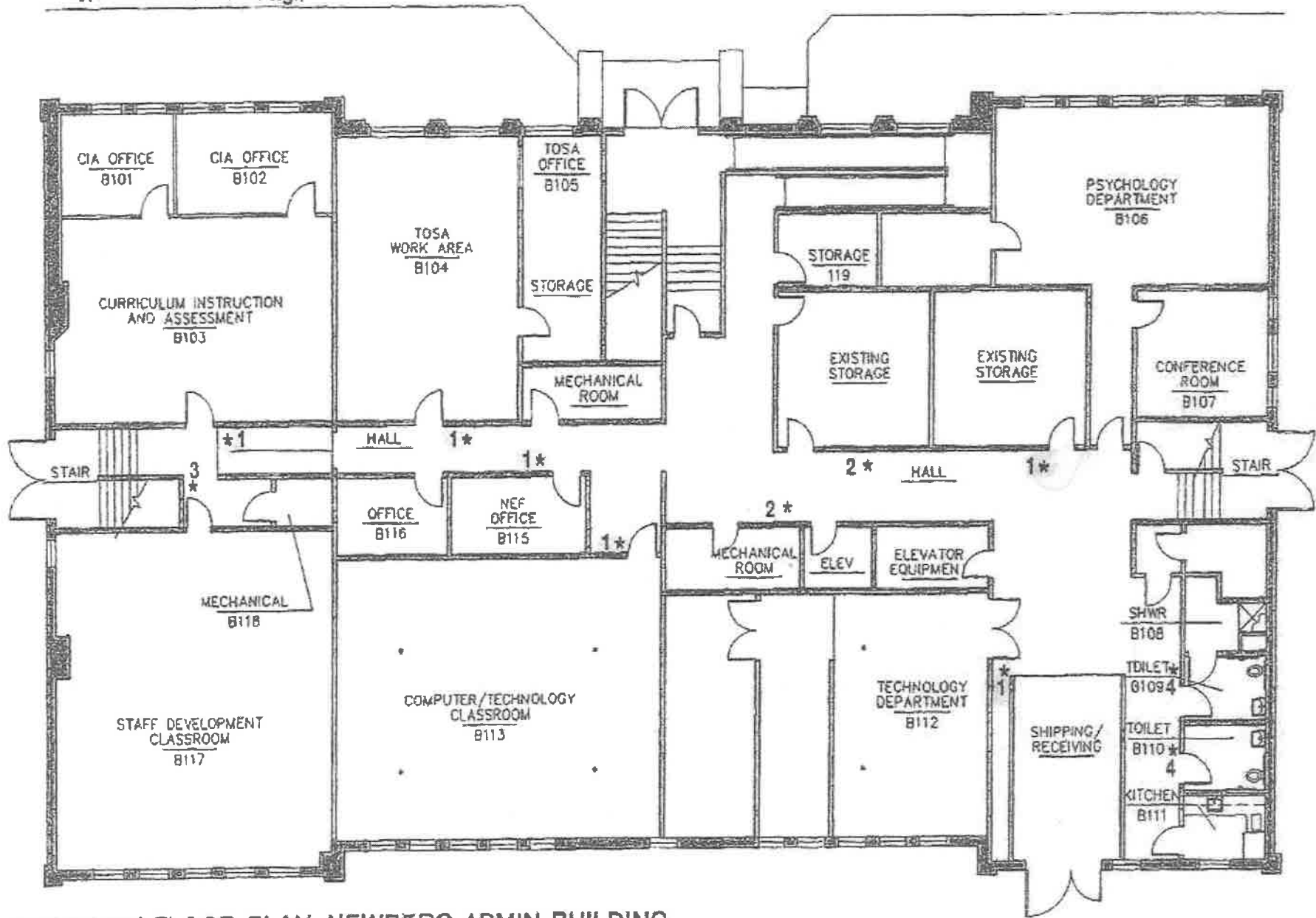


Type 1: Dept. sign
 Type 2: Directory
 Type 3: Room i.d. sign
 Type 4: ADA Restroom



1st Floor Plan, Newberg Admin Bldg

Type 2: Directory
Type 3: Room i.d. sign
Type 4: ADA Restroom sign



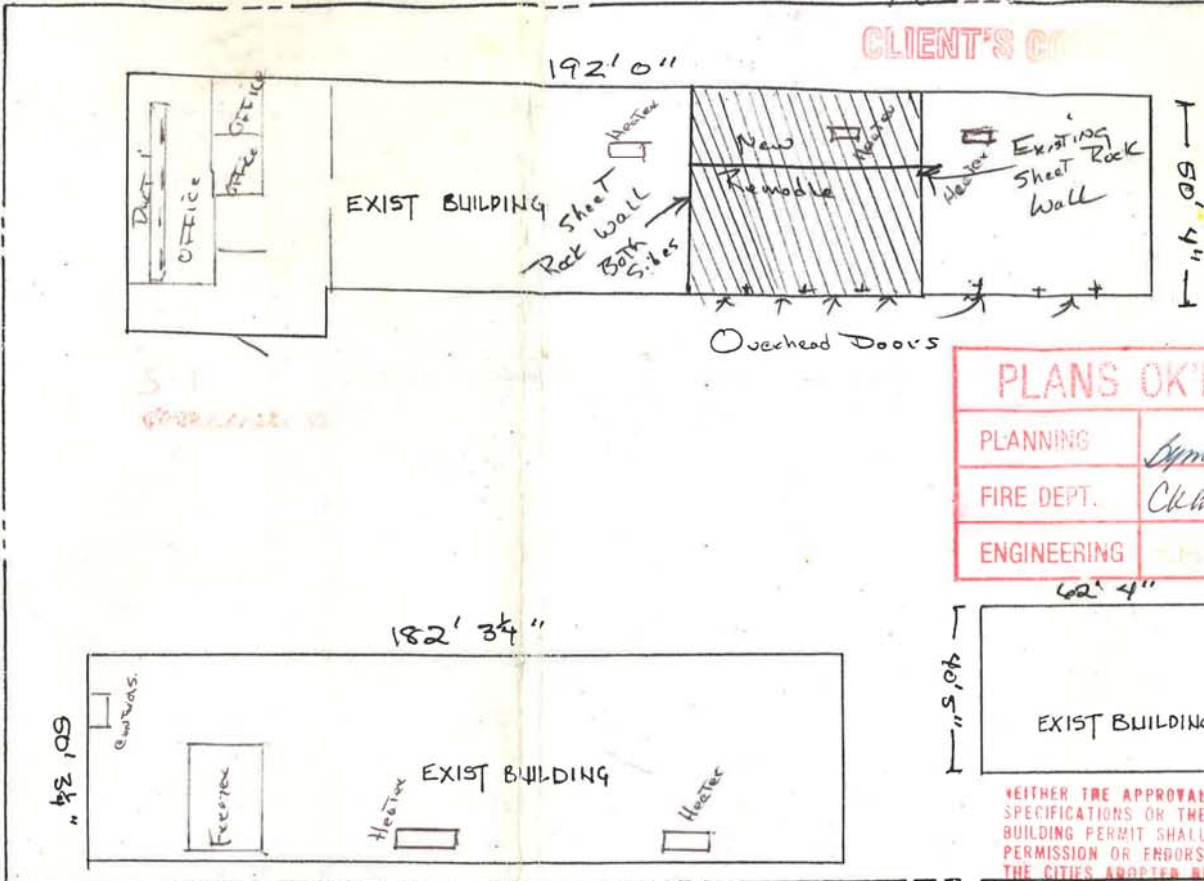
BASEMENT FLOOR PLAN, NEWBERG ADMIN BUILDING

1
A
SITE PLAN

611 S. BLAINE STREET

1" = 30.0'

EXIST DRIVEWAY



PLANS OK'D	
PLANNING	June 7, 2001
FIRE DEPT.	CKM 7/5/01
ENGINEERING	

EXIST FUEL TANK
(Approx Location)

NEITHER THE APPROVAL OF PLANS AND SPECIFICATIONS OR THE ISSUANCE OF A BUILDING PERMIT SHALL BE CONSTRUED AS PERMISSION OR ENDORSEMENT TO VIOLATE THE CITY'S ADOPTED BUILDING CODE OR ANY OTHER MUNICIPAL ORDINANCE. PERMITS ISSUED IN ACCORD WITH THE BUILDING CODE SHALL BE VALID ONLY TO THE EXTENT THAT THE WORK OR USE WHICH IS AUTHORIZED IS LAWFUL.
DATE 7-5-01 BLDG. INSP 9/20

