

A background image showing a group of children and an adult sitting around a table, engaged in a craft or art activity. The table is covered with various colored papers, markers, and a glue stick. One child is holding a glue stick, and another is holding a marker. The adult is also working on a project. The scene is brightly lit and colorful.

NEWTON

PUBLIC SCHOOLS

2025 Facility Master Plan Blueprint

Public Input Presentation

Process Facilitated by RSP & Associates

Meeting Agenda

Introduction & Welcome

Speakers:

Fred Van Ranken, Superintendent of Schools

Melissa Schreiber, Board of Education President

10 Mins

RSP Presentation

Part 1: The Process

Part 2: Data Foundation

Part 3: Committee Progress

20 Mins

Speakers:

Ginna Wallace (Committee Facilitator, Education Planner, AICP)

Dr. Todd White (Committee Facilitator, Retired KS Superintendent)

Community Open House

☐ Small group dialogue at stations throughout the room

60 Mins

RSP Presentation

Part 1:
The Process

Part 2:
Data Foundation

Part 3:
Committee Progress

RSP & Associates Introduction

RSP Team:

Robert Schwarz, AICP, CEFPP,

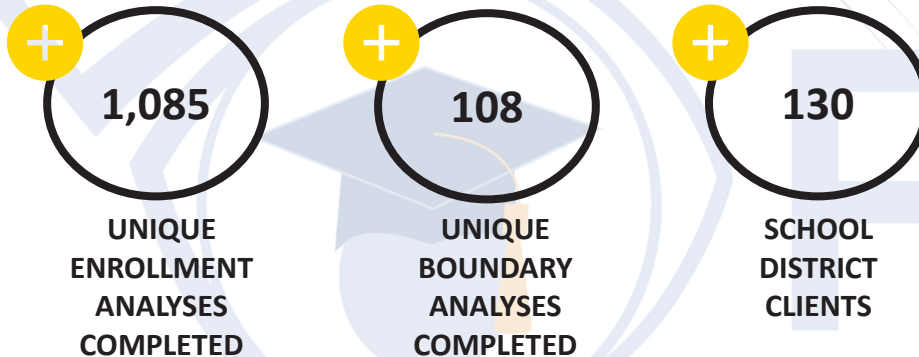
Military, County, City, and School District Planner
University of Kansas – Master of Urban Planning (MUP)

Ginna Wallace, AICP, Planner

University of Kansas – Master of Urban Planning (MUP)

Todd White, Retired Kansas Superintendent

SIMPLE FACTS ABOUT RSP



- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- 20+ years of planning experience, 80+ years of education experience, 20+ years of GIS experience
- Projection accuracy of 97% or greater

Company was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

RSP Facility Master Plan Projects:

Lawrence USD 497 (2022/23)
Ankeny Community School District (2022/23)
Des Moines Public Schools (2023/24)
Hutchinson Public Schools USD 308 (2021/22)

Our Partners:



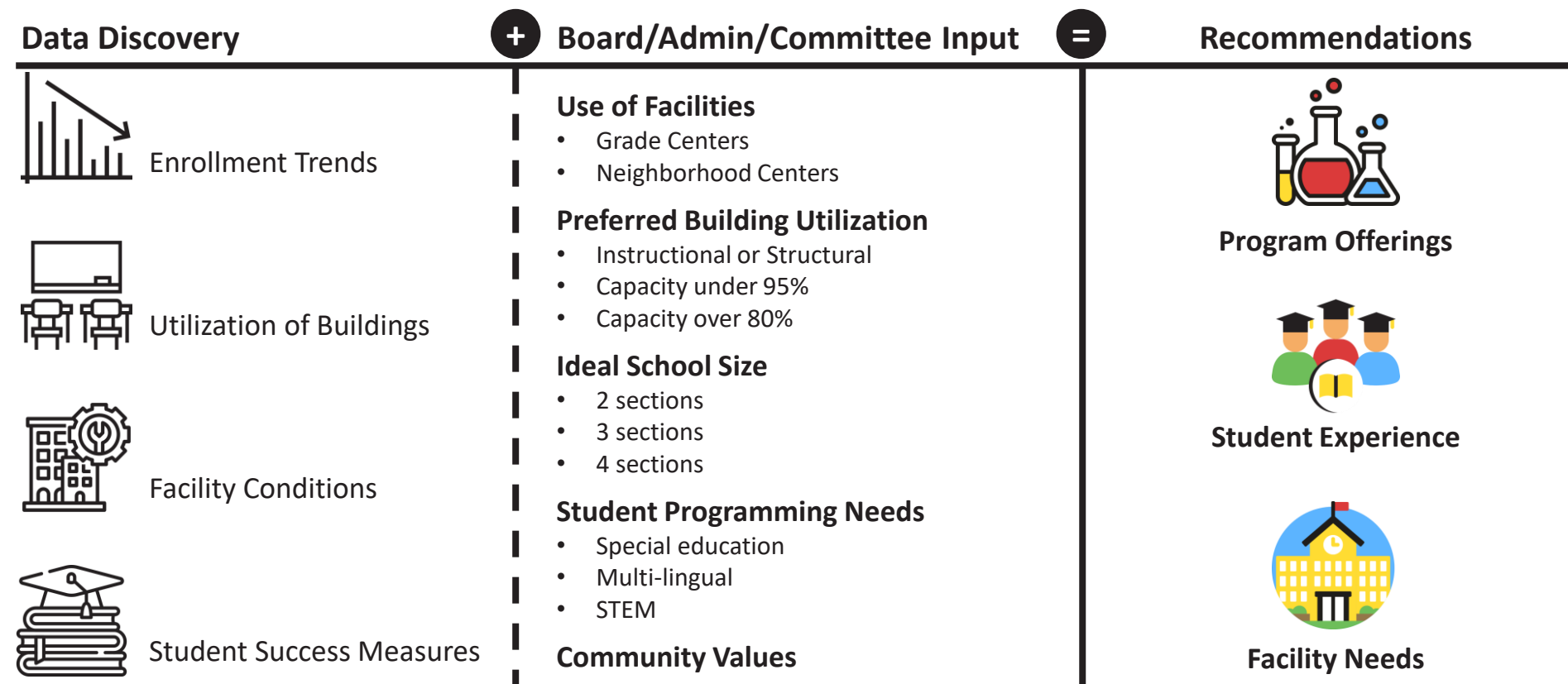
Partner Network
Silver





Part 1: The Process

What is a Facility Master Plan?



