

Introduction

Mission Statement

The mission of the Newton school community is to prepare our students to be capable, contributing participants in a changing world.

Background Information:

The Board decided to move ahead with the facilities study for several reasons. First, even with the six classroom addition at South Breeze which opened last year, we are at capacity at the elementary level. Part of this is due to the increase in students, growth of the English Language Learners (ELL) program, early childhood programs, full day kindergarten and additional special education classrooms. The Board has been approached by several developers regarding elementary school sites in the south part of town. With much of the growth occurring there, it would seem the time has come to consider the possibilities of future site locations. It has been ten years since the last bond issue, so it also seems like a good time to look at future facility options. The Board is also interested in looking at the function of the two middle schools, trying to determine if it is preferable to create 5-6 and 7-8 centers by adding on to each site. This move would create eleven open classrooms at the elementary level. We hope to emerge from this process with a blueprint for the next 5 to 10 years concerning where we want to go with facilities which will meet the needs of our expanding community.

Newton Unified School District #373 serves approximately 3,700 Pre-Kindergarten through 12th grade students in Harvey County. The district has about 133.5 square miles including North Newton and Walton. There is a K-5 attendance center located in Walton. The district provides transportation for students that live beyond 2.5 miles from their attendance center. Hundreds of adults are also served through the adult education programs at Cooper Education Center and vocational programs at Newton High School sponsored in conjunction with Hutchinson Community College/Area Vocational School. The district has ten attendance centers, including five elementary schools, two middle schools, one high school and two alternative programs. A Learning Center offers a non-traditional computer assisted high school diploma program. Teachers employed by the Newton Schools also staff Eby Learning Center on the Youthville campus, the day school at Prairie View and selected classes at St. Mary's School. USD #373 is the sponsoring district for the Harvey County Special Education Cooperative. The Cooperative serves over 900 special needs students from the Newton, Halstead and Hesston Schools. The district is the third largest employer in Harvey County and the second largest in the City of Newton.

Demographics

Data for the Demographics Section of the report came from the following sources:

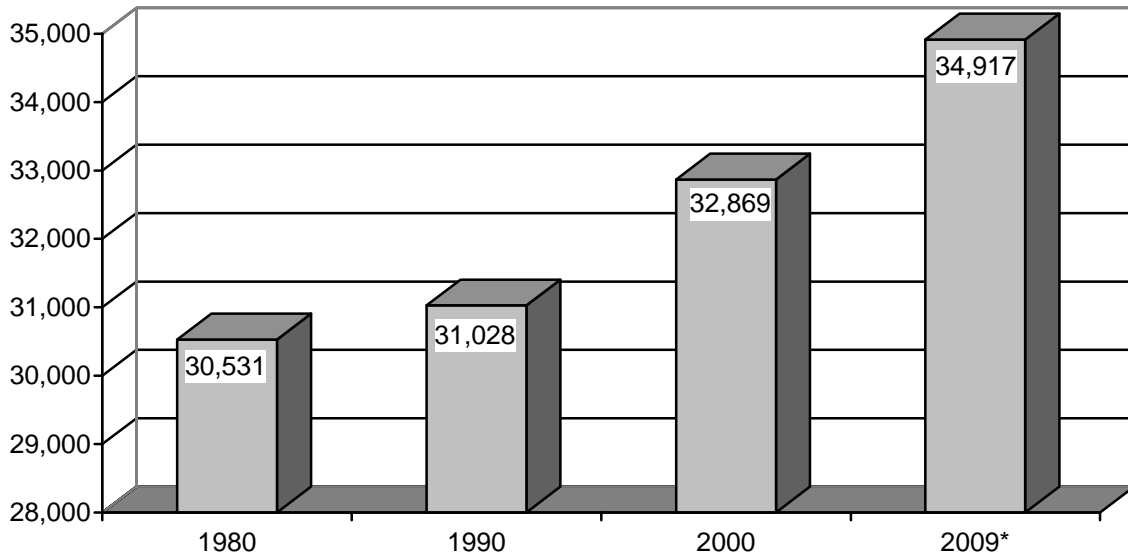
Augenblick & Myers- Study conducted for Kansas Legislature
Bureau of Vital Statistics for the State of Kansas
District #373 Documents and Web Site
Economic Development Office for Wichita State University
Kansas State Department of Education Web Site
U.S. Bureau of the Census, Population Division

Population Harvey County

Harvey County Population by Age Group

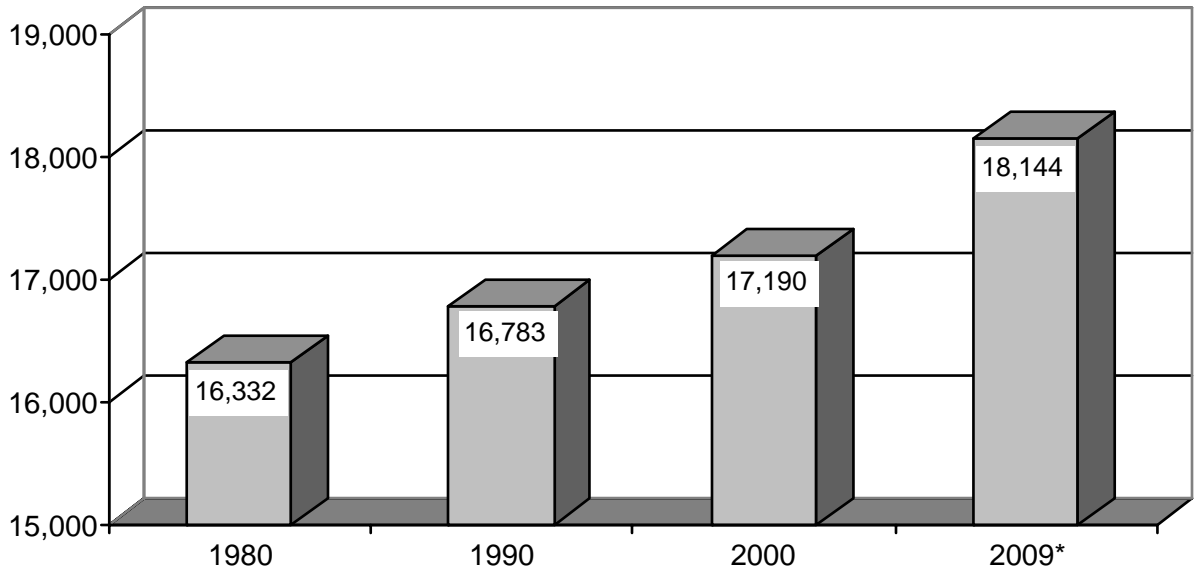
Harvey Co.			% Diff		% Diff
Age	1980	1990	80 to 90	2000	90 to 00
Under 5	2,281	2,131	-6.58%	2167	1.69%
5-9	2,047	2,408	17.64%	2264	-5.98%
10-14	2,170	2,357	8.62%	2530	7.34%
15-19	2,957	2,324	-21.41%	2642	13.68%
20-24	2,781	1,959	-29.56%	1942	-0.87%
25-34	4,609	4,494	-2.50%	3715	-17.33%
35-44	3,154	4,457	41.31%	4996	12.09%
45-54	3,048	3,016	-1.05%	4304	42.71%
55-59	1,448	1,391	-3.94%	1482	6.54%
60-64	1,351	1,412	4.52%	1315	-6.87%
65 & over	14,685	5,079	8.41%	5512	8.53%
Total	30,531	31,028	1.63%	32,869	5.93%