APPROVED
Bob Stewart
BUILDING OFFICIAL
CITY OF NEWBERG, OR
DATE 7-10-01

NEWBERG SCHOOL DISTRICT AS OF 1/1/2018

SCHOOL	TEACHER	GRADE	CLASS SIZE
CRATER	CARR-MARSHALL	KG	24.00
	DUYCK	KG	23.00
	GESER	KG	23.00
DUNDEE	LUDWIG	KG	21.00
	MICKANEN	KG	20.00
EDWARDS	JONES	KG	25.00
	LINDSEY	KG	25.00
	MOSTUL	KG	25.00
	PEREZ	KG	26.00
EWING YOUNG	REOHR	KG	21.00
JOAN AUSTIN	GRAY	KG	26.00
	STEPHENSON	KG	26.00
MABEL RUSH	ADRIAN	KG	23.00
	MANN	KG	23.00
	WILMOT	KG	23.00
TOTAL KG COUNT			354.00
AVERAGE CLASS SIZE			23.60
SCHOOL	TEACHER	GRADE	CLASS SIZE
CRATER	JOHNSON	1	24.00
	KNIGHT	1	25.00
	THORSELL	1	25.00
DUNDEE	BURBANK	1	20.00
	SMITH	1	19.00
EDWARDS	ADAMS	1	23.00
	GRAEBE	1	23.00
	MCKENZIE	1	22.00
	NAVA GONZALEZ	1	22.00
EWING YOUNG	JOHNSTON	1	24.00
JOAN AUSTIN	BOTENHAGEN	1	24.00
	HAUPT	1	23.00
	HELD	1	24.00
MABEL RUSH	FELIZARTA	1	26.00
	KUCERA	1	27.00
	PETERSEN	1	28.00
TOTAL 1ST COUNT			379.00
AVERAGE CLASS SIZE			23.69
SCHOOL	TEACHER	GRADE	CLASS SIZE
CRATER	BEAUSOLIEL	2	22.00
	JASSO-SCHOLZ	2	22.00
	SCOTT	2	22.00
DUNDEE	CLEARY-HILL	2	24.00
	TOCHER	2	23.00
EDWARDS	AUST	2	25.00
	CHRISTENSEN	2	24.00
	ERICKSON	2	22.00
	HETU	2	21.00
EWING YOUNG	HESELWOOD	2	20.00
	TAYLOR	2	19.00
JOAN AUSTIN	GALLAGHER	2	24.00
	SEFFF	2	21.00
MABEL RUSH	BOWER	2	27.00
	HUBBARD	2	26.00
	LAFAVE-WOLCOTT	2	26.00
TOTAL 2ND COUNT			368.00
AVERAGE CLASS SIZE			23.00

	TEACHER	GRADE	CLASS SIZE
CRATER	FITZPATRICK	3	26.00
	RIERSON	3	27.00
	SOUMOKIL	3	27.00
DUNDEE	ISON	3	23.00
	KARABINUS-CULBERTSON	3	24.00
EDWARDS	ACOSTA	3	23.00
	BARRY	3	25.00
	BROWN	3	23.00
	LEE	3	25.00
EWING YOUNG	WIARD	3	27.00
JOAN AUSTIN	MARIMAN	3	22.00
	VAIL	3	21.00
	WINTER	3	22.00
MABEL RUSH	FOX	3	25.00
	RAINEY	3	26.00
	STONE	3	25.00
TOTAL 3RD COUNT			391.00
AVERAGE CLASS SIZE			24.44
	TEACHER	GRADE	CLASS SIZE
CRATER	AULD	4	30.00
	PAYTON	4	31.00
	SMITH	4	30.00
DUNDEE	CROCKER	4	26.00
	SCHNEIDER	4	25.00
EDWARDS	DORAN	4	18.00
	FODGE	4	19.00
	FUCHS	4	28.00
	KINDRED	4	28.00
JOAN AUSTIN	BUCK	4	18.00
	GAYER	4	19.00
	HINSON	4	19.00
MABEL RUSH	KARLSON	4	26.00
	NICOL	4	24.00
	YOUNG-DURAN	4	25.00
TOTAL 4TH COUNT			366.00
AVERAGE CLASS SIZE			24.40
	TEACHER	GRADE	CLASS SIZE
EWING YOUNG	KEYSER	4	13.00
		5	12.00
	REED	4	13.00
		5	13.00
	WILLCUTS-EVERS	4	15.00
		5	11.00
TOTAL 4/5 COUNT			77.00
AVERAGE CLASS SIZE			25.67

SCHOOL	TEACHER	GRADE	CLASS SIZE
CRATER	CARLSON	5	27.00
	CASE	5	25.00
	DANIELSON	5	25.00
DUNDEE	BACHMEIER-SWANSON	5	26.00
	SMYTH	5	29.00
EDWARDS	LALLY	5	21.00
	NABOULSI	5	25.00
	WEAVER	5	24.00
JOAN AUSTIN	DAVIDSON	5	27.00
	SAYLES	5	29.00
MABEL RUSH	ALBRIGHT	5	30.00
	MORALES	5	30.00
	OSENBERG	5	30.00
	VANDERWALL	5	30.00
TOTAL 5TH COUNT			378.00
AVERAGE CLASS SIZE			27.00
TOTAL ELEMENTARY			2313.00
AVERAGE CLASS SIZE			24.35
TOTAL ELEMENTARY FTE			2311.00

SCHOOL	GRADE	COUNT	FTE
CHEHALEM VALLEY	6	194.00	193.00
MOUNTAIN VIEW	6	153.00	153.00
TOTAL 6TH COUNT		347.00	346.00
CHEHALEM VALLEY	7	191.00	191.00
MOUNTAIN VIEW	7	175.00	175.00
TOTAL 7TH COUNT		366.00	366.00
CHEHALEM VALLEY	8	203.00	202.50
MOUNTAIN VIEW	8	172.00	172.00
TOTAL 8TH COUNT		375.00	374.50
NHS / CATALYST			
NHS 9TH	9	381.00	381.00
CATALYST 9TH	9	13.00	13.00
TOTAL 9TH COUNT	9	394.00	394.00
NHS 10TH	10	393.00	392.00
CATALYST 10TH	10	22.00	22.00
TOTAL 10TH COUNT	10	415.00	414.00
NHS 11TH	11	325.00	324.50
CATALYST 11TH	11	22.00	22.00
TOTAL 11TH COUNT	11	347.00	346.50
NHS 12TH	12	337.00	336.00
CATALYST 12TH	12	71.00	71.00
TOTAL 12TH	12	408.00	407.00
TOTAL NHS		1436.00	1433.50
TOTAL CATALYST		128.00	128.00
TOTAL SECONDARY		2652.00	2648.00
SCHOOL COUNT		4965.00	4959.00
SPECIAL PROGRAMS COUNT	-4 non resident +1 share time fte	82.00	79.00
TOTAL DISTRICT		5047.00	5038.00

NON RESIDENT, SPED SVCS,VIRTUAL SCHOOL STUDENTS NOT IN ABOVE COUNTS AS WE DO NOT RECEIVE REGULAR ADM OR FTE FOR THESE STUDENTS

CONCURRENTLY ENROLLED STUDENTS ARE NOT IN ABOVE COUNT

NEWBERG SCHOOL DISTRICT 1/1/2018

SCHOOLS	REG ENROLL	ILC/SLC	LIFE SKILLS	TRANS	COLA	HOME SCH	TUTOR	OASIS	TOTAL
Crater	458								458
Dundee	280							1	281
Edwards	542							1	543
Ewing Young	188				20				208
Joan Austin	345								345
Mabel Rush	500								500
CVMS	588		10		13	1			612
MVMS	500					1		2	503
NHS	1436	19		9		4		1	1469
CATALYST	128								128
Total District	4965	19	10	9	33	6	0	5	5047

THESE STUDENTS ARE NOT IN THE COUNTS ABOVE

SCHOOLS	VIRTUAL	SPED SVCS ONLY	CONCURRENT BLDG	TOTAL
	NO ADM/FTE	NO ADM/FTE	NO ADM/FTE	
Crater		1		1
Dundee		1	1	2
Edwards		1		1
Ewing Young				0
Joan Austin			1	1
Mabel Rush		3		3
CVMS		1		1
MVMS		1	3	4
NHS		5	24	29
CATALYST			4	4
Total District	0	13	33	46

IN COUNT ABOVE

NON RESIDENT		
NO FTE /ADM (SLOT COST)		
Crater		
Dundee		
Edwards		
Ewing Young		
Joan Austin		
Mabel Rush		
CVMS	3	
MVMS		
NHS	3	
CATALYST		
Total District	6	
REMOVE FTE FROM COUNT		

CONCURRENT: ENROLLED IN TWO OF OUR BUILDINGS
SPED SVCS: ONLY COMING FOR SPED SERVICES NOT EDUCATION
VIRTUAL: ATTENDING A VIRTUAL SCH, COMING FOR ELECTIVES ETC

**Deferred Maintenance List
Newberg School District
Winter 2018**

(some prices are guesses)

All schools:

Upgrade HVAC controls – current components are no longer manufactured	\$600,000?
Water treatment (HVAC)	\$400,000
Upgrade old analog cameras and add more as needed	\$50,000
Add ADA door operators on main doors of schools	\$100,000
Purchase AES radios for fire and burglary alarm systems	\$6,000

AC:

Replace chilled water pump	\$1,000
Parking lot overlay	\$25,000
Replace cooling tower	\$10,000
Expand cafeteria	\$800,000
Replace cafeteria tables	\$12,000
Install refrigerant alarm sensors	\$1,500
Add 20 units of playground chips	\$5,000
replace sinks in restrooms	\$2,000

DD:

Seismic upgrades at least on the gym	\$800,000
Replace four aging HVAC package units on the roof of the NW wing	\$18,000
Chiller repair	\$10,000
Membrane roof on north wing	\$60,000
Change from 2 pipe to 4 pipe system (HVAC)	\$60,000
Replace classroom unit ventilators	\$100,000

Update fire panel and all devices due to age and unavailability of parts	\$35,000
Improve drainage around playground	\$15,000
Power issues in older part of building	\$30,000
Replace sinks in restrooms	\$2,000
Add 20 units playground chips	\$5,000
Concern – proximity to 99W	

ED:

Seismic upgrades	\$800,000
Capacity for Dual Language Program (classrooms and gym space)	\$2,000,000
Gym siding – cover or replace	\$10,000
Replace cafeteria package units	\$15,000
Replace cafeteria walk-ins (cooler and freezer)	\$100,000
Replace sinks in restrooms	\$5,000
Upgrade fire devices to addressable	\$30,000
Add card access to gate between cafeteria and DO	\$10,000
Improve condensate drains	\$2,000
Repair steel vault lid	\$500
Complete drains for cafeteria	\$400
Repair/replace playground structure	\$60,000
40 units of playground chips	\$10,000

EY:

Install generator for water and sewer backup and emergency lighting	\$80,000
Replace float sensor in oil tank	\$5,000
Replace sinks in restrooms	\$1,000
Add 60 units of playground chips (playground and jogging path)	\$15,000
Paint the exterior of the water tank	\$1,000

JA:

Chiller repair	\$6,000
Update fire panel due to unavailability of parts and service	\$20,000

MR:

Seismic upgrades	\$1,000,000
Replace gym air handlers	\$50,000
Chiller repair	\$5,000
Replace sinks in restrooms	\$5,000
Add a card reader for the kitchen door	\$5,000
Install door closers for all classrooms without	\$10,000
Add 40 units of playground chips	\$10,000

CV:

Replace cooling tower	\$11,000
Repair roof under cooling tower	\$5,000
Parking lot overlay	\$30,000
Replace carpet in upper hallways (VCT?)	\$100,000
Seal louvers above locker rooms	\$10,000
Replace HVAC units in portables	\$10,000
Install refrigerant alarm sensors	\$1,500
Replace worn out smoke detectors	\$25,000
Replace sinks in restrooms	\$5,000
Replace stage doors	\$10,000

MV:

Seismic upgrades	\$1,200,000
Replace generator	\$20,000
Blacktop overlay behind school	\$25,000

NHS:

Replace chiller in J	\$60,000
Replace cooling tower for J	included above
Fix or replace some roofing	\$200,000
Replace carpet in many classrooms	\$150,000
Improve drainage between levels of the campus	\$50,000
Install multiple handicap door openers (ADA)	\$40,000
Upgrade/remodel Science rooms for better utility and flexibility	\$100,000
Split bleachers on north side of the gym	\$10,000
Replace package units (2) and small furnace in Caffall Center	\$12,000
Replace package units (2) on H	\$10,000
Replace air handlers in H and J	\$35,000
General remodel and retro-fitting for CTE programs	?
Add two portable bleacher units	\$10,000
Repair backer and caulk library/commons	\$2,000
Update fire panel due to age and unavailability of parts and service	\$30,000
Add more doors to Access Control system	\$20,000
Replace main gym lobby doors	\$20,000
Update all cameras on Elliott side parking lot	\$20,000
Add speed bumps for student parking lot	\$10,000
Replace baseball stands and pressbox	\$35,000

SEC:

Build gym/activity space	\$2,000,000
Replace sinks in restrooms	\$1,500

DO:

Add generator to run servers, emergency lighting, and other systems	\$60,000
Replace old lighting controls	\$30,000
Update fire panel and all devices due to age and unavailability of parts and service	\$30,000
Seismic upgrades and remodel of third floor for additional office space	\$500,000+
Repair concrete vault	\$2,000
Replace or remove arborvitae	\$2,000
Remove oak tree at rental	\$3,000

PP:

Replace heating units in Maintenance and Grounds shops	\$4,000
Replace aging vehicles (2)	\$60,000
Add 40 units of gravel	\$10,000
Replace gutters on Maintenance Shop	\$2,000
Tie main warehouse/office building into existing fire alarm system	\$15,000



**Newberg School District 29J
2002 Construction Bond Completed Projects**

The following is a summary of the work completed from the 2002 capital improvement bond measure:

Site	Scope of Work	Project Cost
Antonia Crater Elementary School Architect: BOORA Architects General Contractor: Todd Construction	<ul style="list-style-type: none"> o 280 square foot addition for storage o Clean and seal exterior brick; repaint stucco with elastomeric paint o Install school-wide security system and add exterior bells and speakers to existing intercom. 	\$260,900
Dundee Elementary School Architect: BOORA Architects General Contractor: Todd Construction	<ul style="list-style-type: none"> o Interior renovations for a media center, computer classroom, music, art and science areas o Renovate restrooms for ADA accessibility o Add brick wainscot to part of the building exterior o HVAC modifications o Revise bus and parent drop off areas o Install school wide security system and add exterior bells and speakers to existing intercom o Site improvements 	\$890,453
Edwards Elementary School Architect: BOORA Architects General Contractor: Todd Construction	<ul style="list-style-type: none"> o Construct a computer lab/resource room within the existing media center o HVAC modifications o Replace worn carpet in classrooms o Clean and reseal exterior brick work o Security fencing o Re-roof cafeteria, repair gymnasium roof o Improve security system and add exterior horns and speakers 	\$913,166
Ewing Young Elementary School Architect: BOORA Architects General Contractor: Robert Gray Partners, Inc.	<ul style="list-style-type: none"> o Renovate 22,557 square foot school o 3,340 square foot addition for classrooms, kitchen expansion, health room, office and teacher work area o Replace worn carpet in existing classrooms o Construct new well; install new pump o Add parking and revise bus pick up area o Install security system; add exterior bells and speakers to existing intercom 	\$2,801,573
Joan Austin Elementary School Architect: BOORA Architect General Contractor: Triplett-Wellman Construction	<ul style="list-style-type: none"> o Construction of a 60,370 square foot two-story building to serve 500-550 students o Masonry building includes classrooms clustered around flexible instruction area, gymnasium, cafeteria, offices and playground. o Site donated by Ken and Joan Austin 	\$10,069,635
Mabel Rush Elementary School	<ul style="list-style-type: none"> o Renovate 42 year-old 53,700 square 	\$7,459,317

<p>Architect: BOORA Architects General Contractor: Robert Gray Partners, Inc.</p>	<p>foot school including replacing HVAC, re-roofing, replace entry canopy, add insulation</p> <ul style="list-style-type: none"> o 12,567 square foot addition includes classrooms, enlarged cafeteria and media center o Expand parking and upgrade parent pick up area o Install security system; add exterior bells and speakers to existing intercom 	
<p>Chehalem Valley Middle School Architect: BOORA Architects General Contractor: Todd Construction</p>	<ul style="list-style-type: none"> o Interior renovation to enlarge two existing classrooms; add shelving in existing storage area o Clean and seal exterior brick; paint stucco with elastomeric paint o Install school-wide security system; add exterior horns and speakers to existing intercom system 	\$256,820
<p>Mountain View Middle School Architect: BOORA Architects General Contractor: Robert Gray Partners, Inc.</p>	<ul style="list-style-type: none"> o Interior renovation for additional storage, staff work area and student health room o HVAC modifications o Clean and reseal exterior brick o Floor coverings o Upgrade school-wide security system; add exterior horns and speakers to existing intercom system 	\$1,208,903
<p>Newberg High School Architect: BOORA Architects General Contractor: Emerick Construction</p>	<ul style="list-style-type: none"> o Renovate and expand to accommodate 1,700-1,800 students o Eliminate 16 portable classrooms o 101,583 square foot addition o Two-story infill in the main campus for classrooms, cafeteria, media center and offices o Renovation for additional classroom space in existing buildings o Auditorium addition to existing music building o Add auxiliary gymnasium; replace floor in main gymnasium o Add softball fields, tennis courts and additional parking o Install school-wide security system; expand existing intercom to new areas; add exterior horns and bells; security cameras 	\$23,087,382
<p>District Maintenance Shop Architect: BOORA Architects General Contractor: Newberg School District Maintenance Department</p>	<ul style="list-style-type: none"> o Modify bus barn for a maintenance shop and warehouse facility o Construct sanitary sewer o Replace exterior siding 	\$198,672
<p>District Office Building Architect: BOORA Architects General Contractor: Todd Construction</p>	<ul style="list-style-type: none"> o Renovate restrooms for ADA accessibility o Revise entry for ADA accessibility o Renovate basement areas for additional conference and office space 	\$563,578

	<ul style="list-style-type: none"> ○ Replace portions of existing carpet ○ Upgrade security system 	
Property Purchase	<ul style="list-style-type: none"> ○ Purchase a 47.4 acre site on Wilsonville Road for a second high school ○ Purchase a 10 acre site on Wilsonville Road for a seventh elementary school 	<p>\$924,958</p> <p>\$1,254,000</p>

What would the bond do for each school?	1. Improve and equip classrooms	2. Maintain & repair schools	3. Increase energy efficiency, safety and security	Why now?
Antonia Crater Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Replace carpeting with linoleum • Add storage 	<ul style="list-style-type: none"> • Install HVAC energy controls • Replace intercom system 	<p>Taxpayers will pay zero interest on \$15 million The school district is approved to finance \$15 million of a bond at 0% interest through federal Qualified School Construction Bonds, saving an estimated \$3-4 million.</p> <p>Building now lowers financing costs Current interest rates would allow the district to finance construction projects at a lower cost than if construction was delayed.</p> <p>Taxpayers will pay less than their current property tax rate.</p> <ul style="list-style-type: none"> • The Newberg school tax rate decreases when the 1993 bond retires in 2012. • The combined new and existing rate would be lower than current rates. • The estimated rate of the new bond would be ___¢ per \$1,000 of assessed value. <p>\$27.1 Million Bond Election May 17, 2011</p>
Dundee Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Re-roof 5th St. classroom wing • Upgrade electrical system • Replace carpeting with linoleum 	<ul style="list-style-type: none"> • Install HVAC energy controls • Replace single pane windows • Install security cameras 	
Edwards Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Replace roof • Replace fiber ductwork • Add parking lot lights, speed bumps 	<ul style="list-style-type: none"> • Replace windows • Install HVAC energy controls • Replace intercom system 	
Ewing Young Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Upgrade old electrical wiring, and distribution panel 	<ul style="list-style-type: none"> • Install HVAC energy controls • Install security cameras 	
Joan Austin Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Repair cafeteria flooring 	<ul style="list-style-type: none"> • Install HVAC energy controls • Install security cameras 	
Mabel Rush Elementary	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology 	<ul style="list-style-type: none"> • Replace boiler • Modify kitchen, storage & cafeteria serving area 	<ul style="list-style-type: none"> • Install HVAC energy controls • Install refrigeration monitoring • Relocate, pave play area 	
Chehalem Valley MS	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology • Renovate & furnish existing space for science, art and technology classrooms 	<ul style="list-style-type: none"> • Replace hall carpet with linoleum 	<ul style="list-style-type: none"> • Install HVAC energy controls • Install refrigeration monitoring • Replace gym lighting • Install security system 	
Mountain View MS	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology • Renovate & furnish existing space for science, technology and PE classrooms 	<ul style="list-style-type: none"> • Replace boiler • Repair basketball court drainage • Replace student lockers 	<ul style="list-style-type: none"> • Install HVAC energy controls • Window replacement • Install security cameras 	
Newberg High School	<ul style="list-style-type: none"> • Provide textbooks, classroom materials • Replace aging technology • Replace damaged musical instruments • Renovate & furnish existing space for additional classrooms • Expand cafeteria seating • Replace track • Build classroom space for alternative and online learning programs 	<ul style="list-style-type: none"> • Modify, repair HVAC • Restroom repair, replacement • Repair, renovate locker & gym storage area • Replace carpeting with linoleum • Repair main field drainage • Pave service road, park as needed 	<ul style="list-style-type: none"> • Install HVAC energy controls • Add sidewalks, lighting and fencing at main entry • Replace gym lighting • Modify HVAC ducting • Install security cameras • Install 15-door automated lock down system 	
District Office			<ul style="list-style-type: none"> • Replace existing furnaces • Replace single pane windows 	
Physical Plant		<ul style="list-style-type: none"> • Install roof exhaust • Install gutters 	<ul style="list-style-type: none"> • Insulate warehouse • Install fire sprinkler system • Install insulated doors 	
District wide	<ul style="list-style-type: none"> • Student data/ finance software 	<ul style="list-style-type: none"> • Make sidewalk repairs 		