A Facility Master Plan is a process meant to combine data discovery and key input input to identify a blueprint for the **future of the district**.

It is a high-level process that sets the stage to make future decisions. The future recommendations are categorized into three areas:

Program Offerings

Student Experience

Facility Needs

Board of Education Charge:

The following are potential Guiding Principles to consider for the Facility Blueprint Process:

- ☐ The Board will consider the committee work as part of **long-range District planning**
- ☐ The future Facility Blueprint should provide even **better educational opportunities** at each school to ensure an equitable student experience at each school
- ☐ The Facility Blueprint Process may include an evaluation of (but not limited to):
 - Attendance areas or grade centers
 - Ideal grade configuration
 - Optimal facility utilization
 - Current and future student programming need
 - Financial opportunities for implementation
- ☐ The Facility Blueprint implementation will include solutions in the following areas (but not limited to):
 - Building utilization (how many sections, teams, and/or students in a building)
 - Programming (special education, multi-lingual, student activities, STEM focused, etc.)
 - How building are utilized (grade centers, neighborhood centers, etc.)
 - Implementation (building inventory need, program delivery, attendance area plan, timeline, funding, etc.)

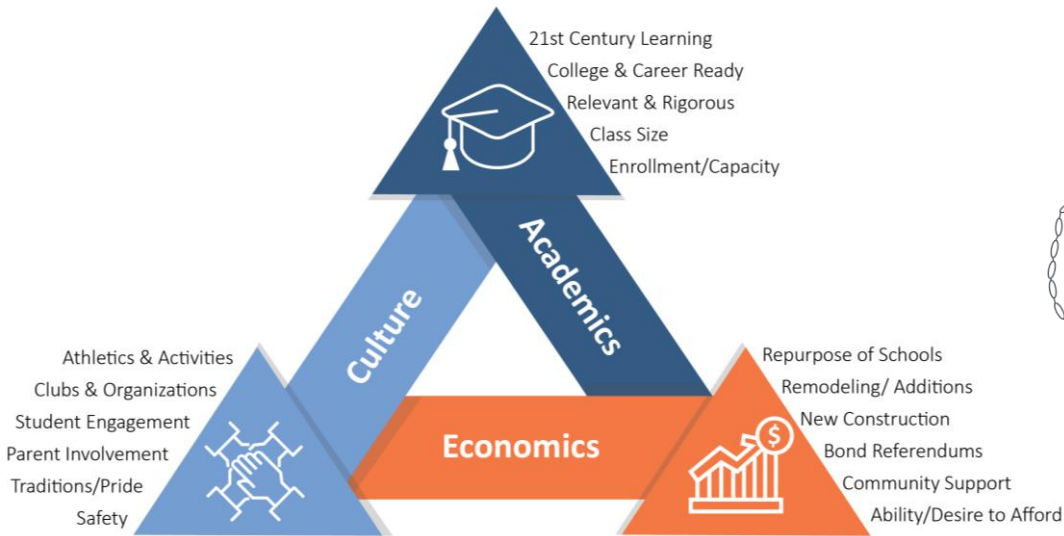


Board Approved 10/28/2024

100% committee support 11/13/24

Guideposts to the Process

Concept of ACE



An Involved Process



Board of Education Goals

Goal Area #1:

Focus on Core Instruction

Goal Area #2:

Improve and/or Sustain Culture

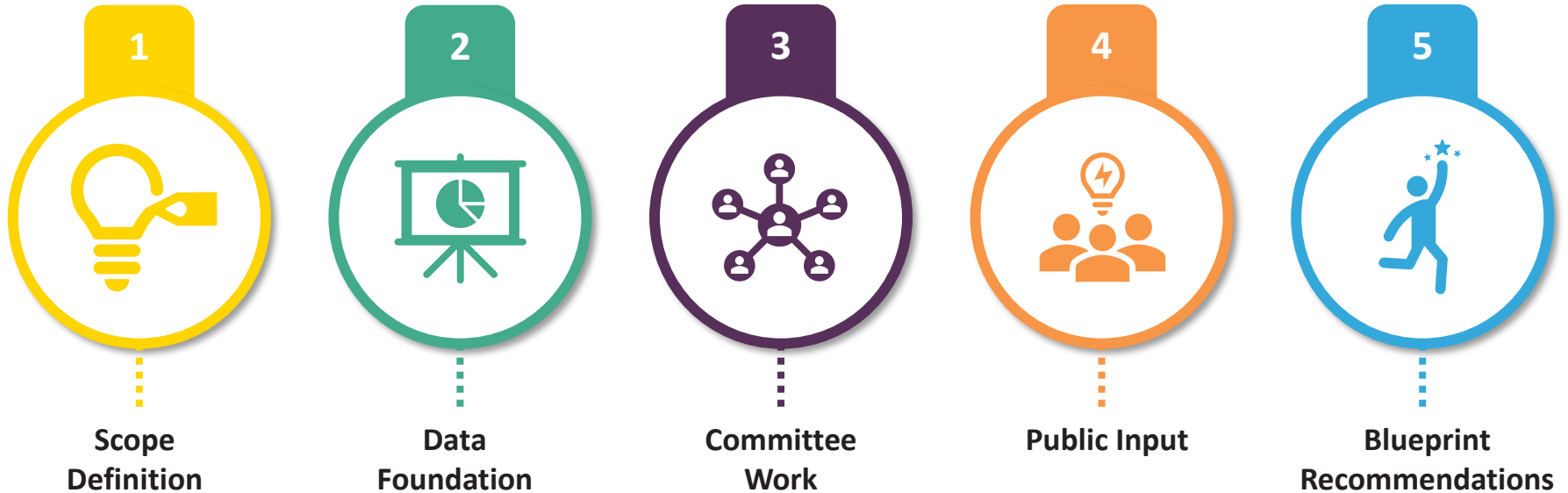
Goal Area 3:

Form Partnerships/Connections with Stakeholders

Roadmap to Success:



Facility Master Plan Process Objectives



COMPLETE

COMPLETE

IN PROGRESS

IN PROGRESS

UP NEXT

Your Responsibility!