Harvey County Population

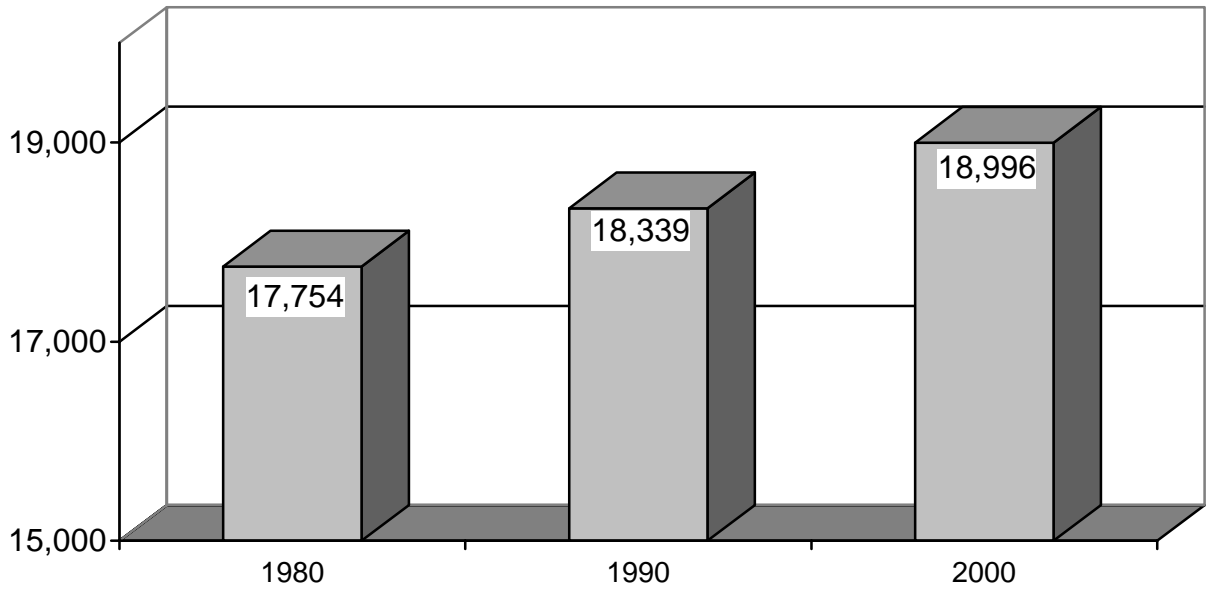


09*
projected

Newton-Population



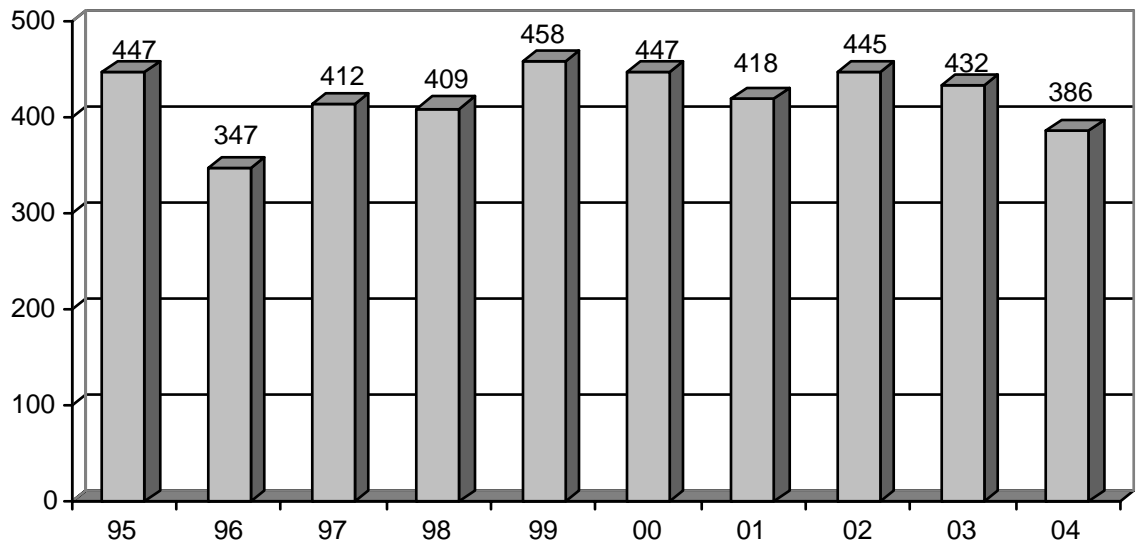
Newton-North Newton-Walton Population



Live Birth History

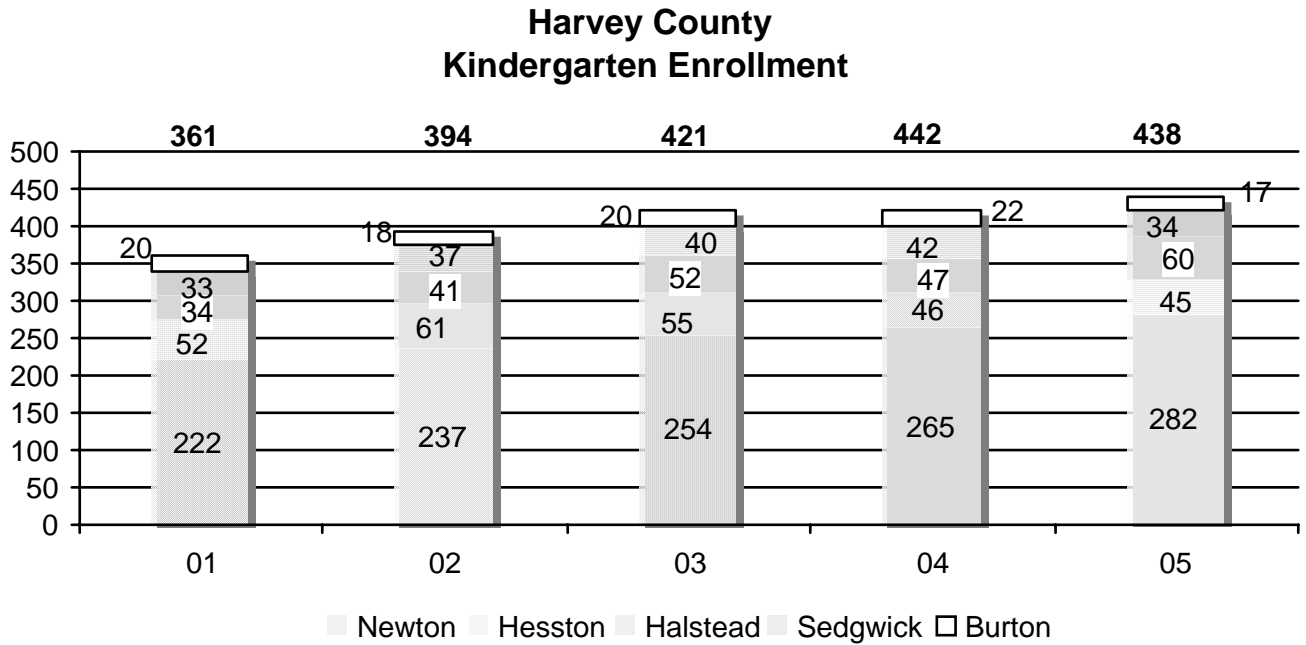
This graph reflects the number of live births for Harvey County for the years 1995-2004.

Harvey County Live Births

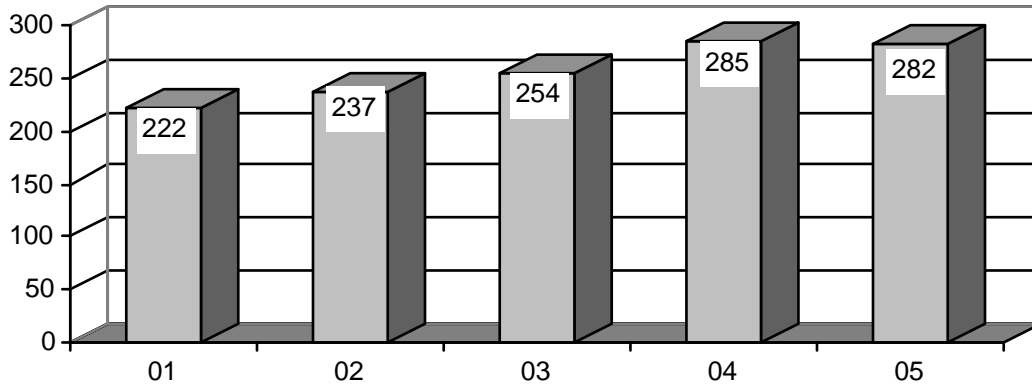


Enrollment History

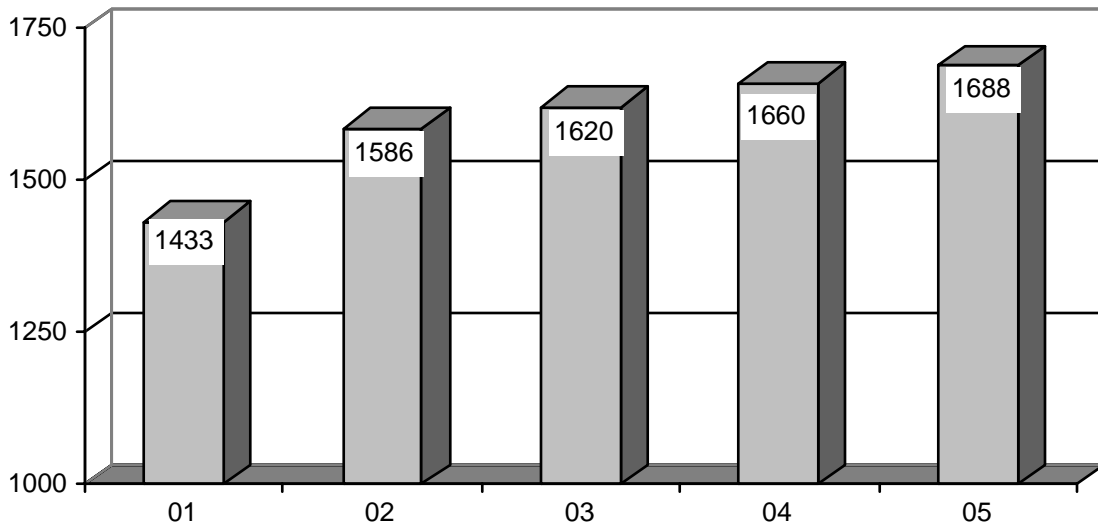
The enrollment data is from KSDE documents. The data is from September 20, which is the official enrollment date for school districts in Kansas.