Bond project list for Antonia Crater Elementary School

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Replace hall carpeting with linoleum
- Expand storage behind the gymnasium

Increase energy efficiency, safety and security

- Replace gym lighting
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Replace intercom system
- Upgrade telephone system

Bond project list for Dundee Elementary

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Replace roof 5th St. classroom wing
- Replace hall carpeting with linoleum in one wing
- Upgrade electrical: combine two services, replace old panel and wiring

Increase energy efficiency, safety and security

- Replace single pane windows
- Replace gym lighting
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Replace single pane windows
- Install security cameras
- Relocate and modify health room
- Upgrade telephone system

Bond project list for Edwards Elementary

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Replace roof
- Modify gutter and drain system
- Replace fiber ductwork
- Make ventilation repairs

Increase energy efficiency, safety and security

- Replace single pane windows
- Replace gym lighting
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Install security cameras
- Replace intercom
- Upgrade telephone system
- Add speed bumps in parking lot

Bond project list for Ewing Young Elementary

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Upgrade electrical replace old wiring and distribution panels

Increase energy efficiency, safety and security

- Replace gym lighting
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Install security cameras
- Upgrade telephone system

Bond project list for Joan Austin Elementary

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Repair cafeteria floor

Increase energy efficiency, safety and security

- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Install security cameras
- Upgrade telephone system

Bond project list for Mabel Rush Elementary

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology

Maintain and repair facilities

- Modify and expand kitchen, storage and serving area
- Install acoustic tiles in hallways
- Electrical upgrade: install outlets in old wing
- Paving overlay on bus loop

Increase energy efficiency, safety and security

- Replace boiler
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Upgrade telephone system
- Relocate, pave play area away from HS construction

Bond project list for Chehalem Valley Middle School

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology
- Renovate & furnish existing space in North wing for science, art and technology programs
- Furnish and equip science, art and technology classrooms

Maintain and repair facilities

- Install canopy on North wing
- Replace hall carpet with linoleum

Increase energy efficiency, safety and security

- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Replace gym lighting
- Install security system
- Upgrade telephone system

Bond project list for Mountain View Middle School

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology
- Renovate & furnish existing space in East wing for science and technology programs
- Add multipurpose PE classroom
- Expand counseling space

Maintain and repair facilities

- PE storage modifications: ladder access, shelving
- Repair basketball court drainage; resurface
- Replace student lockers

Increase energy efficiency, safety and security

- Replace boilers
- Replace windows with broken seals
- HVAC modifications
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Install hot water tank in kitchen
- Install security system
- Upgrade telephone system

Bond project list for **Newberg High School**

Improve and equip classrooms

- Provide textbooks, classroom materials
- Replace aging technology
- Replace damaged musical instruments
- Renovate & furnish existing wood shop space for additional classrooms
- Modify existing space to expand Great Expectations and Culinary arts program areas
- Expand commons cafeteria seating
- Modify existing space for Blue, Green school offices
- Build classroom space for alternative and online learning programs
- Complete welding area for NHS-PCC program
- Modify existing space for music classroom

Maintain and repair facilities

- Make HVAC modifications
- Replace hall carpeting with linoleum at multiple locations
- Replace track
- Replace long jump pits and high jump area
- Restroom repair, replacement
- Repair, renovate locker & gym storage area
- Pave service road and parking areas as needed
- Remove crown and repair draining at main field
- Replace three wooden light poles
- Replace restroom for ADA accessibility

Increase energy efficiency, safety and security

- Replace gym lighting
- Install refrigeration monitoring system
- Install HVAC environmental energy controls
- Replace original gym hot water heating system
- HVAC controls
- Modify server room fire protection system
- Modify gas shut-off valves in science classrooms
- Upgrade telephone system
- Install 15-door automated lock down system
- Add sidewalks, lighting and fencing at main entrance
- Replace main field visitor bleacher
- Install protective softball netting
- Install additional security cameras

Bond project list for District Office

Increase energy efficiency, safety and security

- Modifications for fire protection system in server room
- Replace existing furnaces
- Replace single pane windows
- Upgrade telephone system

Bond project list for Physical Plant

Maintain and repair facilities

- Install gutters on storage building
- Install roof exhaust for grounds area
- Install lighting in storage building

Increase energy efficiency, safety and security

- Insulate warehouse
- Install insulated doors and openers at North Building
- Expand warehouse for freezer
- Install fire sprinkler system
- Upgrade telephone system

What does it cost?

\$27.1 million

Maintain and repair facilities**\$15.4 million**

- major maintenance and repair at all sites
- energy efficiencies
- safety and security improvements

Classroom improvements**\$6.4 million**

- textbooks
- replace aging tech, musical instruments
- classroom equipment for secondary program improvements

General fund costs that the bond will cover**\$0.7 million**

- technology and textbooks
- maintenance
- salaries for oversight, planning, tracking

Related costs**\$4.5 million**

- fees and permits
- contingencies, construction management
- fixtures, furnishings and equipment



Newberg School District 29J
 RFP for Architectural/Engineering Services
 BOND PROJECTS - Cost Estimates
 July 13, 2011

	Original Costs
Admin. – District Office	716,000
Modify Server Room - fire protection system	60,000
Replace existing furnaces - Mitsubishi -	600,000
Replace 3rd Level Windows	56,000
* Upgrade phone system	9,300
Antonia Crater	184,000
New intercom system	50,000
Add storage – outside behind Gym	134,000
* Replace GCMs with UNC's (Universal Network Control)	34,100
* Install a refrigeration monitoring system	4,100
* Replace carpets with linoleum - 12,634 sf x 5	63,170
* Replace Gym lighting – T-5s – (Senate Bill 1149)	12,900
* Upgrade phone system	7,300
Dundee	204,075
New roof on 5th street classrooms (12,300 x 7.75)	95,325
Modify and relocate health room	30,000
Replace single pane windows where they occur	78,750
* Combine two services and replace old panel equipment and wiring - optional/meets c	60,000
* Replace GCMs with UNC's (Universal Network Control)	31,000
* Install a refrigeration monitoring system	4,100
* Replace carpets with linoleum - 5,625 sf x 5	28,630
* Replace Gym lighting – T-5s – (Senate Bill 1149)	11,200
* Upgrade phone system	7,900
* Install Security System	5,000
Edwards	557,500
New intercom	80,000
Add parking lot lighting by crosswalk	20,000
Add speed bumps to parking in front	2,500
Improve conference room ventilation	10,000
New roof	160,000
Modify built-in gutter system/drain system	50,000
Replace existing fiber ductwork as required	200,000
Replace Windows	35,000
* Replace GCMs with UNC's (Universal Network Control)	34,000
* Install a refrigeration monitoring system	4,100
* Replace Gym lighting – T-5s – (Senate Bill 1149)	10,300
* Upgrade phone system	11,500
Ewing Young	50,000
Old wiring (asbestos) and distribution panels	50,000
* Install a refrigeration monitoring system	4,100
* Replace Gym lighting – T-5s – (Senate Bill 1149)	12,900

* Upgrade phone system	4,300
* Replace GCMs with UNC's (Universal Network Control)	32,000
* Install Security System	5,000

Joan Austin	14,300
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* Install a refrigeration monitoring system	4,100
* Upgrade phone system	10,200
* Replace GCMs with UNC's (Universal Network Control)	32,500
* Repair Café floor	10,000
* Install Security System	5,000

Mabel Rush	1,212,300
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Replace old A.O. Smith boiler with new Aerco boiler	35,000
Acoustic tiles in halls (5,868 x 3.00)	18,000
Add electrical outlets - Old wing	30,000
Remodel Kitchen and serving area	461,000
Develop a larger storage solution for cafeteria	318,300
Relocate play area and paving	200,000
Overlay paving/bus loop	150,000
* Replace GCMs with UNC's (Universal Network Control)	30,000
* Install a refrigeration monitoring system	4,100
* Upgrade phone system	12,900