Part 2: Data Foundation

- ☐ Enrollment Analysis
- ☐ Capacity Analysis
- ☐ Facility Condition Assessments

Enrollment Analysis: Methodology

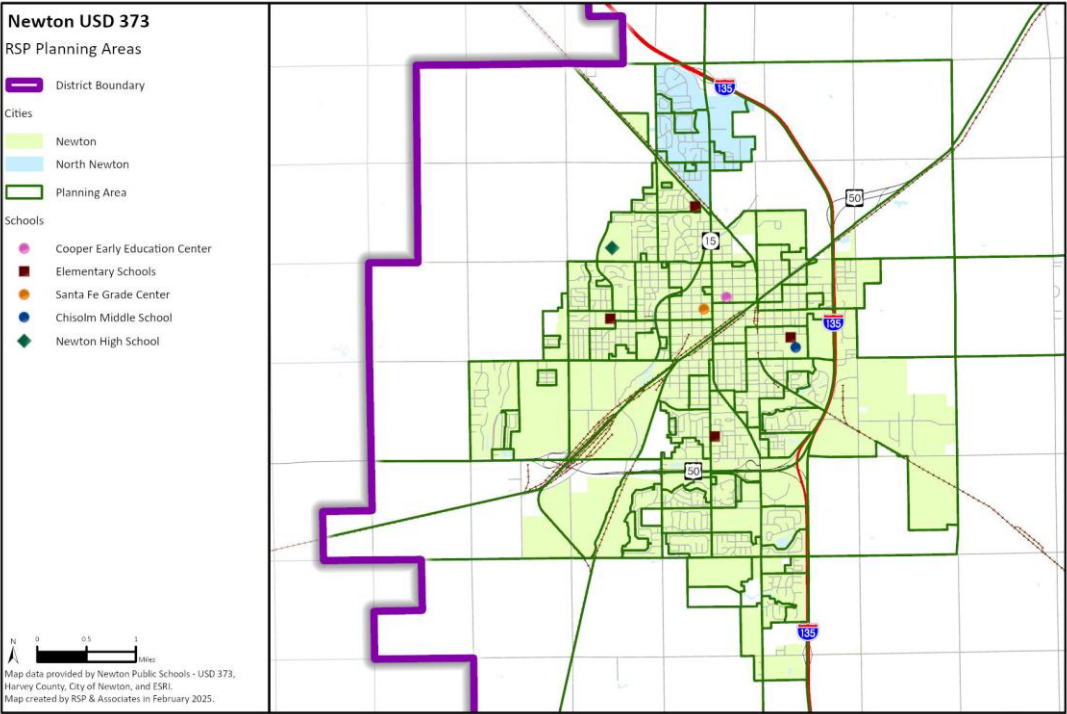
Built-Out $S_{c,t,x} = S_{c-1,t-1,x} * GC$

- Let:
- S = The number of students, either an actual count or a projected count
 - x = A subscript denoting an attendance area in the School District
 - c = Grade level
 - t = Time (years)
 - GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing $S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$

Where: $BP_{t,x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

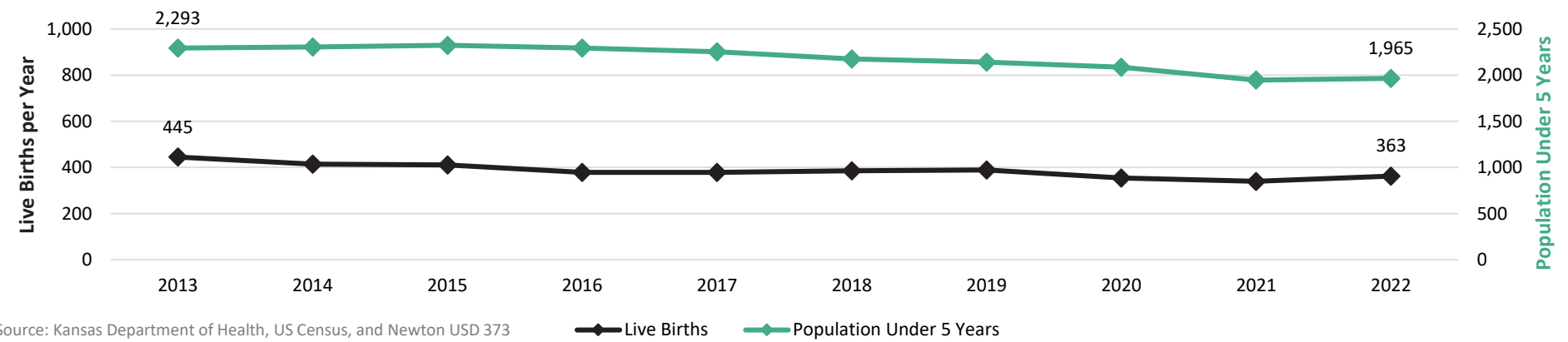
- Let:
- S = The number of students, either an actual count or a projected count
 - x = A subscript denoting an attendance area in School District
 - c = Grade level
 - t = Time (years)
 - BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
 - R_{c,x} = Student Enrollment ratio of cohort c in planning area x
 - CP = Capacity of a planning area as expressed by available housing units
 - BT = Building history trend of planning area
 - A = An index which models the likelihood of development
 - CT = Building permit control total forecast



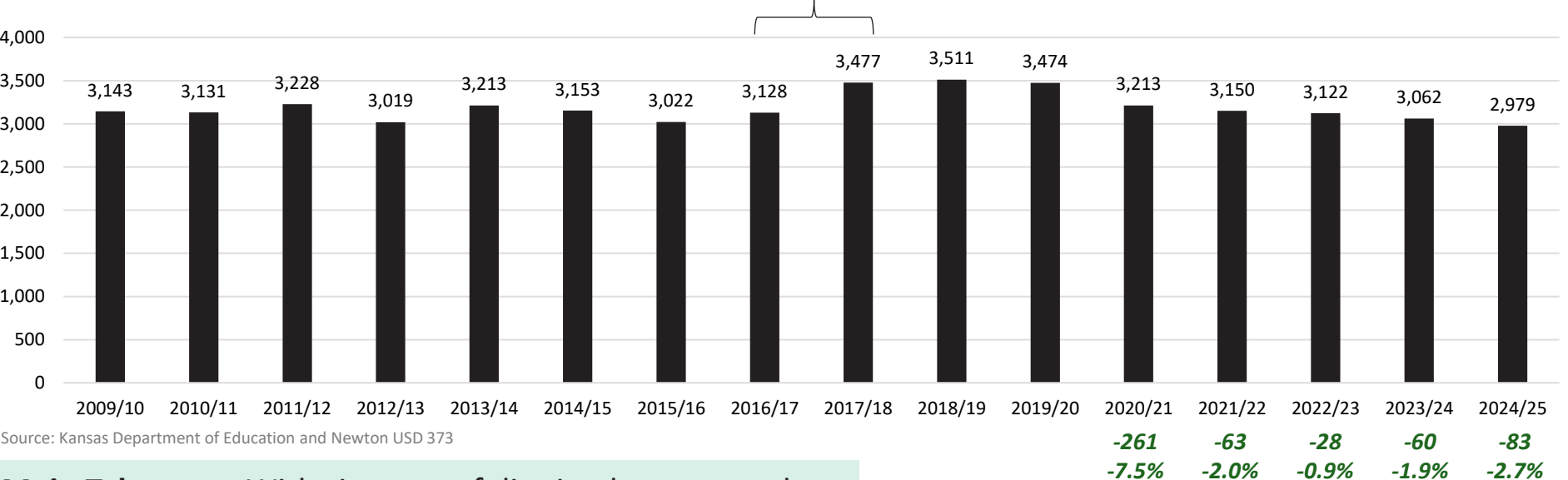
Limitations to Enrollment Growth	Indicators of Enrollment Growth
➔ Decreasing share of live births	➕ Increasing share of live births
➔ Current housing stock does not re-green (continues to age)	➕ Current housing stock re-greens (turns over)
➔ Housing development experiences minimal potential growth	➕ Housing development experience more potential growth
➔ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	➕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
➔ Demographic shifts in community and/or surrounding communities	➕ Demographic shifts in community and/or surrounding communities
➔ Incoming Kindergarten class smaller than outgoing senior class	➕ Incoming Kindergarten class larger than outgoing senior class