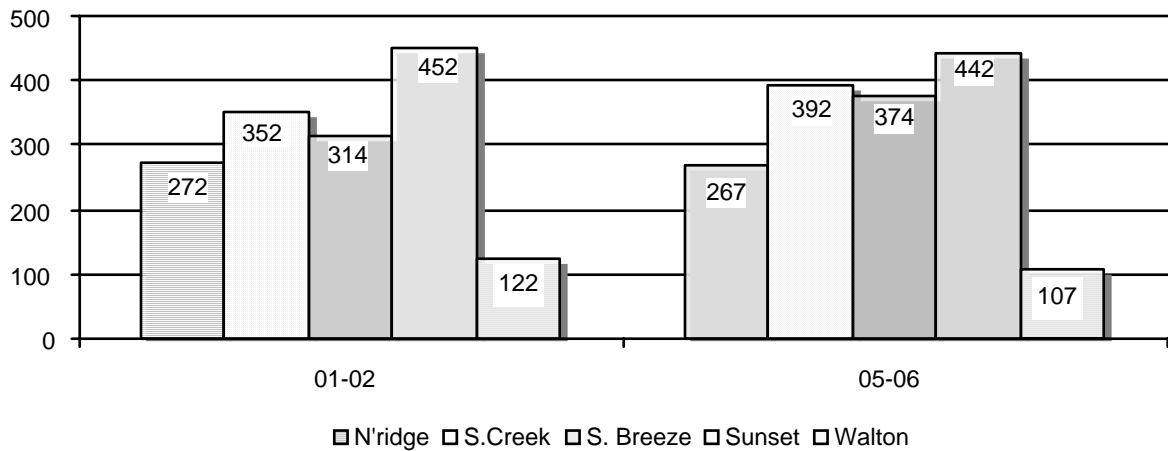
Newton Kindergarten Enrollment History



Newton K-5 Enrollment



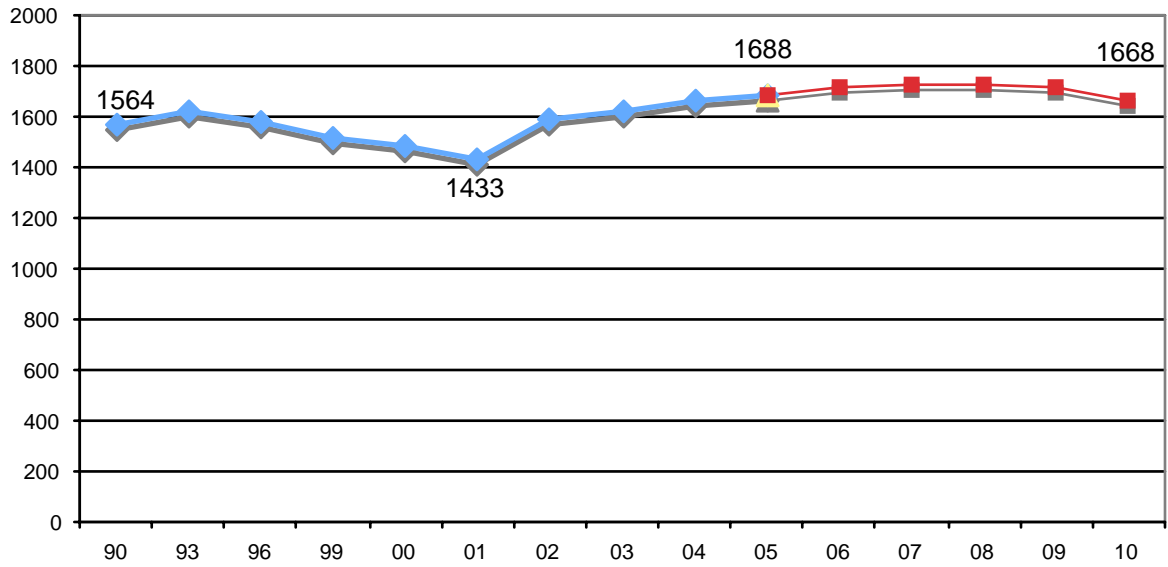
Newton Elementary Schools*



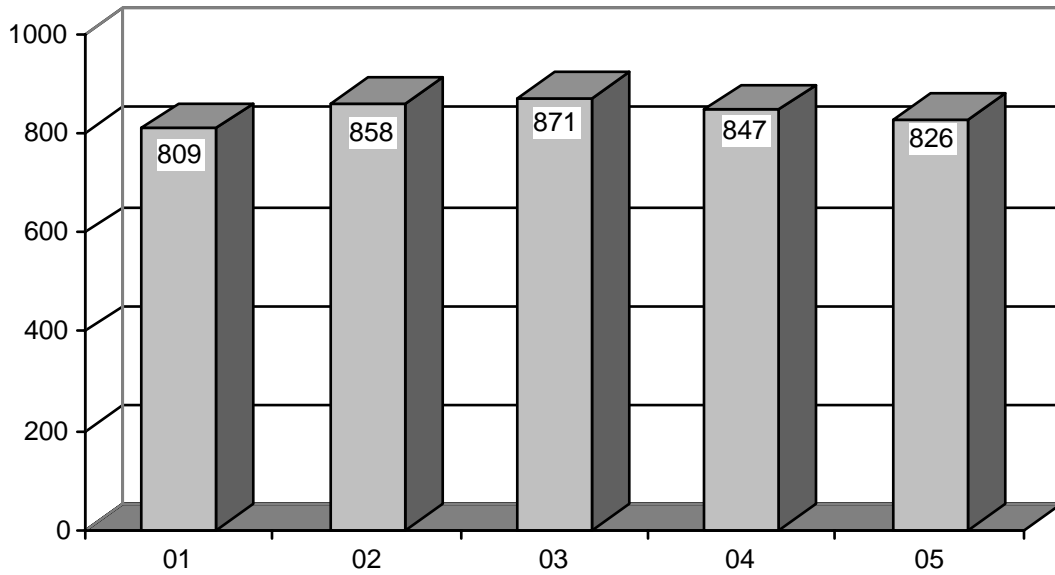
*Does not include students from St. Mary's, Eby, or 3-4 year olds.

Note: Six classrooms were added to South Breeze in 2004.