Mountain View	2,314,500
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Adjustable shelving & ladder access for PE storage	10,000
Replace windows with broken seals	10,000
Basketball court drainage (resurface)	15,000
Lockers replaced with half size lockers - 300	82,500
Additional Multipurpose Room for PE, Weight, etc.	700,000
Improved (enlarged) counseling space	350,000
Replace boiler	125,000
Add separate hot water source to kitchen	20,000
<i>Program Renovation - East Wing</i>	<i>1,002,000</i>
* Install a refrigeration monitoring system	4,100
* Upgrade phone system	11,300
* Replace GCMs with UNC's (Universal Network Control)	33,000
* Add preheat coil to AHU 1	25,000
* Replace defective VAV controllers	110,600
* Install Security System	5,000

Chehalem Valley Middle School	562,000
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New Canopy - North Wing Addition	30,000
Program Renovation - North Wing, 1st Floor	532,000
* Replace Gym lighting - T-5s - (Senate Bill 1149)	25,800
* Replace carpets with linoleum	97,320
* Upgrade phone system	12,900
* Install a refrigeration monitoring system	4,100
* Replace GCMs with UNC's (Universal Network Control)	28,500
* Security system & cameras	5,000

Newberg High School	4,724,500
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Pave service Road behind NHS	102,000
Expand the 'Great Expectations' area -	15,000
Expand and Culinary Arts Storage and eatery	50,000

Expand Commons/Cafeteria	1,000,000
Redesign remainder of welding area for joint-PCC classrooms	240,000
Renovate classroom-auditorium	65,000
Modify Server Room fire protection system	10,000
Re-design gas shut-off valves in science rooms	10,000
Redesign old woodshop area for classrooms	480,000
Provide office space for Blue/Green School	100,000
Entry Sidewalks, Signage, Fencing	300,000
Track	400,000
Two long jump pits and add high jump area	20,000
All weather playing surface	300,000
Replace Visitor Bleacher - stadium	55,000
Replace Wooden Poles (3 lights)Baseball field	72,000
Softball-Netting to protect spectators	20,000
Replace carpet in Caffall Center with Linoleum	45,500
Replace closed off restroom	20,000
Team Room and Toilets (1,100 x 250)	275,000
60% Renovate locker, storage, team rooms	1,093,000
Reposition Gym Partition	2,000
Modify internal zone return ducting in Bldgs A, B, C, E, F, G	50,000

* Install a refrigeration monitoring system	4,100
* Replace carpets with linoleum - 13,584 sf x 5	67,920
* Replace Gym lighting - T-5s - (Senate Bill 1149)	77,200
* Upgrade phone system	32,900
* Upgrade HVAC system for Gym	500,000
* Replace GCMs with 2 UNC's (Universal Network Control)	57,000
* Install Security System	43,671
* Replace original hotwater system in Gym-energy efficient	30,000

Newberg Alternative High School and Learning Community Learning Cntr	2,900,000
Classroom Building for 150 Student	2,430,000
Parking lot expansion and site work	370,000
Canopy	100,000

Physical Plant	289,600
Install lighting in storage building (9,000 sf)	40,000
Insulate warehouses.	66,000
Install insulated doors and openers at North Building	60,000
Warehouse space for freezer	50,000
Install fire sprinkler system (19,000 x 3)	60,000
Roof exhaust (Grounds Dept.)	10,000
Install gutters on storage building.	3,600

* Upgrade phone system	2,700
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Total Estimated Construction Cost	15,398,286
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* Multiple Locations, single assignment.
Subtotals do not include highlighted figures.

APPENDIX F

**ADDITIONAL
PLANNING
INFORMATION**

Newberg Public Schools: Data Summary

	FACILITY						CAPACITY						ENROLLMENT						Recent Expenditures						
	Original Construction Date	Remodel / Addition Date(s)	Site Area (Acres)	Permanent Building Area (GSF)	Portable Building Area (GSF)	Total Building Area (GSF)	Permanent Capacity (Students)	Proposed Decomp	Perm Cap after Decomp	Permanent Classrooms	Portable Capacity (Students)	Portable Classrooms	Target Capacity Diff. (Perm.)	GSF / Student (Perm.)	Historic Enrollment (2017-18)	Projected Enrollment (2027-28)	Projected PK Enroll. (2027-28)	Total Projected Enrollment		Change (Historic to Projected)	Perm. Cap./ Proj. Enroll. Difference (%)	Perm. Cap./ Proj. Enroll. Difference (%)			
ELEMENTARY SCHOOLS (Grades K-5)							<i>25 per CL</i>				<i>25 per CL</i>		<i>550</i>												
Antonia Crater ES	1995	-	7.0	60,370		60,370	500	0	500	20	-	-50	121	457	526		526	69	15%	-26	-5%	\$0.31 M			
Dundee ES	1952	1970/89/94	16.0	49,712		49,712	350	2	300	14	-	-200	142	281	249		249	-32	-11%	101	29%	\$0.35 M			
Edwards ES	1948/1989	-	6.0	71,580	1,500	73,080	575	0	575	23	50	2	127	545	572		572	27	5%	3	1%	\$0.62 M			
Ewing Young ES	1953	1963/79/03	9.4	29,375		29,375	200	0	200	8	-	-350	147	189	162		162	-27	-14%	38	19%	\$0.11 M			
Joan Austin ES	2003	-	11.8	60,370		60,370	500	0	500	20	-	-50	121	341	366		366	25	7%	134	27%	\$0.08 M			
Mabel Rush ES	1961	1985/03	6.0	72,059		72,059	625	3	550	25	-	75	115	501	472		472	-29	-6%	153	24%	\$1.26 M			
<i>Subtotal</i>			<i>56.2</i>	<i>343,466</i>	<i>1,500</i>	<i>344,966</i>	<i>2,750</i>	<i>5</i>	<i>2,625</i>	<i>110</i>	<i>50</i>	<i>2</i>	<i>129</i>	<i>2,314</i>	<i>2,347</i>		<i>2,347</i>	<i>33</i>	<i>1%</i>	<i>403</i>	<i>85%</i>	<i>\$2.72 M</i>			
																						<i>278 with decomp</i>			
MIDDLE SCHOOLS (Grades 6-8)							<i>25 per CL</i>				<i>85%</i>		<i>25 per CL</i>		<i>86%</i>		<i>650</i>								
Chehalem Valley MS	1995	2012	11.0	93,271	3,600	96,871	595	3	531	28	64	3	163	590	658		658	68	12%	-63	-11%	\$0.74 M			
Mountain View MS	1976	1997/03/12	11.0	93,348		93,348	700	0	700	33	-	50	133	504	530		530	26	5%	170	24%	\$2.50 M			
<i>Subtotal</i>			<i>22.0</i>	<i>186,619</i>	<i>3,600</i>	<i>190,219</i>	<i>1,295</i>	<i>3</i>	<i>1,231</i>	<i>61</i>	<i>64</i>	<i>6</i>	<i>148</i>	<i>1,094</i>	<i>1,188</i>		<i>1,188</i>	<i>94</i>	<i>9%</i>	<i>107</i>	<i>92%</i>	<i>\$3.24 M</i>			
																						<i>43 with decomp</i>			
HIGH SCHOOLS (Grades 9-12)							<i>32 per CL</i>				<i>80%</i>		<i>1,800</i>												
Newberg HS	1964	1969/91/95/03/12	55.0	288,925		288,925	2,050	0	2,050	80	-	250	141	1,453	1,391		1,391	-62	-4%	659	32%	\$4.72 M			
Springbrook (Catalyst Alt. HS)	2012	-	2.4	13,500		13,500	120	0	120	6	-	-	113	128	250		250	122	95%	-130	-108%	\$3.71 M			
<i>Subtotal</i>			<i>57.4</i>	<i>302,425</i>	<i>0</i>	<i>302,425</i>	<i>2,170</i>	<i>0</i>	<i>2,170</i>	<i>86</i>	<i>0</i>	<i>0</i>	<i>127</i>	<i>1,581</i>	<i>1,641</i>		<i>1,641</i>	<i>60</i>	<i>4%</i>	<i>529</i>	<i>76%</i>	<i>\$8.44 M</i>			
DISTRICT SUPPORT																									
District Office	1911	1948/89	<i>Edwards</i>	30,152		30,152																\$0.73 M			
Physical Plant (2 Buildings)	1958/1969	1994	2.6	24,822		24,822																\$0.29 M			
<i>Subtotal</i>			<i>2.6</i>	<i>54,974</i>	<i>0</i>	<i>54,974</i>																\$1.02 M			
UNDEVELOPED / RESERVE PROPERTY																									
30150 NE Wilsonville Road	-	-	10.0	-	-	-																			
Former Renne Junior High Site	-	-	20.0	-	-	-																			
30420 NE Seifken Lane	-	-	47.2	-	-	-																			
603 S. Meridian Street	-	-	0.2	-	-	-																			
<i>Subtotal</i>			<i>77.4</i>	<i>0</i>	<i>0</i>	<i>0</i>																			
TOTALS			215.6	887,484	5,100	892,584	6,215			257	114	8		4,989	5,176	-	5,176	187	4%	1,039					

Sources

- Facility information (construction dates, site area, permanent/portable square footage, permanent/portable capacity, recent expenditures) provided by NPS
- Capacity based on the following classroom targets (per NPS): ES - 25 students per CL and 100% util.; MS - 25 students per CL and 85% util.; HS - 32 students per CL and 80% util.
- Target capacity difference based on the following facility targets (per NPS): ES - 550 students, MS - 650 students, HS - 1,800 students
- Enrollment information (historic and projected) from 'Newberg School District Enrollment Forecast 2018-19 to 2027-28,' by PSU Population Research Center, December 2017
- Assessment score (RCI) developed from state assessment tool; assessed by Mahlum in March 2018

Notes

* Newberg HS projected enrollment from PRC is 1,641 (includes Catalyst); Catalyst historic enrollment based on 1-1-2018 enrollment from NPS (not incl in PRC report)