Enrollment Analysis: Key Variables (P. 1)

Harvey County Live Births and Population Under 5 Years of Age



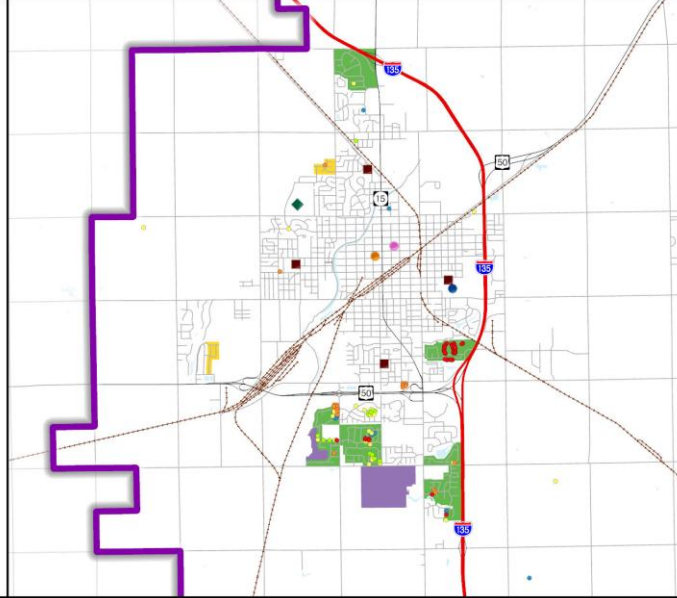
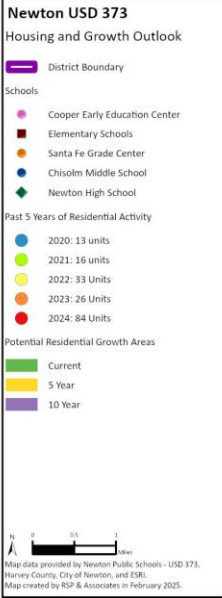
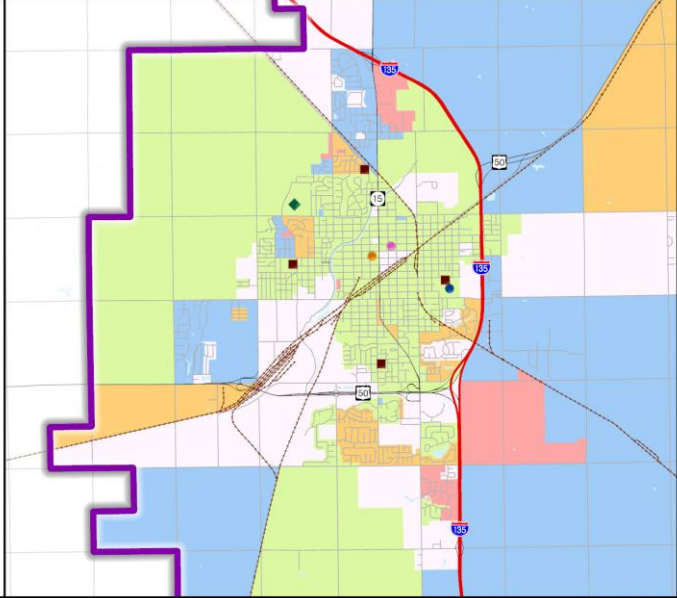
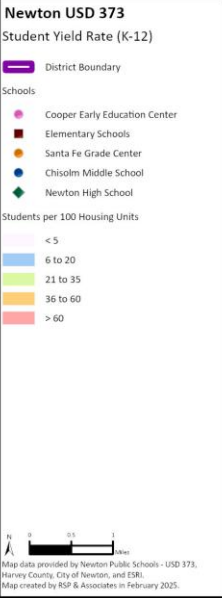
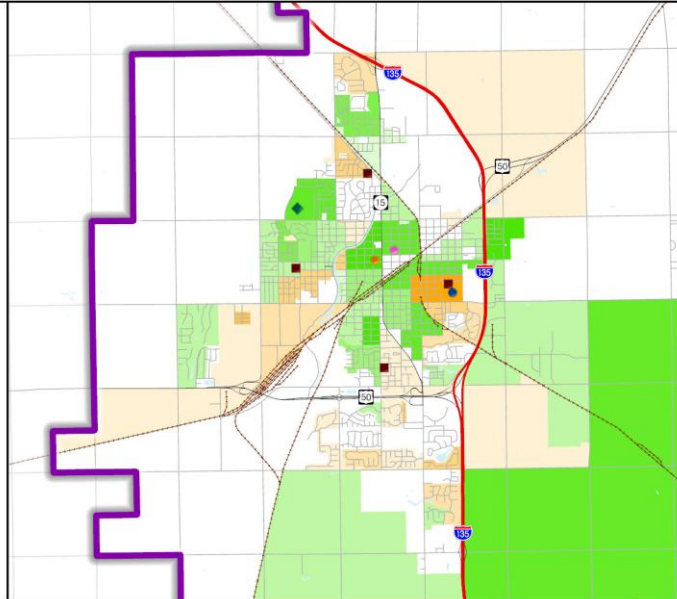
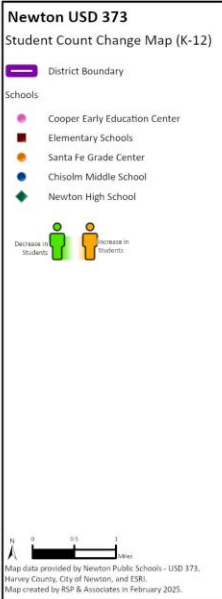
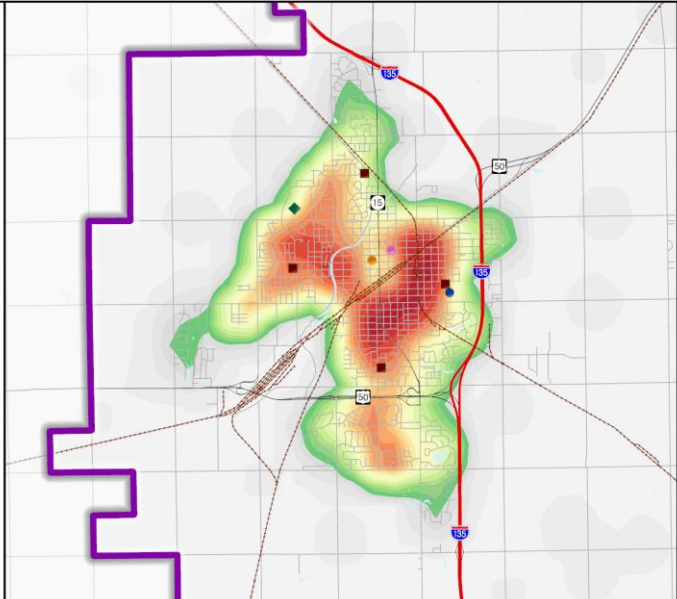
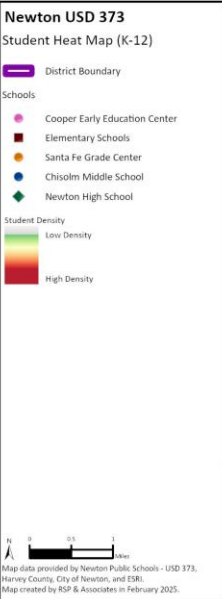
Newton Public School Total Enrollment Over Time