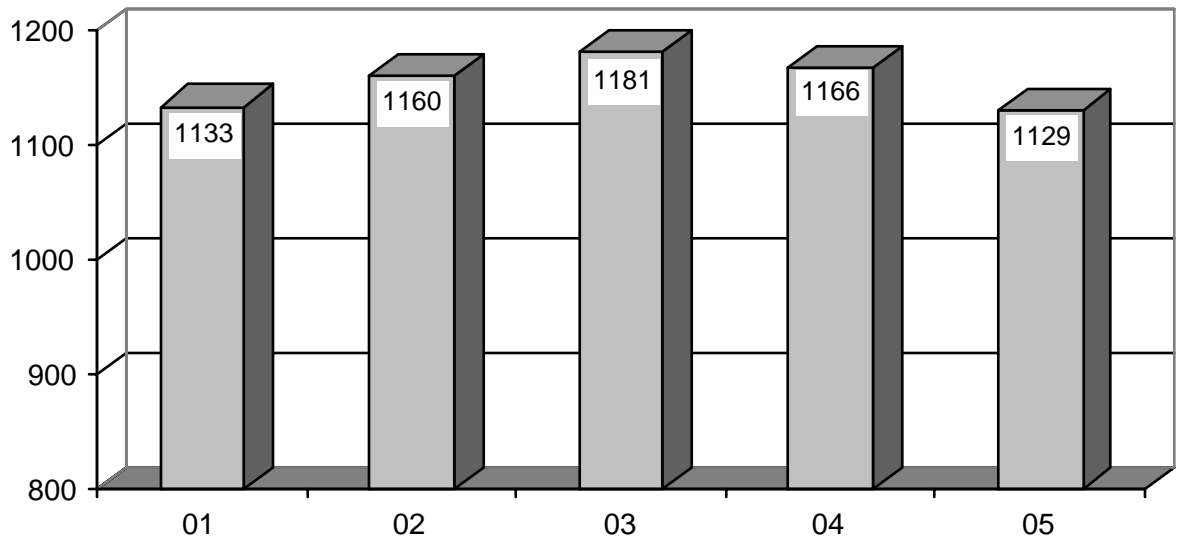
K-5 Historical/Projected Enrollment



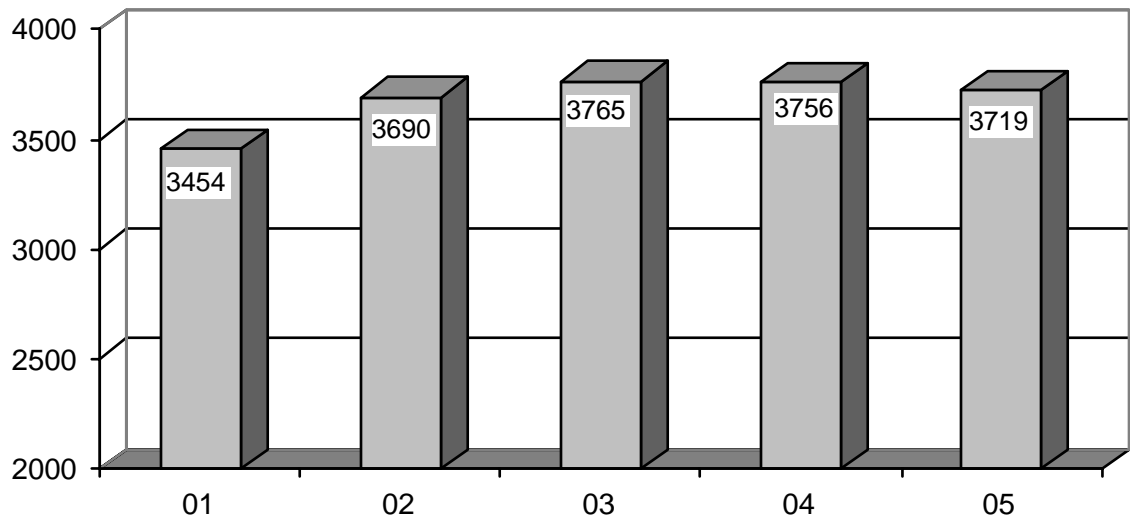
Enrollment - Grades 6-8



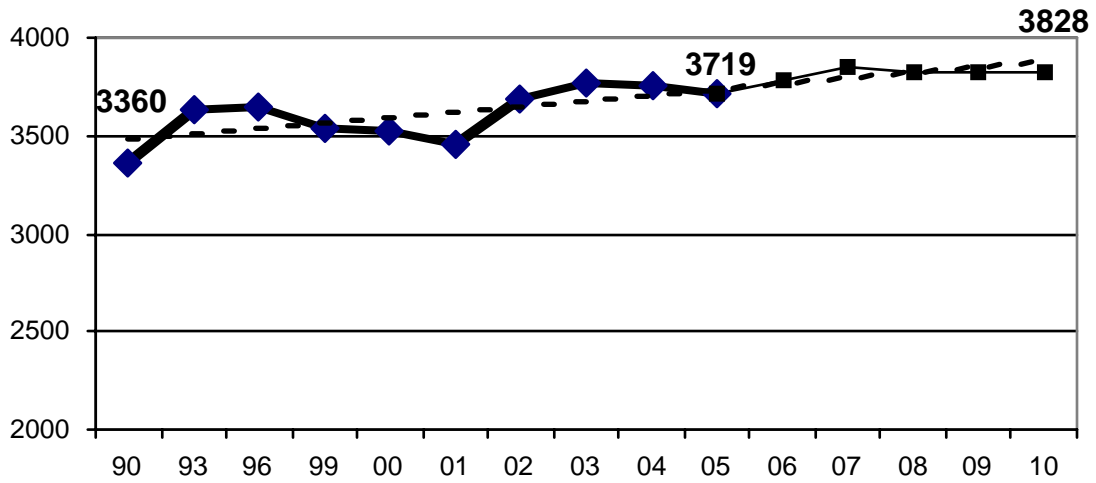
Grades 9-12 Enrollment



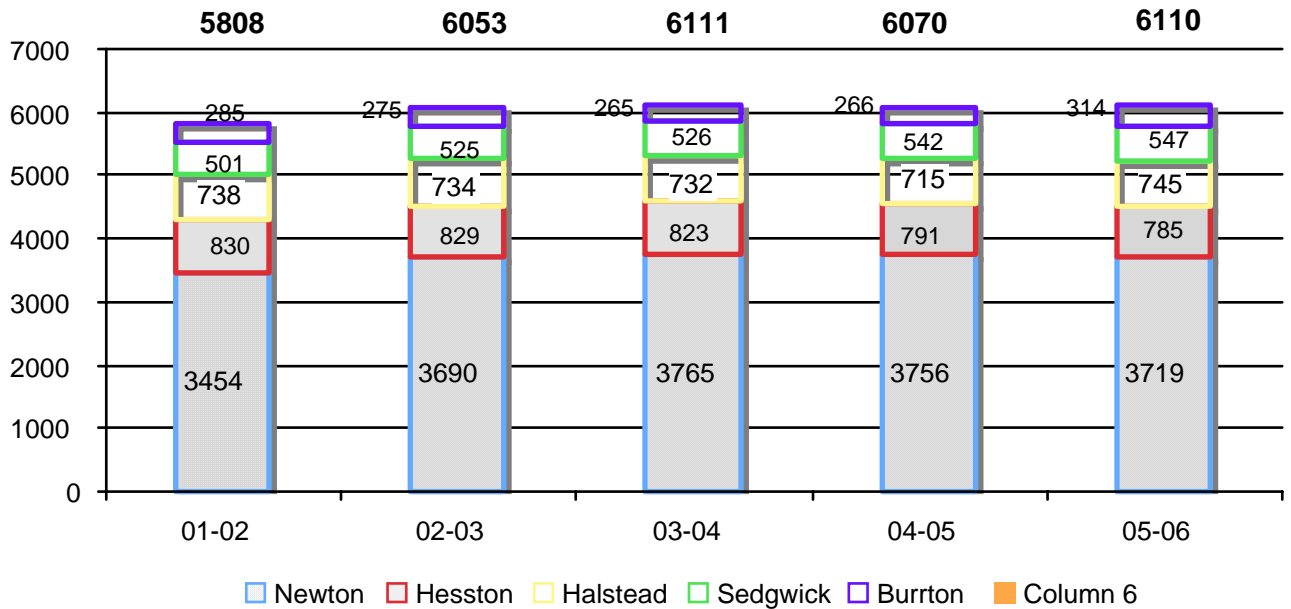
District Enrollment History (Includes 3 & 4 year olds and non-graded)



Enrollment History/Projection



Harvey County Schools District Enrollment



Harvey County:

K-12 enrollment has increased about 5.2% since the 01-02 school year.
 Kindergarten enrollment has increased about 21.3% since the 01-02 school year.
 The number of live births in 2000 was 458; the number of live births in 2004 was 386, a decrease of 15.7%.

Newton Schools from 01-02 to 05-06

K-12 enrollment has increased about 7.6%
 Kindergarten enrollment has increased about 27%
 K-5 enrollment has increased about 17.8%

The information that follows is intended to provide enrollment information about attendance centers with grade levels as follows: K-2; 3-4; 5-6; 7-8 and Walton would remain a K-5 attendance center.

Enrollment by building for the 2005-2006 school year:

Northridge=	304	Walton=	107
Slate Creek=	496	Chisholm=	433
South Breeze=	411	Santa Fe=	377
Sunset=	442		

Enrollment by grade-K-8 for school years 2003-2004-2005-2006

	K	1	2	3	4	5	6	7	8
2003-2004	254	286	272	269	249	290	283	277	311
2004-2005	285	290	285	277	270	253	293	272	282
2005-2006	282	305	277	283	279	262	244	305	277
Less 20 students Per grade for Walton	262	285	257	263	259	242			

K-2 Enrollment 819 / by 2 = 410 and 409 for two K-2 centers
 Grades 3-4 532 / by 2 = 266 and 266 for two grades 3-4 centers
 Grades 5-6 491 locate at Chisholm or Santa Fe
 Grades 7-8 582 locate at Chisholm or Santa Fe
 Note: Walton remains a K-5 attendance center.

Programs and Services

Signed into law on January 8, 2002, the No Child Left Behind Act builds on the foundation of the Elementary and Secondary Education Act while retaining the prior legislation's basic framework of standards, assessments, and accountability. Designed to close the achievement gap between high- and low-performing students, the NCLB Act makes significant changes in the way schools will go about educating the nation's young people, particularly with regard to increased accountability for states, districts, schools.

Measuring Adequate Yearly Progress

The *No Child Left Behind Act of 2001* requires "adequate yearly progress," a level of improvement school districts and schools must achieve to ensure all students are proficient in reading and mathematics by 2013-2014. In technical terms, adequate yearly progress (AYP) refers to the growth rate in the percentage of students who achieve the state's definition of academic proficiency. Each state will set the AYP gains every school must meet to reach 100 percent proficiency at the end of 12 years.

The *No Child Left Behind Act* (NCLB) also requires that every child be tested. By testing all children, parents and teachers will know the academic achievement of every child, every group of students and all students. This enables parents and teachers to work together to ensure that no child will be left behind and to ensure not only school-wide and individual progress, but subgroup progress as well. This is why test scores will be broken out into the following sub-groups: **economic background, race and ethnicity, English proficiency and disability.**

Currently Kansas measures performance by the percentage of students who are at each of five levels: advanced, proficient, satisfactory, basic and unsatisfactory. In the NCLB act, AYP was based on the premise and promise that in 12 years, every student must be at the proficient level or higher in both reading and mathematics. To respond to NCLB's requirement for proficiency, Kansas AYP performance will re-label satisfactory as "proficient," re-label proficient as "advanced," and re-label advanced as "exemplary."