Newberg School District 29J: Facility Assessment Summary

38.30%

	FACILITY							STATE ASSESSMENT			FULL MODERNIZATION ADJUSTMENT					TOTAL \$: Full Modernization			
	Original Construction Date	Building Age	Building Age Multiplier*	Permanent Building Area (GSF)	Permanent Building Capacity	Area Per Student (GSF)	SF/Student Below Target	New Repl. Budget (current cap. x EXTG SF/stud)	New Repl. Budget (current cap. x Target SF/stud)	Repair Budget	Repl. Budget	RCI Score (% of As-Is Repl.)	Assessed Repair Budget (% of NEW repl)	Seismic Upgrade (Med. Range)	Energy Upgrade			Major System Repl.	Educational Adequacy
	2018		1.33% per year				137 153 172 -	\$614 \$668 \$705 \$361	\$614 ES \$668 MS \$705 HS \$361 SUPT	(from ODE Assessment forms)				\$77	\$29	\$184	\$614 \$668 \$705		
ELEMENTARY SCHOOLS																			
Antonia Crater ES	1995	23	31%	60,370	500	121	16	\$37.1 M	\$42.1 M	\$3.9 M	\$25.2 M	15.6%	\$5.8 M	\$1.4 M	\$0.5 M	\$3.4 M	\$5.0 M	\$16.1 M	38.3%
Dundee ES	1952	66	88%	49,712	350	142	-	\$30.5 M	\$29.5 M	\$2.5 M	\$20.8 M	12.3%	\$3.7 M	\$3.3 M	\$1.3 M	\$8.0 M	\$0.0 M	\$16.4 M	55.6%
Edwards ES: Main Bldg.	1989	29	39%	63,580	575	124	13	\$39.1 M	\$43.1 M	\$3.9 M	\$26.5 M	14.7%	\$5.7 M	\$1.9 M	\$0.7 M	\$4.5 M	\$4.4 M	\$16.8 M	39.0%
Edwards ES: Cafeteria Bldg.	1948	70	93%	8,000				\$4.9 M	\$5.3 M	\$1.0 M	\$3.3 M	29.7%	\$1.5 M	\$0.6 M	\$0.2 M	\$1.4 M		\$4.1 M	77.1%
Ewing Young ES	1953	65	86%	29,375	200	147	-	\$18.0 M	\$16.8 M	\$3.0 M	\$12.3 M	24.4%	\$4.4 M	\$1.9 M	\$0.7 M	\$4.7 M	\$0.0 M	\$11.7 M	69.8%
Joan Austin ES	2003	15	20%	60,370	500	121	16	\$37.1 M	\$42.1 M	\$1.8 M	\$25.2 M	7.2%	\$2.7 M	\$0.9 M	\$0.3 M	\$2.2 M	\$5.0 M	\$11.1 M	26.5%
Mabel Rush ES	1961	57	76%	72,059	625	115	22	\$44.3 M	\$52.6 M	\$0.7 M	\$30.1 M	2.3%	\$1.0 M	\$4.2 M	\$1.6 M	\$10.1 M	\$8.3 M	\$25.2 M	47.8%
Subtotal				343,466				\$211.0 M	\$231.4 M	\$16.9 M	\$143.4 M		\$24.8 M	\$14.3 M	\$5.3 M	\$34.3 M	\$22.7 M	\$101.4 M	
MIDDLE SCHOOLS																			
Chehalem Valley MS	1995	23	31%	93,271	595	157	-	\$62.3 M	\$60.9 M	\$5.4 M	\$42.6 M	12.7%	\$7.9 M	\$2.2 M	\$0.8 M	\$5.3 M	\$0.0 M	\$16.2 M	26.6%
Mountain View MS	1976	42	56%	93,348	700	133	20	\$62.4 M	\$71.6 M	\$8.2 M	\$41.1 M	20.1%	\$12.5 M	\$4.0 M	\$1.5 M	\$9.6 M	\$9.2 M	\$36.8 M	51.4%
Subtotal								\$124.7 M	\$132.4 M	\$13.6 M	\$83.7 M		\$20.4 M	\$6.2 M	\$2.3 M	\$14.9 M	\$9.2 M	\$53.0 M	
HIGH SCHOOLS																			
NHS: Main Building (A-G)	1964	54	72%	151,243				\$106.6 M	\$130.2 M	\$6.0 M	\$71.2 M	8.4%	\$9.0 M	\$8.3 M	\$3.1 M	\$20.0 M		\$64.5 M	49.5%
NHS: Building H	1964	54	72%	12,000				\$8.5 M	\$10.3 M	\$0.8 M	\$5.5 M	14.2%	\$1.2 M	\$0.7 M	\$0.2 M	\$1.6 M		\$5.6 M	54.3%
NHS: Building J	1964	54	72%	27,000				\$19.0 M	\$23.3 M	\$2.2 M	\$12.3 M	17.7%	\$3.4 M	\$1.5 M	\$0.6 M	\$3.6 M		\$13.3 M	57.1%
NHS: Building K	1998	20	27%	5,024				\$3.5 M	\$4.3 M	\$0.1 M	\$2.4 M	3.9%	\$0.1 M	\$0.1 M	\$0.0 M	\$0.2 M		\$1.3 M	30.6%
NHS: Building L	1999	19	25%	32,509	2,050	140	32	\$22.9 M	\$28.0 M	\$0.7 M	\$15.3 M	4.4%	\$1.0 M	\$0.6 M	\$0.2 M	\$1.5 M	\$45.9 M	\$8.6 M	30.6%
NHS: Building M	1985	33	44%	10,800				\$7.6 M	\$9.3 M	\$0.0 M	\$5.1 M	0.2%	\$0.01 M	\$0.4 M	\$0.1 M	\$0.9 M		\$3.1 M	33.4%
NHS: Building N	1964	54	72%	37,999				\$26.8 M	\$32.7 M	\$2.2 M	\$15.0 M	14.4%	\$3.9 M	\$2.1 M	\$0.8 M	\$5.0 M		\$17.8 M	54.4%
NHS: Building P	2005	13	17%	10,920				\$7.7 M	\$9.4 M	\$0.0 M	\$4.3 M	0.2%	\$0.01 M	\$0.1 M	\$0.1 M	\$0.3 M		\$2.3 M	24.4%
NHS: Greenhouse Classroom	1996	22	29%	990				\$0.7 M	\$0.9 M	\$0.2 M	\$0.5 M	37.9%	\$0.3 M	\$0.0 M	\$0.0 M	\$0.1 M		\$0.5 M	59.3%
NHS: Grandstand	1996	22	29%	9,000	-	-	-	\$3.3 M	\$3.3 M	\$0.0 M	\$5.5 M	0.0%	\$0.00 M	\$0.2 M	\$0.1 M	\$0.5 M	\$0.0 M	\$0.8 M	23.5%
Springbrook (Catalyst Alt. HS)	2012	6	8%	13,500	120	113	25	\$8.3 M	\$10.1 M	\$0.0 M	\$6.4 M	0.1%	\$0.01 M	\$0.1 M	\$0.03 M	\$0.20 M	\$1.81 M	\$2.1 M	21.1%
Subtotal				310,985				\$214.8 M	\$261.8 M	\$12.1 M	\$143.3 M		\$18.9 M	\$14.1 M	\$5.3 M	\$33.9 M	\$47.7 M	\$119.9 M	
DISTRICT SUPPORT																			
District Office (Administration)	1911	107	100%	30,132	-	-	-	\$10.9 M	\$18.5 M	\$4.6 M	\$13.7 M	33.8%	\$6.3 M	\$2.3 M	\$0.9 M	\$5.6 M	-	\$15.0 M	80.9%
Physical Plant: Bldg. A (Off.)	1958	60	80%	9,663	-	-	-	\$3.5 M	\$3.5 M	\$0.3 M	\$3.2 M	9.6%	\$0.3 M	\$0.6 M	\$0.0 M	\$0.0 M	-	\$0.9 M	26.5%
Physical Plant: Bldg. B (Stor.)	1969	49	65%	9,663	-	-	-	\$3.5 M	\$3.5 M	\$0.3 M	\$3.2 M	9.5%	\$0.3 M	\$0.5 M	\$0.0 M	\$0.0 M	-	\$0.8 M	23.3%
Subtotal				24,882				\$17.9 M	\$25.5 M	\$5.3 M	\$20.2 M		\$6.9 M	\$3.4 M	\$0.9 M	\$5.6 M		\$16.7 M	
TOTALS										\$47.8 M	\$390.6 M		\$71.0 M	\$37.9 M	\$13.8 M	\$88.6 M	\$79.6 M	\$291.0 M	

Notes

- Original construction date per NPS (if multiple dates, used oldest)
- Full modernization building age multiplier based on a 75-year life span (1 year = 1.33%)
- Permanent building area per NPS, except estimated areas (Physical plant, grandstand, Edwards Cafeteria)
- Permanent building capacity per NPS
- SF/student targets are based on national benchmarks
- Assumed Cost/SF New (Replacement):
 - ES: \$340 (2018 constr. cost) x 1.35 x 5 years @ 6% = \$614 / SF 2023 proj. cost **614**
 - MS: \$370 (2018 constr. cost) x 1.35 x 5 years @ 6% = \$668 / SF 2023 proj. cost **668**
 - HS: \$390 (2018 constr. cost) x 1.35 x 5 years @ 6% = \$705 / SF 2023 proj. cost **705**
 - SUPPORT: \$200 (2018 constr. Cost) x 1.35 x 5 years @ 6% = \$361 / SF proj. cost **361**
- State assessment data from completed ODE forms by Mahlum, April 2018
- Assumed Seismic-Related Costs (applied to existing area only):
 - \$10.6 - \$31.8 / SF seismic only (2018 constr. cost) + \$10.6 - \$31.8 / SF demo/repair/replace/relocate (2018 constr. cost)
 - \$21.2 - \$63.6 / SF total x 1.35 x 5 years @ 6% = \$38 - \$115 / SF 2023 proj. cost **38**
- Assumed Energy Upgrade Allowance:
 - \$15.9 / SF (2018 constr. cost) x 1.35 x 5 years @ 6% = \$29 / SF 2023 proj. cost **29**
- Assumed System Replacement Allowance:
 - MEP systems commonly considered +/- 30% of cost
 - \$102 / SF (2018 constr. cost) x 1.35 x 5 years @ 6% = \$181 / SF 2023 proj. cost **184**
- Full modernization costs do not take into account the Oregon PE requirements (ES and MS SF/student targets do not include additional PE space needs)
- Full modernization costs for the two Physical Plant buildings assume no energy upgrade or major system replacement