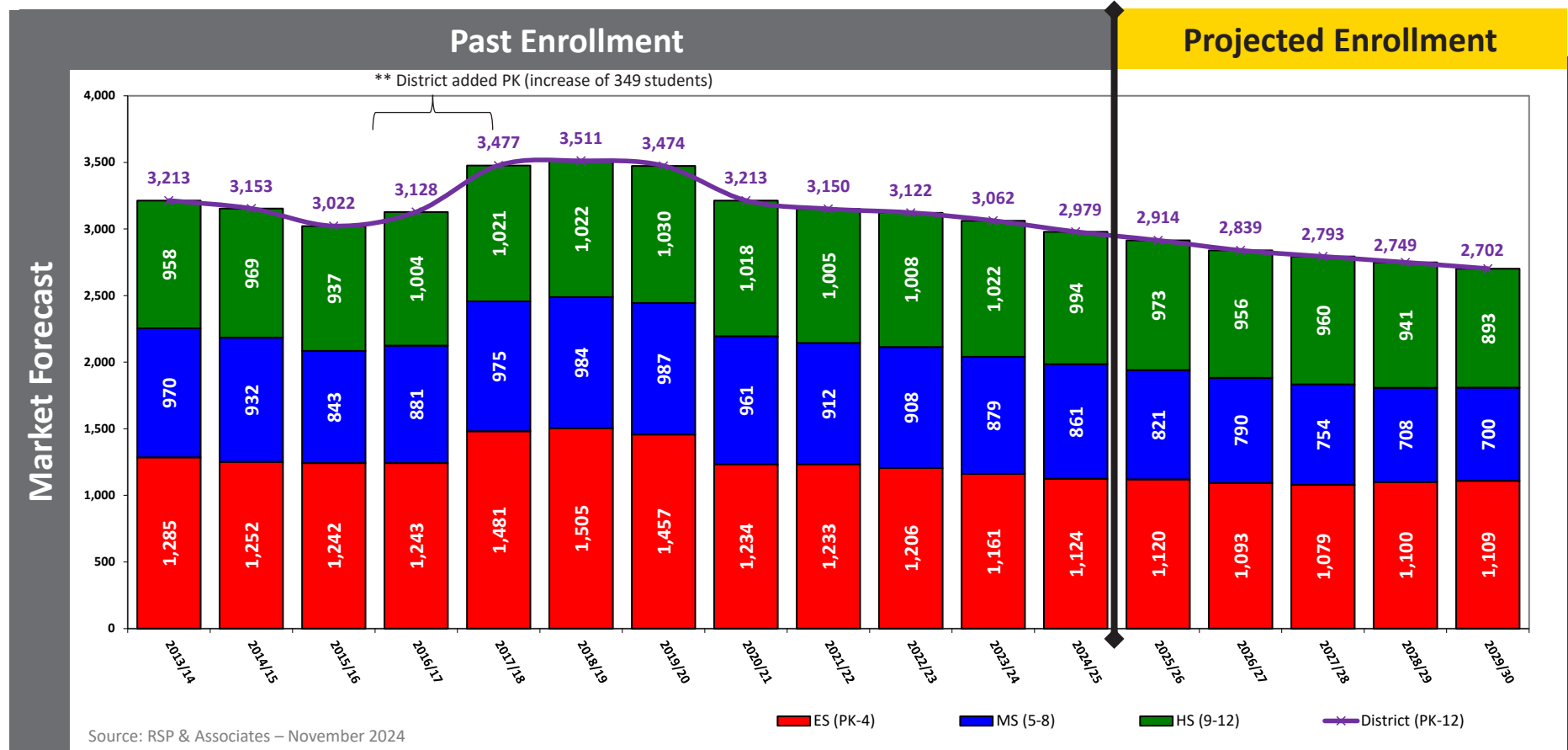
Main Takeaway: With six years of district decrease and decreasing child-age population, growth is limited.