Requirements for graduation versus extended honors, accomplishments, & scholarships	2005-06 Newton High School Minimum Graduation Requirements	Newton High School Honor Diploma	Kansas Regents Qualified Admissions Curriculum (KU, KSU, WSU, ESU, PSU, & FHSU)	Kansas Regents Universities Scholarship consideration	National Honor Society <i>(Membership requirements listed below; Current enrollment required)</i>
English (minimum credit requirement)	4 units <i>(All listings are the number of credits needed: 1 semester = .5 unit or credit; 1 year = 1 unit or credit)</i>	4 <i>(Same as NHS graduation requirements)</i>	4 <i>(Same as NHS graduation requirements)</i>	4 <i>(Same as NHS graduation requirements)</i>	4 <i>(Advanced English III and Adv. English IV or Advanced Placement English IV required)</i>
Speech	.5	.5	.5	.5	.5
Science	3 <i>(beginning with class of 2009)</i>	3 <i>(Biology, Chemistry, & Physics required)</i>	3 <i>(including 1 unit Chemistry or Physics)</i>	3 <i>(Biology, Chemistry, & Physics required)</i>	4 <i>(including Biology I)</i>
Mathematics	3 <i>(beginning with class of 2009)</i>	3 <i>(Algebra, Geometry, & Algebra II)</i>	3 <i>(8th grade Algebra DOES NOT count)</i>	4 <i>(8th grade Algebra counts; FST required)</i>	3 <i>(through at least Algebra II)</i>
Social Science	3	3	3	3	3
Physical Education	1.5	1.5	1.5	1.5	NA
Fine Art	1 <i>(beginning with class of 2009)</i>	1	1	1	NA
Computer Technology	1	1	1	1	NA
Foreign Language	NA	2 <i>(units in same language)</i>	NA	2 <i>(units in same language)</i>	<i>At least 1 unit of French, German, or Spanish</i>
Grade Point Average (GPA)	NA <i>must pass individual courses with a D or better</i>	3.5 <i>or better overall GPA</i>	2.0 <i>GPA or above or . . .</i> 21 Composite score or higher <i>or . . .</i> Top third of graduating class	Generally a higher GPA advantageous in competing for scholarships	3.7 <i>or better GPA after 4 semesters</i>
ACT score	NA	NA		Higher score advantageous in competition	NA
Class Rank	NA	Valedictorian & Salutatorian selected from this group		Higher rank advantageous in competition	<i>(Must be of junior or senior standing)</i>
Service	20 hours <i>community service as part of Senior Exit Portfolio</i>	20 hours <i>community service as part of Senior Exit Portfolio</i>	NA	Generally increased service advantageous in competing for scholarships	<i>Membership in at least 3 organizations; participation in at least 3 service projects; See Guidance Counselor</i>

24 total credits are required for graduation from NHS

USD 373 TECHNOLOGY PLAN

VISION

Fall of 2000, the board of education set the following goal:

“USD 373 supports the continued infusion of multiple technologies into the school district as a means of promotion both management of data and expansion of learning opportunities for students and staff.”

The complete vision statement document is as follows:

When students graduate from USD 373 they will:

- Be ethical and socially responsible
- Be able to use and apply technology to successfully enter the work force
- Be lifelong learners and able to adapt to change

Training for staff and teachers will:

- Be ongoing, relevant, and flexible (variety of methods)
- It should reflect current/future technologies, and easily accessible
- Be required with allowance for time and financial resources

Use of Technology in the school system will:

- Be integrated K-12 in all curricular areas
- Be individualized
- Be supported by technical assistance

The most important criteria for measuring our success will be:

- Students who use technology as a tool to be successful
- Students who demonstrate quality of character, and personal satisfaction

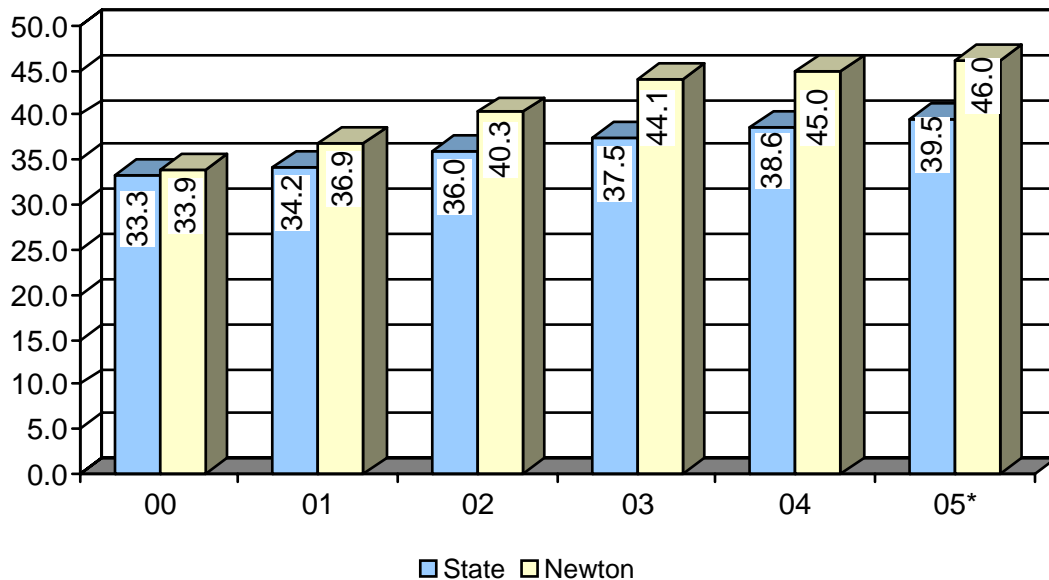
GOALS

1. Students and teachers will use and apply technology in order to be successful in the workplace.
2. Students and teachers will be ethically and socially responsible when using technology resources.
3. Students and teachers will use technology to improve their quality of life.
4. Students and teachers will make informed choices among technology systems, resources, and services and how these can enhance school improvement efforts.
5. Students and teachers will identify and evaluate capabilities and limitations of technology resources.
6. Students and teachers will select, apply, and assess technology tools to achieve academic goals identified in school improvement plans.

OBJECTIVES

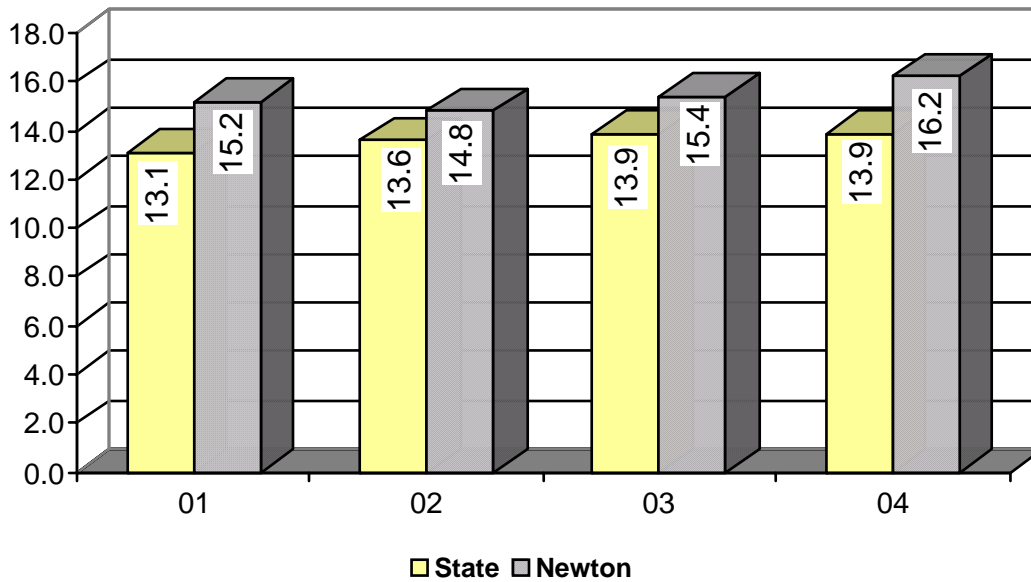
1. Develop and implement a K-12 curriculum that addresses all goal areas.
2. Provide teacher and administrator training to support the implementation of the new curriculum.
3. Develop technology integrated lesson plans that are linked to district and state curriculum.
4. Develop a monitoring system for curriculum implementation.
5. Integrate technology skills into local performance assessments that are required as a part of the school improvement process.
6. Identify hardware and software needs for curriculum implementation.
7. Establish a rotation for purchases and timeline for curriculum implementation.
8. Utilize technology for the purpose of reporting, monitoring and evaluation student achievement data.
9. Regularly assess the status of technology integration within the buildings and make recommendations for resource allocation.
10. Promote shared use of equipment, facilities and other technology resources during and after school hours.
11. Develop in-house expertise to facilitate the continued growth and development of technology competencies for students and staff.