Oregon PE Requirements (HB 3141 / SB 4)

K-5: 150 minutes per week required; 45 minutes can be in classroom

6-8: 225 minutes per week required; 45 minutes can be in classroom

	K-5 (gym only)	K-5 (gym+ clsrn)	6-8 (gym only)	6-8 (gym+cl srn)	
Minutes Required	150	105	225	180	
Students Per Classroom (Target)	25	25	25	25	
School Hours Per Day	6	6	6	6	
FULL-TIME USAGE					
Available Minutes					
100% utilization / 1 teaching station: 1 gym x 6 hours per day x 5 days per week	12 300	17 429	8 200	10 250	Classes accommodated Students
90% utilization / 1 teaching station: 1 gym x 5.4 hours per day x 5 days per week	11 270	15 375	7 180	9 225	Classes accommodated Students
PART-TIME USAGE					
Available Minutes					
60% utilization (also as cafeteria) / 1 teaching 1 gym x 4 hours per day x 5 days per week:	7 180	10 257	5 120	6 150	Classrooms accommodated Students
50% utilization (also as cafeteria) / 1 teaching 1 gym x 3 hours per day x 5 days per week:	6 150	9 214	4 100	5 125	Classrooms accommodated Students

PE Requirement Calculations for NPS:

SCHOOL	EXTG. CAP. (incl. port.)	PROJ. ENROLL.	# of Extg. Gyms	# of Extg. PE sta	45 min CL usage				NO CL usage			
					Approx students accomm	Unmet Need (cap.)	Unmet Need (enroll.)	Add'l PE sta req'd	Approx students accomm	Unmet Need (cap.)	Unmet Need (enroll.)	Add'l PE sta req'd
Antonia Crater ES	500	526	1	1	375	(125)	(151)	1	270	(230)	(256)	1
Dundee ES	350	249	1	1	375	25	126	OK	270	(80)	21	*
Edwards ES	625	572	1	1	375	(250)	(197)	1	270	(355)	(302)	2
Ewing Young ES	200	162	1	1	375	175	213	OK	270	70	108	OK
Joan Austin ES	500	366	1	1	375	(125)	9	*	270	(230)	(96)	1
Mabel Rush ES	625	472	1	1	375	(250)	(97)	1	270	(355)	(202)	2
Chehalem Valley MS	659	658	1	3	675	16	17	OK	540	(119)	(118)	1
Mountain View MS	700	530	1	3	675	(25)	145	*	540	(160)	10	*

* Capacity requires additional PE space, but projected enrollments through 2027-28 do not

NEWBERG PUBLIC SCHOOLS: LRFP Bond Projects ROM Cost Estimate Detail

Mahlum

COST PARAMETERS

New Construction Cost (2018\$)		
ES	340	
MS	370	
HS	390	
Remodel Construction Cost (2018\$)		
ES	226	0.666 of new
MS	246	0.666 of new
HS	260	0.666 of new
Soft Cost	1.35	
Escalation:	1.06	
Midpoint:	5	(bond in 2019, to 2023)

21st Century Learning: Shared Learning Spaces

Reconfigure existing space to add flexible, shared breakout spaces to accommodate a full class size (25-32)

Add one shared learning space

1,125	Programmed GSF
130	\$/SF (ES-reduced remodel)
146,250	Total Construction Cost
1.35	Soft costs
197,438	Project Cost (2018 \$)
\$ 264,216	Escalated Project Cost (2023 \$)

Replace one classroom

1,350	Programmed GSF
340	\$/SF (ES-new)
459,000	Total Construction Cost
1.35	Soft costs
619,650	Project Cost (2018 \$)
\$ 829,231	Escalated Project Cost (2023 \$)

School	#	Shared Learn	CL (new)	Repl.
Antonia Crater ES	0	\$0	\$0	
Dundee ES	2	\$528,432	\$1,658,463	-2 CL
Edwards ES	3	\$792,648	\$2,487,694	
Ewing Young ES	0	\$0	\$0	
Joan Austin ES	0	\$0	\$0	
Mabel Rush ES	3	\$792,648	\$2,487,694	-3 CL
Chehalem Valley MS	3	\$792,648	\$2,487,694	-3 CL
Mountain View MS	4	\$1,056,864	n/a (lockers)	
Newberg HS	6	\$1,585,295	n/a (extg areas)	
Total	21	\$5,548,534	\$2,487,694	

Shared Learning Space Program

30	Students
30	sf/student
900	
1.25	Grossing Factor
1,125	GSF (Remodel)

Replacement (New) Classroom Program

900	Classroom for 30
1.50	
1,350	GSF (New)

*Ewing Young: 1 shared learning combined with planned makerspace
 * Antonia Crater and Joan Austin have shared learning already
 *Assume repl CL not needed at Dundee, Rush, CVMS, NHS

21st Century Learning: Makerspace & Gallery

Reconfigure existing library space to add a makerspace to accommodate a full class size (25-32); add gallery space & lecture hall at NHS

Add one makerspace

1,875	Programmed GSF
226	\$/SF (ES-remodel)
424,575	Total Construction Cost
1.35	Soft costs
573,176	Project Cost (2018 \$)
\$ 767,039	Escalated Project Cost (2023 \$)

Add lecture hall to NHS

3,750	Programmed GSF
390	\$/SF (HS-new)
1,462,500	Total Construction Cost
1.35	Soft costs
1,974,375	Project Cost (2018 \$)
\$ 2,642,159	Escalated Project Cost (2023 \$)

School	#	Maker	Gallery/ lecture
Antonia Crater ES	1	\$ 767,039	not included
Dundee ES	1	\$ 767,039	not included
Edwards ES	1	\$ 767,039	not included
Ewing Young ES	1	\$ 767,039	not included
Joan Austin ES	1	\$ 767,039	not included
Mabel Rush ES	1	\$ 767,039	not included
Chehalem Valley MS	1	\$ 767,039	\$100,000
Mountain View MS	1	\$ 767,039	\$100,000
Newberg HS	1	\$ 767,039	\$ 2,842,159
Total	9	\$6,903,352	\$3,042,159

Makerspace Program

30	Students
50	sf/student
1,500	
1.25	Grossing Factor
1,875	GSF (Remodel)

Lecture Hall Program

150	Students
20	sf/student
3,000	
1.25	Grossing Factor
3,750	GSF (New)

*NHS total includes lecture hall for 150
 *Catalyst: 1 makerspace, combined with planned CTE classroom

Gallery	\$	100,000	lump sum
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21st Century Learning: NHS Science Labs

Remodel 9 existing science labs at NHS

Remodel Science labs

12,125	Estimated GSF
260	\$/SF (HS-remodel)
3,149,348	Total Construction Cost
1.35	Soft costs
4,251,619	Project Cost (2018 \$)
\$ 5,689,625	Escalated Project Cost (2023 \$)

Notes:

\$ 632,180.61 avg. per lab

NHS Science Lab Remodel

1,800	SF-Large existing lab (1 of these)
1,375	SF-Standard existing lab
7	# of standard labs
9,625	
700	SF-Extend F108
12,125	Total SF of lab remodel

Alternative Education

Expand Catalyst @ Springbrook Ed Center

Expand Catalyst

8,500	Programmed GSF
370	\$/SF (MS-new)
3,145,000	Total Construction Cost
1.35	Soft costs
4,245,750	Project Cost (2018 \$)
\$ 5,681,771	Escalated Project Cost (2023 \$)

Notes:

Catalyst Expansion Program

1,800	3 Gen Classroom
1,200	CTE Classroom
3,000	Small Gym
500	Lockers/Storage
300	Shared office (5 sta)
6,800	
1.25	Grossing Factor
8,500	GSF

NEWBERG PUBLIC SCHOOLS: LRFP Bond Projects ROM Cost Estimate Detail

Mahlum

CTE

Add new and remodel space at high school

Upgrade/add CTE at high school

26,400	Programmed GSF - Remodel
200	\$/SF (HS- reduced remodel)
\$ 5,280,000	Remodel Construction Cost
6,000	Programmed GSF - New Cover
100	\$/SF (New roof only)
\$ 600,000	New Construction Cost - New roof only
\$ 300,000	Lump Sum - Equipment
6,180,000	Combined Construction Cost
1.35	Soft costs
8,343,000	Project Cost (2018 \$)
\$ 11,164,816	Escalated Project Cost (2023 \$)

Notes:

<u>Estimated Existing Areas (per Kyle's diagram): UPDATED</u>	
All of Bldg H (Mfg, IDS, Eng)	12,000
Auto/Weld (portion of Bldg J)	8,000
SBHC, photo, culinary (portion of Bldg J)	6,400
Total-Remodel Area	26,400
Area between buildings (for cover)	6,000