Past Five-Year Change: -495 students

Enrollment Analysis: Key Variables (P. 2)



Enrollment Analysis: Results



Projected Outlook

- Enrollment is forecasted to decrease to around **2,702 students** over the next five years
- District enrollment to decrease by about **275 students by 2029/30**
 - Elementary enrollment to decrease by **15 students by 2029/30**
 - Middle school enrollment to decrease by **160 students by 2029/30**
 - High school enrollment to decrease by **100 students by 2029/30**

Capacity Analysis: Methodology

Data Collection:



Step 1: Gather

Sept. to Nov. 2024

- Building Floor Plans
- Building Master Schedules
- Class Size Guidelines

Step 2: Building Tours

Nov. 2024

- Building Administrator(s) provide programming of each classroom
- RSP validates Building Administrator input with Master Schedules and Building Floor Plans
- RSP uses information for qualitative educational space impacts which allow for deeper understanding of how programs are impacted by space limitations

Capacity Calculation:



Step 3:

Size of Spaces

- Review Floor Plans and data collection notes to determine if spaces are standard size classrooms

Step 4:

Space Assignment

- Assign each space a size (standard classroom, smaller space)
- Assign each space a type (Core, Elective, or Other Program Space)

Step 5:

Apply Class Size

- Apply class sizes based on District class size guidelines
- Calculate **Functional Capacity** of each building

Step 6:

Repurpose Potential

- Determine if any classrooms could be reassigned as Core programming classrooms
- Utilize results to calculate **Functional Repurpose Capacity**

Product Delivery:



Step 7:

Data Entry

- Enter building attributes for each school (Address, Year Built, Recent Remodel, Title 1 Designation, Special Designation, and Section/Team Quantity)

Step 8:

Create Visuals

- Create a visual of the Building Floor Plan that identifies space by use (Core, Elective, Other Program Space, or Administration)

Step 9:

Final Report

- Create the report of Building Utilization findings

Step 10:

Review Results

- Review with Administration to finalize for presentation to the Board of Education

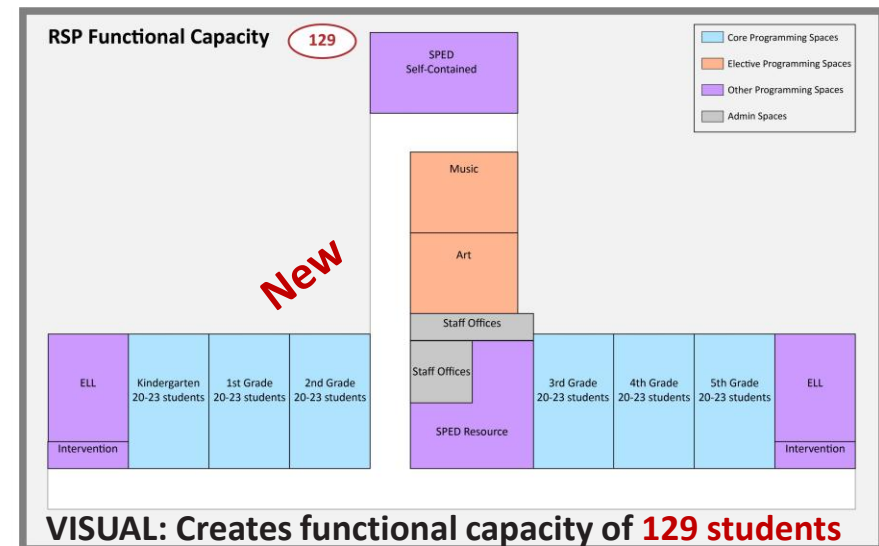
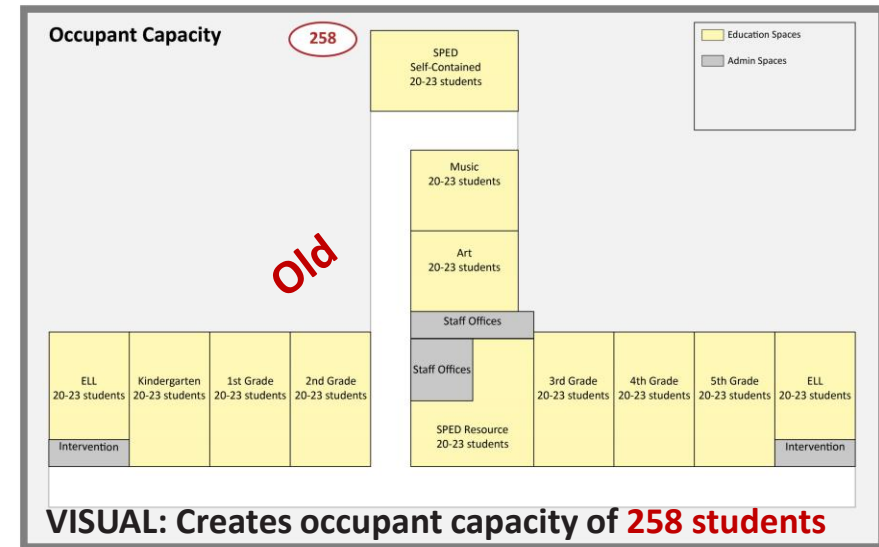
Capacity Analysis: Key Variables

Functional Capacity (RSP Methodology):

- A capacity analysis is a method to identify the number of learners that can be reasonably accommodated by a school building by assessing the following variables:
 - **Physical** (building space, classroom size, support space)
 - **Operational** (utilization rate, staffing, class size range, building schedule)
 - **Programmatic** (core educational program, specialty programs, instructional model)

Advantages of Functional Capacity:

- Programming of classrooms affects how many students utilize that classroom
- Integrates class size range by classroom type
- Ensures all student programs and resource offerings have designated spaces factored into the capacity
- Spaces that are smaller than the “ideal classroom size” are removed from calculation as core learning cannot take place in those spaces



Capacity Analysis: Results

Newton Public School Projections By School (Based on Student Reside)