% of Students - Free and Reduced Meals

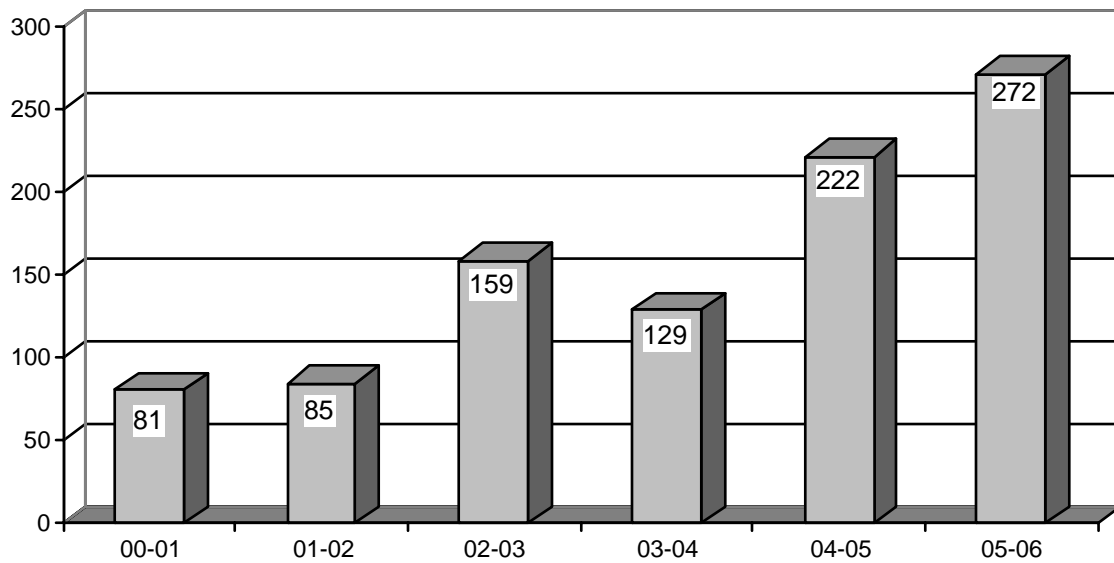


*data is not audited

% Students with IEP's Excluding Gifted



English Language Learners



American College Testing: (ACT)

The chart that follows reflects a five-year history of ACT scores that compares Newton students' scores to the state of Kansas and on a National basis. A perfect score is 36.

ACT					
NEWTON	English	Math	Reading	Sc. Reas	Composite
2000-2001	21.7	22.6	23.3	22.9	22.7
2001-2002	20.4	20.7	21.6	21.1	21.1
2002-2003	20.9	21.2	22.6	21.9	21.8
2003-2004	21.9	21.5	22.8	22.3	22.2
2004-2005	21.4	21.4	22.6	22.1	22.0
STATE					
2000-2001	21.0	21.2	22.1	21.7	21.6
2001-2002	21.0	21.3	22.1	21.5	21.6
2002-2003	21.0	21.2	22.0	21.5	21.5
2003-2004	21.1	21.4	22.0	21.5	21.6
2004-2005	21.2	21.4	22.1	21.6	21.7
NATIONAL					
2000-2001	20.5	20.7	21.3	21.0	21.0
2001-2002	20.2	20.6	21.1	20.8	20.8
2002-2003	20.3	20.6	21.2	20.8	20.8
2003-2004	20.4	20.7	21.3	20.9	20.9
2004-2005	20.4	20.7	21.3	20.9	20.9

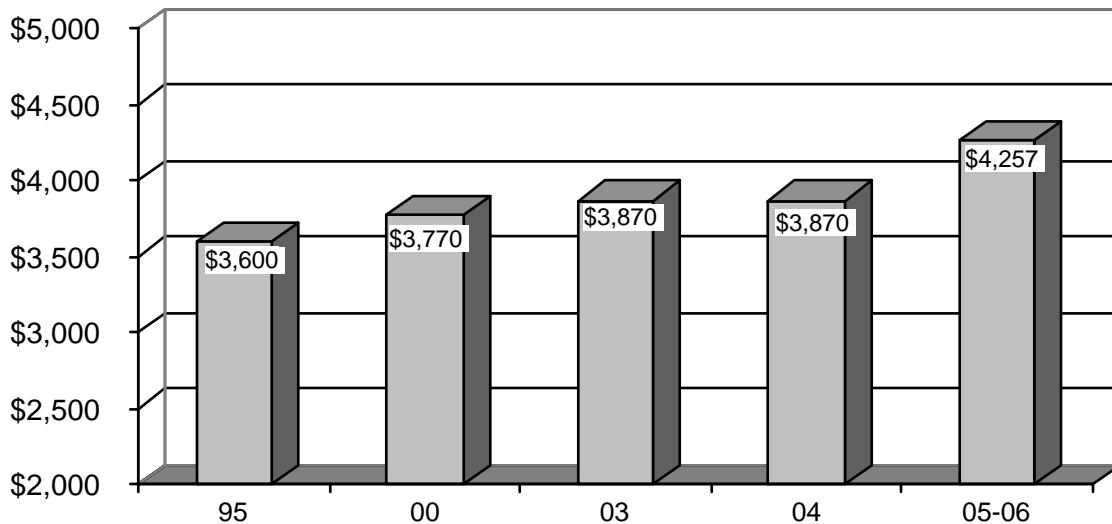
Financial Information

MILL LEVY HISTORY

Funds	2002-03	2003-04	2004-05	2005-06
General Fund	20	20	20	20
LOB	14.87	13.05	14.87	14.294
Capital Outlay	4.0	4.0	4.0	4.0
Rec. Comm.	4.72	5.10	6.3	6.687
Bonds & Interest	11.53	11.42	9.60	9.694
Total	55.12	53.57	54.77	54.675
Assessed Valuation	\$114,105,758	\$117,094,633	\$120,915,208	\$124,277,023

The Kansas Legislature sets the levy for the General Fund of each school district at 20 mills. The Local Option Budget (LOB) is established by each district.

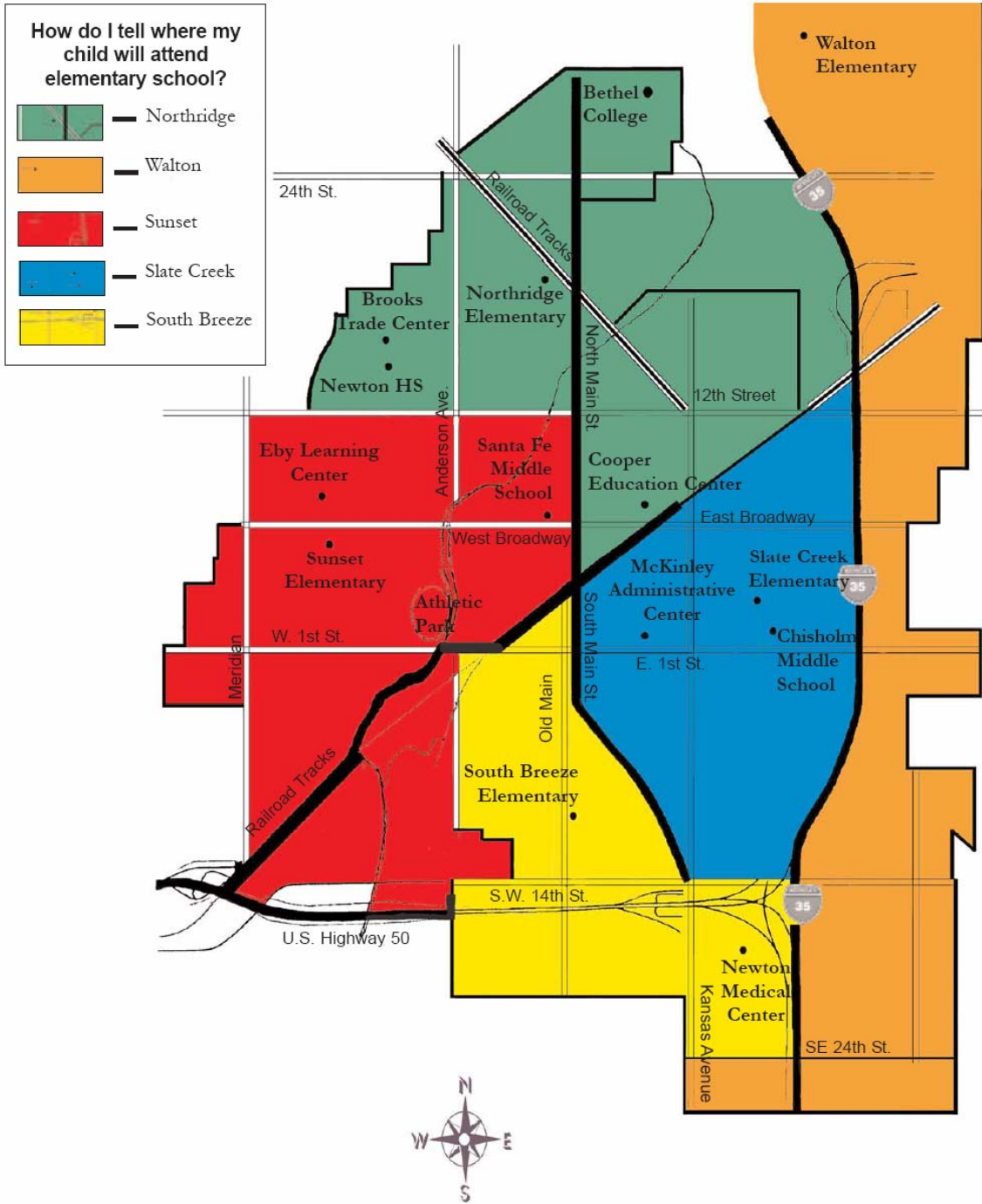
Base Budget Per Pupil



The Kansas Legislature sets the base budget per pupil.