Building H =	\$	4,600,000
Building J + cove	\$	6,564,816
	\$	11,164,816

Dual-Language Program

Add 5th grade dual language program to Edwards

Add dual-language classrooms at Edwards

3,300	Programmed GSF
340	\$/SF (ES-new)
1,122,000	Total Construction Cost
1.35	Soft costs
1,514,700	Project Cost (2018 \$)
\$ 2,027,010	Escalated Project Cost (2023 \$)

Notes:

*Replacing 2 other dual-language classrooms currently in portables not included here

Dual-Language Addition Program

1,000	5th grade classroom
1,000	5th grade classroom
200	Support
2,200	
1.50	Grossing Factor
3,300	GSF

School-Based Health Clinic

Assume remodel of extg space

School-Based Health Clinic at NHS

2,850	Programmed GSF
260	\$/SF (HS-remodel)
740,259	Total Construction Cost
1.35	Soft costs
999,350	Project Cost (2018 \$)
\$ 1,337,355	Escalated Project Cost (2023 \$)

Notes:

Grant HS Health Center program = 1600 NSF

Health Clinic Program (use Grant HS)

1,000	(Rec, wait, 1 off, 3 ex, tilt, stor, 1 admin off, lab, int. circ.)
900	Classroom
1,900	
1.50	
2,850	GSF

Special Education

Remodel of existing space to add changing facility

Add SPED space to all schools (equity)

728	Programmed GSF
9	Schools
6,548	GSF
226	\$/SF (ES-remodel)
1,482,616	Total Construction Cost
1.35	Soft costs
2,001,531	Project Cost (2018 \$)
\$ 2,678,501	Escalated Project Cost (2023 \$)

Notes:

\$ 297,611 per school

SPED-Changing Facility Program

310	Changing Facility
175	Quiet/sensory room
485	
1.50	Grossing Factor
728	GSF

Early Childhood Education

Add 1 PK classroom to Edwards (currently in sub-par classroom space)

Migrant Preschool

1,575	Programmed GSF
1	Schools
1,575	GSF
340	\$/SF (ES-new)
535,500	Total Construction Cost
1.35	Soft costs
722,925	Project Cost (2018 \$)
100,000	Allowance for site work (play area)
\$ 1,101,259	Escalated Project Cost (2023 \$)

Notes:

Preschool Program

900	Classroom
150	Support
1,050	
1.50	Grossing Factor
1,575	GSF
\$ 100,000	per site - allowance for play

NEWBERG PUBLIC SCHOOLS: LRFP Bond Projects ROM Cost Estimate Detail

Mahlum

Physical Education (Meet State Requirements)

Increase gym size in planned new ES facilities to accommodate two teaching stations

Add new PE space to existing ES/MS-WITHOUT classroom us Add new PE space to existing ES/MS-WITH classroom usage

5,625	Programmed GSF (full-size gym-2 sta)
340	\$/SF (ES-new)
1,912,500	Total Construction Cost
1.35	Soft costs
2,581,875	Project Cost (2018 \$)
\$ 3,455,131	Escalated Project Cost (2023 \$)
5	Number of new elementary schools
\$ 17,275,656	Combined Total Esc. Project Cost

Notes:

5 schools indicated as needing gym addition (per calcs)
- Edwards, Crater, Rush, Austin, and CVMS
- Dundee & MVMS capacity requires it, but proj enroll doesn't warr

2,500	Programmed GSF (multipurpose)
340	\$/SF (ES-new)
850,000	Total Construction Cost
1.35	Soft costs
1,147,500	Project Cost (2017 \$)
\$ 1,535,614	Escalated Project Cost (2023 \$)
3	schools
\$ 4,606,842	Combined Total Esc. Project Cost

Notes:

3 schools indicated as needing gym addition (per calcs)
- Edwards, Crater, and Rush
- Austin & MVMS capacity requires it, but proj enroll doesn't warr

2,000	Addit'l teaching station in gym
1.25	
2,500	GSF

New Fitness/Multipurpose Program (1 sta)

2,000	New fitness room
1.25	
2,500	GSF

New Full-Size Gym (2 sta)

4,500	Gymnasium & support
1.25	
5,625	GSF

*New gym for Catalyst included in alt ed (not req'd fo

Athletics

Athletic projects and costs per District

Athletics Projects

\$1,500,000	Phase 2 grandstand (locker rms, tlts, stor)
\$250,000	Four additional tennis courts
\$100,000	Enlarge weight room
\$975,000	New dance/cheer multipurpose room
\$100,000	Miscellaneous improvements
\$300,000	Improve Renne track
3,225,000	Total Construction Cost
1.35	Soft costs
4,353,750	Project Cost (2018 \$)
\$ 5,826,300	Escalated Project Cost (2023 \$)

Notes:

New Dance/Cheer Room Program

2,000	Multipurpose studio for 30
1.25	
2,500	GSF

Dance studio NSF per District

Replace Portable Classrooms

Replace portable classrooms with permanent classrooms

Replace Portables

\$918,000	Replace 2 classrooms at Edwards
\$0	Replace 3 classrooms at CVMS
918,000	Total Construction Cost
1.35	Soft costs
1,239,300	Project Cost (2018 \$)
\$ 1,658,463	Escalated Project Cost (2023 \$)

Notes:

Portable classrooms at Edwards 2
Portable classrooms at CVMS 3

Replacement (New) Classroom Program

900	Classroom for 30
1.50	
1,350	GSF (New)

Expand Cafeteria at Antonia Crater

Expand cafeteria at Antonia Crater

Expand cafeteria at Antonia Crater

1,800	Programmed GSF (full-size gym-2 sta)
340	\$/SF (ES-new)
612,000	Total Construction Cost
1.35	Soft costs
826,200	Project Cost (2018 \$)
\$ 1,105,642	Escalated Project Cost (2023 \$)

Notes:

Deferred maintenance list included \$800,000 for this item (taken out of there and added here)

Cafeteria Expansion Program

18	SF per seat
100	Seats
1,800	GSF (New)

Accessibility (for Special Education)

Accessibility upgrades at some schools

Accessibility

\$100,000	Lump sum for Ewing Young
\$100,000	Lump sum for Mabel Rush
\$125,000	Lump Sum for MVMS
\$200,000	Lump Sum for NHS
525,000	Total Construction Cost
1.35	Soft costs
708,750	Project Cost (2018 \$)
\$ 948,467	Escalated Project Cost (2023 \$)

Indiv. Project Cost

\$	180,660
\$	180,660
\$	225,826
\$	361,321
\$	948,467

Notes:

Upgrades at Ewing Young, Mabel Rush, MVMS and NHS
At ES- doors, cafeteria, playground
At MS - doors, cafeteria
At HS - doors, cafeteria, gender-inclusive restrooms

NEWBERG PUBLIC SCHOOLS: LRFP Bond Projects ROM Cost Estimate Detail

Mahlum

Replacement / New Schools

Replacement Elementary @ 550

75,350	Programmed GSF
340	\$/SF (ES-new)
25,619,000	Subtotal Construction Cost
1,000,000	Demo \$ (20/SF x 50,000 SF)
26,619,000	Total Construction Cost
1.35	Soft costs
35,935,650	Project Cost (2018 \$)
\$ 48,090,006	Escalated Project Cost (2023 \$)

New Elementary @ 550

75,350	Programmed GSF
340	\$/SF (ES-new)
25,619,000	Total Construction Cost
1.35	Soft costs
34,585,650	Project Cost (2018 \$)
\$ 46,283,401	Escalated Project Cost (2023 \$)

New ES Program

350	Students
137	SF/Student (per national benchmark)
47,950	GSF

New ES Program

550	Students
137	SF/Student (per national benchmark)
75,350	GSF

Replacement MS @ 700

107,100	Programmed GSF
370	\$/SF (MS-new)
39,627,000	Subtotal Construction Cost
1,900,000	Demo \$ (20/SF x 95,000 SF)
41,527,000	Total Construction Cost
1.35	Soft costs
56,061,450	Project Cost (2018 \$)
\$ 75,022,866	Escalated Project Cost (2023 \$)

New MS @ 700

107,100	Programmed GSF
370	\$/SF (MS-new)
39,627,000	Total Construction Cost
1.35	Soft costs
53,496,450	Project Cost (2018 \$)
\$ 71,590,318	Escalated Project Cost (2023 \$)

New ES ADDITION Program

200	Students
137	SF/Student (per national benchmark)
27,400	GSF

New ES ADDITION Program

225	Students
137	SF/Student (per national benchmark)
30,825	GSF

Replacement HS @ 1,800

5,000	Programmed GSF
390	\$/SF (HS-new)
1,950,000	Subtotal Construction Cost
5,800,000	Demo \$ (20/SF x 290,000 SF)
7,750,000	Total Construction Cost
1.35	Soft costs
10,462,500	Project Cost (2018 \$)
\$ 14,001,185	Escalated Project Cost (2023 \$)

SPED Addition

5,000	Programmed GSF
390	\$/SF (HS-new)
1,950,000	Total Construction Cost
1.35	Soft costs
2,632,500	Project Cost (2018 \$)
\$ 3,522,879	Escalated Project Cost (2023 \$)

New MS Program

700	Students
153	SF/Student (per national benchmark)
107,100	GSF

SPED Addition

5,000	4 classrooms + support
1.0	grossing factor
5,000	GSF

Replace Dundee @ 350 + SPED addition: \$ 37,853,785

Resiliency

Cost to upgrade NEW facilities ("increased likelihood for immediate use")

RESILIENCY UPGRADE - ES & MS

1,000,000	Construction cost estimate
1.35	Soft costs
1,350,000	Project Cost (2018 \$)
\$ 1,915,001	Escalated Project Cost (2023 \$)

RESILIENCY UPGRADE - HS

3,000,000	Construction cost estimate
1.35	Soft costs
4,050,000	Project Cost (2018 \$)
\$ 5,745,002	Escalated Project Cost (2023 \$)