Market Forecast	School	Functional Capacity	Enrollment Type (Past)	Past School Enrollment		Projections Based on Residence (1-5 years)					Utilization %
				2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
	Cooper Early Education Center	176	Attend	245	251	255	257	256	263	263	149.4%
	Northridge Elementary	234	Attend	208	184	184	176	169	172	177	75.6%
	Slate Creek Elementary	234	Attend	216	212	221	201	206	221	228	97.4%
	South Breeze Elementary	351	Attend	284	279	280	277	269	275	275	78.3%
	Sunset Elementary	234	Attend	208	199	193	182	179	169	166	70.9%
	Santa Fe 5/6 Center	455	Attend	422	433	392	352	359	347	333	73.2%
	Chisholm Middle School	504	Attend	449	417	427	430	387	353	359	71.2%
	Newton High	1,083	Attend	958	928	921	888	892	870	827	76.4%
	The Learning Center	0	Attend	17	21	17	20	20	23	18	0.0%
	Opportunity Academy	0	Attend	55	55	37	56	56	56	56	0.0%
	ELEMENTARY SCHOOL TOTAL	1,229	Attend	1,161	1,125	1,120	1,093	1,079	1,100	1,109	90.2%
	MIDDLE SCHOOL TOTAL	959	Attend	871	850	813	782	746	700	692	72.2%
	HIGH SCHOOL TOTAL	1,083	Attend	1,030	1,004	981	964	968	949	901	83.2%
	DISTRICT TOTALS	3,100	Attend	3,062	2,979	2,914	2,839	2,793	2,749	2,702	87.2%

Source: RSP & Associates, LLC - November 2024

- Note 1: Student Projections are based on the residence of the student.
- Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility
- Note 3: Transfers between Facilities are shown with Attend Projections
- Note 4: The Enrollment Model assumes ES(PK-4) MS(5-8) and HS (9-12)
- Note 5: Each planning area is assigned the 2024/25 boundary
- Note 6: School capacity provided from RSP 2024 capacity analysis
- Note 7: Reside is based on the student home address. PK students are assigned to reside in elementary schools
- Note 8: Attend is based on which facility the student attends
- Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

Over 100% School Capacity

Under 70% School Capacity

Conclusion:

- Cooper EEC is forecasted over functional capacity the next five years
- Elementary schools are forecasted under functional capacity, but Slate Creek ES increases at the greatest rate
- The Secondary facilities have adequate capacity to accommodate forecasted enrollment



Part 3: Committee Progress

Committee Process:

Throughout the Process:

7 Leadership Team Meeting

(November 2024 to June 2025)

Public Input

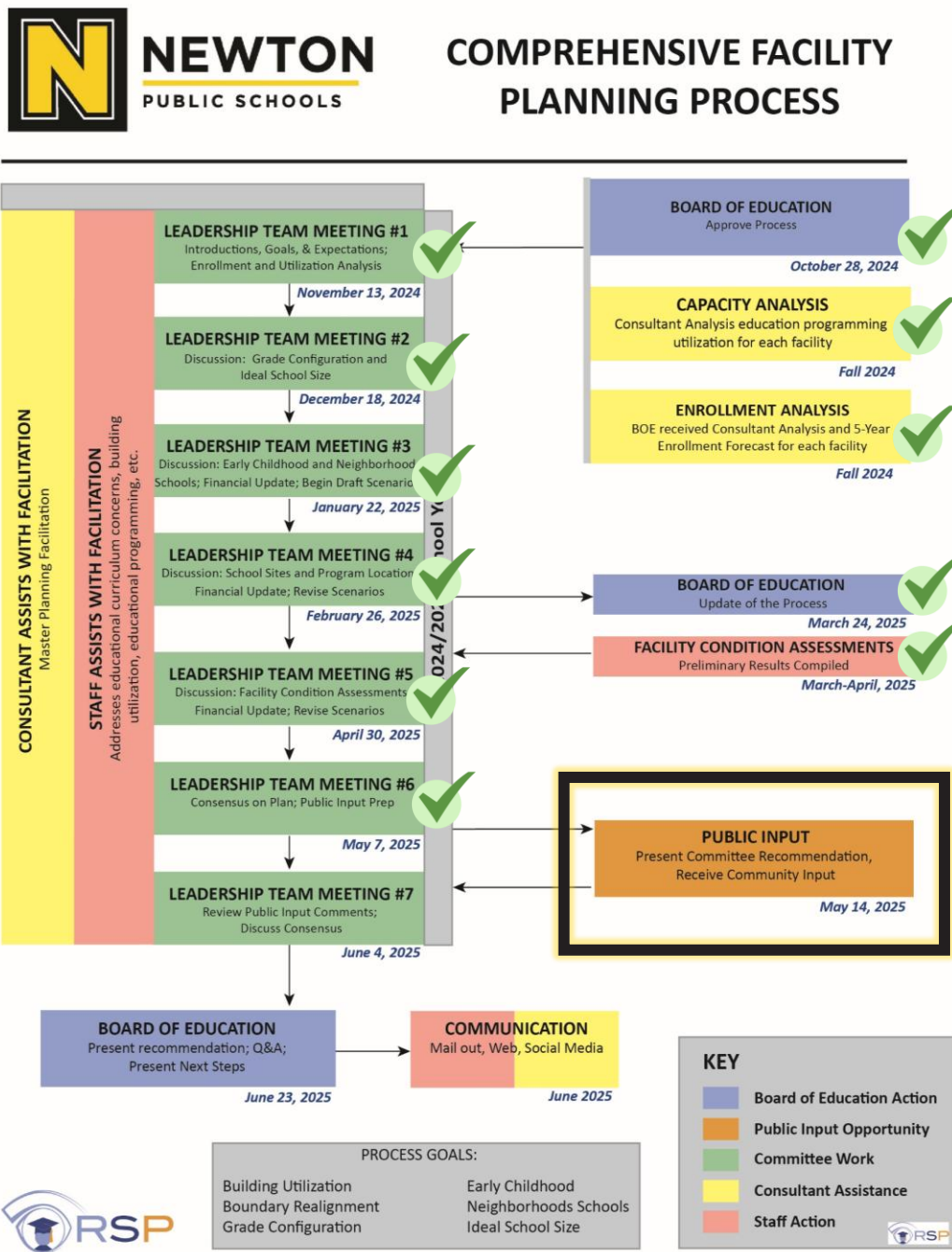
(May 2025)

3 Board meetings

(October, March, and June)

RSP assists with facilitation and analysis throughout the entire process

Board Approved 10/28/2024



Committee Meeting Summary:

Meeting #1	• Committee Introduction to Process • New Information Focus: Enrollment Analysis Summary • Committee discussion on Three FMP Categories
Meeting #2	• New Information Focus: Overview of Current District Status • Activity: Draft Belief Statements of Three FMP Categories
Meeting #3	• New Information Focus: Program Offerings (CTE and Elective Overview) • Activity: Review Belief Statements
Meeting #4	• New Information Focus: Student Experience (Grade Configuration Options) • Activity: Finalize Belief Statement
Meeting #5	• New Information Focus: Facility Needs (Facility Condition Assessments) • Activity: Identify and Prioritize Building Projects
Meeting #6	• New Information Focus: Aligning key projects to the Three FMP Categories • Activity: Review and discuss public input materials

Program Offerings



DRAFT RECOMMENDATION

Belief Statement:

Students will have strong foundational skills that will enable them to succeed in a variety of program offerings. USD 373 will continue to provide students access to a variety of program options in academics, athletics, activities, CTE, and post-secondary skills training.