Building Evaluation

NEWTON USD 373 BOUNDARY MAP



The amount of space per pupil and the age of the facility may have an impact on how well the learning environment serves the instructional program. For the most part, these factors are quantitative measures, not qualitative, but they do have qualitative implications.

Square Feet per Pupil

The number of square feet allocated for each pupil may affect the school’s ability to function properly. On a national average, recent construction of new facilities provides the following approximate allocations:

- ELEMENTARY: 120 to 140 sq. ft. per student
- MIDDLE /JR. HIGH: 145 to 180 sq. ft. per student
- HIGH SCHOOL: 160 to 210 sq. ft. per student

The following table illustrates gross area, 2001-02 headcount, enrollment, and square feet per pupil.

SCHOOL	BUILDING AREA	2005-06 ENROLLMENT	SQUARE FEET PER STUDENT	RECOMMENDED
Northridge Elem. (P-5)	43,120	282	152.9	39,480
Slate Ck. Elem. (P-5)	52,956	394	134.4	55,160
South Breeze Elem. (P-5)	53,194	398	112.8	55,720
Sunset Elem. (P-5)	52,480	442	118.7	61,880
Walton Elem. (P-5)		107		14,980
Chisholm Middle School	69,797	399	174.9	71,820
Santa Fe Middle School	78,824	377	209	67,860
Newton High School (9-12)		1023		214,830

School enrollment as of 9/20/01

Preschool and kindergarten classrooms should have at least 1200 square feet. It is suggested that classrooms for students in grades 1-12 have at least 900 square feet. Specialized areas such as shop and science need more square feet for instructional space.

Maximum Occupancy of Facilities

The table shows enrollment capacity for each building and the enrollment for the current school year. The enrollment capacity data came from the study completed by Augenblick & Myers for the Kansas Legislature in 1999.

School	Capacity	Enrollment
Northridge Elem. (P-5)	300	282
Slate Ck. Elem. (P-5)	450	394
South Breeze Elem. (P-5)	350	398
Sunset Elem. (P-5)	450	442
Walton Elem. (P-5)	150	107
Chisholm Middle School	450	399
Santa Fe Middle School	450	377
Newton High School (9-12)	1100	1023

Site Area

The usable site should be large enough to hold the necessary building(s) and spaces for outdoor instruction, recreation, play areas, parking, and any future expansion to building(s).

Good judgment beyond the mere application of minimum standards is needed to determine the appropriate size for a site. The Council of Educational Facility Planners, an international organization of school planners, notes that while it recognizes for many schools larger sites are preferred, it suggests the following areas as minimum acreage of usable land:

ELEMENTARY (K-6):	10 acres + 1 acre for each 100 students
MIDDLE /JR. HIGH (5-8):	15 acres + 1 acre for each 100 students
MIDDLE SCHOOL (7-9):	20 acres + 1 acre for each 100 students
HIGH SCHOOL (9-12):	30 acres + 1 acre for each 100 students

A high school may need an additional 10 acres or more if a stadium and spectator parking are anticipated.

Site Size in Acres of Land by Grade Levels

K-6 10+1/100			
5-8 15+1/100			
7-9 20+1/100			
9-12 30+1/100			

The following table provides a comparison of the number of acres in the district's facilities:

<i>SCHOOL</i>	<i>2005-06 ENROLLMENT</i>	<i># OF ACRES</i>	<i>RECOMMEND ED SITE SIZE</i>	<i>DIFFERENCE</i>
Northridge Elem. (P-5)	282	8.2	12.82	(4.62)
Slate Ck. Elem. (P-5)	394	15	14	1
South Breeze Elem. (P-5)	398	5.5	13.98	(8.48)
Sunset Elem. (P-5)	442	10.43	14.42	(3.99)
Walton Elem. (P-5)	107	4.23	11.07	(6.84)
Chisholm Middle School	399	19	19	0
Santa Fe Middle School	377	7.18 2.8 + 4.38 Thermain Park	23.77	(16.84)
Newton High School (9-12)	1,023	96.7	40.23	56.47

Other Facilities

<i>Facility</i>	<i>BUILDING AREA</i>	<i># OF ACRES</i>	<i>Construction Date</i>
McKinley Administrative Center	12,398	2.81	1938, 2000
Cooper Learning Center	18,395	2.55	1938, 1999
Early Ed Center	3,337	At Cooper	1951
Brooks Trade Center	19,716	At HS	1990
Auto Technology	3,060	At HS	1973
Vo Ag Barn	1,500	At HS	2000
Stor./Bldg Trades	16,000	At HS	2001
Eby Learning Center			
Service Center	25,000	399	1997
ETC (Educational Technology Center)	8,658	4.53	1961

Building Age

Many of these facilities were constructed prior to the OPEC energy crisis, current ADA regulations, and technological innovations. For these schools there is a direct relationship between the age and the current condition of the building.

The age of each facility may have a significant impact on the delivery of educational programs. Instructional programs have changed significantly, and construction technology in recent years has greatly enhanced flexibility and adaptability in the use of space.

Life Cycle Theory of School Buildings

According to Basil Castialdi in his widely accepted text on Educational Facilities, a school building passes through five phases during its useful or effective life span. Benjamin Handler first developed the idea in the 1960's in response to the dilemma faced by school boards trying to replace pre- and Depression era school buildings and at the same time respond to the Post-WWII Baby Boom from 1945-1960. The descriptions which follow remain quite applicable to schools built through the 1960's and beyond.

The phases in the life cycle were:

Phase I - 0-20 years During this period only limited capital improvement work is necessary. Such improvements are to respond to adjustment in curriculum, teaching methods and the addition of various kinds of new instructional equipment. Minor improvements are usually necessary in the mechanical (heating and plumbing) and electrical systems.

Phase II - 21-30 years This is a period during which roof and mechanical system work will be necessary. There will be an observable increase in the amount of maintenance work necessary to keep the building in as near original condition as possible.

Phase III - 31-40 years When the building has reached age forty considerable maintenance work has been done or is necessary involving the electrical, mechanical and roof systems. Brick tuckpointing, window and door replacement, and light fixture modernization may have already been done or is at least pending.

Phase IV - 41-50 years This is a crucial period in the life of a school building. The process of deterioration is intensifying; major work may have already been completed, but more is needed. Important questions need to be answered concerning how much longer to use the building and how much more expenditure for modernization would be prudent.

Often there are other problems such as a school located where it is no longer needed or a change in the physical characteristics of the school neighborhood from residential to commercial for example. More important, the building design may be such that a modern educational program now and for the future cannot be accommodated short of an expense approaching replacement cost.

Phase V - 51 years and beyond By the time a school building passes the half-century mark and is moving toward age 60, it is usually ready for retirement from service as a regular school building. School boards responsible for school buildings which are approaching 60 years of age and beyond are well advised to consider carefully the costs of modernization versus replacement. This is especially true when considering that a major modernization project will commit the old building in its present location to perhaps 30 or more years of future service.

It is important to realize that the life cycle research was conducted to help with facility decisions affecting schools built prior to about 1960. Yet it continues to be useful to school boards working with newer buildings.

The chart below summarizes the age and life cycle phase of school building.

Building Name	Const. Year	Age	Life Phase
Elementary			
Northridge Elem. (P-5)	1955	51	V
Additions/Renovated 1998			I
Slate Creek Elem. (P-5)	1999	7	I
South Breeze Elem. (P-5)	1955	51	V
Additions/Renovated 1958, 1961, 1989, 1998, 2005			I
Sunset Elem. (P-5)	1955	51	V
Additions/Renovated 1958, 1961, 1998			I
Walton Elem. (P-5)	1963	43	IV
Additions/Renovated 1997			I
Middle Schools			
Chisholm Middle School	1958	48	IV
Additions/Renovated 1999			I
Santa Fe Middle School	1920	86	V
Additions/Renovated, 1929, 1937, 1999			I
Lindley Hall	1937	69	V
Additions/Renovated 1998			I
High School			
Newton High School (9-12)	1973	33	III
Additions 1997			I

2006 base year

Notes: 1. Life cycle phases are

Up to 20 years	Phase I
21 to 30 years	Phase II
31 to 40 years	Phase III
41 to 50 years	Phase IV
Beyond 50 years	Phase V

Many of the above buildings have been renovated and/or added onto within the last 10 years. However, there are still areas of the original construction that needs attention, such as windows that need replacing, and restroom that need updated.

Summary of Facility Analysis

The Newton school facilities were evaluated on a national evaluation standard regarding the following characteristics:

- ❖ **School Site**
 - School Site is evaluated on: size, location, parking, ADA accessible, pedestrian services, landscape issues instructional needs and athletic areas.
- ❖ **Structure and Mechanical**
 - Structure and mechanical are evaluated on the following: ADA requirements both externally and internally, roofs, foundations and exterior and interior walls are sound.
 - Electrical systems are safe and provide an adequate supply of electrical power throughout the building.
 - Adequate light sources both from light fixtures and day lighting is provided.
 - Intercommunication system allows dependable two-way communication.
 - Mechanical systems provide heating and cooling and energy conservation for the building.
 - Plumbing is in good working condition.
- ❖ **Plant Maintainability**
 - The building uses quality materials and equipment that allow for easily maintaining the building.
- ❖ **School Building Safety and Security**
 - **SITE SAFETY**
 - Student loading areas are segregated from other vehicular traffic and pedestrian walkways.
 - Access streets and walkways
 - Playgrounds and athletic fields
 - **BUILDING SAFETY**
 - Exiting
 - Emergency lighting
 - Building security systems
 - Lock down
 - Check in at office
 - Visual to entrance and parking
 - Remote cameras
 - Alarm System
 - Flooring
 - Stairs
 - Glass
 - Fixed projections
 - Heating unit(s) are safe
 - **EMERGENCY SAFETY**
 - Fire alarms, smoke detectors, and sprinkler systems
 - Protected areas for student safety in the event of natural disasters.
- ❖ **Educational Adequacy**
 - **ACADEMIC LEARNING SPACE**
 - Size and location of academic learning areas
 - Storage for student and teachers
 - **SPECIAL LEARNING SPACE**
 - Educational space is appropriate for age of students and nature of instruction.
 - Design of special learning area(s) is compatible with instructional need.
 - Space adjacent to classrooms is provided for small groups and remedial instruction.
 - Library/Resource/Media Center provides appropriate and attractive space.
 - Gymnasium adequately serves physical education instruction.
 - Science Space
 - Music Program is provided adequate sound-treated space.
 - Space for art
 - Space for technology education
 - **SUPPORT SPACE**
 - Suitable reception space is available for students, teachers, and visitors.

- ❖ Administrative offices provide an appearance consistent with the maturity of the students served.
- ❖ Administrative personnel are provided sufficient work space and privacy.
- ❖ Counselor's office insures privacy and sufficient storage.
- ❖ Clinic is near administrative offices and is equipped to meet requirements.
- ❖ Teachers' work areas reflect teachers as professionals.
- ❖ Cafeteria/kitchen is attractive with sufficient space for seating/dining, delivery, storage, and food preparation.
- ❖ Environment for Education

- ❖ EXTERIOR ENVIRONMENT
- ❖ Site and building are well landscaped.
- ❖ Exterior noise and surrounding environment do not disrupt learning.
- ❖ Design is aesthetically pleasing to age of students
- ❖ Entrances and walkways are sheltered from sun and inclement weather.

- ❖ INTERIOR ENVIRONMENT
- ❖ Color schemes, building materials, and decor provide an impetus to learning.
- ❖ Year round comfortable temperature, humidity and ventilation are provided throughout the building.
- ❖ Lighting system provides proper intensity, diffusion, and distribution of illumination. (Multi-level for video/blinds for windows.)
- ❖ Sufficient drinking fountains and restroom facilities are conveniently located.
- ❖ Communication among students is enhanced by commons area(s) for socialization.
- ❖ Appropriate foyers and corridors aid traffic flow.
- ❖ Areas for students to interact are suitable to the age group.
- ❖ Large group areas are designed for effective management of students.
- ❖ Acoustical treatment of ceilings, walls, and floors provides effective sound control.
- ❖ Window design contributes to a pleasant environment.
- ❖ Furniture and equipment provide a pleasing atmosphere.

The Newton Schools are rated as follows:

ELEMENTARY SCHOOLS	Northridge	Slate Creek	South Breeze	Sunset	Walton
Section	Rating	Rating	Rating	Rating	Rating
The School Site	Borderline	Satisfactory	Borderline	Borderline	Borderline
Structural & Mechanical	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Borderline
Plant Maintainability	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Borderline
School Building Safety and Security	Borderline	Borderline	Borderline	Borderline	Borderline
Educational Adequacy	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Borderline
Environment For Education	Borderline	Borderline	Satisfactory	Borderline	Borderline
TOTAL	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Borderline

MIDDLE AND HIGH SCHOOLS	Chisholm Middle	Santa Fe Middle	Newton High
Section	Rating	Rating	Rating
The School Site	Satisfactory	Borderline	Satisfactory
Structural & Mechanical	Satisfactory	Satisfactory	Borderline
Plant Maintainability	Borderline	Satisfactory	Poor
School Building Safety and Security	Borderline	Borderline	Borderline
Educational Adequacy	Borderline	Borderline	Poor
Environment For Education	Borderline	Borderline	Very Inadequate
TOTAL	Borderline	Borderline	Borderline

Any school with a rating of “Very Inadequate to Poor” is questionable regarding its long-term use. In fact, the cost to bring a building up to an educationally adequate condition could exceed its replacement cost. Any school with a rating of “Borderline” may be restricting its program delivery and is usually in need of major improvements.

Any school with a rating of “Satisfactory” is considered to have the ability to serve its educational programs with minor improvements. Any school with a rating of “Excellent” is considered to have the ability to serve its educational programs.

There are some conditions, such as heating, cooling, lighting and size of room, in many schools that restrict the delivery of the educational program. Sometimes these restrictive elements can be eliminated or changed to enhance the quality of the learning environment.

Based on this analysis, Walton Elementary is rated as *Borderline*, Chisholm Middle School and Santa Fe Middle School are rated as *Borderline*, and Newton High School is rated as *Borderline*. Any school with a rating of “Borderline” may be restricting its program delivery and is usually in need of major improvements.

ADA Information

ADA does not relate directly to facility condition, but rather the accommodation of all persons, including those with disabilities (which influences the design of facilities). The ADA is comprised of the following key components:

- Public schools are primarily affected by Title I and Title II regulations.
- One of the key concepts in Title I is “**Reasonable Accommodation**”. Such accommodations include, but are not limited to: job restructuring; part time or modified work schedules; reassignment to a vacant position; acquisition or modification of equipment or devices; provision of readers, interpreters, or other assistance; modification of training materials or practices; **and making existing facilities readily accessible to and usable by people with disabilities.**
- One of the key concepts in Title II is “**Program Accessibility**”. The requirements are split into two categories as follows:
 - Existing Facilities** - Title II adopts a standard of overall program accessibility to insure that a program is readily accessible to and usable by people with disabilities. Extensive retrofitting of existing facilities is NOT required where an alternative method such as reassignment of services to accessible buildings, the provision of aids, or redesign of equipment, achieves access. Structural barrier removal is required only if there is no other way to achieve access. **Such changes were originally mandated be made no later than January 26, 1995. Entities with fifty or more employees were to develop a Transition Plan by July 26, 1992 if structural changes were necessary to achieve program accessibility.**

If the District has previously made a transition plan, it may be valuable to review it once more prior to implementing work outlined herein.

New Construction and Alterations – New construction and alterations of buildings owned or used by government entities must meet accessibility criteria if the construction begins or bids are invited after January 26, 1992. Accessible features must be adequately maintained. Two accessibility standards are available: the Uniform Federal Accessibility Standards (UFAS) and the ADA Accessibility Guidelines (ADAAG) issued under Title III without the elevator exemption. Our office designs to the ADAAG standards.

Basic Categories to examine in performing an ADA evaluation:

Site considerations	Seating
H.C. Parking Space	Space for Wheelchairs
Curb Cuts	Traffic Circulation
Sidewalks	Operating Mechanisms and Controls
Change in Levels	Height
Ramps	Ease of Manipulations
Elevators	Telephones
Lifts	Height
Stairs	Volume Control
Doors	Water Fountains
Width	Height
Opening Pressure	Controls
Threshold	Signage
Hardware	Fire Alarms
Rest Rooms	
Stall Width and Depth	
Grab Bars	
Lavatories	
Dispensers	
Floors and Halls	
Width	
Surface coverings	
Obstructions and Hazards	

Areas of Concern

The following are areas of concern for the different facilities:

Issues

Increase in enrollment – over crowded

City growth

- Increase in special needs students – special services
- Increase in English as a second language
- All day kindergarten adds additional classroom space requirements
- Aging/poorly designed High School
- Need space for early childhood
- Technology
- Changes in the delivery of education
- 21st Century Skills

Technological Fluency

Communication ... Verbal proficiency

Collaboration ... Leadership/Coordination/ Teamwork/Interpersonal Skills

Solve Complex Problems

Creativity

Analytical and Thinking Skills

Gumption ... Self-Direction and Reflection Skills

Initiative and Ambition

Inquisitiveness ...

Need more space for:

- Early childhood programs
 - Pre K – 5
 - 6-8
 - 9-12

Remodel/renovations

- High School
- Lindley Hall
- Other (minor)

Middle School bathrooms/locker rooms

Elementary school classrooms/lunchrooms/gymnasiums