Objective #1:

For the District to explore **expanded elective class** offerings for students in all grades.

Potential Strategies:

- ☐ Focus on exploratory and career-connected learning, especially in middle school grades
- ☐ Support greater development in life and soft skills (communication, teamwork, critical thinking)
- ☐ Expand fine arts and language programs at the middle school level

Objective #2:

For the District to **support greater pride** throughout the community and **promote program offerings**.

Potential Strategies:

- ☐ Highlight the specialties and success of current programs
- ☐ Tailor program offerings to meet student interests and career pathways
- ☐ Prioritize emphasis on quality core instruction
- ☐ Expand program offerings for alternative and/or virtual

Objective #3:

For the District to foster greater **CTE and Academic alignment** in middle and high school grades.

Potential Strategies:

- ☐ Strengthen academic foundation to support CTE success
- ☐ Boost collaboration between departments to increase awareness of academic and CTE success (K-12)
- ☐ Expand real-world learning opportunities (e.g., internships, career fairs, local partnerships)

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.

Student Experience



DRAFT RECOMMENDATION

Belief Statement:

We believe in fostering growth and community pride, striving to maintain smaller class sizes in the primary grades, embracing students as they grow, and providing supportive, inclusive environments that prepare every student for success in school and beyond.

Objective #1:

For the District to **maintain** the current grade levels and **balance enrollment** between buildings.

Potential Strategies:

- ☐ Aim to preserve smaller class sizes in primary grades
- ☐ Explore ways to address over-crowding challenges at Cooper EEC
- ☐ Consider opportunities to increase enrollment and offset decreasing trends

Objective #2:

For the District to upgrade and maintain **outdoor amenities** at school sites.

Potential Strategies:

- ☐ Prioritize maintenance and safety improvements for playgrounds and outdoor spaces
- ☐ Consider adding amenities to enhance usability in all weather conditions

Objective #3:

For the District to consider enhancements to **athletic and extra-curricular facilities**.

Potential Strategies:

- ☐ Upgrade athletic facilities to benefit students, parents, and visitors (tennis courts at CMS, pool at NHS, track at CMS/NHS, locker room facilities)
- ☐ Collaborate with the city or community partners to explore shared-use opportunities for projects

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.

Facility Needs



Belief Statement:

All students will have access to facilities that support their academic and personal growth today and tomorrow.

Objective #1:

For the District to expand **safety, accessibility, and security** at facilities.

Potential Strategies:

- ☐ Complete essential facility maintenance and safety upgrades (roof replacements, asbestos removal, hardware updates)
- ☐ Harden existing storm shelters and/or consider building new storm shelters
- ☐ Add secure entrances and stairwell upgrades where needed

Objective #2:

For the District to consider ways to **maximize** use of all district facilities.

Potential Strategies:

- ☐ Explore ways to address over-crowding challenges at Cooper EEC
- ☐ Consider options to expand alternative and/or virtual learning environments (K-12)

Objective #3:

For the District to consider **strategic facility improvements** that enhance learning environments.

Potential Strategies:

- ☐ Improve Chisholm Middle School pod classrooms to support collaborative learning
- ☐ Improve Newton High School spaces:
 - Culinary Arts and Science classrooms
 - Replacement of temporary walls

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.

Open House Directions

Stations are set up throughout the room

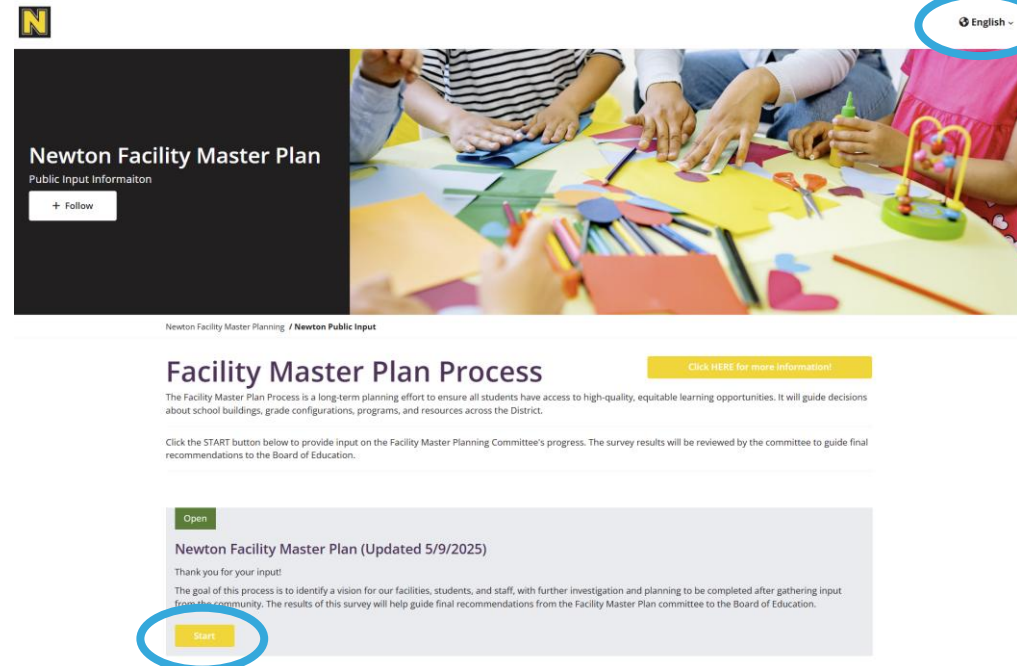
1. Read about the process information
2. Have small group discussion with others
3. When ready, take the survey!

Scan Me to access the survey:



About the Survey:

- ❑ Open via Social Pinpoint from **May 14th to May 28th**
- ❑ Click the top right corner “English” to change languages
- ❑ Click “Start” to take the survey
 - ✓ 4-6 Questions per page
 - ✓ 4 pages of questions
 - ✓ Approx. 5 mins to complete



<https://rsp.mysocialpinpoint.com/newton-fmp/may-public-input>